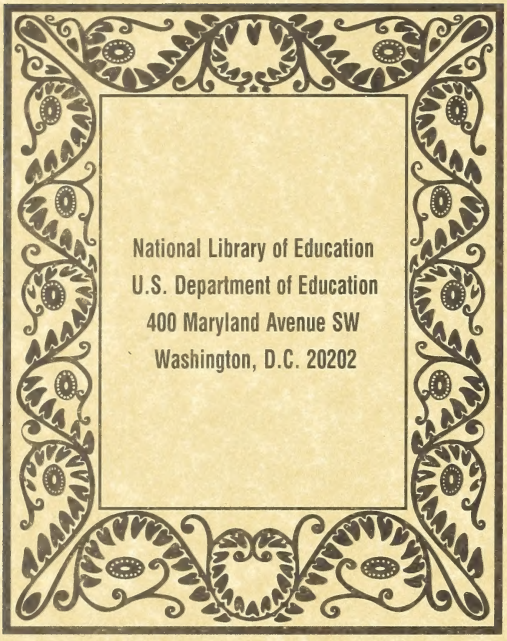

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ERRATA.

Page xli, last line: read 57,615, instead of 517,615.

Page lxi, seventh line: read advancing, instead of advances.

Page lxxv, sixteenth line: read Xenophon, instead of Zenophon.

Page xcii, thirty-first line: read Anatomy, instead of Analysis.

Page xciv, forty-fourth line: insert an asterisk at the end.

Page cxv, forty-fifth line: read Jowett's, instead of Jowelt's.

Page cxlvi, thirty-first line: read 430, instead of 30.

Page 104, eleventh line, and wherever else observed: read Theological, instead of Theologic.

Page 170, third line, and wherever else observed: read technical, instead of technic.

Page 181, fortieth line, and wherever else observed: read clerical, instead of cleric.

Page 238, fortieth line, and wherever else similarly used: read classical, instead of classic.

Page 366, tenth line, and wherever else observed: read chemical, instead of chemic.

Page 707, fifth line, and elsewhere in Table No. XII: read III.—PHARMACEUTICAL, instead of 4. *Pharmaceutic.*

Page 712, first line, and elsewhere in Table No. XIII: omit, (Universities, colleges, &c.)

Pages 720 and 721, opposite Lafayette College: omit all numbers in columns 3, 6, 8 and 26.

Page 826, first line, and wherever else similarly used: read historical, instead of historic.

REPORT.

DEPARTMENT OF THE INTERIOR, BUREAU OF EDUCATION,
Washington, D. C., November 15, 1873.

SIR: I have the honor to submit my fourth annual report. The disasters which have fallen upon the finances and industries in portions of the country have, in some instances, embarrassed the progress of education by delaying the payment of teachers and by depriving many poor children of the opportunity of attending school; but, on the whole, the year has been one of substantial progress in this important interest. Especially is this true as respects the work assigned this Office.

The facts now ready for use present, as respects amount, definiteness, and freshness, a striking contrast to the condition of educational information when my first report was commenced, in 1870.

Doubtless we cannot expect that the result of efforts in this direction for any year will be wholly satisfactory until every child is brought under the influence of elementary instruction and there is a sufficient number of youth in the secondary, superior, and special grades of training to assure the progress of the Republic in the improvement of all its vast opportunities.

At present, however, these facts cannot be fully, accurately, and promptly collated; yet any report of them must carry with it a certain useful impression, as it reveals the extent of ignorance that prevails in quarters and the evils that flow from it to individuals, society, and the state. It is of interest to the sailor to know whether his chart and his observations enable him to compute accurately his position and bearings. It is of no less consequence to the patriot to know whether his country is responding to the necessary conditions of growth and perpetuity. This he can never know if he leaves out of view what is transpiring with the rising generation. He may compare the facts relating to the material condition of his country with those respecting other nationalities, and may find them flattering to his pride; and yet, if he has not taken into consideration the educational factors—the efforts for the culture of the young—and their effects, and the other facts which may be definitely known, showing whether ignorance or intelligence, vice or virtue, crime or justice, honesty or dishonesty, are on the increase, he has left out the one element most essential to a correct conclusion.

Commerce, industry, legislation, and administration would go back towards barbarism, if the care of the young were neglected for a single generation. The lack of these data for our whole country has for a long period been a standing complaint among students of American civilization. No officer could make satisfactory replies to foreign inquiries. No statesman could find facts for the formation of his opinions or the guidance of his conduct. There was much pompous boasting of American intelligence, but nobody could exactly describe it.

The most eminent investigators in this field had confessed their embarrassment. The demand for something comprehensive and complete was increasing from every quarter and every interest. Leading minds in other countries, as they saw the restored Union rise above the commotions which had been thought by monarchists certainly fatal to it and to republicanism, more universally accepted education as the primal cause of national safety as well as of national progress and in this belief came here to study it anew. At the same time the transition through which our own society was passing, especially in those sections where slavery had been abolished, increased the public solicitude in this direction. The desire for information was not satisfied with the

opinions of the most eminent educators, nor with local experiences, records, and statistics, nor with the widest theoretical generalization.

Almost every one who endeavored to understand the diverse facts in connection with education in this country complained of the lack of a general summary. Great and noble efforts had been made to supply this desideratum; particular features, methods, or systems had been examined; some very valuable special statements had been published; but there was no report for my guidance. There was not anywhere in existence any complete list of colleges, academies, or high schools; there was no summary of the work accomplished by the several State- and city-systems. Forty years ago, Jared Sparks had sought to make out a list of colleges, to show the annual work done by them; thirty-five years ago, Dr. Henry Barnard secured the insertion of some inquiries respecting the intelligence of the people in the schedules of the census; yet, in 1870, when engaged on my first report, I was told by persons of great intelligence that they considered the reports of Dr. Fraser and M. Hippeau the best to be found on the subject of American education. The preparation of the report for that year was like cutting a path through an untrodden forest.

The law indeed required this Office to collect such statistics and facts as would show the condition and progress of education in the several States and Territories; but it will be readily seen that under these requirements many serious questions arose as to how the collection should be made and what class of facts and statistics should be included. I could not divest my mind of that comprehensive conception of education suggested by a most eminent philosopher, who declared that "education, in its larger sense, is one of the most inexhaustible of all topics. Though there is hardly any subject on which so much has been written, by so many of the wisest men, it is as fresh to them who come to it with a fresh mind, a mind not hopelessly filled with other people's conclusions, as it was to the first explorer of it; and, notwithstanding the great mass of excellent things which have been said respecting it, no thoughtful person finds any lack of things, both great and small, still waiting to be said or waiting to be developed and followed out to their consequences. Education, moreover, is one of the subjects which most essentially require to be considered by various minds and from a variety of points of view; for, of all many-sided subjects, it is the one which has the greatest number of sides. Not only does it include whatever we do for ourselves and whatever is done for us by others, for the express purpose of bringing us somewhat nearer to the perfection of our nature; it does more; in its largest acceptation, it comprehends even the indirect effects produced on character and on the human faculties by things of which the direct purposes are quite different: by laws, by forms of government, by the industrial arts, by modes of social life; nay, even by physical facts not dependent on human will: by climate, soil, and local position. Whatever helps to shape the human being—to make the individual what he is or hinder him from being what he is not—is part of his education."*

I decided that it would be inadmissible to treat in a national Office education in any partial or limited sense of the word and that it was proper to seek first those results least liable to future modification. In carrying out this purpose, it seemed to me that certain limitations were absolutely essential for the proper conduct of the Office, and I have endeavored to have them ever present for the guidance of whatever was undertaken in it. I felt that a work coming into so close relations to the instrumentalities for the training of the youth of the nation should regard most scrupulously all the great principles on which depends the perpetuity of our institutions and of the spirit which leads and assures the progress of our civilization, such as that sacred privacy and responsibility of individuals and localities and institutions, in which none should intermeddle.

Resolving that no effort of the Office should with my consent infringe this freedom, I saw, or seemed to myself to see, in the facts and experiences which each institution,

*Address on "Literary and scientific education," by J. Stuart Mill, delivered at the University of St. Andrews, February 1, 1867

system, or educator thought it desirable to make public, either for self-benefit or the good of others, an ample field for the collation of results which would be most useful for all to know.

SOURCES OF MATERIAL.

It has been found impossible to give credit to each source of information from which the first portion of the appendix to this report was compiled.

Every State now, except Delaware, makes some kind of periodical report on education. These and other official reports are, of course, our first sources of information and are formally credited. It would, doubtless, be well if every State- and territorial report included all the items mentioned in our abstracts; but in many instances they do not. In regard to several States, no summary of information similar to those given in the appendix can be found; though brief, they require great labor in preparation and are made as comprehensive as possible. In comparing the abstracts of this year in detail with those of 1870, great differences will be recognized. It will be noticed that the amount of information drawn from city-reports, which is not contained in State-reports, is increasing year by year. The practice of permitting a municipal school-system to be in action for several years, without the publication of complete reports for the information of the people, is becoming less and less common.

In addition to these sources of information there are very many facts communicated directly to this Office by letters from State-, city-, and county-superintendents, members of boards of education, teachers, and by the heads of the different institutions for superior, secondary, professional, or special instruction. Moreover, the tabulated summaries in regard to superior, secondary, and professional instruction, which will be found in the abstracts, are drawn from returns made by these institutions directly to this Office, and the information will be found in full in the tables at the end of the appendix. These tables are brought up as closely as possible to the date when the report passes through the hands of the printer.*

In order that the increased value of the statistical portion of the present report over that of past years may be more clearly understood, the number of institutions, instructors, and students reported in several tables in the reports for 1870, 1871, and 1872, and in the appendix to this volume, have been brought together in the following statistical summary to present to the eye the growth of this material in a single view, as follows:

* In my last report there was an effort made to describe the condition of educational reports and information in the country: what the officers of the State- and city-systems and institutions knew about their condition and were able to include in their reports. This some writers interpreted to mean a disinclination on the part of educational officers to report to a central national Office; but the fact is that none are so well aware of these deficiencies as the superintendents and officers themselves, and none are more earnest or determined to correct them; and as for readiness to report to this Bureau and to render it any assistance in gathering information, the greatest willingness and kindness have been manifested by every State-, county-, and city-, or town-school-officer, from the highest to the lowest, without exception. The summary then presented, so surprising to many, was only the gathering-up in a single statement of certain deficiencies, which all efforts had so far failed to remedy, and was done solely as a means of awakening more general convictions of the necessity of, and arousing the public mind to, greater efforts in this direction. It will be impossible to find better appreciation of these efforts than is presented in the general improvement of these reports

Statistical summary of institutions, instructors, and students, as collected by the United States Bureau of Education, for 1870, 1871, 1872, *and* 1873.

	1870.			1871.		
	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
City-schools	.....	.....	.....	.....	19,448	1,417,172
Normal schools	53	178	1,028	65	445	10,922
Business-colleges	26	154	5,824	60	168	6,460
Academies	.....	.....	.....	638	3,171	80,227
Preparatory schools*	.....	.....	.....	.....	.....	.....
Scientific and agricultural schools	17	144	1,413	41	303	3,303
Colleges for women	33	378	5,337	136	1,163	12,841
Colleges	266	2,823	49,163	290	2,962	49,827
Theological schools	80	339	3,254	94	369	3,204
Medical schools †	63	588	6,943	82	750	7,045
Law-schools	28	99	1,653	39	129	1,723

	1872.			1873.			Increase of 1873 over 1872.		
	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
City-schools	.....	23,194	1,215,897	.....	27,726	1,564,663	.....	4,532	348,766
Normal schools	98	773	11,778	114	887	16,620	16	114	4,842
Business-colleges	53	263	8,451	112	514	22,397	59	251	13,946
Academies	811	4,501	98,929	944	5,058	118,570	133	557	19,641
Preparatory schools*	.....	.....	.....	86	690	12,487	86	690	12,487
Scientific and agricultural schools	70	724	5,395	70	747	8,950	0	43	3,555
Colleges for women	175	1,617	11,288	205	2,120	24,613	30	503	13,325
Colleges	298	3,040	45,617	323	3,106	52,053	25	66	6,436
Theological schools	104	435	3,351	110	573	3,838	6	138	487
Medical schools†	87	726	5,995	94	1,148	8,681	7	422	2,686
Law-schools	37	151	1,976	37	158	2,112	0	7	136

* Previously included in the academies; so that the real increase of these is as follows: 219 institutions, 1,247 teachers, and 32,128 pupils.

† Including schools of pharmacy and dentistry.

As these reports go on improving in completeness and accuracy, it is easily seen how changes, whether indicating loss or gain, for the whole country, will readily appear.

I am assured by officers of different systems and institutions of education that, during the four years these collections have been in progress, their methods of keeping records have become much improved and that their knowledge of the history of their own experiences has greatly increased. The publication of educational statistics in journals and newspapers has also very manifestly increased.

There is a danger of setting a wrong value on these statistics, against which all especially familiar with work in this direction are likely to be on guard. It has been our aim always neither to overestimate nor to undervalue the exact lessons of these statistics. Equal care must be exercised in using figures in commerce or geography.

Scientific men are well aware how difficult it has been to agree upon the exact heights of mountains. A writer of a recent English work on navigation is only just now prepared to agree that the longitude of the Capitol at Washington and of the observatory at Cambridge, after decades of most accurate observation, can be taken as settled with sufficient accuracy for the use of sailors. With much less time for observation, we are rapidly approaching a condition of educational statistics in which we may, and with equal safety, trust our efforts to calculate the bearings of the movements in our systems and methods. Social science in this country and elsewhere is attracting increased attention. Its discussions and publications so far are largely speculative, and yet have been useful in arousing and directing public attention. Already here and there the necessary basis of fact is appearing. A greater effort on the part of those appreciating the value of this science to secure proper record by civil government in its various organizations—municipal, State, and national—would, doubtless, hasten the attainment of accurate and trustworthy results.*

Clearly, individual observation is not sufficient; government or the civil organization alone has the instrumentalities and the power to obtain such record of facts that the report of them from year to year and month to month may form solid ground upon which to rear beneficial theories in regard to health, disease, political economy, education, &c. In no department of social science perhaps are the records so far advanced as in that of education. The day is rapidly passing away when mere statement of opinion will suffice, however eminent the author. Generally, in the past, even since the revival of education in the generation now passing away, the declaration of an eminent educator would pass unchallenged as an argument. Now, its weight is determined by the array of facts with which it can be found to tally. We are told that the word "philosophy" and its cognates do not occur in Homer or Hesiod. They used a word which implied that the individual to which it referred was distinguished from the mass of men by some kind of art or skill. The growth of human history alone renders possible that accumulation of facts upon which great generalizations may be based. Bacon's method has greatly quickened the use of facts in all reasoning for the guidance of human conduct, individual or civil. The spirit of the times clearly points to educators, a class of intelligent observers, as leaders in this department of science. The process of scientific elimination may be slow, but in the United States there is great encouragement. The field is wide, our great freedom affords the largest room for diverse methods, and thus for the most varied experience and application of tests. It is the conviction that this Office is for the benefit of all in recording the observations and comparing the deductions made by individuals in their various localities and under various conditions, which is really the secret of the great harmony existing between it and all the great active educational forces in the country.

TABLE I.—STATE-SYSTEMS OF PUBLIC INSTRUCTION.

I have alluded to the growing interest in educational statistics and to the progress of this Office, year by year, towards greater completeness in the statistics presented in its annual reports. The comparative statement for the years 1871, 1872, and 1873 following will show what success has attended its efforts to give a full exhibit of the public-school-systems of the several States and Territories:

* The following letter, said to have been received by Mr. Layard, the eastern explorer, from a Mohammedan official, whom he had asked for some statistics of the city in which he lived, well illustrates the spirit of a civilization opposed to our own, too much of which spirit exists among us:

"MY ILLUSTRIOUS FRIEND AND JOY OF MY LIVER: The thing you ask of me is both difficult and useless. Although I have passed all my days in this place, I have neither counted the houses, nor have I inquired into the number of inhabitants; and as to what one person loads on his mules and the other stows away in the bottom of his ship, this is no business of mine. But, above all, as to the previous history of this city, God only knows the amount of dirt and confusion that the infidels may have eaten before the coming of the sword of Islam. It were unprofitable for us to inquire into it. O my soul! O my lamb! Seek not after the things which concern thee not. Thou comest unto us, and we welcome thee. Go in peace."

In 1871, information respecting the school-population of only twenty-nine States could be obtained from school-officers; in 1872, thirty-seven States and seven Territories reported this item, and in the present year (1873) thirty-seven States and eleven Territories give a pretty accurate statement of their school-population. In 1871, twenty-eight States reported the children enrolled in the public schools; in 1873, thirty-five States and ten Territories; in 1871, twenty-five States reported the average attendance of enrolled pupils; in 1873, thirty-one States and five Territories. The number able to report pupils in private elementary schools has increased from fourteen States, in 1871, to twenty-two States and five Territories, in 1873. In 1871, thirty States reported their public-school-income; in 1873, thirty-five States and ten Territories; in 1871, twenty-four States reported total expenditure for public schools; and, in 1873, thirty-six States and ten Territories.

It was sought in the inquiries sent out this year to the State-superintendents of public instruction to elicit the approximate number of persons in the several States and Territories between 6 and 16 years of age, included in the school-censuses. So long as the present diversity of ages in the enumeration prevails, no very trustworthy comparative estimates can be made of the relative effectiveness of our school-systems. Only six States could respond to the inquiry, viz: Connecticut, Florida, and Wisconsin, giving the number under 6 years of age and the number over 16 in the enumeration; Minnesota, Missouri, and Ohio, the number over 16 years of age. It is believed, however, that school-officers of all the States recognize the importance of a census which shall be substantially uniform in respect to the ages embraced therein, so far as necessary for purposes of comparison, and that measures will soon be taken to secure it.*

The following table shows the ages enumerated in the school-censuses:

States and Territories.	School-age.	States and Territories.	School-age.
Rhode Island	4-15	Missouri	5-21
Connecticut	4-16	Nebraska	5-21
Utah	4-16	New York	5-21
Oregon	4-20	Virginia	5-21
Wisconsin	4-20	Colorado	5-21
Florida	4-21	Dakota	5-21
Maine	4-21	Idaho	5-21
New Hampshire	4-21	South Carolina	6-16
Montana	4-21	Indian	6-16
Washington	4-21	District of Columbia	6-17
California	5-15	Georgia	6-18
Massachusetts	5-15	Nevada	6-18
New Jersey	5-18	Tennessee	6-18
Maryland	5-20	Texas	6-18
Michigan	5-20	Kentucky	6-20
Vermont	5-20	Illinois	6-21
Wyoming	5-20	Indiana	6-21
Alabama	5-21	Louisiana	6-21
Arkansas	5-21	North Carolina	6-21
Delaware	5-21	Ohio	6-21
Iowa	5-21	Pennsylvania	6-21
Kansas	5-21	West Virginia	6-21
Minnesota	5-21	Arizona	6-21
Mississippi	5-21	New Mexico	(†)

* On page xxvi of my report for 1872, I observed as follows: "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."

† Not reported

Statistical summary showing the school-population, enrollment, attendance, income, expenditure, &c., for 1871, 1872, *and* 1873, *as collected by the United States Bureau of Education.*

	Year.	Number reporting.		In States.	In Territories.
		States.	Territories.		
School-population	1871	29	.....	9,632,969	.....
School-population	1872	37	7	12,740,751	88,097
School-population	1873	37	11	13,324,797	134,128
Number enrolled in public schools	1871	28	.....	6,393,085	.....
Number enrolled in public schools	1872	34	7	7,327,415	52,241
Number enrolled in public schools	1873	35	10	7,865,628	69,968
Number in daily attendance	1871	25	.....	3,661,739	.....
Number in daily attendance	1872	28	4	4,081,569	28,956
Number in daily attendance	1873	31	5	4,166,062	33,677
Number of enrolled absent daily	1871	9	.....	739,351	.....
Number of enrolled absent daily	1872	26	3	2,693,080	11,245
Number of enrolled absent daily	1873	29	5	3,699,566	136,291
Number of school-population absent daily	1871	3	.....	378,628	.....
Number of school-population absent daily	1872	26	3	6,555,614	44,000
Number of school-population absent daily	1873	29	5	9,158,735	100,451
Number of pupils in private elementary schools	1871	14	.....	328,170	.....
Number of pupils in private elementary schools	1872	18	5	356,691	7,592
Number of pupils in private elementary schools	1873	22	5	472,483	7,859
Total number of teachers	1871	26	.....	180,635	.....
Total number of teachers	1872	33	7	216,062	1,177
Total number of teachers	1873	35	6	215,210	1,511
Number of male teachers	1871	24	.....	66,949	.....
Number of female teachers	1871	24	.....	108,743	.....
Number of male teachers	1872	30	6	81,135	374
Number of female teachers	1872	30	6	123,547	633
Number of male teachers	1873	28	5	75,321	529
Number of female teachers	1873	28	5	103,734	786
Public-school-income	1871	30	.....	64,594,919	.....
Public-school-income	1872	35	6	71,988,718	641,551
Public-school-income	1873	35	10	80,081,583	844,666
Public-school-expenditure	1871	24	.....	61,179,220	.....
Public-school-expenditure	1872	31	6	70,035,925	856,056
Public-school-expenditure	1873	36	10	77,780,016	995,422
Permanent school-fund	1871	19	.....	41,466,854	.....
Permanent school-fund	1872	31	1	65,850,572	64,385
Permanent school-fund	1873	28	1	77,870,887	137,507

Arkansas, Oregon, and Wyoming do not report pupils enrolled in public schools. Delaware, Kentucky, Nebraska, South Carolina, Tennessee, Arizona, Dakota, New Mexico, and Wyoming do not report average daily attendance of pupils. Arkansas, Minnesota, Nevada, and Arizona do not report number of public schools. Alabama, Maryland, Tennessee, Arizona, Dakota, Idaho, and New Mexico do not report duration of schools in days. Alabama, Arkansas, Delaware, Indiana, Kansas, Kentucky, Maine, Maryland, North Carolina, South Carolina, Tennessee, Texas, Vermont, Virginia, West Virginia, Dakota, Idaho, New Mexico, Utah, and Washington do not report the number of pupils in private schools corresponding in grade with the public schools. Delaware, Georgia, Arizona, Dakota, Idaho, Washington, and Wyoming do not report the number of teachers in the public schools. Delaware, Georgia, Indiana, Kentucky, Vermont, Idaho, New Mexico, and Washington do not report the average monthly salary of teachers.

Alabama, Delaware, Georgia, Kentucky, Nevada, Oregon, Tennessee, West Virginia, Dakota, Montana, New Mexico, Washington, and Wyoming do not specifically report expenditure for sites and buildings. Alabama, Delaware, Georgia, Kansas, Kentucky, Nevada, New Hampshire, Tennessee, Dakota, District of Columbia, Montana, New Mexico, and Wyoming do not specifically report the expenditure for salaries of teachers. Tennessee and Wyoming do not report total expenditure for schools. Alabama, Delaware, Georgia, Louisiana, Pennsylvania, South Carolina, Tennessee, and Vermont do not report amount of school-fund. Colorado is the only Territory reporting a school-fund.

The following is a statement of the amount expended in the several States and Territories, (1873,) *per capita* of population of legal school-age, and also the expense *per capita* of the estimated population between the ages of 6 and 16. I estimate the population between these ages at 10,103,115, for the thirty-seven States, and 114,710, for the eleven Territories, reporting their scholastic population. It will be observed that the column "estimated expenditure *per capita* of population between 6 and 16 years old," presents a uniform standard of comparison and brings out more strikingly the actual differences between the educational efforts of the respective States.

Statistical summary of public-school-expenditure in the several States and Territories per capita of legal school age and per capita of population between 6 and 16.

States and Territories.	*Per capita* of school-population, (State enumeration.)	*Per capita* of population between 6 and 16, (estimated.)	States and Territories.	*Per capita* of school-population, (State enumeration.)	*Per capita* of population between 6 and 16, (estimated.)
Massachusetts	$21 74	$21 74	Texas	$3 90	$4 33
Nevada	17 35	19 28	Mississippi	3 58	4 98
California	14 92	14 92	West Virginia	2 77	3 70
Nebraska	11 91	17 02	Missouri	2 64	3 62
Connecticut	11 60	12 89	Louisiana	2 58	3 44
Rhode Island	11 60	12 73	Arkansas	2 27	3 13
Illinois	10 18	13 26	Kentucky	2 25	2 48
New Jersey	8 62	10 15	Virginia	2 24	2 80
Iowa	8 61	12 17	South Carolina	1 60	1 85
Kansas	7 94	11 31	Florida	1 49	2 04
Michigan	7 47	9 61	Alabama	1 21	1 67
New York	7 21	10 16	Georgia	65	64
Ohio	7 03	9 24	North Carolina	55	62
Pennsylvania	6 93	9 23	Tennessee	.....	.....
New Hampshire	6 83	7 18	Colorado	17 50	.....
Vermont	6 77	7 55	Montana	9 43	.....
Indiana	5 63	7 37	District of Columbia	9 42	.....
Oregon	4 97	7 14	Idaho	8 46	.....
Maryland	4 90	6 55	Utah	4 69	.....
Minnesota	4 80	6 62	Washington	4 42	.....
Wisconsin	4 80	7 06	Arizona	3 33	.....
Maine	4 27	6 57	Dakota	2 93	.....
Delaware	4 02	5 80	New Mexico	1 77	.....

The following summary shows the average monthly wages of public-school-teachers in the several States and Territories in 1873. (No reports of this item were received from Delaware, Georgia, Indiana, Kentucky, Vermont, New Mexico, Washington, and Idaho.)

Monthly compensation of teachers in public schools.

States and Territories.	Male.	Female.	States and Territories.	Male.	Female.
Wyoming	$150 00	$70 00	Wisconsin	$43 66	$27 34
Nevada	116 53	88 73	Pennsylvania	42 69	34 92
Arizona	100 00	100 00	Missouri	42 43	31 43
Massachusetts	93 65	34 14	Ohio	41 00	29 00
District of Columbia	91 66	62 50	New Hampshire	40 78	23 84
California	84 28	63 37	Alabama	40 00	40 00
Rhode Island	75 72	41 97	Maryland	39 86	39 86
Montana	68 41	68 41	Nebraska	39 60	33 80
Connecticut	67 01	34 09	Kansas	38 43	30 64
New Jersey	65 92	36 61	Minnesota	36 90	29 08
Colorado	62 00	51 00	Iowa	36 28	27 68
Arkansas	60 00	40 00	Florida	35 00	35 00
Texas	57 00	57 00	Maine	34 28	15 16
Louisiana	55 64	55 64	West Virginia	34 00	28 89
Illinois	52 92	40 51	South Carolina	33 78	32 06
Michigan	51 94	27 13	Tennessee	32 04	32 04
Mississippi	51 32	51 32	Virginia	32 00	32 00
New York	49 53	49 53	Dakota	30 00	30 00
Utah	47 59	24 14	North Carolina	30 00	25 00
Oregon	47 54	43 70			

SUMMARY OF EDUCATIONAL CONDITION IN THE STATES FOR 1873.—SOUTHERN STATES.

In Alabama, the board of education has labored under great embarrassment, from the difficulty of securing from an impoverished people the needful funds for the support of free schools. As a consequence of this, teachers have in many instances had to wait months for the payment of salaries due them, and a large number of the free schools in country-districts have been closed.

In the large towns, aid from the Peabody fund and the American Missionary Association has kept schools still in successful operation. The lack of funds has of course affected the high schools under the State-system, but a promising State normal school has been established ; the University and State Agricultural College have continued operations and the condition of the Institution for the Deaf and Dumb and Blind appears to have improved.

Arkansas has labored under the same embarrassment as Alabama with respect to funds. The State-certificates, with which taxes and teachers have been too generally paid, having fallen to less than half their face-value, school-sessions have had to be cut down to three months, and teachers, unable to secure even half their salaries, have very often abandoned the profession or left the State. Fifteen towns have, however, organized town-school-systems, under a special act, and in these, the schools "are believed to be doing reasonably well." Interest in the public-school-system seems to increase among the people; the new Industrial University is so well advanced as to give promise of improvement in superior education, the State-institutes for the blind and for deaf mutes continue to give good instruction in their special lines, and measures are on foot to give greater advantages for education to the colored people.

Louisiana has struggled through the year under kindred financial troubles with the two neighboring States just named, and as, by an unfortunate change in the school-law of Texas, the public-school-system in that State has been almost broken up, the outlook for education in the Southwest is not encouraging, except in Mississippi, where opposition to the free-school-system seems to have greatly diminished, where popular interest in it has obviously much increased, where facilities for normal and secondary

education are enlarging, and where, in the State University and State-School for the Deaf and Dumb, superior and special training shows signs of advancing thoroughness.

The new State-superintendent of instruction in Florida reports an increase of 56 schools in 1873, making, with 113 added in 1872, an addition of 169 to the 331 previously existent. The increase of attendance in two years has been 4,000, while reports from leading schools indicate an advance in methods of instruction as well as in results. A site for the State Agricultural College has at last been agreed upon in Alachua County, (including 20,000 acres,) and $50,000 cash secured by that location, a fair course of collegiate study mapped out by the trustees, and steps towards the organization of a corps of instructors taken. The laying of foundations for a university for colored students is another mark of progress here.

Georgia, after a cessation of public-school-teaching for a year, (except in certain towns,) has again set her schools in operation, and an earnest superintendent is doing obviously his best to make the new effort a success. In the larger towns, school-systems including all grades have been established, with normal classes every Saturday for the whole body of teachers in each town; 109 academies and high schools report generally fair courses for secondary education; and an effort is on foot to unify throughout the State the whole system of superior instruction by a compact between the university and the colleges.

South Carolina, in spite of great discouragements, shows an increase of 98 free schools and 147 new school-houses over 1872, with an additional school-attendance of 7,431 and an additional expenditure of $113,981.37 for public schools, while her university has been made practically free to all by the remission of professorial fees and room-rent.

North Carolina, though embarrassed by a poor school-law and by restrictions on local taxation for school-purposes, has increased by about 74 per cent. her receipts for free schools and by about 190 per cent. the attendance on them.

Kentucky, hampered by financial trials, has friends of education who have pressed forward, under an energetic superintendent, amending her school-law, advancing the qualifications of her teachers, improving her school-houses, and taking steps towards a general education of her colored population. "With rare exceptions," says the State-report, "the reports from different counties present evidences of an educational revival pervading almost every section of the State."

In Virginia, though there has been a slight falling-off in receipts and expenditures for school-purposes, as well as in enrollment and average attendance, there are 501 new schools, while a great number of school-houses built during the year and a large increase in the value of school-property combine with the declarations of both political parties in the last canvass to show that the purpose of the people is to build up the public-school-system solidly and permanently. Institutions for secondary instruction are numerous throughout the State; provision for scientific training has been made in the new agricultural colleges and the State Military Institute; and, through the fostering influence of two universities and six colleges, superior education is so well advanced that, in proportion to population, Virginia compares favorably with any of the States as respects the number of students in college.

The returns from Tennessee are imperfect, but enough appears to indicate that the organization of the State-system has gone steadily forward under the direction of the superintendent, receiving deservedly the support of the State Teachers' Association and friends of education generally, and the almost unanimous aid of the newspaper-press. All the embarrassments appear to be yielding; in some counties, to be sure, slowly and reluctantly. That greatest difficulty, lack of means, and the consequent depreciation of teachers' orders for pay, appears to be approaching a termination. The effect of the Peabody aid, bestowed through Dr. Sears, in Tennessee, has been particularly conspicuous, and this hardly less in the results of his addresses than from the money bestowed. The attention of the whole South has been turned to Tennessee by the establishment during the year of the Vanderbilt University at Nashville and of the Methodist Episco-

pal University at Knoxville, intended to be institutions representing respectively the great religious interests of the two branches of the Methodist Church in the South and to receive their support.*

MIDDLE AND NORTHERN STATES.

In the States north of the Potomac and East of the great lakes, the condition of educational interests has much in it that is encouraging, with but one marked exception.

Maryland, *e. g.*, has lengthened her school-year 16 days; expended for teachers' salaries $14,000 more than in 1872; for school-houses $7,000 more, and for general school-purposes $97,083 more; at the same time adding 12,198 to her school-enrollment and making fair beginnings in an effort to give her colored children equal advantages for education with the whites.† The feeling in favor of public schools is reported to be "more unanimous and decided than at any previous time," and a serious defect in the working of the free system in the State has been amended by the establishment of several new high schools, the change of several pay-academies into public high schools, and the elevation of many graded schools to such a pitch as promises to make them high schools before long.

Delaware still remains without any State-supervision of schools, and in her two lower counties some improvement is observable. In Wilmington, her chief town, a well-organized school-board reports 1 new school-house, 300 additional sittings for pupils, an increase of 6 teachers, and considerable improvement in methods of instruction and provision for the education of colored children. There is no provision in the State-law for the education of these children.

Pennsylvania shows an increase of 22 school-districts, of 306 schools, of 309 more graded schools, of 721 teachers, and of 6 days in the average duration of her school-term, with an aggregate of school-property estimated at $21,750,209 and a total expenditure, for school-purposes, of $8,812,969.25. A large new normal school, with capacity for boarding 300 pupils and instructing 800, has been added to the 6 previously existent, and 3 more are in progress. Numerous institutions for secondary instruction report nearly 9,000 pupils, and full returns would probably largely increase this number. The State-college of agriculture is reported to have much improved and at least 3 of her 17 universities and colleges have much enlarged their means for imparting a high order of instruction. Lehigh University has been enabled, by its generous founder, to make instruction free.

New Jersey reports 83 new school-houses, with great improvement in the condition of the older ones; an increase of 3 days in the average school-term; a liberal advance

* Two institutions, the Normal Institute, located at Marysville, and Fisk University, at Nashville, have received considerable aid from English friends.

A large addition to the means of educating the colored people in this State has been made by the jubilee-singers of Fisk University. Prompted and trained by the treasurer of the institution, which was wholly unable to accommodate the multitudes of colored students crowding to it for admission, they set out, two years ago, to raise by concerts the needful funds for buildings which were imperatively demanded. The sweetness of their simple and yet touching melodies immediately awakened interest, while the good cause for which they sang drew towards them hearty sympathy. A tour through the United States secured $40,000 for the university, enabling the trustees to purchase an extensive site and begin the erection of the greatly-needed buildings. To finish these, if possible, they went to England, met with an enthusiastic reception from British audiences, as well as from noble families in the Three Kingdoms, and, through the seconding of such influential men as Mr. Spurgeon, Earl Shaftesbury, Hon. W. E. Gladstone, and others, added about $50,000 to their previous earnings for the cause, a generous member of the Society of Friends adding to this, by individual collections, $1,500 for the purchase of apparatus. They have thus, as one of them said in London, capped American greenbacks with British gold; and, as the result of their efforts, the university has, free from debt, twenty-five acres of land. The foundation of Jubilee Hall, a noble building, is laid, and paid for as far as built, its walls now reaching almost to the roof, while, at the laying of the corner-stone, October 21, 1873, there were on hand, above all current bills, about $6,000 towards the completion of the work.

† Since the above was penned, news has come that the legislature has doubled its appropriation for colored schools, making it $100,000 instead of $50,000, at the same time appropriating $100,000 for a new normal-school-building and making such addition to the annual allowance for it as to enable the principal to devote more time to his superintendence of the State-schools.

in teachers' salaries; $74,244.74 beyond 1872 for building and repairing schools; $233,998.13 beyond, for general school-purposes, and $588,040 beyond, for the estimated value of school-property. In five years nearly $3,000,000 have been expended in this comparatively small State on its public-school-buildings, with at least one-third as much on private academies, scientific schools, and colleges. The new John C. Green School of Science at Princeton, the now well-established Stevens Institute of Technology at Hoboken, and the scientific department of Rutgers College place New Jersey among the most favored of the States in its advantages for scientific training.

New York reports a receipt of $11,556,037.80 for public-school-purposes and an expenditure of $10,416,588 for the same, with a total expenditure of $116,652,930.57 in twelve years past.

Of the grand annual expenditure, nearly $7,000,000 have gone for the salaries of teachers; nearly $2,000,000 for building and improving school-houses; $174,339.23 for supporting eight normal schools, and $7,690.94 for supply of school-instruction to the few Indians in the State. Normal-school-training in New York City has the great additional facility of a new normal-college-building, costing $350,000 and accommodating 1,500 pupils. Secondary instruction has been encouraged by an allowance by the State of $41,746.50 * to 218 academies, in which 6,123 pupils out of 31,421 pursue classical or higher English studies; superior is given by 25 universities and colleges, which number 3,529 students in college-classes proper and 1,507 in preparatory. Professional is provided for in 14 theological, 14 medical, 6 scientific, and 4 law-schools, with 3,507 students.

The Southern New England States present like encouraging statistics:

Connecticut publishes a decade-table, showing that, though the number of children enumerated has increased only 21,257 in ten years, the increase of interest in public schools has been such as to raise the amount secured for them by district-tax from $96,964 ten years ago to $485,523.56 in 1873, that by town-tax from $75,213 in 1864 to $642,194.11 in 1873, and that from all sources to $1,442,669.01 in 1873 against $390,454.20 in 1864.

Rhode Island shows, too, that in 1863 her towns raised nearly $100,000 for the support of schools and that in 1873 the same towns raised over $300,000 for the same purpose, more than three for one, or over 200 per cent. increase; and this, too, without reckoning nearly $200,000 expended in 1873 in the building and repair of school-houses. The increase of schools in the same time was 207; of teachers, 98.

The returns from Massachusetts for 1873 are not complete at the time of preparing this report. Those for the school-year of 1871–'72 show $5,476,927.65 raised by taxation for public schools alone, being $19.39 for each child of school-age (5–15) and $3.76 for each member of the population. If to this be added voluntary contributions, income from trust-funds, legislative appropriations for normal schools, expenses of board of education, tuition paid in private schools, academies, colleges, &c., the secretary thinks the whole amount expended during the year for popular education would reach $6,350,000, or $22.85 for each school-child and $4.36 for each person in the population. The estimated value of school-houses in the State was over $20,000,000 at the close of 1873 against $13,770,069 at the beginning of 1870; 176 high schools and 58 incorporated academies are returned, while in normal, technical, and art-training there has been a great advance,† a new normal school, a new normal art-school, and industrial drawing in all the common schools being the signs of this advance.

* Increased, at a succeeding session of the legislature, to $125,000 for 1873.

† In January, 1874, the executive committee of the Massachusetts board of education addressed to the State-legislature the following memorial in favor of more thorough supervision of the schools:

To the honorable senate and house of representatives in general court convened.

GENTLEMEN: The board of education respectfully represent that the best interests of the public schools of the State require a more extended, intelligent, and critical supervision than at present obtains, and the fostering care of the Commonwealth in various other ways. They pray, therefore, that your honorable bodies will ordain:

1. That the State be districted by the board of education, for the purpose of supplementing the existing State- and municipal supervision of schools.

Maine shows a smaller number enrolled in schools, but a decidedly better average attendance, an increase of $311,129 in the amount raised for school-purposes, a very large addition to the number of its high schools, more vigor in many instances of local action, and a better adjustment of the parts of the State-system, calculated to promote the advance of all the interests of culture.

New Hampshire presents 222 new or newly-repaired school-houses, 44 new schools, 67 additional graded schools, but a diminished average attendance. Of its 227 towns, 96 either failed to report to the State-superintendent or reported lack of interest. "The remaining 131, comprising three-fourths of theschool-population, present reports interesting and encouraging, containing unmistakable evidences of improvement and progress; teachers are approved; the different branches have never been so well taught; elementary drawing and vocal music have been introduced into many schools. Many of the larger towns are considering the question of establishing town high schools." The efforts to establish a normal school deserve special commendation, as well as those seeking to give greater efficiency to agricultural and scientific instruction.

Vermont, reporting biennially, makes no statement as to public schools for 1873; but the reports from institutions for secondary and superior instruction show improvement.

As a rule throughout the New England States, the condition of secondary, scientific, and collegiate instruction appears to be not only fully up to the standard of preceding years, but even in some respects beyond it, the colleges and scientific schools endeavoring to meet the current call for higher culture and the academies and high schools striving to come up to the rising requirements of the colleges.

GREAT LAKE AND NORTHERN MISSISSIPPI STATES.

In all these States, except Ohio, there prevails a nearly uniform school-system, in which county-superintendents, subordinate to a State-superintendent of public instruction, oversee schools graded up from elementary to a respectable secondary training, a State-university crowning the whole with its scientific and classical departments. Illinois has to a certain extent stood apart from the others in this last respect; but the State Industrial University, of great proportions, is putting her substantially in line with them, especially as regards scientific studies. A few statistics will best show the progress of common schools in all these States.

2. That in general each city shall constitute one of such districts and shall appoint and employ at least one superintendent of schools, who shall devote his whole time to the business of his office.

3. That the rest of the State, not included in the cities, be divided into districts containing about two hundred teachers in each.

4. That for such district outside the cities, a district-superintendent or commissioner of schools be appointed by the board of education.

5. That the salaries of the district-superintendents and their powers and duties be determined by the board of education, who shall prescribe rules and regulations for their guidance and the character and form of their reports to the board.

6. That the salaries of the district-superintendents be paid out of the income of the school-fund belonging to the respective districts.

7. That the board of education be authorized to provide, through these superintendents or otherwise, at their discretion, for the examination and certification of candidates for the office of teacher in the various grades of public schools in the State, and that the certificates, thus furnished, and the diplomas of the graduates of the several normal schools may be accepted by the various municipal authorities, when they shall so elect, as a full compliance with law in this respect.

8. That for the purpose of furnishing adequate resources for these various measures, meeting the growing demands of our normal schools, including the normal art-school—lengthening the school-terms in the more sparsely-populated portions of the State and otherwise improving the facilities of such schools, thus recognizing public instruction as a more immediate care of the State and making possible the adoption, from time to time, of such improved methods and instrumentalities as the growing experience of the State shall suggest—the board renew their recommendation of previous years, that a half-mill-tax be laid upon the property of the Commonwealth and that the proceeds thereof be added to the income of the school-fund.

Ohio, for example, having changed the legal school-age from 5 to 21 to 6 to 21, exhibits probably from this cause and greater accuracy in reports, an apparent falling-off in school-population of 81,566, the enrollment in schools differing, however, by only about 4,000 and the average attendance being about the same in 1873 as in 1872. She raised in 1873, for school-purposes, $7,505,603, against $7,420,338 in 1872, an increase of $285,265, and expended on school-sites and buildings $1,437,655.

Michigan, with about half the population of Ohio, raised, for school-purposes, in 1873 $3,939,528, against $3,563,479 in 1872. Her expenditures for sites and buildings in 1873 were $597,006. The condition of the public schools is reported to have much improved under county-supervision, and graduates from inspected and approved high schools are now received without further examination into the freshman-class of the State-university, which rejoices in a grand new central building costing $125,000 and in a body of students numbering about 1,200.

Indiana, without giving full statistics for 1873, claims a net increase of school-revenue amounting to $165,581 over 1872, with 465 new school-houses, built at a cost of $872,900. As respects general condition, the superintendent writes: "Almost every department of our school-system indicates progress during the past year. The permanent school-fund has been augmented and more than the usual amount raised by taxation. The school-houses erected have been more substantial and more accordant with architectural taste. The schools have been better attended, graded, and organized. The teachers have been better qualified and better paid. The average length of schools, too, has been increased nearly a month."*

Illinois shows a school-population larger by 27,135 than in 1872, a smaller enrollment in schools, but an average attendance about the same. Her school-revenue, $9,259,441, has been $1,759,319 beyond that of the preceding year. For sites and buildings she has expended $952,075 and for repairs $454,846, making a total of $1,406,921.

Wisconsin has only about half the school-population of Illinois and a smaller proportionate enrollment in schools, perhaps due to the greater breadth of her waste places. Still, for a comparatively new State, without the aid of large and wealthy cities, she has raised for school-purposes $2,628,027 and expended for repair of school-houses $307,934. The retiring State-superintendent, Rev. Dr. Fallows, says: "Substantial progress has been made in every department of educational work."

Minnesota, out of 196,075 children scattered over her great surface, shows the fair proportion of 124,583 enrolled in her free schools, with about 3,358 more in pay-schools. During the year past, 228 new school-houses have been erected, at a cost of $203,311. A city-school, at St. Paul, built in the same year, cost $45,000. The quality and aspect of school-buildings, too, have been improved, and 284 additional winter-schools have been maintained, in spite of the terrible severity of winter-weather in this region. The State has three normal schools and a university now well established, besides two colleges.

Iowa reports $4,519,688 raised to instruct a school-population numbering 491,344, of whom 347,572 are enrolled in public schools and 12,132 in private ones. The sum of $1,163,954 has been expended in this State in the erection of new school-houses and supply of libraries and apparatus. This makes the amount devoted to educational purposes upwards of $3 for each inhabitant and upwards of $10 for each child enrolled in school. The number of school-buildings has been increased by 1,246 in two years past; the value of them, allowing for deteriorations, by $1,391,308; and the value of school-apparatus by $122,337. The average attendance on public schools is 83 per cent. greater than ten years ago, exceeding considerably the increase of school-population and showing that to make schools attract pupils the way is to spend enough on them to make them good.

MISSOURI RIVER STATES.

The system in these States is essentially the same as throughout the Northwest: a

* Substantially the same arrangement as in Michigan respecting the admission of high-school-graduates to the university has been made here, but with slighter guards on it.

State-university, waiting to receive the graduates of graded and high schools, with State- and county-superintendents in all cases.

In Missouri, the oldest and greatest of these States, the enrollment in public schools is 389,956, out of 673,493 children of school-age, and the amount raised for the support of schools is $1,790,314. It has, however, six schools for training teachers, one of which is for colored pupils.

Kansas, still comparatively new, has 121,690 in her schools, out of a school-population reaching only 184,957, and has devoted to the education of this number $1,863,098, with $515,071 for school-building and repairs, the increase of school-houses for 1873 being 696 and that of enrollment in them 15,027. There are three State normal schools. Its agricultural college and State-university appear to be both in good condition.

Nebraska, with a school-population of 63,108, has on her school-rolls 37,872 and has raised for school-purposes $798,660. Nebraska has, too, a flourishing normal school at Peru.

STATES ON THE PACIFIC SLOPE.

Nevada still struggles with the difficulties incident to a vast surface and a small and scattered population busy with mining, which tempts many from the schools; she returns 5,675 children of school-age and in her 76 schools 3,478. Her State-university is to be at Elko, provided the citizens there secure it 20 acres and a building to cost not less than $10,000, furnished for the accommodation of 100 pupils.

Educational activity in Oregon has been very greatly stimulated during this the first year of the service of the State-superintendent. The establishment of graded-school-systems in the towns has not advanced as rapidly as could be desired; and, although superior instruction is receiving increased attention, the number of young persons prepared to take a full collegiate and professional course of instruction is not so great as might be reasonably expected. This, it is hoped, the general improvement of the educational system and sentiment will speedily remedy.

The schools of the city of Portland and of the county of which it is the seat still hold their position at the head of the system in the State.*

Five colleges, inclusive of the State Agricultural College, report 763 preparatory students and 298 collegiate. The building for the State-university at Eugene is in course of erection.

California, new as she still is, justifies the general sense of her importance by reporting a school-population of 141,610 and a school-enrollment of 107,593, her school-revenue reaching $2,551,799, or about $23.70 for each enrolled child. Clear evidence of popular favor towards her public schools comes in the fact that within eight years 15,294 children have been transferred from private schools to them. And yet ample room remains for great private schools, one reporting 400 pupils, another 300, a third 258, while upwards of 6,000 attend about 80 pay-schools in San Francisco. Twelve denominational colleges show an aggregate of 838 preparatory students and 545 collegiate, while the State-university at Berkely, near Oakland, gives promise of affording high advantages for superior instruction.

THE TERRITORIES.

For the first time reports, more or less complete, have been received from all the Territories. The exhibition is encouraging, evincing desire for educational advantages and efforts to secure them, even where present circumstances are unfavorable. In three of the Territories the influences of pre-existent institutions have somewhat

* Of all the reports of the county-superintendents, those of Mr. Eliot, of Portland, are the most valuable. We are under obligation to Hon. S. C. Simpson for special efforts to furnish this Office the latest information in regard to the progress of education in the State. We are also under obligation to Rev. George H. Atkinson, D.D., of Portland, for valuable facts in regard to the progress of education in Oregon and the Territories of Washington and Idaho.

obstructed the introduction of free schools; and in all the Rocky Mountain and west-coast-regions extent of area and scantiness of population have made general education very difficult. But in the former instances, persistent effort has removed many obstacles and in the latter the difficulty has been lessened by the tendency of population to settle around certain centers; so that now a system of free schools forms the rule, instead of the exception, in the Territories.

Excluding Alaska, the returns from which are narrative rather than statistical, the Territories give an aggregate of 69,638 children in the schools and of $838,826 for the instruction of them.

The District of Columbia stands first among the Territories as respects the number enrolled as scholars, 16,770; Utah comes next in this respect, reporting 15,839; while in the amount raised for educational purposes Colorado heads the list, her school-revenue, for a school-enrollment of 7,456, being $257,557, against $220,514 in the District of Columbia.

The most striking progress is presented in New Mexico. It will be remembered that in 1867 the question of the establishment of common schools in the Territory was submitted to a vote of the population, and received 37 ayes and 5,016 noes. The correspondence between the citizens of the Territory and this Office has been full of interest, and the appendix of this report shows the gratifying fact that the Territory is able to report 5,304 scholars in the schools.

CONFIRMATION OF PUBLIC HIGH SCHOOLS.

These institutions come each year into greater prominence. In many of the States they form the recognized and legal link between the grammar-schools and universities. In many more they are rapidly assuming that work of preparation for university- and college-training which has been wont to be performed by pay-academies. And that in the year past they have been doing noble service in completing, for ordinary business-purposes, the education given in the lower schools, as well as in preparing many students for the colleges, is obvious from the returns received at this Bureau. But in some parts of the Northwest the question of the right of States to carry free education into the high schools has been considerably agitated, and in Illinois and Michigan no little opposition to the exercise of such a right has been displayed.

In Michigan this opposition has based itself mainly on the asserted illegality of high schools, the law in terms appearing to make no provision for any but elementary and university-education. It has hence been argued that, at the point where primary training ends, the university and its branches must take up the work, and that out of its funds only, or out of these with some aid from pay-pupils—not out of the taxes for common schools—should come the means for sustaining secondary education. But as this, with partial local taxation for high schools, had been once tried and found impracticable, and as the funds allowed the university were barely sufficient for its expanding higher work, there was at one time obvious danger that the high-school-link between elementary and superior training might be broken and secondary instruction be relegated to the pay-academies again. The matter was eventually referred to the supreme court of the State; and its decision, recently pronounced, is that high schools form a proper part of the educational system under the law.

In Illinois the opposition to these schools was based upon another ground, the alleged injustice of taxing the whole population for schools whose benefits are enjoyed by comparatively few. To this, one obvious reply was that, if the principle should be adopted of taxing for school-purposes only the ones that availed themselves of school-advantages, the rich, who rarely send children to the common schools, would have to be released from taxation for support of them and the burden of that support be imposed mainly on the classes least able to endure it. Another answer was that, as far as could be ascertained, the amount of public funds required for the support of high schools was not in undue proportion to the taxation of the citizens whose children might be expected to attend these schools. And still a third was that in such a matter the

question of proportion was ungenerous and hard; that all citizens were taxed for general school-purposes; that all had equal privileges as to sending to the schools; that the whole State reaped advantages from a general education; that the keeping of precise accounts of the proportion of these advantages to the contributions towards them was impossible; and that a large and liberal public spirit should lead all heartily and ungrudgingly to aid in sustaining a system which, from its lowest to its highest privileges, was entirely free to every child. Such considerations have sufficiently prevailed to keep in check the opposition to these institutions, and there has been no confinement of the State-provision to the rudimentary and lower schools—no stopping at "the point where, to the poor man, the question of expense obliges him to arrest the further progress of his children." It may be hoped that there will be none.

TABLE II.—SCHOOL-STATISTICS OF CITIES, ETC.

An effort was made to ascertain the extent of the graded-school-system of the cities and more populous towns in the country, the results of which will be found in the table of the appendix. School-officers of 533 localities furnished information in respect to their school-systems. Many of the returns, however, were very incomplete, indicating great imperfection of method as well as inexperience in keeping school-statistics. Of the 533 localities, 320 reported primary-, intermediate-, grammar-, and high-school-grades; 76 primary-, grammar-, and high-school-grades; 41 primary-, intermediate-, and grammar-school-grades; 16 primary-, intermediate-, and high-school-grades; 11 primary grade only; 10 primary and intermediate, and 10 primary and grammar-grades; 9 primary- and high-school-grades; 4 grammar and high, and 4 high schools only; 1 reported only intermediate schools and 31 did not report any grades.

The following summary of the table shows that of the 533 localities, having a total population of over ten millions, 508 of the same reported a school-population of 2,448,719; 518 reported an aggregate enrollment in the schools of 1,564,663; 260 reported an enrollment of 51,557 pupils under 6 years of age; 427 an enrollment of 51,431 over 16 years; 502 reported 11,558 public schools; 514 reported 24,642 public-school-teachers; 462 reported 871,201 pupils in average attendance in the public schools. The whole number of public and private schools reported was 13,275, with 27,726 teachers and an average attendance of pupils of 945,793.

Private schools in cities.—It will be noticed that the statistics of private schools in cities are very incomplete. School-officers of 266 of the localities in question reported only 1,717 of these schools, with 168,968 pupils, while the officers of the remaining 267 localities were unable to give either the number of the schools or the approximate number of pupils under private tuition.

There is no law or regulation in any State or city requiring from proprietors of private schools periodical reports of the number and grade of their pupils. Such a law is a desideratum. It is not seen how a legal requirement of this sort could be onerous to the teachers or any invasion of private right. At present it is impossible to determine what proportion of the youth of school-age in the large cities are under school-tuition. Annual reports from teachers of private schools of the various grades to the State- or local superintendents would supply a great defect in school-reports and throw much light on the necessity or expediency of compulsory laws.

Summary of school-statistics of cities—population, school-enrollment, and average attendance.

States and Territories.	Number of cities and villages in table.	Total population.	Population of school-age, 1873.	Enrollment in schools, 1873.	Number enrolled under 6 years.	Public schools.			
						No. enrolled over 16 years.	No. of schools.	No. of teachers.	Average attendance.
No. cities, &c., reporting.	533	533	508	518	260	427	502	514	462
Alabama	5	64,741	25,953	8,216	40	45	38	123	631
Arkansas	1	20,000	8,089	1,898	182	144	5	26	1,651
California	11	260,972	49,610	41,129	71	1,404	195	730	27,389
Connecticut	25	261,697	58,420	44,118	4,425	931	454	767	24,037
Delaware	1	30,841	.....	5,920	.....	96	21	97	3,566
District of Columbia	2	81,844	*19,489	9,693	.....	93	144	155	6,978
Florida	3	15,823	2,601	1,283	.....	10	12	24	636
Georgia	5	97,568	30,396	8,296	10	240	69	173	*7,559
Illinois	50	725,673	195,275	106,827	1,632	4,165	789	1,587	69,168
Indiana	28	279,436	89,427	39,883	102	2,866	596	727	23,340
Iowa	22	155,179	42,468	23,600	2,542	1,276	287	369	14,733
Kansas	10	81,252	19,813	12,608	371	393	156	176	6,148
Kentucky	6	67,087	19,122	7,565	84	190	56	128	3,770
Louisiana	3	203,218	70,333	21,673	45	735	84	433	17,281
Maine	16	140,299	45,007	26,061	2,687	2,215	301	461	17,101
Maryland	1	302,839	.....	28,329	250	356	123	616	21,619
Massachusetts	68	985,194	180,828	162,418	12,199	5,637	2,172	3,774	126,714
Michigan	31	313,798	91,267	51,879	2,457	2,466	637	840	34,167
Minnesota	11	84,360	28,600	14,398	1,185	1,050	206	234	7,871
Mississippi	1	12,443	3,759	1,000	30	40	22	24	780
Missouri	13	489,279	156,621	54,159	1,335	3,802	315	997	32,140
Nebraska	2	26,500	5,024	3,146	184	92	49	53	1,400
Nevada	2	8,000	709	574	.....	119	8	8	202
New Hampshire	7	74,535	13,352	12,537	832	1,059	170	236	6,374
New Jersey	21	463,491	128,252	74,808	3,792	1,449	387	1,136	39,288
New York	50	2,106,409	631,476	435,831	12,062	7,899	654	5,828	185,231
North Carolina	2	23,000	5,556	1,425	.....	.....	15	29	710
Ohio	43	716,500	248,314	108,991	258	4,864	1,506	1,848	78,041
Oregon	1	10,000	2,600	1,331	120	100	10	24	1,175
Pennsylvania	40	1,209,528	93,752	162,994	69	2,711	1,245	1,394	55,028
Rhode Island	5	109,878	10,017	14,435	712	171	107	347	12,212
South Carolina	1	48,956	.....	5,166	.....	.....	8	72	2,508
Tennessee	6	106,532	27,827	12,275	7	260	122	200	7,477
Texas	3	26,287	5,363	1,105	.....	30	27	39	.....
Vermont	4	28,478	6,118	2,957	390	455	59	85	2,351
Virginia	9	141,716	44,749	13,552	974	1,144	156	240	8,116
West Virginia	3	33,035	11,206	5,032	.....	150	26	87	3,018
Wisconsin	17	212,958	73,698	35,321	2,299	2,628	286	508	19,120
Colorado	1	18,000	1,943	1,013	155	31	16	16	902
Utah	3	5,546	1,685	1,217	56	115	25	31	760
Total	533	10,042,892	2,448,719	1,564,663	51,557	51,431	11,558	24,642	871,201

* Only white population of Washington and Georgetown included; colored school-population for the two cities, 9,328; enrollment, 5,188; average attendance, 3,385.

Summary of school-statistics of cities—private schools, &c.—Continued.

States and Territories.	Private schools.				Grand total of all schools.			No. preparing for college.	No. preparing for scientific course.
	No. of schools.	No. of teachers.	No. enrolled.	Average attendance.	No. of schools.	No. of teachers.	Average attendance.		
No. cities, &c., reporting	266	259	266	207	.....	.....	.....	266	136
Alabama	14	20	560	.....	52	143	631	.....	.....
Arkansas	5	7	160	160	10	33	1,811	5	.....
California	32	77	1,535	1,059	527	807	28,448	79	99
Connecticut	64	99	2,383	1,207	518	866	25,244	51	33
Delaware	.....	.....	.....	.....	21	97	3,566	.....	.....
District of Columbia	*114	.....	5,414	869	*258	155	7,847	.....	.....
Florida	4	8	225	200	16	32	836	2	.....
Georgia	15	21	609	467	84	194	8,026	42	15
Illinois	137	505	22,927	3,210	926	2,092	72,378	275	102
Indiana	14	31	1,405	1,141	610	758	24,481	218	71
Iowa	31	53	1,745	890	318	422	15,623	95	37
Kansas	4	2	130	25	160	178	6,173	22	12
Kentucky	36	66	1,495	1,235	92	194	5,005	40	15
Louisiana	51	21	14,685	600	135	454	17,881	.....	.....
Maine	18	35	958	803	319	496	17,904	88	12
Maryland	.....	.....	.....	.....	123	616	21,619	.....	.....
Massachusetts	128	201	6,259	4,521	2,300	3,975	131,235	435	89
Michigan	95	130	6,609	5,191	732	970	39,358	414	206
Minnesota	12	25	1,038	862	218	259	8,733	63	26
Mississippi	8	8	250	200	30	32	980	.....	.....
Missouri	107	460	19,891	13,940	422	1,457	46,080	120	78
Nebraska	5	.....	274	.....	54	53	1,400	.....	.....
Nevada	.....	.....	.....	.....	8	8	202	10	8
New Hampshire	5	22	1,390	157	175	258	6,531	24	2
New Jersey	103	171	8,091	4,797	490	1,307	44,085	63	46
New York	238	318	29,320	19,284	892	6,146	204,515	322	122
North Carolina	6	7	150	.....	21	36	710	.....	.....
Ohio	141	122	17,021	2,657	1,647	1,970	80,698	196	108
Oregon	7	22	500	400	17	46	1,575	12	.....
Pennsylvania	94	179	6,885	4,415	1,339	1,573	59,443	109	39
Rhode Island	23	44	1,390	1,070	130	391	13,282	18	8
South Carolina	.....	.....	.....	.....	8	72	2,508	.....	.....
Tennessee	12	43	1,243	490	134	243	7,967	15	5
Texas	5	5	175	.....	32	44	.....	20	.....
Vermont	8	13	650	490	67	98	2,841	48	21
Virginia	93	271	3,888	2,585	249	511	10,701	50	50
West Virginia	6	13	433	340	32	100	3,358	4	4
Wisconsin	76	61	9,070	1,305	362	569	20,434	110	2
Colorado	5	22	185	.....	21	38	902	5	3
Utah	1	2	25	22	26	33	782	10	20
Total	1,717	3,084	168,968	74,592	13,275	27,726	945,793	2,965	1,233

* White.

SCHOOL-STATISTICS OF FIFTY PRINCIPAL CITIES.

The following table, drawn from Table II of the appendix, exhibits the leading statistics of the public schools in 50 principal cities in the country, embracing a population of over 6,000,000 and a school-population of 1,724,114. It is not possible to go into any comparative analysis of the statistics, on account of diversity of systems and the want of complete uniformity in the reports where the systems are identical. The greatest hinderance, however, to any comparative estimates arises from the diversity of ages embraced in the enumeration of the school-population, 15 of the cities in question enumerating children between 6 and 21 years of age; 10 between 5 and 21; 9 between 5 and 15; 4 between 5 and 18; 2 between 4 and 16; 2 between 6 and 16; and the remaining 8 cities enumerating children between the following ages respectively, viz: 4 and 20, 4 and 21, 5 and 20, 6 and 15, 6 and 16, 6 and 18, 6 and 20, and 7 and 21.

Summary of the population, school-age, and enrollment of fifty principal cities.

State.	City.	Population.	Legal school-age.	Number of children of school-age.	Number enrolled in schools under 6 years of age.	Number enrolled in schools over 16 years of age.	Number of children enrolled in schools.
Alabama	Mobile	32,034	5–21	*9,600	.....	.....	5,299
California	San Francisco	175,000	6–15	32,387	0	800	25,948
Connecticut	Hartford	37,180	4–16	9,128	.....	.....	5,787
Do	New Haven	54,000	4–16	12,264	450	0	8,807
Delaware	Wilmington	30,841	6–21	*9,000	0	96	5,920
District of Columbia	Washington	73,731	6–17	†17,403	0	69	8,935
Illinois	Chicago	367,396	6–21	88,219	0	.....	44,091
Indiana	Indianapolis	48,244	6–21	15,680	.....	.....	6,355
Louisiana	New Orleans	191,418	6–21	67,272	.....	650	20,263
Maine	Portland	31,418	4–21	9,646	450	314	6,831
Maryland	Baltimore	302,839	6–21	75,000	250	356	28,329
Massachusetts	Boston	250,701	5–15	48,001	2,542	.....	44,974
Do	Cambridge	45,000	5–15	8,260	1,150	.....	7,133
Do	Charlestown	29,000	5–15	7,133	0	398	5,154
Do	Fall River	40,000	5–15	6,894	850	50	7,218
Do	Lawrence	33,000	5–15	5,141	300	127	4,177
Do	Lowell	45,000	5–15	6,728	750	350	7,424
Do	Lynn	30,000	5–15	6,808	392	25	6,190
Do	Springfield	30,000	5–15	4,399	350	150	4,614
Do	Worcester	52,000	5–15	7,681	855	128	6,729
Michigan	Detroit	100,000	5–20	32,409	0	250	12,007
Missouri	Kansas City	32,286	5–21	6,636	253	180	4,259
Do	St. Louis	375,000	5–21	127,000	513	3,152	38,078
New Jersey	Camden	30,000	5–18	8,236	22	49	6,399
Do	Jersey City	100,000	5–18	30,758	1,958	500	19,574
Do	Newark	120,000	5–18	30,045	0	250	15,090
Do	Paterson	40,000	5–18	11,684	.....	.....	9,357
New York	Brooklyn	450,000	5–21	156,000	4,800	2,600	77,350
Do	Buffalo	150,000	5–21	38,000	1,500	1,000	21,211
Do	New York	942,292	5–21	250,353	.....	.....	244,036
Do	Rochester	70,000	5–21	27,068	987	157	10,198
Do	Syracuse	50,826	5–21	16,180	373	326	8,014
Do	Troy	50,000	5–21	17,372	954	38	8,360
Do	Utica	30,000	7–21	10,121	.....	225	4,119

* Estimated. † Only white included; colored school-population, 8,532.

Summary of the population, school-age, and enrollment of fifty principal cities—Continued.

State.	City.	Population.	Legal school-age.	Number of children of school-age.	Number enrolled in schools under 6 years of age.	Number enrolled in schools over 16 years of age.	Number of children enrolled in schools.
Ohio	Cincinnati	216,239	6–21	87,322	0	553	27,718
Do	Cleveland	92,829	6–21	36,601	0	187	15,085
Do	Columbus	40,149	6–21	10,514	0	383	6,216
Do	Dayton	30,473	6–21	13,407	0	305	5,194
Do	Toledo	44,000	6–21	10,860	0	272	6,603
Pennsylvania	Erie	30,000	6–21	5,900	0	560	3,700
Do	Philadelphia	800,000	6–21	*230,000	.....	.....	139,924
Do	Pittsburg	121,215	6–21	29,000	0	350	20,282
Do	Reading	38,950	6–21	8,000	0	100	5,835
Do	Scranton	45,000	6–21	6,000	0	30	3,666
Rhode Island	Providence	68,904	6–16	14,000	.....	.....	9,000
South Carolina	Charleston	48,956	6–16	10,000	0	.....	5,166
Tennessee	Memphis	50,000	6–20	13,393	.....	.....	5,205
Do	Nashville	27,000	6–18	8,370	0	200	3,722
Virginia	Richmond	51,038	5–21	18,086	600	25	5,325
Wisconsin	Milwaukee	90,000	4–20	29,155	.....	.....	11,224
Total	.....	6,233,959	.....	1,739,114	20,299	15,205	1,012,035

*Estimated.

Summary of the enrollment and average attendance of primary, intermediate, and grammar-schools of fifty principal cities.

State.	City.	Primary schools.		Intermediate schools.		Grammar-schools.	
		Number enrolled.	Average attendance.	Number enrolled.	Average attendance.	Number enrolled.	Average attendance.
Alabama	Mobile	3,024	.....	.....	.....	1,050	.....
California	San Francisco	15,565	13,277	0	0	4,833	4,373
Connecticut	Hartford	.....	.....	.....	.....	.....	.....
Do	New Haven	.....	.....	.....	.....	850	807
Delaware	Wilmington	4,952	2,730	.....	.....	968	625
District of Columbia	Washington	*4,214	2,902	2,697	1,912	2,024	1,603
Illinois	Chicago	23,465	19,988	.....	.....	7,226	6,378
Indiana	Indianapolis	4,158	.....	2,197	.....	.....	.....
Louisiana	New Orleans	2,071	1,720	4,726	3,923	12,950	10,748
Maine	Portland	5,130	3,750	.....	.....	1,265	1,049
Maryland	Baltimore	14,406	12,164	.....	.....	8,756	7,271
Massachusetts	Boston	14,790	13,418	0	0	19,267	17,973
Do	Cambridge	3,465	2,879	0	0	3,325	2,774
Do	Charlestown	1,870	1,646	122	103	2,783	2,611
Do	Fall River	3,106	1,723	2,342	1,085	923	591

*White.

Summary of the enrollment and average attendance, &c.—Continued.

State.	City.	Primary schools.		Intermediate schools.		Grammar-schools.	
		Number enrolled.	Average attendance.	Number enrolled.	Average attendance.	Number enrolled.	Average attendance.
Massachusetts	Lawrence	2,233	1,787	641	534	1,076	922
Do	Lowell	3,448	3,108	0	0	3,592	3,269
Do	Lynn	2,938	2,527	0	0	2,259	2,033
Do	Springfield	1,986	1,887	250	225	1,962	1,864
Do	Worcester	2,760	2,498	1,282	1,192	1,479	1,398
Michigan	Detroit	5,500	5,300	2,000	1,850	1,100	1,000
Missouri	Kansas City	4,138	2,134	.....	.....	.....	.....
Do	St. Louis	25,349	14,768	7,168	4,161	2,756	1,279
New Jersey	Camden	2,904	1,637	1,789	1,052	662	483
Do	Jersey City	.....	.....	0	0	.....	.....
Do	Newark	10,844	5,876	0	0	3,875	2,574
Do	Paterson	2,804	2,112	0	0	543	403
New York	Brooklyn	58,266	26,493	0	0	17,812	12,004
Do	Buffalo	.....	.....	.....	.....	.....	.....
Do	New York	134,640	59,970	1,965	803	63,941	33,980
Do	Rochester	4,627	4,303	3,311	2,893	1,524	1,417
Do	Syracuse	3,866	2,751	2,623	1,898	916	681
Do	Troy	5,119	2,803	2,190	1,422	880	604
Do	Utica	2,337	1,474	1,277	811	470	323
Ohio	Cincinnati	19,222	16,647	4,093	3,701	0	0
Do	Cleveland	.....	.....	.....	.....	14,681	9,341
Do	Columbus	4,427	3,257	.....	.....	1,595	1,288
Do	Dayton	2,715	2,411	.....	.....	2,076	964
Do	Toledo	5,193	3,316	0	0	1,222	887
Pennsylvania	Erie	2,500	1,322	800	570	250	190
Do	Philadelphia	60,872	.....	.....	.....	13,227	.....
Do	Pittsburg	8,597	7,031	3,423	2,779	2,058	1,753
Do	Reading	3,865	3,017	1,264	1,037	467	428
Do	Scranton	2,162	1,176	923	500	196	112
Rhode Island	Providence	4,000	3,700	2,000	1,750	2,700	2,450
South Carolina	Charleston	2,714	1,335	910	465	1,465	708
Tennessee	Memphis	.....	.....	.....	.....	.....	.....
Do	Nashville	1,739	1,175	1,100	743	768	519
Virginia	Richmond	3,800	2,640	0	0	1,476	813
Wisconsin	Milwaukee	.....	.....	.....	.....	.....	.....
Total	.....	495,781	264,652	51,093	35,409	213,248	140,492

Summary of the enrollment and average attendance of high, evening, and private schools of fifty principal cities.

State.	City.	High schools.		Total of graded schools.		Evening schools, (number enrolled.)	Private schools, (number enrolled.
		Number enrolled.	Average attendance.	Number enrolled.	Average attendance.		
Alabama	Mobile	253	.....	4,327	.....	.....	.....
California	San Francisco	365	339	20,763	17,989	867	.....
Connecticut	Hartford	365	.....	.....	.....	559	.....
Do	New Haven	310	300	8,807	6,849	250	.....
Delaware	Wilmington	0	0	5,920	3,355	339	.....
District of Columbia	Washington	0	0	8,935	6,417	.....	5,414
Illinois	Chicago	667	549	31,358	26,915	.....	14,496
Indiana	Indianapolis	252	.....	6,607	.....	292	.....
Louisiana	New Orleans	516	445	20,263	16,836	.....	13,779
Maine	Portland	436	422	6,831	5,221	.....	.....
Maryland	Baltimore	1,115	1,007	24,277	20,442	1,666	.....
Massachusetts	Boston	1,688	1,596	35,745	32,987	2,885	.....
Do	Cambridge	345	279	7,135	5,932	343	543
Do	Charlestown	229	220	5,004	4,580	150	.....
Do	Fall River	162	150	6,533	3,549	250	90
Do	Lawrence	157	142	4,107	3,385	575	1,000
Do	Lowell	384	377	7,424	6,754	1,130	.....
Do	Lynn	172	158	5,369	4,718	884	350
Do	Springfield	191	183	4,389	4,159	225	220
Do	Worcester	290	284	5,811	5,372	545	1,000
Michigan	Detroit	300	275	8,900	8,425	.....	4,000
Missouri	Kansas City	121	90	4,259	2,224	.....	560
Do	St. Louis	1,267	792	36,540	21,000	4,015	17,346
New Jersey	Camden	0	0	5,355	3,172	174	870
Do	Jersey City	152	147	16,762	8,320	2,812	.....
Do	Newark	351	279	15,070	8,729	1,103	.....
Do	Paterson	93	70	3,440	2,587	533	.....
New York	Brooklyn	0	0	76,078	38,497	5,867	.....
Do	Buffalo	498	281	21,211	10,432	2,485	10,268
Do	New York	21,806	8,302	222,352	103,055	19,550	.....
Do	Rochester	208	202	9,670	8,815	528	6,474
Do	Syracuse	209	144	7,614	5,474	220	2,185
Do	Troy	111	87	8,300	4,916	400	.....
Do	Utica	125	88	4,209	2,696	130	300
Ohio	Cincinnati	863	787	24,178	21,135	3,467	.....
Do	Cleveland	404	336	15,085	9,677	430	7,686
Do	Columbus	194	160	6,216	4,705	.....	.....
Do	Dayton	205	178	4,996	3,553	176	2,380
Do	Toledo	188	135	6,603	4,338	172	1,873
Pennsylvania	Erie	150	98	3,700	2,180	.....	.....
Do	Philadelphia	1,102	.....	75,201	.....	8,000	.....
Do	Pittsburg	281	252	14,359	11,815	1,717	.....
Do	Reading	240	228	5,836	4,710	.....	950
Do	Scranton	36	23	3,317	1,811	369	1,000
Rhode Island	Providence	350	330	9,050	8,230	2,650	.....
South Carolina	Charleston	0	0	5,089	2,508	.....	.....
Tennessee	Memphis	.....	.....	5,205	2,522	.....	.....

Summary of the enrollment and average attendance, &c.—Continued.

State.	City.	High schools.		Total of graded schools.		Evening-schools, (number enrolled.)	Private schools, (number enrolled.)
		Number enrolled.	Average attendance.	Number enrolled.	Average attendance.		
Tennessee	Nashville	115	77	3,722	2,514	.....	600
Virginia	Richmond	49	44	5,325	3,497	.....	2,304
Wisconsin	Milwaukee	.....	.....	11,224	7,100	.....	7,000
Total		37,315	19,856	858,471	494,097	65,758	102,688

Summary of number of students preparing for classical and scientific courses in college, the total and current expenditure, and per-capita cost of public education in fifty principal cities.

State.	City.	Number of students preparing for college.	Number of students preparing for scientific course in college.	Number of pupils in drawing.	Total expenditure.	Total current expenditure.	Cost per pupil on enrollment in public schools.
Alabama	Mobile	.....	.....	.....	$53,253	$50,003	$9 43
California	San Francisco	.....	.....	.....	618,909	610,075	23 51
Connecticut	Hartford	.....	.....	.....	191,974	131,888	22 79
Do	New Haven	0	3	8,807	149,444	140,564	15 96
Delaware	Wilmington	.....	.....	4,500	60,151	51,254	8 65
District of Columbia	Washington	0	0	*8,935	222,740	160,568	17 97
Illinois	Chicago	43	0	31,358	736,190	567,949	12 89
Indiana	Indianapolis	.....	.....	.....	.....	.....	.....
Louisiana	New Orleans	.....	.....	516	433,819	424,219	20 93
Maine	Portland	8	.....	5,000	69,500	69,500	10 17
Maryland	Baltimore	.....	.....	5,762	547,911	498,911	17 61
Massachusetts	Boston	.....	.....	35,745	1,836,703	1,292,472	28 73
Do	Cambridge	80	.....	7,133	235,706	170,320	23 87
Do	Charlestown	20	.....	5,004	154,155	130,440	25 30
Do	Fall River	0	.....	5,000	173,713	73,313	10 15
Do	Lawrence	15	10	4,107	83,852	70,160	16 79
Do	Lowell	.....	.....	7,140	95,923	79,923	10 76
Do	Lynn	25	25	5,369	186,925	91,189	14 73
Do	Springfield	48	14	4,389	161,700	100,700	21 82
Do	Worcester	30	10	3,502	173,526	149,356	22 19
Michigan	Detroit	25	50	8,900	125,778	114,778	9 55
Missouri	Kansas City	8	.....	4,259	115,971	58,305	13 68
Do	St. Louis	32	40	34,063	665,578	573,698	15 06
New Jersey	Camden	0	0	5,355	63,676	60,576	9 46
Do	Jersey City	10	.....	153	238,641	238,641	12 19
Do	Newark	8	4	10,844	270,301	173,997	11 53
Do	Paterson	0	0	0	65,102	48,645	5 19
New York	Brooklyn	0	0	18,000	972,767	693,288	8 96
Do	Buffalo	8	6	21,211	286,118	284,486	13 41
Do	New York	.....	.....	.....	3,270,237	2,830,427	11 59
Do	Rochester	7	4	9,307	151,674	129,176	12 68

* White.

Summary of number of students, &c.—Continued.

State.	City.	Number of students preparing for college.	Number of students preparing for scientific course in college.	Number of pupils in drawing.	Total expenditure.	Total current expenditure.	Cost per pupil on enrollment in public schools.
New York	Syracuse	75	50	7,614	161,445	120,693	15 06
Do	Troy	8	7	79	111,051	108,400	13 06
Do	Utica	10	7	.....	54,891	50,376	12 23
Ohio	Cincinnati	13	.....	24,178	766,561	534,528	19 28
Do	Cleveland	30	.....	15,085	234,030	219,607	14 55
Do	Columbus	15	25	6,022	133,267	116,910	18 80
Do	Dayton	26	0	0	113,230	110,998	21 37
Do	Toledo	24	40	6,603	146,464	113,865	17 24
Pennsylvania	Erie	7	4	3,700	53,471	33,920	9 16
Do	Philadelphia	.....	.....	.....	1,576,200	1,300,218	9 29
Do	Pittsburg	.....	.....	.....	582,808	494,341	24 37
Do	Reading	10	5	30	102,211	72,211	12 37
Do	Scranton	4	.....	60	45,617	34,750	9 47
Rhode Island	Providence	.....	.....	.....	282,966	206,966	22 99
South Carolina	Charleston	0	0	2,110	61,463	61,463	11 89
Tennessee	Memphis	.....	.....	.....	86,093	86,093	16 54
Do	Nashville	15	5	0	70,123	56,078	15 06
Virginia	Richmond	0	0	0	124,126	63,142	11 85
Wisconsin	Milwaukee	5	.....	.....	217,565	142,904	12 73
Total	.....	609	309	319,840	17,335,519	13,996,284	*13 91

* Average.

Enrollment in public schools.—The total enrollment reported in the public schools of these cities, including evening- and normal schools, was 1,012,035, or 58 per cent. of the whole enumeration, 43 cities reporting an enrollment of 495,781 in the primary grade; 24 reporting an enrollment in intermediate schools of 51,093; 42 reporting an enrollment in grammar-schools of 213,248; 43 reporting an enrollment in high schools of 37,315; 35 reporting evening-schools with an enrollment of 65,758. The aggregate enrollment in public schools and in private schools corresponding in grade with the public schools was reported to be 1,114,723; 35 cities reported 319,840 pupils in drawing.

Parochial and private schools.—It will be observed that 25 of the cities, of which St. Louis is the chief, report 102,688 pupils in parochial and private schools, the number of such pupils in St. Louis being 17,346, or about 14 per cent. of the number of children of school-age. It is estimated that the number of pupils annually attending these schools some portion of the time, in the cities embraced in the table, would not fall far short of 450,000. If the enumeration of the school-population for all the cities were confined to the population between 6 and 16 years of age and the number of pupils in parochial and private schools were fully reported, the total enrollment in the public and private schools would probably cover about 90 per cent. of the youths between these ages.

High Schools—preparatory students.—Twenty-eight cities report 609 pupils in high schools preparing for colleges of liberal arts and 18 report 309 pupils in schools (presumably of the same grade) preparing for scientific schools or colleges. Several of these cities have normal schools, the statistics of which will be found in the table of the appendix. The pupils in these are also included in the total enrollment of the public schools.

School-expenditure.—The total expenditure of the fifty cities (with the exception of Indianapolis) for public schools in 1873 was $17,335,519, the current expenditure being $13,996,284, or an average expenditure of $13.91 *per capita* of the enrollment in public schools.

TABLE III.—NORMAL SCHOOLS.

The table shows steady and hopeful progress in the growth of special schools for the training of teachers for our public schools. The following is a comparative summary of schools, instructors, and pupils, reported to the Bureau for the years 1870, 1871, 1872, and 1873:

	1870.	1871.	1872.	1873.
Number of institutions	53	65	98	113
Number of instructors	178	445	773	887
Number of students	10,028	10,922	11,778	16,620

The table shows an increase, over those reporting in 1872, of 15 schools, 114 teachers, and 4,842 pupils. Eleven of the 113 schools reporting were established or organized in 1873, notable among these being the Massachusetts State Normal Art-School, "intended as a training-school for qualifying teachers and masters of industrial drawing, its specific aim at present being to prepare teachers for the industrial drawing-schools of the State, who shall also be able to direct and superintend the instruction in this branch in the public schools."

Within the past five years, the number of schools established, wholly or in part devoted to training public-school-teachers, is 59. The following are the summaries by States of the schools reporting, the details of which will be found in Table III of the appendix.

Summary of normal schools, showing the number of instructors and students, the number in which drawing is taught, &c.

States.	Total.			No. of schools in which drawing is taught.	No. of collections of models, casts, apparatus, &c., for free-hand-drawing.	No. in which vocal music is taught.	No. in which instrumental music is taught.	No. possessing chemical laboratory.	No. possessing a philosophical cabinet and apparatus.	No. possessing a cabinet of natural history.	No. having model schools.	No. in which students receive diplomas or certificates on completion of course.
	No. of schools in each State.	No. of instructors.	No. of students.									
Alabama	2	4	122	.....	.....	1	1	1	1	.....	1	2
Arkansas	1	2	47	1	1	1	1	.....	.....	.....	1	1
California	2	6	135	1	.....	1	.....	1	1	1	1	2
Connecticut	1	7	144	1	1	1	.....	1	1	1	....	1
Delaware	2	17	233	1	1	1	1	1	1	1	....	2
Georgia	2	9	31	.....	.....	2	1	.....	1	.....	....	1
Illinois	8	46	1,054	4	1	8	4	4	5	5	5	7
Indiana	2	16	328	2	.....	2	1	2	2	1	2	2
Iowa	3	15	341	2	1	1	.....	3	3	2	....	2
Kansas	2	9	225	2	1	1	.....	2	2	1	2	2
Kentucky	4	17	184	1	.....	4	3	2	3	.....	2	4
Louisiana	3	17	322	2	1	2	2	1	1	.....	2	3
Maine	3	17	278	3	2	2	1	3	3	2	1	3
Maryland	2	16	385	2	1	1	1	1	1	.....	2	2
Massachusetts	6	47	838	6	5	5	.....	4	4	3	3	6
Michigan	1	13	295	1	.....	1	.....	1	1	1	1	1
Minnesota	3	23	369	2	1	3	.....	1	2	1	3	3
Mississippi	2	9	168	2	.....	2	2	1	1	.....	1	2
Missouri	8	63	1,302	8	5	8	4	3	6	6	4	8
Nebraska	1	6	55	1	.....	1	1	1	1	.....	1	1
New Hampshire	1	6	63	1	.....	1	1	.....	1	1	1	1
New Jersey	2	30	250	2	2	2	2	1	2	.....	1	2
New York	9	135	2,822	8	6	8	1	8	8	5	8	8
North Carolina	1	6	94	.....	.....	1	.....	.....	.....	.....	....	.....
Ohio	10	81	2,032	10	2	9	10	8	8	2	4	9
Oregon	1	6	5	1	.....	.....	.....	1	1	1	1	1
Pennsylvania	10	104	2,068	9	4	10	8	6	7	4	8	8
Rhode Island	1	18	110	1	1	1	.....	1	1	1	....	1
South Carolina	1	9	79	1	.....	1	.....	.....	.....	.....	....	1
Tennessee	3	23	396	1	.....	3	3	.....	1	1	3	3
Vermont	3	17	344	3	.....	1	3	2	3	.....	2	3
Virginia	2	17	287	1	.....	2	1	2	2	1	1	2
West Virginia	5	24	506	5	1	4	4	3	4	1	2	5
Wisconsin	4	36	662	4	1	4	3	3	3	3	3	4
District of Columbia	2	6	46	1	1	1	1	.....	.....	1	2	2
Total	113	877	16,620	90	39	96	60	68	81	45	68	105

The names of six normal schools, from which no statistics have been received, will be found in the table. They are not included in this summary.

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Summary of normal schools, (continued:) *showing the number supported by States, counties, cities, &c.*

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	4	83	....	.....	.....	....	.....	.....	1	.....	39
Arkansas	a1	2	47	....	.....	.....	....	.....	.....	.....	.....	.....
California	1	6	124	....	.....	.....	....	.....	.....	1	.....	11
Connecticut	1	7	144	....	.....	.....	....	.....	.....	.....	.....	.....
Delaware	1	6	9	....	.....	.....	....	.....	.....	1	11	224
Georgia	.....	.....	.....	....	.....	.....	....	.....	.....	2	9	31
Illinois	1	13	419	2	10	223	1	6	130	4	17	282
Indiana	1	11	228	....	.....	.....	....	.....	.....	1	5	100
Iowa	.....	.....	.....	....	.....	.....	....	.....	.....	3	15	341
Kansas	2	9	225	....	.....	.....	....	.....	.....	.....	.....	.....
Kentucky	.....	.....	.....	....	.....	.....	1	6	36	3	11	148
Louisiana	1	5	193	....	.....	.....	....	.....	.....	2	12	129
Maine	3	17	278	....	.....	.....	....	.....	.....	.....	.....	.....
Maryland	2	16	385	....	.....	.....	....	.....	.....	.....	.....	.....
Massachusetts	5	46	823	....	.....	.....	....	.....	.....	1	1	15
Michigan	1	13	295	....	.....	.....	....	.....	.....	.....	.....	.....
Minnesota	3	23	369	....	.....	.....	....	.....	.....	.....	.....	.....
Mississippi	2	9	168	....	.....	.....	....	.....	.....	.....	.....	.....
Missouri	5	44	989	....	.....	.....	....	.....	.....	3	19	313
Nebraska	1	6	55	....	.....	.....	....	.....	.....	.....	.....	.....
New Hampshire	a1	6	63	....	.....	.....	....	.....	.....	.....	.....	.....
New Jersey	2	30	250	....	.....	.....	....	.....	.....	.....	.....	.....
New York	8	106	1,822	....	.....	.....	1	29	1,000	.....	.....	.....
North Carolina	.....	.....	.....	....	.....	.....	....	.....	.....	1	6	94
Ohio	.....	.....	.....	....	.....	.....	1	9	73	9	72	1,959
Oregon	.....	.....	.....	....	.....	.....	....	.....	.....	1	6	5
Pennsylvania	5	63	1,330	....	.....	.....	....	.....	.....	5	41	738
Rhode Island	1	18	110	....	.....	.....	....	.....	.....	.....	.....	.....
South Carolina	.....	.....	.....	....	.....	.....	....	.....	.....	1	9	79
Tennessee	.....	.....	.....	....	.....	.....	....	.....	.....	3	23	396
Vermont	3	17	344	....	.....	.....	....	.....	.....	.....	.....	.....
Virginia	1	13	199	....	.....	.....	....	.....	.....	1	4	88
West Virginia	3	21	349	....	.....	.....	....	.....	.....	2	3	157
Wisconsin	2	19	237	....	.....	.....	....	.....	.....	2	17	425
District of Columbia	.....	.....	.....	....	.....	.....	1	3	20	1	3	26
Total	58	530	9,538	2	10	223	5	53	1,259	48	284	5,600

a Also aided by the city or town.

One normal school in Louisiana, 1 in Pennsylvania, 2 in Vermont, and 1 in West Virginia are also aided by the county.

The States which cannot report schools of this kind are Florida, Nevada, and Texas.

It will be seen by referring to the table that 58 of the schools, having 530 instructors and 9,538 students, are under State-supervision and aided or sustained by State-appropriations; 2 schools, having 10 instructors and 223 students, are aided or sustained by county-tax; 5 schools, having 53 instructors and 1,259 students, are aided or supported by cities; the remaining 48 schools, having 284 instructors and 5,600 students, are either normal departments of colleges or academies or are private schools.

Ninety provide instruction in drawing; 39 have models, charts, &c., for free-hand-drawing; vocal music is taught in 96, instrumental music in 60; 68 possess chemical laboratories and apparatus; 81 possess cabinets and apparatus for illustrating the laws of physics; 45 possess cabinets of natural history, and 68 have model or practice-schools.

TEACHERS REQUIRED.

If we allow 40 pupils to each teacher, the number required to teach the youths between 6 and 16 years of age would be, on a moderate estimate, 260,000. Where are these teachers prepared? While the number trained more or less thoroughly in the normal schools shows a favorable increase for several years past, the fact still remains that comparatively few of the teachers in our public schools have received any special training for their work. How, then, can the number of trained teachers be increased? The class from which the great majority of our public-school-teachers come is not provided with the means for securing the advantages of a thorough normal training, and few would have the hardihood to say that good thorough work in teaching gets adequate compensation. It would therefore seem to be a wise policy to make the normal schools a part of the State-systems of public instruction, with free tuition. Few, not intending to teach, would seek this kind of training, and diplomas or certificates should not be given, except on condition that the recipient bind himself or herself to render appropriate service in the schools of the Commonwealth.

It is estimated that the public-school-teachers in Massachusetts teach on an average three years. Perhaps this period of service would give a high average for the whole country. Hence, confining the estimate to the school-population between 6 and 16 years of age, the number of new teachers which should be prepared each year to take up the work would be 86,666. So that at present all classes of our normal schools, containing 16,620 pupils in their first, second, and third years of instruction, could not probably furnish more than 5,200 teachers for the public schools in 1873.

NORMAL INSTRUCTION IN ACADEMIES.

The above summaries embrace the statistics of nearly all special schools for normal training. In the State of New York, however, the work of the training-schools is supplemented by normal instruction in 90 of the academies and union schools. The law provides that the sum of $10 shall be paid to each pupil, not exceeding twenty to each academy, instructed under a course prescribed by the regents of the university, during at least one-third of the academic year, in the science of common-school-teaching. The number in training-classes for teachers in the academies in 1872–'73 was 1,589.

The following table shows the number of pupils enrolled in the State normal schools in 1873 and the ratio of appropriation to enrollment:

Summary of normal schools—appropriations, &c., in 1873.

Locality.	Enrollment, 1873.	Appropriation, 1873.	Amount *per capita.*	Locality.	Enrollment, 1873.	Appropriation, 1873.	Amount *per capita.*
Cape Girardeau, Mo	35	$5,000	$142	Oswego, N. Y	328	$18,000	$54
Fredonia, N. Y	129	18,000	139	Warrensburg, Mo	191	10,000	52
Framingham, Mass	103	10,000	97	Ypsilanti, Mich	295	15,000	50
Geneseo, N. Y	191	18,000	94	Winona, Minn	239	12,000	50
San José, Cal	160	15,000	93	Oshkosh, Wis	271	13,000	48
Englewood, Ill *a*	146	12,500	85	Cortland, N. Y	390	18,000	46
New Britain, Conn	144	12,000	83	Salem, Mass	240	11,000	45
Platteville, Wis	182	15,000	82	Hampton, Va	215	9,000	41
Buffalo, N. Y	225	18,000	80	Peoria, Ill *a*	114	4,650	40
Leavenworth, Kans	80	6,000	75	Bloomsburg, Pa	250	10,000	40
Terre Haute, Ind	228	17,000	74	Tougaloo, Miss	115	4,500	39
Westfield, Mass	163	12,000	73	Farmington, Me	149	5,500	36
St. Louis, Mo	123	*b*9,039	73	Albany, N. Y	488	18,000	36
St. Cloud, Minn	84	6,000	71	Plymouth, N. H	170	*d*5,600	33
Normal, Ill	419	29,000	69	Castine, Me	168	5,500	32
Emporia, Kans	172	12,000	69	Jefferson City, Mo	183	5,000	27
Bridgewater, Mass	185	12,500	67	Castleton, Vt	57	1,500	26
Trenton, N. J	224	15,000	67	Fairmont, W. Va	204	*e*5,200	25
Baltimore, Md	146	9,500	65	Meriden, La	206	*f*4,500	21
Holly Springs, Miss	76	5,000	65	Kirksville, Mo	523	10,000	19
Providence, R. I	156	10,000	64	West Liberty, W. Va	110	2,100	19
Boston, Mass	124	7,500	60	Huntington, W. Va	161	3,000	18
West Chester, Pa	166	*c*10,000	60	Pine Bluff, Ark	225	*g*3,500	15
Mankato, Minn	167	10,000	59	Johnson, Vt	105	*h*1,650	15
Florence, Ala	85	5,000	58	Baltimore, Md	240	2,000	8
Peru, Neb	170	10,000	58	Randolph, Vt	182	*i*1,600	8
Potsdam, N. Y	315	18,000	57	Millersville, Pa	804	5,000	6

a This is a county-school.
b From State, county, and city.
c A special appropriation.
d $600 of this is a city-appropriation.
e $2,500 from State; $2,700 from county.
f $2,000 from State; $2,500 from county.
g $2,000 from State; $1,500 from city.
h $150 of this from county.
i $100 of this from county.

TABLE IV.—COMMERCIAL AND BUSINESS-COLLEGES.

The following is a comparative exhibit of colleges for business-training, as reported to this Bureau from 1870 to 1873:

	1870.	1871.	1872.	1873.
Number of institutions	26	60	53	112
Number of instructors	154	168	263	514
Number of students	5,824	6,460	8,451	22,397

The table shows an increase in the number reported in 1873 over that of the preceding year of 59 colleges, 251 instructors, and 13,946 pupils. The whole number of pupils reported in attendance during the year was 22,397.

The following is a summary of Table IV, for which see appendix.

Summary of commercial and business-colleges.

State.	Number of schools.	Number of instructors.	Number of students.	State.	Number of schools.	Number of instructors.	Number of students.
California	1	15	472	New Jersey	1	5	254
Georgia	4	10	619	New York	13	73	2,747
Illinois	14	62	2,221	North Carolina	1	1	8
Indiana	6	25	996	Ohio	12	43	2,813
Iowa	7	25	1,435	Oregon	1	1	74
Kansas	2	3	376	Pennsylvania	7	40	1,579
Kentucky	2	9	240	Rhode Island	1	8	125
Louisiana	2	15	600	Tennessee	4	12	291
Maine	1	3	79	Texas	1	3	27
Maryland	1	7	389	Virginia	1	1	62
Massachusetts	4	32	1,425	Wisconsin	7	22	1,291
Michigan	8	25	1,248	District of Columbia	2	12	195
Minnesota	1	6	246	Utah Territory	1	7	381
Missouri	6	47	1,828				
New Hampshire	1	2	376	Total	112	514	22,397

The names of eight colleges from which no statistics have been received will also be found in the table.

The rapid growth of these schools and the large number of pupils seeking the special training afforded by them sufficiently attest that they meet a want which is supplied by no other schools in an equal degree. The object aimed at being simple and direct, they are calculated to supplement in special departments the instruction of the public schools and academies. In their peculiar province they should present advantages similar to those of other special schools, viz: those of directing the energy and industry of the pupils to the mastery of those branches of study necessary to insure business-success, as well as the forms, methods, and principles of business-transactions.

Hence it would seem that there could be no question of their utility and importance nor of their title to recognition and encouragement. One of the obvious needs of the colleges is material for illustration in the way of museums or cabinets of commerce and manufactures, embracing the chief products and articles of exchange of the leading commercial nations. Such museums would be no less valuable as aids in the instruction given in these colleges than the museums of natural history in the instruction of schools of science or the museums of art in schools which aim to teach the theory and practice of art.

The following remarks are extracted form an address, "Business as a learned profession," delivered by General R. D. Mussey, at the commencement-exercises of the Washington Business-College, June 18, 1873:

I confront to-night young men and women who are not certified to have read Latin and Greek and studied mathematics, but to have completed a *course of business-education*. The tongue of these diplomas is that of the people and the certificate is of practical training. This change challenges attention and provokes comparison and reflection. It is significant of the breadth of modern civilization, indicative of its needs and the provision to meet them, and anticipatory of the larger future awaiting educational institutions. The vocations of university-graduates—law, medicine, theology—have had in the popular mind heretofore a certain exclusiveness attached to them. They have been called the learned professions. This scene to-night accumulates proof that education is not to be confined to three out of the thousand pursuits necessary to secure for us the comfort, the help, the security of our social system. * * * It is one of the signs—this fitting for business by imparting culture—that the future of our race is not to be an unstable equilibrium between discordant forces—thought and

action—but the firm resultant of their harmonious co-operation. * * * It was redolent with the exclusiveness of class, that division of human pursuits which gave to three the title "learned professions" and lumped all the rest under the phrases "occupations," "trade," "labor." It came to us Americans honestly enough from our mother-countries, but it is not consonant with our ideas, either political or social, and it should perish from our speech. Ours is a Republic; and among those really at work for the common weal there is no precedence because of the employment. * * * The dignity of labor is not an empty phrase. It expresses a profound truth. And I read this lesson here to-night: that business has its dignity. * * * And I have received another lesson to-night, namely, that we are recognizing the mutuality of help which men and women can give, and that it is no disgrace to be a "business-woman;" not only no disgrace, but that it in no wise derogates from the fine charms of womanhood. * * * If it were true that all women should be wives and mothers, a business-training would make them more helpful as wives, more capable as mothers. * * * To many women the winning of bread, as well as the making of it, becomes a duty, a necessity. It is wise to admit this fact, to provide for this exigency; nay, rather it is criminal not to do so. * * * A business-education is also to be commended for the so-called professional man. * * There is no minister, no lawyer, no doctor, but will better reach his people, his clients, his patients, if he understands business-forms, business-necessities, business-experiences. There is this general principle running through all affairs, that knowledge of the many fits for practice of one.

TABLE V.—SECONDARY INSTRUCTION.

The results of the efforts of this Bureau to collect full statistics of secondary instruction are as yet far from satisfactory. The table, however, shows a large increase in the number of institutions over the number reporting in 1872. The following comparative summary exhibits the gain in the work since 1871:

	1870.	1871.	1872.	1873.
Number of institutions	.....	638	811	944
Number of instructors	.....	3,171	4,501	5,058
Number of students	.....	80,227	98,929	118,570

Difficulty of obtaining full statistics.—It should be borne in mind that: first, institutions of this class are mainly endowed academies and private schools; secondly, in a majority of the States they are under no State-supervision and do not report concerning themselves to any public officer; thirdly, from the greater proportion no catalogues or printed programmes are obtainable; fourthly, the annual or biennial reports of the State-superintendents of public instruction, with few exceptions, make no specific mention of them.

For ascertaining the names, location, &c., of institutions claiming this rank, the Office has therefore but one resource, viz, correspondence with State-, county-, and city-superintendents, school-principals,* and others interested in educational work. When it is considered, therefore, that the work of collecting these statistics was first begun in 1871 and that the report of that year contained the names of 638 institutions, with 80,227 pupils, while the tables for this year contain the names of 944 institutions, (exclusive of those in Table VI, academies having collegiate-preparatory departments,) with 118,570 pupils, there would seem to be good ground for hoping that sufficient data will soon be in possession of the educator for a more intelligent and thorough review and discussion of secondary education in the United States than is now possible.

Classification of schools, (co-education, &c.)—For convenience of comparison between those of like character, the 944 institutions in the table have been put in three classes, the first comprising schools for boys only, the second for girls only, and the third for both sexes. It will be observed that 596 institutions, with 2,779 instructors and 88,444 pupils, belong to this latter class. This shows that co-education of the sexes is a predominant feature of secondary instruction among us. The following summary of the

*J. J. Rucker, principal of Georgetown Female Seminary, of Kentucky, and W. E. Ward, principal of Ward's Seminary, of Tennessee, have furnished us with valuable information respecting institutions in their respective States.

three classes shows for each State and Territory the number of institutions, the number and sex of instructors, the number and sex of students, the number preparing for classical and scientific courses in college, and the number of volumes in libraries. The summary also shows the amount of property and funds of a large number of the institutions. It should be said, however, that many of them furnished no statements under this head of the inquiries.

Summary of Table V, Part 1, *(schools for boys,) showing number of instructors and students.*

State.	Number of academies.	Instructors.			Students.					
		Total.	Male.	Female.	Total.	Male.	Female.	Preparing for college.	Preparing for scientific course in college.	No. who have entered college since close of last academic year.
Alabama	2	6	6	.....	163	163	.....	30	.....	.....
Connecticut	5	17	11	6	170	166	4	74	10	5
Delaware	2	9	9	.....	100	100	.....	20	2	1
Georgia	5	10	8	2	295	295	.....	103	22	21
Illinois	1	4	3	1	30	30	.....	6	.....	2
Indiana	3	10	10	.....	438	438	.....	102	52	11
Iowa	1	.....	.....	.....	150	150	.....	.....	.....	.....
Kansas	1	7	7	.....	140	140	.....	40	.....	.....
Kentucky	3	9	9	.....	104	104	.....	59	30	31
Louisiana	3	18	18	.....	815	815	.....	111	200	56
Maine	2	6	4	2	109	109	.....	53	3	8
Maryland	18	70	69	1	970	970	.....	45	11	25
Massachusetts	3	32	32	.....	670	670	.....	4	1	.....
Minnesota	1	9	8	1	102	102	.....	30	2	3
Mississippi	1	1	1	.....	40	40	.....	3	.....	.....
Missouri	4	20	17	3	328	328	.....	21	11	18
New Hampshire	1	1	1	.....	30	30	.....	.....	.....	.....
New Jersey	6	30	26	4	435	435	.....	60	19	23
New York	34	224	191	33	3,537	3,531	6	651	82	110
North Carolina	8	23	20	.....	480	480	.....	94	15	21
Ohio	10	48	46	2	693	693	.....	123	5	32
Oregon	2	9	8	1	130	130	.....	16	1	12
Pennsylvania	18	112	92	20	1,546	1,546	.....	257	152	49
South Carolina	1	10	1	9	87	87	.....	8	1	.....
Tennessee	2	6	6	.....	189	189	.....	25	6	.....
Texas	1	10	10	.....	325	325	.....	.....	.....	.....
Vermont	2	6	5	1	44	43	1	10	2	.....
Virginia	10	24	20	4	384	381	3	36	2	5
Wisconsin	1	10	10	.....	140	140	.....	.....	.....	40
District of Columbia	10	24	24	.....	525	525	.....	70	15	15
Colorado Territory	1	9	9	.....	.....	.....	.....	.....	.....	.....
Total	162	771	681	90	13,169	13,155	14	2,051	644	488

Summary of Table V, Part 1, continued, (*schools for boys,*) *showing number of volumes in libraries, amount of corporate property, &c.*

State.	Volumes in library.		Corporate property, &c.			
	Total number.	Increase since October 15, 1872.	Amount of property of corporation.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income of productive funds.
Alabama	150			$23,000		
Connecticut	1,050	5	$50,000	45,000	$4,000	$300
Delaware	200			53,000		
Georgia	300	73	32,500	40,000	7,500	525
Illinois	525	25		20,000		
Indiana	245	10	7,000	25,000	73,000	6,800
Iowa						
Kansas	1,200					
Kentucky	8,000		1,800	20,000		
Louisiana	700	200	28,000	20,000		3,000
Maine	1,678	172		30,000		
Maryland	17,275	625	797,800	209,300	680,000	43,271
Massachusetts	2,400			100,000		
Minnesota	500	10	85,000	80,000		
Mississippi				10,000		
Missouri	2,560		20,000	92,000		
New Hampshire						
New Jersey	5,500		81,500	151,000	11,500	1,000
New York	21,646	1,193	226,956	1,018,646	32,000	7,240
North Carolina	6,100	100	16,000	49,800		
Ohio	6,092	850		181,000		
Oregon	2,950	1,610		56,000	7,000	840
Pennsylvania	7,440	305	123,000	393,866	18,000	1,200
South Carolina	175					
Tennessee				20,000		
Texas	1,000			30,000		
Vermont	3,687	64	43,000	41,000	10,000	600
Virginia	1,150			32,000		
Wisconsin	5,000					
District of Columbia	420		3,590	35,500		
Colorado Territory	1,200					
Total	99,143	5,242	1,516,056	2,776,112	843,000	64,776

Summary of Table V, Part 2, (schools for girls,) showing number of instructors and students.

State.	No. of academies.	Instructors.			Students.					
		Total.	Male.	Female.	Total.	Male.	Female.	Preparing for college.	Preparing for scientific course in college.	No. who have entered college since close of last academic year.
Alabama	1	4	.....	4	30	.....	30	.....	.....	.....
California	2	18	2	16	335	.....	335	.....	.....	.....
Connecticut	4	21	7	14	155	.....	155	.....	.....	.....
Delaware	1	5	.....	5	35	.....	35	.....	.....	.....
Florida	2	16	.....	16	221	.....	221	.....	.....	.....
Illinois	8	100	9	91	1,195	4	1,191	.....	.....	.....
Indiana	4	21	.....	21	803	.....	803	.....	.....	.....
Iowa	1	14	.....	14	235	.....	235	.....	.....	.....
Kansas	1	8	.....	8	80	.....	80	.....	.....	.....
Kentucky	12	115	16	99	1,630	25	1,605	.....	.....	.....
Louisiana	1	5	.....	5	12	.....	12	.....	.....	.....
Maine	1	7	.....	7	40	.....	40	.....	.....	.....
Maryland	11	87	24	63	594	.....	594	.....	.....	.....
Massachusetts	7	80	17	63	1,297	.....	1,297	.....	.....	.....
Michigan	2	7	1	6	66	.....	66	.....	.....	.....
Minnesota	3	19	3	16	215	.....	215	.....	.....	.....
Mississippi	1	2	.....	2	40	.....	40	.....	.....	.....
Missouri	6	40	5	35	617	.....	617	.....	.....	.....
New Jersey	2	14	4	10	53	.....	53	.....	.....	.....
New York	43	380	89	291	4,157	24	4,133	93	.....	.....
North Carolina	2	3	2	1	38	.....	38	.....	.....	.....
Ohio	8	93	8	85	911	.....	911	.....	.....	.....
Pennsylvania	16	136	19	117	1,129	14	1,115	.....	.....	.....
South Carolina	1	3	1	2	9	.....	9	.....	.....	.....
Tennessee	7	45	8	37	686	43	643	71	10	25
Texas	4	18	3	15	153	.....	153	.....	.....	.....
Vermont	3	13	2	11	133	.....	133	.....	.....	.....
Virginia	7	53	3	50	574	12	562	.....	.....	.....
West Virginia	1	4	.....	4	81	.....	81	.....	.....	.....
Wisconsin	2	36	2	34	520	.....	520	.....	.....	.....
District of Columbia	21	131	23	108	913	.....	913	1	.....	1
New Mexico Ter	1	10	.....	10	.....	.....	.....	.....	.....	.....
Total	186	1,508	248	1,260	16,957	122	16,835	165	10	26

Summary of Table V, Part 2, continued, (*schools for girls,*) *showing number of volumes in libraries, amount of corporate property, &c.*

State.	Volumes in library.		Corporate property, &c.			
	Total number.	Increase since October 15, 1872.	Amount of property of corporation.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income of productive funds.
Alabama	1,560	.....	.....	.....	.....	.....
California	1,250	.....	.....	$20,000	.....	.....
Connecticut	4,025	800	.....	51,000	.....	.....
Delaware	900	.....	.....	.....	.....	.....
Florida	500	.....	.....	.....	.....	.....
Illinois	5,250	50	$50,000	372,000	.....	.....
Indiana	.....	.....	.....	15,000	.....	.....
Iowa	400	50	.....	.....	.....	.....
Kansas	.....	.....	.....	.....	.....	.....
Kentucky	10,250	425	20,000	455,000	$10,000	$700
Louisiana	300	30	.....	25,000	.....	300
Maine	350	100	45,000	42,000	.....	.....
Maryland	3,580	100	320,000	447,000	4,000	.....
Massachusetts	3,850	.....	.....	340,000	.....	.....
Michigan	3,577	27	.....	10,000	.....	.....
Minnesota	350	50	.....	16,000	.....	.....
Mississippi	.....	.....	5,000	5,000	.....	.....
Missouri	2,100	200	.....	60,000	.....	.....
New Jersey	200	.....	30,000	40,000	.....	.....
New York	23,886	399	268,009	1,042,659	16,000	700
North Carolina	.....	.....	.....	2,500	.....	.....
Ohio	8,300	114	110,000	92,500	.....	.....
Pennsylvania	14,710	40	.....	275,866	.....	6,300
South Carolina	.....	.....	.....	.....	.....	.....
Tennessee	14,200	1,100	150,000	209,600	500	50
Texas	794	.....	.....	10,000	.....	.....
Vermont	500	25	.....	17,000	.....	.....
Virginia	1,760	.....	.....	40,000	300	.....
West Virginia	823	23	.....	12,000	.....	.....
Wisconsin	3,500	30	.....	118,000	.....	.....
District of Columbia	7,300	200	.....	5,000	.....	.....
New Mexico	500	50	.....	.....	.....	.....
Total	114,715	3,813	998,009	3,723,125	30,800	8,050

Summary of Table V, Part 3, (schools for boys and girls,) showing number of institutions and students.

State.	No. of academies.	Instructors.			Students.					
		Total.	Male.	Female.	Total.	Male.	Female.	Preparing for college.	Preparing for scientific course in college.	No. who have entered college since close of last academic year.
Alabama	2	10	3	7	455	224	231	.....	.....	4
Arkansas	1	4	2	2	75	40	35	.....	.....	.....
California	3	14	8	6	290	166	124	60	29	3
Connecticut	28	104	40	64	3,554	1,634	1,920	119	33	22
Delaware	5	31	12	19	521	287	234	51	16	8
Florida	2	8	5	3	233	113	120	12	12	6
Georgia	8	34	13	21	1,004	560	444	88	5	6
Illinois	16	73	38	35	2,769	1,445	1,324	99	60	16
Indiana	6	22	7	15	998	518	480	18	10	14
Iowa	5	22	10	12	789	391	398	41	.....	1
Kentucky	13	60	21	39	1,570	767	803	22	25	7
Maine	27	85	41	44	3,037	1,504	1,533	157	12	19
Maryland	9	42	27	15	1,864	1,255	609	18	14	2
Massachusetts	31	126	55	71	2,735	1,336	1,399	150	27	45
Michigan	4	23	8	15	781	358	423	195	48	39
Minnesota	9	43	15	28	1,608	790	818	46	43	34
Mississippi	2	10	3	7	440	246	194	.....	.....	1
Missouri	13	59	28	31	1,434	665	769	85	24	32
New Hampshire	38	106	46	60	3,716	1,824	1,892	182	54	45
New Jersey	15	61	26	35	1,013	568	445	75	17	10
New York	200	1,179	412	767	40,709	20,319	20,390	1,249	348	231
North Carolina	13	35	15	20	928	506	422	66	26	32
Ohio	46	166	86	80	5,752	2,703	3,049	230	61	64
Oregon	1	4	1	3	86	45	41	.....	.....	.....
Pennsylvania	24	115	56	59	2,535	1,338	1,197	146	24	50
Rhode Island	2	18	7	11	327	182	145	15	.....	8
Tennessee	9	33	14	19	1,196	619	577	108	1	19
Texas	2	3	2	1	99	63	36	9	.....	.....
Vermont	34	162	52	110	4,873	2,416	2,457	221	30	54
Virginia	10	26	15	11	620	360	260	30	1	6
West Virginia	6	34	3	31	1,173	430	743	20	.....	15
Wisconsin	9	50	28	22	1,013	590	423	18	.....	2
District of Columbia	1	3	.....	3	60	20	40	.....	.....	.....
Colorado Territory	1	11	.....	11	148	35	113	5	.....	1
Wyoming Territory	1	3	1	2	39	21	18	2	.....	1
Total	596	2,779	1,100	1,679	88,444	44,338	44,106	3,537	890	797
Total, Part 1	162	771	681	90	13,169	13,155	14	2,051	644	488
Total, Part 2	186	1,508	208	1,260	16,957	122	16,835	165	10	26
Total, Part 3	596	2,779	1,100	1,679	88,444	44,338	44,106	3,537	890	797
Grand total	944	5,058	2,029	3,029	118,570	517,615	60,955	5,753	1,544	1,311

Summary of Table V, Part 3, continued, *(schools for boys and girls,) showing number of volumes in libraries, amount of corporate property, &c.*

State.	Volumes in library.		Corporate property, &c.			
	Total number.	Increase since October 15, 1872.	Amount of property of corporation.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income of productive funds.
Alabama	3,000	12	.....	$7,500	.....	.....
Arkansas	.....	.....	$10,000	10,000	.....	.....
California	650	302	25,000	40,000	.....	$13,000
Connecticut	4,755	266	130,900	260,000	$82,400	6,160
Delaware	2,750	50	35,000	37,000	8,000	400
Florida	500	.....	.....	10,000	.....	3,000
Georgia	1,040	195	40,000	66,000	17,000	1,200
Illinois	5,895	259	181,500	428,600	20,500	2,000
Indiana	3,000	1,012	18,000	44,200	3,000	680
Iowa	1,200	65	6,000	56,000	2,000	150
Kentucky	935	50	26,000	112,250	11,000	1,000
Maine	7,108	207	182,100	163,500	120,400	5,188
Maryland	1,950	52	5,000	66,000	.....	700
Massachusetts	15,917	556	1,072,277	514,500	589,128	42,001
Michigan	801	40	.....	86,500	1,300	500
Minnesota	1,871	246	25,000	86,000	.....	1,500
Mississippi	200	.....	.....	5,000	.....	.....
Missouri	3,202	300	33,000	179,589	.....	.....
New Hampshire	11,978	125	203,000	351,200	151,844	9,588
New Jersey	4,700	2,100	100,000	285,000	20,000	1,450
New York	157,336	5,139	3,444,591	5,109,308	299,979	66,646
North Carolina	3,650	15	12,000	39,200	10,000	500
Ohio	11,720	325	267,000	374,350	104,250	10,897
Oregon	500	.....	.....	3,000	.....	.....
Pennsylvania	8,570	300	88,000	292,435	1,500	.....
Rhode Island	3,000	100	850,000	725,000	125,000	7,525
Tennessee	1,333	55	39,700	51,700	11,000	.....
Texas	169	.....	.....	5,000	.....	.....
Vermont	6,616	550	404,000	414,080	65,060	4,108
Virginia	200	.....	10,000	13,500	6,000	360
West Virginia	1,000	.....	.....	40,000	.....	.....
Wisconsin	2,300	150	143,506	151,106	13,500	2,350
District of Columbia	.....	.....	.....	.....	.....	.....
Colorado Territory	300	.....	40,000	10,600	1,000	.....
Wyoming Territory	25	.....	.....	5,000	.....	.....
Total	268,171	12,471	7,391,574	10,043,118	1,663,861	180,903
Total Part 1	99,143	5,242	1,516,056	2,776,112	843,000	64,776
Total Part 2	114,715	3,813	998,009	3,723,125	30,800	8,050
Total Part 3	268,171	12,471	7,391,574	10,043,118	1,663,861	180,903
Grand total	482,029	21,526	9,905,639	16,542,355	2,537,661	253,729

CITY HIGH SCHOOLS, FROM TABLE II.

A special summary is here presented of the high schools reported in Table II.

Summary of instructors and students in high schools.

State.	No. of schools.	Instructors.			Students.	
		Total.	Male.	Female.	Number enrolled.	Average attendance.
Number of cities and towns reporting	422	424	.....	.....	402	366
Alabama	3	9	5	4	383	.....
Arkansas	1	3	2	1	60	49
California	13	35	22	13	955	832
Connecticut	12	53	23	30	1,255	736
Delaware	.....	.....	.....	.....	.....	.....
District of Columbia	.....	.....	.....	.....	.....	.....
Florida	1	5	2	3	100	.....
Georgia	7	18	9	9	782	666
Illinois	54	144	61	83	3,936	2,987
Indiana	30	89	44	45	2,309	1,474
Iowa	23	61	33	28	1,381	1,003
Kansas	9	18	9	9	491	317
Kentucky	1	3	1	2	85	73
Louisiana	3	17	6	11	516	445
Maine	15	54	19	35	1,571	1,363
Maryland	3	32	12	20	1,115	1,007
Massachusetts	80	282	128	154	7,773	6,899
Michigan	34	104	49	55	2,869	2,046
Minnesota	11	25	13	12	624	405
Mississippi	.....	.....	.....	.....	.....	.....
Missouri	15	59	28	31	1,824	1,193
Nebraska	3	7	4	3	151	59
Nevada	1	1	1	.....	.....	45
New Hampshire	8	21	7	14	688	441
New Jersey	16	53	26	27	1,261	1,048
New York	32	131	59	72	3,580	2,451
North Carolina	.....	.....	.....	.....	.....	.....
Ohio	70	144	58	86	4,314	3,330
Oregon	1	4	3	1	126	95
Pennsylvania	52	125	74	51	3,784	1,892
Rhode Island	3	19	8	11	457	428
South Carolina	.....	.....	.....	.....	.....	.....
Tennessee	4	15	8	7	510	379
Texas	1	1	1	.....	15	.....
Vermont	4	12	5	7	285	252
Virginia	5	13	7	6	425	334
West Virginia	1	2	1	1	40	30
Wisconsin	18	51	21	30	1,497	1,097
Colorado Territory	1	1	1	.....	15	14
Utah Territory	1	2	1	1	125	100
Total	536	1,613	751	862	45,302	33,490

Four hundred and twenty-two cities and villages reported schools of this grade, with 1,613 instructors and 45,302 students. To these are to be credited most of the 4,198 students reported in public schools as preparing for the colleges and schools of science.

It will be seen, therefore, that many of the high schools rank, in the training afforded, with the private schools for secondary instruction usually denominated academies. Indeed, in some sections of the country, as in Maine, many of the time-honored academies are being merged in the high schools.

But what shall be said of the very small per cent. of the pupils enrolled in the city schools reported in this grade? Hon. J. D. Philbrick, superintendent of schools of Boston, a city making as ample provision as any for carrying pupils through the primary-, grammar-, and high-school-grades of instruction, remarks, in his last semi-annual report, of the grammar-school-grade:

If we go down to the third class in the grammar-schools, we find that it contains only a little more than half the number of pupils admitted in a single year from the primary schools. This shows that only about half the pupils ever reach this class. Certainly this fact cannot be contemplated with satisfaction. The cause of this unsatisfactory state of things is found, in part, in the unwillingness or inability of parents to allow their children to remain long enough at school. But this cause equally affects all schools, which are alike in respect to the social condition of the population from which their pupils are drawn.

The tables of the superintendent's report show that, while the whole number of pupils in the grammar-schools of the city in July, 1872, was 17,102, the number of pupils admitted to the high schools from the grammar, in July of the same year, was only 879, or only about 5 per cent. of the number of pupils reported in the next subordinate grade. Hence it appears that the schooling of the great majority of the boys and girls, in one of our oldest and most favored cities, ceases with the second-grade- or grammar-school. And the branches taught in this grade, at least up to the third form, are, for the most part, those generally denominated elementary English studies. This is doubtless true, with equal or greater force, of other cities.

The following exhibit, drawn from Table II, shows the proportion of enrollment in high schools of cities in several States, to the total enrollment in the city-schools :

States.	No. of cities reporting.	No. enrolled in city-schools, all grades.	No. in 1,000 enrolled in high schools.
California	11	41,129	23
Connecticut	11	26,486	47
Illinois	44	97,106	40
Indiana	28	39,883	57
Iowa	21	22,775	60
Kansas	9	12,233	40
Maine	15	25,533	61
Maryland	1	28,329	39
Massachusetts	63	155,843	49
Michigan	31	51,879	55
Minnesota	11	14,398	43
New Hampshire	7	12,537	54
New Jersey	11	54,540	21
Ohio	40	105,966	40
Pennsylvania	36	160,413	23
Rhode Island	3	11,850	38
Virginia	4	9,668	43
Wisconsin	15	22,779	65

Pupils leaving the schools at the age of 12 or under have pretty surely failed to acquire what any system of education should aim to give. They have dropped their studies just at the point where studies begin to have some shaping power on the future man or woman. Primary training does little, often nothing, towards forming intellectual tastes. The perception of principles does not come in early years of instruction.

Habits of mind which lead one to find pleasure in intellectual pursuits are not formed at this early age. Thus the great body of our youth leave the school with memories crammed, it may be, with a multitude of facts, isolated, unconnected, but without that training necessary for understanding or appreciating either the leading activities of their own times or the rich and varied stores of the literature and science of their native tongue.

TABLE VI.—PREPARATORY SCHOOLS.

It seemed desirable, in view of the prevalent discussion by the college-faculties of the subject of preparatory training, to present some statistics of schools devoted wholly or in part to the training of young men for the colleges and scientific schools. Inquiries in regard to the number of students thus preparing, and the number sent up to the colleges and scientific schools in 1872, were also extended to the schools for secondary instruction reported in Table V, as well to the city high schools reported in Table II. There are doubtless quite a number of private fitting-schools in the country from which no information has been received, but it is probable that the three tables indicated show pretty nearly the extent of the facilities now afforded for preparatory training outside of the classical and scientific colleges.

It will be seen, however, by referring to Table VI, that there are but few schools distinctively and exclusively of this class, by far the larger number included therein having both classical and English departments, and the number of students in the classical section being in many instances smaller than that in the English section. In the 86 schools reporting, there were 690 instructors and 12,487 pupils. Of the 12,487 pupils, 4,992 were stated to be in classical-preparatory, 2,274 in scientific, and 3,716 in English studies; the remaining 1,505 pupils were unclassified in the returns.

The following is a summary of Table VI:

Summary of number of instructors, students, &c., in preparatory schools.

State.	Number of schools in each State.	Number of instructors.	Students.			
			Whole number.	Number in classical department.	Number in scientific department.	Number in English department, exclusive of classical and scientific.
California	2	16	*258	76	49	.....
Connecticut	6	62	*1,002	388	49	266
Georgia	1	3	107	50	14	43
Illinois	2	16	130	74	18	38
Kentucky	.....	.....	.....	.....	.....	.....
Maine	6	24	*617	203	74	115
Maryland	2	17	*279	20	.....	219
Massachusetts	18	108	*2,124	996	466	349
Missouri	1	2	45	.....	.....	.....
New Hampshire	4	33	*639	461	.....	70
New Jersey	3	18	84	45	24	15
New York	19	193	*3,594	1,160	902	1,286
Ohio	3	59	1,418	604	198	616
Pennsylvania	6	54	*645	183	283	143
Rhode Island	4	37	522	294	53	175
Vermont	3	22	621	244	44	333
Virginia	4	14	304	141	115	48
Wisconsin	2	12	98	53	45	.....
Total	†86	690	12,487	4,992	2,274	3,716

*Includes students unclassified. †The table contains the names of seven schools from which no statistics have been received, not included in this summary.

Summary of number of students, libraries, &c.—Continued.

State.	Students.		Volumes in library.	Corporate property, &c.		
	Entered college since close of last academic year.	Entered scientific school since close of last academic year.		Amount of endowment.	Annual income of endowment-funds.	Value of grounds and buildings.
California	7	2	1,900			$125,000
Connecticut	18	4	6,200	$158,000	$4,250	300,000
Georgia		5				12,000
Illinois		5	2,100			65,000
Kentucky						
Maine	39	4	2,125	12,000		51,500
Maryland	6		2,650			11,000
Massachusetts	131	43	22,812	402,500	23,992	635,000
Missouri						
New Hampshire	12	14	6,000	263,000	11,600	258,000
New Jersey	7	7		30,000		176,000
New York	209	45	15,763	275,780	16,689	1,252,468
Ohio	40	3	500			150,000
Pennsylvania	24	14	6,325			275,900
Rhode Island	24		3,500	10,000	600	95,000
Vermont	3	6	2,684	70,000	12,300	55,000
Virginia	28		2,600			69,000
Wisconsin	7	1	2,000			50,000
Total	555	153	77,159	1,221,280	69,431	3,580,868

COLLEGIATE-PREPARATORY STUDENTS IN THE SEVERAL STATES.

The following table will bring into a connected view the number of pupils preparing in the several classes of schools in each State for the universities and colleges and for the scientific schools during the year 1873. The total number reported in courses preparatory to the classical colleges was 38,875. Of this number 2,965 were in high schools, (public;) 5,753 were in academies and other private schools; 4,992 were in the preparatory schools embraced in Table VI, and 25,165 were in the preparatory departments of colleges.

Summary of students in classical and scientific preparatory courses.

State or Territory.	Number preparing for classical course in college.					Number preparing for scientific course in college.				
	In city high schools. Table II.	In academies. Table V.	In preparatory schools. Table VI.	In preparatory departments of colleges. Table VIII.	Total reported.	In city high schools. Table II.	In academies. Table V.	In preparatory schools. Table VI.	In preparatory departments of scientific schools. Table IX.	Total reported.
Alabama	...	30	...	218	248	...	...	...	...	0
Arkansas	5	...	...	151	156	...	...	...	188	188
California	79	60	76	1,138	1,353	99	29	49	0	177
Connecticut	51	193	388	...	632	33	43	49	...	125
Delaware	...	71	...	45	116	...	18	...	...	18
Florida	2	12	...	...	14	...	12	...	...	12
Georgia	42	191	50	236	519	15	27	14	0	56
Illinois	275	105	74	2,849	3,303	102	60	18	156	336
Indiana	218	120	...	1,463	1,801	71	62	...	...	133
Iowa	95	41	...	1,534	1,670	37	...	...	0	37
Kansas	22	40	...	614	676	12	...	...	113	125
Kentucky	40	81	...	477	598	15	55	...	67	137
Louisiana	...	111	...	348	459	...	200	...	...	200
Maine	88	210	203	...	501	12	15	74	...	101
Maryland	...	63	20	347	430	...	25	...	...	25
Massachusetts	435	154	996	40	1,625	89	28	406	16	539
Michigan	414	195	...	1,051	1,660	206	48	...	0	254
Minnesota	63	76	...	386	525	26	45	...	...	71
Mississippi	...	3	...	270	273	...	...	...	182	182
Missouri	120	106	...	1,616	1,842	78	35	...	53	166
Nebraska	...	...	...	168	168	...	...	...	...	0
Nevada	10	...	...	...	10	8	...	...	...	8
New Hampshire	24	182	461	...	667	2	24	...	0	26
New Jersey	63	135	45	172	415	46	36	24	35	141
New York	322	1,993	1,160	1,528	5,003	122	430	902	87	1,541
North Carolina	...	160	...	184	344	...	41	...	...	41
Ohio	196	353	604	2,816	3,969	108	66	198	64	436
Oregon	12	16	...	763	791	...	1	...	...	1
Pennsylvania	109	403	183	2,028	2,723	39	176	283	118	616
Rhode Island	18	15	294	...	327	8	...	53	...	61
South Carolina	...	8	...	296	304	...	1	...	93	94
Tennessee	15	204	...	924	1,143	5	17	...	92	114
Texas	20	9	...	1,145	1,174	...	...	...	...	0
Vermont	48	231	244	6	529	21	32	44	0	97
Virginia	50	66	141	283	540	50	3	115	20	188
West Virginia	4	20	...	95	119	4	...	...	70	74
Wisconsin	110	18	53	1,293	1,474	2	...	45	72	119
District of Columbia	...	71	...	245	316	...	15	...	...	15
Colorado	5	5	...	...	10	3	...	...	...	3
New Mexico	...	...	...	...	...	...	...	...	...	0
Utah	10	...	...	343	353	20	...	...	...	20
Washington	...	...	...	93	93	...	...	...	...	...
Wyoming	...	2	...	...	2	...	...	...	...	...
Total	2,965	5,753	4,992	25,165	38,875	1,233	1,544	2,274	1,426	6,477

The total number reported in courses preparatory to the scientific schools or to the scientific departments of colleges was 6,477. Of this number, 1,233 were in the city high schools, (public,) 1,544 were in academies, 2,274 were in other preparatory schools embraced in Table VI, and the remaining 1,426 were in preparatory departments of scientific schools or of colleges. The whole number of the two classes reported was 45,352.

It will be seen, by referring to the summaries of the tables of colleges and of scientific schools, that in 1873 there were in collegiate courses 25,010 classical and 3,414 scientific students. Perhaps one-third of these would represent the number in the preparatory courses who will be sent up to the colleges and scientific schools in 1874. In what stage of their preparation the 45,000 students reported as in preparatory classes were cannot be determined.*

A cursory examination of the preceding summary develops some instructive facts: In the six New England States the city high schools are preparing 664 students, the academies are preparing 985 students, and the special preparatory schools and preparatory departments 2,586 students, while the colleges themselves are preparing only 40.

In other words, the academies of New England are preparing 3,571, or more than 83 in 100 of students being fitted for superior classical instruction. The case is very different in other portions of the Union. For example, in the States of Ohio, Indiana, Illinois, Michigan, and Wisconsin the city high schools are preparing 1,213 students; the ordinary academies, 791; other preparatory schools, 731, and the preparatory departments of the colleges, 9,472; that is to say, 12½ per cent. of this work is done by the academies and preparatory schools and 77½ per cent. by the colleges themselves; only about 10 per cent. are preparing in the city high schools. It thus appears that out of every 100 students preparing for college in New England, the colleges of New England are only burdened with the care of 1, while 83 out of every 100 students preparing in the Northwestern States mentioned must be drilled by the colleges. It is obvious that until institutions of secondary instruction are able to supply a sufficient number of prepared students to the colleges or until the city high schools regularly give opportunity for acquiring the rudiments of classical training, American colleges in the West and South must directly or indirectly prepare at least 75 per cent. of their students. Of course there are exceptional cases in which this necessity does not exist, but this burden on secondary instruction borne by institutions chartered as colleges, though unavoidable under existing circumstances, is nevertheless a very grievous one. Such a condition of affairs tends to a low standard of scholarship in the colleges, impairs the energies of the teachers, and fails to arouse and foster a love of high and thorough culture among students.

Of the 949 students in New England reported as preparing for scientific colleges, 165 were in city high schools, 768 in academies and special preparatory schools, and 16 in preparatory departments of colleges; while, in the Northwestern States before mentioned, of the 1,278 students thus preparing, 489 were in city high schools, 497 in academies and special preparatory schools, and 292 in preparatory departments of colleges.†

RELATIONS OF SECONDARY SCHOOLS TO THE COLLEGES AND SCHOOLS OF SCIENCE.

The past few years have been fruitful in discussions of the higher education, both classical and scientific, the results of which are seen in the new vigor, in the improved

* *College-entrance-examinations.*—No statistics have been collected in respect to the proportion of applicants annually rejected on examination for admission to the colleges since the effort made by this Office in 1871, which resulted chiefly in showing that few colleges kept any record of these examinations and that very few examined the candidates respecting their knowledge of the English language. The Military and Naval Academies are the only institutions of superior instruction in regard to which we have official annual data of this character. It is questionable whether these would afford a very accurate criterion for the universities and colleges.—(See extracts from report of Board of Visitors of Military Academy, under "Military and Naval Academies," p. lxxxvii of this report.)

† For Harvard entrance-examinations for 1876, see summary under the head of "Colleges."

methods, and in the wider and higher aims of the better class of our colleges and schools of science.

These discussions have incidentally thrown much light on the present condition of secondary instruction, and the relations of secondary schools to the colleges and schools of science have become in turn the subject of a good deal of thought and discussion among educators.

Academies and high schools.—It is from the academies and endowed schools embraced in Tables V and VI that the colleges and schools of science in the North and East receive the majority of their students. It will be seen, by referring to the summary under the head of preparatory schools, that in 1873 there were, in academies and other secondary schools not belonging to the public-school-system, 14,563 pupils reported in courses of study preparatory to the colleges and schools of science, while in the public high schools there were of this class but 4,198.

Present condition of the schools.—While many of these schools are of a high order of merit and afford excellent training for the colleges and schools of science, it is nevertheless the common observation of experienced educators that a large proportion of the class do not meet present requirements, either in the quality or extent of training, whether the destination of their pupils be the college, the school of science, or business. Many of them are doing the work of the primary school; in a great number, the variety of classes and the great multiplicity of studies are out of all proportion to the teaching force. Even in many of the long-established schools, the old routine of studies is kept up, notwithstanding the changes in the curriculum of the classical colleges and the special requirements of the schools of science. The frequent changes of teachers and the insufficient inducements for well-trained graduates of the colleges and schools of science to adopt teaching as a profession serve to keep many of the schools at a low standard. Hence the superficiality of much of the so-called secondary instruction; hence the little uniformity of standard in schools nominally of the same general class; hence, too, the little philosophical arrangement or co-ordination of studies and the general lack of the due co-operation with the aims of advanced instruction.

Entrance-examinations at West Point.—In their report for 1873 the visitors of the Military Academy call the attention of all school-officers and teachers to the surprising fact that, of the 134 appointees of the year, 49, or 38 per cent., were rejected on the scholastic examination, and express the opinion that this result was mainly due to the want of thoroughness in the schools. As the candidates must be between 17 and 22 years of age, the majority of the failures are to be attributed to the low standard in schools for secondary instruction.

Sheffield Scientific School.—The report of the committee on the Latin entrance-examination of the Sheffield Scientific School holds the following language on the causes of the inefficiency of the secondary and preparatory schools in classical, especially Latin, instruction. Much of the criticism would doubtless apply with equal truth to other subjects which it is the business of these schools to teach.

In the large majority of cases it is believed that the teachers are young graduates of college, who for ulterior objects spend two, three, and four years in teaching, and who are usually so pressed with work that they cannot if they would make up to any considerable extent their own deficiencies. The consequence frequently is that the student is put over precisely the same course, good or bad, that his teacher had pursued, and thus many defective and even pernicious methods have been perpetuated by a long succession of *pro-tempore* teachers and the student's time and the cause of classical education have often been sacrificed. Even among unquestionably competent Latin scholars, tradition and fashion have often had undue influence, and their own narrow-mindedness has sometimes been one cause of the failure, partial or complete, of classical studies to secure a really good education. Methods and objects, proper and useful enough in the sixteenth century, have been held on to in some places with almost religious bigotry; reasons for classical study, which in fact are chiefly historical, have been invented, of a necessary and *a priori* character; and the growth of modern literatures, the advance of science, and in particular of the science of language, have often failed to open the eyes of the classical zealot to the changed position of classical studies in the sum total of human knowledge.

The wide incompetence of classical teachers is another cause, temporary probably,

but very much to be regretted, of unsuccessful classical study. Only those, perhaps, who have had considerable experience in conducting college-entrance-examinations can realize this in its full extent; but the knowledge of the fact is by no means confined to them. Able and experienced scholars, who are at the head of various preparatory schools scattered throughout the land, find this one of the most formidable difficulties they are obliged to encounter in giving efficiency to the institutions under their charge. Of course this state of things cannot be so noticeable in New England as in other parts of the country. Aside from the fact intimated above, that so many classical teachers are young college-graduates, there are many academies, select schools, and public schools in which the bulk of the higher teaching is done by one man. He does this, perhaps, year after year, beginning probably with only general attainments, which subsequent reading does little to advance. It cannot be expected that much efficient teaching of any kind can be done under such circumstances, still less in a language so difficult as the Latin, and where such wide and varied reading is necessary for the elucidation and illustration of a single author.

Massachusetts Institute of Technology.—Mr. W. P. Atkinson, A. M., professor of English and history in the Massachusetts Institute of Technology, says:

The question of the best method of adjusting my instruction to the real wants of the students of the institute has been from the outset a very perplexing one. The imperfect preparation for the scientific studies of the course which the students bring with them lays a heavy pressure upon them in that direction; and, on the other hand, the deficiencies of too many of them in English studies require an attention to rudimentary drill, especially in composition, which should properly have been completed before admission.

Elementary deficiencies are very general. I have taken the ground that, while the Institute of Technology does not offer itself as a teacher of writing, spelling, punctuation, and the rudiments of the art of composition, it will give all the incidental help it can to its students for the making-up of such deficiencies in their school-education, but should refuse to give a degree or diploma to any student who, by the end of the four years, has not acquired, directly or indirectly, a satisfactory proficiency in them.

Endowed, chartered, and private secondary schools.—In the census of 1870 there were in the whole country over 1,500 schools reported under the head of academies. It is evident that most of those for the superior instruction of women, reported in Table VII of the appendix, were included by the census in this class. The number of secondary schools embraced in Tables V, VI, and VII of the appendix of this report is 1,235. The number exclusive of those embraced in Table VII is 1,030, of which number 447 are chartered schools. Of these 1,030, 193 are boys' schools, 186 are girls' schools, and 651 are for boys and girls.

Denominational schools.—Of the 1,030 secondary institutions above indicated, 440 were reported under the patronage of religious denominations and were distributed as follows, viz: Roman Catholic, 100; Presbyterian, 69; Protestant Episcopal, 63; Congregational, 47; Baptist, 34; Methodist Episcopal, 20; Methodist, 19; Friends, 16; Free-will Baptist, 11; Lutheran, 10; Universalist, 7; Reformed, 6; Christian, 5; American Missionary Association, 4; Methodist Episcopal South, 4; Union, 4; New Jerusalem, 3; Evangelical, 3; Moravian, 3; United Presbyterian, 2; Orthodox, 2; and the remaining 8 under the following denominations, respectively: Reformed Dutch, Reformed German, Unitarian, Independent, Seventh-Day Baptist, Cumberland Presbyterian, United Brethren, and Protestant. Two hundred and ninety were reported as non-sectarian and 300 did not report at all upon this point.

Teachers.—The number of teachers reported in Table V was 5,058, of whom 2,029 were men and 3,029 were women. The number of teachers in preparatory schools and preparatory departments, Table VI, was 690.

Endowments.—The schools in several States reporting more than nominal endowments are as follows: In Connecticut, the Morgan School, Clinton, $50,000; Bacon Academy, Colchester, $16,000; Hartford Public High School, $30,000; Buckley School, New London, $50,000; Norwich Free Academy, $90,000; Connecticut Literary Institution, Suffield, $22,000; Woodstock Academy, $16,000: in Delaware, Middletown Academy, at Middletown, $8,000: in Georgia, Hearn Manual-Labor School, Cave Spring, $7,500; Martin Institute, Jefferson, $17,000: in Illinois, Grand Prairie Seminary and Commercial College, Onarga, $20,000: in Indiana, St. Mary's Academy, La Fayette, $25,000; Vincennes University, $48,000: in Kentucky, Mt. St. Benedict's Academy, Portland, $10,000;

Shelby Graded School, Shelbyville, $11,000: in Maine, East Maine Conference Seminary, Bucksport, $30,000; Westbrook Seminary, Deering, $25,000; Lincoln Academy, Newcastle, $10,300; Bridgeton Academy, North Bridgeton, $14,000; Maine Central Institute, Pittsfield, $12,000: in Maryland, McDonogh Institute, Owing's Mills, $680,000: in Massachusetts, Punchard Free School, Andover, $60,000; Phillips Academy, Andover, $93,500; Hitchcock Free High School, Brimfield, $76,277; Williston Seminary, Easthampton, $100,000; Dean Academy, Franklin, $180,000; Lawrence Academy, Groton, $80,000; Putnam Free and Brown High School, Newburyport, $41,351; Wesleyan Academy, Wilbraham, $70,000; Worcester Academy, $100,000: in New Hampshire, Pinkerton Academy, Derry, 20,000; Phillips Exeter Academy, Exeter, $225,000; Kimball Union Academy, Meriden, $38,000; New Hampton Literary and Biblical Institute, $20,000; New Ipswich Appleton Academy, $25,000; Christian Institute, Wolfboro', $15,000: in New Jersey, Farnum Preparatory School, Beverly, $20,000; Princeton Preparatory School, $30,000; Trenton Academy, $11,500: in New York, Clinton Liberal Institute, Clinton, $36,650; S. S. Seward Institute, Florida, $30,000; Ten Broeck Free Academy, Franklinville, $50,000; Gouverneur Seminary, $19,500; Colgate Academy, Hamilton, $30,000; Cook Academy, Havana, $45,135; Lowville Academy, $15,000; Cary Collegiate Institute, Oakfield, $20,000; Evans Academy, Peterboro', $15,082; Chamberlin Institute, Randolph, $42,291; De Veaux College, Supension Bridge, $190,645: in Ohio, Grand River Institute, Austinburg, $15,000; Gallia Academy, Gallipolis, $11,000; Rayen High School, Youngstown, $70,000: in Oregon, Bishop Scott Grammar and Divinity School, Portland, $7,000: in Pennsylvania, Academy of the Protestant-Episcopal Church, Philadelphia, $15,000: in Rhode Island, New England Yearly Meeting Boarding School of Friends, Providence, $125,000; Lapham Institute, North Scituate, $10,000: in Tennessee, Le Moyne Commercial School, Memphis, $11,000: in Vermont, Episcopal Institute, Burlington, $10,000; Castleton Seminary, $30,000; Burr and Burton Seminary, Manchester, $40,000; Beeman Academy, New Haven, $11,420; Caledonia County Grammar School, Peacham, $16,000; St. Johnsbury Academy, $10,000; Green Mt. Perkins Academy, Woodstock, $12,000: in Wisconsin, Albion Academy and Normal Institute, $5,000; German and English Academy, Milwaukee, $6,000.

Many other schools report small funds varying from $3,000 to $10,000.

Insufficient endowments.—It will be observed that the endowments of only a very small number, and these mostly in the Middle and New England States, are sufficient to sustain the necessary teaching force of a well-appointed academy. In the great majority of cases the revenues from tuition-fees constitute the main fund for the payment of teachers' salaries and current expenses. Hence the financial results are often viewed as the measure of success of the schools. Salaries are generally too low to secure highly-trained men for head masters and assistants. It is true that men of superior qualifications are often found in them, but the business of teaching is often taken up by these as a mere temporary resource. As a general thing, the schools are sadly deficient in suitable apparatus for teaching physical science; many of them possess none whatever. It is no doubt partly owing to the inferior quality of instruction given in these institutions as a class that so small a proportion of pupils pass into them from the lower schools. The statistics collected by the Bureau show that the number of pupils in the secondary schools of all classes, including city high schools (public) and those for the superior instruction of women, was, on an average for the whole country, 50 to each 1,000 of the population between the ages of 14 and 18. Even this ratio is doubtless quite too large for those who were in secondary courses of instruction. The following table will show the like proportion of pupils in secondary schools for the several States:

Statistical summary showing proportion of pupils in secondary schools.

State.	Number of population between 14 and 18 years of age, (estimated.)	Total number enrolled in secondary schools.	Number preparing for colleges and schools of science.	Number enrolled in secondary schools, in 1,000 of population, between 14 and 18 years of age.
Alabama	119,757	1,609	30	13
Arkansas	61,530	474	5	7
California	42,287	3,356	392	79
Connecticut	52,182	6,220	757	119
Delaware	14,010	776	89	55
District of Columbia	13,254	1,803	86	136
Florida	21,530	554	26	25
Georgia	142,205	2,961	339	20
Illinois	273,489	11,326	634	41
Indiana	195,659	6,060	471	30
Iowa	129,484	4,089	173	31
Kansas	35,176	1,486	74	42
Kentucky	155,282	4,354	191	28
Louisiana	78,009	1,716	311	22
Maine	67,482	5,374	602	79
Maryland	86,716	5,283	108	60
Massachusetts	142,592	14,741	2,108	103
Michigan	123,724	4,789	863	38
Minnesota	42,979	2,935	210	68
Mississippi	97,497	1,343	3	13
Missouri	191,454	6,465	339	33
Nebraska	10,923	319	.....	29
Nevada	1,742	.....	18	.....
New Hampshire	31,506	5,085	693	161
New Jersey	91,703	3,104	349	33
New York	445,687	57,863	4,929	129
North Carolina	128,072	1,849	201	14
Ohio	298,811	16,792	1,525	56
Oregon	9,354	1,105	29	118
Pennsylvania	379,531	12,499	1,193	32
Rhode Island	21,885	1,306	388	59
South Carolina	81,034	577	9	7
Tennessee	150,984	4,368	241	28
Texas	96,514	1,981	29	20
Vermont	34,075	6,013	620	176
Virginia	140,728	3,030	425	21
West Virginia	51,410	1,534	28	29
Wisconsin	117,371	4,852	228	41
Total	4,177,628	209,991	18,716	50

Elevation of standard.—There are grounds for believing that, unless secondary instruction receives a better organization, raises its standard, and modifies its aims so as to secure a more real and systematic co-operation with the higher classical and scientific education, the better class of colleges will be obliged in the end to recede from the advanced positions already taken. Such a result could not fail to have a deplorable influence on every grade of instruction. Many of the leading schools, especially in the Northern and Eastern States, already recognize the necessity of preparing to meet the new and increased demands upon them, especially in the departments

of elementary science, modern languages, and English studies, by instituting thorough scientific preparatory courses to run parallel with the course in classical studies.

Additional endowments needed.—As has been said, an obvious hinderance to the thorough reorganization and improvement of a great majority of the schools is the lack of pecuniary means. They need additional resources, and measures should at once be taken for increasing existing endowments. New schools should be established and endowed in the South, where at present there is a great lack of provision for secondary instruction. The colleges and professional schools have hitherto been most favored in respect to gifts and legacies. Only here and there have the wealthy bestowed of their abundance on the academies and high schools. When it is more fully understood how dependent the colleges are for success and efficiency on the secondary schools, the secondary schools will become more frequently the objects of private and associated munificence. Even when considered apart from their relations to the higher institutions, our endowed schools are worthy of every kind of aid and encouragement. Arguments against private endowments for the furtherance of education and culture are out of place in America. The wide publicity of every interest, the slight influence of traditions and old customs, and the disposition of society to find in present conditions of life the rule of judgment in respect to the utility of political and social arrangements are sufficient guarantees against abuse of foundations for such ends. It is, moreover, desirable that, in addition to the public high school, where a thoroughly good education can be acquired, there should exist a class of endowed and chartered schools of the same general rank, not under the immediate control of the State nor dependent on it, for the sake of variety of means and modes of education and of the mutual influence of schools differently organized in competition for excellence. It is not well that the schools should be all of one uniform type, nor that all youths should be trained and molded in one way. The high school is usually the home-school. It is often a great advantage to the young student to be thrown during some portion of his secondary schooling into new scenes and new associations, among youths gathered from various communities, under teachers having new and important relations to him. In these new circumstances many narrow, home-bred fancies, unfavorable to intellectual development, are dispelled, and the youth receives perhaps his first impressive discipline in manliness and self-control.

Harvard examinations in 1876, *as a basis for the reorganization of secondary instruction.*—The Harvard entrance-examination for 1876 points to a course of studies which will commend itself to educators and which will doubtless be adopted as the basis of the reorganization or modification of the present curriculum of the best-appointed schools. In addition to the requirements in the classics, in French or German, and in English, all candidates will be required to pass an examination in one of the three following branches of elementary science: Elementary botany, rudiments of physics and of chemistry, or rudiments of physics and descriptive anatomy. The curriculum here outlined harmonizes essentially with that of some of the best-organized high schools, especially those of the New England cities, of St. Louis, and of a few other western cities. It aims to secure a thoroughly good education for young men in English, classics, history, modern languages, and in the subject-matter of elementary science. Although the aim of the university in the changes and additional requirements has been "to make the preparatory course correspond more nearly with the best possible course of study for young men up to an average age of 18, who purpose to pursue non-professional studies four years more, it will probably be found that such a course, with the exception of a portion of the classics, would prove to be best for those whose instruction terminates with the secondary or preparatory school.

President Eliot, in his report for 1872–'73, says:

That teachers and pupils in preparatory schools should direct their efforts mainly to meeting these specific demands of the colleges, [in classics,] and should subordinate the intrinsic importance of studies to their serviceableness in securing admission to college, is the only result that could be expected. Neither teacher nor pupil could be much blamed, for instance, for practically setting the writing of good Latin above the writ-

ing of good English. It is plain that the only remedy for this grave evil is for the colleges to show by the nature of their admission-examinations that they will not accept the rudiments of scholarship as amends for deficiencies in the rudiments of education. The colleges, as the representatives of the value of the study of the classics, should be especially careful not to give plausibility, by any act or neglect of theirs, to the groundless assumption that the discipline of mind secured by the preliminary classical training must be purchased by the sacrifice of some knowledge which a well-educated young man of 18 ought to possess.

Secondary technical schools.—The changed and rapidly changing conditions of productive industry, involving the applications of scientific processes to every department of labor, and the confessed unsuccessful competition of our artisans with the large number annually coming to us who have been trained in the industrial schools of Europe, are awakening educators and others to the need of a class of technical or semi-technical secondary schools for teaching the elements of the sciences which underlie the industries and the arts, as well as their practical application.

Steps have already been taken in several of our cities, especially in Boston, Philadelphia, Toledo, and San Francisco, for establishing such schools, those in Boston and Philadelphia to be supported by city-appropriations, those in Toledo and San Francisco by individual gifts or endowments. It is to be hoped that the other cities and more populous towns may speedily follow the example and secure, either through municipal appropriation or individual liberality, one or more technical schools where youths may have the opportunity of discovering and developing their special aptitudes—nature's appointment to the avocations of life.

Connection of high schools with State-universities.—In the West the experiment instituted in 1871, of admitting to the University of Michigan the graduates of State high schools, without other examination than an inspection by the faculty of the course and methods of instruction in these schools, has been watched with interest. And as the report of the results of this experiment has been quite favorable, there has been a kindred linking of the high school with the university in Indiana and Wisconsin, though apparently without the careful guarding of it that prevails in Michigan. The educational reports and journals from Minnesota, Nebraska, Missouri, and Kansas indicate that the same system is either adopted or likely to be adopted in those States, the idea being that the State-university is the climax of the State-schools and that all in these schools who may be certified by competent authority to have mastered the studies which fit them for the university should be admitted to it without further questioning.

TABLE VII.—SUPERIOR INSTRUCTION OF WOMEN.

Statistics in detail of schools for the superior education of women will be found in Table VII of the appendix. In respect to this class of institutions, the work of the Office shows most gratifying progress. Statistics of only 33 were given in the report of 1870. The number of institutions reporting in 1873 was 205, with 2,120 instructors and 24,613 students. The following is a comparative summary of institutions, instructors, and pupils, from 1870 to 1873, inclusive:

	1870.	1871.	1872.	1873.
Number of institutions	33	136	175	205
Number of instructors	378	1,163	1,617	2,120
Number of students	5,337	12,841	11,288	24,613

Of the students reported, 6,321 were in preparatory departments, 17,267 were reported to be in regular or advanced courses of study, and 1,025 in special and post-graduate-courses. The number of volumes reported in the libraries was 213,675.

Statistical summary of Table VII, showing number of instructors and students.

State.	Number in each State.	Instructors.			Students.				
		Total.	Male.	Female.	Total.	Number in preparatory department.	Number in regular course.	Number in special or partial course.	Number of post-graduates.
Alabama	8	78	20	58	973	235	678	44	16
California	2	31	6	25	460	380	78	.....	2
Connecticut	4	31	8	23	400	84	316	.....	.....
Delaware	1	13	5	8	137	75	56	6	.....
Georgia	16	101	39	62	1,807	537	1,197	70	3
Illinois	9	126	20	106	1,394	261	1,005	115	13
Indiana	4	43	4	39	422	28	385	2	7
Iowa	1	.....	.....	.....	55	.....	55	.....	.....
Kansas	1	9	3	6	75	48	11	16	.....
Kentucky	13	88	29	59	1,161	421	724	11	5
Louisiana	1	6	1	5	66	25	39	2	.....
Maine	1	12	6	6	694	.....	694	.....	.....
Maryland	5	49	11	38	456	114	339	.....	3
Massachusetts	9	141	41	100	1,206	86	1,047	68	5
Michigan	2	16	1	15	171	22	128	9	12
Minnesota	1	11	2	9	104	.....	104	.....	.....
Mississippi	8	70	25	45	957	371	571	13	2
Missouri	11	124	17	107	1,249	279	944	8	18
New Hampshire	3	25	3	22	128	12	116	.....	.....
New Jersey	5	62	19	43	623	51	564	6	2
New York	18	265	56	209	3,037	613	2,396	6	22
North Carolina	11	101	28	73	1,005	219	741	41	4
Ohio	15	164	46	118	2,269	579	1,501	146	43
Oregon	1	8	.....	8	136	.....	136	.....	.....
Pennsylvania	17	212	64	148	1,756	694	926	124	12
South Carolina	4	34	12	22	405	92	300	11	2
Tennessee	8	69	27	42	1,023	191	733	89	10
Texas	8	44	11	33	580	244	329	3	4
Vermont	1	11	6	5	121	51	40	30	.....
Virginia	12	123	56	67	1,096	420	672	.....	4
West Virginia	2	21	4	17	294	75	207	10	2
Wisconsin	3	32	.....	32	353	114	235	.....	4
Total	205	2,120	570	1,550	24,613	6,321	17,267	830	195

Statistical summary of Table VII, showing number of volumes in libraries and amount of corporate property.

State.	Volumes in library.	Corporate property, &c.				
		Amount of property of corporation.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income of productive funds.	Receipts for last year from all other sources.
Alabama	12,100	$150,000	$255,000	$4,000	$400	$49,025
California	2,000	.....	30,000	.....	.....	.....
Connecticut	1,085	4,000	.....	.....	.....	.....
Delaware	3,600	.....	60,000	.....	.....	18,000
Georgia	10,500	73,500	328,500	500	.....	17,025
Illinois	12,200	672,000	596,562	5,000	.....	74,678
Indiana	5,550	20,000	108,000	.....	.....	20,441
Iowa	500	20,000	20,000	.....	.....	7,700
Kansas	1,500	.....	.....	.....	.....	.....
Kentucky	5,700	65,000	302,000	.....	.....	61,350
Louisiana	250	60,000	40,000	20,000	1,600	1,600
Maine	1,600	140,000	90,000	40,000	2,500	8,000
Maryland	8,575	50,000	186,000	20,000	1,700	3,000
Massachusetts	23,585	100,000	781,200	39,440	2,730	2,500
Michigan	1,700	10,000	100,000	.....	.....	8,000
Minnesota	350	.....	.....	.....	.....	.....
Mississippi	3,550	115,000	155,000	4,000	.....	68,500
Missouri	6,400	135,000	135,000	.....	2,000	29,400
New Hampshire	900	305,330	141,000	204,300	250	1,900
New Jersey	6,000	30,000	152,000	.....	.....	10,800
New York	25,996	448,335	574,912	35,400	2,474	147,549
North Carolina	9,600	30,000	220,000	.....	.....	8,500
Ohio	22,693	575,000	985,000	.....	.....	146,000
Oregon	350	.....	25,000	.....	.....	.....
Pennsylvania	30,300	.....	961,400	73,350	9,576	165,967
South Carolina	1,100	35,000	100,000	.....	.....	24,000
Tennessee	6,800	30,000	258,000	.....	.....	66,500
Texas	2,141	8,500	56,500	.....	.....	8,617
Vermont	700	80,000	80,000	.....	.....	5,500
Virginia	3,950	270,000	394,000	.....	.....	92,859
West Virginia	800	35,000	35,000	.....	.....	12,000
Wisconsin	1,600	40,000	40,000	.....	1,070	5,037
Total	213,675	3,501,665	7,210,074	445,990	24,300	1,064,448

NOTE.—The names of 17 schools from which no statistics have been received will be found in Table VII. They are not included in the summary.

It should be remarked here that the five colleges for women in the State of New York, being included in the institutions composing the university of the State, are not embraced in this summary. The statistics of these will be found in Table VIII.

Organization of the schools.—These schools, like those for secondary instruction, are for the most part private incorporated institutions. Those having endowments or permanent funds received them mainly from individuals and societies. They are sustained partly from the permanent funds, partly from individual contributions, and from tuition, and have not been aided to so great an extent as the institutions embraced in Table VIII. They are not subject, generally speaking, to supervision by the State-school-boards, nor to visitation other than such as may be provided by the order of the trus-

tees, and the character of degrees, diplomas, or certificates awarded is at the discretion of the heads of the institutions.

Being therefore free from civil control, each institution takes its own course and develops itself in its own way, adding the contribution of its own experience to the solution of the problem of women's superior education.

Variety of standard.—Hence is found among these institutions professing like aims and claiming like rank a great diversity of standards, the standards varying with sections and localities and with the intelligence and culture of communities in which they are found. Hence also the great freedom in selecting names. Of the 205 reporting, 107 are designated as *colleges*. But it is evident that but a small proportion, if any, of these exercise as yet functions strictly and appropriately academic or collegiate.

Degrees, &c.—The annexed statement shows by States the number of degrees reported as conferred by these schools in 1873. The names of the degrees are almost as various as the names of the institutions conferring them. Of course their value must vary as the standard of culture in the schools.

It is noticeable that the New England schools for women included in this table, although ranking probably with the best in the country, only in one instance report academic degrees.

Institutions for the superior instruction of women, in Table VII.

State.	No. of degrees.	State.	No. of degrees.	State.	No. of degrees.	State.	No. of degrees.
Alabama	27	Kansas	....	Nebraska	....	South Carolina	16
Arkansas	....	Kentucky	27	Nevada	....	Tennessee	75
California	3	Louisiana	2	New Hampshire	....	Texas	16
Connecticut	....	Maine	8	New Jersey	8	Vermont	....
Delaware	6	Maryland	10	New York	....	Virginia	....
Florida	....	Massachusetts	....	North Carolina	6	West Virginia	12
Georgia	52	Michigan	....	Ohio	62	Wisconsin	....
Illinois	23	Minnesota	....	Oregon	....		
Indiana	5	Mississippi	39	Pennsylvania	17	Total	424
Iowa	....	Missouri	10	Rhode Island	....		

Corporate property, &c.—It will be observed that a large number of the institutions did not respond to these inquiries. Of the 205 embraced in the table, only 66 schools gave the amount of corporate property; 147 reported value of grounds, buildings, and apparatus; only 15 reported amount of productive funds; only 13 reported income from productive funds; and 79 reported receipts from all other sources during the year.

New colleges for women.—The Sage College for Women, at Cornell, has not yet developed its plan of management; but from the hints given in the circular it may be supposed that it will be not unlike the one at Evanston. It will be opened in 1874.

Two new institutions in Massachusetts, the Smith College, at Northampton, and the Wellesley College, Needham, both having about $1,000,000 to begin with and both designed to afford to women the opportunity for a large and liberal education, with fair attention to the specialties of their sex and to good physical, as well as mental, training, will probably open in 1874.

Co-education.—The foregoing summary, however, does not exhibit the total provision for the higher education of women. Several universities and colleges recently organized admit both young men and young women to their halls, while quite a number of colleges, which formerly admitted young men only, have now thrown open their doors to women. The number of these in New England is 5, which reported 25 women-stu-

dents, all in regular collegiate courses; in the Middle States 8, with 632 students, of whom 370 were in preparatory departments, and 262 in regular college-course; in the Western States 67 institutions claiming collegiate rank reported 5,505 female students, of whom 4,223 were in preparatory and 1,282 in regular college-courses; and in the Southern States 17 such institutions reported 1,195 female students, of whom 817 were in preparatory and 378 in regular college-courses; making a total in these institutions of 7,357 female students, of whom 5,410 were reported in preparatory departments and 1,947 in regular college-courses.

Women are also admitted to several of the agricultural and mechanical colleges and other schools of science, (see Table IX of the appendix.) The number reported in these was 784, of whom 212 were in preparatory departments and 572 in the regular course; making a total of female students in mixed colleges in 1873 of 8,141, of whom 5,622 were in preparatory departments and 2,519 in regular collegiate courses.

Harvard examinations for women.—The admission of young women to their curriculum on an equality with young men by several old and well-established colleges and the examinations for women recently instituted by Harvard University on the plan of the local examinations carried on by the Universities of Oxford, Cambridge, and London are destined to raise the standard as well as to modify in no small degree past theories and methods of woman's education. These examinations, the first of which is to be held in June, 1874, are of two grades: (1) a general or preliminary examination for young women who are not less than 17 years old; (2) an advanced examination for young women who have passed the preliminary examination and are not less than 18 years old.

I. Preliminary examinations.—The preliminary examination will embrace the following subjects: English, French, physical geography, either elementary botany or elementary physics, arithmetic, algebra through quadratic equations, plane-geometry, history, and any one of the three languages German, Latin, and Greek. Candidates for the preliminary examination must specify which of the elective studies (German, Latin, or Greek) they will take.

II. Advanced examinations.—The advanced examinations will be divided into five sections, in one or more of which the candidate may present herself. No person will be admitted to the advanced examination till she has passed the preliminary examination; but in 1874 candidates can pass both examinations in the same year. Candidates for the advanced examination must specify which section and which subjects they select. These sections are as follows:

(1) *Languages.*—Candidates may offer any two of the following languages: English, French, German, Italian, Latin, Greek.

(2) *Natural science.*—Candidates may offer any two of the following subjects: Chemistry, physics, botany, mineralogy, geology.

(3) *Mathematics.*— Candidates must present solid geometry, algebra, logarithms, and plane-trigonometry, and one of the four following subjects: Analytic geometry, mechanics, spherical trigonometry, and astronomy.

(4) *History.*—In 1874, candidates may offer either of the two following subjects: The history of Continental Europe during the period of the Reformation, 1517–1648, or English and American history from 1688 to the end of the eighteenth century.

(5) *Philosophy.*—Candidates may offer any three of the following subjects: Mental philosophy, moral philosophy, logic, rhetoric, political economy.

Pamphlets are printed containing full lists of books and specimen examination-papers on the work required.

Forms of certificate to be given by the university.

HARVARD UNIVERSITY.

Preliminary examination for women.

A. B. has passed (passed with distinction) (passed with the highest distinction) the preliminary examination, held at ———, on the ——— of ———, 1874, under the direction of the faculty of Harvard College, and is entitled to proceed to the advanced examination.

———— ————, *President.*

CAMBRIDGE, *August* 1, 1874.

HARVARD UNIVERSITY.

Advanced examination for women.

A. B., having duly passed the preliminary examination on the ——— of ———, 1874, has been admitted to the advanced examination in the section (sections) of ———, and has passed (passed with distinction) (passed with the highest distinction) the prescribed examinations in ———, held at ———, under the direction of the faculty of Harvard College, on the ——— of ———, 1875.

———— ————, *President.*

CAMBRIDGE, *August* 1, 1875.

TABLE VIII.—UNIVERSITIES AND COLLEGES.

The following is a statement of the aggregate number of this class of institutions, with instructors and students, as reported to this Bureau each year from 1870 to 1873, inclusive.

	1870.	1871.	1872.	1873.
Number of institutions	266	290	298	323
Number of instructors	2,823	2,962	3,040	3,106
Number of students	49,163	49,827	45,617	52,053

It is believed that the table of the present report (Table VIII) embraces nearly all institutions claiming collegiate rank in the several States and Territories, with the exception of schools of science and colleges for women, for which see Tables VII and IX. Several of them are of recent establishment; others of older date do not appear to have thus far assumed full collegiate functions; in the case of several, these functions are for the present suspended. The following analysis presents some items serving to show the status of the institutions, by States and Territories.

Summary of universities and colleges.

State or Territory.	No. of 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 libraries.	Years in course.				
								No. not reporting.	No. four years.	No. three years.	No. two years.	No. over four years.
Alabama	5	4	1	1	3	1	1	1	3	1	.....	.....
Arkansas	2	2	.....	.....	2	.....	1	.....	2	.....	.....	.....
California	13	13	.....	.....	12	.....	1	4	6	1	.....	2
Connecticut	3	3	.....	.....	3	.....	.....	.....	3	.....	.....	.....
Delaware	1	1	.....	.....	1	.....	.....	.....	1	.....	.....	.....
Georgia	5	5	.....	.....	5	.....	.....	.....	4	1	.....	.....
Illinois	23	18	5	2	21	.....	4	2	16	.....	.....	5
Indiana	15	14	1	.....	14	.....	.....	.....	9	.....	1	5
Iowa	14	11	3	1	13	.....	2	1	10	2	1	.....
Kansas	7	6	1	1	6	.....	1	.....	4	1	.....	2
Kentucky	11	9	2	1	10	.....	3	1	6	.....	.....	4
Louisiana	7	6	1	.....	7	.....	1	2	3	2	.....	.....
Maine	3	3	.....	.....	3	.....	.....	.....	3	.....	.....	.....
Maryland	7	5	2	.....	6	.....	.....	1	1	2	.....	3
Massachusetts	7	6	1	.....	7	.....	1	.....	5	.....	.....	2
Michigan	7	6	1	.....	7	.....	.....	.....	6	.....	.....	1
Minnesota	3	2	1	.....	3	.....	.....	.....	2	.....	.....	1
Mississippi	5	5	.....	1	4	.....	.....	.....	3	.....	.....	2
Missouri	17	14	3	6	11	.....	3	4	8	1	.....	4
Nebraska	3	3	.....	1	2	.....	.....	1	1	.....	.....	1
New Hampshire	1	1	.....	.....	1	.....	.....	.....	1	.....	.....	.....

Summary of universities and colleges—Continued.

State or Territory.	No. of 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 libraries.	Years in course.				
								No. not reporting.	No. four years.	No. three years.	No. two years.	Number over four years.
New Jersey	4	4	.....	1	3	.....	.....	.....	2	1	.....	1
New York	26	19	7	.....	26	.....	.....	3	20	.....	.....	3
North Carolina	6	6	.....	.....	5	.....	.....	1	4	.....	.....	1
Ohio	33	30	3	2	31	.....	1	1	24	.....	.....	8
Oregon	5	4	1	.....	5	.....	1	.....	5	.....	.....	.....
Pennsylvania	24	24	.....	2	22	.....	2	2	18	.....	.....	4
Rhode Island	1	1	.....	.....	1	.....	.....	.....	1	.....	.....	.....
South Carolina	7	7	.....	3	4	.....	2	2	5	.....	.....	.....
Tennessee	15	15	.....	.....	14	1	2	4	9	1	1	.....
Texas	12	8	4	3	9	.....	7	2	8	1	.....	1
Vermont	3	3	.....	.....	3	.....	.....	.....	3	.....	.....	.....
Virginia	8	8	.....	.....	7	.....	.....	2	3	2	.....	1
West Virginia	3	2	1	.....	3	.....	.....	.....	3	.....	.....	.....
Wisconsin	10	8	2	.....	10	.....	1	2	6	.....	2	.....
District of Columbia	4	4	.....	.....	3	.....	.....	.....	2	.....	1	1
Utah	1	1	.....	1	.....	.....	.....	.....	.....	1	.....	.....
Washington	2	1	1	2	.....	.....	.....	1	1	.....	.....	.....
Total	323	282	41	28	287	2	34	37	211	17	6	52

It will be observed that of the 323 colleges in the table 41 do not report date of charter; 6 do not report the number of students; 28 report preparatory students only; 2 do not report students by classes; 34 do not report libraries; 37 do not report the number of years in the collegiate course; 17 report a collegiate course of three years, and 6 report a course of two years.

The number reporting academic degrees conferred in course in 1873 was 226, (see Table XIII, appendix.) The number of first degrees conferred in course was 2,432.

Catalogues and registers.—No annual catalogues or registers have been issued by 55 of these colleges; at least, such publications have not been received at this Bureau. Hence, (assuming that official statements of this kind afford any criterion of the relative status of institutions,) no comparisons can be made between these and the well-established colleges, in respect either to requirements for admission, the character and extent of the course of studies, or the discipline and culture implied in the degrees conferred by them in the arts and sciences.

Number of colleges.—The above analysis, as well as other particulars as given in the table, would indicate that quite a number of the so-called colleges do not reach the standard. They assume the name, having as yet insufficient facilities for doing the work of a college. Hence the frequent remark of educators that many of our colleges in name are not to be compared for thoroughness and extent of discipline with our leading collegiate preparatory schools.

The number of institutions purporting to belong to this class embraced in Table VIII is 323. This would give on an average nearly nine colleges to each of the 37 States, not counting the colleges of agriculture and the mechanic arts and colleges for women.

When it is considered what is required in the way of professors and division of professorial work, endowments, buildings, libraries, apparatus, museums, &c., to equip

a college to meet the demands of modern education and modern culture, the question is seriously suggested whether there is not great waste both of money and effort in the struggle to keep life in a large number of these institutions. It cannot be doubted that it would be far better for the interests of higher education if many of them were to convert themselves into thorough-paced preparatory schools. The multitude of such institutions creates competition and rivalry for mere numbers of students and degrades instead of advances the scholastic standard.

Concentration of means.—Do not the statistics clearly indicate that what is needed is concentration and combination of means and energies? A small number of vigorous colleges in a State, even in germ, would be of more value than a dozen or a score of feeble ones. They would not only raise the standard and character of collegiate training, but would also exercise a powerful influence for good on every grade of instruction, even to the lowest. Still, in all discussions of these statistics, due consideration should be had for the necessities and embarrassments of institutions in pioneer communities.

Table VIII of the appendix exhibits in detail the statistics reported by these institutions. The following summaries show for each State the number of professors and instructors in the colleges, the number of students, preparatory and collegiate, the number of volumes in college-libraries, the increase in libraries for the year, the amount of endowments, value of corporate property, &c. It will be noticed, however, that many of the colleges do not report any items under some of the heads above indicated.

Statistical summary of number of professors, students, &c., in universities and colleges, Table VIII.

State or Territory.	Number of faculty.	Total number of students.			No. of women.		Number of post-graduates.
		Unclassified.	Preparatory.	Collegiate.	Preparatory.	Collegiate.	
Alabama	59	125	218	355	7	.....	.....
Arkansas	9	.....	151	94	.....	.....	.....
California	140	200	1,138	784	199	64	116
Connecticut	53	.....	.....	792	.....	5	62
Delaware	6	.....	45	17	.....	.....	.....
Georgia	44	.....	236	717	.....	4	.....
Illinois	217	.....	2,849	1,622	957	207	11
Indiana	128	21	1,463	1,139	295	133	4
Iowa	121	.....	1,534	795	595	159	2
Kansas	43	.....	614	146	164	46	13
Kentucky	75	.....	477	643	114	63	3
Louisiana	58	.....	348	569	12	5	.....
Maine	37	.....	.....	302	.....	7	.....
Maryland	75	.....	347	495	15	29	.....
Massachusetts	107	.....	40	1,502	.....	4	.....
Michigan	97	.....	1,051	741	448	171	8
Minnesota	36	.....	386	95	109	11	.....
Mississippi	55	.....	270	286	70	14	3
Missouri	180	269	1,616	1,153	182	101	6
Nebraska	17	.....	168	31	38	8	2
New Hampshire	23	.....	.....	262	.....	.....	1
New Jersey	56	.....	172	591	.....	.....	23
New York	382	58	1,528	3,369	370	527	50
North Carolina	36	.....	184	497	.....	42	1
Ohio	263	245	2,816	2,324	795	338	3
Oregon	29	.....	763	303	323	61	.....

Statistical summary of number of professors, students, &c.—Continued.

State or Territory.	Number of faculty.	Total number of students.			No. of women.		Number of post-graduates.
		Unclassified.	Preparatory.	Collegiate.	Preparatory.	Collegiate.	
Pennsylvania	226	20	2,028	1,726	370	116	20
Rhode Island	13	.....	.....	212	.....	.....	3
South Carolina	35	.....	296	228	.....	7	.....
Tennessee	118	580	924	661	77	14	44
Texas	84	.....	1,145	636	417	118	8
Vermont	20	.....	6	131	.....	9	.....
Virginia	81	.....	283	920	.....	.....	9
West Virginia	15	.....	95	156	7	.....	2
Wisconsin	106	105	1,293	577	300	84	1
District of Columbia	54	60	245	139	.....	2	.....
Utah	5	.....	343	.....	214	.....	.....
Washington	5	.....	93	.....	23	.....	.....
Total	3,108	1,683	25,165	25,010	6,101	2,349	335

Preparatory departments of colleges and preparatory students.—It is not possible here to examine the above statistics much in detail. Those relating to students in the preparatory and collegiate courses of the colleges are worthy of notice. In comparing the respective numbers of these classes of students in the colleges in various sections of the country great differences will be found to exist. The colleges in the States of Alabama, Georgia, Kentucky, Mississippi, North Carolina, Tennessee, Virginia, and West Virginia report 2,667 preparatory and 6,235 collegiate students; the colleges in the States of Illinois, Indiana, Michigan, Ohio, and Wisconsin report 9,472 preparatory students and 6,403 collegiate students; the colleges in the States of New Jersey, New York, and Pennsylvania report 3,728 preparatory and 5,686 collegiate students; the colleges of the New England States have only 40 preparatory students and 3,201 collegiate students.

The colleges in Massachusetts have 1,502 collegiate students out of 1,542 in attendance; the colleges of Michigan have only 741 collegiate students out of 1,792 persons in attendance.

How can the collegiate revenues of Michigan be directed to their proper object, viz, superior instruction, as they are in Massachusetts? What measures can the colleges and the State of Michigan take to obtain as large a number of collegiate students in proportion to population as Massachusetts has? But it is not necessary to multiply questions on this subject. Massachusetts has a large number of schools for training students for the colleges. These schools have been wisely fostered. The West and South have comparatively few schools of this class, and here doubtless is one of the main causes of the disproportion above indicated. It would seem, therefore, the obvious policy of the colleges of the South and West to encourage the establishment and generous endowment of collegiate training-schools, both public and corporate. Why cannot Michigan, Virginia, and the other States South and West have schools similar to the Phillips Academy at Andover or the Williston Seminary at East Hampton? The establishment of such schools would relieve the colleges of the burden of preparatory training and largely increase the number of collegiate students proper.

Of the 323 colleges, 289 report libraries, the aggregate number of volumes being 1,930,124; 159 report increase in libraries during the year of 85,092 volumes. The aggregate amount of corporate property reported by 170 colleges was $44,813,876; the aggregate endowments reported by 157 colleges was $20,232,511; the value of grounds,

buildings, and apparatus reported by 256 colleges was $29,178,080; the amount of productive funds reported by 144 colleges was $21,960,322; the income of productive funds reported by 144 colleges was $1,876,873; the aggregate receipts for the year reported by 195 colleges (exclusive of that from productive funds) was $2,718,506; and the amount of scholarship-funds reported by 49 colleges was $1,641,743.

Statistical summary of libraries, corporate property, &c., in universities and colleges, in Table VIII.

State or Territory.	Volumes in library.		Corporate property, &c.		
	Whole number.	Increase since Oct. 15, 1872.	Amount of endowment.	Amount of property of corporation.	Value of grounds, buildings, and apparatus.
Number of colleges reporting	289	159	157	170	256
Alabama	11,000	590	$351,000	$450,000	$485,000
Arkansas	100	101	105,000	.....	55,000
California	40,160	6,230	52,200	1,152,454	1,024,820
Connecticut	122,606	2,063	620,000	2,552,703	1,233,300
Delaware	6,000	.....	81,000	60,000	50,000
Georgia	34,500	20	580,000	718,000	264,000
Illinois	88,675	3,839	1,536,849	3,015,344	1,813,500
Indiana	65,818	1,778	971,500	1,783,000	1,640,000
Iowa	30,084	3,695	688,000	892,000	880,000
Kansas	12,800	350	67,000	190,000	514,000
Kentucky	35,100	250	529,000	664,000	522,200
Louisiana	23,000	400	138,000	248,782	341,700
Maine	50,000	1,390	400,000	889,252	320,868
Maryland	29,560	2,160	800	15,000	265,000
Massachusetts	216,000	2,492	600,000	5,250,114	1,499,716
Michigan	37,550	1,625	637,609	1,244,744	336,885
Minnesota	8,772	995	66,634	199,756	175,300
Mississippi	13,000	1,400	40,000	232,725	235,725
Missouri	64,801	296	311,000	911,000	543,000
Nebraska	2,900	45	.....	45,000	183,000
New Hampshire	22,300	.....	440,000	600,000	160,000
New Jersey	46,500	12,500	750,000	.....	600,000
New York	224,304	13,683	5,134,000	13,634,198	5,052,103
North Carolina	48,500	125	171,000	370,000	373,000
Ohio	154,183	4,049	2,258,236	3,079,779	2,386,290
Oregon	10,175	147	129,000	189,000	100,000
Pennsylvania	166,240	13,725	1,395,325	2,031,083	2,277,700
Rhode Island	40,000	500	.....	.....	1,500,000
South Carolina	57,500	100	350,000	520,000	755,000
Tennessee	38,670	1,950	372,500	270,000	709,000
Texas	7,200	482	207,633	318,000	427,223
Vermont	30,500	950	380,000	550,000	230,000
Virginia	91,180	1,800	585,000	110,000	595,000
West Virginia	5,500	100	100,000	180,000	265,000
Wisconsin	37,530	3,200	184,225	681,778	614,250
District of Columbia	54,621	1,067	.....	1,701,164	700,500
Utah	2,020	795	.....	.....	.....
Washington	775	200	.....	65,000	50,000
Total	1,930,124	85,092	20,232,511	44,813,876	29,178,080

Statistical summary of libraries, corporate property, &c.—Continued.

State or Territory.	Corporate property, &c.			
	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	Aggregate am't of scholarship-funds.
Number of colleges reporting	144	153	195	49
Alabama	$351,000	$28,000	$5,500	.....
Arkansas	35,000	3,500	6,500	.....
California	45,000	4,200	109,700	.....
Connecticut	1,260,277	43,620	125,581	$50,000
Delaware	81,000	4,680	2,000	.....
Georgia	208,000	16,800	70,500	300
Illinois	1,416,039	88,719	90,035	.....
Indiana	793,500	66,740	103,400	174,500
Iowa	548,000	66,050	109,980	9,000
Kansas	77,300	7,533	60,922	3,500
Kentucky	490,000	29,790	51,170	2,210
Louisiana	138,000	18,280	26,695	.....
Maine	510,000	33,996	97,456	94,500
Maryland	.....	.....	17,000	900
Massachusetts	1,448,147	352,643	77,423	335,000
Michigan	543,035	31,771	78,776	10,000
Minnesota	220,000	14,160	47,037	.....
Mississippi	42,725	54,220	32,935	.....
Missouri	146,000	17,300	154,290	70,000
Nebraska	.....	15,000	13,000	7,000
New Hampshire	400,000	28,000	22,153	89,000
New Jersey	850,000	54,500	35,500	64,000
New York	6,945,379	454,229	657,283	317,977
North Carolina	115,000	9,400	25,400	.....
Ohio	1,610,828	131,630	91,437	142,300
Oregon	110,000	10,600	11,800	61,250
Pennsylvania	1,058,325	94,818	244,975	46,000
Rhode Island	700,000	45,000	18,407	57,806
South Carolina	225,000	15,700	37,300	.....
Tennessee	152,500	8,600	32,620	2,000
Texas	27,000	1,700	69,200	4,500
Vermont	380,000	24,600	15,884	48,000
Virginia	467,000	19,000	57,000	6,000
West Virginia	.....	22,000	9,000	8,000
Wisconsin	451,267	34,094	101,147	38,000
District of Columbia	100,000	24,000	8,500	.....
Utah	.....	.....	.....	.....
Washington	15,000	2,000	1,000	.....
Total	21,960,322	1,876,873	2,718,506	1,641,743

Material prosperity—benefactions.—The aggregate of benefactions to universities and colleges within the period covered by this report was $8,238,141. A detailed statement of them will be found in Table XXIV of the appendix.

This statement shows how largely the working means of the higher schools of learning have been increased during the year past by the generous bequests and gifts of liberal citizens. Contributions ranging from a few hundred dollars up to one bequest of

of about $3,000,000, have come in to extend their buildings, augment their endowments, and enable them to offer wider advantages than ever previously could be presented.

Even the generally impoverished South gives evidence of sharing this advancement. Thus Richmond College, Va., holds $70,000 in hand for a new and elegant building which it is erecting, with nearly $200,000 more subscribed. Wake Forest, N. C., has had $40,000 given it; Emory College, Ga., $20,000; the University of Georgia $28,000; Center College, Ky., $80,000; Berea, Ky., $26,000; Vanderbilt University, Nashville, Tenn., $511,000. The President of Emory College states indeed that "within the past five years more has been done for the endowment of southern colleges than within the twenty years immediately preceding. The tokens of this general prosperity are various in kind. Trinity College, Hartford, Conn., besides receiving $60,000 as a gift, has disposed of its old location in the city for (it is said) $400,000, with which sum it is preparing to erect an elegant new building on a commanding site near by. The University of Pennsylvania, Philadelphia, receiving also $60,000, has erected for itself a fine new college-edifice in West Philadelphia, disposing of its old site to the United States for upwards of $600,000. The Northwestern Christian University, at Indianapolis, gains $150,000 by a like removal. Cornell has added to its previously large accommodations the new Sage College for Women, at a cost of $150,000. La Fayette, (Pa.,) Princeton, (N. J.,) and Yale, (Conn.,) have had erected for them each a noble building for its scientific school, costing, in the first-named, $250,000;* in the second, $100,000; and in the third, $110,000. The University of Michigan has linked its two extensive wings together with a great central hall costing $125,000. The Northwestern University, of Evanston, Ill., has had its property in Chicago so enhanced in value by the rebuilding of the burned portion of the city, as to be in the way to a prospective wealth which will possibly make it the wealthiest in the State, if not in the United States, the estimate reaching from $10,000,000 to $20,000,000.

The exceptions to this general prosperity are found chiefly in the South, where the prevalent impoverishment has caused the closing of six colleges, and in the West, where, amid the almost superabundant institutions of this kind, six that have died and three that are suspended can hardly be missed.

Degrees.—For a detailed exhibit of the number and kinds of degrees conferred by the colleges in 1873, see Table XIII of the appendix.

Following the example of the University of Virginia and of Harvard University, many of the colleges have recently announced that degrees of bachelor of arts or of master of arts will only be conferred on candidates who shall have passed special examinations for such degrees.

Museums.—The statistics of museums of natural history and of art and archæology, connected with these institutions, will be found in Tables XVII and XVIII of the appendix.

Co-education in colleges.—The number of institutions embraced in Table VIII, which reported women in preparatory or regular collegiate classes, or in both, was 97, not including the five colleges for women in the State of New York, to which young men are not admitted as students. Of this number, 67 are situated in the Western, 17 in the Southern, 8 in the Middle, and 5 in the New England States. The total number of women reported in these 97 colleges was 7,357, of whom 5,410 were in preparatory studies and 1,947 in collegiate classes. The number of students in the five colleges for women in New York was 788, of whom 370 were in preparatory sections and 418 in the regular collegiate courses. For further statistics relating to superior instruction of women and for the Harvard examinations for women, see the preceding summary of Table VII.

*Pardee Hall, the new scientific school of La Fayette College, Pennsylvania, a generous gift from Mr. Ario Pardee, of that State, must rank among the finest buildings of its kind in the United States. Its cost of $250,000, added to Mr. Pardee's previous gifts, makes the aggregate of his benefactions to the college $500,000.

The rise of colleges for colored people.—The claim of our colored citizens to an education which may fit them for the full privileges and high responsibilities of their new position is leading to increasing openings for their entrance on a course of collegiate and professional instruction. Yale will graduate in 1874 one colored student from her academic department and one from her theological school. Lincoln University, Pennsylvania, especially designed to meet the wants of this race, reports now 81 students in its preparatory school and 94 in its college-classes. Howard University, District of Columbia, reports 60 unclassified and 36 collegiate, besides law-, medical, and normal students. Berea College, Kentucky; Fisk University, Tennessee; Alcorn University, Mississippi; and Straight University, New Orleans, La., have all opened their doors to students "without distinction of sex or race," and at Berea the experiment of uniting the colored and white races appears to be an entirely successful one. In the others colored students in large numbers are availing themselves of the opportunities for education and demonstrating their capacity to make rapid and encouraging advance.

Nor are these the only institutions open to them. The Hampton Institute, Virginia; the Freedmen's College, Tennessee; Tougaloo University, Mississippi; Talladega College, Alabama; and Atlanta University, Georgia, have been established for their especial benefit, mainly by northern friends; while Brown's University, Florida, and the new University of New Orleans have grown out of the efforts of the Baptist Church for their improvement. The Clark Theological School, South Carolina, is also meant to be the basis of a university for colored men. We have thus twelve existing institutions for their higher education and at least one more in prospect.

Elevation of standard, new departments, &c.—It is gratifying to note a constant and well-directed effort in most of the leading colleges to raise the standard of admission to the college-curriculum as well as the standard for the several degrees conferred.* The scope of studies is being widened; more prominence than ever before is given to English and modern studies; special and post-graduate-courses have already been established in several of the larger institutions, while in others initiatory steps have been taken for instituting similar courses; new and improved buildings are taking the places of the old structures, and the means of illustration, in the way of museums and cabinets of natural history and of art and archæology, are rapidly accumulating.

Harvard entrance-examinations.—Several important changes in the requirements for admission to Harvard University in 1875 and 1876 are set forth in the appended extracts from the president's report for 1872–'73. These new requisitions by our oldest university, designed to secure a more thorough preparation of students in English subjects, (including some branch of elementary science,) cannot fail to produce a most beneficial effect on all grades of lower schools, both public and private. The reasons for the changes will commend themselves to every class of educators.

In the year 1875 the additional requisition will be made upon all candidates for admission that they shall be able to translate easy French prose at sight, with the option of substituting German for French. Already about one-half of the students come to college qualified to pass such an examination, and those who are not able to pass it are required to study French in their sophomore year in addition to the regular work of that year.

In the year 1876 all candidates for admission will be required to pass an examination in one of the following subjects of elementary science: Elementary botany, rudiments of physics and of chemistry, or rudiments of physics and descriptive anatomy, the selection of the subject being left to the candidate.

In all changes in the preparatory course of study which have been here set forth, the single aim of the faculty has been to make that course correspond more nearly wth the best possible course of study for young men, up to an average age of 18, who purpose to pursue non-professional studies for four years more. As the learning given in American colleges has been predominantly classical and mathematical, it is not surprising that the proficiency of a candidate in the classics and in mathematics has been the point chiefly considered in examinations for admission. That teachers and

* The preparatory schools are already striving to grade up their classes to a meeting of these new requirements, the means of doing which occupied attention in the Classical Teachers' Association in 1873 and will further occupy it in 1874. Even so far west as Cincinnati we read of a city-school proposing to make its course correspond with the Harvard elevation.

pupils in preparatory schools should direct their efforts mainly to meeting these specific demands of the colleges, and should subordinate the intrinsic importance of studies to their serviceableness in securing admission to college, is the only result that could be expected. Neither teacher nor pupil could be much blamed, for instance, for practically setting the writing of good Latin above the writing of good English. It is plain that the only remedy for this grave evil is for the colleges to show, by the nature of their admission-examinations, that they will not accept the rudiments of scholarship as amends for deficiences in the rudiments of education. The colleges, as the representatives of the value of the study of the classics, should be especially careful not to give plausibility, by any act or neglect of theirs, to the groundless assumption that the discipline of mind secured by the preliminary classical training must be purchased by sacrifice of some knowledge which a well-educated young man of 18 ought to possess. Co-operation on the part of the leading colleges is much needed in enforcing upon teachers, and in enabling them to enforce upon their pupils, the necessity of thorough training in all the elements of a sound education. As soon as those colleges unite in demanding of candidates for admission a thoroughly good training in English no less than in classical subjects, the schools which feed the colleges will in turn be able to exact from the lower schools an efficiency which they now greatly lack. The service which American colleges could thus indirectly render to American education it is difficult to overestimate. Were a good degree of proficiency in a well-constructed course of English studies strictly enforced as a condition of admission into our leading colleges, the quality of education received by all pupils in all schools directly or remotely affected by such action would be sensibly improved. Hitherto a too exclusive concern for preliminary training in the classics and mathematics has cut off the higher institutions for education in this country from a part of that influence upon the lower, which it is both their interest and their duty to exercise.

Students in institutions for superior instruction.—The following table shows the estimated population in each State between 16 and 20 years of age, the number of students reported in the colleges, in schools of science, and in institutions for the superior instruction of women, and the number of these students in the several States to each thousand of the population between the stated ages.

Statistical summary of number of students, &c., in institutions for superior instruction.

State.	No. of population between 16 and 20 years of age, (estimated.)	No. of students in colleges.	No. of students in schools of science.	No. of students in schools for the superior instruction of women.	Total number of students reported in these institutions.	No. of such students in 1,000 population between 16 and 20 years of age.
Alabama	117,500	355	102	738	1,195	10
Arkansas	60,288	94	40	.....	134	2
California	43,350	984	.....	80	1,064	24
Connecticut	52,170	792	242	316	1,350	25
Delaware	13,498	17	21	62	100	7
District of Columbia	13,244	139	.....	.....	139	10
Florida	21,908	.....	.....	.....	.....	.....
Georgia	138,625	717	95	1,270	2,082	15
Illinois	163,517	1,622	470	1,133	3,225	19
Indiana	185,034	1,139	.....	394	1,533	8
Iowa	122,390	795	263	55	1,113	9
Kansas	34,288	146	107	27	280	8
Kentucky	145,002	643	181	740	1,564	10
Louisiana	76,212	569	.....	41	610	8
Maine	66,484	302	181	694	1,177	17
Maryland	83,888	495	130	342	967	11
Massachusetts	146,476	1,502	595	1,120	3,217	21
Michigan	120,534	741	143	149	1,033	8
Minnesota	40,040	95	.....	104	199	4
Mississippi	96,572	286	.....	586	872	9
Missouri	181,050	1,153	206	970	2,329	12
Nebraska	10,910	31	.....	.....	31	2
Nevada	2,217	.....	.....	.....	.....	.....
New Hampshire	32,158	262	112	116	490	15
New Jersey	89,612	591	134	572	1,297	14
New York	451,474	3,369	909	2,424	6,702	14
North Carolina	125,348	497	.....	786	1,283	10
Ohio	287,075	2,324	250	1,690	4,264	14
Oregon	8,443	303	123	136	562	66
Pennsylvania	367,593	1,726	1,295	1,062	4,083	11
Rhode Island	22,502	212	.....	.....	212	9
South Carolina	81,532	228	105	313	646	7
Tennessee	144,519	661	39	832	1,532	10
Texas	92,068	636	.....	336	972	10
Vermont	33,912	131	36	70	237	6
Virginia	133,287	920	960	676	2,556	19
West Virginia	47,653	156	44	219	419	8
Wisconsin	108,833	577	244	239	1,060	9
Total	3,961,206	25,210	7,027	18,292	50,529	12

TABLE IX.—SCHOOLS OF SCIENCE.

The following statement shows the number of institutions and departments of this class, with instructors and students, as reported to this Office, in each year from 1870 to 1873, inclusive. The numbers under 1873 include the National Military and Naval Academies:

	1870.	1871.	1872.	1873.
Number of institutions	17	41	70	70
Number of instructors	144	303	724	749
Number of students	1,413	3,303	5,395	8,950

The following are summaries of the statistics as reported in Table IX of the appendix:

Statistical summary of schools of science (including collegiate departments) endowed by national land-grants, in Table IX, Part 1.

State.	Number.	Total number of persons in faculty.	Students.				Volumes in library.	
			Number in regular course.	Number in special course.	Number of post-graduates.	Number in preparatory course.	Whole number.	Increase since October 15, 1872.
Alabama	1	6	101	.....	1	.....	.....	.....
Arkansas	1	5	35	5	.....	188	150	.....
California	1	20	.....	.....	.....	0	10,500	5,000
Connecticut	1	31	185	20	37	.....	.....	.....
Delaware	1	6	19	2	0	.....	6.000	.....
Florida	*a*0	.....	.....	.....	.....	.....	.....	.....
Georgia	2	11	95	0	0	0	13,000	200
Illinois	1	12	355	55	2	.....	9,000	300
Indiana	*b*1	.....	.....	.....	.....	.....	.....	.....
Iowa	1	17	243	19	1	0	3,000	100
Kansas	1	14	46	60	1	113	3,000	70
Kentucky	1	9	181	.....	.....	67	20,000	.....
Louisiana	*a*0	.....	.....	.....	.....	.....	.....	.....
Maine	1	11	102	1	.....	.....	1,500	660
Maryland	1	6	130	.....	.....	.....	.....	.....
Massachusetts	2	54	431	10	7	.....	6,000	100
Michigan	1	10	115	25	3	0	2,800	125
Minnesota	1	.....	.....	.....	.....	.....	.....	.....
Mississippi	2	16	.....	.....	.....	182	10,000	400
Missouri	2	18	160	8	0	53	1,400	830
Nebraska	1	2	.....	.....	.....	.....	75	.....
Nevada	*a*0	.....	.....	.....	.....	.....	.....	.....
New Hampshire	1	13	20	1	0	.....	1,200	200
New Jersey	1	11	48	0	2	0	5,000	500
New York	1	43	396	.....	10	0	.....	.....
North Carolina	1	.....	.....	.....	.....	.....	.....	.....
Ohio	1	7	.....	30	.....	.....	.....	.....
Oregon	1	4	44	.....	.....	.....	.....	.....
Pennsylvania	1	8	62	.....	.....	88	2,000	.....
Rhode Island	*c*1	.....	.....	.....	.....	.....	.....	.....
South Carolina	1	4	27	78	.....	93	500	.....
Tennessee	1	11	39	0	0	92	.....	.....
Texas	1	.....	.....	.....	.....	.....	.....	.....
Vermont	1	7	29	7	0	0	15,000	450
Virginia	2	28	336	0	1	20	1,190	120
West Virginia	1	5	31	13	0	70	3,000	100
Wisconsin	1	10	184	58	2	72	6,000	1,200
Total	39	399	3,414	392	67	1,038	120,315	10,295
United States Military Academy	1	42	217	.....	.....	.....	.....	.....
United States Naval Academy	1	57	241	*d*39	.....	.....	.....	.....
Total	2	99	458	39	.....	.....	.....	.....
Total	41	498	3,872	431	67	1,038	.....	.....

a Not yet established.
b Scientific school not yet organized.
c See Table VIII—Colleges.
d Cadet-engineers.

Statistical summary of schools of science, &c.—Continued.

State.	Corporate property, &c.				
	Amount of endowment or of productive funds.	Amount of property of corporation.	Value of grounds, buildings, and apparatus.	Income of productive funds.	Receipts for last year from all other sources.
Alabama	$223,500	.....	$50,000	$17,800	$3,000
Arkansas	130,000	$225,000	.....	10,400	50,000
California	179,709	.....	.....	5,370	.....
Connecticut	.....	281,225	.....	.....	.....
Delaware	81,000	60,000	50,000	4,860	2,000
Florida	.....	.....	.....	.....	.....
Georgia	243,000	.....	225,000	27,000	29,000
Illinois	319,000	849,980	.....	28,000	15,077
Indiana	340,000	650,000	170,000	19,000	79,000
Iowa	720,000	945,000	225,000	35,000	.....
Kansas	185,469	457,807	76,888	23,000	8,000
Kentucky	165,000	.....	275,000	9,900	7,089
Louisiana	.....	.....	.....	.....	.....
Maine	124,000	.....	150,000	8,000	22,000
Maryland	112,200	50,000	100,000	6,747	6,000
Massachusetts	450,000	1,000,000	250,000	15,000	59,000
Michigan	207,500	.....	.....	11,039	15,500
Minnesota	160,181	.....	.....	.....	.....
Mississippi	134,900	.....	300,000	59,852	50,000
Missouri	100,000	.....	12,000	21,500	300
Nebraska	.....	.....	.....	.....	.....
Nevada	.....	.....	.....	.....	.....
New Hampshire	138,000	.....	73,625	4,800	17,000
New Jersey	.....	.....	.....	.....	6,960
New York	.....	.....	.....	.....	.....
North Carolina	.....	.....	150,000	.....	.....
Ohio	500,000	350,000	300,000	30,000	.....
Oregon	.....	.....	.....	.....	5,000
Pennsylvania	500,000	500,000	300,000	30,000	14,000
Rhode Island	.....	.....	.....	.....	.....
South Carolina	.....	.....	40,000	.....	.....
Tennessee	396,000	.....	.....	22,500	.....
Texas	.....	.....	.....	.....	.....
Vermont	143,000	.....	.....	8,580	.....
Virginia	265,000	120,000	100,000	2,500	65,500
West Virginia	110,000	.....	80,000	6,600	2,000
Wisconsin	225,309	.....	200,000	15,771	29,444
Total	6,152,768	5,489,012	3,127,513	431,697	485,870

Statistical summary of schools of science (including collegiate departments) not endowed by national land-grants, in Table IX, Part 2.

State.	Number.	Total number of persons in faculty.	Students.				Volumes in library.	
			Number in regular course.	Number in special course.	Number of post-graduates.	Number in preparatory course.	Whole number.	Increase since October 15, 1872.
Illinois	1	4	58	.....	.....	156	500	.....
Maine	1	*a*	78	0	0	.....	.....	.....
Massachusetts	2	32	144	.....	3	16	500	100
Missouri	1	12	36	2	0	.....	.....	.....
New Hampshire	2	23	84	5	2	0	3,200	550
New Jersey	2	13	83	.....	1	35	7,000	1,000
New York	5	56	465	34	4	87	10,000	530
Ohio	*b*3	16	187	33	.....	64	.....	.....
Oregon	1	5	79	.....	.....	.....	.....	.....
Pennsylvania	*c*7	71	1,154	67	12	30	48,500	700
Virginia	*d*4	19	614	.....	9	.....	3,000	.....
Total	29	251	2,982	141	31	388	72,700	2,880

State.	Corporate property, &c.				
	Amount of endowment or of productive funds.	Amount of property of corporation.	Value of grounds, buildings, and apparatus.	Income of productive funds.	Receipts for last year from all other sources.
Illinois	$30,000	$75,000	$25,000	$1,500	$2,500
Maine	.....	.....	.....	.....	.....
Massachusetts	367,000	428,784	.....	24,000	22,213
Missouri	.....	.....	.....	.....	.....
New Hampshire	191,000	.....	1,700	11,500	7,612
New Jersey	850,000	500,000	625,000	47,000	5,000
New York	.....	100,000	316,591	.....	36,130
Ohio	.....	.....	.....	.....	.....
Oregon	40,000	.....	.....	.....	.....
Pennsylvania	1,050,000	560,000	750,000	5,000	40,394
Virginia	50,000	302,000	1,800	2,500	22,009
Total	2,578,000	1,965,784	1,720,091	91,500	135,849

a See Table VIII—Colleges.
b One school not yet organized.
c Two schools do not give statistics.
d One school does not give statistics; only one gives instructors.

Part 1 of Table IX relates to the colleges endowed by the national land-grant. The number of these reporting was 39; number of instructors, 399; number of students, 4,911; of students in regular course, 3,414; in special courses, 392; in post-graduate courses, 67; and in preparatory course, 1,038.

Part 2 of Table IX relates to schools of science not so endowed. The number of these reporting, not including the National Military and Naval Academies, was 29; number of instructors, 251; number of students, 3,542; of students in regular course, 2,982; in special courses, 141; in post-graduate-courses, 31; and in preparatory course, 388.

Graduates in 1873.—The number of degrees conferred in course by institutions embraced in Part 1 was 266, (see Table XIII.) The number of degrees conferred in other scientific colleges (Part 2 of Table IX) was 171. Total number of degrees in science by colleges embraced in Table IX, 437.

For detailed statement of degrees conferred, see Table XIII of the appendix.

For museums and cabinets of natural history, &c., connected with any of these institutions, see Table XVII of the appendix.

Benefactions.—Table XXIV exhibits the benefactions to the agricultural and mechanical colleges and schools of science during the past year.

Date of organization.—Of the 39 institutions reported established under the grant, 3 were organized in 1863, 3 in 1864, 5 in 1865, 4 in 1866, 2 in 1867, 4 in 1868, 1 in 1869, 3 in 1870, and 7 in 1872. Six of the colleges have not yet effected their organization and the date of organization of one is not reported. Three States, viz, Florida, Louisiana, and Nevada, have not yet established colleges under the grant.

The agricultural and mechanical colleges (15) in the following-named States have severally independent charters and are not connected with State-universities or other colleges: Alabama, Arkansas, Illinois, Indiana, Iowa, Kansas, Louisiana, Maine, Maryland, Massachussetts, (2,) Michigan, Ohio, Pennsylvania, Texas, and Virginia.

The colleges on the foundation of the land-grant in these States severally form departments of State-universities or colleges: California, Connecticut, Delaware, Georgia, Kentucky, Minnesota, Mississippi, (2,) Missouri, (2,) Nebraska, Nevada, New Hampshire, New Jersey, New York, North Carolina, Oregon, Rhode Island, South Carolina, Tennessee, Vermont, Virginia, West Virginia, and Wisconsin.

Finances.—An effort was made to present a full statement of the endowments and other property of the colleges, the results of which will be found in the summary. It will be seen that many of them were unprepared to respond fully to these inquiries. It is hoped that future efforts of this nature may be more successful.

Preparatory training.—The statistics show that nearly one-fourth of the total number of students in these colleges were in the preparatory sections. As in the case of the classical colleges in some parts of the country, colleges of agriculture and the mechanic arts are also obliged to bear the burden of preparing pupils for the scientific curriculum. This evil, if so it may be called, must be borne with, until either the higher grades of the public schools or the private schools and academies afford the facilities for the requisite preparatory training. The academies and high schools, as will be seen by referring to the tables, report 2,777 in preparatory scientific courses. It may be doubted, however, whether any considerable number of these students receive special preparation fitting them for the colleges. The colleges themselves complain that a large proportion of the pupils sent up to them from the lower schools are poorly prepared; that in some necessary branches they are totally unfitted, and that a great deal of time must be devoted to making up the students' deficiencies in mere elementary branches. (See remarks on this subject under "Secondary schools," p. xxxvi of this report.) There are, however, indications that in some of the States these hinderances will soon cease to exist. As the number of graduates of the scientific colleges increases, it is to be expected that many of them will take up the business of scientific instruction in the higher grades of the public schools, as well as in the academies and other private institutions. What is urgently needed is a class of schools specially devoted to this preliminary work. Gifts and endowments might be most usefully bestowed for the building-up of institutions which should be

directly subsidiary to the scientific colleges. Already in the New England States, and in a few States outside of New England, schools are being established which shall do for the scientific colleges what their classical preparatory schools are doing for the colleges of liberal arts.

The standard of admission.—The requirements for admission to the colleges having no preparatory course must, in most cases, be called very moderate. These are: In Kentucky, "a fair knowledge of arithmetic, grammar, and elements of algebra. In Maine, "a satisfactory examination in arithmetic, geography, grammar, United States history, algebra to quadratics, and five books in geometry." In the Massachusetts Agricultural College, "a written examination in arithmetic and algebra through simple equations, geography, English grammar, and history of the United States." In the Massachusetts Institute of Technology, "a satisfactory examination in arithmetic, (including the metric system of weights and measures,) algebra through equations of the second degree, plane- and solid geometry, French grammar through regular and irregular verbs, English grammar and composition, rhetoric, (so much as is included in the first part of Bain's Rhetoric, or its equivalent,) and geography. In Minnesota, "a satisfactory examination in reading, writing, spelling, English grammar, United States history, geography, arithmetic, and elementary algebra." In the Sheffield Scientific School, Connecticut, "a thorough examination in arithmetic, including the metric system; in Davies's Bourdon's algebra as far as the general theory of equations, or in its equivalent; in geometry in the nine books of Davies's Legendre, or their equivalent; in plane-trigonometry, analytical trigonometry inclusive; in geography, United States history, and English grammar, (including spelling,) and in Latin. In this last, six books of Cæsar's Commentaries, or their equivalent—as, for example, the prose of the first portion of Allen's Latin Reader, closing with Sallust—is the least amount which will be accepted in the examination."

Recent organization.—Reference has been made above to the fact that many of the colleges on the foundation of the national grant of 1862 have been but recently organized; 7 of them were opened in 1872, and 18 of the 39 embraced in the table have been in operation about five years only. In several of the States it has not, thus far, been possible to fully equip and organize colleges on account of the political and social conditions resulting from the civil war.

The law of Congress.—There seems to be in the popular mind a misapprehension of the scope of the law of 1862, providing for the establishment of these institutions. The law reads as follows: "The proceeds of the grant shall be applied to the endowment, support, and maintenance of at least one college where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the legislatures of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions." At the time of the passage of the act there were in America very few instrumentalities for adequate instruction in either theoretical or applied science, while in Europe the schools of science had already reached a high degree of development, and were exercising a far-reaching influence, not only on all the professions outside of the theological and legal, and in all departments of arts and manufactures, but also greatly modifying theories and methods of education in nearly all its phases. The international expositions had opened the eyes of our educators and scientists to the inferiority of our country in almost all departments of applied science. Our students were resorting to the European schools for scientific training. Few original scientific works of authority were produced or could be produced here, from the lack of the requisite opportunities for scientific culture. The country abounded in material wealth; it was poor and provincial in the sciences and arts. What was demanded for our country was, therefore, a class of schools or colleges combining in their curriculum means for thorough education in the sciences, both theoretical and applied, and in all the elements of true modern culture. Such appears to have been the intention of the act of

1862. Its spirit was broad and liberal, excluding nothing which experience had shown to be valuable in modern education, while expressly providing for means of scientific instruction in agriculture and the mechanic arts.

Further provisions of the act.—The act provided that "the proceeds of the land-grant should constitute a perpetual endowment-fund, and that no portion of the fund or the interest thereon should be applied, directly or indirectly, to the purchase, construction, preservation, or repair of any building or buildings; that the annual interest should be applied without diminution to the purposes mentioned in the fourth section, except that a sum not exceeding 10 per centum of the proceeds of the land-scrip received by any State might be expended for the purchase of lands for sites or experimental farms whenever authorized by the respective legislatures of said States."

Time required.—It is no less true of educational than of political institutions: they are not wholly made; they are mainly a growth. It could hardly be expected that these colleges, having so wide an educational scope, making new demands on subordinate grades of instruction, requiring a new order of trained professors and teachers, besides large outlay in buildings, laboratories, museums, cabinets, libraries, and apparatus, would, under the most favorable circumfstances, attain a very complete development in the course of a decade. There are doubtless great deficiencies to be supplied in many of them. It is believed that these deficiencies are fully recognized by the faculties of the institutions in which they exist and that measures are in progress to supply them. It is for the interest of all that a considerate policy should prevail; that there should be a gradual, sure development, rather than a hasty and forced one. The colleges have apparently pursued this policy, sedulously working to fulfill the end of their establishment and studiously avoiding unfounded claims and excessive pretensions.

Agricultural and mechanic arts.—The colleges which have organized their curriculum claim to have provided for special instruction of students in agriculture and in the mechanic arts. What would constitute a liberal and practical education in agriculture and the mechanic arts? It would probably be admitted to comprise, besides a respectable knowledge of the vernacular and of its literature, a knowledge of the laws of mechanics and physics; a knowledge of natural history and of geology and botany; of experimental chemistry, both organic and inorganic; of engineering and surveying as related to irrigation and the reclaiming of waste lands; of political, rural, and domestic economy. Every one of these branches of knowledge is intimately related to scientific agriculture and the mechanic arts. Certainly the demands of modern science in either or both of these fields far outrun the usual popular and superficial estimate of them. But while science was appointed to be the leading aim of the schools, there was to be no exclusion of other studies which are suited "to bring the light of general culture to illuminate the technicalities of special pursuits." The interest of the country and its honor alike require that the colleges should be thoroughgoing and maintain courses of instruction in all departments of science. Thus only can they meet the exigencies of the times and place our country in these respects on a par with European nations.

Graduates in agricultural science.—The colleges have been sometimes criticised on the ground that their graduates in agricultural science have been comparatively few, or rather that few of their graduates have become practical farmers. If the colleges made no provision or insufficient provision for instruction in this department, there might be some justification for this criticism. It is believed, however, that all the colleges have provided for special instruction in agricultural science and that the graduates therein bear a fair proportion to those in other specialties. Still, it is not quite logical to blame the colleges for the choice of professions or callings of their graduates. No one would think of reproaching the classical colleges because they do not make all their graduates lawyers, or doctors, or clergymen. What has distinguished our country is the freedom which all enjoy in choosing their callings. Guilds, class-prejudices, systems of caste, do not operate here, as in older countries, to keep the sons in the same paths which their fathers trod. All thinkers on political and social science have recognized in this unrestricted freedom one of the chief causes of the wide general intelligence, the intellectual activity and enterprise of our people.

Tendencies of the last thirty years.—In the absence of all statistics on this head it might have been reasonably assumed, in view of the political and social tendencies of the period, that no great number of educated young men would resort to the business of scientific agriculture. Emerson said thirty years ago, at a literary festival, "Whatever events in progress shall go to disgust men with cities and infuse into them the passion for country-life and country-pleasures will render a service to the whole face of the continent and will further the most poetic of all the occupations of real life." Whatever tendencies were visible then to such a result, new counteracting events have led away from, rather than to, scientific agriculture. The energies of the nation have been absorbed for the last twenty years, more than ever before, in commercial speculations, in the development of trade and manufactures, in carrying forward vast systems of public works, in the exploration of a continent. All the tendencies of the times have contributed to the concentration of the population in towns and cities. Young men of education have flocked to the market and the forum; neither personal predilections "nor paternal acres" have turned many to the "sanative and tranquillizing influences" of agricultural life. The most eloquent commendations of agricultural pursuits, from Zenophon and Cicero down to our times, have come from those who knew little practically of the mattock and the plow. These things, combined with the large returns on capital, with the comparatively easy condition of the working classes, the semi-commercial spirit of the agricultural class, and the persistent inculcation by some leaders of opinion of the pleasant doctrine that anybody without training is good for anything or everything, have conspired to a tardy appreciation of the value of scientific methods and processes, both in agriculture and the mechanic arts. Especially is this the case where the results of these methods are such as do not quickly obtrude themselves on the mind. The colleges came into being amid these tendencies; they have been obliged in some sense to struggle against them. But there are indications that other tendencies are beginning to operate. The results of scientific methods in their applications to commerce, manufactures, mining, agriculture, &c., are becoming more widely known and more fully appreciated, the demand for men educated in these methods and processes is annually increasing, and a greater number of students are seeking the advantages of the best-appointed colleges.

Gifts, endowments, and proceeds of sale of land-scrip, &c.—Individual benefactions and State- and other appropriations to these colleges are an earnest of the growth of a healthy public sentiment in respect to them. Since their establishment more than $6,000,000 have been given for buildings, apparatus, and for endowments of professorships, scholarships, &c. Individual gifts alone reach the sum of $3,363,350. The amount received thus far from the sale of agricultural-college-scrip has reached the sum of $6,567,720. It will be seen that the colleges in many of the States have received from State-, county-, and municipal appropriations and from individual benefactions sums largely in excess of the proceeds of the land-scrip. The receipts of each, so far as has been ascertained, from proceeds of land-scrip and from other sources, (*i. e.*, donations, appropriations, &c.,) are as follows: Alabama, $216,000 from land-scrip $102,700, from other sources; Arkansas, $135,000 from land-scrip, $217,000 from other sources; California, $750,000 from land-scrip; Connecticut, $135,000 from land-scrip, $350,000 from other sources; Delaware, $83,000 from land-scrip; Georgia, $243,000 from land-scrip, $28,400 from other sources; Illinois,* $319,494 from land-scrip, $685,300 from other sources; Indiana, $212,238 from land-scrip, $295,000 from other sources; Iowa,* $11,742 from land-scrip, $21,385 from other sources; Kansas, $190,000 from land-scrip; Kentucky, $165,000 from land-scrip, $210,012 from other sources; Louisiana, $182,600 from land-scrip, $10,000 from other sources; Maine, $116,359 from land-scrip, $133,000 from other sources; Maryland, $112,500 from land-scrip, $45,000 from other sources; Massachusetts Agricultural College, $157,538 from land-scrip, $441,186 from other sources; Massachusetts Institute of Technology, $78,769 from land-scrip, $511,026 from other sources; Michigan,* $207,500 from land-scrip; Minnesota,* $168,681 from land-scrip, $195,500 from other sources; Uni-

* Land not all sold.

versity of Mississippi, $75,600 from land-scrip; Alcorn University, Mississippi, $113,400 from land-scrip, $105,000 from other sources; Missouri, $261,795 from donations, appropriations, &c.; New Hampshire, $80,000 from land-scrip, $114,000 from other sources; New Jersey, $116,000 from land-scrip, $93,000 from other sources; New York, $602,792 from land-scrip, $1,114,909 from other sources; North Carolina, $135,000 from land-scrip, Ohio, $342,450 from land-scrip, $384,215 from other sources; Oregon, $10,000 from donations, appropriations, &c.; Pennsylvania, $439,186 from land-scrip, $117,699 from other sources; Rhode Island, $50,000 from land-scrip; South Carolina, $130,500 from land-scrip; Tennessee, $271,875 from land-scrip, $131,085 from other sources; Vermont, $122,626 from land-scrip, $49,359 from other sources; Hampton Normal and Agricultural Institute, Virginia, $95,000 from land-scrip, $250,376 from other sources; Virginia Agricultural and Mechanical College, $190,000 from land-scrip, $36,683 from other sources; West Virginia, $90,000 from land-scrip, $183,970 from other sources; Wisconsin,* $228,870 from land-scrip, $40,000 from other sources.

Free scholarships.†—These collegeshave already afforded to a great number of youths means of education, which, without the national grant, they never would have obtained. The number of free scholarships in the colleges already organized is at present over 2,700.

Local influences.—The type of development of the colleges in the departments of science must in some degree be modified by geographical position, natural products, and dominant industrial interests. The colleges in the agricultural States would be likely to have more students and graduates in scientific and practical agriculture; in the non-agricultural States, more of the graduates would be divided among other technical pursuits and professions. Although present statistics are incomplete on this head, it will be seen that they point to this result.

Graduates and former students.—Of students who have been connected with the Agricultural and Mechanical College of Alabama, 58 are reported as engaged in agricultural and mechanical pursuits. The college in Arkansas has no graduates as yet. The Sheffield School of Yale College has educated, in whole or in part, 75 professors in science who are now in places of responsibility in colleges in different parts of the country, besides many who are serving the Government in the Coast Survey, Hydrographic Bureau, National Observatory, and as geologists, explorers, and topographers. Many hundred students have also pursued special courses in this school.

In Delaware, it is estimated that two-thirds of those who have been connected with the college are engaged in agricultural and mechanical occupations. The college in Georgia has as yet no graduates. Of 51 former students of the college in Illinois whose present occupations are known, 30 are engaged in agriculture, 4 in manufacturing, 7 in teaching, 4 in mercantile pursuits, and 6 in law and other professions. The mechanical and engineering departments were slower in developing, and not so large a proportion of the students are yet in the field. Nearly 100 of those who have been students in the college in Iowa are engaged in agriculture. Of those who have attended courses in the Agricultural and Mechanical College of Kentucky, between 40 and 50 per cent. are engaged in agricultural and mechanical occupations. Of the 13 graduates of the college in Maine, 4 are civil engineers, 2 farmers, 1 manufacturer, 1 fish-breeder, and the others are teaching temporarily. Of 34 who left before graduating, several have become farmers, others teachers, &c. Of the graduates of the Massachusetts Agricultural College, 66 are engaged in agriculture and 37 in mechanical occupations. The Massachusetts Institute of Technology has graduated 9 in the department of mechanical engineering, 7 in the department of civil and topographical engineering, 8 in that of geology and mining engineering, 8 in the department of mining engineering, 22 in the department of civil engineering, 13 in the department of chemistry, 2 in the department of science and literature, and 1 in the department of architecture. Besides these, a large number

* Land not all sold.

† Doubtless much of the complaint that has been heard in reference to the colleges would never have arisen if the States had restricted a certain proportion of free scholarships to such students only as purposed to devote themselves to practical agriculture.

of students have taken special courses in the institute. Of the 73 graduates of the college in Michigan down to 1872, inclusive, 21 are farmers, 7 are fruit-growers, 4 are engineers, 2 are mechanics, 7 are professors, and 5 are teachers; 5 are students of special science, the remainder are engaged in various professions. The faculty estimates that more than half of the students who have been connected with the college in Minnesota are now engaged in agricultural occupations. The agricultural and mechanical college in Mississippi has as yet no graduates. The college in Missouri graduated its first class in 1873. Of the 5 graduates, one is assistant professor, the others are engaged in agriculture. The college in Nebraska has as yet no graduates. All the graduates of the New Hampshire college are engaged in agricultural and mechanical occupations except one, who is teaching. Of the 47 students who graduated between 1868 and 1871 from the agricultural and mechanical department of Rutgers College, New Jersey, whose occupations are known, 57 per cent. are civil engineers, architects, and manufacturers, and 8½ per cent. are engaged in agriculture. The occupations of the graduates of the agricultural and mechanical department of Cornell University, New York, are not known to the college. The college in Ohio is not fully organized and has no graduates. The college in Oregon has no graduates. About one-third of the graduates of the Agricultural and Mechanical College of Pennsylvania have engaged in agricultural and mechanical pursuits. Of the 15 graduates of the college in Tennessee, 2 are farmers, 1 is a civil engineer, 1 is a mechanic, 6 are teachers, 1 at West Point, the others in various colleges. Of the graduates of the college in Vermont, 9 are engaged in agriculture and 21 in mechanical occupations. The Agricultural and Mechanical College at Blacksburg, Va., has as yet no graduates. The graduates of the Hampton Normal and Agricultural Institute (for colored students) are, with few exceptions, engaged in teaching for six months in the year; for the remainder of the time, in farming or mechanical occupations. A large number of the graduates of the college in West Virginia (West Virginia University) are reported as engaged in agricultural or mechanical pursuits. The faculty reports that one-fourth of the former male students of the college in Wisconsin (University of Wisconsin) are engaged in agricultural and mechanical occupations.

The remarks of Governor Jewell in transmitting to the legislature the last annual statement of the governing-board of the Sheffield Scientific School may without impropriety be applied to several of the more thoroughly-organized colleges:

The benefit which the scientific school has conferred upon the State, in turning out young men who, on leaving the institution, are enabled to assume the position of leaders in their several callings and of educators of the people to a higher grade of culture, increasing the productive brain-capacity as well as the material wealth of the country, cannot be estimated in dollars and cents. From all parts of the country come back most favorable reports of the graduates who have been sent out, and their influence, already great, is constantly on the increase.

TABLE X.—SCHOOLS OF THEOLOGY.

The following is a comparative statement of the number of schools of theology (including theological departments) reporting to this Bureau each year, from 1870 to 1873 inclusive, with the number of professors and number of students:

	1870.	1871.	1872.	1873.
Number of institutions	80	94	104	110
Number of instructors	339	369	435	573
Number of students	3,254	3,204	3,351	3,838

For statistics in detail of each school reference is made to Table X of the appendix. The following summary shows the number of schools in the several States, the number of volumes in libraries, the increase in libraries during the year; also the amount of endowment-funds and the value of other corporate property.

Summary of number of schools of theology, with number of volumes in libraries, amount of corporate property, &c.

State.	Number in each State.	Volumes in library.		Corporate property, &c.				
		Whole number.	Increase since October 15, 1872.	Amount of property of corporation.	Value of grounds and buildings.	Amount of productive funds.	Income of productive funds.	Receipts from all other sources.
Alabama	1	1,000	20	.....	$75,000	.....	.....	.....
California	2	5,000	540	$250,000	75,000	$46,000	$5,520	.....
Connecticut	3	23,000	.....	309,984	.....	.....	.....	.....
Illinois	10	36,442	4,292	1,005,000	578,850	1,059,104	110,662	$44,308
Indiana	1	.....	.....	.....	.....	.....	.....	.....
Iowa	4	3,820	220	.....	26,000	24,366	1,389	2,982
Kentucky	5	16,500	3,500	252,800	44,000	189,000	11,500	8,000
Louisiana	1	.....	.....	.....	.....	.....	.....	.....
Maine	2	17,000	2,000	170,000	50,000	170,000	10,000	1,000
Maryland	3	20,200	200	.....	150,000	.....	.....	40,000
Massachusetts	7	66,420	1,920	1,693,737	535,000	957,000	71,500	26,094
Michigan	2	1,000	500	.....	.....	.....	.....	.....
Minnesota	2	1,500	150	.....	40,000	800	.....	2,500
Missouri	4	12,900	50	40,000	60,000	25,000	2,000	10,000
Nebraska	1	.....	.....	.....	.....	.....	.....	.....
New Jersey	4	55,396	6,716	420,000	614,000	484,000	30,453	6,600
New York	14	100,691	7,572	1,525,100	1,569,500	613,577	26,874	159,644
North Carolina	1	1,000	700	.....	.....	.....	.....	.....
Ohio	12	51,900	1,590	427,044	328,000	369,773	17,141	4,000
Pennsylvania	15	87,194	3,590	878,783	610,387	998,277	41,442	35,058
South Carolina	2	24,846	148	208,850	30,000	145,600	10,231	4,636
Tennessee	2	3,825	275	20,000	55,000	15,600	1,000	.....
Texas	1	450	.....	.....	.....	.....	.....	.....
Virginia	5	15,500	1,050	427,200	235,000	327,000	20,000	7 000
West Virginia	1	3,000	.....	20,000	.....	.....	.....	.....
Wisconsin	3	12,800	660	120,000	100,000	30,600	3,000	33,306
District of Columbia	2	1,100	700	.....	15,000	.....	.....	.....
Total	110	562,484	36,393	7,768,498	5,190,737	5,455,097	362 712	385,128

The number of schools pertaining to the several religious denominations, with the number of professors and students therein, is shown in the appended abstract.

Statistical summary of theological seminaries.

Denomination.	Number of seminaries.	Number of professors.	Number of students.
Roman Catholic	16	123	603
Baptist	14	65	567
Presbyterian	14	74	532
Lutheran	13	53	487
Protestant Episcopal	8	28	313
Congregational	8	51	324
Methodist Episcopal	5	45	207
Reformed	4	16	109
United Presbyterian	4	12	70
Methodist	3	19	126
Christian	2	6	110
Episcopal	2	9	12
Free-Will Baptist	2	9	28
Unsectarian	2	9	58
United Brethren	2	4	28
Universalist	2	13	35
African Methodist Episcopal	1	2	20
Cumberland Presbyterian	1	2	47
German Reformed	1	3	10
Methodist Episcopal, (South)	1	3	17
Moravian	1	3	29
New Jerusalem	1	3	.....
Presbyterian, (South)	1	4	60
Union Evangelical	1	6	28
Unitarian	1	11	18
Total	110	573	3,838

The number of degrees or diplomas conferred in theology in 1873 was 683. A detailed statement of these will be found in Table XIII of the appendix.

Benefactions.—The amount of benefactions to schools of theology from October 15, 1872, to October 15, 1873, was reported to be $619,801. For further information in respect to these benefactions, see Table XXIV of the appendix.

TABLE XI.—SCHOOLS OF LAW.

The following is a statement of the number of schools of law reporting to this Bureau each year, from 1870 to 1873 inclusive, with the number of instructors and number of students:

	1870.	1871.	1872.	1873.
Number of institutions	28	39	37	37
Number of instructors	99	129	151	158
Number of students	1,653	1,722	1,976	2,174

Statistics in detail of these schools will be found in Table XI of the appendix. The following summary shows the number of schools in the several States, the number of instructors and students, volumes in libraries, and increase in libraries during the year:

Statistical summary of number of schools of law, &c.

State.	No. of schools.	No. of instructors.	No. of students.	Volumes in library.	
				Whole number.	Increase since October 15, 1872.
Connecticut	1	5	46	7,000	.....
Georgia	1	3	17	700	153
Illinois	2	5	35	350	.....
Indiana	3	7	53	2,400	.....
Iowa	2	9	96	2,500	500
Kentucky	1	3	26	3,000	30
Louisiana	1	4	39	.....	.....
Massachusetts	2	17	192	16,200	200
Michigan	1	4	331	3,000	.....
Mississippi	1	1	7	500	.....
Missouri	2	16	68	4,000	.....
New York	4	19	547	8,000	500
North Carolina	1	2	25	.....	.....
Ohio	3	14	56	3,050	.....
Pennsylvania	2	11	64	190	.....
South Carolina	1	4	16	.....	.....
Tennessee	1	2	103	600	.....
Virginia	3	6	101	.....	.....
Wisconsin	1	7	23	500	.....
District of Columbia	4	19	329	1,000	100
Total	37	158	2,174	52,990	1,483

Two of the schools, viz, the Ohio State and Union Law College and the law-department of Richmond College, did not report the number of students for the year.

Degrees.—The number of graduates of the schools in 1873 was reported to be 706. The number of degrees conferred by the several schools, so far as reported, will be found in Table XIII of the appendix.*

TABLE XII.—SCHOOLS OF MEDICINE.

The following is a comparative statement of the number of schools of medicine, dentistry, and pharmacy reported to the Office each year, from 1870 to 1873 inclusive, with the number of instructors and students:

	1870.	1871.	1872.	1873.
Number of institutions	63	82	87	94
Number of instructors	588	750	726	1,148
Number of students	6,943	7,045	5,995	8,681

The annexed summary of Table XII (to which reference is made for further and detailed statistics) shows by States the number of schools of each class, the number of students, and the number of graduates in 1873, the number of volumes in libraries and increase in libraries for the year; also the number of alumni and the amount of property, funds, &c., of institutions, so far as these items were reported:

*Nearly all of these schools being departments of universities and colleges, it was found inconvenient to present separate statements of endowments and other property.

Summary of number of schools of medicine, &c.

State.	Number of schools.	Number of instructors.	Number of students.	Graduates at commencement of 1873.	Number of alumni.	Volumes in library.		Corporate property, &c.				
						Whole number.	Increase since October 15, 1872.	Amount of property of corporation.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from all other sources.
MEDICAL AND SURGICAL.												
Regular.												
Alabama	1	9	85	33	400	500	.....	$175,000	$75,000	.....	.....	.....
California	2	30	28	60	114	.....	.....	15,000	65,000	.....	.....	.....
Connecticut	1	9	32	3	.....	.....	.....	21,332	.....	.....	.....	.....
Georgia	3	33	336	34	2,378	8,500	300	.....	25,000	.....	.....	$1,105
Illinois	3	57	358	115	2,007	.....	.....	.....	75,000	.....	.....	4,000
Indiana	2	23	154	55	180	100	50	.....	21,000	.....	.....	11,000
Iowa	2	21	220	85	850	300	300	.....	80,000	.....	.....	7,000
Kentucky	2	27	470	135	2,407	4,000	.....	1,500	200,000	.....	.....	15,000
Louisiana	1	10	136	51	1,569	2,500	.....	.....	200,000	.....	.....	.....
Maine	1	11	58	14	1,093	4,000	50	.....	20,000	.....	.....	4,125
Maryland	2	21	114	85	.....	3,500	.....	.....	.....	.....	.....	.....
Massachusetts	1	29	175	41	.....	2,000	.....	47,123	.....	.....	.....	30,865
Michigan	2	20	431	105	1,256	.....	.....	20,000	20,000	.....	.....	.....
Missouri	4	49	344	97	2,297	1,575	150	72,000	135,000	$1,000	$100	23,981
New Hampshire	1	11	52	21	1,213	1,400	300	.....	25,000	.....	.....	3,500
New York	9	179	1,344	456	7,292	6,166	50	134,800	299,000	50,000	2,500	76,345
North Carolina	1	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Ohio	6	71	699	277	6,864	4,800	71	130,000	210,000	.....	.....	33,700
Oregon	1	12	14	5	61	.....	.....	.....	.....	.....	.....	4,000
Pennsylvania	4	60	866	263	15,367	.....	.....	171,625	.....	99,625	5,977	4,035
South Carolina	2	11	68	16	.....	.....	.....	.....	20,000	.....	.....	.....
Tennessee	1	10	235	69	1,534	.....	.....	.....	100,000	.....	.....	.....
Texas	1	8	.....	9	203	30	.....	.....	.....	.....	.....	.....
Vermont	1	11	56	23	527	.....	.....	.....	30,000	.....	.....	3,800
Virginia	2	20	102	14	875	800	.....	.....	50,000	.....	.....	3,000
Dist. of Columbia	3	33	114	15	732	.....	.....	.....	.....	.....	.....	.....
Eclectic.												
Illinois	1	12	130	33	120	5,000	.....	25,000	25,000	20,000	1,800	6,000
New York	1	7	37	21	171	.....	.....	.....	500	.....	.....	2,392
Ohio	1	7	143	68	1,732	.....	.....	60,000	80,000	.....	.....	.....
Homeopathic.												
Illinois	1	16	65	40	287	300	.....	100,000	100,000	.....	.....	13,000
Massachusetts	2	33	93	8	101	16,500	2,000	.....	100,000	.....	.....	.....
Missouri	1	13	39	11	100	100	15	1,000	.....	.....	.....	2,000
New York	2	35	127	45	494	550	14	85,000	70,000	10,000	650	10,800
Ohio	1	17	65	34	614	1,000	50	.....	50,000	.....	.....	8,781
Pennsylvania	1	22	110	50	908	2,500	500	.....	4,000	.....	.....	.....
DENTAL.												
Louisiana	1	11	43	45	.....	.....	.....	1,000	1,000	.....	.....	1,600
Maryland	2	44	77	27	709	.....	.....	6,000	9,000	.....	.....	.....
Massachusetts	2	24	48	12	91	.....	.....	.....	18,000	.....	.....	4,900
Missouri	1	12	17	5	49	50	.....	.....	.....	.....	.....	1,200
New York	1	17	40	10	68	.....	.....	.....	5,000	.....	.....	3,922
Ohio	1	7	62	.....	240	100	.....	20,000	20,000	.....	.....	1,800

Summary of number of schools of medicine, &c.—Continued.

State.	Number of schools.	Number of instructors.	Number of students.	Graduates at commencement of 1873.	Number of alumni.	Volumes in library.		Corporate property, &c.				
						Whole number.	Increase since October 15, 1872.	Amount of property of corporation.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from all other sources.
Pennsylvania	2	37	161	77	752	.....	.....	.....	$13,500	.....	.....	$22,284
Texas	1	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
PHARMACEUTIC.												
Illinois	1	4	50	3	12	1,800	150	$15,000	8,000	.....	.....	2,800
Iowa	1	.....	6	.....	1	.....	.....	.....	.....	.....	.....	.....
Kentucky	1	3	25	5	.....	100	.....	1,000	.....	$500	$30	700
Maryland	1	4	65	8	115	250	100	.....	.....	.....	.....	.....
Massachusetts	1	3	83	6	35	400	25	3,000	1,000	2,000	140	3,050
Michigan	1	8	68	9	86	.....	.....	.....	.....	.....	.....	.....
Missouri	1	3	42	7	50	.....	.....	.....	.....	.....	.....	1,200
New York	1	4	127	33	198	700	200	25,000	4,000	16,000	850	4,000
Ohio	2	7	156	14	39	100	100	3,000	2,500	.....	.....	2,400
Pennsylvania	1	4	256	94	966	2,300	150	.....	60,000	.....	.....	7,707
Tennessee	1	5	20	.....	.....	50	50	.....	2,000	.....	.....	.....
Dist. of Columbia	1	3	35	4	4	.....	.....	.....	400	.....	.....	1,650
Totals:												
Regular	59	780	6,491	2,081	49,219	40,171	1,271	788,380	1,650,000	150,625	8,577	225,456
Eclectic	3	26	310	122	2,023	5,000	.....	85,000	105,500	20,000	1,800	8,392
Homeopathic	8	136	499	188	2,504	20,950	2,579	186,000	324,000	10,000	650	34,581
Dental	11	158	448	176	1,909	150	.....	27,000	66,500	.....	.....	35,706
Pharmaceutic	13	48	933	183	1,506	5,700	775	47,000	77,900	18,500	1,020	23,507
Grand total	94	1,148	8,681	2,750	57,161	71,971	4,625	1,133,380	2,223,900	199,125	12,047	327,642

Degrees.—The number of graduates in medicine and surgery in 1873 (including 176 in dental surgery) was reported to be 2,567. The number of graduates in pharmacy was 183. The number of degrees conferred by the several schools will be seen by reference to Table XIII of the appendix.

Benefactions.—The amount of benefactions to schools of medicine from October 15, 1872, to October 15, 1873, was reported to be $78,600, (see Table XXIV of the appendix.)

TABLE XIII.—DEGREES.

The table of the appendix shows the number and kind of degrees conferred in course and *honoris causa* by the universities, colleges, and professional schools in 1873. The following summary exhibits the number of degrees of each kind conferred by institutions in the several States and the total of the same for all the States and the District of Columbia.

Classification of degrees.—The number of degrees of all classes conferred in course was 8,563; honorary, 460. These were distributed as follows: In letters, 3,599 in course, 141 honorary; in science, 777 in course, 11 honorary; in philosophy, 141 in course, 20 honorary; in art, 7 in course, 1 honorary; in theology, degrees and diplomas in course 683, 172 honorary; in medicine, 2,612 in course, 4 honorary; in law, 706 in course, 108 honorary; others, (including 174 in pharmacy,) 238 in course, 3 honorary.

Institutions and degrees.—The number of institutions of the several classes embraced in the summary, with the number of degrees conferred by each class, is as follows: Universities and colleges of liberal arts, 226; degrees conferred in course, 3,446; *honoris causa*, 457. Colleges of agriculture and the mechanic arts and schools of science, 43; degrees conferred in course, 437. Colleges, &c., for the superior instruction of women, 54; degrees conferred in course, 505; *honoris causa*, 3. Total number of degrees conferred on women in institutions embraced in Tables VII and VIII of the appendix, 564 in course; *honoris causa*, 4. Schools and departments of theology, 60; degrees conferred in course, 683. Schools and departments of law, 30; degrees conferred in course, 706. Schools and departments of medicine and pharmacy, 84; degrees conferred in course, 2,786.

Statistical summary of all degrees conferred.

	All classes.		Letters.		Science.		Philosophy.		Art.		Theology.		Medicine.		Law.		All other.	
	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.
GRAND TOTAL	8563	460	3399	141	777	11	141	20	7	1	683	172	2612	4	706	108	238	3
Total in classical and scientific colleges.	5404	456	2935	137	732	11	141	20	1	1	102	172	780	4	685	108	28	3
Total in colleges for women	564	4	464	4	45	..	....	..	6	..	....	....	....	..	....	....	49	..
Total in professional schools	2595	....	....	....	....	..	....	..	..	..	581	....	1832	..	21	....	161	..
ALABAMA	90	7	37	....	7	..	3	..	3	..	6	....	34	..	....	....	7	..
Classical and scientific colleges	30	7	13	....	7	..	3	..	..	..	6	....	1	..	....	....	*a*7	..
Colleges for women	27	....	24	....	....	..	....	..	3	..	....	....	....	..	....	....	....	..
Professional schools	33	....	....	....	....	..	....	..	..	..	....	....	33	..	....	....	....	..
ARKANSAS	5	....	4	....	....	..	1	..	..	..	....	....	....	..	....	....	....	..
Classical and scientific colleges	5	....	4	....	....	..	1	..	..	..	....	....	....	..	....	....	....	..
Colleges for women	....	....	....	....	....	..	....	..	..	..	....	....	....	..	....	....	....	..
Professional schools	....	....	....	....	....	..	....	..	..	..	....	....	....	..	....	....	....	..
CALIFORNIA	123	1	19	....	25	..	....	..	..	..	6	1	73	..	....	....	....	..
Classical and scientific colleges	116	1	19	....	22	..	....	..	..	..	2	1	73	..	....	....	....	..
Colleges for women	3	....	....	....	3	..	....	..	..	..	....	....	....	..	....	....	....	..
Professional schools	4	....	....	....	....	..	....	..	..	..	4	....	....	..	....	....	....	..
CONNECTICUT	343	26	252	13	6	..	37	..	..	1	30	7	3	..	15	5	....	..
Classical and scientific colleges	334	26	252	13	6	..	37	..	..	1	21	7	3	..	15	5	....	..
Colleges for women	....	....	....	....	....	..	....	..	..	..	....	....	....	..	....	....	....	..
Professional schools	9	....	....	....	....	..	....	..	..	..	9	....	....	..	....	....	....	..
DELAWARE	9	....	6	....	3	..	....	..	..	..	....	....	....	..	....	....	....	..
Classical and scientific colleges	3	....	....	....	3	..	....	..	..	..	....	....	....	..	....	....	....	..
Colleges for women	6	....	6	....	....	..	....	..	..	..	....	....	....	..	....	....	....	..
Professional schools	....	....	....	....	....	..	....	..	..	..	....	....	....	..	....	....	....	..
FLORIDA	....	....	....	....	....	..	....	..	..	..	....	....	....	..	....	....	....	..
Classical and scientific colleges	....	....	....	....	....	..	....	..	..	..	....	....	....	..	....	....	....	..
Colleges for women	....	....	....	....	....	..	....	..	..	..	....	....	....	..	....	....	....	..
Professional schools	....	....	....	....	....	..	....	..	..	..	....	....	....	..	....	....	....	..

a Degrees not specified.

Statistical summary of all degrees conferred—Continued.

	All classes.		Letters.		Science.		Philosophy.		Art.		Theology.		Medicine.		Law.		All other.	
	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.
GEORGIA	180	14	116	9	6	..	....	..	..	..	....	4	34	..	13	1	11	..
Classical and scientific colleges	99	12	65	7	6	..	....	..	..	..	....	4	15	..	13	1	....	..
Colleges for women	62	2	51	2	....	..	....	..	..	..	....	....	....	..	....	....	*a*11	..
Professional schools	19	....	....	....	....	..	....	..	..	..	....	....	19	..	....	....	....	..
ILLINOIS	530	26	170	9	73	..	4	..	..	..	82	14	189	..	12	3	....	..
Classical and scientific colleges	277	25	143	8	62	..	4	..	..	..	15	14	41	..	12	3	....	..
Colleges for women	38	1	27	1	11	..	....	..	..	..	....	....	....	..	....	....	....	..
Professional schools	215	....	....	....	....	..	....	..	..	..	67	....	148	..	....	....	....	..
INDIANA	241	27	103	7	50	..	4	..	..	..	....	5	55	4	33	7	....	..
Classical and scientific colleges	229	27	98	7	50	..	4	..	..	..	....	5	48	4	33	7	....	..
Colleges for women	5	....	5	....	....	..	....	..	..	..	....	....	....	..	....	....	....	..
Professional schools	7	....	....	....	....	..	....	..	..	..	....	....	7	..	....	....	....	..
IOWA	280	13	71	5	58	..	3	1	..	..	8	5	85	..	55	2	....	..
Classical and scientific colleges	209	13	69	5	51	..	3	1	..	..	....	5	31	..	55	2	....	..
Colleges for women	9	....	2	....	7	..	....	..	..	..	....	....	....	..	....	....	....	..
Professional schools	62	....	....	....	....	..	....	..	..	..	8	....	54	..	....	....	....	..
KANSAS	16	3	12	....	4	..	....	..	..	..	....	3	....	..	....	....	....	..
Classical and scientific colleges	15	3	11	....	4	..	....	..	..	..	....	3	....	..	....	....	....	..
Colleges for women	1	....	1	....	....	..	....	..	..	..	....	....	....	..	....	....	....	..
Professional schools	....	....	....	....	....	..	....	..	..	..	....	....	....	..	....	....	....	..
KENTUCKY	247	9	77	3	8	..	....	..	..	..	7	2	135	..	15	4	5	..
Classical and scientific colleges	78	9	51	3	7	..	....	..	..	..	5	2	....	..	15	4	....	..
Colleges for women	27	....	26	....	1	..	....	..	..	..	....	....	....	..	....	....	....	..
Professional schools	142	....	....	....	....	..	....	..	..	..	2	....	135	..	....	....	*b*5	..
LOUISIANA	115	3	8	2	5	..	1	1	..	..	....	....	92	..	9	....	....	..
Classical and scientific colleges	68	3	6	2	5	..	1	1	..	..	....	....	47	..	9	....	....	..
Colleges for women	2	....	2	....	....	..	....	..	..	..	....	....	....	..	....	....	....	..
Professional schools	45	....	....	....	....	..	....	..	..	..	....	....	45	..	....	....	....	..
MAINE	138	12	111	4	7	..	....	1	..	..	6	4	14	..	....	3	....	..
Classical and scientific colleges	124	12	103	4	7	..	....	1	..	..	....	4	14	..	....	3	....	..
Colleges for women	8	....	8	....	....	..	....	..	..	..	....	....	....	..	....	....	....	..
Professional schools	6	....	....	....	....	..	....	..	..	..	6	....	....	..	....	....	....	..
MARYLAND	167	8	32	2	....	..	....	1	..	..	15	4	112	..	....	1	8	..
Classical and scientific colleges	23	7	23	1	....	..	....	1	..	..	....	4	....	..	....	1	....	..
Colleges for women	9	1	9	1	....	..	....	..	..	..	....	....	....	..	....	....	....	..
Professional schools	135	....	....	....	....	..	....	..	..	..	15	....	112	..	....	....	*b*8	..
MASSACHUSETTS	498	19	251	9	59	..	3	1	..	..	65	3	67	..	53	6	....	..
Classical and scientific colleges	438	19	251	9	59	..	3	1	..	..	26	3	46	..	53	6	....	..
Colleges for women	....	....	....	....	....	..	....	..	..	..	....	....	....	..	....	....	....	..
Professional schools	60	....	....	....	....	..	....	..	..	..	39	....	21	..	....	....	....	..

a Degrees not specified.

b Degrees of pharmaceutic chemist.

Statistical summary of all degrees conferred—Continued.

	All classes.		Letters.		Science.		Philosophy.		Art.		Theology		Medicine.		Law.		All other.	
	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.
MICHIGAN	315	6	107	1	74	..	15	..	1	..	4	4	105	..	....	1	9	..
Classical and scientific colleges	301	6	107	1	74	..	15	..	1	..	4	4	91	..	....	1	*a*9	..
Colleges for women	....	....	....	....	....	..	....	..	....	..	....	....	....	..	....	....	....	..
Professional schools	14	....	....	....	....	..	....	..	....	..	....	....	14	..	....	....	....	..
MINNESOTA	28	....	15	....	....	..	....	..	....	..	13	....	....	..	....	....	....	..
Classical and scientific colleges	15	....	15	....	....	..	....	..	....	..	....	....	....	..	....	....	....	..
Colleges for women	....	....	....	....	....	..	....	..	....	..	....	....	....	..	....	....	....	..
Professional schools	13	....	....	....	....	..	....	..	....	..	13	....	....	..	....	....	....	..
MISSISSIPPI	69	2	60	....	....	..	....	..	....	..	....	....	....	..	9	2	....	..
Classical and scientific colleges	30	2	21	....	....	..	....	..	....	..	....	....	....	..	9	2	....	..
Colleges for women	39	....	39	....	....	..	....	..	....	..	....	....	....	..	....	....	....	..
Professional schools	....	....	....	....	....	..	....	..	....	..	....	....	....	..	....	....	....	..
MISSOURI	272	23	66	4	17	5	2	4	..	..	40	1	113	..	23	7	13	..
Classical and scientific colleges	99	23	53	4	17	5	2	4	..	..	....	1	....	..	23	7	*b*6	..
Colleges for women	13	....	13	....	....	..	....	..	....	..	....	....	....	..	....	....	....	..
Professional schools	160	....	....	....	....	..	....	..	....	..	40	....	113	..	....	....	*a*7	..
NEBRASKA	4	4	1	2	1	.	2	..	..	..	....	2	....	..	....	....	....	..
Classical and scientific colleges	4	4	1	2	1	..	2	..	..	..	....	2	....	..	....	....	....	..
Colleges for women	....	....	....	....	....	..	....	..	....	..	....	....	....	..	....	....	....	..
Professional schools	....	....	....	....	....	..	....	..	....	..	....	....	....	..	....	....	....	..
NEVADA	....	....	....	....	....	..	....	..	....	..	....	....	....	..	....	....	....	..
Classical and scientific colleges	....	....	....	....	....	..	....	..	....	..	....	....	....	..	....	....	....	..
Colleges for women	....	....	....	....	....	..	....	..	....	..	....	....	....	..	....	....	....	..
Professional schools	....	....	....	....	....	..	....	..	....	..	....	....	....	..	....	....	....	..
NEW HAMPSHIRE	125	14	89	9	15	..	....	..	....	..	....	2	21	..	....	3	....	..
Classical and scientific colleges	125	14	89	9	15	..	....	..	....	..	....	2	21	..	....	3	....	..
Colleges for women	....	....	....	....	....	..	....	..	....	..	....	....	....	..	....	....	....	..
Professional schools	....	....	....	....	....	..	....	..	....	..	....	....	....	..	....	....	....	..
NEW JERSEY	304	22	217	2	6	5	1	..	..	..	80	9	....	..	....	6	....	..
Classical and scientific colleges	216	22	209	2	6	5	1	..	..	..	....	9	....	..	....	6	....	..
Colleges for women	8	....	8	....	....	..	....	..	....	..	....	....	....	..	....	....	....	..
Professional schools	80	....	....	....	....	..	....	..	....	..	80	....	....	..	....	....	....	..
NEW YORK	1512	55	399	14	150	..	16	4	2	..	126	22	534	..	252	15	33	..
Classical and scientific colleges	841	55	324	14	150	..	16	4	..	..	19	22	80	..	252	15	....	..
Colleges for women	77	....	75	....	....	..	....	..	2	..	....	....	....	..	....	....	....	..
Professional schools	594	....	....	....	....	..	....	..	....	..	107	....	454	..	....	....	*a*33	..
NORTH CAROLINA	68	6	51	2	2	..	6	..	..	..	....	3	....	..	3	1	6	..
Classical and scientific colleges	62	6	51	2	2	..	6	..	..	..	....	3	....	..	3	1	....	..
Colleges for women	6	....	....	....	....	..	....	..	....	..	....	....	....	..	....	....	*c*6	..
Professional schools	....	....	....	....	....	..	....	..	....	..	....	....	....	..	....	....	....	..

a Degrees of pharmaceutic chemist. *b* Degrees not specified. *c* Degrees of mistress of arts and sciences.

Statistical summary of all degrees conferred—Continued.

—	All classes.		Letters.		Science.		Philosophy.		Art.		Theology.		Medicine.		Law.		All others.	
	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.
Ohio	820	37	309	14	57	..	3	..	1	..	5	16	379	..	21	6	46	..
Classical and scientific colleges	358	37	278	14	46	..	3	..	....	....	....	16	28	..	....	6	*a*4	..
Colleges for women	75	....	31	....	11	..	....	..	1	..	....	....	....	..	....	....	*b*32	..
Professional schools	387	....	....	....	....	..	....	..	....	..	5	....	351	..	21	....	*c*10	..
Oregon	37	....	16	....	16	..	....	..	....	..	....	....	5	..	....	....	....	..
Classical and scientific colleges	35	....	14	....	16	..	....	..	....	..	....	....	5	..	....	....	....	..
Colleges for women	2	....	2	....	....	..	....	..	....	..	....	....	....	..	....	....	....	..
Professional schools	....	....	....	....	....	..	....	..	....	..	....	....	....	..	....	....	....	..
Pennsylvania	976	56	325	14	57	..	10	2	....	..	90	31	390	..	8	9	96	..
Classical and scientific colleges	484	56	312	14	53	..	10	2	....	..	....	31	99	..	8	9	*d*2	..
Colleges for women	17	....	13	....	4	..	....	..	....	..	....	....	....	..	....	....	....	..
Professional schools	475	....	....	....	....	..	....	..	....	..	90	....	291	..	....	....	*c*94	..
Rhode Island	59	7	49	3	....	..	10	1	....	..	....	....	....	..	....	3	....	..
Classical and scientific colleges	59	7	49	3	....	..	10	1	....	..	....	....	....	..	....	3	....	..
Colleges for women	....	....	....	....	....	..	....	..	....	..	....	....	....	..	....	....	....	..
Professional schools	....	....	....	....	....	..	....	..	....	..	....	....	....	..	....	....	....	..
South Carolina	89	6	51	....	....	..	3	..	....	..	14	3	16	..	5	3	....	..
Classical and scientific colleges	47	6	35	....	....	..	3	..	....	..	....	3	4	..	5	3	....	..
Colleges for women	16	....	16	....	....	..	....	..	....	..	....	....	....	..	....	....	....	..
Professional schools	26	....	....	....	....	..	....	..	....	..	14	....	12	..	....	....	....	..
Tennessee	273	12	138	1	4	..	....	..	....	..	4	5	81	..	46	3	....	3
Classical and scientific colleges	198	12	63	1	4	..	....	..	....	..	4	5	81	..	46	3	....	3
Colleges for women	75	....	75	....	....	..	....	..	....	..	....	....	....	..	....	....	....	..
Professional schools	....	....	....	....	....	..	....	..	....	..	....	....	....	..	....	....	....	..
Texas	33	4	23	1	....	..	1	..	....	..	....	....	9	..	....	3	....	..
Classical and scientific colleges	8	4	7	1	....	..	1	..	....	..	....	....	....	..	....	3	....	..
Colleges for women	16	....	16	....	....	..	....	..	....	..	....	....	....	..	....	....	....	..
Professional schools	9	....	....	....	....	..	....	..	....	..	....	....	9	..	....	....	....	..
Vermont	63	6	21	3	16	1	3	..	....	..	....	2	23	..	....	....	....	..
Classical and scientific colleges	63	6	21	3	16	1	3	..	....	..	....	2	23	..	....	....	....	..
Colleges for women	....	....	....	....	....	..	....	..	....	..	....	....	....	..	....	....	....	..
Professional schools	....	....	....	....	....	..	....	..	....	..	....	....	....	..	....	....	....	..
Virginia	180	26	79	4	15	..	3	..	....	..	28	15	28	..	27	7	....	..
Classical and scientific colleges	138	26	79	4	15	..	3	..	....	..	....	15	14	..	27	7	....	..
Colleges for women	....	....	....	....	....	..	....	..	....	..	....	....	....	..	....	....	....	..
Professional schools	42	....	....	....	....	..	....	..	....	..	28	....	14	..	....	....	....	..
West Virginia	25	....	19	....	6	..	....	..	....	..	....	....	....	..	....	....	....	..
Classical and scientific colleges	13	....	7	....	6	..	....	..	....	..	....	....	....	..	....	....	....	..
Colleges for women	12	....	12	....	....	..	....	..	....	..	....	....	....	..	....	....	....	..
Professional schools	....	....	....	....	....	..	....	..	....	..	....	....	....	..	....	....	....	..

a Degrees in pharmacy.
b Degrees not specified.
c Degrees of pharmaceutic chemist.
d Degrees of analytical chemist.

Statistical summary of all degrees conferred—Continued.

	All classes.		Letters.		Science.		Philosophy.		Art.		Theology.		Medicine.		Law.		All other.	
	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.
Wisconsin	178	9	72	2	26	..	14	..	..	..	42	4	....	..	24	3	....	..
Classical and scientific colleges	125	9	69	2	18	..	14	..	..	..	....	4	....	..	24	3	....	..
Colleges for women	11	....	3	....	8	..	....	..	..	..	....	....	....	..	....	....	....	..
Professional schools	42	....	....	....	....	..	....	..	..	..	42	....	....	..	....	....	....	..
District of Columbia	141	7	23	2	4	..	....	..	..	..	12	1	15	..	83	4	4	..
Classical and scientific colleges	125	7	23	2	4	..	....	..	..	..	....	1	15	..	83	4	....	..
Colleges for women	....	....	....	....	....	..	....	..	..	..	....	....	....	..	....	....	....	..
Professional schools	16	....	....	....	....	..	....	..	..	..	12	....	....	..	....	....	*b* 4	..

a Degrees of pharmaceutic chemist.

TABLE XIV.—MILITARY AND NAVAL ACADEMIES.

Special attention is invited to the details of the examinations of applicants for admission to these Academies in 1873, as presented in Table XIV of the appendix. Coming from all parts of the United States, as these lads do, for examination, the result is very suggestive in regard to the condition of elementary education.

The following extract from the report of the Board of Visitors of the United States Military Academy for the year 1873 refers pointedly to the lack of thoroughness of instruction in our public schools:

The fact that of 134 appointees so large a number as 49 were rejected on the literary examination was a surprise to the board, as no doubt it will be to the country. This board takes occasion to say, from its own observation on the spot, that this result is due, not to any undue elevation of the standard of admission, nor to any excessive severity in the examination, but in some cases to inconsiderateness in making appointments; in others, to the failure of the appointee to appreciate the honor and duty to which he is called; in a few others, to the lack of facilities for preliminary education; and, most of all, to want of thoroughness in the schools of the country with respect to their primary work. This Academy owes it to itself, and to its influence as a national institution on the whole system of popular education, to render and publish to the world this honest verdict. If our school-boards and superintendents and teachers, in the North and in the South, in the East and in the West, will but heed the verdict and use due diligence to correct this great defect, some abiding good may come from the mortifying experience of this year's examination of candidates for admission to the Academy. * * * * With the appointment announced a year beforehand and the intervening time wisely improved, no candidate of ordinary mental capacity need fail to pass the examination here.

There having been various inquiries about these examinations, and a disposition manifested to complain of their severity, I insert the following letter from Colonel Ruger, Superintendent of the Academy at West Point. The limited requirements for admission will be a surprise to those not acquainted with the facts.

United States Military Academy,
West Point, N. Y., November 24, 1873.

Dear Sir: I have the honor to acknowledge receipt of your letter of the 22d instant, in which you state that the reports of failures in the examinations for admission to the Military Academy are attracting more and more attention and that inquiries are made as to whether the questions asked of candidates are more difficult than those asked fifteen, twenty, or thirty years ago, and to state in reply that, prior to the year 1866, candidates were examined for admission under the requirements of section 3, chapter 72, act of Congress approved April 29, 1812, by which it is prescribed that "each cadet, previous to his appointment by the President of the United States, shall be well versed in reading, writing, and arithmetic," and that, since 1866, the examinations have

been in conformity with section 2, joint resolution of June 16, 1866, by which it is prescribed, "and in addition to the requirements for admission as prescribed by section 3, chapter 72, of act of April 29, 1812, candidates shall be required to have a knowledge of the elements of English grammar, descriptive geography, (particularly of our country,) and of the history of the United States." There is a greater number of rejections comparatively of late years, owing to a difference of requirement as prescribed by law.

Very respectfully, your obedient servant,

THOS. H. RUGER,
Colonel Eighteenth Infantry, Superintendent.

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

TABLES XV AND XVI.—LIBRARIES.

Table XIV of the report for 1872 gave detailed statistics respecting 306 important libraries in the United States. Table XV, in the appendix to this report, furnishes statistics respecting the growth of 230 of these collections. Table XVI of the appendix is a continuation of the library-table of last year and gives similar information respecting 144 additional libraries, which contain 1,202,301 volumes, 147,293 pamphlets, and 1,929 manuscripts.

The following summary shows the distribution of these additional libraries among the States and Territories :

Statistical summary of number of additional libraries, &c.

State.	Number of libraries.				Volumes.	Pamphlets.	Manuscripts.	No. reporting weekly circulation.	Weekly circulation.
	Total.	Circulating and reference.	Reference.	Circulating.					
California	2	.....	1	1	3,600	300	250	0	.....
Connecticut	7	5	1	1	128,640	45,090	1	1	125
Delaware	2	.....	....	2	8,102	510	0	2	77
Georgia	2	1	1	....	13,500	600	25	0	.....
Illinois	5	3	2	....	30,875	.....	.....	1	400
Indiana	2	2	....	....	18,000	500	0	1	2,125
Iowa	4	3	1	....	12,700	200	.....	2	345
Kansas	1	1	....	....	2,000	.....	.....	0	.....
Kentucky	2	2	....	....	46,500	2,093	.....	1	275
Maine	6	5	....	1	22,948	100	.....	4	1,329
Maryland	3	1	2	....	28,728	500	.....	1	200
Massachusetts	29	25	2	2	278,543	50,977	1,024	19	8,452
Michigan	8	5	2	1	16,982	800	.....	4	1,589
Missouri	1	0	1	0	3,000	.....	.....	0	.....
New Hampshire	2	0	0	2	3,150	850	300	1	60
New Jersey	6	4	1	1	28,526	1,300	.....	4	1,416
New York	15	10	3	2	186,021	21,964	220	9	7,195
North Carolina	1	0	1	0	23,000	1,000	.....	1	83
Ohio	10	6	3	1	51,892	13,532	32	3	382
Pennsylvania	15	7	5	3	49,562	1,050	.....	5	365
Rhode Island	3	1	1	1	12,500	250	.....	1	600
South Carolina	1	0	1	0	1,800	250	.....	0	.....
Tennessee	1	0	1	0	10,000	.....	.....	0	.....
Texas	2	1	1	0	17,552	1,958	75	0	.....
Virginia	1	0	1	0	33,000	.....	.....	0	.....
Wisconsin	6	3	2	1	31,578	1,400	.....	0	.....
District of Columbia	4	2	2	0	134,355	800	.....	1	400
Colorado Territory	3	2	1	0	5,247	1,269	2	1	40
Total	144	89	36	19	1,202,301	147,293	1,929	62	25,458

The increase during the year 1873 of the libraries mentioned in Table XIV of the report of 1872, being added to the summary of that table, enables us to present the following interesting summary, by States, of the condition at the present time of the 450 libraries above referred to. It will be observed that they contain 6,420,993 volumes, 1,134,463 pamphlets, and 16,329 manuscripts.

Statistical summary showing increase of libraries during 1873.

State.	Libraries, per Table XIV, Report of 1872.				Increase, per Table XVI, 1873.			
	Number.	Volumes.	Pamphlets.	Manuscripts.	No. reporting	Volumes.	Pamphlets.	Manuscripts.
Arkansas	1	1,800	20	.....	1	85	6	.....
California	8	119,869	2,208	2	5	8,359	95	.....
Connecticut	11	103,896	6,050	52	8	3,758	696	.....
Delaware	1	11,000	200	.....	1	1,470	19	.....
Georgia	1	15,000	.....	.....	1	500	.....	.....
Illinois	8	42,789	1,400	6	6	8,359	2,798	.....
Indiana	5	51,000	1,430	.....	3	562	132	.....
Iowa	5	33,608	8,140	.....	5	1,570	538	14
Kansas	1	8,500	.....	.....	1	608	.....	.....
Kentucky	3	15,589	3	.....	2	2,023	58	.....
Louisiana	2	6,045	.....	.....	1	15	15	.....
Maine	10	91,166	500	14	7	1,287	148	.....
Maryland	6	158,222	13,150	6	6	5,689	383	3
Massachusetts	65	1,008,394	476,905	343	57	91,109	49,775	176
Michigan	7	65,894	5,900	.....	3	877	343	5
Minnesota	2	11,100	9,700	.....	2	490	644	.....
Mississippi	1	15,000	8,000	.....	1	150	150	.....
Missouri	5	106,570	13,820	68	4	5,345	843	.....
Nebraska	1	5,314	13,000	.....	1	1,025	513	.....
New Hampshire	14	736,000	4,234	25	13	3,413	961	3
New Jersey	6	39,200	8,500	2,500	4	487	291	45
New York	34	789,654	96,407	714	25	26,434	1,619	.....
North Carolina	2	19,000	2,000	.....	.....	.....	.....	.....
Ohio	20	238,201	17,008	2,063	13	16,589	1,809	1
Oregon	1	5,330	300	.....	1	1,240	80	.....
Pennsylvania	33	478,953	83,406	5,996	25	28,009	2,936	94
Rhode Island	16	147,137	17,358	.....	14	3,427	1,530	.....
South Carolina	2	63,613	200	5	1	369	48	.....
Tennessee	1	18,000	.....	.....	1	1,000	303	.....
Texas	1	1,200	200	5	.....	.....	.....	.....
Vermont	6	50,585	3,150	.....	4	1,309	.....	.....
Virginia	6	69,480	11,300	7	2	207	124	.....
Wisconsin	3	30,705	27,275	200	3	2,216	1,528	.....
District of Columbia	15	414,350	71,775	2,029	11	23,547	14,246	24
Colorado Ter	.....	.....	.....	.....	.....	.....	.....	.....
Washington Ter	1	5,000	1,000	.....	1	125	25	.....
Total	306	4,977,164	904,539	14,035	233	241,653	82,656	365

Statistical summary showing increase of libraries during 1873—Continued.

State.	New libraries, per Table XV, 1873.				Total of libraries in 1872 and 1873.			
	Number.	Volumes.	Pamphlets.	Manuscripts.	Number.	Volumes.	Pamphlets.	Manuscripts.
Arkansas	.....	.....	.....	.....	1	1,885	26	.....
California	2	3,600	300	250	10	131,828	2,603	252
Connecticut	7	128,640	45,090	1	18	236,294	51,836	53
Delaware	2	8,102	510	.....	3	20,572	729	.....
Georgia	2	13,500	600	25	3	29,000	600	25
Illinois	5	30,875	.....	.....	13	82,023	4,198	6
Indiana	2	18,000	500	.....	7	69,562	2,062	.....
Iowa	4	12,700	200	.....	9	47,878	8,878	14
Kansas	1	2,000	.....	.....	2	11,108	.....	.....
Kentucky	2	46,500	2,093	.....	5	64,112	2,154	.....
Louisiana	.....	.....	.....	.....	2	6,060	15	.....
Maine	6	22,948	100	.....	16	115,401	748	14
Maryland	3	28,728	500	.....	9	192,639	14,033	9
Massachusetts	29	278,543	50,977	1,024	94	1,378,046	577,657	1,543
Michigan	8	16,982	800	.....	15	83,753	7,043	5
Minnesota	.....	.....	.....	.....	2	11,590	10,344	.....
Mississippi	.....	.....	.....	.....	1	15,150	8,150	.....
Missouri	1	3,000	.....	.....	6	114,915	14,663	68
Nebraska	.....	.....	.....	.....	1	6,339	13,513	.....
New Hampshire	2	3,150	850	300	16	742,563	6,045	328
New Jersey	6	28,526	1,300	.....	12	68,213	10,091	2,545
New York	15	186,021	21,964	220	49	1,002,109	119,990	934
North Carolina	1	23,000	1,000	.....	3	42,000	3,000	.....
Ohio	10	51,892	13,532	32	30	306,682	32,349	2,096
Oregon	.....	.....	.....	.....	1	6,570	380	.....
Pennsylvania	15	49,562	1,050	.....	48	556,524	87,392	6,090
Rhode Island	3	12,500	250	.....	19	163,064	19,138	.....
South Carolina	1	1,800	250	.....	5	65,782	498	5
Tennessee	1	10,000	.....	.....	2	29,000	303	.....
Texas	2	17,552	1,958	75	3	18,752	2,158	80
Vermont	.....	.....	.....	.....	6	51,894	3,150	.....
Virginia	1	33,000	.....	.....	7	102,687	11,424	7
Wisconsin	6	31,578	1,400	.....	9	64,499	30,203	200
District of Columbia	4	134,355	800	.....	19	572,252	86,821	2,053
Colorado Ter	3	5,247	1,269	2	3	5,247	1,269	2
Washington Ter	.....	.....	.....	.....	1	5,125	1,025	.....
Total	144	1,202,301	147,293	1,929	450	6,421,118	1,134,488	16,329

On comparison of Table XIV, 1872, with Table XV in the appendix of this volume, it will be observed that the following important libraries have received accessions as specified: Mercantile Library, San Francisco, 3,683 volumes; the Chicago Public Library, 6,000 volumes and 2,722 pamphlets; the Peabody Institute, at Baltimore, 2,986 volumes and 341 pamphlets; the Boston Public Library, by absorbing the Charlestown and Brighton Public Libraries, gains 26,000 volumes and 5,000 pamphlets, while its other increase by purchase and donation is 2,400 volumes and 20,000 pamphlets; the Boston Athenæum, 3,652 volumes and 2,861 pamphlets; the Mechanic Apprentices' Library, of Boston, 5,000 volumes; the Free Public Library of New Bedford, Mass., 3,000 volumes and 433 pamphlets; the Essex Institute, of Salem, 632 volumes and 6,905 pamphlets; the Free Public Library, of Worcester, Mass., 3,074 volumes;

the State Library, Albany, N. Y., 2,535 volumes; the Grosvenor Library of Buffalo, N. Y., 3,000 volumes; the Apprentices' Library of New York City, 2,500 volumes; the Astor Library, 2,375 volumes; the Mercantile Library Association, New York City, 4,920 volumes; the Public Library, Cincinnati, O., 10,059 volumes and 1,555 pamphlets; the Public Library, Cleveland, O., 4,000 volumes; the Mercantile Library, Philadelphia, Pa., 15,000 volumes and 500 pamphlets; the State Historical Society, Madison, Wis., 2,166 volumes and 1,528 pamphlets; the Library of Congress, 12,407 volumes and 5,436 pamphlets; the Library of the Surgeon-General's Office, 5,500 volumes and 8,000 pamphlets.

Referring to the benefaction-table, No. XXIV, in the appendix to this report, it will be seen that $379,011 have been given to libraries during the year 1873. Among the most interesting dedications of library-buildings during the year, that of the Concord (Mass.) Free Library, in September, is noteworthy. This munificent gift of Mr. William Munroe will accommodate about 35,000 volumes. At its consecration to the service of learning the following remarks were made by Hon. E. R. Hoar, chairman of the board of trustees:

The library has been for years an object of much interest in our little community, while it grew from small beginnings, and, as it were, "dwelt in tabernacles." It will be, I hope, still more our pride and delight in its stately and enduring temple. It may not be generally known, and it may interest this audience to know, how early Concord stands among New England towns as the owner of a town-library. I do not refer to the establishent of the present library in 1851, though that was early among the towns; nor to the social library incorporated under the act of 1806, upon which this was founded; nor to the library company, whose constitution, in the handwriting of Dr. Ripley, and dated February, 1784, is preserved in the volume which I hold in my hand. Our antiquity is much greater, and goes back at least two hundred years. If any other town or city can claim precedence of us, they are invited to show their title. In 1672, just two centuries before Mr. Munroe laid the foundation of his new building, a committee, consisting of Nehemiah Hunt, John Flint, John Miles, William Hartwell, Thomas Wheeler, Joshua Brooks, Joseph Haywood, Gershom Brooks, Humphrey Barrett, and John Billings were chosen to give instructions to the selectmen, and of the seventeen articles which they prepared the third read as follows:

"That care be taken of the books of marters, and other bookes that belong to the Towne, that they be kept from abusive usage, and not be lent to persons more than one month at one time."

So long ago was the possession and lending of good books recognized here as an object of public concern; and the instruction contains all that is essential for the management of a library in our time.

* * * * * * *

It only remains for me, in the name and in behalf of the town and its inhabitants, to give some slight expression of their respect and gratitude to their benefactor. We thank you, sir, not only for the magnitude of the gift in its pecuniary value, but for the wise and thoughtful spirit which planned the benefaction and has watched over every detail of its completion. You have given to your native town something which shall make it henceforth a town better worth living in. We are glad to think that this is an expression of kind feeling and regard to us, the present inhabitants of Concord, and that you feel the interest of personal acquaintance in our welfare. In that touching story of the olden time, when the elders of the people went to invoke the Master's aid for the centurion, the affectionate phrase of their intercession was that "he is *worthy*, for he loveth our nation and he hath built us a synagogue." But we recognize in your bounty not merely kindness to your friends and neighbors, to the generation which you know and by which you are known, but something fruitful and perennial. We are passing away with you; but the town, this Concord that we love, is to last and for an indefinite future to be elevated and enriched by means of what you have done. It is enriched, indeed, by your example. To do something for the permanent benefit of mankind is the purest, as it is the highest, object of human ambition.

Ralph Waldo Emerson, esq., followed with characteristic remarks, from which extracts are here given:

That town is attractive to its native citizens and to immigrants which has a healthy site, good land, well-constructed sidewalks, and good hotels. More attractive is it if it have a fine town-hall, good churches, good preachers, good schools; but still more if it has availed itself of the act of the legislature authorizing towns to tax themselves for the support of public libraries; happier yet if it have citizens who cannot wait for the slow growth of the town to make this adequate to the desire of the

people, but bestow at once, as in the act which we have met to witness and acknowledge to-day. I think we cannot easily esteem the benefit conferred in this, as I foresee, great benefit from it to this noble town. We have a splendid library, which will make readers of those who are not readers, scholars of those who do not study. * * * If you consider what has befallen you when reading a poem, a history, or a novel even—how you forgot the time of day, the person sitting in the room with you, your engagements for the evening—you will easily admit that books make all towns equal. With Concord a library makes it as good as London, Paris, or Rome. Robinson Crusoe, if he had a shelf of books, could easily have dispensed with even his man Friday. Every faculty casts itself into an art, and memory into writing—that is, into books. The plant papyrus, which gave the name to paper, is of more importance in history than silver or gold. Its first use for writing is between three and four thousand years old. * * * I know the word "literature" has in many ears a hollow sound. It is thought to be the entertainment of a few fanciful persons—not to be of and for the multitudes. But this comes from those who think everything is useless that cannot in some way add to their physical comforts. There are utilitarians who prefer that Jesus should have wrought as a carpenter and Paul as a tent-maker.

Books are a record of the best thought. The river of thought is constantly running from the invisible world into the minds of men. Such was the symbolic custom of the ancient priests of Mexico to obtain fire and distribute it to every hearth in the nation. The influence of a book may extend to those who have never seen it. Shakespeare and Milton and Pindar have, through others, affected the minds of men who never heard of them. What they have in them cannot be contained in a cup; it runs over into all the minds that will have it. Consider that it is our own state of mind in time that makes our own estimate of life and the world. If you sprain your foot, you will think that nature has sprained hers; and so when you sprain your mind you have a bad opinion of life. If you can kindle imagination, you see more, because more active. Music does this for some, poetry for others, and a good book will do it for a reader.

Many a time a book has decided a man's life. A book makes friends for you, for there is an acquaintanceship between you and the man who reads the same book. Dr. Johnson, hearing that a man read Burton's Analysis of Melancholy, exclaimed, "If I knew that man I could hug him." We expect a great man to be a great reader. There is a wonderful similarity between great men in their estimate of books. Cæsar, when shipwrecked and in danger of drowning, did not try to save his gold, but he took his Commentaries between his teeth and swam for the shore. The Duke of Marlborough would not encamp without a copy of Shakespeare. The Duchess d'Abrantes tells us that the first Napoleon cast books and papers out of his carriage while traveling, as fast as he read them, so that they would strew the road. We expect great men to be great readers, for in proportion to the diffusing power should be the receiving power.

The fine building of the Cincinnati Public Library is nearly ready for occupation. Wm. F. Poole, esq., the librarian, thus remarks on this collection and its habitation:

Among the accessions of the year were 1,645 volumes of German publications. The call for German and French literature is steadily increasing, and, excepting English prose-fiction and juveniles, this is by far the largest demand made upon the circulating department. A considerable increase of the department of German literature ought to be made during the next year. The press of this country and of England has issued during the past year a smaller number than usual of new books of marked interest. * * * For the consultation of books and periodicals, the library and reading-rooms have been accessible every day in the year. For the circulation of books, the library has been open three hundred and eight days. The number of volumes taken out for home-reading has been 239,487. The number reported last year was 190,880, and the year previous 100,256. The increase of circulation for the past year was 48,607 and the per cent. 25.5. The largest weekly issue was 6,202 volumes, from March 3 to 8. The largest daily issue was 1,679 volumes, on Saturday, January 25. The average issues on all the Saturdays of the year was 1,103 volumes. For six consecutive weeks, from February 2 to March 8, the average daily circulation was more than 1,000 volumes. The smallest weekly issue was 3,360 volumes, from June 30 to July 6. The smallest daily issue was 381, on September 24. * * * The classification of the circulation for the past and previous year has been as follows:

	1873.	1872.
History and biography	6.4	6.5
Voyages and travels	1.9	1.8
Science and arts	2.5	2.5
Poetry and drama	1.7	1.4
German and French literature	11.2	10.5
English prose-fiction and juveniles	73.8	74.8
Miscellaneous	2.5	2.5

Of the persons who have drawn books from the library, 55.6 per cent. have been males and 44.4 per cent. have been females, while, of the fiction and juveniles taken out, 50.6 per cent. have been taken by males and 49.4 per cent. have been taken out by females, showing that the latter take out a larger proportion of novels and juveniles than the former. It will be seen that the rates per cent. in the classification are substantially the same year by year, and they are similar to the statistics of all public libraries. Nothing seems more like an accident than the selection of books from a well-furnished public library; yet there is a hidden law which determines that selection, as fixed as the law which determines year by year the average temperature of our climate. Statistics show that the taste for reading in one community is the same as that of every other community in similar social conditions. Statistics here, in New England, and in Old England show, in the main, the same results. About three-quarters of the selections will be prose-fiction and juveniles. If a library should report a much lower ratio than this, the necessary inference would be that the library was not well furnished in this department, that there was some restriction on the use of these books or that the statistics were not accurately kept. * * * *

As I stated in my last report, I am not disposed to mourn over or to apologize for these facts. In the personal experience of all who attain to literary culture there is a time when they read novels, and perhaps too many novels. In passing through this stage of their mental development, which usually lasts but for a short period, they acquire a habit of reading and a facility of thought and expression which are of great benefit to them in their later studies. With many persons the alternative is not whether they will read fiction or something better, but whether they will read fiction or nothing. As a rule, people read books of a higher intellectual and moral standard than their own, and hence are benefited by reading. Novels of an immoral tendency, or even of an equivocal character, are excluded from the collection. * * * *

An inquiry has recently been made to ascertain the proportion of youth below the age of 16 who take books from the library. The result is that of all persons taking books those below the age of 12 years are 2.9 per cent., those between the ages of 12 and 16 are 19.4 per cent., and those above the age of 16 are 77.7 per cent. * * *

The project of opening the reading-rooms of a public library on Sunday, which elsewhere had been long discussed, but which was first carried into execution in Cincinnati more than two years ago, can no longer be regarded as an experiment. It has been adopted in nearly all the large cities of our country, by the free library of Birmingham, in England, and is now being considered, if it is not already adopted, in the free libraries of Liverpool, Manchester, and other English towns. If there was any opposition to the measure here in Cincinnati two years ago, it seems wholly to have vanished, and now its most zealous supporters are religious men who have most at heart the welfare of the community. I am informed by the president and superintendent of the Young Men's Christian Association of our city that they are not only earnestly in favor of the public library being open on Sunday, but they know of no opposition to it among the evangelical clergymen and laymen who belong to the Christian Association. The perfect order and decorum which have always prevailed in our reading-rooms would be creditable in a Sunday-school. The attendance and issues on Sunday during the past year have exceeded those of the previous year, although from the contracted space in our temporary reading-room such increase seemed to be impossible. * * * The room especially fitted up for the safe preservation of valuable illustrated books, and with proper appliances for their exhibition, was opened to the public in November last. It has been under charge of an attendant during the regular library-hours on secular days—from 8 a. m. to 10 p. m.—and on Sundays from 3 to 10 p. m. The room has been visited by a large number of citizens and of visitors from abroad, who have uniformly expressed their surprise, as well as satisfaction, in finding in our city so fine and valuable a collection of illustrated books, and which are so freely accessible to the public. The collection has been largely used by architects, civil-engineers, mechanics, artists, students in the fine-arts, and by the pupils of the McMicken Art-School. * * *

In this room is a complete collection of the reports, specifications, and drawings of the United States Patent-Office, and it is much used by inventors and patentees. Sets of the British and French patents are greatly needed, there being no sets in the State of Ohio. The ample accommodations which the library is soon to have makes it now practicable to procure these sets. The British government has presented its patent-publications to institutions in some of the large cities of our country where they have been needed, the libraries to which they are presented bearing the expense of binding. The binding of the set alone will cost about ten thousand dollars. * * * With the completion and occupancy of the new building, the library will enter upon a new phase in its history. It will attract the attention of our own citizens as it has never yet done. Regarded simply for its architectural features, the public-library-building will be the most attractive edifice in the city. That Cincinnati should have the largest, the best-arranged, the most elegant, and the only fire-proof public-library-building in the country will be the occasion of no small amount of local pride. When the building is finished and opened for inspection, its immense capacity, its beautiful

proportions, its well-planned arrangements, and its tasteful details will surprise our own citizens even more than strangers, for the work has gone on behind barricades and so quietly that few persons have watched it while in progress. Up to this time, with the exception of one bequest of $5,000 from Mrs. Sarah Lewis—which has been funded and only its interest expended for the purchase of books—the library has depended wholly on public money for its growth and support. Other public libraries have received large donations of money from noble-minded individuals of wealth. With a capacity of 250,000 volumes in the main building, we shall have for some years an array of empty shelves to beg for us; and may we not hope that these quiet appeals will be heard? * * * The board of education in erecting this building has done its work nobly and generously. It remains for the public-spirited citizens of Cincinnati to second these results and speedily make this library equal, at least in its resources, to any in the land.

The Chicago public library, by an arrangement with the Federal Government, has received the large square of land known as the Custom-House lot.

Allusion has been made before to the increase of the Library of Congress. In connection with the subject of library-buildings, the following statements by A. R. Spofford, esq., Librarian of Congress, on the immediate necessity for a new structure, are worthy of quotation:

The urgent necessity for more room for the protection and arrangement of the great and overflowing Library under my charge is again brought to the attention of the committee. The large additions of the past year are not exceptional, but are likely to be repeated, if not exceeded, in the annual growth of this Library, which is the only one national in its character and enjoying the benefit of steadily-increasing accessions through the law of copyright, as well as the deposits of the library of the Smithsonian Institution. * * * The accommodation of a collection of books now numbering over a quarter of a million, and which in less than twenty years will outnumber half a million, while at no remote period it will very largely exceed one million volumes, together with the annually increasing importance of the copyright-department as an office of public record, plainly demands the erection of a separate building specially designed for a great public library and adequate to the requirements of its manifold departments. * * * The importance of a prompt provision for the commencement of a new Library-building will be apparent when it is considered that the increasing accumulation of books is such that the alcoves in all departments of the Library are already overflowed, that the one hundred supplementary cases of shelving introduced two years ago to accommodate the surplus are nearly all filled, that the grievous necessity of piling up books on the floors in many quarters has already been reached, and that it will not be possible much longer to provide any space for the thousands of volumes of new accessions constantly wanted for the use and reference of Congress in any quarter where they can be systematically arranged and produced with the necessary promptitude.

Perhaps the best appointed public library in the United States is that of Boston. The monthly reports of the superintendent, Justin Winsor, esq., are specially noteworthy.

TABLE XVII.—MUSEUMS OF NATURAL HISTORY.†

My report for 1872 contained a table of museums and cabinets of natural history, with some items serving to show the general nature of the several collections. It

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* Each contains information respecting the numbers of volumes used during the month, the largest daily issue, the total delivery during the month, the use of the periodicals on week-days and on Sundays, the accessions to the library of volumes and its extent, the numbers of books condemned and lost, the progress in cataloguing, the gain in pamphlets and engravings, the service of the employés, and the receipts from fines and sale of catalogues.

Monthly report No. 42, for December, 1873, states that during the month 54,757 volumes and 35,192 periodicals were used, 1,512 volumes and 1,801 pamphlets were added; that the library and its branches contained 245,447 volumes, and that 6,356 cards for the catalogue were numbered.

† The following letter, the last received at this the Bureau from our lamented naturalist, is of interest in this connection:

MUSEUM OF COMPARATIVE ZOÖLOGY,
Cambridge, Mass., November 5, 1873.

DEAR SIR: I have tried earnestly to give you a trustworthy statement of the condition of the museum; but it is growing so rapidly that, while preparing my report, it became incorrect, and to do justice to our institution would require more time than I am able to give to such a work. I inclose the statement of our librarian; other departments shall be filled as fast as possible. I would only say that

seemed desirable, however, to bring out more distinctly, if possible, the means possessed by our colleges, scientific schools, and natural-history-societies for illustrating instruction in the several departments of natural history. To this end the Office obtained the co-operation of Prof. Theo. Gill, M. D., Ph. D., of the Smithsonian Institution, a gentleman well known for his scientific attainments and possessing special qualifications for the work, who prepared a series of inquiries designed to elicit such information as would clearly indicate the character and extent of the collections of the institutions to which the inquiries were addressed, as well as the special facilities afforded by each in aid of scientific inquiries.* The results of the inquiries having been carefully tabulated were submitted with the returns to Prof. Gill, who comments upon them as follows:

It will be observed that no returns were received from several quite prominent institutions and that those from a considerable portion reporting are vague, and therefore unsatisfactory in some respects. This defect is especially evident in the returns respecting the numbers of species of the respective branches. In the circulars calling for information, blanks were provided for returns as to the numbers of species and specimens of each branch or comprehensive group of the animal-kingdom (as indicated in the table) as well as for the classes generally recognized by American naturalists under those branches. The returns, however, were limited in so many cases to the numbers of specimens combined solely under the more comprehensive groups, that all the others have been reduced in the same manner in the present tables. As the inability to give definite figures respecting the numbers of species of those groups or the included classes may surprise many, some remarks relative thereto seem to be demanded.

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we have now ten laboratories, in which twenty-two assistants and fourteen sub-assistants are engaged, and that our pay-roll this year amounts to $34,000, exclusive of collections bought and material used, as alcohol, glass jars, &c., &c. At this rate, our museum must rapidly overtake all others.

Very truly, yours,

L'S AGASSIZ.

General EATON, *Commissioner of Education.*

Statement of librarian.—The library contains at present 8,175 volumes and parts of volumes, of which there are in round numbers—

On zoölogy, including anatomy and embryology	1,475
Geology and palæontology	3,000
General natural history, including travels and explorations	700
Periodicals and transactions of learned societies, about	3,000
Total number of volumes	8,175

*The schedule of inquiries prepared by Prof. Gill having been frequently called for by superintendents and curators of museums, it is thought that it may be useful to append it in full:

[FORM 21.]

BUREAU OF EDUCATION.

1873.

INQUIRIES RESPECTING MUSEUMS OF NATURAL HISTORY.

Name of museum?

Location— { City? County? State?

By whom now owned?

When founded?

By whom founded?

For what purpose?

Nature of collections?

How governed?

Title of governing board?

Title of chief officer?

Titles of assistants?

Contrary to prevalent ideas, there is in no class of animals or plants a definite number of forms, concerning which there is unanimity of opinion as to their classificatory value; that is, whether they are generic, specific, varietal, or even individual. The latitude of opinion in regard thereto, is indeed, very considerable, and the transition of individual variations into more definite or limited "varieties," and those into "species," is so marked as to constitute a very important element in the appreciа-

Income for past year—
- From endowments?
- From State, or municipal grants?
- From donations?
- From legacies?
- From members' fees?
- From admission-fees?
- Total amount for past year?
- Total amount for last five years?

Expenditures for past year—
- Salaries and wages?
- Collections, viz:
  - Vertebrates?
  - Articulates?
  - Mollusks?
  - Radiates?
  - Protozoans?
  - Anatomical preparations.
  - Plants?
  - Fossils?
  - Minerals?
  - Casts?
- Bottles and other receptacles?
- Alcohol and other preservatives?
- Building and repairs?
- Total amount for past year?
- Total amount for last five years?

Number of employés—
- Scientific men?
- Laborers?
- Women?
- Curators of specific departments,* viz:
  - Mammals?
  - Birds?
  - Reptiles?
  - Fishes?
  - Articulates?
  - Mollusks?
  - Radiates?
  - Protozoans?
  - Botany?
  - Palæontology?
  - Mineralogy?

How are curators appointed?

Are curators paid?

Is admission restricted? And, if so, how?

Is admission allowable at night?

Number of visitors last year—
- General?
- College- and school-students?
- Special scientists?

Are there special rooms for study? And, if so, how many?

What principles or systems of classification are adopted in the arrangement of specimens?

Are lectures delivered in connection with the museum? And, if so—
- What number?
- On what subjects?
- How many on each subject?
- Terms of admission?
- Season of year?
- Are the palæontological collections arranged with the geological or zoölogical and botanical series?

* Indicate by brackets classes or branches in charge of one curator or committee of curators, and number in each committee.

tion of the statiscal tables of the naturalist. As a rule, it may be assumed that the naturalist with limited materials, and therefore without the transition-forms between dissimilar individuals, is apt to magnify the number of species, while he who has large numbers of individuals from a great extent of country is compelled to admit a wider range of specific variation, and consequently a reduction of the number of species. Nevertheless, definite statistics respecting numbers of species ought to be available, and the difficulty alluded to would not be apt to recur often except in the largest museums. We are, indeed, obliged to accept one of two alternatives in the appreciation of the returns, viz:

First. The size of a museum is in excess of the power of management, and the working power is therefore too small; or,

Secondly. The scope of the museum or curriculum is beyond the capability of the administrative power, and therefore the educational appliances are, to a greater or less degree, inefficient or useless.

How many species of fossils are arranged in systematic order, (*i. e.*, according to structure?)
How many species of fossils are arranged in chronological order, (*i. e.*, according to stratigraphical distribution?)
How many bottles of alcoholic specimens are in museum?
How many species are in alcohol?
How many species are in skins, unmounted?
How many species are in skins, mounted?
How many species are anatomical preparations?
Particularize under following heads, giving first the number of species, then the number of specimens, thus: 808 | 4014, (*i. e.*, 808 species, 4014 specimens.)

Vertebrates.	Species.	Skins, mounted.	Alcoholic.	Skeletons.	Fossils.
Mammals					
Birds					
Reptiles					
Batrachians					
Fishes					

Articulates.	Species.	Pinned and dried.	Alcoholic.	Anatomical preparations.	Fossils.
Insects					
Myriapods					
Arachnoids					
Crustaceans					
Worms					
Scolecids					

Mollusks.	Species.	Shells.	Anatomical preparations.	Fossils.
Cephalopods				
Gasteropods				
Conchifers				

Molluscoids.	Species.	Shells.	Anatomical preparations.	Fossils.
Tunicates				
Brachiopods				
Bryozoans				

Echinoderms.	Species.	Dried.	Alcoholic.	Anatomical preparations.	Fossils.
Echinoderms					

A collection of a few hundred or even thousand specimens can scarcely be considered a formidable number, and as such small collections are generally obtained from a restricted geographical area, the difficulties referred to in respect to the appreciation of species would be rarely encountered; the statistics concerning such collections should, therefore, under proper management, be definite and precise; and such are the returns from several of the reporting institutions. In respect to the value of the collections generally, however, the superintendents are allowed to speak for themselves.

But one thing cannot be too much insisted upon, and that is that an undetermined collection is comparatively valueless for educational purposes and greatly inferior to a much smaller well-named collection, and that a collection respecting which only the numbers of specimens can be returned cannot belong to the latter category, and must therefore have comparatively little value, the value in great part being expressed by the correctness of the classification. Perhaps no more apt illustrations of the two classes of collections thus referred to—that is, the unarranged and the arranged—can be cited than two contrasted by the juxtaposition as establishments in the same city, viz, the Academy of Natural Sciences of Philadelphia and the Wagner Free Institute of Science. In the one case we have definite figures for species as well as specimens, (at least so far as regards the more comprehensive groups,) while in the other we have only the statements that there is "a large number" or "a large collection;" and, where definite numbers are supplied, as in the case of the mollusks, the discrepancies in the returns on different pages—*e. g.*, 40,000 specimens on one and 250,000 on the

Coelenterates.	Species.		Alcoholic.		Glycerine.		Anatomical preparations.		Fossil.	
Acalephs										
Ctenophores										
Polyps										

Protozoans.	Species.		Dried.		Glycerine.		Anatomical preparations.		Fossil.	
Sponges										
Foraminifers										

PLANTS.

Phanerogams.	Species.		Alcoholic.		Anatomical preparations.	
Exogens						
Endogens						

Cryptogams.	Species.		Alcoholic.		Anatomical preparations.	
Acrogens						
Anogens						
Thallophytes						

MINERALS.

Species?

Have any catalogues of collections been published? And, if so, what?*

Is a library attached to the museum?

To what classes of books is it restricted?

How is it supported?

What is its size?

What arrangement is adopted?

——— ———, *Superintendent.*

(Date:) ———, ———.

N. B.—The classification adopted is not intended to be an expression of natural relations, but is only used because of its convenience from a conventional point of view.

* Please specify the publications as fully as possible, giving exact transcripts of title-pages.

other—throw doubts on the reliability of the figures; and, accepting either, we have a contrast between the collection and that of the academy, (which latter returns 76,479 specimens, exclusive of duplicates, representing 14,161 nominal species.) Here, notwithstanding the larger number of specimens returned by the institute, the collection is of slight value compared with that of the academy. When, indeed, it is remembered that specimens may be readily obtained by the thousands, as in the case of oysters, clams, unionidæ, fresh-water univalves, &c., it must be evident that more definite information than as to the numbers of specimens must be given before we have the elements for the estimation of the value of any collection.

THE RELATION OF ART TO EDUCATION.*

In my report for 1870 an attempt was made to collect from those best qualified to judge evidence as to the influence of such knowledge as can be acquired by the pupils in the public schools of the country upon their value as workmen in every kind of productive industry. The replies to the questions addressed to workmen, employers, and competent observers are full of interest in themselves and significant in the almost unanimous expression of the opinion that *every* advance in learning gives corresponding advantage to the laborer; the testimony being that a mere knowledge of the rudiments adds 25 per cent. to the earning capacity of the individual.

In the rapidly-changing circumstances of the present age the competition between the producers of the world grows ever more intense and demands watchfulness and energy on the part of every country, unless it is willing to fall behind in progress and in power. In addition to this fact a new complication has arisen, owing to the abandonment of the old system of apprenticeship, by which young persons were trained to become skillful workmen, and from the opposition of trades-unions to the training of youth in their various occupations, so that it has become almost impossible to procure for children such industrial training as will make them skillful artisans.

In consequence of these difficulties in the way of parents securing for their children training in remunerative labor, it is felt that the public schools must give instruction that will fit the children for work; that something more and other than the present training is now necessary. Special schools of training for special professions and industries will doubtless be provided as the need arises, but the great bulk of the population is to be trained for usefulness in the public schools of the country; and the obvious duty of those in whose charge these schools are placed is to devise a plan by which, during the few years of average attendance, the pupils may be so trained as to be best prepared for the duties of life. It is found that merely to read, to write, and to cipher does not do this. Indispensable as this preliminary is to the acquisition of other knowledge, something more is requisite, if, as a manufacturing and commercial people, we are to hold our own among the nations. In addition to the increased competition arising from steam-carriage, new and cheaper methods of manufacture, and increased productiveness, another element of value has rapidly pervaded all manufactures, an element in which the United States has been and is wofully deficient: the art-element. The element of beauty is found to have pecuniary as well as esthetic value. The training of the hand and eye which is given by drawing is found to be of the greatest advantage to the worker in nearly every branch of industry. Whatever trade may be chosen, knowledge of drawing is an advantage and in many occupations is rapidly becoming indispensable.

While the United States lack many things that give to the nations of Europe great advantage in art-culture, they possess, on the other hand, in their system of free public schools admirable facilities for the speedy, general, and efficient introduction of any desirable system of training.

Drawing easily taught in public schools.—As to the difficulty of acquiring a knowledge of drawing, "whoever," says a competent authority, "can learn to write can learn to draw;" and it has been shown that the teachers of the public schools are very readily qualified to teach the first lessons in drawing. This training is of value to all the chil-

*For statistics of museums of archæology and art, see Table XVIII of the appendix.

dren and offers to girls as well as to boys opportunity for useful and remunerative occupation, for drawing in the public schools is not to be taught as a mere accomplishment: the end sought is not to enable the scholar to draw a pretty picture, but to so train the hand and eye that he may be better fitted to become a bread-winner.

As to the importance of the study, the French imperial commission, in its summary of the inquiry on professional education, says: "Among all the branches of instruction which, in different degrees from the highest to the lowest grade, can contribute to the technical education of either sex, *drawing, in all its forms and applications, has been almost unanimously regarded as the one which it is most important to make common.*"

In Great Britain and in the leading countries of the Continent the governments are making strenuous efforts to train their citizens in all those kinds of knowledge which will make them more skillful artisans and add to the value of their productions. The contests between nations have become largely industrial, and while the commerce and trade of the world are the prize for which they contend, the great international industrial exhibitions are the arenas in which they measure their progress and note their deficiencies. It may be worth our while to observe the methods by which they seek to remedy these deficiencies and to judge of their value by recorded results. The effect of the first world's fair, held at London, in 1851, was to satisfy the English manufacturers and people that, in all that related to the application of art, of beauty to manufactures, they were completely distanced; only one nation, the United States, among the civilized nations being below England in this respect.

Technical art-schools in Great Britain.—"The first result of this discovery was the establishment of schools of art in every large town. At the Paris Exposition of 1867 England stood among the foremost and in some branches of manufacture distanced the most artistic nations. It was the school of art and the great collection of works of industrial art at the South Kensington Museum that accomplished this result. The United States still held her place at the foot of the column."—(Papers on Drawing, by Prof. Ware, of the Boston Institute of Technology.)

At the English International Exhibition of 1862 the enormous strides which art-education had made in England since the previous great exhibition of 1851, and which was reflected in every object of industrial art, set the French manufacturers at work inquiring the cause, fearful that their own industrial-art-supremacy was endangered. A French commission was at once sent over to find out how it had been done, and the city of Paris, upon the report of the commission, began at once to reorganize the municipal art-schools by adopting many of the features of the South Kensington Museum and Training School for Art-Masters.

European nations competing in establishment of art-schools.—The French imperial commission in 1865, in their report, after proposing oral lectures for the instruction of apprentices and workingmen, say that "drawing, with all its applications to the different industrial arts, should be considered as the principal means to be employed in technical instruction." To the fact that drawing has been heretofore so generally taught in France, they attribute the superiority of a large portion of the manufactures of the country. Referring to the efforts made by England, and to the Art-Museum at South Kensington, they say:

By the extent of the resources placed at the disposal of this special and new department, created for the purpose of enabling English industry to compete with ours, an opinion may be formed of the importance rightly attributed in England to the participation of the art of design in all industrial productions.

They also report upon the condition of technical education on the continent. They find that drawing is generally taught in Germany, Switzerland, Austria, Bavaria, and Würtemberg. As showing the extraordinary attention given to drawing in this small kingdom, they remark:

There have been established in the kingdom of Würtemberg more than four hundred drawing-schools; and this organization, which does not date back more than ten years, has already led to very decided improvement in the manufactures of the country.

Our facilities for art-training.—While in the countries of Europe whatever relates

to the people in education, as in other matters, is under the control and general direction of the central government, so that what the central power decides to do is readily and immediately set in motion throughout the entire country, in the United States there is wisely no such central control. This power inheres to the States and to the local communities within the States. This very circumstance, though somewhat, it may be, delaying the adoption of useful measures, yet renders the wise adaptation of training to the peculiar industries and needs of the various parts of the country far more probable. It is readily seen that the kind of special technical training would vary as it was applicable to a manufacturing, a mechanical, a farming, or a mining community. Indeed, this has already been exemplified in a marked degree in the different developments of the schools of science in the several States, adapting themselves, in their chief courses of instruction, to the industrial demands of their localities. So we may hope to have, in the art-future of this country, as have the different European countries, art-capitals famous for their peculiar developments.

Why public schools should teach drawing.—Now, drawing is the very alphabet of art, (for art is but a language,) the one essential requisite preliminary to any artistic or technical training; and if it is desirable that the children of the public schools shall be fitted to become, if they wish it, skilled workmen in any branch of industry, it is necessary that they shall be taught to draw correctly. To those to whom art means higher things, as they suppose, than its application to every-day-utensils and mere manufactures—who look for grand galleries of pictures and statues and to all the higher refinements of cultured art—it may be a suggestive reflection that among a people ignorant of drawing, and whose daily surroundings, as is true of the American people, afford few suggestions of art in any of its forms, high art must ever remain an exotic and native artists be rarer than the fabled phœnix. Great collections, museums, art-galleries, much as they may contribute to the self-satisfaction of cliques and cities, will be of the slightest possible value and barren of results, either upon the industries of the people or their art-culture, so long as drawing is not generally understood.

Whoever succeeds in having all the public-school-children of the country properly trained in elementary drawing will have done more to advance the manufactures of the country, and more to make possible the art-culture of the people, than could be accomplished by the establishment of a hundred art-museums without this training. Just as libraries are worthless to those who cannot read, so are art-galleries to those who cannot comprehend them. Just as all literature is open to him who has learned to read, so is all art to him who has learned to draw, whose eye has been trained to see, and his fingers made facile to execute.

We have begun at the wrong end. We asked for art-galleries, when we needed drawing-schools; but the evil is not irremediable. Let drawing be generally taught, and our art-galleries and museums, poor as they are, will at once grow more and more valuable, for they will then begin to be of use.

Already many cities and towns have awakened to the necessity of some art-training, and some teaching of drawing has been attempted in the public schools so that several of the cities sent specimens of the drawing of their public-school-children to be exhibited at Vienna, and these attracted much attention from foreign observers, as, in fact, did everything relating to our system of public free education.

Drawing taught in the schools of Massachusetts.—The legislature of Massachusetts passed an act in 1870 making drawing one of the studies of the public schools and also making the establishment of free drawing-classes for adults obligatory upon all towns and cities containing over ten thousand inhabitants. In pursuance of this law, Mr. Walter Smith, art-master, London, late head master of the Leeds School of Art and Science and Training School for Art-Teachers, was invited both by the city of Boston and by the State of Massachusetts to come from England and introduce the new study into the schools of the city and of the Commonwealth. He was appointed State-director of art-education, and has been unremitting in his efforts to introduce drawing

into the public schools and to foster the establishment of classes for adults. He published in 1872 a large illustrated work upon art-education,* which is indispensable to a thorough investigation of the subject and will be found full of practical suggestions to those wishing to introduce the study into the schools.

Mr. Smith was also appointed general supervisor of art in the Boston schools.

The annual report of the committee on drawing, published June 10, 1873, contains 28 pages of heliotype fac-similes of drawings made in the ordinary course of instruction by pupils in the public schools and free industrial night-classes, which were exhibited at the annual exhibition. There are drawings from pupils in the primary, grammar-, and high schools, and of children of all ages, from 8 years upwards. The ages of the pupils of the evening-classes whose drawings are given are from 14 to 25. These drawings are made by mechanics, clerks, wood-engravers, carpenters, and shipwrights. Certainly, as showing the result of but two years' instruction, these drawings are remarkable and full of encouragement to those who hope so much from the experiment.

Two difficulties have been met: the want of persons qualified to teach the public-school-teachers and the want, in the advanced classes, of pupils who had had the benefit of proper elementary training.

The general supervisor gives normal instruction to the teachers, and his lessons are repeated by two assistants; 500 city-school-teachers attended these lessons in 1872 and 620 in 1873.

Massachusetts Normal Art-School.—The need of some provision for the art-training of teachers became so evident that the legislature made a small appropriation for that purpose, Mr. Walter Smith being appointed director and an able corps of instructors secured. In their first annual report the board of visitors say: "The most important event of the past year connected with the educational interests of the Commonwealth was, doubtless, the establishment of the State Normal Art-School." After expressing in the strongest terms the importance, in their judgment, to the State of general artistic and technical training, they say: "The special purpose of this school is to train teachers of drawing and the arts of design. It is the first institution of the kind established in the country. The necessity of providing this new educational instrumentality became apparent as soon as the attempt was made to carry out the provisions of the law requiring the teaching of industrial drawing." The report, after declaring there is no longer any question but that this school is demanded, closes by saying:

As Americans, we are apt to boast of our enterprise, especially in all matters pertaining to popular education, but it is a fact which ought to moderate our disposition to indulge in self-complacency that, since the movement was begun in this State in 1869 in favor of industrial-art-education, in several European cities very large and costly establishments for this purpose have been built and equipped in the amplest manner.

The following extract from a letter recently received at this Bureau from Mr. Smith is of interest in this connection:

Called by the city of Boston and the State of Massachusetts to organize a system of industrial drawing in both, the first thing I discovered with certainty was that qualified teachers of drawing did not exist in this country, and after a careful examination of all the drawing-classes in the State, I saw the one thing necessary to make success possible was to train teachers. * * * I have had over two hundred applications for admission to the Normal Art-School, and if proper convenience were given—I judge that a great training-school is essentially needed in this country—such a school can open with 500 students next year. It has been terribly uphill-work, and is so now, the appropriation being entirely insufficient. * * * Still, the best work ever done in this country, the authorities tell me, is being done in the school. * * * I have on my desk applications from many colleges and universities in several States for accomplished teachers of art. I don't know one. It will take us four years to make one, and then we may make perhaps from ten to twenty. I wish that America could have, as every European country has, an industrial-art-school, which should by its graduates affect the value and beauty of every branch of industry.

* Art-Education, Scholastic and Industrial, with illustrations, James Osgood & Co., Boston, 1872, pp. 398.

In his report for 1873 Mr. Smith dwells upon the importance of enforcing the provisions of the law requiring drawing to be taught in all the public schools, and especially in the teaching of drawing in the primary schools, and remarks that the usefulness of the free industrial classes is much impaired by the need of teaching the primary lessons in drawing, a difficulty which existed in England and on the Continent so that "the success of the art-schools was limited and their influence on manufactures inappreciable." The remedy there was found in teaching every child to draw in the public schools; and in a few years the effect was marked, so that in England, instead of there being less than a score of schools, barely supported by the public, as was the case in 1851, there are now in the United Kingdom nearly 800 schools of art and evening-classes at which instruction is given in industrial drawing.

The agency in popularizing drawing, next in importance to the normal art-school, is the drawing-class in each normal school. Here the teachers of the public schools will be prepared for teaching drawing as one of the elementary subjects of general education.

Exhibition of art-work done by the Massachusetts free industrial classes.—At the second exhibition of works from the free industrial classes of the State of Massachusetts, in 1873, there were exhibited 1,209 drawings made by the pupils in these schools, (nearly double the number exhibited in 1872;) the classes of architectural and industrial design in the Massachusetts Institute of Technology exhibited some 40 architectural drawings, chiefly original designs, and 150 industrial drawings in color, partly copies and partly original designs, of muslins, cashmeres, carpets, paper-hangings, and oil-cloths. This latter school, called the Lowell Free School of Industrial Design, is intended to train young men and women in practical designing for manufactures.

So much space has been given to the progress in art-education in Massachusetts, because there the experiment is being tried for the whole country. It will require several years to produce the fullest results, to show the effect of a course of such training carried through the entire school-life of the pupil, but it will be hardly necessary for experienced educators to wait until the completion of this experiment to judge accurately of its relative value. The verdict thus far in Massachusetts seems wholly favorable.

Mr. Smith, in his Art-Education, speaks of the insensible art-education given by the noble buildings and the public art-collections of the old countries. Of the almost immediate deterioration suffered by an art-designer from a deprivation of these familiar art-surroundings he gives a striking instance. Of all this kind of art-training Americans are and must be long deprived, which is in itself an argument for giving special attention in school to securing some art-training.

Industrial importance of a knowledge of drawing.—The inventions which result in the machines and mechanical contrivances of which the American mind is so prolific must all take shape on paper before they can take other form; they must be drawn before they can be made. In all things which are made by man, in all manufactures, a knowledge of drawing and the possession of the skill which artistic and technical training give are useful to workmen and to master. To all makers of textile fabrics art has significant words to say about designs and hues.

In seeking to show clearly the usefulness of a knowledge of drawing and its application to so many forms of industry, I have thus far failed to notice the higher and more ennobling influence of art, not only upon the manufactures of a people, but upon their character—the latter preceding the former; for until the workman becomes refined, until his eye is sensitive to see and his hand facile to reproduce the finer lines of form, the more delicate shades of color, his work cannot improve.

That general art-training, beginning with the teaching of drawing to school children and faithfully followed out in the different industries and professions where it is applicable, will accomplish this, the experience of Great Britain has demonstrated; and, further, that whatever of money, of labor, and of time has been expended to accomplish this result has been more than repaid by the products of the industries created and improved, Mr. Smith, in the following statement, affirms:

He says that, while, owing to labor-saving processes, &c., the cost of production has

diminished one-half, the value of the manufactured article has nearly doubled. He accounts for this by stating that every manufactured article has three elements of value: first, the raw material; secondly, the labor of production; thirdly, the art-character. In a vast majority of the manufacturing-products of every country the elements of cost of material and cost of labor are insignificant in comparison with the third element, viz, art-character. It is this which makes the object attractive and pleasing or repulsive and undesirable, and is, consequently, of commercial value. In many objects, where the material is of little or no intrinsic worth, the taste displayed in their design forms the sole value or the principal; and it has been the general elevation of that element which has nearly doubled the commercial value of English manufactures.

Facilities for art-education now existing in the United States.—In order to ascertain what opportunities are afforded for art-training and what public art-collections are at present existent in this country, a schedule of inquiries was prepared and sent out from this Bureau, the returns to which, so far as they admit of tabulation, will be found among the statistical tables in the appendix.

As the result of these inquiries, we find that, in addition to the introduction of drawing in the public schools of Massachusetts and the establishment of a State Normal Art-School at Boston, drawing has been taught in the public schools of quite a number of cities and towns in different States; that in all the schools of science in the country mechanical drawing at least is taught.

The Worcester Free Institute, at Worcester, Mass., offers a three-years course of theoretical and practical training in those branches of knowledge that underlie the industrial arts.

In schools for the practical teaching of art as applied to industry and manufactures, the free industrial classes for adults, in Massachusetts; the Lowell Free School of Industrial Design at the Boston Institute of Technology; the schools of Cooper Union, New York; the School of Design of the University of Cincinnati, and the Philadelphia School of Design for Women complete the list as comprised in the information in possession of this Bureau. It is probable that there may be private schools or classes giving this instruction which are not yet known to this Bureau; but, making all allowance for the existence of a few sporadic schools, the contrast is sufficiently marked between the "four hundred similar schools" in the little kingdom of Würtemberg, with its population of 2,000,000, and the few scattered schools we have enumerated, which are the only provision for industrial- and technical-art-education made in this great country for its 40,000,000 people.

For the special training of artists we have the schools of the National Academy of Design, New York; those of the Pennsylvania Academy of Fine Arts, Philadelphia; the schools of the Academy of Design, Brooklyn; the Yale School of Fine Arts, New Haven; the new College of Fine Arts in the Syracuse University—which comprise all at present existing. The San Francisco school is soon to open.

Several of the colleges of the country have introduced some instruction in the history of art and have made a beginning in the way of an art-collection, believing that some knowledge at least of the history of art was requisite, if their graduates were to possess an education that could be properly termed liberal.

Of the colleges possessing any special collections or facilities for giving any instructions in art, even the most general, we find, excepting Yale and Syracuse, with their special art-departments, only Harvard, the University of Michigan, Cornell, Rochester University, the College of Notre Dame, (Indiana,) and Vassar College, out of the 323 colleges of the country, that either give any art-training or possess any art-collections, however small.

Of public art-institutions there are in the country the Metropolitan Museum of New York, the Boston Art-Museum, the Corcoran Art-Gallery, (Washington,) the Art-Association of San Francisco, and the valuable collection of the Pennsylvania Academy, soon to be reopened to the public in the galleries of their new building. The Metropolitan Museum of New York, which awakens interest and hope rather by reason of the possibilities of future usefulness suggested than by its own collection, has

already demonstrated that the general public take interest in art-museums when the collections are worthy of interest and when access to them can be had without charge, as it can to the leading galleries and museums of Europe, the visitors averaging 1,000 a day on Monday, the "free day," and 60 a day on other days, when an admission-fee is charged. The loan-collection of this museum has shown the great and unsuspected wealth of the community in rare, costly, and curious works of art.

While I have recorded the paucity of institutions capable of giving a thorough art-training and the few public art-collections now in this country, it is nevertheless apparent that there already exists in the leading cities the material which needs only to be made available to afford all necessary facilities for general- and technical-art-training; and if it shall be undertaken *in earnest*, there is possible in this country a development both in industrial art and in what are called the higher branches of art, which at the end of twenty-five years will render obsolete the verdict passed upon us at the World's Fair in 1851, and never yet reversed. What England has done in this direction we can do. No time nor force need be wasted. We have but to adopt and modify the methods so thoroughly tested there to the different conditions that may exist in our several communities.

I commend this subject of the relation of art to education to the consideration, not only of all educators, but to all who are interested in the varied manufacturing-industries of our many States. Skill is the modern secret of success. Science becomes ever more certainly the measure of prosperity. Science underlies and must precede art. In the common schools the children of America must be trained to draw, if her artisans are to hold their own in the world's contests and if her artists are to enshrine her history.

TABLE XIX.—SCHOOLS FOR THE DEAF AND DUMB.

Table XIX of the appendix embraces statistics in detail of all schools in this country for the instruction of deaf mutes. The following summary shows by States the number of institutions, the number of instructors, and the number of pupils under instruction during the year. Reference is made to the abstracts of educational progress of the several States for information in respect to organization, means of support of the institutions, methods of training, courses of study, &c.

Statistical summary of institutions for the instruction of the deaf and dumb.

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	5	60	Missouri	2	9	204
Arkansas	1	4	75	Nebraska	1	3	29
California	1	6	67	New York	5	47	779
Connecticut	2	21	289	North Carolina	1	12	107
Georgia	1	4	63	Ohio	1	23	433
Illinois	1	15	296	Oregon	1	2	28
Indiana	1	15	304	Pennsylvania	2	15	308
Iowa	1	7	135	South Carolina	1	3	22
Kansas	2	5	68	Tennessee	1	7	115
Kentucky	1	5	87	Texas	1	2	33
Louisiana	1	5	62	Virginia	1	6	93
Maryland	2	12	117	West Virginia	1	6	60
Massachusetts	2	11	127	Wisconsin	1	9	176
Michigan	1	10	171	District of Columbia	1	11	108
Minnesota	1	6	72	Total	40	289	4,534
Mississippi	1	3	46				

TABLE XX.—SCHOOLS FOR THE BLIND.

The following summary of Table XX of the appendix shows by States the number of institutions for the instruction of the blind, the number of instructors, and the number of pupils in 1873. Reference is made to the table for detailed statistics of each. A particular statement of the condition of the several institutions, methods of instruction and discipline, employments of pupils, &c., will be found under the appropriate heading in the abstract of educational progress in the several States.

Statistical summary of schools for the blind.

State.	Number of institutions in each State.	Number of instructors and employés.	Number of inmates.	State.	Number of institutions in each State.	Number of instructors and employés.	Number of inmates.
Alabama	1	8	25	Missouri	1	27	93
Arkansas	1	13	40	New York	2	85	330
California	1	29	32	North Carolina	1	9	65
Georgia	1	8	44	Ohio	1	30	97
Illinois	1	15	66	Oregon	1	1	7
Indiana	1	27	101	Pennsylvania	1	74	194
Iowa	1	32	93	South Carolina	1	2	14
Kansas	1	10	30	Tennessee	1	6	38
Kentucky	1	19	59	Texas	1	3	30
Louisiana	1	4	24	Virginia	1	5	40
Maryland	1	10	51	West Virginia	1	2	13
Massachusetts	1	55	180	Wisconsin	1	19	59
Michigan	1	41	157				
Minnesota	1	2	15	Total	28	545	1,916
Mississippi	1	9	19				

TABLE XXI.—ASYLUMS FOR ORPHANS.

The following summary of Table XXI of the appendix exhibits the statistics of 178 asylums for orphans and homeless youths. They are under the supervision of 1,484 persons and contain over 22,000 inmates. As this Office has the names of more than 200 other such asylums it is believed that this class of institutions in the United States shelters at least 45,000 unfortunate children.

Statistical summary of institutions for the instruction of orphans and homeless youths.

State.	Number in each State.	Number of superintendents and assistants.	Number of inmates.	Number taught reading.	Number taught writing.	Number taught arithmetic.	Number taught drawing.	Volumes in library.	Income.	Expenditure.
Alabama	1	5	39	30	30	30	4	.....	$1,322	$1,184
California	5	48	755	703	702	702	270	1,412	46,560	60,560
Connecticut	5	28	239	213	192	161	72	2,315	23,293	23,986
District of Columbia	6	23	291	131	90	115	4	200	9,848	9,651
Georgia	1	2	20	18	11	14	.....	.....	2,000	2,000
Illinois	6	72	462	207	150	180	10	350	40,196	34,090
Indiana	1	3	58	25	25	20	.....	.....	1,258	1,236
Iowa	1	7	39	30	25	20	.....	.....	1,880	2,400
Kansas	1	2	12	6	2	2	.....	.....	1,000	1,000
Kentucky	3	13	172	49	46	46	3	.....	19,283	14,763
Louisiana	1	14	97	60	60	60	.....	.....	.....	.....
Maryland	9	67	721	547	476	446	18	924	40,774	41,256
Massachusetts	7	51	725	405	379	374	11	.....	80,817	73,965
Michigan	4	22	229	200	189	171	.....	.....	8,912	5,541
Mississippi	1	6	51	51	40	40	5	.....	6,000	6,000
Missouri	6	34	461	359	335	340	1	.....	31,950	30,213
New Hampshire	1	6	34	26	14	23	2	200	8,683	8,651
New Jersey	2	9	124	73	69	62	25	20	7,175	7,175
New York	50	442	10,278	8,451	6,961	5,368	1,134	10,338	953,564	923,190
Ohio	15	152	2,078	1,448	1,354	1,361	896	3,460	100,132	105,594
Pennsylvania	36	387	4,351	4,073	3,600	3,808	1,699	3,761	519,314	432,158
Rhode Island	3	18	148	40	23	23	.....	.....	10,814	9,809
South Carolina	5	37	401	301	295	292	.....	1,770	44,500	46,250
Tennessee	2	7	38	20	20	20	.....	.....	4,600	4,600
West Virginia	1	11	68	35	35	27	.....	.....	6,000	7,500
Wisconsin	5	18	216	155	126	116	25	350	23,117	20,092
Total	178	1,484	22,107	17,656	15,249	13,821	4,179	25,160	1,992,992	1,872,864

The following review of the special educational and reformatory features of several of these charities was prepared by the lady* in charge of the work in this Office pertaining to institutions of this character:

The information afforded by statistics concerning the large proportion of criminals who become such through a neglected, vagrant, and untaught childhood serves to elevate to a high position in the scale of educational and reformatory agencies that class of institutions especially devoted to the care and instruction of friendless children.

These, under their different names of orphan- and half-orphan-asylums, childrens' homes, juvenile-asylums, nurseries, childrens-'friend-societies, homes for the friendless, soldiers' and sailors' orphans' homes, industrial schools, farm-schools, truant-homes, and houses of refuge, are all doing essentially the same work, taking children from their vagrant life in the street, with their inheritance of idleness and viciousness; giving them homes, protection, guardianship, and instruction; forming habits of industry and accustoming them to such work as will enable them to earn a livelihood, and carrying them up to a manhood and womanhood of assured respectability and self-depend-

* Mrs. S. A. Martha Canfield.

ence. The records of most of these institutions show that very few of the inmates who have been under their influence for several years fall into evil courses after leaving. The most unfavorable reports on this head are from the truant-homes, the reason being, as stated in the report of the Truant-Home of Brooklyn, N. Y., that frequently, "after children have been fairly started in the right road, they have been discharged at the request of their parents, and the subsequent management of them has been such as to again allow them to become idle and truant."

Of these institutions, orphan- and half-orphan-asylums and homes are the most numerous. Seventy-seven of these were last year reported to the Bureau from twenty States and the District of Columbia. This undoubtedly falls far short of the true number, since Pennsylvania, which has over twenty orphan-asylums, (twelve of them for soldiers' orphans,) reported only four. It may be mentioned here that Pennsylvania last year educated 4,235 soldiers' orphans, at a cost of over $475,000, and has spent upon these homes since their establishment nearly $4,000,000. The grade of instruction in these schools is much higher than that usually given in homes and asylums.

The benevolent institutions for the care of children in Pennsylvania, as reported, are: soldiers' orphans' homes, 12; orphan-asylums, 7, (6 of which are denominational;) homes for friendless children, 9, (1 of which is for colored and 1 for Jewish children—the latter supported entirely by that denomination;) homes for the friendless, 2; industrial home, 1; farm-school, 1, (denominational;) house of refuge, 1—total, 33.

Especially worthy of mention, as having a distinctive character and aim, are the Burd Orphan Asylum and Lincoln Institution, both located in Philadelphia. The former is for girls only, who are admitted between the ages of 4 and 8 years, kept until they are 18 and, as far as practicable, educated as teachers. The Lincoln Institution receives only boys, and (though it is not classed with the soldiers' orphans' homes) the greater number admitted have been soldiers' orphans. The boys are taken care of during the time they are learning a trade. Their whole time in the day seems to be given to this, but they enjoy the advantage of an evening-school. "Every boy who graduates at the institution is in a position to support himself respectably." At the Educational Home for Boys, a branch of this institution, boys from 3 to 10 years are received, kept until 12 years of age, and then transferred to the institution for more advanced training.

The reports received from New York represent but a small fraction of the charities of the State. Only twelve institutions for children are reported: orphan- and half-orphan-homes and asylums, 7, (of which 1 is for colored children;) home and school for soldiers' orphans, 1; juvenile-asylum, 1; truant-home, 1; and 2, which, from their peculiar character, cannot be classified: The Sheltering Arms and the Society for the Relief of the Ruptured and Crippled, both located in the city of New York. The former of these receives children for whom provision is made in no other institution; unfortunates of all classes, until the age at which they can be received into the asylums especially devoted to them; crippled children past hope of cure, who for this reason would not be admitted to other homes and asylums; children whose parents have been obliged to enter a hospital; children rendered temporarily homeless from any cause. Children placed in this institution are not surrendered to it, but are held subject to the order of parents and relatives. The object of the Society for the Relief of the Ruptured and Crippled is sufficiently indicated by its name. Medical and surgical treatment and all the mechanical appliances and apparatus for the cure of cripples are placed within reach of the very poorest. Children are received from the age of 4 to 14, and the design is to cure them rather than to provide a home for incurables. This institution is believed to be entirely unique in its character. The New York Juvenile-Asylum, in making its twenty-first annual report, states that there have been under its care since its opening 16,909 children.

Ohio reports childrens' charities as follows: orphan-asylums, 5, (of which one is Jewish;) children's homes, 2; industrial school and children's home, 1. The Cincinnati Orphan Asylum, one of the oldest charities in the State, reports over 16,000

orphaned children as having been educated under its care and started on the road to respectability and independence. The system of training in the Jewish Orphan Asylum is of a high order and presents some peculiar features. "Special attention is given to each child to direct its studies to that vocation which in its future life it is expected to follow."

From Baltimore, Md., is reported a charity of a peculiar and interesting character. Its object is to provide a home for youths between the ages of 10 and 20, for whom, on account of the high cost of living and the low value of their unskilled labor, the work of maintaining themselves honestly and respectably is rendered exceedingly difficult, not to say impossible. In former years boys of 10 and upwards were apprenticed to tradesmen and mechanics to learn some useful handicraft; but this system has fallen into disuse, being practically prohibited by the trades-unions and other associations. To most boys of this age who try to maintain themselves, life is a very unequal fight, and no wonder if, borne down by discouragements, they fall into evil ways. To such as these in Baltimore the Boys' Home Society extends a helping hand. It is conducted on much the same principle as the Newsboy's Lodging-Houses in New York. The boys all work and contribute a certain proportion of their weekly earnings towards the support of the home. The boys are surrounded with the comforts and influences of a home, are given the elements of an English education, and a library of 500 volumes is provided for their use.

A large proportion of the institutions devoted to the care of children are thoroughly catholic in their charity, asking only the question "Is the child friendless?" But catholic or denominational, they are doing essentially the same work, and through their instrumentality "a large average of muscle, brain, and soul is trained and molded and returned to the community in a few years in the form of educated labor." One defect alone seems apparent in their administration: this lies in the fact that in but very few are industrial pursuits carried to any extent beyond the necessary requirements of the institution. When children arrive at the age of 10 or 12 an effort is generally made to procure suitable homes for them, where employment will be given or a trade taught, but only three institutions have been heard from where any systematic "industrial training" is attempted. Girls are usually instructed in housework, cooking, and sewing; boys are employed in the shoe-shop, broom-factory, garden, and on the farm connected with the institution. But these occupations, while forming habits of industry which are invaluable, do not assure a maintenance for the future. This, the Wilson Industrial School, in New York, and the industrial school connected with the Brooklyn Female Employment Society—both for girls—and the Episcopal Orphan Home, of Brooklyn—for boys and girls—aim to supply. In the latter, the art of printing is thoroughly taught. Job-printing is done, and two books, one of 160, the other of 400, pages have been stereotyped. A monthly paper—a double-sheet—15½ by 11 inches, is issued by the institution. The orphans remain until the age of 16 or 18 and then go into the world with such a knowledge of a skilled industry as will insure them a comfortable maintenance.

The industrial school connected with the Brooklyn Female Employment Society is conducted as follows: Children begin in a sewing-class, where they are instructed in plain needle-work. From this they graduate into the fine-work-room, where they at once begin to earn wages. After becoming proficient in this they can secure situations outside or remain in the employment of the society at remunerative wages. Those who show any special aptitude, and who wish to do so, graduate from the fine-work-room into the dressmaking-department, where they are taught the trade thoroughly and fitted to do business for themselves, while at the same time they are paid for what they do. The superiority of this system over the ordinary apprentice-system is apparent. Dressmakers' apprentices are paid nothing and those who are really poor cannot afford the time necessary to become thoroughly skilled in their trade. The industrial school, while giving the girls a means of support, affords them at the same time much better facilities for learning.

The Wilson Industrial School, in the city of New York, is conducted on essentially the same plan, with the addition of a "house-work-class," in which girls are trained in the different kinds of house-work for situations in families. In both these schools the fine-work- and the dressmaking-departments are self-sustaining. The Wilson School has been in operation twenty-one years.

TABLE XXII.—REFORM-SCHOOLS.

Detailed information concerning these schools will be found in Table XXII of the appendix and under the appropriate heading in the abstracts of educational progress in the several States. The following is a summary by States of the number of schools, the number of superintendents and assistants, the number of youths committed to the schools during the year, the number of inmates, the number of inmates instructed, and the number of volumes in libraries.

Statistical summary of reform-schools.

State.	Number of schools.	Number of superintendents and assistants.	Number committed during the year.	Number of present inmates.	Number taught to read.	Number taught to write.	Number of volumes in library.
Connecticut	2	25	175	389	162	170	1,700
Illinois	1	15	152	152	25	26	100
Indiana	1	18	69	56	20	27	.....
Iowa	1	17	70	157	24	22	250
Kentucky	1	16	90	174	.....	.....	400
Louisiana	1	12	160	118	37	18	200
Maine	1	16	46	140	20	69	1,200
Maryland	2	24	182	365	20	66	1,813
Massachusetts	4	83	719	1,293	99	263	4,873
Michigan	2	34	1,819	669	155	213	3,800
New Hampshire	1	15	47	103	19	48	300
New Jersey	1	11	115	154	30	75	500
New York	5	144	1,906	2,801	329	357	5,304
Ohio	4	52	675	902	250	80	3,657
Pennsylvania	2	43	412	439	439	356	1,000
Rhode Island	1	18	113	211	21	53	2,000
South Carolina	1	12	.....	.....	.....	.....	.....
Vermont	1	15	50	135	25	65	350
District of Columbia	2	9	58	113	.....	.....	300
Total	34	579	6,858	8,371	1,675	1,908	27,747

Two schools do not report the number of assistants and three schools do not report number of inmates.

TABLE XXIII.—SUMMARY OF SCHOOLS FOR THE FEEBLE-MINDED.

Table XXIII of the appendix presents statistics of schools for the instruction of feeble-minded youth, of which the following is a summary:

Statistical summary of schools for the instruction of the feeble-minded.

State.	Number of institutions in each State.	Number of instructors and employés.	Number of inmates.
Connecticut	1	10	57
Illinois	1	22	100
Kentucky	1	.....	.....
Massachusetts	3	73	202
New York	1	49	176
Ohio	1	.....	.....
Pennsylvania	1	59	223
Total	9	213	758

TABLE XXIV.—BENEFACTIONS.

The following summary, drawn from Table XXIV of the appendix, exhibits the total of donations and legacies by individuals in aid of education from October 15, 1872, to October 15, 1873, so far as reported to this Office, and the classes of institutions in the several States which are the objects of the benefactions. The total amount of these reported was $11,226,977. The amount reported for the preceding year was $9,957,494. The above figures, however, do not adequately represent the total gifts for educational objects for the year. The Office has no precise data for estimating numerous minor gifts by individuals and societies, but it is probable that these would aggregate at least two millions of dollars.

Statistical summary of benefactions, by institutions.

	Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	Library and museum.
Colleges	$8,238,141	$6,075,325	$1,272,902	$578,575	$244,295	$67,044
Schools of science	780,658	521,112	178,681	65,600	14,765	500
Schools of theology	619,801	219,258	33,200	340,000	26,843	500
Medical colleges, &c	78,600	66,100	6,000	.....	1,000	5,500
Institutions for the superior instruction of women	252,005	221,425	11,500	2,500	16,000	580
Secondary instruction	575,241	357,606	209,885	.....	7,500	250
Libraries	379,011	188,011	150,000	.....	.....	41,000
Museums of natural history	131,680	.....	.....	.....	.....	131,680
Deaf and dumb	4,000	3,500	.....	.....	.....	500
Blind	15,000	.....	15,000	.....	.....	.....
Peabody fund	135,840	135,840	.....	.....	.....	.....
Miscellaneous	17,000	17,000	.....	.....	.....	.....
Total	11,226,977	7,805,177	1,877,168	986,675	310,403	247,554

The following table shows the aggregate of benefactions to the several classes of institutions and to what uses the same are to be applied:

Statistical summary of benefactions, by States.

State.	Total.	Universities and colleges.	Schools of science.	Schools of theology.	Schools of medicine.
Alabama	$4,000				
Arkansas					
California	348,555	$12,500	$150,000	$14,841	
Connecticut	603,821	455,784			
Delaware	600		600		
Florida					
Georgia	37,650	35,150			
Illinois	378,339	306,612		46,777	
Indiana	327,384	208,384			$5,000
Iowa	65,755	63,000		2,755	
Kansas	12,000	12,000			
Kentucky	125,425	121,500			
Louisiana	6,000	6,000			
Maine	237,000	212,500	500	4,000	
Maryland	3,508,198	3,505,500			800
Massachusetts	1,057,612	250,160	442,500	33,625	2,000
Michigan	145,000	142,000		3,000	
Minnesota	124,587	124,587			
Mississippi	3,000				
Missouri	256,000	202,500		11,500	1,000
Nebraska	22,000	22,000			
Nevada					
New Hampshire	133,639	3,695	60,000		5,000
New Jersey	176,720	128,500		18,100	
New York	1,293,235	716,073	15,000	451,177	
North Carolina	58,760	58,760			
Ohio	362,100	269,200	50,000		35,500
Oregon	2,875				
Pennsylvania	657,824	438,325		20,183	29,300
Rhode Island	27,522	4,000			
South Carolina	8,743	3,000		5,743	
Tennessee	654,350	636,750		100	
Texas	6,259	5,000			
Vermont	35,358	7,158			
Virginia	334,058	252,500	62,058	1,000	
West Virginia	800				
Wisconsin	59,993	31,228		7,000	
District of Columbia	4,775	3,775			
Colorado	1,000				
Wyoming	200				
Southern States	145,840				
Total	11,226,977	8,238,141	780,658	619,801	78,600

Statistical summary of benefactions, by States—Continued.

State.	Institutions for the superior instruction of women.	Institutions for secondary instruction.	Libraries.	Museums of natural history.	Deaf, dumb, and blind.	Miscellaneous.
Alabama	$4,000					
Arkansas						
California		$5,350	$165,864			
Connecticut		137,315	10,622	$100		
Delaware						
Florida						
Georgia	1,000	1,500				
Illinois	4,880	19,500	570			
Indiana	100,000	14,000				
Iowa						
Kansas						
Kentucky		3,400	25		$500	
Louisiana						
Maine		20,000				
Maryland			898		1,000	
Massachusetts	24,000	102,500	70,372	126,455		$6,000
Michigan						
Minnesota						
Mississippi	3,000					
Missouri	41,000					
Nebraska						
Nevada						
New Hampshire	1,000	55,865	7,654	425		
New Jersey		30,000	120			
New York	31,125	70,512	9,248	100		
North Carolina						
Ohio		5,000	900	1,500		
Oregon		2,875				
Pennsylvania	1,300	54,500	110,716		2,500	1,000
Rhode Island		19,500	1,022	3,000		
South Carolina						
Tennessee	2,500				1,500	
Texas		1,259				
Vermont	20,000	8,100		100		
Virginia	17,000	1,500				
West Virginia		800				
Wisconsin	1,200	20,565				
District of Columbia			1,000			
Colorado		1,000				
Wyoming		200				
Southern States						*a*10,000 *b*135,840
Total	252,005	575,241	379,011	131,680	19,000	152,840

a Freedmen's schools.

b Peabody fund.

TABLE XXV.—EDUCATIONAL PUBLICATIONS.

The table of the appendix presents a list of original and new editions of works on educational and related topics which issued from the press of the country in 1873. It will be found useful to educators for purposes of reference.

The annexed is a summary of the works by classes:

Summary of the number of educational publications.

Number of firms, 169; number of books, 727:

On art	30
Biography	32
Education	95
Geography and travels	33
History	72
Law	85
Mathematics	20
Mechanics	26
Medicine	84
Natural sciences	88
Philology and translations	54
Political economy and social science	10
Theology and religion	74
Miscellaneous	24
Total	727

TABLE XXVI.—KINDERGÄRTEN IN THE UNITED STATES.

The subject of Kindergarten-culture is receiving more general and more intelligent attention than ever before and the number of Kindergärten is rapidly increasing. The number in each State, as reported, is as follows:

Kentucky	2	New York	11
Maryland	1	Ohio	2
Massachusetts	10	Pennsylvania	2
Michigan	3	Rhode Island	1
Missouri	1	Wisconsin	1
New Jersey	6	District of Columbia	2
United States	42		

Others are supposed to be in existence, but no reports have been received from them

A great hinderance to the general establishment of Kindergarten is the difficulty of obtaining properly-trained teachers. The only normal Kindergarten in the country is the one established about five years since, in Boston, by Mrs. Kriege.

Results of the method.—It is claimed that, wherever the Kindergarten-idea has been faithfully carried out, the most satisfactory results have been achieved. Prof. Hailman, of Louisville, says:

The effect of the system upon the physical and mental development is more than satisfactory. The children grow strong, vigorous, energetic; they attain full and conscious control of their muscles; become nimble and skillful; the glow of health upon their cheeks, the fire of energy in their eyes, elasticity and decision in their movements. Mentally, they become so far the superiors of children who have not enjoyed Kindergarten-culture that, for the first four years, at least in the elementary school, they accomplish fully twice as much. * * * This is due, not only to their greater physical vigor and to the knowledge and skill imparted by the Kindergarten, but more particularly to the habits of attention, concentration, industry, and free obedience, which they owe to Fröbel's system.

Testimony of teachers.—All the reports received from teachers who have taken pupils from the Kindergarten mention the superiority of these children over others in their capacity for learning, owing to the careful cultivation of all their capabilities, particularly their observing faculties. They show great quickness of mental perception and advance rapidly in the studies they undertake. The foundations of mathematical science are so well laid in the occupations and lessons of the Kindergarten, that geometry will not be to them the dry, unmeaning study it is to most, but becomes an old, familiar friend when met with in the text-book.

The scope for invention given in the exercises of the Kindergarten tends to awaken the faculties and develop individual talent. There is no art, science, or industry, which, in its first principles, is not represented in the occupations of the Kindergarten. It may well be said that the method of the Kindergarten gives the starting-point for each science and each profession.

Public Kindergärten in Boston and in St. Louis.—Boston and St. Louis have established public Kindergarten. Of the Boston Kindergarten Miss Elizabeth Peabody says:

The primary teachers who have received the children prepared in this Kindergarten find them so much more intelligent, capable, and well behaved than the ordinary run of children that they express great hope that the city will establish Kindergärten in all the wards.

Hon. William T. Harris, the superintendent of the public schools of St. Louis, says of the public Kindergarten in that city: "The experiment is a remarkably successful one." The results during the short time this Kindergarten has been in operation have been so satisfactory that the public-school-teachers desire nothing more heartily than to see the Kindergarten-idea prevail in all the primary schools. The testimony of all who have a practical knowledge of the Kindergarten-method is unanimous that as a means to an end nothing can be better and that it will be found a matter of economy to make it a part of the public-school-system.

Plato, in the Laws, speaking of the "divine necessities of knowledge"—the disciplines which lie at the foundation of all true knowledge, "against which no god contends or ever will contend"—sketches the Egyptian system of training for "every child"—a plan quite analogous to the Kindergarten of our day.

All freemen, I conceive, should learn as much of these various disciplines as every child in Egypt is taught when he learns his alphabet. In that country, systems of calculation have been actually invented for the use of children, which they learn as a pleasure and amusement. They have to distribute apples and garlands, adapting the same number either to a larger or less number of persons; and they distribute pugilists and wrestlers as they follow one another, or pair together by lot. Another mode of amusing them is by taking vessels of gold, and brass, and silver, and the like, and mingling them or distributing them without mingling. As I was saying, they adapt to their amusement the numbers in common use, and in this way make more intelligible to their pupils the arrangements and movements of armies and expeditions, and in the management of a household they make people more useful to themselves and more wide-awake; and again, in measurements of things which have length and breadth and depth, they free us from that ludicrous and disgraceful ignorance of all these things which is natural to man.—Jowelt's Plato's Dialogues, vol. iv, book vii, p. 356.

TABLE XXVII.—PATENTS FOR IMPROVEMENTS IN SCHOOL-FURNITURE.

The material for this statement was kindly furnished by the Commissioner of Patents. The following summary shows for what descriptions of furniture, &c., patents were granted during the year, and the residences, by States, of the patentees:

Number of patents	33
From California	1
From Illinois	4
From Indiana	3
From Iowa	1
From Kentucky	1
From Maine	1
From Maryland	1

From Massachusetts	3
From Michigan	1
From Missouri	1
From New Jersey	1
From New York	9
From Pennsylvania	5
From Colorado Territory	1
Total	33

Improvements in desks and seats	13
Improvement in blackboard-erasers	1
Improvements in slates, slate-frames, &c	5
Improvements in slate-cleaners	2
Improvement in guide and blotter for writing-books	1
Improvement in musical blackboards	1
Improvements in blackboards	2
Improvements in drawing-boards, &c	5
Improvement in book-cover-protectors	1
Improvements in book-covers	2
Total	33

COMPARISON OF RESULTS.

Having considered the statistical tables of the appendix in detail, it will be interesting to compare (so far as the classification admits of it) the number of instructors and of pupils in the several classes of institutions as reported to this Office in 1873, with the numbers as given by the census of 1870.

CENSUS OF 1870.

The classification of institutions by the census and the number of instructors and of pupils in each class were as follows:

	Instructors.	Pupils.
Colleges, for men and for women	3,902	73,844
Academies	6,190	129,404
Schools of law	78	1,673
Schools of medicine	599	6,746
Schools of theology	357	4,095
Schools of science and agriculture	149	1,790
Commercial schools	478	19,163
Schools of art and music	440	10,498
Asylums for the blind	147	1,403
Asylums for the deaf and dumb	232	3,552
Asylums for idiots	28	686
Schools of dentistry	22	170
Schools of mining	30	114
Other technical schools	115	2,052
Other private schools	25,077	726,688
Normal schools	582	18,592
Other public schools	182,616	6,209,468
Grand total	221,042	7,209,938

STATISTICS COLLECTED BY THE BUREAU OF EDUCATION IN 1873.

The following summary is a recapitulation of instructors and pupils in the various public and private schools included in the statistical tables of the appendix.*

Where reported.	Instructors.	Pupils.
In public-school-systems of States, &c., Table I	216, 721	7, 935, 596
In private elementary schools, Table I	*a*12, 100	480, 342
In normal schools, Table III	887	16, 620
In business-colleges, Table IV	514	22, 397
In academies and seminaries, Table V	5, 058	118, 570
In special preparatory schools, Table VI	690	12, 487
In colleges for women, Table VII	2, 120	24, 613
In colleges, (classical and preparatory departments,) Table VIII	3, 106	52, 053
In colleges, (scientific and preparatory departments,) Table IX	747	8, 950
In schools of theology, Table X	573	3, 838
In schools of law, Table XI	158	2, 112
In schools of medicine, dentistry, and pharmacy, Table XII	1, 148	8, 681
In schools for deaf mutes, Table XIX	289	4, 534
In schools for blind, Table XX	545	1, 916
In schools for orphans, Table XXI	*b*1, 484	22, 107
In reform-schools, Table XXII	*b*579	8, 371
In schools for feeble-minded, Table XXIII	213	758
Grand aggregate reported in 1873	246, 932	8, 723, 945

a Estimated. *b* Superintendents and assistants.

SCHOOL-SUPERINTENDENCE.

The importance of intelligent oversight of schools finds continually increasing recognition with our people. In some form, almost every State and Territory in the Union has now both general and local superintendence. The system abides where it has already found a lodgment and steadily makes its way to points beyond. Arkansas has in 1873, exchanged its former circuit-supervision for the closer inspection of county-superintendency. Indiana has put county-superintendents in place of the county-examiners it had before. North Carolina is calling for a kindred change and Maine desires the restoration of the superintendency it had. Tennessee, after abolishing it, has restored it. And although, from false ideas of economy or from discontent with the imperfect work which small salaries secure, there have been mutterings against it in some quarters, good supervision abundantly justifies itself by its effects, wherever a judicious liberality provides salaries sufficient to secure the proper kind of men and enable them to give their undivided time to the performance of the duties of their office. A universal adoption of the system on this liberal plan would probably do more than another single thing to promote the interests of education in the States.

That there shall be some sort of supervision is decided by the general suffrage above indicated. Headship and oversight, in one form or another, are, indeed, essential to every organization. Order comes constantly from settled law; and law, men perceive, must not only have an authoritative source, but also some executive direction. Hence heads for every household, engineers for every machine, officers for every society, and governments to enact regulations for communities and see that these regulations are enforced. No farm without some head farmer; no factory without its foreman; no commonwealth without a line of associated agencies to look after the administration of the laws. The idea of experienced supervision meets us everywhere; that of abandonment of valuable interests to mere blind impulse, nowhere.

* This summary does not include pupils in city-school-systems, as they are presumed to be included in the State-systems.

And in the case of the public schools such supervision is called for by peculiar circumstances. Our educational systems are yet comparatively new and need skilled watching to prevent friction in their working and bring all parts in harmonious accord. Our territorial limits are immense; and, without this skillful watching, incompetence, mismanagement, or petty tyranny may easily be hidden in the remoter country schools and in the intense life of cities, and work out miserable issues. We have, moreover, in our States and Territories, upwards of 200,000 teachers. These are of all degrees of qualification for their work; some especially and laboriously educated for it; some with but just the ordinary training of elementary and grammar-schools. Great numbers of them have had little opportunity for witnessing the best methods of management and teaching; others, whatever their natural or acquired capacities, enter the ranks each year as raw recruits, to take the places of retired or dying veterans. With such material, some oversight and guidance, in the great task of forming the minds, manners, and morals of our youth, are obviously a necessity.

Of course, this necessity existing, the more experienced, able, active, and continuous the oversight and guidance can be made, the better it must be for all concerned. A man that undertakes a superintendency of schools with little preparation for it duties, and gives these only such time as he can spare from more absorbing occupations, can hardly exercise a permanently beneficial influence. The flutter excited by his hasty entrances and hurried examinations soon vanishes, and schools sink back into the old routine, with a sigh of relief or of exhaustion. But let one, energetic, scholarly, judicious, with thorough knowledge of the subjects to be taught and of the happiest methods of instruction, give his whole time and heart to this great work, and there will be a leverage beneath the schools to lift them to a higher elevation. Moving continuously, among the teachers and pupils, in thorough sympathy with them and with their work, he will animate the despondent, stimulate the slow, enlighten the inexperienced, show this one how to manage, that one how to teach, and, cheering skill by kind encouragement, aiding uncertainty with wise advice, will infuse a life not previously existent, bring order out of whatever confusion may have reigned, and mold the various elements beneath his influence into an accordant and harmoniously-working whole. His worth with parents and citizens is equally effective. The general securing of such men for superintendents would introduce a new era in the school-history of the United States. To get them, however, to anything like the extent that is desirable, there will need to be, in many quarters, a large increase of salaries and greater care in the selection of the men. Men of high character and liberal culture are too much in demand in other lines to give themselves to the superintendency of schools, without the means of such comfortable livelihood as will relieve them from oppressive family-care and enable them to give to the employment sufficient time to make it a success. But, except in cities, the offered compensation is now below $1,000 almost everywhere. New York alone appears to actually reach that rate throughout her counties, though Pennsylvania approaches it with her least salaries and in many cases goes beyond it. In Texas the rate has been nominally $1,200, but in fact much less. In Kansas it comes down to $900; in New Jersey the average is below $800; in California, about $620; in Nevada, $575; in Arkansas, $400; in Illinois and Kentucky, apparently about the same; in Iowa, $390; in West Virginia, $254; in Tennessee, $228; in Virginia, $217, with the possibility of increase from the county-treasury, of which increase as an actuality there appears no trace. In almost all our older States such sums are wholly insufficient for effective family-support. As long as only such continue to be paid, the superintendents must either be unmarried men, (which is not generally desirable,) or must have private means to supplement their salaries, or must devote their main time to other business and give just occasional spare hours to the schools. Efficient, energetic supervision is hardly to be hoped for in these circumstances. A first requisite in order to this is an extensive increase of salaries, enabling men of proper character to make the superintendency their only work and stimulating them to the bestowment on it of their highest powers and energies. The larger towns and cities wisely bid for the best talent with salaries of $2,000 to $5,000 and find it pay to do so.

A lengthening of the term of office would be another means to the same end. In by far the greater portion of the States the superintendents are chosen to serve for only one- and two-year-terms. This may be long enough for men that have other occupations to fall back on, and doubtlesss seems to good school-teachers too long to endure the mismanagement of ignorant or tyrannical incumbents; but it is too short to win from more permanent employments a sufficient number of really first-class men. Such can make more at other work than can be made from a superintendency of schools, and, though they may be willing to forego prospective gains for the sake of exerting an influence for good, must have more time than just a year or two for the exercise of a far-reaching influence. They must have this time to form full acquaintance with their fields, to sow in them the good seed of a thorough education, and to develop from it the harvests they desire. They must have it to weed out incompetent school-teachers, to bring those of higher qualifications to the front, to thoroughly test any new system of instruction, to accomplish from it the best possible results, to see the completion of large plans for school-improvement, and to leave some permanently visible impression of their having lived and labored in these fields. And since this cannot be, with such short terms, unless through frequent re-elections, of which one always must stand painfully in doubt, a large proportion of the scholarly and able men that ought to be in the superintendency of schools drift off from this useful and honorable occupation to others that give prospects of more settled homes and more visible reward for their exertions. To remedy the loss which hence ensues and to secure the most valuable style of service, will it not pay—besides increasing salaries—to lengthen out the term of office generally to the three years of New Jersey, New York, Pennsylvania, and Virgina, or the four years of Florida, Georgia, Illinois, and Texas, with such prospects of a re-election upon good behavior as shall encourage hope of a still greater permanency?

Till something like this comes to be the case, the counties will have to be content with less than the highest measure of efficiency—with service snatched from other occupations and sandwiched in between engagements here and there—with men, too, who, however conscientious and inherently able they may be, still must quite often lack the rounded education, finished culture, and well-proved powers which only long terms and fair salaries can command.

Supervision of public schools in the

States.	Designation of officers.	Modifications.
Alabama	County-superintendents	With two school-directors for each county.
Arkansas	County-superintendents	With school-trustees in districts
California	County-superintendents	With county-boards of examination
Connecticut	Town-school-visitors	With acting school-visitors and city-superintendents.
Delaware	County-superintendents	With a city-superintendent in Wilmington.
Florida	County-superintendents	Members and secretaries of county-boards of public instruction.
Georgia	County-commissioners	Members and secretaries of county-boards of public instruction.
Illinois	County-superintendents	With township-boards of trustees and school-directors.
Indiana	County-superintendents	With township-boards of trustees and school-directors.
Iowa	County-superintendents	With township-boards of directors
Kansas	County-superintendents	With county-boards of examiners
Kentucky	County-commissioners	With district-trustees
Louisiana	Division-superintendents	With school-directors in the parishes
Maine	Superintending school-committees	Of towns or school-districts
Maryland	County-commissioners, (three to five for each county.)	With a county-examiner
Massachusetts	Town-school-committees	With town- and city-superintendents.
Michigan	County-superintendents	With district-school-boards
Minnesota	County-superintendents	With district-school-boards
Mississippi	County-superintendents	With district-school-boards
Missouri	County-superintendents	With township-school-boards
Nebraska	County-superintendents	With district-school-boards
Nevada	County-superintendents	With district-school-boards
New Hampshire	Town-school-committees	Town-superintendents allowed
New Jersey	County-superintendents	With district-school-trustees
New York	County-commissioners	With sixteen city-superintendents
North Carolina	County-commissioners	With county-examiners
Ohio	District- and city-boards of education, with their respective presidents; district- and city-superintendents.	With both State- and county-examiners and district-boards of education.

* Examiners.

several States and Territories, 1873–'74.

Mode of election.	Time of service.	Compensation for services.
	Years.	
By the people	2	Five per cent. of school-moneys disbursed and $3 per diem for actual service. "Not less than $300."
By county-school-officers	1	From $300 to $500 per annum.
By the people	2	For each school-district, $20. Average, $620 per annum.
By the people	3	School-visitors, $3 per diem for actual service.
Appointed by the governor	1	Postage, traveling-charges, and expense of distributing forms.
Elected by the county-boards	4	From nothing up to $800.
Elected by the county-boards	4	From $3 to $5 per diem for actual service.
Elected by the people	4	From $400 to $1,000 per annum.
Elected by township-trustees	2	For actual service, $4 per diem.
Elected by the people	2	For actual service, $3 per diem. Average, about $390.
Elected by the people	2	From $3 per diem to $1,500 per annum, according to school-population.
Appointed by county-courts of claims	2	$100 per annum, with $3 for each school-district, $3 for each colored-school visited, and 1 per cent. on moneys disbursed.
Appointed by governor on nomination by State-superintendent.	.....	$2,500 per annum; in New Orleans, (sixth division,) $4,000.
Elected by the people	3	$1.50 per diem for services, with traveling-expenses.
Appointed by judges of circuit courts	*2	Commissioners, "not over $100;" examiners, from $500 to $2,300.
Superintendents by school-committees; school-committees by the people.	†1	Committee-men, $1.50 per diem for actual service; superintendents, different rates, according to population, &c.
Elected by the people	2	From $3 to $5 per diem for actual service.
Elected by county-commissioners	2	For each school-district, $10. In larger counties, $1,000 to $1,200 per annum.
Appointed by State-board of education	2	For actual service, $5 per diem.
Elected by the people	2	For actual service, $5 per diem.
Elected by the people	2	For actual service, $3 to $5 per diem.
Elected by the people	2	"Such compensation as shall be allowed by the board of commissioners of county;" "at least all necessary traveling-expenses." Average, $795.
Elected by the people	1	"Such reasonable compensation as the town may determine."
Appointed by State-board of education, subject to approval by board of county-freeholders.	3	Ten cents for each child of school-age in the county. Not less than $500 nor more than $1,200 per annum. Average, about $795.
Elected by the people	3	From State, $800 per annum for salary; from county, $200 for expenses.
Commissioners by the people; examiners by commissioners.	*1	Examiners $2 per diem for actual service.
The State-examiners (3) by State-school-commissioner.	2	District- and city-superintendents, $800 to $4,000 per annum; county-examiners, $2 per diem for actual service.
The county (3) by the probate-judge of each county.	3	

† Each.

Supervision of the public schools of the several

States or Territories.	Designation of officers.	Modifications.
Oregon	County-superintendents	With district-school-directors
Pennsylvania	County-superintendents	City-, borough-, and district-superintendents optional.
Rhode Island	School-committees	With town- and city-superintendents
South Carolina	County-commissioners	With county-boards of examiners and district-trustees.
Tennessee	County-superintendents	With district-school-directors
Texas	County-superintendents	With county-school-directors
Virginia	County-superintendents	With city-superintendents in Lynchburg, Norfolk, Petersburg, and Richmond.
West Virginia	County-superintendents	With a city-superintendent in Wheeling and district-boards of education.
Wisconsin	County-superintendents	A second in a county allowed
Arizona	County-superintendents	With county-examiners and district-school-trustees.
Colorado	County-superintendents	With district-boards of directors
Dakota	County-superintendents	With district-boards of directors
District of Columbia	A superintendent of white- and superintendent of colored-schools.	
Idaho	County-superintendents	With district-school-trustees
Montana	County-superintendents	With district-school-trustees
New Mexico	Boards of county-supervisors and directors.	With probate-judge of each county as president.
Utah	County-superintendents	With school-trustees for each district
Washington	County-superintendents	With school-directors for each district
Wyoming	County-superintendents	With school-directors for each district

Vermont has great numbers of school officials, district prudential committees appearing to be mos

Besides the officers above mentioned, there are State-superintendents of public schools, or officer of education, for the general regulation of the public-school-system, in Alabama, Arkansas, California, Mississippi, Missouri, Nevada, New Hampshire, New Jersey, North Carolina, Oregon, Rhode Island, Kansas has a State-board of commissioners for the management and investment of the State-school-fund.

States and Territories, 1873–'74—Continued.

Mode of election.	Time of service.	Compensation for services.
	Years.	
Elected by the people	2	Not less than $50 nor more than $500 per annum.
Elected by county-boards of school-directors.	3	$500 to $3,000 per annum. Average, $1,304.
Elected by the people	3	Superintendents, $25 to $2,500 per annum.
Elected by the people	3	Commissioners, $1,000 per annum; in Charleston County, $1,200.
Elected by the county-court	2	"Such pay as may be allowed by the county-court." Average, $228.
Elected by the people	4	From each teacher examined, a fee of $3, with $4 per diem for actual service.
Elected by State-board of education	3	Not more than $350 per annum for county-superintendents. Average, $217.
Elected by the people	2	Not to exceed $300 per annum.
Elected by the people	2	$500 to $1,500 per annum, according to population.
The probate-judge in each county is, *ex officio*, superintendent.	.....	Traveling-expenses in visiting schools; not to exceed $100 per annum.
Elected by the people	2	$5 per diem and fifteen cents per mile while visiting schools.
Elected by the people	2	$3 per diem for actual service, with reasonable compensation for annual repairs.
.....	.....	$2,000 and $1,500.
Elected by the people	2	In Ada and Boise Counties, $300 per annum; in others, not to exceed $250.
Elected by the people	2	$1 to $2 for each school-census-scholar in county, with traveling expenses, postage, &c.
Elected by the people	.....	$1 per diem for each member of board, while in session, for five days in each three months.
Elected by the people	2	About $300 per annum.
Elected by the people	2	$25 to $500 per annum.
Elected by the people	2	"Such compensation as shall be fixed by county-commissioners."

prominent.

answering to these, in all the States and Territories, except Delaware and Alaska, with State-boards Connecticut, Florida, Georgia, Indiana, Kentucky, Louisiana, Maryland, Massachusetts, Michigan, South Carolina, Vermont, and Virginia. A territorial board of education exists also in Arizona.

COST OF EDUCATION AND OF POLICE.

It has been impossible during the past year to give any special attention to the prosecution of the inquiry into the relation of ignorance* to crime or of education to morals and public order.

Particular attention, however, is invited to the following very valuable and instructive summary of facts in regard to a number of our cities:

Table showing the cost of police-department and of public schools for one year in several cities.

	Date of report.	Cost of police-department.	Expenditure for public schools.
Mobile, Ala	1873	$76,572	$53,253
New Haven, Conn	1873	90,000	149,444
Chicago, Ill	1873	505,327	736,190
Baltimore, Md	1873	549,974	547,911
Boston, Mass	1873	*501,962	1,836,703
St. Louis, Mo	1873	451,046	665,578
Albany, N. Y	1873	114,030	188,173
Buffalo, N. Y	1873	213,958	286,118
New York, N. Y	1872	3,266,604	2,455,681
Cleveland, Ohio	1873	158,299	234,030
Reading, Pa	1873	44,420	102,211
Providence, R. I	1873	164,909	282,966
Charleston, S. C	1872	90,000	61,463
Memphis, Tenn	1873	96,061	86,093
District of Columbia	1873	325,000	298,281

*For 9 months.

* Rev. Eleazer Smith, for a dozen years chaplain of the New Hampshire State-Prison at Concord, declares that, of the three hundred prisoners who have entered the institution during his official term, about one in six could not read when they were committed. Of the three hundred, not one has been taken from any of the learned professions—not one lawyer, or physician, or clergyman, known and recognized as such by any of their professions, and not one editor or school-teacher. "I have been," says Mr. Smith, "so long connected with the prison and its records and history, that I can pretty confidently affirm that from its opening, some sixty years, there has not been among its inmates one clergyman, lawyer, physician, editor; not one deacon, steward, church-warden or class-leader; nor one son of a clergyman; and I have been able to learn of but two persons who, at the time of the commission of the crime, were members of any church."

Table showing the whole number of arrests and the number of arrests of persons under 20 years of age.

	Total arrests.	Arrests under 20.		Total arrests.	Arrests under 20.
Boston	27,845	*5,225	St. Louis	19,463	2,096
New Haven	4,800	.....	Baltimore, (1872)	26,445	.....
Providence	†6,099	.....	Baltimore, (1873)	26,365	.....
Albany	6,273	1,009	Charleston	.....	.....
New York, (1872)	84,514	13,392	Mobile	3,060	.....
Brooklyn	22,404	.....	Memphis	5,960	476
Buffalo	12,535	‡2,191	New Orleans	29,286	.....
Syracuse	1,179	.....	District of Columbia	11,781	2,377
Philadelphia	40,007	.....	San Francisco, (1867)	9,896	.....
Reading	1,822	.....	San Francisco, (1868)	11,111	.....
Chicago, (1872)	21,931	.....	San Francisco, (1869)	13,055	.....
Chicago, (1873)	31,585	§2,524	San Francisco, (1870)	15,232	.....
Detroit	4,861	703	San Francisco, (1871)	14,243	.....
Cincinnati	8,016	.....	San Francisco, (1872)	11,035	.....
Cleveland	8,579	.....	San Francisco, (1873)	12,810	.....

* Given as minors.
† Convictions.
‡ Of whom 49 were under 10 and 460 between 10 and 15.
§ Of whom 118 were under 10.

The percentage of arrests of persons under 20 years of age to the whole number of arrests was, in Detroit, 14.4; in Chicago, 12.5; in St. Louis, 9.2; in Memphis, 8; in Albany, 6.2; in Buffalo, 5.7; in Boston 5.33; in the District of Columbia, 4.87.

Of the 12,535 persons arrested in Buffalo, 1,414 could neither read nor write and 133 could read only; of 11,781 persons arrested in the District of Columbia, 4,227 could neither read nor write; of 6,273 persons arrested in Albany, 532 could neither read nor write and 93 could read only; of 4,861 persons arrested in Detroit, 668 could neither read nor write and 55 could read only.

The police-records of Boston show that "the increase of minors among the arrests nearly keeps pace with the increase of population."

The San Francisco police-report for 1871–'72, while finding cause for congratulation in the fact that, while the population has largely increased during the past three years, the number of arrests has greatly diminished, mentions with regret the increasing evil of "juvenile ruffianism" as the most difficult matter with which the police-department has to deal.

VENTILATION OF SCHOOL-HOUSES.

The increased attentions given to this subject are especially gratifying.

Deeming it very important that this report should carry with it some indication of the progress of inquiries in this direction, I include the following *résumé* of opinions and facts:

In a notice in the Sanitarian for May, 1873, of a treatise on ventilation, by Lewis W. Leeds, it is remarked that—

The greatest sanitary want everywhere is ventilation, to be supplied in all existing tenant-houses, work-rooms, school-rooms, and all places of assemblage. Many children are taken from school in consequence of headaches, fever, sore throats, and weak eyes, "caused by too close attention to study," when, if the cause be investigated, it will be found that they have been confined in a close room, with perhaps fifty other living, breathing creatures, where there is no ventilation. Consequently they are inhaling over and over again the same impure breath.

In the Sanitarian for January, 1874, the following "life-problem" is presented:

Every full-grown adult throws out by respiration about four and a half gallons of deleterious gas and watery vapor per hour; and the children of school-age average,

each one, about three gallons per hour. Suspended in this deleterious respired air and vapor, there is in every 1,000 gallons 3 gallons of *dead decomposing animal matter!* * * * Now, if one person throws out four and a half gallons of poisonous air every hour, how long will it take 1,000 persons to fill a church full; fifty children to fill a school-room full?

An article quoted from the Pall Mall Gazette in the Sanitarian for June, 1873, says:

The marvel is not how many children die, but how many escape. Work-houses are under (assumed) competent supervision; so are mad-houses; so are prisons; but schools, where the young receive their life's permanent impress, are left out as beyond the range of inquiry altogether, save in that queer jumble of inconsistent half-truths we call education; and the master and mistress may kill the children intrusted to their care with untroubled consciences.

The report of the board of health of the city of Boston for the year 1873 speaks as follows of the defective ventilation of the school-houses of that city:

Let some person who never has thought of it go into some of our school-rooms, even in our own city, about 12 at noon, on a moist winter-day, where some 60 to 100 pupils are climbing the wearisome heights, and the darkest troglodytic dormitories of our city have something of the scent of an orange-grove in full blossom in comparison. You ask about the ventilation, and your eye is directed to two or three holes in the wall, near the ceiling, but you are not told whether moral suasion is to coax, or corporal punishment drive, the deadly poison up there, nor who or what does the coaxing or driving. But you must be persuaded to believe that a mastodon crawls out of a gimlet-hole, when no inducement is offered him to go.

Dr. C. R. Agnew, in an article in the Sanitarian for April, 1873, says:

In the city of New York, with its boasted public-school-system, there is room for reform from the primary schools up to the New York College. I quote from a recent report:

"Seventeen school-buildings have been inspected, against all of which reports are made of bad sanitary condition. Six of them have class-rooms so damp and dark that they are declared to be unfit for school-purposes and in one case it is recommended that the entire building be vacated. * * * * One of the principals of one of the largest of those public schools has told me that they get on with the primary children very well in the morning, but that it is almost impossible to keep them awake in the afternoon from the effect of mental strain and bad air."

In the Sanitarian for April, 1873, Dr. Jaynes, city sanitary inspector of New York City, details the results of some experiments with the air in the public schools:

From our public schools Dr. Endemann obtained seventeen samples of air, the examination of which determined the presence of carbonic acid, varying in amounts from 9.7 to 35.7 parts in 10,000; or, in other words, from more than twice to nearly nine times the normal quantity. The ventilation in these buildings is generally faulty and can be obtained only by opening the windows—a practice detrimental to the health of the children who sit near or directly under them. The following experiment made in the Roosevelt Street school shows the inefficiency of ventilating-flues in the wall, unprovided with means for creating an upward current. An examination of the air in one of the class-rooms provided with a ventilating-flue was made while one of the windows was opened, and yielded 17.2 parts of carbonic acid in 10,000. The window was then closed, and after the lapse of ten minutes another examination gave 32.2 parts of carbonic acid, or an increase of 15.6 parts. The experiment now became to the teacher and children so oppressive that it was not continued. Dr. Endemann says: "If the accumulation of carbonic acid had been allowed to continue, we might have reached within one hour the abominable figure of 110." The following is a statement of the average result obtained from the several experiments made in each school:

School.	Experiments.	Carbonic acid.
Elm street	3	14.6
Roosevelt street	2	19.5
Thirteenth street, near Sixth avenue	2	28.1
Thirteenth street, near Seventh avenue	2	21.3
Greenwich street	2	17.6
Vandewater street	2	14.7
Madison street, near Jackson	4	24.2

As expired air contains, not only this poisonous gas, but also effete animal matter escaping from the bodies of those present, and in quantities in proportion to the amount of carbonic acid exhaled, it follows that air vitiated by respiration is far more deleterious than air vitiated by the same amount of carbonic acid from other sources; and

as the standard of permissible impurity has been placed by high sanitary authority (Dr. Parkes and others) at 6 parts of carbonic acid in 10,000 of air, it is evident that the best practical talent should be engaged in designing and perfecting means for securing to our public schools adequate and thorough ventilation.

The Sanitarian for August, 1873, contains the report of Mr. Lewis W. Leeds concerning the ventilating and warming arrangements of some of the school-houses in the city of New York. An examination of two of the *best* gave the following results:

In No. 35 the windows in all the class-rooms were found pulled down from the top, for the purpose of relieving the rooms of a condition which the teachers termed "blaziness." The ventilators for the exhaustion of the foul air are all near the floor and many of them communicating with flues in the outside walls. On testing these flues there was little or no motion of air in them, and as commonly into as out of the room. A considerable number of wrought-iron radiators had recently been placed in various rooms to assist in warming and for the purpose of establishing an air-current. This combination of direct radiation and currents of partially-warmed air is an excellent one when properly carried out. But in this case there seemed to be a total want of knowledge of the subject in the executive head of the work. The arrangement as a whole is imperfect and inefficient.

No. 47 had been passed by the sanitary inspector without criticism, and a better condition was anticipated. It is warmed by seven hot-air-furnaces. All the warmed air is brought into the class-rooms through registers on the interior or warmest side of the room, directly against the teachers' backs and the ventilator for the escape of the foul air is placed directly above the registers, thus submitting the teacher, who sits on the warm side of the room, to a perfect blast of hot air, which, after roasting him or her, rises immediately to the ceiling and escapes. But the children sitting on the opposite and cold side of the room, with their backs to the windows, have to suffer for the teachers' roasting by the open windows, exposing them to cold draughts upon their backs and shoulders and contributing in no small degree to their frightful mortality. * * * One only of the seven furnaces had a good supply of fresh air. Five of the others were wholly devoid of fresh-air-entry from the external atmosphere, while they counterfeited the appearance by the show of large registers from the cellar. These contained an accumulation of dirt, flavored with the odor of the *hen-coop, into which the fresh-air-supply-box of the seventh furnace had been converted*, the mouth being shut off by a damper—*not odor-tight*—veritable *foul* air where fresh was most to be expected. The ventilating-flues, instead of being carried out separately as chimneys, and each communicating with an open ventilator, (as had been represented,) were found gathered together on each side of the house into large cupolas. One of these cupolas was found boarded over so as completely to obstruct the air. This had been done for the purpose of using it as a *pigeon-house*.

Thus there are in one of the *first-class schools* in the city of New York about 1,200 children "tortured by the most unscientific and villainous appliances for warming and ventilation that the human mind can conceive of. If the very converse of warming and ventilation were desired, this system could scarcely be excelled for producing alternate blasts of hot, foul air around the head for breathing, and cold, chilly draughts against the back and feet for killing."

Two new school-houses, "supposed to embody the most perfect system of ventilation and warming," were also examined. In the words of the report:

There is not one single foot of fresh-air-supply in either of these buildings. The only dependence for fresh air is the pernicious system of opening the windows; and the radiators are commonly placed opposite the windows, so that the cold air has to be blown across the room before it comes in contact with them. There is some little show in some of the rooms of an attempt to carry off the foul air, but in reality it is wholly ineffective. There are small, rough flues in the brick wall, into which registers are placed, with the worthless object of conducting the foul air into a large exposed space under the roof and allowing it to escape under well-displayed cowls. Some of the overheated air possibly ascends at times up the hottest of these flues, but it is so quickly cooled by contact with the cold roof that it falls back again into other rooms where the flues are less heated. And thus, at best, *a current of foul air only* is established, without any means of escape.

In the Sanitarian for November, 1873, Mr. Leeds gives the results of an examination of ten additional school-houses, some of them recently erected in the city of New York. Of two of these it is said, "There is not a sign of a register for fresh-air-supply or escape of foul air in the whole building;" and of four others, "No attempt whatever to provide a regular supply of fresh air." Only one has "ample fresh-air-boxes in good condition;" and in this, and in every other building examined, the provision for the

exhaustion of foul air is defective and insufficient. "A few small registers near the floor open into small rough flues in the cold outside walls," in one case only "about four inches square—a perfect farce. These flues empty into the large space under the roof, where the air, becoming chilled, is quite as likely to fall down into the rooms as to flow out; consequently such registers are almost always closed to avoid the cold on the feet of those who sit near them."

In one building "the handsome show of ventilators on the roof and the ventilating-registers in the rooms are mere *shams* and *deceptions*, for *they do not* communicate;" in another, "the ventilating-caps on the roof *are not connected in any way with the ventilating-flues* in the outside walls." In a third, "attempts have been made to connect the flues from the rooms with the ventilating-caps on the ridge by wooden boxes under the roof, *but a space of two or three feet in length is left open near the center, breaking the connection.*"

Of one building it is said: "The aggregate capacity of the foul-air-openings, provided they prove efficient, is about one-tenth that provided in first-class buildings in other cities;" of the ventilating-flues in another, "they are of no earthly use except, perhaps, it might be a slight relief to the consciences of those whose business it should be to provide these children and teachers with pure air." Not one building was found where a sufficient supply of fresh air could be secured without opening the windows. Many teachers "have frequent complaints from parents that their children take cold by sitting in the draughts from open windows; but they cannot get along at all without having the windows open. In cold and stormy weather, when the windows cannot be kept open, the air soon becomes filthy. It is perfectly horrid to keep *children* confined in such an atmosphere; indeed it would be shameful cruelty to animals."

In this examination was included the new building of the Normal College of New York, of which it is said:

Here we have a splendid new building, where the greatest attention has been given to secure the latest and most perfect ideas that the board could command for the instruction of the teachers themselves in all that belongs to the most perfect development of the body and mind of the young citizens of New York. The heating-apparatus alone must have cost from $30,000 to $40,000. Radiators scattered around in great profusion in proper and improper places, but *there is not one single foot of regular fresh-air-supply* provided for in the entire building. Innumerable handsome ventilating-registers ornament the walls at the top, in the middle, and at the bottom of the rooms, but the current is as likely to be *into* as *from* the room. All the flues terminate in the vacant space under the roof, so that the warmed air that may, at times, go up the flues on one side of the building, will be cooled by contact with the cold roof and fall down the flues on the other side. There are a few little ventilating-cowls on the roof, with a crack of two or three inches around the top, which is probably about *one-fortieth part* of the open space that makes such a splendid show in all the rooms.

Thus, by a careful examination of all classes of buildings belonging to the board, we find that much expense has been incurred in the name of ventilation, and a goodly show of ventilating-cowls ornament the exterior of many of these buildings; and yet we do not find *one single building properly ventilated.* There appears to be an entire absence of any comprehensive or practical system of warming in connection with the ventilation, which is so essential in producing the most satisfactory results.

The construction of school-houses so as to furnish a "grand collecting-room," Mr. Leeds utterly condemns. In the Sanitarian for December, 1873, he asks:

Is this exhibition-room worth what we pay for it? Is it worth sacrificing the comfort and health of both teachers and pupils by cutting off the fresh-air-supply from the class-rooms, where the real labor of the school is performed? In short, is this exhibition worth *four or five hours of the most shameful and disgraceful poisoning*, by keeping the delicate lungs and bodies of teachers and children charged with the foul and fetid atmosphere of a close and crowded room, aggravated, too, by alternate blasts of dry air from red-hot furnaces and cold, damp air from open windows? Or, again, is this condition improved upon by the substitution of a large steam-radiator in one corner of the room, in immediate proximity to which—owing to the very crowded condition of these class-rooms—some of the children must sit?

Mention is made, as an example, of a Brooklyn school-house—

A new and costly building, which probably fairly represents the best modern school-houses. Here we have twelve class-rooms on each of two floors. Eight of these on

each floor can all be overlooked at one time. But close the glass partitions, and we find 50 or 60 children, with their teachers, crowded into comparatively small class-rooms, and for the most part without sunshine and pure air. Two only out of the twelve rooms have sunshine and pure air on two sides. And this is not the worst: six of the class-rooms are surrounded by other foul class-rooms on three sides. After half an hour's study the air is disgusting in the extreme, especially on the leeward side of the building. On the windward side the air is better, but it is too often from open windows, blowing directly on the backs of the children, now doubly susceptible to such an influence for evil.

Still worse than this is the plan of a number of splendid brown-stone buildings that have been recently erected in Philadelphia. Here, added to the great sin of massing all the collecting-rooms together, is the still worse blunder of cutting off so large a portion of the light and air by the stairs, committee-rooms, and water-closets. These are splendid new buildings, for which millions of dollars of the people's money have been spent and in which their children will undoubtedly be tortured for many long years, before they will have the courage to do what they ought to do at once, *tear them down*. Thus we find in so many cases the collecting-room-system so materially interfering with the sanitary conditions of the class-rooms that it should be greatly modified or entirely abandoned. And the adoption of the arrangement suggested by the Vienna premium-plan, would, in the author's judgment, fully justify the omission.

Here we have that great desideratum, a free exposure to the external atmosphere and sunshine on every side of each class-room; and, still better, no two class-rooms join, so that the foul air from one cannot be blown into another with any direction of the wind. The object is to imitate, as nearly as possible, the natural effect of a bright, sunshiny day. It will be observed that the sun rapidly heats all solid objects upon which it shines. These solid substances, thus pleasantly warmed by the sun's rays, form heaters in addition to the direct heat from the sun, thus warming the ground under us and surrounding our bodies with hot substances, but leaving the air around our heads cold and invigorating. We should, therefore, have the floors and sides of our class-rooms warmed to just what they would be if the sun was shining upon them—say 85° F. or 90° F. for the floors and 110° F. for the sides of the rooms. It is a near approach to an even distribution of the heat to place the steam-radiators immediately under the windows, the excess of heat from the radiators being nearly balanced by the excess of cold from the windows. The cold air should not be allowed to get near the floor, but should be deflected upward as it enters, which is done by a curved sill, and the warmed air rising from the radiator mingles with the inflowing cold air, which is thus thrown to the ceiling and falls in imperceptible currents. It is very desirable, however, in small, crowded class-rooms to have a still more evenly diffused heat. This can be effectually secured by moderately warming the whole wainscoting on the colder sides of the room. This may be accomplished by making the wainscoting of iron, slate, or of plaster upon iron lath, with the steam-pipes behind it. The warming of the floors can be secured by cross-furring on top of the beams and allowing the hottest air (and that is generally the foulest air when warming by direct radiation) from the rooms below to pass underneath the floor to the ventilating-flues. Additional heat may be secured by running one or more steam-pipes through this air-channel. The means for exhausting the foul air consist of two large air-shafts centrally located, into which the various foul-air-ducts lead. The temperature of this shaft must be constantly above that of the external atmosphere, which may be secured by the smoke-pipe of the heating-apparatus or by coils of steam-pipes or a stove.

Nature's great means of purifying the air and supplying it fresh to all living things is agitation. The gentle agitation of the air in the school-room is of the first importance. This is very naturally and beautifully accomplished by having the floors warmed to 80° F. or 90° F. and the air above only 50° F. or 60° F. This would set the whole air of the room in motion, like water in a pot over the fire. With this constant agitation of the air and the diffused warmth, partially from radiation and partially from moderately-warmed air-currents, it is quite possible to maintain a uniform temperature of the whole room and to preserve a pure, vigorous atmosphere in a room constantly crowded with human beings, and that, too, without producing the cold, unpleasant draught, so bitterly complained of in crude and imperfect attempts at ventilation.

The annual report of the State-board of health of Massachusetts contains a paper on "School-hygiene," by Frederick Winsor, M. D., in which the following testimony is presented concerning the ventilation of schools in Massachusetts:

Defective ventilation is very generally and very emphatically complained of, and such expressions as follow are common: "We have no tolerable system of ventilation." "School-ventilation is thus far a failure." "The air in our school-houses is simply execrable." "The stench of a primary school has become proverbial." One of the school-houses presented in the report of the State-board of education for 1873 as a *model*, large and expensive, on the warming and ventilating of which "much thought and

care have been bestowed," was visited in December, 1873, and this is the report: "I visited several of the rooms and found the air offensive in all to the smell, the odor being such as one would imagine old boots, dirty clothes, and perspiration would make if boiled down together. The master says he knows of no school-house where good ventilation is secured. Our superintendent of schools says the same. In the new *model* school-house the hot air enters at two registers in the floor on one side, and makes (or is supposed to make) its exit by a ventilator at the floor on the other side of the room. The master said the air was supposed to have some degree of intelligence and to know that the ventilator was its proper exit."

The difficulties to be overcome in ventilating school-rooms are very great, but not too great to be conquered by intelligence and money, both of which are at our disposal, but neither of which is willingly applied to the problem of ventilation by building-committees, with whom, rather than with architects, the responsibility seems to lie. * * * * The trouble is that every *tolerable* system of ventilation is expensive and those having the matter in charge cannot bring themselves to lay out much money on that which will make no show whatever. Nevertheless it is the fact that in our climate for seven months in every year *fresh air* cannot be had within doors without paying money for it. Not only does it presuppose a somewhat expensive arrangement of ducts and flues, but it requires for the efficient working of these more fuel than we like to pay for. Three things must be done: *first*, supply fresh air; *secondly*, warm it before bringing it into the room; *thirdly*, get rid of it after it has been breathed *once*. In rooms heated by stoves or by steam-pipes in the room, the first and second demands cannot be met except by transforming them into portable furnaces. To meet the third requires both larger, more numerous, and differently-placed openings and ducts than are to be found in one school-house in a hundred, and in addition to these a shaft or flue of ample size and *well heated*. And these all cost money. But then pure air is a necessity to health. No State or town can afford to allow its school-children to be slowly poisoned by breathing foul air. If we are wise we shall be less lavish of expenditure on showy exteriors and lofty halls and more ready to spend on thorough ventilation. In every school-house which cost $20,000 enough might have been saved, by making the ceilings two feet lower, to pay the cost of supplying the building with pure air, while at the same time the labor of going up stairs would be sensibly less. * * * * As to the practice of ventilating in winter by opening windows, we say, in the words of Dr. Angus Smith, "though foul air is a slow poison, we must not forget that *a blast of cold air may slay like a sword.*"

In the thirty-sixth report of the State-board of education is a report by a special agent of the board, who investigated the condition of schools and school-buildings in the four western counties. He visited 368 schools in 73 towns, and reports that "the *larger number* of the schools are kept in houses either badly located, incommodious, poorly furnished, inadequately lighted, or without proper means of ventilation. * * * School-houses are often made too large, (*i. e.*, made to include too many scholars.) They are often made too high: two stories are better than three; one story better than two. The rooms are often *too high in the walls*, a fault which makes them hard to heat and necessitates long flights of stairs, to ascend and descend which many times a day is not only laborious but mischievous to all the older girls and to every feeble child, while the height is not required for ventilation. * * * * Every city should have a sanitary inspector and instructor of schools, who should be a physician. Every town-board of health should have among its number a physician, whose duty it should be to pay a monthly visit to every scholar in town and make a monthly sanitary report to his board and a yearly report to his board and to the State-board of health. * * Thus, upon the local boards of health and upon the towns, something definite and permanently open to reference in relation to school-hygiene would be brought to bear. Public attention would be drawn to whatever mistakes and evils of this order might be shown to exist, and, when this great point can be gained, the evils will certainly be abated."

The report of the State-board of health of Michigan contains the following remarks concerning the "hygiene of school-buildings:"

In these days, when the very foundations of our republican Government are claimed to rest upon our school-system, which includes much of the mental training of those who are soon to be "the people" of the State, and when it is considered how much time the young spend in school-buildings; that during the school-ages the physical system is also being formed for life, and that upon this physical structure the intellect is dependent for its force and endurance, one may then, to some extent, realize the very great importance of any and all questions which relate to the conditions which prevail in our schools and which thus control the immediate future of the race.

From the report of R. C. Kedzie, M. D., chairman of the committee on buildings, the following extracts are taken:

By securing the best possible conditions for the health of the young, we most effect-

ually secure the well-being of the State; and any cause which saps the vigor of childhood is a blow at the common weal. The public school is almost the only place where the law may directly interpose to secure for the people the conditions of health. By law we have made attendance on school compulsory; by the potent law of an enlightened public opinion we should also make compulsory the conditions necessary for vigorous health during their attendance at school. By placing them, during the most formative period of their existence, in school-buildings which combine all the best conditions of physical existence, as well as intellectual development, we do much to mold the character and modify the home-life of coming generations. Every consideration, therefore, demands that we give most earnest heed to the conditions which influence the health of the children, the men and women of the immediate future of our State.

In examining the school-houses of our State, the first prominent fault in construction observed was that the rooms are too small for the number of scholars. The lowest estimate would require 300 cubic feet of space and 25 feet of floor-space for each scholar. Thus a room, 30 by 30 feet and 12 feet high, might contain thirty-five scholars and the teacher; but this is a minimum space, even for small scholars, and can be safely used only in connection with good ventilation. Some persons seem to think that small scholars require but small breathing-space, but this is a grave mistake. Mr. Simon says, "Even healthy children, in proportion to their respective bodily weights, are twice as powerful as adults in deteriorating the air which they breathe. I think it best that children and adults should be deemed to require equal allowances of air and ventilation." The rapidity of the processes of waste and repair in childhood forbid the use of less space. Yet, when we measure the size of school-rooms and count the number of scholars, we see that the space for each scholar is much below this estimate. * * * The economy which hazards the health and life of the pupil to save the expense of additional buildings is an economy which borders on recklessness or crime. The evil of this system is especially manifest in the stinting of floor-space. The seats are placed as close as the scholars can conveniently sit and the space for the alleys is as small as will allow the scholars to pass single file. For the health of the scholar, the floor-space is almost as important as the cubic space in the room.

School-houses three and four stories in height are utterly condemned, on account of the amount of stair-climbing which they necessitate and the influence of such stair-climbing on the health of female pupils, both during their school-days and in after life.

Shall a city aim to have a few large schools or many small ones? It seems to me that too little thought has been given to the influence of large schools on the health of scholars; that the sanitary condition of a child in a school of 1,000 or 1,500 scholars is very different from that of a child in a school of 100 or 200. * * * * *

Adequate ventilation and satisfactory heating can be more easily secured in buildings of moderate size than in very large buildings. The same can be said in regard to the sewerage and insolation, or the needed exposure to sunlight. A large number of medium-sized schools would be considered far preferable to a small number of colossal schools. Could not the sanitary conditions be better observed in these smaller schools? * * * I am aware how pleasing is the sight of a vast crowd of scholars and how beautiful is the sight of a sea of eager, upturned little faces; but is there not danger of sacrificing their well-being to our love of spectacular show?

The proper warming of a school-building is a matter of great importance. The mass of the scholars are young, and it is well known that the young of all animals, especially when not taking active exercise, require a higher temperature than adults. Much of the difficulty in warming school-rooms arises from defective ventilation, as it is almost impossible to properly warm the air of a room which is not ventilated. In every room heated by artificial means, a lake of cold air tends to form on the floor; and, if this is left undisturbed by ventilating currents, the result in a hygienic point of view is very undesirable. * * * In examining the school-rooms in this State I found, as a general rule, that where the rooms were not ventilated at the floor-level, and when this lake of cold air was not drained off, the difference between the temperature at the floor and the desk—that is, the difference in temperature at the feet and the chest of the scholar—was seldom less than 6 to 8 degrees, and often much in excess of these figures; in one instance 19 degrees and in another 21 degrees. * * * The warming of a room is so intimately associated with its ventilation that it is impossible to properly warm a room in cold weather without also ventilating it. * * * The plan of warming the floor and walls (Mr. Leeds's plan) strikes me as excellent in theory, and I should be very glad to see it practically tested. * * * If Mr. Leeds's plan shall effectually replace the present faulty system, and especially the *no system* now in use, the world will have taken an important step in a very desirable direction. * * * *

Radiation from steam-coils placed in the room is probably the worst method of heating, because it does not provide for any renewal of air, and hence ventilation is

practically impossible as steam-coils are ordinarily used. But when steam-coils are placed in a furnace-chamber and the air is heated by flowing over these coils before it enters the room, the method becomes a very good one. * * * A furnace, if rightly constructed and rightly used, is a very good means of heating a school-building, because it assists in ventilation. Nearly all the furnaces I have examined are very objectionable, because they are too small and have too little radiating surface to heat the necessary amount of air unless they are excessively heated. It is simply impossible that air heated by passing over such red-hot surface should be healthful. * * * The object aimed at should be to introduce a large volume of air moderately heated, and not a small quantity of air excessively heated. To this end the furnaces should be of large size, with a large amount of heating-surface kept moderately heated, and the access of pure air to the furnace and its passage thence to the school-room should be abundant. * * * The air of our school-rooms is almost uniformly too dry. * * * The influence of excessively dry air on the naturally moist mucous surfaces is injurious: the nostrils become dry and irritable and a tendency to catarrh is established. The influence of too dry air on the eye is also injurious, from the unnatural drying of the normal secretions for moistening the eye.

Rev. Daniel Leach, superintendent of schools in Providence, R. I., writes: "I was rejoiced to hear that the Michigan State Medical Society had taken up the subject of ventilating and warming school-houses. There is no subject connected with the cause of education so important and none that has been so neglected. I have given attention to the subject for more than twenty years, and I firmly believe, from careful observation, that very many cases of consumption, heart-disease, and kindred diseases have had their origin in the foul air that is breathed in school-rooms and other crowded places." * * * I might fill pages with quotations from medical authorities to show how intimate is the relation between tubercular diseases and foul air. But these diseases of degraded tissues are only one class in a score of diseases caused by breathing foul air. The limit of impurity in air as affected by respiration should not exceed the presence of 8 parts of carbonic acid in 10,000 of air. Many place the limit lower than 8 parts; it certainly should never be higher. Persons may, and do, live in an atmosphere less pure, but it is at the expense of present and future vitality. Sickness must be viewed, not solely as involving the suffering and danger of the patient, but also as a loss to the State. This consideration bears with especial force upon the sanitary condition of the young, because they are peculiarly liable to the action of depressing causes. The State is rich and strong in its healthy men and women and is impoverished by its weak and sickly ones. In laying our hands upon the sanitary condition of our public schools, we touch the very fountains of the prosperity of the Commonwealth.

To preserve the air of a room in such state of purity that the carbonic acid shall never exceed 8 parts in 10,000 of air, 2,000 cubic feet of air must be admitted every hour for each person in the room. In a room 30 by 30 by 12, and containing 36 persons, 72,000 cubic feet of air an hour must be introduced, and the entire air of the room changed six times an hour. If we allow ten square inches of sectional area in ventilating shaft for each person, this number of scholars would require a ventilating shaft 19 by 19 inches; the air must move through it at the rate of 5½ miles an hour; if the shaft is 20 feet long it will require a permanent elevation of temperature 15° above outside air. * * * I consider it very desirable to ventilate from the floor-level; not because the air is fouler at that level than at the ceiling, but because, being equally foul, it is colder than air near the ceiling, and therefore less fitted for the comfort and health of the occupants of the room, and also because the strong tendency to accumulate a lake of cold air at the floor can usually be obviated in no other way. It is not a matter of indifference whence the air is withdrawn at the floor-level. It should be withdrawn at many points in the body of the room, by openings into foul-air-ducts beneath the floor. The experiment performed in a school in Kalamazoo, of gathering the air for analysis during recess, while the scholars stood around me in a dense throng to witness the operation, this air, containing a large excess of carbonic acid, shows the necessity of withdrawing the air from those portions of the room where the scholars most congregate. If the spaces between the floor-joists are all made foul-air-ducts, it would be a matter of very small expense to ventilate from as many points in the room as we desire. * * * In my opinion, no ventilation is good which requires the opening of doors and windows at any time. Window-ventilation is better than no ventilation, but it is not good ventilation. * * * Ventilation should, as far as possible, be automatic, and should be beyond the control of every one except the person who has it in charge. This self-acting ventilation may best be secured by combining the ventilating-system with the the warming-apparatus, so that the active condition of the warming-apparatus shall necessitate an active ventilation. * * * The air-ducts should be abundant, but should be kept out of sight. The most natural and economical position for the foul-air-ducts is the space beneath the floor between the joists. These can all be connected with the ventilating-shaft by having

the joists all lead toward the shaft and the spaces all connected with the shaft. * * * The ventilating-shaft should be well constructed, so as to be air-tight, if possible. As ordinarily constructed they are very porous, so that a large portion of the air discharged at their top is not derived from the rooms to be ventilated, so that a brisk current may be found issuing from the top of the shaft, while no no corresponding current enters at the bottom. * * * The shaft should be placed entirely within the building—in its center, if practicable. * * * To estimate the size of the shaft I have taken the estimate adopted for ventilation in the barracks of the British army, viz, ten square inches of sectional space in the shaft for each person. In the center of the shaft I would place the pipe to convey away the smoke from the furnace, and thus utilize the waste heat to warm the shaft. In order that each room may receive its own share of ventilation and to prevent the foul air of one room from being driven into another room when high winds prevail, I would divide the shaft-space outside the smoke-pipe into two or four shafts, by having sheet-iron plates passing from the whole length of the smoke-pipe radially, till they strike the sides of the shaft. * * * Each one of these shafts may be devoted to ventilating one room or floor. * * * The inlet-ducts to admit fresh air, whether *hot* or *cold*, should have the same sectional area as the educt-pipes for foul air, viz, ten square inches for each person. The practice is altogether too common of making the registers for admitting warm air much smaller than this and of admitting the air at a very high temperature, *i. e.*, a small amount of very hot air instead of a large amount of warm air. * * * A proper temperature as the first condition of mental activity and the removal of carbonic acid, which "lowers the vitality and kills with indefinite warning," are essential conditions for the development of the nation. We have abolished the choking of our worst criminals by the hangman's rope, let us abolish the strangling of the innocent children by viewless ropes of poisoned air.

WOMEN AS SCHOOL-OFFICERS.

The difficulty experienced in finding fully-educated men for the various departments of school-work has for some years past led to an engagement of women in this work. In the Northern States, Indiana and Missouri alone excepted, the number of female teachers greatly exceeds that of males. The ability and intelligence which many of these display, combined with a delicate tact in management, have induced in several quarters the idea of employing women in the higher offices of government: for example, as school-visitors, members of school-committees, and county-superintendents. The New Hampshire legislature, by an act in 1872, authorized the election of them to the prudential committees of districts or school-committees of cities or towns within the State. The State-reports of both Connecticut and Rhode Island for 1873 decidedly advocate the employment of them as school-visitors on the ground of their special fitness for the office, as well as on the ground that cultivated women are more frequently available for the performance of such duty than equally cultivated men. The people of Massachusetts, under the same impression, have lately employed women in their school-committees. Lynn and Concord both have ladies so engaged. In the latter place a daughter of Ralph Waldo Emerson has been for several years on the committee, and is said to have done valuable service. In Brookline the school-committee itself has constituted an advisory board of ladies, by whom much of the work of the committee has been done. At the last election of school-officers in Massachusetts four ladies were chosen members of the school-committee of Boston and several others in the western portion of the State; and the Springfield Republican, generally well informed on such points, expresses the decided judgment that many more will be elected in another year.

When such movements occur in conservative New England, they may naturally be looked for also in the flexible and sometimes impulsive West. Accordingly the twenty-eighth general assembly of Illinois declared by law that any woman, married or single, might be elected to school-office, if over 21 years of age and possessed of the qualifications prescribed for men. Under this law 34 ladies in thirty counties ran for the office of county-superintendent in 1873, and of these 11 were elected. In Iowa, under a similar provision, 9 ladies came upon the superintendent-list and in Kansas 3. In Michigan the recently-revised State-constitution provides for the admission of

women to any school-office and in the constitutional convention of Ohio the majority of the committee on education have reported a kindred provision for adoption. Pennsylvania has moved in the same direction, her just-adopted constitution making women eligible to any office of control or management under the school-laws of the State.

As officers of colleges, also, women are beginning to appear. The new Boston university, as elsewhere noted, has opened its chairs to them, and two ladies already act as instructors in the school of medicine. Vassar, besides a lady principal, has numerous ladies on its staff of instruction, one of whom is eminent in the scientific world. St Lawrence University presents one on its faculty-list in the chair of French and as assistant instructor in Latin. Antioch College has a lady professor of mathematics; the Ladies' College at Evanston, Ill., like Vassar, a lady principal; and the University of Missouri four ladies as instructors in languages and mathematics, one of whom, recently returned from Europe, is said to have been appointed professor of French and German.

It is, perhaps, too early yet for the expression of decided judgments as to the expediency or inexpediency of this elevation of women to school-offices. Experience only can fully decide such points. The fact that they are coming to be so employed is presented as an interesting phase of existing educational experiments, and the hope may be indulged that their quick perceptions and instructive tact will enable them to justify their election to offices of higher power and influence. In Dayton, Ohio, where they have been employed during the past year as principals of public schools, the city-superintendent says that the results have "more than justified the change. Instead of the insubordination and disorder predicted, there has been improved order. Details of school-management have been attended to with scrupulous care. Subordinate teachers have yielded the respect due to the position of the lady principals, and notwithstanding the fact that these principals have for the first time taught the subjects of the highest grade, attending also to the general order of the building, the teaching has been as thorough as in former years." A kindred testimony comes from Cleveland. If it be given elsewhere, an increase of women as school-officers is sure.

THE EDUCATION OF WOMEN.

Educators, like all other workers in the field of modern civilization, must make use of facts for their guidance. Mere speculative theories have been too much followed heretofore in all subjects connected with education, and in none more than in that having reference to the position of woman as scholar, teacher, and worker. A gross conservatism on one side has naturally given rise to immoderate theory on the other. It is only by a philosophical study of accumulated facts and human experience that society can arrive at any judicious modification of woman's education and occupation or correct what is false in any of the numerous theories and plans proposed for her benefit. Should the fact of sex make any difference in the relation of individuals to education either as trainer or trained? In the education of the young has one sex any work to do which the other sex cannot equally well perform, and are the children in our schools trained actually so different, on account of the difference of sex, as to render modifications in their respective trainings necessary? Are the essential duties of life different for each sex; and, if so, what correspondences and differences must be made in their respective physical and moral training? These questions at the very threshold of this inquiry point to vast fields of thought. Nothing can be more useful for the progress of human society than their judicious discussion; nothing more harmful than vague declamation and passionate rhapsody. Every community after learning the general facts must take into consideration its own special circumstances. Of these the preponderance in number of one sex over another is the most powerful in effect. The following statistics respecting the populations of certain European countries show instances where the females are in excess:

Summary of populations in countries in which women are in excess of the men.

Name of state or nation.	Year of census.	Population.				Excess of females over males in every 1,000 of the population.
		Total.	Male.	Female.	Excess of female over male.	
Great Britain	1871	26, 215, 517	12, 726, 789	13, 488, 728	761, 939	29
Ireland	1871	5, 402, 759	2, 634, 123	2, 768, 636	134, 513	24
Great Britain and Ireland	1871	31, 618, 276	15, 360, 912	16, 257, 364	896, 452	28
Prussia	1871	24, 693, 066	12, 174, 774	12, 518, 292	343, 518	13
Sweden	1871	4, 204, 177	2, 034, 396	2, 169, 781	135, 385	32

A similar excess of the female population as existing in certain parts of our own country is exhibited in the following table:

Summary of populations of States in which women are in excess of the men.

Name of State or Territory.	Year of census.	Population.				Excess of females over males in every 1,000 of the population.
		Total.	Male.	Female.	Excess of female over male.	
Alabama	1870	996, 992	488, 738	508, 254	19, 516	19
Connecticut	1870	537, 454	265, 270	272, 184	6, 914	12
Georgia	1870	1, 184, 109	578, 955	605, 154	26, 199	22
Louisiana	1870	726, 915	362, 165	364, 750	2, 585	3
Maine	1870	626, 915	313, 103	313, 812	709	1
Maryland	1870	780, 894	384, 984	395, 910	10, 926	13
Massachusetts	1870	1, 457, 351	703, 779	753, 572	49, 793	34
Mississippi	1870	827, 922	413, 421	414, 501	1, 080	1
New Hampshire	1870	318, 300	155, 640	162, 660	7, 020	22
New Jersey	1870	906, 096	449, 672	456, 424	6, 752	7
New York	1870	4, 382, 759	2, 163, 229	2, 219, 530	56, 301	12
North Carolina	1870	1, 071, 361	518, 704	552, 657	33, 953	31
Pennsylvania	1870	3, 521, 951	1, 758, 499	1, 763, 452	4, 953	1
Rhode Island	1870	217, 353	104, 756	112, 597	7, 841	36
South Carolina	1870	705, 606	343, 902	361, 704	17, 802	25
Tennessee	1870	1, 258, 520	623, 347	635, 173	11, 826	9
Virginia	1870	1, 225, 163	597, 058	628, 105	31, 047	25
District of Columbia	1870	131, 700	62, 192	69, 508	7, 316	55

On the other hand the other States and Territories of our Union present an excess of males over females as shown in the following table. It will be observed that our country as a whole has conditions of population directly opposite to those present in Great Britain, Sweden and Prussia, there being 19,493,565 males and 19,064,806 females, or an excess of 428,759 males; in other words, an excess of 11 males in every 1,000 of the population.

Summary of populations of the States and Territories in which men are in excess of women.

Name of State or Territory.	Year of census.	Population.				Excess of males over females in every 1,000 of the population.
		Total.	Male.	Female.	Excess of male over female.	
Arkansas	1870	484,471	248,261	236,210	12,051	24
California	1870	560,247	349,479	210,768	38,711	69
Delaware	1870	125,015	62,628	62,387	241	1
Florida	1870	187,748	94,548	93,200	1,348	7
Illinois	1870	2,539,891	1,316,537	1,223,354	93,183	36
Indiana	1870	1,680,637	857,994	822,643	35,351	21
Iowa	1870	1,194,020	625,917	568,103	57,814	48
Kansas	1870	364,399	202,224	162,175	40,049	109
Kentucky	1870	1,321,011	665,675	655,336	10,339	7
Michigan	1870	1,184,059	617,745	566,314	51,431	43
Minnesota	1870	439,706	235,299	204,407	30,892	70
Missouri	1870	1,721,295	896,347	824,948	71,399	41
Nebraska	1870	122,993	70,425	52,568	17,857	145
Nevada	1870	42,491	32,379	10,112	12,267	288
Ohio	1870	2,665,260	1,337,550	1,327,710	9,840	3
Oregon	1870	90,923	53,131	37,792	15,339	168
Texas	1870	818,579	423,557	395,022	28,535	34
Vermont	1870	330,551	165,721	164,830	891	2
West Virginia	1870	442,014	222,843	219,171	3,672	8
Wisconsin	1870	1,054,670	544,886	509,784	35,102	33
Arizona	1870	9,658	6,887	2,771	4,116	426
Colorado	1870	39,864	24,820	15,044	9,776	245
Dakota	1870	14,181	8,878	5,303	3,575	252
Idaho	1870	14,999	12,184	2,815	9,369	624
Montana	1870	20,595	16,771	3,824	12,947	623
New Mexico	1870	91,874	47,135	44,739	2,396	26
Utah	1870	86,786	44,121	42,665	1,456	16
Washington	1870	23,955	14,990	8,965	6,025	251
Wyoming	1870	9,118	7,219	1,899	5,320	583

The recent establishment of our political communities, the manner of their settlement, and other causes have produced this latter condition; and these causes have modified the education, the labor, and the position of woman in a corresponding degree. These conditions in every community act in some degree on other communities.

Other elements of great importance are the physical conditions under which the races inhabiting our country live. So powerful are these that, two hundred and fifty years after the first white settlements on our Atlantic coast, our climate, our food, our habitations, our customs, and our physique are markedly different from those of any one country in Europe. Our political theories and institutions have helped to intensify the conditions out of which they arose. These conditions of life—social, political, and physical—have acted with double intensity in modifying the physical and mental conditions of the American woman. These modifications are too self-evident in some respects to need recapitulation here. But the deterioration in the health of Caucasian women is so alarming in its extent and in its consequences, present and potential, that I feel it necessary to record some important facts respecting it.

The Circular of Information of this Bureau for March, 1872, contained an article on the vital statistics of the country, by J. M. Toner, M. D., from which the following extracts are made:

With a desire to view this question of birth-rate from a standpoint that would be sufficiently comprehensive and yet free from even the appearance of preconceived notions or sectional partiality, I have made something of a study of what the records of the United States census teach upon the subject of population, in its enumeration by ages; also of births, deaths, &c. From this source I find undoubted evidence of a gradual decline in the proportion of children under 15 to the number of women between 15 and 50 years of age in our country. * * * *

Summary showing the number of white children of both sexes under the age of 15 *to* 1,000 *females (white) between the ages of* 15 *and* 50 *years in the United States.*

[Compiled from the several census-reports.]

States.	Census of 1800.*	Census of 1810.*	Census of 1820.*	Census of 1830.	Census of 1840.	Census of 1850.	Census of 1860.
Alabama	.....	.....	3,111	2,591	2,508	2,071	1,973
Arkansas	.....	.....	3,063	2,648	2,620	2,321	2,192
California	.....	.....	.....	.....	.....	1,515	1,493
Connecticut	2,283	2,203	2,001	1,445	1,334	1,194	1,170
Delaware	2,336	2,486	2,384	1,779	1,660	1,642	1,600
Florida	.....	.....	.....	2,247	2,080	2,137	2,034
Georgia	3,021	3,001	2,861	2,335	2,365	2,103	1,932
Illinois	.....	3,097	3,147	2,580	2,280	2,035	1,822
Indiana	3,099	3,228	3,099	2,549	2,329	2,089	1,904
Iowa	.....	.....	.....	.....	2,216	2,251	1,988
Kansas	.....	.....	.....	.....	.....	.....	1,859
Kentucky	3,273	3,219	2,994	2,279	2,201	2,003	1,906
Louisiana	.....	3,307	2,666	2,128	1,916	1,648	1,655
Maine	2,825	2,729	2,442	1,827	1,767	1,495	1,422
Maryland	2,376	2,374	2,227	1,642	1,585	1,574	1,520
Massachusetts	2,226	2,134	1,964	1,368	1,258	1,143	1,123
Michigan	.....	3,126	2,665	2,253	1,971	1,838	1,630
Minnesota	.....	.....	.....	.....	.....	1,867	1,902
Mississippi	3,507	2,896	3,148	2,533	2,468	2,237	2,031
Missouri	.....	3,286	3,069	2,637	2,224	2,061	1,913
Nebraska	.....	.....	.....	.....	.....	.....	.....
Nevada	.....	.....	.....	.....	.....	.....	.....
New Hampshire	2,519	2,369	2,146	1,541	1,419	1,201	1,155
New Jersey	2,683	2,599	2,413	1,832	1,698	1,539	1,442
New York	2,677	2,728	2,451	1,837	1,580	1,364	1,327
North Carolina	2,751	2,696	2,645	2,001	1,959	1,770	1,723
Ohio	3,485	3,194	3,012	2,275	2,044	1,872	1,702
Oregon	.....	.....	.....	.....	.....	2,465	2,503
Pennsylvania	2,793	2,763	2,542	1,898	1,790	1,667	1,612
Rhode Island	2,230	2,021	1,995	1,441	1,283	1,175	1,133
South Carolina	2,998	2,805	2,680	2,042	1,993	1,824	1,708
Tennessee	3,339	3,195	3,147	2,428	2,336	2,022	1,892
Texas	.....	.....	.....	.....	.....	2,179	2,187
Vermont	2,907	2,629	2,249	1,693	1,611	1,452	1,386
Virginia	2,629	2,334	2,482	1,937	1,889	1,807	1,775
West Virginia	.....	.....	.....	.....	.....	.....	.....
Wisconsin	.....	.....	.....	.....	1,888	1,829	1,917

* The ages in the census of 1800, 1810, and 1820 are for children under 16 and women between 16 and 45. This gives one year more to the children and six years less to the women than in the following decades and accounts for the greatness of the decline between 1820 and 1830.

Physiologists and others capable of understanding the meaning of the above table will hardly need further proof, but the personal evidence of an accomplished and acutely-observing woman, who has made the health of her sex of this country a subject of special inquiry, may serve a good purpose. The following testimony was published by Miss Catharine E. Beecher in her "Letters to the people on health and happiness," and republished substantially in her recent work on Woman Suffrage and Woman's Profession:

I am not able to recall, in my immense circle of friends and acquaintances all over the Union, so many as *ten* married ladies born in this century and country who are perfectly sound, healthy, and vigorous. Not that I believe there are not more than this among the friends with whom I have associated; but among all whom I can bring to mind of whose health I have any accurate knowledge, I cannot find this number of entirely sound and healthy women.

In confirmation of her own testimony Miss Beecher presents the statistics of 260 cases from 26 towns. Only 38 of these are reported to be in a satisfactory state of health. In 450 cases from 45 other towns, respecting the correctness of which she is not so well satisfied, 106 are satisfactorily healthy; while 72 out of 150 cases from 15 towns, respecting which the information is still less certain, are reported as well. Miss Beecher claims that the stricter she made the scrutiny of individual cases, the less frequent did she find perfect or even tolerable health.

The duty of educators under these circumstances is quite evident. They must appreciate these evils, and must, by every means in their power, attempt to overcome them. The clergyman, the physician, the journalist, and the teacher should unite in the work of correcting them. Whatever teachers and school-officials can do by proper ventilation, heating, and lighting of school-rooms; the use of school-furniture of the most studied fitness; the proper arrangement of study-hours—sufficient intervals for recreation—should be done as the first duty of their work. No accomplishments and no knowledge can compensate either the pupil, her family, or the State for the loss of health. If she is taught how to live healthily, she has learned something on which her future happiness and usefulness, and nearly all her future powers of acquiring other knowledge, depend.

When the education of our girls takes into proper account this important element in their training, all the considerations—physical, social, moral, and political—to which I have alluded should be remembered in determining the method, quantity, and character of the instruction to be given. We have boasted that in our country women are more free, and yet more reverenced—better schooled, but not less womanly; but how much common sense and real wisdom has been applied to the spirit and manner of their training for the duties of their life? Have the parents and the educators of the country taken peculiar pains to guard their health against the peculiar vicissitudes of our climate? Are the customary diet and dress of American girls such as a wise physiology would prescribe for them? Are the subjects of instruction on which most pains are taken and most money expended the subjects a knowledge of which will render them most useful to the communities in which they live, the society in which they move, and the families of which they are to be the head? Great Britain and Ireland have 514 women and girls and 486 men and boys in every 1,000 of their population. We have 505 men and boys and 495 women and girls in every 1,000 of our population. Is it not evident that with us the demand for women healthy in body, happy in disposition, trained for the duties of womanhood, and competent to perform them, are, to use a commercial phrase, at a premium? Does the education we give our girls endeavor to make them more strong to withstand our climate and better trained for the performance of those domestic duties to which custom and their own natures invite them?

From this standpoint let educators test dispassionately the efforts now being made in the education of women, both in the direction of superior culture and in that of industrial training. I am a firm believer in the propriety and necessity of both. Whatever culture brightens the mind, widens the vision, enlarges the sympathies, increases the usefulness, or adds another grace to my countrywomen has had my hearty approval and shall receive my most earnest co-operation. But if the true object of education be to so train a human being as to preserve health, prepare for usefulness, and provide for mental and moral growth, certainly care should be taken that these essentials be not lost sight of in any method adopted, any subject studied, or any other object sought.

THE HIGHER EDUCATION OF WOMEN IN OTHER COUNTRIES.

ENGLAND.

The National Union for Improving the Education of Women is spoken of by the London Times as "representing one of the most valuable and characteristic movements of the time. Though it aims at improving the education of women of all classes, it is practically a movement for the better education of the middle classes and for giving women opportunities for the highest educational training. It is a strange proof

of the backwardness of female-education in this country that one of the late Mr. Mill's bequests, which was meant to help in this matter, should go a-begging. Mr. Mill left £3,000 to that university in the United Kingdom which should first open its doors to women. The University of London examines ladies in science and literature, but gives them no degree; and the Oxford and Cambridge examinations include girls, though both universities exclude them. The question raised by the national union is not so much that of professional education as of general culture. One of its objects is, we understand, the creation of centers of higher training for women all over the country. Girton College, near Cambridge; Bedford College, in Bedford Square; and the Camden Collegiate Schools are, perhaps, among the best examples of what is needed."

Girton College has been specially selected for the higher education of women. Its professors are all senior wranglers of Cambridge University. The following extracts, taken from a reliable educational journal, will be of interest in this connection:

The college for women at Cambridge, England, is now established, Girton College—a substantial building amidst pleasant grounds—having been opened this week, and the tutorial staff, with their girl students, having come into residence and commenced the collegiate year. The college begins its career under favorable auspices, its principal promoters including the Bishops of Carlisle, St. Davids, and Peterborough, the Dean of Chichester, Lord Lyttleton, several ladies of high rank, Sir James Paget, Sir J. Pakington, M. P., with Professors Adams, Humphrey, Liveing, and Seely. The movement which has culminated in the opening of Girton College originated some four years ago, when a temporary college was opened in a hired house, where instruction has been given in the following subjects: Divinity, classics, German, mathematics, chemistry, physiology, geology, logic, political economy, mental philosophy, part-singing, &c. During the above-mentioned period eleven students have passed informally the Cambridge previous examination, or "little go," as it is called, nine of whom obtained a standard required for a first class. Nine students also satisfied the examiners in the additional subjects required in that examination from candidates for honors examined. The course, like that of the university, occupies about three years, half of each year being spent in the college in three terms. The college-expenses, which include board, lodging, and instruction, are £35 per term each. The first mistress of the college is Miss Emily Davies, a member of the London school-board, from which she is retiring in order to take the office of mistress of this college.—(College Courant, November 15, 1873.)

A kindred institution, the Alexandra College, Dublin, affords to Irish ladies the same facilities for higher culture which are afforded at Girton to the ladies of the sister isle.

The London Daily News states that the report of the Cambridge syndicate on the education of women presents many more interesting and satisfactory features than usual. The examinations, as compared with those of 1872, show a larger number of candidates and a higher average of work. About two hundred ladies came forward for examination, and, although the number of failures in the elementary subjects was exceptionally large, a very good average of success was attained in the higher branches, some of which lie rather beyond the reach of what has hitherto been considered a sound female education. In mathematics, which last year produced no successful candidates, all have this year been successful. There was but "little Latin and less Greek" among the young ladies, but their French, German, and English obtained excellent reports. The examiners in the English history and composition of the young ladies say that along with a certain amount of proficiency there is exhibited a tendency to rest satisfied with very incomplete information and very loose modes of expression. The examiners have not taken the trouble to record any of the curiosities of the examination, but they speak of "very prevalent inaccuracy," of flippancy, and even of slang. On the other hand, it is distinctly stated that the best essays were better than those of male students writing on the same subject in similar circumstances and that the worst faults of the women were eclipsed by the worst faults of the men.—(College Courant, December 6, 1873.)

SPECIAL INSTRUCTION FOR FEMALES.

INDUSTRIAL TRAINING IN THE BOSTON PUBLIC SCHOOLS.

The Winthrop School, in Boston, begun last October an experiment of a most important character in the industrial education of girls. A sewing-teacher was employed, who was paid the maximum salary given to other teachers and whose whole time was

devoted to giving instruction in family-sewing. The results have been in the highest degree satisfactory and successful. Two hours each week are devoted to this study. Each class receives separate instruction suited to its advancement and all grades of work are carried on from simple hemming to cutting and fitting a dress. In teaching cutting, the pattern is drawn upon the blackboard and the several measurements are given. The diagrams are drawn and properly marked by the pupils, who submit them to the teacher for approval before cutting the cloth. All the work is supervised by the sewing-teacher and class-teacher, and the pupils obtain marks for progress as in other studies.

WORK-SCHOOLS OF SWITZERLAND.

[From Guide and Manual for Work-Schools, by J. Kettiger, director of the Teachers' Seminary at Wettingen, Canton of Argovia.]

The female-work-schools in Switzerland, started about twenty-five or thirty years ago by private individuals in the larger villages, as sewing-schools and knitting-schools, are becoming more and more an essential part of the public system of education. The need of the knowledge which they impart is so universally felt and understood that the work-schools enjoy the general favor of the rural population, and very few villages or towns where they exist would think of dispensing with them.

As a first condition of the usefulness and success of these work-schools, it is imperatively demanded that they shall be *schools*, and not *workshops*. A workshop rests satisfied with what is called mechanical training. It does not instruct, in the higher sense of the word. Its object is accomplished when the scholar becomes able to imitate skillfully a certain manipulation. Imitative skill possesses a certain undeniable value; but the clearest possible understanding of the object of the work will not only further the work itself, but will also prove a better educational element. These work-schools must not give instruction which aims merely at the acquiring of a certain degree of skill, but an instruction which enables the scholar to account for everything he does, which clearly answers the why and wherefore in every case.

The chief aim of these schools is the teaching of useful work—knitting, all kinds of plain sewing, mending, (torn clothing may be taken to the school to be mended,) making over garments, and cutting and fitting clothing of every description. In cutting it is not sufficient that the patterns are correctly followed, but pupils are carefully instructed in the art of arranging them so as to secure the greatest economy in the use of material. These schools are graded. Thoroughness is absolutely insisted upon, and no scholar is allowed to advance beyond any grade until able to perform with a certain degree of skill all the work of that grade. The teacher prescribes the kind of work which shall be done, and parents are not allowed do interfere, for they would be likely to consider their own wants and comfort rather than a regular and gradual development of the child's capacities, and in this way the schools would very soon degenerate into mere workshops.

Instruction in various branches of housekeeping is not obligatory in the work-schools, but it is introduced in many, and its introduction, whenever practicable, is considered very desirable. This knowledge is, of course, only imparted theoretically, and special care is taken that the why and wherefore are in every case properly answered. The guide for instruction of this kind, prepared by Mr. J. Kettiger, director of the Teachers' Seminary, canton of Argovia, takes up the following subjects: Food—its sources, uses, various uses of the same article and of its different parts; preserving food—as salting, drying, canning, making preserves, &c.; methods of cooking different articles and of the same article under different conditions—as fresh, salted, or dried; the preparation of various dishes; getting up simple dinners; the digestibility and healthfulness of certain articles of food; cleanliness, order, system, and economy—as the basis of domestic well-being, particular attention being given under the latter head to a careful calculation of how incomes of various amounts can be used so as to secure the greatest comfort for the household and the avoidance of debt. A girl thus trained knows, when she marries, just what her husband's income will do and how to use it to the best advantage, and the great evil of the present day, living beyond one's means, is thus entirely avoided.

An interesting history of the female-work-schools in the canton of Aargau, or Argovia, has been translated and furnished by Mr. Henri Erni, United States consul at Basel, Switzerland. The original work received a diploma of honor at the Vienna Exposition. The school-law of 1835 made attendance upon work-schools obligatory throughout the canton in winter. The attendance in summer is voluntary. The schools met with considerable opposition at first, and each of the communes had to be forced by law to provide a suitable locality and capable teachers. They developed slowly, and their advantages were fully appreciated by the people only after the lapse of some years.

Instruction is gratuitous, and embraces knitting, sewing, mending, cutting and fitting, common housekeeping, the principles of economy and sanitary laws. Poor scholars are provided by the communal authorities with working-material and all the needful apparatus. Assistance is granted by the state to the amount of 20 to 40 francs for each commune, according to the number of lessons given; *i. e.*, 200 to 400. When a school is not regularly maintained and properly conducted this aid is forfeited. These schools are under the superintendence of the school-trustees and subject to their visitation and inspection, and the school-law recommends that they shall be assisted in this duty and in the examination of teachers for the work-schools by "able experts among the housewives of the commune." In 1871 a general plan for schools of this kind was published, and there is now a uniformity among the working schools of the canton which, it is hoped, will eventually reach the same degree of perfection as in the district-schools. This can only be attained by regular class-instruction. All the members of a class must do the same kind of work, and the teacher must be provided with patterns, apparatus, and directions, so that the whole class may be instructed at once. The means for instruction, as used in many of the schools of the canton, are as follows: "For teaching knitting, tables showing the position of the hands and fingers, of the arm and needles, a drawing of a pattern-stocking, a large slate on the wall divided into squares for the drawing of patterns and forms of knitting. To instruct in sewing and marking linen a frame is used. A large slate exhibts the manner of cutting dresses and another is used to draw different patterns for cutting. To teach different styles of mending, darning, &c., a slate and sewing-frame are used. To teach how to distinguish and judge of different materials, an album containing specimens of goods is employed." The teachers of work-schools are unanimous in the opinion that such apparatus is indispensable to thorough and uniform instruction. When the number of scholars exceeds thirty, two classes are to be formed. The school-law of 1865 requires that every girl after her third school-year shall attend the work-school and remain there until she leaves the district-school.

EDUCATION OF WOMEN IN WÜRTEMBERG.

I. FEMALE INDUSTRIAL SCHOOLS.

Origin and development of female industrial schools.—Industrial schools are of tolerably old date in Würtemberg. As early as the last decades of the eighteenth century the central school-authorities exhorted the provincial and city-authorities to establish such schools. This was especially done in the Catholic school-regulations of 1808 and the Protestant regulations of 1810. That people even in those times understood the true character of these schools is evident, from the fact that these regulations mention their intimate connection with the primary schools.

These regulations say that gradually an industrial or working school should be established in connection with every one of these schools.

These regulations were certainly not merely to be found on paper, though we possess no information concerning their practical working. They were truly a seed sown in hope. Absolute necessity and the motherly interest of an august princess made this seed grow into a strong and flourishing tree.

The second decade of the nineteenth century was in many respects a critical period for Würtemberg. In 1817 the suffering reached its highest point. Led by her feelings of compassion and guided by a rare discrimination, the late Queen Catherine saw clearly that it was not sufficient to bring momentary relief by contributions of different kinds, but that it was necessary to stop the sources of this misery and open up new ways of earning a living. Besides many other benevolent institutions which owe their origin to the late queen and her husband, industrial schools were at their suggestion and with their assistance established in several towns, where poor children, mostly girls, but also boys, were instructed in needlework and other useful arts, thus earning a scanty living, but at any rate being removed from the evil influences of the street, idleness, beggary, &c. The Würtemberg Benevolent Society from among its members appointed a committee—called the committee of the poor—which was to superintend these schools. As the majority of all the industrial schools, either directly or indirectly, owe their origin to this committee, people became accustomed to consider this whole branch of popular education as belonging to the above-mentioned committee, no matter whether these schools were founded in the interest of the poor or in the general educational interest.

During the following years of prosperity these schools were kept up, but did not increase and flourish as much as might have been desired, although they continued to enjoy the royal and governmental patronage. The question began to be raised whether these schools had not better be transferred from the committee of the poor to the general educational authorities.

The time had not yet arrived for answering this question satisfactorily, for if the educational authorities took the management of these schools and made, as was then inevitable, attendance in them compulsory for all female children, it became their duty to provide competent teachers; and this they were not able to do. This question was again raised about the year 1850, and though many prominent educators pronounced themselves in favor of compulsory attendance, the royal government, basing its views on the existing school-laws, (of 1836,) rightly judged that attendance could not be made compulsory and that the time had not yet come for making any changes in the existing laws.

Meanwhile the number of industrial schools was constantly increasing, and, up to the year 1857, such schools had been established in 1,383 towns and were attended by 64,733 children.

The question of transferring these schools to the minstry of public instruction could be no longer delayed, and assumed a more definite form, negotiations being entered upon in 1853 between the ministry of the interior and the ministry of public instruction, tending towards the definite solution of the question "shall these schools be closely connected with the primary schools and be treated according to the same principles; *i. e.*, shall attendance be made compulsory?" After dragging their slow and often interrupted course through eleven long years, these negotiations were brought to an end by the ministerial decree of January 16, 1864, by which these schools were entirely transferred to the ministry of public instruction, and there, however, making attendance compulsory.

The institution for industrial-school-teachers at Ludwigsburg.—(1) Its origin and development. The principal problem was now solved on a basis which guaranteed a healthy development in the future. But there arose new duties and problems for the authorities, consisting in the systematic organization of these schools and in supplying them with competent teachers. There was, in spite of all the praiseworthy efforts that had been made, a deplorable lack of method, and the only way to remedy this was to appoint competent teachers by the state-authorities, teachers who had been technically and pedagogically prepared for their calling and who were properly remunerated for their services. The man who urged these considerations on the government was John Buhl, president of the Teachers' Seminary at Ludwigsburg. After a good deal of hard work he succeeded in inducing the government to establish a six-months course for industrial-school-teachers in connection with the Teachers' Seminary at Ludwigsburg. During the first years, these courses were not as successful as was anticipated, owing to a want of public confidence. Buhl himself died in 1868, but his work was continued and gradually reached a more flourishing condition, so that, up to 1871, 128 teachers had been educated at the institution, who are now in active employment in different parts of Würtemberg. Besides this teachers' seminary, courses for industrial-school-teachers have been held in a number of towns, thus extending the advantages of such a preparation to those who were unable to attend the seminary. Many persons educated through these courses are now employed as teachers in industrial schools.

(2) Course of instruction, &c. Persons desiring to be admitted to the seminary must not be younger than 17 and not older than 28, and must possess a degree of knowledge giving a fair promise of success.

The technical instruction embraces the following subjects: Knitting, sewing, embroidering, darning, mending, dress-making, working the sewing- and knitting-machine.

The pedagogical or methodical portion of instruction is partly practical and partly theoretical. The students are taught the general principles of all education, and

especially of industrial education, the means of maintaining discipline. There is connected with the seminary a practice-school for industrial instruction, where, under the guidance of experienced teachers, they make their first practical experiments in teaching.

Besides needle-work, &c., the following subjects are taught: Drawing, (with special regard to industry,) embroidering, &c., arithmetic, (2 hours a week,) penmanship, (2 hours a week,) composition, (1 hour a week, embracing also letter-writing, making out of bills, &c.) Book-keeping is shortly to be introduced; religion, (2 hours per week,) history and geography, (2 hours per week.) Instruction in vocal music will in the future also be given, as likewise instruction in the elements of natural philosophy.

At the end of every course (average length about nine months) two members of the central school-authorities and a member of the royal bureau of industry and commerce hold a practical and theoretical examination and give certificates to the successful candidates, which serve as recommendations for their finding employment in one of the industrial schools of the country.

The students live and board in the school, and have to live according to the regulations of the same, thus accustoming them to habits of regularity, order, and punctuality.

Instruction commences at 7 a. m. in summer, at 8 a. m. in winter, and, with a break of 20 minutes, lasts till 12 m., and from 2 to 6 in the afternoon.

The total expense of the institution is met by the state, the annual average sum expended being $2,035.

II. "FORTBILDUNGSCHULEN"—ADULT-SCHOOLS.

Schools for girls who have finished their studies at the elementary schools in Würtemberg. (Fortbildungschulen: literally, continuation-schools.)—These schools owe their origin to a desire of further educating girls who have left school (in their fourteenth year) for practical life, so as to enable them to keep books in their parents' business or in that of their husbands or their own; to make themselves useful in the telegraph-, postal, and railroad-service, or to earn a living by drawing and painting.

The advantages of such an education are self-evident. By educating girls in the above-mentioned subjects, a working force is gained which can attend to business as well as men, and which, as active members of a family, do not involve any extra expense. By also instructing them in hygiene, they become impressed with the importance of a well-regulated mode of life and the raising of a healthy offspring, so that the family-life can only gain thereby; but, even outside of the family-circle, it will give to women a worthier and more advantageous position, and in many cases such an education will even be considered as a valuable marriage-portion.

The beginning of such an education in Würtemberg was made about 20 years ago by the late Mr. Beger, in Stuttgart, who, encouraged by the royal bureau of industry and commerce, opened private courses in Stuttgart. These courses, however, were not confined to the capital, for he was soon called by the various industrial societies all over the country to hold courses in book-keeping, &c., in different cities, at which, in some places, girls and women attended. The government encouraged this instruction by paying the school-fees demanded by Beger for indigent pupils, through the bureau of industry and commerce, and by exercising the inspection.

The next step was the establishment of a special division for girls in the industrial "Fortbildungschule," at Stuttgart, in 1861, the original course of instruction embracing book-keeping, German composition and business-correspondence, industrial arithmetic, and penmanship, to which were added at a later period drawing, painting, English, French, German literature, geography, and hygiene, and still more recently physics and knowledge of goods, (for housekeeping-purposes.) This division was opened January 12, 1861, with 63 pupils, which number increased from year to year, so that in 1872 it was 177, of whom 96 were younger than 17 and 81 older; 134 were natives of Stuttgart, 32 from other parts of Würtemberg, and 11 from abroad.

Instruction is given during the six winter-months (November to April) every week-day from 9 to 12 a. m. and from 2 to 7 p. m. The fee for the common course is (arithmetic, composition, book-keeping, and penmanship) $2.50, the fee for extra subjects being $1 to $1.50 each.

III. NORMAL SCHOOL FOR FEMALE TEACHERS.

The Würtemberg Normal School for Female Teachers is located at Ludwigsburg, not far from Stuttgart. It owes its origin to the indomitable energy of Mr. Buhl. It was opened in 1859 with 9 students; and, up to 1872, 83 students have graduated from the institution, most of whom are now successfully employed as teachers in the primary schools of Würtemberg.

Organization and course of instruction.—The length of course is three years; age of admission, 16 years; conditions of admission, good moral character, bodily health, and proficiency in all the subjects taught in primary schools. The first half year is considered a time of probation, and those who at the end of this half year do not advance as much as is deemed desirable must leave. In connection with the seminary there is a practice-school of three classes.

The course of instruction embraces: Religion, German, arithmetic, geometry, history, geography, natural history, natural philosophy, penmanship, drawing, vocal music, piano, (sometimes also violin,) needle-work, pedagogics, practical methods of instruction.

Results of ten years' experience in the employment of female teachers, by Rev. E. Hory, president of the normal school at Ludwigsburg.—It has been said that, by her whole organization, woman is not fit for public activity and that, whenever cases occur where women are successful, they must be said to be exceptional and to have crossed the limits which nature in her wisdom has set. At first sight this argument seems very plausible. A young woman, who, with a self-complacent air, stands before the public in the capacity of teacher, is not a very pleasant object to look at. But is the school to such an extent a public place as to justify the above-mentioned objection? It is natural that a woman will feel somewhat nervous in the presence of men at examinations, &c., but this may only be considered as a hint to examiners, urging them to avoid anything in their words or bearing which would tend to increase this natural feeling of shyness.

Another objection is of a much more serious nature, viz, that it may be more difficult for a female teacher to maintain the proper discipline, especially in a large school and that, even if successful, she will be so at the expense of her health and strength. It is true that, as far as our experience goes, this objection has proved unfounded. In this, as in so many other regards, much depends on the individual character of the teacher. Many a teacher finds no difficulty whatever in maintaining the proper discipline, while others do not succeed in spite of their most earnest and persevering efforts. But this does not exclude the fact that in large classes, especially where boys and girls are together, it will be a difficult and exhausting task for a lady to maintain the proper degree of discipline.

The proper field for female teachers is undoubtedly schools for females.

THE VIENNA EXPOSITION.

In August, 1872, Hon. John Jay, American minister at Vienna, wrote as follows to Hon. Hamilton Fish, Secretary of State:

His Excellency Baron Schwarz-Senborn expressed his earnest desire that the United States Government would present at the Vienna Exposition a perfect representation of the system of common-school-instruction adopted in the United States—a system, the result of which, he said, had been so wonderful. * * * And he prayed me to believe that an exposition of that system, illustrated by a school-house and its appurtenances, and its statistical results, would be a matter of profound interest and importance, not only to Austro-Hungary, but to the eastern peoples who adjoin this empire. * * * A similar hope has since been expressed to me by the Count Andrassy and other influential gentlemen connected with this government.

Upon receipt of this letter the Acting Secretary of State wrote to me, as follows:

This Department is anxious that the wishes of the Austrian government in this matter should be gratified, as it would, no doubt, have a very beneficial effect upon the general interests of education and would reflect credit and honor upon those interests as developed in this country; and it is hoped that you will promote the object in view so far as it may be in your power to do so.

Baron Schwarz-Senborn, General Director of the Exposition, also personally addressed me as follows:

SIR: The Hon. John Jay informs me that you have kindly consented to co-operate with the Hon. General Thomas B. Van Buren, with the view to rendering, at the Universal Exposition of 1873 in Vienna, the representation of the American educational system as complete as possible.

Allow me to tender you my best thanks for the interest you are taking in this all-important subject, the more so, as I feel confident that, with your able assistance, we shall have a most successful development of the progress and results of your common-school-system at our great Exhibition next year.

For the furtherance of this object I sought to obtain the co-operation of the various State-authorities, and with this view a circular-letter was sent to all State-superintendents and many superintendents of cities, asking them to meet in conference in the city of Washington on the 13th of November. A number of gentlemen assembled in response to this call, and resolutions were adopted calling upon all State-, county-, and city-school-officials to co-operate in this matter, and requesting officers in charge of colleges, professional schools, technical schools, libraries, museums, and reformatory and benevolent institutions to lend their assistance. It was also resolved that the Annual Report of the Commissioner of Education should be forwarded as a summary of the educational statistics of the country, and that there should be forwarded, bound in uniform style, the school-laws and latest school-reports from States, cities, and towns, as well as catalogues of the various educational, reformatory, and benevolent institutions and associations of the country. The following resolutions, reported by the committee on "city-school-systems," were adopted unanimously:

That the superintendents of cities and the larger towns be requested to make out, in such form as the United States Bureau of Education shall devise, charts showing, for each grade of their school-systems, the subjects of study by topics, the time occupied, the number of teachers, the number of pupils, the average salary of teachers, the average age of pupils, and a statement showing the entire income and expenditure for school-purposes, the income from local taxation only, the average cost per scholar for tuition, and the average total cost per scholar, and of such peculiarities (excellent or otherwise) of the system as they may deem necessary for a thorough understanding of the same; that superintendents be also requested to send to the Bureau of Education samples of writing, drawing, and map-drawing from some entire class or school in each grade, each specimen to be marked with the name, age, and grade of the producer, and to conform with the requirements of the management of the Exposition; that superintendents be also requested to send to the United States Bureau of Education a model of their best school-building and views and ground-plans of such others as they may deem fit, with items of information as to the cost, date, and material of construction, their size, furniture, method of ventilation, &c.; that superintendents be requested to co-operate with the Bureau of Education in obtaining a full exhibit, by writing and otherwise, of all educational institutions and instrumentalities not comprehended in the public-school-system, including Kindergärten, private schools, academies, business-colleges, &c.; that superintendents be also urged to procure a copy of each text-book, map, chart, and other school-publication, and of every article of school-furniture produced in their respective cities; that superintendents be especially recommended, in view of the official character of the United States Bureau of Education and its general utility, to furnish that Office duplicates of the information, plans, &c., contributed to the Exposition, as the nucleus of an educational museum at Washington.

General Van Buren, United States commissioner to Vienna, was present at this meeting, and stated that "he had received a very large number of letters on the subject from Baron Schwarz-Senborn. Without an exception, every communication from him, upon whatever subject connected with the Exposition, contained a clause on the educational subject, and he begged, in the strongest terms, not to omit a full representation of American education, whatever else might be omitted. He said the little exhibition made of it at Paris, in 1867, so interested Europe that he was called upon

by the people of Austria and Hungary, from all quarters, not to fail to have a good, thorough representation of our system there."

With a view to securing the fullest possible representation of the American system of education in all those phases which admitted of such representation at Vienna, the following gentlemen were requested to assist the Commissioner of Education: A. R. Spofford, esq., librarian of Congress, in the preparation of material from libraries; Dr. J. M. Toner, in the preparation of material showing the condition and progress of medical education; Prof. Joseph Henry, secretary of the Smithsonian Institute, in the preparation of matter respecting museums and scientific associations; Prof. Fay, acting president of the National Deaf-Mute College, Washington, D. C., and Dr. S. G. Howe, superintendent of the Perkins Institute for the Blind, Boston, Mass., in the preparation of a representation of the instruction of deaf mutes and the blind. The following committee was appointed to assist the Commissioner in the selection and preparation of material for the general representation: State-superintendents, Hon. J. P. Wickersham, Pennsylvania; Hon. M. A. Newell, Maryland; Hon. T. W. Harvey, Ohio; Hon. Newton Bateman, Illinois; Hon. W. H. Ruffner, Virginia. City-superintendents, Hon. J. D. Philbrick, Boston, Mass.; Hon. J. O. Wilson, Washington, D. C.; Hon. Duane Doty, Detroit, Mich.; Hon. W. T. Harris, St. Louis, Mo.; Hon. Henry Kiddle, New York City.

In accordance with the expressed wishes of the Department of State and of the General Director of the Vienna Exposition, this Bureau made such efforts to secure a representation of the school-systems of the several States, cities, and towns of the country as were possible: first, by the preparation of a circular of information, with suggestions for uniform plans and charts, which was extensively circulated; and, secondly, by taking charge of and forwarding to the Exposition specimens of school-books, charts, school-furniture; models, photographs, and plans of school-buildings; educational reports; catalogues of libraries, and other appropriate material. There were exhibited in Group XXVI of the Exposition, the group devoted to educational materials, according to the official catalogue, 285 separate entries from the United States. Forty-eight diplomas and medals were distributed to the United States for article in this group, while only 30 were given to the United States for its exhibition in all the other groups. Of the 48 awards made to the United States for Group XXVI, there were 4 grand diplomas of honor, 6 medals for progress, 21 medals for merit, and 18 diplomas of merit.

The following list of awards to American educational exhibitors is taken from the published official list of prizes:

*Grand diplomas of honor.**—The National Bureau of Education, Washington, D. C. for distinguished services in the cause of education and for important contributions to the Exposition; the State of Massachusetts, for valuable reports and documents and for the enterprise shown by its organized personal representation at Vienna; the city of Boston, for its full and complete illustration of its school-system and schools; the Smithsonian Institution, Washington, D. C., for its efficient labors in the advancement and diffusion of knowledge.

Medals for progress.—Guyot, Prof., Princeton, N. J., wall-maps; Howe, Dr. S. G., Boston, Mass., publications for the blind; National Educational Association, successful efforts in promoting the advancement of education; Ohio State-department of public instruction, T. W. Harvey, commissioner, Columbus, Ohio, school-reports, statistics &c.; Prang, L., & Co., Boston, Mass., chromo-lithographs; Washington, D. C., J. O Wilson, superintendent, progress in education and in school-architecture.

Medals for merit.—Appleton, D., & Co., New York, wall-maps; American Printing-House for the Blind, Louisville, Ky., books for the blind; Astor Library, New York; Barnard, Dr. Henry, Hartford, American Journal of Education; Brewer & Tileston, Boston, Mass., school-publications; Chicago, Ill., public schools, J. L. Pickard, superin-

*The diploma of honor was designed to bear the character of a peculiar distinction for eminent merits in the domain of science and its applications to the education of the people and the advancement of the intellectual, social, and material welfare of man, and was awarded exclusively by the council of presidents upon the proposition of the international jury.

tendent, school-reports, examination-papers, and statistics; Cincinnati, Ohio, public schools, John Hancock, superintendent, reports, examination-papers, and educational statistics; Cooper Union, New York, for labors in the interest of the working classes; Cowperthwait & Co., Philadelphia, Warren's wall-maps and books; Grossins, John, Cincinnati, Ohio, patent ventilating school-house-stove; Harper Brothers, New York, school-books, school-slates, tablets, and charts; Lea, H. C., Philadelphia, Pa., medical text-books, American Journal of Science; National School-Furniture Co., New York City, school-furniture; New York City department of public instruction, Prof. Kiddle, superintendent, school-books, school-reports, photographic views of schools, &c., and specimens of school-labors; Ross, Joseph L., Boston, Mass., school-furniture; Schedler, Joseph, Jersey City Heights, N. J., terrestrial and celestial globes; Steiger, Ernest, New York, 7,000 specimens of different American newspapers and periodicals, school-publications; Toner, Dr. J. M., Washington, D. C., collection of the reports of medical, institutions, hospitals, &c.; Wait, William B., educational apparatus; Wilson, Hinkle & Co., Cincinnati, Ohio, school-atlases and other school-publications.

Diplomas of merit or honorable mention.—Baltimore, Md., public schools, reports of the board and of superintendent, examination-papers in departments of writing and drawing; Barnes, A. S., & Co., New York, school-publications; Bridges, Lyman, for building the American school-house; Canton City, Ohio, school-reports and examination-papers in educational department; Cleveland, Ohio, public schools, school-reports and statistical chart of education in Cleveland; Columbus, Ohio, public schools, school-reports and papers; Dayton, city of, Ohio, school-reports and examination-papers; Enthoffer, J., United States Coast-Survey, Washington, D. C.; Fremont, Ohio, public schools, school-reports and examination-papers; Leeds, Lewis W., New York, drawing for ventilation and heating of school-houses; Lippincott, J. B., & Co., Philadelphia, Pa., school-publications; Lowell Institute, in Boston, Mass., dissemination and promotion of science; Newton, Mass., school-reports and educational statistical charts; Scribner, Armstrong & Co., publishers of Guyot's Maps; Shattuck, G. M., Boston, Mass., school-desks and seats; Springfield, Ill., school-reports, educational statistics; Toledo, Ohio, department of public schools, D. F. De Wolf, superintendent, school-reports, educational statistics and examination-papers; Worcester City, Mass., schools, (A. P. Marble, superintendent,) school and statistical reports.

In referring to the Exposition at Vienna, I have thought it far more useful to the educators of the country to print a variety of opinions expressed by others than to give them only my own. On my arrival at Vienna Dr. J. W. Hoyt, originally appointed as an honorary commissioner, had, by the faithfulness and efficiency of his services, been selected as one of the special commissioners, and was the only one present; having in addition acted as chairman of the jury on education, he was specially familiar with whatever there was in the Exposition bearing on this subject, and gave me all the aid which his position and familiarity with this subject in the Exposition put at his control. I am also under special obligation to Baron Schwarz-Senborn, General Director of the Exposition, and to numerous other officers representing our own and other countries, who spared no pains to make my visit pleasant and profitable. By means of the advantages thus afforded, I was able to reach the points of interest with the least possible inconvenience and loss of time, and study the most valuable and essential features of this Exhibition, in the opinion of those best qualified to judge, unequaled in vastness and instructiveness as an epitome of the world's condition and progress by any previous attempt of the kind.

Comments of the press.

American educational exhibition.—A writer in the Freie Pädagogische Blätter of June 21, 1873, says:

I have traveled a great deal and have seen many rural school-houses, have taught in several myself, but such a school-room as this I have never before seen anywhere. It is almost provoking to see how the Americans produce something so beautiful from such a cheap and simple material, (wood,) and then to remember how insufficient our school-houses are, which often are erected at a considerable expense. The Americans

are very practical in the erection of their school-houses and are masters in combining the beautiful with the useful. This school-room is calculated for forty-eight children; and how roomy, how airy! It does an old teacher's heart good to see this, and he sighs, "Alas, if this were so everywhere!" * * * The only fault to be found with the American school-benches is that there is no difference in size and in the relative position of their different parts. * * * The physical geography is excellently represented on large maps, to the great honor of M. Guyot, whose name they bear. * * * In the text-books, which lie about on the desks, we were particularly pleased with the good, thick paper, something which our own "blotting-paper-text-book publishers" might make note of.

This writer also expresses his admiration of the colored natural-history-charts, the charts showing the different colors, "something new to the German schools," and the calculating-machine; but confesses his surprise "that America, the home of machinery, in its rural school does not exhibit a single physical instrument, not even a thermometer."

A subsequent number of the same journal speaks admiringly of the "large photographs, representing truly palatial school-houses, from different States of the Union," and of the stereoscopic views showing the interior of the school-rooms, with the children in their seats; thus we get a vivid picture of American school-life, and a picture of the most cheerful description." Prang's natural-history-series is highly commended; also the photographic views used as a means of imparting geographical instruction. The style and arrangement of the Boston slates are considered worthy of special attention and commendation and the single Boston desk and seat is highly praised. The mathematical objects are considered "too small;" but the writer "left the educational exhibit of the United States very well pleased on the whole."

The Neue Freie Presse, of Vienna, says of the American school-house:

We have before us a "model school," an ideal which the majority of American rural school-houses, many of which are as yet only log-houses, will, in all probability, not attain for a long time to come. * * * The chairs are constructed in a very practical manner. * * * In the educational department in the Exposition-building, the variety and the beauty of the apparatus and text-books on exhibition, the magnificence of the city school-houses, as shown by models and photographs, excite our admiration, which, however, is considerably diminished by looking at the work done by the scholars. For this convinces us that the results obtained by the American schools bear no proportion to the vast amount of money spent for them, and that they are far behind the European schools. The written essays from a German-school in Ohio actually swarm with calligraphic, orthographic, and grammatical mistakes.

(This is illustrated by a number of examples.)

The Vienna Volksblatt says:

The arrangement of a separate seat for each scholar, and the shape of the desks, which prevents any crippling of the tender bodies of the children, deserve the highest praise. Worthy of admiration also are the maps exhibited, from which the more mature youth learns to know his native land. We note especially an atlas of Pennsylvania, which, in completeness, clearness, and fullness of explanation, is quite superior to what we are accustomed to place in the hands of our children. The principle "For children only the best is good enough" finds its happy realization in the American school-house. Not less instructive and worthy of admiration are the maps from which the younger ones are taught to know the earth and its inhabitants. * * * Prominent among the charts and tablets is "An analysis of the Constitution of the United States," which on the other side of the ocean is counted as a part of the teaching-apparatus. When will *our* children learn, while yet in school, what are the rights and duties of a good citizen and what it means to live in a constitutional state?

The Vienna Tagesblatt praises the arrangement of seats and desks and the character and variety of the school-utensils, these "giving a wonderful illustration of the excellent school-regulations of the United States. The school-house is the bright spot in the American exhibition."

The London Engineering says of American school-furniture:

There is no luxury whatever in the accommodations, though elegance and comfort are not entirely eliminated. Our schools and colleges would greatly gain in appearance if a little more attention were only paid to those two points. Austerity and gloom, almost proverbial, seem to be the leading features of our school-system; and it would doubtless be a progressive step to borrow a little of the American amenity.

The Danube speaks in the following terms of the American school-house:

It is composed of a study-room and recitation-room. These things should serve us as models for our schools; for, what with their lighting, ventilation, and healthfulness, they leave absolutely nothing to be desired. The books, the maps, and other instruments of teaching are also perfect. They prove conclusively that primary instruction in the United States has been developed to an extent unknown in Europe.

Foreign educational exhibitions.—"The English educational exhibition," the Freie Pädagogische Blätter says, "is even less than unassuming and really offers next to nothing." A series of maps intended as aids for instruction in natural sciences, some geographical maps, and particularly a geological map of Queensland are highly commended. A mineralogical collection is considered worthy of mention; also an exhibition of Bibles printed in all the different languages of the world.

The London Engineering says of the French exhibition:

The French gallery shows that much attention and a large share of talent are concentrated upon devising the best means of primary instruction, of smoothing the asperities and rendering the first stages of learning easy and agreeable to youth. We know no country in which more vigorous and successful efforts are made to encourage and stimulate the young student. There are arithmometers, to facilitate the simple rules; geographical reliefs in plaster, to give accurate notions of the fundamental definitions; variously-colored maps, showing by their difference of shades the altitudes of countries above the sea-level; and models of solids, with sections, to render tangible the principles of practical geometry. After a careful examination of the various systems of drawing, we think that the French department is pre-eminently the best. We mean the course of linear drawing, with zinc- and plaster- models of penetrations and architectural designs, as well as the card-board-arrangements for descriptive geometry, of he Christian Brothers.

The Bund remarks:

The final impression made upon our mind on leaving the French exhibition is about the following: Higher instruction, as far as it can be judged by such an exhibition, seems to flourish, also the elementary schools of the city of Paris, while in the provinces both higher and elementary instruction seem to be neglected.

Of the German exhibition the Freie Pädagogische Blätter says: "The German educational exhibition is—next to the Austrian, which, of course, from local causes was especially favored—the most complete of the whole Exposition." Regret is expressed that it was not arranged on a uniform plan. "Objects from one and the same state are placed in different parts of the building, which prevents a clear and comprehensive view of the whole." Among the aids to instruction especially commended are "the pasteboard-models of blossoms and other portions of plants on a very large scale, exceedingly useful in classes where it is impossible to procure fresh plants for every scholar; * * * the physiological and anatomical models of Fleischmann, of Nürnberg, and Ziegler, of Freiberg; the physical apparatus for elementary schools; colored charts for the illustration of botany and natural history, all on a very large scale; the globes, telluria, maps, and other aids to geographical instruction; the drawing-copies and models; and the chemical laboratory exhibited by Hagersdorff, one of the finest objects in the educational exhibition." The work done by scholars in Realschools and industrial schools is highly commended. Among the specimens of women's work, the amount of useless embroidery is commented upon somewhat severely, and it is remarked that "this branch of instruction is in most cases far from being what it ought to be."

The Bund, an official Swiss paper, in noticing the German exhibition, makes special mention of the collections of ores, minerals, and fossil-plants; the new apparatus for instruction in mathematical geography, which meets a long-felt want; the aids to object-teaching, with a view to instruction in natural sciences in elementary and secondary schools; the wall-charts, for instruction in botany and zoölogy; and the aids to instruction of the blind. Of the work performed by scholars this paper says, (referring especially to the industrial schools of Hamburg and Würtemberg:) "the drawings, plaster-casts, &c., show us what the youth of our age are learning and how greatly the community is profited by creating such institutions. We know full well that the work of the scholars which is on exhibition is not in every respect the proper criterion for the standard of excellence of a school, for talented scholars will produce

astonishing results, even in a badly-conducted school; but the mass and variety of the work on exhibition nevertheless shows that a great deal is taught and a great deal is learned." The drawings from several industrial schools in Bavaria are excellent and great admiration is expressed for the work done by the Munich Kindergarten.

The same paper also says of the Swiss educational exhibition:

The preliminary exhibition held in Winterthür, in February, 1873, was far more imposing than the one at Vienna. Many very valuable educational objects, collections, apparatus, maps, &c., have been sent to Vienna in vain, because they have either not been unpacked or are totally hidden from view. The most significant feature of the exhibition, as illustrating the progress of education and the changes in the character of instruction during the last few years, is the collection of text-books, apparatus, and charts for instruction in natural science. A set of these charts, adapted for every grade of instruction, attracted universal attention in Vienna. The Zürich exhibition displayed a collection of these objects for primary and secondary schools as complete as we have not seen them in any other canton or country.

The Bund, speaking of what has been done for education in Zürich during the last few years, says:

The authorities have thoroughly understood the spirit of the times. They have succeeded in bringing the great achievements of science into a happy relation with the elementary schools, and thereby with the education of the whole nation. A healthy and beneficial mutual relation has been established between the university and the primary school, such as is scarcely found anywhere else.

The Freie Pädagogische Blätter says:

We must make special mention of all the aids for instruction in natural sciences, for these are truly admirable in their selection and arrangement, all of the three natural kingdoms being well represented by a school-collection and by a scholar's collection. The object of the former is explained by its name, the latter is collected by the scholars themselves. Exact rules regulate the manner of making these collections. The collection of physical apparatus seems to have been made on the principle "little, but good." The aids for geographical instruction are equal to the demands of the time. Also by magnificent illustrations are the young made acquainted with the history of their nation.

The Bund pronounces the Austrian educational exhibition "magnificently gotten up and beautifully arranged. The material for every grade of instruction is exhibited in natural divisions and groups corresponding with each other. The only novelty in the primary division is a rotating-slate of galvanized rubber, which, if durable, will doubtless be introduced into many schools. The herbaria of the scholars in an elementary school in Styria are highly praised. The collection of physical apparatus is very fine; also the anatomical preparations for superior schools. For the first instruction in geology and paleontology the geological pictures will render good service."

This paper says of the schools in Vienna:

All the city-schools are well managed, have excellent text-books and apparatus and, in most cases, energetic and enlightened teachers. In the infants' pavillion we read a placard telling us the following: "Crèche, where poor parents, during their hours of work, (from 6 a. m. to 7 p. m.,) can take their children aged between two weeks and two years for a daily charge of 3 to 5 kreuzers," (1½ cents to 2½ cents.) Then follow the addresses of seven such crèches in different parts of Vienna.

The Freie Pädagogische Blätter calls special attention to the maps of the Imperial Geological Institute and to the collections of minerals, crystals, plants, and prepared insects, of which, as in nearly all the European exhibitions, there were a number. "All the aids for instruction in mineralogy, geology, zoölogy, anthropology, botany, &c., were brilliantly represented by the famous public and private institutions of the city of Vienna." "There was a perfect wealth of aids to instruction in physics and chemistry. The number of globes was also very large. The maps of Fuchs, on black-slated paper and printed dimly in colors, were much admired. They are of decided value just because one can write on them, and that thus the dumb map gradually becomes a living and speaking one." A collection of drawing-models and utensils is highly commended.

This journal also finds especially admirable the geographical part of the Hungarian exhibition. The maps are "in the highest degree creditable." The "relief-maps" are particularly excellent. "Illustrations of natural history in the shape of charts show that the study of nature is not neglected in the Hungarian schools. Collections of "admirably-prepared insects, anatomical specimens, and elegantly-finished

physical apparatus complete the aids for instruction in natural sciences." "For object-lessons there are a few, but very useful, pictures. In some of these we see an idea which a future time will carry out—group-pictures executed in a truly artistic manner." Mention is made of "two-seated school-benches," "drawing-copies," and "a rich collection of needle-work done by scholars." "In quantity Hungary might have given us more, but as regards the quality we must express our entire satisfaction."

The Blätter commends the simplicity and practical character of the Swedish school-house, and says:

The Swedish government does more than almost any other European government for good school-houses, especially in a sanitary point of view. The Swedish government not only distributes plans of school-houses, but accompanies these by a printed pamphlet, giving numerous and valuable hints as regards the location and surroundings of the school, the quantity of space to be allowed to each scholar, the different methods of ventilation, &c. A very important problem, the construction of school-benches, may be almost considered as satisfactorily solved in the Swedish school-house. The seats which are exhibited have, it is true, as yet, only flat boards, which deny the scholar every comfort, and the slightly slanting position of the board does not compensate for this defect; but not one of the seats is without a back, which, although essential to a comfortable seat, is found in but very few of our school-houses. We must draw special attention to the fact that in the Swedish school-house there is a separate seat for each child. The long school-bench should not be tolerated anywhere, but separate seats should be introduced into all schools, as the Swedes and Americans have done. A peculiar feature of the school-room is a number of guns and a drum, used in the military gymnastics and the practice of arms, which forms an important branch of instruction in all the elementary schools. Religious instruction is obligatory and occupies a considerable number of hours every week. Of the 212 objects exhibited in the Swedish school-house, no less than 20 have reference to religious instruction. The only object among them deserving attention is a collection of pictures for instruction in biblical history, which are really valuable. All the books in the Swedish school-house are got up in the most practical manner; the binding is elastic and cannot be torn. This also applies to the people's library, which, numbering several hundred volumes, forms a specialty of the Swedish school-house. Fifteen years ago the first people's libraries were established in Sweden, and now, in accordance with the regulations of the Swedish school-law, nearly every village possesses one. No better place could be found for it than the school-house and no better librarian than the teacher. Among the aids for instruction in natural history the glass cases with insects deserve special mention on account of their practical arrangement. These cases have not only glass lids and sides, but also glass bottoms, and the insect can, therefore, be inspected from all sides. The physical apparatus which is exhibited excels through accuracy and the greatest possible simplicity. We were struck with a large drawing-slate made of dull glass, which forms an excellent drawing-surface for colored pencils. A part of the drawing-copies are in the shape of gigantic wall-maps. The calculating-machines are few in number, which may be accounted for by the circumstance that instruction in arithmetic in Sweden aims more at rapid skill than at a clear understanding of the arithmetical process; but a calculating-machine illustrating the decimal system is considered worthy of mention. An interesting feature of the exhibition is a collection of aids for instruction in vocal music, which is much cultivated in Sweden.

The same journal remarks that—

On entering the Belgian educational exhibition, one sees at once that in Belgium, with its busy marts of industry, but little has been done for the education of the masses. The Belgian department excels in the many mathematical objects made of tin. The collection of apparatus for perspective drawing is of real value, as well as the wire network, also for drawing-purposes. In a calculating-machine we were struck with the combination of vertical and horizontal wires. A beautiful map of West Flanders, in relief, painted blue and the towns marked by shining white spots, which can be seen from afar, is extremely useful for large classes. The female-work exhibited is characterized by simplicity and usefulness. Besides the objects mentioned we find nothing in the Belgian department which is worthy our attention.

Of Italy it also says:

The Italian educational exhibition shows us more than anything else the transalpine superior and special schools. The technical schools particularly are represented in a brilliant manner. This is not astonishing, for, in a country which has produced the men who pierced Mont Cénis, we expect to find a high degree of technical education. The elementary schools are not so well represented. A school-bench is exhibited with a movable seat. We saw a similar arrangement in the French exhibition, but we cannot admire it. There is absolutely no necessity for turning seats. The finest part of the Italian elementary-school-exhibition is the female-work. Here we see the artistic trait

of the Italian nation. A great plastic model of Vesuvius deserves special mention. A skillful hand planned it, and it is in every way a most interesting object.

Widely varying opinions are expressed by the Swiss Bund and the Vienna Freie Pädagogische Blätter concerning the Russian educational exhibition. The former says: "The Russian educational exhibition is a mere rudiment compared with the other civilized States of Europe," and finds nothing worthy of remark but a series of "object-lessons for the school and family." The latter paper remarks:

On visiting the Russian educational exhibition we find occasion to rid ourselves of many a prejudice. Russia here appears very respectable, not by the number of objects exhibited, but by their excellence. The object-lessons for the school and family are truly admirable. The work done by the inmates of the Warsaw Institute for the Blind deserves to be mentioned, as well as two models of school-desks. A box with arithmetical blocks is very practical, and it is only astonishing to find it in the Russian department, because the Russians are particularly fond of complicated calculating-machines. Russia has a great future, and even its small educational exhibition is a grain of seed from which much may be expected.

Of Portugal the Freie Pädagogische Blätter says:

The Portuguese school-house makes a very pleasant impression from the outside, but inside it looks very empty. On the walls there are photographic views of school-houses, which show that the school-house exhibited cannot be considered a model. Among the few objects exhibited our attention is first of all attracted by the school-desks, in which there is nothing remarkable, except that there are two seats screwed firmly to the floor belonging to every desk. Some pictures of parts of the human body elicit the inquiry whether in Portugal drawing consists merely in copying and whether in mathemetical instruction no natural bodies are employed. Neither the one nor the other awakens a favorable opinion of the method of Portuguese educators. The cartagraphic exhibition comprised two maps, both of Portugal, one of them lithographed, the other drawn by hand.

EUROPEAN TOUR.

On the first day of August I received your instructions to visit the various states in Europe to observe their educational systems, especially to study the representation of education at the Exposition in Vienna, and gather such facts and suggestions as would better enable this Office to meet the demands upon it for information in regard to education in foreign countries. I sailed on the 3d instant and returned in November, having been as far north as Edinburgh and Glasgow, as far south as Rome, and as far east as Vienna and Berlin. My attention was directed chiefly to the organization of educational systems and institutions, but including, as far as circumstances permitted, the minutest details in methods of instruction and discipline, from the professional or university-training through all grades, down to the plays of the Kindergarten and the nursing of the crèches; tracing, as far as lay in my power, the effect of differences in system and method upon the condition of the people, their comforts, their industries, their vices, crimes, and virtues. Reports and documents bearing upon all the phases of education were collected as far as was possible. Nothing so complete on the present condition of foreign education has ever been gathered in this country in a single year as has by this and other means come to this Office during the past year. It is impossible to bring out in a single report all of this information that would be valuable to American educators. I include here only the baldest statement of figures and facts in regard to the countries visited, and some others from which officials reports have been received. The great mass of suggestion and information can only come out in special publications as opportunity offers in the future.

During the past year an unprecedented number of American educators, induced by the opportunities afforded by the Vienna Exposition for comparing the different systems of education and of conveniently observing the methods and apparatus used in the various European countries, visited Europe. Many of them have brought home more or less valuable observations; all desire what may be gathered from official sources. The inquiries of these educators and of other persons whose desire for information has been stimulated by converse with them have made the demands on this Office very great, perhaps greater than it can fully meet, but I propose to do all that the means placed at the command of the Office will allow. It has been estimated that American educators expended in foreign travel last year not less than $500,000.

I ought not to dismiss this subject without expressing the satisfaction I received from meeting so many eminent gentlemen who have been in correspondence with this Office. The cordiality and consideration extended to me by every minister or official of public systems or institutions of education on whom I had occasion to call, were altogether too great to be appropriated to my own personality, and could only be received as the expression of their feelings towards the country that it was my privilege to represent in my travels.

This interest in the educational work and progress in foreign countries, which is thus strikingly shown, has been long apparent in the correspondence of this Office, and to meet this the abstracts of foreign educational progress have been prepared and inserted in the appendix to my annual reports. Want of space compels me, in my present report, to substitute for the extended abstract prepared for the appendix the following statistical summary:

LATEST STATISTICS OF EDUCATION IN FOREIGN COUNTRIES.

I.—EUROPE.

Austro-Hungarian monarchy: Area, 226,406 square miles; population, 35,904,435.

Since the year 1867, the Austro-Hungarian monarchy forms a bipartite state, consisting of a German, or "cisleithan," monarchy, and a Magyar, or "transleithan," kingdom, the former officially designated as Austria and the latter as Hungary. Each of the two countries has its own parliament, ministers, and government, while the connecting ties between them consist in the person of the hereditary sovereign, in a common army, navy, and diplomacy, and in a controlling body known as the delegation, half of whom are chosen by Austria and half by Hungary.

1. AUSTRIA, constitutional monarchy: Area, 108,234 square miles; population, 20,394,980. Capital, Vienna; population, 834,284. Minister of worship and public instruction, C. V. Stremayr.

Administration.—The highest authority is the ministry of public instruction, established in 1848; subordinate are the provincial school-council in each province, the district-school-council in each school-district—of which there are 363—and the municipal school-council in each municipality.

The ministry of public instruction has the supervision of educational institutions of every grade, the provincial school-council of all except the universities; the district school-council of all institutions of primary instruction, with the exception of the normal schools, which belong to the former council, and the municipal school-council of all public schools in the municipality. Each council reports to the next highest authority and the ministry publishes (since 1870) an annual report.

Primary instruction.—Primary instruction has been considered compulsory since 1781 for all children between the ages of 6 and 14. The school-law in force is that of 1869. The sums needed for maintaining primary schools are raised by the township and district, and in cases of necessity the province grants subsidies. The normal schools are supported by the general government.

In 1873 the total expenses for primary instruction were $7,660,305, gold, of which $580,350 were raised by the general government and $7,079,955 by the townships, districts, and provinces.

Statistics of primary schools: Number of public schools, 13,815; number of private schools, 954—total number of primary schools, 14,769.

Connected with these schools are 71 infant-asylums, 73 Kindergärten, 10,277 repetition-courses, 108 agricultural courses, and 49 industrial courses. Number of male teachers, 20,994; number of female teachers, 3,445; number of assistant teachers, 910—total number of teachers, 25,259. Number of boys of school-age, 1,701,000; number of girls of school-age, 1,709,100—total number of children of school-age, 3,419,100. Number of boys attending school, 942,497; number of girls attending school, 428,316—total number of children attending school, 1,370,813. Number of normal schools for males, 40; number of normal schools for females, 20—total number of normal schools, 60. Number of teachers in male normal schools, 381; number of teachers in female normal

schools, 200—total number of teachers in normal schools, 581. Number of students in male normal schools, 1,978; number of students in female normal schools, 1,307—total number of students in normal schools, 3,285.

Secondary instruction.—The institutions representing secondary instruction are gymnasia, realschools, and realgymnasia, (a combination of the two.) The total expenditure for secondary instruction in 1873 was $2,168,513, gold, of which sum the general government contributed $1,273,950, gold, and the provinces and municipalities $1,168,513.

Number of gymnasia, 93; number of realgymnasia, 48; number of realschools, 64—total number of secondary schools, 205. Number of teachers in gymnasia, 1,667; number of teachers in realgymnasia, 571; number of teachers in realschools, 1,069—total number of teachers in secondary schools, 3,307. Number of students in gymnasia, 24,429; number of students in realgymnasia, 7,042; number of students in realschools, 18,349—total number of students in secondary schools, 49,820.

Superior instruction.—The institutions grouped under this head are universities and technical high schools or polytechnic schools, all under the supervision of the ministry of public instruction. During the scholastic year 1872-'73 the expenses for superior instruction amounted to $1,386,900, gold, viz, $990,700 for the universities, paid entirely by the central government, and $396,200 for the polytechnic schools—$258,700 by the central government and $137,500 by the provinces.

Universities:

Location.	Professors.	Students.				
		Theology.	Law.	Medicine.	Philosophy.	Total.
Vienna	213	241	1,299	1,377	914	3,831
Gratz	79	118	337	246	195	896
Innsbrück	73	227	122	83	164	596
Prague	145	167	713	409	360	1,649
Lemberg	46	289	519	.....	172	980
Krakow	68	43	241	217	113	614
Total	624	1,085	3,231	2,332	1,918	8,566

Polytechnic schools; Number of schools, 7:

Location.	Professors.	Students.									
		Preparatory course.	Engineering.	Architecture.	Machinery.	Chemistry.	Agriculture.	Mining.	Commercial course.	General technics.	Fine arts.	Total.
Vienna	80	37	632	42	78	61	....	....	.....	.....	....	850
Gratz	38	98	67	3	4	19	6	3	.....	.....	....	200
Prague (German)	46	20	216	....	41	52	22	....	.....	.....	....	351
Prague (Bohemian)	43	.....	387	....	59	186	....	....	.....	.....	....	632
Brünn	26	4	138	....	10	28	....	....	.....	.....	....	176
Lemberg	19	.....	.....	....	.....	.....	....	....	16	246	....	262
Krakow	27	.....	.....	....	.....	.....	....	....	20	304	32	356
Total	279	159	1,440	45	192	346	28	3	36	550	32	2,827

Special instruction.—Theological seminaries, 44, with 254 professors and 1,847 students. Of these seminaries, 39, with 229 professors and 1,616 students, are Roman Catholic; 3, with 16 professors and 92 students, are Greek; 1, with 3 professors and 2 students, is Armenian, and 1, with 6 professors and 37 students, is Protestant. Schools of surgery, 3, with 35 professors and 602 students. Schools of mining, 4, with 25 professors and 352 students. Schools of forestry, 5, with 28 professors and 352 students. School of veterinary surgery, 1. Schools of agriculture, 35. Schools of navigation, 5. Business-colleges, 6. Schools for nurses, 12. Schools of music, 3. Academies of fine arts, 3. Industrial schools, 31. Military schools, 13.

The theological seminaries are supported by the different religious denominations; the schools of surgery and of navigation, the schools for nurses, the business-colleges, the schools of music, the academies of fine arts, and the industrial schools, by the ministry of public instruction; the schools of agriculture and of forestry, by the ministry of agriculture; the schools of mining, by the ministry of finance; the school of veterinary surgery and the military schools, by the ministry of war.

2. HUNGARY, constitutional monarchy: Area, 118,172 square miles; population, 15,509,455. Capital, Buda-Pest; population, 256,488. Minister of worship and public instruction, A. Trefort.

School-legislation.—The school-law which is in force dates from the year 1867. According to this law all the schools, public and private, are under the supervision of the ministry of public instruction. The expenses are met by the municipalities and in cases of extreme need a subsidy is granted by the general government. Education is compulsory for all children between the ages of 6 and 12 in the primary schools and between the ages of 12 and 15 in the repetition-courses.

Primary instruction.—Number of public schools, 14,550; number of teachers, 19,297; number of children of school-age, 2,206,187; number of children attending school, 1,233,500. Number of state normal schools, 20; number of denominational normal schools, 40—total number of normal schools, 60; total number of professors in normal schools, 368; total number of students in normal schools, 1,786; number of adults receiving instruction, 55,000.

Secondary instruction.—Number of gymnasia, 146; number of realschools, 28—total number of secondary schools, 174. Number of students in gymnasia, 30,992; number of students in realschools, 5,472—total number of students in secondary schools, 36,464. Number of teachers in gymnasia, 1,624; number of teachers in real schools, 267—total number of teachers in secondary schools, 1,891.

Superior instruction.—Number of universities, 2, with 149 professors and 2,375 students; number of polytechnic schools, 1, with 42 professors and 451 students.

Special instruction.—Number of theological seminaries, 41, with 231 professors and 1,660 students; number of law-schools, 15, with 102 professors and 2,074 students; 1 school of veterinary surgery; 2 schools of mining; several schools of agriculture, industrial schools, and business-colleges.

Total expenditure for public instruction, $2,632,628, gold.

BELGIUM, constitutional monarchy, (kingdom:) Area, 11,313 square miles; population, 5,021,336. Capital, Brussels; population, 314,077. Minister of public instruction, the minister of the interior, C. Delcour; director-general of public instruction, J. Sauveur.

Administration.—The bureau of public instruction is a bureau in the ministry of the interior. Most of the public schools, with the exception of some under the ministry of justice and the ministry of war, are under its supervision, as also those private or municipal schools which receive aid from the government. Education is not compulsory. The whole country is divided into school-districts, each with an inspector appointed by the government. The basis of the present system of primary instruction is the law of 1842.

Primary instruction.—Schools under the ministry of the interior: number of primary schools, (1869,) 5,641; number of pupils, 593,379; number of teachers, 10,576; number

of adult-schools, 2,620; number of pupils, 217,168; number of infant-schools, 609; number of pupils, 60,570.

Schools under the ministry of justice: Prison-schools, hospital-schools, almshouse-schools, 6,564.

Schools under the ministry of war: Schools for illiterate soldiers and soldiers' children, attended by 2,782 pupils.

Number of normal schools for males, 14; number of normal schools for females, 23—total number of normal schools, 37. Number of male students, 1,192; number of female students, 704—total number of students in normal schools, 1,896.

Total expenditure for primary instruction, $1,600,408, gold.

Secondary instruction.—The basis of secondary instruction is the organic law of June 1, 1850, modified by succeeding laws. The secondary schools are either government-schools (those of a higher grade being called royal atheneums and those of a lower grade called intermediate schools—écoles moyennes) or provincial and municipal schools, (those of the higher grade being called colleges and those of the lower grade intermediate schools.) Royal atheneums, 10; intermediate government-schools, 50; municipal schools aided by the government, 30; municipal schools, 3; secondary schools supported by religious corporations, 64; secondary schools supported by private individuals, 4—total number of secondary schools, 161. Number of students in the 93 government- and municipal schools, 15,822; number of normal schools for secondary instruction, 4, with 38 students.

Superior instruction.—The institutions for superior instruction are four universities, two supported by the government, at Ghent and Liége, and two free universities, at Brussels and Louvain. Each of these universities has four faculties, viz, of philosophy and literature, of mathematical and natural sciences, of law and of medicine, and in one case of theology.

Annual expenditure for the two state-universities, $172,123.

Universities.	Number of students.					
	Philosophy and literature.	Mathematical and natural sciences.	Law.	Medicine.	Theology.	Total.
State-universities:						
Ghent	31	35	73	71	.....	210
Liége	81	96	124	117	.....	418
Total	112	131	197	198	.....	628
Free universities:						
Brussels	62	103	229	141	.....	535
Louvain	106	165	207	227	142	847
Total	168	268	436	368	142	1,382
Grand total	280	399	633	566	142	2,010

Special instruction.—The special schools are either connected with the universities or are government, provincial, or municipal establishments. Special school of civil engineering, university of Ghent, 173 students; school of arts and manufactures, university of Ghent, 63 students; school of arts and manufactures, university of Liége, 211 students; special school of mines, university of Liége, 35 students; state agricultural school at Gembloux, 79 students; two schools of horticulture, 39 students; school of veterinary surgery at Cureghem, near Brussels, 78 students; Royal Academy of the Fine Arts at Antwerp, 1,588; 69 drawing academies and schools, 9,389 students; Con

servatory of Music at Brussels, 538 students; Conservatory of Music at Liége, 811 students; military school at Brussels, 97 students; two schools of navigation, (Antwerp and Ostende,) 70 students. Total number of special schools, 82, with 13,171 students.

DENMARK, constitutional monarchy, (kingdom:) Area of Denmark proper, 14,533 square miles; population, 1,784,741. Area of the colonies, (Færoer, Iceland, Greenland, West Indies,) 55,580 square miles; population, 125,891. Capital, Copenhagen; population, 181,291. Minister of worship and public instruction, C. C. Hall.

Primary instruction.—The basis of the present system is the school-law of 1814, with several additions and modifications made in 1818, 1844, 1855, 1856, 1863, and 1864.

Education is compulsory for all children between the ages of 7 and 13.

The sums required for the support of primary schools are chiefly raised by the municipalities by a small school-fee, a school-fund, and by subsidies from the central government. The whole country is divided into school-districts, which have the following statistics for 1867:

Number of public schools, 2,781; number of male teachers, 2,929; number of female teachers, 59—total number of teachers, 2,988; number of children of school-age, 200,761; number of children attending public schools, 194,198; number of children attending private schools, 13,994—total number of children under instruction, 208,192; number of normal schools, 5, with 233 students.

Secondary instruction.—The laws in force are those of 1805 and 1809, though considerably amended and modified. The secondary schools are both private and public, and, so far as their course of instruction is regarded, are either so-called cathedral- or learned schools, classical colleges, or higher realschools.

Number of public cathedral-schools, 15; number of public higher realschools, 5; number of private schools, 6—total number of secondary schools, 26; number of teachers in public cathedral-schools, 163; number of teachers in public higher real schools, 6; number of teachers in private schools, 145; number of teachers in secondary schools, 314; number of students in public cathedral-schools, 1,629; number of students in public higher real schools, 410; number of students in private schools, 1,437; total number of students in secondary schools, 3,476.

Superior instruction.—The University of Copenhagen, with five faculties, viz: theology, with 5 professors; law, with 6; medicine, 11; philosophical sciences, 19, and mathematical and natural sciences, 10; making a total of 51 professors and attended by about 1,200 students.

Special instruction.—Royal polytechnic school, with 13 professors; the school of agriculture, veterinary surgery, and forestry, with 16 professors; the military school; the naval school; a number of schools of navigation; the academy of fine arts.

GERMANY, constitutional monarchy, (empire:) Area, 212,091 square miles; population, 41,060,695. Capital, Berlin; population, 826,341.

Germany has no national system of education, but each of the twenty-six states composing the empire has its own ministry or bureau of public instruction and manages its own educational affairs. Education is compulsory in all the states.

Primary instruction, statistics of 1871.—Number of public primary schools, 60,000; number of pupils attending, 6,000,000; number of normal schools, 152.

Secondary instruction.—Number of gymnasia, 330; number of realgymnasia, 14; number of progymnasia and Latin schools, 214; number of real schools and higher burgher-schools, 485—total number of secondary schools, 1,043; total number of students in secondary schools, 177,379.

Superior instruction.—Number of universities, 21; number of students, 15,587; number of professors, 1,655; number of polytechnic schools, 10; number of students, 360; number of professors, 4,500.

The detailed statistics of the German universities for the academic term 1872–'73 show the following:

Universities.	Professors.	Students.				
		Theology.	Law.	Medicine.	Philosophy.	Total.
1. Berlin	181	227	574	404	713	1,918
2. Bonn	88	160	202	164	226	752
3. Breslau	103	167	276	185	334	962
4. Erlangen	53	162	35	104	70	371
5. Freiberg	50	95	43	78	45	261
6. Giessen	52	13	101	78	112	461
7. Göttingen	101	95	233	162	433	923
8. Greifswald	57	26	58	316	95	495
9. Halle	87	241	134	187	475	1,037
10. Heidelberg	108	25	313	105	290	733
11. Jena	62	98	76	81	119	374
12. Kiel	61	51	11	62	25	149
13. Königsberg	74	69	187	158	167	581
14. Leipzig	143	421	904	515	810	2,650
15. Marburg	66	47	16	148	124	335
16. Munich	109	74	335	409	401	1,219
17. Münster	28	209	.....	.....	174	383
18. Rostock	34	49	46	38	18	151
19. Strasburg	71	49	116	113	112	390
20. Tübingen	75	384	147	203	62	796
21. Würzburg	62	126	106	441	130	803
Total	1,665	2,788	3,913	3,951	4,935	15,587

Special instruction.—Number of industrial and drawing-schools, 253; number of schools of agriculture, 97; schools for nurses, 45; military-schools, 39; business-colleges, 37; schools of architecture, 30; schools of navigation, 24; schools of mining, 19; schools of music, 18; schools of forestry, 10; schools of veterinary surgery, 9; schools of gymnastics, 6; schools of surgery, 6—total number of special schools, 593.

GREAT BRITAIN AND IRELAND, constitutional monarchy, (kingdom:) Area, 121,114 square miles; population, 31,817,108.

1. ENGLAND AND WALES: Area, 58,673 square miles; population, 23,055,756. Capital, London; population, 3,883,092. Lord president of the council on education, the Earl of Ripon; vice-president of the committee of the council on education, Hon. William Edward Forster.

Primary instruction.—The basis of the present system is the "elementary-education-act" of 1870, by which it is provided that "there shall be for every school-district a sufficient amount of accommodation in public elementary schools available for all the children resident in such district for whose elementary education efficient and suitable provision is not otherwise made." It is enacted further that all children attending these "public elementary schools," whose parents are unable, from poverty, to pay anythings towards their education, shall be admitted free, and the expenses so incurred be discharged from local rates. The new schools are placed in each district under "school-boards," invested with great powers, among others that of making it compulsory upon parents to give all children between the ages of 5 and 13 the advantages of education.

Since August, 1872, Scotland has a separate committee of council on education, the bill "to amend and extend the provisions of the law of Scotland on the subject of edu-

cation" having become law on the 6th of August, 1872. The parliamentary grants for popular education in England, Wales, and Scotland, in 1872, amounted to £1,551,560.

Statistics of elementary schools in England and Wales in 1871 *and* 1872.

	Years ended August 31.	
	1871.	1872.
Estimated population at the middle of the year	22, 712, 266	23, 067, 835
Number of schools, *i. e.*, of departments under separate head teachers inspected:		
Receiving annual grants	15, 434	16, 164
Simply inspected	776	892
Total	16, 210	17, 056
Accommodation:		
In annual-grant-schools	2, 012, 679	2, 295, 894
In simple inspection-schools	72, 735	83, 935
Total	2, 085, 414	2, 379, 829
Number of scholars in schools receiving annual grants present at examination:		
Day-scholars	1, 509, 288	1, 607, 511
Evening-scholars	86, 279	61, 168
Total	1, 595, 567	1, 668, 679
Average number attending:		
Day-scholars	1, 231, 434	1, 336, 158
Evening-scholars	83, 457	66, 388
Total	1, 314, 891	1, 402, 546
In schools simply inspected. Present at examination:		
Day-scholars	48, 989	54, 124
Evening-scholars	178	136
Total	49, 167	54, 260
Average number attending:		
Day-scholars	24, 656	29, 589
Evening-scholars	.....	209
Total	24, 656	29, 798
Number of teachers:		
Certificated	13, 195	14, 771
Assistant	1, 251	1, 646
Pupil	16, 941	21, 297
Total	31, 387	37, 714

Statistics of training-schools, 1871–'72.

Denomination.	Number of students resident.								
	1871.			1872.			1873.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Church of England	780	920	1, 700	835	921	1, 806	988	1, 050	2, 038
British	162	124	286	181	203	384	190	230	420
Wesleyan	76	60	136	125	105	230	129	105	234
Congregational	24	26	50	22	25	47	24	26	50
Roman Catholic	70	73	143	63	88	151	53	101	154
Total	1, 112	1, 203	2, 315	1, 276	1, 342	2, 618	1, 384	1, 512	2, 896

Higher elementary and secondary instruction.—It is difficult to draw the dividing line, but in nearly all the schools, under this head, at least Latin is taught, in most of them Latin, Greek, and mathematics. They are either public schools or endowed and private schools.

The six great public schools are Eton, Winchester, Westminster, Charterhouse, Harrow, and Rugby, with a total of about 2,600 scholars. The number of endowed and private schools, in 1872, was (according to Our Schools and Colleges, by F. S. de Carteret-Bisson) 2,160; of this number 1,254 are simply called schools or institutes, 603 grammar-schools, 153 colleges, 92 academies, and 58 classical and commercial schools.

Superior instruction.—The number of universities is six, viz: Oxford, Cambridge, Durham, London, University College, (London,) and King's College, (London.)

Special instruction.—Military schools, 7; Royal Military College, Sandhurst; Staff College, Sandhurst; Royal Military Academy, Woolwich; Indian Civil-Engineering College, Cooper's Hill, Middlesex; Army Medical School, Netley; Royal Military Asylum Model Schools, Chelsea; Royal Military Asylum, Duke of York's schools, Chelsea. Number of medical colleges, 18; number of theological colleges, 33; number of naval schools, 5; miscellaneous, technical, and art-schools, Royal School of Mines, Royal College of Chemistry, Royal Veterinary College, Royal Academy of Arts. Number of art-schools under the art- and science-department, 122, with 22,854 students.

2. SCOTLAND: Area, 30,686 square miles; population, 3,358,613. Capital, Edinburgh; population, 196,979. Committee of council on education, the Duke of Argyle, Hon. Henry Austin Bruce, Right Hon. George Young.

The Scotch education-bill.—The bill "to amend and extend the provisions of the law of Scotland on the subject of education" became law on the 6th August, 1872, and on the 9th day of August, 1872, the Queen, in council, appointed the above-mentioned men a committee of council on education in Scotland.

Statistics of elementary schools.

	Years ended August 31.	
	1871.	1872.
Estimated population at the middle of the year	3,358,613	3,399,226
Number of schools, *i. e.*, of departments under separate head teachers:		
Receiving annual grants	2,238	2,279
Simply inspected	65	51
Total	2,303	2,330
Accommodation:		
In annual-grant-schools	285,957	291,632
In simple inspection-schools	4,489	3,650
Total	290,446	295,282
Number of scholars in schools receiving annual grants. Present at examination:		
Day-scholars	215,401	225,300
Evening-scholars	2,029	2,641
Total	217,430	227,491
Average number attending:		
Day-scholars	215,376	220,435
Evening-scholars	3,312	3,653
Total	218,688	224,088
In schools simply inspected. Present at examination:		
Day-scholars	3,845	3,583
Evening-scholars	.....	.....
Total	3,845	3,583

Statistics of elementary schools—Continued.

	Years ended August 31.	
	1871.	1872.
Average number attending:		
Day-scholars	1,845	2,143
Evening-scholars	.....	.....
Total	1,845	2,143
Number of teachers:		
Certificated	2,567	2,655
Assistant	.....	.....
Pupil	3,513	3,765
Total	6,080	6,420

Training-schools.—According to the last report 712 non-resident students are in training, in addition to 43 female students resident in the Episcopal Training School at Edinburgh.

The following table shows the increase which has taken place in the number of candidates for admission to training-schools and of students undergoing a course of professional instruction:

Denomination.	Number of students resident.								
	1871.			1872.			1873.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Established Church	140	136	276	180	166	346	195	169	364
Free Church	132	185	317	145	208	353	129	219	348
Episcopal	.....	25	25	.....	30	30	.....	43	43
Total	272	346	618	325	404	729	324	431	755

Superior instruction.—Four universities—Edinburgh, Glasgow, Aberdeen, and St. Andrews.

3. IRELAND: Area, 31,874 square miles; population, 5,402,759. Capital, Dublin; population, 245,724 There are twenty commissioners of national education in Ireland; secretary, James Kelly, education-office, Dublin.

Primary instruction, statistics for 1872.—Number of schools in operation, 7,050; number of children on the rolls, 1,010,148; average daily attendance, 355,821; number of teachers, 9,756; number of district- and minor model schools, 27, with 19,076 pupils; total number of school-farms, 181.

Annual disbursement, £533,904 19*s.* 4*d.*

Superior education.—Five universities—Queen's University, Dublin; Queen's College Belfast; Queen's College, Galway; Queen's College, Cork; and the Catholic University of Ireland, at Dublin.

ITALY, constitutional monarchy, (kin gdom:) Area, 112,677 square miles; population, 26,801,15 Capital, Rome; population, 244,484. Minister of public instruction, A. Scialoia.

Primary instruction, statistics for 1872.—Number of schools: Public schools for boys, 17,845; public schools for girls, 12,609—total number of public schools, 30,456. Private schools for boys, 3,503; private schools for girls, 3,671—total number of private schools, 7,179; total number of primary schools, 37,635.

Number of pupils: Pupils in public schools for boys, 881,401; pupils in public schools for girls, 664,419—total number of pupils in public schools, 1,545,820. Pupils in private schools for boys, 79,116; pupils in private schools for girls, 98,071—total number of pupils in private schools, 177,187; total number of pupils in primary schools, 1,723,007.

Number of teachers: Male teachers in public schools, 19,126; female teachers in public schools, 15,183—total number of teachers in public schools, 34,309. Male teachers in private schools, 4,086; female teachers in private schools, 5,028—total number of teachers in private schools, 9,114; total number of teachers in primary schools, 43,433. Total expenditure for primary instruction, $4,130,690.20, gold, distributed in the following manner: Central government, $37,510.80; provinces, $28,194.20; municipalities, $3,939,231.60; various sources, $125,753.60. Number of government normal schools, 48; number of provincial and municipal normal schools, 55—total number of normal schools, 103.

Secondary instruction.—Number of lyceums, 79; number of gymnasia, 104; number of technical schools, 62; schools for girls, 138—total number of secondary schools, 383. Students in lyceums, 4,228; students in gymnasia, 8,462; students in technical schools, 6,162—total number of students in secondary schools for males, 18,852.

Superior instruction.—Italy possesses 21 universities—Bologna, Cagliari, Camerino, Catania, Ferrara, Genoa, Macerata, Messina, Modena, Naples, Padua, Palermo, Parma, Pavia, Perugia, Pisa, Rome, Sassari, Siena, Turin, Urbino.

Universities.	Students.								
	Law.	Medicine and surgery.	Natural and mathematical sciences.	Philosophy and literature.	Theology.	Notary's course.	Pharmacy.	Veterinary surgery.	Total.
Bologna	135	175	154	6	.....	3	30	74	577
Cagliari	46	25	8	.....	.....	1	8	.....	88
Camerino	12	14	.....	.....	.....	.....	5	15	46
Catania	102	40	79	.....	.....	12	.....	.....	233
Ferrara	41	8	15	.....	.....	4	23	22	113
Genoa	180	136	52	.....	.....	10	82	.....	460
Macerata	36	38	.....	.....	.....	3	17	21	115
Messina	44	23	5	.....	.....	7	33	.....	112
Modena	93	85	35	.....	.....	.....	47	55	315
Naples	.....	.....	.....	.....	.....	.....	.....	.....	.....
Padua	367	323	189	69	4	.....	178	.....	1,121
Palermo	92	70	55	1	.....	8	80	.....	306
Parma	64	70	19	.....	.....	.....	58	59	270
Pavia	202	298	112	.....	.....	.....	106	.....	718
Perugia	17	12	8	.....	.....	1	4	22	64
Pisa	154	132	89	28	.....	14	22	64	503
Rome	167	228	97	14	.....	3	20	5	534
Sassari	41	24	3	.....	.....	1	5	.....	74
Siena	37	53	.....	.....	.....	3	25	.....	118
Turin	375	380	331	61	1	27	128	.....	1,303
Urbino	27	7	7	.....	.....	3	28	11	83
Total	2,232	2,141	1,258	170	5	100	899	348	7,153

Special instruction.—Royal institution for higher technical studies at Florence, 214 students; academy of sciences and literature at Milan, 26 students; royal school of engineering at Turin, 173 students; royal higher technical school at Milan, 209 stu-

dents; royal school of engineering at Naples, 185 students; superior normal school at Pisa, 41 students; three schools of veterinary surgery, (Milan, Turin, Naples,) 295 students; royal superior school of agriculture at Milan, 52 students.

Evangelical school-work, by Rev. Mr. Van Meter.—Rev. Mr. Van Meter is carrying on a very successful evangelical school-work in Rome and the neighborhood, under appointment of the Bible and Publication Society of Philadelphia. The last report that has come to hand is for the quarter October 1, 1873, to January 1, 1874.

In the city of Rome there are 3 schools, viz, two for girls, only day-schools, with 110 scholars registered and an average attendance of 55. The boys' school is a day-, night-, and Sunday-school, the first with 72 scholars registered and an average attendance of 31, the second with 86 scholars registered and an average attendance of 30, and the last mentioned with 142 registered and an average attendance of 60. The totals for the three schools in the city of Rome are, therefore, registered, 410; average attendance, 176.

In the town of Frascati, near Rome, there are two schools, viz, one for boys and one for girls, the former being a day-, night-, and Sunday-school, the latter only a day- and Sunday-school. The boys' day-school has 74 scholars registered and an average attendance of 56; the boys' night-school, registered, 30; average attendance, 22. The boys' Sunday-school, registered, 65; average attendance, 45. The girls' day-school, registered, 35; average attendance, 28. The girls' Sunday-school: registered, 26; average attendance, 19. The totals for the two schools in the town of Frascati are, therefore, registered, 230; average attendance, 170. Totals registered in Rome and Frascati, 640; average attendance, 346.

NETHERLANDS, constitutional monarchy, (kingdom:) Area, 13,464 square miles; population, 3,674,402. Capital, The Hague; population, 92,785. Minister of public instruction, the minister of interior, Dr. J. H. Geertsema.

Primary instruction.—The basis of the present system is the law of August 13, 1857. Education is not compulsory.

The statistics for 1871 are: Number of schools, public, 2,625; private, 1,109—total number of primary schools, 3,734. Number of teachers: male teachers in public schools, 6,484; female teachers in public schools, 535—total number of teachers in public schools, 7,019. Male teachers in private schools, 2,278; female teachers in private schools, 1,570—total number of teachers in private schools, 3,848; total number of teachers in all primary schools, 10,867.

Number of pupils: boys in public schools, 205,006; girls in public schools, 159,388—total number of pupils in public schools, 364,394. Boys in private schools, 49,077; girls in private schools, 60,977—total number of pupils in private schools, 110,054; total number of scholars in primary schools, 474,458. Number of children attending the evening-schools exclusively, 24,536; number of pupils of primary schools attending evening-schools, 55,706; adult-schools, 221, with 481 teachers and 10,178 pupils Teachers' seminaries, 3, with 94 students. Normal schools in connection with primary schools, 27, with 659 students. Expenditures for primary instruction in 1870. $2,152,559.58, gold. Of this sum the central government pays $181,067.08; the provinces, $24,142.50; the municipalities, $1,550,425; the school-funds, $27,974.58; school fees, $348,141.67; teachers, $20,808.75.

Secondary instruction.—The basis of the present system is the law of May 2, 1863. Under this head are classed the burgher-schools, the higher burgher-schools, the polytechnic school, the schools of agriculture, the schools of navigation, commercial schools, drawing-schools, secondary schools for girls, and secondary schools for mechanics.

Number of schools: burgher-schools, 43; higher burgher-schools and commercial schools, 47; polytechnic school, 1; schools of agriculture, 4; schools of navigation, 9; drawing-schools 30; secondary schools for girls, 7; secondary schools for mechanics, 78—total number of secondary schools, 219.

Number of teachers: In burgher-schools, 338; in higher burgher-schools, 542; in the polytechnic school, 18; in the schools of agriculture, 18; in the schools of navigation, 20; in the drawing-schools, 108; in the secondary schools for girls, 74; in the secondary schools for mechanics, 272—total number of teachers in secondary schools, 1,390.

Number of scholars: In burgher-schools, 3,801; in higher burgher-schools, 3,285; in polytechnic schools, 189; in schools of agriculture, 53; in schools of navigation, 200; in drawing-schools, 2,500; in secondary schools for girls, 472—total number of scholars in secondary schools, 10,500.

Expenditures for secondary instruction, $557,002.50. Of this sum the central government pays $278,192.92; the provinces, $4,845.83; the municipalities, $190,945.42; the school-fees, $83,018.33.

Superior instruction.—The institutions under this head are universities, atheneums, and gymnasia or Latin schools.

Statistics of universities: Number of universities, 3, viz, Leyden, Utrecht, and Groningen.

Universities.	Students.					
	Law.	Theology.	Medicine.	Natural sciences.	Literature.	Total.
Leyden	359	77	123	84	89	732
Utrecht	148	191	72	57	20	488
Groningen	51	34	37	16	8	146
Total	558	302	242	157	117	1,366

Number of atheneums, 2, viz, Deventer and Amsterdam, with 261 students.

Number of gymnasia or Latin schools, 55, with 978 professors and 1,079 students.

PORTUGAL, constitutional monarchy, (kingdom:) Area, 36,510 square miles; population, 4,367,882. Capital, Lisbon; population, 224,063. Minister of public instruction, the minister of the interior, A. Rodrigues Sampaio.

Primary instruction.—The superintendence of public instruction is under the management of a superior council of education, at the head of which is the minister of the interior. Public education is entirely free from the supervision and control of the church. By a law enacted in 1844 it is compulsory, but this prescription is far from being enforced.

Statistics for 1869.—Number of schools for boys, 1,997; number of schools for girls, 362—total number of schools, 2,359. Number of pupils enrolled: boys, 99,358; girls, 17,947—total, 117,305. Number of pupils attending: boys, 52,720; girls, 10,217—total, 62,937. Number of normal schools for males, 5, with 100 students; number of normal schools for females, 1, with 20 students—total number of normal schools, 6, with 120 students.

Secondary instruction.—Number of lyceums, 21; number of students, 3,126. Besides these public institutions there are quite a number of colleges, privaie or municipal, in the principal cities.

Superior instruction.—One university, at Coimbra; the polytechnic school, at Lisbon; the polytechnic academy, at Oporto; three schools of medicine and surgery, at Lisbon, Oporto, and Funchal.

Special instruction.—Two industrial schools, at Lisbon and Oporto; school of agriculture, at Lisbon, with a model farm at Cintra; the army-school; the military college; the naval academy; the school of navigation; two academies of fine arts, Lisbon and Oporto; the royal conservatory of music, Lisbon.

SPAIN, republic since February 11, 1873: Area, 182,758 square miles; population, 16,835,506. Capital, Madrid; population, 332,024. Minister of public instruction, (Fomento,) July, 1873, Don José Fernando Gonzales.

Primary instruction.—Primary instruction in Spain is considered compulsory since 1857 and free of charge since 1869. The statistics are of 1872. Public schools for males, (infants, boys, and adults,) 16,294; public schools for females, (infants, girls, and adults,) 6,331—total number of public schools, 22,625. Private schools for males, (infants, boys, and adults,) 2,901; private schools for females, (infants, girls, and adults,) 2,234—total number of private schools, 5,135; grand total of primary schools, 27,760. Male pupils in public schools, 745,686; female pupils in public schools, 441,773—total number of pupils in public schools, 1,187,459. Male pupils in private schools, 96,753; female pupils in private schools, 97,760—total number of pupils in private schools, 194,513; grand total of pupils in primary schools, 1,381,972. Number of normal schools, 30.

Secondary instruction.—The schools under this head are called "institutos;" their number is 62.

Superior instruction.—The institutions under this head are universities, numbering 10. The statistics are of 1873:

Universities.	Students.							Professors.
	Law.	Philosophy and literature.	Medicine.	Pharmacy.	Natural sciences.	Notary's course.	Total.	
1. Barcelona	559	95	1,250	236	169	131	2,440	55
2. Granada	584	117	489	131	38	45	1,404	47
3. Madrid	1,647	184	2,894	1,050	435	145	6,375	74
4. Oviedo	.....	.....	.....	.....	.....	.....	223	15
5. Salamanca	187	31	139	.....	62	10	419	41
6. Santiago	.....	.....	.....	.....	.....	.....	.....	28
7. Sevilla	.....	.....	.....	.....	.....	.....	.....	34
8. Valencia	451	171	574	99	260	138	1,639	37
9. Valladolid	.....	.....	.....	.....	.....	.....	.....	32
10. Saragossa	310	145	249	.....	126	.....	830	49

Special instruction.—School of agriculture near Madrid, school of architecture at Madrid, school of fine arts at Madrid, school of commerce at Madrid, school of engineering at Madrid, school of mining at Madrid, school of forestry at Villaviciosa de Odon, conservatory of music at Madrid, four schools of veterinary surgery at Madrid Cordova, Leon, and Saragossa, with a total of 1,372 students.

SWEDEN AND NORWAY, constitutional monarchy, (kingdom:) Area, 288,771 square miles; population, 6,013,402.

Sweden and Norway are united only by a dynastic union, each of these two countries having its own constitution, parliament, laws, army, navy, &c.

1. SWEDEN: Area, 168,042 square miles; population, 4,250,402. Capital, Stockholm; population 143,735. Minister of education and ecclesiastical affairs, Gunnar Wennerberg.

Primary instruction.—The basis of the present system is the law of 1842. Education is compulsory. The statistics are of 1871. Total number of primary schools, 7,528; number of children of school-age, 712,520; number of children receiving instruction 693,822. Number of male teachers, 5,039; number of female teachers, 2,776—total number of teachers, 7,815. Number of normal schools, 9, viz, 7 for males and 2 for females. Total expenditure for primary instruction, $1,605,328, gold; of this sum the

government pays $511,411, the remainder being paid by the provinces and municipalities.

Secondary instruction.—Number of secondary schools of various grades, 103, with 11,874 pupils.

Superior instruction.—There are two universities, viz, Upsala and Lund.

Universities.	Professors.	Students.				
		Theology.	Law.	Medicine.	Philosophy.	Total.
Upsala	107	309	142	155	930	1,536
Lund	61	100	65	33	346	544
Total	168	409	207	188	1,276	2,080

Special instruction.—Two academies of agriculture, (Ultuna and Alnarp,) with 124 students; lower agricultural schools, 27, with 367 students; academy of forestry, with 8 students; lower schools of forestry, 7, with 76 students; schools of navigation, 9; the industrial school at Stockholm, with 1,765 students; five technical schools, with 781 students; four elementary technical schools, with 230 students; the Royal Technical Institute, at Stockholm, with 124 students; two elementary schools of mining; Chalmer's industrial school at Göteborg, with 149 students; the College of Pharmacy at Stockholm, with 60 students; two schools for nurses, with 100 students; two schools of veterinary surgery, with 60 students; the Royal College of Surgery at Stockholm, with 108 students; the Academy of Fine Arts at Stockholm, with 22 professors; the Royal Conservatory of Music at Stockholm, with 21 professors and 239 students; various military schools.

2. NORWAY: Area, 120,729 square miles; population, 1,763,000. Capital, Christiania; population, 80,000. Chief of the department of education and ecclesiastical affairs, Peter Parelius Essendrop.

Primary instruction.—Education is compulsory.

Statistics for 1870.—Number of primary schools, 7,189; number of pupils, 250,735; number of teachers, 3,796; expenditure, $184,622, gold.

Secondary instruction.—Number of public schools, 16; teachers in public schools, 195; scholars in public schools, 2,122; expenditure for public schools, $122,471; number of private schools, 130; teachers in private schools, 722; scholars in private schools, 6,858; total number of secondary schools, 146; total number of teachers, 917; total number of scholars, 8,980.

Superior instruction.—One university at Christiania, with 42 professors and 1,026 students; total expenditure, $86,929.

SWITZERLAND, federal republic: Area, 15,233 square miles; population, 2,669,147. Capital, Berne; population, 36,601.

Switzerland has no national system of education, but each of the twenty-two cantons manages its own affairs. Education is compulsory in all the cantons, with the exception of Uri and Geneva.

Primary instruction.—Number of schools, 7,000; number of teachers, 6,600; number of pupils, 400,000; total expenditure, $416,224; number of normal schools, 16.

Secondary instruction.—Number of secondary schools, 275; number of gymnasia and cantonal industrial schools, 47, with 500 professors and 7,000 students; expenditure, $227,232.

Superior instruction.—Three universities, (Basel, Berne, Zürich;) statistics of 1872–'73:

Universities.	Professors.	Students.				
		Theology.	Law.	Medicine.	Philosophy.	Total.
Basel	56	36	13	73	32	154
Berne	67	15	56	142	34	244
Zürich	78	43	30	271	93	437
Total	201	94	99	486	159	835

The Federal Polytechnic School at Zürich, with 73 professors and 675 students; three academies, at Geneva, Lausanne, and Neufchâtel.

II.—ASIA.

BRITISH INDIA, British colony: Area, 935,628 square miles; population, 151,467,436.* Capital, Calcutta; population in 1866, 616,249.

The executive authority of British India is vested in a governor-general, appointed by the Crown and acting under the orders of the secretary of state for India. The government in India is exercised by the council of the governor-general, consisting of five ordinary members and one extraordinary member, the latter the commander-in-chief. The provinces of British India with their area and population are the following:

Provinces.	Area.	Population.
Bengal	239,591	40,352,960
Madras	141,746	26,539,052
Bombay and Sind	142,042	12,889,106
Northwestern provinces	83,785	30,086,898
Punjab	102,001	17,596,752
Central provinces	84,162	7,985,411
Oudh	24,060	11,220,747
British Burmah	98,881	2,463,484
The Berars	16,960	2,220,074
Coorg	2,400	112,952
Total	935,628	151,467,436

The schools of British India are either purely native schools, not improved up to the government-standard, or schools that are improved up to that standard.

I. *Indigenous schools.*—As far as known the number of indigenous schools is 14,921, with 204,265 pupils.

II. Schools improved up to the government-standard, statistics of 1870–'71:

1. *Lower-class schools.*—Number of government-schools: for boys, 8,369: for girls, 947—total, 9,316. Number of private and aided schools: for boys, 5,620; for girls, 775—total, 6,395. Number of private and only inspected schools: for boys, 172; for girls, 38—total, 210. Total number of lower-class schools: for boys, 14,161; for girls, 1,760—total, 15,921. Pupils in government-schools: boys, 319,843; girls, 19,359—total, 339,202. Pupils in private and aided schools: boys, 149,718; girls, 21,275—total,

*These statistics are given in order to agree with the educational statistics. According to the census of 1872 the area was 966,936 square miles and the population 190,278,644.

170,993. Pupils in private and only inspected schools: boys, 6,245; girls, 1,134—total, 7,379. Total number of pupils in lower-class schools: boys, 475,806; girls, 41,768—total, 517,574. Expenditure on government lower-class schools: imperial, $243,166.25; local, $632,693—total, $875,859.25. Expenditure on lower-class aided schools: imperial, $182,133; local, $247,395.25—total, $429,528.25; total expenditure on lower-class schools, $1,305,387.50.

2. *Middle-class schools.*—Number of government-schools: for boys, 699—total, 699. Number of private and aided schools: for boys, 2,024; for girls, 133—total, 2,157. Number of private and only inspected schools: for boys, 17—total, 17. Total number of middle-class schools: for boys, 2,740; for girls, 133—total, 2,873. Pupils in government-schools: boys, 55,807—total, 55,807. Pupils in private and aided schools: boys, 94,581; girls, 7,072—total, 101,653. Pupils in private and only inspected schools: boys, 1,268—total, 1,268. Total number of pupils in middle-class schools: boys, 151,656; girls, 7,072—total, 158,728.

Expenditure for government middle-class schools: imperial, $251,342.25; local, $150,290.25—total, $401,632.50. Expenditure for aided middle-class schools: imperial, $349,104; local, $506,819.25—total, $855,923.25; total expenditure for middle-class schools, $1,257,546.75.

3. *High-schools.*—Number of government-schools, 114. Number of private and aided schools: for boys, 158; for girls, 1—total, 159. Number of private and only inspected schools—none. Total number of high schools: for boys, 272; for girls, 1—total, 273. Pupils in government-schools, 21,286. Pupils in private and aided schools: boys, 26,148; girls, 138—total, 26,286. Pupils in private and only inspected schools—none. Total number of pupils in high schools, 26,286.

Expenditure on government high-schools: imperial, $357,085.25; local, $205,574.25—total, $562,659.50. Expenditure on aided high schools: imperial, $141,142; local, $231,389—total, $372,531; total expenditure on high schools, $935,190.50.

4. *Normal schools.*—Number of government-schools: for males, 58; for females, 12—total, 70. Number of private and aided schools: for males, 29; for females, 5—total, 34. Total number of normal schools: for males, 87; for females, 17—total, 104. Students in government-schools: male, 2,853; female, 184—total, 3,037. Students in aided schools: male, 1,227; female, 82—total, 1,309. Total number of students in normal schools: male, 4,080; female, 266—total, 4,346.

Expenditure on government normal schools: imperial, $150,253; local, $44,189—total, $194,442. Expenditure on aided normal schools: imperial, $24,480; local, $38,715—total, $63,195; total expenditure on normal schools, $257,637.

5. *Special schools.*—Number of art-schools, 3; viz: Calcutta, with 50 students and an annual expenditure of $9,806.25; Madras, with an annual expenditure of $13,706; and Bombay, with 99 students and an annual imperial grant of $5,500. Besides this school of art there is at Bombay the David Sassoon Industrial School, with 101 students and an annual imperial grant of $6,721.

6. *Colleges.*—*A.* General colleges: Number of government-colleges, 24; number of private and aided colleges, 20—total number of general colleges, 44. Students in government-colleges, 1,854; students in private and aided colleges, 2,140—total number of students in general colleges, 3,994.

Expenditure on government general colleges: imperial, $237,343.25; local, $82,992.25—total, $320,335.50. Expenditure on aided general colleges: imperial, $43,145.25; local, $87,997.25—total, $131,142.50; total expenditure on general colleges, $451,478.

B. Special colleges. Number of law-colleges, 10, with 684 students and a total cost of $22,596.25.

Number of colleges of medicine, 5, with 893 students and a total cost of $170,551. Number of colleges of civil engineering, 4, with 549 students and a total cost of $110,641. Total number of special colleges, 19, with 2,126 students and a total cost of $303,788.25. Grand total of colleges of every kind: Number of colleges, 63; number of students, 6,120. Total cost, $755,266.25.

7. *Universities.*—There are three universities, all established in 1857, viz: Calcutta, Madras, and Bombay.

Comparative statistics of university-examinations in 1870–'71.

University.	Entrance.		First examination in arts.		Bachelor of arts.		Master of arts.		License in law.		Bachelor in law.		License in medicine and surgery.				Bachelor in medicine.				Doctor of medicine.		License in civil engineering.		Bachelor in civil engineering.		Total candidates.	Total passed candidates.
													First examination.		Second examination.		First examination.		Second examination.									
	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.		
Calcutta	1,905	1,099	540	233	210	98	32	24	26	18	87	74	56	42	7	5	4	4	1	1	..	..	9	3	..	..	2,877	1,601
Madras	1,358	424	268	96	65	34	..	5	..	..	3	1	2	1	..	..	..	..	..	..	1	1	..	..	4	2	1,701	564
Bombay	901	142	136	44	61	13	4	2	..	..	14	13	12	4	4	3	..	..	..	..	..	..	21	10	..	..	1,153	231
Total	4,164	1,665	944	373	336	145	36	31	26	18	104	88	70	47	11	8	4	4	1	1	1	1	30	13	4	2	5,731	2,396

Abstract.

University.	Passed candidates.	Total population connected with each university.	Ratio of passed candidates to total population, one to every—
Calcutta	1,601	105,713,546	66,029
Madras	564	30,592,451	54,241
Bombay	231	19,101,885	82,692

III.—AMERICA.

DOMINION OF CANADA, British colony: Area, 3,481,779 square miles; population, 3,657,887. Capital, Ottawa; population, 21,545.

The Dominion of Canada consists of the provinces of Ontario, Quebec, (formerly Upper and Lower Canada,) Nova Scotia, New Brunswick, Manitoba, and British Columbia. They were united under the provisions of an act of the Imperial Parliament, passed in March, 1867. The act orders that the constitution of the Dominion shall be "similar in principle to that of the United Kingdom;" that the executive authority shall be vested in the sovereign of Great Britain and Ireland, and carried on in her name by a governor-general and privy-council; and that the legislative power shall be exercised by a Parliament of two houses. Provision is made for the admission of Newfoundland and Prince Edward's Island, still independent provinces of British North America. The six provinces forming the Dominion have each a separate parliament and administration, with a lieutenant-governor at the head of the executive. They

have full powers to regulate their own local affairs, dispose of their revenues, and enact such laws as they may deem best for their own internal welfare, provided only they do not interfere with, or are not adverse to, the action of the central administration. Reports on the state of education in the provinces of Quebec, Nova Scotia, New Brunswick, and British Columbia have been received, abstracts of which are given below.

ONTARIO, British colony: Area, 121,260 square miles; population, 1,620,842. Capital, Toronto; population, 46,092. Chief superintendent of education, E. Ryerson.

Statistics for 1872.—Schools: Number of public schools, 4,661; number of high schools, 104; number of other institutions, 277—total number of educational institutions, 5,042.

Pupils and teachers: School-population between 5 and 16 years of age, 388,195; number of pupils in public schools, 454,662; number of pupils in high schools, 7,968; number of pupils in other institutions, 10,170; total number of pupils, 472,800. Total number of public-school-teachers, 5,476—males, 2,626; females, 2,850.

Expenditures: Amount expended for public-school-purposes, $2,270,648.03; amount expended for high-school-purposes, $214,005.20; amount expended by other educational institutions, $335,572.57—total amount expended for educational purposes, $2,820,225.80.

QUEBEC, British colony: Area, 210,020 square miles; population, 1,191,505. Capital, Quebec; population, 59,699. Minister of public instruction, P. J. O. Chauveau.

Primary instruction.—Number of schools, 4,028; number of scholars, 217,504. Total sum levied for public instruction, $976,788.61. Three normal schools, with 252 students—123 males and 129 females. Number of dissentient schools, 215, with 7,468 scholars, viz: 162 Protestant schools, with 5,428 scholars, and 53 Catholic schools, with 2,040 scholars.

Secondary instruction.—Number of classical colleges, 16, with 3,028 students and 239 professors; number of industrial colleges, 13, with 1,974 students and 99 professors; academies for boys and mixed, 66, with 6,501 students and 158 professors; academies for girls, 72, with 13,145 students and 611 professors; model schools, 252, with 28,710 students and 618 professors—total number of secondary schools, 419, with 53,358 students and 1,725 professors.

Superior instruction.—Three universities, viz: McGill College, Bishop's College, and Laval University, with 546 students and 51 professors.

Special instruction.—Number of schools, 5, with 16 professors and 233 students.

NEW BRUNSWICK, British colony: Area, 27,105 square miles; population, 285,777. Capital, Fredericton; population, 5,000. Chief superintendent of education, Theodore H. Rand.

Common schools.—The date of the common-school-act is 1871. Number of schools, 664; number of pupils, 28,756; number of teachers, 655. Grants in aid of common schools, October 1, 1871, to April 30, 1872, $35,165.33. One training and model school, with 4 teachers and 101 students and pupils.

Superior and grammar-schools.—Superior schools, 32, with 44 teachers and 2,183 pupils. Grammar-schools, 14, with 22 teachers and 898 pupils.

NOVA SCOTIA, British colony: Area, 18,660 square miles; population, 387,800. Capital, Halifax; population, 29,582. Superintendent of education, A. S. Hunt.

Primary instruction.—Number of schools, 1,487; number of teachers, 1,535; number of pupils registered, 76,496; number of pupils, 42,433. Normal and model school, with 525 students and pupils.

Secondary and superior instruction.—County-academies, 10, with 42 teachers and 2,548 students. Special academies, 7, with 33 teachers and 616 students. Colleges, 6, with 40 professors and 182 undergraduates.

BRITISH COLUMBIA, British colony: Area, 213,000 square miles; population, 50,000. Capital, Victoria. Superintendent of education, John Jessop.

Date of public-school-act, April 11, 1872. Number of public schools, 18, with 18 teachers. School-population between 5 and 16 years of age, 534. Total number of pupils attending, 374. Denominational and private schools, 17.

PRINCE EDWARD'S ISLAND, British colony: Area, 2,173 square miles; population, 94,021. Capital, Charlottetown; population, 8,807. Secretary of the board of education, J. McNeile.

Total number of common schools and grammar-schools, 382, with 347 teachers and 23,185 pupils. There is one normal school.

JAMAICA, British colony: Area, 6,400 square miles; population, 441,264. Capital, Kingston; population, 40,000. Inspector of schools, John Savage.

Number of children of school-age, (5 to 15,) 123,824. Total number of children going to school, 46,000. Number of elementary schools, 486; model schools, 3, with 179 pupils; endowed schools, 25, with 1,704 pupils; normal schools, 7, with 124 pupils. Total expenditure for education, £37,444 19*s.* 10*d.*

MEXICO, federal republic: Area, 1,030,442 square miles; population, 9,176,082. Capital, Mexico; population, 200,000.

Mexico has no national system of public instruction, but each of the States manages its own educational affairs. The statistics of 1873, for the federal district, including the city of Mexico, with a population of 275,996, are the following:

Primary instruction.—Number of schools, 338; number of pupils, 22,407.

Secondary, superior, and special instruction.—Secondary schools for girls, 99 pupils; preparatory school, 602 pupils; business-college, 640 pupils; law-school, 158 students; school of medicine, 126 students; school of engineering, 58 students; school of the fine arts, 600 students; industrial school, 157 students; school of agriculture and veterinary surgery, 29 students; school for deaf mutes, 24 students.

ARGENTINE CONFEDERATION, federal republic: Area, 515,700 square miles; population, 1,877,490. Capital, Buenos Ayres; population, 177,787. Minister of justice, worship, and public instruction, Dr. D. Nicolas Avellaneda.

Primary instruction, statistics of 1872.—Number of schools: Public, 1,088; private, 566—total, 1,644. Number of scholars: Children of school-age, (6 to 15,) 468,987. Number attending school, 97,549. Number of teachers: Male, 1,558; female 1,408—total, 2,966. Expenditure for primary instruction, $1,564,350.13.

Secondary instruction.—One university at Cordoba, with 103 students and 14 professors; thirteen colleges, with 3,697 students and 162 professors; one normal school at Parana, with 285 students and 6 professors—total, 15 institutions, with 4,085 students and 182 professors.

BRAZIL, constitutional monarchy, (empire:) Area, 3,100,104 square miles; population, 10,095,978. Capital, Rio de Janeiro; population, 420,000. Minister of public instruction, the minister of the interior, Dr. João Alfredo Corrêa de Oliveira.

Primary instruction.—The report contains only the statistics for 1872 of the city of Rio de Janeiro; 65 public schools of the first degree, with 5,622 pupils; 99 private schools, with 5,323 pupils; municipal schools, with 554 pupils.

Secondary, superior, and special instruction.—In Rio de Janeiro: Imperial College of Pedro II, with 240 students; private secondary schools, 54, with 2,027 pupils; medical school, 583 students, (medicine, 470; pharmacy, 113;) business-college, 43 students. In the provinces: Law-school at Recife, 300 students; law-school at San Paulo, 147 students; medical school at Bahia, 262 students, (medicine, 193, and pharmacy, 69.)

UNITED STATES OF COLOMBIA, federative republic: Area, 432,400 square miles; population, 2,894,992. Capital, Bogota; population, 50,000.

The federative republic of Colombia, officially styled the United States of Colombia, formerly New Granada, was formed by the convention of Bogota, concluded September

20, 1861. It consists of nine sovereign States, each managing its own educational affairs.

Education in the State of Cundinamarca.—Through the kindness of Mr. Thomas Herran, of the University of the State of Antióquia, located at Medellin, a report has been received on education in the State of Cundinamarca, containing the federal capital, Bogota. The population of the State is 409,602. The statistics are of 1873. Number of boys below the age of 7, 32,664; number of boys between the ages of 7 and 15, 33,951—total number of boys below the age of 15, 66,615. Number of girls below the age of 7, 31,152; number of girls between the ages of 7 and 15, 27,410—total number of girls below the age of 15, 58,562. Total population below the age of 7, 63,816; total population between the ages of 7 and 15, 61,361—total population below the age of 15, 125,177. Number of schools, public and private, 338; number of teachers, 363; number of pupils, 16,489. Expenditure for public instruction, $131,875.77. Normal school for males, 1, with 36 students; normal school for females, 1, with 29 students—total number of normal schools, 2, with 65 students.

ECUADOR, republic: Area, 218,984 square miles; population, 1,300,000. Capital, Quito; population, 76,000. Minister of public instruction, the minister of the interior, Don Francisco Xavier Leon.

Primary instruction.—Number of public schools, 244; number of private schools, 176; number of schools supported by corporations, 11; total number of schools, 431. Number of scholars in public schools, 17,661; number of scholars in private schools, 3,966; number of scholars in schools supported by corporations, 837—total number of scholars, 22,464.

Secondary, superior, and special instruction.—Six colleges, with 59 professors and 757 students; one female college, with 4 professors and 153 students. Faculty of law and medicine, with 12 professors and 94 students. School of arts and industry, with 22 professors. The polytechnic school, with 13 professors and 59 students. The military academy, with 5 professors and 23 cadets. Seven seminaries supported by the clergy, with 47 professors and 227 students. The academy of fine arts, with 2 professors and 22 students. The conservatory of music, with 8 professors and 39 students.

IV.—AUSTRALASIA.

QUEENSLAND, British colony: Area, 678,600 square miles; population, 125,146. Capital, Brisbane; population, 19,413. Secretary of the board of education, R. MacDonnell.

The present system of public instruction has been in operation since 1860.

Statistics for 1871.—Number of schools in operation, 136; number of teachers, 325; aggregate attendance of children, 18,963; average attendance, 9,711; total expenditure for education, £35,411 4*s.* 1*d.*

SOUTH AUSTRALIA, British colony: Area, 760,000 square miles; population, 190,676. Capital, Adelaide; population, 27,208. Secretary of the board of education, James Bath.

Statistics for 1872.—Number of schools, 307; children enrolled, 15,123; daily attendance, 11,844; children of school-age, (5 to 14,) 53,114; children instructed at home and in private schools, 18,591; number of teachers, 299; expenditure for education, £18,337 8*s.* 5*d.*

VICTORIA, British colony: Area, 88,198 square miles; population, 752,287. Capital, Melbourne; population, 193,698. Secretary of the board of education, Benjamin Francis Kane.

Statistics for 1871.—Number of children of school-age, (5 to 15,) 197,490; children enrolled, 114,000; average daily attendance, 67,233; children attending private schools, 27,375; children attending industrial schools and reformatories, 2,648; number of schools, 988; number of teachers, 1,710; one training institution, with 99 students; expenditure for education, £204,074 18*s.* 1*d.*

NEW SOUTH WALES, British colony : Area, 323,437 square miles; population, 519,182. Capital, Sidney; population, 134,756.

Number of schools, 878; number of scholars, 87,313; amount of government-grant, £110,000.

WESTERN AUSTRALIA, British colony: Area, 978,000 square miles; population, 25,353. Capital, Perth. Colonial secretary, Fred. P. Barlee.

Statistics for 1872—Number of schools, 77; average number of scholars in daily attendance, 2,400.

TASMANIA, British colony: Area, 26,215 square miles; population, 100,675. Capital, Hobart Town; population, 19,092. Chairman of the board of education, Henry Butler.

Statistics for 1872—Number of schools, 139; number of children on the rolls, 10,491; average daily attendance, 5,209; expenditure for education, £12,342 7*s.* 9*d.*

NEW ZEALAND, British colony: Area, 102,000 square miles; population, 256,393. Capital, Auckland; population, 20,425.

Number of schools, 193; number of scholars, 14,632; amount of government-grant, £33,701.

In endeavoring, as far as possible, to bring together the facts by which to test the respective systems of education by their effects upon the welfare of individuals and people affected by them, the following statistics, from reports obtained in Great Britain, Ireland, and Italy, are presented without comment:

Crime and education, (Great Britain, Ireland, and Italy,) criminal statistics.

England and Wales, 1871–'72; population, 22,712,266.

Criminal classes, 46,877.

Proportion of criminal classes: in London, 3,139, or 1 in 1,237.8; decrease since last year, 11.4 per cent. In Pleasuretown, 613, or 1 in 411.3; decrease, 17.2 per cent. In towns depending upon agricultural districts, 540, or 1 in 383; decrease, 4.4 per cent. Commercial ports, 2,340, or 1 in 536.7; decrease, 11.5 per cent. Seats of cotton and linen manufacture, 1,927, or 1 in 492.1; decrease, 4.2 per cent. Seats of woolen and worsted manufacture, 1,447, or 1 in 417.9; decrease, 23.1 per cent. Seats of small and mixed textile fabrics, 624, or 1 in 508.2; decrease, 23.1 per cent. Seats of hardware-manufacture, 1,387, or 1 in 470; decrease, 8.8 per cent. Smallest proportion in London. Largest proportion in towns depending upon agricultural districts. Total proceeded against, 559,929; convicted, 423,581; discharged, 136,348.

Degree of instruction of those committed during the year, (excepting debtors and those committed for naval and military offenses.)

Educational standing of prisoners.	Males.	Females.	Total.	Proportion per cent.		
				Males.	Females.	Males and females to total number.
Neither read nor write	31,969	17,376	49,345	31.1	39.3	33.6
Read or read and write imperfectly	66,178	25,948	92,126	64.3	58.7	62.6
Read and write well	4,299	593	4,892	4.2	1.3	3.3
Superior instruction	206	17	223	0.2	.....	0.2
Instruction not ascertained	203	284	487	0.2	0.7	0.3
Total	102,855	44,218	147,073	100	100	100

Ireland, 1872; population, 5,368,696.

Number of jails, 39; number of bridewells, 91; number of prisoners in jails December 31, 1872, 2,477. Total number of prisoners committed during the year, 30,222, viz: males, 18,772; females, 11,450. Summary convictions, 23,612; males, 14,324; females, 9,288. Lunatics, 27; males, 24; females, 3. Persons confined in bridewells for drunkenness, 3,537.

Ages of prisoners.	Male.	Female.	Total.
Under 10 years	40	6	46
10 and not exceeding 16 years	1,039	265	1,304
Above 16 to 21 years	3,921	1,090	5,011
Above 21 to 31 years	7,449	5,210	12,659
Above 31 to 41 years	3,519	2,904	6,423
41 years and upwards	2,704	1,943	4,647
Not ascertained	100	32	132

Education on commitment.	Male.	Female.	Total.
Read and write	8,777	2,469	11,264
Read imperfectly	2,642	2,382	5,024
Knew spelling	575	280	855
Knew alphabet	455	162	617
Wholly illiterate	6,164	6,097	12,261
Not ascertained	159	60	219

Number of individuals who attended prison-schools, 4,346; males, 3,242; females, 1,104. Average daily number of pupils, 509; males, 380; females, 129. Number of teachers, 59; males, 36; females, 23.

Religious professions.	Male.	Female.	Total.
Protestant Episcopalians	2,188	1,311	3,499
Presbyterians	704	259	963
Roman Catholics	15,697	9,839	25,536
Other professions	24	.....	24
Not ascertained	159	41	200

Total expenditure of jails, £88,070 15*s.* 3*d.* Average total cost of each prisoner per annum, £35 15*s.* 9*d.*

Scotland, 1871–'72; population, 3,399,226.

State of instruction of criminal prisoners received during the year.

Educational standing of prisoners.	Males.	Females.	Total.
Could not read	3,871	3,034	6,905
Read with difficulty	10,505	7,994	18,499
Read well	4,679	1,644	6,323
Could not write	7,130	6,809	13,939
Could sign merely	1,012	160	1,172
Write with difficulty	9,080	5,348	14,428
Write well	1,833	355	2,188
Had learned more than mere reading and writing	555	64	619
Have improved in reading or writing or both	1,801	944	2,745
Have improved in arithmetic or other branches of instruction	818	236	1,054
Have learned a trade in prison	234	103	337

Italy, 1871; population, 26,801,154.

Number of establishments and number of inmates:

Bagni penali, the galleys, 28; average number of inmates, 13,910. Carceri giudiziare, prisons in which are confined the accused until removed to the prisons to which they are condemned and debtors, 238; average number of inmates, 32,433.

Educational status of condemned prisoners.—Number of prisoners condemned to one year and less, 5,362, (5,117 men, 245 women.) Entirely illiterate: In the bagni, 883; in the case di pena for men, 2,576; in the case di pena for women, 221—total illiterates, 3,680. Able to read: In the bagni, 5; in the case di pena for men, 31; in the case di pena for women, 2—total number able to read, 38. Able to read and write: In the bagni, 316; in the case di pena for men, 1,198; in the case di pena for women, 21—total number able to read and write, 1,535. Having a superior education: In the bagni, 2; in the case di pena for men, 45; in the case di pena for women, none—total number having a superior education, 47.

Number of prisoners not of full age: Males, 960; females, 135—total, 1,095. Entirely illiterate: Males, 397; females, 78—total, 475. Able to read: Males, 67; females, 19—total, 86. Able to read and write: Males, 421; females, 22—total, 443. State of education not ascertained: Males, 75; females, 16—total, 91.

In the carceri giudiziare.—Attended prison-schools: Males, 5,533; females, 186—total, 5,719. Percentage of inmates: Males, 16 per cent.; females, 8 per cent. Learned to read: Males, 1,676; females, 64—total, 1,740. Learned to read and write: Males, 2,490; females, 42—total, 2,532. Remained illiterate: Males, 1,367; females, 80—total, 1,447.

Educational status of prisoners, (total number.)—Entirely illiterate: In the bagni, total, 799; in the case di pena, males, 1,709; females, 182—total, 1,891. Able to read: In the bagni, total, 175; in the case di pena, males, 657; females, 95—total, 752. Able to read and write: In the bagni, 424; in the case di pena, males, 1,607; females, 60—total, 1,667. Able to read, write, and cipher: In the bagni, total, 65; in the case di pena, males, 417; females, 11—total, 428. Total illiterate, 2,690; total number able to read, 927; total number able to read and write, 2,091; total number able to read, write, and cipher, 493. Of the number of illiterates there learned to read: In the bagni, 55 per cent.; in the case di pena, men, 38 per cent.; women, 68. Of the number of illiterates there learned to read and write: In the bagni, 36 per cent.; in the case di pena, men, 50; women, 25 per cent. Of the number of illiterates there learned to read, write, and cipher: In the bagni, 9 per cent.; in the case di pena, men, 12 per cent.; women, 7 per cent. There remained illiterate: In the bagni, 6 per cent.; in the case di pena, men, 10 per cent.; women, 9 per cent.

Number of volumes read in the bagni, 718; in the case di pena, 11,939.

Case di custodia per minorenni—prisons for the custody of those not of full age.

January 1: Illiterates, males 111, females 5—total 116; able to read, males 259, females 11—total 270; able to read and write, males 270, females 14—total 284; able to read, write, and cipher, males 43, females 32—total 75; having a superior education, male 1, female 0—total 1.

Entered during the year: Illiterates, males 227, females 17—total 244; able to read, males 28, females 6—total 34; able to read and write, males 152, females 13—total 165; able to read, write, and cipher, males 33, females 2—total 35; having a superior education, males 2, females 0—total 2.

December 31: Illiterates, males 60, females 11—total 71; able to read, males 109, females 8—total 117; able to read and write, males 154, females 23—total 177; able to read, write, and cipher, males 349, females 33—total 382; having a superior education, males 2, female 0—total 2.

THE OFFICE LIBRARY.

The library of the Office has received during the year exceedingly valuable series of reports from foreign ministries of instruction; it exchanges with all the departments of public instruction in all the States of the Union—with the colleges, libraries, and other institutions of learning. From these sources and from purchase, it has already become the most valuable pedagogic library in the country. Much is yet needed to make it complete, however.

CIRCULARS OF INFORMATION, 1873.

During the present year the following circulars of information have been published and distributed by this office:

No. 1. Historical summary and reports of the system of public instruction in Spain, Bolivia, Uruguay, and Portugal, 8°, pages 66.

No. 2. Schools in British India, 8°, pages 30.

No. 3. Account of college-commencements for the summer of 1873, in Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, and Pennsylvania, 8°, pages 118.

No. 4. List of publications by members of certain college-faculties and learned societies in the United States, 1867–'72, 8°, pages 72.

No. 5. Account of college-commencements during 1873, in the Western and Southern States, 8°, pages 155.

These pamphlets have received continuous numbering at the bottom of their pages, and it is designed to publish a general title, introduction, and index, so that they may be bound into one volume.

OFFICE-CORRESPONDENCE.

The correspondence of the Office has steadily increased since the date of the last report.

The lack of sufficient clerical force has not permitted the recording of the correspondence as promptly as could be desired and the permanent records are not in as favorable a condition as at the time of making my last report.

Amidst the extensive correspondence conducted with school-officials of all grades and with workers in collateral branches, many interesting letters—foreign and domestic—have been received, from which the lack of space forbids extended extracts. I take pleasure in acknowledging the receipt of many letters, both from State-superintendents and many other educators, both official and private, scattered over the whole country, showing an intelligent comprehension of the duties of this Office and a hearty co-operation with it. For these many expressions of encouragement and praise I am deeply grateful, and am by them confirmed in the belief that the Office is in a measure fulfilling its purpose.

Of the few extracts from correspondence given below, the first refer to the report of this Office for 1872:

[From John F. Moss, esq., clerk of school-board, Sheffield, England.]

Permit me to remark that the report has proved very instructive and is of particular value to us at this time, when so much attention is being given to the subject of national education, with the especial view of improving the schools for the people.

[From Charles F. Dennet, esq., Brighton, England.]

I consider the volume of 1872 as one of the most valuable public documents ever issued in America, and it must tell on the world. At this moment, when the battle of education is being fought out as it is in England, the volume has an intrinsic value, and I believe its circulation among the liberal-minded in power and authority in this kingdom must do good and help on the good work.

[From J. J. Ribon, consul-general of Salvador, New York City.]

The government of Ecuador 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 for 1872.

[From John Jessup, superintendent of education, Victoria, British Columbia.]

I herewith acknowledge the receipt of your report for 1872. The very large amount of interesting information which it contains cannot but be useful and instructive to educationists throughout the civilized world who may have the good fortune to obtain a copy.

The Austrian minister, Baron Lederer, through Hon. Hamilton Fish, Secretary of State, notified this Office as follows:

I have the honor to inform you that His Majesty the Emperor and King, my august sovereign, has just founded a university at Klausenburg, in Transylvania, and to beg you at the same time to have the kindness to bring this fact to the notice of the Department of Public Instruction, requesting said department to transmit information thereof to the presidents of universities in the United States.

The following extracts will explain themselves:

[From the Secretary of State.]

The syllogos of Epiros have requested of Mr. Boker, the minister of the United States at Constantinople, a statistical work on the schools of this country, of which they say they have heard. As it is supposed that the work referred to may be a report of your Office, at least in part, I will thank you, should this be in your power, to enable me to comply with the request adverted to.

[From Prof. Geo. A. Stearns, director of the National Normal School of the Argentine Republic.]

I venture to suggest that a document on the public-school-system of the United States would be of great service to this country, if not to other parts of the world. It is a subject very little understood here and needs the authority of your Bureau to correct false impressions.

[From Fujimoro Tanaka, second assistant minister of the department of education of Japan, transmitting certain photographs.]

These two pictures are photographs of the Imperial University in Tokei, taken on the occasion of opening its new buildings by the presence of His Imperial Majesty the Tenno of Japan.

[From Prof. C. O. Thompson, of the Free Institute of Industrial Science, Worcester, Mass.]

In studying the high-school-problem I cannot find any statistics showing the percentage of graduates, nor the percentage of boys in the graduating classes. This is a point of vital importance. May I venture to suggest that this information would be worth enough to warrant a special search for it.

[From J. C. Jillson, esq., of the Central High School, Pittsburg, Pa.]

I wish to make some experiments on the ventilation of our school-rooms, more particularly on the amount of carbonic acid and other ingredients present. Have you any printed directions or can you suggest any simple method of conducting the same?

[From A. J. Schem, esq., chief editor of the Deutsch-Amerikanisches Conversations-Lexicon.]

As the German-American cyclopedia, a work which chiefly intends to diffuse full and correct knowledge of all American affairs among the Germans of this country and in Germany, has reached the article "United States," I am very anxious to obtain the latest official documents, and therefore ask you the favor to send me the reports of your Department.

RECOMMENDATIONS.

I would most respectfully but earnestly urge 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 appoint-

ment by 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.

Sixthly. 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.

CONCLUSION.

The chief clerk, Dr. Charles Warren, is especially deserving of my commendation for his faithful conduct of the Office in my absence.

It is always a great pleasure to acknowledge the efficient services of my several assistants in the Office. This year especially, they have relieved me of much work that probably would have been left undone, on account of my health becoming seriously impaired. Indeed, during no year of my duties here has the organization of the Office been able to accomplish so much in itself; and this is largely due to the fact that the members of the force have become more familiar with the principles upon which the Office is conducted and with the educational details of the country and the wants of the people.

I am greatly indebted for valuable aid to many whom it is impossible to mention in each case, also to the Commissioner of Patents, the Commissioner of Indian Affairs, the Congressional Printer, and the Chief of the Bureau of Statistics.

Among the most gratifying experiences in this Office is the fact that each year adds to my obligations to your Assistant Secretary, yourself, and to the President, for wise direction and hearty co-operation in the performance of its duties.

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

JOHN EATON,
Commissioner.

Hon. C. DELANO,
Secretary of the Interior.

ANNUAL STATEMENT

OF THE

PROGRESS OF EDUCATION IN THE UNITED STATES.

NOTE.

The following abstracts, from the reports of the several State-superintendents and other authoritative sources, designed to show the condition of educational matters in the different States and Territories, are prepared substantially, as far as may be, in accordance with the schedule given below:

GENERAL PLAN OF ABSTRACT.

1. ELEMENTARY INSTRUCTION.....(*a*) Statistics.
   (*b*) Public-school-systems, marking specially anything new and noteworthy.
   (*c*) City systems and their peculiarities.
2. SECONDARY INSTRUCTION .....(*a*) Academies.
   (*b*) High schools.
   (*c*) Preparatory schools.
3. TRAINING OF TEACHERS.....(*a*) Normal schools and normal departments.
4. SUPERIOR INSTRUCTION .....(*a*) Colleges for males, with universities.
   (*b*) Colleges for females.
   (*c*) Resident graduate courses.
5. PROFESSIONAL INSTRUCTION.....(*a*) Theological training.
   (*b*) Legal training.
   (*c*) Medical training.
   (*d*) Training of engineers and agriculturists.
6. SPECIAL INSTRUCTION.....(*a*) Deaf, dumb, and blind.
   (*b*) Musical conservatories.
   (*c*) Art-training, beyond that in the schools.
7. EDUCATIONAL CONVENTIONS.....(*a*) Meetings of State-associations.
   (*b*) Teachers' institutes.
8. SPECIAL NOTEWORTHY BENEFACTIONS.
9. OBITUARY RECORD .....(*a*) Brief memorials of educators deceased during the year.
10. LIST OF SCHOOL-OFFICIALS.....(*a*) Boards of education, or State-superintendents.
    (*b*) County- or town-superintendents.

*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 public instruction, for the scholastic year which ended September 30, 1872.]

RECEIPTS.

Annual interest on $1,729,817.04, (sixteenth-section-fund,) at 8 per cent	$138,385 36
Annual interest on $97,091.21, (valueless sixteenth-section-fund)	7,767 30
Annual interest on $669,086.80, (surplus-revenue-fund)	53,526 94
One-fifth annual aggregate revenue, (1871)	235,524 54
Special assessment for schools, (poll-tax)	113,505 00
Alabama Mutual-Aid Association	2,000 00
Amount appropriated under section 957, revised code	54,269 36
Unapportioned balance, (1871)	2,082 47
Total	607,060 97

EXPENDITURES.

Apportioned among counties	$553,067 65
Pay of county-superintendents	35,000 00
Pay of county-directors	4,000 00
Pay of clerk of department	1,500 00
Contingent fund	1,000 00
For normal schools	12,000 00
Library-fund	50 00
Total expenditures	606,517 65

SCHOOL-POPULATION.

Total number of children between ages of 5 and 21 years, (males, 204,416; females, 199,319)	403,735

SCHOOL-ATTENDANCE.

Number of white children enrolled, (males, 32,766; females, 29,176)	61,942
Number of colored children enrolled, (males, 20,125; females, 21,548)	41,673
Total enrollment	103,615

* The statistics of city-schools, tabulated from returns made by the city-superintendents, and also the names of the presidents and full statistics of the higher educational institutions of each State will be found in their appropriate places among the statistical tables at the end of this volume. Lists of the universities, colleges, and professional schools in each State are also given in the abstracts of their respective States. The statistical tables of the schools, colleges, and public educational institutions 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 is made in the text only to institutions from which the Bureau possesses printed or written information relating to matters of special interest.

Average number of white children attending, (males, 23,871; females, 21,650)	45,521
Average number of colored children attending, (males, 14,371; females, 14,035)	28,406
Total average attendance	73,927

TEACHERS.

Number of teachers for white-schools, (males, 1,176; females, 644)	1,820
Number of teachers for colored-schools, (males, 620; females, 210)	830
Total number of teachers	2,650

SCHOOLS.

Number of primary schools, (for white children, 287; for colored, 547)	834
Number of intermediate schools, (for white children, 563; for colored, 229)	792
Number of grammar-schools, (for white children, 732; for colored, 39)	771
Number of high schools, (for white children, 162; for colored, 2)	164
Total number of schools	2,561

FINANCIAL.

In consequence of the failure of a number of counties to forward proper annual reports within the time required, a fair comparison of the statistics of the year with those of the year previous has been impossible; yet, notwithstanding the fact that the failure of the treasury to cash school-warrants had a depressing effect upon all the township-schools, the number of children in attendance—and the time during which the schools were open—does not vary materially, it is thought, from that of the preceding year.

It has been impossible for county-superintendents to balance their accounts with the department of education, from the fact that large amounts of warrants remain in their hands unpaid; and, in the judgment of the retiring superintendent, Hon. Joseph Hodgson, the affairs of the department cannot be satisfactorily administered until the general assembly shall provide money to meet the annual educational apportionments; and to this end he advises that a sale of State-bonds be ordered sufficient to liquidate every cent of indebtedness to the public schools and that the school-revenues be henceforth kept separate and distinct from all other funds, in accordance with that provision of the constitution which says that they "shall be inviolably appropriated to educational purposes, and no other purposes whatever." Notwithstanding this express command of the constitution, every dollar of the public-school-fund and of the university-fund given the State by the General Government has been either squandered or lost, so that the entire amount expended annually for the public schools and the State University has to be raised each year by direct taxation on people already groaning under heavy taxes and indebtedness. The new State superintendent, (Hon. Joseph H. Speed) in an address to the board of education, advises that all defaulting officers and all officers in arrears be sought out and compelled to account for every dollar of public-school-money that has gone into their hands or be made to suffer the severest penalties of the law.

COUNTY-SUPERINTENDENTS.

Superintendent Speed advises, also, the enactment of a law requiring county-superintendents to reside at the county-seat of each county and keep their offices open on certain days of each week, since their residence in remote corners of counties having a large area compels teachers, trustees, and other school-officers having business with them to travel a great distance, at the risk, even then, of finding the county-superintendent absent. He further recommends the enactment of a law providing for the removal of county-superintendents for grossly immoral conduct and drunkenness.

TEACHERS.

A revision of the school-laws is considered necessary, so as to prohibit the employment of teachers in the public schools until the money is in hand to pay them. Such teachers are generally poor, and nine-tenths of them have to rely entirely upon their pay to support themselves and their families. To employ them, poor as they are, secure their time and services, and then compel them to wait six or twelve months for their pay, is not only unwise, but unjust and cruel, and entails much suffering on a worthy class of citizens, who, moreover, render more service for less compensation than any other public servants. There are hundreds of poor teachers throughout the State, who have served faithfully and laboriously, whose wives and children suffer for want of food and raiment because they have failed to receive the amounts due for work done many months ago.

PECULIARITY OF THE SCHOOL-SYSTEM.

The most noticeable feature in the school-system of this State is the fact that it is the creation of the constitution, and not of the legislature, and that the power to enact school-laws is taken from the latter and given to the State-board of education. The general assembly has power to repeal these laws, and that is all. In a decision of the supreme court of Alabama it is said: "The new system has not only administrative, but full legislative, powers as to all matters having reference to the common schools and the public educational interests of the State. It cannot be destroyed nor essentially changed by legislative authority."

The governor of the State is, *ex-officio*, a member of the board, but with no power beyond that of debate and advice. The State-superintendent of public instruction is its presiding officer, as well as the executive officer of all school-laws; and thus both the school- and the State-authorities have a voice in its proceedings and an opportunity to shape its legislation. This system, in the opinion of both the present and the retiring superintendents, needs revision, having failed to meet the expectations of its friends and the demands of popular education. The superintendent, therefore, suggests to the board of education, as well worthy its consideration, whether the old plan was not more successful and beneficial.

MONTGOMERY.

The total population of the State capital is given at 15,000; the number of children of school age, (5–21,) 3,327; number enrolled in schools, 878; number of weeks in scholastic year, 38; number of schools, 13; of teachers, 13, (2 male and 11 female;) number of scholars enrolled as above, 878; number in average attendance, 631.* The salaries of teachers in primary schools (all females) are from $40 to $50 a month; of those in intermediate schools (all females) $50 to $60; of the male principal in grammar-schools, $75 to $100; of the female, $60 to $65; of the male principal in high schools, when existent, $100 to $120. The income for the year 1872–'73 is: from last year, $2,223.10; from State-apportionment, $3,742.87; from city-appropriation, $4,000; from Peabody fund, $1,500—total, $11,465.97. The expenditures for the same time were, for salaries of superintendents, nothing, several serving gratuitously; for salaries of teachers, $6,308.35; for fuel and lights, $24.03; for rent of buildings, $350; for repairs, $183.47; for stationery, $25; for discount on warrants, $555.60—total, $7,665.42; leaving an apparent balance of $3,800.55. Neither Latin, Greek, German, nor French is taught in the public schools and drawing is only in its elements; but vocal music is attended to in all.

OPELIKA.

Population of the city, 4,800; children of school-age, 715; number enrolled in schools, 380; average attendance, 300; school-year, 40 weeks. The schools are: (1) 1 public school, with 2 male and 2 female teachers, 275 pupils on the rolls, and 220 in average attendance; (2) 1 "mixed" school, with 1 male and 1 female teacher, and 60 pupils; and (3) 1 young ladies' school, with 2 teachers and 45 pupils. The income for the public school is: from State-fund, when collected, $800; from local fund, $1,000; from other sources, ($1,000 from Peabody fund,) $2,000—total, $3,800. Expenditures not given, but said, in the application for aid from the Peabody fund, to be $3,000 for teachers alone. Opelika is a new town, which has sprung up within the last seven years, and has not yet reached full order in its school-appointments. Latin and Greek, however, are taught; there are 20 pupils in drawing, 75 in vocal music, and 30 in instrumental.

SELMA.

Whole population, 8,000; children of school-age, 2,067; enrolled in public schools, 739; in private schools, 30; school-year, 40 weeks. The public schools are 2, of which 1 is for whites, the other for colored youth. Each of these is divided into 7 grades, with a teacher for each grade. In one of the schools, a boys' grade is separate. In the white division there is also a high-school for girls. The teachers are (male 4, female 14) 18. The average attendance of pupils is said to be 737, (442 whites, 295 blacks,) which, if correct, is very high, reaching within two of the whole number enrolled. There are also evening-schools for colored pupils; number attendant not given. In the private schools are 3 male and 6 female teachers, with an average attendance of 150 pupils. The income of the public schools is given as $12,659, of which, $1,659 comes from the State, $9,500 from local fund, and $1,500 from the Peabody fund. Expenditures not stated. Latin and Greek are taught, drawing and vocal music "to some extent," and there are a few pupils in French.

SECONDARY INSTRUCTION.

Information respecting schools for secondary instruction in this State is very incomplete. While the superintendent of public instruction reports 164 high schools, two of which are for the education of colored children, no means are afforded for judging of their efficiency.

* The above statistics are for the public schools. Besides these, there are in private schools 20 teachers, (4 males and 16 females,) with over 500 scholars.

Of private or denominational schools for secondary training, reports are at hand from: (1) the Greene Springs school, Hale County, of which Henry Lutwiler, LL. D., is principal, with 2 male instructors and 1 female, 49 male and 6 female students. The ancient languages, mathematics, German, and French are taught and instrumental music to the female pupils. The school possesses apparatus for the illustration of the natural sciences, also a general library of 2,000 volumes, with 1,000 additional in the libraries of two societies; (2) the Hamner Hall high school, in a pleasant grove near Montgomery, principal, F. Key Meade, of the University of Virginia, and 3 other male instructors, 70 male pupils, with an academic course, comprising Latin, German, French, Spanish, Italian, mathematics, chemistry, higher English, and book-keeping; (3) the Park high-school, Tuskegee, James F. Park, principal, with 2 male instructors, 93 male pupils, of whom 55 are in the English course and 38 in the classical. Number preparing for college, 30; buildings new and sufficient for the accommodation of 150 students; Latin, Greek, and French in course; and (4) the Burrell school, Selma, principal, John M. Cumings, with 6 female assistants, 175 male and 225 female pupils, none thus far advanced beyond the first year in grammar-school, a small apparatus for philosophical illustration, and "no library to speak of." Monthly written examinations have been used in the higher classes, with good success.

From such other institutions as the high school for males, Montgomery, the Lafayette male-high school, Chambers C. H.; Theodore Hunter's school, Montgomery; the Southwood select school, Talladega, or the Ursuline Convent, and Academy of St. John the Baptist, Tuscaloosa, there are no returns to show their present condition.

NORMAL TRAINING.

Normal departments exist in connection with Talladega College and the State University. The returns from the former show a division of the department into "common-school normal," and "higher normal." "Above 8" are in the first year of the higher normal; in the two divisions, 39. From the university normal school there are no returns.

"Graded schools with normal departments" are also reported by the American Missionary Association office 50 Reade street, New York, as follows: (1) Emerson institute, Mobile, with 2 instructors, and 135 pupils; (2) Swayne school, Montgomery, with 8 instructors and 612 pupils; (3) Lincoln school, Marion, with 5 instructors and 300 pupils; (4) Trinity school, Athens, with 2 instructors and 163 pupils; and (5) the Burrell school, Selma, previously referred to. In none of these schools, however, are the number of pupils in normal classes indicated or any means afforded for judging of the extent of the normal course.

UNIVERSITY OF ALABAMA.

The academic department of this university embraces six courses of study, either of which the applicant may select: five parallel courses for undergraduates and one post-graduate-course for master of arts, embracing extensive studies in any three of the schools into which the academic department is divided, the degree of master of arts not being conferred in course on bachelors of arts of three years' standing, as has been common at the North.

The department of professional education embraces the school of law, requiring one year and a half for its completion, and the normal school, which is intended to prepare young men for teaching and embraces a three years' course of study. Certificates of proficiency received by those who complete the course in this department secure their admission into the public schools as teachers without examination.

Military training.—All students are subjected to military drill and discipline, and are styled the "Alabama Corps of Cadets." The school of military sciences embraces instruction in military art and science, military law, and elementary tactics.

Finances of the university.—From a statement of the superintendent of public instruction made to the board of regents, it appears that the expenditures of the university for the year 1871–'72 considerably exceeded the amount annually furnished it by the State, $38,000 having been disbursed during the year in question, while the annual appropriation is only $24,000. Adding the amount realized from board, tuition, and other fees charged the students to that supplied by the State, he estimated that the expenses of the institution for the year were not less than $43,500, and, moreover, that in the future the entire amount would necessarily be defrayed by the State, since the board had just passed a law rendering tuition in the university free.* The conviction was expressed that this outlay might be considerably reduced and the university, at the same time, be rendered more useful and efficient.

It was stated, for instance, that the professor of moral and mental philosophy, who received a salary of $2,500, had only 4 pupils in his department, making the cost for instructing one pupil in that single branch $700, while a similar state of things existed in the department of mineralogy and geology. It was therefore recommended that the two professorships of moral and mental philosophy and natural history be abolished,

*It was doubtless this suggestion which influenced a subsequent action of the board of regents in the abolition of the law providing for free tuition.

the duties of the former being discharged by the president of the institution, as was the case for 40 years; that two other chairs be consolidated, and the salaries of professors reduced to $2,000 per annum. While these changes would not diminish the efficiency of the faculty they would effect a saving of $12,000 annually, which sum could be applied to the completion of the university-buildings, to the purchase of scientific apparatus, to increasing the library, and to payment of the debts of the institution. He further recommended the establishment of a department of law, which could be done without additional expense to the university, the tuition-fees of students being an ample resource for its support.

HOWARD COLLEGE, MARION.

The professed aim here is to make the instruction in every department practical. In all sciences the students are required to use the apparatus and instruments provided for them. Original problems are solved and much attention paid to original essays. Lectures are occasionally given on the subjects studied, but the rule is that the students themselves perform in the class-room, the object being to make them proficient in demonstration and explanation and keep constantly in exercise the knowledge they acquire.

The faculty offers for competition to the sophomore-class a gold medal for excellence in elocution.

SPRING HILL COLLEGE, (*near* MOBILE.)

The plan of instruction at this college embraces a preparatory, a classical, and a commercial course; the first of one year, the second of six, and the third of three. At the end of the sixth year of the classical course, the degree of A. B. is conferred on those who pass the requisite examination. To attain the further degree of A. M. there must be either an additional year of philosophic study at the college or a two years' devotion to the studies of a learned profession.

TALLADEGA COLLEGE, TALLADEGA.

This is one of several collegiate institutions established by the American Missionary Association for the benefit of the colored race especially, though not limited to them. It is yet in its infancy, but has in all 13 instructors and 268 pupils, classed, thus far, only in primary, intermediate, normal, and preparatory departments. It is said thus far to have proved eminently successful in the training of its pupils.

COLLEGES FOR WOMEN.

Eight institutions for the higher instruction of women make returns for 1873. These returns show, in the 8 colleges and collegiate seminaries mentioned, an aggregate of 78 teachers, of whom 20 are males and 58 females, nearly all resident in the institutions with which they are connected. There are 955 pupils; 233 of these in preparatory departments, 44 in partial courses, 662 in collegiate courses of from four to five years, and 16 post-graduates still prosecuting studies. In all these schools, drawing and painting, music, (vocal and instrumental,) and French are taught, besides the other studies of a ladies' college-course. In all but one, German is added to the French; in two, Spanish also; and in one, Italian forms a further addition to the course. Four have chemical laboratories; 6, philosophical apparatus or cabinet; 4, at least the beginnings of an art-gallery, and the same number some means for physical culture. One makes no report of any library; one has 400 volumes; the others from 1,000 to 3,000 volumes each.

The following table exhibits, in brief form, the condition of the various institutions for superior instruction in the State:

Statistical summary of universities and colleges.

Names of universities and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Corporate property, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Amount of property of corporation.	Value of grounds, buildings, and apparatus.	Amount of endowment.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
Howard College	6	....	40	96	.....	$75,000	.....	.....	.....	.....	1,000
Spring Hill College	22	....	.....	*125	.....	120,000	.....	.....	.....	.....	5,000
Talladega College	13	....	25	.....	.....	50,000	.....	.....	.....	.....	.....
Southern University	6	....	153	128	.....	90,000	$51,000	$51,000	$4,000	$5,500	2,000
University of Alabama	12	....	.....	131	$450,000	150,000	300,000	300,000	24,000	.....	3,000

*Students unclassified.

AGRICULTURAL AND MECHANICAL COLLEGE OF ALABAMA, AUBURN, LEE COUNTY.

This institution was established by act of the State-legislature, under the congressional provision for the benefit of agriculture and the mechanic arts. The amount realized by the State from the sale of the lands donated by Congress for this purpose was $218,000. To this has been added, by donation from the trustees of the East Alabama College, at Auburn, in consideration of the establishment of the university at that place, all the buildings, property, and lands of said college, the value of such lands, (200 acres,) with the buildings, amounting to over $100,000.

The institution "holds its leading object to be to afford the most thorough instruction which its means will allow in the branches of learning pertaining to the industrial arts or necessary to the liberal and practical education of the industrial classes in the several pursuits or professions in life." There are three special courses of study which are elective, namely, those of scientific agriculture, civil and mining engineering, and literature and science. There is also a required course of three years for all students, beginning with elementary studies and so arranged as to furnish training for the active business-concerns of life or for the special and higher courses of study pursued in the college.

Military training.—Although military science is required to be and is taught in the institution and the government and discipline are modeled after those of military schools, it is not made a leading object of the course, since the aim of the college is not to make proficients in arms, but simply to teach the tactics and improve both the health and bearing of the students.

Free scholarships.—Each county of the State is, by law, entitled to send two students to this college.

During the first session of seven months, closed October 30, 1872, there were in attendance 103 students, of whom 6 graduated. The same numbers appear in the returns for 1873.

Statistical summary of schools for professional instruction.

Names of schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Corporate property, &c.					Number of volumes in library.
				Amount of property of corporation.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
SCHOOL OF THEOLOGY.									
Howard College School of Theology	6	....	12	.....	$75,000	.....	.....	.....	1,000
SCHOOL OF MEDICINE.									
Medical College of Alabama	9	....	85	$175,000	75,000	.....	.....	.....	500
SCHOOL OF SCIENCE.									
Agricultural and Mechanical College	6	....	103	.....	50,000	$223,500	$17,800	$3,000	.....

ALABAMA INSTITUTION FOR THE DEAF, DUMB, AND BLIND.

The annual appropriation for the support of this institution is said by the secretary, in his report for 1873, to amount to $18,000. The buildings and grounds are reported by the president to be kept with a degree of neatness and care seldom found anywhere, the groves and lawns improving in appearance yearly, the walks and carriage-ways graded, and drainage secured as far as there have been means to carry on the work. The garden and tillable lands have been cultivated and fertilized, and have produced abundant crops, the labor, except hauling, being all done by the male pupils. The mechanical department, closed for want of means, was to be partially re-opened in October, 1873, competent teachers in this line having been secured.

The whole number present last year was 70; for the year which ended September, 1873, 60. Of this last number 46 were mutes and 14 blind. In the mute-department 4 teachers have been employed; in the blind, 2—1 in the intellectual, 1 in the musical instruction. The advancement of the pupils is said to have been satisfactory—in several instances highly encouraging—though the appliances for the instruction of the blind are poor, there being no means to increase the supply of school-apparatus, maps, globes, &c., which, in their raised forms, are expensive.

MISCELLANEOUS.

The Industrial Home, near Mobile, the Church Home for Orphans, Mobile, and The Sheltering Arms, in the same city, an asylum for the indigent, are all institutions semi-educational in character, under the charge of churches of the Protestant-Episcopal communion; but as no report has been received from them the extent of their educational work cannot be stated.

LIST OF SCHOOL-OFFICIALS IN ALABAMA.

MEMBERS OF THE STATE-BOARD OF EDUCATION.

Hon. JOSEPH H. SPEED, *superintendent of public instruction, ex-officio, president, Montgomery.*

County.	Name and district.	Post-office.
Dallas	J. H. Sears, first	Selma.
Wilcox	W. B. H. Howard, first	Camden.
Dale	J. R. Ard, second	Ozark.
Geneva	G. M. T. Gibson, second	Geneva.
Lee	O. D. Smith, third	Opelika.
Tallapoosa	J. P. Oliver, third	Dadeville.
Hale	John T. Foster, fourth	Greensboro'.
St. Clair	L. F. Box, fifth	Ashville.
Etowah	W. N. Cowan, fifth	Gadsden.
Lawrence	W. J. Smith, sixth	Town Creek.
Walker	A. H. McClung, sixth	Jasper.

COUNTY- AND CITY-SUPERINTENDENTS.

County and city.	Name.	Post-office.
Autauga	John L. Alexander	Prattville.
Baker	J. L. Williams	Hardy P. O., Dallas Co.
Baldwin	Howard Hall, sr	Howard's Wharf.
Barbour	B. B. Fields	Eufaula.
Bibb	N. C. LaGrone	Centreville.
Blount	F. A. Hanna	Bangor.
Bullock	H. G. McCall	Union Springs.
Butler	J. M. Thigpen	Greenville.
Calhoun	J. C. McAuley	Oxford.
Chambers	T. W. Greer	Waverly.
Cherokee	W. H. Lawrence	Centre.
Choctaw	V. R. Williams	Butler.
Clarke	M. Ezell	Suggsville.
Clay	A. Williamson	Hillabee.
Cleburne	N. G. Mallory	Chulafinnee.
Coffee	Alfred McGee	Elba.
Colbert	M. C. Byrd	Tuscumbia.
Conecuh	W. J. Lodkins	Evergreen.
Coosa	H. W. Pond	Rockford.
Covington	E. Mancill	Andalusia.
Crenshaw	J. J. Bronson	Rutledge.
Dale	W. H. Stuckey	Ozark.
Dallas	P. D. Barker	Selma.
De Kalb	P. B. Frazier	Portersville.
Elmore	W. P. Hannon	Wetumpka.
Escambia	J. T. B. Foard	Pollard.
Etowah	R. J. C. Haile	Gadsden.
Fayette	B. F. Peters	Fayette C. H.
Franklin	J. J. Rogers	Pleasant Site.
Geneva	J. H. Reese	Big Creek.
Greene	W. G. McCracken	Eutaw.
Hale	M. H. Yerby	Greenesboro'.
Henry	J. A. Foster	Abbeville.
Jackson	J. J. Beason	Scottsboro'.
Jefferson	J. R. Rockett	Elyton.
Lauderdale	J. M. Weems	Florence.
Lawrence	D. C. White	Moulton.
Lee	J. F. Yarborough	Lochapoka.
Limestone	T. S. Malone	Athens.
Lowndes	H. W. Caffey	Benton.
Macon	H. C. Armstrong	Notasulga.
Madison	A. W. McCullough	Huntsville.
Marengo	George F. Ellis	Linden.
Marion	Elisha Vickery	Pikeville.
Marshall	A. J. McDonald	Guntersville.
Mobile	E. R. Dickson	Mobile.
Monroe	T. J. Emmons	Monroeville.

List of school-officials, &c.—Continued.

County and city.	Name.	Post-office.
Montgomery	James Fitzpatrick	Montgomery.
Morgan	T. Morrow	Somerville.
Perry	J. W. Morton	Perryville.
Pickens	James Somerville	Bridgeville.
Pike	W. C. Menifee	Troy.
Randolph	J. M. K. Guinn	Wedowee.
Russell	J. M. Brannon	Seale.
St. Clair	F. Dillon	Cropwell.
Sanford	J. M. J. Guyton	Vernon.
Shelby	D. Y. Wyatt	Helena.
Sumter	M. C. Kinnard	Livingston.
Talladega	W. L. Lewis	Talladega.
Tallapoosa	S. C. Oliver	Dadeville.
Tuscaloosa	R. S. Cox	Tuscaloosa.
Walker	J. C. Scott	Jasper.
Washington	J. A. Richardson	St. Stephens.
Wilcox	E. D. Morrill	Camden.
Winston	James Hilton	Houston.
City of Montgomery	H. C. Bush	Montgomery.
City of Selma	W. C. Ward	Selma.
City of Birmingham	L. H. Matthews	Birmingham.
City of Eufaula	R. D. Locke	Eufaula.

ARKANSAS.

[From biennial report of Hon. Thomas Smith, State-superintendent of public instruction, for the term ended September 1, 1872, published in 1873.]

FINANCIAL STATEMENT.

Amount raised for public schools.

From State-school-tax of 1870	$167,973 70
From district-tax of 1870	320,810 00
From State-school-tax of 1871	212,376 06
From district-tax of 1871	193,089 71
Total receipts for 1871 and 1872	894,249 47

Amount expended.

Teachers' wages	$696,881 85
Building school-houses and purchasing sites and houses	76,610 06
Furniture, repairing school-houses, &c	46,621 35
Paying school-trustees	11,825 22
* Total expenditure for 1871 and 1872	970,306 74
Balance on hand September 30, 1872	38,684 14

SCHOOL-STATISTICS.

Concerning these the State-superintendent remarks: "The reports of the circuit-superintendents are so imperfect that it is utterly impossible to exhibit the true condition of education in the State."

Number of white children between 5 and 21 years, 1871	128,641	
Number of colored children between 5 and 21 years, 1871	41,655	
Total scholastic population for 1871		196,237
Number of white children between 5 and 21 years, 1872	96,149	
Number of colored children between 5 and 21 years, 1872	16,417	
Total scholastic population for 1872		194,314
Decrease from 1871		1,923

Attendance.

Number of white children attending school, 1871	56,787	
Number of colored children attending school, 1871	13,210	
Total attendance for 1871		69,927
Number of white children attending school, 1872	20,363	
Number of colored children attending school, 1872	2,500	
Total attendance for 1872		32,863
Decrease from 1871		37,064

Teachers and teachers' institutes.

Number of teachers employed in 1871	2,128
Number of teachers employed in 1872	2,035
Decrease from 1871	93

* All the figures in these statements are given as printed in the report. A glance will show that there is an error somewhere, the items as they stand really amounting to $831,938.48 for expenditures, leaving an apparent balance of $62,310.99, instead of $38,684.14. The present State-superintendent thinks that this discrepancy may have arisen from an unmentioned item of the salaries of ten circuit-superintendents at $3,000 per annum, with their postage.

Whole amount paid teachers in 1871	$424,443 00
Whole amount paid teachers in 1872	355,624 90
Decrease from 1871	68,818 10
Number of teachers holding first-grade-certificates, (1872)	188
Number of teachers holding second-grade-certificates, (1872)	423
Number of teachers holding third-grade-certificates, (1872)	546
Number of teachers' institutes held during 1871	31
Number of teachers' institutes held during 1872	25
Decrease from 1871	6
Number attending institutes in 1871	651
Number attending institutes in 1872	323
Decrease from 1871	328

School-houses.

Number of school-houses previous to 1871	1,037
Value of school-houses previous to 1871	$131,456 98
Number of school-houses erected during 1871	302
Value of school-houses erected during 1871	$67,676 30
Number of school-houses erected during 1872	187
Value of school-houses erected during 1872	$55,913 50
Whole number of school-houses, September 30, 1872	1,292
Number of school-houses with inclosed grounds	85

CONDITION OF PUBLIC SCHOOLS.

At the date of the last report, (September 30, 1870,) the free-school-system had been in successful operation rather more than two years. During that time many difficulties had been surmounted: the prejudice which at first existed in the minds of the people, especially with regard to the education of colored children, had been overcome, and schools had been established in nearly all the counties in the State; many excellent teachers had been attracted from the older States, and vigorous efforts were being put forth to build suitable school-houses and keep schools open for a longer time than three months during the year.

During the years 1871 and 1872 various influences and agencies have operated most disastrously against the free-school-system, so that it has been not only greatly hindered and embarrassed, but well-nigh destroyed; and the vigorous growth of popular sentiment in favor of the system has declined into almost total indifference.

WANT OF FUNDS.

One of the chief causes of this state of things has been the want of adequate funds, occasioned, in great measure, by the action of the legislature in limiting the amount of local tax that might be levied in country districts to one-half of 1 per cent. and in cities and towns to three-fourths of 1 per cent. on the taxable property of the district. In many neighborhoods no provision for schools had previously existed, and considerable expense was necessarily incurred in getting them into operation for the first time. The people, however, relying on the provisions of the constitution for "levying such tax as may be deemed proper" to make up deficiencies in the public-school-fund, zealously engaged in the work and incurred the liability, expecting, by imposing on themselves a little heavier tax for a year or two, to be able to liquidate their indebtedness and still carry on their schools. In a few instances, perhaps through ignorance and inexperience in such matters, an exorbitant rate of taxation was authorized by district-meetings. This excess was seized upon by the enemies of free schools and exaggerated to such an extent as to induce the legislature to limit the amount of local tax. In addition to this, the legislature authorized the issue of interest-bearing certificates and made them receivable for school-taxes.*

TEACHERS PAID IN DEPRECIATED SCRIP.

The payment of the school-fund in this depreciated paper, worth but little more during the past year than half its par value, with the curtailment of local taxation, so

*A decision of the supreme court, in its session of January, 1873, puts an end to this abuse by declaring that these taxes must be paid in currency. This, if carried out, will add about two-fifths to the school-fund of each county and enable the authorities to do justice to the teachers they engage.

crippled a large portion of the school-districts that it was impossible for them to support even a three-months school; and teachers receiving their pay in scrip, and finding that they could not dispose of it except at a ruinous discount, left the State. The schools have thus lost many of their most valuable teachers.

The opinion is expressed that, as the chief dependence for the support of schools in the several districts must, until the State-fund shall become much larger than at present, be on local taxation, by the voluntary action of the people, as few restraints as possible should be imposed on this action. It is strongly urged that the act restricting the amount of local tax to be levied be repealed, and that there be a provision of law that these taxes be collected and paid over in current funds. An opposite condition has brought ruin and discredit on the free-school-system in many counties of the State.

SCHOOL-REVENUES AND SCHOOL-FUND.

As the law now stands, there is a levy of one-fifth of 1 per cent. by the State for school purposes, which is collected and paid into the State-treasury as other State-taxes are; and this, together with the accrued interest on the vested school-fund and the poll-tax, is apportioned to the several counties according to the number of children of school age, leaving the people of the several school-districts at liberty, within certain limits, to levy a local tax for the additional support of schools.

All fines, penalties, forfeitures, &c., belong to the common-school-fund; but the arrangements for their collection are not satisfactory, and but a small portion of the fines reaches the State-treasury.

Of the two townships of land originally granted for the purpose of establishing a seminary, but afterward appropriated for the benefit of the common schools in the State, about 1,000 acres remain unsold. The remainder has been disposed of at the price of $4 per acre, on a credit of one, two, three, four, and five years from date of sale, the notes bearing interest at the rate of 10 per cent. per annum. The outstanding amount of principal of the notes given for these lands was, in 1870, about $35,000.

Of the seventy-two sections of saline lands, about 20,000 acres remain unsold. The remainder was sold at about $1.25 per acre. The amount of the notes given for these lands was, in 1870, about $10,000.

DIVERSION OF SCHOOL-FUND TO OTHER PURPOSES.

The last distribution of the funds arising from the seminary and saline lands was in January, 1861. After that date most of the money coming from these funds was appropriated for general State-expenditures. There was thus transferred to the general revenue from the seminary-fund $7,260.81 and from the saline-fund $4,633.13. In view of these facts the question arises whether the State should not be considered as indebted to these funds for the amounts thus diverted from their legitimate object.

Of the 928,000 acres of the sixteenth-section-lands, about 122,000 have been sold and patents granted by the State. A large quantity was sold that has not been paid for and for which no patents have been issued. The claims of the State, in the form of notes and bonds for school-lands sold and moneys loaned, amount, perhaps, with the accrued interest, to half a million of dollars. Strenuous efforts have been made to secure the collection of these outstanding claims as far as possible. Where purchasers of land make no effort to settle their indebtedness, steps are being taken to forfeit the purchases and take possession of the lands on the part of the State. Efforts are also being made to collect a reasonable rental for the time improved lands have been occupied by parties failing to comply with their contracts of purchase.

The taxes collected on lands belonging to the sixteenth sections should be paid into the common-school-fund, but for several years past have been merged in the general revenue of the State. The question hence arises whether the State does not stand indebted to the school-fund in an amount equal to the sum of taxes thus misapplied.

The amount of permanent school-fund on hand October 1, 1872, was:

In United States currency	$14,510 84
In 5-20 United States bonds	24,186 25
In State-scrip	56,804 22
Total	95,501 31

Amount of common-school-fund:	
In United States currency	$3,024 24
In State scrip	36,852 51
Total	39,876 75

PEABODY FUND.

Among the educational agencies of the State special mention is made of the aid afforded by Dr. Sears, agent of the Peabody educational fund. The donations to different schools during the past year amounted altogether to $8,950.

SUPERINTENDENCE.

The plan of county-supervision has been much discussed and seems to be gaining in favor. It is believed, however, that this system, though well adapted to older States, will not, for the present, subserve the educational interests of Arkansas nearly so well as circuit-supervision properly carried out. It is admitted that the latter system has, from various causes, been made productive of but little good, if not of positive evil. So great were the complaints that both political parties in the recent campaign deemed it politic to make special reference to it in their platforms. This failure, however, is ascribed rather to abuses of the system than to the faults of the system itself. It is suggested that the circuit-superintendents be made more directly responsible to the people or to the head of the school-department; also, that the school-law be so amended as to prevent their devoting their time to other business, and to exact more rigidly a thorough and punctual discharge of their official duties. The superintendent remarks that, although the want of efficiency on the part of circuit-superintendents has undoubtedly been one cause of failure in the school-work, still, no energy that might have been put forth by these officers could have compensated entirely for the severe blow the system received from causes previously mentioned.

EDUCATIONAL JOURNAL.

The Arkansas Journal of Education, edited by the State-superintendent, has been in existence three years and has proved a valuable auxiliary. Its influence has been widely felt, creating a public sentiment in favor of the free-school-system and prompting teachers to professional excellence and pride. It has, as yet, received no aid from the State, not even pay for publishing official advertisements. Something in the way of financial aid is needed to make the enterprise successful.

SCHOOLS IN CITIES AND TOWNS.

Fifteen cities and towns have organized under the special act "for the better regulation of schools in cities and towns," approved February 4, 1869. In these several places a board of directors has been elected and the schools put in operation under the provisions of said act. No official reports from these districts have been received, but in most, if not all of them, the schools are believed to be doing reasonably well. In the city of Little Rock, especially, they are pronounced a decided success, though the management by the school-board is regarded by many as extravagant.

ANOTHER VIEW OF EDUCATIONAL EMBARRASSMENTS.

Hon. J. C. Corbin, present State-superintendent of public instruction, gives the following additional view of the difficulties under which the public-school-system is laboring. His testimony both corroborates the statements made in the published report of Superintendent Smith and gives later information, his communication bearing date November 15, 1873. He says:

"The condition of the schools generally is not hopeful, and the cause is easily understood. It is as follows: In all cases where the contrary is not directly stated, the word 'dollar,' in a statute of Arkansas, means not the old dollar spoken of in our arithmetics, which was equal in value to one hundred cents, but so much State-scrip or treasurer's certificates on bank-note-paper, which, for the last three months, has been worth only from 35 to 45 cents on the dollar. A portion of the State and local taxes is paid in United States currency; but such is the laxity of the laws that when it is paid out it is almost invariably State-scrip. This not only deprives the schools of a large proportion of their legitimate resources, but exasperates the people and impoverishes the teachers, so that those of superior grade cannot easily be obtained or retained, and the effect upon the public schools is almost fatal."

DISTRIBUTABLE FUND DIMINISHED.

"Heretofore, under the law, the State superintendent has twice a year apportioned among the various counties what is usually termed 'the distributable school-fund.' This fund was composed of the proceeds of the three following items, viz:

"(*a*) The State tax of two mills on the dollar.

"(*b*) Per-capita tax.

"(*c*) Six per cent. interest paid by the State for the use of the permanent school-fund.

"The total of these three items, constituting the distributable fund for the last apportionment, amounted to about $210,000, which was apportioned according to the school-law. But the last general assembly incorporated in the 'general-revenue-law' a section denying to the State-auditor any power to draw a warrant for the benefit of common schools on 'the general revenue of the State,' and the attorney-general decided that this cut off the item '*a*,' which constituted about three-fourths of the distributable

fund, and left $55,000 in State-scrip, at 35 per cent., as the only amount for which the auditor could draw his warrants. Several of the county-treasurers, as custodians of the apportioned fund, propose to go into the supreme court and apply for a mandamus to compel the auditor to draw his warrants for the full amount apportioned, but with little prospect of success." "But in reality the paying out of the distributable fund would have been of but little benefit to the schools, as the throwing of $210,000 in State scrip on a market already glutted with that security would have reduced its value to almost nothing, for during the last few months very often there was 'no sale' at any figures for even so small an amount as two or three thousand dollars."

PROVISIONS OF NEW SCHOOL-LAW.

"The last general assembly repealed the old and enacted a new school-law. The new law is substantially the same as the old, with but few changes, but these few changes were of a very important character:

"(1) Under the old law the various school-districts had the power to tax themselves as heavily as they chose for school-purposes; the new law fixed the maximum of local taxation at five mills.

"(2) Under the old law the schools were managed by ten circuit-superintendents, who also constituted the State-board of education. The new law provides for county-superintendents, and makes the board of trustees of the Arkansas Industrial University the State-board of education. The first set of county-superintendents was, under the law, appointed by the governor, upon the recommendation of the State-superintendent; the succeeding sets are to be elected by an annual convention of the school-trustees of each county. The salary of the county-superintendents is to be fixed by the county-boards of supervisors, and is to be from $300 to $500, payable, I presume, in county-scrip. Despite the small salary, the county-superintendents are, almost universally, men of high character and, in many cases, of fine scholarship.

"(3) Under the old law a school-trustee received as compensation for his services $2 per day for every day 'actually and necessarily spent' in his official duties; under the new the only compensation he receives is being exempted from working on the roads and from serving on juries.

"(4) Another matter affecting the schools very materially was the creation by the last legislature of nine new counties, thereby dividing some fifty or sixty of the old school-districts. Besides this, the boundaries of quite a number of the other counties were changed, by which a still larger number of the districts was affected, as, under the law, a school-district must be entirely comprised in one county. The amount of confusion that has resulted from this cause is almost incalculable.

"(5) The depreciation in the State-securities and the fact that they have almost no market-value abroad render it difficult for even the State-superintendent to obtain such stationery (for instance, school-registers) as, from the fact of its being copyright-property, can be purchased only from the owners.

"(6) The difficulty last specified is increased by the meager appropriation for carrying on school-operations, made by the last general assembly. The appropriations were made on the presumption of an advance in the value of State-scrip; but, instead, there has been a material decline.

"It would not, perhaps, be correct to conclude from the above statement that our schools are in an absolutely hopeless condition, as I am satisfied that a large portion of the people of Arkansas are friends of common schools and that the numbers of this class are continually increasing."

INTEREST FELT IN COMMON SCHOOLS.

"The common-school-law and the condition of our public-school-system are attracting a great amount of attention from our best minds, and I confidently hope that our next general assembly will be prepared to act in such a manner as to remedy the defects of the former and insure the prosperity of the latter. Any improvement in the financial condition of the State will produce a corresponding one in the schools, and such improvement is hoped for."

UNIVERSITIES AND COLLEGES.

Unlike most of her sister-States in the West and South, Arkansas has hitherto been without a recognized State university. The Industrial University, opened in 1872, gives good promise of usefulness and may become the head of the educational system of the State. Besides this, the only institutions for collegiate culture at present existing appear to be Cane Hill College, Boonsboro', and St. John's College, Little Rock.

At Cane Hill, the professors in the college teach also the students in the preparatory school, so that the instruction is uniform throughout.

St. John's is under the care of the Masonic fraternity and devoted mainly to the education of the children of its members. It suffered much from the disastrous influences of the war and is only beginning to recover from these.

The table here given shows the main points reported by the two, illustrative of their condition:

Statistical summary of colleges.

Names of colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Corporate property, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Amount of property of corporation.	Value of grounds, buildings, and apparatus.	Amount of endowment.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
Cane Hill College	3	....	101	23	.....	$5,000	.....	.....	.....	.....	101
St. John's College	6	....	50	71	.....	50,000	$105,000	$35,000	$3,500	$6,500	100

Arkansas College, Batesville, although chartered as a college in 1872, still exists only as a preparatory school.

THE INDUSTRIAL UNIVERSITY.

This institution, from its large endowment and fair prospect of continued State-aid, stands so prominently forth above the struggling and enfeebled colleges as to deserve special notice. Established in accordance with an act of Congress, making a grant of 150,000 acres of land as an endowment for it, and in accordance with an act of the general assembly, passed to effect the object of this grant, its leading purpose is to teach such branches of learning as are related to agriculture and the mechanic arts, and thus promote the liberal education of the industrial classes in the several pursuits of life. In its circular for 1873–'74, its full aims are said to be: (1) to impart a knowledge of science and its application to the arts of life; (2) to afford to students that may desire it the benefit of manual labor, not so much to lessen expenses as to preserve health and cultivate a taste for agriculture and mechanic employments; (3) to prosecute experiments for the promotion of both garden- and field-culture; (4) to provide the means of instruction in military science; and (5) to afford the opportunity for a general and thorough education, classical as well as scientific, not inferior to that in the best colleges.

The location of the university is within the corporate limits of the town of Fayetteville, Washington County, within the Pea Ridge region, one of the most salubrious, beautiful, and fertile portions of the State. Here, on an ample domain, bestowed upon the institution by the citizens, buildings have been erected to accommodate 300 students, while contracts have been entered into for a noble permanent edifice five stories high and 214 feet in length, with wings 122 feet in depth. This is to be completed by September, 1875, and will afford accommodation for 700 students.

The trustees have made provision for 237 beneficiary scholarships, which will entitle those admitted to them to four years' free tuition. These are to be apportioned to the several counties according to their population.

A normal department, with two courses, one of three and one of two years, is open in the university to male students of 16 and females of 14 years of age, of good character, who can pass a satisfactory examination in the common English branches. Those who will enter into a written obligation to teach in the common schools of the State for the two years succeeding the completion of their course are admitted free of tuition.

The university proper is to embrace four colleges, with thirteen subordinate schools, as follows:

I. The college of agriculture, including (1) the school of agriculture and (2) the school of horticulture.

II. The college of engineering, including (1) the school of mechanical engineering, (2) that of mining engineering, (3) that of civil engineering, (4) that of architecture.

III. The college of natural science, including (1) the school of chemistry—agricultural, technologic, pharmaceutic, and metallurgic—and (2) the school of natural history.

IV. The college of general science and literature, including (1) the school of English and modern languages and literature, (2) the school of ancient languages and literature, and (3) the school of mathematics. This college includes also courses in natural history and chemistry, in history and social science, and in mental and moral philosophy. "A preparatory department has been established in connection with the university, with a full course of five years."

Besides the above colleges and schools there will be (1) the school of military science and (2) the school of commerce.

In accordance with this outline there have been appointed, for the year 1873–'74, the following professors and instructors: (1) A president and professor of mental and moral philosophy, (2) a professor of ancient languages and literature, (3) a professor of theoretical and applied chemistry, (4) a professor of mathematics and engineering, (5)

a professor of military science and tactics, (6) a professor of practical and theoretical agriculture and horticulture, (7) a principal of the normal department, (8) a preceptress in the same, (9) an instructress of the training-school connected with this department, and (10) a professor of music.

Statistical summary of Arkansas Industrial University.

Name of school for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.		Corporate property, &c.						Number of volumes in library.
			Preparatory.	Scientific.	Amount of property of corporation.	Value of grounds, buildings, and apparatus.	Amount of endowment.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
SCHOOL OF SCIENCE.											
Arkansas Industrial University	6	....	188	40	$225,000	*	$130,000	$130,000	$10,400	$50,000	150

* Buildings not yet completed.

ARKANSAS INSTITUTE FOR THE BLIND.

Located at Little Rock, five acres of ground have been purchased for the institution, and a substantial brick-building has been erected. The number of blind persons that have received instruction during the last two sessions is 50. The number in the institution, October 1, 1872, was 41—males 13, females 28. The institution is open to both white and colored persons. The school has a good assortment of apparatus and the pupils are reported as making excellent progress. The school is in a healthy and prosperous condition.

Fifty pupils are reported as receiving instruction in the last two sessions, 41 being on the list at one time, about as many as the building will accommodate. Larger accommodations are called for, as there are 187 blind persons in the State of legal age to be in the institution. All the pupils, embracing males and females from early childhood to full manhood and womanhood—the white and colored in separate divisions—are taught not only primary and high-school branches of instruction, with vocal and instrumental music, but also handicraft to both sexes. They are taught thus to be a help and comfort to their families, instead of a burden and a care, while their individual capacities for happiness and usefulness are of course immeasurably enlarged.

ARKANSAS DEAF-MUTE INSTITUTE.

This school is located a short distance from the city of Little Rock. The number of pupils in 1873 was 72—males 39, females 33. The buildings are sufficient for the accommodation of only about 75, and it is desirable that steps should be at once taken to increase their capacity, as at least twice that number in the State require instruction. The school is in charge of a corps of competent teachers and the pupils are reported to be making good progress.

For two years there has been no change of principal, matron, or teacher, though one teacher has been added to the list.

As a school the inmates are appropriately classified, each class having its own teacher, an arrangement which secures greater attachment between teacher and pupil, as well as greater general progress. Manual labor is taught, together with the sign-language and the usual branches in the public schools, every effort being made to improve, not the mind only, but the character, the efforts often issuing in a gladdening success.

PROPOSED AMENDMENT OF SCHOOL-LAW.

At a meeting of the board of education, held January 13, 1873, a committee of four was appointed—the State-superintendent being one—to prepare and submit to the general assembly such amendments to the existing school-law as should be found or thought to be necessary.

PROPOSED NORMAL SCHOOL FOR COLORED PEOPLE.

At the same meeting it was resolved that, whereas an industrial university was located on one border of the State, while the colored population was almost exclusively on the opposite border, it should be recommended to the State to establish a normal school at some point convenient for the colored masses of the State and for the special benefit of that class of citizens.

LIST OF SCHOOL-OFFICIALS IN ARKANSAS.

Hon. J. C. CORBIN, *State-superintendent of public instruction, Little Rock.*

COUNTY-SUPERINTENDENTS.

County.	Name.	Post-office.
Arkansas	John McLauchlan	De Witt.
Ashley	R. S. Curry	Hamburg.
Baxter	A. J. Truman	Mountain Home.
Benton	J. W. Hobbs	Bentonville.
Boone	M. Shelby Kennard	Warren.
Bradley	John W. Wofford	Lead Hill.
Calhoun	Willis Robertson	Hampton.
Carroll	William R. Belding	Carrollton.
Chicot	W. H. Benton	Lake Village.
Clark	A. P. Searle	Arkadelphia.
Clayton	T. P. McGovern	Corning.
Columbia	J. T. Story	Magnolia.
Conway	John H. Carse	Springfield.
Craighead	John D. Hillis	Jonesboro'.
Crawford	W. T. Bowland	Van Buren.
Crittenden	Daniel W. Lewis	Marion.
Cross	Briton Rolesen	Wittsburg.
Dallas	William R. Harley	Princeton.
Desha	Jacob S. Ross	Laconia.
Dorsey	Malcom Currie	Toledo.
Drew	Charles W. Preddy	Monticello.
Faulkner	J. M. Clifton	Conway Station.
Franklin	W. H. Martin	Ozark.
Fulton	Stephen F. Dykes	Salem.
Garland	Henry P. Smith	Hot Springs.
Grant	John W. Harrison	Sandy Springs.
Greene	James R. Snodgrass	Gainsville.
Hempstead	Charles Goldburgh	Washington.
Hot Springs	Hugh McCallum	Rockport.
Howard	W. P. McDonald	Center Point.
Independence	William H. Bayne	Batesville.
Izard	J. M. Stackpole	Mount Olive.
Jackson	W. A. Monroe	Jacksonport.
Jefferson	M. W. Martin	Pine Bluff.
Johnson	J. C. Littlepage	Clarksville.
Lafayette	N. T. Little	Lewisville.
Lawrence	Jasper N. Hillhouse	Powhatan.
Lee	J. T. Lamm	Mariana.
Lincoln	D. H. Rosseau	Star City.
Little River	Charles B. Wells	Rocky Comfort.
Lonoke	John S. Spinks	Lonoke.
Madison	Lee Prather	Huntsville.
Marion	James R. Dowd	Sherman.
Mississippi	Leon Roussan	Osceola.
Monroe	H. E. Pinn	Clarendon.
Montgomery	Z. L. Cotton	Mount Ida.
Nevada	W. H. Prescott	Rosston.
Newton	John W. Coen	Jasper.
Ouachita	M. A. Elliott	Camden.
Perry	J. L. W. Mathews	Perryville.
Phillips	Maurice Savage	Helena.
Pike	Moses Hyde	Murfreesboro'.
Poinsett	John H. Levesque	Harrisburg.
Polk	S. H. Kelly	Dallas.
Pope	Robert W. Moses	Russellville.
Prairie	M. M. Yeakle	Prairie Centre.
Pulaski	Dickison Brugman	Little Rock.
Randolph	J. C. Putnam	Pocahontas.
St. Francis	Samuel Liddell	Forrest City.
Saline	Finis Leach	Benton.
Sarber	J. F. Allen	Ellsworth.
Scott	H. Palmer	Waldron.
Searcy	H. N. Davis	Lebanon.
Sebastian	William M. Colby	Fort Smith.
Sevier	H. H. Cleary	Locksburg.
Sharp	Samuel Davidson	Evening Shade.
Stone	John F. Patterson	Riggsville.
Union	W. H. Goodwin	El Dorado.
Van Buren	Peter A. Moses	Quitman.
Washington	George Grace	Fayetteville.
White	Leroy Bates	Judsonia.
Woodruff	Frank W. Meyers	Augusta.
Yell	John Piper	Dardanelle.

CALIFORNIA.

[From report of Hon. Henry N. Bolander, State superintendent of public instruction, for the scholastic year ended June 30, 1873, and from other sources, prepared by Mrs. S. B. Cooper, San Francisco, California.]

FINANCIAL STATEMENT.

Receipts.	1872.	1873.
From State-apportionments	$424,021 85	$430,219 60
Increase over 1871		6,068 71
From county-apportionments	988,636 21	1,179,072 45
Increase over 1871		229,449 59
From district-taxes	261,306 90	362,529 05
Increase over 1871		218,230 12
From rate-bills, subscriptions, and miscellaneous sources	232,075 22	310,592 30
Increase over 1871		98,350 70
Total receipts, including balance on hand	2,131,783 58	2,551,799 07
Increase over 1871		667,192 23

Expenditures.	1872.	1873.
For teachers' salaries	$1,282,799 15	$1,434,366 93
For rent, repairs, fuel, and contingent expenses	277,900 99	275,674 70
For school-libraries and apparatus	30,513 67	29,245 18
For sites, buildings, and school-furniture	290,119 01	374,069 44
Total expenditure for school-purposes	1,881,332 82	2,113,356 25
Increase over 1871		412,147 67

	1872.	1873.
SCHOOL-POPULATION.		
Number of white children between 5 and 15	135,198	139,596
Number of colored children between 5 and 15	874	944
Number of Indian children between 5 and 15	1,279	1,070
Total	137,351	141,610
Increase since 1871		11,494
SCHOOL-ATTENDANCE.		
Number of white children attending public schools at some time in year	92,255	97,018
Number of colored children attending public schools at some time in year	385	458
Number of Indian children attending public schools at some time in year	144	205
Total	92,784	97,681
Increase over 1871		14,053
Average number of census-children belonging to public schools	72,972	78,395
Average number of census-children attending daily	65,709	69,461
Percentage of the total number enrolled	67.55	68.96
Percentage of the average number belonging	53.13	55.35
Percentage of the daily attendance	47.83	49.05
Number of pupils in private schools	13,787	12,507
Decrease in these since 1871		3,017
TEACHERS AND TEACHERS' PAY.		
Number of male teachers	881	882
Number of female teachers	1,420	1,454
Total number of teachers	2,301	2,336
Increase from 1871		284

Average pay per month for males, $84.28; for females, $63.37.

	1872.	1873.
STATISTICS OF SCHOOLS.		
Whole number of school-districts	1,395	1,462
Increase over 1871		136
Number of districts maintaining schools eight months or over		637
Number of districts maintaining schools less than eight months		825
Number of first-grade-schools	318	465
Number of second-grade-schools	643	761
Number of third-grade-schools	693	642
Total number of schools	1,654	1,868
Increase over 1871		318

COMPULSORY EDUCATION.

In his report upon the condition and progress of the public schools of the State, Superintendent Bolander has given special attention to the collecting and collating of data necessary to the consideration of two questions, to which he calls the serious attention of the people and legislature of California.

The first, one of the most important school-questions of modern times, he states as follows:

"How shall we arrest the evils of non-attendance and truancy and secure to every child of the State the rights and benefits of education?" "From a carefully-compiled table of statistics, showing the attendance at public and private schools and the non-attendance and truancy of census-children for a period of eight years, two facts are brought prominently to view, viz, the steadily increasing popularity of public schools with the better portion of the people and the almost inappreciable abatement of the evils of non-attendance and truancy on the part of children that most need them."

PUPILS CHANGING FROM PRIVATE TO PUBLIC SCHOOLS.

"In eight years the attendance at private schools has decreased 21.08 per cent., and 15,294 children, in a total of 141,610, have been transferred from private to public schools. No greater tribute could be paid to the popularity of our public-school-system."

INCREASED RATIO OF NON-ATTENDANCE.

"But, while we are steadily gaining for our public schools the support of those who were at first opposed to them or indifferent, we have signally failed to impress that large class of people who, through self-interest, carelessness, or ignorance, ignore the claims of their children to the rights and benefits of at least a common-school-education. To have reduced in eight years the non-attendance only 3.38 per cent., or by 4,786 in a total of 141,610, and to find that truancy has increased 2.24 per cent., and now amounts to 19,259 in a total of 141,610, is a very discouraging showing for the State."

To the question "What is the remedy?" the superintendent replies:

"Admitted that education forms the only secure foundation and bulwark of a republican form of government, if not of every form of government; admitted that the universality of education becomes thus of vital importance to the State; and admitted that the exigencies of the case not only empower, but compel, the State to provide all the facilities necessary to enable every child to acquire at least a common-school-education, and we are forced to the conclusion that it is not only the privilege but the duty of the State to compel every parent to bestow upon his children at least the education which the State places within his reach."

TEACHERS' CERTIFICATES.

On entering upon his official duties, the State-superintendent appointed a State-board of examination, composed of teachers who were residents of San Francisco. The business of this board was transacted very satisfactorily until the office of the State-superintendent was removed to Sacramento. Then meetings became irregular, and delays almost necessarily occurred in the dispatch of business. The superintendent, hence, had to re-organize the board by appointing teachers resident at Sacramento. Of this board he is, *ex officio*, chairman, and to his office all applications for State-certificates or diplomas must be sent. The qualifications of the higher class of teachers come thus under his observation and he has an opportunity to select the best material for his purposes.

THE SUPPORT OF OUR COMMON SCHOOLS.

The second question to which Superintendent Bolander calls attention relates to the ways and means of providing for every district of the State sufficient and equal educa-

tional advantages. The summaries of statistical information show that, of the 1,462 school-districts in the State in 1873, only 637, or 43.57 per cent., maintained public schools for eight months or more, and the remainder, 825 districts, or 56.43 per cent., maintained them for less than eight months. Thus, while in the centers of wealth and population the children have the advantages of a full year's instruction, for the more remote and sparsely-settled districts of the State the present system proves wholly inadequate, since many districts can maintain schools only from three to six months in the year. During these short school-terms the pupils of such schools only get fairly started in their studies, and, after a ruinous interval, come back to commence again, too often at the former starting-place.

DEFECTS OF THE PRESENT SYSTEM.

The present system goes even further in its injustice: it determines when a district is to be thrust without the pale of the common-school-system; for, should the number of census-children fall below a certain figure—twenty for some counties, up to as high as thirty for others—the present system does not provide funds enough to support in the district a school for three months in every year. Over a hundred districts in the State are thus stricken from the list of school-districts under the law, and this when in many counties the maximum rate allowed by law is levied for school-purposes and when in every county more than the minimum amount of county-school-money is raised.

As the school-law stands at present, the public schools derive their funds, first, from State apportionments, the amounts of which, per census-child, are decreasing in proportion to the increase in the number of census-children; secondly, from county-apportionments, yielding in many counties the largest amounts which the law allows or the people well can bear; thirdly, from special taxes voted by the district.

The superintendent, in considering the disabilities of the law, esteems it not so much inadequate as discriminating most unjustly against the thinly-populated districts of the State in not providing for an equitable apportioning of the funds. At present, the number of census-children belonging to a district determines the amount of funds apportioned to the district, while within a certain limit the number of census-children does not determine the expenses of maintaining a public school: as, for instance, one district may have fifteen census-children, another fifty, still the same amount is needed by each district to maintain a school for a definite length of time; yet the former district may not obtain funds for a three-months school, while the latter, perhaps, receives enough for an eight-months school. In short, the largest schools, the best schools, the best teachers, and the best and most complete furniture, apparatus, and library are given to the district having a sufficient number of census-children, while a district wanting these is proportionally curtailed in its educational facilities. Now, except there is an inherent right in numbers to warrant it, such discrimination is a blot upon the school-system, and should if possible, be immediately removed, or the system fails in the object by reason of which alone it can claim recognition and support, for that object is surely the free and equal education of all the children of the State.

REMEDY PROPOSED.

To get at the matter in the most feasible way, Superintendent Bolander proposes the following method of apportioning State- and county-school-funds, viz: "That for every hundred census-children, or fraction thereof, one teacher be allowed to a district, and for every teacher a certain amount of school-funds." In apportioning according to the number of census-children, he would take as a basis the number of census-children represented by the average attendance at school, not as between counties, but applied only to the districts of a county, so that no injustice be done to those counties which contribute more toward the school-fund than they receive in apportionments; for the fact is, no matter how accounted for, that the average attendance is less than the number of census-children in proportion to the density of population and the length of school-terms.

REPORT OF THE STATE NORMAL SCHOOL.

Number of pupils in attendance, aside from training-school, 118. The board of trustees have ordered an addition to the training-school of two classes of 40 each. The attendance now for the month is 40. In addition to the studies prescribed for the senior-year, the seniors are studying Methods of Teaching, devoting one exercise each day to purely professional preparation. The trustees have determined to connect with the institution a preparatory class. Provision has also been made for a post-graduate-course, open to graduates of this or other normal schools, high schools, colleges, or academies who may present satisfactory evidence of having taught successfully for one year. The instruction here will be, in the main, professional, and to those graduating from this class a professional diploma will be granted. This course will afford to teachers an opportunity to review their studies, to become acquainted with the most approved methods of instruction, and, by the aid of the apparatus with which the school is to be supplied, become more familiar with the means of scientific illustration.

SAN FRANCISCO.

The school-accommodations of this city comprise 46 school-buildings, many of which are substantial, commodious, and handsome edifices, with all the modern improvements in school-architecture. Besides these, the department has 56 rented rooms. The average number of pupils belonging to public schools is 19,720; number of teachers employed in the department, 505, at salaries amounting to $455,976.27. The total annual expenditure for school-purposes was $607,889.34; annual cost per pupil for tuition, $23.12. The estimated expenditures for the coming year are put down at $671,000. The estimated cost of additional school-buildings, which are needed at once, is $352,500. About 3,000 pupils now in attendance at the public schools have to be accommodated in rented buildings, at an advanced rate of tuition per pupil. Superintendent Widber, in his late report, says: "To provide accommodation for these pupils, application ought to be made to the legislature for authority to issue bonds to the amount of $300,000, payable in twenty or thirty years. To prevent the necessity of having to rent in the future, an annual building-fund of about $60,000 ought to be provided, in order to accommodate the yearly increase of school-children."

Comparative number taught.—The estimated population of the city is 175,000; whole number of children under 15 years of age, according to the last school-census, is 54,469; whole number between 6 and 15, (legal school-age,) 32,387; average number belonging to public schools, 19,720; number attending private and church-schools, 5,285—making the total of 25,948 attending school, leaving the approximate number not attending any school, 5,000.

Examinations.—From the annual report of Deputy-Superintendent Swett the following information in regard to the schools is collated:

Two trial-examinations of all the classes of the grammar-grades were held during the year. These examinations were held in writing, on questions prepared by the deputy-superintendent. As a general rule the classes acquitted themselves admirably and the results stimulated the pupils to greater earnestness in study.

A thorough system of oral examinations by experienced examiners has also been pursued during the past year, with the most satisfactory results. Detailed reports in writing were made to the committee concerning the standing of each class in the more important studies, the general order and discipline of the class, and the apparent merits or demerits of the teacher. This was the first official oral examination made in the city of each grammar-class in the department. The information thus obtained was so valuable and the results were so satisfactory, that at the close of the school-year a regular examining teacher-at-large was elected. Written examinations may serve as a basis for annual promotions, but oral examinations have a marked effect in stimulating and encouraging both teachers and pupils. A good oral examiner is a traveling normal-school-instructor, suggesting methods of teaching, and his salary is a trifling expense compared with the substantial educational benefits resulting to the school-department from his services.

Graduation from grammar-schools.—The standard of graduation from the grammar-schools and for admission to the high schools was 70 per cent. of credits on the whole examination. Of the 247 girls that graduated from the grammar-schools, 211 entered the girls' high school; of the 166 boys, 130 entered the boys' high school. The unusually large number of graduates from the grammar-schools the present year furnishes conclusive evidence of the thorough manner in which the first-grade-classes were trained by principals, vice-principals, and head-assistants.

Arithmetic.—The percentages on this study ranged unusually high: 44 pupils gained 100 per cent. of credits and 72 obtained from 90 to 99 per cent. The papers were characterized by remarkable exactness in answers and by good methods of analysis.

Grammar.—In this study about 100 pupils obtained from 90 to 100 per cent. The papers, for the most part, were well written, and many classes ranked exceedingly high.

Geography.—The examination in physical geography was quite thorough, but the pupils stood the test well; 55 gained from 90 to 100 per cent.

History.—The written papers on this study were remarkably good. Nearly 200 pupils obtained from 90 to 100 per cent.

Spelling and reading.—The spelling, both in words dictated from the reader and in all the written exercises, was remarkably good. The mistakes were most numerous, not in the regular spelling-exercises, but in the composition-exercises. The examination in word-analysis was difficult, yet many pupils were perfect and nearly all stood well. The reading, judging by the credits given, was only moderately good. In fact, on account of the number of studies pursued, it is impossible for teachers to give special attention to elocutionary training.

Penmanship.—The specimens of writing from some classes were exceedingly fine and poor hand-writing was an exception. In all grades, from the highest to the lowest, penmanship is very thoroughly taught. Even the children in the lowest grade, at the end of their first year at school, are able to write quite well on their slates.

Composition.—The exercises in this important branch of instruction were quite thorough. Some pupils acquitted themselves well, but few reached a very high standard of excellence. They were generally better in technical grammar—in analyzing sentences and in parsing—than in actually writing English. Training pupils to clearly express their thoughts in correct English is one of the most difficult tasks of the teacher. It requires practice, skill, and patience, and it must be done without the aid of text-books. If less attention were devoted to the abstractions of technical grammar and more care given to plain and practical composition, the study of language would be more interesting and profitable to pupils.

Drawing and music.—Many of the specimens of drawing were exceedingly well done, but some were very poor. On the whole, the examination showed a marked advance over the results of previous years. The first- and second-grade-classes of boys have made good progress in architectural drawing, and the corresponding classes of girls presented fine specimens of perspective drawing at the end of the year. The primary schools have made a good beginning. The school-room-blackboards, covered with well-executed drawings, furnish conclusive evidence of the interest which the children take in their work. The new graded course of instruction in drawing, if properly carried out, cannot fail to result in great practical good. Skill in this line will be of practical value to every boy who may engage in the mechanic arts, and, apart from this, as a means of cultivating taste, this branch of school-study is of great importance. The classes in industrial drawing are in need of charts and models, which can be provided at an expense of a few hundred dollars.

The examination in music was quite satisfactory. The instruction in this branch is so systematically given in the primary grades and lower grammar-grades that most pupils have a fair knowledge of music when they graduate from the grammar-schools.

French and German.—The examination of pupils from the cosmopolitan schools in these two languages exhibited a decided improvement. The questions were very thorough, but many pupils passed creditably in both, and also stood high in their English studies. There were, in all, 60 pupils that passed in one or both of these languages. Ever since the establishment of the cosmopolitan schools there has been a strong tendency to centralize pupils in those schools. Partly to prevent the transfer of pupils from other schools and partly in compliance with the expressed wishes of parents, during the past year a special teacher of French or German has been appointed in several of the grammar and primary schools.

Modern languages in public schools.—There is a difference of opinion as to the extent to which the study of the modern languages can be advantageously pursued in the public schools. In St. Louis, Cincinnati, Cleveland, and many other Western cities, the study of the German language has been extensively introduced. In this city, on account of the cosmopolitan population, instruction in both French and German has been strongly demanded. Some schools are needed for this purpose, but the attempt to introduce instruction in French in many primary schools has proved a failure. This instruction interferes with the English course, and, to a majority of the pupils, the smattering of the language acquired is of no practical benefit.

Phonography.—About one year ago the committee on classification reported in favor of the appointment of a teacher of phonography for a period of three months, on trial, in the first-grade grammar-classes and the boys' high school. As a general rule, the boys have pursued the study with interest and thorough instruction has been given; but it is yet too soon to judge of practical results. Out of the three or four hundred pupils that take up the study it is not probable that many will continue it long enough to become practical phonographic reporters, and consequently there is room for doubt as to the desirability of making it a compulsory study in the common-school-course.

Evening-schools.—These schools have now become an indispensable part of the public-school-system. They confer great benefits on boys who are compelled to leave the day-schools at an early age and on working men who wish to avail themselves of the opportunity of acquiring the rudiments of an education. In these schools hundreds of boys are kept from idling away their evenings on the streets or in low places of amusement. The evening-schools must be fostered and encouraged in every way possible.

During the past year, the average number belonging, in all the evening-classes taken together, was 668, with an average daily attendance of 541. The whole number registered was 746 boys and men and 121 girls and young women. The classes in industrial drawing have been well attended. Suitable models, casts, and charts are needed in these classes.

City evening normal school.—This school was organized about one year ago, mainly for the purpose of aiding teachers already employed in the department to secure certificates meeting all the legal requirements of the new standard required by law. The school opened with an attendance of about 150, which, during the rainy season, fell to 100. The principal studies pursued have been arithmetic, algebra, and grammar, with occasional review-lessons on other topics required in examination. In connection with the regular studies, some attention has been given to methods of teaching; but now that most of the teachers have secured regular certificates it will be possible to give more attention to practical methods of instruction and less to the studies of the schools.

There should be a class in drawing and one for instruction in methods of teaching vocal music.

Changes in text-books.—The school-law passed by the State-legislature, 1868–'69, required San Francisco to conform to a uniform series of text-books. The city-board of education has carried into effect the changes made compulsory by the action of the State-board of education and by State-law.

Some changes were also made in the high-school text-books in order to conform to the series used in the State University, and a few changes were made in scientific books to secure the benefits of modern scientific researches. These changes, however, were comparatively unimportant, on account of the small number of pupils affected by them.

Changes in the course of study.—Several amendments to the course of study were made by the committee on classification and submitted to the board of education for adoption. Some of the features of the revised course, as finally adopted, are as follows:

On account of the time given to industrial drawing, music, and phonography, and in the cosmopolitan schools to the French and German languages, there had been, during the year, a standing complaint of too much work for pupils. For the purpose of simplifying the course it was decided to cut off McGuffey's Sixth Reader in the first-grade-classes, supplying its place by a review of the Fifth Reader used in the second grade, thus saving the cost of one large text-book.

Change in method of teaching geography.—It was the opinion of many teachers, after a trial of several years in the use of these text-books on geography, that too much time was devoted to memorizing lessons from the text-books. Changes have been made to obviate this. In many eastern cities a reduction has been made in the number of text-books on geography, on account of the growing conviction that memorizing hundreds of pages of map-questions and descriptive text is not the best method of acquiring a practical knowledge of the subject. But if, at the end of the year, the teachers think that the method of teaching physical geography by means of relief-globes, maps, charts, and oral lessons, is too difficult or is impracticable, the course will, doubtless, be modified so as to allow the Monteith's Physical Geography to be continued in the two higher grades. Grammar is to be commenced in the second grade, instead of the third, the elements of grammar taught orally in connection with reading-lessons and practical exercises in writing English being held more useful to beginners than the memorized definitions of the text-book.

Similar changes have been made in the matter of spelling, distributing the work of two years through four years, and so diminishing the amount of work to be done each year.

Pupils fail in English composition.—The examination-papers from our schools for several years past have shown conclusively that, while many pupils are well up in definitions, parsing, and analysis, comparatively few are able to write English with even a tolerable degree of accuracy or elegance.

Introduction of the Grube system of teaching arithmetic.—In arithmetic, the new course, in addition to the former text-book-work, includes a course of oral instruction in the various combinations of small numbers, according to what is known as the "Grube system." During the year one or two low-grade-classes in each of the large primary schools were trained according to this method, with the most unqualified success. The main object of this method is to teach the four elementary rules by keeping the pupils limited to small numbers within the range of their comprehension. It requires the use of no text-book by either teacher or pupil, but does require some effort and originality on the part of the teacher. Provision is also made in the primary grades for instruction in the use of decimal and common fractions, limited to small numbers.

Greater attention given to English composition.—Exercises in writing English are introduced at an early age and are continued throughout the whole course. The necessity for greater attention to composition will be evident from reference to the examination-questions on grammar and composition, in which specimen-sentences, selected from compositions written at trial-examinations, are given to be corrected.

These changes have been made after a careful examination of the revised courses of study for eastern cities, and, if carried out in the right spirit, will unquestionably result in pleasanter and more profitable work, both for pupils and teachers.

School-directors.—The method of choosing school-directors has been a notable improvement during the past year upon the old plan. The new law provides for their election at large from the whole city, instead of choosing them from each separate district or ward. This reform is in consonance with the idea that each school-director owes his allegiance and service primarily and pre-eminently to all the public schools of the city, rather than to the particular schools that constitute his own district. It is a safeguard, too, against unjust political control, which works injury to the public-school-system.

Co-education of the sexes.—There is a perceptible movement of public opinion toward the natural association of the sexes in the different grades of all the schools. Present appearances indicate the gradual extension of mixed schools, and, at no remote day, it is confidently hoped they will include all the departments.

Salaries.—During the year, the pay of primary as well as grammar-assistants, after four years' approved service, has been increased from $67.50 to $70 a month, an advance of $30 a year upon previous rates. This exceeds the salaries paid to similar positions in any other city of the Union.

Could the requirements for admission to the teachers' corps be correspondingly raised and the time of probation proportionally extended, the raising of the salaries of the lady teachers would become still more equitable in itself and profitable to the public, whose money pays such salaries.

New course of study.—The features of the new course are fewer topics in each principal branch and more thorough work upon each. It steadily progresses with increasing satisfaction.

In connection with this, President Gilman, of the State University, with the anxiety for thorough foundation-work which ever characterizes the true educator, has conferred with the principals of the public schools, with a view to secure a still more progressive and symmetric arrangement of the course of study in all the public schools, that it may become more harmonious and practical, from the lowest primary grade to the highest department in the university-course.

Private educational institutions.—The total number of colleges and private schools in the city of San Francisco is about 75. Of these 17 are under the control of the Roman Catholics. Many of these schools are in a very flourishing condition. Total number of children between 6 and 15 years of age that have attended private schools for the year, 5,005. The number attending public schools for the same period, 20,202. There are also about 1,100 under 6 years of age at the different infant-schools and about 900 at the higher private schools and colleges.

SACRAMENTO.

The value of school-lots, furniture, and fixtures is estimated at $118,000. The schools consist of one high, one grammar, four intermediate, two ungraded, (one of them for colored children,) and nine primary. The schools are kept open ten months in the year, at an annual cost of $53,215. Total number of children under 15 years of age, 6,099. Total number of scholars enrolled, 2,421. Average daily attendance, 1,949. Number of scholars studying German, 149.

Private schools.—The German-Lutheran school, Rev. Matthias Göthe, principal, is in a most flourishing condition. It numbers some 160 scholars between the ages of 6 and 15.

The Sacramento Seminary is a school for young ladies, established in 1863, Mr. and Mrs. Hermon Perry, principals and proprietors. It is well patronized and flourishing.

OAKLAND.

The school-department has grown very rapidly within the last year. Children between 5 and 15, entitled to State apportionment, 2,292. Children under 5 years, 1,110. Attending public schools, 1,241; attending private schools, 289; attending no school, 410.

There are one high school, two grammar-schools, four primary schools, one cosmopolitan school, and one ungraded school, with a total of 35 classes. The average monthly enrollment is 1,462; average number belonging to the schools, 1,359; average daily attendance, 1,266. Number of pupils examined, 1,263; number promoted, 737.

SECONDARY EDUCATION.

Information has been received in regard to the following institutions:

(1) The Mills Seminary, Brooklyn, Alameda County, opened in 1871, with pupils from three-fourths of the States of the Union, with some from Mexico, the Sandwich Islands, England, Germany, and France. Twenty-three instructors have had here under their training more than 400 pupils in the last two years and a class of 35 young ladies has been graduated. It has recently received from W. H. Raymond, esq., $5,000 for the endowment of two free scholarships.

(2) Young Ladies' Seminary, Benicia, established in 1852. It has been the pioneer-school of Protestant California and still prospers. Number of instructors, 8, and of students, 72, of whom 30 are in a preparatory and 42 in a collegiate course.

(3) San José Institute and Business-College. This is mainly a day- and boarding-school for both sexes, having an academic department and business-college in addition to primary, intermediate, and grammar-schools. Number of teachers, 8; of pupils in the academic department, not given. The business-college is conducted on the now established plan of actual business-transactions and is said to rank in efficiency with the best in the State.

(4) The Golden Gate Academy, Oakland, especially intended as a training-school for those who wish to enter first-class colleges or the University of California, as well as for those who propose to enter, without collegiate instruction, the Pacific Theological Seminary, near which it is located. Although in operation but two years, it has 90 students, under the care of 4 resident teachers, besides supplementary instructors in drawing, music, and modern languages. It is the aim of the trustees to make this an

academy of the same high grade as the Phillips Academy at Andover, Massachusetts, or the Williston Seminary at East Hampton.

(5) Urban Academy, San Francisco. In operation for 9 years. A preparatory school for college; much attention is also given to modern languages. Teachers, 5; number of scholars, not given.

(6) Napa Collegiate Institute, Napa City, with 4 male and 4 female teachers, 3 years in its course, and 130 pupils. Drawing and music are taught; 30 pupils in the classical course; 10 in that of modern languages. There is a small chemic laboratory and cabinet of philosophic apparatus, with a library of 300 volumes.

(7) Notre Dame Academy, Mission Dolores, San Francisco, with 11 female teachers and an average of 300 scholars. Nine years in course; drawing, music, and modern languages embraced in it. Library, 1,000 volumes.

(8) Laurel Hall, San Mateo, with 2 male and 5 female teachers and 35 female pupils. Course, 4 years, embracing English, French, and German, of which last two languages 30 of the pupils are students; drawing and music taught; there is a small collection of philosophic apparatuses and a library of 250 volumes.

(9) Grass Valley High School, with 2 male and 2 female teachers and 70 male and 50 female scholars. Three years course, embracing the classical and modern languages, 15 being engaged in the study of the former and 5 of the latter. A chemic and philosophic apparatus and a library of about 300 volumes.

(10) The Vallejo High School, with 2 male teachers, 16 male and 24 female pupils. Course, 3 years, embracing classical and modern languages, 25 students being in the former. Library, 50 books of reference.

PREPARATORY INSTITUTIONS.

For the preparation of students for colleges, universities, or scientific schools, there are the California Military Academy at Oakland and the Oakland High School, with an aggregate of 258 students, 182 in scientific and 76 in classical studies. The 133 students in the military academy all pursue a scientific course, the first (or highest) class numbering 10, the second 42, the third 53, and the fourth 28. There are 10 instructors. The value of grounds and buildings is $85,000; the school has a library, a chemic laboratory, a cabinet of natural history, a philosophic cabinet and apparatus, and a gymnasium. Oakland High School has 125 pupils, 49 in scientific and 76 in classical studies; there are 3 years in course; the advanced class numbers 22; in the senior grade are also 22; in the junior, 28; and in the third, 53. There are 3 regular and 3 special instructors. The library numbers 400 volumes; there is a small cabinet of natural history and a philosophic apparatus.

CALIFORNIA INSTITUTION FOR EDUCATION OF THE DEAF, DUMB, AND BLIND.

The receipts here from all sources to August, 1873, have been $89,389.38; the expenditures, $89,190.62. The deaf and dumb pupils received have been 13; the blind, 17; discharged, of the former, 8; of the latter, 7; died, 1; remaining number, 93. The inmates are now clothed, as well as fed and taught, at State-expense; an organ has been put up in the chapel from a fund contributed by private persons and efforts are in progress to beautify the grounds and improve the entrance to the building. Mechanical and musical training are added to the literary, the musical being of course for the blind alone; and it is said that there is every reason to be satisfied with the progress of the pupils in their studies, the deaf and dumb having gone from Peet's Elementary Lessons up to algebra and natural theology through the various intermediate books and the blind through written and mental arithmetic to algebra and geometry, with history, physiology, political economy, mental philosophy, &c.

UNIVERSITY OF CALIFORNIA.*

This institution entered upon its fifth annual session September 23, 1873, in the occupancy of the halls erected for it by legislative grants, on the hills at Berkeley, overlooking San Francisco.

The courses of study at Berkeley are divided between two faculties, closely co-operative with one another and usually meeting as a single body.

I. *The College of Letters.*—This includes the usual classical course, with instruction in Greek, Latin, German, French, mathematics, and the elements of natural science. The degree to which it leads is that of bachelor of arts. A modification may be made in this course, substituting for one or both of the ancient languages certain other studies in modern literature and science, and the degree for this course will be bachelor of philosophy.

II.—*The Colleges of Science and the Arts.*—These include colleges of agriculture, engineering, and chemistry. They provide an introductory course of two years in mathematics and the elements of natural science, and in German, French, and English, with advanced courses of two years each, in which the studies are chiefly in the spe-

* A larger space than can usually be given to a single institution is bestowed on this, (1) because of its importance as the university of the chief Pacific State and (2) because it seems likely to become a pattern of the highest style of training for the whole group of the Pacific States.

cialties first named. Other specialties, such as mining and mechanical engineering, will from time to time be added. The degree in the colleges of science and the arts is bachelor of philosophy. The students in the several courses are required to obtain knowledge of other subjects than those which distinctively pertain to their specialty, the object being to provide a liberal culture, adapted to the various callings of modern society.

Special students, properly qualified, may pursue the study of particular branches without following in full any prescribed course; but this permission is accorded only to those who have already attained to a considerable proficiency in knowledge. When such students give all their time to study in the university, they are distinguished by the designation of "students-at-large" and are subject to all the regulations of the university.

Courses of instruction.—The courses of instruction may be grouped briefly as follows:

Military science, including tactical instruction in the field and lectures on the art of war.

Physics and mechanics, by means of lectures and recitations, accompanied by experimental demonstrations and the solution of practical problems.

Geology and natural history, commencing in the sophomore-class with botany, followed by the physiology of vegetable growth and reproduction, zoölogy, and geology.

Mathematics, which includes algebra, geometry, trigonometry and mensuration, analytic geometry, differential and integral calculus.

Agriculture and agricultural chemistry, by experimental and illustrated lectures, recitations, essays, and class-discussions, and in the practical application of principles upon the university-grounds. The university-domain is being developed, with a view to illustrate every capability of the State for special culture, whether of forests, fruits, or field-crops. It will be the station where new plants and processes will be tested, and the results made known to the public.

Latin and Greek, in which Professor Kellogg, with aid from Professor Bunnell, will aim to bring out the relations of those languages to our own, prominence being given in the classical course to such works, preceptive or illustrative, as bear on the art of public speaking.

Modern languages, in which the study of French and German is required of all the candidates for a bachelor's degree, while the study of Spanish and Italian is optional.

English language, rhetoric, and history, including the Anglo-Saxon tongue and the history of English literature, the science of rhetoric, the practice of composition, and the study of ancient and modern history.

Civil engineering and astronomy, by means of recitations, lectures, and the use of text-books, globes, charts, and works of reference, instruction in the engineering department being strongly re-enforced by the employment of valuable models of bridges, trusses, arches, topography, &c., and numerous diagrams and photographs of the most important and celebrated engineering structures throughout this country and Europe.

Chemistry and metallurgy, the course in chemistry extending through three years, students of the junior and senior classes pursuing the general principles of the science and their application to analytic and metallurgic chemistry and to mineralogy, and spending fifteen to twenty hours a week in the laboratory.

Geodesy and astronomy, including the theory and use of astronomic instruments and the solution of the various problems arising in practical astronomy.

College of law.—Professor Field will have charge of this department when the full organization of the university shall have been completed.

Fine arts, (optional studies.)—Students already proficient in the studies laid down in the general scheme, who have extra time at their disposal, may, with the permission of the faculty, pursue, under competent instructors, a further course in drawing, German, Spanish, and Hebrew.

Lectures.—During the winter, a special course of lectures is annually given by the president and professors of the university, under the auspices of the Mechanics' Institute of San Francisco.

Library, collections, and gifts.—The library of the university numbers over eleven thousand volumes. It has been largely increased by generous donations during the past year.

President Gilman.—To the indefatigable efforts of its laborious president the university is largely indebted for its success. A recent article in the Overland Monthly, which has been from the beginning the exponent of whatever was best in the literary influences of the Pacific coast, says of him:

"There are some men who have a talent for turning everything touched by them into gold. All ventures turn out fortunately There is a better gift than this: it is the half-unconscious power of influencing other men to bestow their wealth wisely and beneficently, the faculty of enlisting the interest of others in a good cause. When the University of California found such a man, it was started on a new career of prosperity. There was no perfunctory begging to be done, no preachments

about the value of a liberal education, and no poor face to be made up. Busy men lent a willing ear when there were a few quiet utterances from a full and generous mind. It never before seemed so good and grand a thing to put broad shoulders to this and that plan for helping the university, and to push these plans up to a successful termination. A suggestion dropped here and there wisely was enough. A strong man, who puts his soul into the work, carries with him the inspiration of hopefulness. Every body else is made hopeful, and out of this spring plans, suggestions, and quiet benefactions. The hearts of many have hence warmed toward the university as never previously and a growing interest has been manifested by a large increase of gifts. When Agassiz wanted money for his museum, he had only to name the necessary sum to find it at his disposal; so President Gilman asks for nothing in vain."

SANTA BARBARA COLLEGE.

This institution was organized in 1869. It contains a school for both sexes. Special attention is given to physical culture, as it has an excellent gymnasium, fitted up with all the apparatus necessary for practicing both heavy and light gymnastics. Modern languages, music, natural sciences, philosophy, history, Latin, Greek, and mathematics are taught by the best instructors.

FRANCISCAN COLLEGE.

Location, Santa Barbara. Opened for students 1868. Affords a good English and classical education at the lowest possible cost. Library of 2,500 volumes. Expenses for session of ten months, $200.

COLLEGE OF ST. AUGUSTINE.

Located at Benicia. The aim of the college is to give a thorough physical, mental, and religious training: health, learning, and a Christian character. Military instruction is given daily, and all cadets are required to participate in the drill. Number of students, 124; number of instructors, 10. Two terms of twenty weeks each; $175 per term.

COLLEGE OF NOTRE DAME.

It is located at San José, with 2 male and 21 female teachers; 350 students in a preparatory course and 36 in a collegiate, which latter includes music, drawing, painting, French, German, and Spanish. A philosophic cabinet, natural-history-museum and gymnasium are possessed, and a library of 2,000 volumes.

PACIFIC METHODIST COLLEGE.

Location, Santa Rosa. In a prosperous condition; 259 students in attendance the past year. The faculty consists of six professors and four instructors. A. L. Fitzgerald, principal.

The following table embodies the latest returns for 1873:

Statistical summary of universities and colleges.

Names of universities and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Corporate property, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Amount of property of corporation.	Value of grounds, buildings, and apparatus.	Amount of endowment.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
California College	4	....	100	50	$30,000	$35,000	.....	.....	.....	.....	1,000
College of Our Lady of Guadalupe*	6	....	30	40	.....	.....	.....	.....	.....	.....	500
Franciscan College	7	....	.....	.....	.....	.....	.....	.....	.....	.....	2,600
Hesperian College	13	....	115	28	40,000	30,000	$10,000	$10,000	$1,000	$4,000	160
Missionary College of St. Augustine	5	....	67	25	.....	30,000	.....	.....	.....	30,000	1,700
Pacific Methodist College	10	....	208	52	30,000	30,300	2,200	.....	.....	11,000	500
St Ignatius College*	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
St. Mary's College	11	....	216	56	25,000	200,000	.....	.....	.....	60,000	3,000
St. Vincent's College	4	....	.....	60	.....	7,520	.....	.....	.....	.....	1,000
Santa Clara College	27	....	.....	200	.....	.....	.....	.....	.....	.....	12,000
University College	7	....	.....	90	.....	.....	.....	.....	.....	.....	.....
University of California	18	....	.....	.....	.....	.....	.....	.....	.....	.....	10,500
University of the Pacific	7	....	102	34	.....	42,000	40,000	35,000	3,200	4,700	2,000

*No report for 1873.

PACIFIC THEOLOGICAL SEMINARY.

This seminary commenced its work of instruction in San Francisco, in 1869; in 1871 took possession of the property which it now holds in the city of Oakland. It has graduated two classes in the full course of three years and one in a two-years course. It has two professors, who give their whole time to instruction.

Besides this institution, nearly $70,000 is pledged toward the endowment of a Presbyterian theological seminary in San Francisco.

MEDICAL COLLEGE.

The real estate and other property of the Toland Medical College has been donated recently, by its founder, to the State University, under whose auspices its operations will hereafter be conducted.

The Medical College of the Pacific is now the medical department of University College, and numbers, in its efficient corps of professors, some of the most eminent physicians in the State.

HEALD'S BUSINESS-COLLEGE.

The leading commercial school of the Pacific coast. Over 600 pupils in attendance during the past year. Until recently, ladies have not been received into the college, but they are now admitted into all the school-departments. There are now 25 ladies in attendance. A telegraph-institute is connected with the college; number of instructors, 14. The system of instruction is so thorough and practical that the graduates are fitted to pass from the school-room to the counting-room.

SACRAMENTO BUSINESS-COLLEGE.

Founded 1873. A practical business-training school for the young and middle-aged of either sex. Open day and evening throughout the year. Scholarship for full course, good for one year, $75; number of students in attendance, 150; number of teachers, 4.

PACIFIC BUSINESS-COLLEGE.

Located in San Francisco. Founded in February, 1865, by Prof. M. K. Landen; faculty numbers 14. The college embraces five departments: commercial, assaying, telegraphy, academic, and preparatory; number of students, 453. Both sexes admitted.

Statistical summary of schools for professional instruction.

Names of schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Corporate property, &c.					Number of volumes in library.
				Amount of property of corporation.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from all other sources.	
SCHOOLS OF THEOLOGY.									
Pacific Theological Seminary	7	2	13	$125,000	$75,000	$46,000	$5,520	.....	2,000
Theological Seminary of San Francisco	4	4	7	125,000	.....	.....	.....	.....	3,000
SCHOOLS OF MEDICINE.									
Medical College of the Pacific, (University of the Pacific)	.....	.....	.....	.....	.....	.....	.....	.....	.....
Medical Department, University of California	18	.....	.....	15,000	65,000	.....	.....	.....	.....
SCHOOL OF SCIENCE.									
College of Agriculture and Mechanic Arts, University of California	18	.....	.....	.....	.....	.....	.....	.....	10,500

CALIFORNIA ACADEMY OF SCIENCES.

Organized in 1853. President, George Davidson. Renewed interest has been awakened among those of scientific instincts by a visit from Professor Agassiz during the past year. His stirring appeal in behalf of science at the reception given him by the academy aroused an extensive desire for scientific study and investigation. As a consequence, an addition of 78 resident and corresponding members and 11 life-mem-

bers has been made to the academy, making a total of 175 members, and Mr. James Lick, a pioneer of the State, who has amassed a princely fortune, has made it a generous gift of land. He also proposes the magnificent scheme of erecting an observatory upon the Sierra Nevada, 10,000 feet above the sea, with every variety of apparatus commensurate therewith, including a telescope of the largest size and most consummate workmanship, with masters of observation and with ample funds reserved to devise other instruments and methods. Years hence the James Lick Observatory may be not only the pride of the State, but of the nation.*

Additions to the museum of the academy have been liberal and are of great value and interest. Harry Edwards, esq., has made rare and valuable gifts to this department. The library, however, is still sadly deficient. Much material collected on the coast cannot be described for want of works of reference, and, of necessity, must await description or identification or be sent East, when the credit accrues to others. The academy is about to secure more commodious quarters.

THE SAN FRANCISCO ART-ASSOCIATION.

The San Francisco Art-Association has recently received from Europe casts from the antique, with other models and studies, intended for the use of the school of design to be established under its care. The school will soon be in operation. Properly managed, under competent teachers, it will mark a new era in the educational history of California; will develop and utilize a great deal of nascent capacity, not to say genius; will increase the amenities of local society and elevate the character, while enhancing the rewards, of local industry. The laws of the State have long made provision for elementary art-instruction. Drawing is, and has been for many years, taught in the public schools, though only to a slight extent outside of the cities. There is, of course, a deficiency of skilled teachers in this specialty, and the tendency has been toward mere conventional work after formal copies, whence little originality and nature-work have resulted. Still, any instruction in an art which trains the fingers and eyes, and makes the mind more observant of form, is better than none. Common-school drawing-tuition is improving, and the extension of its advantages in decorative, architectural, and mechanical branches to the night-schools is especially gratifying. Still, with every improvement of the common-school elementary system, there must be needed an academy exclusively devoted to art-tuition, aiming at fine art, at high art even, and meant to develop designing capacity in various departments. The common schools cannot well have casts; hence drawing from the round, and ultimately from life, must be done in the academy of the art-association, which will also be able to command the services of teachers experienced in the foreign schools and methods, who are both good draughtsmen and good colorists. Upon the employment of such teachers will depend the success and merit of the San Francisco school of design.

Growth of the association.—Thus far, the association has advanced with wise and well-considered steps toward its grand aim. Organized on a very popular plan, which attracts members from the class that aims at social enjoyment or display, it has been able to accumulate the nucleus for both a library and a school. With only a score or two of members at its start, two years ago, and no rooms but what it leased occasionally for a single night, it soon made its receptions the most refined social events and attracted a membership sufficient to justify it in having permanent and convenient rooms. In these quarters it has been able to give several fine public exhibitions, embracing numerous admirable foreign pictures in addition to the increasingly good work of resident artists. Latterly, the artists have formed the Graphic Club in connection with the association, and meet in its rooms weekly for impromptu sketching on a given theme. The efforts of the association have given a higher status to the profession of art, have fostered good feeling, fellowship, and healthy competition among the artists, and have awakened a wide interest in the subject of art-education.

Membership and resources.—Its membership numbers now over 600, of whom about 80 are life-members, whose fees of $100 each have helped to pay for fitting up rooms and starting an art-library, leaving a balance of $5,000, which is drawing interest at the rate of 1 per cent. a month. The monthly dues meet all current expenses and the exhibitions, although the admission-fee has been hitherto very small, afford a small profit. Through the friendly influence of the French consul, the French Government was led to present the association with a very valuable set of casts, which, with other casts and flat studies bought by the association, will serve to equip a school of design. The association also possesses a valuable small library of text-books on art, partly the gifts of liberal friends and partly bought. It will need both more material and more money to put its school on the right basis; but it can hardly be that it will fail of all the support it requires. Many of its members are wealthy and influential, and, besides what they may do, the legislature may make an appropriation in furtherance of its important objects. The school of design may be made an adjunct of the State University, without

*In the New York School Journal of November 22, it is stated that a site for this observatory has been selected on a promontory running out into Lake Tahoe, 6,518 feet above the sea-level, within thirty hours' travel from San Francisco, and where there is never more than 4 feet of snow.

either saddling it upon the latter or destroying the mobility of its plan or the individuality of its management. Aided by the State, as one of the colleges forming the university, it would be open to the students of the latter, as well as to the drawing pupils of the common schools who had sufficiently advanced in the simple elements. Public and private means and influence would thus be combined to make an efficient institution, which might still be kept under the management of adepts and disinterested friends. Until such an arrangment can be made, the school of design must exact fees from pupils sufficient to meet the costs of tuition; for, after fitting up and furnishing the schoolroom and providing casts and studies, the most the association can afford to do from its present income is to give rent and gas free and supervise the business, though in addition it may have to meet any deficiency in the pupilage fees and guarantee to teachers the payment of their salaries.

SCHOOL OF MECHANIC ARTS, SAN FRANCISCO.

President Gilman, of the University of California, delivered on the evening of January 3, 1874, before the Mechanics' Institute of San Francisco, a lecture on "The modes of promoting scientific and industrial education in large towns," describing the systems of the Massachusetts Institute of Technology, the Worcester Free Institute of Science, the art-schools of Boston, and the Cooper Union, New York. In concluding he read an interesting correspondence between himself and certain leading citizens of San Francisco, in which, on his part, was stated the need of establishing in the city a school of the mechanic arts and on their part was pledged the sum of $15,000 annually for two years for the establishment of such a school. After reading the two letters, the president said: "Gentlemen, the thing is done. It will not be long before plans will be drawn, and we shall witness the aspirations of our hearts. I hope you will appreciate the enterprise and help it."

The money pledged is, according to a plan of President Gilman, to be deposited with three or five trustees, who, with the advice of a council of seven, shall disburse it and manage the whole enterprise. A man of scientific education, acquainted with the industrial applications of science, is to be made director of the school, with a corps of from five to ten assistants in the various branches of industrial science and art. Popular lectures on the most recent and useful discoveries in these lines are also to be provided for, these lectures to be delivered in the evenings, or early mornings, or holiday-times, at which the industrial classes can attend. The instruction given is to embrace chemistry, mechanics, industrial drawing, the study of the earth and its resources, and, in domestic and political economy, the conditions of social and individual happiness.

HANDEL AND HAYDN SOCIETY.

The Handel and Haydn Society was organized in 1866 and incorporated under the code in 1873. Ira B. Rankin is president.

The membership, exclusive of life and honorary members, is 186. The average attendance at weekly rehearsals is about 100. The society is out of debt, with a fund of upwards of $2,000 in bank. Its library consists of the oratorios of Elijah, The Creation, The Messiah, David, Sampson, The Hymn of Praise, and St. Peter, from 100 to 150 numbers of each.

EDUCATION OF THE CHINESE.

Neither the State nor the city of San Francisco does anything for the education of the Chinese. There are no public schools for them. There are some twelve thousand in the city of San Francisco alone and several times that number in the State. The number of Chinese children in the city is estimated at about two hundred. The Chinese pay something like one-twentieth part of the tax of the city, of which a proportion is for schools; yet for their benefit there is no public school, either day or evening. The teaching of the Chinese is confined entirely to the work of benevolent institutions.

PRESBYTERIAN MISSION FOR CHINESE.

This mission is in charge of Rev. A. W. Loomis, D. D., and Rev. I. M. Condit. It was established some twenty years ago and is supported by the Missionary Society of the Presbyterian Church. It is an evening-school for adults and boys. The average number in attendance the present year is nearly one hundred. These are in all grades of advancement, from alphabet-scholars to such as read intelligently. There are also classes in grammar, geography, arithmetic, and history. The Chinese are all eager to learn English and many of them show much facility in acquiring it. These pupils are of various grades, some connected with business-houses, some in work-shops, and some servants in families. There is a growing inclination with those who have been longer under educational training to conform to American ways and customs. There are connected with this school religious services in their own language, which are largely attended and by which many are brought to understand our religion.

But, after all, the great instrumentalities for bringing this people to a higher state of

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civilization come from contact with our enlightenment and a knowledge of our language, arts, and sciences. Much can be accomplished among the adult portion of this people, but the great work must be done among the young. This feature of the work is improving, as the number of children is on the increase and more and more of these attend the schools. The increase must be necessarily slow, as there are yet but few Chinese families. The Sabbath-schools for the Chinese connected with the churches are having a marked effect upon their improvement, as well as the day-schools.

MISSION DAY-SCHOOL FOR CHINESE.

In charge of Mrs. C. H. Cole and under the direction of the Ladies' Union Society of San Francisco. There are 54 children of Chinese parentage, ages ranging from 5 to 16 years. The school has two daily sessions, English being taught in the morning by Mrs. Cole and Chinese in the afternoon by a native teacher. Both sexes are in daily attendance.

METHODIST MISSION FOR CHINESE.

Mission-house erected in 1870. On the main floor are three school-rooms; on the second floor, two. The third floor contains four fine rooms, used as an asylum for Chinese women and girls who may be saved from lives of slavery and shame. Total cost of property, $32,000. The schools are graded into four classes, employing four experienced teachers, and are open every evening of the week, except Saturday. Tuition, $1 per month.

BAPTIST MISSION FOR CHINESE,

Rev. John Francis, of the American Baptist Home Mission Society, is in charge of this school, with one Chinese and six American assistants.

EDUCATION OF THE SOLDIERS OF THE UNITED STATES ARMY.

The report from headquarters Military Division of the Pacific, General Schofield commander, says: "Each post in the Army has a post-fund, which accrues from the savings of the post-bakery. A council consisting of the three officers next in rank to the commander controls this fund, one authorized expenditure for which is post-schools. The chaplain of the post is the school-master, and where there is no chaplain, a non-commissioned officer is appointed school-master by the council. The children of the soldiers can go to this school and any of the soldiers, but attendance is not compulsory. There are no data giving the number of scholars in actual attendance upon these schools."

MECHANICS' DELIBERATIVE ASSEMBLY.

Location, San Francisco. The objects of this association, as stated by the president, are: "to discuss labor-reforms, and more particularly a system of labor-schools, wherein boys and girls may labor and learn a trade as part of their education in the common schools; to prepare bills for laws to carry out their conclusions and to present them to the legislature for adoption."

In pursuance of these ideas, Hon. E. D. Sawyer, chairman of the assembly's committee on education, reported, on May 14, 1873, resolutions recommending the establishment of a training-ship, where boys may be sent and daily instructed in the rudiments of an English education and in seamanship, to be thereafter shipped, as soon as practicable, into the marine service. On the 28th of May, Col. J. C. Zabriskie offered resolutions in relation to labor-schools to embrace both male and female pupils, which were referred to the committee on education. The resolutions of Judge Sawyer had meanwhile, at his request, been referred to a committee, who reported that they had an interview with the city-board of supervisors, a majority of whom were favorably impressed with the proposal to establish a training-ship in the bay of San Francisco. The committee had also opened, through Senator Sargent, a correspondence with the Navy Department, at Washington, and found that the proposition met with favor there. On the 22d of October, a committee, to whom the preparation of bills upon the subject had been referred, reported back two bills, one giving the city-board of supervisors charge of the training-ship and the other giving the board of education charge of the labor-system in the common schools. The report of the committee was accepted and it was instructed to consult with members of the legislature and endeavor to secure the passage of these bills.

PROTESTANT ORPHAN ASYLUM.

During the year 244 children have found a home in this pioneer-charity of the State. During this period 67 have been removed by friends, 27 have been placed in families, and 7 have been adopted, leaving 143 at present as inmates of the asylum. Of this number, 125 attend school. This institution has been the recipient of several handsome legacies during the year: one of $25,000, from Abner Barker, esq.; one of $3,000, from C. J. E. Fahlstein; another of $3,000 from William Pierce.

PACIFIC HEBREW ORPHAN ASYLUM AND HOME SOCIETY.

Total number of children in the asylum, 25, 3 being provided for in private families. The affairs of the home are in a most favorable condition, the members and patrons having nearly doubled during the past year.

LADIES' PROTECTION AND RELIEF SOCIETY.

The present year has been a prosperous one with this noble charity. There are 134 pupils in the school, which is divided into three departments, viz: infant, intermediate, and grammar. The most advanced classes in the highest grade study mental and written arithmetic, physical geography, word-analysis, grammar, and composition. There are singing-lessons to all the pupils twice every week.

SACRAMENTO PROTESTANT ORPHAN ASYLUM.

The buildings have been greatly improved during the year. The family, at the commencement of the year, numbered 60. During the year 36 have entered and 25 have been provided with homes. There are at present in the institution 55 orphans.

ST. JOSEPH'S DAY-SCHOOL AND HALF-ORPHANAGE.

Location, Sacramento. This institution is under the management of the Sisters of Mercy and provides, in the course of the year, for a large number of unfortunate children.

GOOD TEMPLARS' HOME FOR ORPHANS.

Location, Vallejo. Property valued at $40,000. It shelters 60 children. It is open to the homeless children from all portions of the States of California and Nevada. It is in no sense exclusive: it receives all. A school, under the management of a competent teacher, is one of the features of the institution.

ROMAN-CATHOLIC ORPHAN ASYLUM.

Location, Bay View, near San Francisco. In charge of the Sisters of Charity. There is a farm of 53 acres, on which is established, also, a branch institution for very young children, called the St. Joseph's Infant-Asylum. This charity accommodates about 800 children. The comfortable appearance of the several hundred little ones provided for by this institution and the care given to their education and development speak audibly of the benign influence of the guardian sisters and of the true liberality of the community in their noble efforts to lend a helping hand to the fatherless.

INDUSTRIAL SCHOOL.

The City and County Industrial School, located in San Francisco, has had under its charge 440 boys and girls during the past year. There are connected with the school a shoe-shop, a tailor-shop, a seamstress-department, and a laundry. The division of time is as follows: work, 4 hours; school, 4½ hours; sleep, 9 hours, and the remainder of the 24 hours is left for meals and recreation. The institution was turned over to the city in 1872 and is now in good order.

LIBRARIES OF CALIFORNIA.

The table of the libraries of the State does not include the many small libraries attached to public and Sunday-schools, nor the large private libraries of individuals, by including which the figures would be greatly enlarged, the number aggregating over 200,000 volumes. The many different associations maintaining libraries are very noticeable, among which the Odd-Fellows show most prominently, the library of that society in San Francisco being one of the largest and best selected in the State.

List of libraries.

Name.	Town and county.	Established.	Number of volumes.
Female College	Oakland, Alameda	1863	2,000
Oakland	Oakland, Alameda	1868	3,000
Odd-Fellows'	Oakland, Alameda	1868	3,000
State University	Berkeley, Alameda	1870	12,000
Odd-Fellows'	Jackson, Amador	1869	3,000
Ladies'	Oroville, Butte	1858	1,000
Library Association	Pacheco, Contra Costa	1864	200
Union Club	Crescent City, Del Norte	1863	250
Neptune	Placerville, El Dorado	1858	1,500
Library Association	Arcata, Humboldt		
Eureka Association	Eureka, Humboldt	1860	150
Odd-Fellows'	Sawyer's Bar, Klamath	1860	350
Library Association	Los Angeles, Los Angeles	1859	
Los Angeles College	Los Angeles, Los Angeles	1868	

List of libraries.—Continued.

Name.	Town and county.	Established.	Number of volumes.
St. Vincent's College	Los Angeles, Los Angeles		
State-Prison	San Quentin, Marin	1869	
Library Association	Monterey, Monterey	1849	1,000
Odd-Fellows'	Napa City, Napa	1866	275
Literary Association	Grass Valley, Nevada	1869	500
Law-Library	Nevada, Nevada	1866	700
Library Association	Nevada, Nevada	1857	2,500
Odd-Fellows'	Auburn, Placer	1866	250
Library Association	Spanish Ranch, Plumas	1857	500
Library Association	Meadow Valley, Plumas	1858	400
Library Association	Sacramento, Sacramento	1857	5,005
Odd-Fellows'	Sacramento, Sacramento	1855	1,200
State Agricultural Society	Sacramento, Sacramento		2,000
State Library	Sacramento, Sacramento	1850	26,000
Pioneer Association	Sacramento, Sacramento	1854	800
Harton Library	South San Diego, San Diego	1870	
San Diego Library	South San Diego, San Diego	1870	
Academy of Natural Sciences	San Francisco, San Francisco	1853	1,500
B'nai B'rith	San Francisco, San Francisco		900
Clerks' Relief Society	San Francisco, San Francisco		2,200
Druids'	San Francisco, San Francisco		1,000
Improved Order Red Men	San Francisco, San Francisco		1,000
Law-Library	San Francisco, San Francisco	1866	5,000
Mechanics' Institute	San Francisco, San Francisco	1855	12,000
Mercantile Association	San Francisco, San Francisco	1853	26,000
Odd-Fellows' Association	San Francisco, San Francisco	1855	17,000
Pioneer Association	San Francisco, San Francisco	1850	2,500
Public School	San Francisco, San Francisco	1863	2,500
Sodality of the Blessed Virgin Mary	San Francisco, San Francisco		1,100
St. Ignatius	San Francisco, San Francisco	1866	2,000
St. Mary's Association	San Francisco, San Francisco	1855	2,500
Superintendent Public Instruction	San Francisco, San Francisco	1850	2,000
Verein Association	San Francisco, San Francisco	1851	4,500
What-Cheer House	San Francisco, San Francisco	1856	5,000
Young Men's Christian Association	San Francisco, San Francisco	1853	3,500
California Pioneers	Stockton, San Joaquin	1868	2,000
Insane Asylum	Stockton, San Joaquin	1855	2,000
Odd-Fellows'	Stockton, San Joaquin	1855	2,500
Society National History	Stockton, San Joaquin	1856	1,000
Young Men's Christian Association	Stockton, San Joaquin	1868	
Franklin Association	Redwood City, San Mateo	1866	250
Odd-Fellows' Library	Redwood City, San Mateo	1869	200
Young Men's Library	Redwood City, San Mateo	1869	300
Woodside Association	Woodside, San Mateo	1859	600
Academy of Notre Dame	San José, Santa Clara	1851	1,500
Young Men's Christian Association	San José, Santa Clara	1869	1 091
College	Santa Clara, Santa Clara	1850	10,000
Pacific University	Santa Clara, Santa Clara		3,000
Literary and Debating Society	Santa Cruz, Santa Cruz	1866	200
Santa Cruz	Santa Cruz, Santa Cruz	1868	600
Library Association	Watsonville, Santa Cruz		
Library Association	Shasta, Shasta	1858	500
Library Association	Oro Fino, Siskiyou	1862	583
South Fork Association	Scott River, Siskiyou	1864	623
Ladies' Association	Yreka, Siskiyou	1857	300
Benicia College	Benicia, Solano	1856	1,000
St. Catherine's Academy	Benicia, Solano	1856	300
Young Ladies' Seminary	Benicia, Solano	1854	500
Dashaway	Vallejo, Solano	1869	1,000
Library Association	Vallejo, Solano	1860	2,000
Temperance Legion	Vallejo, Solano	1870	
Odd-Fellows' Library	Petaluma, Sonoma	1860	900
Public Library	Knight's Ferry, Stanislaus	1860	1,000
Enterprise Lodge	Yuba City, Sutter	1850	400
Odd-Fellows'	Red Bluff, Tehama	1869	
Odd-Fellows'	Weaverville, Trinity	1860	240
Hesperian Society	Woodland, Yolo	1862	200
High School	Marysville, Yuba	1860	1,000
Maryville Library	Marysville, Yuba	1856	2,893
Masonic	Marysville, Yuba		
Odd-Fellows'	Marysville, Yuba	1860	1,500

LIST OF SCHOOL-OFFICIALS IN CALIFORNIA.

Hon. H. N. BOLANDER, *State-superintendent of public schools, Sacramento.*

COUNTY-SUPERINTENDENTS.

County.	Name.	Post-office.
Alameda	Rev. W. F. B. Lynch	East Oakland.
Alpine	R. G. Ford	Silver Mountain.
Amador	Rev. S. G. Briggs	Jackson.
Butte	H. T. Batchelder	Oroville.
Calaveras	Edw. F. Walker	San Andreas.
Colusa	E. J. Edwards	Colusa.
Contra Costa	H. S. Raven	Alamo.
Del Norte	John R. Nickel	Crescent City.
El Dorado	Whitman H. Hill	Placerville.
Fresno	Rev. T. O. Ellis, sr	King's River.
Humboldt	J. B. Brown	Eureka.
Inyo	John W. Symmes	Independence.
Kern	J. H. Cornwall	Linn's Valley.
Klamath	A. Hartz	Sawyer's Bar.
Lake	Mack Matthews	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.
Merced	S. W. P. Ross	Snelling.
Mono	J. S. Kikendale	Coleville.
Monterey	S. M. Shearer	San Juan.
Napa	Rev. G. W. Ford	Napa.
Nevada	B. J. Watson	Nevada City.
Placer	John T. Kinkade	Auburn.
Plumas	J. A. Edman	Meadow Valley.
Sacramento	Samuel H. Jackman	Sacramento.
San Bernardino	John Brown, jr	San Bernardino.
San Diego	B. S. McLafferty	San Diego.
San Francisco	J. H. Widbur; deputy, John Swett	San Francisco.
San Joaquin	W. R. Leadbetter	Stockton.
San Luis Obispo	P. A. Forrester	Cambria.
San Mateo	H. E. Jewett	Redwood City.
Santa Barbara	J. C. Hamer	Santa Barbara.
Santa Clara	George F. Baker	San José.
Santa Cruz	H. E. Makinney	Santa Cruz.
Shasta	W. L. Carter	Shasta.
Sierra	A. M. Phalin	Port Wine.
Siskiyou	Grove K. Godfrey	Yreka.
Solano	William H. Fry	Elmira.
Sonoma	George W. Jones	Santa Rosa.
Stanislaus	James Burney	Modesto.
Sutter	J. H. Clark	Yuba City.
Tehama	F. A. Vestal	Tehama.
Trinity	William Lovett	Weaverville.
Tulare	S. G. Creighton	Visalia.
Tuolumne	John York, jr	Sonora.
Ventura	S. S. F. Buckman	San Buenaventura.
Yolo	Giles N. Fremans	Woodland.
Yuba	Thomas H. Steel	Marysville.

CONNECTICUT.

[From report of Hon. B. G. Northrop, secretary State-board of education for the school-year ended August 31, 1872.]

SCHOOL-FUND.

Capital of the State-school-fund	$2,043,375 62
Revenue from the State-school-fund, distributed February 28, 1872	131,748 00
Dividend per child from school-fund	1 00

FINANCIAL STATEMENT.

Receipts.

From school-fund, as above	$131,743 00
From State-treasury	65,874 00
From town-deposit-fund	45,712 80
From town-tax	642,194 11
From district-tax	485,523 56
From local fund	11,348 05
From voluntary contributions	10,250 79
From other sources	50,017 70
Total receipts from all sources	1,442,669 01
Decrease from receipts of preceding year	60,948 61
Amount per child	10 95

Expenditures.

For teachers' wages	$888,871 89
For fuel and incidentals	110,202 90
For sites and buildings	319,025 55
For repairs	65,224 56
For libraries and apparatus	7,945 80
For other school-purposes	137,169 37
Total expenditures for public schools	1,528,440 07
Increase over the preceding year	31,459 12

The figures given above are from special returns to the Bureau in 1873, but cover the same ground as those in the State-report for the year ended August 31, 1872, and exactly correspond with them.

The amount of revenue from school-fund distributed Feb. 28, 1873, was	$132,943 00
Dividend per child, as before, about	1 00

SCHOOL-ATTENDANCE.

Number of children of school-age, (4–16)	131,748
Number registered in winter-schools	94,787
Number registered in summer-schools	83,874
Number of different scholars registered in the year	114,805
Increase over last year	1,217
Number registered who were over 16 years of age	3,642
Number in other than public schools	9,029
Number between 4 and 16 in no school	13,512
Number in schools of all kinds	123,834
Average attendance in winter-schools	67,599
Average attendance in summer-schools	58,113
Percentage of school-population registered	87.14
Percentage of school-population registered in winter	73.49
Percentage of school-population registered in summer	63.66
Percentage of school-population in schools of all kinds	93.99

TEACHERS AND TEACHERS' PAY.

Number of teachers in winter—males, 715; females, 1,762	2,477
Increase for the year—males, 16; females, 41	57
Number of teachers in summer—males, 198; females, 2,240	2,438

Increase for the year—males, 12; females, 46	58
Number of teachers continued in the same school	1,508
Number of teachers who never taught before	580
Average wages per month of male teachers	$67 01
Average wages per month of female teachers	$34 09

SCHOOL-DISTRICTS AND SCHOOLS.

Number of towns in the State	166
Number of school-districts	1,521
Decrease for the year	14
Number of public schools	1,638
Increase for the year	8
Number of departments in public schools	2,348
Increase for the year	58
Number of schools of two departments	104
Number of schools of more than two	128
Whole number of graded schools	232
Increase of these three classes for the year	14
Average length of winter-schools in days	98.44
Average length of summer-schools in days	74.90
Average length of public schools for the year	8 mos. 13½ days.
Increase for the year	1 day.

SCHOOL-HOUSES.

Number of new school-houses erected in the year	42
Number reported in good condition	873
Decrease for the year	20
Number reported in fair condition	520
Increase for the year	18
Number reported in poor condition	254
Decrease for the year	14

STATISTICS.

The statistics of the report from which this abstract is compiled relate to the school-year closed August 31, 1872, and were presented to the general assembly in May, 1873. They furnish clear evidence of popular interest in public schools. A decade-table included in them, and reaching from 1864 to 1873, is specially significant. During the period covered by this table the increase in the number of children enumerated was 21,257; in the amount raised by town-tax, $566,981.11; in the amount raised by district-tax, $388,559.56; in the amount from all sources, $1,052,214.81. Ten years ago the amount raised per child was $3.54; now it is $10.95. This advance has been steady, each year witnessing a marked increase in the amount for schools raised by taxation. The average length of the school-session is now eight months thirteen and one-half days, being an increase of one day.

POPULARITY OF THE SCHOOL-SYSTEM.

The board of education says that "the year under review has furnished ample evidence that the public-school-system is highly valued by the people. The interest generally manifested in the new school-law during the last session of the general assembly, the desire to learn what its provisions were to be, and the constant demand for copies of the pamphlet containing it are so many proofs that legislation pertaining to schools interests deeply a large proportion of the people.

"One test of the estimation in which the people hold any public institution is their willingness to expend what is needed for maintaining it. Within a few years, the unavoidable cost of sustaining our public schools has more than doubled. But the people have continually shown their willingness to meet this increase of cost. The amount received the past year from taxes, including the appropriation of fifty cents per child from the State-treasury and the small sum returned as 'voluntary contributions,' was upwards of $1,200,000, and exceeded the amount from the corresponding sources in any previous year by more than $125,000."

PRIMARY INSTRUCTION.

The board regards as "among the most important of the provisions of the present school-law that requiring that all children between the ages of 8 and 14 shall receive each year not less than three months' schooling. The necessity for some law of this kind is very evident. While the immense majority of our citizens need no compulsion in this matter, there are some whose children will grow up neglected and ignorant unless the law compels them to be sent to school. It is for this class only that the 'compulsory-attendance-law' is necessary. There are indications that this class, already too numerous, is increasing. According to the returns herewith given, the number of children

who attended no school during the year now reported was greater by 1,565 than in the previous year. Unless sufficient preventive measures are taken, a still larger number will hereafter be of this description.

"In connection with the enumeration taken in January, 1873, an attempt was made to ascertain how many of the children then enumerated had attended no school in the year 1872. Returns were received from about four-fifths of the towns, containing about three-fourths of the population. The incompleteness of these returns and the inaccuracy of a part of them seriously diminish their value. But with all their imperfections they show beyond question that several thousand, between the ages of 8 and 14 years, received no schooling in 1872. The majority of these are found in a relatively small number of large manufacturing-towns. The agricultural towns contain comparatively few of them. A small deduction must be made on account of those educated at home and those mentally or physically unfit to attend school. But, after all reasonable deductions of this kind, the number growing up in absolute ignorance is still so large as to threaten serious evil.

"A large proportion of these uneducated children are of alien parentage and know only a foreign tongue.* Living in compact manufacturing-villages and associating mostly with those of their own race, they remain ignorant of the English language. The first necessity, therefore, when they are sent to school, is that they be taught our language, for a knowledge of this is an essential preparation for pursuing any branch of study. The more intelligent of them already feel this necessity, and desire their less-educated countrymen around them to view this subject as they do and to seek the advantages offered in our free public schools.

"But not all the uneducated children in the State are of this race. Some whose parents came from other countries than the Province of Quebec, and some whose ancestors have lived here for several generations, need the compulsion of law to preserve them from the evils of ignorance. Our laws recognize no distinctions of class or nationality. Wherever there are children permitted to grow up in what our fathers, more than two centuries ago, stigmatized as the 'barbarism of ignorance,' there the law comes with its mandate."

COMPULSORY EDUCATION.

In accordance with the authority conferred upon the board by the sixth section of the new school-law,† they appointed Mr. Giles Potter as agent to supervise the enforcement of the compulsory-attendance-law. The high qualifications of this gentleman for that position will be conceded by all who are acquainted with his intimate relations to recent school-legislation and his long experience as a teacher. He entered upon his new duties immediately after his appointment in November last, and has since devoted to them a large portion of his time.

The agent thus appointed states that in New Haven there is a systematic effort made, and with a good degree of success, to enforce all the laws concerning the schooling of children.

The board of education of the city-school-district, in its report for the year ended September 1, 1872, says:

"Nearly two years have passed since the New Haven board attempted to give efficiency to the then existing laws against truancy and vagrancy by the establishment of a truant-school and by making more commodious the ungraded school in Fair street for children who are irregular in their attendance. * * A more definite statement of what has been accomplished * * * on these subjects includes the following particulars:

"(1) Truancy proper, or the absence of children from school without the sanction of their parents or teachers, has been considerably reduced, and in our best schools is not of frequent occurrence.

"(2) Irregularity of attendance from families which allow every excuse to be a reason and every pretext to be an excuse is largely diminished.

"(3) All disturbances around the different school-houses by vagrant boys have ceased.

"(4) It is rapidly coming to be regarded by children as a juvenile crime to be seen loitering about the streets during school-hours."

In Hartford, too, the truant-law is faithfully enforced by two officers detailed for that purpose. The board of school-visitors says in its last report:

"The truant-law is doing a vast amount of good in our large central schools, and in

* The reference here is mainly to a large influx of Canadian French, who have been pouring for some years past into the manufacturing-districts of New England.

† Established in 1869, revised in 1872, forbidding the employment of children under 14 years of age in any business whatever, unless such child shall have attended some public or private day-school at least three months in each year of such employment. The secretary of the board of education says of this: "The law is generally approved, and I learn of no opposition to it. Since its enactment no article, editorial or contributed, in any Connecticut paper, has expressed disapproval of it, so far as my knowledge extends. The wisdom and necessity of the law are admitted. It is certainly increasing the attendance in many places. The trustees of the State-reform-school give their opinion that it has already lessened commitments to that institution."

several instances officers have been sent into rural districts with most beneficial effects. The children are by no means always at fault for their absence from school. Parents often keep them from school without excuse or reason; and not until a truant-officer makes his appearance in their homes do they feel that their children must go to school."

In New London the police, under direction of the school-visitors, take charge of all boys at play or loitering in the streets in school-hours, and in that city the laws relating to attendance at school are well enforced.

Other places where the requirements of the law are systematically obeyed or enforced might be named, but these are held sufficient to show that no part of the law need be considered a dead letter.

The agent further says: "There are no statistics to show the number of children between the ages of 8 and 14 years in the State who have not attended school three months the past year. The number of children between 4 and 16 years of age who have attended no school is about 13,500. We have no means of determining how many of these are between the ages of 8 and 14 years." But while there are undoubtedly many such, he thinks the number is occasionally overestimated, he having heard complaints of non-attendance in places where personal inquiries showed that the law was well obeyed. He says, however, on the point, with good reason:

"Everything which furnishes a reasonable excuse to parents for not sending their children to public schools should be removed. There are school-houses in the State to which no humane school-officer can invite, much less compel, parents to send their children. Some school-houses, though very good otherwise, are crowded, though not a third of the children in the district are in school. In some cases persons are employed as teachers who are not fit to have the care of children. If the State intends to furnish education for all and to compel all to receive it, it must see that good houses and good teachers are furnished. No compulsory law can be enforced where these conditions are not complied with. When the school is in all respects as it should be, attraction will, in many cases, make compulsion unnecessary.

"The provisions of the one hundred and fourth section of the school-law, for paying to the several towns out of the State-treasury $1.50 for each child enumerated, may fitly be referred to in this connection. By giving to the towns this bounty the State acquires an additional claim upon them: that they expel illiteracy from their borders. They now receive from the school-fund and State-appropriation $2.50 for every enumerated child. This is a liberal contribution toward the entire expense of educating the whole youthful population. A town which receives this money is bound, in honor to the State and in justice to the children within its limits, to see that all of them, or at least as many as possible, receive every year the minimum three months of schooling."

ABSENTEEISM IN NEW HAVEN.

The superintendent of the New Haven city-schools says that, notwithstanding the efficient efforts made to increase attendance, there are in his district 1,597 persons of school-age habitually absent from their place in school. Of those, too, whose names are enrolled on the school-lists, some are present only a few days or weeks of the entire year; so that, if the difference between the average number belonging and the whole number enrolled be found, it will appear that about 15 per cent. of the latter are merely nominal attendants, coming and going, changing from one school to another, seldom remaining long enough anywhere to gain much good—more frequently proving an evil in every room they enter.

CHILDREN FORCED TO GROW UP IN IGNORANCE.

A more efficient enforcement of the law to prevent truancy and vagrancy has revealed, he says, surprising cases of ignorance for want of school-instruction. Boys have been found on the street 14 and 15 years of age who did not know the alphabet and had never been at school a day. The recent prosecution of Italian "masters" for holding boys in service, literally as slaves, suggests one of the causes which keep children from school and in the "barbarism of ignorance." "But it is not," he goes on to say, "the Italian task-master alone who holds his little victims and compels them to perform menial service under the shadow of the school-house without permitting them to enter. Parents are found, too, so debased as to keep their children from school and compel them to beg food for the family or bring home intoxicating drinks, that they may live in indolence or indulge depraved propensities. Others, for the small pittance a child can earn, are willing to sacrifice the future welfare of their offspring to secure this." From these and other causes he estimates that forty-one children out of every hundred are daily outside of the rooms of the public schools throughout the year.

In Southington the same thing is complained of, but not to the same extent, about 8 per cent. of all the children not attending any school, while at least a quarter of the ones attendant have come for so short a time, or so irregularly, as to receive very little benefit.

NON-ATTENDANCE DUE TO POOR SCHOOL-BUILDINGS.

To offset this, however, it is granted that in several of the districts the irregularity and brevity of attendance, or the absolute non-attendance, are attributable to a lamentable want of sufficient and comfortable school-accommodations, which ought most surely to be remedied. Whether this has anything to do with the non-attendance in New Haven does not appear. But in all places it must needs be understood that if school-rooms are either unhealthily overcrowded and illy ventilated or in such poor repair as to be open to all winds, even parents who are desirous to educate their children may shrink from exposing them to such unfavorable circumstances.

DRAWING IN SCHOOLS.

The new school-law permits the school-visitors of any town to require teachers to be qualified for giving instruction in drawing. The value of this accomplishment in its relation to the various manufacturing-interests of the State is obvious, and the board encourages teachers to make every needful effort to fit themselves for the new duty thus liable to be imposed.

MUSICAL EDUCATION.

The members of the board think, too, that the practicability of teaching even very young children to read music and sing by note has been amply demonstrated by experience in the schools. It has been found, they say, hardly more difficult to teach them this kind of reading than the reading of the English language, while the pleasure universally attendant upon the ability to sing, the beneficial effect on voice and lungs, and the agreeable entertainment musical practice introduces into the monotony of school-life all conspire to recommend this cheering exercise to those who have in charge the training of the young. Against such as decry music, calling it "unpractical," they argue that a practicable education is one which fits men and women for the duties which are to occupy their lives. But these duties, it is urged, include more than the gaining of a livelihood or the acquisition of pecuniary means. "Education, in its higher and truer meaning, pertains to *the whole* of a human being. Not the intellect only, but the finer sensibilities of the soul—the susceptibility to beauty in form, color, or sound—are worthy of careful culture. This part of education can only begin in the public schools, for it may be continued to the end of life. But if it be neglected at the beginning of the education of a child, it may never receive his attention, any disused faculty seeming to vanish with advancing years." "Let the children," they say, "then, learn to sing. They need gain no less knowledge of arithmetic, geography, or history, while from this accomplishment they may receive daily enjoyment, not only during their brief school-life, but ever afterward."

IMPROVEMENT IN SCHOOL-BUILDINGS.

Incidentally in this connection pleasing reference is made to the evidence of improving esthetic taste shown in the construction of better-looking school-houses and in the furnishing and surrounding them with things agreeable to see. And then is said, what is worthy of note throughout the country, that "a pleasant, cheerful school-room, whose walls are adorned with maps and pictures, whose surroundings are shade-trees and flowers, and whose inmates add to their knowledge of necessary studies some acquaintance with the ornamental, has a constantly educating influence."

UNION-DISTRICTS.

Within the past year, several towns have adopted the union-district-system. While the characteristic caution and conservatism of the people have prevented the rapid introduction of that system, it is gradually gaining favor. Only one town that has given it a trial has abandoned it. One has both renounced it and returned to it within a few months. The erroneous idea that it cannot be advantageously introduced except in compactly-settled towns is slowly disappearing. Two towns, of quite limited and scattered population, have recently adopted it. They can thus dispense with several of their discouragingly small schools and concentrate their resources on a smaller number of schools, each of which can be longer continued and higher in quality, without increased expense to the town. The union-system will thus be seen to be well adapted to the needs of sparsely-settled towns. High schools may thus grow up where otherwise such advance might seem impossible.

SECONDARY INSTRUCTION.

The recommendation in a previous report that every town containing a certain number of inhabitants should be required to establish and maintain a high school was not embodied in the new school-law. The law on that subject was left, as heretofore, in the form of a permission rather than a command. It has simply the force of a recommendation. But the year covered by the report under review has witnessed new activity in the establishing of high schools. The Morgan school, at Clinton, with a munificent endowment, was opened for the admission of pupils in April, 1872. Its

highest department is designed to be a high school of a very superior order, free to all the more advanced pupils of that town and receiving pupils from other towns on payment of tuition. This school is conducted under an arrangement entered into between the school-board of that town and the trustees of the Morgan school.

By a similar arrangement the "Institute," in Guilford, an endowed institution, established about eighteen years ago, has become a free high school for that town. These are practical examples of a suggestion contained in the last report. Three other towns, Norfolk, Old Lyme, and West Hartford, have established high-schools within the past few months, and in the fall of 1872 New Haven added to its previously-erected schools a remarkably fine building for the purposes of a high school.

Of the towns just mentioned, except New Haven, only one, Guilford, contains a population exceeding 2,000. Of the other four, West Hartford alone can be considered a relatively wealthy town. The board are hence justified in thinking that, if towns of small population and moderate wealth can maintain high schools, those more prominent in either of these particulars may reasonably be expected to establish such schools. And it is hoped that the worthy example of these comparatively small towns will soon be extensively followed.

Returns from 25 private schools and academies in various portions of the State have been received. Seventy-five teachers conduct the exercises in these schools, an average of three to each. These have under their instruction 709 male pupils and 603 female, making a total of 1,312, an average of about 17 to each teacher. In 17 of the 25 there is instruction in the classics, 335 pupils taking this portion of the course. In 13 of them the modern languages are also taught, 144 pupils taking these. In 12, drawing is taught; in 16, music, either vocal or instrumental, and in a few cases both. A chemic laboratory is possessed by 5, philosophic apparatus by 9, and in some instances a cabinet, the precise extent of which, however, is in no instance specified. In 15 there are libraries of from 25 to 2,000 volumes, 2 reaching the latter number and 2 others reporting 1,000 each. Several of these schools are new enterprises, two are old endowed academies, and one is reported closed in July, 1873.

PUBLIC HIGH-SCHOOL REPORTS.

Ten public high schools also furnish reports kindred with the above, evincing on the whole an instruction nearly the same in kind and appliances for illustration, save in the line of libraries, at least not much inferior. For instance, five out of the ten have chemic laboratories, though one of these is designated "a small one," and another "enough for most elementary experiments." Six, to the question "Has the institution a philosophical cabinet and apparatus?" answer, "Yes;" one with the qualification "somewhat," and another with a statement of the value of that possessed, $100. As far as can be ascertained from returns, which, in some cases, mix scholars of a lower grade with those of the high school proper and give the teachers also for the whole, 63 teachers have here under tuition 2,402 pupils. Of these, 286 are reported to be engaged in the study of the classics and 119 in that of one or more of the modern languages. These are not, however, all that are so engaged, as two schools report these studies to be a portion of their course, but do not specify the number of students pursuing them. In eight of the schools music is taught; in as many, drawing, in at least its rudiments. Six have libraries ranging from 50 volumes for reference to 1,000 for circulation.

Taking the sum of teachers and pupils for these academies and high-schools, we have 138 teachers to 3,714 pupils, at least 907 being students of the classics and 382 of some modern language besides their own. Out of the whole number of pupils, 236 are said to be preparing for either the academic or scientific departments of the colleges.

PREPARATORY INSTITUTIONS.

In addition to the schools already mentioned, six institutions, engaged in the preparation of students for colleges or scientific schools, report an aggregate attendance of 630 pupils, of whom 342 pursue classic and 288 scientific studies.

Hartford public high school, with 14 instructors, and 267 pupils in classic and an equal number in scientific studies, has 74 in the senior class, 94 in the junior, 163 in the middle, or third, 200 in the lowest, or fourth, grade, and three pursuing an advanced scientific course. The library numbers 1,700 volumes. The chemic laboratory is said to be one of the best in the State. There is a philosophic cabinet worth $3,500, an astronomic observatory, and a gymnasium.

The Connecticut Literary Institution, at Suffield, with 6 instructors and 77 pupils, has 56 in scientific and 21 in classic studies, of whom 9 are in the senior, 33 in the junior, and 35 in the middle or lowest class. There are 1,000 volumes in the library; there is a chemic laboratory, a small cabinet of natural history, and a philosophic cabinet and apparatus.

Woodstock Academy, with 7 instructors, has 19 pupils in classic studies, 5 in the senior, 3 each in the junior and middle, and 8 in the lower grade. There are also 47 in subordinate classes. This academy was re-organized and endowed in 1868, and is now

in successful operation, with new and splendid buildings, a library with 500 volumes, a chemic laboratory, and a philosophic cabinet and apparatus. There are three courses of study—classic, scientific, and a young ladies' or English course.

The Hopkins Grammar School, New Haven, founded in 1660, and thenceforth especially devoted to preparation for a college-course, now also training special classes for the Sheffield Scientific School; 9 instructors and 202 pupils in 1873.

New Haven Collegiate and Commercial Institute, "designed to secure for boys, at as early an age as possible, a thorough elementary English education, and on this, as a basis, to give an accurate and complete preparation for the academic and scientific departments of Yale College, the United States Naval and Military Academies, or any business pursuits." Officers and teachers in 1873, 10; pupils, 178.

Stamford Military Institute, one main purpose of which is "to furnish thorough instruction in Latin, Greek, and mathematics to students preparing for college." Instructors in 1873, 5; pupils, 41.

SHEFFIELD SCIENTIFIC SCHOOL.

At this increasingly popular institution, 26 persons graduated in 1872 and the aggregate number of students for 1872–'73 was 201. The 27 State-scholarships having been entirely full for several years and the pressure for admission upon such foundation still continuing, the visitors say that the time has evidently come for enforcing rigidly the requirements of the law, which are that, when there are more applications for the State-bounty than vacancies to be filled, the board shall give the preference to such young men as are fitting themselves for agricultural, mechanical, or manufacturing occupations, who are or shall become orphans in the naval or military service of the United States; next to them, such as are most in need of pecuniary assistance; and, furthermore, they shall provide that the appointments shall be distributed, as far as practicable, among the several counties in proportion to their population. The board justly holds that the benefit which the scientific school has conferred upon the State in turning out young men, who, on leaving the institution, are prepared to become leaders in important callings and educators of the people to a higher grade of culture, cannot well be overestimated.

An effort is on foot, and with fair prospects of success, to raise a professors' fund of $60,000 for the fuller support of the professors in this school; and among these professors an important change has occurred, General F. A. Walker, of the United States Census Bureau, succeeding Professor Gilman, who has become president of the University of California.

COLLEGES.

As respects facilities for full collegiate education, Connecticut maintains a high position.

YALE COLLEGE.

Yale, now substantially a university, with its faculties of arts, sciences, theology, medicine, and law, still holds upon its noble course of usefulness, with more numerous students, larger provisions for instruction, and a much-increased endowment. The number of its post-graduate-students—80 in all for the past year—is indicative of a tendency to more elevated scholarship, while the establishment of a fellowship in the past year and the appointment to it of the valedictorian of the graduating class are steps of decided progress. The grand new building of the scientific school, completed in the fall of 1873, is an excellent addition to its means of education in the department of natural science. A great increase of the specimens in the museums of the college, and of the volumes in its various libraries, adds also much to its capacity for illustration of the different subjects studied. The new Woolsey endowment-fund, from which it has received the first installment of $100,000, will enable it to increase the number of its tutors, and thus greatly aid the younger pupils in its schools.*

WESLEYAN UNIVERSITY.

The Wesleyan University, at Middletown, though somewhat embarrassed by financial difficulties, is so borne forward by the generous contributions of its friends as to continue and even add to its educational advantages, and thus maintain the influence it has acquired, not only over the youth of the great church it is connected with, but also over others that seek instruction in its halls. Two new professorships, one of modern languages and one of analytic chemistry, have been added during the year past and two new professors fill the chairs in these. Almost alone among the eastern colleges, it has allowed women to study in its classes, in spite of opposition from some of its young men, and reports that the women have kept well along with their competitors. The record of its alumni, compiled mainly by Orange Judd, esq., and published in 1873, shows 1,028 names of graduates, among them many of distinguished note.

*The statement of the financial condition of Yale made by the treasurer for the year ended May 31, 1873, showed the total funds of the institution at that time, in its various departments, to be $1,312,244.55, of which $1,225,062.35 were productive. The receipts from all sources for the year had been $107,427.20; the expenditures for the same time, $122,320.18; balance against the income-account, $14,892.98.

TRINITY COLLEGE.

Trinity College, Hartford, has made a great start in advance, by selling to the city its existing site, for a sum that will enable it to erect upon a greatly better one such buildings as will set it high in rank among colleges, for the comfortable housing of its students and for affording them recitation-rooms, laboratories, and museums in which it will be a delight to work. Around these buildings, too, is to be laid out, under able supervision, what promises to be, perhaps, the finest college-park in all the country, enabling it to approximate to its English sisters in the attractiveness and elegance of its surroundings, a thing of which American colleges have been too neglectful hitherto. As with the other institutions above named, a number of scholarships adds to the ability of Trinity to aid students of deficient means and give at least to such a free tuition, with great diminution of the other expenses of its course.

Statistical summary of universities and colleges.

Names of university and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Corporate property, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Amount of property of corporation.	Value of grounds, buildings, and apparatus.	Amount of endowment.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
Trinity College	17	3	.....	94	$1,000,000	$700,000	$300,000	$300,000	$16,000	$7,000	15,000
Wesleyan University	14	*7	.....	186	853,000	533,300	320,000	347,756	27,620	11,154	24,606
Yale College	22	6	.....	512	699,703	.....	.....	612,521	.....	107,427	83,000

*Partially.

SUPERIOR INSTRUCTION FOR WOMEN.

Three institutions for superior instruction of women make returns for 1873 as follows: (1) Hartford Female Seminary, Hartford, founded in 1825, by Miss Catharine E. Beecher; 7 male and 8 female instructors; total number of students, 130, "all girls." French and German, drawing, painting, and music are included in the course. (2) Young Ladies' High School, New London; 3 female instructors; students, 74; graduates since organization, 97; course, 4 years. French and music in the course. (3) Young Ladies' Institute, Windsor; 1 male and 5 female instructors, 60 students, 4 years in course; French, music, drawing, and painting included in it.

In all these, beyond a full corps of instructors, the appliances for illustration of philosophic, chemic, and astronomic studies, as well as the libraries, seem to be less complete than could be wished. The explanation of this is given in a note from one of the principals: "Our institution, like many another of its kind, lacks that which alone can make it a good school, and at the same time in the least degree remunerative, namely, endowments. * * * We are sorry to send so meager a report. If it was our fault, we should also feel ashamed."

THE NORMAL SCHOOL.

The board believes that the State Normal School, at New Britain, has never been more valuable and promising than at the present time. The grade of scholarship is becoming higher from year to year and the work done is more strictly "normal," *i. e.*, the professional training of teachers. Teaching, being truly a profession, requires a special training in order to eminent success as really as any other profession. And this training it is the object of the normal school to bestow. Greater prominence has been given to drawing than ever before in this institution or any other in the State, except the Sheffield Scientific School, and with the happiest results. New desks and furniture, too, have added much to the comfort and attractiveness of the school.

Under a new arrangement, already in force, the year will hereafter be divided into two terms of twenty weeks each. At the beginning of each term a new class will be formed and at the close of every term a class will be graduated. The number of graduates in July, 1872, was 26; in January, 1873, 11. This two-term-method has been tried with good result in several of the most successful normal schools in other States. The pupils who enter such schools have usually sufficient reason for wishing to economize both time and money. If there are two periods in the year when they can graduate, a larger number will be likely to seek admittance and to complete the course.

TRAINING-SCHOOLS.

As an evidence of the efficiency of training-schools, it is said that the superintendent of the New Haven City school-district has during the past twelve months been called to furnish 36 teachers to fill positions made vacant by resignation or created by the opening of new school-rooms, and has been able to fill them almost wholly from the training-schools under his charge. Of the whole number, 16 were taken directly from the schools and 6 had formerly been members of them, making a total of 22 substitutes furnished through this means, under circumstances which would otherwise have made a supply of suitable teachers utterly impracticable. The value of these schools in enabling a superintendent to supply with well-trained teachers schools that may be vacated during the school-year is sufficiently manifested by this case. The cherishing of this agency for preparing teachers and keeping them in steady readiness for work is hence reasonably urged.

Statistical summary of professional schools.

Names of schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Corporate property, &c.					Number of volumes in library.
				Amount of property of corporation.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
SCHOOLS OF THEOLOGY.									
Berkeley Divinity School	5	.....	34	.....	.....	.....	.....	.....	14,000
Theological department of Yale College	8	.....	101	*$309,984	.....	.....	.....	.....	2,000
Theological Institute of Connecticut	5	4	17	.....	.....	.....	.....	.....	7,000
SCHOOL OF LAW.									
Law-School of Yale College	5	.....	46	.....	.....	.....	.....	.....	7,000
SCHOOL OF MEDICINE.									
Medical department of Yale College	9	.....	32	*21,332	.....	.....	.....	.....	.....
SCHOOL OF SCIENCE.									
Sheffield Scientific School of Yale College	31	.....	242	*281,225	.....	.....	.....	.....	.....

* From report of the treasurer for the year ended May 31, 1873.

AMERICAN ASYLUM FOR THE DEAF AND DUMB.

This institution, the oldest of the kind in the country, located at Hartford, has been in successful operation for fifty-seven years. The entire number of pupils under instruction during the past year has been 280. The number present May 1, 1873, was 220. Forty-three pupils who were dismissed in June had remained in the school upon an average five and three-fourths years. Four pupils graduated in regular course from the high class, and three of them, young men, have gone to Washington, to pursue their studies at the National Deaf-Mute College.

Mr. A. Graham Bell's method of teaching deaf mutes to speak by means of "visible speech" has been tried during the past year.

Considerable attention has been given to lip-reading, but this has been subordinated to what at present seemed more important, the correction of defects in semi-mutes and obtaining a basis of words in the congenital ones. Most of the latter have, in a week or two of special attention, proved that they can read from the teacher's lips most of the words learned.

Experience has strengthened the opinion that the mind of the pupil and a habit of attention should be somewhat developed before attempting "visible speech."

The practical question "Can articulation be made a means of ready communication for the average pupil in our institutions?" must wait during years of trial for its solution, but the experience of the past year, so far as it goes, tends toward the belief that it cannot.

HOME SCHOOL FOR DEAF MUTES AT LEDYARD.

As this institution now receives patronage from the State, the principal gives an account of the school and of the peculiar methods of visible speech there adopted, as follows:

"I use objects, pictures, and natural signs to communicate the first ideas to my pupils. These ideas are associated with words as rapidly as possible, and as fast as words may be understood, either written or spoken, all other means of communication are dropped and words alone are employed.

"When the pupil has mastered a few words, reading-lessons in sentences are introduced. In fact, I treat a sentence much as I do a single word: make it significant of the idea to be expressed. In this way my pupils learn the English language idiomatically, and are enabled to avoid many of the unfortunate muteisms which mar the compositions of some deaf and dumb persons who were educated by signs.

"I try from the first to make my pupils understand common things, and that involves a great deal of labor which I have as yet found no way to avoid. All the lessons must be prepared by the teacher, and they must be concerning events just occurring or such as have occurred so recently that the recollection of them has not passed from the mind of the pupil. In this manner the pupil learns to use the words which he writes in expressing original ideas much sooner and more naturally that if confined principally to general reading-exercises. Opportunities must be seized. Whenever the mute pupil attempts to express any idea by signs, then is the teacher's opportunity to teach a new sentence and perhaps some new words. It will be seen at once that it requires much more industry and application on the part of the teacher to be successful in teaching the English language than would be required to instruct pupils in the sign-language. But the results, I think, fully repay the extra labor."

THE INDUSTRIAL SCHOOL FOR GIRLS.

The report of the superintendent here shows that the institution, now thoroughly equipped for its work, has a full and well-organized corps of officers; that 123 inmates have been under its care, the school being generally more than full; that the average of committals has been three and three-eighths a month; and that the girls have enjoyed the best domestic, industrial, mental, and religious influences, not simply occasionally, but without cessation throughout the year. The results have continued to be of the most satisfactory character. There have been no cases of serious sickness or death and scarcely any of illness, and this, too, in the case of children who came to the school with numerous inherited and other tendencies to disease. There has been good progress made by the girls in the day-school, there being no truancy or failure of attendance allowed, and none but approved teachers employed. Some of the girls have become proficient in the domestic department, as is attested by the reports of those who have been placed at service in families. The moral influences of the school have produced their legitimate fruit. True, that girls born and bred in the midst of ignorance and vice, and accustomed from their earliest childhood to lie and profane the name of God, and utterly to disregard the restraints of decency, are not in a day nor a year taught to read and write, to understand the proprieties of life, or to perform their duties to God and to society; but as the best social and religious influences continually pervade all departments of the school, as they are wielded by those who delight in their use and make it their life-work to exert them in every form which ingenuity and love and a sense of responsibility to God and their employers will suggest, the most marvelous and encouraging transformations do often take place in the character and conduct of the girls.

In many cases the forward and obstinate become quiet and docile. Those who have been previously intractable and unmanageable have been subdued and become grateful, kind, and obedient. The grossly wicked and immoral have been taught to observe the proprieties of life, and to feel and acknowledge their accountability to God and to society. In not a few cases have girls who had already entered on a vicious life and been regarded as destined to a life-long course of sin and shame been led to feel that there were even for them possibilities of purity and womanly loveliness and usefulness.

When such hopes have been implanted a new world has opened to them, and high and noble purposes have been formed and kept.

THE CONNECTICUT TRAINING-SCHOOL FOR NURSES.

The report of this interesting institution, referring to the fact that "experience has demonstrated the necessity of special education for the important service required in the sick-room," dwells on the success which skillful training enabled Florence Nightingale to reach in the Crimean war, and some among the lady nurses in our civil war, and goes on to say, "Our most experienced physicians complain bitterly of the *ignorance* of nurses and the mismanagement of patients by unskilled attendants. The recovery of an invalid often depends more on good nursing than on the skill of the physician, and the efforts of the best doctors can be neutralized by blundering upon the part of these. Every nurse

should be competent to recognize and report to the doctor the variations of the pulse, the temperature of the body, the action of medicines, and the significance of ordinary symptoms, and to understand the dressing of wounds, the ventilation and disinfecting of rooms, the quieting of patients, and the preparation of food for the sick.

The training-school now organized in New Haven to teach women these things is, therefore, commended to the liberality of the people. The members of the medical profession in New Haven are said to be a unit in its favor. The enlarged State Hospital in the city supplies a field for the development of nursing skill. Managed by eminent physicians, placed on an unsectarian basis, and designed for the whole State, it is hoped that the school may secure a general sympathy.

EDUCATION IN PRISONS.

In view of the fact that ignorance is a fruitful source of crime, every effort is made to educate as well as to reform the juvenile offenders in the Industrial School at Middletown and the Reform School at Meriden. It is held that, while solitary confinement may be a merciful arrangement, as also a needful punishment in certain cases, still, as a rule, in any ordinary jail, idleness will not prove especially reformatory, but that prisoners should have access to books and light enough to admit of reading these. In the State Reform School the boys are, therefore, well instructed, wisely trained to industry, and formed into evening-classes when their work is done. Some of the classes are said to show great ambition to excel and to have made rapid progess. There are eleven school-sessions per week, of about two and a half hours each. The trustees say that they have always recognized in the conduct of the school, and mean to insist on it still more strenuously, the principle that boys committed there must have the primary rudiments of education before they are sent out either to their friends or to places. Labor enters largely as an element of success into the conduct of the school and has lately been more than usually successful in results. The idea is expressed that the enforcement of the truant-law is already being felt in a smaller number of commitments, and the hope is entertained that, if thoroughly carried out, it will in time work a revolution in the morals of the juvenile population.

TEACHERS' INSTITUTES.

The whole series of regular institutes held in the year past are said to have proved more than usually successful. The interest shown by the large audiences gathering during the day, as well as in the evening, was very gratifying. The importance and usefulness of these meetings were generally appreciated. Many local institutes, also, occupying a day or part of a day, were held in different sections of the State. It is proposed to multiply these meetings for the benefit of the teachers and friends of education in individual towns. Reading, language-exercises and the mastery of the mother tongue, drawing, and map-drawing will be prominent subjects of discussion and illustration at these town-gatherings.

TEACHERS' MEETINGS.

Besides the frequent meeting of the Teachers' Institutes, noted elsewhere, at Plymouth a school-visitor has succeeded in interesting the teachers under his superintendence in a series of teachers' meetings, which are held once in two weeks. At these gatherings mutual improvement is sought through the medium of essays, discussions, and interchange of thoughts and plans. The success attending this arrangement is said to be most gratifying.

NEW SCHOOLS ÆSTABLISHED DURING 1873.

In addition to the high schools noticed previously, one has been opened at Putnam, and new school-houses have been built at Groton, Portland, West Norwalk, Thompsonville, New Haven, and New London.

THE BULKLEY SCHOOL.

The last, called the Bulkley school, in honor of its founder, the late Leonard H. Bulkley, at New London, deserves special mention for the good management which has marked its progress. The fund donated for the school by Mr. B. ($21,000) came into the hands of trustees appointed by him in 1852. It was at once so invested as to yield considerable returns, and these, added to the principal for twenty years, have enabled the trustees to erect a beautiful stone building, costing $38,000, and leave $50,000 as a permanent investment for the support and improvement of the school.

This school is to be free to all boys over twelve who have a home in New London and can pass the requisite examination for admission.

A noble monument of its founder, this: a source of blessing to multitudes for untold years and an interesting instance of the progress that may be made in educational facilities through judicious husbanding of funds.

THE SCHOOL-LAW.

The report says: "The revised school-law of 1872 gives general satisfaction. It is, doubtless, susceptible of some improvements, but no serious complaint has been urged against any part of it, and we recommend that it remain for the present unchanged."

THE STATE BOARD OF EDUCATION.

The board in Connecticut is said to be fortunately constituted, representing various pursuits and professions, the college, the supreme court, the legal profession, and the practical teacher and business-man. Several of its members have had long experience both in the teaching and supervision of schools. That gentlemen of their high standing, burdened with their professional or business-cares, consent to give so much time and thought to this cause deserves a grateful recognition from the friends of education.

EFFECT OF EDUCATION.

The statistics of the United States Patent-Office show that the inventive genius of Connecticut is unrivaled. This pre-eminence is justly thought to be clearly due to the foresight of the fathers of the State in organizing public schools, which the text-books of the times, even those published in New York and Philadelphia, pronounced the best in this country. Education hence became universal, and the results show the pecuniary value of intelligence.

SHOULD AMERICAN YOUTH BE EDUCATED ABROAD?

The secretary thus remarks in considering the above topic:

"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.

"The Prussian system, though of acknowledged excellence, is in some measure stereotyped. A just pride in the laurels won now tends toward satisfaction with past achievements. Such complacency does not foster that spirit of progress and improvement so conspicuous in Austria and America.

"For our youth, American schools are better than European. To send our boys or girls away to foreign boarding-schools is a great mistake or, rather, one of the fashionable follies which is just now having its day.

"In the German schools the course of study is so unlike ours, the subjects and method so peculiar, and the processes so *slow*, as to weary if not disgust the American boy. To him the school-rules seems odd, if not arbitrary. Many American boys I found there ill at ease, if not discontented, grumbling, and homesick, because, they said, these strange methods are not so well fitted to serve the practical ends of life and meet the conditions of success in America.

"In philologic studies and researches, in the refinements of art, in music, and in manners, European schools excel. But this linguistic and esthetic culture, admirable as it is, poorly compensates for the loss of a more practical training and for the neglect of our own vernacular and literature, too common with our boys educated abroad."

WOMEN AS SCHOOL-VISITORS AND TEACHERS.

In Connecticut, as well as in Massachusetts and several other States, the secretary states that women are beginning to serve as school-visitors. So far, the experiment is reported to work well: "In some towns it is not easy to find professional men, whether clergymen, lawyers, or physicians, who will spare the time required for the thorough supervision of schools. In such towns there are usually well-educated women, experienced as teachers, in practical sympathy with the work of the school-room and with leisure and heart for the duties of the office. The great majority of teachers are females. During the last summer the number of male teachers was only 198 while the females numbered 2,240, being more than eleven times the number of males.

LIST OF SCHOOL-OFFICIALS IN CONNECTICUT.

MEMBERS OF THE STATE BOARD OF EDUCATION, 1873–'74.

Ex-officio.

Name.	Post-office.
His Excellency Charles R. Ingersoll	New Haven.
His Honor George G. Sill	Hartford.

By appointment of the general assembly.

Name.	Term—	Post-office.
Thomas A. Thacher	Expires 1874	New Haven.
Elisha Carpenter	Expires 1875	Hartford.
William H. Potter	Expires 1876	Mystic River.
George M. Woodruff	Expires 1877	Litchfield.

CITY AND TOWN SUPERINTENDENTS.

City or town.	Name and title.	Post-office.
Bridgeport	Rev. Sylvester Clark, acting visitor	Bridgeport.
Danbury	Dr. E. F. Hendrick, acting visitor	Danbury.
Derby	Rev. C. J. Hill, acting visitor	Ansonia.
Enfield	Dr. E. F. Parsons, acting visitor	Thompsonville.
Greenwich	Myron L. Mason, acting visitor	Greenwich.
Groton	Samuel S. Lamb, acting visitor	Mystic.
Hartford	Dr. E. K. Hunt, acting visitor	Hartford.
Killingly	Anthony Ames, acting visitor	West Killingly.
Meriden	Dr. C. H. S. Davis, acting visitor	Meriden.
Middletown City	Henry E. Sawyer, superintendent	Middletown.
Do	George W. Atkins, acting visitor	Do.
New Britain	Charles Northend, acting visitor	New Britain.
New Haven	Ariel Parish, superintendent	New Haven.
New London	Ralph Wheeler, acting visitor	New London.
Norwalk	J. W. Wilson, acting visitor	Norwalk.
Norwich City	N. H. Whittemore, superintendent	Norwich.
Do	Rev. A. F. Spaulding, acting visitor	Do.
Do	John W. Crary, acting visitor	Do.
Stamford	John Day Ferguson, acting visitor	Stamford.
Stonington	B. F. Williams, acting visitor	Mystic Bridge.
Vernon	Gelen W. Wert, acting visitor	Rockville.
Waterbury City	M. S. Crosby, superintendent	Waterbury.
Do	Rev. C. F. Elliott, acting visitor	Do.
Windham	Huber Clark, acting visitor	Willimantic.

DELAWARE.

[This information has been collected and prepared by Colonel I. Edwards Clarke, of the United States Bureau of Education.]

THE SCHOOL-FUND.

The auditor's report in 1872 gives the following statistics for 1872:

In New Castle County there were raised by contribution	$131,779 16
Received from State fund	10,048 84
Number of districts	95
Number of schools in operation	93
Number of months in operation	966
Number of scholars	7,310
In Kent County there were raised by contribution	$21,840 21
Received from State-school-fund	8,737 44
Number of districts	118
Number of schools in operation	102
Number of months in operation	907
Number of scholars	5,235
In Sussex County there were raised by contribution	$9,665 26
Received from State-school-fund	10,327 20
Number of districts	168
Number of schools in operation	151
Number of months in operation	690
Number of scholars	6,245

ACTION ON PROPOSED REVISION OF SCHOOL-LAW.

There has been no change in the school-law of the State. An attempt was made during the session of the legislature to pass a law amending the present school-law, by providing for a thorough supervision of the schools, for annual reports of the condition of the schools to be made to the governor or legislature, and for giving to the colored population their *pro-rata* proportion of interest in the school-fund.

This bill was introduced in the house of representatives, March 19, 1873, by Hon. John Hickman, chairman of the house-committee on education. It passed the house, but failed to pass the senate.

EXISTING SCHOOL-LAW.

Abstracts of the present school-laws were given in the reports of the United States Commissioner of Education for 1871 and 1872. By these laws all questions relating to the schools are left entirely in the hands of the inhabitants of the school-districts, whose votes decide whether there shall be a school or not, and whose only connection with the State-authorities comes from the provision that a certain minimum amount of school-tax must be raised by each district in order to entitle it to its *pro-rata* share of the school-fund.

SPECIAL SCHOOL-LAW FOR WILMINGTON.

While for many years there has been no important change in the school-laws applying to the State, there has been a notable exception in the case of the city of Wilmington. In that city all matters relating to the public free schools are placed, by a law passed three years since, in charge of a board of education, which is elected by the citizens. Under the direction of this board and the supervision of an able and efficient city-superintendent of schools the system of public schools at Wilmington is rapidly developing.

LEGISLATIVE VISIT TO SCHOOLS AT WILMINGTON.

At the invitation of the Wilmington school-board the legislature of the State during its last session paid a formal visit of two days to that city, as the guests of the school-

board and the city-council. They examined the schools with great care and manifested much interest in the workings of the city-school-system.

INCREASING INTEREST IN PUBLIC SCHOOLS.

An increased interest in education is shown in many parts of the State, which it is hoped will result in the ultimate adoption of some improved system, which shall benefit the rural school-districts. Stimulated by the successful results of the new school-system adopted by the city of Wilmington, the larger towns are manifesting more interest in their public schools. Such reports, however, as are received from the country districts show little change. When it is remembered that the school-law of Delaware, substantially as it now exists, was adopted in 1829 and that it is wholly wanting in those provisions for the general supervision of schools or for any report of their condition from time to time, which are considered as all-important in all recent State common-school-systems, this stationary condition of things in the country districts is no longer surprising.

The ratio of representation in the legislature, being based upon the census of 1830 and being equally divided among the three counties of the State, prevents that immediate action upon general State-legislation in regard to schools which the rapidly-increasing population of the city of Wilmington might be expected to exert.

As showing the line of movement in regard to the general educational interests of the State, the following abstract from the proposed law, introduced during the last session, to which reference has already been made, is inserted:

ABSTRACT OF PROPOSED SCHOOL-LAW.

The bill was entitled "An act to amend the several acts relating to free schools in this State." The bill consists of seventeen sections. It provides for the election of county and State-boards of school-commissioners—the present law providing for the election by the taxable inhabitants of each school-district of three district-school-commissioners—for the appointment by the governor of a county-superintendent for each county, and for an annual report on the condition of the schools to be made to the governor and legislature. It further provides for careful supervision of every school, orders the district-commissioners to raise a certain specified annual tax, and makes them personally responsible for the amount; provides for the examination and certification of teachers by the county-superintendents; and authorizes the establishment of colored-schools, by the colored taxables of any district, in the same manner the white-schools are now organized, and which are to be numbered in the State-system of schools.

COUNTY-BOARDS.

The bill provides for the annual election by the commissioners of each school-district of one of their number to be a member of the county-board of commissioners.

The county-commissioners meet twice a year, on the first Tuesdays of May and November, at the county-seats of each county, at 1 p. m., and organize by electing from their members a president, secretary and treasurer, who shall serve for one year or until their successors shall be elected in like manner.

DUTIES OF COUNTY-BOARDS.

The county-boards shall hear and determine all controversies between different school-districts, between the county-superintendent and district-commissioners, and appeals by teachers from county-superintendent, subject to final appeal to State-board; they shall have full power to form new school-districts and to change the limits of the old ones, to determine on and provide text-books at cost; they shall receive, consider, and act upon the reports of the county-superintendent, required by law to be made, and shall consider all matters relating to education in the county and recommend such charges in the State-law as they think desirable.

STATE-BOARD.

The State-board, composed of the several county-boards and the county-superintendents, shall meet annually on the first Tuesday in October in the capitol at Dover, at 2 p. m., and organize by electing one of the county-superintendents president; shall also elect a vice-president, secretary, and treasurer.

DUTIES OF STATE-BOARD.

The State-board to hear appeals and determine controversies between superintendents and county-boards, superintendents and trustees or commissioners, and between commissioners and teachers; also to receive and consider reports of county-superintendents. It shall designate some person to perform the duty, or, failing to do so, shall through its president make full report to the governor of the conditions of the schools in the State, with such suggestions as seem advisable. A majority of mem-

bers of State and county-boards, respectively, shall constitute a quorum to do business, but a less number may adjourn from time to time till a quorum is obtained. Permanent records shall be kept by secretaries or treasurers of boards, and all who receive or are entitled to receive school-funds shall give bonds in double the amount likely to come into their hands.

COUNTY-SUPERINTENDENTS.

The governor shall appoint annually some fit person to be county superintendent of free schools in each county, who may be removed on request of two-thirds of the members of the county board.

DUTIES OF COUNTY-SUPERINTENDENTS.

He shall visit every school in his county at least once in the year; shall take notes in regard to the school-buildings, property, and surroundings; the qualification and efficiency of the teachers; conduct and standing of scholars; method of instruction and discipline of the schools; and report fully in writing to each meeting of the county-board the condition of the schools, with such suggestions as he deems best, these reports to be sent to the State-board for use in making the report to the governor. In all controversies his opinion shall be first taken, but appeal may be taken from his decision to county and finally to State-board. His whole time shall be given to promoting the cause of education in his county, and he shall engage in no other business. He shall, *ex officio*, be a member of the county-board of his county and shall attend all its meetings.

SALARY OF COUNTY-SUPERINTENDENTS.

County-superintendents shall receive a salary of $1,200, to be paid quarterly by the State-treasurer in amounts drawn by themselves and approved by president of the county-board of their respective counties. No president shall so approve unless the superintendent has made the reports required and discharged his duties faithfully.

TEACHERS.

A county-superintendent shall examine all persons who shall apply to him for that purpose, who propose to teach in his county, examinations to be public and oral or by writing, or partly by each method, to be held at such times and places as he may appoint, having due regard to necessities of schools and convenience of teachers.

CERTIFICATES OF TEACHERS.

Applicants who satisfy the requirements as to character and qualifications shall receive a certificate, good for one year, but to be effective must be countersigned by treasurer of county-board, to whom a fee of $3 must be paid. Applicants refused a certificate, or dissatisfied with the grade given, can appeal to the county-board. Superintendent shall keep an accurate list of all certificates granted by him, with date and name of person to whom granted.

The fees for certificates may be appropriated by the State-board to defraying the contingent expenses of State and county-boards, the surplus to be appropriated to any laudable object for the promotion of general education in the State at discretion of the State-board.

DISTRICT-TAXATION.

SEC. 12. It shall be the duty of the school-commissioners of every school-district in the State to raise by taxation, yearly, in the manner now provided by law, without regard to any vote thereon, at least $75 for school-purposes; and any school-commissioner failing to do so shall be personally liable to such school-district for that amount, which may be collected in an action at law in the name of the district for that purpose; and it shall also be the duty of the auditor of accounts to see that this provision is faithfully complied with.

TEACHERS' REPORTS.

SEC. 13. Every school-teacher in this State shall keep a complete list of every scholar in his district and his daily attendance, and of the days taught therein, and of the branches taught by him, and make report thereof to the county-superintendent as often as may be required, and the superintendent may prescribe and furnish forms for such reports, to be paid for out of such funds as the respective county-boards may direct.

COLORED-SCHOOLS.

SEC. 14. Whenever the taxable colored people of any neighborhood in any county of this State shall desire to organize a colored-school, and shall satisfy the school-commissioners of the school-district in which the same is to be located that they have a suitable house eligibly situated therein; that within a circuit of five miles thereof there are at least thirty-five colored children over six years of age needing instruction;

and that the colored taxables within the limits aforesaid have voted, in the manner now prescribed by law, to raise by taxation at least $75, such school, with the limits aforesaid, shall be recognized and established as a colored-school, and all such schools shall be under the direction of the school-officers as in other cases and subject to all general laws not inconsistent herewith; and shall be numbered in the several counties respectively as Colored School No. 1, and so on, consecutively, according to the priority of the date of their organization. In the city of Wilmington, however, the limits of such colored-schools may be fixed and regulated by the board of education, or whatever officers have, for the time being, control of the schools of that city: *Provided, however*, That no such school having less than thirty-five children, as aforesaid, shall be entitled to its proportionate share of the school-fund, nor then until it has otherwise complied with the requirements of the law as herein provided.

DIVISION OF SCHOOL-FUND.

SEC. 15. When the tax authorized to be raised as provided for in the next preceding section shall have been assessed and collected, or secured to the satisfaction of the school-commissioners or other officers having control of the district in which any such school is situated, it shall be entitled to its proportionate share of the school-fund: *Provided*, That notice thereof be given to the trustee of the school-fund at least ten days before the time fixed by law for making the yearly appropriations; and it shall be the duty of the clerk of every such district to give such notice. All taxes voted, as in the last preceding section, shall be levied and collected from the colored taxables as other school-taxes are collected by law, and shall be kept separate and expended for the benefit of the colored children within the limits in which they were collected: *Provided*, That the whole or any part of the sum of $75 herein mentioned may be raised by donations or contributions, as a substitute for taxation, and with like effect; but the same or a less sum may also be raised in addition to such donations and contributions, if said taxables so determine by a vote as aforesaid.

CITY OF WILMINGTON.

SEC. 16. The provisions of this, except sections fourteen and fifteen, shall not apply to the city of Wilmington; but the board of education, or the officers having control for the time being, may by resolution adopt the same and place the schools of that city within its provisions.

SEC. 17. All acts and parts of acts hereby supplied or inconsistent herewith are hereby repealed.

WILMINGTON.

Wilmington, New Castle County, the largest city of the State; population, census of 1870, 30,841; present population, 39,230.

PUBLIC SCHOOLS IN CHARGE OF BOARD OF PUBLIC EDUCATION.

The public schools are placed by law in charge of a board of public education, elected by the citizens; three members chosen from each of the ten wards of the city; time of service, three years; one-third of the members shall be elected each year, a plan which, while it keeps the board in close dependence on the citizens, avoids summary changes and secures the permanence essential to the success of any system.

It is made the duty of the city-authorities to collect such tax as the board of public education may annually assess for the support of the schools. An election of officers takes place annually at the organization of the board in April. The officers are a president, secretary and treasurer, and a superintendent.

ORGANIZATION OF THE NEW BOARD.

At the organization, April, 1873, William S. Hilles, esq., was elected president, Joseph L. Kilgore, secretary and treasurer, and D. W. Harlan, the efficient superintendent of schools for the past two years, was re-elected to that position.

The following statistics and statements relating to the condition of the schools are mostly taken from the second annual report of Superintendent Harlan:

Summary of statistics for the school-year ended July 31, 1873.

SCHOOL-HOUSES.

Number of school-houses	15
Increase for the year	1
Number of school-rooms used	82
Increase	5

Number of rooms used in grammar-schools	18
Increase	2
Number of rooms used in primary schools	64
Increase	3
Number of sittings in all the schools	4,502
Increase	305
Number of sittings in grammar-schools	862
Increase	0
Number of sittings in primary schools	3,640
Increase	300

TEACHERS.

Whole number of teachers, including teachers in the evening-schools, some of whom are also employed in the day-schools	97
Male teachers in the evening normal school	2
Increase	0
Male teacher in grammar-schools	1
Increase	0
Female teachers in grammar-schools at the close of the year	17
Increase	2
Male teacher in primary schools	0
Female teachers in primary schools at the close of the year	64
Increase	3
Male teacher in the evening-schools	0
Female teachers in the evening-schools	13
Increase	1
Special teachers of music, drawing, &c	0

PUPILS.

Whole number enrolled during the year	5,920
Average number belonging to the schools	3,650
Average daily attendance	3,355
Average daily absence	295
Per cent. of attendance on the average number belonging	92
Number perfect in attendance the whole year	96
Number perfect in attendance during the four school-months ended December 20	258
Number perfect in attendance during the three school-months ended March 14	413
Number perfect in attendance during the four school-months ended June 28	339
Average number of pupils belonging to grammar-schools	659
Average daily attendance	625
Average daily absence	34
Per cent. of attendance in grammar-schools	948
Average number of pupils belonging to primary schools	2,991
Average daily attendance	2,730
Average daily absence	261
Per cent. of attendance	912
Average number of pupils to a teacher in grammar-schools	38
Average number of pupils to a teacher in primary schools	47

TUITION AND COST OF BOOKS.

Average tuition per pupil in all the schools, estimated on the average number belonging	$8 92
Average tuition per pupil in grammar-schools	14 70
Average tuition per pupil in primary schools	7 66
Average cost of books and stationery per pupil in all the schools, estimated on the average number belonging	1 15
Average cost of books and stationery per pupil in grammar-schools	2 23
Average cost of books and stationery per pupil in primary schools	93

SCHOOLS.

The report gives a statement of each of the school-buildings and of the number and salaries of the teachers. There are fourteen school-buildings of brick and one of wood. There are two grammar-schools, with desks for 862 pupils, and thirteen primary schools, with desks for 3,640 pupils.

TEACHERS' SALARIES.

There are eighteen teachers of the grammar-schools. The male principal of school No. 1 receives a salary of $1,200. The lady in charge of the girls' department receives $800. The lady principal of school No. 4 receives $1,000. Three assistant grammar-school-teachers receive $550 each, three receive $500, five receive $460, and four $425. Of the primary-school-teachers ten principals receive $460, nine teachers receive $380, forty-five receive $360.

EVENING-SCHOOLS.

In addition to the above schools, evening-schools are held which are taught by thirteen lady teachers and attended by 339 scholars. Salaries of teachers not given.

PROPORTION OF MALE AND FEMALE TEACHERS.

Including the teachers of the evening-schools there are employed in the public schools of Wilmington ninety-five female teachers and one male teacher.

PRIZES.

Silver medals are given by the board of education for perfect attendance during the whole year. Ninety-six of these medals were awarded during the year closed July 31, 1873.

Two gold medals, one for boys, one for girls, are given by John H. Adams, esq., for excellence in English grammar. H. B. Seidell, esq., gives annually three prizes in books for best scholarship to the boys of grammar-school No. 1. Messrs. Howard M. Jenkins, Anthony Higgins, and Wm. S. Hilles gave similar prizes this year to school No. 4. Colonel B. R. Heisler gave two prizes for excellence in elocution.

Lists of the recipients of these various prizes, and also of all the pupils perfect in attendance during each term, are given in the report.

The following table, which shows the number of pupils of each age in the several schools, is of interest as giving the practical limits of school-age:

Table of ages.

School.	AGE AT LAST BIRTH-DAY.											
	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	16.	17.
Number 1, boys' department	.....	.....	.....	.....	2	3	15	32	33	20	11	1
Number 4, girls' department	.....	.....	.....	.....	.....	1	7	17	28	28	23	15
Number 1, girls' department	.....	.....	1	5	6	52	84	80	65	17	3	....
Number 4, boys' department	.....	.....	.....	.....	12	25	41	34	23	12	2	....
Number 2	26	42	46	48	64	48	45	27	9	3	....	....
Number 3	.....	14	37	55	68	62	29	20	8	....	2	....
Number 5	7	19	19	24	26	12	4	1	2	....	....	....
Number 6	35	55	54	64	47	38	34	14	8	....	....	....
Number 7	37	36	31	42	56	43	26	27	21	4	2	....
Number 8	33	50	47	51	48	24	27	13	6	....	....	....
Number 9	14	9	14	10	3	4	1	.....	.....	....	....	....
Number 10	33	43	45	66	45	25	29	12	3	1	....	....
Number 11	8	16	13	19	15	11	8	4	.....	....	....	6
Number 12	18	20	29	30	22	26	18	8	4	1	....	....
Number 13	33	51	46	14	6	1	.....	.....	.....	....	....	....
Number 14	19	12	22	14	20	15	9	7	6	1	....	....
Number 15	36	56	39	48	38	32	38	17	12	1	1	....
Totals	299	423	403	460	408	422	415	313	228	88	74	22

EXAMINATION, PROMOTION, AND CLASSIFICATION.

Three examinations for promotion were held during the year: the first, the week previous to the Christmas holidays; the second, the first week in April; and the third, the two weeks previous to the close of the schools, June 27.

In the sixth primary grade, and in all the grades of the grammar-schools, the answers in these examinations were given in writing. Owing to the large number of applicants at the primary schools, no absolute standard of scholarship was fixed for promo-

tion; but, of the pupils in the lower grades passing the best examinations, enough were promoted each time to fill the vacancies in the grammar-schools. Such, however, was the ambition of both teachers and pupils to make high averages in examination, that few were promoted whose averages were below 70 per cent. Promotions were made mainly on the examinations. In some cases, however, pupils were promoted who stood low in examination, but had been so regular in attendance and correct in recitations that it was obvious that it would be better for them to go up. The desire in classing pupil was to put each where he would learn most.

Besides these three general promotions, special promotions were made within the schools whenever, in the judgment of the principals, pupils were prepared to do the work of the next higher class. This custom, of long standing here, works good continually. Merited promotion is worth more, to stir pupils to activity, than all other rewards. Some do not look favorably on these special promotions, because they deprive teachers of their best pupils before examination. Against this desire to keep back bright pupils for the credit they may do the teacher at examination is the good of the pupil and the incentive to study that comes from the belief that a promotion will be received as soon as the pupil has made it evident that it will be better for him to be in a higher class.

It would be desirable to have the number of pupils equal in all classes of the same grade; but, in Nos. 5, 9, 11, 12, and 14, to keep up large classes it is necessary either to class the pupils so that the best scholars in the class are discouraged by feeling that they are learning nothing new and the poorest by feeling that the lessons are too difficult for them or for each teacher to take more classes than in the large schools. The latter plan is much the better for the pupils, and has been adopted, although it increases the work of the teachers and disturbs the order of the schools. Another difficulty in classification has existed in the highest grade in the grammar-schools. At the end of each school-year, many members of the two classes of highest grade leave school altogether. If the best scholars in these classes wish to continue in the school another year, they know that they must be classed with scholars who are promoted into their class, not because it is better for them to be in a higher class, but to fill vacancies that cannot be filled in any other way. Instead of filling these classes with those who are not able, doing the work thoroughly, to go forward as fast as the members of the old classes, it would certainly be better to let these classes remain smaller than other classes. It is sometimes better to have two small classes recite in periods of twenty minutes each, than one large class, composed of pupils of different attainments, in one period of forty minutes. In fixing the time for promotions, the number of pupils to constitute a class, the length of time for a recitation, &c., it is very well to try to make all things adapt themselves to the regularity of a symmetrical system; but the irregularity of life out of school and the differences of intellect make it necessary that the system be a pliable one, and that it bend to fit these irregularities and differences, where they cannot be removed.

ARITHMETIC.

A great improvement is noted in the teaching of this study in the advanced classes, as, however, "the greatest difficulty is experienced in teaching the youngest children." Eight pages of the report are devoted to the abstract of Grube's system of communicating a correct idea of numbers to beginners, made by Louis Solden, assistant superintendent of the public schools of St. Louis.

DRAWING.

The importance of industrial drawing to the youth of a city having such manufacturing interests as ours can scarcely be overestimated. That there is talent for drawing among our young people, the blackboards of every school in the city prove.

Horace Mann's words apply to us exactly: "With the inventive genius of our people, the art of drawing would be eminently useful. They would turn it to better account than any other people in the world. We now perform far the greater part of our labor by machinery. Whatever will advance the mechanic and manufacturing arts, therefore, is especially important here; and whatever is important for men to know, as men, should be learned by children in the schools." Hon. Birdsey G. Northrop, secretary of the board of education of Connecticut, says: "Drawing ought to be taught in every school of this country, as it is in Switzerland, Germany, and other European countries. Aside from its important influence in cultivating the perceptive powers, the memory, the taste, and the imagination, it is the most essential preparation for the skilled artisan. No study pays better. None can so greatly improve our mechanical industries or multiply our resources."

Drawing has been taught to some extent in all our schools, but, until within the last year, in few cases according to any system or with reference to anything beyond copying pictures. About the middle of the year, Bartholomew's drawing-cards and books were introduced into nearly all our schools. The publishers of these books presented to the schools a copy of their Teacher's Guide for each teacher using their books

or cards. Previously, instruction in drawing had usually been given to one pupil at a time.

These guides gave the teachers an insight into a method of using the blackboard and directing the pupils in such a way as to instruct a whole division at the same time. The work was taken up and prosecuted under this new plan with commendable interest; but not with the success desirable. All felt the need of a leader in the work and of being taught themselves by a master of the art.

I would suggest in this connection the importance of having a special teacher of drawing employed to instruct the teachers in this branch, and also to give instruction to the advanced classes in the grammar-schools. In this way drawing is being successfully taught in many cities and towns. Walter Smith, State-director of art-education in Massachusetts, in his last report to the State-board of education, says:

"In my conference with school-committees I have recommended that, to introduce drawing into the common schools, the regular teachers should be instructed by a special teacher of drawing and that they then be required to instruct their scholars, and have done this both because of its economy and efficiency.

"On principle, I object to special teachers being employed in the public schools for the purpose of elementary teaching, for the regular teachers are thereby set aside and their inefficiency proclaimed. Whatever it is reasonable to expect little children to learn, it cannot be unreasonable to suppose that adult teachers can also learn; and inasmuch as this question has passed out of the region of theory into the realms of experience, and it has been found that every willing teacher can both learn and successfully teach elementary drawing, any school-committee which will provide for the instruction of its teachers may now introduce the teaching of drawing into its schools with the greatest efficiency. My advice has been followed in many cities with good results, and I hope before the year 1873 is past every city and town in the Commonwealth will have thus provided sound instruction in the schools."

NORMAL SCHOOL.

There were thirty-eight sessions of this school during the year. From September 7 till December 7 it was held from 10 to 12 o'clock a. m. on Saturdays, and from December 7 till the end of the year the sessions were from 7 to 9 o'clock on Friday evenings. The whole number of teachers who were members was sixty-five and the average attendance thirty-six.

The object had in view, in making out the course of study and in assigning the lessons each week, was to review the subjects in which teachers are required to be examined at the close of the year.

At the annual examination of teachers, held in July, 1872, twenty-eight made a general average in the elementary branches of 80 per cent. or more of correct answers. Of these nine studied algebra and general history in this school, during the year, and several of the others, I think, pursued these studies elsewhere.

During the next year these can finish the studies required in order to receive the certificate of the committee on teachers exempting them from examination. The following course of study has been adopted for the coming year:

COURSE OF STUDY.

First term, commencing September 5 and continuing twenty-one weeks.

Time.	Class A.	Class B, first division.	Class B, second division.
7 to 8 p. m	Geometry	Grammar	Grammar.
8 to 9 p. m	Natural philosophy	Arithmetic	Arithmetic.

Second term, commencing February 7 and continuing twenty-one weeks.

Time.	Class A.	Class B, first division.	Class B, second division.
7 to 8 p. m	Geometry	Physical geography	Grammar.
8 to 9 p. m	Natural philosophy	Grammar	History of the United States.

As two years are allowed by the rule of the board for the study of algebra, geometry, general history, and natural philosophy, those who enter the A class this year can study algebra and general history next year.

Teachers, of all persons, have need to be constant students. Few persons will follow out a course of study alone, but where several with similar interests can unite in a

study the social element introduced renders agreeable what undertaken alone would be irksome and soon abandoned. From this source comes one of the good results of the normal school. Another good result is that those who have a professional spirit and are enterprising have an opportunity in this school to show their fellow-teachers their fitness for leadership in educational work.

Your appreciation of the efforts of the teachers to educate themselves more liberally, shown in the fair advance of salaries lately made, has been very encouraging, and will lighten the labor of preparation for these Friday-evening-recitations.

THE TEACHERS' INSTITUTE.

Each of these monthly meetings of the teachers was attended, so far as I know, by all of our teachers, except a few who were absent from one or two meetings on account of sickness.

At the organization of the institute Miss Elizabeth D. Fraser was elected president for the year and Miss Sallie Hare secretary. A committee was appointed at each meeting to prepare business for the next meeting. Through the efficient management of the officers and the hearty co-operation of the members, a larger amount of important work was done in the course of the year.

RÉSUMÉ.

All connected with our schools have reason to congratulate themselves that during the year just passed these schools have made commendable progress. The attendance of pupils has been good, and their interest in study continually increasing. More teachers than heretofore have succeeded in governing without resort to severe punishments, and there is a growing conviction that even very bad children ought to be governed by something higher and better than the rod. There has been much painstaking on the part of the teachers to have the pupils enjoy their school-life. Gratifying progress has taken place in object and other kinds of illustrative teaching. Strenuous efforts have been made to solve the very important problem, how to keep the attention of all the members of a class on the point before the class. The device of requiring children to copy reading, geography, and other lessons on their slates, to keep them quiet, has not been so much abused as heretofore. A true professional zeal has been shown by the study of works on teaching and by attendance at and participation in the exercises of the Friday-evening normal school and the monthly teachers' institute.

You who are members of the board of education have, by the time and attention you have given in order to obtain good sites and plans for school-houses, by the encouragement and support you have given the teachers in the discharge of their duties, by the care you have exercised in promoting teachers to advance them according to their merit, and in selecting and providing text-books to get the best at the lowest market-prices, by the silver medals that you have promised to pupils perfect in attendance and the gold medals and large prizes of books, (the private gifts of members as rewards for scholarship,) by your faithfulness in watching over the other interests of the schools, and by your wisdom in legislating for them, done a noble work for the advancement of this great practical scheme of moral and intellectual improvement.

In conclusion, I desire to return my sincere thanks to the press of this city for the promptness with which they have published whatever seemed likely to advance the interests of our schools and for their frequent and able advocacy of measures tending to promote the cause of education in our midst; to the teachers for the many expressions of kindness which I have received from them and for the cordial manner in which they have worked with me for the good of the schools; and to the members of the board for the consideration they have given my suggestions and for the encouragement and support I have ever had from them.

DAVID W. HARLAN,
Superintendent.

Wilmington is known as one school-district, eleven and a half districts having been consolidated. There are no district-schools; all are graded. The old districts are entitled to their *pro-rata* share of the State-fund, which by inadvertence was not applied for during the past year. Forty-two weeks comprise the scholastic year. There are no libraries connected with the schools.

VISIT OF LEGISLATURE.

The visit of the State-legislature to the city-schools has been alluded to. The legislature, governor, and secretary of state were invited by formal resolution of the school-board of Wilmington to visit the schools. The invitation was accepted, and for two days they were the guests of the city, entertained by board of education and the city council. They visited schools Nos. 1, 3, 4, 8, and 15, and expressed great interest in investigating the practical workings of the school-system and gratification at the results shown.

REMOVAL OF GIRLS' GRAMMAR-SCHOOL.

On the 1st of September, 1873, the girls' school, formerly held in school-house No. 4, was removed to the second story of school-house No. 1, in which building is the grammar-school for boys. This brings the scholars of highest grade in the same building and affords additional facilities in the use of apparatus required equally by both schools.

STUDY OF LANGUAGES INTRODUCED.

On the 1st of September, 1873, the studies of Latin and German were added to the courses of study taught in the high-school-departments of the grammar-schools.

EDUCATION OF COLORED CHILDREN.

The board of education, which had previously contributed $1,000 annually towards meeting the cost of the Howard colored-school, under the charge of the Delaware Association for the Moral Improvement and Education of the Colored People, decided to take it wholly under their control, and took charge of it October 1, 1873.

ADDITIONAL SCHOOL-HOUSE.

The board is building a new primary-school-house, with seating capacity for 420 scholars, on the corner of Third and Hinman streets.

LETTER OF PRESIDENT HILLES.

As Colonel Grimshaw, the retiring president of the board, omitted making the usual annual report on the condition of the public schools, the following extracts from the reply of President Hilles to a letter of inquiry are inserted:

THE VISIT OF THE LEGISLATURE.

"I think the visit of the legislature to our city-schools last winter was an interesting and important event, as being a public recognition of their importance and tending to concentrate public thought and interest on the subject." * * * *

THE HOWARD SCHOOL.

"The Howard school-establishment, some years since, by the combined efforts of the Freedmen's Bureau, the city-council of Wilmington, and a number of private citizens, organized for the education of the negroes and appropriated by the deed of trust by which it is held for the use of a 'school 'from which no one shall ever be excluded by reason of race or color,' has recently been adopted and taken in charge by the board of public education. It is in successful operation and doing good work for the colored people.

"More schools are needed for their use and will, it is hoped, be hereafter established, as it is possible to accomplish this."

EDUCATION OF COLORED PEOPLE IN THE STATE.

"I can give you no information in reference to the prospect throughout the State for the participation of the negroes in the benefits of the school-fund. I presume it will be a work of time—much time it may be."

VALUE OF SUPERVISION OF SCHOOLS.

"Having been for several years interested in the working of the Association for the Moral and Intellectual Improvement of the Colored People, which maintains a superintendence over the colored schools throughout the State, I have been much impressed with the benefits which are conferred by this in aiding the local committees in the selection of teachers, in the purchase of uniform text-books, and, generally, in the requirement of regular reports to the central office. I think it is not too much to assume that, in consequence of this supervision, the colored schools in some parts of the State are in better condition and more efficient in their work than the white schools. It is not a *centralization of power*, the objections to which are well known to me, but a *voluntary submission* to or *acceptance* of aid from the central office, in return for which the teachers and trustees are expected to make periodic and complete reports of their doings.

"This requirement alone, without regard to the advantage of help in examination and selection of teachers, amply repays the local authorities for the nominal subjection."

SUPERVISION OF PUBLIC SCHOOLS FOR WHITES SUGGESTED.

"I would strongly recommend a similar agency to the white friends of education in this State and elsewhere. The *voluntary* or *individual* element incorporated into it is an advantage to the system, and the two can easily be harmonized. In further illustration of this, I respectfully recommend to your attention two reports issued in Edin-

burgh, Scotland, on the operations of the Dick bequest. A sum of money was devised many years ago by a Mr. Dick to trustees, in perpetuity, for the improvement of the parochial schools of three counties in Scotland, Banff, Aberdeen, and Moray. The net increase of the fund is annually divided by the trustees between the parish-schoolmasters, upon elements or numbers obtained from two sources: first, the numerical results of examinations held annually at Edinburgh in the higher branches of study; secondly, the actual condition of the schools under the teachers' charge. The result is an addition to the teachers' salaries of sums varying in amount in such a way as to correspond with these two elements, and thus to encourage the energetic and painstaking teachers in a most effectual way." * * * * * * *

"A great point is attained when the practical philanthropy and Christian sentiment of the community are embarked in the efforts to aid the general education, by personal aid given to the authorized system in use. If I am not mistaken the two high schools of Cincinnati owe their origin to the benevolence of private individuals ingrafted on the public system of schools.

"Respectfully,

"W. S. HILLES,
"*President Board of Public Education.*"

PUBLIC LIBRARY.

The public schools have no libraries, and there is no free public library in the city. There is, however, a reference and circulating library corresponding to the mercantile library association of other cities, access to which can be had by annual subscription. This is known as the Wilmington Institute. It owns a fine building at the corner of Eighth and Market streets, which contains, in addition to its reading-room and library, a large public hall and several stores. The sixteenth annual report shows an annual income of $8,456.70, derived from membership-dues, rents of public hall and stores, and other sources, with an expenditure during the year, for books, salaries, interest, taxes, &c., of $8,165.60. Balance of cash on hand, $770.17.

The library has been increased during the year by the purchase of a complete set of the "Tauchnitz Edition," 1,176 volumes, and by several hundred miscellaneous works. The library now numbers between 12,000 and 13,000 volumes. The reading-room is supplied with 58 newspapers and periodicals. The membership the past year numbered 585. It is felt that the membership has not kept pace with the growth of the city, and efforts are making to increase the number of members by the issue of shares of stock at a nominal cost of $10, on which the holder shall make a semi-annual payment of $2, entitling him to the use of the library and reading-room. The library is open every day from 8 a. m. to 10 p. m.

PRIVATE SCHOOLS.

Exact data as to the whole number of pupils taught in private schools are wanting. The students attending during the year the five institutions from which returns have been received number 600.

The Delaware State Normal University, incorporated in 1867, Mr. John C. Harkness, A. M., president, reports total number of students in attendance at 224. Students' annual expense, $170 to $200.

The Wesleyan Female College, in charge of Rev. John Wilson, reports 8 professors and instructors; 137 pupils; 75 in preparatory department, 56 in the regular collegiate classes; of these are 20 freshmen, 14 sophomores, 10 juniors, 12 seniors; 6 pupils in a special or partial course. Degrees of mistress of English literature and baccalaurea artium are conferred. Cost of board and lodging per year, $180. Tuition, $50 in preparatory course, $60 in regular course. Music, modern languages, and drawing are taught. There is a library of 3,600 volumes, and a small philosophic cabinet, a chemic laboratory, and a natural-history-museum.

Taylor and Jackson's Academy, principal, Milton Jackson, reports 125 pupils. This is a school for both boys and girls. Cost of board and lodging per year, $195. Tuition, $65. Modern languages, $21.50 per year.

Rugby Academy, Dr. Samuel W. Murphy, A. M., principal, a select school for boys, reports 74 pupils. Board and lodging, $5 per week. Tuition: English branches, $60; classic, $75; modern languages, $30 per year.

The Misses Robertsons' Family Boarding and Day School for Girls reports 40 students. Annual expenses for board and teacher, $400. Modern languages, $30 per year.

Fuller statistics of these schools will be found in the statistical table at end of this volume.

DOVER.

Dover, Kent County, the capital of the State. Population, census of 1870, 1,903; estimated, in 1873, at 2,100.

GRADED SCHOOL.

The town is divided into six school-districts. Four of these, in the upper part of the town, have consolidated their schools into one graded school, with four departments.

SCHOOL-STATISTICS.

Whole number of scholars in the public schools, 260; average attendance, 200; number of weeks in scholastic year, 44. There are 6 teachers, 2 male and 4 female.

SALARIES OF TEACHERS.

Salary of male principal of graded school, $800; salaries of lady teachers: 1 at $400; 2 at $300; 1, $200.

SCHOOL-DISTRICTS.

The district-schools are each, as elsewhere in the State, except at Wilmington, under the charge of three commissioners chosen by the district, only that in this respect the four consolidated districts count but as one and have only three commissioners. An attempt was made during the past year to consolidate all the districts of the town, but was defeated. More than three-fourths of the public-school-children are already included in the consolidated districts.

SCHOOL-HOUSES.

There are three school-houses, two of brick and one of wood, belonging to the town. One of the district-schools is held in a room rented for the purpose.

Much interest is felt in the school, as shown by the frequent visits of the commissioners and by the parents of the children, and no difficulty is found in obtaining all the money needed for its support.

GRADED-SCHOOL-HOUSE.

The graded school occupies a fine two-story brick building, built in 1867, with a large play-yard surrounding it on all sides. The lot runs from street to street. A wooden building, facing the other street, affords accommodation for two departments of the graded school.

This school is under the efficient management of Mr. Frederick A. Williams, who, with three assistants, has organized an admirable school.

PRIZES.

Prizes offered by the commissioners of the graded school were awarded, for the first time, at the public exhibition in April, 1873, for proficiency in studies, excellence of behavior, and punctual attendance. Seven prizes of books were given, 3 to girls and 4 to boys.

SCHOOL-FUNDS.

The amount of school-contribution the past year, in the consolidated district, was $1,400; in one of the other districts $200, and in the other nothing.

Amount received from State-school-fund, $80 per each of the six districts.

PRIVATE SCHOOLS.

There are five private schools, with about 130 scholars enrolled. Three are for very young children, one a select school, and one a Catholic school with an attendance of about 50 scholars.

WILMINGTON CONFERENCE ACADEMY.

The fine building of the Wilmington Conference Academy is nearly completed. It is a substantial four-story building, of brick, 80 by 90 feet; 64 feet in height. It stands in the center of a lot of 6¾ acres in extent, just north of the town. The school is already in operation. The new building is to be ready for occupation in September, 1874.

This school is chartered by the State and is controlled by a board of 34 trustees: 17 clergymen, 17 laymen. A majority must be members of the Methodist-Episcopal Church. The board may control the school themselves or may lease it to a principal. They have the right to confirm or reject text-books, teachers, &c. The school is designed as a thorough preparatory school for young men and boys. The admission of young ladies is contemplated when the new building shall be completed.

At present the academy occupies a rented building. It is in charge of Rev. James M. Williams, A. M., who, with an assistant, teaches the 26 pupils now in attendance.

SMYRNA.

Smyrna, Kent County. Population, census of 1870, 2,100; estimated 1873, 2,500.

SCHOOL-STATISTICS.

There are four school-districts, which are consolidated into two, with a graded school in each. There are two school-houses: one of brick, one of wood. Whole number of scholars in public schools, 450; boys, 250; girls, 200. Average attendance, 375; number of weeks in scholastic year, 44.

TEACHERS.

There are two male principals of the graded schools. Salaries, $700 per annum. Four female teachers: 1, salary of $400; 2, $300; 1, $250.

By an act of the last legislature each of the consolidated districts was authorized to raise, by taxation, a sum not exceeding $1,600. The share of State-fund to each district is $80. The country schools are not allowed to raise more than $300. Each district is compelled to levy a tax of $75; many districts raise nothing more. The country schools in the neighborhood are, many of them, closed from three to six months in the year, and but little interest is manifested in them. The consolidated schools in the town are held from forty-two to forty-four weeks in the year, and considerable interest is shown by commissioners and citizens, though many children of school-age in the town are reported as not attending any school.

PRIVATE SCHOOL.

The Smyrna Seminary, chartered in 1870, a flourishing classical school, is in charge of William H. Dashiell, A. B., with four lady assistants. Number of pupils, 80; 40 girls and 40 boys. Scholastic year, 40 weeks.

FREDERICA.

Frederica, Kent County. Population, census of 1870, 588; estimated 1873, 673.

SCHOOL-FUNDS.

Amount of school-contribution in consolidated districts	$200
Amount raised by taxation	400
Amount received from State-school-fund	327
Total amount available for school-purposes	927

GRADED SCHOOL.

The town is divided into five school-districts, which have been consolidated into one, in which is a graded school, which is held in the large wooden building built by the town in 1868, the upper story used for a town-hall and the lower divided into four rooms for use of the town-schools.

SCHOOL-STATISTICS.

Whole number of scholars, 125—males, 58; females, 67. Average attendance, 75. Number of weeks in scholastic year, 36. There are 3 teachers—2 male and 1 female. Salary of principal of graded school, $375 per year; of male assistant, $300; of lady teacher, $225.

PRIVATE SCHOOL.

A select school is usually held for twelve weeks each year for those who are not satisfied with the length of the school-year, scholars paying for tuition. Seventeen scholars attended the last session.

COUNTRY DISTRICTS.

Schools are held in the surrounding districts from six to nine months, supported principally from the amount received from the State-fund and the smallest tax possible to enable the district to draw its quota of the State-fund. There is a colored school for about twelve weeks in the winter, near Frederica, supported by payment of tuition by the pupils.

MILFORD.

Milford, partly in Kent and Sussex Counties; population, census of 1870, 3,093.

The town is divided into ten school-districts, consolidated into two districts, with two graded schools. There are two school-houses, one of brick, one of wood. Whole number of scholars, 259—male, 127; female, 132. Average attendance, 210. Number of weeks in scholastic year, 42.

There are 7 teachers—2 male and 5 female. Salaries of male teachers, $50 per month; average salaries of lady teachers, $23 per month. Amount of school-assess-

ment in each district, $160. Amount received from State-school-fund in each district, $66.

Educational interests are reported as advancing, public schools improving, and taxpayers willingly increasing the amount needed for support of schools.

PRIVATE SCHOOLS.

The Academic and Collegiate Institute, William R. Lord, principal, reports 47 male and 50 female pupils.

GEORGETOWN.

Georgetown, Sussex County. Population, census of 1870, 710; estimated 1873, 850.

SCHOOL-FUNDS.

Amount of school-contribution in each district	$275
Amount received from State-school-fund in each district	250

SCHOOL-STATISTICS.

There are four school-districts consolidated into two for school-purposes, with one graded school. There is one two-story brick school-house. Whole number of scholars, 110; average attendance, 75; number of weeks in scholastic year, 36. There are 2 teachers—1 male and 1 female—with salaries of $300 per annum.

PRIVATE SCHOOLS.

There are three private schools, with a total attendance of 60 pupils.

The Georgetown Academy, a high school for both sexes, occupies a large, fine brick building. Rev. William Edwards, principal; number of scholars, 25.

MILTON.

Milton, Sussex County. Population, census of 1870, 824; estimated, 1873, 1,100.

SCHOOL-FUNDS.

Total for support of schools	$825 50
Amount of contribution in each of the five districts	98 00
Amount received from State-school-fund in each district	69 10

SCHOOL-STATISTICS.

The town is divided into five school-districts. Two are consolidated into one, with a graded school. There are four school-houses of wood. Whole number of scholars, 200, (males 90, and females 110;) average attendance, 175; number of weeks in scholastic year, 24 to 28. There are 5 teachers—2 male, with salary of $35 per month, and 3 female, with average salary of $22 per month.

PRIVATE SCHOOLS.

There are two private schools, with some 40 scholars.

COUNTRY SCHOOLS.

The country district-schools in the vicinity of Milton are in session only so long as the *pro-rata* portion of the State-fund, together with the proceeds of the smallest tax that enables them to draw their share of the fund, permits. "They are generally very poor schools."

LEWES.

Lewes, Sussex County. Population, census of 1870, 1,090; 1873, estimated, about 1,400.

SCHOOL-FUNDS.

Amount of school-tax in each district	$30 00
Amount of State-school-fund received in each district	69 50

SCHOOL-STATISTICS.

The town is divided into four school-districts, not consolidated. There is one school-house of wood belonging to the district; if other rooms are needed, they are rented. There are no graded schools. Two district-schools are kept. Whole number of scholars, 95. Schools are kept 40 weeks, if additional tax warrants. There are 2 teachers—1 male, 1 female; salary of each, $30 per month.

PRIVATE SCHOOLS.

There are 3 private schools, with about 90 scholars.

Reports received from this place state that "not one-half of the children of the town attend any school; that, from the utter want of uniformity in the text-books used and from want of grading the scholars, the condition of the schools is much below any proper standard." An earnest friend of free public schools writes as follows: "There is no reason why such a state of things should exist, only that the people cannot see what is to their advantage in giving their children an education. One graded school with four classes, run at an expense for tuition of about $2,200 to $2,500 a year, will school all the children. Taxation alone, with consolidation, will bring about the school-system required in this State. Other States have good school-systems, and so can ours, if the people can be led to appreciate education.

"There is no school-system so expensive as a private school or so injurious to the community at large; only a few can afford to carry out an education for their children, and, therefore, many who would be men of use to society go neglected."

EDUCATIONAL INSTITUTIONS.

The statistics of 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 classic schools in the State, besides those that have been noticed in the reports of the various towns. The lists of such of these academies and private schools as have been obtained will be found in the statistical tables of institutions of secondary instruction.

In the absence of any authorized State report it has been sought to make as full a report as possible, both of the public schools and the private institutions of the State; but what has been done has been under great disadvantages, and is of necessity fragmentary and incomplete. Enough, however, has been obtained to afford opportunity for comparison between different places and to show decided and encouraging progress in many parts of the State.*

EDUCATION OF COLORED CHILDREN IN DELAWARE.

The following statement, made by the efficient actuary of the benevolent society, which still furnishes the only formal instrumentality for the education of the colored children of the State, outside of the city of Wilmington, shows the condition and progress of their schools during the past year:

"OFFICE OF THE DELAWARE ASSOCIATION FOR THE MORAL
"IMPROVEMENT AND EDUCATION OF THE COLORED PEOPLE,
"607 *Market Street, Wilmington, Delaware, December* 17, 1873.

"DEAR SIR: * * * During the school-year, from September, 1872, to September, 1873, we had 21 schools under our care throughout the State, including two taught in the Howard school-building in Wilmington. The total number of pupils on our rolls was about 1,800.

"The number of pupils enrolled for the month of January was 1,022, with an average attendance of 866. Of the number enrolled, 825 were reading and spelling, 686 writing, 423 studying arithmetic, 291 geography, 70 grammar, 72 history, and only 197 in alphabet and primer.

"This association expended in the prosecution of its work about $4,000. About $1,600 of this amount was expended in the Howard school alone, of which, however, the board of public education of the city has refunded us $1,000.

"The balance of the funds expended (about $3,000) has been collected by subscription from private individuals, and almost entirely from residents in and near Wilmington. The colored people themselves have raised and expended about $5,000, in payment of teachers, board, and salaries, and in repairing school-houses, &c. At the opening of our work this autumn (1873) the Howard school-building in Wilmington was leased to the board of public education, by the managers of this association, for one year, at a nominal rent, with the agreement that the house shall be for the use of a school from which none shall be excluded on account of race or color.

"The school, therefore, is now in charge of the officers of the public schools of the city, and will probably be reported to your Bureau with other schools under their direction. Nine pupils from this school have gone out as teachers to schools in this State and Maryland, fully competent for their duties. We have also employed one of the pupils from our school at Summit Bridge to teach a school under our charge in the lower part of the State.

*Persons in charge of academies and private schools will secure the insertion of the statistics of their several institutions in the annual reports of the United States Commissioner of Education by forwarding their addresses to the Bureau of Education, so that the schedules of inquiry can be sent to them at the proper time.

"We have at the present time 15 schools in active operation at different points throughout the State. Ten others are ready to open the 1st of January, 1874, making 25, in all, under our management. Four new schools have been organized within the current year and are in a favorable condition. We are gratified to say that there seems to be a greater interest manifested in the education of the colored people of the State than at any time before, and the colored people themselves are more unitedly working for their object.

"Respectfully submitted.

"ABBE C. PECKHAM,
"*Actuary Delaware Association.*

"General JOHN EATON,
" *United States Commissioner of Education, Bureau of Education,*
Department of the Interior, Washington, D. C.

FLORIDA.

[From report of Hon. Jonathan C. Gibbs, State-superintendent of public instruction, for the year ended September 30, 1873.]

FINANCIAL STATEMENT.

Receipts.

Income from taxation for school-purposes	$75,000 00
Interest on permanent school-fund	14,873 23
Revenue from Peabody fund	8,000 00
Revenue from seminary-fund	5,587 39
Proceeds of sales of lands	2,759 02
Proceeds from donations	10,000 00
Total receipts	116,219 64

Expenditures.

For sites and buildings, (300)	$10,000 00
For libraries and apparatus, (75)	----------
For salaries of superintendents*	5,000 00
For salaries of teachers	72,389 00
For fuel	1,000 00
For rent of buildings for school-purposes	3,000 00
For repairs of school-buildings	10,000 00
For stationery and school-books	10,000 00
Total	111,389 00

School-fund.

Amount of available school-fund	$101,820 00
Amount of permanent school-fund	281,785 56

Teachers and teachers' salaries.

Number of teachers in public schools, male	150
Number of teachers in public schools, female	350
Total	500
Average salary of teachers per month, males	$35
Average salary of teachers per month, females	35

SCHOOL-POPULATION.

The number of children of school-age (4–21) is given at	74,828
The number of children under 6 years of age	2,500
The number of children over 16 years of age	4,000
The number of children enrolled in public schools, of whom 8,728 are males and 10,882 females	19,610

EDUCATIONAL PROGRESS.

The State-superintendent, in his report for the year ended September 30, 1873, says that, although there is not, among the more intelligent classes in the State, as strong and personal an interest in the subject as is desirable, there is, in the minds of many, a marked increase of favor toward the school-system. The boards of public instruction in the different counties are working harmoniously; many good men have put heart and soul into the educational work, and in a number of instances money, lands, and school-buildings have been given to the county-boards and a commendable spirit of liberality has been manifested. A single county gave, in private contributions, $1,283, this being made up of small sums from a large number of persons.

*Many of these give their service without charge, and thus reduce this item of expense.

WORKING OF THE SCHOOL-LAW.

The school-law has worked well and is commending itself to the confidence of the people. The amendments suggested are: first, that the county-boards of instruction be limited to three members, in order to increase efficiency and diminish expense; secondly, that the census be taken by the superintendents once in five years; and, thirdly, that the county-clerks be required by law to report quarterly all the fines belonging to the school-fund to the comptroller, that the moneys in the hands of the sheriffs may be paid to the State-treasurer, as the law directs.

Earnest application has been made by Roman Catholics to the department of public instruction for a division of the school-money, on the ground of religious objections to the education of their children in the common schools. Such requests have been invariably refused by the superintendent, as the law forbids any such arrangement.

Great difficulty exists from want of uniformity in text-books. Many are too poor to provide the required books and others are prevented from obtaining them by distance from stores where they are sold and from other causes.

REPORTS OF COUNTY-SUPERINTENDENTS.

Madison County reports a higher standard of schools, an increase in their number and attendance, and more competent teachers than ever before; five frame school-houses, the first seen in the county, are being built and furnished, while hitherto the schools have been kept in unsuitable log outbuildings. Men who bitterly opposed the school-system a few years ago, regarding it as a political hobby, to be used for party-purposes, now see the necessity of educating the masses and willingly co-operate in school-work.

In Manatee County a new plan for securing regular attendance has been adopted. Every neighborhood which can start a school of at least ten scholars may do so, making such bargain as they can with the teacher, who, however, is to make regular monthly reports to the superintendent. The school is then adopted as a public school, so far as to secure to it $1 per month for each pupil shown to have attended regularly, not to exceed $25 per month to each school. It is hoped by this plan to secure a greater interest on the part of parents in sending their children regularly to school, the amount they have to pay being thereby lessened. It will also secure greater efforts on the part of the teacher in the discharge of his duties and enable thinly-populated neighborhoods to have the benefit of the free-school-fund.

There is about to be erected at Manatee a handsome school-building for the education of the colored people, the funds having been contributed by benevolent people at the North, through the efforts of certain ladies, agents of the American Missionary Society.

In Levy, and other counties, school-interests are retarded by the low financial condition of the treasury, many of the teachers being necessarily poor; the schools are small, owing to the sparseness of the population, and often those who can send their children to school do not send them regularly. A majority of the county-reports, however, indicate a steadily increasing interest on the part of parents in the education of their children.

SCHOOL-LANDS.

One source of income to the schools in this State is the sale of what are called school-lands. These consist, as in several of the newer States, of the sixteenth section in every township, granted under a general law for the support of schools in that township. The grant inures to the benefit of the schools immediately on the completion of the township-survey. The quantity of land thus brought into the market varies, of course, with the progress of surveying-operations. But if the number of townships now surveyed be estimated at 1,000, which probably comes near the truth, and if the sections are given an average area of one square mile, there would be 640,000 acres of school-lands. The full amount is said to be 704,692.21 acres; and, as the aggregate sales to January 1, 1872, had reached 108,677.34 acres, there remained at that time 596,014.87 acres still unsold, a fair inheritance for township-schools, if well disposed of.

SEMINARY-LANDS.

These are lands granted by the General Government for the support of two seminaries, one in East and one in West Florida. The amount is 85,714.08 acres. Under existing laws, the control of both the school- and seminary-lands is vested in the State board of education, and the proceeds of sale are devoted exclusively to educational purposes.

FUNDS RAISED BY TAXATION, ETC.

The amount raised by taxation in the several counties is given by the superintendent as $75,000, the same as in 1872. Adding to this private contributions of $10,000, donations from the Peabody fund of $8,000, from the seminary-fund and the sales of school-lands, $8,346.41, and from the interest on permanent school-fund, $14,873.23, and

we have in the neighborhood of $1.55 for each of the 74,828 of the children in the State of school-age, or $5.92 for each of the 19,610 enrolled in schools.

The aid from the Peabody fund is here, as elsewhere, of great value, because so distributed as to sustain for ten months in the year schools at important points, where they become models to surrounding neighborhoods of what good schools ought to be.

PEABODY FUND SCHOOLS.

In the absence of the clear reports given by northern town-authorities as to the schools under their control, the following information is gleaned from the statements of the agent of this admirably-managed fund for 1873.

From Jacksonville, under date of February 10, 1873, the chairman of the board of education reports: "The second term [of the school-year of 1872–'73] has opened very favorably. We have in the high school 250 scholars. As your rules require, the average attendance is large, exceeding 85 per cent. The colored-school is also doing well, the number of pupils being 360. For success we are dependent in a large measure on the aid received from the Peabody fund."

From St. Augustine the report is that, though the schools in the county have much to contend against, from the poverty and sparseness of the population, those in the city are doing very well, the Peabody school having never been in a better condition.

From Gainesville there is the report of "two large and good schools, one for white children, the other for colored," aided by the Peabody fund.

The schools of Key West received $1,000, while the city contributed $6,000.

In Pensacola the schools were reported in operation from April 2 to September 1, with about 250 scholars, and on this showing application was made for aid.

Madison reports that the aid received from the fund has enabled the people to continue the schools much longer each year than could have been done without this help.

MISSION-SCHOOLS.

There probably are several schools of this character sustained by societies devoted to the elevation of the colored race. One such, encouraged if not supported by the American Missionary Association, is spoken of with high commendation. This is the Stanton Institute, at Jacksonville, which has been in operation for four years, under the management of teachers from Massachusetts, who are said to have brought order out of chaos, and to have demonstrated the ability of colored children to acquire readily all the branches ordinarily taught in public schools. The record of this school for seven months of 1873 shows an average attendance of 363 pupils, all said to be reading well, spelling better than many white adults, drawing and coloring maps in creditable style, and evincing a fair knowledge of geography—political and physical—of physiology, and other useful themes.

The colored Baptists, with probably some missionary aid, are reported by the superintendent to have expended $2,000 for a school-building for their children near Live Oak.

The colored Methodists are also engaged in erecting, near the same place, buildings for schools and a future university, (Brown's University,) which will cost about $12,000.

SECONDARY TRAINING.

The principal schools for secondary instruction in this State are, probably, the West Florida Seminary at Tallahassee, the East Florida Seminary and Union Academy at Gainesville, and the high school at Jacksonville.

The West Florida Seminary, one of the institutions for establishing which the "seminary-lands" were given, has been in operation since 1857. It has 93 pupils—43 boys and 50 girls—and 4 teachers—2 male and 2 female. The study of Latin and Greek is pursued by about one-fourth of the boys. Tuition is free, the school having been placed, more than a year ago, under the charge of the county-board of education, as the high school of Tallahassee.

The East Florida Seminary, at Gainesville, and the Union Academy, at the same place, are both spoken of in the Peabody report as of elevated character and as forming for that county the chief dependence for competent teachers in the schools.

The high school, at Jacksonville, containing over 250 scholars, it has been the aim to make of as high a grade as possible, with a view to the removal of any remaining prejudice against public schools, and success in that endeavor is claimed for it. Its course, as published in the report of the State-superintendent, is remarkably extensive, as much so, in fact, as that of many colleges.

The St. Joseph's School for Young Ladies, at the same place, returns 8 teachers and 90 pupils, of whom a portion study French.

The Peabody Institute at St. Augustine still holds on its way and doubtless does good work, but the returns from it in 1873 are not such as to form a foundation for clear conception of its status as a school.

Besides these schools and two Roman-Catholic ones, from which no present report is in hand, there are, under the care of the Protestant-Episcopal Church, with the bishop as visitor, St. Mary's Priory, Fernandina, a diocesan school for girls, in which a high grade of instruction is said to be imparted, and Rutledge Institute, Tallahassee, in which, with English, classic training is united.

FLORIDA STATE AGRICULTURAL COLLEGE.

Measures have been taken toward the organization of this institution, which was established by act of the Florida legislature approved February 17, 1872, on the basis of the congressional land-grant for the benefit of agriculture and the mechanic arts. The general course of study marked out for the college is similar to that pursued in other colleges of this class throughout the country. It has been decided to locate the institution in Alachua County, in accordance with an offer from Hon. D. L. Yulee and other citizens, made conditional upon such location, guaranteeing to the college a donation of $50,000 in cash and 20,000 acres of land, and free transportation on the Florida Railroad for all the requisite building-materials for the college.

LIST OF SCHOOL-OFFICIALS IN FLORIDA.

Hon. JONATHAN C. GIBBS, *State-superintendent.*

COUNTY-SUPERINTENDENTS.

County.	Name.	Post-office.
Alachua	Hon. W. K. Cessna	Gainesville.
Baker	J. W. Howell	Sanderson.
Bradford	Abraham Lawrence	Starke.
Brevard	Alexander Bell	Fort Pierce.
Calhoun	Alexander Hawkins	Abe's Springs.
Clay	O. Buddington	Middleburg.
Columbia	A. H. Hutchinson	Lake City.
Duval	W. H. Christy	Jacksonville.
Dade	E. T. Sturtevant	Biscayne.
Escambia	George Lindsey	Pensacola.
Franklin	F. B. Wakefield	Apalachicola.
Gadsden	Samuel Hamlin	Quincy.
Hamilton	Stephen S. Taylor	Jasper.
Hernando	T. S. Coogler	Brooksville.
Hillsboro'	W. F. White	Tampa.
Holmes	W. W. Brown	Cerro Gordo.
Jackson	C. E. Harvey	Marianna.
Jefferson	Robert Meacham	Monticello.
La Fayette	Hon. W. D. Sears	New Troy.
Leon	John P. Apthorp	Tallahassee.
Levy	Thomas B. Paitoute	Bronson.
Liberty	John W. Hosford	Coe's Mills.
Madison	Dennis Eagan	Madison.
Manatee	J. F. Bartholf	Pine Level.
Marion	William J. Tucker	Ocala.
Monroe	J. W. Locke	Key West.
Nassau	J. C. Emerson	Fernandina.
Orange	N. W. Prince	Apopka.
Polk	W. B. Varn	Bartow.
Putnam	E. R. Chadwick	Pilatka.
Santa Rosa	J. A. Chaffin	Milton.
St. John's	O. Bronson	St. Augustine.
Sumter	A. P. Roberts	Leesburg.
Suwanee	M. M. Blackburn	Live Oak.
Taylor	Joseph S. Howell	Shady Grove.
Volusia	Champ Spencer	Port Orange.
Wakulla	Gustave Jaenicke	St. Mark's.
Walton	J. L. McKinnon	Uchee Anna.
Washington	Thomas Hannah	Vernon.

GEORGIA.

[From report of Hon. Gustavus J. Orr, State-school-commissioner, for 1873.]

SCHOOL-POPULATION AND ATTENDANCE, 1873.

Children of school-age, (6–18,) males, 174,333; females, 169,302	343,635
Number enrolled on school-lists of public schools	76,157
Average attendance	32,240
Number of pupils in private schools	23,597

The superintendent states that the above figures are only approximations to the truth, as thirty counties which reported arrangements made for carrying on schools have failed to make the required school-reports.

SCHOOLS AND SCHOOL-TERM.

Number of schools reported	1,735
Average duration of school, in days	66

TEACHERS AND TEACHERS' PAY.

The number and average salary of teachers cannot be given, as the teachers are contracted with by the several county-boards, from whom returns on these points have not been received.

SCHOOL-FINANCES.

Receipts.

From taxation	$108,992 99
From other sources*	151,440 00
Total receipts	260,432 99

Expenditures.

Total expenditure: items not given	223,667 55

Through the action of the State-school-commissioner, seconded by the board of education and the better portion of the legislature, the public schools of Georgia are again in operation. During the year 1872 they were suspended, an unlawful diversion of the school-fund to other than school-purposes having left the board of education without resources for that year and with a debt of $300,000 from the preceding year. An effort was made to remedy this state of things by the passage of an act (January 19, 1872) conferring the power of local taxation for their support. But the power thus given was impaired by provisions which made any immediate result impossible. It required the grand juries, at the first term of the several courts after the passage of the law, to appoint a board of education for each district. These boards, at the next term of the courts after their appointment, were to recommend to the grand juries a tax for school-purposes, which these juries were empowered to either ratify or reject. In this way the possibility of the imposition of a tax on any district was removed to the latter portion of the year and the likelihood of the collection of it in the year made very doubtful. A subsequent act, meant to be amendatory of this one, approved August 23, 1872, failed to amend the matter. Under such circumstances there was no remedy but to close the schools and carefully husband the regular school-income for a year. This would at least provide for carrying on the schools another year, if the debt that had been incurred in 1871 could be disposed of. To the payment of that debt the commissioner directed his first efforts, and succeeded in getting an act passed to authorize the levy of a special tax for the discharge of it. The receipts from this source have been, up to October, 1873, $174,000, with a prospect of enough besides to make almost or quite $200,000, which is two-thirds of the whole debt. Of this sum, $109,000 was apportioned in December, 1872, and $74,000 in September, 1873, leaving the remainder to be assigned as it should be received.

Besides the $174,000 thus handed over toward the payment of the debt, $250,000 was apportioned in July of 1873 for the support of schools,† making a total payment of

* The sources of the above are given in the body of the report.
† This was for a school-population of 367,614.

$424,000 for school-purposes within a year. The amount due to teachers and school-officers who did service under the public-school-law in the year 1871 has thus been to a considerable extent provided for and the schools of the State set once again upon their feet. Such a result does great credit to the commissioner, who has been the chief agent in securing it, and gives promise of efficient and successful management of school-interests for whatever period he may continue at his post.

NO FURTHER DEBT.

Not only has it been the policy of the commissioner to incur no addition to the debt he found existing and to have as ample provision made as possible for the payment of this rather discreditable one, but he declares, as respects the future: "I have determined, as long as I remain in office, to contract no debt. My fixed-purpose, from which I will not depart, shall be to use the school-revenue of one year for the support of schools the next, thus paying as we go."

For the liquidation of the remnant of the debt of 1871, left undischarged by the proceeds of the special tax, it is proposed that State-bonds shall be issued bearing 7 per cent. interest, and that these shall be assigned *pro rata* to the several indebted counties, to be sold by the county-boards of education at a rate not less than a fixed minimum. The avails from such sale are to be used primarily for the payment of accounts due teachers and school-officers, any remainder over and above these to be turned to the support of schools within the counties. The assignment of these bonds to the county-boards is to be conditioned upon the county-authorities assuming the portion of school-debt existing within their respective bounds. It is hoped that in the present improved aspects of business and agriculture the people of the State, and especially the farming classes, may be induced to invest their augmenting means in these State-securities, which will be made by law untaxable, and that thus, without the seeking of an uncertain foreign market for the bonds, the funds for the discharge of the whole debt may be secured.

PROVISION FOR THE FUTURE.

Supposing the existing debt to be disposed of, the commissioner says there will be a State-school-fund sufficient for immediately prospective needs. The annual revenue, summed up, will be, from sources now provided—such as dividends on railroad-stocks owned by the school-board, poll-tax, tax on shows and exhibitions, and interest on State-bonds given for school-purposes—about $280,000. The present school-age being from 6 to 18, instead of from 6 to 21, as formerly, the school-population to be provided for—last reported as 366,388—it is supposed will not exceed 370,000 for some time to come. With this number the school-income above given would only allow about seventy-five cents *per capita* for the children of school age. But as it is estimated that the services of at least a third of the children of this age may be required for the support of the families with which they are connected, while another third may be kept at home by distance, sickness, or disinclination to attend, an average attendance of only about 123,400 has to be provided for. At this rate there will be about $2.25 from the State-fund for every child attending. And while it is granted that this would, of itself, be wholly insufficient to meet the annual charges of tuition, it is supposed that as an aid to local effort it may fully suffice. The State exhibiting by this allowance a paternal interest in the education of its children, the commissioner conceives that emulation between different communities, individual concern for the proper training of the young, and a natural tendency to watch carefully the expenditure of the supplemental means raised in each neighborhood for the education of the children there, may be relied on for bringing about a fair general system of instruction before long. Leaving, then, mainly to the several county-boards the care of providing needful local means as well as the details of local administration, he proposes to follow the now general example of using the State-fund just to stimulate and aid the counties, maintaining only a general supervision and certain general laws for all alike.

PROSPECTS.

In a written communication, additional to his report, the commissioner says:

"Our school-law provides that the board of education of each county shall report to the State-school-commissioner that arrangements have been made for continuing schools in operation, free to all, for three months of the year throughout the entire county, in order to entitle the county to receive her *pro rata* of the school-fund. We have one hundred and thirty-six counties in the State. Of this number, eighty-six have made the report required. Reports are still coming in, (October 10, 1873,) and I am induced to believe that we shall have three-months free schools in every county in the State.

"The State-fund will not be sufficient to pay the entire expense of all these schools. It is necessary to supplement it, and this is done by subscription, as the county-authorities have no right of local taxation. The authority of the general assembly to delegate the power of taxation for school-purposes to the county-officers has hitherto been doubted. My policy has been to rely mainly upon local levies, and I have endeavored

in vain to obtain the necessary legislation for this end. I never doubted the right of the general assembly to bestow the power, and, fortunately, the question has been recently decided by our superior court in favor of this right.

"The people are daily becoming more favorably disposed toward the public-school-system, and I hope to be able, at the next session of our general assembly, to obtain additional legislation, confirming the power of local taxation.

"When I entered office, a thick gloom was resting upon everything in my field of labor; now, the outlook is cheering."

The statistics of schools for the principal towns in the State are as follows:

ATLANTA.

Atlanta reports, to a population of 20,879, the number of children of school-age (6–18) 9,438, of whom 3,594 are enrolled in public schools and 95 in private ones, with an average attendance of 2,731 in the former and 75 in the latter. There are 10 public and 4 private schools, with 57 teachers in the former and 4 in the latter. The schools are of all grades, from primary to high, and a normal class, composed of the whole body of teachers, meets every Saturday during the school-year, with a view to the attainment of higher perfection in the art of teaching. The salaries of teachers range from $450 per annum to 1,800, the latter being the maximum for the high school. Income, including $6,531.30 from the State and $2,000 from the Peabody fund, $57,206.48. Expenditures for current school-expenses, $50,056.04; for sites and buildings, libraries, and apparatus, $75,100. Latin is taught, and, in the boys' high school, Greek also; in the girl's high school, French; drawing and vocal music in all the schools. In the high school, 30 students are preparing for the academic course in college and 15 for the scientific course.

AUGUSTA.

Augusta, with a population of 19,896, has 4,757 children of school-age, almost equally divided between white and black. The number enrolled is 1,545, with an average attendance of 1,138. There are 19 primary schools, of which 11 are for the colored population and 8 for the white; with 8 intermediate, 4 for the colored youth, 4 for the white; no grammar, high, or evening-schools, but, as in Atlanta, normal classes composed of all the teachers in the schools. Income from taxation, $21,000; from Peabody fund, $2,000. Expenditures about the same. The system of public schools is still new here, having only been inaugurated in January, 1873, and each step of progress has to be taken slowly in a population wedded to old ways. Private schools for both males and females are said to be numerous and of high character, but no statistics of them are given.

COLUMBUS.

Columbus (population 8,648) has 2,610 children of school-age, of whom 1,080 are enrolled in the public and 369 in the private schools, making a total of 1,449, with an average attendance of 1,128. The schools are 3 primary, 3 grammar, 1 female-high school, 1 evening-school, and 1 city-normal school, which last is presided over by the city-superintendent, and embraces the 16 teachers of the public schools, with 4 besides, the average attendance being 12. The private schools are 12, with an average attendance of 262 and 1 teacher for each school. The teachers in the public schools receive from $300 to $600 per annum; the city-superintendent, $1,925. In the income, $600 from the Peabody fund supplements $3,098.60 received from the State, $7,105.37 from local taxation, and $1,803.92 received for use of books—total, $12,607.89. The expenditures—for salary of superintendent, $1,925; salaries of teachers, $6,653.70; fuel and lights, $326; rents, $400; repairs, $1,427.26; stationery and school-books, $1,003.92; and miscellaneous, $872.01—balance the income. Latin is taught; 591 pupils take lessons in drawing; 230 in vocal music and 22 in instrumental music in the schools.

MACON.

Macon (population, 19,000; children of school-age, 6,560) reports 882 enrolled in schools of all grades, with an average attendance of 715, under 22 teachers, all of whom form a normal school by themselves; while 5 private teachers have under them 145 enrolled pupils and a current attendance of 130. The teachers in the public schools receive from $50 to $150 per month; the city-superintendent at the rate of $2,000 per year. An allowance of $1,500 from the Peabody fund comes in to aid $6,393 from the State and $11,500 from local taxation, making the school-income $19,393, of which $18,424.60 goes for the salaries of teachers and the remainder for that of the superintendent, for fuel and lights, repairs, stationery, and miscellaneous items.

SAVANNAH.

Savannah (population 23,235) makes return of 7,031 children of school-age, with 2,740 enrolled in public schools and 2,109 in average attendance; a total of 50 teachers employed in schools from primary up to high, but without evening-schools or normal classes. The salaries of teachers range from $450 per annum, for female teachers in

primary schools, to $2,000, the maximum for male principals of the high schools. That of city-superintendent is $2,800 per annum. The income here, including a balance on hand from last year of $2,919.31, is: from the State, $9,281.62; from county-funds, $20,000; from city-taxes, $27,500; from other sources, $3,360.44—total, $63,067.37. Expenditures: for sites and buildings, $9,957.47; salary of superintendent, $2,500; salaries of teachers, $42,396.55; fuel and lights, $515; rents, $300; repairs, $877.64; stationery, $498.46; miscellaneous, $5,010.88—total, $62,050. Latin and Greek are taught; 54 pupils study German and 120 French. No returns from private schools.

SECONDARY INSTRUCTION.

This has in Georgia, as in other southern States, been largely given in past days at private schools, held sometimes in the towns, sometimes in the planters' homes, two, three, or more families usually uniting in the support of such a school. Since the war, this system is, from the impoverishment of the people, less general, while academies and other high schools, where education can be cheapened by gathering numbers in one place, grow gradually in favor. Nine such reported to the Bureau in 1873 an aggregate of 16 male and 9 female teachers, with 652 pupils. Of these 14 are engaged in scientific studies, 7 in commercial, 24 unite modern European languages with English, and 294 study also Latin or Greek, or both. In three of these schools drawing is taught and in one music also.

Besides these, 99 high schools* appear in the report of the State-superintendent, presented to the governor January 13, 1874. The instructors in these amount to 162; the pupils, male and female, to 5,229. By far the greater part of these unite a classic with an English course; a majority embrace "sciences" in their curriculum, without specifying these; and a few have the modern languages and music.

UNIVERSITY OF GEORGIA.†

The University of Georgia, at Athens, is the recognized State-institution for affording superior instruction. But besides this, as everywhere throughout the States, other colleges and universities have sprung up at different points, some for the accommodation of particular localities, some with a view to the incorporation of denominational religious training with the college-course; while following these have come the agricultural colleges, on the base of a congressional land-grant. These are included in the tables of institutions for professional instruction, alike from certain peculiarities and from the special intent of the education given in them. But one of these, the North Georgia Agricultural College, at Dahlonega, from its connection with the University of Georgia, is reported with it. The statistics given below from returns made in the fall of 1873 embody the substance of present information with respect to these institutions.

In an address, delivered August 5, 1872, before the literary societies of the University of Georgia, Emory Spear, esq., gave the following items of historic information respecting the debt truly due to it from the State:

"In the year 1784, one year after the successful assertion of American freedom, the revolutionary statesmen and soldiers of Georgia set apart 40,000 acres of land as a permanent endowment to this university, and they declared that these lands should never be appropriated to any other purpose whatever. In 1785 the college was chartered; and the language of the great and wise men who framed it should be printed in indelible characters on the portals of this institution:

"'As it is the distinguished happiness of free governments that civil order should be the result of choice, and not of necessity, and the common wishes of the people become the law of the land, their prosperity, and even existence, often depend on suitably forming the minds and morals of their citizens. It should be, therefore, among the first objects of those who wish well to the national prosperity to encourage and support the principles of religion and morality, and early to place the youth under the forming hand of society, that by instruction they may be molded to the love of virtue and good order.'

"Such were the views of the founders of this institution. If they are to be realized, ours is the task; for while its founders acted most liberally toward the university, later legislatures have seemed to think it a legitimate subject to exercise the statesmanlike qualities of driving hard bargains. 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

* Four of the same, as above mentioned, occurring in a list of 103.

† This university holds 50 free scholarships for its old classes, the State College at Dahlonega, connected with it, 217 general scholarships, with 20 the right of presentation to which rests with the State Agricultural Society, 5 with the city-government of Athens, and 2 with private families; 170 students at Dahlonega raise the whole number connected with the university to 487. Its honored president, Dr. A. A. Lipscomb, still holds his chancellorship, notwithstanding summer-rumors to the contrary.

funds loaned to the State by the college. The legislature made several small appropriations, but they always secured themselves by taking mortgages on the college-lands. The legislature of 1815 concluded to sell all these lands. This they did. The sales aggregated $150,000. The legislature, with an eye to the main chance, took $50,000 of this sum to re-imburse themselves for their advances to the college. The remaining $100,000 was invested in bank-stocks. In 1821 the legislature took the bank-stock and bound themselves to pay the interest to the university. This has been faithfully performed. For the temporary suspension in the year 1867 of this fund the State cannot be blamed. It is not responsible for the conduct of General Pope, who is thought by some not to be responsible for his own.

"It will be readily perceived from the above account that the university is in no sense the debtor of the State. The 40,000 acres of land given to it in 1784 were vested absolutely in the college, and this was before the organization of the present State-government. For all subsequent appropriations the State has been amply repaid. The lands themselves sold at a great sacrifice. Had they remained in possession of the university, the chances are that she to-day would have rejoiced in the possession of a million dollars' endowment. Governor Wilson Lumpkin tells us, in a letter dated October 31, 1859: 'The State has been fully re-imbursed for all its appropriations out of the proceeds arising from the sale of 35,000 acres of the university-lands, and still stands indebted to the university-fund the value of 5,000 acres of the best Georgia lands to make up the deficit in the 40,000 acres donated to the university in 1784, 5,000 acres of land given to the university not being in the limits of this State, but lying and being in the State of South Carolina.'"

Respecting general education in the State, the same gentleman said on the same occasion:

"What has Georgia done for the cause of education? The State has attempted great things in this cause. It has accomplished very little. It is the old story, the perpetual parturition of the mountain and never-failing delivery of the mouse. Systems of public instruction have encumbered our statute-books. They have been abandoned and are 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. It is true the appropriation was ridiculously small; but when men fail to ask for money which may be had for the asking, you may be sure they do not care for the objects to be attained by its use.

"But the apathy of the people of Georgia with regard to public instruction has been illustrated with still more clearness. The Department of Education, a Bureau lately created by the General Government, has published a map showing the comparative degrees of illiteracy in the States of the American Union. The illiterate sections are represented by dark lines, and with shame, as a Georgian, am I compelled to say that on the map the good State of Georgia has a very somber appearance. In 1850 there were 213,993 native white adults in the State of Georgia; of these, 42,948 were unable to read and write. That is about 20 per cent., or one-fifth of the whole number. In 1860 the population had increased and the illiterates were reduced to about 18 per cent. This is confined to the native white adults, and yet we with justice may hope that the time will soon come when every child in Georgia, from the granitic slopes of the Blue Ridge to the magnolia-forests of the Southwest, will enjoy the priceless boon of free education.

Statistical summary of universities and colleges.

Names of universities and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Corporate property, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Amount of property of corporation.	Value of grounds, buildings, and apparatus.	Amount of endowments.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
Atlanta University	10	0	37	15	$100,000	$100,000	$0	$0	$0	$26,000	700
Bowdon College	2	0	0	22	4,000	.....	0	0	0	1,500	600
Emory College	7	....	199	103	.....	.....	18,000	18,000	1,300	7,000	3,000
Mercer University	6	0	0	160	350,000	160,000	190,000	190,000	15,500	3,000	8,000
University of Georgia	19	*1	0	317	268,000	.....	372,000	.....	.....	33,000	22,200

*Partially.

PROPOSED UNIFICATION OF THE UNIVERSITY AND COLLEGES.

Under an act approved February 15, 1873, a commission was appointed by the governor to take into consideration a proposal for unifying the University of Georgia and the colleges of the State under one comprehensive plan, putting an end to conflicts now existing and harmonizing the educational interests. This commission met January 21, 1874, and its chairman, Rev. J. O. A. Clarke, D. D., the proposer of the scheme, read an elaborate paper in favor of the general idea of so uniting the various institutions that there should be one great State-university, to which the denominational colleges of the State should be attached as parts of the general plan. After an interesting discussion of the subject, continued into an evening-session, two resolutions were proposed, the first complimenting Dr. Clarke upon his paper and appointing a committee to present it to the governor, and through him to the general assembly, the second memorializing the general assembly to appoint or authorize the governor to appoint a commission to perfect a plan for the proposed arrangement, and, if this should not be found practicable, then to perfect a plan by which the university and colleges might be brought into a more cordial co-operation. The first of these resolutions was passed unanimously, the second with but one dissenting vote.

The general plan is to have the common school for the base, the university for the apex, grading up to this through the academies and high schools and colleges, eliminating from these last studies that should be peculiar to the university and from the university such as should be peculiar to the colleges; all then to participate in recognition by the State and to receive aid from it when needed, as parts of one great system. Whatever may be the issue of the proposition, the progress of negotiations towards accomplishment of it must be watched with interest.

COLLEGES FOR WOMEN.

Reports have been received from fourteen institutions for the higher instruction of women, a majority of which confer baccalaureate degrees; three merely award diplomas of graduation, and three others do not report definitely upon this point. The returns show an aggregate of 97 teachers, 40 of whom are gentlemen, and 57 ladies, and 1,556 pupils, of whom 499 are in preparatory departments, 55 in special or partial courses, and 6 were pursuing post-graduate-studies. Of those engaged in the regular collegiate course, 316 were in the freshman, 333 in the sophomore, 235 in the junior, and 174 in the senior-classes. In all these schools music is taught, and, in all but two, drawing and painting. French is taught in all; French and German in 5; and in 1 Italian is added. Twelve have chemic laboratories, 10 philosophic apparatus or cabinet, and 1 an astronomic observatory, with a good 6-inch acromatic refracting telescope, imported; 4 have at least the nuclei of an art-gallery, and the same number some means of physical culture. Eleven report the possession of libraries, the largest of which numbers 5,000 volumes, the smallest, 200.

Statistical summary of professional schools.

Names of schools for professional instruction.	Corps of instruction.	Number of students.	Corporate property, &c.					Number of volumes in library.
			Amount of property of corporation.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
SCHOOL OF LAW.								
Law department University of Georgia	3	17	*	.....	.....	.....	.....	700
SCHOOLS OF MEDICINE.								
Atlanta Medical College	9	115	.....	$20,000	.....	.....	.....	500
Medical College of Georgia†	12	135	.....	.....	$0	$0	.....	5,000
Savannah Medical College	12	86	.....	5,000	.....	.....	$1,105	3,000
SCHOOL OF THEOLOGY.								
Clark Theological Seminary ‡	4	78	.....	.....	.....	.....	.....	.....

*Property not distinct from that of the university.

† Medical department of University of Georgia.

‡ This, yet in its infancy, is meant to be the seed of a university for the freedmen. Its course in English is normal and theological, with some classical instruction. In Mercer University, at Macon, about 20 students, having the ministry in view, receive a partial theological training.

Statistical summary of professional schools—Continued.

Names of schools for professional instruction.	Corps of instruction.	Number of students.	Coporate property, &c.					Number of volumes in library.
			Amount of property of corporation.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
BUSINESS-COLLEGES.								
Moore's Business-University	5	198	.....	.....	.....	.....	.....	.....
Business-department Bowdon College	2	82	.....	.....	.....	.....	.....	.....
SCHOOLS OF SCIENCE.								
Georgia State College of Agriculture	11	95	.....	$225,000	$243,000	$27,000	$29,000	13,000
North Georgia Agricultural College	.....	.....	.....	.....	.....	.....	.....	.....

GEORGIA INSTITUTE FOR EDUCATION OF THE DEAF AND DUMB.

Harmony in all departments, general success among the pupils, and general good health are among the things mentioned with thankfulness in the report for July 1, 1873. The appropriation for the support-fund has proved sufficient; one of $1,000 for repairs and furniture has been expended greatly to the improvement of the appearance and comfort of the institution and another of $1,500 has enabled the board of commissioners to introduce water into every part, providing for cooking, washing, bathing, and extinguishment of fires. During the year 63 pupils were admitted: 6 completed the course of study and 57 remained at the close of the term. The deportment of the pupils is said to have beeen wholly good, the literary studies have progressed satisfactorily, and the shoe-shop, the only mechanic department, has, besides furnishing the pupils in it with a good trade and supplying the establishment with all the boots and shoes required, proved fully self-sustaining.

The question of the admission of colored mutes has been of late presented with such frequency that, to avoid the embarrassments connected with it, the trustees propose an appropriation for the establishment of an institution especially for this class. They think that the number of colored mutes applying would not exceed 25 to 30 for some time to come, and recommend that provision be made by a legislative grant of $4,000 for the purchase of a building to receive that many and of $2,000 to begin with for their support.

OBITUARY.

In the death of the Rev. N. E. Cobleigh, D.D., LL. D., on the 1st of February, 1874, the educational interests, not of Georgia only, but of the whole South, have sustained a serious loss. Dr. C. was a native of New Hampshire, but had drifted southward under the influence of providential circumstances, and identified himself with the interests of the region where he found a home. Graduating with honor at the Wesleyan University, Middletown, Connecticut, in 1843, he entered the Methodist ministry the next year, and labored in it with growing reputation for ten years. He was then chosen professor in McKendree College, Lebanon, Illinois; subsequently was called to a professorship in Lawrence University, Wisconsin, and from there recalled to McKendree by election to the presidency. A successful presidency of five years still further enhancing his reputation, he was placed in an even greater post of usefulness as editor of Zion's Herald, the chief organ of the Methodist communion for New England. The sedentary labors of this position proved, however, too exhausting, and with broken health he had to seek in 1867 the milder climate of the South. Recuperating rapidly in the pure airs of Eastern Tennessee, he soon resumed his work as educator in the presidency of an institution of his church at Athens, Georgia; in 1872 was made editor of the Methodist Advocate at Atlanta, and there labored till his death, which was the result of exposure at the dedication of a country church near Athens, Tennessee. An active educator, with fine native powers and a wide range of acquirements, Dr. Cobleigh had thrown himself ardently into the movement for establishing a new university, under Methodist influences, at Knoxville, Tennessee, and had the happiness of seeing the preliminary steps toward its establishment accomplished in the autumn of 1873. Being dead, he will yet speak in the instructions there to be delivered, and its halls will rise in part as a noble monument to his memory.

LIST OF SCHOOL-OFFICIALS IN GEORGIA.

Hon. GUSTAVUS J. ORR, *State-school-commissioner, Atlanta.*

COUNTY-SCHOOL-COMMISSIONERS.

County.	Name.	Post-office.
Appling	Lewis Thomas	Holmesville.
Baker	Thomas W. Fleming	Newton.
Baldwin	John Hammond	Milledgeville.
Banks	T. C. Chandler	Homer.
Bartow	Rev. T. E. Smith	Cartersville.
Berrien	James F. Goodman	Nashville.
Bibb	B. M Zettler*	Macon.
Brooks	Rev. Charles D. Campbell	Quitman.
Bryan	A. G. Smith	Eden.
Bullock	Dr. George W. Sease	Mill Ray.
Burke	A. H. A. Bell	Waynesboro'.
Butts	E. E. Pound	Indian Springs.
Calhoun	J. J. Beck	Morgan.
Camden	F. M. Adams	St. Mary's.
Campbell	Capt. J. W. Beck	Fairburn.
Carroll	Samuel A. Brown	Bowdon.
Catoosa	D. W. Williams	Ringgold.
Charlton	James Thompson	Colerain.
Chatham	W. H. Baker*	Savannah.
Chattahoochee	Dr. C. N. Howard	Cussets.
Chattooga	W. T. Irvine†	Summerville.
Cherokee	James W. Hudson	Canton.
Clarke	Emory F. Anderson	Watkinsville.
Clay	R. E. Kennon	Fort Gaines.
Clayton	Rev. Robert Logan	Jonesboro'.
Clinch	H. D. O'Quin	Homerville.
Cobb	William F. Groves	Marietta.
Coffee	Dr. John W. Barber	Douglas.
Columbia	J. T. Smith	Appling.
Colquitt	Dr. B. E. Watkins	Moultrie.
Coweta	R. E. Pitman	Sharpsburg.
Crawford	John W. Ellis	Knoxville.
Dade	James C. Taylor	Trenton.
Dawson	D. E. Smith	Dawsonville.
Decatur	Daniel McGill	Bainbridge.
De Kalb	E. A. Davis	Decatur.
Dodge	James Bishop	Eastman.
Dooly	O. P. Swearingen	Vienna.
Dougherty	L. E. Welch	Albany.
Douglas	John C. Bowdon	Salt Springs.
Early	Joel W. Perry	Blakely.
Echols	J. P. Prescott†	Statenville.
Effingham	Samuel S. Pitman	Springfield.
Elbert	B. A. Henry	Elberton.
Emanuel	Josephus Camp	Swainsboro'.
Fannin	J. F. Adams	Morganton.
Fayette	Samuel T. W. Minor	Fayetteville.
Floyd	M. A. Nevin†	Rome
Forsyth	Isaac S. Clement	Cumming.
Franklin	Major Thomas T. Dorough	Carnesville.
Fulton	Jethro W. Manning	Atlanta.
Gilmer	E. W. Watkins	Ellijay.
Glascock	Seaborn Kitchens‡	Gibson.
Glynn	Dr. J. J. Harris	Brunswick.
Gordon	H. C. Hunt	Calhoun.
Greene	James A. Thornton	Union Point.
Gwinnett	Rev. J. L. King	Lawrenceville.
Habersham	Thomas J. Hughes, sr	Clarkesville.
Hall	Dr. H. S. Bradley	Gainesville.
Hancock	W. H. Bass	Deavereaux.
Haralson	Thomas Philpot	Buchanan.
Harris	Joel T. Johnson	Hamilton.
Hart	Dr. C. A. Webb	Hartwell.
Heard	John J. Bledsoe	Franklin.
Henry	Q. R. Nolan	McDonough.
Houston	D. M. Brown	Perry.
Irwin	Manassch Henderson, jr	Irwinville.
Jackson	G. J. N. Wilson	Jefferson.
Jasper	W. R. Berner	Monticello.
Jefferson	Rev. David G. Phillips	Louisville.
Johnson	James Hicks	Wrightsville.
Jones	David W. Lester	Haddock, M. & A. R. R.
Laurens	W. S. Ramsey	Dublin.
Lee	William H. Baldy	Starkville.
Liberty	John B. Mallard	Walthourville, No. 4, A. & G. R. R.

List of school-officials in Georgia—Continued.

County.	Name.	Post-office.
Lincoln	C. K. Strother	Lincolnton.
Lowndes	Rev. A. J. Bessent	Valdosta.
Lumpkin	B. F. Sitton	Dahlonega.
Macon	B. A. Hudson	Oglethorpe.
Madison	John M. Skinner	Danielsville.
Marion	W. A. Singleton	Buena Vista.
McDuffie	R. H. Pearce	Thomson.
McIntosh	S. W. Wilson	Darien.
Meriwether	W. T. Revill	Greenville.
Miller	M. D. Johnson†	Colquitt.
Milton	Thomas L. Lewis	Alpharetta.
Mitchell	James H. Powell	Camillia.
Monroe	Andrew Dunn	Forsyth.
Montgomery	John L. Matthews	Mt. Vernon.
Morgan	W. H. Cocroft	Madison.
Murray	Rev. S. H. Henry	Spring Place.
Muscogee	N. G. Oattis	Columbus.
Newton	Dr. H. T. Shaw	Oxford.
Oglethorpe	Thomas H. Dozier	Winterville.
Paulding	L. J. Spinks	Dallas.
Pickens	A. P. Mullinax†	Jasper.
Pierce	Dr. A. M. Moore	Blackshear.
Pike	A. P. Turner	Milner.
Polk	T. L. Pittman†	Cedar Town.
Pulaski	Rev. George R. McCall	Hawkinsville.
Putnam	William W. Turner	Eatonton.
Quitman	Joel E. Smith	Hatcher's Station.
Rabun	F. A. Bleckley	Clayton.
Randolph	Thomas A. Coleman	Cuthbert.
Richmond	Maj. A. H. McLaws	Augusta.
Rockdale	J. C. Barton	Conyers.
Schley	Rev. John N. Hudson	Ellaville.
Screven	W. L. Matthews	Ogeechee.
Spalding	H. E. Morrow	Griffin.
Stewart	W. H. Harrison	Lumpkin.
Sumter‡	Maj. William A. Wilson	Americus.
Talbot	W. R. Warthen	Talbotton.
Taliaferro	Rev. Henry D. Smith	Crawfordville.
Tatnall	Dr. Robert F. Lester	Reidville.
Taylor	Rev. Julius Gardner	Butler.
Telfair	Alexander McDuffie	Lumber City.
Terrell	L. M. Lennard	Dawson.
Thomas	W. F. Hubert	Thomasville.
Towns	W. R. McConnell	Hiwassee.
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 Sweat	Warresbore.
Warren	A. S. Morgan	Warrenton.
Washington	Dr. Horatio N. Hollifield	Sandersville.
Wayne	Rev. A. Clark	Jessup.
Webster	N. A. Windsor	Preston.
White	J. J. Methvin	Cleveland.
Whitfield	Rev. W. C. Richardson	Dalton.
Wilcox	Stephen Bowen	Abbeville.
Wilkes	Rev. F. T. Simpson	Washington.
Wilkinson	Franklin Chambers	Irwinton.
Worth	J. M. C. Holamon	Isabella.

CITY-SUPERINTENDENTS.

City.	Name.	Post-office.
Atlanta	B. Mallon	Atlanta.
Athens	W. L. Brown	Athens.
Augusta	A. H. McLaws	Augusta.
Columbus	Geo. M. Dews	Columbus.
Macon	B. M. Zeitler	Macon.
Savannah	W. H. Baker	Savannah.

* Superintendent of schools for city and county.
† Former commissioner, still in office, no successor having been chosen and qualified.
‡ Has been elected, but has not, as yet, been commissioned.

The State-board of education is composed of the governor, attorney-general, comptroller-general, secretary of state, and State-school-commissioner.

ILLINOIS.

[From report of Hon. Newton Bateman, State-superintendent of public instruction.]

FINANCIAL STATEMENT, 1873.

Receipts.

From taxation	$6,675,097 35
Interest on permanent fund	487,731 20
From other sources	2,096,613 25
Total	9,259,441 80

Expenditures.

For sites and buildings	$952,075 23
For libraries and apparatus	59,695 99
For salaries of superintendents	102,546 28
For salaries of teachers	4,473,518 72
For fuel and light	641,818 31
For rent	32,530 54
For repairs	454,846 66
Miscellaneous	2,542,410 07
Total	9,259,441 80
Amount of available school-fund	6,382,000 00

The item of receipts from other sources includes balance from previous year and money borrowed for building-purposes, &c.

In the salaries of superintendents are included only State- and county-superintendents. City-superintendents are not reported separately.

Miscellaneous expenditure includes compensation of township-treasurers, interest on district-bonds, principal on district-bonds paid, and balance on hand September 30, 1873.

SCHOOL-STATISTICS.

Population under 21 years of age	1,399,191
Number of children under 6 years of age	489,363
Number enrolled in school	655,568
Average daily attendance	27.61
Whole number of schools	11,620
Average duration of school in days	151.4
Number of pupils in private schools	45,464

TEACHERS.

Number of male teachers in public schools	8,765
Number of female teachers in public schools	12,013
Whole number of teachers*	20,794
Average monthly pay of male teachers	$52 92
Average monthly pay of female teachers	$40 51

The reports from three counties were not received, and the figures of last year were used. Hence, the returns are not strictly correct; but the variation from the correct result is supposed to be so inconsiderable that they may be taken as a fair and just exhibit of the schools of the State for the year past.

ILLITERACY.

In addition to the statistics heretofore required by law, trustees and directors are to ascertain and report the number of children between the ages of 12 and 21 years who are unable to read and write, together with the causes of such illiteracy. The males and females of this class are to be reported separately and the causes of the neglect to educate them must be searched out and noted as fully as possible. The results of these inquiries will be valuable and suggestive. Some progress has already been made, as will be seen from the following statistics.

*Ten teachers reported whose sex is not given.

Report of number between the ages of 12 and 21 unable to read and write and causes therefor:

Causes.	Number.
Indigence	447
Feeble health	300
Unsoundness of mind	278
Inaccessibility of schools	453
Neglect of parents or guardians	4,175
Truancy	171
Colored persons without school-advantages	308
Mutes	25
Blindness, total or partial	82
Impediment of speech	2
Deafness	5
Intemperance of parents	1
Unknown	506
Total	6,753

Males	3,409
Females	3,307
Sex not specified	37
Total	6,753

The actual number of illiterates is doubtless greater than that reported. This is the first report under the new law; future ones will no doubt be more full and accurate.

SCHOOL-REVENUE AND EXPENDITURE.

"The State of Illinois, eighteen years ago, as trustee for the whole people, embarked in a gigantic enterprise, no less than the elementary education of all the youth within its borders. Under its authority, as the supreme head of the corporation, towns and school-districts have purchased lands and built and equipped school-houses to the aggregate value of twenty millions of dollars. On the pay-rolls of these cities, towns, and districts, there are now about twenty-four thousand teachers, school-officers, and other employés, to whom is paid annually over four millions of dollars. The other necessary incidental and current expenses required to maintain and keep in operation all the parts of the vast enterprise amount to over three millions per annum more. To meet this annual outlay of more than seven millions of dollars, the State itself, as such, contributes one million of dollars annually, and the several cities, towns, and districts the remaining six and more millions. All this money, or very nearly all, is raised by a direct ad-valorem tax upon the property and possessions of the people: one-seventh by the State itself, in its sovereign capacity, and the other six-sevenths by the local civil corporations, in virtue of powers conferred by the State."

RIGHTS OF TAX-PAYERS.

"Hence, every school-tax-payer in the State is a stockholder, in a financial sense, in that immense enterprise known as the free-school-system, and has a right, as such, to look for reasonable returns on his investment, and, in default, to institute such inquiries and endeavor to effect such changes and to apply such remedies as may seem expedient and necessary. And when it is considered that the dividends in this case are payable, not in dollars and cents, but in what is of infinitely more value, in the mental and moral improvement of the children of the tax-payer and stockholder and in the general improvement and elevation of society, the right and duty of seeking to discover and remove any causes of failure, or of partial failure, become still more apparent."

EDUCATIONAL RIGHTS OF COLORED CHILDREN.

The State-superintendent has always believed that the article of the State-constitution which provides for a "system of free schools, whereby all the children of this State may receive a good common-school-education," establishes the principle that all the school-going children in Illinois shall be entitled to the benefits of the free schools, without exception or discrimination; and the schools of the State, with occasional exceptions, have been conducted in accordance therewith.

Recognizing the spirit and intent of the law, and in practical furtherance of its paramount requirements, the twenty-seventh general assembly enacted that "every board of school-directors shall establish and keep in operation a sufficient number of

free schools for the proper accommodation of all children in the district over the age of 6 and under 21 years, *and shall secure to all such children the right and opportunity to an equal education in such free schools.*"

Directors throughout the State were peremptorily enjoined to comply with the provisions of this law; and the superintendent says that comparatively few instances have come to his notice of a set purpose to disregard the rights of any class of youth.

Several instances have been reported where school-directors, assuming that the clause providing that they shall "have power to assign pupils to the several schools" refers especially to colored pupils, have construed it as conferring upon them authority to take such pupils out of their proper grades and classes in the same school and place them in separate rooms and under separate teachers in the same building, and have done so, thereby depriving them of the manifest advantages of the graded system of schools. In a few cases, where the number of colored pupils was very small—from one to eight or ten—the practical effect of this interpretation has been to exclude such pupils from school altogether, and that result may even have been contemplated and desired. The exclusion in these cases was by no order or direct act of the school-board, but resulted from the refusal of the parents of the children to accept the inferior provisions tendered them.

In a few instances colored children have been openly refused admittance to the public schools, and no provision whatever made, or attempted to be made, for their education. They have simply been ignored or disregarded, just as before the changes in the constitution and laws.

The superintendent recommends that more adequate penalties and surer and speedier modes of redress be provided in cases where boards of school-directors or boards of education neglect or refuse to furnish to all children legally entitled thereto the opportunity for an equal education in the free schools under the control of such boards.

SCHOOL-DISCIPLINE.

A late amendment to the school-law empowers directors to suspend or expel pupils for "incorrigibly bad conduct," and declares that no action shall be against them for such expulsion or suspension. The phrase "incorrigibly bad" is not limited to violent outbursts of passion, or acts of open insubordination, or flagrant violations of the rules of morality. It applies to omissions of duty and to the settled and contumacious neglect or disregard of any proper regulation or requirement, quite as much as to more flagrant acts of disobedience and perversity. Hence, a scholar may lawfully be suspended or expelled for willful and obstinate refusal to comply with any reasonable rule or regulation in regard to absence or tardiness. The right and duty of directors to enforce such regulations as will secure regularity and punctuality of attendance have been affirmed by several of the circuit-courts and by the supreme courts of many States. The principle is inherently sound, being essential to the accomplishment of the purpose for which public schools exist.

SHORT SCHOOL-TERMS FOR YOUNG CHILDREN.

Directors are authorized to provide that children under 12 years of age shall not be confined in school more than four hours daily. In exercising the discretion granted, directors may extend the privilege to all under the prescribed age or only to those whose physical or mental condition requires the benefit of the shorter session.

THE WORD-METHOD.

The true method of learning to read is thus described:

Children should be "accustomed from their first school-hour to deal with objects and things—tangible and visible or readily comprehensible; then with words, as words, with which to name and describe those things and objects; and lastly with letters, as merely the material out of which words were made." Thus, they will "know their a b c's perfectly—their names, shapes, sounds, and combinations—without ever having studied them, as such, at all."

"The word-method, with a strictly phonic treatment of the letters," makes such results possible. This is "the short, pleasant, blessed road to 'reading without tears.'" "Its universal adoption would chase the clouds from school-room-skies and it would release for other studies at least one-half the time now needlessly spent in learning to spell and read."

THE CONSTITUTION AND LAWS INTERROGATED.

In the case before us, what is the end to the attainment of which proper means are to be employed? The constitution declares, explicitly, what the object or end of the school-system shall be: "A *good common-school-education* for all the children of the State." A "*good*" common-school-education implies a wise and appropriate selection of studies and sound and thorough instruction therein. The legislature in prescribing the studies assumed and believed them to be appropriate for the schools of the people,

adapted to the wants and necessities of common life, calculated to promote the material interests, and some of the higher interests, of the youth of the State and of the commonwealth, designed to aid, encourage, and elevate the pupils individually, to promote their success and prosperity in business, and render them better and more intelligent citizens.

Again, the fundamental law declares that the system of free schools to be provided shall be "*thorough* and *efficient*." That is "*efficient*" which actually produces or helps to produce *effects*. Efficient instruction in any department of learning is such instruction as results in a competent understanding of that branch of learning, such understanding being the object aimed at in teaching.

The work of the schools is also required to be *thorough*. That is a strong term. A subject is thoroughly taught when it is entirely and completely taught—when it is presented in all its essential conditions and relations—when the light is made to penetrate it through and through. The word is used in the constitution to express in the strongest manner possible the *kind* of schools and of instruction that the general assembly must establish and provide.

But how is it possible to teach the twelve branches prescribed by law in the common district-schools during the brief average period of pupilage therein? It is not possible. Of necessity, there must be limitations. The requirements of the constitution and laws must be taken in a qualified sense, not as to the character of the teaching, but as to its extent—as to the ground to be occupied in the case of each study. The work undertaken must be "thoroughly and efficiently" accomplished, but too much must not be undertaken; that is the practical point.

Teachers, especially in ungraded schools, should eliminate and revise nearly every branch of the common-school-course, "not assuming that whatever is in the book must be learned and recited, and that one paragraph, page, or chapter is about as important as another; but, thoughtfully surveying the whole field, the circumstances of their schools, the amount of work to be done and the time within which it must be accomplished, let them mark out and determine what portions of the book are essential and what may be dispensed with, so far as their particular schools are concerned, and strictly adhere to the line of study so marked out."

WHAT CONSTITUTES A GOOD TEXT-BOOK.

It is not necessary that a text-book should contain everything belonging to the subject of which it treats. Just here has been the mistake of authors and makers of elementary school-books. There are innumerable things appertaining to arithmetic, reading, grammar, natural philosophy, hygiene, &c.—things, too, of much intrinsic interest and value—which, nevertheless, are out of place in a book of rudimentary principles. And yet most school-books are burdened with these extraneous matters.

The essential outlines and principles of a subject are all that there is place or time for in the ordinary grades of public schools. In respect to the natural sciences, the law itself establishes this point, though really too obvious to need confirmation: that the "elements" of the sciences are to be taught in the common schools. And how much more than this is practicable in the case of arithmetic, grammar, geography, or history? What the schools attempt they should thoroughly accomplish; less than the rudiments cannot be undertaken, and these may be thoroughly mastered by every child in the allotted season of pupilage. If much more is attempted, it will not be accomplished, and even the less will be put at hazard.

Whatever other peculiarities it may have, a good elementary text-book should have two characteristics: brevity and precision. In some subjects, where the whole superstructure stands upon a few comprehensive principles, the book should contain all those principles, with matter enough for illustration and practice; and it need not contain anything more. And since, in all the stages of elementary instruction, the memory must of necessity be constantly employed, it is evident that rules and principles should be expressed in the most precise and comprehensive terms.

INSTRUCTION IN THE NATURAL SCIENCES.

The branches added to the common-school-course by the introduction of natural science are four in number: botany, physiology, (including hygiene,) zoölogy, and natural philosophy. In respect to the frequency of lessons, either of two methods may be adopted: there may be one or two exercises per week, each of from forty-five to sixty minutes' duration, or one brief exercise daily. The latter plan is considered preferable.

It is remarked with emphasis that the time for the study of the elements of natural science may be secured by a thorough revision of the old seven-branch-course of common-school-studies. Not more than one or two of them *can* be dispensed with, and not one of them *need* be, in order to make room for the new studies. How, then, is the necessary time to be gained for the elements of natural science? *By eliminating or discarding all useless or superfluous matter from the text-books, and thereby saving wasted time. This, with improved methods of teaching, will effectually solve the problem.*

COUNTY-SUPERVISION.

In this matter Illinois has taken a long step backward. By the provisions of the new law, county-supervision is virtually abolished. The office will nominally remain, with a few comparatively unimportant financial and other routine business-duties; but county-supervision and inspection of schools—those *educational* services which give to the office its chief importance and value and which have been so beneficial in the past—will practically cease, and, in this respect, the free-school-system will be shorn of one of its best instrumentalities and remanded to the condition it was in under the old "school-commissioners," who, strictly speaking, had no *educational* work to perform, and performed none.

The compensation is to be derived from three sources: (1) commissions on sales of school-lands and other lands, (2) commissions on moneys distributed and loaned, and (3) a per-diem of $4 for other services rendered. The number of days' service is to be fixed by the county-boards. In a few counties superintendents will be required to devote their whole time to the work, as now, and in some others from one hundred and fifty to two hundred days will be designated; but in a large majority of counties fifty days or less will be the rule, while instances will not be wanting where no per-diem-services whatever will be authorized, so that the average in the whole State will not exceed fifty days. The compensation will be substantially as follows: $4 a day, for fifty days, $200; commissions, about $200—total, $400 per annum. The question whether or not a competent county-superintendent of schools can be procured for a salary of $400 per annum need not be asked. Every capable and accomplished superintendent will be compelled to abandon the work and engage in other pursuits, as several have already done in anticipation of the probable future, and none can or will be found to supply their places.

It is hence strongly recommended that this provision of the law be repealed and that county-superintendents be paid a fixed and definite annual salary, the amount to be designated and prescribed in the school-law. It is also recommended that the counties be divided into five or more classes, according to population, and the superintendents' salaries be fixed according to the class, provided that the lowest salary allowed shall not be less than $1,000 nor the highest more than $3,000.

QUALIFICATIONS OF COUNTY-SUPERINTENDENTS.

Sooner or later, and the sooner the better, there must and will be some effectual means provided to secure *competent* and *qualified* county-school-inspectors. Around the fact that in some counties the office has been held by persons notoriously unfit for the position and incapable of performing its duties, cluster nearly all of those objections to the office which have in them a color of reason and force. While it is true that the remedy is in the hands of the people, who are free to elect whom they will, it is nevertheless the fact that unsuitable persons continue to be chosen with scarcely diminished frequency. It is believed that this great evil *can* be reached and that it *ought* to be, as speedily as possible Years of trial demonstrate that the vital matter of school-supervision is not safe under the policy of unrestricted choice; that year after year the welfare of the schools is sacrificed to partisanship, sectarianism, local dissensions, or indifference. It is a solecism in the school-system that, while no teacher can be employed or paid in any school-district in the State, under any circumstances, without due examination and licensure, no conditions or qualifications of any kind are required of the man who conducts the examination, and issues, or refuses to issue, the license. This is neither reasonable nor safe. The wise purpose of the law in requiring proof of the fitness and competency of teachers is obviously liable to be negatived and nullified in any county at any time.

"We have reached," says Mr. Bateman, "something like a crisis in the history of our free-school-system, and especially in this important arm of it. Every friend of education sees and feels it. We must advance or recede. County-supervision is especially assailed as unnecessary, useless. This opposition must come either from an unintelligent view of the nature and necessity of such supervision or from the poor quality of the service rendered in some of the counties. The first is beyond reach, the second is not."

It is therefore recommended that certain appropriate qualifications be prescribed and enforced as a condition of eligibility to the office. Such a law would be in the interest of the whole people of the State. Its aim would be to call the very best available man to the head of the common-school-work in every county and test his capability beforehand.

EXAMINATION OF TEACHERS.

The provision of the new law requiring examinations of teachers to be conducted jointly by the county-superintendent of schools and two other persons appointed by the county-board is believed to be wrong in principle and bad in its effect and tendencies. The examination and licensing of teachers is the most important duty that any school-

officer has to perform; it requires more ability, discrimination, discernment, good sense, and sound judgment than any other, and it should therefore be the very last to be put at hazard or intrusted to inexperienced or incompetent hands. That duty has hitherto been committed wholly to the county-superintendent of schools, to be performed either by himself in person or by examiners of his own appointment, or over whose appointment and action he has a supervisory control, and it is firmly believed that there it should remain. The superintendent should be held to a strict accountability for the manner in which he acquits himself of the trust, and for the character, scholarship, and competency of those whom he licenses to teach; and, to enable him to meet such accountability, he should have exclusive jurisdiction and ample powers. No certificate should be valid without his official signature, no examination lawful unless conducted by him or by examiners designated and approved by him; and in like manner the renewal and revocation of certificates and the re-instatement of teachers whose certificates have been revoked for cause should vest solely in him. So it has been heretofore, and no other provision of the law has, upon the whole, worked more satisfactorily. For any neglect of duty or any exercise of unwarrantable authority or any abuse of powers conferred, he may be summarily removed by the county-board; till then he should have exclusive control of the examination and certificating of teachers.

TEACHERS' INSTITUTES.

It is recommended that a system of institutes of instruction be put in operation, under State-control, in such form as may be considered wise and expedient, the object of which shall be to improve the qualifications of teachers and those about to teach and to enlighten the people in regard to education; 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 natural science recently added to the common-school-course of studies; and that addresses shall be delivered to the people on matters of education, science, the relation of the common schools to the arts, industries, prosperity 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, $10,000 per annum be appropriated for two years from the State-treasury.

ABSENTEEISM.

The statistics of 1872 record the fact that, in a total enumeration of 882,693 between 6 and 21 years of age, only 696,833 are reported as having attended any school, public or private, during any part of the year, leaving 185,860, or 21 per cent. of the whole enumeration, in no school. After making allowance for those over 16 who have completed their common-school-education, for invalid children, and for probable shortage in the reports of private schools and all other reasonable deductions, it may be estimated that not less than 100,000 children of lawful school-age, or over 11 per cent. of the whole number, belonged to the class of absentees and truants during the last school-year. A compulsory law is hence beginning to be called for.

ELECTION OF WOMEN TO SCHOOL-OFFICES.

A law passed by the twenty-eighth general assembly declares "that any woman, married or single, of the age of twenty-one years and upward, and possessing the qualifications prescribed for men, shall be eligible to any office under the general or special-school-laws of this State."

This act took effect July 1, 1873. The terms of the act are comprehensive and exhaustive, leaving no room for doubt or question, and no ambiguities to be explained or construed. All the rights, powers, duties, obligations, and liabilities appertaining to *men* as particular school-officers appertain, all and singular, equally and in the same sense, and to the same extent precisely, both in form and substance, in manner and matter, to *women* who may be elected or appointed to the same offices.

Under the provisions of this law ten ladies were elected to office as county-superintendents in November, 1873.

CHICAGO.

SCHOOL-STATISTICS.

Population of the city, 367,396; children of school-age, (6–21,) 88,219; enrolled in schools, 44,091; number of public schools, 30, including 13 primary, 21 grammar, 1 high, and 1 normal school. All the pupils learn vocal music; the greater part, drawing also. Three thousand nine hundred and seventy-four are taught German and 56 French. Latin and Greek form a part of the course in the high school.

The private and parochial schools number 69 and include a total of 128 male and 204 female teachers, with 14,496 pupils.

ILLITERACY.

The last census-returns show that there are in the city of Chicago 7,350 persons above ten years of age who cannot read—nearly $2\frac{4}{10}$ per cent. of the entire population. Those who cannot write are reported at 10,548, which, without doubt, includes the number who cannot read. More than 35 persons out of each 1,000 in the city above 10 years of age are thus ranked as illiterate. Of the whole number, only 782 (less than three-tenths of 1 per cent. of the entire population) are reported between the ages of 10 and 21 years. Of the fourteen cities having over 100,000 population each, Chicago reports the smallest percentage, except two cities, of persons between 10 and 21 years who cannot write. That this city stands above the cities of nearly equal population, in this respect is due to the fact that she has derived her population largely from other States and countries where good school-systems have prospered for many years.

ATTENDANCE.

The total enrollment in the public schools has increased from 34,740, during the year 1868–'69, to 44,091, (nearly 17 per cent. of the entire population,) during the year 1872–'73. The decrease in the average attendance and in punctuality is attributed to "the unsettled condition of many families, deprived of their homes by the fire; the great demand for labor of all kinds and the necessities laid upon many; the severity of the winter of 1872–'73, and the unusual sickness consequent."

HALF-DAY-SCHOOLS.

This arrangement, designed to accommodate pupils who can attend school only half a day, has been made in the lowest divisions, containing pupils who, under the rules of the board, are dismissed either forenoon or afternoon at recess. Instead of this dismissal, each division is kept for the full time of one-half day and dismissed for the other half day. In the majority of cases the half-day-system has not at all interfered with the progress of pupils.

KINDERGARTEN-SCHOOLS.

There are in the city at least a dozen schools called Kindergärten, all with more or less rightful pretensions to the name. There is also at least one genuine Kindergärten in full operation, conducted by two German ladies from Hamburg, where they taught in Kindergärten and studied for the purpose of teaching in Kindergärten.

SCHOOL-DISCIPLINE.

In preceding years two methods of discipline have been employed: corporal punishment and suspension. The number of cases of both averaged daily $16\frac{3}{4}$. The past year, when there has been but the one method—suspension—shows a very large decrease in cases of discipline, the suspensions averaging $3\frac{1}{10}$ daily. For the last term of the year there was but one suspension for each 17,000 pupils—a much better showing than for the five years preceding this. The advancement of pupils has been more rapid than under the old method. The promotions are nearly 34 per cent. in advance of those of the previous year.

CLASSIFICATION OF SCHOOL-OFFENSES.

During the past year the attention of the superintendent has been called more closely to the character of offenses against good order in the school-room which lead to suspension, and the result is as follows: $8\frac{1}{2}$ per cent. are the result of continued thoughtlessness without willful intent; about 55 per cent. are the result of a settled purpose to disobey and to set up the pupil's will against the will of the teacher; about $36\frac{1}{2}$ per cent. are the result of unrestrained passion, malicious spirit, or corrupt sentiment. About 35 per cent. of those suspended, the majority of whom come under the last head, do not seek restoration to school. Of the 65 per cent. restored, 60 per cent. seem to be improved by the process of suspension and remain ordinarily obedient. The remaining 5 per cent. are soon, of necessity, suspended again.

RECOMMENDATION FOR AN UNGRADED SCHOOL.

Pupils, however incorrigible, are entitled to an education, and should not be turned upon the streets so long as there is hope of making them better. It is therefore recommended that there be established in the center of the city an ungraded school to which such pupils may be transferred, and that at the close of each term those who give evidence of permanent reform may be returned to their own schools for future study.

GERMAN.

The board of education is averse to making the study of German compulsory. It is taught in 13 schools, and the number of pupils has increased from 2,359 last year to 3,724. Of these pupils 1,525 are of German parentage and 2,199 are the children of

Americans. This increase in an optional study is considered quite remarkable and evidence of an extraordinary interest. The committee on German reports that the progress during the year has been entirely satisfactory.

DRAWING.

The time formerly devoted to instruction in writing is now divided between writing and drawing. The general testimony is that progress in the former is quite as satisfactory as before, the practice of the latter having a decided tendency to remove rigidity of muscle and awkwardness of movement, as well as to secure quicker and more accurate observation.

ATTENDANCE OF TEACHERS.

Of the 560 teachers employed, only 59 have been constant and punctual in attendance during the entire school-year. In three grammar-schools the tardiness of teachers was equal to, and in seven grammar and nine primary schools it exceeded, the tardiness of pupils. The number of days lost by absence is more than 2 per cent. of the number of days employed.

SALARIES OF LADY TEACHERS.

The superintendent calls attention to the fact that 20 per cent. of the decrease in the cost of the schools during the past year results from a reduction in the salaries of lady teachers who had served faithfully for three or more years, and remarks: "The vacancies annually occurring exceed the number of teachers supplied from our own schools. Teachers must be called in from without. As all our own supply is necessarily inexperienced, it is quite desirable that the teachers from abroad be experienced, and such cannot be obtained unless our salaries at least equal the salaries given such teachers elsewhere. If the salaries of lady teachers can be restored to the point reached before the fire, we can certainly find opportunities for retrenchment in other directions, if necessary."

GRADE-INSTITUTES.

These have been held nearly every Saturday forenoon during term-time, one day for the ninth- and tenth-grade-teachers, another for seventh- and eighth-grade-teachers, and so on. Attendance on these meetings is entirely voluntary, but the teachers have very generally attended, and no plan has heretofore awakened one-half the interest manifested during the past year. The influence of the meetings has been shown most decidedly in the schools.

CITY NORMAL SCHOOL.

Under the new arrangement a class of 15 young ladies was graduated in December, 1872, and another class of 20 in June, 1873. The latter class is the first one that has passed through the higher course of study.

The close relation between this school and the school-system is shown in the fact that, out of 323 graduates, 162 are now teaching in the city; and to this number will be added at the opening of the year the 20 recent graduates, making 182 out of 323 now engaged in teaching. It has 100 volumes in its library, including 20 on pedagogics.

ALTON.

Alton, with a total population of 12,000, and about 2,500 children of school-age, reports 1,211 enrolled in 19 schools, under 20 teachers, and an average attendance of 707.

AURORA.

Aurora, with the same population, 4,049 children of school-age; 3,211 enrolled in 35 schools, public and private, under 50 teachers, and an average attendance of 2,126.

BELLEVILLE.

Belleville, with the same, 4,549 children of school-age; 2,407 enrolled in 37 schools, public and private, under 49 teachers, and an average attendance of 89 per cent.

GALESBURG.

Galesburg, also with the same population, 3,572 children of school-age; 2,299 enrolled in 12 schools, public and private, under 30 teachers, and an average attendance of 1,441.

BLOOMINGTON.

Of larger towns, Bloomington, with 22,346 population, reports children of school-age 4,981; enrolled in 49 public schools, under 56 teachers, 3,247; average attendance, 2,830.

PEORIA.

Peoria, population 22,849; children of school-age, 7,787*; enrolled in public schools, 3,495, (besides 1,350 in other schools;) average attendance, 2,400.

QUINCY.

Quincy, population 24,000; children of school-age, 11,800; enrolled in public schools, 3,500; average attendance, 1,950.

SPRINGFIELD.

Springfield, population 20,000; children of school-age, 5,041; enrolled in public schools, 2,641; average attendance, 1,849.

At Alton and Aurora, Latin, Greek, and German are taught in the high schools, the latter adding drawing, and vocal music; at Belleville, drawing and German; at Galesburg, Latin, drawing, and German; at Bloomington, all the studies named; at Peoria, all; at Quincy, Latin, Greek, German, and drawing; at Springfield, these three languages, apparently without drawing or vocal music.

SECONDARY INSTRUCTION.

In proportion to the population of the State, the number of private academies and kindred institutions for secondary training appears to be less in Illinois than in many of the older States. The high schools and preparatory departments of the colleges or universities do much of the work which elsewhere is yet lodged in private hands. Still 21 schools of academic rank report for 1873 an aggregate of 143 teachers, (43 male, 100 female,) and 2,926 pupils, (986 males, 1,940 females,) of whom 221 are students of the classic and 314 of the modern languages. Music, vocal or instrumental—and in most cases both—is taught in 19 of these; drawing in 16; painting in oils in 2. Laboratories for illustration of instruction in chemistry are possessed by 9; philosophic apparatus by 12; libraries of from 25 to 3,000 volumes by 15.

Besides these acadmies, 20 preparatory schools of colleges show an aggregate of 98 instructors, with 2,700 pupils, (1,743 males, 957 females,) of whom 554 are specifically said to be preparing for the academic course in college and 649 for the scientific course.

It may be observed that the proportion of teachers to pupils is greater in the private academies than in the preparatory departments of the colleges, the former being 143 to 2,926 and the latter 98 to 2,700.

To both the above means of secondary instruction must be added the public high schools before alluded to. Of these 88 appeared in the last report of the State-superintendent. These, from the wide circle which they reach and the increasing elevation of their system of instruction, are destined to exert a growing influence.

And yet of these high schools the superintendent says: "The whole policy of free public high schools is questioned in some quarters, the very competency of a Commonwealth to go beyond the rudiments in its free-school-work being sharply challenged by not a few. There are signs of a combined and somewhat formidable attempt to push the States back from their advanced positions and compel them to stop with the elements, leaving the rest of the field to be occupied and developed by other instrumentalities and forces.

"The advantages of the free public high school, however, are great and obvious. It brings the means of higher instruction to the very doors of the people. It saves the expense and the moral and social risks incident to boarding-schools and other institutions remote from the salutary restraints of home. It plants in the midst of every township adopting the plan a school, the influence of which, if it be well conducted, must favorably affect the tone of society and nearly every interest of the community. Even the value of real estate and other property will be raised by it, for it will invite those who seek homes where they can educate their children without being parted from them; families of means, intelligence, and refinement, whose coming is a bless-

* The large increase in the number of children in Peoria is said to require a correspondent increase of accommodations, and it is recommended that to meet this need there should be established in different parts of the city small primary schools, leaving the grammar-grades in three or four buildings suitably located to accommodate those desiring to attend them. The superintendent of the high school says, "Our district schools give a fair knowledge of reading, spelling, penmanship, geography, English grammar, United States history, arithmetic, and some other things. In addition to these, the high school affords the opportunity to pursue the following studies: Latin, 3½ years; Greek, 3 years; German, 2 years; English language and literature, 2 years; algebra and geometry, 1 year each; trigonometry, 1 term; astronomy, physiology, botany, natural philosophy, chemistry, mental philosophy, and rhetoric, 2 terms each, together with some other studies which are optional." An evening-school was maintained during the winter of 1872–'73 with encouraging success and reopened November 10, 1873. The pupils were from 12 to 40 years of age, the eldest often the most earnest in the endeavor to repair the loss of educational privileges in early life. The attendance, which had been about 80 in January, 1873, and had fallen to 54 in March, was, at the reopening, in November, 103, and in December, 111.

ing to any neighborhood. It will powerfully tend to equalize the educational facilities of the State, which are now overwhelmingly in favor of cities and villages."

To the question "Is the high school a proper and legitimate part of a general free-school-system?" the superintendent says emphatically: "*Yes.* I believe that the question for American statesmen is, not how *little*, but how *much*, can the State properly do for the education of its children; that the one thing most precious in the sight of God and of all good men is the welfare and growth of the immortal mind; and that, to secure this, legislatures should go to the verge of their constitutional powers, courts to the limit of liberality of construction, and executives to the extreme of official prerogative. I believe that an American State may and should supplement the district-school with the high school, and the high school with the university, all at the public cost, exhibiting to the world the noblest fruitage of the century: a model free-school-system. And when at the head of the long line of educational forces there stands, as sooner or later there surely will stand, a great National University, fitly symbolizing the culture, refinement, and dignity of the Great Republic, then will our system of public education be indeed complete."

PREPARATORY INSTITUTIONS.

Two schools especially designed to prepare youths for the higher training of the universities report 41 pupils in classic and 18 in scientific studies. St. Francis Solanus College, at Quincy, with 10 professors and instructors, has 29 pupils in the classic and 19 in the commercial department. The institution has a cabinet of natural history and a philosophic cabinet and apparatus. The library numbers about 2,100 volumes. The Winnetka Institute, at Winnetka, with 4 instructors, has 12 pupils in classic and 18 in scientific studies, and 10 in subordinate classes. The institute has grounds and buildings worth $30,000, is unsectarian in its management and influence, and is one of the feeders of the University of Chicago.

Statistical summary of universities and colleges.

Names of universities and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Corporate property, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Amount of property of corporation.	Value of grounds, buildings, and apparatus.	Amount of endowment.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
Abingdon College	7	*2	77	130	.....	$75,000	$20,000	.....	.....	.....	.....
Augustana College	4	1	39	20	$39,000	10,000	11,000	.....	.....	.....	7,000
Blackburn University	13	4	141	116	.....	90,000	200,000	$90,000	$8,500	$6,000	1,200
Carthage College	7	0	145	53	.....	50,000	30,000	30,000	3,000	2,500	1,000
Chicago University	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
College of Sacred Heart of Jesus	7	.....	.....	50	.....	.....	.....	.....	.....	.....	.....
Eureka College	6	.....	206	74	60,000	60,000	20,000	20,000	1,000	.....	2,000
Freeport College	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Illinois College	9	4	111	39	372,000	135,000	126,000	126,000	12,100	4,500	7,000
Illinois Wesleyan University	11	3	155	103	150,000	150,000	100,000	60,000	4,000	4,270	2,000
Knox College	11	0	189	48	300,000	130,000	300,000	100,000	10,000	7,000	6,000
Lincoln University	7	.....	300	.....	187,000	75,000	120,000	100,000	.....	.....	2,000
Lombard University	6	.....	23	32	.....	80,000	100,000	100,000	8,000	2,600	3,500
McKendree College	6	*2	154	167	175,000	75,000	30,000	28,000	2,500	4,250	8,500
Monmouth College	9	.....	139	87	.....	40,000	59,000	.....	.....	.....	1,850
Northern Illinois College	4	.....	64	60	.....	131,000	20,000	22,000	2,200	.....	1,000
Northwestern College	10	.....	27	30	.....	50,000	91,000	.....	4,919	4,204	600
Northwestern University	18	2	314	183	1,495,632	356,500	282,833	648,612	23,800	14,803	28,600
St. Ignatius College	13	0	40	165	300,000	200,000	0	.....	.....	.....	8,500
St. Joseph Ecclesiastical College	7	.....	36	33	.....	.....	.....	.....	.....	.....	.....
St. Viator's College	14	.....	.....	55	21,600	24,000	.....	.....	.....	7,100	600
Shurtleff College	12	*5	132	62	147,112	47,000	56,016	37,427	3,700	29,574	4,000
Westfield College	8	0	179	51	8,000	35,000	70,000	25,000	2,500	3,234	325
Wheaton College	14	*3	230	46	60,000	.....	29,000	29,000	2,500	.....	3,000

* Partially.

The greater portion of these colleges and universities admit women. Some have a special "ladies' course," running parallel with the regular academic course, and admitting of the two sexes uniting in recitations where the subjects studied are the same.

Abingdon reports itself entirely out of debt, through the kind donations of its friends.

Besides its collegiate department, it has a school of the Bible for the preparation of young men for the ministry.

Augustana has also a school of theology for the same end.

The University of Chicago, besides a preparatory department within itself, has another sixteen miles away, on the lake-shore, and another—formerly the Wayland University, now Wayland Institute—at Beaver Dam, Wisconsin. These schools are opened to both sexes.

Eureka claims to have sent out from her halls 4,000 young men, more or less, prepared for the great duties of life, of whom hundreds have become teachers in the common schools and academies. It has a Bible-department—in which many have been trained for the Christian ministry—a normal, a commercial, and a musical department.

Illinois College, Jacksonville, includes in it the Whipple Academy, of which three of the college-professors are principals and others instructors. The Jacksonville Business-College is also connected with it.

At Lincoln the young ladies and gentlemen students attend in the same chapel every morning and, as far as possible, recite in the same classes. A theologic department has been created here.

Lombard adds to its catalogue a good feature: a list of those on whom it has conferred honorary degrees, with the years in which they were bestowed. It presents a classic, a scientific, and a literary course, each of four years.

McKendree has the same, with a normal, a law, and a commercial department.

At Monmouth there are also, besides a collegiate and a scientific course, a normal, a musical, an art, and an honor-course. This last is "additional to the ordinary or degree-course," and includes six departments, in any one or more of which a student may graduate with honors, first or second, according to the attainments made. For the securing of a second honor, one must master, besides the ordinary course, about half as much more matter, while for a first honor the ordinary course must be about double.

The Northwestern College embraces, in addition to its preparatory and collegiate, a ladies' course, a normal, a commercial, and an art-department.

The Northwestern University includes, with its preparatory and collegiate departments, the Garrett Biblical Institute, the Chicago Medical College, and the Evanston College for Young Ladies, which has, however, its own board of lady trustees and a lady principal.

Shurtleff has a theologic department connected with it, with four professors and a course of three years.

St. Ignatius has a commercial as well as a classical course.

St. Joseph's is mainly an ecclesiastic college.

Wheaton, besides its classic course, has a ladies' collegiate course, one of Bible-study, and one of art and music.

Westfield, a preparatory, a classic, a scientific, a normal, an instrumental-music, and an art-course.

COLLEGES FOR WOMEN.

Seven institutions for the higher education of women report a total of 105 professors and instructors, (18 males and 87 females,) with 1,024 students in their preparatory schools and 594 in their collegiate classes. One of these has 800 volumes in its library; another, 1,000; a third, 1,500; three others, 2,000 each; and one, 2,500. Four years is the ordinary collegiate course in these. In all, drawing and music and German and French are taught. All have chemic laboratories and all but one philosophic apparatus or cabinet. One other, the Women's College, at Evanston, reports 300 preparatory students, but gives no note of college-classes yet.

BUSINESS-COLLEGES.

Fourteen of these institutions in this State—at Bloomington, Bourbonnais, Chicago, Eureka, Galesburg, Joliet, Monmouth, Naperville, Peoria, Quincy, Rockford, Rock Island, and Springfield—report an aggregate of 64 teachers and 2,221 pupils.

NORMAL SCHOOLS.

The Cook County normal school, principal, D. S. Wentworth, is reported in 1873 to have five teachers in its normal department, with 146 pupils; course, three years. Established in 1867 by the county of Cook, for the purpose of preparing teachers of both sexes. It has had since that time, in all, 381 pupils in attendance, of whom 119 have graduated. Tuition to residents of Cook County is free, on the condition of signing a pledge to teach in the county. Volumes in library, 223, of which 30 are pedagogic.

The Peoria County normal school, course two years, reports, for 1873, 4 resident instructors, with 69 pupils in the first year of its course and 8 in the second year. Whole number during the school-year of 1872–73, 114. Volumes in library, 278. Graduates are entitled to a certificate of the highest grade from the county-superintendent.

The normal department of Eureka College returns 6 instructors, with 40 pupils in the one year of its course and a library of 2,000 volumes, embracing 30 on pedagogics. Carthage College has also such a department, which contained last year 46 students.

The Northwestern College, at Naperville, has 42 students in a three-years normal course, under the same supervision as students in the other courses and reciting in the same classes when pursuing the same studies.

The Northwestern German-English Normal School, at Galena, a private institution under the control of the Northwestern German-Methodist Conference, has 5 instructors, with 114 pupils in a normal course of three years and 50 volumes in its library. It has graduated 21 students since its organization, in 1868.

The Evangelical-Lutheran Teachers' Seminary, at Addison, returns 4 instructors, 86 students, and 188 graduates since its organization, in 1864. In the last year there were 21 graduates, who all engaged in teaching. Vocal and instrumental music are taught, a philosophic cabinet and apparatus are possessed, and 300 works on pedagogics are in its library.

The Normal University of the State of Illinois, with an annual appropriation of $29,000 from the legislature and four years in its full course, is the main dependence of the school-system of the State for its supply of teachers, valuable as is the aid of the others above named. It reports 13 instructors and 419 normal pupils in the fall-term of 1873. At the close of the last scholastic year 21 graduated, of whom 18 engaged in teaching. It has graduated altogether 221 pupils, 104 of these males, 117 females. Its library contains 1,000 volumes, of which 30 are on pedagogics. Drawing and vocal music are taught, and a good chemic laboratory, philosophic cabinet and apparatus, and museum of natural history add to its means of illustration in the scientific studies that now form a regular portion of the course in the public schools.

A new normal school for the southern portion of the State has been established at Carbondale, and Dr. Robert Allyn, of McKendree College, appointed principal.

In Knox College a normal class is organized each year for the benefit of students who desire a special preparation for the work of teaching. The exercises of this class continue for three months.

Statistical summary of professional schools.

Names of schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Corporate property, &c.					Number of volumes in library.
				Amount of property of corporation.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
SCHOOLS OF THEOLOGY.									
Augustana Theological Seminary	3	....	13	.....	.....	.....	.....	.....	.....
Baptist Union Theological Seminary	5	....	49	$200,000	$90,000	$110,000	*$25,459	.....	4,000
Biblical department, Eureka College	2	....	22	.....	60,000	20,000	1,000	.....	1,000
Chicago Theological Seminary	6	†5	42	370,000	128,850	204,050	17,761	$40,944	5,000
Garrett Biblical Institute	16	4	68	400,000	100,000	300,000	27,500	1,200	4,500
Jubilee College	1	....	....	35,000	.....	.....	.....	.....	3,000
Presbyterian Theological Seminary of the Northwest	5	4	29	.....	200,000	168,620	33,313	.....	8,000
Theological department, Blackburn University	....	....	....	.....	.....	.....	.....	.....	.....
Theological department of Shurtleff College	4	2	12	.....	.....	50,434	5,000	.....	1,000
United Presbyterian Theological Seminary of the Northwest	3	1	12	0	0	6,000	629	2,164	2,422
SCHOOLS OF LAW.									
Law-department, McKendree College	1	....	7	.....	.....	.....	.....	210	350
Law-school, University of Chicago	....	....	....	.....	.....	.....	.....	.....	.....
SCHOOLS OF MEDICINE.									
Chicago Medical College, (medical department of Northwestern University)	19	....	130	.....	75,000	.....	.....	4,000	0
Rush Medical College	22	....	196	.....	.....	.....	.....	.....	.....
Woman's Hospital, Medical College	16	....	32	.....	‡	.....	.....	.....	.....

* Includes all receipts. †One, fully; four, in part. ‡The building is on the lot owned by the Chicago Hospital for Women and Children, and is worth over $30,000.

Statistical summary of professional schools—Continued.

Names of schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Corporate property, &c.					Number of volumes in library.
				Amount of property of corporation.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
SCHOOLS OF MEDICINE—Continued.									
Bennett College of Eclectic Medicine and Surgery	12	...	130	$25,000	$25,000	$20,000	$1,800	$6,000	5,000
Hahnemann Medical College and Hospital of Chicago	16	....	65	100,000	100,000	0	0	13,000	300
Chicago College of Pharmacy	4	....	50	15,000	*8,000	0	0	2,800	1,800
SCHOOLS OF SCIENCE.									
Illinois Agricultural College	6	....	†58	75,000	25,000	30,000	1,500	2,500	500
Illinois Industrial University ‡	19	....	412	849,980	.....	319,000	28,000	15,077	9,000
Scientific department of Blackburn University	....	....	....	.....	.....	.....	.....	.....	.....

* Apparatus. † Besides 156 preparatory.

‡ The new and noble building for the use of the Industrial University—214 feet in total length and 124 in total depth—was dedicated with appropriate ceremonies on Wednesday, December 10, 1873. It contains 60 rooms devoted to public uses, and has cost, with furniture and heating-apparatus, $148,000.

ILLINOIS INSTITUTION FOR THE EDUCATION OF THE DEAF AND DUMB.

The crowded condition of this institution forms a prominent subject of remark in the last report received from it, 324 pupils being on its lists and 294 in attendance during the term, this number requiring the use of every available space for beds, the resort to a first and second table at each meal, and a series of constant shifts to avoid continual interference of one exercise and study with another. The immediate erection of additional buildings is hence urged, that the present one may be made a dwelling-house alone; while still further additions, it is held, must be made ere long, as the returns to the secretary of state indicate 632 deaf mutes within the Commonwealth, the real number being probably greater still.

Since the opening of the institution, in 1845, there have been 893 pupils admitted to its privileges, of whom 59 were found to be children of parents more or less nearly blood-related. For four years past a class has been under instruction in articulation, with a teacher said to be possessed of high capacity, energy, and tact. The result of the experiment is reported to be a conviction that under favorable circumstances a small class, with a more than usually able teacher, may make more progress with this method of instruction than with the sign-method. But, as it is very difficult to secure all these conditions, it is held that the sign-method should not be abandoned. The new method of *visible speech* has to some extent been introduced, one of the teachers having been specially instructed in it.

ILLINOIS INSTITUTION FOR EDUCATION OF THE BLIND.

The new building for this purpose, erected in place of one burned in April, 1869, was reported in the early autumn of 1873 to be sufficiently far advanced to be opened October 1, and it is supposed that it was so opened. The school meanwhile has been continued in a building which escaped the burning, but of course under disadvantages from overcrowding.

PRINCIPALS' ASSOCIATION.

The November meeting of the Chicago Principals' Association was held at Normal Hall on Saturday morning, November 1, 1873, President Pickard in the chair.

The question as to whether it is the province of the district-school to give a commercial education was discussed with some warmth, Mr. Belfield opening on the affirmative and Messrs. Lewis, Cutter, Haywood, Baker, Broomell, Merriman, Westcott, and Hanford participating. Mr. Belfield said: "The complaint is sometimes made, and I

think with full justice, that our schools are not doing their full duty in fitting boys for business-pursuits. After having completed our first grade, or even before that is done, pupils are sent to a commercial college to learn penmanship and business-arithmetic. This should not be. Our pupils should receive that training which would enable them to compete successfully with the graduates of the business-college." Mr. Lewis thought that the general expression of business-men is that business-colleges fail to accomplish the end for which they were established. He gave it as his experience, and Messrs. Cutter and Haywood coincided with him, that business-men would sooner take a boy from the district-schools and intrust their business to him than employ a graduate of a commercial college. As to the graduates of the high school, by the discipline they gained, they were better fitted for handling a set of books than those whose only education was a little training in penmanship and the general principles of book-keeping. Mr. Hanford said that we should give children a knowledge of underlying principles and, if we can do so, add such specialties as will be of practical benefit to them in life. He held that our graded course, if faithfully followed, would provide all of a business-education that it was in the province of a common-school-course to impart. Mr. Belfield said: "I shall use the argument of the gentleman to strengthen my own position. If, as has been said, the business-colleges do not accomplish that which they profess, this is an additional reason for our doing it. We can do it, without lengthening the time devoted to our course of study, by substituting this work for some of the less important, I may say useless, things which now encumber us." The committee on German, in its last annual report, say, "The use of the German principally in this country, and especially in the West, is for practical purposes. The children study the language to further their material condition more than to look into the treasures of German literature, otherwise hidden from their sight." The system of public instruction is yet in its infancy. The time will come when the different mechanic arts will be taught at the public expense, not necessarily in connection with the studies now pursued, but in special schools.

CHICAGO PUBLIC LIBRARY.

Established by act of the general assembly of the State, passed March 7, 1872, this library has not yet been opened to the general public, except to visitors who desire to see the progress made in the accumulation of books, in the quarters occupied temporarily in the "tank" over the city-hall. Its permanent location is to be the old post-office-building, an exchange having been made with the United States of a lot on the Chicago River for the old post-office-lot.

The reading-room of the library was opened to the people on the 1st day of January, 1873. The first report of the board of directors, dated June 4, 1873, gives the total number of visitors since the date of opening as 50,038, reaching a daily average of 331; weekly, 2,319; monthly, 10,007. The whole number of issues of periodicals to readers had been 33,986; the number of daily issues, 225; weekly, 1,575; monthly, 6,797. This municipal liberality is supplying to thousands an opportunity for that mental improvement hitherto denied them, and affords opportunity and means of employing idle time profitably.

The number of books already accumulated is 6,852, of which about 4,000 were received since January 1. There are also 3,222 valuable pamphlets. Of the books, only a portion have been purchased, the remainder being gifts from the people of England, Germany, France, Ireland, and Scotland, and from the citizens of Chicago, who contributed 2,500 volumes. From England have been received, from the national collection, commenced after the great fire, some 3,530 volumes. There is still to be received a special contribution of some 1,000 or 1,200 volumes, the gift of Mr. Thomas Hughes, M. P., and a few friends. The English patent-office-reports, which have been presented by the English patent-office-commissioners, number some 2,800 volumes, the binding of which in London this board has ordered through its agent, Mr. John Robson, at a cost of about $8,000. It is stated also that several more cases are on their way to Chicago, and it is probable that the entire English gift will, when all the books are received, amount to at least 7,000 volumes. These, with the number of books in the German collection, as well as those received from other sources, will make a grand total of some 10,752 volumes; and this, too, it may be said, without as yet making any considerable draft upon our income, except for the few named.

The board of directors, in estimating the commercial value of the books already on the shelves, for the purpose of insuring against fire, has directed a policy of fire-insurance to be taken out for $10,000. The probable value is $15,000 or $20,000.

But the principal value of many of the works will scarcely bear any pecuniary estimate. Some are editions or works of which no duplicates exist to be purchased. Thus, the English government sends 212 volumes, large octavo size, of their memorials and chronicles, and calendars of state-papers, of correspondence and public transactions with all the civilized countries of the globe, from the earliest periods of their history. These, published by the master of the English rolls, under authority of a special act of Parliament, passed in the year 1800, have occupied hundreds of transcribers and trans-

lators in all languages, at a cost of time and money which precludes the utter possibility of such a thing being ever undertaken as a private enterprise.

The complete sets of the English patent-office-reports, with some 77,000 specifications and 2,800 volumes, besides the annual additions of 140 volumes each year, can scarcely ever go into a private owner's or publisher's hands, and there are but three or four complete sets in the public libraries of this country. The University of Oxford, that most ancient seat of English learning, has made up and sent to Chicago a collection of books which—aside from the literary merit of the works sent—are, in style of bindings and typographic appearance and workmanship, of a value which, for the same number of books, could scarcely be replaced in case of loss.

ILLINOIS MUSEUM OF NATURAL HISTORY.

This institution was founded by the State Natural-History Society in 1858 and by this transferred to the State-board of education in 1871. It is supported entirely by legislative appropriation and is made an active center of exchange and distribution, especially for the public schools of the State.

It is now placed in the State normal-university-building, and contains about forty thousand specimens, nearly all named, catalogued, and thoroughly organized for the use of students.

It is designed to furnish, in time, to every school in the State which will use and properly care for it a small collection so selected as to illustrate in the best possible manner the branches required to be taught.

Mineralogy, geology, conchology, botany, and ornithology are represented by full and valuable cabinets, and measures have been taken to enlarge the already respectable collections in entomology and general zoölogy. The chemic laboratory connected with the normal university will soon be refitted and supplied with abundant apparatus, and will be opened to all who wish to make a special study of chemistry and the allied branches.

Designated sets of specimens are supplied to schools and public institutions.

The museum is for the free use of the people of Illinois, and all needed facility and assistance, in the way of books, specimens, and instruction, are afforded those who wish to avail themselves of it.

LIST OF SCHOOL-OFFICIALS IN ILLINOIS.

Hon. NEWTON BATEMAN, *State-superintendent of public instruction, Springfield.*

COUNTY-SUPERINTENDENTS.

County.	Name.	Post-office.
Adams	* John H. Black	Quincy.
Alexander	Mrs. Phoebe A. Taylor	Cairo.
Bond	Rev. Samuel G. Duff	Pleasant Mound.
Boone	Mrs. Mary E. Crary	Belvidere.
Brown	James P. Amonett	Ripley.
Bureau	Jacob Miller	Princeton.
Calhoun	Israel J. Varner	Hamburg.
Carroll	* James E. Millard	Lanark.
Cass	John Gore	Ashland.
Champaign	S. L. Wilson	Tolono.
Christian	Robert W. Orr	Taylorville.
Clark	Perry A. McKain	Marshall.
Clay	Jacob H. Songer	Xenia.
Clinton	Philip Bottler	Trenton.
Coles	Allen Hill	Hutton.
Cook	George D. Plant	Lemont.
Crawford	Presley G. Bradberry	Palestine.
Cumberland	Thomas C. Killie	Hazel Dell.
De Kalb	* Horace P. Hall	Sycamore.
De Witt	Miss Mary Welch	Clinton.
Douglas	* Samuel T. Callaway	Tuscola.
Du Page	* Charles W. Richmond	Naperville.
Edgar	Rufus S. Cusick	Paris.
Edwards	* Levinus Harris	Albion.
Effingham	Owen Scott	Effingham.
Fayette	Benjamin F. Shipley	Vandalia.
Ford	R. N. Gorsuch	Paxton.
Franklin	George C. Ross	Benton.
Fulton	Vincent M. Grewell	Ipava.
Gallatin	Thomas J. Cooper	Shawneetown.
Greene	Mrs. Catharine Hopkins	Carrollton.
Grundy	Rev. John Higby	Gardner.
Hamilton	John P. Stelle	McLeansboro'.

* Re-elected.

List of school-officials in Illinois—Continued.

County.	Name.	Post-office.
Hancock	*Rev. William Griffin	Carthage.
Hardin	Marshall Rose	Elizabethtown.
Henderson	Rev. James McArthur	Olena.
Henry	Benjamin F. Barge	Geneseo.
Iroquois	David Kerr	Gilman.
Jackson	L. H. Redd	De Soto.
Jasper	Calvin S. James	Newton.
Jefferson	John D. Williams	
Jersey	William H. Lynn	Jerseyville.
Jo Daviess	Robert Brand	Galena.
Johnson	Thomas G. Farris	Vienna.
Kane	Charles E. Mann	St. Charles.
Kankakee	* Miss Nettie M. Sinclair	Kankakee.
Kendall	*John R. Marshall	Yorkville.
Knox	Miss Mary A. West	Galesburg.
Lake	John P. Manchester	Waukegan.
La Salle	*Rinaldo Williams	Farm Ridge.
Lawrence	F. W. Cox	Bridgeport.
Lee	Daniel Carey	Rochelle.
Livingston	M. Tombaugh	Odell.
Logan	James G. Chalfant	Lincoln.
Macon	Simon P. Nickey	Oakley.
Macoupin	John S. Kenyon	Virden.
Madison	A. A. Suppiger	Highland.
Marion	James W. Trimmet	Sandoval.
Marshall	Charles S. Edwards, jr	Sparland.
Mason	* Solomon M. Badger	Mason City.
Massac	Henry Armstrong	Metropolis.
McDonough	John M. Dunsworth	Colchester.
McHenry	William Nickle	Ringwood.
McLean	*John Hull	Bloomington.
Menard	Kenyon B. Davis	Petersburg.
Mercer	Miss Amanda E. Frazier	Aledo.
Monroe	William H. Hilyard	Waterloo.
Montgomery	Rev. Francis Springer	Irving.
Morgan	Henry Higgins	Jacksonville.
Moultrie	James K. P. Rose	Sullivan.
Ogle	* Edward L. Wells	Oregon.
Peoria	Miss Mary W. Whiteside	Elmwood.
Perry	John B. Ward	Du Quoin.
Piatt	C. J. Pitkin	Cerro Gordo.
Pike	James W. Johnson	Pittsfield.
Pope	James A. Rose	Golconda.
Pulaski	William M. Hathaway	North Caledonia.
Putnam	James H. Seaton	Hennepin.
Randolph	Peter N. Holm	Evansville.
Richland	John J. Coons	Calhoun.
Rock Island	* Mansfield M. Sturgeon	Rock Island.
Saline	Barnett L. Hall	
Sangamon	Patrick J. Rourke	Springfield.
Schuyler	William A. Clark	Camden.
Scott	Rufus Funk	Exeter.
Shelby	John Stapleton	Oconee.
Stark	Alonzo B. Abbott	Bradford.
St. Clair	John Gwillim	Mascoutah.
Stephenson	Johnson Potter	Davis
Tazewell	Michael E. Pomfret	Hopedale.
Union	Joseph H. Samson	Jonesboro'.
Vermilion	Charles V. Guy	Danville.
Wabash	*James Leeds	Friendsville.
Warren	*James B. Donnell	Monmouth.
Washington	Samuel C. Page	Nashville.
Wayne	Rev. Francis M. Woolard	Fairfield.
White	Ahart S. Harsha	Carmi.
Whiteside	Orrin M. Crary	Lyndon.
Will	Mrs. Sarah C. McIntosh	Wilmington.
Williamson	* Augustus N. Lodge	Marion.
Winnebago	Mrs. Mary L. Carpenter	Rockford.
Woodford	* William H. Gardner	Panola.

* Re-elected.

INDIANA.

[From biennial report of Hon. Milton B. Hopkins, State-superintendent, for the school-year ended August 31, 1872, and from his special report to the governor of the State for 1873.]

The last legislature, by an amendment to the nineteenth section of the school-law, approved as late as the 8th of March, required that the enumeration of the children of the State for common-school-purposes should be made in that same month and April following, instead of July and August, as heretofore. This required great expedition, and consequently notice of the change with the proper blanks was immediately sent to the trustees throughout the State, who have discharged the duty with energy and promptitude, the results of which are indicated by the figures below.

I. ENUMERATION.

Number of white males between 6 and 21 years of age	*342,082	
Number of white females between 6 and 21 years of age	307,067	
Total number of white children		631,149
Number of colored males between 6 and 21 years of age	4,589	
Number of colored females between 6 and 21 years of age	4,594	
Total number of colored children		9,183
Whole number		640,549
Whole number enumerated in the preceding July and August		631,549
Increase in our scholastic population within six months		8,783

II. ADDITIONS TO THE SCHOOL-FUNDS.

Common-school-fund.

Amount of common-school-fund in June, 1872	$2,239,502 22
Amount sinking-fund distributed	56,140 09
Amount since added from other sources	2,453 20
Amount in June, 1873	2,341,267 12

These figures show that the increase of the common-school-fund from the 1st day of June, 1872, to the same date, 1873, is $10,764.90. More than one-half of this amount, however, is from the sinking-fund, which is now exhausted, and consequently no additions in the future can be made from this heretofore fruitful source.

Congressional township-fund.

Amount of fund June, 1872	$2,269,867 61
Amount since added from sale of lands	19,316 15
Amount in June, 1873	2,289,183 76
Add the value of 12,925 acres of unsold lands	83,697 18
Total congressional fund	2,372,880 94

This fund, with the exception of the $83,697.18, the estimated value of the unsold congressional school-lands, is productive of interest. In a very few instances these lands are cultivated, and the rents and profits are applied to the education of the children of the proper township.

The school-funds have become very much simplified. They are now all embraced under two heads: common-school-funds and congressional township-funds.

The former embrace the various funds mentioned in the constitution of the State and set apart by it for educational purposes, such as the surplus-revenue-fund, saline-fund, bank-tax-fund, sinking-fund, and the fund derived from the sale of county-seminaries, the last dollar of which has found its way into the fund and is at the present time pro-

* These figures are taken from the official report published in the public prints.

ductive of interest. This fund embraces, also, fines, forfeitures, escheats, &c., which continue to augment it from year to year. A part of this fund is held in trust by the different counties in the State; the rest is held by the State herself, which debt she has acknowledged by the issuance of certain non-negotiable bonds, bearing 6 per cent. interest.

The congressional township-fund includes the proceeds of the sales of the sixteenth sections, as well as the present value of such of those lands as remain unsold. Both of these funds may be summarized as follows:

Non-negotiable bonds	$3,904,783 21
Common-school-fund	2,341,267 12
Congressional township-fund	2,372,880 94
Total	8,618,931 27

III. COMMON-SCHOOL-REVENUE.

The principal sources of the common-school-revenue are taxes upon the property and polls of the State, interest upon the common-school-fund, liquor-licenses, and unclaimed fees. The following table exhibits the revenue derived from each of these sources for the year ended November 15, 1873:

Apportioned by the superintendent of public instruction, collected by tax	$1,190,626 65	
Interest on common-school-fund	189,455 47	
Liquor-licenses	40,212 50	
Unclaimed fees	7,193 72	
State's interest on bonds paid	231,064 50	
Other sources	27,382 86	
Total revenue collected for apportionment		1,685,935 70
Amount apportioned		1,646,913 83
Apportioned by county-auditors:		
Interest on congressional fund, collected and apportioned by the coun-ties	$98,988 12	
Amount derived from local taxation	539,667 80	
Total		629,655 92
Grand total of school-revenue for tuition for the year ended November 15, 1873		2,276,569 75

THE REVENUE OF 1873 COMPARED WITH THAT OF 1872.

Increase by State-tax	$120,324 90	
Increase by interest on fund	28,615 37	
Increase by unclaimed fees	6,693 34	
Increase by local taxation	118,689 15	
Increase by interest on bonds	7,323 54	
Total increase		281,641 36
Decrease by abolishing fees for liquor-licenses	$68,067 50	
Decrease in congressional revenue, (only one distribution)	47,992 09	
Total decrease		116,059 59
Net increase		165,581 77

The increase derived from taxation is due to an increase in the wealth of the people and the number of taxable polls.

The increase in the amount of interest is caused, probably, by an increase in the productive school-fund itself, in accordance with the act of March 11, 1873, and partly by a change in the rate of interest from 7 to 8 per cent.

The increase in the amount derived from unclaimed witness-fees is the result of the energy of the attorney-general and county-superintendents, in accordance with the legislation of last winter.

The interest on the congressional fund is the amount appropriated in June, and does not include the distribution made in January of 1874, and is therefore only about half the usual amount reported from this source.

The same is true of the amount derived from local taxation.

IV. MISCELLANEOUS.

Average length of school-term, in days	105
Average length of school-term, in months	5¼
Number enrolled in primary schools	451,259
Number enrolled in high schools	13,895
Average daily attendance of white children	295,931
Average daily attendance of colored children	2,920
Number of districts in which schools were taught	8,918
Number of districts in which colored-schools were taught	90
Number of white male and female teachers employed	11,965
Number of colored male and female teachers employed	91
Number of school-houses in the State	9,202
Number of school-houses built within the year	465
Cost of same	$872,900 73
Whole number of persons licensed by the county-superintendents	9,575

Quite a number of changes were made in our school-law by the legislature at its last session, the wisdom of which can be certainly determined only by a practical test. This test has thus far been but imperfectly made. Among the changes, the most important is the abolition of the office of county-examiner, and the creation, in its stead, of that of county-superintendent. The law devolved the selection of this office upon the township-trustees, who, from their relation to the public schools, were supposed to be particularly fitted for making such selections. These appointments were made by the trustees in every county in the State on the first Monday in June, 1873, the day designated by the law. Persons were generally appointed by the trustees with exclusive reference to their qualifications, and in all such cases the results have been eminently satisfactory, and the law itself has been rendered popular. In a few instances, however, fealty to political party, rather than to common schools, was made the one essential qualification for the office. In such counties the law has failed in a great measure to respond to public expectation. The fault in this case is not in the law itself, but in the administration of the law.

COUNTY-BOARDS OF EDUCATION.

This board is composed of all the township- and school-trustees of the county, together with the county-superintendent, and is another new feature of the school-system. It takes its origin in certain general wants and needs of schools and school-property of which they have charge. It is the special province of this board to secure the best possible text-books for its schools, to relieve the parents of the burden of frequent changes, and to secure uniformity in text-books in the same school.

Under the law creating it, this board was not called into existence until as late as September last. It has, therefore, but fairly entered upon its work. Most of its decisions are merely advisory. "In a multitude of counselors there is safety."

TOWNSHIP-INSTITUTES.

Experience has abundantly shown that it was impossible to secure the attendance of all the teachers at the county-institutes, inasmuch as the law made such attendance voluntary, and that, as a general rule, those teachers who needed the advantages of these institutes most were the ones who failed to attend. For the purpose, therefore, of reaching all the teachers and making the benefits of institutes universal, the legislature at its last session enacted a law requiring the township-trustee to cause to be held in the township "township-institutes or model schools for the improvement of teachers" at "least one Saturday in each month during which the public schools may be in progress." The law requires the attendance of all the teachers in the township, and for non-attendance imposes a penalty.

Thus far, these institutes have been almost universally attended, and they have awakened rivalry among teachers, which must result in great good to the schools of the State.

CHANGE IN RATE OF INTEREST.

County-auditors are now collecting interest at the rate of 8 per cent. upon all expired loans and new loans, and have no difficulty in finding borrowers at the increased rate.

STATE-INSTITUTES.

Under the auspices of the State-board of education, the State-teachers' institutes were held during the past summer—one at Muncie, one at Franklin, and one at Vincennes. These institutes were largely attended by teachers from various parts of the State, and the instruction, which was given by experienced educators of our State and from abroad, was invaluable.

COUNTY-INSTITUTES.

These have been more generally held than in any former year and more generally attended by the teachers. They are now a fixed fact. They have given fresh impetus to the cause of popular education in every county in the State. Perhaps not less than 95 per cent. of the teachers receive all their professional training in these temporary normal schools. Trustees, in the employment of teachers, discriminate in favor of those who attend these institutes and against those who neglect or refuse to attend them. The money used in their support greatly increases the teaching power of the State, and is therefore wisely expended.

SCHOOL-HOUSES.

The reports now on file show that the people have expended during the year past $872,900.73 in the erection of school-houses, which is more than has been expended for the same purpose in any preceding year. The average cost of these is something over $18,000, which indicates very clearly the general character of these buildings. Not a child in Indiana, so far as is known, has been deprived of school-privileges for the want of a school-house in which to attend school.

GENERAL VIEW.

Almost every department of the school-system indicates progress during the past year. The permanent school-fund has been augmented; more than the usual amount of money has been raised by taxation. The school-houses erected have been more substantial and more in accordance with true architectural taste. The schools have been better attended, graded, and organized. The teachers have been better qualified for their profession and better paid for their services.

In respect to the average duration of the school-term, the year past suffers in comparison with the year immediately preceding; for while, as compared with the other years, it shows a decided gain, in this instance there is a loss of eleven days. This is much to be regretted, and shows the necessity at once of a law fixing the minimum length of a school-term.

In view of the fact that common schools are the only hope of the poor to obtain an education at all and in view of the additional fact that nineteen-twentieths of the population obtain from common schools all the education they do obtain, and that most of the public men receive from them the first elements of thought and their rudimental conception of men and things, the superintendent congratulates the governor, and, through him, the entire people of the State, upon the generally prosperous condition of the public-school-system.

AMENDMENTS TO THE SCHOOL-LAW.

The following are the principal amendments made to the school-law during the session of the legislature in 1873:

RELATING TO SCHOOL-FUND.

The rate of the special school-tax is increased to 50 cents on each $100 and $1 poll, just double the previous rate.

The rate of interest on all school-funds is fixed at 8 per cent.

An act was passed consolidating portions of several funds and various claims that were scattered and becoming less every year, to the amount of $170,000. The State assumed the ownership of these assets and gave to the school-fund a non-negotiable bond, drawing 6 per cent. interest.

RELATING TO TEACHERS.

Teachers are no longer to be elected by district-meetings. Their selection and appointment are henceforth to be entirely in the hands of the trustees.

The school-year is changed, so that it begins on the 1st day of July.

CONSOLIDATING SCHOOL-DISTRICTS.

Authority is given to two or more districts or municipal corporations to unite in building joint graded schools.

SALARIES AND APPROPRIATIONS.

The State-superintendent's salary is increased from $1,300 to $2,000 per annum.

The yearly appropriation of $10,000 to the State Normal School is increased to $15,000 and $2,000 additional for contingent expenses.

The State University receives an additional annual appropriation of $15,000, making the total annual income $30,500. Twenty thousand dollars were also appropriated for the new university-building.

AUTHORIZING CITY- AND TOWN-SUPERINTENDENTS.

Trustees of incorporated cities and towns are authorized to employ superintendents and pay them from the special fund. Heretofore this has been done without law.

AUTHORIZING CITY-BONDS.

Cities are authorized to issue bonds for building-purposes, to the extent of $50,000, instead of $30,000, as formerly.

SCHOOL-CENSUS.

Trustees are required to take the enumeration of children between the 1st of March and the 1st of May, and report to the county-superintendent on the 1st of May. Statistical reports are to be made September 1.

A penalty of $15 is inflicted if the county-superintendent fails to make his report of enumeration to the State-superintendent by May 15 and a penalty of $10 for not making the statistical report by September 15.

SPECIAL TAXES.

Trustees are authorized to levy a special tax to the extent of 25 cents on the $100, in order to pay off old debts.

PAY OF STATE-BOARD.

The law regulating the pay of members of the State-board of education has been changed so as to allow each $5 per day and 5 cents per mile for the distance necessarily traveled.

LEGAL VOTERS AT SCHOOL-MEETINGS.

All tax-payers, except married women and minors, are allowed to vote at school-meetings. Trustees are to be elected for one, two, and three years, so that hereafter one shall be elected annually.

COUNTY-SUPERINTENDENCY-LAW.

This law, though not all that was desired, has been hailed with delight by the friends of education throughout the State. It provides for a visitation, by the superintendent, of all the schools in the county at least once in the year; for county-organization, which will secure system and unity of work; and for township-organization, which will secure efficiency and uniformity in carrying out details.

COUNTY-BOARD.

The county-superintendent, with the trustees of the townships and the trustees of the towns and cities of the county, are to constitute a county-board of education, of which the county-superintendent shall be the president.

MEAGER SALARY OF SUPERINTENDENT.

The most serious defect in the law is that the pay of the superintendent is fixed so low ($4 per day) that in many counties good men cannot be secured, and, as a result, the work will not be as well done as is desirable. This is greatly to be regretted, since the success of the law and its popularity will depend upon the manner in which it is executed.

TEACHERS' INSTITUTES.

The law provides that "at least one Saturday in each month during which the public schools may be in progress shall be devoted to township-institutes or model schools for the improvement of the teachers, and two Saturdays may be appropriated, at the discretion of the township-trustee of any township." "The township-trustee shall specify, in a written contract with each teacher, that such teacher shall attend the full session of each institute contemplated herein or forfeit one day's wages for every day's absence therefrom, unless such absence shall be occasioned by sickness." This provision of the law will, it is believed, result in inestimable good.

In this law there is nothing to prevent trustees of small incorporated towns, not able to command the entire time of a superintendent, adding to the salary of a competent county-superintendent and securing a portion of his time. By this means a first-class man may be employed in almost every county and be paid a fair salary for his services.

INCREASE OF SCHOOL-REVENUE.

Under the old law, property for taxable purposes was seldom appraised at more than one-third or one-half its real value. According to these appraisements the total taxable property of the State is fixed at $662,000,000, while the census of 1870, in which people estimate their own property without any tax-duplicate staring them in the face, makes the

taxable property of the State worth nearly $2,000,000,000. The State-board of equalization, which has the best facilities for arriving at the facts in the case, estimates that the present basis of taxation, $662,000,000, is but little more than one-third the true value of the property of the State.

CHANGE IN PROPERTY-VALUATION.

The new law changes the basis and fixes the cash-value, or the amount the property would sell for at voluntary sale, as the standard. At the lowest estimate the valuation will be doubled.

The present yearly income from this source is $1,070,301.69, and the new law means that this amount shall be doubled, though whether so great an improvement will be effected is doubted by the superintendent.

APPOINTMENT OF TEACHERS.

One of the most important changes in the school-law is the one which does away with the district-meetings to elect teachers and leaves the selection and appointment entirely in the hands of the trustees. This will undoubtedly meet with much opposition, as people are very jealous of their rights, but it will be likely to result in much good. "The old law has given rise to more trouble in school-matters than almost all other things combined." Where two teachers apply for the same school, the defeated one and his friends not unfrequently use their influence against the successful teacher and the school; and hundreds of country schools have, in this way, been rendered almost useless. With the appointing power in the hands of the trustees, such trouble is avoided. This law has worked well in cities and towns. There seems no reason why it should not work equally well in the country.

IMPORTANCE OF GOOD TEACHERS.

The State-superintendent says: "School-teaching is now, by common consent, admitted into the ranks of the learned, honorable, and useful professions.

"The thermometer does not more accurately indicate the temperature of the surrounding atmosphere than do the moral and educational qualifications of the teachers indicate the civilization of the people in whose midst they live and labor. As are the teachers, so is the nation. Our law is correct, in theory at least, when it requires proof of moral character, and also sufficient knowledge to teach and to govern the school, as conditions of admission into the profession.

"Good teachers give us good schools and good schools make an intelligent, happy, and prosperous people. It is, therefore, the part of sound wisdom for the State to make liberal provision for the preparation of teachers possessing a high order of didactic skill."

STATE-CERTIFICATES.

The State-board of education has decided to grant two grades of certificates and has fixed the standard of qualification of each as follows: for the second grade, satisfactory evidence of good, moral character; superior professional ability; a comprehensive knowledge of the theory and practice of teaching; thirty months of practical experience in the school-room, ten of which shall have been in the State; a thorough knowledge of the branches taught in the common schools, of the Constitutions of the United States and of the State of Indiana, of the elements of natural philosophy, and of the art of composition.

A first-grade-certificate requires, in addition to the above, a knowledge of elementary algebra, the first three books in geometry, elements of botany, outlines of general history, elements of rhetoric, and elements of zoölogy.

INCREASE IN LENGTH OF SCHOOL-TERM.

The average length of the schools throughout the State has been increased nearly one month. This has been brought about by the levy of special tuition-tax. In many counties the trustees have levied sufficient tax to keep the schools open six months, and in Porter County the tax was sufficient to maintain schools nine months. The average length of schools for the year ended August 31, 1872, was 116 days. The improvement in this respect is highly gratifying and encouraging.

NEGLECT OF PRIMARY CLASSES IN UNGRADED SCHOOLS.

Complaint is made that in many cases the primary classes in ungraded schools are cheated out of half the time that properly belongs to them. In these instances each

class is allowed, indeed, to recite four times a day; but it is alleged that while the primary class is given only ten minutes, the advanced class, with no more pupils in it, is allowed *thirty*. The injustice of this is apparent when it is considered that the little ones cannot study as older pupils can and learn most through recitation. While the importance of a thorough grounding of these in the first elements is such as to justify a making of distinctions in their favor, much rather than against them, the foundations of education once well laid, the completion of the structure is comparatively easy.

SCHOOLS FOR COLORED CHILDREN.

The State-superintendent says: "I find a universal disposition among trustees and the people to make provision for the education of the colored children. Wherever congregated in sufficient numbers, without a single exception, so far as known to me, trustees have organized schools for them, provided houses, employed teachers—either white or colored—and made their school-terms equal in duration to those of the other schools. In many instances, by common consent, these children have been admitted into the white-schools, and in others, where they were refused, the trustees have expended to the best advantage their portion of the school-revenue in their education.

"I have visited many of these schools during the year. The children are well behaved and anxious to learn."

It is evidence of the interest taken in this class of children that, during 1873, there has been erected for them at the State-capital a school-building, costing $22,000, the cost of lot, furniture, and heating-apparatus bringing this up to $30,000. There are now eleven schools for colored children at Indianapolis, ten of them taught by colored teachers.

MORAL RESULTS OF THE SCHOOLS.

In connection with this subject the superintendent remarks: "The leading object in the organization of any school-system should be the moral culture of the children. That system of education that aims at the development of the intellectual faculties to the neglect of the moral is exceedingly defective. We should not allow ourselves to be deceived by the supposition that in cultivating the intellect we are necessarily developing the moral sentiments and feelings. Innumerable instances of moral degradation are found to-day in the ranks of the most highly educated. * * * Did not the advocates of our free-school-system promise the people that if they would take upon their shoulders the additional burden of taxation for its support the same would be lightened by the diminution of crime? Is there any perceptible decrease of crime in Indiana? Is there a reasonable probability that there will be? We should know what education *is not* doing for us as well as what it is doing. * * * It is hence becoming a grave question among those who take comprehensive views of the subject of education, whether intellectual culture without moral is not rather an injury than a benefit. That is the true system of education which adjusts itself in its course of training to the entire complex nature of the child. No government can safely ignore this grave subject, especially if it rely for security on the virtue, intelligence, and fidelity of its people. It is, therefore, a matter of the deepest concern that the legislature look well to the moral training of our youth. The law-makers of Indiana have not been heretofore unmindful of this great interest. Two statutes found in the school-law are monuments to the wisdom and patriotism of the general assembly: "The *Bible shall not be excluded* from the public schools of the State." "The common schools of the State shall be taught in the English language and the trustee shall provide to have taught in them orthography * * * and *good behavior*." The science of good behavior is a part of our common-school-curriculum, and the Bible is the text-book. These two sections clothe the teachers with all needed authority to bring their schools under proper *moral* and *religious influences*. Christianity should be made the basis of popular education.

ILLITERACY IN INDIANA.

The census of 1870 gives the number of illiterates over 10 years of age in Indiana as 127,124, or 7½ per cent. of the entire population. Of these, 100,341 were adults, and 39,509 (10 per cent. of the voting population) voters at all the elections, yet unable to read one section of the State- or national constitutions or the names of the candidates printed on their tickets.

ILLITERACY AND PAUPERISM.

As an illustration of the general rule that increased pauperism is a consequence of illiteracy, the superintendent presents the following statement: "The statistics re-

ceived from nine establishments (State and county) for the support of paupers show the total number of adults to be 1,375; minors, 987—total, 2,362. Of these, 959 were unable to read and write and 34 only had received a superior education. The total expense for the year was $216,575.56. These statistics show that of the 2,362 paupers in these nine establishments 1½ per cent. were well educated, while more than 40 per cent. were illiterate. I take it as a fair inference from the foregoing that 40 per cent. of the pauperism of Indiana is attributable to a want of intellectual and moral culture, and, consequently, 40 per cent. of the expenditure of the State on account of her paupers is chargeable to the same cause. It costs the State more to maintain a pauper than to educate a child. Should she not, therefore, in the name of economy, *demand* universal education?"

ILLITERACY A CRIME.

"If the State in her early history afforded meager privileges for free education, the reason is found in her early poverty. At no time, however, in her history have educational opportunities been so limited as to deprive the children of at least a knowledge of the elements of the English language. Illiteracy has at no time been a necessity. If any man or woman, reared in Indiana, is destitute of ability to read and write, it is almost invariably the result of slighted opportunities, and demands a defense—demands a *defense*, for illiteracy is incipient crime. To live from birth to majority in the midst of free schools and remain profoundly ignorantis a crime against the illiterate himself, against society, and demands of the State a remedy."

The remedy suggested is a

COMPULSORY LAW.

In urging the adoption of such a law the superintendent remarks: "Two features have characterized our system from its very inception: that the schools are *open to all* and *free to all*. The founders of it reasoned that public sentiment, parental pride, and the innate fondness of children for knowledge, combined, would send *all* into the schools. For fifty years we have acted upon this theory. What are the results? The census-table answers by facts and figures.

"To reach our 27,000 minor illiterates, together with a large number of truants and vagrants, and bring them within the elevating and refining influence of our schools, we have remaining one means, and only one: a compulsory law.

"The right to compel attendance is an obvious consequence of the school-system itself. If the State has the right to make, by compulsory taxation, the present liberal provisions for the education of all, she has the right to compel the attendance of all.

"I doubt not that a judicious law, compelling attendance upon the schools, would meet with favor in Indiana. It rises above all partisan considerations. Such a law would be the best friend of the orphan and the neglected. It would open to thousands a door of hope that is now probably closed forever. The public is ready for this measure. It can be enforced. It will break up old and bad habits and form new and better ones. Its adoption will mark a new and better era in educational matters and erase from the census-reports the figures that tell the disgraceful story of our illiteracy."

ADJUSTMENT OF COURSES OF STUDY.

The State-board of education has determined to readjust and modify, to whatever extent may appear to be necessary, the course of study in the public schools, so as to make it one continuous system from the lowest primary grade up to the State University. From the primary grades to the high schools the system does not seem, in their opinion, to need much adjustment. But between the high school and the university, the relationship between them needs some modification to bring the two into perfect accord and harmony. One noticeable feature of the new system is to be found in a provision which makes a certificate from certain designated high schools, showing that the bearer has satisfactorily passed through their course, a sufficient evidence to enter the university without further examination.

SECONDARY INSTRUCTION.

Nine private high schools, academies, and seminaries report an aggregate of 1,671 students in secondary studies—779 boys and 892 girls. Of these 95 are pursuing the classic course and 81 modern languages; 119 are preparing for college and 40 graduated from these various schools at their last commencement. Of these schools, 6 have fine libraries, the number of volumes ranging from 500 to 1,500; 3 have a chemic laboratory and philosophic apparatus, and in 4 music and drawing are taught.

In addition to the foregoing, 13 institutions for superior instruction have in their preparatory departments an aggregate of 1,689 pupils who are pursuing secondary studies, of whom 315 are young ladies.

NORMAL SCHOOL.

The State Normal School has not only maintained its own high character as a professional school, but likewise that of the class of institutions which it represents. "A written pledge on the part of the applicant for admission, filed with the principal, that said applicant will, so far as may be practicable, teach in the common schools of Indiana a period equal to twice the time spent as a pupil in the normal school," is the condition of admission. In the number of pupils, each year gains upon its predecessor. Its growth has been constant. Each year enrolls from 25 to 40 per cent. more students than the corresponding term of the preceding year. During the past year about three hundred students were in attendance. Twenty of this number graduated, and each of these is faithfully carrying out the conditions of admission. The universal verdict in reference to their teaching is that *their work is thorough.*

The influence of the school is not limited to its graduates. There are many under-graduates whose idea of school-work and methods of instruction have been greatly improved by an attendance at the institution. This school must ever be regarded as the heart of our common-school-system. Chauncy Rose, esq., a distinguished and wealthy citizen of Terre Haute, generously donated to the institution the sum of $4,000 for the purchase of a library of reference. More than one-half of that sum has been expended in accordance with his wishes, and the institution is now in possession of a very valuable library.

STATE UNIVERSITY.

The Indiana State University, located at Bloomington, was a seminary in 1824, a college in 1828, and was organized as a university in 1839. The State appropriates to it $23,000 annually. In all the six departments—preparatory, collegiate, engineering, military, medical, and legal—the number of professors and instructors is 26. Of the 174 classic or collegiate students, 31 are ladies, the collegiate course—classic and scientific—being open to them on the same terms as to young men. In every department tuition is free to all, only a small contingent fee of $3 being required in the law-school and college for each term.

A large new building for the university, corresponding with the one previously existing, has been erected during 1873, measuring 130 feet in length by 50 feet in breadth, and 3 stories high. On the first floor of this, in a room 100 feet by 50, will be displayed the extensive Owen cabinet of natural history and science, branching out into still another room for its exhibition of specimens. The remainder of the floor will be occupied by the laboratory and apparatus for illustration of the physical sciences. The second floor will be occupied by the libraries and two recitation-rooms. The third will contain the law-lecture-rooms, 60 feet by 50, and two halls for literary societies.

The alumni of this university now number 864, besides 6,000 who have received a partial training in it.

As has been stated under another head, the university will hereafter, it is understood, admit to its freshman-class approved graduates of the high schools of the State, without the examination to which other candidates for admission are subjected. Whether this implies a lowering of the standard of admission to the university or an elevation of that for graduation in the high schools does not yet fully appear; but it is taken for granted that the latter is the case, and that hereafter Latin, through Cæsar and Virgil, and Greek, through the grammar and reader, will be required for full graduation in the high schools.

Out of 110 applicants for admission to the university in 1873, only 50 were admitted. A part of the remainder entered the Bloomington high school, which is partly under the control of the university, to finish their preparation, and a part went to another college, where they were admitted. The advanced ground taken by the State University in regard to the standard of admission to the freshman-class is considered a matter for congratulation. If a general advance in this respect could be made by all western colleges, it would be some honor to hold a diploma from them. In the past there has been a strife among these institutions as to which should secure the largest attendance, and scholarship has been a matter of secondary consideration. It is hoped that all Indiana colleges will advance their standard so far that it will not be necessary for ambitious young men to leave the State in order to secure a *first-class* education.

Statistical summary of universities and colleges.

Names of universities and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Corporate property, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Amount of property of corporation.	Value of grounds, buildings, and apparatus.	Amount of endowment.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
Concordia College	6	0	.....	94	.....	$150,000	$0	.....	.....	.....	3,500
Earlham College	8	0	109	59	.....	94,000	55,000	$55,000	$5,000	$29,600	3,600
Fort Wayne College	12	....	.....	.....	$75,000	75,000	.....	.....	.....	.....	300
Franklin College	6	....	35	17	87,000	40,000	47,000	47,000	2,820	1,500	1,000
Hanover College	10	3	30	86	145,000	100,000	130,000	110,000	9,000	16,000	7,500
Hartsville University	8	....	206	93	.....	22,000	30,000	.....	2,100	1,400	604
Indiana Asbury University	9	8	190	195	175,000	175,000	152,000	152,000	12,000	4,000	12,000
Indiana University	11	....	74	174	250,000	143,000	110,000	107,000	7,500	25,000	7,000
Moore's Hill College	5	....	.....	175	.....	43,000	15,000	8,500	700	3,500	414
Northwestern Christian University	8	1	120	61	440,000	300,000	140,000	120,000	8,000	1,500	5,000
Ridgeville College	6	....	*170	5	36,000	30,000	5,500	4,000	240	1,700	500
St. Meinrad's College	6	....	45	21	.....	.....	.....	.....	.....	.....	4,500
Union Christian College	7	0	134	29	175,000	65,000	110,000	85,000	4,380	1,200	400
University of Notre Dame du Lac	15	0	191	42	.....	253,000	0	.....	.....	.....	12,000
Wabash College	11	....	180	88	400,000	150,000	180,000	160,000	15,000	5,000	7,500

*Includes 12 in scientific course.

PRIVATE AND DENOMINATIONAL INSTITUTIONS.

The following are private and denominational institutions, organized for local convenience or with a view to the retention of special religious influences throughout the college-course:

(1) Wabash College, at Crawfordsville; Presbyterian; 22 graduated at last commencement.

(2) Concordia College, at Fort Wayne; Lutheran; supported by free contributions of the clergy and congregations of the synod of Missouri, Ohio, and other States.

(3) Franklin College, at Franklin; Baptist. Of 4 students in the senior-class, 3 are ladies.

(4) Indiana Asbury University, Greencastle; Methodist-Episcopal. Of 385 students in the classic department, 38 are ladies. At the last commencement 30 graduated.

(5) Hanover College, at Hanover; Presbyterian. University-charter obtained in 1832; tuition, free. Graduates at the last commencement, 10.

(6) Hartsville University, at Hartsville; United Brethren in Christ. Of 89 students in classic department, 24 are ladies. Graduates at last commencement, 6.

(7) Northwestern Christian University; Christian. Of 61 students, 10 are ladies.

(8) Union Christian College, Merom; Christian. Graduates at last commencement, 3.

(9) Moore's Hill College, Moore's Hill; Methodist Episcopal. Graduates at last commencement, 7.

(10) University of Notre Dame, near South Bend; Roman Catholic. At last commencement, 15 graduated in the classic and 22 in the commercial department.

(11) Earlham College, Richmond; Friends. Of 59 students in classic department, 21 are ladies. Graduates at the last commencement, 14.

(12) St. Meinrad's College, St. Meinrad; Roman Catholic.

(13) Howard College, Kokomo. The sexes are educated together here.

(14) Fort Wayne College; Methodist-Episcopal; reorganized 1873. Gentlemen and ladies both admitted to the regular boarding-hall-room in separate buildings, but take meals in the same dining-room and, as far as possible, recite together.

COLLEGES FOR WOMEN.

Four institutions report an aggregate attendance of 371 pupils, of whom 28 are in preparatory departments, with 43 teachers, of whom 4 are gentlemen and 39 ladies. The pupils are divided in two of these colleges, as follows: in the freshman-year, 33; sophomore, 32; junior, 31; senior, 13; 2 are pursuing a special or partial and 7 a post-graduate-course. French, German, and music—both vocal and instrumental—are taught in all these colleges, and painting and drawing in all but one. Two report the

possession of chemic laboratories and natural-history-museums, 3 philosophic cabinets, and one each an art-gallery and a gymnasium. All have libraries, the largest numbering 3,000 volumes, the smallest, 550.

BUSINESS-COLLEGES.

Indiana has six of these—at Evansville, Indianapolis, Logansport, Notre Dame, and Terre Haute—reporting, in all, 25 teachers and 1,096 pupils.

Statistical summary of professional schools.

Names of schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Corporate property, &c.					Number of volumes in library
				Amount of property of corporation.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
SCHOOL OF THEOLOGY.									
Theologic school, Hartsville University	1	....	*5	.....	.....	.....	.....	.....	.....
SCHOOLS OF LAW.									
Law-department, University of Notre Dame	1	....	*8	.....	.....	.....	.....	.....	.....
Law-school, Northwestern Christian University	3	....	†	.....	.....	.....	.....	.....	0
Law-school, University of Indiana	3	....	45	.....	.....	.....	.....	.....	2,000
SCHOOLS OF MEDICINE.									
Medical College of Evansville	11	....	47	.....	‡$1,000	.....	.....	$1,000	100
Medical department, Indiana University	12	....	107	.....	20,000	.....	.....	10,000	.....
SCHOOL OF SCIENCE.									
Purdue University, (agricultural college)	§2	....	.....	$650,000	170,000	$340,000	$19,000	79,000	.....

* These are also included in the regular college-course.
† Law-school is suspended for one year.
‡ Books and apparatus.
§ Only the president and professor of chemistry yet appointed. The institution will open for the reception of students March 1, 1874, but not with a full corps of professors. No students have been received in 1873. The gift of Mr. John Purdue, securing the naming of the institution after him, was $150,000 in cash. Citizens of Tippecanoe County have given $50,000 cash and citizens of Chauncey 100 acres of land, valued at $50,000, to secure its location at Chauncey. The State of Indiana in 1873 made an appropriation of $60,000, half of which was paid in June, 1873; the remainder to be paid in June, 1874.

INDIANA STATE TEACHERS' ASSOCIATION.

The nineteenth annual meeting of this association convened in the city of Logansport on Tuesday, December 31, 1872, and remained in session until the 3d of January.

Mr. W. A. Bell, the president-elect, in his inaugural address, touched upon the "woman-question," including the co-education of the sexes, woman as the teacher by nature, and the salaries of lady teachers. He brought forward the testimony of numerous presidents of colleges and professors in universities to establish the truth of certain propositions, the principal of which were that "women should be admitted to all colleges and universities on the same terms as men." "Co-education is the natural plan." "The effect upon character and manners is mutually elevating and refining;" "it promotes studiousness and good order."

The subject of "The study of German in the public schools" was discussed at considerable length.

Prof. H. B. Boisen, of the State University, read a paper on the Kindergarten, in theory and practice, in which he gave an account of the origin of the Kindergarten-system, its progress, the obstacles in its way, and its ultimate prosperity and success. "In the Kindergarten, morality is taught without moralisms, religion without theology, and science without text-books. Those American institutions into which text-books have been introduced do not deserve the name of Kindergarten."

"How to cultivate a taste for English literature" was the subject of a paper read by J. A. Zeller, principal of the Evansville high school. He held that teachers should be more fully cultivated in literature and should make a constant effort to enable the children to lay hold of ideas through words, the vocabulary to be increased only as the ideas increase.

A lengthy and highly-interesting address was given by John H. French, State-superintendent of the schools of Vermont. He confined his remarks chiefly to the subject of natural history in the common schools, showing how this branch of study can be made not only interesting but very profitable, even in the lower grades of the schools. In some of the eastern cities natural history is taught one year before the pupil commences English grammar. Every teacher in the common school has the means at hand by which he may give lessons to the pupil that will make him wiser and better. In teaching this subject, short oral lessons should be given two or three times each week. They should be reproduced by the pupil at some future time, and criticised by the pupils and teacher.

J. McNeil, superintendent of the Richmond schools, read a paper on the defects of the graded system of schools. The writer regarded the graded-school-system as having done more than given system to the work. It has given enthusiasm and a general interest in public education, but the highest object of this education has not yet been reached. The graded-school-system, in its unmodified form, makes no distinction as to mental ability, and is defective in that it expects equal results from very different capacities.

President W. A. Jones, of the State Normal School, read apaper on "Moral training in the public schools." He assumed, in the first place, that training involves both instruction and practice. A prevalent opinion among the people is, that the province of the public school is to teach scientific and literary subjects; but that, if moral instruction is taken into account at all, it is to be given in the most general manner; whereas, principles of social morality must be stated and practice of these be required.

T. C. Philips, editor of the Kokomo Tribune, in a paper on "The relation of journalism to education," claimed that the present intelligence of the people is very largely due to the newspaper; that while journalism was in its infancy ignorance everywhere prevailed, schools were poorly supported, and original thinkers were few. Since the newspaper contains that knowledge which is adapted to the practical wants of men, he would have in every school a "news-chair," with its regular professor. He would introduce daily or weekly papers into every school in the village or city and have a judicious selection from them read.

"The art of questioning" was the subject of a very practical paper by Mrs. Lois G. Hufford. Among many suggestions were the following: Do not word questions so as to convey information. Do not end questions with the word "what?" The teacher should never answer his own question. As a rule, do not give questions that can be answered by yes and no. Require the answers in complete sentences.

An address was delivered by Hon. William T. Harris, superintendent of the St. Louis schools, on "The function of education in its relation to the government, to society, and to the individual." He prefaced his discussion of the different parts of the subject by glancing at the heterogeneous elements which enter into the composition of the population of this country, and drawing the conclusion that a composite population conduces more to liberty and toleration than a homogeneous one. In such a community men learn that toleration and license are two different things. It is the province of the school to give the pupils a clear insight into the problems of life, to show them that true freedom is to be obtained only in subordination of self. The teacher has achieved success when he has learned to govern his pupils through their own convictions.

In order to secure uniformity in the reports of schools, on motion of W. H. Wiley, the rule known as the national rule was adopted by the association.

A large portion of the closing session was occupied with a discussion on the subject of compulsory education. J. M. Bloss, superintendent of the New Albany schools, strongly favored the adoption by the State of some law by which compulsory attendance at school may be secured. He believed that the vote of the people, which would be necessary to secure such an act, would of itself create a public sentiment that would be sufficient to enforce all the regulations of the system. D. D. Luke, superintendent of the Goshen schools, argued on the negative of the question. The time allotted for this exercise having expired, the discussion was not finished.

C. W. Ainsworth, assistant superintendent of the Boys' Reform-School, in a paper on "What shall be done with the bad boys?" sketched the management of the reform-school and gave some of the means of discipline that are brought to bear upon those who are admitted into the institution. A curtain is dropped between them and the world of crime in which they have been living. Religious teaching, music, cheerful amusements, &c., are employed with good effect. The object is to educate the head, the heart, and the hand, so that when they leave the institution they may be fully prepared to take their places in the world as intelligent, conscientious, and industrious members of society.

J. Cooper, superintendent of the Winchester schools, in a paper on "Discipline: what it is and how to secure it," defined school-discipline as such an adjustment of school-work that the proper ends of the school may be attained. The disciplinary agencies to be employed in the government of the school should receive the most earnest and careful study of the teacher. Among them may be noticed: (1) the literary qualification of the teacher, (2) self-control on the part of the teacher, (3) confidence in one's self, (4) work, and (5) the co-operation of parents.

The report of the committee on resolutions, which was unanimously adopted, contained the following: "This association bears testimony to the value of the National Bureau of Education as a means of collecting and disseminating valuable educational information, and we specially indorse the labors of General Eaton, the United States Commissioner of Education, as wisely planned and ably and efficiently carried out, and we hope the teachers of this State will, through the members of Congress of their respective districts, obtain the reports of this Department and make them a subject of special investigation."

The examiners' and superindents' section of the association discussed at considerable length the subject of "The powers, duties, and qualifications of county-superintendents." Papers were read on "The advantages, disadvantages, and feasibility of district and graded-schools" and on the "Best method of influencing public opinion in favor of education."

In the collegiate and high-school-section, a number of the members participated in a debate on the subject of "A common course of study for our colleges;" and the meeting listened to papers from Dr. Nutt, on the "Lecture-system of the German universities;" and from Prof. Geo. P. Brown, on "High-school-work in Indiana."

LIST OF SCHOOL-OFFICIALS IN INDIANA.

Hon. MILTON B. HOPKINS, *State-superintendent.*

COUNTY-SUPERINTENDENTS.

County.	Name.	Post-office.	County.	Name.	Post-office.
Adams	D. D. Heller	Decatur.	Lawrence	Jos. P. Funk	Mitchell.
Allen	Jeremiah Hillegast.	Fort Wayne.	Madison	Jos. Franklin	Anderson.
Bartholomew	John M. Wallace	Columbus.	Marion	Walter S. Smith	Indianapolis.
Benton	Frank C. Cassel	Oxford.	Marshall	Thomas McDonald.	Plymouth.
Blackford	Lewis Willman	Hartford City.	Martin	Thomas M. Clarke.	Shoals.
Boone	Thomas J. Shulse	Lebanon.	Miami	W. Steelve Ewing	Mexico.
Brown	John M. McGee	Nashville.	Monroe	M. M Campbell	Bloomington.
Carroll	L. E. McReynolds	Delphi.	Montgomery	Marion Codfelter	Alamo,
Cass	Harry G. Wilson	Logansport.	Morgan	H. N. Short	Martinsville.
Clarke	A. C. Goodwin	Jeffersonville.	Newton	John Merchant	Brook.
Clay	W. H. Atkins	Bowling Green.	Noble	Thomas M. Eells	Albion.
Clinton	J. N. Armantrout	Frankfort.	Ohio	John Pate	Rising Sun.
Crawford	J. W. C. Springston	Leavenworth.	Orange	James J. Throop	Paoli.
Daviess	Edward Wise	Washington.	Owen	William B. Wilson.	Spencer.
Dearborn	George C. Columbia	Aurora.	Parke	E. C. Siler	Bloomingdale.
Decatur	W. H. Powner.	Greensburg.	Perry	Theo. Courcier	Rono.
De Kalb	James A. Barnes	Waterloo.	Pike	Thomas C. Milburn.	Winslow.
Delaware	O. M. Todd	Muncie.	Porter	Timothy Keene	Valparaiso.
Dubois	E. R. Bundick	Huntingburg.	Posey	James B. Campbell.	Mount Vernon.
Elkhart	A. S. Zook	Millersburg.	Pulaski	S. Weyand	Winamac.
Fayette	Jason L. Rippetoe	Connersville.	Putnam	J. R. Gordon	Greencastle.
Floyd	Jacob K. Walts	New Albany.	Randolph	Charles W. Paris	Farmland.
Fountain	James A. Young	Covington.	Ripley	Hezekiah Shook	Versailles.
Franklin	C. R. Cory	Brookville.	Rush	William T. Moffett.	Rushville.
Fulton	William H. Green	Rochester.	St. Joseph	Elisha Sumption	Mishawaka.
Gibson	W. T. Stilwell	Fort Branch.	Scott	A. H. Whitsett	Deputy.
Grant	Thomas D. Tharp	Marion.	Shelby	Richard Norris	Shelbyville.
Greene	R. C. Hilburn	Newberry.	Spencer	J. D. Armstrong	Rockport.
Hamilton	J. S. Losey	Noblesville.	Starke	A. H. Henderson	Knox.
Hancock	John H. Binford	Greenfield.	Steuben	John W. Cowen	Angola.
Harrison	Daniel F. Lemon	Corydon.	Sullivan	George W. Register.	Paxton.
Hendricks	Jas. A. C. Dobson	Brownsburg.	Switzerland	F. M. Griffith	Vevay.
Henry	Enos Adamson	Middleton.	Tippecanoe	James E. Matthews.	La Fayette.
Howard	A. J. Youngblood	Kokomo.	Tipton	J. M. Clark	Tipton.
Huntington	M. L. Spencer	Huntington.	Union	H. K. W. Smith	Liberty.
Jackson	Wilson S. Swingel.	Brownstown.	Vanderburg	Robert P. Hooker	Evansville.
Jasper	J. H. Snoddy	Rensselaer.	Vermillion	William L. Little	Newport.
Jay	Simon K. Bell	New Mt. Pleasant	Vigo	John Royse	Terre Haute.
Jefferson	George C. Monroe	Salunda.	Wabash	Irwin Stratton	Wabash.
Jennings	John Carney	Vernon.	Warren	Charles M. Parke	Poolsville.
Johnson	B. F. Kennedy	Trafalgar.	Warrick	C. W. Armstrong	Boonville.
Knox	W. H. Beeson	Vincennes.	Washington	A. A. Cravens	Salem.
Kosciusko	William L. Mathews	Warsaw.	Wayne	T. C. Smith	Hagerstown
La Grange	Alfred Bayless	La Grange.	Wells	John H. Ormsby	Lanesville.
Lake	T. S. Fancher	Crown Point.	White	George Bowman	Monticello.
La Porte	James O'Brien	La Porte.	Whitley	Alex. J. Douglass	Columbia City.

IOWA.

[From the biennial report of Hon. A. Abernathy, State-superintendent of public instruction, for 1872 and 1873.]

SUMMARY OF STATISTICS.

	1872.	1873.
SCHOOL-FUND.		
Amount of the permanent school-fund, November 1, 1873		$3,294,742 83
Amount of interest on the same for 1873		275,789 42
Number of acres of school-land yet unpatented		374,263 00
Amount of indebtedness to the school-districts in outstanding bonds		1,147,673 38
RECEIPTS AND EXPENDITURES.		
Amount received from district-tax, semi-annual apportionment, and other sources	$4,305,859 23	4,519,689 39
Total expenditures for school-purposes	4,065,667 77	4,229,455 54
Increase in two years		624,844 07
SCHOOL-POPULATION.		
Number of male persons of school-age, 5 to 21 years	244,890	252,485
Number of females, 5 to 21 years of age	230,609	238,859
Increase in two years		29,862
ENROLLMENT AND ATTENDANCE.		
Number of pupils enrolled in public schools	340,789	347,572
Increase in two years		5,332
Percentage of enrollment on total enumeration		.71
Total average attendance	214,905	204,204
Decrease in two years		7,522
Percentage of attendance upon whole number registered		.58
Percentage of attendance upon enumeration		.42
PRIVATE SCHOOLS.		
Number of private schools	78	121
Number of teachers employed in private schools	246	364
Number of pupils attending private schools	6,163	12,132
TEACHERS AND THEIR PAY.		
Number of male teachers employed	5,901	6,091
Number of female teachers employed	9,320	10,193
Whole number of teachers employed	15,221	16,284
Increase in two years		2,187
Average compensation of male teachers per month	$36 00	$36 28
Average compensation of female teachers per month	28 06	27 68
SCHOOL-PROPERTY.		
Number of frame school-houses	7,122	7,782
Number of brick school-houses	626	635
Number of stone school-houses	257	259
Number of log school-houses	248	180
Whole number of school-houses	8,253	8,856
Increase in two years		1,246
Value of school-houses	$7,425,926 19	$8,164,324 66
Increase of value in two years		1,391,308 50
Value of school-apparatus	113,009 75	122,337 60
Increase in two years		17,963 17
Number of volumes in district-libraries	11,633	12,944
Increase in two years		1,462
SCHOOL-DISTRICTS.		
Whole number of school-districts	1,717	2,538
Increase in two years		932
SCHOOLS.		
Number of ungraded schools	8,156	8,397
Increase in two years		556
Number of graded schools	403	419
Increase in two years		130
Whole number of schools	8,559	8,816
Increase in two years		689
Average number of months schools have been taught	6.5	6.5

SUMMARY OF STATISTICS—Continued.

	1872.	1873.
EXAMINATION OF TEACHERS.		
Number of applicants examined	15,119	17,287
Number receiving professional certificates	410	594
Total number of certificates granted	13,496	15,264
Number of teachers who have had no previous experience	2,779	3,543
Number who have taught less than one year	2,721	3,275
Number who have attended a normal school	1,111	1,710
Number employed who hold State-certificates	.....	87
VISITATION OF SCHOOLS.		
Number of schools visited by county-superintendents	7,655	7,665
Number of visits made during the year	10,572	11,969
Number of educational meetings held	365	466

EDUCATIONAL PROGRESS.

The foregoing statistics and comparisons exhibit concisely the present condition of the public schools of the State. They indicate a uniform and healthy growth in almost every department during the last two years, the only special exception to this being the marked increase in the number of independent districts, the cause here being found in the fact that the school-law of 1872 authorized the formation of independent districts from the subdistricts of a district-township, upon vote of the electors, whenever the people of any district may elect. This is substantially a return to the old district-system.

For the purpose of exhibiting the rapid and uniform growth of our school-system for a more extended period, the following table has been prepared, embracing some of the more important items of school-statistics for the last ten years, from 1863 to 1873:

Years.	Number of schools.	Number of youth between the ages of 5 and 21 years.	Number of youth enrolled.	Total average attendance.	Average number of months school has been taught.	Average compensation of teachers per month.		Am't paid teachers.	Amount paid for school-houses, grounds, libraries, and apparatus.	Amount paid for fuel and other contingencies.	Total amount expended for school-purposes.
						Males.	Females.				
					Mo. Dys.						
1863...	6,237	281,733	199,750	111,185	4 2	$22 00	$15 68	$570,115	$160,253	$31,169	$761,537
1864...	6,623	294,912	210,569	117,378	5 5	25 12	17 60	686,673	199,589	46,123	932,385
1865...	5,732	324,338	217,593	119,593	5 5	31 64	22 80	856,726	297,453	74,714	1,228,893
1866...	5,900	348,498	241,827	136,174	5 4	33 60	23 76	1,006,623	572,593	158,739	1,737,955
1867...	6,229	373,969	257,281	148,620	5 6	35 88	24 64	1,161,653	692,034	185,910	2,039,597
1868...	6,439	393,630	279,007	160,773	6 8	35 32	25 72	1,330,823	917,605	407,646	2,656,074
1869...	6,788	418,168	296,138	178,329	6 12	36 96	27 16	1,438,964	941,884	415,484	2,796,332
1870...	6,919	431,134	320,803	202,246	6 4	35 60	26 80	1,636,951	1,046,405	504,583	3,187,939
1871...	7,823	460,629	341,938	211,568	6 10	36 00	27 80	1,900,893	1,095,903	605,100	3,601,896
1872...	8,561	475,499	340,789	214,905	6 10	36 00	28 06	2,130,048	1,212,723	722,896	4,065,667
1873...	8,816	491,344	347,572	204,204	6 10	36 28	27 68	2,248,677	1,184,082	796,696	4,229,455

INCREASE OF POPULATION AND PROPERTY.

During the period embraced in this table, the total population of the State has increased from 702,162 to 1,249,418, and the total assessed valuation of property, personal and real, from $167,113,639 to $364,336,580, the per cent. of increase in population being 78, in the valuation of property 118.

The number of persons between the ages of 5 and 21 years has advanced from 281,733 to 491,344, an increase of 74 per cent.; the total enrollment has increased in the same ratio, while the total average attendance has increased 83 per cent.

INCREASE OF SCHOOLS.

The number of schools has increased during the same period from 6,237 to 8,816, an increase of 41 per cent. The increase in the number of schools, however, is less than in other items; the real gain is much greater than would appear from these figures, each room or department of our 419 graded schools, over which a single teacher presides, being counted as one school. These schools, which are rapidly increasing in number,

require the services of from two to twenty-five teachers each. While in 1863 the number of schools would nearly express the number of teachers required, now the 8,816 schools reported require the continued services of more than ten thousand teachers; and yet even the increase in the number of schools or of the teachers required does not fully indicate the growth of the schools, since the increase in these items is not in the same ratio as in the number of youth and the attendance. In the year 1863 the average attendance per school was 32; in 1873, 40.

The average number of months during which the schools have been taught has gradually risen from four months and two days to six months and ten days.

TEACHERS AND TEACHERS' SALARIES.

By referring to the general summary, it will be seen that the reported number of teachers employed in 1873 is 16,284, but as the 8,816 ungraded schools require the services of but one teacher each and as the graded schools require less than 1,400 teachers, the reports show some six thousand more teachers employed than would be actually required if all continued to teach during the whole school-term of the year. Teachers, however, are often employed in two or more districts during the same year, and are thus counted twice in the general summary. Deducting the number of these, there will still probably remain three or four thousand teachers in excess of the number of schools. Owing to the general nature of the industries of the State, a large number of male teachers are necessarily employed otherwise in the summer-season, either in agricultural labor or in other occupations, which are pursued chiefly during that season of the year. In this manner, the ungraded school is frequently taught by male and female teachers alternately during the same year. Because of the increased attendance, and usually of more advanced pupils and the rigors of our winters, teachers of ungraded schools command a higher salary during the winter-term. As stricter discipline is required, and as, in rural districts, teachers are liable to greater exposure to the inclemency of the weather, males are employed to a greater extent during this season than females. These facts account in part for the very considerable difference between the salaries of male and female teachers, the salaries paid to females being nearly equal to those paid to males for similar services during the same season of the year. The average compensation of male teachers per month has advanced during the last decade by an almost uniform law from $22 to $36.28 and of female teachers from $15.68 to $27.68.

INCREASED EXPENDITURE FOR TEACHERS' WAGES.

The most remarkable advance, however, is found in the school-expenditures, the annual amounts paid teachers rising from $570,115 to $2,248,677, an increase of 294 per cent.

INCREASED EXPENDITURES FOR SCHOOL-HOUSES.

The expenditures for new school-houses and sites, and for libraries and apparatus, have increased from $160,253 to $1,184,082, and those for rent and repairs of school-houses, for fuel, for compensation of district-secretaries and treasurers, and for other incidentals, from $31,169 to $796,696, the aggregate annual expenditures rising from $761,537 in 1863 to $4,229,455 in 1873, or 455 per cent.

INCREASED EXPENDITURE A MEASURE OF EDUCATIONAL PROGRESS.

The significance of these facts is unmistakable. Such munificent expenditures can only be accounted for by the liberality and public spirit of a people who manifest their love of popular education and their faith in the public schools by the annual dedication to their support of more than 1 per cent. of their entire taxable property; this, too, uninterruptedly through a series of years commencing in the midst of a war which taxed their energies and resources to the extreme, and continuing through years of general depression in business; years of moderate yield of produce, of discouragingly low prices, and even amid the privations of pioneer-life.

COST OF SCHOOLS.

The total expense of supporting the public schools, exclusive of school-house-building, is $2.50 to each man, woman, and child in the State; $8.82 to each pupil enrolled in the schools; $12.83 to each head of a family; about $11 to each adult male, and eight and forty-one one-hundredths mills on the dollar of the taxable property of the State. If the cost of building school-houses be added, the expense is considerably increased, as will be seen from the foregoing summary.

INACCURACY OF STATISTICS.

An examination of the column "Number of youth between the ages of 5 and 21 years," in the foregoing table, will reveal either a considerable degree of inaccuracy in the general result or a somewhat surprising degree of irregularity in the

amount and percentage of increase from year to year. If secretaries were required to report the name and age of each child, instead of the number of children, it is believed that inaccuracy and deception would be much less likely to occur. It is not the intention, however, to convey the impression that these statistics are less reliable in Iowa than elsewhere, or that, such as they are, they are of no value to the legislature or the people. On the contrary, it is believed that they possess the very highest importance and are indispensable in enabling the legislature to frame laws to meet the ever-increasing demand of public education.

RECENT CHANGES IN SCHOOL-LAWS.

The school-laws of Iowa have remained without radical change since 1858, when the district-township replaced the old independent-district-system. In 1862, and again in 1873, the law itself was remodeled, but the main features of the system remained unchanged; otherwise only occasional modifications and additions have been made. During the two sessions of the fourteenth general assembly a large number of minor changes were made and a few of more general importance.

The law requiring teachers to pass examination in physiology before receiving certificates to teach in the public schools of the State, took effect September 1, 1873, and it is too soon to judge of its general result. Among teachers the change has been received with favor, being regarded as a timely and wise provision, although a limited number only were prepared to teach the subject, a very large proportion being wholly unacquainted with it. It was, therefore, found necessary to give special attention to this branch in the teachers' and normal institutes held during the year.

The most radical change made by the new school-law was the one previously mentioned, authorizing the formation of independent districts from the subdistricts of a district-township upon vote of the electors. The objects sought by the passage of this law were (1) to obviate the objectional features peculiar to the district-township-system, the principal one of which is the representation of territory rather than population, and (2) to give back to the people of each subdistrict the entire management of their own school-interests. These advantages are secured somewhat at the expense of other benefits arising from larger and more uniform districts. In fact, there are very marked advantages and disadvantages inhering in, or necessarily resulting from, each system.

In the year and a half during which the law has been in force, the people of about one district-township in fourteen have elected to form independent districts from the subdistricts of the township. Of the 1,700 district-townships, containing 8,000 subdistricts, which were organized when this law took effect, 119 district-townships, containing 901 subdistricts, were reported September 15, 1873, as having completed the new organization. In 53 of the 99 counties, independent districts have been organized under the law. In Keokuk County the subdistricts of seven townships have become independent, forming fifty-nine independent districts, this being the largest number in any one county. If the new plan proves more desirable or more satisfactory to the people generally than the old, and the best attainable system, it will doubtless soon prevail throughout the State. At least one or the other, or else some substitute for both, will be likely eventually to replace the present complex system, and doubtless ought to do so, for the sake of simplicity and harmony. It would seem to be according to the dictates of good judgment to stop and re-examine the subject carefully in the light of such experience as we now have; and this appears the more advisable since there has been, and still exists, the greatest diversity of opinion among our people as to the advantages and disadvantages of the two systems.

SECONDARY INSTRUCTION.

Five high schools and academies in the State report an aggregate of 30 teachers—7 male and 23 female—and 814 pupils—286 male and 528 females—of whom 480 are in English studies, 74 pursue classic, and 93 the modern languages; 51 are preparing for college, and 16 graduates of the previous year entered college. In all of these schools except one the two sexes are educated together, the exception being the Academy of the Immaculate Conception, which is exclusively for ladies, having an attendance of 235 students.

In addition to such schools, eleven of the fourteen colleges for superior instruction have preparatory departments connected with them in which an aggregate of 1,385 students—850 young men and 535 young women—are pursuing secondary studies. In one, the Norwegian Luther College, at Decorah, it is mentioned that 35 of the 124 students engaged in preparatory studies are preparing for the profession of teaching.

NORMAL SCHOOLS.

Although there exist in the State various institutions devoted more or less to the preparatory training of teachers for the schools, all of which are said to be exerting a good local influence, the superintendent laments the continued want of normal schools of a high character, established and sustained by legislative aid. At the last session

of the general assembly, it was hoped that this deficiency would be supplied. A committee on normal schools was added to the standing committee of each house, and these committees, uniting on a plan, presented a bill to provide for establishing State normal schools, not to exceed four in number. This bill, with some modifications, passed the senate, was sent down to the house, and was there ordered to a third reading, but on the vote for a final passage received only 47 votes in its favor to 45 against it, lacking 4 votes of the constitutional majority required to make it a law.

BUSINESS-COLLEGES.

Of these there are seven in Iowa—at Burlington, Clinton, Davenport, Dubuque, Independence, Keokuk, and Mt. Pleasant—with 24 teachers and 1,425 pupils.

IOWA STATE UNIVERSITY.

The State University, located at Iowa City, was organized in 1860, as a means of securing for the youth of Iowa the best education at the lowest cost. Tuition is free, and young men and women are received upon equal terms. The students in the academic department are divided as follows: in the freshman-class, 51—34 gentlemen and 17 ladies; in the sophomore-class, 53—39 gentlemen and 14 ladies; in the junior, 22—19 gentlemen and 3 ladies; in the senior, 20—17 gentlemen and 3 ladies. Total number of students in regular course, 146. Besides these, 82 students were pursuing selected studies in the same classes as the others.

PRIVATE AND DENOMINATIONAL INSTITUTIONS.

The private and denominational institutions are: (1) Burlington University, Burlington; Baptist. (2) Norwegian Luther College, Decorah; Lutheran. Its receipts, $14,500 last year, were in great part from congregations of that faith upon which, in fact, the college relies entirely for support, tuition being free and the only expenses of students $70 a college-year (10 months) for board. (3) Upper Iowa University, Fayette; Methodist. (4) Iowa College, at Grinnell; Congregational. (5) Humboldt College, Humboldt; undenominational; was first opened for the reception of students in September of 1872. This college stands where ten years ago was only a wild prairie, and, there being no academies or grammar- or Latin-schools in the vicinity, the institution has to do the work of such schools in a great measure. (6) Simpson Centenary College, Indianola; Methodist; an outgrowth, as its name indicates, of the Methodist centennial celebration. (7) Iowa Wesleyan University, Mt. Pleasant; Methodist-Episcopal; students, 71 gentlemen and 56 ladies. (8) German College, Mt. Pleasant; Methodist-Episcopal; organized in 1873, and intimately connected with the Iowa Wesleyan University. (9) Cornell College, Mount Vernon; Methodist; students, 45 gentlemen and 30 ladies. (10) Penn College, Oskaloosa; Friends; students, 10 gentlemen and 10 ladies. (11) Central University, Pella; Baptist. (12) Whittier College, Salem; Friends; established in 1873, and already has, as students, 82 gentlemen and 81 ladies. (13) Tabor College, at Tabor; Congregational; 15 students in the regular collegiate classes and 15 in the ladies' course.

Statistical summary of universities and colleges.

Names of universities and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Corporate property, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Amount of property of corporation.	Value of grounds, buildings, and apparatus.	Amount of endowment.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
Burlington University	5	....	.....	63	$50,000 60,000	$30,000 40,000	$20,000	$13,000	$1,300	$1,800	2,000
Central University of Iowa	8	....	117	32	65,000	50,000	15,000	15,000	1,500	3,500	2,000
Cornell College	16	3	250	75	147,000	60,000	87,000	65,000	5,000	4,200	4,000
German College	4	....	.....	12	.....	15,000	21,000	.....	.....	.....	.....
Humboldt College	4	....	.....	75	80,000	80,000	.....	.....	.....	.....	1,000
Iowa College	10	*5	76	42	200,000	75,000	90,000	110,000	8,750	4,000	4,500
Iowa State University	8	....	153	146	†	300,000	220,000	220,000	2,200	10,980	6,000
Iowa Wesleyan University	12	....	93	.....	.....	50,000	65,000	.....	.....	8,000	3,000
Norwegian Luther College	7	0	124	46	80,000	80,000	0	0	0	14,500	2,030
Penn College	5	0	130	20	100,000	25,000	.....	.....	1,000	8,000	804
Simpson Centenary College	10	0	166	72	.....	40,000	70,000	50,000	20,000	7,500	.....
Tabor College	9	4	152	30	100,000	35,000	65,000	55,000	4,500	43,000	3,250
Upper Iowa University	11	....	110	55	70,000	40,000	35,000	20,000	2,000	4,500	1,000
Whittier College	4	....	163	.....	.....	.....	0	.....	.....	.....	500

*Partially. †10,000 acres of land from Federal Government, (unsold.)

COLLEGE FOR WOMEN.

The only institution reporting for the higher education of women exclusively is Mt. Pleasant Female Seminary, which has 55 students in collegiate classes, of whom 8 are in the freshman, 20 in the sophomore, 12 in the junior, and 15 in the senior year. Music—both vocal and instrumental—drawing, painting, French, and German are taught. The institution has a philosophic cabinet and 15 volumes in ,the library.

Statistical summary of professional schools.

Names of schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Corporate property, &c.					Number of volumes in library.
				Amount of property of corporation.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
SCHOOLS OF THEOLOGY.									
Swedish Lutheran Mission Institute	3	....	24	.....	.....	.....	.....	.....	.....
Theologic department, Iowa Wesleyan University	2	....	7	.....	.....	.....	.....	.....	.....
Wartburg Seminary	3	1	30	.....	$6,000	$7,336	$389	$2,982	3,120
German Presbyterian Theological School of the Northwest	4	....	8	.....	20,000	17,000	1,000	.....	700
SCHOOLS OF LAW.									
Law-department, Iowa State University	6	....	85	*	.....	.....	.....	.....	2,500
Law-department, Iowa Wesleyan University	3	....	11	*	.....	.....	.....	.....	.....
SCHOOLS OF MEDICINE.									
College of Physicians and Surgeons	10	....	150	.....	75,000	.....	.....	7,000	.....
Medical department, Iowa State University	11	....	70	.....	†5,000	.....	.....	.....	300
School of Pharmacy, Iowa Wesleyan University	....	....	6	.....	.....	.....	.....	.....	.....
SCHOOL OF SCIENCE.									
Iowa State Agricultural College	17	....	263	$945,000	225,000	720,000	35,000	0	3,000

*Property not distinct from that of the university. †Apparatus.

TEACHERS' INSTITUTES.

During the year 1872 institutes were held in eighty-five counties, with a total attendance of 8,595 teachers, or an average of about one hundred to each institute. In 1873, eighty-four institutes were held in as many counties, with a somewhat larger aggregate attendance.

The value of these institutes can hardly be overstated. Year by year they are becoming more valuable, as their legitimate work is better understood and as the number of teachers qualified to give thorough and practical instruction in them increases. The best educational talent of the State is now everywhere brought into requisition in these institutes, including the presidents and professors of the State University, State Agricultural College, denominational universities, colleges, and academies; the superintendents, principals, and superior teachers of our graded and high schools; clergymen, judges, lawyers, physicians, editors, and cultured men and women in all ranks and vocations. The governor of the State, also, amid the many cares of his office, has found time occasionally to visit institutes, to delight, instruct, and inspire the immense audiences of teachers and citizens which everywhere assemble to hear him. They have become a powerful agency in educating teachers, who have no better means of obtaining normal instruction and in educating public sentiment; and thousands of teachers every year go out from these discussions and instructions with clearer views of their respective duties, with a determination to do better service in the future, and with a higher inspiration for their calling.

The great drawback to our teachers' institutes at present, however, is the limited time which the law requires and which the meager appropriation for securing competent instructors seems to necessitate. Conductors are often perplexed to determine what to introduce and what to omit in the five or six days to which they are limited.

NORMAL INSTITUTES.

In a few counties assistance has been given by boards of supervisors in defraying the expenses of institutes for a period of two or four weeks. In others, the teachers themselves, under the direction of the county-superintendent, have voluntarily gathered themselves into normal institutes, remaining in session four, six, and eight weeks, under the instruction of superior teachers, paid by their own contributions. Such an institute has never been known to prove a failure. About fifteen have been held in as many different counties during the present year, with the best of results. In a number of counties where such schools were inaugurated last year, the teachers have re-assembled this year for a greater length of time and with a largely-increased attendance. If such institutes could be held annually in all the more populous counties and in districts composed of from two to four counties in the more sparsely-settled portions, to remain four, eight, or twelve weeks, under efficient and earnest instructors, teachers would attend them by thousands and would be able in a few years to familiarize themselves with all the details of their profession and go over nearly the whole ground contemplated in a complete normal course, extending through a series of years, and that, too, at an almost nominal expense to the State. No other known agency could so directly, immediately, and powerfully reach the great body of teachers of the common schools of the State and of the thousands of young persons preparing for this work.

OBITUARY.

Mention is made by the superintendent of the loss sustained by the State in the death of Hon. Oran Faville, which occurred on the 31st day of October, 1872.

Mr. Faville was born October 13, 1817, at Manheim, New York, and graduated at the Wesleyan University at Middletown, Connecticut, after which he was engaged in teaching at various seminaries and colleges in New York, Vermont, Illinois, and Ohio. In 1853 he was for a time president of the Wesleyan Female College, at Lebanon, but ill-health compelling him to resign this position he removed to Iowa and commenced frontier-life as a farmer. In October, 1857, Mr. Faville was elected lieutenant-governor, and, *ex officio*, president of the State-board of education, then newly organized. In March, 1864, he was elected by the legislature superintendent of public instruction, in which office he continued until 1867, when failing health compelled him to resign the office which he had filled with great fidelity and distinguished ability. It is believed that to him very largely is the State of Iowa indebted for its present system of education, and its public schools may justly be regarded as a noble and fitting monument to his memory. By his death the cause lost a wise counselor and an able advocate.

Mr. J. J. E. Norman, superintendent of Dubuque County, and Mr. Thomas F. Healy, superintendent of Allamakee County, have also died during the last school-year; the former from an accident in the streets of Dubuque, December 12, 1872; the latter from lung-fever, contracted while visiting the schools, and terminating fatally May 31, 1873. Both are spoken of as men of marked ability and great faithfulness in the discharge of their official duties.

LIST OF SCHOOL-OFFICIALS IN IOWA.

Hon. ALONZO ABERNETHY, *State-superintendent of public instruction, Des Moines.*

COUNTY-SUPERINTENDENTS

County.	Name.	Post-office.
Adair	Miss Mary Childs	Arbor Hill.
Adams	W. W. Roberts	Mount Etna.
Allamakee	J. W. Hinchon	Lansing.
Appanoose	G. W. Taylor	Dennis.
Audubon	H. G. Smith	Exira.
Benton	S. T. Shortess	Vinton.
Black Hawk	A. F. Townsend	Waterloo.
Boone	T. P. Cain	Boonsboro'.
Bremer	H. H. Burrington	Waverly.
Buchanan	A. Rowe	Jessup.
Buena Vista	J. Davis	Newell.
Butler	J. W. Stewart	Shell Rock.
Calhoun	Mrs. C. E. O'Donaghue	Twin Lakes.
Carroll	N. F. Steigerwalt	Carroll.
Cass	E. D. Hawes	Atlantic.
Cedar	C. W. Rollins	Tipton.
Cerro Gordo	Mrs. J. B. Dakin	Mason City.
Cherokee	W. F. Harriman	Cherokee.
Chickasaw	J. F. Grawe	Bradford.
Clarke	A. P. Jenks	Osceola.
Clay	J. E. Chase	Annieville.
Clayton	J. F. Thompson	Elkader.
Clinton	Miss Lucy Curtis	Wheatland.

List of school-officials in Iowa—Continued.

County.	Name.	Post-office.
Crawford	J. O. Stanton	Denison.
Dallas	J. M. Crocker	De Soto.
Davis	I. F. Jenkins	Bloomfield.
Decatur	J. C. Roberts	Leon.
Delaware	William H. Merten	Colesburg.
Des Moines	T. B. Snyder	Burlington.
Dickinson	A. W. Osborne	Spirit Lake.
Dubuque	N. W. Boyes	Dyersville.
Emmett	E. H. Ballard	Estherville.
Fayette	W. W. Quivey	West Union.
Floyd	Mrs. H. R. Duncan	Charles City.
Franklin	G. G. Clemmer	Hampton.
Fremont	C. W. Gould	Hamburg.
Greene	J. W. Huntington	Scranton.
Grundy	G. R. Stoddard	Alice.
Guthrie	G. C. Miller	Stuart.
Hamilton	C. W. Howd	Webster City.
Hancock	Eugene Marshall	Crystal Lake.
Hardin	Frank A. Moore	Eldora.
Harrison	Lemuel Gale	Magnolia.
Henry	Miss A. E. Packer	Salem.
Howard	O. N. Hoyt	Cresco.
Humboldt	Julius Stevens	Humboldt.
Ida	A. L. Houser	Ida.
Iowa	H. H. Sheldon	Marengo.
Jackson	N. C. White	Maquoketa.
Jasper	C. D. Hipsley	Newton.
Jefferson	T. A. Robb	Batavia.
Johnson	Amos Hiatt	Iowa City.
Jones	G. O. Johnson	Anamosa.
Keokuk	Henry D. Todd	Sigourney.
Kossuth	Asahel A. Bronson	Lott's Creek.
Lee	Wesley C. Hobbs	Keokuk.
Linn	Eli Johnson	Mount Vernon.
Louisa	D. T. Campbell	Morning Sun.
Lucas	J. J. Allen	Chariton.
Lyon	W. S. Peiler	Rock Rapids.
Madison	Butler Bird	Winterset.
Mahaska	Jasper Hull	Oskaloosa.
Marion	I. Mershon	Knoxville.
Marshall	Miss Abbie Gifford	Marshalltown.
Mills	Ed. L. Kelley	Glenwood.
Mitchell	I. F. Winnek	Osage.
Monona	Miss Sarah Fulton	Onawa.
Monroe	A. J. Cassaday	Albia.
Montgomery	R. W. P. Pattison	Red Oak.
Muscatine	Thomas N. Brown	Muscatine.
O'Brien	J. A. Smith	Primghar.
Osceola	J. M. Jenkins	Sibley.
Page	Hugh Hoten	Page City.
Palo Alto	Albert L. Day	Emmettsburg.
Plymouth	James A. Harroun	Le Mars.
Pocahontas	Oscar I. Strong	Rolfe.
Polk	D. G. Perkins	Des Moines.
Pottawattamie	G. L. Jacobs	Council Bluffs.
Poweshiek	J. R. Duffield	Brooklyn.
Ringgold	R. F. Askren	Mount Ayr.
Sac	John Dobson	Sac City.
Scott	P. S. Morton	Davenport.
Shelby	Aaron N. Buckman	Harlan.
Sioux	E. O. Plumbe	Orange City.
Story	J. H. Franks	Nevada.
Tama	A. H. Sterrett	Toledo.
Taylor	John B. Owens	Bedford.
Union	J. M. Millegan	Afton.
Van Buren	Archie McDonald	Vernon.
Wapello	Clay Wood	Ashland.
Warren	H. A. Huff	Indianola.
Washington	Miss Clara Harris	Washington.
Wayne	William Datts	Corydon.
Webster	Frank Farrell	Fort Dodge.
Winnebago	W. W. Olmsted	Forest City.
Winneshiek	G. N. Holway	Decorah.
Woodbury	A. R. Wright	Sioux City.
Worth	G. W. Whitcomb	Plymouth.
Wright	Thomas Garth	Clarion.

KANSAS.

[From report of Hon. H. D. McCarty, State-superintendent of public instruction.]

SCHOOL-FUND.

Amount of available school-fund	$1,003,681 99
Amount of permanent school-fund	3,017,589 16

Receipts.

From taxation	931,958 69
Interest on permanent school-fund	44,519 50
Revenue from other funds	519,344 69
Proceeds of sales of lands	150,791 67
Income from other sources	216,488 75
Total receipts for school-purposes	1,863,101 30

Expenditures.

For sites and buildings	515,071 18
For libraries and apparatus	33,873 00
For salaries of superintendents	68,500 00
For salaries of teachers	716,056 08
For rent and repairs	51,504 06
For miscellaneous purposes	79,812 50
Total expenditures for school-purposes	1,464,816 82

SCHOOL-POPULATION.

Number of males in the State from 5 to 21 years of age	95,156
Number of females in the State from 5 to 21 years of age	89,801
Total number of persons of school-age	184,957

ENROLLMENT AND ATTENDANCE.

Number of persons enrolled in public schools	121,690
Average attendance	71,062

TEACHERS.

Number of male teachers in public schools	2,206
Number of female teachers	2,469
Total number of teachers	4,675
Average salary of male teachers per month	$38 43
Average salary of female teachers per month	30 64

SCHOOLS.

Number of schools in operation	4,004
Average duration of school in days	106.8

PROGRESS.

During the year just closed much improvement has been made in school-affairs. Numbers of costly and even stately school-edifices have been erected and supplied with all modern conveniences and with the best quality of furniture and apparatus. While the State is growing rapidly in wealth and population, its educational developments are far outstripping its growth in material wealth.

SCHOOL-ABSENTEEISM.

Still, notwithstanding this general educational progress, it is a lamentable fact that many children in the State are growing up without an education, and this, too, in many cases where the schools and school-facilities are the pride of the people and the boast

of the State. Out of the 165,982 youth of school-age in the State, 59,319, or upwards of one-third, have never been enrolled in school, while of the 106,662 enrolled, only 61,538, or a little more than one-half, are found in average attendance. Many children are kept out of school upon the most frivolous whims and trivial pretexts of the parents, while many others within easy distance of the school-house spend their time with evil associates in idleness, profligacy, and crime."

COMPULSORY EDUCATION.

Statistics are given from the report for 1872 of the United States Commissioner of Education, proving that a large percentage of crime is committed by persons who have been deprived of education, and the conclusion arrived at is: "We must educate every child or be compelled to reap the bitter fruits of vice and crime which now produce a frightful harvest of misery and wretchedness. Educate every child to the full measure of its capabilities, and you will in a measure close the doors of your penitentaries, prisons, and alms-houses, restore to the community tranquillity and safety, and give to society the industrious artisan, good citizen, honest law-giver, upright judge, and enlightened statesman." Extracts are given from the report of Hon. Victor M. Rice, showing the beneficent results of compulsory education in other countries; also extracts from the views of Hon. B. G. Northrop, who states that his former objections to the system of obligatory attendance were fully removed by observations recently made in Europe. The views of Mr. Northrop are substantially adopted, when, in reply to some of the common objections made to compulsory attendance, he says:

(1) "'Such a law would create a new crime.' I reply, it ought to. To bring up a child in ignorance is a crime, and should be treated as such. As the most prolific source of criminality, it should be under the ban of legal condemnation and the restraint of legal punishment. * * * (2) 'It interferes with the liberty of parents.' I reply again, it ought to, when they are incapacitated by vice or other causes for the performance of essential duties as parents. * * * (3) 'It arrogates new power by the Government.' So do all quarantine and hygienic regulations and laws for the abatement of nuisances in time of pestilence. Now, ignorance is as noxious as the most offensive nuisance and more destructive than bodily contagions. Self-protection is a fundamental law of society. (4) 'It is un-American and unadapted to our free institutions.' To put the question in the most offensive form, it may be asked, 'Would you have a policeman drag your children to school?' I answer, yes, if it will prevent his dragging them to jail a few years hence. But this law in our land would invoke no dragging and no police-espionage or inquisitorial searches."

UNIFORMITY OF TEXT-BOOKS.

The want of uniformity in text-books has been a serious drawback to the efficiency of the schools. The endless variety and diversity of school-books brought to Kansas with the children from nearly every State in the Union find their way into the schools as so many disorganizers, bidding defiance to anything like classification or system. It is believed that so long as this evil continues will the schools remain comparatively valueless, and the securing of a uniform series of text-books and holding to these for some years at least will prove a means of greatly more efficient education.

TEACHERS' EXAMINATIONS.

The present law relating to examinations makes an unjust discrimination against many of the best and most successful teachers. Graduates of the State University and agricultural college, as well as those of other institutions, are required to submit to an examination as often as once a year before they can teach a school in one of the rural districts, while a diploma from one of the State normal schools serves the holder as a perpetual legal certificate of qualification to teach in any of the schools of the State without further examination. In order to do away with this discrimination, as well as to insure the recognition of teaching as an honorable profession, the superintendent advises the establishment of a State-board of education, for the purpose of examining teachers and conferring upon them diplomas and certificates authorizing them to teach. State-diplomas, valid during the life-time of the holder, should be conferred upon professional teachers of liberal culture, who have taught for two years in the State, upon their passing the required examination, other teachers, upon passing the requisite examination, to receive certificates of two grades, that of the highest being valid for five years and that of the other for three, such diplomas and certificates to supersede the necessity for all other examinations.

INFLUENCE OF TEACHERS.

"Every teacher should make it a sacred and binding duty to visit all the families in the district having children to be educated, seek the co-operation of the parents, and secure, if possible, the regular attendance of the children at school. Absenteeism, truancy, and tardiness, the bane of all schools, may in a measure be broken up through this

system of visitation. There is not enough of school-missionary-work done. It is no less the duty of teachers to *preach* school than to *teach* school. The teacher's influence should not only be felt and acknowledged in the school-room, but should pervade the whole district. He should not be a mere pedagogue, but an earnest and true teacher, in the highest sense of the word. Then child, parent, and citizen will hear his instructions and admit his power."

CITY-SCHOOLS.

The only city from which special returns have been received is Topeka, which reports the number of white children between 5 and 21 years of age, males, 1,007; females, 1,021—total, 2,028. Number of colored children of the same years, males, 91; females, 117—total, 208—total of white and colored, 2,236. Number of primary schools, 6; intermediate, 1; high, 1. Whole number of scholars registered during the year, 1,519 in the primary schools, 80 in the intermediate, 40 in the high—total registry, 1,639. The average daily attendance in the first class was 812; in the intermediate, 44; in the high, 23. The average number of scholars enrolled was, for each teacher, 71; the average number belonging, 45; the average daily attendance, 39, the total number of teachers being 23. The amount paid to teachers was $12,064.49; the comparative cost per scholar on the number enrolled, $7.36; on the average number belonging, $11.54; on the daily attendance, $13.72. Classes in German were formed in all the higher and some of the lower grades of schools in the beginning of the year, and at first a good degree of interest in the new study was manifested, both by parents and pupils; but, after the excitement of novelty wore off, this was not well sustained. For the rest, the only general evil complained of is tardiness; the only special one, a tendency to drop away from the studies of the high school before the course has been gone through.

GRADED SCHOOLS.

The system of graded schools has been adopted in nine of the principal towns and cities of the State. The superiority of this system is discussed at length by the superintendent, and its advantages summed up as follows:

(1) It secures more ample grounds, better buildings, furniture, libraries, apparatus, &c.; (2) more suitable and better-qualified teachers; (3) better classification; (4) better study and more rapid progress; (5) better education of the pupils; (6) high-school-advantages; (7) cheaper education; and (8) more thorough supervision.

In illustration of the superior economy of graded schools, it is stated that in the city of Leavenworth, in the year 1858–'59, under the unclassified schools, it cost $5,207.55 to educate 423 pupils, or at the rate of $12.29 per pupil; while, in 1862–'63, when the schools were graded, the cost was only $4.54 per pupil.

HIGH SCHOOLS.

The high-school-departments exist in connection with the graded schools in five towns and cities of the State. That at Independence numbers 78 pupils, 30 males and 48 females; that at Atchison only 5—3 males and 2 females; at Lyndon, 84 pupils, 40 males and 44 females; and at Topeka 47 pupils are engaged in high-school-studies. At Paola the high-school-department numbers 67—32 males and 35 females. In this town a fine high-school-building has just been completed, costing about $50,000. Its size is 82 by 82 feet; three stories in height above the basement, with curved ornamental roof of slate and tin, surmounted by cast-iron cresting. In each story above the basement are four school-rooms, twelve in all. Three sides of each room are lined with blackboards. The building is warmed by hot air from four furnaces, situated in the basement, and is well ventilated by means of foul-air-registers connecting with the ventilating shafts that communicate with the smoke-stacks.

STATE NORMAL SCHOOL AT EMPORIA.

The object of this institution, as expressed by its organic act, is "the instruction of persons, both male and female, in the art of teaching and in all the various branches that pertain to a good common-school-education; in the mechanic arts and in the arts of husbandry and agricultural chemistry; in the fundamental laws of the United States, and in what regards the rights and duties of citizens."

The school, while it has accomplished and is still accomplishing much good work, is at present contending with two serious evils: the low grade of scholarship with which pupils enter and the shortness of their stay at school. In the language of the board of visitors, "the normal school is doing too much district-school-work." The board recommends that "there should be no preparatory work, so called, done in the normal school proper, but that the entire attention of the faculty be devoted to purely normal work. High-salaried professors occupied with mere children in knowledge form a fraud upon the State."

The prime aim of the institution is, as its name imports, to prepare teachers for school-

work, and in the normal department—for it is only that at present—students take a pledge that it is their purpose to prepare themselves to teach in the public schools of Kansas.

The number of students enrolled during the year was 190, of whom 72 were males and 118 females. There were only 2 graduates. Many of the graduates of former years are doing noble work in the educational field in the State, and it is to be regretted that there are not many more such.

The legislature at its last session appropriated $50,000, to which sum the city of Emporia added $10,000, for the erection of a new building, which is now almost completed. The basement is of dressed stone; the main walls of brick, with cut-stone coins, with door- and window-embellishments of the same material, affording a pleasant contrast, and giving the building an imposing appearance. The dimensions are 76 by 125 feet.

STATE NORMAL SCHOOL AT LEAVENWORTH.

This school is under the management of a board of twelve directors, nine of whom are nominated by the Leavenworth board of education, the remaining three being chosen from the State-at-large. The school is in a prosperous condition. The enrollment in the normal classes, during the year now closing, was 65 pupils, of whom 5 were in the senior, 3 in the middle, 23 in the practicing, and 34 in the preparatory class.

QUINDARO STATE NORMAL SCHOOL.

This school, established by the legislature for the training of colored teachers, opened September 11, 1872. The number of students has gradually increased from 6 to upwards of 50. Want of home-culture and means renders this work peculiarly difficult. Students need a higher preparatory training. The students enrolled thus far have all been residents of Quindaro township. Applicants from other points for admission could not be received, as there were no boarding-accommodations in the place. Arrangements are being made to establish a boarding-house near the school-building, where pupils can be accommodated at a cost of $2.50 per week.

UNIVERSITY OF KANSAS.

This institution crowns and completes the educational system of the State. The department of science, literature, and the arts supplements the public schools in giving the higher education and culture necessary for the protection and preservation of free institutions, its course embracing a classic, a scientific, and an engineer-school of training. In it every child in Kansas is offered a full and free education.

It has ten professors and two subordinate instructors.

The total number of students enrolled during the collegiate year 1872–'73 was 272, 73 of whom belonged to the collegiate department, an increase in that department of 11 over the previous year, while the total enrollment shows an increase of only 19 over the previous year. The graduating class numbered 4, of whom 1 was a lady.

The colleges under denominational influences reporting are: (1) Baker University, at Baldwin City; Methodist Episcopal; founded in 1857; its graduates, since organization, numbering 6—4 gentlemen and 2 ladies. (2) College of the Sisters of Bethany, Topeka, not included in the following table; Protestant-Episcopal; formerly the Episcopal Female Seminary; chartered in 1870 with college-powers, and known by its present collegiate name since 1872; an institution with 9 professors and teachers (3 males and 6 females) and 75 students, of whom 11 are in the collegiate course, 16 in a partial course, and 48 in the preparatory. This college, having primary, preparatory, and collegiate departments, is designed especially to train young ladies for any position they may be called to fill. (3) St. Benedict's College, Atchison; Roman Catholic; chartered in June, 1868. Of its 95 male pupils in the preparatory department, 65 are specifically said to be preparing for college-classes. (4) St. Mary's College; Roman Catholic. This college, it is stated, "has only been established about four years, has had to struggle against a great many difficulties, and cannot be said, as yet, to have any under-graduates." (5) Washburn College, Topeka; Congregational; incorporated in February, 1865. It owns 160 acres of land a mile and a half from the State-house, on 40 acres of which a college-building is now being erected, at a cost of about $60,000, and is expected to be completed in April, 1874. (6) Highland University, at Highland, chartered in 1858, has, besides the regular collegiate, a scientific and a ladies' course, the latter comprising the mental, moral, physical, biblical, rhetoric, and historic studies of the regular course, with a part of the regular mathematic course, and Latin and Greek through the sophomore-year. The degree conferred upon graduates of this course is M. A., (maid of arts.)

The returns from these institutions, which here follow, are for the autumn of 1873:

Statistical summary of universities and colleges.

Names of universities and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Corporate property, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Amount of property of corporation.	Value of grounds, buildings, and apparatus.	Amount of endowment.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
Baker University	5	0	.....	20	.....	$30,000	$0	$0	$0	$3,000	500
Highland University	6	1	145	25	$60,000	20,000	25,000	25,000	2,000	.....	5,000
Lane University	2	....	70	11	15,000	15,000	11,000	11,000	1,100	900	.....
St. Benedict's College	7	0	95	15	35,000	12,000	0	0	0	8,000	2,000
St. Mary's College	9	0	121	.....	.....	150,000	0	.....	.....	20,000	1,800
Kansas State University	11	....	101	77	*	217,000	†	10,300	713	27,322	1,500
Washburn College	3	....	24	6	80,000	70,000	31,000	31,000	3,720	1,500	2,000

* Ten acres with building at one point and forty acres with main building and a small observatory at another, near Lawrence.

† Seventy-two sections of land and $10,300 in bonds.

KANSAS ACADEMY OF SCIENCE.

A leading object of this society is the prosecution of the State-survey to its final completion. Two preliminary reports have been made in the right direction and a large amount of work has been accomplished by different members of the society. Most of the leading scientific men of the State are in active co-operation or in hearty sympathy with the organization.

AGRICULTURAL COLLEGE.

This institution is located near Manhattan, on a farm containing 415 acres, nearly all under fence and cultivation, the land affording all the varieties of Kansas soil. The college offers four courses of study, viz: of agriculture, mechanic arts, military science, and literature. The faculty consists of seven gentlemen-professors—including the preident—and three ladies. The number of students in attendance during the year 1871–'72 was 200, of whom 113 were gentlemen and 87 ladies. The graduates for that year were three—two gentlemen and a lady.

Arrangements for the industrial education of the lady students are not yet fully completed, the lack of suitable buildings preventing the immediate establishment of a kitchen, laboratory, a dairy, photographic gallery, and engraving-room. The literary course, however, provides instruction in book-keeping and commercial law, the sewing-room furnishes practice upon the more popular sewing-machines and the printing-room in type-setting.

BUSINESS-COLLEGES.

Two of these, situated at Topeka and Leavenworth, report 3 teachers and 376 pupils.

Statistical summary of a professional school.

Name of school for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.		Corporate property, &c.						Number of volumes in library.
			Preparatory.	Scientific.	Amount of property of corporation.	Value of grounds, buildings, and apparatus.	Amount of endowment.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
SCHOOL OF SCIENCE.											
Kansas State Agricultural College	15	0	113	107	$457,807	$76,888	.....	$185,469	$23,000	$8,000	3,000

REFORM-SCHOOL.

A strong public sentiment has grown up in many sections of the State favoring the establishment of a reform-school for juvenile offenders. The larger towns and cities of the State are infested with a dangerous class of street-boys, already familiar with all forms of iniquity. It often occurs that these youths, mere children in age, are arrested by officers of the law and sentenced to prison, where they are confined with old and hardened criminals, under whose ready tuition they soon become adepts in crime, and only too anxiously await their release in order to practice their nefarious acquirements. The fact is recognized that it would be much better and more economic for the State to institute measures for the prevention of crime, by the reformation of juvenile offenders and the industrial education of these children of poverty and neglect, than to apprehend and bring to justice hardened criminals after years of plunder and villainy. It is not held enough to loosen the hands of these young offenders from vice by reformation; the aim is to do more: to fasten them to the implements of industry and honest toil and teach them, amid reformatory influences, how to secure in lawful ways an entirely lawful livelihood.

STATE-LIBRARY.

From the report of the State-librarian for the year ended December 12, 1872, it appears that there were at that date 8,473 volumes in the library, there having been an increase of 1,116 during the year; of these, 500 were by purchase, 80 by donation, and the remainder were received in exchange for State-documents, laws, and supreme-court-reports, all the States but one and all but three or four of the Territories reciprocating. There is an annual appropriation of $200 for the purchase of new books Twenty-eight newspapers and periodicals are received, files of which are preserved.

KANSAS INSTITUTION FOR INSTRUCTION OF THE BLIND.

The fifth report of this asylum, published in January, 1873, states that the number of pupils for the year has been 26, and that all are steadily advancing. A year of prevalent sickness has given occasion for special instruction with respect to bathing, diet, ventilation, exercise, and other methods of preserving health, while training in letters, numbers, music, industrial occupations, good manners, and right morals has gone continuously on. The leading object of the school is to give the blind youth of the State such a measure and kind of education as may fit them to sustain themselves, if needful, and to be useful, intelligent, moral, and pleasing members of the circles and communities into which they may be thrown. Hence a fair measure of general culture is imparted, with a practical knowledge of mechanical employments, music and morals coming in to supplement and crown the whole.

STATE TEACHERS' ASSOCIATION.

The first address at this was from the State-superintendent, Hon. H. D. McCarty, upon "The changes required in the school-law." His suggestions, essentially the same as those recommended in his report, were discussed by the association and generally approved. Prof. J. W. Horner considered the question "How can the State secure trained teachers?" To supply the State with a full quota upon the present plan he asserted would require an annual expenditure of $75,000. In addition to those now in operation, he therefore advocated the establishment of a subordinate grade of normal schools, with shorter courses of study, adapted to the present wants of a majority of the teachers, to be jointly supported by the State and the counties. This would assimilate the State-method of training teachers to the system now pursued in the State of Illinois, which has produced the most encouraging results. Such schools, he asserted, could be carried on at a cost of $1,000 annually, as, being managed by the county-superintendent, one teacher, assisted by the graduating class, would be sufficient. Prof. Horner's plan was heartily indorsed by the association.

Addresses were delivered on "The relation of the denominational college to the public schools," "The orderly development of the mind," and "Culture and civilization."

It was resolved to transfer the editorial and financial management of the Kansas Educational Journal to individual control, said journal remaining the organ of the association.

The officers of the association elected for the ensuing year were: president, J. W. Horner, of Chetopa; vice-presidents, the county-superintendents of the State; recording secretary, S. B. Lemon, of Independence; corresponding secretary, S. M. Gaston, of Lawrence; treasurer, Mrs. H. A. Monroe, of Atchison; executive committee, William Wheeler of Ottawa, G. W. Hoss of Emporia, R. H. Jackson of Atchison, Miss Collins of Iowa, and Prof. Frank H. Snow of Lawrence.

LIST OF SCHOOL-OFFICIALS IN KANSAS.

Hon. H. D. McCARTY, *State-superintendent of public instruction, Topeka.*

COUNTY-SUPERINTENDENTS.

County.	Name.	Post-office.
Allen	Grasson De Witt	Iola.
Anderson	Amos Rice	Garnett.
Atchison	J. E. Remsburg	Atchison.
Barton	J. A. McClellan	Great Bend.
Billings	David W. Mills	Almena.
Bourbon	Joseph H. Lawhead	Osaga.
Brown	R. C. Chase	Hiawatha.
Butler	S. L. Roberds	El Dorado.
Chase	J. G. Winne	Safford.
Cherokee	Jos. A. Murray	Columbus.
Clay	J. T. Dodson	Wakefield.
Cloud	Samuel Doran	Concordia.
Coffey	George N. McConnell	Burlington.
Cowley	T. A. Wilkinson	Winfield.
Crawford	S. T. McClure	Girard.
Davis	Isaac Jacobus	Junction City.
Dickinson	D. R. Emery	Abilene.
Doniphan	Delos D. Rose	Troy.
Douglas	S. M. Gaston	Lawrence.
Ellis	John Gores	Hays City.
Ellsworth	William Meichner	Ellsworth.
Franklin	Philetus Fales	Ottawa.
Greenwood	George H. Martz	Eureka.
Harvey	F. S. Fatz	Newton.
Howard	H. H. Wells	Peru.
Jackson	R. M. Cook	Holton.
Jefferson	J. R. Earnest	Oskaloosa.
Jewell	T. J. Patterson	Jewell City.
Johnson	B. F. McFarland	Olathe.
Labette	Mary Higby	Oswego.
Leavenworth	J. P. Bauserman	Leavenworth.
Lincoln	J. C. Wright	Cedron.
Linn	G. W. Botkin	Mound City.
Lyon	Charles Caveness	Emporia.
Marion	Mrs. C. J. Sharon	Marion Center.
Marshall	Alviniza Jeffers	Irving.
McPherson	Philip Wickersham	Roxbury.
Miami	I. J. Banister	Paola.
Mitchell	John D. Mitchell	Cawker City.
Morris	J. E. Minney	Council Grove.
Montgomery	N. Bass	Independence.
Nemaha	J. D. Sammons	Seneca.
Neosho	S. Winfield	Osage Mission.
Osage	L. J. Sawyer	Burlingame.
Osborne	J. T. Saxton	Corinth.
Ottawa	A. B. Crosby	Lindsey.
Pawnee	H. Booth	Larned.
Pottawatamie	Charles T. Shipp	Louisville.
Phillips	A. Hitchcock	Phillipsburg.
Reno	Taylor Flick	Hutchinson.
Republic	A. D. Marble	Belleville.
Rice	Robert D. Stephenson	Brookdale.
Riley	J. F. Billings	Manhattan.
Rooks	J. M. Park	Stockton.
Russell	H. C. Hibbard	Bunker Hill
Saline	William Bishop	Salina.
Sedgwick	Albert Emerson	Wichita.
Shawnee	D. J. Evans	Topeka.
Sumner	Thomas H. Mason	Belle Plain.
Smith	Edmund Hall	Cedarville.
Wabaunsee	W. S. McCormick	Wilmington.
Washington	G. J. Main	Washington.
Wilson	William B. Shirley	Fredonia.
Woodson	J. L. Gilbert	Bramlette.
Wyandotte	W. W. Dickinson	Wyandotte.

KENTUCKY.

[From report of Hon. H. A. M. Henderson, State-superintendent of public instruction, for the scholastic year ended June 30, 1873.]

The following is the estimate for the year ended June 30, 1873:

SCHOOL-FUND.

A statement of moneys which may be expected to be paid into the treasury during the year ended June 30, 1873, subject to the order of the superintendent of public instruction, viz:

Amount of revenue, 1872, as per valuation of 1871, at 20 cents		$852,645 41
Amounts of delinquents relisted with sheriffs		75,000 00
		927,645 41
Less sheriffs' commissions, &c	$105,000 00	
Paid previous to 1st July, 1872	62 36	
		105,062 36
Total		822,583 05
From interest on State-school-bonds		79,620 00
From Bank of Ashland		1,000 00
From Bank of Kentucky		6,000 00
From Commercial Bank of Kentucky		7,500 00
From Farmers' Bank of Kentucky		8,500 00
From Farmers' and Drovers' Bank		900 00
From tax on billiards		2,000 00
From tax on dogs		1,500 00
From Bank of Shelbyville		950 00
From sheriffs' old balances		20,000 00
Total		950,553 05
Balance in Treasury 1st July, 1872, not transferred	$177,168 00	
Deficit 1st July, 1872	150,295 23	
		26,872 77
Total		977,425 82
Deduct estimated amount of unpaid school-drafts for the year 1872, 1st July, 1872	$15,000 00	
Deduct estimated amount of $822,583.05 to cover balance uncollected 1st July, 1873	50,000 00	
		65,000 00
Total amount of estimated receipts 1st July, 1873		912,425 82

The interest on county-school-bonds is not included in the above estimates.

EDUCATIONAL PROGRESS.

The school-year 1872–'73 was a year of substantial progress in every department of the common-school-system. With but rare exceptions, the reports of the commissioners and correspondence of the superintendent's office bear evidence of a great educational revival, pervading almost every section of the State. Through the agency of the Teachers' Institute, the addresses of the superintendent and of those representative men whom he succeeded in enlisting as advocates of a system of common schools, public attention appears to have been thoroughly arrested. Probably never before did the subject in Kentucky have such vigorous presentation before the people as during the past summer. In addition to a widely-diffused canvass, engaged in by the superintendent, speaking at the great centers of influence and population, such men as Hon. James B. McCreary, Hon. Thomas F. Hargis, Hon. W. C. P. Breckenridge, and General Frank Walford lent their powerful advocacy to the cause by encouraging the teachers and stimulating the timid and skeptical to a more courageous and confident development. Teachers' institutes were held in almost every county, with large attendance. The increased interest in the common schools is further indicated by the pressing demand for the professional training of instructors. From every quarter there has been a cry for the building of more convenient school-houses, provided with better seats and apparatus than the old ones, and many such have been erected.

DIMINISHED PRO-RATA DISTRIBUTION.

During the school-year ended June 31, 1873, the *pro-rata* to each pupil child was $2.20, while, for the school-year ending June 30, 1874, it will be but $1.60. The reasons given for this diminution are: first, there has been an increase of 10,763 in the number of pupil-children reported, consequently the *pro-rata* to each pupil-child must be correspondingly diminished; secondly, the annual revenue from the tax of 20 cents on the $100 has fallen short of 1871–'72 by $45,307.91; thirdly, while there was in that year relisted with the sheriffs the sum of $75,000, due from delinquents the current year, there has been only $30,000 from that source, making a difference of $45,000; fourthly, the auditor in 1871–'72 made an overestimate of $150,000, which must be deducted from the revenue of 1872–'73 to liquidate matured school-claims, as provided for by the law; and, fifthly, the dividends from bank-stocks have been $1,550 less than the preceding year.

SUSPENSION OF PAYMENT.

By the revenue-laws, sheriffs are not required to pay the taxes into the treasury until the month of April, and, by adding 5 per cent., they may even be retained until the latter part of June, while the law requires payments of teachers to be made upon the 10th of January, of April, and of July. Money being worth 10 per cent., (and on short loans a still higher rate of interest,) payment is often delayed; and, if a speculation is on hand which promises a handsome return, it is recovered only by annoying and tedious processes of law. The apportionment of the superintendent is made upon a statement furnished him by the auditor of moneys which may be expected to be paid into the treasury during the year. A sad result of the present system, which, while requiring half a million of dollars to be paid out on January 10, gives the officers intrusted with its collection until April or June to pay it into the treasury, is the suspension of payments to needy teachers, who, in some cases, have been obliged to sell their claims at a serious discount, in order to obtain present relief. Rather than have any such suspension again occur, the superintendent recommends that the commissioners of the sinking-fund should be authorized by the assembly to borrow the money for a few months, until the taxes can be collected.

THE FUTURE.

The superintendent says the probabilities are that there will be no further falling-off of the receipts, and that in the year 1873–'74 no deductions will have to be made from the current revenue of the year in consequence of an overestimate the previous year. This alone, assuming the revenue to remain the same, will enable the superintendent to advance the *per-capita* to $2. The falling off for 1873 will excite so much discussion that the general assembly will have its attention thoroughly directed to the finances, and it is hoped will develop some plan by which the actual valuation of property can be arrived at. The discouragement, therefore, he thinks, is temporary.

Kentucky is just beginning to develop its vast mineral resources, and its decline in landed wealth will soon be more than compensated for by the riches of the mines and forests. Railroads are piercing the hitherto inaccessible fastnesses of its mountains and bringing their hidden stores of wealth into the market. Many who have long lived on barren hills, gathering a scanty subsistence from an unfriendly soil, will soon have the means of plenty ready at their doors. For a half century these honest and hardy mountaineers have roamed their native hills, overgrown with the grandest timber, and with inexhaustible mines of wealth beneath their feet, but with no agencies at command to transport the growths of their forests and the crystallizations of their mines to the market. A new day is dawning on them. The sons of these men will become rich; population will flow into these sparsely-settled districts; and they will vie with the fertile agricultural counties in all the elements of a solid prosperity, and in their turn re-enforce the treasury of common schools with funds that shall make every wilderness of the State rejoice.

It is suggested that if more money is needed the patrons in each school-district should supply it by subscriptions, and thus tide the bark of education over the shoals, by lifting the gate of a generous private enterprise.*

IMPROVEMENT IN PROFESSIONAL QUALIFICATIONS OF TEACHERS.

Under the efficient agency of the teachers' institutes, the qualifications of instructors, as a class, have been substantially improved, and more carefulness in the granting of certificates has been exercised by commissioners and examiners. It is much more difficult now than formerly to obtain a certificate to teach in Kentucky. The number of applicants offering and the higher standard established for qualifications constitute two facts contributing to the result. An increased demand for competent teachers

* Since the preparation of this abstract, the announcement has been made that, in consequence of the financial troubles in the fall, many of the public schools have had to be closed from lack of funds for their support. It is to be hoped that this will be only temporary.

and a willingness to pay them more remunerative wages are operating to turn the attention of many young ladies and gentlemen to this honorable occupation. The teacher who does not see fit, by industrious study, to quicken his pace, is left behind in the race and is dropped from the roll of aspirants for employment in the schools. Districts that two years ago were willing to employ the poorest teachers, at the cheapest rate, are now anxious to engage the services of the best, at an outlay to some extent commensurate with the talents employed.

GRADED SCHOOLS.

Several of the larger towns have either established, or are agitating the question of establishing, graded schools, and in some others there has been a reconstruction of existing systems, which will prove of material benefit.

SOME CHANGES IN THE SCHOOL-LAW.

District-taxation.—This takes the place of the "rate-feature" of the old law. The levying of a rate hereafter will be illegal. The will of the people is clearly to be ascertained at the polls as to whether or not they favor a district-tax in aid of the common school therein. The vote must be taken at the annual election for trustees, on the first Saturday in July. The tax cannot exceed 25 cents in any one year on each $100 worth of taxable property. It can only be used for the following purposes: (1) the purchasing of a site for a district-school-house; (2) the building, repairing, or furnishing of the district-school-house; and (3) the better payment of the salary of the teacher or for the extension of the free school for a longer term than five months.

Tax for graded schools.—Cities desiring to establish a system of graded schools can, by a vote of the majority, tax their citizens, not exceeding 30 cents in any one year on the $100 worth of taxable property.

Board of education.—Formerly, the board consisted of the attorney-general, secretary of state, and superintendent of public instruction. To these have been added two professional educators, who, together with the superintendent, constitute a standing committee to prepare rules, by-laws, and regulations for the government of the common schools, and also to recommend a proper course of study and suitable series of text-books to be adopted at discretion by the county-board of examiners.

State Teachers' Association.—The superintendent may print the proceedings of this in his annual reports. No provision existed heretofore to publish its minutes.

Commissioners.—No change has been made in the qualifications for the office of commissioner, except that "he shall be competent to examine the teachers who shall apply to teach the schools in the county." Formerly, a teacher of a common school was ineligible, but this disability has been removed.

Teachers' institutes.—Every teacher must attend or forfeit his certificate, unless satisfactory excuse is rendered the commissioner. The commissioner recommends that the law should be so amended that the institutes may be held at the time of year he may deem best in order to secure the largest attendance of teachers. The law prescribes the months of July and August. The teacher attending, if his school is in session, is allowed the time he is engaged, provided the term be not longer than six days. If the institute is held during any other months of the year, he loses the time from his school-term.

Library.—None of the school-revenues derived from general taxation shall ever hereafter be used to purchase books, maps, or charts for the library.

School-houses.—The new law, although not up to the views presented by the superintendent, is a vast improvement upon the old one. The proceeds of the tax authorized by article two can be applied to purchasing a site for a school-house, or the building, repairing, or furnishing of one. Before, except in counties where there were special acts, a school-house had to be built by private subscriptions, and but few could be found who regarded it sufficiently their business to canvass the district for the necessary funds. Before, the trustee had no power to condemn land for a site. This power, in the revised laws, is clearly conferred and the mode of exercising it is plainly set forth. There are now three ways by which a school-house may be built: (1) by a district-tax, not to exceed 25 cents on the $100 worth of taxable property in any one year; (2) by a vote of the citizens of a district approving a commissioner's condemnation of an old school-house, and the trustee therein levying a capitation-tax of $2 upon each male in the district over 21 years of age; or (3) by the labor of the citizens of a district.

The superintendent is required to furnish, upon application, elevations, plans, and specifications of model school-houses, of which he has a number on hand.

The advanced legislation of the year having thus provided a way by which local necessity and pride can erect a house commensurate with its wants and ambition, the hope is expressed that ere long every village will be adorned with a temple of learning, and every neighborhood point the passing stranger, without a blush of shame, to the place where the business of education is carried on.

FURTHER CHANGES IN THE SCHOOL-LAW.

As before stated, there has been embarrassment respecting the payment of teachers under the old law, that law requiring a portion of the payment to be made in January, while the officers intrusted with the collection of the money had until April or June to pay it into the treasury. A circular of the superintendent, dated December 10, 1873, states that a bill was at that time pending before the State-senate which proposes to relieve the school-system from the embarrassments incident to this lack of harmony between the revenue-laws and the time prescribed for the payment of the teachers.

Another circular of the superintendent, dated December 17, 1873, and addressed to the commissioners of common schools, inclosing a copy of a recent act of the State-legislature, gives the substance of said act as follows:

"A school-district containing 50 and more census-children can have for the current school-year a school taught for four months, and a district containing less than 50 pupils, a school for two and a half months, if a majority of the trustees agree thereto. The same money will be paid for a four-months school as would have been paid for a five-months school, and for a two-and-one-half-months school that would have been paid for a three-months school. The trustees and the teacher are the parties to determine what would be equitable to all parties. Schools taught half out by January 10 will receive 40 per cent. of the amount due the district and the other payments will remain as provided in the new laws, viz: February 15, May 15, and July 1."

The new school-laws are now operative in every respect except as modified by the special act accompanying the circular, and commissioners will pay the money directly to teachers.

IMPORTANCE OF VENTILATION.

The average school-rooms are said to be sadly deficient in facilities for supplying the pupils with the proper diet of sweet, unadulterated air. "Many a teacher," says the superintendent, "goes with birch or ferule among stupid pupils in the vain conceit that he is establishing discipline, when, if he would let in the air of heaven, the demon of drowsiness would take swift wing, and he would do for his scholars what leagues of switches cannot do. Sunlight, also a great hygienic agency, not only affords the eye its full supply of natural aliment, but is energetic in dissipating the fever-breeding air that loads the atmosphere of a shaded room. More sunshine is needed. Every school-room should have one or more windows on each of its four sides and every class-room should be open to the outside air, so that it may be easily sunned and ventilated. The degree and direction of light should be regulated by means of blinds, which should be green, the color most agreeable to the eyes. At recesses and before and after school, the blinds should be opened to admit direct sunlight, the purifying effect of which is indispensable to keep the school-room healthy."

EDUCATION OF THE COLORED PEOPLE.

The superintendent reiterates the views expressed in previous reports to the effect that education should be comprehensive enough to embrace all the children of the Commonwealth. He says that if the foundation upon which a free government rests be the intelligence and virtue of the people—which is the only proposition that can be argued to a successful conclusion—then, since the negro has become an elector, it is the dictate of duty and of self-interest to consider how he may be trained for intelligent citizenship. Opposed, like most southerners, to mixing the races in the schools, he thinks that the present school-fund, clearly voted and dedicated for the education of the whites, should not be invaded, but that a new and entirely independent fund and system should be created for the colored people. The subject is involved in difficulties, but these only add to the urgency of the need for its consideration by legislative wisdom. Meanwhile the education of the colored race progresses, about 1,000 colored children in Louisville alone having the benefit of four good schools, with a large high school, which will be noticed in its place.*

*The report of the committee on colored public schools in Louisville, November 27, 1873, is as follows:

"The eastern, western, and Portland schools were opened in September with 10 teachers, the total enrollment for the month being 795, with an average daily attendance of 591. On the 8th of October, 1873, the beautiful central school was opened, and at the close of the month the total enrollment for all the schools was 1,347, with an average daily attendance of 1,163, 14 teachers being employed. For the month of November the total enrollment was 1,595, with an average daily attendance of 1,154, and 19 teachers."

LATER ON EDUCATION OF THE COLORED PEOPLE.

As this report goes to the press news comes from Kentucky that a bill for the education of the colored population of the State has become a law. This provides for taxing the colored citizens 20 cents on the $100 for a fund which is also to receive a *pro-rata* share of interest in whatever the Commonwealth may collect from the United States Government on account of its war-claims. The fund thus formed is, according to the bill, to be appropriated to the furtherance of education for the colored race in schools distinct from those for whites. The superintendent of public instruction is put in charge. The school-commissioners are charged with all the duties to the colored children that they now perform for whites. Each school for the former is to have a colored trustee, and teachers are to have the same qualifications as are required for white schools, "subject to such variations as the commissioner of common schools for the county may think proper to suit the demand of any particular district."

COMPULSORY ATTENDANCE.

The county-commissioners, in numbers surprising to the superintendent, advocate the passage of a law compelling parents and guardians to send their children to school. It would seem logical that, if the State claims the right to tax the childless man to furnish a fund to educate other people's children, it holds in its hands the corresponding right to compel those people to utilize the fund in the improvement of those who, ignorant as well as learned, are the born heirs to all the franchises of citizenship. The State does not establish and maintain a system of public schools merely to confer a benefit upon an individual or a class, but engages in the work of popular education for her own protection, as a fundamental civil duty, and cannot afford to be indifferent as to whether or not her citizens avail themselves of the civic advantages afforded by her munificent patronage of common schools.

ABSTRACT OF COUNTY-REPORTS.

In Ballard County, a teachers' institute for a term of six days in June, well attended, and reputed a success. In Bath, the same. In Boyd, a greatly increased interest in education, and several new school-houses built. In Breathitt, most of the school-houses repaired and several new ones built. In Callaway, the institute "a splendid success," a new frame school-house built, and a $5,000 normal institute erected, but much embarrassment experienced from frequent changes of the lines of school-districts. In Campbell, a gradual improvement in the class of teachers, and a teachers' institute in August, largely attended. In Casey, a teachers' institute for three days, and attended by 43 teachers, against 25 last year. Poor school-houses much complained of. In Clarke, a great awakening to educational interests evinced in seeking better teachers and a disposition to improve the school-houses. In Clinton, school-houses progressing finely, some of them completed and furnished with desks and blackboards. In Edmonson the school-attendance small, owing largely to the want of better school-houses, most of these being poor log-structures unfit for school-purposes. In Estill, 25 teachers attendant on a teachers' institute, held for five days; 24 absent. A better class of teachers than heretofore and a good prospect for a still better set next year. In Garrard, again, a better grade of teachers, but a deficiency in good school-houses; some utterly unfit for winter-use, though others are ornaments to the neighborhoods in which they lie. In Grant, a large per cent. of the schools log-houses, poorly furnished. In Graves, several new school-houses built, but the school-sessions held mostly in the winter, when the severity of the weather often induces a small attendance. In Grayson the average number of children at school better than formerly, and the past year a success in comparison with previous ones. In Green, considerable interest manifested; schools taught in all the districts, but generally very poor school-houses. In Hardin, the schools are taught, and the quality of teaching improved, but the supply of good teachers not equal to the demand. In Harrison, nearly all the schools continued as private or subscription-schools from three to five months after the session of the free schools had been completed; some new school-houses built, others in process of erection, and several old ones repaired. In Henderson, the average attendance small, "sending to school being the last thing with most people in this county." In Hopkins, a better grade of teachers and a decided improvement in the schools. In Jackson, difficulties arise from the sparsely-settled condition of the country and the indigence of the people. In Jefferson, the schools so growing in public favor that all the private schools have been absorbed by them. In Kenton, 34 out of 36 districts have had schools taught with general satisfaction to their patrons; a teachers' institute, well attended, held for three days in July. In Knox, the schools advancing, the teachers improved, and a growing interest manifested. In Laurel, the same, with comfortable school-houses. In Lawrence, schools gradually improving, better teachers, with advanced compensation, and school-houses a hundred per cent. better than two years ago. In Lee, schools taught in all the districts by a fair class of teachers and with fair progress of pupils; and, besides a teachers' institute held for six days with good attendance, a normal course for teachers after the close of the common schools; a teachers' association with 28 members formed, to discuss and study the best methods of teaching. In Lincoln, the schools better than in preceding years, the teachers better qualified, and the interest of trustees greater. In Madison, "the most successful institute ever held in the county," but teachers too often inferior and school-houses poor. In Marshall, a two-days institute, in which all seemed greatly interested. In Marion, all the districts taught, half the school-houses finished, and a prospect of having log-structures in most of the districts by November. In McCracken, a five-months school taught in every district except three. In Mercer, a growing and healthy interest in common schools. In Metcalfe some energy manifested in building more and better schools. In Monroe, 53 schools taught during the school-year, all except three with sessions of at least five months, and some little improvement in the school-houses. In Montgomery, a better class of teachers than in any previous year, and a teachers' institute of three days in August; only five districts without a

school. In Morgan, schools taught in every district and the teachers generally making efforts to qualify themselves for their high calling. In Nicholas, a normal school opened at Carlisle September 2, 1873, under Professor Vance. In Ohio, the schools of the county generally better than in the previous year, and a decided improvement in the teachers. In Oldham, about two-fifths of the school-houses good, but the remaining three-fifths very deficient. In Owsley, most of the districts have very comfortable school-houses, several others are in progress of erection, and arrangements are consummated for a high school at Booneville. In Perry, a school is taught in each district, and the school-houses, with few exceptions, are being either rebuilt or repaired. In Pike, all the schools are taught, eighty in number; fifty new school-houses completed and over twenty more to be completed for the fall term. In Pulaski, an improved condition of school-houses; nineteen new ones built and substantial repairs put on about fifty more; an institute of five days, exciting lively interest. In Robertson, there is a want of good school-houses, but the people are taking greater interest in the cause of education, a better class are offering their services as teachers, and there is an emulation among them as to who shall have the best-conducted school. In Rowan, improvement. In Shelby, schools taught in all the districts and, in most instances, by well-qualified teachers. In Taylor, the schools improving yearly and the class of teachers now superior to any previously had. In Todd, schools taught in all the districts except two and the school-system growing in favor with the people. In Trigg, the teachers too generally temporary and not promptly paid. In Union, a rich county, out of 3,845 children of school-age, only an average of 1,103 attending school. In Warren, schools taught in all the districts except one, where there is no school-house and few children; schools generally in poor condition. In Wayne, most of the houses in use of very poor character and many rather dilapidated. In Wolfe, increased interest in common schools and prospects decidedly encouraging.

SECONDARY INSTRUCTION.

Information under this head is less complete than that from the lower grade of public schools. Seventeen high schools and academies report an aggregate of 79 instructors and 1,626 pupils, of whom about one-fourth pursue studies in the classics and a considerable number in modern languages. Seven more, in three of which the modern languages are taught, but not the classic, report 79 instructors and 995 pupils, 125 of whom take the modern languages. Ten out of these twenty-four schools give instruction in drawing and music and nine others give it in music without drawing.

LOUISVILLE COLORED HIGH SCHOOL.

It is worthy of note that a high-school-building for colored pupils—the first ever erected in the State for that class—was dedicated at Louisville, October 9, 1873, city-officials and leading citizens being present and participating. The building cost $25,000 and will comfortably accommodate 600 pupils. This new school at the close of 1873 had already crowded into it 900 pupils, with 12 teachers; was thoroughly graded, and governed by the same laws which govern the schools for white children in the city. Its principal is O. M. Waring. It is anticipated that 1874 will witness the erection of one or more other school-buildings for colored youth in Louisville, the city seeming to be alive to the fact that this portion of its population must be educated.

NORMAL SCHOOLS.

It is not doubted that the State will finally establish normal schools in order that districts may be supplied with competent teachers. It is believed that the teachers' institutes have already done something, and will do much more, to improve the teachers in their calling and to awaken aspiration for quickened self-effort, but there are required one or more distinctly professional schools in which tuition by expert professors will be free and in which board will be reduced to a minimum.

The normal schools at present in operation, as far as appears, are: one opened at Carlisle, September 2, 1873, which reports 6 instructors and 75 pupils, 3 years in its course, and 500 volumes in its library; the East Kentucky Normal School, at Catlettsburg, said to be in a flourishing condition, with 5 instructors and 50 students in a course of 3 to 5 years; and one at Lexington, under the auspices of the American Missionary Association, with 280 pupils, the value of school-property being $8,000. Besides a training-school at Louisville, with 6 instructors and 35 pupils, a training-department exists at Frankfort in connection with the public schools of that city, from which, at the close of the last session, seven young ladies graduated, three of whom were employed in the schools. In addition to these facilities for normal training, three institutions for higher instruction in the State report normal departments connected with them.

SUPERIOR INSTRUCTION.

Of the institutions in the State for higher education, the State University at Lexington stands naturally first. Formed by the consolidation of several institutions, this

embraces in its plan seven distinct and yet connected colleges, each of which is again divided into several schools or departments of study, the general interests presided over by a regent and a board of thirty curators, while the immediate government of the students in each college is committed to its own special faculty. A student may, if he should choose, be connected with only one out of the various schools and may receive from the professor in that school a certificate of graduation on his residing for at least one scholastic year at the university and prosecuting to completion the studies of the school. But he can only receive the degree of bachelor of arts on the completion of the courses of at least ten schools, including languages, and that of bachelor of science on the completion of those of at least seven, not including languages. On his graduating in all the schools of the law-college, he receives the degree of bachelor of laws, and on similar conditions receives, from the commercial college, the college of the Bible, or the college of medicine, a diploma corresponding with the course taken. A comparatively limited or largely extended culture is thus put within the reach of any one desirous of a special or general education.

For the reception of the degree of master of arts he must have been admitted, at least one year previously, to the degree of bachelor of arts in this university, and must have passed a satisfactory examination in at least three out of five enumerated languages or in two of these and in a course of historic study prescribed by the faculty.

The other institutions for superior instruction in the State are indicated in the table, with such particulars as may serve to exhibit their condition.

Berea College, the first upon the list, is one of a number established, and to a large extent sustained, in Southern States by the American Missionary Association. Especially designed for the elevation of the colored race, it is open to all others, and, in its higher departments, (for it has seven, reaching from primary through collegiate,) the numbers of white and colored pupils are nearly equal, while of the whole 247 students it reports nearly two-thirds are colored. Of 19 who took part in the last commencement-exercises 5 were colored; 13 were males and 6 females; while the attendant company seated beneath the old oaks of the *campus*, to the number of 1,200, was about two-thirds white and one-third colored, the colored people of the Blue-Grass region mingling with white men from the mountains and the wealthy aristocracy of Richmond and Lexington, no apparent antagonism being awakened by an arrangement so new at the South. There is a normal department, as well as a ladies' course, in this college, and the institution rejoices in the erection of a new ladies' hall, costing over $50,000.

At *Georgetown College*, students preparing for teaching receive instruction free, on condition that after they leave college they shall spend as many years in instructing others as they have themselves been instructed without charge.

The *Kentucky Military Institute* is inserted as having substantially collegiate rank.

Statistical summary of universities and colleges.

Names of universities and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Corporate property, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Amount of property of corporation.	Value of grounds, buildings, and apparatus.	Amount of endowment.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
Berea College	5	0	43	14	$115,000	$91,000	$24,000	$19,000	$1,330	$29,000	1,500
Bethel College	6	4	28	52	176,000	20,000	.....	91,000	5,460	3,000	1,000
Cecilian College	11	...	100	....	.....	20,000	.....	.....	.....	.....	.....
Centre College	6	0	75	54	250,000	70,000	180,000	180,000	11,000	2,800	7,000
Concord College	5	...	122	29	15,000	1,200	.....	.....	.....	.....	.....
Eminence College	8	0	45	66	.....	50,000	0	.....	.....	15,000	1,500
Georgetown College	7	...	28	80	.....	80,000	125,000	.....	.....	.....	.....
Kentucky Military Institute	6	0	17	78	.....	75,000	0	.....	.....	.....	3,000
Kentucky University	8	5	...	134	100,000	100,000	200,000	200,000	12,000	1,370	20,000
St. Mary's College	10	...	....	84	.....	8,000	.....	.....	.....	.....	800
Warrendale College	3	...	62	52	.....	15,000	.....	.....	.....	.....	300

COLLEGES FOR WOMEN.

Eleven colleges, exclusively for the education of women, report an aggregate attendance of 1,013 pupils, 742 of whom are in collegiate and 271 in preparatory studies. In six of these institutions the classification of students is reported as follows: In the freshman-grade, 130; sophomore, 85; junior, 55; and senior, 32. Fifteen are pursuing special and 5 post-graduate-courses. There are 75 professors and instructors, of whom 27 are gentlemen. In all these colleges music and drawing are taught and, in all but

one, painting also. French forms a part of the course in all, while in all but three French and German are both taught and in one Spanish and Italian are added to the other two. Five have chemic laboratories; four, philosophic cabinets; two, natural-history-museums; and one has an astronomic observatory. One, only, has a gymnasium; another reports, "none except fields, forests, and fences around." Three of these institutions only report libraries belonging to them, ranging, in extent, from 500 to 3,000 volumes; one, the Georgetown Female Seminary, uses the library, as well as all other apparatus belonging to the Georgetown College, with which it is connected.

In all these the music taught is both instrumental and vocal. Degrees are conferred by the greater portion of them, such as A. B.—or its equivalent—mistress of polite literature, mistress of English literature, or maid of arts.

PROFESSIONAL INSTRUCTION.

The theologic schools reporting for 1873–'74 are: (1) The Bible College of the University of Kentucky, belonging to the denomination calling themselves Christians or Disciples. (2) The Danville Theological Seminary, (Presbyterian,) which, for reasons not given, had been for some time suspended, was re-opened in the fall of 1873, its endowment being ample and its income large. (3) The St. Joseph's Seminary, at Bardstown, (Roman-Catholic,) which gives five years as its length of course, probably combining academic with theologic instruction. (4) The theologic school of Bethel College, the students in which appear to be so combined with the college-classes as to make one body with them. (5) The Western Baptist Theological Institute, which is a branch of the Georgetown College, rooms its students in the college-building and has its studies so arranged as to proceed *pari passu* with the collegiate course.

The students in the law-school of the University of Kentucky, the only one reported in the State, have free access to all the privileges of instruction in the other schools.

The Louisville Medical College and the medical department of the University of Louisville report, respectively, 350 and 2,129 graduates, the former having been established in 1869, the latter in 1837. The Transylvania Medical College, with a resident faculty of eight professors, commences its course in January, 1874, as the medical department of the University of Kentucky, and the matriculates in it will have the privilege of enjoying, without further charge, the benefits of instruction in the classic, scientific, and technic courses of study pursued in the associated colleges of the University.

The Agricultural and Mechanical College of Kentucky forms a part of the university, and has connected with it schools of English language and literature, of mental and moral philosophy, of chemistry, of natural philosophy, of natural history, of civil history, of modern languages, of civil engineering and mining, and of military tactics. A meteorologic observatory has been established during the past year, under the auspices of the Signal-Service of the United States War Department, and in this opportunities are afforded for instructions in meteorology and telegraphy.

Each legislative district in the State is entitled to send to the Agricultural College, free of charge for tuition, three properly-prepared students. These must be at least 16 years of age, of good character and industrious habits, and must, upon examination, show a fair acquaintance with grammar, geography, the outlines of history, arithmetic, and algebra. Once admitted to the College of Agriculture, they may also attend the lectures and instructions given in the classic department of the university.

The State-scholarships here are 300; the graduates since organization, 4.

The commercial college of the university, with eight professors, two years in its full course, and an income of $3,417, numbers 148 students.

Statistical summary of schools for professional instruction.

Names of schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Corporate property, &c.					Number of volumes in library.
				Amount of property of corporation.	Value of grounds, buildings, &c.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources	
SCHOOLS OF THEOLOGY.									
Bible College, University of Kentucky	4	....	88	.....	.....	.....	.....	.....	(*)
Danville Theological Seminary	4	4	2	$203,000	$24,000	$189,000	$11,500	$0	7,500
St. Joseph's Seminary and College	8	0	.....	1,800	20,000	0	0	8,000	8,000
Theologic school of Bethel College	1	....	14	.....	.....	.....	.....	.....	.....
Western Baptist Theological Institute	2	....	22	48,000	.....	.....	.....	.....	.....

*Same as university-library.

Statistical summary of schools for professional instruction—Continued.

Number of schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Corporate property, &c.					Number of volumes in library.
				Amount of property of corporation.	Value of grounds, buildings, &c.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
SCHOOL OF LAW.									
College of Law, Kentucky University ..	3	....	26	.....	.....	.....	.....	.....	3,000
SCHOOLS OF MEDICINE.									
Louisville Medical College	12	....	217	$1,500	.....	.....	.....	.....	.....
Medical department, University of Louisville.....	15	....	253	.....	$200,000	.....	.....	$15,000	4,000
Louisville College of Pharmacy	3	....	25	1,000	.....	$500	$30	700	100
SCHOOL OF SCIENCE.									
Agricultural College of Kentucky, Kentucky University	11	....	(*)	.....	275,000	165,000	9,900	7,089	†20,000

*67 preparatory; 181 scientific. †Library of university, of which it is a part.

BUSINESS-COLLEGES.

There are two business-colleges in the State, at Louisville and Lexington, with 9 instructors and 240 students.

KENTUCKY PUBLIC LIBRARY.

Measures have been taken to establish a free library and museum at Louisville, Kentucky. A large building for the purpose has been purchased at a cost of $200,000. It is 168 feet front by 200 feet deep and is four stories high. The library and museum are to be forever open to every citizen of the United States gratuitously.

For the purpose of raising funds toward this enterprise, a series of grand gift-concerts was inaugurated. The lottery to be held proposes to distribute, in all, some 12,000 cash-gifts, aggregating $1,500,000 in money. Hon. Thomas E. Bramlette, ex-governor of Kentucky, is advertised as the chief manager of the enterprise.

SCHOOL FOR THE BLIND.

This school, established by the legislature for the blind children of the State, affords board and tuition to every child between the ages of 7 and 17 who is so deficient in sight as to be unable to be taught in schools for seeing children, the only condition being that such children be healthy in body and not feeble in mind. The only expense is the cost of getting to the school, which is in Louisville. In the case of children who are utterly destitute, the State provides clothing.

In addition to those branches taught in schools for the seeing, instruction is given in trades that the blind can profitably follow. The history of the school gives many instances of blind persons who have maintained themselves honorably and well in the practice of callings in which they became proficient through the instruction they received at this school. Blind persons who are over the age of 17 can be admitted for the purpose of learning a trade, if they can furnish suitable evidence as to their character.

The legislature last winter unintentionally did harm by denominating this institution an asylum—the only school for the blind in the United States that is now so styled. The effort has been made by its board and superintendent from the beginning to impress the public that this institution is a school, and not an asylum.

INSTITUTION FOR FEEBLE-MINDED CHILDREN.

Since the last report of this institution 36 have been admitted, 17 dismissed, and 8 have died. Of the number dismissed all save one had been greatly improved, and able, under the control of friends to give direction to their labor, to support themselves. The present number of inmates is 95, three-fourths of whom will become, by the training to which they are subjected, self-supporting or self-helpful. Many of them will be

able to read well and write a legible hand, and have a just conception of their obligations to God and man.

The State makes provision to meet the expenses of all the indigent, feeble-minded children received. Those having means are required to clothe their children and pay in money according to their ability, but in no case more than $150.

Quite a number of applications for admission have been rejected for want of room, and it is believed that the number would have been greatly increased but for a prevalent idea that the institution had been converted into an asylum for the insane and chronic epileptic. This institution was not organized for the custodial care of the helpless and unimprovable idiot, but for those children classed as feeble-minded: such as cannot be taught to read in the common schools of the State. That this class can be and has been greatly improved by the efforts of those having charge of them is no longer a matter of controversy by those who have at all investigated the subject.

INSTITUTION FOR DEAF MUTES.

Provision has been made by the State for the board and instruction of all its deaf mutes. No charge for board and tuition is made and no certificate of indigency is necessary. Every deaf mute in Kentucky will be received who is of proper age—10 to 30 years—of good character, and in good health.

To preserve health and promote habits of industry, the pupils are employed in manual labor as far as employment can be found, the boys in gardening and other kinds of work, and the girls in sewing and housekeeping, in which they often made great improvement.

The payment of $25 a year by pupils from Kentucky covers all contingent expenses, and this amount is required only of those able to pay it; others are furnished board, tuition, books, and even clothing, free of charge.

EDUCATIONAL ASSOCIATION.

[From the Kentucky Home and School Journal.]

State Teachers' Association.—This organization met in Winchester, on Monday, August 11, continuing in session four days. The first address was delivered by Dr. Henderson, the State-superintendent, upon the work of the year, which he announced had been such as to contribute to the substantial progress of the system of public schools, and that, out of 5,465 districts reported, schools have been taught in all but 99. Prof. W. S. Giltner addressed the association in favor of the co-education of the sexes. This subject was afterward discussed *pro* and *con* by several members, a majority of whom apparently approved the position of the speaker. Others, however, opposed it, chiefly upon the ground that the course of training suitable for young men could not be appropriate for young women. Prof. Chase did not want his daughter educated with young men; he wanted her to be a helpmeet rather than a rival to man, and said, "We need to put in a powerful protest against the agitation for the political rights of women." Prof. Giltner, who had tested the plan of co-education in his own school, and found it satisfactory, said it was a mistake to suppose that the idea of co-education originated with the blue-stockings of the North; on the contrary, the most gifted men of the age are in favor of it. Various other topics of educational interest were considered, as "Should music be taught in common schools?" "The importance of natural science as a means of development and school-discipline." At the close of the session the committee on resolutions reported in favor of making each county teachers' institute co-operative with the State-association; that the legislature be asked to take measures to secure a more efficient local superintendency, and to provide by appropriation for defraying the actual cost of instruction in the annual county-institutes; also to so adjust the revenue-laws that there shall be no delay in the payment of salaries of teachers. Superintendent Henderson, after being complimented very highly upon the zeal and ability with which he has guided the fortunes of the common-school-system, was re-elected president of the association.

Teachers' institutes.—It appears that teachers' institutes were held in thirty counties of the State, resulting largely in the enlightenment of the people as well as in the improvement of the teachers. By attendance upon the daily exercises and the night-lectures, communities were aroused to a sense of the importance of having a system of public instruction on an enlarged basis. As no appropriation is made by the State for institute-work, the teaching was all done by volunteers, one of whom declined similar work in Pennsylvania, where liberal payment was offered for it, preferring to work at home without compensation.

The State-superintendent reports this branch of the school-work as now thoroughly organized. A few counties are yet behindhand; but they cannot help catching the contagion of good example from their neighbors, and another year will probably suffice to bring them to a recognition of the utility of institutes and an ambition to share in the good results attending their efficient conduct.

Louisville Educational Association.—The Louisville Educational Association held seven

monthly meetings last year. The work of the year was thorough and satisfactory. The purely professional subjects were illustrated by practical exercises or exemplified in essays and prelictions, and, in addition to this work, addresses were given on the following subjects: physiology; mental science; corals; carbonic acid and ventilation; the dangers, duties, and responsibilities of the teacher; moral culture; what teachers should read; the minor morals; the law of gravity; compulsory education; and neologisms. The general average attendance was only about 60, but these were the 60 teachers in the public schools of Louisville who most loved their profession and who ranked highest in intelligence and zeal.

OBITUARY.

Rev. Silas Totten, D. D., LL. D., formerly professor of mathematics and natural philosophy in Trinity College, afterward president of the same, then president of William and Mary College, Virginia, and for many years president of a young ladies' college in Lexington, Kentucky, died at the last place, July, 1873, aged seventy-two.

LIST OF SCHOOL-OFFICIALS IN KENTUCKY.

STATE-BOARD OF EDUCATION.

Hon. A. M. HENDERSON, *superintendent of public instruction and, ex officio, member of the board.*

Name.	Post-office.
John Rodman	Frankfort.
George W. Craddock	Frankfort.
Russell McCreary	Shelbyville.
W. A. Bartholomew	Louisville.

COUNTY-COMMISSIONERS.

County.	Name.	Post-office.
Adair	M. H. Rhorer	Columbia.
Allen	John H. Walker	Scottsville.
Anderson	A. M. Portwood	Lawrenceburg.
Ballard	I. K. Swain	Blandville.
Barren	R. P. Collins	Glasgow.
Bath	W. H. Daugherty	Owingsville.
Bell	W. M. Bingham	Pineville.
Boone	H. J. Foster	Burlington.
Bourbon	W. H. Lockhart	Paris.
Boyd	Jacob Rice	Catlettsburg.
Boyle	R. H. Caldwell	Parksville.
Bracken	A. C. Armstrong	Augusta.
Breathitt	George W. Sewell	Jackson.
Breckenridge	Milton Board	Hardinsburg.
Bullitt	R. J. Meyler	Shepherdsville.
Butler	M. W. Neal	Morgantown.
Caldwell	W. C. McGehee	Princeton.
Calloway	R. Boggs	Murray.
Campbell	Leo Tibbatts	Tibbatt's Cross-Roads.
Carroll	J. A. Donaldson	Carrollton.
Carter	Zachariah Tyree	Olive Hill.
Casey	D. W. Coleman	Middleburg.
Christian	G. A. Champlin	Hopkinsville.
Clark	Leeland Hathaway	Winchester.
Clay	John E. White	Manchester.
Clinton	Thomas V. Stephenson	Albany.
Crittenden	Isaac McMurry	Marion.
Cumberland	William Cheek	Burksville.
Daviess	David F. Todd	Owensboro'.
Edmonson	W. J. J. Nash	Big Reedy.
Elliott	D. C. De Hart	Sandy Hook.
Estill	Robert W. Smith	Irvine.
Fayette	B. N. Grehan	Lexington.
Fleming	W. A. Morrison	Flemingsburg.
Floyd	Jos. M. Davidson	Prestonburg.
Franklin	W. L. Jett	Frankfort.
Fulton	R. T. Tyler	Hickman.
Gallatin	S. B. Turley	Glencoe.
Garrard	John K. West	Lancaster.
Grant	H. D. Stratton	Williamstown.
Graves	J. M. Cosby	Mayfield.
Grayson	N. C. Tilford	Litchfield.
Green	J. W. Jones	Greensburg.

List of school-officials in Kentucky—Continued.

County.	Name.	Post-offices.
Greenup	S. H. Wolcott	Greenup.
Hancock	Russell G. Tift	Hawesville.
Hardin	James A. Gaither	Elizabethtown.
Harlan	D. H. Smith	Harlan Court-House.
Harrison	Jos. F. Lebus	Cynthiana.
Hart	Henry C. Martin	Munfordsville.
Henderson	H. H. Farmer	Henderson.
Henry	Samuel Jones	Newcastle.
Hickman	Willis White	Clinton.
Hopkins	George W. Murphey	Madisonville.
Jackson	A. P. Settle	McKee.
Jefferson	James F. Hobbs	Long Run Station.
Jessamine	Moreau Brown	Nicholasville.
Johnson	H. E. Conley	Paintsville.
Kenton	George W. Carlisle	Independence.
Knox	John R. Helton	Barbourville.
La Rue	Thomas A. Robertson	Hodgensville.
Laurel	S. C. Jackson	Laurel Bridge.
Lawrence	James R. Dean	Louisa.
Lee	John S. Mahan	Proctor.
Letcher	James E. Sarver	Whitesburg.
Lewis	Jos. A. Sparks	Vanceburg.
Lincoln	S. S. McRoberts	Stanford.
Livingston	J. E. Lemen	Salem.
Logan	James H. Bowden	Russellville.
Louisville	Oliver Lucas	Louisville.
Lyon	James C. Church	Eddyville.
Madison	J. D. Hamilton	Richmond.
Magoffin	Abner B. Salyer	Salyersville.
Marion	J. D. Belden	Lebanon.
Marshall	W. A. Holland	Benton.
Martin	J. Madison Step	Warfield.
Mason	Emery Whitaker	Maysville.
McCracken	William R. Reid	Paducah.
McLean	J. W. Bickers	Calhoun.
Meade	D. Dowden	Brandenburg.
Menifee	Shelby Kash	Frenchburg.
Mercer	C. Terhune	Harrodsburg.
Metcalfe	John W. Compton	Edmonton.
Monroe	J. Rowan Leslie	Tompkinsville.
Montgomery	E. E. Garrett	Mt. Sterling.
Morgan	Thomas J. Henry	West Liberty.
Muhlenburg	Thomas C. Withers	Greenville.
Nelson	J. W. Muir	Bardstown.
Nicholas	Isaac M. Chism	Carlisle.
Ohio	W. F. Gregory	Hartford.
Oldham	W. H. Slater	Beard's Station.
Owen	John C. Strother	Owenton.
Owsley	H. C. Hogg	Booneville.
Pendleton	Gideon M. Colvin	Morgan Station.
Perry	E. Cornitt	Hazard.
Pike	Thomas O. Marrs	Piketon.
Powell	J. S. Vivion	West Bend.
Pulaski	John M. Barnett	Somerset.
Robertson	C. N. Buckler	Mount Olivet.
Rock Castle	Olmsted Adams	Mount Vernon.
Rowan	C. F. Kash	Gill's Mills.
Russell	James M. Lester	Jamestown.
Scott	H. S. Rhoton	Georgetown.
Shelby	C. J. Hinkle	Shelbyville.
Simpson	F. Lee Wilkinson	Franklin.
Spencer	J. L. Davis	Taylorsville.
Taylor	D. G. Mitchell	Campbellsville.
Todd	W. E. Mobley	Elkton.
Trigg	Robert Crenshaw	Cadiz.
Trimble	Jacob Yeager	Bedford.
Union	John F. Cromwell	Morganfield.
Warren	Thomas J. Smith	Bowling Green.
Washington	Thomas McIlvoy	Springfield.
Wayne	R. Burnett	Monticello.
Webster	R. K. Thornberry	Poole's Mill.
Whitley	M. A. Moore	Whitley Court-House.
Wolfe	A. C. Byrd	Hazel Green.
Woodford	James W. Smith	Versailles.

LOUISIANA.

[From report of Hon. William G. Brown, State-superintendent of public instruction, for the year ended December 31, 1872.]

SCHOOL-POPULATION AND ATTENDANCE.

Legal school-age	6–21
Whole number of children of school-age	280,384
Whole number attending public schools	30,729
Whole number attending private schools	3,683
Average daily attendance of males	13,230
Average daily attendance of females	12,689

STATISTICS OF SCHOOL-PROPERTY.

Number of school-houses built—log, 47; frame 97; brick, 18	162
Estimated value of school-houses	$683,260
Estimated value of apparatus	10,512 50
Estimated value of school-furniture	54,362 50

TEACHERS AND TEACHERS' PAY.

Number of teachers in public schools—male, 427; female, 514	941
Average wages per month of each teacher	$55 64

FINANCIAL STATEMENT FOR 1872.

Receipts.

Balance on hand	$71,453 19	
From parish-treasurers	8,026 46	
From State-apportionments	272,453 88	
From corporate authorities	236,535 21	
From interest on sale of school-lands	28,409 97	
		$616,878 71

Expenditures.

Previous indebtedness	40,258 90	
For teachers' wages, $469,553.43; less this amount of indebtedness, $143,160.41	*326,393 02	
For rent of school-houses	38,574 01	
For repairs	33,053 78	
For purchase of school-furniture	4,756 24	
For fuel and incidentals	68,483 12	
For school-apparatus	909 10	
For school-house-sites	3,951 33	
For building school-houses	14,981 51	
		531,361 01
Balance school-fund on hand		85,517 70

PRIMARY INSTRUCTION.

There are in the State six school-divisions:

In the first division, 98 schools have been in operation, in which 4,234 pupils have been enrolled. This is a slight gain over the number reported the preceding year, and would be encouraging under any circumstances, but is particularly so when the unfavorable influences that have tended to paralyze every public enterprise in this State during the past year are taken into account.

In the second division, the superintendent's report exhibits 92 public schools, (a gain of 9 over the number reported last year,) in which 121 teachers have been employed in teaching 6,712 pupils, a gain of 512. The whole number of months that schools have been taught is 644½, a gain of 93½ over last year, which furnishes satisfactory evidence of the permanency of the establishment of the public-school-system in this division.

In the third division there is satisfactory evidence that an amount of labor has been performed by the school-boards that will, when reported in detail, exhibit a material increase, both in the aggregate and the improved character of the work, over that reported the previous year.

* Total teachers' wages, $469,553.43; only $326,393.02 paid. $143,160.41 due teachers when report was made.

In the fourth division, the returns are unsatisfactory, and, with the exception of the reports of the parishes of De Soto, Natchitoches, Red River, Rapides, Caddo, and Point Coupée, there is no positive information. There are difficulties to overcome in this division that can only be surmounted by hard and constant labor.

In the fifth division, the meagerness of statistical information relative to the public schools is a source of much annoyance. The several parish- and town-school-boards in this division have, however, regularly drawn the apportionments of the current school-fund, and in general statements from parties residing in the several parishes there is evidence that schools were in operation and largely attended by the children.

The sixth division comprises the city of New Orleans. Here, as in the State at large, there is said to be embarrassment in the proper administration of the schools, from the continued deficiency in the revenue necessary to their support, which has been during the past year more trying to all concerned than ever before. Still, so faithfully are the teachers reported to have performed the duties incumbent on them and so well have the schools been sustained by the community—at least in a very increased attendance of pupils—that the year has apparently been one of usual prosperity. In view of the adverse circumstances of the year, the result of the work done has been satisfactory, and better than could have been reasonably anticipated.

It is not possible, however, the superintendent says, that these financial embarrassments should continue and the effect upon the welfare of the schools not be disastrous. The most faithful teachers cannot meet their responsibilities with the spirit and ardor that characterize those, engaged in any department, who receive their salaries regularly and promptly.

SCHOOL-HOUSES.

Great embarrassment and difficulty are experienced in New Orleans from the want of a sufficient number of suitable school-houses and the need of improved school-furniture and apparatus. More than thirty thousand dollars are annually expended for the rent of very poor buildings, intended for dwelling-houses and in no way suitable for schools.

The amount needed for the construction of all the buildings required is very moderate compared with the interests involved, especially when it is remembered that there has been hardly anything expended in this way in the city for many years.

TEXT-BOOKS.

The resources of the mass of the people having been greatly diminished since the war, there is great difficulty in obtaining the needful means of study, and it would be a relief to many whose children are attending the schools if they could be furnished gratuitously with the necessary books and stationery, as was formerly the case.

NORMAL SCHOOLS.

The superintendent of the sixth district reiterates a recommendation made in his previous report as to the necessity of establishing normal and training-schools, there being no comparison between the work of trained professional instructors and those who perform the part of amateurs. Existing normal schools will be found under the head of secondary instruction.

LYCEUM OR PUBLIC-SCHOOL-LIBRARY.

It is said that the usefulness of this institution is impaired by the want of means to carry it on in a proper manner and by the restrictions of the rules, which prevent it from being in the fullest sense a public library. It needs aid from the State. The city is its main support by its annual appropriation for the salary of the librarian and assistant librarian. But there is no source of revenue to meet the loss of books and keep up the necessary supply of current literature. A law allowing one-twentieth of a mill per dollar on the valuation of the taxable property of the city would produce an annual income sufficient to make the library a credit to the city and State, while the city would probably be willing, if this endowment were secured, to construct an appropriate library-building.

BENEFICIARY CADETS.

Though a number of candidates have been examined for admission to the State University as beneficiary cadets, (graduates of the high school who desire to pursue their studies through the university-course on a State-foundation,) not enough have passed to supply the number apportioned to the parish of Orleans. The requirement, latterly, of $100 per annum in currency from each beneficiary cadet, on account of the depreciation in value of State-warrants, probably interferes with the object proposed in the beneficiary clause of the law and will be likely to interfere with it as long as such requirement shall exist. It is free tuition that makes full schools. The youths that labor eagerly to reach a beneficiary place are apt to be slack in their exertions to obtain one in which a considerable payment must be made. But in the present financial embarrassment of both the State and university, the exaction of the hundred dol-

lars from each previously free student is probably unavoidable, as that amount is only representative of the depreciation in the value of the warrant from the State on which the university receives each student.*

THE STATE-WORK.

The school-population of Louisiana aggregates 280,384; 90,166 of this number reside in the parish of Orleans, and how to educate them is the problem to be solved. The State, having faith in the system of popular education, wisely made provision in her constitution for an educational bureau, and said that the chief officer of this bureau must be elected by the people for a term of years, thereby protecting its interests from the contingency of unfriendly legislation.

To induce appreciation of the magnitude of the work to be performed, inquiry is made:

First. What will it cost the State to educate one child six months?

Secondly. What will it cost to educate 280,384 children, the whole number in the State?

In answering these inquiries, it is taken for granted that the school-house is in each case owned by the parish: hence, that the school-board are not under the necessity of paying rent. It is also assumed that the school-directors have sufficient public spirit to devote labor and time for the benefit of the youth growing up around them and to give their services gratuitously. This assumed, the revenue to be counted on is the first thing to be considered. Respecting this, the following statement is made:

REVENUE.

"The taxable property of the State is estimated at $251,000,000. The assessment of the two-mill-tax on this valuation gives the schools of the State a gross revenue of $500,000. This is not enough to educate one-half of the children in the parish of Orleans. If the entire school-revenue from all sources in the State, the two-mill-tax, the interest on the sales of the school-lands, the license of the Louisiana State-lottery, the seminary-fund, the poll-tax, and the city-school-tax were given to the school-board of New Orleans, they still would not have means sufficient to maintain the schools needed for her own children."

The question may then be asked: How have the schools in the State been supported the last three years? The answer given is: "With the money provided and by using the credit of the State. The teachers employed, having confidence in the people and realizing their needs and demands, accepted the conditions, believing that the legislature, to whom was committed the privilege of providing for the support of the schools, would not neglect the interests committed to its care."

The painful issue, however, is that "teachers are unpaid, the rent-money for buildings used as school-houses has not been provided, and bills for school-books, apparatus, and fuel remain unsettled."

"It is not expected," the superintendent says, "that the legislature will provide at this time a revenue sufficient to give every child in the State educational facilities; yet a revenue sufficient to maintain the schools organized and to establish new ones must be provided, and, therefore, it is recommended that a tax of 5 mills on the taxable property of the State be levied, which will give a gross revenue of $1,255,000. It is further recommended that this and the free-school-fund arising from the interest on the sale of school-lands, the poll-tax, and all other revenues raised for educational purposes be paid into the State-treasury and denominated the public-school-fund, to be apportioned to the several cities, towns, and parishes of the State, as directed by act eight of 1871, and to be expended as provided for in the school-law. Such a legislative enactment as this will at once lift the public schools of the State out of embarrassment and establish them on an enduring basis."

SECONDARY INSTRUCTION.

The high schools of New Orleans, of which there are three in all, are reported to be in a flourishing condition, and show a larger attendance than at any time since the revolution in the administration of the schools in 1870. They are more and more appreciated by the community and contribute largely to the high reputation of the public-school-system. The graduation-exercises in them have in some cases been unusually brilliant. In one of the two girls' high schools, the graduating class of 1871 numbered 46 members; in the same school this class for 1872 consisted of 48 members—the largest number ever graduated at one time since the schools were first established.

In the boys' central high school, also, the largest class for some time, as well as one of the most meritorious, was graduated in 1872.

The importance of this grade of schools justifies the superintendent in alluding to them at some length with reference to their future improvement. He thinks there is

* The official register of the university for 1872–'73 states that "no appropriation having been made by the legislature, the beneficiary cadets were granted an indefinite leave of absence March 8, 1873."

no doubt that they may be rendered yet more useful and made to meet in a higher degree the wishes of the citizens. It is hence suggested that the course of study in these schools should be made eminently practical, that education being best which affords the best preparation for the duties of life in the sphere in which that life is cast. It is further suggested that an optional course should, as soon as practicable, be arranged in the high schools after a certain advancement in the general course shall have been attained, and that a new prominence should be given, in connection with the boys' high school, to agricultural, manufacturing, and mining sciences; also, that the department of languages in the high schools should comprehend, in addition to the ancient classics and the French language, the German and Spanish tongues. The superintendent goes on to recommend that a proper system of physical training be ingrafted upon the entire school-system, commencing in the primary schools and terminating in the central boys' high school, with the preliminary physical training practiced in military schools and gymnasiums of this country and Europe antecedent to "tactics."

SCHOOLS IN NEW ORLEANS.

A special report, received from the boys' central high school, describes it as the crowning institution of the State's public-school-system, being chiefly fed by the promotions from the intermediate classes of the common schools, though receiving a large number of pupils from the private academies. The matriculation exacts a full knowledge of geography, English grammar, arithmetic, history of the United States, and orthography. The examination is a written one, the answers of the pupils being liberally marked, in consideration of the trying character to youth of a public examination. The high-school-course of studies embraces a period of four years. Promotions are made annually, immediately following the commencement-exercises in December, when those members of the senior-class who have satisfactorily concluded the prescribed course are awarded deplomas. The present senior-class is composed of 11 members, all of whom are expected to graduate. The number of graduates sent forth since the commencement in April, 1867, is 70; number of pupils at present under instruction, (November, 1873,) 225; number of professors, 6.

The St. Joseph's School for Boys, (Catholic,) at New Orleans, organized in 1861, has 450 pupils, with 7 instructors. St. Aloysius Academy, New Orleans, (Catholic,) also for boys, was organized in 1869, and has, with 5 instructors, 140 pupils, all in English studies and modern languages. St. Vincent's Academy, at Fairfield, under the auspices of the Daughters of the Sacred Heart, was organized in 1868, and has 5 instructors, but at present, owing to the late epidemic, only 12 students.

NORMAL SCHOOLS.

Besides the high schools and numerous academies, out of which come many teachers for the public schools, there appear to be in the State two normal schools, with three normal departments belonging to other schools.

The only one of these brought fully forward in the State-report is the Union Normal School, at the corner of Camp and Race streets, New Orleans, in which are three instructors, other teachers being employed as the interests of the school require their services. The institution was founded in 1869, under the auspices of the Methodist-Episcopal Church, and its design is to prepare for teaching both young men and women, without distinction as to color, race, or previous condition.

The building in which this school is held is said to be a comfortable, two-story wooden structure, capable of accommodating 150 students, with dormitory-room for 20. The method of instruction has at least one element of thoroughness, in that every class passes a written examination at the close of each month on the studies of the month and at the close of each term on the studies of the term. There were, at the date of the last report, 100 students in attendance, with fair prospects of increase; and it is proposed by the denomination with which it is connected to make it, with the Thompson Biblical Institute, (a school for the training of colored ministers, held in the same building,) the foundation of a future New Orleans University. A class of 11 is believed to have graduated from this school in 1873.

Straight University, New Orleans, an institution in which also distinctions of race and color are ignored, has, too, a normal department connected with it, with 4 instructors and 14 pupils, 2 of whom graduated in 1873.

The agent of the Peabody fund for Louisiana reports also to the National Normal a Peabody normal seminary in New Orleans, with 5 teachers and 120 pupils, of whom 100 are said, in the report of the trustees of the fund, to be graduates of high schools. This is open to pupils from all parts of the State.

Then, at Meriden and Jackson, normal departments connected with other schools appear in the list of schools aided from the Peabody fund. The numbers in these are not given; but, from the amount of aid extended, there are supposed to be about 20 in each place.

BUSINESS-COLLEGES.

Two such institutions are reported in this State, both in New Orleans, with 15 teachers and 600 pupils.

SUPERIOR INSTRUCTION.

This, as supplementary of the education in the common schools, is meant to be afforded by the University of Louisiana, still in its temporary quarters at Bâton Rouge. To it have been sent, as State beneficiary cadets, selected graduates of the high schools from the different portions of the State; and from it these have received, in common with the other students, an education, classic, scientific, or commercial, as each might choose. The financial troubles of the State and university have lately seriously interfered with this arrangement, the State-warrants, upon which these students were received, and from which their educational expenses were to be defrayed, having greatly depreciated in their value. So great had this depreciation come to be in 1872, that the university was driven to give notice of its inability to continue the training of these students, unless at least $100 should be paid by each one on his own account or an appropriation to make up deficiencies should be granted by the legislature. The greater portion of the beneficiaries not being able to make good the depreciation in the value of their warrants from the State and the legislature not meeting the case by an appropriation, the State-cadets, as mentioned on a previous page, received in March, 1873, an indefinite leave of absence. The effect of this seemingly necessary action has been to leave the university with an exceedingly small number of college-students, and of course to imperil to some extent the prospect of its receiving aid in future from the legislature. It retains still, however, its corps of 7 professors and as many assistant professors, with an increasing library, a considerable museum, and other educational facilities of fair extent. Battling manfully with its difficulties, it now bids for an increase of its student-lists by offering to receive free of tuition-fees for four years any prepared pupil, on the payment of $100 for the general purposes of the university—a plan which will save to each patron, if carried out, $220 in four years, the fees having been heretofore $80 for each year. In its efforts to fight its way through existing troubles to firm standing upon solid ground, this once flourishing university deserves the sympathy of the friends of education.

Other institutions for superior training in the State are: Centenary College, Jackson; St. Charles College, Grand Côteau; St. Mary's Jefferson College, St. James; and in New Orleans, the college of the Immaculate Conception, Straight University, and the recently established University of New Orleans. From the college of the Immaculate Conception no returns for 1873 have been received. The most important items in relation to the others may be found below.

Straight University, chartered 1869, with classic, agricultural, normal, theologic, law, and medical departments, is open to both sexes and all races, and seems to give fair promise of extensive usefulness. Its law-classes for 1873-'74 number 11; medical, 4; theologic, 8; collegiate, 9; normal and preparatory, 41; primary, 70—total, 143. The more complete organization of these various departments is said to be giving excellent results, stimulating emulation and securing method and regularity in study, with hope of promotion and eventual graduation.

The University of New Orleans, established in 1873, is at present apparently only an expansion of the Union Normal School and Thompson Biblical Institute, both favorably noticed in the report of the State-superintendent for 1872. Mainly intended for the colored people, though not restricted to them, it reports 4 instructors and 100 pupils in its normal department, and 3 resident professors, with 23 pupils in the theologic, the classic department, if organized, not yet making a return.

Leland University, New Orleans, is a new institution just organized under Baptist influences.

Franklin College, Opelousas, much decayed, had recently some prospect of resuscitation; but the funds appropriated for that purpose by the legislature were purloined, and at the last accounts had not been recovered.

Statistical summary of universities and colleges.

Names of universities and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Corporate property, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Amount of property of corporation.	Value of grounds, buildings, and apparatus.	Amount of endowment.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
Centenary College	6	....	100	24	.....	$100,000	.....	.....	.....	$10,000	5,000
College of the Immaculate Conception	....	0	.....	.....	.....	.....	.....	.....	.....	.....	.....
Louisiana State University	7	....	82	58	$138,782	55,700	$138,000	$138,000	$8,280	15,694	11,000
Leland University	6	....	.....	80	70,000	.....	.....	.....	0	8,000	200
New Orleans University	6	....	210	.....	40,000	40,000	.....	.....	.....	3,000	300
St. Charles College	14	....	8	74	.....	.....	.....	.....	.....	.....	4,000
Straight University	4	....	28	11	.....	36,000	.....	.....	.....	.....	2,500
St. Mary's Jefferson College	15	....	130	112	.....	40,000	.....	.....	.....	.....	.....

COLLEGE FOR WOMEN.

Only one institution of the above class in this State, the Silliman Female Collegiate Institute, has reported its statistics for the year 1873. The degree conferred by it is M. E. L., (mistress of English literature.) With 6 professors and instructors—1 gentleman and 5 ladies—there are 66 students; 41 in the collegiate and 25 in the preparatory department. In the freshman-year were 10 students; sophomore, 12; junior, 13, and in the senior, 4; 2 were pursuing a special or partial course. Music, both vocal and instrumental, drawing, painting, and French are taught; practical telegraphy is a specialty in the course. The institution has a chemic laboratory, a philosophic cabinet, and a library numbering 250 volumes.

Statistical summary of schools for professional instruction.

Names of schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Corporate property, &c.					Number of volumes in library.
				Amount of property of corporation.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
SCHOOL OF THEOLOGY.									
Biblical department of the New Orleans University	3	0	23	*	.....	.....	.....	.....	.....
SCHOOLS OF LAW.									
New Orleans Law-School	....	....	.....	.....	.....	.....	.....	.....	.....
Law-department, University of Louisiana	4	....	39	†	.....	.....	.....	.....	.....
SCHOOLS OF MEDICINE.									
Medical department, University of Louisiana	10	....	136	.....	$200,000	$0	$0	.....	2,500
New Orleans Dental College	11	....	43	‡$1,000	.....	0	0	$1,600	.....

*Property not distinct from that of the university. †Property of the university belongs to the State.
‡Apparatus.

LOUISIANA INSTITUTION FOR THE DEAF AND DUMB.

The peculiar complications of political affairs in Louisiana affect even such an institution as the above-named. When the new board came into power, in March, 1873, the books of the establishment were withheld from them by the old one, the funds

were not accounted for, and a tedious litigation was necessary to secure to the incomers their prerogatives. Amid such difficulties they have labored on, and report a generally favorable condition of things in the school, with unusually good health on the part of the pupils.

The income for the year has been $14,202.13, the expenditures $14,183 35, leaving, on the 1st of January, 1874, a cash-balance of $18.75. An indebtedness previously outstanding, of $6,485.38, is provided for by an appropriation in State-warrants of $10,000.

The board laments the fact that the State University, deprived of its buildings by fire during the war, has still to occupy a portion of the edifice intended for the deaf and dumb and blind, as the former class are thus cramped in their accommodations and the last have had to be removed from it, in consequence.

The number of pupils in attendance during the year has been 54, of whom 34 have been males and 20 females. The studies appear to have been in the elementary branches of English, with such training in language as could be given.

Printing-office-work has been attended to, and the annual report, the by-laws of the institution, and a bi-weekly newspaper, with considerable other matter, have been worked off by the inmates, saving the State a considerable outlay and earning $107 cash-proceeds, besides $239 uncollected.

The establishment of a shoe-shop and cabinet-shop is recommended as a further means of saving and instruction.

STATE EDUCATIONAL CONVENTION.

The first State educational convention which has occurred in Louisiana since the war commenced on the 23d of May, 1872, and continued three days. It was well attended, accomplished much good, and, considering that it was necessarily the precedent and initiative of similar assemblies in the future, was altogether successful.

Ex-Governor Hahn presided, and among those who attended were many prominent in the school-work of the State as well as in other departments. Able addresses were delivered by the State-superintendent of public education and by a number of gentlemen distinguished in the field of letters, interesting discussions on various educational subjects claimed the attention of appreciative audiences, and letters from eminent personages in various parts of the Union, evincing a hearty and sympathetic interest in the objects of the convention, were received and read. A very pleasing incident of the occasion was the presence of many who had previously held aloof from any association with those actively engaged in the cause of public education in the State, especially on public occasions of interest to the same cause. The effect of this gathering was to strengthen those interested in its success and in the cause with which it was associated, and of which it is a useful agency, in the conviction that obstacles growing out of political animosities and prejudices were disappearing, and that soon the labors of all concerned could be concentrated, without constraint and the consciousness of any popular hostility, upon the duties and subjects appertaining to the work of public instruction alone.

THE LATEST INFORMATION.

The annual message of Governor Kellogg to the legislature, read January 5, 1874, contained this additional information as to the schools of Louisiana:

"THE PUBLIC-SCHOOL-SYSTEM.

"There are 250,000 children in the State of an age suitable for education. It is estimated, at the present cost of the public schools—$3 per head a month in the city and $2 per month in the country—that it would require an annual revenue of $1,500,000 to confer upon all these children the advantages of the public-school-system. The school-revenues from all sources last year were $700,000. The income which might be derived from the school-lands is lost for want of supervision. Several funds which should be devoted to the support of the public schools have been improperly diverted. I urge that immediate measures be taken to restore to the school-fund the free-school-bonds alienated by act No. 81 of 1872. Steps should also be taken to recover, if possible, the McDonough fund, which was left as a sacred trust to promote the education of the children of the State.* The report of the State-superintendent of education, which is herewith transmitted, gives full particulars of the workings of our public-school-system.

"THE AGRICULTURAL-COLLEGE-GRANT.

"By act of Congress approved July 22, 1862, the General Government gave to the State of Louisiana 210,000 acres of land-scrip, provided the State accepted it and ap-

* This fund, originally $3,000,000, left in 1850 to the cities of New Orleans and Baltimore for the establishment and maintenance in them of free-schools, which should include both sexes and exclude no color, was so wasted by litigation that at the final division of it between the cities only $1,500,000 remained to be divided. The portion of it which fell to New Orleans was said, in a report to the city-council, January 23, 1872, to have diminished to the poor fragment of $23,000 in real estate and $1,674.44 in cash.

plied the proceeds arising therefrom to the establishment of a college to be devoted to the interests of agriculture and the mechanic arts. The State, by act No. 62, (Acts of 1869,) accepted the donation and created a commission to receive the scrip from the United States and dispose of it according to the provisions of the donating act. The scrip was sold and the proceeds invested in State-bonds; as the interest accrued it was collected and vested in other State-bonds, and this course pursued until the beginning of the present year, when the aggregate amount reached $327,000. To this may be added one year's interest on this amount, which is now due but uncollected. The commission holds these bonds subject to the order of the general assembly. This matter must be acted upon during the present session of the legislature, for, should the State fail to apply the fund as directed by Congress prior to July 1, 1874, it will lapse to the United States.

It is suggested that this grant might be utilized with great advantage in connection with the existing Louisiana State University at Bâton Rouge. That institution is now heavily in debt, and very insufficiently provided with accommodation since the destruction of the university-buildings at Alexandria.

CHRISTIAN ROSELIUS.

This great lawyer, the admitted master of civil law in the United States, who for so many years held the front rank in his profession at the bar of New Orleans, was for twenty-three years professor of civil law in the University of Louisiana.

His repute as a teacher was not less than his fame as an advocate. Possessing a remarkable vigor of constitution, his death, which occurred September 5, 1873, after an illness of two days' duration, was wholly unexpected and produced a profound impression. At a meeting of the bar convened the day after his death a committee was appointed to prepare and report resolutions to an adjourned meeting of the bar to be held November 3, when the members of the bar absent upon their usual summer-vacation should have returned; and the distinguished lawyer, J. Ad. Rozier, his contemporary, was requested to deliver a memorial address, from which is taken the following abstract, giving in brief the history of his professional and political career. Although confessedly a great lawyer, he is best known and loved as a teacher.

ADDRESS OF J. AD. ROZIER, ESQ.

"Christian Roselius was engaged in New Orleans during forty-five consecutive years, immediately preceding his death, (on the 5th of September, 1873,) in the uninterrupted and active pursuit of the profession of the law, for the half of that long period simultaneously performing the duties of a professor of law in the University of Louisiana. Bereft of all adventitious circumstances, of humble parentage, he rose from poverty and obscurity to an eminent position.

"So conspicuous a career deserves noted comment. It will serve a double purpose, as a tribute of respect to the memory of the distinguished departed, mingled with grief and interest, and will offer a bright example, by which the young especially will derive solace and profit.

"*His early life.*—He was born on the 10th day of August, 1803, in Brunswick, a State of Germany, at the distance of a few miles from the free city of Bremen, as well as I can understand, in the town of Thedinghausen. He received a good school-education, but knew only one language, the German, his maternal tongue. At the age of sixteen he left his native land as a passenger on board of the Dutch brig Jupiter, which sailed from the port of Bremen and arrived in that of New Orleans on the 11th of July, 1820. He was apprenticed for two and a half years as a printer to William Duhuy, publisher of the Louisiana Advertiser, and was afterward employed as a journeyman printer in the office of the Louisiana Courier. * * One of his fellow-printers, still a survivor, specially adds: 'But the stripling printer was always up bright and early at his task of printing. Industry and good conduct were his characteristics. He successfully imitated the early lives of Franklin and Judge François Xavier Martin.'

"Young Roselius and Alexander Dimitry, (the latter the well-known scholar,) after exchanging views as to the calling in life they should adopt, on the 16th day of December, 1826, entered as law-students the office of Auguste Davesac, who was a prominent practitioner in the criminal-court, and spoken of by his contemporaries as a gentleman of taste, wit, and of some eloquence. He did not rank high as a civilian, but these young students had, at the same time, the benefit of the instructions of Workman, (a name familiar to the bar as a thorough jurist with literary attainments,) who had an adjoining office.

"One of the first books placed in their hands was Cooper's Justinian, containing an English translation. Dimitry had an advantage over his fellow-studen: the could read the original text. To equalize this the latter taught the former Latin.

"In one year (the facility of the pupil for the acquisition of the languages was so great) he could read Roman law-authors in the original.

"On the 23d day of June, 1828, he was examined in open court by the supreme court, then composed of Judges Matthews, Martin, and Porter, and was on that day licensed. Just previous, on the 25th of March, 1828, was adopted that act the repeal of which is termed by Judge Matthews as sweeping in its effects—tremendously sweeping; and by Etienne Mazureau as 'le grand coup de balai.'

"In fact, in the absence of any legislative enactment, it left to the French, Roman, and Spanish laws that authority which the force of reason alone could command. This in no manner abated the study of the systems of jurisprudence of foreign countries; but, inasmuch as our civil code is mainly copied from the Code Napoléon, modified by some portions of Spanish jurisprudence and some local provisions, the French civil laws became an object of close study, to which the deceased devoted all the attention and perseverance he was capable of. He studied extensively the French commentators, (keeping up with all the new works,) and constantly cited them.

"It is to be regretted that the deceased, with his wide range of experience and profound erudition, did not favor us with an elementary work on our civil code.

"His love of the civil law was a passion: the subject of his daily meditation and the favorite topics of his conversations. It is unanimously conceded by the bar and bench, that in the department of the civil law he was the front figure. He would have graced a seat on the United States Supreme Court bench; would have materially aided, with the large resources he could have made to bear, in inspiring a taste to the profession in the United States for the study of foreign systems of law, and would have exalted the standard of legal culture.

"Fully appreciating the importance of the French language, he soon acquired it, and in his early career at the bar frequently addressed juries in French. He seldom wrote it, for he was cognizant, owing to its niceties, that there are few in this country, although having received a liberal education, who can write it in strict conformity with the numerous rules of grammar, and a less number with elegance. In 1869 he visited his native country, where he found only two of his schoolmates survivors.

"His contemporaries say that from the beginning of his professional career he attended to his practice with a vigor and energy seldom ever witnessed; he reached the front rank about 1836; from that time he never ceased to have the most lucrative practice, and received very large fees. Punctuality and probity characterized him.

"Many gratuitous professional services has he rendered to the widow, the orphan, and to charitable institutions. Members of the bar in his intimacy have an idea of their great extent.

"Wisely attentive to the means of preservation of health, he rose about daybreak, and when the weather permitted could be seen taking his exercise on a hard-trotting horse. In his habits he was very domestic; never belonged to a social club, for he avoided any temptation to excess in eating and drinking. Besides, he was economic of his time, careful not to deprive his family of that time which should be allotted to it. In his latter life, running far back, he never darkened the door of a drinking-saloon; never ate between meals; cultivated moderation in all things.

"As an instance of the attention he paid to minor matters, after being attorney-general, and in the midst of professional engagements, in order to improve a defective calligraphy, he found time to take a course of lessons at Dolbear's writing-school and succeeded in writing a legible hand.

"As professor, during twenty-three years he taught the civil law in the University of Louisiana. As a lecturer, most excellent; could compare favorably with the best professors. In this calling he delighted; very lucid, cogent, and animated; by his emphatic style commanded the attention of his hearers. His punctuality in the delivery of his course was exemplary; the students could not depend on the inclemency of the weather or the overflow of the streets in anticipating a relaxation to their labors. In his conversations some little vanity could be detected when referring to his lectures, for there were concentrated his strength, ability, and pleasure. He prepared some written lectures on the civil code for his own use—they are not very extended—the definitions and classifications of the various subjects are strikingly clear and methodic, intending it, as a compendium, to show the actual state of Civil-Law-jurisprudence in Louisiana. The introductory lecture to this course, published in a law-magazine in Montreal, is worthy of his fame.

"In his law-office were also to be found law-students under his charge. He deserves the public gratitude as an instructor of youth, for the impressions left on them follow them in the legislative halls, in courts, and the busy walks of life. His pupils are numerous, found on the bench and at the bar, two of them occupying seats on the supreme-court bench of this State. It was his delight to meet them all, and the feeling was warmly reciprocated. He practiced before judges that he had instructed and whose tastes he had formed. His name stands inseparably connected with the law-school.

"As attorney-general. He was appointed to this office in February, 1841, and served for the term of two years. At the time of his appointment by Gov. A. B. Rowan, he was a member of the house of representatives.

"*Political life.*—He was a member of the State-convention of 1845, where were to be found so many able men and lawyers who stood in the front rank of their profession. He took part in the debates. In the succeeding convention of 1852 he also had a seat. In 1861 he was a member of what is termed the secession convention, having been elected from his senatorial district by an overwhelming majority. During the canvass he made a vehement speech against secession. He voted against the ordinance of secession, and refused to sign it. He served in 1841 as a member of the house of representatives, only for a month, being appointed attorney-general. His heart was not in a political life, but in the profession he adorned.

"During the military occupation of the city General Shepley tendered him the office of chief justice, but he declined. Governor Wells sent him a commission for the same office. After ascertaining from General Hurlbut that the courts of the State would be held subject to military interference, he did not fancy such an embarrassing or nondescript position. In 1864 he was elected to the State-convention, took his seat for a day, and resigned it by reason of an oath that was exacted from its members.

"The names of Roselius and Martin will not be soon forgotten, the latter as the type of the Louisiana bench, the former as the Louisiana civilian, both honored sons of their adopted State. From the position of journeymen-printers one rose to the chief magistracy of the State, the other to the attorney-generalship. By laborious and persevering application they improved the gifts of nature, and received the rewards which they richly deserved in enjoying the public confidence, and having their names linked with the jurisprudence of Louisiana, in their respective spheres. They have acted their parts well and have done some service to the State. We remain to honor them and to profit by their example."

H. C. Miller, esq., in his remarks thus referred to his qualities as a teacher: "The deceased bore another and interesting relation. For years he had devoted himself with unfailing assiduity to the legal education of the young candidates for the bar. Whether in sunshine or in storm, or fresh or weary with professional labor, Christian Roselius was ever at the post of the self-imposed duty of imparting his knowledge to those under his charge. To his classes he was endeared. In their impressions of him there was no alloy resulting from the contact and the asperities of professional controversy. They knew him only as the faithful teacher, actuated by unselfish zeal, an affectionate solicitude for their welfare, and a lofty appreciation of the obligations of his profession. It was fit that those young men should have the opportunity of uniting their tribute with that of the older members of the bar."

The following, referring to his connection with the university as law-professor, is extracted from the preamble and resolutions passed at the meeting of the bar:

"Whereas the deceased merits the tribute of commendation for that love for his profession and self-sacrificing zeal which, in spite of the exactions of a large and heavy practice, impelled him to assume the onerous duties of professor of civil law in the University of Louisiana, the duties of which he discharged for years with unremitting diligence and assiduity, endearing himself to those with whose legal education he was charged, and fully requiting that debt which, it is said, every lawyer owes to his profession."

Hon. H. N. Ogden seconded the adoption of the resolutions and paid an eloquent tribute to the memory of the deceased as a teacher: "It was as a teacher of the science of law that I consider Mr. Roselius peculiarly entitled to the gratitude of all Louisianians. He was in every respect a great teacher. His knowledge was consummate. His love for the science kept his knowledge fresh and progressive up to the very last moment of his eventful life. How much the State of Louisiana owes him as a teacher can never be estimated. It was with him a genuine labor of love. Freely he had received; freely he gave. The influence of his life must be felt in this State so long as the constitutions of the civil law are preserved and respected among us."

LIST OF SCHOOL-OFFICIALS IN LOUISIANA.

Hon. WILLIAM G. BROWN, *State-superintendent of public education and president of State-board of education, New Orleans.*

DIVISION-SUPERINTENDENTS AND MEMBERS OF STATE-BOARD OF EDUCATION.

Name and division.	Post-office.
E. S. Hewitt, first division	Amite City.
E. S. Stoddard, second division	Carrollton.
Emerson Bentley, third division	Franklin.
C. S. Able, fourth division	Shreveport.
R. C. Wyly, fifth division	
J. B. Carter, sixth division	New Orleans.

MAINE.

[From report of Hon. Warren Johnson, State-superintendent of common schools, for the year ended April 1, 1872.*]

SCHOOL-FUNDS.

The sources of these are: (1) interest on permanent fund derived from sale of public lands, (2) a tax of one-quarter of 1per cent.—semi-annually—on the moneys deposited in savings-banks, (3) a tax of 1 mill per dollar on the appraised value of all property within the State, (4) a tax of 80 cents for each inhabitant, (5) proceeds from local funds, and (6) voluntary town- or district-tax. From these sources and from current legislative appropriations, there have come for 1872 the following receipts:

From interest of permanent school-fund		$18,778
From savings-banks-tax, payable July 1, 1872		57,335
From school-mill-tax, payable January 1, 1873		224,530
From municipal tax for current school-expenses		717,719
From local funds		14,408
From district or legislative appropriations—		
For erection of new school-houses	$131,799	
For prolongation of schools	13,164	
For school-supervision	24,139	
For teachers' institutes	4,000	
For normal schools	31,000	
For printing annual report	3,500	
Salary of superintendent, $1,800; clerk, $1,200	3,000	
Other expenses of office	800	
		211,402
Total receipts		1,244,172

The aggregate of expenditures for the same period is given only in approximate estimates, the full returns not having come in at the time the report was made. These expenditures appear to be as follows:

For erection of new school-houses	$131,179
For prolongation of schools	13,164
For supervision	24,139
For fuel, insurance, &c	76,841
For wages and board of teachers	682,864
For teachers' institutes	4,000
For normal schools	31,000
For office-work and incidentals	7,300
Total estimated expenditure	970,487

If these estimates should prove to be correct, there would seem to be a probable balance of $273,685 available for the school-year of 1872–'73.

All such expenditures, however, as may be observed, belong only to the public-school-system of the State, and do not fully represent the amount disbursed for education. Besides these, there is included in the estimates of the superintendent one item of $63,420 for private tuition, with $6,000 for the College of Agriculture and Mechanic Arts, $20,000 for a new normal school at Castine, with other considerable sums for high schools at Frenchville and Fort Kent, for the Maine Central Institute, for a seminary at Oak Grove, for various academies, and for the schools of the Madawaska territory—these last all outflows from the generous bounty of the legislature for the encouragement of educational interests within the State. A more recent report from the agricultural college gives $22,000 more as donated by the legislature in 1873 for the supply of needful buildings and improvements. Adding together all the items, the superintendent says: "It is reasonable to assert that the education of our youth costs annu-

*For returns for 1872–'73, see statistical tables I and II. The law in Maine requires school-officers to make up their returns to April 1 of each year, and transmit these to the State-superintendent by May 1. The returns here given represent mainly the school-year ended April 1, 1872, but are extended by observations of the superintendent to December 1, when his report is presented to the governor and councilors.

ally, in round numbers, $1,400,000." Deducting all extraneous expenses from those which properly belong to public schools, he makes the total for each inhabitant in 1872 $1.77; for each census-scholar, $4.87; for each registered scholar, $9.10; for average attendance, $11.99. "In round numbers, the annual tuition of the pupil at the public school amounts to $12. Now, the length of summer- and winter-schools together is nearly twenty weeks. The weekly tuition is, therefore, 60 cents, about the usual price of tuition in private schools. But, based on the number registered in public schools, this price would be only 44 cents, one-third less than private tuition. Based on the census-number of youth who have a right to avail themselves of the benefits of the public schools, the rate is only 23 cents, less than half the cost of private tuition." It is, hence, not the fault of the State, but of parents and guardians of children in the State, if the elements of a good education are not secured from the public schools at an expense far less than from any other source.

PERMANENT SCHOOL-FUND.

The portion of this fund realized from the sales of the public lands now amounts to only $317,902, yielding an annual interest of $18,778, or $0.083 per census-scholar. This is apportioned, on the 1st of July in each year, by the State-treasurer, the quota of each town being payable to it on its showing that the State- and county-taxes have been paid by its citizens. The lands from which the capital of this fund has been derived being now largely disposed of, no further considerable addition to it can be looked for from the sale of these. The fountain of supply being thus exhausted, the superintendent looks around for some new feeder of a fund which is so important to the school-system of the State. He can find none in general or special taxation or in gifts of individuals to a State-school-fund, and therefore turns to the General Government, hoping that out of its great land-domain some further appropriation may be made to individual States in aid of the system of free schools.

APPORTIONMENT OF SCHOOL-FUNDS.

Fault is found, and with apparent justice, with the mode in which the school-moneys are now apportioned by the State. The State-treasurer is required to distribute these to the several towns according to the whole number of youth in each between the ages of 4 and 21. The rate for 1873 would be about $1.60 for each youth. The town of Madawaska, with 514 such youths, would receive, under this rule, $822.40 in all. The town of Farmington, with 1,040, would get $1,664. Madawaska, educating about 101 scholars of her 514, would thus have $8.20 for each scholar, while Farmington, educating about 615 of her 1,040, would have only $2.71 for each. The town which does the larger duty in the way of education of its children receives thus, by law, the minimum of compensation, while that which does, perhaps, the least of all receives the maximum. A remedy for such unintentional discrimination in favor of the worse against the better sort of towns is, therefore, sought, and the superintendent finds it in an arrangement by which actual attendance on the schools for at least two consecutive weeks, by each scholar, shall be made the basis of apportionment. The moneys designed for educational purposes would then be placed where educational efforts are made; not going, as now, according to the number out of school as well as in, but rather according to the number who, by presence in the schools, show their desire for educational advantages. An amendment of the law to this effect is hence suggested.

SCHOOL-STATISTICS.

Whole population of the State, according to census of 1870	626,915
Whole number of scholars between 4 and 21	226,751
Number of these registered in summer-schools	118,222
Average attendance in summer-schools	92,750
Number registered in winter-schools	126,311
Average attendance in winter-schools	102,443
Per cent. of average attendance to whole number	.49
Per cent. of average attendance to scholars registered	.80
Per cent. of average attendance to registry in summer-schools	.78
Per cent. of average attendance to registry in winter-schools	.81
Average length of summer-schools, 5½ days per week	9w. 2d.
Average length of winter-schools, 5½ days per week	10w.
Average length of schools for the year, 5½ days per week	19w. 2d.
Number of school-districts	3,861
Number of parts of districts	310
Number of graded schools	462
Number of school-houses	3,868
Number of school-houses in good condition	2,279
Number of school-houses built last year	121
Cost of these	$131,799
Estimated value of all school-property	$2,644,264

The number of school-houses is somewhat less than last year; the cost of those erected, greater. Out of the whole number of school-houses in the State the superintendent says "more than one-third are reported 'poor;' and when we consider," he goes on, "that the standard of 'good' condition is an extremely low one, often embracing simply a building with a tight roof, exterior walls shingled or clapboarded, furniture poor, light and ventilation worse, ugly walls, patched plastering, no blackboards, no outline-maps, charts, globes, or books of reference, we shall conclude that the 'good' school-houses are less in number than the 'poor' ones. Observation corroborates this." He states, however, that in this respect the people are doing better than heretofore, and that many are doing the best they can. The district-system, in his judgment, stands in the way of better school-houses, as many of the districts have so few inhabitants, and these often so very limited in means that it is difficult to raise the necessary funds for the erection of really creditable buildings. Against this district-system he accordingly directs his pen, urging an abandonment of it for the town-plan, under which the town divides its money so as to afford equal facilities to all building, repairing, and owning the school-houses, and so controlling the services of the teachers as to afford nearly continuous employment to the better class. He gives some striking instances of the benefits that have resulted in specified towns from the abandonment of the one system for the other and trusts that such action may early become general.

TEACHERS AND TEACHERS' PAY.

Number of male teachers employed in summer in the State	145
Number of male teachers employed in winter	1,870
Number of female teachers employed in summer	3,959
Number of female teachers employed in winter	2,213
Number of teachers that are graduates of normal schools	270
Average wages of male teachers per month, excluding board	$33 17
Average wages of female teachers per week, excluding board	3 60
Average cost of teachers' board per week	2 32

To this matter of teachers' wages the superintendent devotes much attention in his report, showing how poorly these useful servants of the public are remunerated for labors which, in other spheres of occupation, would command high rates. He shows that, in many instances, even house-servants and factory-hands receive more per week than the trained teacher, while the employment of such, being more continuous, is more gainful at even the same rates. The female teachers especially command his notice, and he makes a really sad showing of their case. Referring to the fact in the tables that the weekly wages of female teachers, exclusive of board, amount to only $3.60, he says: "Now, if a female teacher instruct both summer and winter, the twenty weeks of the school-year, she will receive, at this rate, the magnificent sum of $72. That is, if a young woman comes into Maine to teach for a living, she will get each year $72 and her board for twenty weeks, and for the remaining thirty-two weeks must pay $74.24, the average teachers' board being $2.32 per week. She will thus, at the end of the year, be in debt $2.24, without paying one cent for culture, clothing, or comfort. In brief, the female teacher in Maine cannot earn her living by teaching." He gives, subsequently, a table of the monthly rates of teachers' wages in the different States, and shows by this that, while in the matter of the pay of male teachers Maine has one companion—Minnesota standing within a few cents of her low rate—in that of the pay of females she is at the lowest point in all the list, the scale falling from Nevada, where the pay is $107 per month, down through Louisiana, $76; California, $62; New Hampshire, $20.71, to Maine, $14.40. With such a rate of compensation, it can be no matter of surprise that sometimes there are complaints of poor teachers and poor schools. The wonder rather is that so much good service is received where the payment is so inadequate.

TOWN- AND CITY SUPERVISION OF SCHOOLS.

The total amount paid in the State for supervision of town-schools is reported to be $24,139, which sum is paid for the supervision of 4,101 schools, or, allowing two terms annually, for 8,202 school-terms, or 82,020 weeks of school. This gives $3 for supervision to each term. Some towns, however, pay more than others, Bangor, with 34 school-houses, paying $1,360, and Lewiston, with 30 school-houses, $2,000; while Auburn, with 28, pays $500. The rate of compensation for such work is thus, in many cases, considerably below the $3 above mentioned, $2.23 being set as the ordinary rate per term, that secured per day by visitation of two schools daily being the same. But, as the traveling-expenses of the supervisor have to come out of this, it is shown that the current rate for a day's service in such important work is only 73 cents. How difficult to secure the best and highest supervision at such rates must be at once apparent. A better pay, with a view to a more effective work, is therefore strongly urged.

Another suggestion is, that when a school-inspector has attained skill in his work he should be retained in office, that such skill may be utilized to the utmost; whereas now too often an annual election rotates experience out and inexperience in.

COUNTY- OR DISTRICT-SUPERVISION.

A return to something like the old system of county-supervision is argued for as almost indispensable to efficient working of the free-school-system. It is held that the general sanction of such a system in a large portion of the States gives an educational suffrage in favor of it which ought to have considerable weight, while its proved efficacy in stimulating teachers to their duty and aiding them in the right performance of their work unite with abuses that have grown up from the want of it to urge to its re-establishment. The need of some such agency being assumed, the question of the means for making it most thoroughly efficient is discussed, and the conclusion reached that to secure such supervision as is needed at least the former number of men should be employed and at a rate of compensation fully one-half higher than before. If the expense of such an arrangement should be made an objection to it, the superintendent would put into the fund for paying supervisors what is now appropriated for supporting teachers' institutes, and make it the duty of the supervisors to hold at least one institute of five days in each county, without extra cost to the State.

SCHOOLS OF PORTLAND.

The estimated school-expenses of this city for the school-year of 1872–'73 were, for salaries, $54,175; for ordinary expenses, exclusive of salaries, $17,000; for extraordinary, $2,500—total, $73,675.

The whole number of children of school-age (4–21) was 9,646. Of this number, about 70 per cent. were enrolled in some school; while of the number between 5 and 18 years, 93 per cent. were attending school. The average attendance was 3,904. Out of 1,719 pupils in private schools, the average attendance was 1,352.

The public schools embrace one high school, (for girls and boys,) grammar, intermediate, and primary schools. The course of study for each grade and the text-books to be used are prescribed by the superintending school-committee. Drawing was introduced two years ago, and, though it has been pursued under disadvantages, the beneficial influence of this training of hand and eye and taste has been apparent.

BATH.

In this town the system has been adopted of purchasing for the schools the text-books to be used and then loaning them to the pupils. By this means a uniformity of text-books is secured without imposing any burden of expense on parents of narrow incomes. The thing has worked so well that it has been adopted in other places and is recommended for general adoption in the State.

SECONDARY INSTRUCTION.

From 24 private academies and high schools in the State an aggregate is reported of 2,279 pupils—1,184 boys and 1,095 girls—with 70 teachers, 31 of whom are gentlemen and 39 ladies; 588 of the students are pursuing English branches, 259 classic, and 113 modern languages; 72 had graduated the previous year from these schools, of whom 28 were known to have entered college, and 123 are specifically reported as preparing for college at present. Only two of these schools are exclusively for the education of either sex—one for boys and one for girls—the remainder being for the joint education of both sexes; 8 are under denominational influences and the remaining 15 "non-sectarian."

An important addition to these institutions for secondary instruction in the State is to be made by the opening of an extensive classic and scientific school for boys and girls at Hallowell, in January, 1874, under the auspices of the Congregational conference. The old Hallowell Academy is to be used for recitations by the new school, while for the boarding of the pupils two buildings have been erected, one for the boys, to accommodate 40 inmates, the other for the girls, of considerably greater size. The latter is 160 feet in length, with two wings of 40 feet in breadth, and contains 76 rooms, arranged in suits of two chambers and one parlor for four pupils, accommodating thus about 100. As soon as possible, a still larger edifice is to be erected, in the confidence that it will be required. This school is meant to be to Maine what the Phillips Academies at Exeter and Andover have been to New Hampshire and Massachusetts: an institution for affording thorough training for either the ordinary walks of business or the advanced classes of good colleges. It will serve, at the same time, as a high school for Hallowell. The buildings are on an elevation which commands an extensive view up and down the Kennebec, the grounds including eleven acres.

STATE HIGH SCHOOLS.

In accordance with a recommendation from the State-superintendent, the legislature, in the winter of 1872–'73, passed an act for the encouragement of free high schools, engaging that where any town or city should make suitable provision for

such schools, the appropriation made for this purpose should be supplemented, after ten-weeks existence of the schools, by an equal appropriation from the State, provided that the amount of this should not exceed $500 annually. Under this act, free high schools have sprung up in every portion of the State, not less than 200 being said to be existent in the autumn of 1873. The advantages of an education superior to to that in the ordinary schools, and approximating that in the better class of old academies, have thus been brought within the reach of almost all. The academies have, in many instances, been absorbed by these high schools, and the apprehension is expressed by some of these remaining that, if the new law be sustained, the old academies and high schools of the State must needs go down. In that case there will have to be a careful looking after the character of the instruction given in the new schools, lest, in the rapid broadening of the stream, there come a correspondent shallowing.

PREPARATORY INSTITUTIONS.

Four institutions devoted especially to the preparation of students for college report an aggregate of 203 in classic and 74 in scientific studies, of whom 59 were in the senior, 74 in the junior, 56 in the third, and 88 in the fourth, or lowest, class. The Auburn high school, with 3 teachers, has 37 pupils in its classic and 23 in its scientific classes; there is a chemic laboratory, a small philosophic cabinet and apparatus, and a library numbering 50 volumes. The Nichols Latin School, at Lewiston, with 4 instructors, has 51 students in classic studies and 10 in subordinate classes; the Franklin Family School, at Topsham, with 4 instructors, has 14 students in classic and 5 in scientific studies; the library numbers 1,800 volumes; the Classical Institute, at Waterville, with 5 instructors, has 101 pupils in classic and 46 in scientific studies; there is a library of 50 volumes.

NORMAL SCHOOLS.

Maine has two normal schools, one at Farmington, the other at Castine, each with a carefully-selected principal, supported by corps of earnest assistants. These schools are said to be doing a valuable service to the public-school-system, by improving the quality of the teaching force. Proof of this and of the public appreciation of it is given in the fact that the graduates of these schools are eagerly sought for as teachers in the larger towns and cities, as well as in many of the rural districts. Many of these graduates find employment, too, in other States after serving out their stipulated term in the one from which they have received their education, it being found, in every direction, that skilled teachers, even at much higher rates, pay better for their employment in the education of the young than the cheap, unskilled ones, that have been too often heretofore employed.

With the Farmington school 772 pupils have been connected since its organization in 1864, of whom 156 have completed the course and received diplomas. Of the 175 connected with the school in 1872, many had taught before entering it, and came in to perfect themselves in their profession.

In the school at Castine 278 have been borne upon the rolls within the same year, the number of different pupils being 180. A large proportion of these continued to exercise themselves as teachers during some portion of the year. A model school, taught in connection with this normal school, has given opportunity for practical training of the pupils.

In addition to these two regular normal schools, there are said, by the superintendent, to be normal departments in the Maine Central Seminary, and at the Oak Grove Seminary, Vassalboro', both under the supervision of the State. In the former a special report for 1873 shows 12 students in the first year of the normal course and 13 in the second year. In the latter, where 46 students in all are reported, the number in the normal course does not appear.

In connection with the normal institute at South Paris and the Litchfield Academy, Litchfield, teachers are said to be trained for work in schools; but how many are thus trained is not reported, nor is the character of the training for school-work indicated; and the absence of definite returns here, as at Vassalboro', renders it somewhat doubtful whether these institutions can properly be reckoned among normal schools.

COLLEGE FOR WOMEN.

The only institution exclusively for the higher education of young ladies which has favored the office with its statistics for the year 1873 is the Wesleyan Seminary and Female College, at Redfield. The degrees conferred here are those of artium baccalaurea and artium magistra. With twelve professors and instructors, 6 of whom were gentlemen, there was an attendance in the collegiate department of 694 students. Music, (both vocal and instrumental,) drawing, painting, French, and German are taught; there is a chemic laboratory, a philosophic cabinet, a small natural-history-museum, a gymnasium, and a library numbering 1,600 volumes.

SUPERIOR INSTRUCTION.

This for Maine is afforded by Bowdoin College, Brunswick; Bates College, Lewiston; Colby University, Waterville, and the Maine State College of Agriculture and Mechanic Arts, at Orono.

Bowdoin has reorganized its faculty during the year past, established two new professorships, (of physiology and natural history,) enlarged its scientific curriculum, and made provision for post-graduate-instruction and for the appointment to fellowships of such students as graduate with honor in any one of the series of post-graduate-studies.

Bates has enlarged its body of instructors, added to its courses theologic instruction, and admits women.*

Colby, exchanging a much-respected, aged president for one in the prime of life and usefulness, takes, under his lead, a new start forward, with some fresh material in its faculty, with a college for women besides that for men, and with a fine new building for its cabinet and laboratory, erected at a cost of $27,000. An introductory course in the Waterville Classical Institute affords both to young women and young men a thorough preparation, under the supervision of the University, for the full classic and scientific course within its halls.

The Maine State College, for instruction in agriculture and the mechanic arts, offers, besides its training in these lines, courses in English literature, mental and moral science, mathematics and physics, chemistry, French and German, civil engineering, natural history, book-keeping, and commercial forms. Its students receive also such a drill in military tactics as to make it substantially a military academy for the State.

The statistics of these several institutions are thus given for the latter part of 1873:

Statistical summary of universities and colleges.

Names of university and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Corporate property, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Amount of property of corporation.	Value of grounds, buildings, and apparatus.	Amount of endowment.	Amount of productive funds	Income from productive funds.	Receipts for last year from all other sources	
Bates College	10	6	0	106	$300,000	$109,000	$200,000	$200,000	$12,000	$50,000	4,500
Bowdoin College	20	0	0	137	264,252	95,868	.....	110,000	7,996	46,456	35,000
Colby university	7	2	0	59	325,000	125,000	200,000	200,000	14,000	1,000	10,500

PROFESSIONAL INSTRUCTION.

The institutions for professional training, apart from Maine College, are the Medical School of Maine, at Bowdoin College; the Bangor Theological Seminary, at Bangor, and the theologic school connected with Bates College, at Lewiston. The first, with two years in its lecture-course and at least one additional year with a regular physician, numbers 11 professors and lecturers and 57 students, with 4,000 volumes in its library. The second, a congregational seminary, has 5 professors and 1 other instructor, with 37 students, and 15,000 volumes in library. The third, Free Baptist, reports 4 resident professors and 1 non-resident, 18 students, and a library of 2,000 volumes.

* The Rutland (Vermont) Herald announces the gift of $1,000 to Bates College by Judge Redington, for the endowment of a scholarship for a female student through all the successive classes perpetually. This is, perhaps, the first endowment of a scholarship specifically for the benefit of a woman-student in any college not designed for women only. Judge Redington has also bestowed $5,000 on the Redington professorship of mental and moral philosophy in the same college.

Statistical summary of schools for professional instruction.

Names of schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Corporate property, &c.					Number of volumes in library.
				Amount of property of corporation.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
SCHOOLS OF THEOLOGY.									
Bangor Theological Seminary	5	4	37	$170,000	$50,000	$170,000	$10,000	$1,000	15,000
Theologic school, Bates College	5	....	18	.....	.....	.....	.....	.....	2,000
SCHOOL OF MEDICINE.									
Medical School of Maine, Bowdoin College	11	....	58	.....	20,000	.....	.....	4,125	4,000
SCHOOLS OF SCIENCE.									
Maine State College of Agriculture and Mechanic Arts	11	...	103	.....	150,000	124,000	8,000	22,000	1,500
Scientific department of Bowdoin College	....	....	78	.....	.....	.....	.....	.....	.....

There appears also in this State one business-college, with 79 students.

EDUCATIONAL ASSOCIATIONS AND TEACHERS' INSTITUTES.

The Maine Educational Association held its sixth annual meeting October 22–24, 1872, at Bangor. The city generously furnished a place of meeting, while the city superintendent and teachers of the place did all that was possible for the comfortable entertainment of their visitors. The subjects discussed were eminently practical in character, such as "The town- *versus* the district-system," "Teaching illustrated by language," "Educational needs of Maine," "Free text-books for free schools," "Systematic elevation of teaching," "Free high schools," "Industrial education," "A complete system of public schools," "Teaching and its compensation," and "The principles which should inspire the teacher." The papers presented on these subjects are said to have been all valuable and the discussions to have exhibited a fair comprehension of the vital questions pressing for solution.

Renewed request is made for legislative appropriation, to foster an institution so likely to prove beneficial to the cause of education in the State.

Efforts were made by the superintendent to form, besides this, county educational associations, composed of the school-officers and teachers of the several counties in the State. Such associations were formed in a few counties with a view to the improvement of the members in the science of teaching and in the most approved methods of the same, as well as to the promotion of professional unity and the diffusion of educational information among the people.

Eighteen teachers' institutes were held during the year; but, though excellent instructors were employed and great satisfaction with their labors was expressed, the results appear to have been less encouraging than in some preceding years. This is attributed (1) to the disheartening influence exerted upon teachers by the low rate at which their services are held and (2) to the want of that active county-superintendency which on previous occasions had prepared the way for full and successful meetings.

MARYLAND.

[From reports of State-board of education, Hon. M. A. Newell, president, for the years ended September 30, 1872–'73.]

SCHOOL-POPULATION, 1872–'73.

Number of children of school-age, (6–21)—	
Males	138,813
Females	137,307
	276,120

The number under 6 and over 16 is not reported.

SCHOOL-ATTENDANCE.*

Number of pupils enrolled in public schools	130,324
Average attendance	59,001

STATISTICS OF SCHOOLS.

Number of public schools in the State	1,742
Average duration of school in days	283

The number of private schools and of pupils in these is not known.

TEACHERS AND TEACHERS' PAY.

Number of teachers in public schools—	
Males	1,079
Females	1,476
Total	2,555
Average salary of teachers per month, for males and females both	$39 86

FINANCIAL STATEMENT.†

Receipts.

From taxation	$1,093,721 42
From interest on permanent fund	59,146 32
From other sources	245,740 17
Total	1,398,607 91

Expenditures.

For sites and buildings	$197,387 10
For salaries of superintendents	31,440 00
For salaries of teachers	889,476 47
For rent of buildings	22,751 31
For stationery and school-books	69,526 29
For miscellaneous purposes, as fuel, lights, repairs, &c	143,485 54
Total	1,354,066 01

STATISTICS OF BALTIMORE PUBLIC SCHOOLS.

Included in these returns are those from the city-schools of Baltimore for 1873, which, separately stated, are as follows:

Total population of the city, 302,839; number of children enrolled in schools, 28,329; number of scholars enrolled in schools, 28,329, of whom 14,406 are in primary, 8,756 in grammar, 1,115 in high, and 1,666 in evening-schools. The number in average attendance is 22,181, of whom 12,164 are in primary, 7,271 in grammar, 1,007 in high, and 1,177 in evening-schools. The number of teachers is 624—males, 81; females, 543—

* The statistics of school-attendance are for the year ended June 30, 1873.
† The financial statement is for the year ended September 30, 1873.

of whom 337 are in primary, 211 in grammar, 32 in high, and 36 in evening-schools. There are 123 schools, of which 70 are primary, 39 grammar, 3 high, and 11 evening. The amount of funds received for school-purposes was $492,111.11, of which $130,851.97 were received from the State-fund, $321,826.01 from taxation, and $39,433.13 from other sources. Latin is taught to 288 pupils, Greek to 31, German to 121, French to 46, drawing to 5,763, and vocal music in all the schools, and also in the Baltimore City College.

PRIMARY EDUCATION IN THE STATE.

In the last annual report of the board of education it was said at the conclusion of the statistical summary: "We have shortened the average school-year by about ten days; we have diminished the teachers' salaries by about $24,000; we have spent $31,000 less in building, repairing, and furnishing school-houses, and in return we find 2,286 fewer children on the rolls and 2,040 fewer in average daily attendance." They now say: "It is very gratifying to see that this year the shades of the picture are reversed. We have lengthened the school-year, as compared with the last, by sixteen days; we have increased the teachers' salaries by $14,000; we have spent $70,000 more than last year in building and furnishing school-houses, and in return we find that the enrollment of pupils is increased by 12,198 names and the average daily attendance by 3,727. The total expenditure for schools exceeds the expenditure of last year by $97,083.08, but there has been a decrease in the items of 'books and stationery,' 'supervision and office-expenses,' and 'miscellaneous expenses,' amounting to more than $22,000. With the exception of the appropriation for colored-schools, of which the counties received $40,714.52, this increased expenditure has been provided for by county-taxation, voluntarily imposed, for the proceeds of the State-school-tax and free-school-fund were less than in the previous year by nearly $11,000.

"It is true that the greater part of the increase in the number of pupils is due to the opening of schools for colored children; still there is evidence of progress in the other schools, which show an increased enrollment of 1,009 pupils. A mere comparison of numbers, however, will fail to indicate the actual advancement which has been made. The popular feeling in favor of public schools is more nearly unanimous and more intense now than at any other time. Although a greater number of school-houses have been built than in any former year, the demand for more and better houses is still on the increase. There is more inquiry for experienced and well-qualified teachers and a greater willingness to pay them adequate salaries. Several new high schools have been established, some academies on the old foundation have been transformed into public high schools, and many large graded schools have assumed such proportions that we may expect them before long to furnish the foundation for additional high schools. Every effort on the part of school-boards to furnish better accommodations and better teachers has been responded to by the people and has resulted in an increase of pupils and in a higher appreciation of the school-system. We can point to instances where an old school-house was torn down and one twice as large built in its stead, and yet the new house was too small to accommodate the unexpected increase of pupils. It ought to be added that, in the cases referred to, the new school-houses were complemented by new teachers, at higher salaries. If the policy of providing good houses, good furniture, and highly-qualified teachers prevailed all over the State, the increased attendance would surprise even the best friends of public education.

"It must be borne in mind that the gratifying summary which we have given is taken from the public-school-system as a whole, and the inferences drawn from it cannot fairly be applied to all parts of the State indiscriminately. While we recognize with gratitude the efforts that have been made in many counties to make the schools worthy in every respect of the patronage of the people, we must acknowledge that there are other counties on which no eulogium can be pronounced, and which, so far from swelling the general tide of prosperity, have contributed only to lower the average level.

"The average daily attendance does not show an increase proportionate to the increase in the number of different pupils. This is accounted for partly by the prevalence of sickness to an unusual extent, partly by the necessities of labor; but it is to be feared that there is a large residuum of absenteeism which must be attributed to other causes: indifference in the parents, lifelessness in the schools, and want of energy in the visiting officers. In reference to this last cause, it may be observed that the district-trustees are required by law to visit the schools frequently; but this duty is very seldom performed. The examiner is required by law to visit every school in his county twice a year, and, if there are not more than fifty schools in the county, three times. The aggregate number of official visits paid by the examiners to the schools under their charge is about one thousand short of the number required by the law. What effect one thousand additional visits might have produced upon the attendance we can only conjecture; but it is certain that, without constant, searching, conscientious, and judicious superintendence, the schools cannot flourish. Believing that the teacher has it in his power to diminish to a certain extent the irregularity of which we complain, we repeat the recommendation made in a former report, that a

certain portion of his salary should depend upon the average daily attendance. Unless some energetic measures are put in operation we are afraid that the irregularity will increase and the teachers will become reconciled to it as one of the evils that 'can't be cured and must be endured.'

"Colored-schools are reported as having been established in all the counties as follows: Allegany, 2 schools, 132 pupils; Anne Arundel, 12 schools, 700 pupils; Baltimore County, 11 schools, 498 pupils; Calvert, 10 schools, 533 pupils; Caroline, 9 schools, 300 pupils; Carroll, 5 schools, 230 pupils; Cecil, 7 schools, 279 pupils; Charles, 15 schools, 925 pupils; Dorchester, 19 schools, 1,184 pupils; Frederick, 14 schools, 751 pupils; Harford, 14 schools, 582 pupils; Howard, 6 schools, 238 pupils; Kent, 6 schools, 435 pupils; Montgomery, 8 schools, 468 pupils; Prince George's, 9 schools, 409 pupils; Queen Anne's, 12 schools, 664 pupils; St. Mary's, 12 schools, 512 pupils; Somerset, 7 schools, 467 pupils; Talbot, 8 schools, 617 pupils; Washington, 9 schools, 455 pupils; Wicomico, 8 schools, 423 pupils; Worcester, 7 schools, 394 pupils—total, 210 schools, 11,189 pupils—to which should be added Baltimore City, 15 schools with 2,982 pupils, making an aggregate of 225 schools and 14,171 pupils.

"Two difficulties, which it will take time to remove completely, have retarded the operations of these schools: the want of good teachers and the want of suitable buildings. As these obstacles disappear, the number of children attending school will gradually increase. It is not unreasonable to expect an attendance of nearly 20,000 next year, and for this number a large appropriation will be necessary.

"In making such a grant it would be well to provide that it shall be distributed to such counties only as have properly expended the amounts previously received. This suggestion is made in consequence of several counties having spent much less than their quotas during the year, the unexpended balance amounting to nearly one-fourth of the whole amount received. In some cases the balance has been reserved for building school-houses, (it would have been better if houses had actually been built with it;) in others no explanation has been offered. It should be mentioned, in this connection, that many counties have spent more than the amount received from the State-treasury, and that, as a general thing, where the white-schools are best managed, there the greatest liberality is shown to the colored-schools. The lack of uniformity that is observable in all the school-work of the State is very conspicuous in these colored-schools. The enrollment of colored pupils in this their first year as part of the State-system is 8.6 per cent. of the colored population. But this proportion is very unequally distributed. In Dorchester it is nearly 16 per cent. of the population; in the adjoining county of Somerset it is not 7 per cent.; in Harford it is 12 per cent., and in Cecil, on the opposite side of the Susquehanna, it is 7 per cent.; in Frederick it is 10 per cent., and in the adjoining county, Montgomery, it does not quite reach 7 per cent. In most instances the annual reports of the colored-schools have been rendered in the same form and have embraced the same particulars as the reports of the white schools. In a few counties, however, the reports have been partial and fragmentary; the number belonging to each school and the daily attendance not being given, these items have been estimated. The limits of possible error in these estimates are very narrow and the general accuracy of the results is not seriously impaired.

CHANGES IN THE SCHOOL-LAW.

Every successive legislature seems animated by a laudable ambition to improve the school-law. The general assembly of 1872, following the usual practice, repealed the act of 1870, (which had repealed the act of 1868, which, in its turn, had repealed the act of 1865,) but, being animated by a spirit of judicious conservatism, re-enacted it almost word for word. The following are the only alterations or additions:

(1) The name of the board of "State-school-commissioners" is changed to "State-board of education" and that of "district-school-commissioners" to "district-school-trustees," (chapter 1, sections 1 and 3;) but the duties and powers are unaltered.

(2) Authority is given to county-school-commissioners "to take affidavits and administer oaths in all matters pertaining to public schools, but without fee or reward."

(3) The words "if possible" are added to the clause (v, 1) by which school-district-trustees are required to keep the schools open ten months in the year.

(4) There is added to section 3 of chapter vii: "In districts where there is a considerable German population, the board of county-school-commissioners are authorized to cause the German language to be taught, if they shall think proper to do so."

(5) The number of pupils in average attendance, necessary to authorize the employment of an assistant teacher, is changed from 45 to 50, (vii, 4.)

(6) The section limiting a teacher's certificate to three years is changed, so as to read thus: "Nor shall such certificate continue in force for more than six months, unless the person receiving the same shall satisfy the examiner of his fitness for governing a school and his ability to impart instruction in the various branches taught in the public schools; but, when the examiner shall have satisfied himself upon these

points, he shall be empowered to issue a certificate, which shall continue in force for three years," (xi, 2.)

EDUCATION OF COLORED CHILDREN.

(7) Chapter xviii, entitled "Colored population," is repealed, and the following chapter substituted:

SEC. I. It shall be the duty of the board of county-school-commissioners to establish one or more public schools in each election-district for all colored youth between 6 and 20 years of age, to which admission shall be free, and which shall be kept open as long as the other public schools of the particular county; provided the average attendance be not less than fifteen scholars.

SEC. II. These scholars shall be under the direction of the board of district-school-trustees of the respective school-districts within the limits of which they are established; they shall be subject to the same laws and furnished instruction in the same branches as the schools for the white children.

SEC. III. The comptroller shall apportion the sum appropriated for the support of the colored-schools of the several counties and the city of Baltimore in proportion to their respective colored population between the ages of 5 and 20 years, said apportionment to be made at the time he apportions the levy for the white-schools.

SEC. IV. The total amount of taxes paid for school-purposes by the colored people of any county or in the city of Baltimore, together with any donations that may be made for the purpose, shall also be devoted to the maintenance of the schools for colored people.

ENFORCEMENT OF THE LAW.

The board says, in its report of 1871–'72: "It would not be difficult to suggest some very desirable amendments; but probably no amendment would be so efficacious as a vigorous enforcement of the law as it stands. The State-board of education is authorized to enforce the provisions of the school-law; but the State-board has not power commensurate with its legal authority. All that it can attempt is to call the attention of the public and of those concerned to important particulars in which the law has been ignored or violated, in the hope that the proper remedies will be employed."

SCHOOL-STATISTICS.

The school-statistics of the State are said to be still imperfect. The number of children who are attending school in any given term is known, and, where the registers are carefully kept, (as they are in most of the schools,) it can generally be told how many days each enrolled scholar was present during the year.

ABSENTEEISM.

But at present there is no certain way of ascertaining how many children do not go to school at all. Outside of the city of Baltimore, it is thought that the number cannot be large, excluding colored children. "The white population of the counties," says the report for 1871–'72, "is 377,703 and the number of enrolled scholars is 77,943, or a little over 20 per cent. The number of enrolled scholars, compared with the entire population, is, in Massachusetts, 18.7 per cent.; in New Jersey, 18.6 per cent.; and in Connecticut, 20.5 per cent. It is evident, then, that the number of white children in the counties whose names do not appear on the school-register must be comparatively small. In the city of Baltimore, however, we can arrive at no definite conclusion on the subject. The population is 267,354 and the enrolled scholars 37,031, or about 14 per cent. We know that there is a very large number of children attending private and denominational schools; but how large it is and how large is the residuum that never gets within the walls of the school-house, who begin their education in the gutter and graduate in the penitentiary, we have no means even of guessing."

IMPORTANCE OF SCHOOL-CENSUS FOR BALTIMORE.

"We would earnestly urge upon the city-authorities the importance of taking a school-census, which shall enable us to ascertain the exact facts of the case and to form a correct estimate of the magnitude of the problem that lies before us. Even if it should turn out to be as serious a business as we fear it is, we are not prepared to advocate a 'compulsory law,' though the current of opinion among philosophic educators seems to set in that direction just now. We have not yet done what we could to make schools attractive, interesting, and useful; and until that is done we believe that it is not prudent to use force. We would rather draw than drive; we would rather allure than compel. We do not deny the abstract right of a State to force a certain amount of intellectual food upon an unwilling stomach; but we hold that the first duty is to pro-

vide good food and to create a healthy, natural appetite, which will render force unnecessary. Nevertheless, it is probable that, at least in Baltimore and in some of the other cities and larger towns, some additional legislation is needed to provide the elements of education for 'idle, truant, and neglected children.'"

SECONDARY INSTRUCTION.

In the report for 1871–'72, the board remarks that "Though the school-law, amid all its changes since 1865, has always contained a chapter authorizing and encouraging the organization of high schools, there is as yet no high school in connection with the public-school-system in Allegany, Anne Arundel, Baltimore, Calvert, Caroline, Carroll, Cecil, Charles, Frederick, Harford, Howard, Kent, Montgomery, Prince George's, Queen Anne, St. Mary's, and Washington Counties. In Dorchester, Talbot, and Worcester, high schools have been in operation for several years; and it is worthy of notice, in passing, that these three counties report an increased number of scholars in the public schools. In Somerset and Wicomico, arrangements were made, about the close of the year, to change the old academies into new public high schools, which arrangements were subsequently carried into effect. There is a probability that Baltimore County will have a high school before the date of the next annual report. Howard has taken a step backwards, and, by appropriating the academic fund to common-school-purposes, has declared, in substance, that a high school is either a superfluity or an unattainable luxury."

On this subject the State-board remarks:

"The whole subject of high schools, in connection with State-donations to schools and colleges, deserves the immediate and serious attention of the legislature. We are earnest advocates of liberal appropriations for higher and intermediate education; but duty compels us to say that the liberality of the State has been and is in many instances sadly abused; and an investigation will show that, if the purpose be to secure the smallest return for the largest expenditure of money, the present system of academic donations is a decided success."

Statistical summary of academies and private schools.

Name of institution.	Religious denomination.	Instructors.		Pupils.		Courses of study.		Number preparing for college.	Number of graduates last year.	Number of volumes in library.
		Male.	Female.	Male.	Female.	Classic.	Modern.			
Brookville Academy, Brookville	.....	1	....	21	....	8	3	10	7	.....
Cambridge Male Academy, Cambridge	.....	3	1	126	....	10	12	....	3	.....
Centerville Academy, Centerville	.....	2	....	84	56	17	....	6	5	.....
Charlotte Hall School, St. Mary's County	.....	4	....	53	....	42	....	....	14	800
College of St. James, College of St. James P.-O.	Prot.-Episc'l.	5	....	40	....	....	....	....	12	11,000
Darlington Academy, Darlington	.....	1	1	25	28	21	....	....	4	.....
Elkton Academy, Elkton	.....	2	2	35	25	20	....	12	....	.....
English, Classical, and Mathematical School for Boys, Baltimore	.....	5	....	21	....	13	14	....	....	.....
Evandale Home School, Cecil County	Presbyterian	....	2	3	15	....	....	....	....	.....
F. Knapp's German-American Institute, Baltimore	.....	8	4	500	200	....	....	....	....	500
McDonogh's Institute, Baltimore County	.....	2	....	50	....	....	....	....	....	70
Melrose School, Baltimore	Episcopal	....	2	15	12	....	....	....	....	55
Millington Academy, Millington	.....	1	1	58	55	4	....	....	....	.....
Newton's Academy, Baltimore	.....	4	....	60	....	....	....	....	....	300
Oxford School for Boys, Baltimore	Episcopal	2	....	25	....	5	4	9	....	200
Pembroke School for Boys, Baltimore	.....	7	....	75	....	30	50	6	16	1,000
Richland School for Boys, Baltimore	.....	6	....	55	....	37	38	10	....	.....
Stewart Hall Collegiate and Commercial Institute, Baltimore	.....	5	....	70	....	15	20	....	....	.....
St. Joseph's Academy, Baltimore	Catholic	7	....	140	....	....	....	....	....	.....
Upper Marlboro' Academy, Upper Marlboro'	.....	1	....	45	....	8	....	....	....	350
West Nottingham Academy, Colora	.....	3	....	50	....	10	5	4	2	.....
Zion School, Baltimore	Lutheran	13	3	535	228	145	362	....	51	400
Friends' Elementary and High School, Baltimore	Friends	2	11	147	92	20	38	20	....	2,750

SUPERIOR INSTRUCTION.

The following account of St. John's and Washington Colleges appears in the board eport for 1873:

"St. John's College,* Annapolis, reports 140 students in attendance during the year ended July 31, 1873. This is an increase of 20 over last year and an increase of 2 over the number reported in 1871. Of the whole number, 68 were in the college proper and 72 in the preparatory department. The number of students entitled to free tuitions is 150; the number availing themselves of this privilege, 98. The number of students entitled to and receiving board and tuition, free of expense, is 50, of whom 1 is in the junior class, 4 are in the sophomore, 14 in the freshman, and 31 in the preparatory. In the fall of 1876 these 50 young men, who have received board and education for four years at the expense of the State, are expected to take their places for two years among our teachers, according to the terms of their contract. The experiment will be watched with interest, and in any event it will lead to valuable results.

"Washington College, in Kent County, was attended during the past year by 23 students, of whom 9 received board, tuition, and books free of charge." The late report of the board of visitors says: 'There were five graduates at the last commencement, all of whom were of good standing. During the recent vacation the college-buildings have been thoroughly repaired and are now in complete condition for the reception of students.' The faculty of the college has also been thoroughly reorganized and a third professor added. The professors are men of experience and ability, and the visitors think there are substantial indications of renewed prosperity in the future. Under the united efforts of the visitors and faculty, the visitors of the college confidently hope that their next report will give proof of substantial progress.

"*The college of the future.*—The munificent bequest of the late Johns Hopkins has placed in the hands of trustees, selected by himself, a property estimated at not less than three millions of dollars, for the purpose of founding a university which is to bear his name. Not Maryland alone, but the whole civilized world, will watch with eager interest every step in the march of events until the magnificent intentions of the testator shall be carried into effect. With ample means at their command, it will not be difficult for the trustees to raise an architectural pile that shall be a lasting memorial of its founder and a fitting temple for the votaries of learning to worship in. With a yearly income exceeding the revenues of the wealthiest of American colleges of the present day, which makes it entirely independent of patronage for its support, it is easy to believe that it will attract to its halls as professors a fair proportion of the experience, the learning, the science, and the philosophy of the country. Untrammeled by tradition, unfettered by superstition, unhampered by conditions, with all the wisdom of the past for guidance and with all the errors of the past for warning, may we not hope that the Johns Hopkins University will be conceived in such a spirit and be commenced on such a plan as will warrant the expectation that it may one day become the National University of the United States?"

Statistical summary of colleges.

Names of colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Corporate property, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Amount of property of corporation.	Value of grounds, buildings, and apparatus.	Amount of endowment.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
Frederick College	3	0	100	23	$15,000	.....	$800	.....	.....	$2,000	2,500
Loyola College	...	...	...	...	.....	.....	.....	.....	.....	.....	.....
Mt. St. Clement's College	14	...	40	120	.....	.....	.....	.....	.....	.....	9,000
Mt. St. Mary's College	...	...	...	...	.....	.....	.....	.....	.....	.....	.....
Rock Hill College	22	...	105	27	0	$32,000	0	.....	.....	.....	6,500
St. Charles College	11	...	....	185	.....	.....	.....	.....	.....	.....	4,060
St. John's College	9	0	72	68	.....	200,000	.....	.....	.....	†25,000	4,000
Washington College	3	...	...	...	.....	.....	.....	.....	.....	.....	.....
Western Maryland College‡	11	...	....	72	33,000	33,000	500	.....	.....	18,000	3,000

*This college receives from the legislature something of the same fostering care as is bestowed in several Southern and Western States on the State-universities. In 1872 it had from this source, for the improvement of its library and apparatus, $5,000, besides a regular grant of $3,000 per annum and a special grant of $12,000 a year for six years from 1871. It has also from the legislature $10,000 a year "to furnish board, fuel, lights, and washing for two free students in its collegiate course for each senatorial district in the State." These students number 50, and are under bond to teach school in the State for not less than two years after leaving college. The receipts from legislative appropriations have thus been, for the year, $25,000.

†Appropriation by legislature.

‡The peculiarity of this institution is the partial co-education of the sexes, the two meeting at chapel-services and at meals and having the same teachers, though not reciting in the same classes. The results of this system are held by the college-authorities to be "eminently satisfactory."

COLLEGES FOR WOMEN.

Five seminaries and colleges exclusively for young ladies report an aggregate attendance of 494 pupils, of whom 114 are in preparatory and 380 in collegiate studies, and 49 teachers—11 gentlemen and 38 ladies. In four of these colleges the pupils in the different classes are divided as follows: in the freshman-year, 62; sophomore, 86; junior, 53; senior, 33; 3 others were pursuing post-graduate-studies. Music—both vocal and instrumental—drawing, painting, and French are taught in all these institutions, and in all but one, German is added. All report the possession of chemic laboratories and philosophic cabinets, one a natural-history-museum and a gymnasium, and two the beginnings of an art-gallery. All have libraries, the largest numbering 3,750, the smallest 50 volumes.

THE STATE AGRICULTURAL COLLEGE.

The Agricultural College reports 130 students, a decrease of 8 as compared with last year. At the close of the year, the president, Rev. Samuel Register, D. D., resigned, and his place was filled by the appointment of General Samuel Jones, of the University of California. Tuition in the college is now free to all young men in the State who are qualified to pursue its course of study. Instruction in Latin and Greek is given to all students who desire it, but the course is so arranged that those who have had no elementary training in classics have abundant occupation in the study of modern languages, mathematics, physics, natural history, and mental and moral science. It is a fundamental principle of the college that the study of science is not inferior to the study of classics, either as regards mental discipline or future usefulness; consequently no student suffers any loss of standing or respectability through not taking a full classic course. An appropriation of $3,000 by the legislature is required for the purchase of chemic and philosophic apparatus; there is a very urgent need for it, and the investment will pay a high rate of interest in educational advantages.

STATE NORMAL SCHOOL.

The whole number of students enrolled during the year ended May 31, 1873, was 146. This is 16 less than the number reported for the preceding year; but the difference is more than made up by the fact that the students who entered remained a longer time, so that in fact the average attendance of the year was the largest on record, 114 students having been present at the final examination. The students were distributed as follows: from Allegany County, 2; Anne Arundel, 7; Baltimore County, 18; Baltimore City, 59; Calvert, 2; Caroline, 3; Carroll, 2; Dorchester, 6; Frederick, 3; Harford, 6; Howard, 3; Montgomery, 3; Prince George's, 6; Queen Anne, 7; St. Mary's, 2; Somerset, 6; Talbot, 3; Washington, 4; Worcester, 3; District of Columbia, 1. The number of graduates for the year was 13, of whom 12 are now teaching. The whole number of students enrolled since the organization of the school in 1865 is 675. Of these 325 were teaching in the public schools of the State when last heard from. The whole number of graduates is 153, of whom 81 are of the highest grade, (teachers of grammar-schools.) Of these 81, 74 are now teaching, 2 are engaged in other employments, 4 (ladies) are married, and 1 is dead. Wherever they have been employed they have given satisfaction to their employers. The school is willing to rest its reputation on the work done by its graduates.

"We renew the request, so often made before, that the legislature would make an appropriation to build or purchase a house suitable to the wants of the school. If the public-school-system is to continue, the normal school must continue to be an essential part of it; and a permanent building is essential to the continuance of the school. The house now rented may and probably will pass from our control in July next. We rely on the wisdom of the legislature to provide that this large, flourishing, and popular school shall not be dissolved for want of accommodations."

NORMAL SCHOOL'S RESULTS.

It is sometimes asked "Do the graduates of the State Normal School actually engage in teaching?" "A few plain figures," says the principal, "will answer the question. A considerable number of students (averaging about one-fourth of the whole number) enter the school without adequate preparation and without any just conception of the severe mental labor they will be called on to perform. Such usually leave within six months. And yet of the whole number of 593 students who had entered before September, 1872, more than three hundred became teachers. Between January, 1866, and June, 1872, the State Normal School commissioned 69 graduates of the highest grade. Of these, 63 were actually employed as teachers in 1872; 1 (gentleman) having paid tuition-fees, and not being under obligations to teach, engaged in business; 3 (ladies) had married and 2 (ladies) were waiting for and ready to accept employ-

ment as teachers." It is doubtful whether the members of any profession can show a greater amount of persistency than these figures indicate.

EDUCATION OF WOMEN.

On this subject the board says: "We desire to direct attention to the fact that the State Normal School is rapidly becoming a college for women exclusively. The number of young men in attendance has always been small, never more than 17 per cent. of the whole number of students. In 1872, there were 28 young men; in 1873, there were 13; in 1874, there are only 8. The appropriation of $10,000 a year for the free boarding of such students in St. John's College as will pledge themselves to become teachers seems to indicate the intention of the legislature that St. John's College should become the Normal School for men. Under these circumstances we respectfully ask that the State Normal School should be open to women exclusively. In making this recommendation we wish it to be distinctly understood that, so far as the principle of co-education of the sexes is concerned, our experiment has been a complete success. If the two sexes were equal or nearly equal in numbers, no change would be asked for. But it is evident that a school consisting of 140 students of one sex and only 8 of the other must work awkwardly for both parties. If we believe that woman needs education as much as man, that she is as capable of receiving it and will make as good use of it, it will be hard to explain the reason why the State has done so much for the education of men and so little for the education of women. The public schools and the State Normal School are open alike to both, but there the equality ends. We spend $40,000 a year in colleges and academies from which women are excluded and only $5,000 for the education of young women exclusively; and part even of this small sum is expended uselessly for education no higher and better than that which may be obtained at the district-school.

"If this question of higher education could be considered in the light of our present necessities, apart from and unincumbered with local associations and personal interests, it would be easily perceived that Maryland cannot afford to maintain more than two State-colleges—one for men and one for women—and that by a judicious expenditure of the money now appropriated, without calling on the State for any additional help, two colleges of high standing could be maintained."

NORMAL SCHOOL FOR COLORED PUPILS.

The Howard Normal School continues its useful labors for the education of colored teachers. It had 231 pupils during the year 1871–'72, of whom 69 were in the normal department, 87 in the grammar-school, and 75 in the primary. It is unfortunate that, owing to the great demand for teachers, comparatively few remain to complete their studies. Yet even those who left school prematurely for the purpose of teaching are generally giving satisfaction. There have been 47 of those thus partly trained employed within the State as teachers. The report for 1873 contains the following statistics of the school for the past year.

"The normal school for the education of colored teachers is now in the eighth year of its existence. The number of different pupils in all departments (normal, grammar, and primary) is 234 and the average attendance is 186. The number in the normal department is 74. There is a well-selected library of over 1,000 volumes, but no philosophic or chemic apparatus, a want which ought to be supplied as soon as possible. All the pupils pay for their tuition, but the receipts from this source and from the State-treasury are not sufficient to meet the necessary expenses. We commend this excellent and indispensable institution to the generous liberality of the State. There are at this time 72 of the students employed as teachers in various counties, and, as far as we have heard, they are doing good service. We suggest that the certificate or diploma of this school should be made a legal qualification for teaching in colored-schools.

MARYLAND INSTITUTE.

Of this, the State-board of education says: "The schools of the Maryland Institute form a very important part of the educational agencies of the State. Nearly three hundred young men, most of whom are busily employed during the day in the active duties of life, assemble in these schools in the evening for the study of chemistry, book-keeping, music, and drawing. The drawing-classes are the largest, the most important, and the most interesting. They are twelve in number and are arranged as follows:

"(1) The elementary class, 182 pupils, engaged in drawing from flat studies; (2) the first preparatory, 40 pupils, drawing from flat studies of a more difficult character than the preceding; (3) the second preparatory, 67 pupils, engaged in pencil-drawings from the round; (4) third preparatory, 31 pupils, advanced studies from the same; (5) geometric class, 41 pupils, applied geometric drawing; (6) fourth preparatory, 29

pupils, details of mechanic and architectural drawing; (7) perspective and architectural, 12 pupils, pencil-drawings from the flat and round; (8) artistic class, 3 pupils same as the above in design; (9) mechanic class, 4 pupils, drawings of machinery and mechanic engineering; (10) architectural class, 12 pupils, architectural drawings and designs; (11) general drawing-class, 9 pupils, including all the above studies; and (12) graduating class, 11 pupils, including the fine arts, architectural and mechanic engineering.

"The usual appropriation to this school from the State-treasury is $3,000, which hardly enables the directors, with all the aid they can get from other sources, to meet the annual expenses. There is a pressing demand at the present time, also, for better accommodations, the rooms now occupied being inconvenient and uncomfortable, and we hope that the joint liberality of the city and the State will place this admirable institution in a position to extend to the students the aid and comfort which they deserve."

PRINCIPLES THAT SHOULD REGULATE STATE-DONATIONS.

"We renew our annual protest against the way in which the academic donations are distributed and the purpose for which they are used; and we again invite the attention of the legislature to this subject. We state briefly, without argument, the following principles, which, we think, will bear examination:

"First. No public money should be given to any college or academy which is controlled, nominally or actually, by any religious denomination.

"Secondly. No public money should be given to any college or academy that is conducted simply as a private and personal business-enterprise.

"Thirdly. No public money should be given to any school, college, or academy unless the State has a representation on the board of management in proportion to the money expended by the State.

"Fourthly. Public money granted for one purpose should not be applied to another.

"The rigid application of these principles would prevent many abuses of which we now complain."

UNITED STATES NAVAL ACADEMY, ANNAPOLIS.

Although national in its connection and character, this great naval school is noticed here because of its location in the State of Maryland. Originally little more than a school of practice and comparatively slender mental training on board ship, it was, in 1850, reorganized under the title of "The Naval Academy," as a training-school for midshipmen in all the theoretic and practical branches of instruction that could fit them for their profession. The course of study was materially enlarged and the institution placed under the charge of the Bureau of Ordnance and Hydrography. The next year a four-years course of instruction was adopted. In March, 1867, it was placed under the care of the Secretary of the Navy; but its administration continued to be mainly conducted under the supervision of the Bureau of Navigation, which had been formed and put in charge of it in July, 1862. Since March, 1869, the supervision of the Secretary over it has been without this intervention. March 3, 1873, a law was passed extending the course of study to six years, the rule applying to all classes admitted after the passage of the act, but not to those which had previously entered.

In these years the cadet-midshipmen are subjected to a thorough and exhaustive drill, not only in mathematics and the natural sciences, but in the English, French, and Spanish languages, in history, international law, seamanship, ship-building, gunnery, and steam-enginery, drawing (both mechanical and free-hand) being carried through all, especially in its applications to ship-construction, machinery, and map-making. Three times each week, weather permitting, exercises in practical seamanship on board ship or in boats, help to vary the course of the lecture and recitation-room, while, from the middle of June till the middle of September, a cruise along the coast in a United States sailing-ship or steamer gives opportunity for putting into practice all the nautical knowledge that has been acquired. The number of cadet-midshipmen for the session of 1873–'74 is 241.

Since 1864, classes of naval constructors, or civil and steam-engineers, called cadet-engineers, have been permitted to be educated at the Academy, the number of such being limited to 50, and the course for them being two years at the school and now also two years on board ship.

MARYLAND INSTITUTION FOR EDUCATION OF THE DEAF AND DUMB.

The commencement of the year 1873 was marked here by the removal of the pupils from the unsightly old buildings previously occupied into an elegant and spacious new one, which is a credit to the State. The health and spirit of the inmates of the institution have been most favorably affected by the change. Ninety-nine pupils have been in attendance during the year, of whom 62 were males and 37 females. Of this number 44 were from Baltimore, 52 from other portions of Maryland, and 3 from other

States. The standing of the school is said to be intellectually decidedly above what it has been, the first class, instead of being increased by the addition of new material, continuing, with three exceptions, the same as the preceding year. This has enabled the teachers to take up a new and more advanced course of study, and thus raise the standard of scholarship throughout the school.

A class in articulation, or lip-reading, has been under the instruction of a skillful and trained hand for more than two years, and zealous labor has secured very gratifying results. But whether this method would be expedient or useful with deaf and dumb pupils generally is held to be yet undetermined.

In the industrial department less than half the boys are receiving mechanic instruction in the only trade that has thus far been introduced, that of shoe-making. But the success in this has been so great as to encourage the introduction of yet other trades. The shoe-shop has not only nearly paid its way, but has turned out good work and good workmen. Three of the boys who commenced work in it acquired such skill as to find employment afterward at good wages, and one of them at high rates of pay.

The library contains now about 2,000 volumes and, with its well-filled reading-room, forms a great attraction for the pupils in their leisure-hours.

MARYLAND INSTITUTION FOR THE INSTRUCTION OF THE BLIND.

At the date of the report for 1871 there were 48 pupils in this institution. The discharges and admissions for 1872 having been equal, this still represented the number present at the time of the last report. Of these 32 are from Baltimore, the remaining 16 from other counties of the State.

Through a liberal bequest of $50,000 from Mr. Alex. Lorman, the directors have been enabled to enlarge and improve their building, to purchase additional ground for its uses, and to erect a stable. The teachers and pupils having been mutually faithful, commendable progress in study has been made. Sewing, broom-making, and pianotuning have been taught in connection with the other studies; but the need of further industrial training in the school and of some industrial association for giving employment to the adult blind after their leaving school is spoken of.

A department for blind colored children and deaf mutes, provided for by the last legislature, was opened at 92 South Broadway, Baltimore, on the 2d of October, 1872, with a matron and 2 teachers. Subsequently a broom-shop was added, with another teacher for it. Six pupils have been admitted here and several others were at the date of the report awaiting admission.

Statistical summary of schools for professional instruction.

Names of schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Corporate property, &c.					Number of volumes in library.
				Amount of property of corporation.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
SCHOOLS OF THEOLOGY.									
St. Mary's Seminary, of Baltimore City	6	....	70	.....	.....	.....	.....	.....	.....
Theologic department, Mt. St. Mary's College	.....	....	.....	.....	.....	.....	.....	.....	.....
Woodstock College	11	....	102	.....	$150,000	.....	.....	$40,000	200
SCHOOLS OF MEDICINE.									
Medical department, University of Maryland	12	....	114	.....	.....	.....	.....	.....	3,500
Medical department, Washington University	9	....	.....	.....	.....	.....	.....	.....	.....
Baltimore College of Dental Surgery	9	....	60	$6,000	6,000	.....	.....	.....	.....
Maryland Dental College of Baltimore City	35	....	17	3,000	.....	.....	.....	.....	.....
Maryland College of Pharmacy	4	....	65	.....	.....	.....	.....	.....	250
SCHOOL OF SCIENCE.									
Maryland Agricultural College	8	....	130	50,000	100,000	$112,200	6,747	*6,000	.....

*Annual appropriation from the State.
One business-college appears also in this State, with 389 students.

SPECIAL INSTRUCTION.

The McDonough Institute was opened on the 22d of November, when 41 pupils were admitted. The object of the institute is, in the words of the founder, to give "instruction in the Christian religion, a plain English education, music, and the art of husbandry or farming to poor boys of good character, of respectable associations in life, residents of the city of Baltimore." For this purpose John McDonough left his entire property, valued then at several millions of dollars, to the cities of Baltimore and New Orleans. The war, lawsuits, and various casualties seriously diminished the value of the property; still the amount realized by the city of Baltimore is in excess of $725,000. With this a farm of 833 acres of good land was purchased near the city, and a house fitted up temporarily for the accommodation of 50 pupils. It is reckoned that after the permanent buildings are erected the trustees will have an annual income sufficient for the maintenance and education of 250 boys. The manual-labor-school, the nature and purpose of which have been stated in a previous report, is still continuing its good work; but no report has been received of the number of boys in attendance.

MUSICAL ACADEMIES.

From Appletons' Journal we clip the following concerning musical academies in general and the Peabody in particular:

"Several ambitious attempts have been made to found musical conservatories and all the tricks of puffery have been lavishly used to cheat the public into an undiscriminating confidence. But all of these have failed, and still American aspirants for musical greatness have been carried abroad in steady streams of travel by the comparative ease with which the higher needs of study are answered in Europe. The European conservatory is a complete musical university, and some of the best ones, as the Conservatoire de Paris and the institution at Leipsic, are armed with even more perfect facilities for the cultivation of music than are the Universities of Oxford and Berlin even for studies in philosophy and literature. Not only are all the branches of the musical art and the principles of the science taught by the most accomplished professors, not only is instruction given on the different leading instruments which constitute the orchestra, but that mode of teaching most efficacious of all is carefully used which corresponds to the clinic lecture in the medical school, the moot-court in the law-school, the lessons in copying and practice which the student in sculpture and painting gets in the picture-gallery or the *atelier* of his master. In other words, to either of the great institutions mentioned above there is attached a fine orchestra, the special function of which is to educate the ear and sensibility of the musical student through the agency of continual habit. All the different stages in the unfolding of musical taste and talent are illustrated by the daily interpretation of symphony, quartets, quintets, &c., and thus theoretic knowledge goes hand in hand with most subtle and sensitive feeling in its practice. This crowning agency in a musical curriculum is absent in America from all our so-called *conservatoires*, except from the Peabody Institute in Baltimore, with which all our readers are familiar, at least by name, as having been endowed by the great philanthropist whose name it bears. This institute may, then, be called the only school in the United States which embodies the leading features of a great musical school. It is the pioneer of a full and comprehensive system of teaching. It is all the more remarkable, as music by no means covers all the ground aimed at under Mr. Peabody's endowment, for the nucleus of a great free library is also organized and liberal provision made for lectures in literature and science. The musical department of the Peabody Institute professes to include the different branches of vocal and instrumental study, including the leading orchestral instruments as well as the piano, and the school of composition as well as that of mere execution. Attached to the institution is a fine orchestra of forty pieces, under the leadership of Mr. Asger Hamerik, a favorite pupil of the great French composer Berlioz, and also of Franz Liszt. The orchestra, in addition to its special connection with the school, performs the same office for Baltimore which is filled in New York by the Philharmonic Society and the Theodore Thomas organization. Mr. Hamerik, the conductor, is also the chief of the staff of instruction in the institute, and the two duties supplement each other admirably. As the symphony-concerts, with their attendant rehearsals, are provided for by the endowment-fund, the directors of the institute are enabled to reduce the rates of admission to a merely nominal price, which permits the poor man who loves music to attend as well as the man of wealth. In the symphony-series there is a regular students'-course, in which the principles of handling an orchestra are specifically illustrated and an attempt made to familiarize the audience with the laws underlying each of the great works produced, as well as each composer's peculiar mode of treatment. The latter aim is further carried out by the rule adopted of confining each one of the concerts to some one of the great schools in music, now the German, now the Italian, and now the French. The student is thus en-

abled to devote his whole thought to one branch at a time and to make a careful analysis of the modes and tendencies embodied in each school without danger of confusion. To sum up the peculiarities of these symphony-concerts in a few words, it is aimed, even when they are ostensibly given for the general public, to make them subject to the great purpose of the institute: systematic and thorough instruction. The plan on which the musical department of the Peabody Institute is organized is a grand one, and, though not yet completely unfolded in all its possibilities, promises to lead the way to the solution of one of the great art-problems of the country, viz: 'How shall we develop the growing esthetic tastes of our people under purely home-auspices?' There is reason to believe that the example set by the Baltimore institution will soon be followed in other parts of the country."

THE MEETING OF THE MARYLAND STATE TEACHERS' ASSOCIATION.

The State Teachers' Association held a meeting at Hagerstown, which commenced August 27, 1873. At a preliminary meeting of the board of education the president was instructed to prepare a circular requesting the county-boards of school-commissioners to enforce the law which requires teachers to hold certificates before taking charge of schools and instructing the treasurers not to pay any salary where the law is not complied with, and also requiring teachers to enter into a written contract with the district-trustees before assuming control of schools. It was also resolved that the power of appointing assistant teachers is vested in the county-school-commissioners, and not in the district-trustees.

At half past 10 o'clock Prof. James M. Garnett, the president of the teachers' association, called the meeting to order, and the eighth annual session was opened with prayer. Rev. John McCron, D. D., the principal of the Hagerstown Female Seminary, then addressed the association, welcoming the members to Hagerstown.

Prof. Garnett returned the thanks of the association for the warm welcome which they had received.

The report of the committee on defense being called for, Prof. M. A. Newell, on the part of the chairman, stated that no occasion had arisen since the last meeting of the association for any action on the part of the committee.

Mr. John R. Roche, of Baltimore, then delivered an address upon the subject of mathematics.

No further business of importance was transacted in the morning.

In the afternoon the association re-assembled at 2 o'clock.

Prof. John A. Remley, of Hagerstown, then delivered an interesting address on "Irregular attendance: the causes and remedies." He said that out of the 200,000 children in the State between the ages of 5 and 20 years, there were only enrolled 60,000, and out of these there was only an average attendance of 40,000. He claimed that Washington County was the banner-county of the State in regard to attendance, there being an average attendance of 33 per cent. of the children enrolled in the county-schools. In regard to the remedy he contended that the State should compel the attendance of the children upon the schools, and as an example of such a measure he referred to the prosperity and material progress of Prussia, where a rigid compulsory system is enforced. He urged that the association should use its influence to obtain the passage of a law upon the subject and offered the following resolution:

"*Resolved*, That the State Teachers' Association of Maryland, in council assembled, direct the appointment of a committee of to wait upon the legislature and ask the enactment of a law compelling regular attendance in the public schools."

Prof. H. A. Lucy, of Howard County, then read a paper on "compulsory education," in which he opposed the passage of any law to compel attendance upon schools, and advocated a system of encouragement, by furnishing high schools in each county, and holding forth special inducements to bring about a larger attendance. Rev. A. G. Warley, of Queen Anne County, seconded the resolution offered by Prof. Remley, and also advocated very earnestly and enthusiastically the passage of it.

Prof. M. A. Newell opposed the adoption of the resolution. He claimed that when teachers came before the legislature and asked for a compulsory law they acknowledged their own incompetency.

Prof. J. H. Schoemaker spoke of his experience in this matter in Pennsylvania. He claimed that it was wrong to quote the results obtained from the European system of education as arguments in favor of establishing similar systems here. He argued that the results of the late Franco-Prussian war were more owing to the want of religious training in France and its enforcement in Prussia than to anything else, and also that compulsory education was contrary to our system of government. Men in this country are unwilling to be educated or made righteous by compulsion: the principle of blind obedience to the powers that be is not recognized here; and until it is it will be useless to pass a compulsory law upon the subject.

Prof. Remley replied to some of the arguments which had been adduced by those who had opposed the adoption of his resolution.

Mr. J. M. Newson, of Carroll County, also expressed himself as opposed to its passage.

The question of the adoption of the resolution was then put to vote and negatived.

The exercises of the evening were commenced with music by the Hagerstown band. Prof. J. M. Garnett delivered the annual address, his theme being the "Past and present of education in Maryland." The address was an interesting review of the history of education in the State from the earliest days to the present time and of the defects in the present State-system.

Upon motion of Dr. Bryan, of Dorchester County, the thanks of the association were returned to Prof. Garnett for his address, and he was requested to furnish a copy of it for publication by the association, to be distributed to the various boards of county-school-commissioners and among the members of the next legislature.

Thursday, August 28, Prof. William R. Creery, of Baltimore, delivered an address on the "History of the public schools of Maryland."

Upon motion of Prof. Remley, the thanks of the association were returned to Prof. Creery, and he was requested to furnish a copy for publication.

Prof. Garnett called Prof. Leakin to the chair, and offered an amendment to article 7 of the constitution, striking out the proviso "that none but public-school-teachers shall be allowed to vote or hold office in the association," and also one substituting for article 6 of the constitution the following: "All public- and private-school-teachers, including professors in colleges and seminaries, school-commissioners, and superintendents, are hereby declared members of this association upon signing the constitution, either in person or by proxy, and paying to the treasurer fifty cents, and shall continue their membership by the annual payment of this amount." The amendments were laid over for action to-morrow. He also offered a resolution that the executive committee be authorized to make arrangements with the editor of the Virginia Educational Journal for the publication of such papers presented to this association as the executive committee may select.

Rev. Dr. Heaton offered an amendment to instruct the executive committee to inquire into the feasibility of establishing a similar journal in Maryland.

Dr. Bryan advocated the including of the Pennsylvania Journal in the original resolution, as many of the teachers now take it.

Prof. Creery advocated the establishment of a Maryland journal.

Dr. Nelson expressed himself also in favor of Dr. Heaton's amendment, but he wanted the matter referred to a special committee, the executive committee having enough of other matters to attend to.

Prof. Garnett then, with the permission of the association, withdrew his original resolution and offered as a substitute a resolution "that a special committee of five be appointed to take into consideration the practicability of establishing an educational journal for the State, and report at the next meeting."

Prof. William Elliott expressed himself as also in favor of a Maryland journal. The motion was further discussed by Dr. Bryan, Dr. Heaton, and Prof. Newell.

Prof. Garnett's resolution was then unanimously adopted.

Prof. Garnett also offered a resolution "that the teachers of private schools in this State are hereby especially invited to connect themselves with this association, and the secretary is directed to communicate to them this invitation." Adopted.

The question arising as to the place for the next meeting, Prof. Hollingshead suggested Baltimore, and Mr. John E. McCann, Cumberland. Decided by vote in favor of Baltimore.

At the afternoon-session, Prof. Newell, as chairman of the committee on text-books, made a verbal report. He said the committee wished to direct the attention of the association to two particulars: the selection of text-books and the use of text-books. As to the first, he claimed they should not be selected either by the teachers or by those who pay for them, the parents or school-commissioners, but by experts appointed for that purpose, if possible, who should have nothing to do with the contracts. In regard to the kind of books to be selected, they should not necessarily be the cheapest, nor of that kind on the title-pages of which you find the names of the most distinguished authors, nor of that kind which are most vehemently urged upon us by the book-agents, but of that kind which examination and trial will prove to be well adapted to the ends we have in view. They should be short books and those which will stimulate personal observation and thought on the part of both scholars and teachers. As to the use of the books after the proper kind had been obtained, the committee was of the opinion that it was not necessary for the teachers to teach the books from beginning to end, but that it is necessary to teach a subject from beginning to end.

The report of the committee on modern languages was made by Prof. C. F. Raddatz, of the Baltimore City College. He confined it exclusively to the subject of "The study of the German language," how it had been pursued in the college and the results obtained.

Prof. J. P. Wickersham, the State-superintendent of public schools in Pennsylvania was then introduced to the association and addressed it briefly. He said that he had

come to-day to shake hands with the teachers of Maryland on behalf of the teachers of Pennsylvania. He gave an account of the recent rapid increase in the prosperity of the school-system of Pennsylvania in all respects and also spoke of what they intended to do in that State in the future to remedy the defects that still exist.

THE JOHNS HOPKINS INSTITUTIONS.

Among the many noble benefactions for educational and benevolent purposes bestowed in the past year, those of the late Johns Hopkins, of Baltimore, stand grandly prominent. The donor of these, formerly a prosperous merchant in the city and more recently a noted bank- and railroad-manager, having accumulated a great fortune, which there was no immediate family to claim, determined to bestow the larger portion of it on the foundation of a university, a hospital, and an orphans'-home, which should bear his name and be his monument.

THE JOHNS HOPKINS UNIVERSITY.

Accordingly, some years before his death, he secured from the legislature of Maryland a charter for the first of three institutions, the Johns Hopkins University, with liberal provisions, the government to be vested in a board of twelve trustees selected by himself and empowered to fill all vacancies occurring in their number. To this first object of his cherished plans he dedicated his beautiful country-seat of Clifton, in the neighborhood of Baltimore, containing 330 acres, with park, conservatory, gardens, and extensive buildings, bestowing on it, in addition, an endowment-fund of more than $3,000,000, invested in the most profitable form of Baltimore and Ohio Railroad stock. Upon this Clifton property he desired that the buildings for the university should be erected, the park and gardens to be preserved as far as possible, affording it, perhaps, the finest college-domain in America. To the privileges of the university thus founded, colored as well as white youths are to have equally free admission. A liberal provision is to be made for a chair of botany; the other branches of a generous education are to have their proper place; and it is made a matter of special request that the influences of religion may be impressed on the whole management, but without sectarian peculiarity of any kind.

This provided for, his attention was next turned to the maturing of wise plans for the Johns Hopkins Hospital.

THE JOHNS HOPKINS HOSPITAL.

These plans appeared March 10, 1873, in a letter to the trustees whom he had selected to administer the charity. Substantially, they were as follows: on a lot of thirteen acres, in the city, bounded by Wolfe, Monument, Broadway, and Jefferson streets, the needful buildings for a hospital were to be erected, one part to be devoted to the reception and care of sick, poor white persons, another to that of sick, poor colored persons, and still another to that of a limited number of patients able to make compensation for the care and attention they require, the moneys received from these pay-patients to go to the enlargement of the relief afforded to the other classes. The plan adopted for the main building was to be one that would admit of symmetrical additions till accommodations for 400 patients should be reached, while in construction and arrangement it must compare favorably with any other institution of like character in America or Europe. For the service of the hospital, physicians and surgeons of the highest character and greatest skill were to be secured, and a training-school for female nurses was to be established in connection with it, that women competent to care for the sick in the hospital and be of service to the community at large might be constantly in course of preparation. The grounds surrounding the hospital, it was directed, should be inclosed with iron railings and be so laid out and planted with trees and flowers as to afford solace to the sick and be an ornament to the section of the city in which the institution was located.

THE JOHNS HOPKINS ORPHANS' HOME.

On other ground, and entirely separate from the hospital, the same trustees were charged with the duty of erecting suitable buildings for the reception, maintenance, and education of from three to four hundred orphan-children of the colored race, including among these, at their discretion, those who have lost one parent only, or even such as, though not orphans, may be in circumstances requiring the aid of the instituted charity.

In addition to the gift of thirteen acres for a site, Mr. Hopkins dedicated to the hospital and home an amount of real estate and bank-stock estimated by him to be worth $2,000,000 at the moment, with a productive income of at least $120,000. This income he directed the trustees to apply, first, to the erection and completion of the buildings and, afterward, to the maintenance of the two institutions, in the proportion of $100,000 for the hospital to $20,000 for the home. In the management of both he wished to have the same rule hold as in the university, respecting the prevalence of a religious influence devoid of sectarian disturbance or control.

Having made these provisions deliberately and wisely and taken means to have them fully executed, the good man watched for a few months the progress of his plans, and then, December 23, 1873, passed quietly to the heavenly reward of such beneficence.

The hospital is to form ultimately a part of the medical school of the Johns Hopkins University, and will, at the death of a surviving sister, come into possession of about $200,000, in addition to the $2,000,000 given it. Nor did his judicious liberality stop here, for after providing generously for his relations, friends, and servants, he left, at his decease, to the Baltimore Manual-Labor School for Indigent Boys, the sum of $20,000; to the Maryland Institute for the Promotion of the Mechanic Arts, for the use of its school of design, $10,000; to the Home of the Friendless, $10,000, and to the Baltimore Orphan Asylum, $10,000; all which, with his gifts to the university and hospital, including the value of the grounds bestowed, may be held to make his contributions for these noble objects nearly or quite $6,000,000, *Monumentum ære perennius.*

OBITUARY.

Prof. Thomas D. Baird, LL. D., principal, and also professor of moral and mental philosophy in Baltimore City College, died July 9, 1873.

He was born in 1819, at Newark, Ohio; was educated at Jefferson College, in Washington County, Pennsylvania, at that time the largest institution of the kind west of the Alleghanies, receiving successively the degrees of A. B. and A. M. He came from the college to Baltimore in 1839, and was elected, though only in his twenty-first year, a professor in the chartered high school, of which the late Rev. Dr. R. J. Breckenridge and William McDonald, with Rev. Dr. Bacchus, still living, were among the trustees. In 1847 he was elected professor of mathematics in Marshall College, Mercersburg, Pennsylvania. Resigning this in 1850, he conducted a private school in Baltimore three years, when he removed to the West, accepting a professorship in Westminster College, Missouri. Remaining there three years, he returned to Baltimore and was elected principal of the Baltimore College, a position which he filled up to the time of his decease. He had received the honorary degree of Ph. D. from Concordia College, Missouri, and that of LL. D. from Centre College, Kentucky.

Professor Baird was a close student and laborious worker. He was, for a number of years, a member and secretary of the Maryland Historical Society; he was also an active member of the Children's Aid Society and of the Prisoners' Aid Society; also of the Evangelical Alliance, of the Maryland State Bible Society, and of the city and State Teachers' Associations.

LIST OF SCHOOL-OFFICIALS IN MARYLAND.

STATE-BOARD OF EDUCATION, (*formerly State-school-commissioners.*)

Hon. M. A. NEWELL, *Baltimore, president;* P. A. Witmer, George M. Lloyd, General F. Beaven; Samuel Kepler, *secretary.*

COUNTY-EXAMINERS.*

County.	Name.	Post-office.
Allegany	George G. McKay	Cumberland.
Anne Arundel	William H. Perveil	Annapolis.
Baltimore	Dr. Samuel Kepler	Towsontown.
Calvert	Richard Stanforth	Huntington.
Caroline	Rev. George F. Beaven	Hillsboro'.
Carroll	J. M. Newson	Westminister.
Cecil	Rev. John Squier	Port Deposit.
Charles	George M. Lloyd	Port Tobacco.
Dorchester	Dr. James L. Bryan	Cambridge.
Frederick	John W. Page	Frederick.
Harford	Robert Henry	Abington.
Howard	Dr. William H. Hardey	Clarksville.
Kent	Mr. Perkins	Chestertown.
Montgomery	James Anderson	Rockville.
Prince George's	Dr. M. J. Stone	Aquasco.
Queen Anne	James W. Thompson	Centreville.
Somerset	Rev. A. C. Heaton	Princess Anne.
St. Mary's	Benjamin Tippett	Leonardtown.
Talbot	Alex. Chaplain	Easton.
Washington	P. A. Witmer	Hagerstown.
Wicomico	George W. M. Cooper	Salisbury.
Worcester	Mr. Upshur	Snow Hill.

* Respecting these the president of the State-board writes, under date of January 19, 1874, "I send you a list of examiners corrected according to my latest information. The new organization of the various county-boards having taken place only last week, I am without *official* information with regard to several counties. This must be my apology for omittting the Christian name in two cases." He justly holds that the fact of most of the examiners going on into another term of office is a good sign. The examiners are required by law to give their whole time to their public-school-duties.

MASSACHUSETTS.

[From the thirty-sixth and thirty-seventh annual reports of the board of education, Hon. Joseph White, secretary.]

SUMMARY OF STATISTICS.

FINANCIAL STATEMENT.	1871–'72.	1872–'73.
Total amount of school-fund	.....	$2,127,653 47
Amount of local school-funds, the income of which can be applied only for schools and academies	$1,361,173 61	1,627,388 86
Receipts.		
From taxation, for wages and board of teachers, fuel, and care of fires	3,594,686 38	3,889,053 80
From interest on permanent State-school-fund	87,356 39	180,000 00
Income of local funds appropriated for schools and academies	87,651 93	93,360 39
Income from dog-tax, surplus-revenue-fund, &c., appropriated at the option of the town	38,962 51	30,106 20
Donations to prolong public schools or to purchase apparatus	14,745 37	13,535 01
Raised by taxes for the education of each child 5 to 15 years of age, exclusive of taxes for school-edifices and superintendence	128 63	.....
Amount paid to maintain public schools	5,476,927 65	4,206,055 40
Expenditures.		
Expended for the erection of school-houses	1,328,268 22	1,010,521 33
Expended for repairs	402,528 40	405,588 43
Expended for libraries and apparatus	.....	8,504 78
Expended for salaries of superintendents*	47,751 00	57,736 00
Expended for stationery and school-books	.....	75,000 00
Total expense of supervision, including school-committees and reports	109,734 30	121,005 72
Amount expended for evening-schools	46,624 68	.....
For schools in State charitable and reformatory institutions	2,746 84	.....
Tuition paid in academies and private schools	423,186 50	731,568 20
Expenditure for each person in the State 5 to 15 years of age	19 39	.....
Expenditure for each man, woman, and child in the State	3 76	.....
SCHOOL-POPULATION AND ATTENDANCE.		
Number of persons in the State 5 to 15 years of age	282,485	287,090
Increase for the year	4,236	.....
Number of pupils of all ages enrolled	276,602	283,872
Increase for the year	2,941	.....
Average attendance	205,252	202,882
Increase for the year	3,502	.....
Ratio of average attendance to school-population	.73	70.67
Number of children under 5 years of age attending public schools	2,825	.....
Increase for the year	111	.....
Number of persons over 15 years of age attending public schools	23,211	.....
Increase for the year	1,238	.....
Average attendance of pupils in evening-schools	5,000	.....
ACADEMIES AND PRIVATE SCHOOLS.		
Number of incorporated academies returned	58	.....
Average number of scholars	4,265	.....
Increase for the year	1,320	.....
Amount paid for tuition in incorporated academies	$175,185 73	.....
Increase for the year	$60,049 58	.....
Number of academies and private schools returned	463	.....
Increase for the year	35	.....
Estimated average attendance	13,687	22,001
Increase for the year	1,243	.....
TEACHERS.		
Number of male teachers in the public schools	1,024	1,028
Number of female teachers in the public schools	7,419	7,421
Total number of teachers in the public schools	8,443	8,449
Number of teachers in evening schools	360	.....
Average wages of male teachers	$85 09	$93 65
Average wages of female teachers	$32 39	$34 14
SCHOOLS.		
Number of public schools	5,193	5,305
Number of high schools in towns required by law to maintain them	132	.....
Number of high schools in towns not required by law to maintain them	44	.....
Total number of high schools	176	.....
SCHOOLS IN STATE-INSTITUTIONS.		
Number of schools in State charitable and reformatory institutions	18	.....
Number of teachers in State charitable and reformatory institutions	25	.....
Whole number of different pupils	1,148	.....
Average attendance	735	.....
Number of pupils 5 to 15 years of age	475	.....
Number of pupils over 15 years of age	348	.....

* Included in total expense of supervision.

EDUCATIONAL PROGRESS.

The total amount of taxes for public schools, in 1871–'72 including wages, fuel, care of fires and school-rooms, repairing and erecting school-houses, superintending schools, printing school-reports, providing apparatus and instruction of children in reformatory institutions and almshouses, was $5,476,927.65; being for each person in the State between 5 and 15 years of age $19.39; for each man, woman, and child in the State, $3.76. The aggregate amount of money from all sources expended during the year for popular education, in private schools and academies, as well as in public schools, but not including the cost of books or the expense of professional and scientific schools and colleges, was $6,350,000, or $22.85 for each person between 5 and 15 years of age and $4.36 for each person of the entire population.

In comparing the above items with those of a like summary for the year 1864–'65, it appears that in the period of six years there has been an increase of 444 schools; of 35,210 persons between 5 and 15; of scholars of all ages in the public schools, 50,197; of teachers employed, 1,076; of the average length of public schools, eleven days; of the wages of male teachers, $30.32 and of female teachers, $10.57; and of the average expenditures for the education of each person between 5 and 15, exclusive of cost of school-edifices, $5.63. But the most striking evidence of progress is found in the increase within the period above named in the amount raised by taxes for the support of schools, exclusive of the cost of erecting and repairing school-houses, namely, $1,812,061.96, which is an increase of 100 per cent. The increase in the amount raised last year over that of the preceding year was greater than the increase of any previous year, with a single exception.

POWERS AND DUTIES OF THE BOARD.

The doings of the board of education during the past year have not been different, in any important particular, from those of previous years. Being invested by the statutes with but limited authority, it has no specific powers to undertake measures for the improvement of the public schools or for the regulation of their management or methods of instruction. It is, however, intrusted with the care and control of the State normal schools. The officers of the board are in like manner limited in the range of the powers conferred on them by law. At the time of the establishment of the board the school-system of the State was excessively decentralized: its management was mainly in the hands of the school-districts and the opposition to the exercise of any central authority in educational matters was quite general and decided. Hence, in establishing the form of a system of State-supervision, it was clothed with almost no attributes of authority. Its functions were strictly limited to the collection and dissemination of information respecting educational matters and the recommendation of measures for the advancement of the interests of the schools. The system still remains substantially the same in respect to the scope of its duties.

IMPROVEMENTS SUGGESTED BY THE BOARD.

While the members of the board, from their knowledge of the workings of the system of public schools, entertain a conviction that, in its essential features, it is sound and efficient, they are equally decided in their opinion that the time has come for undertaking the introduction of several important improvements in its provisions, in order to meet the wants of an advancing civilization and maintain the rank hitherto held by Massachusetts as a leading educating State.

EQUALIZATION OF SCHOOL-BURDENS.

The most important of the improvements referred to is that of supplementing the revenues derived from local taxation for the support of schools by a general State-tax. The principle that underlies the American system of popular education—that it is the duty of the State to provide for the education of all the children of the State by taxing every man in proportion to his property—is nowhere more generally accepted than among the citizens of the Commonwealth; and yet the State has never voted a dollar from the general State-revenues for the direct maintenance of her common schools, the towns being required to attend to this. While the effect of this policy has been satisfactory in the past and has doubtless tended greatly to develop the local interest in schools, it is not so well adapted to the present circumstances of the people as it was when agriculture was almost the sole occupation of the people and the taxable property quite equally distributed. This condition of things has entirely changed since the development of manufacturing-interests and the consequent rapid accumulations of wealth in cities and towns. Two-fifths, if not half, of the property of the State is now embraced in the limited territory which lies within five miles of the State-house. The consequence is that, while in certain portions of the State a tax sufficient to maintain good schools during the period required by law is a serious burden, in other portions

it is comparatively light. Hence a change is demanded in the mode of providing for the support of schools such as will restore, to some extent at least, the ancient equality of educational burdens.

The proposed plan does not contemplate any increase in the aggregate of the taxes for schools; it does not propose to shift the responsibility from the municipalities to the State, but simply to appropriate a small share of the means of the whole State for the benefit of the whole State, the specific recommendation being that provision be made for raising a half-mill State-school-tax, to be distributed to the cities and towns, a part in proportion to the number of children of school-age and a part in proportion to the school-attendance, a fraction being reserved for the education of teachers and for other general educational purposes.

HOW TO SECURE PROFESSIONAL TRAINING FOR TEACHERS.

Another important improvement needed to perfect the system of schools is that of providing for giving the mass of teachers a better preparation for their work through the instrumentality of a course of professional training. No matter how much money may be raised and expended for schools, unless care is taken to provide competent and professionally-skilled teachers, the outlay will not yield its legitimate benefits. The teachers of the State, as a body, deserve great credit for what they accomplish, considering the inadequate means of special preparation provided for them, but it ought to be adopted as a rule that all teachers should have some degree of normal training before receiving a certificate of qualification. It is, however, impracticable at present to educate teachers enough in normal schools of the existing type, and, then, the comparatively few graduates of such schools gravitate to the cities and large towns, leaving the rural population comparatively destitute of direct benefit from them. It is therefore proposed to provide another class of training-schools as supplementary to those now in operation, schools where a short and comparatively cheap course of strictly professional instruction may be imparted. A plan has also been suggested looking to the introduction of normal training into high schools and academies.

The importance of the subject requires that it should receive early and serious attention and that some course be speedily adopted by which all the schools in the State may be supplied with professionally-trained teachers.

ATTENDANCE.

Another improvement, regarded by the board as of vital importance, is that which has for its object the securing of a more complete attendance at school of the children of school-age, for it is of no avail to build and equip commodious school-houses and employ accomplished teachers if the children, through inability or perverseness on their own part or on the part of their parents or guardians, are prevented from attending the schools. Two ways are suggested by which the desired improvement may be promoted: the one is a more stringent system of compulsion, with the necessary agencies for its efficient administration, the other the employment of an additional force of moral agencies. This latter, it is thought, could be effected largely by the fourth improvement suggested by the board, namely, the establishment of

COUNTY-SUPERVISION.

In nearly all the States of the Union there has been provided a class of educational officers, occupying an intermediate position between the town-committees on the one hand and the State-system of supervision on the other, such supervisors or superintendents being, in most of these States, county-officers. With the existing evidence of the utility and importance of this agency of progress and improvement coming from a score of States, it would be presumptuous to assume that Massachusetts can maintain her former prestige in educational matters without the adoption of this or some analogous instrumentality for increased efficiency in the management of her schools.

CITY-SUPERINTENDENTS.

At the date of the secretary's last report 46 cities and towns were employing superintendents of schools; others have since followed their example, while still others are discussing the question.

The progress of public opinion in this direction is seen in the fact that the number of towns employing superintendents has increased from three or four in 1861 to more than 50 at the present time. It is also mentioned that striking evidences of progress in educational matters already appear in these towns as the fruit of labor thus bestowed. Springing up as if by magic, are seen improved school-houses, with improved methods of heating and ventilation and better furnishing for the health and comfort of teachers and pupils; a more systematic grading of the schools; more carefully devised and arranged courses of study; teachers selected with greater care and better judgment, and

vastly improved methods of teaching; in a word, proofs that the true end of the schools is clearly comprehended and that all appliances, arrangements, and efforts are made to minister to that.

FEMALE TEACHERS.

Of the persons employed as teachers in the past year one-eighth were males and seven-eighths females, the decrease of males for the year being 25, while the increase of females was 233. For upwards of 30 years this process of diminution in the number of male teachers and increase in the number of female teachers has been going on. During past years the board of education and the secretaries have frequently referred with approbation to the substitution of female for male teachers in the schools; but the opinion is now expressed by the board that the time must come, if it has not actually arrived, when the best interests of education may require some limitation to this movement. The want of success, whether in respect to male or female teachers, taken in the mass, is due not so much to the want of natural aptitude as to want of special preparation and adequate experience. The great obstacle to the acquirement of the needed experience on the part of females is in the shortness of the period of their service, and this again is the reason why they do not make a more thorough preparation for the work.

PHYSICAL CULTURE.

The superintendent of the Boston schools, twelve years ago, made an earnest appeal to the board in behalf of physical education, urging the introduction into all grades of the schools of a thorough system of physical training as a part of school-culture. Since that time he reports that some progress has been made in this important branch of education. A vigorous and effective system of military drill provided for the boys in the high schools has been of incalculable advantage. A gain in the score of health has been made by excluding from the primary schools children between 4 and 5 years of age. Another gain has been made in limiting the afternoon-sessions of the schools to two hours. School-accommodations have been improved. The average size of the school-rooms has been increased, while the average number of pupils to a room has decreased. The teachers take more pains than formerly to ventilate their rooms without exposing their pupils to cold draughts of air. By these and other means the average physical condition of the school-children has been improved. Still, in the opinion of the city-superintendent, there is great room for further improvement. The aim should be not merely to avoid injuring the health of pupils while carrying on their instruction in the schools, but to increase their physical strength and beauty; and, in his opinion, that system of education is a failure which sends out into the world, to fight the battles of life, its finished graduates with narrow shoulders, flat chests, crooked spines, pale faces, weak muscles, and low vital energy. He says: "Our boys receive less physical injury from their schooling than our girls. Nature helps the boy more. He manages to get some wholesome play. But the poor girl is easily crushed under the terrible weight of school-lessons. Her strong love of approbation, given her for a wise purpose, is easily made to work her physical ruin by the machinery of examinations." He says further: "I do not hesitate to tell any mother in Boston that in the present state of things the headship of a class in school is not a very safe or desirable place for a girl to occupy;" and urges two items of immediate reform: first, that the rules restricting home-lessons be rigidly enforced and that our high-school-girls shall no longer be seen carrying home daily for study large bundles of class-books.

SPECIAL INDUSTRIAL TRAINING.

During the session of 1872 the legislature passed an act providing that the city-council of any city or town may establish and maintain one or more industrial schools and raise and appropriate the money necessary to render them efficient, such schools to be under the superintendence of the "board of school-committee" of the city or town, which shall employ the teachers and prescribe the arts, trades, and occupations to be taught; the expenses, however, of such school, in no case to exceed the appropriation specifically made therefor. This act was passed in response to a recommendation of the board of education, made in 1871, in the hope of devising a feasible plan for giving, in the common schools of the cities and larger towns, additional instruction especially adapted to young persons who are acquiring practical skill in mechanic or technic arts or are preparing for such pursuits. But the introduction of these branches into existing public schools was considered impracticable, since, besides the fact that we must go beyond the range of the present common-school-studies in selecting the desired technic branches, except drawing, and find them in the high-school-course, a great majority of children leave school before the completion of their grammar-school-studies, a mastery of which is a necessary preparation for efficient technic training;

and even were it otherwise the lower course is already overcrowded, and there is too much ground for the common complaint of the scanty attainments now made in these fundamental branches. If, therefore, technic instruction is to be given at all in schools of a public nature, it must be by the establishment of a class of schools authorized in the foregoing act; and at such a time as the present, when the demand for skilled labor in every department of mechanic industry is every day becoming more urgent, when, owing to the introduction of machinery and to false ideas respecting the relations of capital to labor, the system of apprenticeship is passing into disuse, its passage is a matter of congratulation, and it is hoped that the large cities and towns of the State will embrace the opportunity thus afforded to establish these schools in sufficient numbers, and with the necessary instructors and appliances, to fully solve the problem of their adaptation to advance the interests of the varied industries of the people.

In respect to a higher industrial training, a good beginning has been made in the school for industrial science at Worcester, the Institute of Technology in Boston, and the Agricultural College in the Connecticut Valley, all recently founded and in successful operation. For the lower grade of industrial instruction, a partial—and, so far as it goes, a good—provision has been made in the formation of evening-classes for teaching industrial drawing in nearly all the cities and towns having 10,000 inhabitants.

What is now wanted seems to be an enlargement of the scope of these evening-schools, so as to embrace, in addition to free-hand and mechanic drawing, the branches of knowledge connected with the several leading industries and the establishment of them in all the towns where these industries have their seat, certainly in all having 5,000 inhabitants.

The extension of the annual sessions to a period of not less than four months and the opening of similar schools during the winter-months in towns which form the centers of agricultural portions of the Commonwealth, with courses of study and lectures adapted to the needs of such as intend to till the soil, are also recommended.

SUGGESTIONS FOR PREPARATORY TECHNIC SCHOOLS.

Moreover, to meet the wants of those who desire a more complete education, it is thought that there should be established, in the great manufacturing-centers, a middle class of schools, receiving their pupils from the higher classes of the common schools on examination and carrying them through courses of not less than two years, adapted to their future specialties and fitting them for an intelligent and skillful pursuit of their chosen calling or for admission to the highest grade of technic schools. Nor need the system rest here. Schools of the highest grade, whenever called for, may also be added to those already existing, such schools to have a permanent existence, secured by proper endowments. From the fifty or more academies in the State, many of which have outlived the wants which called them into being and are struggling for a precarious existence, selections might be made at convenient points, and the institutions, endowed with a new life, be made to perform good service in the new field.

INDUSTRIAL EDUCATION OF GIRLS.

A report of the committee on industrial schools, made to the board of education, recommends that sewing, which is now taught in three classes of the girls' grammar-schools, be carried forward gradually into all the classes, by a gradual and progressive change, which need not interfere with the intellectual culture and training. They propose, also, that, as instruction in sewing is thus enlarged in the number of classes to which it is imparted, it shall be enlarged in the character and practical value of the instruction given, and that certainly in the first and second, and perhaps in the third, instruction shall be given in cutting, shaping, fitting, and thoroughly making girls' and ladies' garments, the requisite materials for this instruction to be furnished by the city, under the supervision of the committee on accounts.

INDUSTRIAL DRAWING.

During the last few years the subject of art-education has been more than once brought before the legislature; and, in view of its high importance in connection with the improvement in the public schools and in relation to the promotion of the industrial interests of the State, attention is again invited to the subject. The provision of 1870, making drawing an obligatory branch in the public schools and requiring all cities and towns having a certain amount of population to give free instruction in industrial and mechanic drawing to men and women, as well as to children, was the first step in the right direction, but it was not understood to be all the legislation that would be needed for the development of such a system of art-education as the interests of the community require. In the cities and larger towns a good beginning has been made in providing for instruction in elementary drawing in the public schools, but to

give full effect to this part of the plan throughout the State it will probably be necessary to make special provisions in temporary drawing-classes, or otherwise, for the preparation of the great mass of the teachers for the work required of them. Soon after the organization of drawing-classes was commenced under the requirements of the act of 1870, it became apparent that the chief difficulty to be encountered in this movement was that of providing competent teachers. To remedy this difficulty a proposition was laid before the committee on education of the legislature of last year for an appropriation of the sum of $10,000 for the establishment of a State normal art-school, where art-masters might receive the requisite training. Although the arguments in favor of that measure apparently satisfied the committee of its expediency, it was deemed best to postpone action upon it until its objects and bearings were more generally understood. The board now respectfully urge upon the attention of the legislature the importance of making immediate provision for the establishment of the proposed school for the thorough training of art-teachers.

As stated in the last report of the secretary of the board, classes in industrial drawing had been formed, up to that date, in all but two or three of the cities and towns required by law to make provision for them, and pupils eagerly flocked to them in large numbers from mechanic and manufacturing establishments of every description. During the last year the progress in this branch has been equally encouraging. Perhaps no other educational improvement undertaken in the State ever met with more general and hearty favor than has been accorded to this. Whatever difference of opinion may exist as to the desirableness or practicability of esthetic culture as a branch of common-school-education, there is now a tolerably general agreement among well-informed persons as to the commercial value of instruction in the various departments of industrial art, especially in a community largely engaged in mechanic and manufacturing pursuits.

STATE NORMAL ART-SCHOOL, BOSTON.

The special purpose of this school, just above referred to, is to train teachers of drawing and of the arts of design. It is the first institution of the kind established in this country. The legislature in June, 1873, appropriated $7,500 for its expenses, and placed it under the direction of the board of education. Prof. Walter Smith, State-director of art-education, was appointed director of the school, and it was opened November 6. There have been admitted 107 pupils, of whom 39 are males and 68 females. Twenty-four students are already employed as teachers of drawing in public day-schools or free evening-classes. Tuition is free to those engaged as drawing-teachers in the State or who declare their intention to become such.

INDUSTRIAL DRAWING EXHIBITION.

As a means of ascertaining what had been done in the different free industrial drawing-classes of the cities and towns where they had been established and of creating a deeper and more intelligent interest in art-education, an exhibition of the works produced by the students was held in Boston on May 16, 17, and 18, 1872, in conjunction with that of the pupils of the Boston public schools, when the works of classes in eleven cities were exhibited. The occasion attracted a large number of visitors and evidently imparted a new impulse to the movement in favor of art-culture. A correspondent of a distant paper wrote at the time:

"There are 20,000 drawings on exhibition from the public schools of Boston, and in the lower hall all the larger cities and towns and the Boston evening-schools have specimens. The technologic school is represented by a large number of designs for carpets and prints, which are very creditable. The mechanic drawings and the copies from casts are finely executed. The manner in which the creative spirit has become infused into the evening-school-instructions, also, is seen in the much larger number of original designs this year in comparison with former years. A full set of drawings for an elaborate country residence, so complete that a builder could take them and put up the house from them, is the work of a boy of 15 at the Haverhill school. And there is a boy of the same age who mill-men say should command a salary of $1,500 a year as designer, if the quality of his work is compared with others. The value of this movement, therefore, to the industrial interests of Massachusetts is at once apparent, while any and every form in which art embodies itself must be ultimately benefited by a release from the dead mechanic aims and methods of the old school. Boston's experiment ought not to want interest for educators all over the country."

A pamphlet containing photographic specimens of many of the drawings was published and sent abroad by the directors of the exhibition and was sufficient of itself to demonstrate the great measure of success attained in this department of the public-school-instruction. The delicacy of the lines, the perfection of the shading, and the beauty of many of the designs from even quite young children were remarkable at the slightest glance and called forth everywhere expressions of admiration.

RAPID PROGRESS OF DRAWING-CLASSES.

The committee on drawing in the Boston schools reports that the past year has been one of satisfactory progress in the department under its charge. The general supervisor has given normal instruction to the teachers in perspective and in model-drawing and designs, in which lessons, as well as in those given in the high and grammar-schools, several new subjects have been introduced, such as drawing from solid models and the practice of original designs, by which the pupils are brought to combine elementary, geometric, and plant-forms into patterns approaching in character to those used for wall-papers, calicoes, and similar articles of manufacture, which exercises compel the pupil to think, to remember, to call upon his inventive faculties, teaching him the value of symmetry and harmony as resulting from repetition, balance of parts, and continuity. In a late letter addressed to the committee by the general supervisor, he thus expresses his general satisfaction at the actual progress of the schools in his department: "Whatever progress may be annually made in the future under the present scheme, which has been but a short time in operation, there will never be a time when it will be greater than it has been during the past year. From the monotonous drawing of one subject from flat copies in drawing-books, the pupils have advanced to the study of five subjects in every class, and some of the classes include in that number the exercise of original design. The variety of the subjects prevents the study of drawing from becoming monotonous, and, in the character of the exercises—such as memory, dictation, drawing, and design—every faculty of the mind is brought into gentle but wholesome operation. Every teacher in the public schools to whom I have spoken on the subject informs me that drawing is now infinitely more interesting to the pupils than it used to be, and that is quite sufficient to account for the fact that it is much better done."

BOSTON.

In Boston the number of pupils in attendance upon the public schools—38,688—shows a slight increase over the total of the previous year. These pupils are in charge of 1,001 teachers—147 male and 854 female. These aggregates include 2,072 pupils and 95 teachers who belong to the evening-schools, leaving 36,234 pupils and 906 teachers connected with the day-schools alone. Instruction is given in 103 school-houses, containing about 870 different rooms, the average number of pupils to a teacher being between 38 and 39. The whole amount paid in salaries to teachers was $863,658.51, or an average of about $863 per teacher. The average cost per year for each pupil in the day-schools was: for tuition, $23.83; for all items, including school-houses and lots, care of buildings, school-apparatus, &c., $33.57.

The whole number of pupils of all ages belonging to the public and private schools is considerably in excess of the number of persons in the city between 5 and 15 years of age, while the number between these ages belonging to the public and private schools is 92 per cent. of the whole number in the city; and 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. remains unaccounted for. This shows that the number of children who are growing up in the city without acquiring at least the rudiments of an education is very small.

Working of truant-law.—The truant-law which has been in operation for twenty years has proved a powerful auxiliary in the warfare against ignorance. Indirectly the truant-officers have performed a valuable service, which perhaps was not anticipated when the law was enacted. They have, to a very great extent, been the means of making those classes of persons who do not appreciate the value of education at least feel the disgrace of voluntary ignorance. Let the sentiment once become universal among all classes of society that voluntary illiteracy is not only disgraceful but criminal, and there will be comparatively little need of the application of compulsory means to secure school-attendance.

Special and evening-schools.—During the last year (1873) there have been in operation 17 special schools, namely: two evening-drawing-schools, one evening high school, ten elementary evening-schools, two schools for licensed minors, one for deaf mutes, and one Kindergarten-school. The whole number of teachers employed in these schools was 101 and their salaries amounted to $26,526.34.

Evening-drawing-schools.—The free-hand evening-drawing-school, with 4 instructors, had a maximum attendance of 95; minimum, 23; average attendance, 65—males, 51; females, 14. The school in mechanic drawing, with six instructors, had an attendance of about 200, all males. It was divided into four departments, one for ship-draughting, one for geometric drawing, one in architecture, and one in machine-drawing. The greater part of these students were engaged in some branch of industrial labor requiring skill in drawing for its most successful pursuit.

The evening high school has, from its commencement, constantly increased in numbers and efficiency; the average attendance for the last year was 225 against 150 for

the preceding year. The whole number connected with the school varied from 375 to 524.

In the elementary evening-schools the average nightly attendance was 920, against 887 for the preceding year.

Schools for licensed minors: newsboys and bootblacks.—In the two schools for licensed minors the average attendance during the last half year, (1873) 51, is less than half as large as it was during the corresponding six months of the previous year, a result of the fact that more of the newsboys than formerly attend the grammar- and primary schools. The schools for licensed minors were designed especially for newsboys and bootblacks, the former attending for a session of two hours in the morning, the latter for the same length of time in the afternoon, such attendance being indispensable to their obtaining licenses to pursue their avocations. The carrying out of this rule is in the hands of the truant-officer in co-operation with the police. These two schools in Boston have already wrought a radical change in the appearance and manners of the boys who are employed in selling papers and blacking boots, increasing their self-respect and stimulating their efforts for improvement. Those boys who do not attend with a fair degree of regularity are reported to the committee on licenses of the city-council, and their licenses are canceled, while boys applying for licenses are not allowed them unless they promise to attend school. The average number belonging to these schools during the last half of the year 1872 was 79; average attendance, 66.

CAMBRIDGE.

The report of the school-committee for 1874 says: "From the high school to the primary schools there has been a steady advance in the way of bringing in thought and casting out mere routine. More attention is given to the culture of the scholar's mind through his senses. There is less confinement to the study of books and to recitations from memory. The teacher is more true to the name." Books on natural science are in all the schools and drawing is taught in all. Even in the high school it is a required study in all the classes except the first.

Leigh's phonic system.—Dr. Leigh's phonic system of reading has been taught in the training-school since its establishment and with the best results. The class in this school numbers twenty members. The practice-school is large.

Industrial training in the common schools.—It is thought that industrial education must gradually be ingrafted upon the school-system of Massachusetts, that the tyrannic and exclusive power of various trade-unions, the restrictions enforced as to the number of apprentices, and the difficulties interposed in the way of learning some of the most common mechanic arts may not improbably impose upon school-boards the duty of providing some measure of industrial training.

CHARLESTOWN.

Here the opinion is steadily gaining ground that drawing is of intrinsic practical value, and should be, as it is by law, a part of the regular school-instruction. It has been found that while pupils may vary in their aptitude for this, as for other studies, drawing can be learned by all as readily as arithmetic, grammar, or geography.

FALL RIVER.

Here the policy has been successfully pursued of engaging the graduates of the high school as teachers, in preference to those from abroad, other things being equal. Six young ladies who have taken the four-years course at the school will graduate from the normal class at the close of the present term, (1874.)

Factory-children.—Since the establishment, in 1868, of the factory-school, in which the factory-children between 10 and 15 years of age are taught, the growth of the city has been rapid and the distance of the school from many of the mills is now so great as to make it necessary for many of the mill-children to attend the regular schools near their homes.

GREENFIELD.

An evening-school was opened early in the winter for three evenings in each week, and was well attended by young men and women and boys. The average attendance through the winter was about forty pupils, a majority of them being young lads of foreign parentage, who work through the day and have little or no opportunity for attending day-schools. Instruction was given in reading, spelling, arithmetic, book-keeping, and drawing. The experiment of an evening-school has been successful.

LAWRENCE.

The two evening-schools have been kept three evenings in the week. In no previous year has the attendance been more regular and the progress made more gratifying. The importance of these schools is not likely to be exaggerated in the public mind.

Drawing has been taught in all the schools of the city for a little more than two years. The teachers have been successful in their efforts to prepare themselves to teach this new branch of study. The drawing-class for teachers, now pursuing its second term, is attended by most of the teachers in employment in the city.

Two classes in mechanic drawing were formed—one an advanced class of about 18; the other one of beginners, with an average attendance of 25. The interest manifested and progress made were good.

LOWELL.

The school-committee's report for 1872 says: "The time seems near at hand when the high school will require a department devoted more especially to the technicalities of industrial education. The general dying-out of the old-fashioned apprentice-system makes this want an increasing one. The Institute of Technology at Boston, the similar school at Worcester, the Rensselaer Institute at Troy, and some lesser seminaries have given technic education an impetus in which it is not to be supposed that Lowell, with her immense industrial interests, will be slow to join."

The evening-schools here have never been so prosperous as during the year 1873; the number of scholars was never before so large, and the zest with which this means of education has been taken advantage of has seldom been equaled.

The attendance upon school for the last year has been as good as could reasonably be expected. The teachers have exercised more than usual watchfulness and the law relating to the employment of children in the mills has been more strictly enforced than ever before. The number of cases investigated by the truant-commissioner was 567, of whom 103 were found to be truants, 70 doubtful, 394 satisfactorily excused, 40 arrested, 29 carried before court for sentence, and 11 put on probation and returned to school.

LYNN.

The number of pupils enrolled in the industrial drawing-school was 50, about one-half of whom retired, finding the study and practice of the art too arduous and requiring more time than they could afford. Of the class formed in 1871, the number who continued till the close of the term was less than one-third of that registered. Twenty pupils furnished drawings for the exhibition of industrial specimens of drawing at the Horticultural Hall in Boston, and, of these, four received honorable testimonials of their skill and proficiency.

NEWBURYPORT.

A great evil in this community, and one which greatly hinders the work in the schools, is truancy. It is a noticeable fact that nearly three-fourths of all criminals in the police-courts are juvenile offenders, who for the most part are truants. In 1864, a truant-school was established, under enactments by the legislature in 1862, which was of the greatest efficiency in breaking up this hurtful and disorderly habit. After the school was put in successful operation and both parents and children found that the law would be enforced, not a truant could be seen upon the wharves or the streets. But the cost of the school was large, and for this reason it was discontinued. It is a matter suggested for the consideration of the city, whether the same result could not be secured at less expense.

In the school for industrial drawing, enough has been accomplished to show that much more could be done, and to make it evident to those who have in charge the educational agencies of the State that great and permanent good is to result from them.

NEWTON.

A training-school was established last year, (1873,) which it is hoped will furnish all the teachers needed for the primary and the lower grades of the grammar-schools. The course of instruction occupies one year. Most of the students are graduates of the high school.

For the free evening-schools of industrial drawing, busts, models, and copies have been obtained at considerable expense from England and faithful and competent instructors employed.

The time given to drawing is 80 minutes per week; in the primary schools the pupils draw on slates, in the high and grammar schools in books. The teaching has been mainly by the regular teachers, and many who at first doubted their ability have met with flattering success. Thus far, no pupils have been found who are utterly unable to learn.

NORTHAMPTON.

The mechanic and industrial drawing-schools were attended in 1872 by 171 and in 1873 by 104 students, among the best and leading citizens of the town. These classes

are considered one of the most valuable parts of the free common-school-system. A liberal culture in scientific and artistic studies, on the part of artisans and mechanics, is encouraged by this instruction, and it also leads to a more successful management of great manufacturing interests.

Drawing has been carefully pursued during the past year (1873) in most of the schools here. The directions and text-books of the art-master for the State were in the hands of each teacher and were of essential service.

PITTSFIELD.

In Pittsfield, attendance at school by the present law is rendered compulsory for three months in each year for every child between the ages of 8 and 14 years, six weeks of which time shall be consecutive, with penalties for disobedience, except in certain special cases, while, at the same time, the towns are required to maintain their schools at least six months in the year. It is suggested that the statutes be so changed as to render attendance compulsory for the same period in which the maintenance of the schools is compulsory for the tax-payers.

Two evening-schools were kept open during the winter of 1873, with an attendance of 358 pupils—237 males and 121 females—the oldest members attending being 49 and 45 years.

SALEM.

Half-time-school.—The half-time-school at Naumkeag, established mainly for factory-children, has had an attendance during the year of 275 pupils, of whom 116 were not connected with the mill, but were picked up from the high-ways and by-ways, the rule being not to admit scholars here who belong to any regular school or who can be induced to attend the school to which he or she ought to belong. The afternoon-sessions were fuller than the forenoon, for the reason that they were attended by a number of errand-boys engaged in stores and markets in the forenoon. Since the establishment of this school, the nationality of its pupils has been gradually changing, until now 90 per cent. are French Canadians, and the teacher has recently been obliged to acquire a knowledge of the language spoken by a majority of her pupils, and now the exercises are carried on in both French and English.

SPRINGFIELD.

The half-time-school at Indian Orchard numbered (1872) about 30 pupils, who were in school three hours each afternoon for five days in the week, many of them making rapid progress. If the population of the village was sufficient to furnish another school of equal size for a forenoon-session it would leave, it is thought, nothing more to be desired for such a school.

The school for mechanic or industrial drawing, established in a small way two years ago, numbered for the year 1873 170 persons, mostly men, and embraced 26 different trades or occupations, more than half, however, being carpenters or machinists. The ages of the students ranged from 15 to 53 years, though more than half were between 20 and 40 years of age.

Eighty-five young men and women were in attendance upon the evening-school, some just learning to read, others considerably advanced in their studies.

TAUNTON.

A free evening-school of industrial drawing was maintained for four months during the year 1873, the enrollment of pupils being 275; average number belonging, 154; average attendance, 101. The free industrial drawing-school has now become a permanent institution of the city.

A teachers' drawing-class was organized and kept in operation during the year, in which elementary instruction was given twice a week in a course of lessons embracing free-hand, outline, geometric, memory, and perspective-drawing.

WESTFIELD.

The crowning evil here, and one which places an effectual bar to anything like satisfactory progress in the schools, is truancy and absenteeism. The former pertains, for the most part, to those schools which are located near the village; the latter, though by far too common in the graded, is most damaging in the small mixed schools. Careful observation inclines to the belief that absenteeism in the vast majority of instances results from carelessness and indifference on the part of the parents rather than from the pupil's aversion to attend to his school-duties. As a remedy for truancy it is recommended by the school-committee that the town, in accordance with statute-law relating to it, adopt by-laws for controlling and punishing it.

Previous to two years ago, vocal music had been in the schools only as an exercise, at the discretion of the teachers; at that time a teacher was employed to give scientific instruction in the study in all schools so located as to be accessible, and the result has been in a high degree satisfactory.

WORCESTER.

The whole number of pupils enrolled in the schools of Worcester was considerably larger than that of the previous year, while the average attendance was less, owing partly to the opening two Roman-Catholic schools, by which about 500 children were withdrawn from the public schools, and partly to the withdrawal of children from school to work, as soon as they have attended during the period required by law. Of the whole number registered in all the schools, except the evening-schools, less than 74 per cent. is the average number belonging for the year, and of this number less than 90 per cent. are in the schools daily, such absence involving a pecuniary loss of not less than $10,000. The disparity between the whole number registered and the average number belonging shows that the law requiring the attendance of all children of school-age during three months in the year is pretty thoroughly obeyed, about 2,000 children being withdrawn from school at the end of that time. It is believed that were the time of compulsory attendance extended to the whole school-year, the enforcement of the law would be as complete as it is now and less difficult.

Worcester evening-drawing-schools.—A public examination of these schools was held in March, 1871, at which the work of the school was exhibited and its aims set forth. Nearly every sheet was the work of plain men and women, come from their daily occupations to acquire some skill in a useful art of which they had felt the need, in view of which, and of the general correctness of the work, the success of the classes was all that could have been expected. The necessity, however, was apparent for a larger variety of models, both mechanic and artistic, and an appropriation of $2,000 being made by the city for the purpose, a collection adapted to the wants of the school was purchased in Europe, embracing among the life-size and heroic figures the Venus de Milo, Germanicus, a Discobolus, Dancing Faun, and busts of Apollo, Venus, Homer, &c. Provision has been made for fitting a room to receive this collection, which it is hoped may become in time an extensive art-gallery. Specimens were contributed for the use of the class of practical mechanics by manufacturers of machinery in the city and others, embracing numerous patterns of the various parts of machines and models of other articles, both useful and ornamental, and there is assurance that all which may be needed will be forthcoming as the wants arise.

Five classes were in operation during the winter of 1872; an advanced class in free-hand drawing from casts, beginners in free-hand from the black-board, advanced mechanic from models and flat copy, beginners mechanic from the black board, and a carpenters'-class.

Worcester free public library.—The public library of Worcester now contains 30,798 books, many of which are rare and valuable. During the year, 3,757 were added; the number given out was 73,264; number of new applications made for books, 2,412; and the number of books lost, 151. More than 8,000 persons asking information of the librarian were satisfactorily served.

The reading-rooms are well stocked with newspapers and periodicals, the number taken being 178. The expenses of this department were $10,723.65 and the income $1,954.74.

The recent opening of the reading-room on Sunday has elicited considerable comment, and the success of the enterprise is not yet fully established, since it remains to be seen whether or not a sufficient number of persons have a desire to avail themselves of such a privilege for the sole purpose of mental and moral advancement.

HIGH SCHOOLS.

The instrumentalities afforded for secondary education embrace the public high schools, which are a part of the public-school-system of the State, academies—both incorporated and unincorporated—and both State and city normal schools.

These are maintained according to law in 132 cities and towns having 500 families and also in 44 others, which, not possessing that amount of population, are not required to sustain them. In all, 191 are reported as existing. As an evidence of the progress made during the past 35 years, it is mentioned that two high-school-buildings recently erected have cost as much as the entire valuation of the 3,000 school-houses in the State 35 years ago, viz, the girls' high school in Boston, costing over $300,000, and the Worcester high school, costing about $200,000. The latter is a building of great elegance; the former, although plainer, is substantial and comfortable in a high degree. It has also been proposed to erect a building for the Latin and English high school for boys in Boston, which, including every expense, shall cost more than a million of dollars and be a model of its kind.

The average number of pupils in attendance upon the high schools in Boston during the past year was 139 in excess of the number belonging during the preceding year. The total number graduating at the close of the year from the four public high schools of this city was 327, of whom 145 were boys and 182 girls.

BOSTON LATIN HIGH SCHOOL.

The Latin school, with an enrollment of 207 pupils, had an average attendance during the year of 195 pupils, and at its close awarded diplomas to 18 graduates, 15 of whom entered Harvard University.

BOSTON ENGLISH HIGH SCHOOL.

In the English high school it is stated that a much larger proportion of boys remain of late years to complete the three-years course at the school than formerly, and the percentage of graduation this year is three-fold what it was ten years ago.

The girls' high and normal school from this time takes a new name and a new *rôle*. Instituted originally as a normal school and afterward converted into a girls' high and normal school, it now becomes, by the elimination from its curriculum of whatever is peculiar to a normal or training-school, a girls' high school in name and purpose. Henceforth it is to be an institution for the higher general education and culture of young ladies, without special regard to the particular pursuits in which they may engage.

The Roxbury high school,* open to both boys and girls, maintains its high rank as a vigorous, thorough, and successful school. The total attendance during the year was 234. The average number of pupils belonging during the last half of the year 1872 was 194—boys, 91; girls, 103. At the close of the year graduating-diplomas were awarded to a class of 42—14 boys and 28 girls.

The Dorchester high school was established in 1852 on the plan of the ordinary Massachusetts high school, which character it still retains, in this respect being essentially different from the other high schools of the city. The public Latin school is intended solely for young men who intend to enter college; the English high school, for those who desire a general advanced culture as a preparation for active business; and the girls' high school, for the education of young ladies in the higher branches. The Dorchester high school receives pupils of all these three classes, fitting young men for college and supplementing the education of both sexes in the advanced studies.

It is reported to be a thoroughly-equipped school, with accommodations of the highest order and a broad and liberal course of study. At the close of the school-year a class of 43 graduated—14 boys and 29 girls.

Standing as they do at the head of the public-school-system of the State, the influence exerted by the high schools of Massachusetts upon all of a lower grade cannot be overestimated. The general opinion given in the reports of school-committees upon this point is expressed by the following extract from that of Worcester: "The high school, attractive, attainable, invites to broader fields of study, arouses the ambition and stimulates the dormant energies of boys and girls at every stage below itself, and, if they never reach its doors, they at least press further towards them." The school-committee of another town yet without a high school reports that the simple hope of having one has exerted a beneficial influence upon all the lower grades of schools, stimulating dull and negligent pupils to industry.

ACADEMIES.

The 58 incorporated academies report 4,265 as an average number of pupils taught within the year, being an increase over the past of 1,320 pupils. The total amount paid in these institutions for tuition during the year was $175,185.73, an increase over the previous year of $60,049.58.

Among the schools of the academic class, open to both boys and girls, are the Dean Academy, Franklin, with 8 instructors and 254 pupils; Monson Academy, Monson, 6 instructors and 146 pupils; the Hitchcock Free High School, at Brimfield, endowed in 1855, by S. A. Hitchcock, esq., teachers 4, pupils 127—62 boys and 65 girls; the South Berkshire Institute, New Marlboro', offering a thorough academic education to boys and girls, with 6 teachers and 65 pupils; the Lawrence Academy, Falmouth, with 3 instructors and 33 pupils; and Leicester Academy, at Leicester, incorporated in 1784, teachers 5, pupils in attendance 94—57 boys and 37 girls.

The English and Classical School for Boys, at 161 Fremont street, Boston, established in 1860, on the plan of some of the best European seminaries, and Edwards' Place

* This high school is practically relieved of the work of fitting young men for college by the Roxbury Latin School, an excellent institution, free to its pupils, but not under the control of the school-committee.

School, at Stockbridge, prepare a limited number of boys for college. Wesleyan Academy, at Wilbraham, opens its winter-course (1873) with 387 students, over one-half of whom are pursuing classic studies. There is also the Highland Military Academy, at Worcester, the name of which sufficiently indicates its specialty, and Adams Academy at Quincy, founded and endowed by President John Adams in 1822.

Abbot Academy, at Andover, is exclusively for the education of young women; attendance during the year, 136 pupils; while the Phillips Academy at the same place, with 9 instructors, 155 pupils in its classic department, and 97 in its English, stands, by general consent, among the highest institutions for secondary education in New England. It has, in 1873, graduated 61 students and sent more than 40 of them to the colleges,* Williston Seminary, at East Hampton, coming little, if at all, behind, with 8 teachers, 108 classic students, 100 scientific, and 29 English. The number of unincorporated academies in the State, including the private schools, is 463; total number of pupils not given.

Distinct returns from 34 schools in various localities, besides the ones specifically indicated, enable us to ascertain to some extent the general composition of such institutions, as well as the character of the instruction given in them. The number of teachers in these is 195; of pupils, 3,745, an average of about 1 teacher to 20 scholars. In all these schools, save 10, the two sexes are taught. In all but 7, the ancient languages form a portion of the course, and in all but 10, the modern, there being in the former 1,210 pupils and in the latter 1,681. In one, the boys' high school of Boston, all the 570 pupils are said to be engaged in studying French. In another, the girls' high school of the same place, all the 640 pupils are reported as students of both the classic and modern languages. Music, mainly vocal, is taught is 26 of these schools; drawing in 22. In 15 there is a chemic laboratory; in 24 some astronomic or philosophic apparatus; and in 23 there are libraries of from 25 to 3,000 volumes.

PREPARATORY SCHOOLS.

The schools from which information has been received devoting themselves especially to the work of preparation for college number 17 and report an aggregate of 1,585 pupils in classic studies, 832 in scientific, and 420 in English and preparatory classes. In 14 of these schools the pupils engaged in classic and scientific studies are divided as follows: in advanced classes, 430; in senior, 353; junior or second-grade, 506; middle, or third, 657; lowest, or fourth, 254. In the remaining 3 schools the pupils were not thus classified, but had, in classic studies, 221 pupils. All except 2 of these schools have libraries, ranging in extent from 12 volumes to 6,000; 9 have chemic laboratories, 6 have cabinets of natural history, 11 philosophic cabinets, 6 gymnasia, and 1 has an astronomic observatory.

NORMAL SCHOOLS.

The four normal schools, supported at the expense of the State for the professional training of teachers, are, as reported by the board of education, in a sound and prosperous condition, doing the work for which they were designed with efficiency and success. The demand for teachers who have enjoyed the advantages of the instruction they afford is constantly increasing and is much greater than the supply. The number of pupils in attendance during the last year was larger than that of any previous year, the whole number admitted being 329, of whom 186 graduated. The classes in the advanced course of study are fully organized, and, although not large, enough has been done to vindicate the wisdom of the plan. The graduates have found eligible places at fair wages and have been successful in their chosen work.

In the Framingham school the number of pupils under instruction during the year was 165, of whom 40 graduated, 20 leaving without finishing the course. Within two years the graduates of the school have contributed a sum of money for the purchase of casts to adorn the main hall, and during the year the grounds have been much improved and needed repairs made on the school-building. The growth of the school is retarded by the limited accommodations of the boarding-building.

The Salem school is reported as in a highly satisfactory condition. The number of different pupils under instruction during the year was 226; graduates, 54; 37 pupils received State-aid, and 26 received aid from the income of the Bowditch fund. During the year 14 volumes were added to the general library, 11 by purchase and 3 by gift, and to the text-book library 392.

The Bridgewater school reports an attendance larger than that of preceding years. The enlargement of the school-building, completed about a year ago, has greatly increased the facilities for instruction, and the school-building has been further improved by the introduction of a complete steam-heating and ventilating apparatus. The num-

* A new principal, the Rev. C. F. B. Bancroft, well known as a succesful educator, has succeeded here the retiring one, F. W. Tilton, A. M., who enters on the headmastership of the Rogers High School, Newport, Rhode Island.

ber of pupils admitted during the year was 82, of whom 64 were ladies and 18 gentlemen. The whole number in attendance during the year was 197—ladies, 157; gentlemen, 40—number of graduates, 57. State-aid was afforded to 40—28 ladies and 12 gentlemen. Thoroughness is aimed at alike in the subjects studied and in the methods pursued.

In the Westfield normal school the attendance was 162, of whom 141 were ladies. Of these, 41 graduated, 34 of whom were ladies. State-aid was received by 115 pupils—102 ladies and 13 gentlemen. The advanced course of instruction was taken by 14 pupils who had previously graduated, thereby enabling them to respond to the increasing demand which is made for teachers in high schools and training-schools. Valuable additions have been made to the cabinet during the year by the generous and thoughtful gifts of friends. Hon. H. L. Dawes has presented a large and rare collection of minerals, a gift which is most gratefully appreciated by the school. A boarding-house for the school, for which the legislature appropriated $75,000, has been erected, which will furnish the pupils better accommodation at largely reduced rates.

In addition to these provisions made by the State for the professional training of teachers, several towns and cities sustain either normal schools or training-classes for teachers in connection with the public high school or with the graded schools of the town. The normal school of Boston, for many years a department of the girls' high and normal school, has recently been made by the city-board of education a distinct normal school. Established by the city twenty years ago, in consequence of a demand for provision for the higher education of girls who did not intend to become teachers, it became both a high and normal school, and though it never entirely lost its normal characteristics, those of a high school have predominated.

It is believed by the board of education that far better results would have been attained by two separate organizations, since institutions become more efficient in proportion as their functions are limited and distinctly defined; and in accordance with such views it was determined to have a separate high school for girls and a separate normal school for the training of female teachers. The new school is open to all who can present a certificate of graduation in the usual high-school-studies. At its commencement, in September, 1872, over 50 pupils were received.

The normal-school-building at Worcester, now probably completed, is a noble edifice, worthy of the Commonwealth and of the object for which it stands. With this and the normal school in Boston in operation, the Commonwealth may boast of six schools of the first class.

HARVARD UNIVERSITY.

Changes.—President Eliot, in an address delivered at the last commencement of the university, indicated certain changes which have taken place within the past year in the college-regulations and in the requisites for admission. By a recent vote of the corporation, passed at the instance of the academic council, a body comprising all the professors of the university, the rule which prevails at some of the southern and western universities was adopted, that a member of one department can attend any of the instructions given in the others. Thus, a law-student can study history or political economy with the college-classes; a medical student can pursue chemistry or zoölogy; a scientific student can study German in Holden Chapel or human anatomy at the medical college. The professional schools of the college are, moreover, now characterized by a discipline as thorough and a spirit as liberal as those of the college itself, and the term of residence in several of these professional schools has been lengthened. Important changes have been made in the requisites for admission to college. A portion of the Latin now demanded for admission has been abandoned in favor of Roman history, and in three successive years three additions to the present requisites will be made: in 1874, English; in 1875, the elements of French or German; in 1876, the rudiments of one or two natural sciences besides. These changes have been made after much deliberation and careful consultation with the heads of preparatory schools and academies. In 1874 and thereafter the examination for admission to college will be divisible into two parts, so that the candidate, if he please, can pass a part in one year and the rest in another, returning to school in the interval. In the scientific school English, French or German, Latin, and the rudiments of some natural science are to be added, in 1874, to the present requisitions for admission, the scientific professions demanding as thoroughly-educated men as the learned professions.

Local examinations of girls.—One other step has been taken during the past year by the college which, as President Eliot remarks, "has some significance, but rather because of its direction than of its length." Last summer the Woman's Educational Association of Boston asked the corporation, through a committee, if the university would hold examinations for young women at Boston on the general plan of the local examinations which have for several years been successfully conducted by the universities of Oxford, Cambridge, London, and Edinburgh. After consulting the overseers, the corporation said that

they would. A committee of the faculty thereupon examined and compared the courses of study in a number of schools and academies for girls, discussed the length and breadth of the attainments which it would be reasonable for the present to expect, and arranged a scheme of examinations in two grades, to be held for the first time in 1874. The Woman's Educational Association published the detailed programme of these examinations, with a circular of its own, giving information about fees, lodging, beneficiary aid, and other like matters. People naturally ask What good can examinations by the university do when the university does not teach girls? They can do precisely the same service for girls' schools that college-admission-examinations have done for preparatory schools for boys: they can set a standard and prescribe a programme of study for several years of life between 12 and 18. There is now no standard for girls' schools; no means of publicly comparing one school with another; no goal for pupils or teachers. These deficiencies the proposed examination for women may in part supply. The examinations will be held in any town or city where an association of women may be organized to take charge of the candidates and do the local part of the business, and may also promise a reasonable number of candidates.

Legacies.—In the spring of 1872 the corporation received a legacy of $100,000 from the late James Arnold, of New Bedford. Two-thirds of the income of this fund is to be accumulated until the fund amounts to at least $150,000, and the Bussey estate passes completely into the hands of the president and fellows. It will then be the duty of the university to establish with this fund a professorship of tree-culture and to maintain an arboretum upon a specified portion of the Bussey estate, which will be laid out as an open park, with suitable walks and roadways.

A legacy of $150,000, left many years ago to Harvard, has recently become available by the death of the widow of the donor. The interest of this bequest is to be applied to the support of graduates in foreign travel and study, and will support three men abroad, while the gift of Hon. George Bancroft for the same purpose supports one, so that Harvard can now give to four of her graduates the benefit of this means of improvement.

Subscriptions to Memorial Hall.—During the year 1873 there was added to the Memorial Hall Fund $23,760.05, making the sum total $127,950.85. Expended during the year for construction, $82,722.30; at present on hand towards the erection of the building, $119,958.65; subscriptions yet unpaid, with interest, amount to $24,707.82. The building will probably be completed so as to be ready for use at the commencement of 1875.

Loss by Boston fire.—The university lost heavily by the Boston fire of 1872, its property in the burned district, including the land, being valued at $562,000, making an actual loss of $200,000. The annual rental of the buildings destroyed was $38,000, funds relied upon for the current expenses of the institution. An appeal of the president and fellows to the friends of the university secured the subscription of a considerable portion of the amount, and it is hoped that the whole may yet be made up.

BOSTON UNIVERSITY.

Incorporated in 1869, the charter and general statutes of this new institution provide for the building-up of a group of collegiate and post-collegiate schools, in which all forms of professional and general education may be accessible to both sexes. A preparatory academy, two colleges, and four post-collegiate professional schools are already established, embracing schools of theology, law, medicine, and oratory, and colleges of liberal arts and music. The preparatory academy and school of theology are old schools incorporated into the new organization. The college of liberal arts was opened in September, 1873, with a class of 20, of whom 4 were ladies. The school of oratory, with a two-years course for persons already liberally educated, claims to be the first of its class in the country for the express training of professors of elocution and oratory. It is based on the fact that the call for instructors in this line in the colleges, professional schools, and high schools of our States is steadily increasing, that the positions offered are desirable and the compensation tempting, while yet, from lack of facilities for preparation, the supply is very small. The school opened October 21, 1873, when 12 students entered for a full course and over 100 for shorter special courses. Ladies are admitted here, as to the other schools, on the same terms as gentlemen. The college of music offers a three-years course for graduates of musical conservatories and began the year with a class of 25.

The whole number of professors, lecturers, and other instructors in this university is 87, while one or two additional departments are already in process of organization.

AMHERST COLLEGE.

At a meeting of the trustees, December 1, 1873, the board is reported to have referred to a committee, of which President Stearns is chairman, the selection of a professor of rhetoric to succeed Prof. L. C. Seelye, resigned, and to have committed to the faculty the determination of candidates for the degree of A. M., requiring that those

seeking this degree in course should have been graduated for at least three years, and have spent two of these in professional studies or some other form of liberal culture. They also ordered the printing of a revised edition of the college-laws. The report of the treasurer for the year showed that, though the term-bills had reached $28,000 and the receipts from general funds $19,480, there was still an excess of expenditures over receipts of $6,000; and this though the total of college-funds is said to be now $666,000. The cheapening of a liberal education to the students is thus obviously expensive to the colleges themselves.

Besides liberal aid to meritorious students intending to study for the ministry, the college is enabled, by the generosity of friends, to offer prizes of from $10 to $100 for excellence in various studies. To these a new one has been added during the year by Mr. S. H. Washburn, of New York. He proposes to give $100 a year to the class that shall most faithfully avail itself of the advantages of the department of physical education. This department possesses an extensive gymnasium for its use, and at an appointed hour each class is required to present itself here and engage in exercise under the direction of the professor, who is an educated physician and is expected to make himself familiar with the physical condition of each student and adapt his instructions to individual needs.

WILLIAMS COLLEGE.

The course here has been somewhat modified, modern languages taking a portion of the time once given to the Greek and Latin, which become optional in the junior-year, while scientific studies, illustrated by appropriate apparatus, occupy an honored place with increased facilities for study. And besides the aid afforded indigent students by endowed scholarships, the trustees and alumni have built and furnished a new boarding-hall, the use of which, with its equipments, will be free to all that need this help, while any income arising from the rent of rooms to those able to pay for them will go to lessen the charges to the others for their board.

An improving library and a much-enlarged museum, with extensive additions to the botanic collection, are reported.

Physical culture receives here, as at Amherst, a fair share of attention, the general principles of hygiene, with special reference to student-life, being explained by the president to the freshmen, while those of the more advanced classes receive instruction in physiology and anatomy for better understanding of the laws of health, out-door-sports and exercises being also encouraged.

TUFTS COLLEGE, COLLEGE HILL.

Besides the regular college-course of four years, there is here a philosophic course of two years and engineering and theologic courses of three years each. But though these are open to all who desire them, even without a college-training, the full collegiate course is earnestly recommended to all who are prepared to enter on it, especially to the students of theology, the call in all professions, and emphatically in the cleric, being for men of liberal culture, prepared to handle clearly and instructively the various great questions of the day. To worthy young men who desire to enter the ministry, aid is rendered by a system of loans, to be repaid after graduation; besides which there are in the gift of the college 27 scholarships—15 of $60 and 12 of $100 each, diminishing by that amount the expense of education for each year. As in most of the colleges, there are, too, prizes for excellence in certain lines of study, ranging in value from $10 to $20.

COLLEGE OF THE HOLY CROSS, WORCESTER.

The object of this institution is to prepare youth either for a professional or commercial life. Its course of studies embraces in its whole extent a period of seven years, of which three are given to the preparatory and junior-classes and the remainder to the senior. The last of these years is devoted exclusively to the study of rational philosophy and natural sciences. The study of the French language is a part of the college-course. Other modern languages may be taught, if required, but, like music and drawing, form the basis of a separate charge. In the course of rational philosophy the text-books are Latin, and that language is commonly used in the daily lectures and disputations.

WELLESLEY COLLEGE.

Henry F. Durant, esq., this year completes a college for girls, located at Needham, Massachusetts, to be known as Wellesley College. The building is 600 feet in length, 150 feet wide, and five stories high in the main building. The course of study and regulations of this institution are not yet developed. It is, however, stated that the pupils are to be taught cooking and all the light kinds of house-work, and are themselves to do house-work, in the manner of the Mt. Holyoke Seminary. The generous founder of the college is said to have devoted $1,000,000 to this effort to improve the education of young girls. This and the Smith College for the higher education of the sex, already located at Northampton, with Prof. Seelye, from Amherst, at its head, and

Prof. Clarke, the late principal of Williston Seminary, in its chair of languages, will form a large addition to the opportunities of women for reaching the highest culture practicable. As one means of securing, with this culture, the retention of the special characteristics of the sex, it has been proposed—with what success has yet to be developed—that the young ladies, in the progress of their education, should not be shut up in a semi-conventual seclusion, but be distributed among the families of the professors, introduced to the church-work of the congregations in their neighborhood, and allowed to share, in a free social intercourse with families, the society of the other sex.

Statistical summary of universities and colleges.

Names of universities and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Corporate property, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Amount of property of corporation.	Value of grounds, buildings, and apparatus.	Amount of endowment.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
Amherst College	20	9	0	303	$1,100,000	$500,000	$600,000	$550,000	$33,000	$28,000	39,000
Boston College	8	0	.....	130	0	500,000	0	0	0	.....	5,000
Boston University	6	....	0	*20	.....	.....	.....	.....	.....	.....	.....
College of the Holy Cross	14	0	40	145	300,000	150,000	0	0	.....	30,000	8,000
Harvard College	35	13	0	706	†2,305,684	.....	.....	.....	†261,902	.....	136,000
Tufts College	11	5	0	62	1,044,430	149,716	.....	598,147	37,741	9,423	13,000
Williams College	13	6	0	136	500,000	200,000	.....	300,000	20,000	10,000	15,000

* This department only recently opened and not yet fully organized.

† Includes funds of the university, college, library, observatory, and Bussey Institution, not those of the divinity-, law-schools, &c., which will be found under their proper heads. Besides all these, there are various trust-funds for special purposes, bringing the whole aggregate of property in the various departments up to $2,765,110.61.

COLLEGES FOR WOMEN.

Eight colleges, seminaries, and institutes for young ladies report statistics for the year 1873, in which there is an aggregate attendance of 1,188 students, only 75 of whom are reported in preparatory departments, with 131 professors and instructors, 41 of whom are gentlemen. Four of these institutions give the number of pupils in the different college-years as follows: freshman, 264; sophomore, 191; junior, 145; senior, 153. In special or partial courses there were 68, and in post-graduate-studies, 5. The return from one of the four in which no report is made of collegiate classification, the Lassell Seminary, at Auburndale, states that, while strictly speaking that institution has no collegiate department, its course of study is as comprehensive as that of the best of female-colleges. Music, generally both vocal and instrumental, is taught in all these colleges; drawing in all but one, and painting in all but two; French and German in all but one, in which the place of German is filled by Italian and Spanish; in another Italian is added to the French and German. Five of these institutions have chemic laboratories, 6 philosophic cabinets, 4 natural-history-museums; one has an astronomic observatory, and one without the observatory has a telescope; 4 have at least the beginning of an art-gallery, and 5 have each a gymnasium. All but 5 have libraries, the largest, that of Mt. Holyoke, numbering 8,782 volumes; the smallest, 1,500.

MASSACHUSETTS AGRICULTURAL COLLEGE, AMHERST.

The course of instruction here occupies four years and is so arranged as to combine the largest practicable literary and scientific culture with the theory and art of agriculture and horticulture. Civil engineering, veterinary medicine, chemistry, and military tactics are prominent in the regular curriculum. It is intended that every graduate shall be rendered familiar with the principles and methods of agriculture, with special reference to those branches of farming best adapted to Massachusetts. The graduates are taught to write and speak English correctly and to translate German and French with facility. The scientific course is made as thorough as possible and every science is taught with constant reference to its application to agriculture. Each topic is discussed in the lecture-room and again in the plant-house or the field, where every student is obliged to labor. In the military department the forms and customs of the Regular Army are adhered to. It is not supposed possible to give a complete knowledge of the art of war, but it is intended that every graduate shall be able to organize, clothe, equip, drill, and command a regiment in conformity with the uniform system of standing armies.

The appreciation of the college by the people is indicated by the steady increase in

the number of its students since the opening. Beginning in 1867, with but 56 students, the following year the number had increased to 85; in 1869, to 119; in 1870, to 147; in 1871, to 166; and in 1872, to 171. The college-faculty consists of the president, who is one of the professors at Amherst College, with eight resident professors and a few non-resident lecturers.

WORCESTER COUNTY FREE INSTITUTE OF INDUSTRIAL SCIENCE.

This technic school, located in the center of a thriving and extensive manufacturing-district, and thus possessing opportunities for observing various forms of practical industry, is now fully organized and has graduated two classes. The ease with which most of these young men have at once secured honorable and lucrative employment, confirms the trustees in their confidence in the soundness of the general principles upon which the school is organized and carried on. In scope and purpose, essentially like the technic schools of Europe, it yet gives special prominence to the practical element, being designed to meet the wants of those who do not desire, or cannot obtain, a so-called liberal education, and to afford them a system of training for the duties of active life broader and better than the popular method of learning a trade and more simple and practical than the ordinary college-training. Established by the joint munificence of John Boynton, esq., Hon. Ichabod Washburn, and Hon. Stephen Salisbury, no expense is incurred for tuition to students residing in Worcester County and to others the rate is very low. Three years are required to complete the course of instruction in all departments, except that of mechanics, in which a half year longer is necessary, the first term being spent in the apprentice-class, the members of which are required to work in the shop eight hours daily. By this means is acquired an ease in the use of tools and in the management of machines, which is of especial value. With this, too, are united the discipline and culture of free-hand drawing, bringing the judgment and the taste under constant and careful training.

MASSACHUSETTS INSTITUTE OF TECHNOLOGY.

This important institution provides for students a series of scientific and literary studies and exercises so selected and arranged as to offer a liberal and practical education for active pursuits, as well as a thorough training for scientific professions. Ten regular courses, each extending through four years, have been established, as follows: (1) A course in civil and topographic engineering, (2) one in mechanic engineering, (3) one in geology and mining-engineering, (4) one in building and architecture, (5) one in chemistry, (6) one in metallurgy, (7) one in natural history, (8) one in physics, (9) one in science and literature, and (10) one in philosophy. These courses are identical during the first year; but for the three remaining years the studies in each course are selected and arranged with reference to the end in view. For proficiency in any of these courses the degree of Sc. B. (bachelor of science) is conferred, while for advanced courses beyond these, for which arrangements have been made, the degree of doctor of science may be bestowed. The catalogue for 1873–'74 shows a total of 303 students, of whom 182 are candidates for a degree and 2 are resident graduates.

A society of arts connected with the institution numbers 350 members, and holds bimonthly meetings, at which are presented communications on applied science, with machines and apparatus illustrating important inventions in the mechanic and useful arts. Students of the institution may be present at these meetings by permission of the secretary.

Statistical summary of schools for professional instruction.

Names of schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.		Corporate property, &c.						Number of volumes in library.
			Preparatory.	Scientific.	Amount of property of corporation.	Value of grounds and buildings.	Amount of endowment.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
SCHOOLS OF THEOLOGY.											
Andover Theological Seminary	10	7	68		$750,000	$190,000	.....	$530,000	$44,000	.....	31,700
Boston Union School of Theology	14	....	95		.....	.....	.....	.....	.....	.....	5,000
Divinity School of Harvard University	7	5	22		146,737	.....	.....	.....	.....	$19,609	16,000

Statistical summary of schools for professional instruction—Continued.

Names of schools for professional instruction.	Corps of instruction.	Endowed professorships.	No. of students.		Corporate property, &c.						Number of volumes in library.
			Preparatory.	Scientific.	Amount of property of corporation.	Value of grounds and buildings.	Amount of endowment.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
SCHOOLS OF THEOLOGY.											
Episcopal Theological School	4	....	12		$320,000	$220,000	.....	$100,000	$6,500	$4,500	1,000
New Church Theological School	3	0	.....		27,000	.....	.....	27,000	.....	625	650
Newton Theological Institution	6	5	.....		450,000	125,000	.....	300,000	21,000	1,360	12,070
Tufts College divinity-school	10	....	15		.....	.....	.....	.....	.....	.....	.....
SCHOOLS OF LAW.											
Boston University school of law	12	....	54		.....	.....	.....	.....	.....	.....	1,200
Law-school of Harvard University	5	....	138		36,782	.....	.....	.....	.....	*22,915	15,000
SCHOOLS OF MEDICINE.											
Boston University school of medicine	33	....	67		.....	.....	.....	.....	.....	.....	1,500
Medical school, Harvard University	29	....	175		47,123	.....	.....	.....	.....	*30,865	2,000
New England Female Medical College†	33	....	26		.....	100,000	.....	.....	.....	.....	15,000
Boston Dental College	10	....	20		.....	0	.....	.....	.....	0	1,400
Dental school, Harvard University	14	....	28		.....	18,000	.....	.....	.....	3,500	.....
Massachusetts College of Pharmacy	3	....	83		3,000	‡1,000	.....	2,000	140	3,050	400
SCHOOLS OF SCIENCE.											
Massachusetts Agricultural College	18	....	....	95	500,000	250,000	$250,000	250,000	15,000	10,000	4,000
Massachusetts Institute of Technology	36	....	....	353	500,000	.....	200,000	.....	.....	49,000	2,000
Lawrence Scientific School, Harvard University	22	....	....	42	228,784	.....	.....	.....	.....	*20,813	.....
Worcester County Free Institute of Industrial Science	10	....	16	105	200,000	.....	367,000	367,000	24,000	1,400	500

* Total income. † Connected with Boston University. ‡ Apparatus.

PUBLIC LIBRARIES.

According to returns in 1860, there were 45 free public libraries, containing 201,706 volumes, with annual additions of not less than 22,000 volumes and delivering annually over 500,000 volumes. In 1866, there were returned 50 public libraries, with 345,588 volumes, annual additions of 19,995 volumes, and with an annual delivery of 886,172 volumes. According to returns of 1872, there were 82 free public libraries in 82 cities and towns, containing 564,479 volumes, with an addition in 1871 of 50,130 volumes, and delivering during the year 1,345,179 volumes.

Of social libraries, there were, in 108 cities and towns, 213, containing 777,569 volumes. Total number of volumes in libraries returned, 1,342,048, exclusive of private and Sunday-school-libraries.

STATE PRIMARY SCHOOL AND ALMSHOUSE.

In February, 1872, the character of this institution was changed by the abolition by the legislature of the almshouse-department of it, that having been regarded as an obstacle to the success of the primary school. The children now feel that they are not in a poorhouse, and that the name of pauper will not follow them when they go out. The institution is now devoted entirely to the education and reformation of the young. A majority of the children are admitted to it from the courts, most of them having

lived upon the streets of cities in idleness or been at work in the mills like human machines. Coming from such scenes many seem thoroughly conversant with evil, and yet are ignorant of the commonest employments of the household or of the farm. Hence an important part of their education here is the instruction of the boys in farm- and of the girls in house-work. Most of them are sent out eventually into families, to remain for a term of years, though some, not desired by families, in consequence of bodily infirmities, remain a long time at the school. It is therefore intended to fit up work-rooms in which such unfortunates may be taught suitable useful trades or employments. During the year 1872, 168 children went out into families—125 boys and 43 girls—and 79 of those in places returned. The number of children in the primary school was, at the latest report, 355—273 boys and 82 girls.

CLARKE INSTITUTION FOR DEAF MUTES, NORTHAMPTON.

This institution, founded by the late John Clarke, esq., of Northampton, was organized in 1867 and is in a prosperous condition. Number of teachers, 6; number of pupils, 44. The annual income from the fund was, for 1872, $15,428.87. Received from the State, $9,180.65. When the debt for buildings and repairs is liquidated, which it will be in a few years, the cost to the State of instructing its deaf mutes at this institution will be greatly lessened.

This institution is especially adapted for the education of semi-deaf and semi-mute pupils, but others may be admitted. It assumes all care of the children's living and training. Its charges are $350 per year; for tuition alone, $80. Its domestic *régime* is as nearly as possible that of a well-regulated private family. Boys and girls have their separate dormitory-buildings and play-grounds, but come together in the school- and dining-room. The younger pupils are taught to use the needle, the older girls to make and mend clothing, and the older boys find some employment on farm or garden, with rudimentary exercises in the use of carpenters' tools. Of the system of training now used, the report says, the "use of 'visible speech' so far has been exceedingly encouraging and promises well for the future. Greater and better results have been obtained with new pupils than were possible by the German method. On the part of advanced pupils, too, some defects in articulation have been corrected which imitation had failed to correct. We are unable to see any good reason why Mr. Bell's system should not be a success. It need not interfere essentially with mental culture. Its very symbols are a lesson in physiology and the application of those symbols necessitates intellectual activity. Here is mental culture at the outset. It is also highly auxiliary to lip-reading. Further than this, it disturbs no one's partiality for any particular medium of mental instruction. Those who prefer signs can use signs." "Mr. Bell has but ten elementary symbols, all based on nature, and by their combinations all sounds in all languages can be represented. Each combination denotes the position and use of the vocal organs requisite to produce a given effect. If the requisition be fully met a wrong sound cannot be produced.

"What is wanted in the case of deaf mutes is something to start their vocal machinery and guide its action. That is precisely what Mr. Bell's symbols do. Just as the blind by the palpable alphabet take in printed languages, so the deaf by visible speech take in oral language. There is a difference in mode, none in principle. In each case a sense possessed takes the place of a sense not possessed. It is worthy of note that the symbols were contrived for philologic purposes and that their application to the deaf was an afterthought."

During 1872 the principal, Miss Harriet B. Rogers, made a visit to Europe on a tour of inspection of various deaf-mute-institutions, visiting 22, "one each in Italy, Switzerland, Holland, and Belgium, the others in Austria, Germany, and England. Of the 22 visited, 15 employ the German and 7 the French system. No one of the 15 now uses the manual alphabet; 7 of these use but few signs." She objects to having a large number of mutes dwelling together and suggests the boarding of them in families and attending the institution as day-pupils.

BOSTON SCHOOL FOR DEAF MUTES.

The whole number of pupils in 1872 was 38; average attendance during the last six months, 31. The city receives from the State for the instruction of resident pupils $100 each and for non-residents $150. In this school the pupils are not taught the sign-language nor the manual alphabet. The system of instruction employed is what is known as the German method, the pupils being taught to speak and to read from the lips. Not only semi-deaf and semi-mute pupils, but also congenital mutes, are very generally found capable of deriving benefit from this system.

In the American Asylum at Hartford, there are 68 pupils who are aided by the State of Massachusetts, 19 of whom were admitted during the year 1872.

The whole number of deaf-mute children in Massachusetts who ought to be at school is probably more than 225, while the number actually in school in the Clarke Institution, the Hartford Asylum, and the Boston day-school is only about 160.

SCHOOL FOR NURSES.

Among other followings of Pastor Fliedner's practical training-schools at Kaiserwerth is a school opened in Boston November 1, 1873, for giving a systematic training to women who wish to become nurses. With a small and manageable number for a beginning, an influential body of ladies and gentlemen has made arrangements with the trustees of the Massachusetts General Hospital for exercise of the pupils in their wards. Lodging and boarding at a house near the hospital, these pupils are to receive instruction there in the theoretic part of their profession and in the preparation of diet for the sick, and for a year will practice in the wards under the direction of the hospital-physicians. During that year they will receive $10 a month for clothing and personal expenses. At the expiration of the year they will become full nurses and receive as such a salary sufficient for their support, but must remain another year for further practice and instruction. This full term of two years completed, they will, if approved, receive diplomas certifying their knowledge of nursing, their physical ability, and good character.

KINDERGARTEN-SCHOOLS.

The Kindergarten-school in Cambridge, formerly under the charge of Miss Elizabeth Peabody, is now in charge of Mrs. Horace Mann, assisted by a young lady teacher. A visitor to this school, in a published account, says: "About a dozen children of from 5 to 7 years of age were present. The management of the school was the exact reverse of that on which our teachers mainly pride themselves—the maintenance of order—there being as much freedom as in the nursery. Their little fingers were deftly weaving bright-colored strips of paper in a warp of white, producing agreeable and even beautiful patterns, while their feet and tongues were kept in motion, and the results of their play-labor, partially or wholly finished, were held up by each with glee for the admiration of all. Mrs. Mann stated, however, that at certain times they were required to keep still for a few moments, while some moral lesson suited to their comprehension was impressed upon them. A genuine garden belongs to the school, in which the little ones plant seeds, tend flowers, and exercise their limbs."

A Kindergarten-school was opened in Boston on the 26th of September, 1870, under the charge of Mrs. Charlotte B. Thomas, a graduate of Mrs. Kriege's training-school. The number belonging has varied from 15 to 24. The experiment, it is stated, has been, thus far, interesting and useful. The only practical objection to its introduction in populous communities, in the opinion of the superintendent, seems to be its cost. He believes that, were the numbers of these schools sufficient for all children from 4 to 6 or 7 years of age, all the work in the primary schools, now occupying three years, could be accomplished in two, by children who have received the Kindergarten-course.

DR. LEIGH'S PHONIC METHOD.

The superintendent of the Boston schools states that "The method of teaching the first steps of reading by the use of Dr. Leigh's pronouncing-type has been steadily gaining in favor. A year ago it was used in 11 districts and about 30 schools: it is now found in 23 districts and upwards of 60 schools. It has had a thorough and protracted trial, and the result has been in a high degree satisfactory." He, therefore, gives the system a cordial indorsement and hopes the board will, without delay, make its use obligatory in all the districts.

The testimony of the school-committee of Cambridge is that "Experience has shown that the scholars who learn to read by the phonetic method pass without the slightest difficulty into the ordinary mode, nay, that they only show themselves the more prompt in the discrimination of silent letters and different sounds of the same letter from their having a standard of comparison."

The school-committee for the town of Brookline reports that "Six years of careful experiment in several schools have shown the best results from the use of the phonetic method of Dr. Leigh. Pupils learn the sounds belonging to phonic type very readily; and, as those sounds are unchanging, the labor is much less than in gaining the mastery of a less number of letters, most of which are liable to arbitrary variations. Within six months, ordinary pupils, under this system, get nearly through the second reader, a point which pupils by the old method were always eighteen months and often two years in reaching. It is a moderate statement that every pupil instructed under this new method saves a year or more of time in preparing for the grammar-school."

MASSACHUSETTS TEACHERS' ASSOCIATION.

At the twenty-eighth annual meeting of this association, at Worcester, beginning on Thursday, December 26, 1872, Rev. Charles Hammond, of Monson, delivered the introductory address, giving a brief account of the origin of the organization, with a reference to some of the more prominent educational laborers of that time, to whose efforts the association owes its existence. "At the time this association was formed," he said, "the American Institute of Instruction had been in existence fifteen years, yet some of

its most efficient members heartily co-operated in the formation of the new organization, not that it might supersede the old, but that, by working in a different sphere, it might give a new impulse to the cause of education, the leading design of one being to promote the cause of education by the diffusion of a knowledge of themes, that of the other to improve teachers by the friendly discussion of methods.

A paper was read by A. H. Davis, of Worcester, upon "English literature in schools," in which he contended that at least two hours a week should be given to this study; that it should be put on a par with other studies, from the primary school upwards. "Young children," said the speaker, "can be taught to recognize excellencies of style, and there is no good reason why a child should not know a metaphor when he sees it, as well as a meeting-house; a felicitous expression, as well as a smiling face."

Papers were read, and afterward quite generally discussed, on various subjects bearing upon school-interests, as, "The limits of a school-education," by Mr. Thomas Emerson; "Latin as a branch of popular education," by Mr. F. A. Hills, of Chelsea; and "What should be included in the study of English grammar?" by Mr. J. G. Scott, of Westfield. Dr. P. A. Chadbourne, president of Williams College, lectured in the evening on "The world and the school-room," in which he claimed that our education is deficient in the power of developing manhood and womanhood. A paper was read by Professor A. B. Miller, of Maplewood Institute, upon "The proper length of the school-day," in the course of which he laid down the proposition that, "When the pupils have breathed three times over all the air furnished by the school-authorities, they should be allowed to go home."

From the report of the treasurer it appeared that the receipts of the association for the year amounted to $3,643.73 and its expenditures to $3,748.87.

Albert G. Boyden, of Bridgewater, was elected president, the list of vice-presidents, councilors, and secretaries including 31 members, 3 of whom were ladies.

TEACHERS' INSTITUTES.

During the year eight were held, each session lasting five days, except in the case of that held at Chester, which was held during the week of the presidential election and only lasted three days and a half. The average number attending each institute was 126, the total attendance reported being 1,010. In most respects these institutes were quite satisfactory and compare favorably with any previously held. Nearly two hundred teaching-exercises and lectures, of an hour each, were given during the day and thirty-nine evening-lectures, seven of the last being followed by readings—an average of twenty-five day-exercises and five evening-lectures at each. A very large proportion of those in attendance were practical teachers, many having taught for long periods. Others were expecting soon to teach, and frequently members of the school-committees from adjacent towns were present as active participants in the exercises. Many teachers, being allowed by the school-committees to close their schools for only two days, are unable to attend throughout the session, and thus fail to reap the full benefit of the institutes. It is suggested that, if institutes are of sufficient value to be maintained by the State, school-committees should not only permit but require the teachers to attend them during the entire session.

MASSACHUSETTS ASSOCIATION OF CLASSICAL AND HIGH-SCHOOL-TEACHERS.

The sixth annual meeting of this association was held in Boston, on Friday, April 11, and Saturday, April 12, 1873, when papers were read and discussed by the members present, on the following subjects: "Single or double sessions in high schools;" "The best means of cultivating facility and propriety in the use of English;" "Are our high-school-courses of study suited to the needs of girls?" "Is it expedient to enlarge the range of requirements for admission to college?" "Optional studies in high schools;" "Should German be substituted for Greek as a requirement for admission to college?" Upon the subject "Natural history—what to do and how to do it," remarks were made by Prof. Agassiz and others.

The discussions upon all of these subjects were of great interest, and it is a matter of regret that a want of space forbids a fuller report of them.

A paper by Mrs. A. C. Martin, in reference to the education of girls, elicited remarks of special interest. The sentiment expressed by her that girls need, most of all, such training as shall lead to breadth of mind—that shall teach them not to magnify petty details, but measure the value of things and see them in their true relations—was heartily indorsed by Mrs. A. G. Woolson, who especially emphasized the statement that what girls need most is thorough discipline of mind. Woman's work to-day is much more varied than that to which she has hitherto been confined, and no one can say for what special tasks she should be fitted. Let her, however, be made an observant, thoughtful, reasonable being, and she will fill any sphere with credit.

Mr. Charles F. Rice, of the Springfield high school, believed that a high school which is suited to boys is suited to girls also, and that, if in any respect it fails to meet the needs of girls, this failure is due to an inherent defect in the course, which applies to both sexes alike and is of equal injury to both.

In reference to the question "Should German be substituted for Greek as a requirement for admission to college?" Mr. W. C. Collar, of Boston, urged that, if any single modern language were to be substituted for Greek, the claims of the German would be indisputable. For the scientific, professional, and literary classes, and, indeed, for large numbers in all the various spheres of life, German, in this country, is absolutely indispensable. President Eliot, of Harvard, assented to most of the positions taken by Mr. Collar and advocated the study of German as essential to a complete education in at least five important professions. He considered it inexpedient to require the study of Greek of all pupils as a requisite for entering college and thought there should be an option between Greek and German or French, an opinion which gains ground at Harvard.

WOMAN'S EDUCATIONAL ASSOCIATION.

In January, 1872, an association of gifted and benevolent ladies was formed in Boston, known as the Woman's Educational Association, the object of which is declared to be "to promote the better education of women." In furtherance of this object there are four standing committees, on the industrial, the intellectual, the esthetic, and the moral and physical education of women. In furtherance of the objects of the association, numerous meetings were held during the winter, at which were present, participating in the discussions, presidents of universities, learned professors, venerable men who had passed their lives in educating the young, those who were engaged in alleviating the misery of the dangerous classes, members of the school-committee, and teachers of schools both public and private. Among the various lines of action that were proposed and discussed, one contemplated the establishing a higher institution for girls than any now existing, by which they might go through a course of study in some degree equivalent to that of Harvard College. Another contemplated a system of university-examinations for women similar to those of England, and a proposal for a like arrangement made by the association to the faculty of Harvard College was favorably received by the president and faculty and an arrangement established to secure such examinations. A subscription was also raised for the purpose of assisting such lady students at the State normal schools as desired to pursue the advanced course lately instituted for the pupils, but could not without such assistance, for want of means. The subscription for this purpose amounted to $1,840, of which $475 was expended in assisting six pupils for one-half year, such aid being offered in the way of a loan, rather than as a direct gift in money, a feature calculated to foster a spirit of independence and self-reliance no less needful in the educated woman than in the educated man.

The practical wisdom of this association in choosing existing institutions as agencies for the accomplishment of these benevolent designs is commended by the secretary of the board, and the belief is expressed that a luxuriant harvest will spring from seed thus sown.

OBITUARIES.

The report of education in this State would be incomplete without brief notice of at least three gentlemen, prominent as educators, who have died during the year: Prof. Henry James Clark, Prof. Louis J. R. Agassiz, and Prof. William Russell, whose services in their respective lines have been unrivaled in New England.

PROF. HENRY JAMES CLARK, PH. D.

This esteemed scientist, a graduate of the University of the City of New York and of the Lawrence Scientific School at Cambridge, died at Amherst, Massachusetts, June 1, 1873. A friend and pupil of Profs. Agassiz and Gray, he early made himself a name as a student of the natural sciences, particularly by a work on the jelly-fishes of our coast; and at the suggestion of these great instructors was chosen a professor in the Massachusetts Agricultural College at Amherst. He was only fairly settling down here to what promised to be useful and interesting work, when he was summoned to retire from earthly labors and enter the presence of the great Father of us all.

PROF. LOUIS J. R. AGASSIZ, M. D., PH. D., LL. D.

Since the death of Humboldt, no brighter light has vanished from the scientific firmament than when this noble naturalist went to his rest, December 14, 1873. Born, May 28, 1807, of Huguenot ancestry, but in the parsonage of the fair Swiss parish of Mottier, by the lakes of Neuchatel and Morat, he was favored with the best of early training. His paternal ancestors for six successive generations had been clergymen, and it was hoped by his father that he might, himself, become one; but his inclinations were towards the medical profession, which his mother's father had pursued. With a view to preparation for it he went at 11 years of age to the gymnasium of Bienne, and afterward to the college of Lausanne, spending six years in academic studies. Two further years in the medical school at Zürich (1824–'26) prepared him for the higher advantages of the University of Heidelberg, where, from 1826 to 1827, he studied anatomy under Tiedemann, zoölogy under Leukart, and botany under Bischoff. The facilities for scientific study

presented in the then newly reorganized University of Munich next attracted him, and in the autumn of 1827 he went there, devoting himself to embryology with Döllinger, to botany with Martius, to zoölogy with Oken, to mineralogy with Fuchs, and to philosophy with Schelling. Five years in all were spent in this thorough training for professional engagement, during which time he took the degree of Ph. D. at Erlangen and of M. D. at Munich, both after full examination and with great *éclat*.

But he was not to be a doctor, save in the prime sense of a teacher of his race. The noble work of interpreting the divine wisdom in creation was opening before him, and more and more his heart took hold of this as his true task. He had been a student of nature from his childhood; had caught and classified, while yet at school, the insects that flitted around his native lakes; had noted the plants which grew upon the hills and the fishes which sported in the streams; and in the intervals of college-study had made large collections and sketches in this line. Researches in the same direction were pursued during the university-vacations, and the first rich fruit of them appeared, while he was yet at Munich, in two important works: one, a description of a large collection of new fishes brought home from Brazil by an Austrian and Bavarian scientific expedition; the other, A Natural History of the Fresh-water Fishes of Europe, planned and begun at this time and carried on with the aid of a great German publisher for several years. The evidences of philosophic arrangement, clear knowledge, and descriptive power exhibited in the first of these and in the preliminary sketches for the second gained him at once a name among the scientists of Europe and secured him the high admiration of such men as Humboldt and Cuvier. His native country heard with pride of the rising reputation of her gifted son, and in 1832 an effort was made to secure for her own service his expanding powers by the offer of a natural-history-professorship at Neuchatel. He accepted it immediately, and that acceptance decided his whole subsequent career. The scientific researches which had been the recreation and delight of leisure-hours became, by virtue of it, his duty and life-work, and with the power of a great soul he threw himself into the prosecution of them. In connection with lectures to his classes, his history of fresh-water fishes was carried forward; another, on fossil fishes, of great compass, was begun in 1833, and published in five successive volumes, with 400 plates, 1834-'44; an Introduction to the Echinoderms appeared in 1834, followed by monographs descriptive of the different radiate forms; and in 1836 began a series of extended observations* of the glaciers, which, carried on till 1845, resulted in his once greatly controverted and now generally accepted theory of wide-spread glacial action in the reduction of the earth to its existent form. This theory, propounded in 1837, was further elaborated and defended in his Studies on the Glaciers, published in 1840, and in his Glacial System, published in 1847, while meantime appeared his *Nomenclator Zoologicus* and *Bibliotheca Zoologiæ et Geologiæ*, important aids to the study of the natural sciences he loved. The large research and genial enthusiasm shining forth in all these works brought honors showering on him from all quarters and set him, by general consent, among the first of the naturalists of Europe, if not upon the highest throne of all.

But minds of his wide grasp want more than single worlds to conquer, and, having made the geology and natural history of the old continent pretty thoroughly his own, by explorations reaching into every important field, he came, in 1846, to the United States, partly upon an invitation to lecture here upon his favorite themes and partly under a commission from the Prussian government to study, for the benefit of science, new forms of natural phenomena in a new world. He met enthusiastic welcome, and had opened to him such facilities for the prosecution of his aims, especially in connection with the operations of the Government-Coast-Survey, as determined him to continue in a country which had greeted him so cordially and spend his life in the furtherance of science on our shores. Among the issues of this determination have been his settlement as professor in the Lawrence Scientific School at Cambridge, his careful explorations of the geologic and zoölogic phenomena of our sea-coasts and lakes, and his great collection of specimens in both these lines, making a museum of comparative zoölogy remarkable and even wonderful in view of its brief age. How much besides these his coming has done for us, in important publications on the natural history of the United States, in popularizing by lectures his favorite pursuits, in stimulating an enthusiastic prosecution of them by great numbers, in drawing forth splendid contributions for this purpose, in teaching our young men to unite great patience of research with eager zeal for fresh discoveries, and especially in bringing them to study with deep reverence the great open book of nature, thus looking "through nature up to nature's God," would take more space to tell than can be given here. We can only suggest the work he has accomplished, cast our slight wreath of honor on his grave, and thank God that he was brought to labor for our country and show us how to carry on what he has so well begun.

He leaves two noble monuments of his work among us: one the Museum of Comparative Zoölogy at Harvard College, built up by his exertions at an expense of over

* The closeness of these observations may be judged from his own statement that he spent 72 consecutive nights on the bare ice, at an elevation of 8,000 feet, without any other covering than the canopy of heaven.

$200,000, and forming, not only from its immense collections, but from the scientifically-excellent arrangement of them, the rival, if not the peer, of the greatest kindred museums of the Old World; the other his recently-established Anderson School of Natural History, on Penikese Island, a unique enterprise for training teachers of the science by the study of marine zoölogy from specimens collected in aquaria upon the coast and gathered by daily dredging from the deep waters of the seas around.

His publications since his coming to this country have been largely in our scientific journals and in the transactions of our various learned societies; besides which have been Physical Characteristics of Lake Superior, Lectures on Comparative Embryology, Principles of Zoölogy, (prepared in conjunction with Dr. A. A. Gould,) Methods of Study in Natural History, Geological Sketches, The Structure of Animal Life, two works illustrative of the ichthyology of Brazil and the region of the Amazon, (from visits in 1865–'66 and 1871–'72,) and, especially, Contributions to the Natural History of the United States, a great undertaking, meant to be completed in ten quarto volumes, of which only four had been published ere he died.

On such a head great honors gather thickly. Among those bestowed on him were the Copley medal, from the Royal Society of London; the Wollaston medal, from the London Geological Society; the medal of merit, from the King of Prussia; the Monthyon and Cuvier prizes, from the French Academy of Sciences, with the offer of a chair in the academy itself; and besides his well-earned Ph. D. from Erlangen and M. D. from Munich, the honorary LL.D. from the universities of Dublin, Edinburgh, and Harvard.

PROF. WILLIAM RUSSELL.

As a teacher of elocution, an educational journalist, and a promoter of the system of normal-school-training, Prof. Russell deserves special mention. Born in Glasgow, Scotland, April 28, 1798, his early training was in the schools and university of that place. He was the youngest student in the university at his entrance, and yet, at the first annual competitive exhibition, carried off from hundreds of his elders the highest prize for happy rendering of Latin. Many subsequent prizes were carried off, and it is in further illustration of his ready scholarship that his sisters tell of his reading to them the Greek comedies of Aristophanes with as easy fluency as if they had been English, giving a running translation of them as he went.

On the completion of his college-course he sailed for Georgia, to seek amidst its balmy airs a climate better suited to him than the frosty fogginess of Scotland. For some years he was tutor in the family of a distinguished Georgian, and then, with invigorated lungs, returned to Scotland. The reputation he had gained in Georgia, however, soon led to his recall, and he was induced to go back to Savannah and take charge of the Chatham Academy there. How long he continued in Savannah is not known. His removal thence was induced by a happy marriage with a lady of Connecticut, under whose influence he was led to transfer his labors to New Haven, where for some years he taught the new Township Academy, and then the Hopkins Grammar-School, preparing students for Yale College. Continued difficulty with sensitively-tender lungs at length compelled him to give up this sedentary life and remove to Massachusetts, where he became a teacher of elocution at Cambridge, at Andover, in Chauncy Hall School, Boston, and in the Public Latin School, the passage from place to place giving him exercise and air. While thus engaged, he became the editor of the American Journal of Education, the first regular publication on that subject either in America or England. The journal met with warm encouragement from English educators as well as from those of the United States and gave a great impulse to the cause of education.

In 1849 he was induced by friends to establish a normal school at Reed's Ferry, in New Hampshire, his plans for which embraced a happy combination of social and intellectual advantages. The days were given to the intellectual training proper to the character of the institution, while the evenings combined with this the pleasant associations of a family, one evening being given to a simple social gathering, when the parlors were thrown open, and the pupils, teachers, and generally some friends from without, mingled in easy friendly conversation, with sometimes a brief reading and sometimes the piano or a song; another evening was devoted to a review of current newspaper-literature; a third to elocutionary exercises, which his skill in that line made intensely interesting; a fourth to more formal lectures from educators brought in from abroad.

Eventually the school was removed to the beautiful town o fLancaster, in Massachusetts, which Mr. Russell was induced to think would be a better location than Reed's Ferry. In this he was disappointed, for, although admirably planned and managed, the interest in such an institution at that early day was too slender to insure to it success. It failed, and with it failed his fortunes. He had to go back to his old work of teaching elocution, finding ready occupation in this line in the various schools and colleges. He located his simple cottage on the shaded margin of the Nashua, and there, with the murmur of the stream beside him and the answering murmur of the

leaves above, spent many a pleasant summer-evening after the labors of the day were done. His pen was still occasionally engaged in contributing to different periodicals, and amid such occupations steadily continued to the close, he went quietly down the vale of life, till at last the shadows of a deeper evening closed around him, and he passed out into the light of the better world he had been looking for.

Genial, warm-hearted, amiable, and sincere, acquainted with the best English literature, familiar with the poetry of his native Scotland, well posted in the current reading of the day, and as much at home in the Latin and the Greek as in the English, Mr. Russell was an admirable teacher, a useful writer, and an exceedingly agreeable and pleasant man; and were it not that he has trained many to his art, his death would leave a blank in elocutionary teaching which it would be hard to fill.

LIST OF SCHOOL-OFFICIALS IN MASSACHUSETTS.

Hon. JOSEPH WHITE, *secretary of State-board of education*; Hon. ABNER J. PHIPPS, *general agent.*

STATE-BOARD OF EDUCATION.

Name.	Post-office.	Name.	Post-office.
Gov. William B. Washburn	Greenfield.	Hon. Henry Chapin	Worcester.
Lieut.-Gov. Thomas Talbot	Bellerica.	Rev. Alonzo A. Miner, D. D	Tufts College.
Hon. Edward B. Gillett	Westfield.	Hon. Gardiner G. Hubbard	Cambridge.
Hon. John D. Philbrick	Boston.	Rev. William W. Rice	Worcester.
Rev. Phillips Brooks, D. D	Boston.	Hon. Constantine C. Esty	Framingham.

SUPERINTENDENTS OF CITY-SCHOOLS.

Name.	Post-office.	Name.	Post-office.
John D. Philbrick	Boston.	Henry F. Harrington	New Bedford.
E. B. Hale	Cambridge.	Horace Willard	Newton.
B. F. Tweed	Charlestown.	L. F. Ward	Northampton.
William Connell, jr	Fall River.	A. D. Small	Salem.
George R. Chase	Holyoke.	A. P. Stone	Springfield.
J. W. Allard	Gloucester.	W. W. Waterman	Taunton.
G. E. Hood	Lawrence.	E. H. Davis	Woburn.
W. A. Wilde	Malden.	Albert P. Marble	Worcester.

MICHIGAN.

[From report of Hon. Oramel Hosford, late State-superintendent of public instruction, for the year 1872.*]

CONDITION OF PERMANENT SCHOOL-FUND.

Primary-school-fund in the hands of the State, as per auditor-general's report	$1,989,416 87
Due from purchasers, as per report of land-office	727,346 16
Swamp-land-school-fund	251,909 31
Total school-fund, September 30, 1872	2,968,272 34
Interest on the same	202,740 87
Loss on primary-school-fund since last year	58,798 13

FINANCIAL STATEMENT.

On hand at commencement of year	530,260 28
Received from two-mill-tax	421,971 29
Received from primary-school-fund	182,095 97
Received from tuition of non-resident scholars	28,580 47
Received from district-taxes for teachers' wages, &c	1,384,079 03
Received from other district-taxes	593,680 90
Received from tax on dogs	23,673 65
Received from all other sources	485,717 17
Total receipts for 1872	3,563,479 03

Expenditures.

Paid to male teachers	639,401 13
Paid to female teachers	1,010,087 63
Paid for building and repairs	625,843 61
Paid for all other purposes	746,253 55
Total expenditures for 1872	3,021,585 92
Indebtedness of districts	1,234,686 35
Amount on hand at close of year	560,222 00
Indebtedness, less funds on hand	674,464 35

SCHOOL-ATTENDANCE.

Number of children between 5 and 20 years	404,235
Increase over last year	10,960
Number of children enrolled in school	303,537
Increase over last year	11,071
Number attending school under 5 or over 20 years	6,865
Number enrolled in graded schools	110,091
Increase over last year	7,697
Per cent. of attendance on total enrollment	78
Average number of months schools were taught	7½
Increase over last year	½ month.
Average cost of tuition per scholar	$0 53

TEACHERS AND TEACHERS' PAY.

Number of male teachers	3,035
Increase over last year	64
Number of female teachers	8,624
Increase over last year	321
Whole number of teachers	11,659
Average monthly pay of male teachers	$49 11
Average monthly pay of female teachers	$26 72

* For statistics of 1873 see statistical tables I and II, at end of volume.

SCHOOL-DISTRICTS AND SCHOOL-PROPERTY.

Number of school-districts	5,375
Increase over last year	76
Number of districts reporting no school	50
Number of school-houses, (stone, 79; brick, 595; frame, 4,153; log, 591)	5,418
Increase over last year	118
Number of seats in school-houses	382,107
Value of school-houses and lots	$7,470,339
Increase over last year	$714,344

SCHOOL-FUNDS.

The primary-school-fund is derived from two sources: from the sales of primary-school-lands—the sixteenth section in each township—and one-half of the amount of cash-sales of swamp-land, the former paying interest at 7 and the latter at 5 per cent. The primary-school-lands are sold at the uniform price of $4 per acre, while many of them are worth from $10 to $30 per acre. The exhibit of this fund for the past year makes it less by several thousand dollars than heretofore. About 400,000 acres of the primary-school-lands are yet unsold. When sold the fund will be increased by about $1,500,000, and, if the lands are properly graded and sold according to value, by double that amount.*

No estimate can be made of the future increase from the swamp-lands; but, if the future sales for cash should be in the same proportion as in the past year, the present fund from that source will probably be doubled.

The university-fund amounts altogether to $542,794.49. "This has, like the primary-school-fund, shrunk in the Land-Office $22,288.82."

The amount of the normal-school-fund in the hands of the State September 30, 1872, was $48,314.70. There was due from purchasers $20,969.84, making a total of $69,284.54.

Of the agricultural-college-fund there was in the hands of the State September 30, 1872, the sum of $73,783.46; due from purchasers, $81,184.75; total, $154,968.21.

PROGRESS OF SCHOOLS.

In reporting the general condition of the public schools, the superintendent takes occasion to review the progress of the last eight years, the term of his official service. During that period the amount invested in school-buildings and school-property has nearly quadrupled. The increase of children has been an average of 15,532 annually.† The increase of property may be estimated by the increase of the two-mill-tax, which has nearly doubled. The number of graded schools has more than doubled. The number of children attending school has increased by nearly 100,000.‡ The number of teachers has increased nearly 3,000 and the amount paid for teachers' wages has been increased by over $1,000,000.

SCHOOL-CENSUS.

The census-returns for the past year are not considered accurate. Of some of the items the superintendent remarks, "They must be taken only as approximately true." The report of attendance is not complete, from the fact that 263 districts, with 16,630 children, fail to report under this head. The average attendance has increased 6 per cent. in four years. The number of new districts reported during the year is 136, but, owing to the consolidation of districts, the actual increase is but 76.

GRADED SCHOOLS.

Graded schools are sustained in 300 districts. These districts, less than one-tenth of the whole number in the State, have 38 per cent. of the children, own 64 per cent. of the whole value of school-houses, and pay 47 per cent. of the aggregate wages to teachers. The average length of sessions of the graded schools was nearly two months above the average of the State. The attendance of these schools is reported at 110,096, out of 155,740 of school-age; but 18 teachers or directors failed to report. The attendance in their districts would probably increase the number to about 114,000. There are now but seven unorganized counties in the State. These will soon require organization and will then report schools.

*An examination lately made in the General Land-Office in Washington has revealed the fact that a deficiency exists in the amount of land intended to be devoted to school-purposes in Michigan. The fractional sections are short by some 50,000 acres of what they were supposed to contain. The making up of this deficiency will add about $200,000 to the State primary-school-fund, such lands selling for $4 per acre. Steps are already taken to have the additional amount of lands secured.

†In Detroit the schools, at the opening of the session of 1873, have been so crowded that the city-superintendent has been obliged to open half-day-schools, one division being taught in the morning and another in the afternoon.

‡Some months ago the Michigan Teacher suggested, as a means of promoting regular attendance in the graded schools, that a fine picture be purchased and hung up in the room having the best record with reference to this. The experiment has been tried in Traverse City, with the result of bringing up the average attendance to 99 per cent.

Referring to the errors in school-reports and the discrepancies in the tables of receipts and expenditures, the superintendent says: "We are obliged to confess that the statistics abound with errors, although the result is sufficiently near the truth for the practical purpose for which their publication is designed."

THE TOWNSHIP-SYSTEM.

The union- or graded-schools are exerting a very general influence over the educational interests of the State. These schools were formed by uniting several districts into one, thus permitting a thorough grading and the introduction of the principle of division of labor. The expectations of those who urged the formation of these schools have been fully met. No one would think of returning to the old district-system. These schools are now confined to the cities and villages, but it is believed that the system, in a somewhat modified form, may be introduced with great benefit in the more thickly settled farming-districts by forming the schools of a township into one, under the direction of one board of officers. It would be found necessary to have ward-schools for primary and intermediate pupils, as in the cities and villages. A regular course of study could then be laid down, and most of the pupils, it is believed, could be induced to complete it. Most of the youth in the country attend school for two or three months in the winter only, and, as there is no regular course of study, even that time is spent to comparatively little purpose. If they found themselves every year advancing in a given course, they would realize that they were accomplishing something, and would be encouraged to complete it. If each township had a central school for the more advanced pupils, where the branches of the grammar-department could be taught and certificates given for a completed course, numbers would be induced to prosecute many studies now entirely omitted.

COUNTY-SUPERVISION.

The office of county-superintendent was created in 1867. The results of six years' trial have not been entirely satisfactory. Among the causes that have operated to prevent a realization of the good that was hoped for are the violent opposition to the system of county-supervision; carelessness in the selection of men for the office of superintendent; the reduction of salaries to the minimum that the law allows, so that competent men could not be procured; and, in the larger counties, imposing upon the superintendent an amount of work that made it impossible for him to do any part of it thoroughly. Nevertheless, the system has been sufficiently tested to prove its value and efficiency.

IMPROVEMENT CAUSED BY GOOD SUPERVISION.

In every county in the State the schools are in a better condition than they would have been under the old system, and in those counties where the superintendent has been properly sustained the change is very manifest. A significant fact in this connection is that the visits of school-directors have doubled in number since the first year of county-superintendence. Equally so is the great improvement visible in the school-houses and grounds.

Counties having 10 or more school-districts have county-superintendents. Upon the enactment of the law in 1867, 46 counties were entitled to the office. Since that time the number has increased to 56, leaving now 14 organized counties with less than 10 districts, and consequently without superintendents.

The State-superintendent urges upon the people to select the best man in the county for superintendent, to sustain him fully, and, in the larger counties, to provide an assistant, so that the work may be performed with the greatest degree of efficiency. If the people will do their part, "there is no doubt the system may be made to accomplish much more than it has yet done."

NEED OF COMPETENT TEACHERS.

The university and normal school, together with the different colleges, supply the higher grade of schools with thoroughly competent teachers, but it is difficult to find a sufficient number of properly trained instructors for the districts. These schools make little advancement, for the reason that entirely incompetent teachers are often employed. Many districts are no longer satisfied with this state of things and demand good teachers. Where and how shall they be trained for their work? This is, at present, the educational problem of Michigan. Many of the union-schools have training-classes during a part of the autumn. From these classes hundreds go to their work, not thoroughly qualified, but able to give better instruction and to manage their schools better than they otherwise could have done. This kind of work will continue to be done by these schools, and much good will result from it. The frequent change in the principals and teachers of the graded schools is regretted, not only as an injury to the schools, but as preventing the exercise of that influence over the teachers in their vicinity which might be productive of the highest good.

TEACHERS' TRAINING-CLASSES IN COLLEGES RECOMMENDED.

It is suggested that, if normal departments could be established in the various colleges, under the supervision of the State-board of education and the State-superintendent, it would be equivalent to establishing so many normal schools and large numbers of teachers could be thoroughly trained for all grades of schools.

TEACHERS' WAGES AND QUALIFICATIONS.

Teachers' wages have increased in the last ten years about 70 per cent., although the past year shows a decrease, viz: 81 cents per month for males and 49 cents for females. The ratio of increase in the pay of females for those ten years has been greater than in that of males. The qualifications of female teachers have been also raised and the higher grades of work have ceased to be a monopoly of male teachers. The yearly increase of male teachers is in no proportion to that of females. The denial of certificates to many cheap, because incompetent, teachers and the disuse of the "boarding-around abomination" are regarded as among the bestresults of county-superintendency.

FREE SCHOOLS POPULAR.

No act pertaining to the public schools has been received with greater favor than that by which they were made free to all pupils within the limits of the district. The collecting of rate-bills was a great annoyance to school-officers as well as to those who paid them. The facts that the rate-bills were to be assessed after the public money was expended operated disastrously upon many schools. Those who found it difficult to meet the bills removed their children from school if they could find the slightest excuse. The free schools are a great relief to the poor and highly prized by them. The effect upon the general attendance is marked.

COMPULSORY EDUCATION.

It is believed that the compulsory law has much to do with the largely increased attendance in the public schools. Its moral effect was very soon manifest. Many children, finding they would be compelled to attend school, did not wait for that, but went voluntarily. The final results can only be determined by the faithfulness with which the law is executed. Parents, generally, are willing to assist in the enforcement of the law, but boys particularly are disposed to truancy, and it is difficult to keep them in school. The question is asked, "Cannot the compulsory law be supplemented with a law for incorrigible truancy?" The truant-law of Massachusetts is quoted, and something similar recommended for Michigan. It is asked: "If there are youth who will not willingly attend schools which will fit them to become useful citizens, shall they not be *made* to do so?" and the remark is made that "the government that will not tax itself to secure the intelligence and virtue of its *youth* will be compelled to impose a triple tax to restrain its *men* from vice or punish them for their crimes."

SECONDARY INSTRUCTION.

The new importance attaching to the high schools of Michigan, from their adoption as feeders of the university, thus forming a link of close connection between it and the lower schools, gives interest to the following discussion of their status on the part of the superintendent of instruction:

OPPOSITION TO PUBLIC HIGH SCHOOLS.

"No little excitement has arisen in some places from the discussion of the question of the legality of public high schools. The claim has been made that this department formed no part of the school-system recognized by law and that all taxes imposed to raise money to sustain these schools were illegal. It is claimed to be unjust to sustain such a school. The law contemplates that such schools should be self-supporting by charge of tuition. The law merely provides that every child shall be educated up to a certain point, but it makes no provision by taxation for giving instruction beyond the ordinary English branches, and the school-boards exceed their powers in providing for high schools at public expense.

"It is also contended that these boards have no right to employ superintendents and pay them from the public money; that they had not only created the office, but had transferred the power conferred upon them by the people to the person appointed to the illegal office; and that, although the legislature has the power to confer the right of voting a local tax to support a primary school, yet they cannot give authority to vote such tax for high schools. These two sections, it is said, require the legislature to provide for and establish a system of primary schools defined as free of charge for tuition and all conducted in the English language. Usage has never required higher qualifications for teachers in primary schools than those specified in instructions to county-superintendents, viz, orthography, reading, writing, grammar, geography, and arithme-

tic. Instruction in these branches must be in the English language exclusively. The legislature has imposed all other education on the university-fund. The income from one cannot be diverted to perform the work of the other without a breach of faith to the United States, pledged before the State became the custodian of the fund."

The superintendent gives this full statement of the views held by not a few citizens of the State and the ground of the opinion expressed, that the attention of the legislature might be called to the subject and that it might have a definite idea of the ground of the objections made to the high schools as now established and maintained. "If these statements," it is remarked, "were mere rumors or complaints made by thoughtless men, who were dissatisfied with the tax they had to pay, they would not be worthy of the least notice; but since they come from men of character and standing, who have a reputation as lawyers and who profess to have given the subject careful consideration, it is deemed best to call the attention of the legislature to the subject. If the legislature has no power to authorize the establishing and maintaining of high-school-departments in the graded schools, it is time that the fact should be known, that the power may be given."

HIGH SCHOOLS AND ACADEMIES.

There are only 6 high schools and academies from which returns have been received; these report an aggregate of 30 instructors—9 gentlemen and 21 ladies—and 855 pupils—358 boys and 497 girls—in attendance; 195 of the pupils are preparing for college and 48 for the scientific course in college. These schools all report libraries except one, the number of volumes ranging from 1,000 to 3,227; 4 are under denominational control, namely, two Catholic, 1 Episcopalian, and 1 Methodist, the remaining two being public high schools.

The high school at Ann Arbor is one of the main feeders of the university, and has, with 8 instructors—4 of either sex—305 pupils—181 young men and 124 young women; 49 of these are in the classic course, and 75 study Latin, and 42 are in the scientific course; 165 are preparing for college and 42 for the scientific course in college; 34 have entered college from the school since the close of the last academic year, in addition to the 15 others who completed the course but did not enter college. Since the commencement of the school 352 students have graduated, 140 of whom have entered college.

SUPERIOR INSTRUCTION.

The University of Michigan, as a part of the public educational system of the State, aims to complete the work which is begun in the public schools by furnishing facilities for liberal education in literature, science, and the arts, and for extended professional study of medicine and law. Its pupils in 1871–'72 numbered 1,224; in 1872–'73, 1,163. The graduates of the Michigan high schools are received into the university without examination, when, on the report of a committee of inspection, the faculty approve the work of any school and the candidates for admission present evidence of having pursued with success the studies preparatory to the freshman-class. The number admitted thus from the high schools in the first year of the experiment (1871–'72) was 50, and these are said, in the president's report, to have stood at least as well as any others the first tests of study, and in some things to have gone beyond their fellows, while the effect of their admission has been stimulant and healthful in a high degree upon the schools from which they came. The report for 1872–'73 is essentially the same.*

CO-EDUCATION OF THE SEXES.

The president of the university says, in his report for 1873: "The history of our work during the past year has only deepened the impression made during the two preceding years of the entire practicability of co-operative collegiate and professional education of the two sexes in the same schools. If any have cherished a fear that the admission of women would tend to reduce the standard of work in the university, their attention may be directed to the fact that during the last three years we have been

* The language of President Angell here is: "We have now finished our second year's trial of receiving, without examination, the graduates of high schools who have been inspected and approved by the faculty, and I think there is no difference of opinion in the faculty concerning its salutary effect. We have suffered no embarrassment from this course in respect to the quality of the preparation of our freshmen. The superintendents and teachers of the approved schools evidently feel the responsibility of being made virtually examiners for admission to the university, and thus becoming thoroughly identified with us. The visits of our committees keep us constantly in intimate relations with the schools and, according to the testimony of the superintendents, furnish a valuable help and stimulus. The faculty, after examination, voted to receive for the coming year from the following schools: Detroit, Flint, Pontiac, Jackson, Adrian, Cold Water, Grand Rapids, Ypsilanti, and Ann Arbor. Other schools in the State will probably next year be organized on a sufficiently broad basis to be placed on the same footing. We are certainly approximating towards a more substantial unity in our public system of education than any other State in the Union."

steadily increasing the requirements for admission* and broadening the range of studies. And certainly the women experienced no such difficulty in acquiring the studies assigned in the regular curriculum as to call for any modification of the course on their account. Their record is as creditable in all branches as that of the other sex. Nor do I see any evidence that their success in their intellectual pursuits is purchased at the expense of health. On the contrary, I doubt whether the same number of young women in any other pursuit in life have been in better health during the year." In the college-year of 1873–'74, 87 women students entered the university, 51 taking the academic, 4 the law, and 32 the medical course, the restriction on their entrance in this last department having been removed and a course of study provided for them separate from that for males, but in all respects equal to it.

A large new building for the university, costing $125,000 and uniting the two built in 1841 and 1848, has been completed and occupied during the year 1873. With this addition to its means of operation, with libraries now numbering over 30,000 volumes, with a museum embracing upwards of 100,000 specimens, and with a faculty of large extent and proved ability, its influence upon the educational interests of the State, and especially upon the public schools—with which it is now intimately linked—can hardly fail to be a steadily improving one.

At the formal opening of the new hall, November 5, 1873, Regent Willard said: "That which gives special significance to the expenditures for its completion is the fact that the erection of this building signalizes the first complete union between the university and the State. This is the first building on the university-grounds built from funds furnished by the people of Michigan. In providing the other buildings and conducting the university onward in its course of usefulness, the State has hitherto acted merely the part of an agent or trustee. The Government of the United States has made the endowment and the State has been its steward in the management of the means supplied."

D. Bethune Duffield, esq., on the same occasion, said: "This university, in all its departments and schools, is as much a part of our school-system as the humblest red school-house in the State. Without the university and the inspiration it imparts, the schools would ere long become languid, and without the schools it would not be long before the halls of the university would be solitary."

The main address of the occasion was by President White, of Cornell University. It was devoted to a consideration of the proposition that provision for the establishment and maintenance of institutions for superior instruction must be made by State and national governments. It is said to have been a most scholarly and able speech.

Respecting the other institutions for superior instruction in Michigan, statistical details will be found in the appended table.

Adrian has added two new professors to its faculty and reports its clear assets—additional to grounds, buildings, and apparatus—$160,000. A musical department here is said to be proving a success.

Albion, besides forming a Greek and Latin scientific course, additional to its previous Greek-scientific and Latin-scientific separate courses, has, through the generous efforts of Mr. David Preston, of Detroit, added $110,000 to its endowment.

Hillsdale, with two new professors in the college, as well as a new lecturer in the theologic department, has also increased its endowment by $35,000 and counts over 600 pupils in its different schools. This college has been so unfortunate as to lose by fire its principal building since the beginning of the year 1874.

Hope has perfected arrangements for opening a seminary for young ladies in connection with the college.

Kalamazoo has put a new professor in the chair of chemistry and received an addition of $2,500 to its funds.

Olivet, offering equal advantages to students of either sex, has considerably increased its library and has some prospect of discharging its indebtedness and adding $100,000 of endowment to its funds.

SUPERIOR INSTRUCTION OF WOMEN.

Two institutions only for the superior education of young ladies, the Young Ladies' Seminary and Collegiate Institute at Monroe and Michigan Female Seminary at Kalamazoo, have reported their statistics for the last year. The aggregate attendance was 171, of whom 22 were in preparatory studies, with 16 professors and instructors, all but one of them ladies. In the freshman-year there were 50 pupils; in the sophomore, 41; in the junior, 20; and in the senior, 17. Nine were in special or partial courses and 12 in post-graduate-studies. Vocal and instrumental music, drawing and painting, French and German, are taught in both seminaries, while in that at Monroe

* For example, there have been instituted the following additional requirements for admission to the classic course in 1874: in English, the chapters in Hart's Rhetoric, on punctuation and the use of capitals, proof-reading, and the study of the English language; in Latin, the last six books of the Æneid; in Greek, as introductory to the fair study of the language, the first three books of Smith's History of Greece, not including the chapters on literature and art.

Italian is added. This reports a chemic laboratory, a philosophic cabinet, and a natural-history-museum. The seminary at Kalamazoo has a small natural-history-museum; both have gymnasiums and libraries of 1,200 and 500 volumes, respectively.

Statistical summary of university and colleges.

Names of university and colleges.	Corps of instructors.	Endowed professorships.	No. of students.		Corporate property, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Amount of property of corporation.	Value of grounds, buildings, and apparatus.	Amount of endowment.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
Adrian College	10	1	113	31	$7,750	$35,000	$100,000	$60,000	$4,000	$3,602	400
Albion College	7	....	118	34	290,924	83,385	207,609	188,035	8,221	3,304	1,500
Hillsdale College	24	6	408	186	240,000	120,000	120,000	100,000	10,000	5,000	4,500
Hope College	7	0	108	20	.....	30,000	60,000	50,000	3,500	7,000	1,200
Kalamazoo College	8	0	204	23	180,000	100,000	80,000	80,000	.....	5,470	2,250
Michigan University	28	0	0	393	443,000	.....	.....	.....	.....	51,000	*22,700
Olivet College	13	4	100	54	83,000	.....	70,000	65,000	6,050	4,000	5,000

* Geologic specimens in museum, 38,000; botanic, 35,000; zoölogic, 24,000.

STATE NORMAL SCHOOL.

The year 1871-'72 is said to have been one of steady advancement in all departments of this institution. It has been the earnest purpose of the faculty to make the professional work the leading characteristic of the school. Special instruction was given in the application of the principles of psychology to the science of teaching, and there having been a deficiency of attention to the ancient languages that has proved a hinderance to graduates securing high positions in preparatory schools, the course of study in this line has been extended so that those who complete it will be qualified to take charge of the larger union- and high schools and prepare students for college.

The demand for teachers from the normal school, both graduates and under-graduates, has been far greater than could possibly be supplied. More than 150 of the pupils in attendance the last year, including the graduates, have been teaching the present year. Most gratifying reports have been received of the work done by them. It is believed that this institution was never exerting a wider or more healthful influence over the schools of the State than at the present time. There is a large increase of pupils, the number enrolled up to December, 1872, exceeding the entire enrollment of the preceding year. Pupils are not received for less than an entire term, and the board is required by law to reject every candidate who, in its opinion, "will not make an apt and good teacher."

The number of pupils in the normal school for the year ended June 30, 1872, was 296, of whom 120 were males and 176 females. Of this number, 84 were free pupils under appointments from members of the legislature. The graduates in 1872 were 47, of whom 12 had pursued a classic course of four years, 10 a course of modern languages for the same time, 12 a full English course of three years, and 13 a common-school English course of two years.

Additions to the laboratory are greatly needed and the library is represented as entirely inadequate to the wants of the school. Books of reference for teachers and pupils are greatly needed, for many subjects are taught in such a way as to require their use. An expenditure of $500 in each of these departments would greatly increase their interest and usefulness.

THE AGRICULTURAL COLLEGE, LANSING.

A correspondent of the Detroit Weekly Post writes thus of a visit paid this institution: "Passing through the gateway leading to the college-grounds, the gates being opened and closed by the action of the carriage-wheels, we went on through a well-conditioned lawn, over a good road, winding among trees that had been reserved from the native forest, and drove to the building especially devoted to teaching chemistry, where I found Prof. Kedzie, with his class before him, engaged in a recitation which was only interrupted long enough to glance at my letter of introduction and then continued in my hearing. Enough remained to show that the class had to give the closest attention. This exercise over, we were invited to dinner with the students. The dinner was plain, but of good food well cooked, and the large room, furnished with the short tables now in general use at hotels, was well filled with young men and a few ladies, and everything seemed to be conducted with order and decorum. The students are required to board in this hall, unless special permission is given to board elsewhere. The board is furnished them at cost and, the last session, was $3 per

week. At the opening of each term each student pays $20 as an advance on board, which is allowed for in the settlement of accounts at the end of the term. In addition to this advanced payment of $20, a student, on entering college, is required to pay a matriculation-fee of $5 and every term $3.25 for incidentals, with $1 for room-rent—in all, $29.25 at the commencement of the first term. Students from other States pay $10 additional per term, $20 for the year.

"Students receive remuneration for the labor they perform, the amount paid depending on their ability and fidelity. The highest wages paid have been 11½ cents an hour; the lowest, not more than 2 or 3 cents. Labor is not required on Saturday, but is usually furnished if applied for, and is estimated at a higher rate, the maximum being 12½ cents per hour. * * * The general appearance and bearing of the young men attracted my attention, and their show of health and gentlemanly conduct impressed me favorably. I learned that they were mostly the sons of farmers; that their ages would average 20 years; and that the privilege of working on Saturday was so eagerly seized as to secure them last year $2,000 for work done on that day.

"I asked, 'What has become of your graduates?' and was answered that 2 died in the army before entering into business; that 31 were farmers; 5 teachers in colleges having charge of farms, one of these being professor of entomology in the Agricultural College; that another is professor of agricultural chemistry in Michigan University; 2 students in animal physiology; 1 a student of veterinary science; 1 a student in chemistry; 1 a manufacturer; 3 engineers and surveyors; 5 engaged in law; 4 merchants' agents; 1 a clergyman, but president of a farmer's club with large attendance; and 4 teachers in colleges. One student, not a graduate, was made professor of agriculture in the Kansas Agricultural College."

The land still held by this institution, 171,074 acres, with the endowment already in hand, $207,500, must make it eventually one of the wealthiest of its class and bring within its reach most noble opportunities for influence. During the year past it has received from the State $37,348 and has expended for new buildings $13,000; for improvement of grounds, buildings, library, and apparatus, $2,602. It now numbers 6 resident professors, with 4 other instructors; has 115 students in its regular course, with 25 in a partial course and 3 post graduates still prosecuting studies; reports an income of $11,038.61 from productive funds and $15,500 from other sources; and counts 2,800 volumes in its library.

BUSINESS-COLLEGES.

Seven of these institutions—at Detroit, East Saginaw, Hillsdale, Jackson, Kalamazoo, and Lansing—report a total of 25 teachers and 1,248 students. One other, at Grand Rapids, makes no return for 1873.

Statistical summary of schools for professional instruction.

Names of schools for professional instruction.	Corps of instructors.	Endowed professorships.	Number of students.	Corporate property, &c.					Number of volumes in library.
				Amount of property of corporation.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
SCHOOLS OF THEOLOGY.									
Theologic department, Adrian College*	....	....	....	.....	.....	.....	.....	.....	.....
Theologic department, Hillsdale College	4	....	10	.....	.....	.....	.....	.....	1,000
SCHOOL OF LAW.									
Law-school, University of Michigan	4	....	331	(†)	.....	.....	.....	.....	3,000
SCHOOLS OF MEDICINE.									
Detroit Medical College	15	....	74	$20,000	$20,000	.....	.....	.....	.....
Medical department, University of Michigan	5	....	357	.....	.....	.....	.....	.....	.....
School of pharmacy, University of Michigan	8	....	68	.....	.....	.....	.....	.....	.....
SCHOOL OF SCIENCE.									
State Agricultural College	10	....	143	‡207,500	.....	$207,500	$11,039	$15,500	2,800

* Not yet fully organized.
† Maintained by appropriation of funds from the university.
‡ Besides 171,074 acres of land.

MICHIGAN INSTITUTION FOR DEAF AND DUMB AND BLIND.

The trustees report, in their last biennial, the uniform good health of officers, teachers, and pupils. Out of 171 deaf and dumb pupils and 48 blind, making a total of 219, only one had been lost by sickness, and that a case of probable inherited disease.

The school is said to have maintained its well-established reputation for thoroughness in all its departments, both deaf and dumb and blind having made remarkable and most satisfactory progress in the various studies pursued. One of the examining committee represents the annual examination as creditable in a high degree to the teachers and the pupils, nearly if not quite equaling similar examinations in the public schools. Training in mechanic occupations, such as type-setting, printing, shoemaking, and cabinet-making, has gone along with the drill in other studies, and has produced a considerable saving to the institution from the products of the labor of so many hands; has had the most beneficial influence on the spirit of the pupils, and has fitted many of them to be helpers to their parents instead of being a burden and a care. The cabinet-shop has not only cleared its expenses, but $1,274 more. The shoe-shop has come within $333.71 of meeting every expense. The sewing of about 50 deaf and dumb girls for three hours each day has secured several hundred dollars for the increase of the library. And these healthful industries have quickened the minds and animated the spirits of the ones engaged, exercising their faculties in practical directions and giving them the encouragement of feeling that they were taking steps towards self-support.

The school-course has been extended one year, and further extension of it is proposed and probable.

PROPOSED CHANGES IN SCHOOL-LAW.

A constitutional convention held in Lansing, 1873, recommended the following changes in the provisions of the constitution respecting education: (1) That the superintendent of public instruction shall be a member of the boards of all State educational institutions, including the reform-school. (2) That the supervision and control of the university shall be vested in the board of regents, thus removing it from exposure to the legislative interference which has sometimes proved embarrassing. (3) That the legislature shall provide for the establishment and maintenance of a library in each township and of at least one in each city. (4) That women shall be eligible to the office of county-superintendent and other school-offices.

TEACHERS' INSTITUTES.

Seventeen institutes have been held during the year. The average attendance was 75. A greatly increased interest was manifested on the part of the teachers and the results of the meetings were in the highest degree satisfactory.

LIBRARIES.

The number of volumes reported in district-libraries is 108,281; in town-libraries 49,744—total, 158,025. The amount expended during the year for books, by districts, is $11,287.86; by towns, $4,244.83. The amount voted from the two-mill-tax for this purpose is $2,069.63; from fines, $20,323.77, or $6,860.71 more than was used as the law requires.

The number of volumes in the libraries is scarcely more than in 1864. The withdrawal of the annual appropriation to the library-fund proved a death-blow to the township- and district-libraries. If this could have been continued, although it was a small allowance for so important a purpose, there would now be thousands of libraries of well-selected books, which would be of the greatest service to many of the youth now destitute of suitable reading-matter, and it would not be many years before their influence would be seen and felt. A taste for good reading cannot be acquired without books. Create the library and the taste will very soon be formed. Good school-libraries are considered an important part of the common-school-system—almost an essential one.

LIST OF SCHOOL-OFFICIALS IN MICHIGAN.

Hon. D. B. BRIGGS, *State-superintendent of public instruction, Lansing.*

COUNTY-SUPERINTENDENTS.

County.	Name.	Post-office.
Allegan	Edgar S. Linsley	Allegan.
Antrim	Cyrus N. Cutter	Atwood.
Barry	Theo. B. Diamond	Prairieville.
Bay	Arch. L. Cumming	Bay City.
Benzie	Arthur T. Case	Homestead.
Berrien	E. L. Kingsland	Benton Harbor.
Branch	Milo D. Campbell	Quincy.
Calhoun	Bertrand F. Welch	Marshall.
Cass	Samuel Johnson	Dowagiac.
Charlevoix	John L. Dixon	Charlevoix.
Cheboygan	Arthur M. Gerow	Cheboygan.
Clinton	Edward Payne	Duplain.
Eaton	Darius R. Shoop	Bellevue.
Genesee	Cornelius A. Gower	Flint.
Grand Traverse	Elisha P. Ladd	Old Mission.
Gratiot	Giles T. Brown	Ithaca.
Hillsdale	Charles R. Coryell	Jonesville.
Houghton	Thomas L. Chadbourne	Portage.
Huron	Charles B. Cottrell	Port Austin.
Ingham	Elmer D. North	Lansing.
Ionia	Wilber H. Moon	Fallassburg.
Iosco	O. E. McCutcheon	Au Sable.
Isabella	Charles O. Curtis	Mt. Pleasant.
Jackson	W. Irving Bennett	Jackson.
Kalamazoo	E. G. Hall	Kalamazoo.
Kent	George A. Ranney	Grand Rapids.
Keweenaw	John Power	Copper Harbor
Lake	De Witt C. Davenport	Baldwin.
Lapeer	James H. Vincent	Lapeer.
Leelanaw	Salmon S. Steele	North Port.
Lenawee	Edson G. Walker	Palmyra.
Livingston	William Ball	Hamburg.
Macomb	Spencer B. Russell	Mt. Clemens.
Manistee	John W. Allen	Pleasanton.
Marquette	Harlow Olcott	Marquette.
Mason	Lucius E. Hawley	Riverton.
Mecosta	Lewis G. Palmer	Big Rapids.
Midland	Tyson Smith	Midland.
Monroe	Elam Willard	Monroe.
Montcalm	E. Henry Crowell	Greenville.
Muskegon	Edwin Thatcher	Ravenna.
Newaygo	Jos. W. Carpenter	Croton.
Oakland	Johnson A. Corbin	Pontiac.
Oceana	Seth Edson	Hart.
Osceola	Marcus A. Lafler	Hersey.
Ottawa	Charles L. Fasset	Grand Haven.
Saginaw	John S. Goodman	East Saginaw.
St. Joseph	John W. Beardslee	Constantine.
St. Clair	Miles H. Carleton	Marine City.
Sanilac	Paden Macklem	Forester.
Shiawassee	Ez. J. Cook	Owosso.
Tuscola	John Q. A. Burrington	Worth.
Van Buren	Henry S. Williams	Lawton.
Washtenaw	George S. Wheeler	Ann Arbor.
Wayne	George C. Gordon	Redford.
Wexford	Clark L. Frazier	Clam Lake.

MINNESOTA.

[From the report of Hon. H. B. Wilson, State-superintendent of instruction, for the scholastic year ended September 30, 1872.]

SCHOOL-STATISTICS.*

	1871.	1872.
SCHOOL-FUND.		
Permanent school-fund, November 30, 1872		$2,773,098 11
Amount received from school-funds in 1871	$302,995 68	
1872	272,874 45	
Decrease for the year		30,121 23
Amount apportioned from permanent school-fund in 1871	163,555 35	
1872	162,264 00	
Decrease for the year		1,291 35
Amount received from taxes voted by districts in 1871	655,967 08	
1872	631,459 31	
Decrease for the year		24,507 77
Amount expended for school-purposes in 1871	1,011,656 64	
1872	990,936 08	
Decrease for the year		20,720 56
Amount in school-district-treasuries, September 30, 1872	148,726 68	
Orders unpaid at the close of the school-year 1872	500,559 88	
SCHOOL-POPULATION.		
Number of persons in the State between 5 and 21 years of age in 1871	168,745	
1872	180,020	
Increase for the year		11,275
SCHOOL-ATTENDANCE.		
Number of different persons attending school in 1871	113,983	
1872	120,352	
Increase for the year		6,369
Number not attending school in 1871	53,480	
1872	59,668	
Increase for the year		6,188
Per cent. of non-attendance in 1871	32	
1872	33	
Increase for the year		1
Number attending winter-schools in 1871	85,012	
1872	91,795	
Increase for the year		6,783
Average number attending winter-schools in 1871	55,055	
1872	62,046	
Increase for the year		6,991
Number attending summer-schools in 1871	72,495	
1872	77,733	
Increase for the year		5,238
Average number attending summer-schools in 1871	46,332	
1872	48,665	
Increase for the year		2,333
TEACHERS AND TEACHERS' WAGES.		
Number of male teachers in 1871	1,482	
1872	1,656	
Increase for the year		174
Number of female teachers in 1871	2,903	
1872	3,056	
Increase for the year		153
Average wages of male teachers per month in 1871	$37 68	
1872	$37 39	
Decrease for the year		$0 29
Average wages of female teachers per month in 1871	$25 51	
1872	$24 57	
Decrease for the year		$0 94
Amount paid as teachers' wages in 1871	$540,388 12	
1872	$547,948 09	
Increase for the year		$7,559 97
SCHOOL-PROPERTY.		
Number of school-houses in the State in 1871	2,310	
1872	2,470	
Increase for the year		160

SCHOOL-STATISTICS—Continued.

	1871.	1872.
Value of the school-houses in the State in 1871	$1,758,133 03	
1872	$1,783,326 43	
Increase for the year		$25,193 40
Number of school-houses built in 1871	223	
1872	229	
Increase for the year		9
SCHOOL-DISTRICTS AND SCHOOLS.		
Number of organized counties in the State in 1871	58	
1872	66	
Increase for the year		8
Number of counties making school-reports in 1871	54	
1872	62	
Increase for the year		8
Number of districts in the State in 1871	2,732	
1872	2,933	
Increase for the year		201
Number of districts reporting in 1871	2,646	
1872	2,836	
Increase for the year		190
Number of districts not reporting in 1871	86	
1872	97	
Increase for the year		11
Number of winter-schools in 1871	2,221	
1872	2,354	
Increase for the year		133
Aggregate length of winter-schools, in months, in 1871	7,346	
1872	8,249	
Increase for the year		903
Number of summer-schools in 1871	2,164	
1872	2,358	
Increase for the year		194
Aggregate length of summer-schools, in months, in 1871	6,931	
1872	7,824	
Increase for the year		893

* The returns for 1873 may be found in statistical tables I and II.

THE PUBLIC-SCHOOL-SYSTEM.

There has been no radical change in the work of the schools within the past year. The present system, as yet imperfectly developed, owing mainly to the youth of the State, is gradually unfolding itself, and, as more tangible results follow, errors are corrected, improvements made, and a better confidence established.

The Minnesota system of common schools is designed to exhibit the American ideal of what public education should be: the education of every child in the State. The purpose is to give the greatest possible facilities for instruction; to improve the methods; to elevate the profession of teaching; in a word, to make the common schools—the schools of the people—so thoroughly attractive and useful as to secure the support of all who are entitled to their benefits.

The hearty support and co-operation of nearly all the citizens of the State with the school-work during the past year and the apparent purpose not to be outdone by sister-States in the meritorious effort to make the school-buildings equal to the necessity for them encourage the belief that the school-system accords with public sentiment and is an expression of the public will.

As one result of the interest manifested throughout the country in the improvement and perfecting of the public schools, the teachers employed possess better educational and other qualifications, and with these improved talents demand higher compensation. Teaching is becoming more permanent, requiring natural ability, study, and preparation. Thought is beginning to take the place of mere mechanic routine in teaching. Work is being performed by those who love it; pupils are instructed, not simply questioned; lessons are relieved of their asperities and are better adapted to the age and capacities of the learners; labor is lightened; mental powers are strengthened, and there is less unnecessary strain upon the delicate organization of children.

Another result of the public interest in schools is marked in the new buildings erected for school-purposes. In the older counties the log school-houses and frame shanties are fast disappearing and substantial and commodious structures are taking their places. Many of these are furnished after the approved modes, with outline-maps, globes, and all the modern improvements in the way of school-room-conveniences.

The demand for a higher school-standard is also evidenced in the feat that, of 2,745

teachers who were examined, 345 failed to obtain license to teach for lack of the necessary scholarship.* The county-superintendents are becoming more rigid in their examinations, both with regard to a knowledge of the branches taught and the methods of imparting instruction.

OBLIGATORY EDUCATION.

Of this, the superintendent says: "However men may differ in opinion as to the best plan of preventing absenteeism or reclaiming truants, all are impressed with the necessity of some measure to cure this almost universal evil. Laws compelling attendance at school of children between certain ages have been adopted in Michigan, New Hampshire, Texas, and California and laws regulating the school-attendance of children of certain ages who are employed in manufactories have been enacted in Massachusetts and Connecticut. It is believed that these laws work well—are sustained and give satisfaction. In many of the European states compulsory educational laws are adopted and enforced. The fact that compulsion works well under a monarchic government is indeed no evidence that it is adapted to a government where all power is derived from the consent of the governed. But if the principle we so often hear reiterated be a true one, that the safety and preservation of a republican form of government lie in the virtue and intelligence of the people, and if it be also true that the power of the government can come into the home of the citizen and take thence the father, son, husband, and brother in order to preserve that government when in danger or peril, the same power can come into the family-circle and force the citizen to educate his children, in order that they may become qualified to exercise the rights and privileges conferred upon them by the state and that they may be better able to preserve and defend the state when assailed by either foreign or domestic foes."

There was a compulsory law passed by the State of Michigan in 1871. State-Superintendent Hosford says of its workings: 'I do not remember that any law bearing upon the school-interests of the State was ever received with such universal favor as this one. The press, without distinction of party, very generally commend it and very few of the people were heard to speak against it.'

"Believing, as I do, in the necessity, in a Government established upon a basis like our own, of universal education, I do not hesitate to say that the Legislature ought to incorporate the principle of compulsory attendance into our school-system in this and every State in the Union. There are unanswerable arguments in favor of the proposition. Those who own the property of the State are taxed for the support of common schools for the benefit of all children alike. The poor as well as the rich enjoy the advantages of the schools supported by the tax-fund. The question arises, Shall the intemperate, the indolent, the thriftless, who do not contribute to the general welfare of the State and yet receive its protection and enjoy its privileges, being in a minority, be allowed to transmit their ignorance through their children, prevent the successful operation of the law, and thus defeat the will of the majority upon a question so interwoven with our higher interests and our very existence as a free State? The priceless boon of a free school is of incalculably more importance to the non-tax-payers than to any other class; for the property-holders will, as a class, educate their children under any financial system. Now, if the State, for high, social, moral, and political reasons, can justly coerce the property-holders and employers into the support of universal free education; if it can regulate the labor-department in our manufacturing-establishments by a stringent law, can it not—yea, ought it not—for every reason, to insist that the children, in whose interest the factory-law was passed and for whom such ample provision is made, shall avail themselves of the proffered opportunities of instruction?"

PRIVATE SCHOOLS.

Blanks were sent to all the county-superintendents upon which to return the statistics of the private schools of the various grades. It is thus shown that there were 4,285 pupils, in the schools reported, who did not attend any public school during the year. Add this number to the 120,352, the number of persons reported as having been enrolled in the public schools within the past year, and we have 124,637. By a calculation based upon the census-returns, showing the population of Minnesota between the ages of 5 and 20 years, 74¼ per cent. of this class were between 5 and 15 years of age. This is the age when the largest proportion of the schoolable population cease to attend the common schools. Assuming this to be true, we find 74¼ per cent. of 180,020, the entire schoolable population, to be 134,115. From this number deduct 124,637, the aggregate number enrolled in both the public and private schools of the State during the past year, and we have but 9,478, or less than 6 per cent. of the children of the State under 15 years of age who were not enrolled in some school within the year.

This is certainly a fair showing and may challenge any State to exhibit a better one.

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* The tabular statement differs from the superintendent's report, giving 3,179 as the total number examined and the number rejected as 368.

HIGH SCHOOLS.

The various reports from the superintendents of city graded schools seem to show that the grade of the high schools is constantly advancing. The course of study seems to be thorough, embracing higher mathematics and the languages, and is intended to prepare pupils for admission to the State University. Considerable attention is given to normal instruction, written examinations are a regular exercise, and, in some of the schools, a part of each day is devoted to practical composition.

The Red Wing Collegiate Institute seems to be a private high school, for both boarders and day-pupils. The building is large, convenient, and well furnished with educational and physical appliances; and moral training is not forgotten.

The reports of the county-superintendents indicate a marked progress in nearly every respect in the class of schools here indicated.

Eleven private institutions for secondary training, additional to those referred to by the superintendent, report an aggregate attendance of 1,302 pupils—642 young ladies and 660 young gentlemen. Of these, 304 are engaged in classic studies, while 568 are pursuing modern languages; 76 are specifically stated as preparing for college and 45 for a scientific course. In 6 of these schools drawing is taught; in 8, music; 6 have libraries ranging in extent from 208 to 875 volumes; 2 schools are for the exclusive education of young ladies, while the remainder are for both sexes; 4 are sustained by the Catholic Church, 3 by the Episcopal, and 4 are unsectarian.

THE UNIVERSITY OF MINNESOTA.

During the period covered by the report of the president, the library of the university has been increased by the addition of many valuable works, mostly presented.

Tuition is still free in all departments, the only university-charge upon students being a small one of $6 per year, to cover incidental expenses.

Boarding and lodging are obtained with some difficulty. Some thirty young men have been sheltered in the building, mostly in the basement-rooms. Sixteen others have been lodged in the handsome structure erected by the honorable president of the board of regents at his own expense. To a boarding-club, composed of the young men so lodged, has been given the use of some basement-rooms and furniture. The cost of board in this club at no time exceeded $2 per week. But for these arrangements it would have been almost impossible for some of the most promising students to attend.

No provision has been made for the maintenance of young ladies. It is thought probable that, until such time as suitable homes can be provided at reasonable cost for lady students in the neighborhood, the proportionate number attending will continue to decrease. The president expresses the hope that private or associated benevolence will at no distant day find a noble field in providing comfortable homes for students of both the sexes desiring to receive the free instruction of the university.

The examinations have been unusually rigorous, and of the 122 candidates for admission 20 failed to pass and 27 were admitted with conditions.

An act was passed by the legislature of 1872, entitled "An act to provide for a geological and natural-history survey of the State, and to intrust the same to the University of Minnesota." It is much to be regretted that the demands upon the treasury obliged the legislature to restrict the annual appropriation for these surveys to the sum of $1,000. The board of regents will at once proceed to so expend this sum as to assure the legislators that the larger appropriations hereafter to be made will be wisely used. The possible benefits of these surveys to the State no one can foretell, the incidental advantages certain to accrue to the university are obvious. The collections of natural history contemplated by the law will form a valuable means of illustrating the instruction in natural sciences; men of science and others interested in the physical character of the State will be attracted to the institution, and the mere fact that the operations are carried on at the university will prove a sharp stimulus to scientific investigation. In conclusion, the president says of the university: "Having but few things, it wants almost everything—that is, if the State wants a university indeed. Every genuine university is a growth. It is for the good people of Minnesota to say, through their representatives, whether the University of Minnesota, whose corporate existence was coeval with that of the Commonwealth, shall, under hard conditions, have a tedious, stinted, unshapely development, or whether, enriched and stimulated by generous cultivation, it shall rapidly but healthfully attain to noble and full proportions."

In the report of the board of regents it is stated that an agricultural farm is connected with the university and that the chair of chemistry has been temporarily combined with that of agriculture. The department of geology and mineralogy was to be opened in January, 1873, and the survey is already far advanced. The college of the mechanic arts was also to open in January, and so the university to begin the year with all the classes of a regular American college. New departments are contemplated when the buildings shall have been enlarged and multiplied.

Five hundred models from the Patent-Office in Washington have been added to the museum and a collection of marine specimens has been purchased.

CARLETON COLLEGE.

This college is already ranking itself among the first educational forces of the State. Its faculty is steadily increasing with its endowment. Its course of study shows that it aims at the eastern standard; and, that it may realize its object, it has given three full years to its preparatory course, thereby placing its requisites for admission fully up to those of the older institutions of the country and also introducing additional studies. A fourth year is added to its English course, giving greater prominence to book-keeping and the modern languages, as well as to the sciences.

A new stone building has been finished within the past year and is now occupied. The first and second stories are devoted to the purposes of a chapel, library and cabinet, lecture and recitation-rooms, and the third to dormitories. The boarding-department has been brought into closer relations to the college-authorities. The effect of these and other improvements is seen in the greatly-increased attendance of pupils.

Though aiming to be thoroughly Christian in its character, the college is under no ecclesiastic control and is not sectarian in its methods or influences. Its privileges are offered to all alike, irrespective of race, nationality, or denominational preferences. All departments are open to students of either sex. Ladies reside with their teachers in the ladies' hall, but both sexes meet in all general exercises, are instructed in the same classes, enjoy the same privileges, and may take the same degrees.

ST. JOHN'S COLLEGE.

This college, conducted by the Benedictine Fathers, is delightfully located, the buildings and grounds ample and commodious, and the number of its students increasing. The use of tobacco is forbidden in the institution, and a student wishing to abide by this habit is not tolerated.

SUPERIOR INSTRUCTION OF WOMEN.

St. Mary's Hall, at Faribault, is the only college or school exclusively for the higher education of women reporting from this State. It has, with 11 professors and instructors—2 gentlemen and 9 ladies—an attendance of 104 pupils. Music—both vocal and instrumental—drawing, painting, French, and German are taught. The institution has a natural-history-museum and gymnasium and, in common with the Shattuck School for Boys, a philosophic cabinet and a chemic laboratory.

Statistical summary of university and colleges.

Names of university and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Corporate property, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Amount of property of corporation.	Value of grounds, buildings, and apparatus.	Amount of endowment.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
Carleton College	9	0	108	7	$119,756	$45,300	$66,634	$56,000	$6,160	$9,038	1,772
St. John's College	12	....	46	44	80,000	50,000	.....	14,000	.....	.....	1,000
University of Minnesota	15	....	232	44	.....	80,000	.....	150,000	8,000	28,000	6,000

SCHOOLS OF THEOLOGY.

The two institutions devoted to theological training in the State from which returns have been received may be found in the table appended to this head. Besides these, there is the Bishop Seabury Divinity School at Faribault, under the presidency of the Right Rev. H. B. Whipple, D. D., and with four additional professors in its faculty, this, with the Shattuck Grammar-School for Boys and St. Mary's Hall for Girls, both also at Faribault, forming a group of educational institutions for training young persons of the Protestant-Episcopal communion from the first elements of learning up to the entrance on professional and active life. The last two, of course, are not professional schools; but their connection with the other in an associated group leads to the mention of them here.

Statistical summary of schools for professional instruction.

Names of schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Corporate property, &c.					Number of volumes in library.
				Amount of property of corporation.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
SCHOOLS OF THEOLOGY.									
Augsburg Seminary	5	1	63	.....	$10,000	.....	.....	$2,500	1,100
St. John's Theological Seminary	3	0	19	.....	30,000	$800	$0	.....	400

BUSINESS-COLLEGE.

One institution of this kind, at St. Paul, reports 6 instructors and 246 students.

NORMAL SCHOOLS.

The State normal-school-board presents a favorable report of the three normal schools of Minnesota. The enterprise has steadily grown and there have never been so many normal students under instruction as at present.

In the model or preparatory department of the Winona school are 62 children of the State Soldiers' Orphans' Home, who have received, not only instruction, but books, stationery, and other apparatus, free of charge to the home. The board regards "no State-charity more worthy than this."

The Mankato school, in charge of Miss Julia A. Sears, is reported to be "doing excellent service" and "in the highest degree satisfactory to all concerned." The board says: "At the time of Professor Gage's resignation, the question arose whether it were better to commit the school to the charge of a *man*—a total stranger—or Miss Sears, who had been connected with it from the first as first assistant. The latter course was decided upon and has been abundantly justified by results."

Of the St. Cloud school the board says: "We have not the shadow of a doubt that, if the new building were complete and fully equipped from basement to turret, it would be crowded with students to its utmost capacity within the first term. The teaching of this school has been thorough from the first, and no normal-school-graduates are more worthy of confidence than those of St. Cloud."

The board asks for a settled appropriation of $35,000 a year, for the support of the three normal schools, and says in conclusion: "We have now nearly 300 normal graduates in the field, besides more than twice that number who have gone into active service, as teachers, short of graduation. The idea is now fully recognized that teaching, with proper qualifications, is a profession as much as law, medicine, or theology; and this profession, in conscious dignity and power, is now able, as formerly it was not, to command the respect of all classes of people; and the effect of this is, and must be, to give discipline, depth, breadth, poise, and dignity to our children, such as neither we nor our fathers were ever able to acquire at school. Whatever looks to the elevation of our school-system and the true dignity of our rising humanity must challenge our respect and awaken the deepest sympathies of our nature, for the *mind* of the State, more than its muscle or 'thousands of silver and gold,' must determine its standing in the sisterhood of States."

Prof. Phelps, the principal of the first State normal school, combats the idea that "academical teaching" has no place in a normal school. He claims that nineteen-twentieths of those who enter the normal school must go back to first principles. "Not only are they ignorant of the very beginnings of the common-school-studies, but they have no power of expressing what they do know. And as the art of imparting one's knowledge fluently, clearly, and forcibly is one of the prime elements, not only in a good education, but in a teacher's qualifications, it is perfectly evident that this art must be learned by patient, persistent, toilsome practice at the normal schools, where teachers are prepared. How can this be done if the branches to be taught are not themselves taught in the teachers' seminary? Hence, what the unthinking are pleased to call 'academical work' must be done at the normal school."

Further on he says: "The establishment and hearty support of normal schools means reformation in education. It means revolution in schools where revolution is necessary. And if thorough *teaching* be not now universal, it is because thorough *teachers* are not universal. Hence, revolution and reformation in schools must begin with the revo-

lution and reformation of the teachers, and this is precisely the business of the normal schools.

"The way to make the purely professional schools of our modern theorists possible is to raise up a supply of teachers who will so conduct our other public schools of every grade that they shall take the burden of this so-called 'academical instruction' from the normal schools, and thus enable them to test these theories. * * * The varied and toilsome experience of practical men in this field has led them to the discovery that thorough and scientific academical teaching, so called, is one of the very best means of effective professional teaching, and that it is only through the latter that some of the best results of the former can be realized. This will ever be the case when the academical work is done with a definite and paramount professional object in view, especially in the field of elementary instruction."

MINNESOTA INSTITUTION FOR THE DEAF AND DUMB AND BLIND.

The eleventh annual report of this institution speaks of the schools within it as working well and satisfactorily. The south wing of the main building, only inclosed two years ago, has been completed, furnished, and occupied during the year 1873, enlarging greatly the accommodations of the institution and contributing to the comfort of the various inmates. An additional building, 24 by 40 feet and two stories high, designed for a cabinet-shop below and a shoe-shop and store-room, has also been completed, improving much the facilities for instruction in mechanic arts. A fine farm of 97 acres, with about 67 acres of cultivated and ornamented grounds surrounding a comfortable family-mansion, has been secured for the special accommodation of the blind pupils, and is to have a large brick building 40 by 60 feet, with basement, two full stories, and Mansard-roof added during the incoming year to the building already existent on the farm, making with it a continuous whole.

The total number of pupils in all departments during 1873 has been 106, of whom 86 were deaf and dumb and 20 blind, an increase of 20 of the former and 4 of the latter over the number in 1872. The department for the blind sent out its first three graduates in 1873, provision for this class having been made three years later than that for the deaf and dumb. One deaf mute also graduated.

Mechanic instruction has been considerably attended to and the cooper-shop has turned out over 4,000 barrels, yielding a profit to the institution. More attention will be paid to this line of instruction in the future.

DIRECTORS' INSTITUTES.

The superintendent renews his recommendation of last year, that a convention of school-district-officers be held for the purpose of consultation and instruction in reference to the duties required of them by law. He states that, "out of the twelve thousand school-officers in the State, there is not one-fourth of them who can make an accurate report of the doings of a district during a school-year." Hence, "the place to begin making needed improvements in our common schools is to educate the school-officers in regard to their duties."

STATE TEACHERS' ASSOCIATION.

The annual meeting of this body convened at Minneapolis on the 28th of August and continued three days.

A course of study for the common schools of the State was recommended, and the State-superintendent of public instruction was requested to issue the same in circular-form for the use of teachers and school-officers. A committee was appointed to prepare and recommend a course of study for high schools.

The following resolutions, among others, were unanimously adopted:

"*Resolved*, That we see, in the marked success which has attended the teaching of music in our graded schools the past year, a demonstration that it is not only desirable, but also practicable, to introduce its study at once into all the graded schools of the State.

"*Resolved*, That the employment of a teacher of music for the district-schools of each town, as suggested by the president of the association, meets with our entire approval, and we hope to see it secured at no distant day."

TEACHERS' INSTITUTES.

Teachers' institutes have been held during the past school-year as follows: in the months of April and May, in the counties of Chisago, Rice, Martin, Sherburne, Meeker, Brown, and Carver; and in September and October, in Douglas, Stearns, Hennepin, Scott, Sibley, Dakota, Goodhue, Wabashaw, Winona, Mower, Freeborn, Faribault, and Dodge—twenty in all. There was an aggregate attendance of over nine hundred teachers, who manifested a commendable interest in the important matter of fitting themselves for their school-room-work.

"It is a question which it would be well for the legislature to consider, whether it should not be made, by law, a condition-precedent to a teacher's receiving a certificate

licensing him to teach, that he should have attended the session of the State teachers' institute whenever held in his county. It seems no more than just that, after the State has made provision for bringing the institute to the very doors of teachers, as it were, that the teachers should be required to avail themselves of its benefits, unless they can render to the county-superintendent a valid excuse for such absence; and, whenever teachers fail to do this, license should be withheld from them. In some States there is a provision of law requiring all the common schools in the county to be suspended during the time of the institute and also that the wages of the teachers should continue while they are in attendance. This is nothing more than justice. If there was such a provision of law in Minnesota, teachers could have no excuse for absenting themselves from the institutes. Should the legislature so amend the law providing for these institutes as to continue the wages of teachers while in attendance upon the session held in the county, it would merely extend the principle upon which normal schools are built and sustained.

"No money that has been expended by the State for improving the qualifications of teachers and increasing the efficiency of the common schools has made a better return than the sum annually appropriated for supporting teachers' institutes. These gatherings of teachers have been the means of stimulating the great majority of those who have attended them to a determination to attain to a higher standard of qualification in their calling, a desire for accomplishing greater good, and of gaining a good reputation in their profession. The result has been better schools, better methods of teaching, better school-discipline, and better wages."

The superintendent suggests that in the older counties training-schools, to continue in session for four or five weeks, might advantageously be substituted for teachers' institutes. These should be organized and conducted on the same general plan as a normal school, and rather as a supplement to the latter, to satisfy the desire for normal methods and instruction and to furnish the great body of teachers who are pecuniarily unable to take a regular course in a normal school. There is work enough for all and the great need of the State is more and better-qualified teachers.

To the end, therefore, that the institute-work may be made the most efficient, it is recommended that the annual appropriation of $2,000, for the purpose of holding teachers' institutes, be increased to $3,000, one-third of which shall be spent annually in conducting institutes of one week in length in the newer counties, and the other $2,000 in holding normal training-schools, of at least four weeks' duration, in such central and convenient places as the State-superintendent may think advisable.

LIST OF SCHOOL-OFFICIALS IN MINNESOTA.

Hon. H. B. WILSON, *State-superintendent of instruction, St. Paul.*

COUNTY-SUPERINTENDENTS.

County.	Name.	Post-office.
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	Thomson.
Carver	J. Thomas Kerker	Chaska.
Cass	Charles A. Ruffee, (county-auditor)	Leech Lake.
Chippewa	Joseph D Baker	Montevideo.
Chisago	V. D. Eddy	Taylor's Falls.
Clay	J. F. Burnham	Glyndon.
Cottonwood	H. M. McGaughey	Windom.
Crow Wing	James S. Campbell	Brainerd.
Dakota	Philip Crowley	West St. Paul.
Dodge	A. M. Church	Kasson.
Douglas	Smith Broomfield	Alexandria.
Faribault	R. W. Richards	Blue Earth City.
Fillmore	Rev. D. L. Kuhle	Preston.
Freeborn	Henry Thurston	Shell Rock City.
Grant	O. W. Olson	Evansville.
Goodhue	Rev. J. W. Hancock	Red Wing.
Hennepin	Charles Hoag	Minneapolis.
Houston	Dr. J. B. Le Blond	Brownsville.
Isanti	Rev. Richard Walker	Spencer Brook.
Jackson	E. L. Brownell, M. D	Jackson.
Kanabec	Benj. Norton	Brunswick.
Kandiyohi	J. H. Gates	Harrison.
Lac qui Parle	Eli B. Miller	Montevideo, Chippewa County.
Lake	Christian Weland	Beaver Bay.
Le Sueur	M. R. Everett	Le Sueur.

List of school officials in Minnesota—Continued.

County.	Name.	Post-office.
Lyon	Rev. Ransom Wart	Lynd.
McLeod	W. W. Pendergast	Hutchinson.
Martin	Rev. F. W. Morse	Tenhassen.
Meeker	H. L. Wadsworth	Litchfield.
Mille Lacs	John A. Stoyell	Princeton.
Morrison	Lyman W. Ayer	Belle Prairie.
Mower	Hon. A. A. Harwood	Austin.
Murray	J. E. Cutter	Lake Shetek.
Nicollet	B. H. Randall	St. Peter.
Noble	T. C. Bell	Worthington.
Olmstead	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	St. Paul.
Redwood	Dr. W. D. Flinn	Redwood Falls.
Renville	Carter H. Drew	Beaver Falls.
Rice	George N. Baxter	Faribault.
Rock	J. Hart Loomis	Luverne.
St. Louis	Jerome Merritt	Oneota.
Scott	Patrick O. Flynn	Cedar Lake.
Sherburne	P. A. Sinclair	Elk River.
Sibley	Thomas Boland	Henderson.
Stearns	Bartholomew Pirz	Torah.
Steele	Rev. George C. Tanner	Owatonna.
Stevens	R. M. Richardson	Morris.
Swift	A. W. Lathrop	Benson.
Todd	H. F. Lasbier	Sauk Centre.
Wabashaw	T. A. Thompson	Plainview.
Waseca	Henry G. Mosher	Waseca.
Washington	Alexander Oldham	Stillwater.
Watonwan	Thomas Rutledge	Madelia.
Wilkin	J. D. Boyer	Breckinridge.
Winona	Rev. David Burt	Winona.
Wright	J. F. Lewis	Monticello.
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 31, 1872.]

SCHOOL-FUND.

Amount of common-school-fund, including Chickasaw and sixteenth-section-funds	$1,950,00 00

Receipts.

Amount of revenue accruing from various sources	545,916 32
Amount of revenue by special county-tax, reported	543,768 76
Amount of common-school income-fund, including capitation- and privilege-taxes and attorneys' fees	152,623 45

Expenditures.

Amount expended for teachers' salaries	584,536 67
Amount expended for salaries and mileage of school-directors	70,000 00
Estimated cost of county-school-officers	145,000 00
Amount expended for school-houses and contingent expenses	176,917 76
Total expenditures	1,136,987 95

SCHOOL-POPULATION.

Number of youth of legal school-age	317,264

ATTENDANCE.

Estimated number of pupils enrolled in public schools	148,780
Average attendance	125,000
Number of students in normal schools	150

TEACHERS AND OTHER SCHOOL-OFFICERS.

Estimated number of teachers of public schools	4,800
Average monthly salaries of teachers	$51.32
Number of superintendents	72
Number of school-directors	432

SCHOOL-PROPERTY.

Estimated number of school-houses, including buildings rented	4,650
Number of school-houses built during the year	426
Estimated value of school-property	$1,000,000

SCHOOL-DISTRICTS AND SCHOOLS.

Number of civil school-districts	76
Estimated number of public schools	4,650
Estimated number of graded schools	125
Estimated number of high schools	80
Number of normal schools	2
Number of universities	2
Average length of school-terms	5 mo. 15 days.

PRIVATE SCHOOLS.

Estimated number of private schools	400
Estimated attendance upon private schools	7,050

EDUCATIONAL PROGRESS.

The superintendent reports that the results of the educational work of the past year are of the most encouraging character; that the free public schools are rapidly gaining favor among all classes of the people; and that the cause of education throughout the

*For returns of 1873 see statistical tables I and II.

State is steadily advancing. Irrational prejudices are gradually giving way to reason and an enlightened conservatism. The masses of the people, including a large proportion of the wealthy and intelligent classes, are beginning to demand a conformation to the great fundamental changes in our State- and national policy, particularly with reference to popular education. The preceding statistical statement, prepared from the annual reports of county-superintendents and such information from other sources as could be obtained, presents a general view of the present condition of public education in the State and exhibits some of the facts which measure the progress and success of the system of common-school-instruction since its inauguration.

Considering the short period of time that the system of public instruction has been in operation, the many difficulties and embarrassments necessarily attending its inauguration, the magnitude of the educational scheme—comprehending the providing of ways and means for the instruction of nearly half a million of children, scattered over a large area of territory—the system of public education as a new and untried experiment in the State, the legislation adopted for its organization and maintenance necessarily crude and imperfect—viewing these considerations in all their bearings, the foregoing statement presents an exhibit of results which must be highly gratifying to the friends of popular education.

PEABODY FUND.

The aid extended by this fund to schools in the various towns of the State was as follows: Jackson, with an attendance of 600 pupils, received $1,500; Crystal Springs, with an attendance of 187, received $450; Kosciusko, with an attendance of 300, received $450; Hazlehurst, with 347 pupils, received various donations, amount not specified; Summit received $1,000; Yazoo City, $750; Harperville, $300, and Hillsboro', $300. 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 his letter asking assistance in their behalf, remarks: "We have three colored-schools in this county, kept in operation five months by the free-school-system and five by private subscription, having an enrollment of from 140 to 150 each and a daily average attendance of over 100. One of these 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."

Rev. B. Sears, general agent of the Peabody fund, in his report for 1872, says: "Considering the great disadvantages 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."

CHANGES IN SUPERVISION RECOMMENDED.

The experience of another year confirms the superintendent in the conviction that certain modifications in the details of the system of school-supervision are necessary. There is too much complication in the internal machinery, and the supervising agencies are unable to give proper direction on account of the indirectness of their control. Efforts to avoid too much centralization in the supervising power have resulted in the opposite extreme. The adoption of the department- or bureau-system of supervision would give that directness, simplicity, and economy of management which is adopted in the business world, and which, had it been adopted at the outset, it is asserted would have saved to the State a half million of dollars per annum, to say nothing of the increased efficiency it would have given to the educational forces employed.

NEED OF QUALIFIED TEACHERS.

The pressing need in the educational work is properly-qualified teachers; and, indeed, in the elementary schools the demand for teachers is greater than can be supplied, even with the poor material at command. While not more than one-third of the school-population of the State are receiving any school-instruction whatever, it is believed that of this number at least one half are under the tuition of teachers wholly unprepared in professional skill and training to apply the principles of the science and art of teaching and in many instances lamentably deficient in scholarship and ability to manage a school.

TRAINING-SCHOOLS FOR TEACHERS RECOMMENDED.

In view of these facts it is suggested that the State should stretch forth her strong arm and assist in educating and improving her teachers. Being bound by the terms of her fundamental law to extend to every child within her borders the means of acquiring the rudiments of an education, she should educate her teachers as a measure of economy and sound public policy, applying the well established rule that skilled labor is more valuable than unskilled. The establishment, therefore, by the State of one or more permanent normal schools and the appropriation of $2,500 for institute-work are recommended; also the modification of the present law relating to teachers' institutes, so as to establish county- instead of congressional-district-institutes.

ABSENTEEISM.

The evil of voluntary absenteeism is absolutely alarming. While the State has expended near a million of dollars per annum for the education of its youth, out of about four hundred thousand educable children over two hundred thousand have received no tuition whatever, from sheer neglect, indifference, and prejudice.

COMPULSORY LAWS SUGGESTED.

A compulsory law is not only just and feasible and required by the highest considerations of public policy, but it is made the duty of the legislature, by the terms of the constitution, to see that every child is provided with suitable facilities for elementary instruction. There is a general sentiment favorable to such a law, especially among the wealthy classes. They say, "If we must be taxed to educate other people's children we want the children to receive the benefit of the funds we contribute." And, indeed, the evidences are that a majority of the population are favorably disposed to such a measure. Still there is a large class who are wholly indifferent to the advantages of education, and it is for this class of the population that citizens are taxed to build jails and defray the expenses of courts of justice, and from them designing and wicked men recruit their Ku-klux Klans. There are still others who willfully refuse to send their children to school under the belief that "a little learning is a dangerous thing." "What we want," say they, "is meat and bread. Book larnin' is of no account no how." If such a law be inexpedient in other localities, it is a necessity in this State. A law compelling all parents and guardians to furnish their children between the ages of 7 and 14 years with four months' tuition annually, either privately or in the public schools, it is believed could readily be executed.

GENERAL TAXATION FOR SCHOOL-PURPOSES.

The present system of raising school-revenue by local taxation is not only impracticable, wrong in principle, but is a violation of the spirit and letter of the constitution of the State. Experience proves that it fails to meet the wants and necessities of the counties and municipal districts, which it is intended to serve.

PRESENT SYSTEM OF SCHOOL-TAXATION UNEQUAL.

In many counties the maximum per centum allowed by law would not raise revenue sufficient to educate one-fourth of their scholastic population, and in the majority of such cases the educational needs of the people are the greatest. In other counties an excessive levy of taxes has been made, while in others the boards of supervisors have failed to levy a sufficient tax to meet the current expenses, and, as a consequence, those counties are already involved in debt to a large amount. It is, therefore, recommended that the present system of county and municipal taxation for school-purposes be abolished, except the assessment for school-house- and contingent expenses, and that the teachers' fund be levied per centum on the general State-tax. The superintendent is persuaded, from a careful investigation, that a general tax for the teachers' fund is essential to the successful administration of the school-system.

OBJECTIONS URGED AGAINST STATE-SCHOOL-TAX.

The opponents of a State-tax urge against it various objections: that it is unjust to tax the people of one county or section to educate the children of another; that in the present condition of the State, as regards the ratio of the distribution of wealth to the population, the burden would fall upon the few, and upon a class who have no children to educate; that it would impose upon the wealthy planters in the alluvial districts, and the merchants and bankers at the different commercial centers, an expense from which they would receive no benefit. In other words, it would compel the rich to support the poor. Again, it is objected that a general tax compels the white men of the State to educate the children of the negro. But as the negro forms a majority of the entire population of the State and in an eminent degree a majority of the producing classes, as such classes of every population—the laborer, tenant, and consumer—indirectly bear the burdens of taxation, it follows that an assessment upon the property of the State would be principally paid by the negro, and, therefore, the ground of complaint, if any exist, against a general tax is with the colored people and not the whites. But the colored people are more than willing; they are anxious to have the opportunity of earning with their strong hands the revenue necessary to educate all the children of the State. Those who entertain these prejudices against a general system of taxation for the education of the masses are comparatively few in numbers and comprise only a class of fossil theorists, living in the past, willfully refusing to recognize the living issues of the present or receive instruction from the lessons taught by the "logic of events."

CHANGES IN THE SCHOOL-LAW NECESSARY.

The constitution of the State contemplates a system of public education uniform and economic in its operations: equal, knowing no distinction of class or condition;

unsectarian, extending its benefits and privilges to all religious sects, with partiality towards none; unpartisan in its administration, conforming always to the will of the majority, not only making instruction in morals and the elements of knowledge universal, but fostering instruction in the higher branches of learning. In the opinion of the superintendent, the present system fails to meet the requirements of the fundamental law, and certain changes are recommended by him to the consideration of the legislature, changes which he deems essential to the administration of a system of public instruction adapted to the wants of the people.

Five fundamental conditions are mentioned as essential, viz: (1) the adoption of a sound financial policy, (2) a well-regulated system of general and local supervision, (3) uniformity, (4) competent teachers, and (5) instruction in the elements of knowledge made obligatory.

These the present school-policy, while containing in its general outlines some very excellent features, most signally fails to comprehend, and is especially defective in its adaptation to the present social, political, and financial condition of the people.

FINANCIAL POLICY.

Alluding to the mismanagement for forty years of the school-lands bequeathed to the State for educational purposes by the General Government, to the unlawful diversion of the school-funds to other than school-purposes, and the irretrievable loss of millions of this sacred endowment to the people's schools on account of improper legislation and supervision, the superintendent remarks that had a proper financial policy been pursued the school-land-fund alone would now afford revenue sufficient to support a system of free schools with ample facilities for the instruction of all the youth of the State.

The educational provisions of the new constitution were intended to remedy the evils of the former policy by establishing a State-board of education for the management of the school-funds under the direction of the legislature and requiring a consolidation of the different classes of the school-funds into one common fund, to be invested in United States bonds and the income to be inviolably appropriated to the support of the free public schools. By the terms of the constitution the common-school-fund is made to consist of the proceeds of all lands belonging to the State heretofore granted by the General Government (excepting certain swamp-lands situated on Pearl River) and the proceeds of all lands vested in the State by escheat or purchase or forfeiture for taxes; all fines for the breach of the penal statutes; licenses for the sale of intoxicating liquors, under the general laws of the State; the funds arising from the consolidation of the congressional township-funds, and the lands belonging thereto. Nothing has been done as yet towards consolidating the different classes of funds or making the investment as contemplated in the organic law. The State is indebted to the school-fund to the amount of half a million of dollars, funds arising from the sales of lands forfeited for taxes, fines, and licenses, for which the school-fund has as yet not received one dollar of revenue. Again, the sixteenth-section-fund, amounting to not less than one and a half millions of dollars, affords, under the present management, little or no revenue for the support of the school-system. In view of these facts, the superintendent suggests that the State should assume the entire debt, and pay to the school fund interest at the rate of 10 per cent., to meet the difference between the interest on United States bonds and the present depreciated paper of the State, until the whole debt is paid and invested as required by the constitution.

ABSTRACTS OF COUNTY-REPORTS.

In Adams County, the cause of public instruction is gaining ground daily. In Amite, much of the former prejudice against the public-school-system has been overcome and intelligent citizens desire to see the colored people educated. In Attala, a teachers' institute was organized and held three meetings. Prior to this no teacher of the county had ever attended such a meeting. Eighteen schools established for the colored people, and more might have been but for the difficulty of obtaining teachers. Twenty-six private schools, maintained a part of the time, were suspended during the sessions of the public schools, which enrolled their pupils. Benton County reports two or three private schools poorly attended and great improvement in the public schools. In Bolivar, seven new schools established in localities that had been entirely destitute; in all, two schools with twenty-three teachers, and averaging sessions of six months each. Calhoun County reports the interest in public schools decidedly on the increase. In Carroll, sixty-nine schools established; no opposition to free education, but many objections to the defects of the present system. In Chickasaw, where trouble had been experienced from a determination to break up the colored-schools, seven houses having been burned, the spirit of lawlessness seems to have yielded. Choctaw reports the last session one of marked advancement; no opposition to free schools; the colored-schools fairly maintained and two successful teachers' institutes held. Claiborne reports harmony and success in public-school-affairs; prejudice against teachers of colored-schools fast passing away. In Colfax, public schools have met with severe

opposition from those who should have been the first to aid. In Covington, schools have been improved; instruction of a higher order; discipline better. In Franklin, the success has not been satisfactory, prejudice existing against the school-system and funds being insufficiently supplied. Grenada reports no opposition to the schools and very little complaint about paying taxes to support them, the colored people's interest in the cause almost amounting to enthusiasm. Greene reports no funds on hand for school-purposes; consequently no public schools organized, but seven private schools in operation, five white and two colored. In Hinds, attendance upon public schools much larger than the previous year. In Holmes, school-system steadily increasing in public favor and land-owners liberal in donating sites for schools, colored as well as white; the teachers, however, not well paid. In Jackson, the great barrier to success is want of funds; but opposition is disappearing, and men of education and worth are offering to serve on school-boards who formerly refused. In Jasper, for want of funds, competent teachers could not be secured. In Jefferson, fourteen new schools organized, two white and twelve colored. In Jones, where more than ordinary obstacles exist, streams impassable for children on foot preventing attendance, the people generally are zealously in favor of free schools. Kemper reports increase of three colored-schools; prejudice and opposition of the people to free schools almost entirely passed away. In Lauderdale, the school-system better appreciated than at any time since its inauguration, some who were violent enemies being now its warmest supporters. A high school established large enough to accommodate two hundred pupils, under the influence of which the common schools have been greatly improved. No outrages committed; but school-houses that were burned in 1871 rebuilt; prejudices against colored-schools fast disappearing. In Lawrence, number of children attending public schools considerably larger than last year; schools growing in popularity; but school-houses poor and no modern furniture. In Lee, prejudice has existed against the school-system, but the feeling is now better. No private schools in the county. In Leflore, schools have not prospered, mainly for want of teachers; twenty-four schools were established, but only nine teachers could be found; but one permanent school in the county. A growing interest in public schools among the colored people. Lincoln reports a good class of teachers, the people, as a general thing, sustaining the free-school-system. In Lowndes, a marked change in sentiment towards public schools; not an instance of violence to teacher or school-building; but difficulty in obtaining competent teachers in the lower grades, particularly in the colored schools. Madison reports increased educational interest; schools never before in as prosperous a condition. Marion, for the first time, has the schools properly and thoroughly organized; but great difficulty in procuring teachers for the colored-schools, though prejudices of the whites are gradually giving way. In Marshall, the school-system working admirably, public sentiment being decidedly favorable. In Montgomery, the board of supervisors refused to levy the school-tax called for by the board of directors, thus embarrassing school-operations; but a majority of the citizens are in favor of free schools; their number is increasing. Noxubee reports but two obstacles in the way of complete success: the want of money and the want of efficient teachers. In Newton, the lack of competent, energetic teachers is the most serious obstacle. Oktibbeha reports peace and tranquillity in school-affairs; no insults or violence to school-officers or property. Panola reports a gain in attendance of 1,414 white and 1,659 colored pupils. In Perry, "public sentiment very much averse to the school-system under the present law, on account of its expensiveness." In Rankin, public schools have advanced in numbers and efficiency, with an increased number of colored-schools and competent teachers. Scott reports no disposition on the part of white people to interfere with colored-schools, but difficulty in procuring teachers for them. In Simpson, out of 2,138 educable youth, 1,294 received instruction; few private schools, and these were converted into public ones by petition. In Smith, the people are becoming better satisfied with the public-school-system. In Sunflower, where there were but four colored- and three white-schools, the pressing demand for labor in the cotton-fields broke them up early. No opposition to public schools worthy of notice. In Tallahatchee, attendance at school was good until the cotton began to open, when schools became thin and were mostly discontinued; the great drawback is want of school-funds; the county flooded with warrants worth from 40 to 70 cents on the dollar, with which teachers are paid, reducing their salaries greatly. In Tippah, the enrollment 2,250 and average attendance 1,345; total scholastic population, 3,624. No difference made in the pay of teachers on account of sex or color; private schools suspended during the session of the public ones. Tishemingo reports an increase of fourteen white- and two colored-schools; schools in better condition than last year; teachers improved, having attended the high schools during vacations. In Tunica, public-school-system is pronounced a success, citizens, irrespective of race or color, giving it all possible aid. In Warren, progress of the schools not satisfactory, for while the scholastic population has increased 1,664, attendance has decreased 1,076, less than one-fourth the educable children being enrolled in public schools and the average attendance little over one-sixth, the people, however, beginning to awaken to the value of the free-school-system and to exert themselves to secure its success; outside

the city of Vicksburg no private schools in operation coincident with the public schools. In that city 780 enrolled in public and 425 in private schools, while 2,554 were without instruction. In Yalabusha, schools in the busy season discontinued, children being kept at home to work. Yazoo has begun to build up a permanent school-fund and has an average attendance in the schools of 763 white pupils and 857 colored.

HIGH SCHOOLS.

Among the eighty high schools reported as existing in the State special mention is made of the Peabody High and Grammar School at Summit, numbering 335 pupils, 62 of whom are in the higher studies; the high school at Kosciusko, with 170 pupils; and two in Yazoo City, aided also by the Peabody fund; Franklin Academy, at Columbus, with 285 pupils. The Columbus Union Academy, for colored pupils, has prepared many of the best teachers for the colored-schools. A high-school-building has just been completed in Lauderdale County, which will accommodate 200 pupils. The high schools at Meridian, known as the Meridian Female College, the Methodist College, the Male Academy, and the Darling Academy, employing eleven thorough professional teachers, a local report states, have recently made application, through their principals, that their institutions be, in accordance with law, declared public schools.

High-school-studies are also pursued in all the institutions for superior instruction in the State. The preparatory department of Mississippi College numbers 60 pupils. The trustees of the State University intend to organize, at the earliest possible period, a university high school, on the most approved plan. A building of adequate dimensions is to be erected and furnished in every respect for the work of preparatory education. Meantime the preparatory department exists as a substitute for the high school and embraces 50 pupils with four instructors. Mississippi College has 52 and Pass Christian College 20 students in their preparatory departments.

CENTRAL FEMALE INSTITUTE.

The number of pupils in attendance is at least 20 per cent. in excess of that of the last academic year. The course of study embraces literary, musical, and ornamental departments. In the higher classes of the literary department the English, French, Latin, Greek, and German languages are taught.

UNIVERSITY OF MISSISSIPPI, OXFORD.

The plan of this university includes three general departments, viz: preparatory, scientific, and literary and professional. A college of agriculture and the mechanic arts is also soon to be connected with the institution, the legislature having appropriated to this purpose two-fifths of the congressional land-grant to the State for the benefit of agriculture and the mechanic arts. Although the department has not yet been fully organized, preliminary steps have been taken by the appointment, to the chair of agricultural chemistry and the special geology and agriculture of the State, of Dr. Eugene W. Hilgard, who has delivered to the students during the current year a course of lectures on these subjects.

The State appropriates annually the sum of $11,700 to the support of the university, and all students residing in Mississippi are admitted into the department of science, literature, and the arts free of charge for tuition and two classes of students are admitted to all the departments free, viz: such as are preparing for the gospel-ministry and all of good moral character who are unable to pay. County-scholarships in this university were established, in 1871, by the legislature, which provided that one student from every representative-district in the State shall be selected by competitive examination and sent to the university, $100 being allowed him from the common-school-fund of the county to aid in paying his expenses at the institution. There are 17 in the faculty; 178 in collegiate department; 24 students graduated and received degrees at the last commencement; 5,000 volumes in the library.

MISSISSIPPI COLLEGE, CLINTON.

The total number of students enrolled during the year was 159, of which 98 belonged to the collegiate department. Although the enrollment shows an increase over previous years, such increase is by no means the measure of its prosperity. The character of the students, though it compared last year not unfavorably with that of students in similar institutions, exhibits a marked improvement. The number of students pursuing studies with a view to the ministry has increased since the last year from 35 to 48. A mortgage of $10,000 was paid off by voluntary contributions of friends and the sum of $30,000 raised as a new endowment, the latest returns from the college indicating a total endowment of $40,000.

PASS CHRISTIAN COLLEGE.

Pass Christian College, at Pass Christian, reports, with 14 in the faculty, the number of students in freshman-class, 30; sophomore, 15; junior, 10; and senior, 5; while the total number of undergraduate-students in classic or academic department is given as 5.

MADISON COLLEGE

Madison College, at Sharon, which had 50 students during a part of the year, 24 ladies and 26 gentlemen, is now temporarily suspended.

ALCORN UNIVERSITY.

This institution, now in its second year, has an endowment from the agricultural-college-scrip-fund of $134,900; it has 275 acres of land and college-buildings complete, with dormitories, all valued at $100,000. The amount of productive funds is $123,150, 8-per-cent. State-bonds amounting to $9,852 cash, and $50,000 annual appropriation in State-warrants worth 80 per cent. Tuition is free to residents of the State; to non-residents it is $15 a year; the library numbers 5,000 volumes; there are 5 instructors and 179 students, all as yet in the preparatory department. It is, substantially, an agricultural college of the State.

COLLEGES FOR WOMEN.

Six colleges for young ladies report a total attendance of 769 pupils, of whom 302 are in preparatory departments. Of the 494 in collegiate studies, 157 were in the freshman, 165 in the sophomore, 100 in the junior, and 47 in the senior-year; 23 were in partial or special courses; and 2 were pursuing post-graduate-studies. Music, both vocal and instrumental, is taught in all these colleges; also drawing and painting; French in all but one and German in two. Four have chemic laboratories and philosophic cabinets; two have the beginnings of natural-history-museums, and some provision for physical culture; and one reports an art-gallery. All but two have libraries, the largest numbering 2,000 volumes, the smallest 50.

Statistical summary of universities and colleges.

Names of universities and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Corporate property, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Amount of property of corporation.	Value of grounds, buildings, and apparatus.	Amount of endowment.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
Jefferson College	...	...	.....	.....	.....	.....	.....	.....	.....	.....	.....
Madison College*	2	...	.....	50	.....	$10,000	.....	.....	.....	.....	1,000
Mississippi College	9	...	52	46	.....	75,000	$40,000	$30,000	$3,000	$7,000	2,000
Pass Christian College	14	0	20	60	.....	120,000	0	10,000	1,000	0	3,000
Tougaloo University	13	0	148	†	$32,725	30,725	0	2,725	220	14,235	2,000
University of Mississippi	17	...	50	130	200,000	.....	.....	.....	50,000	.....	5,000

* Temporarily suspended. † Classic department not organized.

STATE NORMAL SCHOOL AT HOLLY SPRINGS.

This school has labored under many embarrassments during the year on account of the want of proper conveniences, its pressing need being the want of room.

The number of pupils in attendance during the year 1872 was 75. Of these the greater number have been in school the whole year, but there are some who have been obliged to teach a part of the time in order to support themselves. The energy which they have shown is commendable, for in nearly every instance they provided themselves with books and continued their studies, coming back to the school stronger for the effort made.

The school has a full supply of necessary text-books and maps; a reference-library has been begun, and quite a number of volumes secured.

STATE NORMAL SCHOOL AT TOUGALOO.

The board of normal trustees, in accordance with the requirements of law, made arrangements, in March, 1872, with the trustees of the Tougaloo University, whereby the normal department of that institution became a State normal school, the State obtaining the free use of the normal department with its buildings and appurtenances. The great and pressing need of the school is room and better appliances for the various exercises and recitations. An appropriation from the legislature of $40,000 or $60,000 would place the school on a permanent, self-supporting basis, and it is thought that the outlay of an equal amount in no other direction would bring greater and more immediate returns in securing order and a more settled condition of society in the State. In the near future not less than $500,000 will be expended on a State-peniten-

tiary, and cannot the State afford at least one-tenth of this amount for the equipping of a State normal school? thus striking a direct blow at ignorance, the cause of crimes which fill jails and prisons.

During the year instruction has been given in the normal classes to 112 students; at the time of report those classes numbered 70, about 140 being in attendance upon the primary and intermediate grades. During the year (mostly from June to December) 25 of the students were engaged in teaching in the public schools, mainly with marked success; and, notwithstanding that during the fall-term several of these continued teaching, the attendance at the normal increased beyond any former occasion, and numbers, for want of room and accommodations, were refused admission.

The regular course of instruction occupies four years. The methods are those used in the best normal schools at the East, with such changes only as are adapted to the different circumstances.

TOUGALOO UNIVERSITY.

Although this institution bears the name of a university, it does not yet seem to have a collegiate rank, its university-education being reserved for future years. Only common-school, normal, and industrial classes have as yet been organized. Other departments for university-education and professional training will be put in operation as necessity demands.

The institution was chartered by the legislature of 1871, though it had been in successful operation for two years previous under the management of the American Missionary Association. There are three fine buildings, including a boarding-hall each for the ladies and gentlemen of the institution.

A marked feature of the university is an agricultural department, in which opportunity is afforded those who desire it of paying a part or the whole of their expenses by manual labor, without materially interfering with their studies. The industrial department is of equal value to females in the way of defraying expenses and in giving practical knowledge and experience in household-duties.

Statistical summary of schools for professional instruction.

Names of schools for professional instruction.	Corps of instruction.	Number of students.	Corporate property, &c.					Number of volumes in library.
			Amount of property of corporation.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
SCHOOL OF LAW.								
Law-department of University of Mississippi	1	7	.....	.....	.....	.....	*$2,000	500
SCHOOLS OF SCIENCE.								
Alcorn University	11	†179	.....	$100,000	$123,900	$9,852	‡50,000	5,000
College of Agriculture and Mechanic Arts.	11	†3	.....	200,000	.....	.....	50,000	5,000

* No separate property, but an annual appropriation of $2,000.
† Preparatory.
‡ Appropriation in State-warrants worth 80 cents on the dollar.

MISSISSIPPI INSTITUTION FOR THE DEAF AND DUMB, (*near* JACKSON.)

The report of the trustees for the first full fiscal year since the re-establishment of this school speaks favorably of the new building purchased for its use, but says that more mutes are applying for admission than can well be accommodated in it. They therefore propose an early addition to it, at a cost of some $6,000, as well as the putting up of workshops for mechanic training of the pupils, at a further cost of perhaps $1,000. Another important proposal is that, as the school is sustained by State-appropriations, derived from a taxation of the citizens of the whole State, it should be thrown open, as the other public schools are, without discrimination between rich and poor, to every mute child of at least every white citizen.

The general arrangements for the training of the pupils appear to be admirable, happily mingling a perfect order with a genial family-freedom. The order is such, that the pupils, in going to and from the school-room and the dining-room, move in regular ranks; the freedom such that, once out of school-hours, we seem to be reading of the

easy tasks and pleasant recreations of a well-ordered private household. Study and care of rooms engage the morning-hours; then half an hour of recreation before dinner and as much after it; then work from 3 to 5 o'clock; the girls, in sewing and other domestic duties under the matron; the boys, in some kind of out-door occupation, such as gardening, sawing wood, pumping water, cleaning up yards, clipping hedges, repairing fences, and so on; another hour of recreation, supper, two study-hours, and bedtime is reached, the little ones being allowed to retire earlier if they desire to. It sounds like school and family combined.

MISSISSIPPI ASYLUM FOR THE BLIND.

The report for the year ended December 31, 1872, speaks of 22 having been in the school for the spring-term and 23 for the autumnal one, 10 more being looked for by January 1, 1873. This being a very small proportion of the 113 blind persons in the State of proper age to receive instruction, the superintendent recommends that agents be occasionally sent out to bring to the institution such persons as require its benefits. He also recommends the omission of the word *asylum* from its title, both as a means of securing a better class of pupils and of preventing applications, now quite frequent, from persons too old for training. Maps, books, globes, illustrative models, apparatus, and musical instruments are asked for, the present supply of such being of the most meager kind. Repair of buildings and fences is desired, too, the former being unpainted and leaking badly and the latter having been patched and propped till they are unsightly in the extreme. As in the Institution for the Deaf and Dumb, the plea is made that, as the establishment must largely be sustained out of legislative funds derived from taxes, it should be thrown open, as the public schools are, without money and without price, to all that need its training. The general system, in this training, appears to be much the same as elsewhere, the ordinary English branches being imparted through oral instruction and books in raised type, a preference being given in these last to the new Ruggles method of having letters in ordinary type for the teacher's eye, within corresponding ones in raised points, for the pupils' hands. For mechanic instruction there is a small work-shop, in which the boys are taught broom- and mattress-making and cane-seating.

LIST OF SCHOOL-OFFICIALS IN MISSISSIPPI.

Hon. H. R. PEASE, *State-superintendent of public education,* Jackson.*

COUNTY-SUPERINTENDENTS.

County.	Name.	Post-office.	County.	Name.	Post-office.
Adams	C. C. Walden	Natchez.	Lawrence	J. W. Welborne	Monticello.
Alcorn	C. M. McCord	Corinth.	Leake	J. D. Beauchamp	Carthage.
Amite	William B. Redmond	Liberty.	Leflore	B. F. Mitchell	Greenwood.
Attala	J. H. Alexander	Kosciusko.	Madison	E. C. Johnson	Canton.
Benton	G. Dickerson	Salem.	Marion	S. A. Foxworth	Columbia.
Bolivar	G. C. Smith	Floreyville.	Marshall	L. C. Abbott	Holly Springs.
Calhoun	S. M. Roane	Pittsboro'.	Montgomery	Walter Gould	Winona.
Carroll	F. Capers Adams	Carrolton.	Monroe	A. B. Hardeastle	Aberdeen.
Chickasaw	A. J. Jamison	Houston.	Newton	E. D. Beattie	Decatur.
Choctaw	W. A. Caldwell	Greensboro'.	Neshoba	W. J. Seal	Philadelphia.
Claiborne	Walter Sprott	Port Gibson.	Noxubee	C. B. Ames	Macon.
Clarke	G. W. Halden	Enterprise.	Oktibbeha	David Pressley	Starkville.
Coahoma	John Cochrane	Friar's Point.	Panola	H. J. Harding	Sardis.
Colfax	E. A. Rugg	West Point.	Pearl	James Winningham	Riceville.
Copiah	Greene Millsaps	Hazlehurst.	Perry	M. McCullum	Augusta.
Covington	E. W. Larkin	Mt. Carmel.	Pike	William H. Roane	Magnolia.
De Soto	S. J. Reed	Hernando.	Pontotoc	St. Clair Lawrence	Pontotoc.
Franklin	J. Buckels	Meadville.	Prentiss	O. F. Rogers	Boonville.
Greene	M. McInnis	State Line.	Rankin	S. J. Proctor	Brandon.
Grenada	W. E. Kelley	Grenada.	Scott	J. W. Lack	Hillsboro'.
Hinds	J. C. Tucker	Jackson.	Simpson	J. W. Farlow	Westville.
Holmes	J. Burnham	Lexington.	Smith	L. E. Russell	Raleigh.
Hancock	F. Heiderhoff	Shieldsboro'.	Sunflower	S. D. Ringer	Johnsonville.
Harrison	T. W. Elmer	Biloxi.	Tishemingo	T. N. Miller	Burnsville.
Issaquena	S. L. Hussey	Meyersville.	Tippah	I. B. Winston	Ripley.
Itawamba	J. Z. Carmack	Fulton.	Tunica	E. Carter	Austin.
Jackson	A. C. Steede	East Pascagoula.	Tallahatchee	W. B. Avery	Garner.
Jasper	L. J. Bingham	Enterprise.	Tate	E. J. Lipsey	Senatobia.
Jefferson	L. Long	Fayette.	Union	Clarence Cullins	New Albany.
Jones	K. M. Watkins	Ellisville.	Warren	C. E. Bent	Vicksburg.
Kemper	William Kellis	Kelliss's Store.	Washington	J. W. Piles	Greenville.
Lincoln	W. S. Baggett	Brookhaven.	Winston	J. M. Davis	Louisville.
Lauderdale	A. C. Edwards	Meridian.	Wayne	Thomes Hutchinson	Shubuta.
La Fayette	J. F. McKenna	Oxford.	Wilkinson	E. W. Osgood	Woodville.
Lowndes	J. N. Bishop	Columbus.	Yazoo	W. A. Morgan	Yazoo City.
Lee	J. D. Barton	Tupelo.	Yalabusha	Samuel Brown	Water Valley.

* Hon. T. W. Cardoza succeeds to this office January 1, 1874.

MISSOURI.

[From report of Hon. John Monteith, State-superintendent of public instruction.]

FINANCIAL STATEMENT.

Receipts.

Apportionment from State-school-fund	$355,682	
County-fund reported	159,256	
Township-fund reported	193,858	
Local tax reported collected	1,145,384	
Total income for 1872		$1,854,180

Expenditures.

Amount paid for teachers' salaries	1,320,957	
Amount paid for buildings and other expenses	584,040	
Total expenditure		1,904,997
Excess of expenditures over receipts		50,817

ATTENDANCE.

Number of white children between 5 and 21 years of age, (males, 327,933; females, 308,591)	636,524
Number of colored children between 5 and 21 years of age, (males, 18,668; females, 18,301)	36,969
Total scholastic population for 1872	673,493
Increase over 1871	39,050
Number enrolled in school	389,956
Increase over last year	59,886
Average daily attendance	208,880
Per cent. of attendance	58
Increase in percentage over last year	6
Number of children not attending any school	283,537
Cost per scholar, based on attendance	$4 88
Cost per scholar, based on enumeration	$2 83

TEACHERS AND TEACHERS' INSTITUTES.

Number of male teachers	5,756
Number of female teachers	3,106
Whole number of teachers	8,862
Average monthly pay of male teachers	$42 50
Average monthly pay of female teachers	$31 50
Number of counties where institutes were held	47
Number of institutes held	78
Number of members of institutes	2,882
Number of counties where no institutes were held	60

SCHOOL-HOUSES AND SCHOOLS.

Number of subdistricts reported	7,199
Number of school-houses	6,608
Number of white-schools reported	6,994
Number of colored-schools reported	227
Whole number of schools reported	7,221
Average length of school-term, (days)	100

* For the returns of 1873, see statistical tables I and II.

SCHOOL-FUNDS.

The State-fund apportioned in March, 1872, amounted to $355,682. Of this sum $255,475 were transferred from the State-revenue, being 25 per cent. of that revenue, as required by law. The remainder, $100,206, constitutes the interest on the permanent investment for school-purposes. When the school-fund shall have been invested in bonds of the State, as provided for in a recent amendment to the constitution, the revenue to the schools from this source will be largely increased.

The superintendent thinks that, "according to the present plan of apportionment, the public-school-fund of the State is not doing the work which was designed for it." Produced by interest on over a million and a half of permanent investment, this fund has been annually distributed upon the enumeration of the school-population. It has thus extended but a limited assistance to any, while it was especially designed to help the weak. The constitution provides that in the distribution of it there shall be taken into consideration the amount of any county- or city-funds appropriated for school-purposes, and such distribution be made as will equalize throughout the State the amount appropriated. "Justice seems to require that the school-statute should be made to conform to the constitution."

There is said to be urgent necessity for legislation to give better protection to the school-funds, the county- and township-school-endowment having been reduced from what should have been $14,000,000 to an actual present valuation of less than $5,000,000. This results from a large portion of the county-school-funds being loaned on personal security and then lost by meeting the statute of limitation. Besides this loss of funds already gathered, there has been a corresponding loss from failure to obtain what was intended to support the schools. The moneys arising from fines, forfeitures, &c., are required by the constitution to be turned into the State-school-fund. These amount to about $100,000 yearly, and, if properly husbanded and invested, would have increased the permanent school-fund by a million of dollars in ten years. But thus far, through imperfect collection or through misconstruction of the law respecting commissions, not one cent of these moneys has ever found its way to the State-treasury or been invested as prescribed. By such means $50,000 of the school-fund have disappeared in a single year. The State-school-fund of last year came back from the accounts of township-clerks more than $50,000 less than when it started from the State-treasury. Reports are received from about one-third only of the township-clerks of the State, and these are procured with the greatest difficulty by county-superintendents. A correspondence upon the subject shows that the records of school-funds, in a large number of counties, are in a very obscure and confused condition. One county, and that one of the best, states that it will take three months at least to produce a clear statement of the condition of their school-funds.

As a remedy for these irregularities, it is recommended that there be a special school-officer in each county, whose business it shall be to write up and keep a constant record and account of all school-funds; also that the county treasurer be made the sole custodian of the school-funds of the county. The present system gives an average of twenty treasurers in a county, each receiving his commission. The collection of funds is thus attended with great expense, and it is thought that the commission of 2 per cent. should be abolished.

The act relating to the recovery of school-lands and funds by the board of education, approved March 22, 1870, has spent its force. The board appointed an attorney in each congressional district, who examined the records. The work resulted in an approximate showing of the condition of the county- and township-school-endowments, but beyond this it has not been possible to go. The fees allowed by the law are not sufficient to warrant vigorous suits; therefore few suits have been brought to recover lands fraudulently conveyed or funds squandered or lost. It is strongly urged that there be "such a change in the law as shall permit the board of education, through the attorney-general, to compel, by *mandamus*, county-court- and other officers holding school-funds to restore these interests to their proper custodians."

CONDITION OF EDUCATION IN THE STATE.

"Notwithstanding the adverse influences arising from political excitements, from the failure of staple crops, from low prices and heavy taxes, and the unusual burdens which the agricultural classes have been called upon to bear, the year 1872 has witnessed a perceptible advance in the cause of general intelligence, and in whatever promotes intelligence, throughout the State. A desire to read and gain information has been quickened as if by some magic inspiration; periodicals and newspapers have been more eagerly sought for and more widely distributed than ever before, and the miscellaneous book-trade has received so powerful an impetus as to astonish the most hopeful." This growth of mind and the means of its improvement are considered due in great measure to the increase of railroad-facilities and the better state of feeling consequent upon the removal of political disfranchisement. The schools have shared in the general progress. They have increased in number, power, and efficiency, and

find a largely increased circle of friends and supporters. The general character of the school-statistics is encouraging. The rapid increase in the number of school-population is gratifying, as an indication of a proportionate increase in the population of the State. This, together with an increased percentage of attendance over that of last year, forcibly suggests the immediate necessity of providing more ample school-accommodations. The number of public-school-sittings in the State is about 422,560. If these were all filled, there would be 244,997 of the school-population necessarily left out of the public schools. The private educational accommodations of the State, including colleges, give a capacity for not more than 40,000; so that, were all the school-houses of the State filled to their utmost capacity, upwards of 200,000 persons of school-age must be left to other chances than schools for their education. Reckoning the period of actual school-going as embraced between the ages of 5 and 16, at least 100,000 under 16 years could not find admittance to any school. The need of fuller school-accommodations is thus obvious.

The colored-schools of the State are gradually gaining strength. There is some lingering prejudice against them and great indifference to their establishment, but, on the whole, the cause advances. When the local school-officers fail to provide for the colored children within the limits of their supervision, (where these children number more than fifteen,) it is the duty of the State-superintendent to step in and use the powers of these local officers. In response to calls growing out of such neglect, between fifty and sixty colored-schools have been established, without resorting to the expedient of a tax, as authorized by law. Many of the former owners of slaves have co-operated with the superintendent in making provision for the education of the colored people. The greatest difficulty attending all attempts of this nature lies in the fact that about half of the children are so widely scattered as to make it impossible to collect them in sufficient number to warrant the expense of a school. The colored people are forcing the question of mixed schools in cases where there are but two or three colored children in a subdistrict. The official opinion given is that the law contemplates separate schools, and whether colored children shall, in some cases, be admitted to white-schools is a question which confronts prejudice and appeals to benevolence more than to law.

It is remarked that "no one interest can so effectually either help or hurt the progress of Missouri as the free-school-system;" that the success of the system must proceed, to a large extent, from the constantly improving quality of the schools; and that the best educational conditions prevail in districts where directors are elected, without any reference to party politics and with a view to the securing of the best school-training possible.

RECOMMENDATIONS CONCERNING INTERNAL MANAGEMENT.

False economy in the management of schools is strongly deprecated. It is suggested that, where a graded school is crowded and the financial ability of the district cramped, it will be better to resort to some other expedient than that of employing cheap and poor teachers or shortening the term of school. The report of the Boston schools is quoted to show the advantages of the half-day-system, (one-half the pupils attending in the morning and the other half in the afternoon,) and its adoption, especially in the primary grades, in cases where the funds are not sufficient to sustain schools in the usual manner for the full term, is strongly recommended.

As the improvement of schools depends largely upon a careful definition of the respective duties of school-officers and teachers, the former must insist upon certain conservative rules with which teachers may not interfere.

Township-boards and directors should require of every teacher a record of his work for the benefit of his successor; otherwise each teacher will waste time in repeating and "doing over" a large portion of the work of his predecessor.

The necessity for change and improvement is strongly urged upon school-officers, who "are apt to be quite too apprehensive and jealous of innovation." "In some instances they stoutly oppose globes, outline-maps, improved seats, and even blackboards." As a result of this, attention is called to "some schools that are lagging far within the limit of progress measured fifty years ago." Improved means of education are demanded as the indispensable condition of growth and progress; among others, that the study of natural science should be introduced into the schools as soon as possible. The action of the legislature of Illinois in providing that "no teacher shall be authorized to teach a common school who is not qualified to teach the elements of the natural sciences" is commended.

SCHOOL-LAW.

The opinion is expressed that any attempt to change, at the present time, any of the essential features of the common-school-system must either prove fruitless or disastrous. A resolution to this effect was passed by the State Teachers' Association. It was demonstrated last winter that it is impracticable at present to combine and give a resultant in law of the opinions of the people better than is now secured in the

present imperfect school-statute. The diversity of circumstances among the people constitutes, in great measure, the cause of diverse and conflicting views. For example, where the country is yet comparatively wild and sparsely settled the township-board is deemed a needless and expensive part of the school-machinery. Where the population is more dense and the system has been worked with more vigor, the township-board is regarded with jealous tenacity. The passage of a law authorizing the organization of counties into municipal townships fixes, for the present, the difference of opinion upon the school-township organization. The proper change to make now, if any were made, would be to abolish all subdistrict-boards, and secure thereby, as rapidly as possible, the absorption of small and feeble schools by larger and stronger ones.

It is questioned whether any legislation can do very much to benefit the school-system. "Do the difficulties encountered root in the law that shapes the system or in the people, whose duty it is to sustain and operate the system? Will abuses cease by a mere change in the statute? Has a law, of itself, any power? And will it exert any influence towards the advancement of a general public interest unless it is borne up by the enlightened and united sentiment of the people?" If it is claimed that it is the business of education to purge away the notion that all the ills of society are to be cured by the panacea of legislation, the reply is, "All that legislation can do is to remove the common obstacles of a great system, prescribe methods for the distribution of common good, and then simply regulate and preserve general order. The substance of a system must come from the thought, purposes, and faithfulness of the people. They make the school-system. The law cannot make it. The present great need of the educational system of the State is *popular interest*. Out of this will spring every needed reform."

TAXATION FOR SCHOOLS.

Great opposition is manifested by many citizens of the State to the system of local taxation for the support of schools. At several of the county-conventions held during the last summer for the nomination of representatives, the present school-law was declared oppressive and it was resolved that the representatives of these counties be instructed to use their influence to have the amount of taxation reduced. Concerning this it is said that, "if local taxation is depended upon chiefly for the support of the schools, the maximum limit of taxation cannot be reduced without virtually closing the schools in many parts of the State." Tables from the report of the Commissioner of Education are quoted to show that the rate of taxation in the State is not excessive. According to these, Missouri ranks twenty-seventh in the scale of the amount paid for education. The amount applied to the schools in 1871 was $1,749,049. Of this amount $1,001,750 was raised by local tax. Estimating the taxable valuation at $570,000,000, this would require a levy of only 1.7 mills on the dollar. The next-door neighbors to Missouri raise a tax of from 7 to 11 mills on the dollar for public education and pay $6.45 *per capita* of school-population, while Misssouri pays only $2.75. In view of these facts it cannot be doubted that a reduction of the maximum limit of school-tax would be equivalent to the abolition of the public-school-system.

Many persons who are not opposed to taxation for schools yet claim that the present mode of levying taxes is not equitable. This is conceded, but it is claimed that the object of complaint should be, not the school-law, but the abuses in its administration. Facts are cited in illustration. In some localities there is a definite understanding between many tax-payers and the collector that the part of their tax-bill denominated "school-tax" will not be pressed to payment. The community must have a school, and, to support it, the honest tax-payer bears the delinquencies of his neighbors and pays his just proportion of tax several times over. In some counties of the State, many land-holders are settled on homesteads exempt from taxation. Under the scheme of local taxation their children must be educated by a few property-holders who retain their possessions in the usual fee-simple. To support a four-months school under such circumstances often requires a levy of more than 1 per cent. tax—in some instances as high as 4 per cent.—on the property liable to taxation. The number of townships that find it necessary to levy a tax up to the maximum limit of 1 per cent. is very large, while the number that carry their tax above this limit is not, by any means, small. Yet in some localities in the State, where schools are the very best, they are generously supported by a tax not exceeding 4 or 5 mills. St. Louis meets the entire expense of her system of schools by a tax of 4 mills on the dollar. In some subdistricts the habit, until quite recently, has been to levy no local tax, but to charge a regular tuition-fee for all pupils attending school. The man of wealth sent six children to the school, because he could afford to pay; the poor man who had six children to send found that he could afford to send but two. This made schooling cheap for large property-holders, but did not make education universal and free.

As a remedy for these abuses and as a means of equalizing the burden of sustaining public education, it is recommended that the whole, or nearly the whole, expense of carrying on the schools be met by a general tax upon the whole property of the State,

instead of by the unequal imposition of local tax. A levy of four mills on the dollar of taxable wealth, added to the sum total from permanent funds, will be sufficient to maintain schools nine months of the year in every district in the State, while, with the present heavy weight of tax, the average yearly term is but four and a half months—just what it was sixteen years ago. It is believed that this plan has the advantages of thoroughness and economy and that its results would be generally satisfactory.*

RELATIVE COST OF EDUCATION AND CRIME.

The fact is noted that, while from every quarter comes the demand for a reduction of the school-tax, as if that were alone the cause of the heavy weight of taxation now laid upon the people of the State, no complaint is ever heard from tax-payers about the costs of criminal cases paid by the State and raised by tax levied on the people.

In 1872, the amount of the State-revenue applied to the support of schools was $243,197.33, while there was expended for the prosecution of criminals and the transportation of convicts to the penitentiary the sum of $174,078.38. The amount paid by the State for bringing to justice the criminals that were actually convicted was $416 *per capita*. The expenditure of the State (not including local funds or taxes) for the education of her school-population was 53 cents *per capita*. In several counties in which the school-system is comparatively weak, these parallels are still more striking. In one county where complaints were made concerning the expensiveness of the public schools, inquiry proved that, while the State paid the last year for schools in that county $3,952.92, the criminal costs during the same year amounted to $9,130.68. In view of these facts, the question is asked whether whatever amount is subtracted from the appropriation for schools will not have to be added to the amount already expended for the prosecution and transportation of criminals.

A few counties in which the schools receive careful attention and a liberal expenditure present facts worthy of notice as contrasted with those already given. Cooper County, which pays for teachers' wages $3 *per capita* of her whole school-population, received from the State last year $3,961 for the support of schools and but $1,089.97 for the prosecution of criminals, although she contains a population more than six times as numerous as the county already mentioned, which pays three times as much for criminal costs. It is generally conceded that large cities are the homes of crime; and yet St. Louis County receives from the State but $27,652 for the prosecution of her criminals, and $72,399 for education—about 8 cents *per capita* of her population for crime and nearly 25 cents *per capita* for education. Intelligent communities have found that education is the cheapest defense of cities as well as of nations.

SUPERINTENDENCE.

In the debates of a year ago, which left scarcely any feature of the school-system without discussion, the utility of the office of State-superintendent of public schools was frequently questioned. This, it is believed, arose from the vague idea entertained by many of the duties of the office, and a brief outline is given of the work of the State-superintendent. It is remarked that "the utility of State-supervision in education is affirmed by the practice of almost every State in the Union. It springs from the labor-saving principle that underlies every successful system of activity connected with our modern civilization. The same reason for substituting one responsibility in a county for a common work suggests the desirableness and necessity of establishing one bureau in the State to do what every county wants, instead of operating one hundred and fourteen bureaus for the same work." The most effectual labor of the superintendent, in the present condition of educational progress, is believed to be accomplished by direct contact with the people at teachers' institutes and popular conventions and in general public addresses. At present, not more than one-half the counties of the State can be visited during the year. But with a sufficient force it would not be difficult to bring every school-district into constant sympathy with the best educational improvements of the times.

The county-superintendency has its supporters and its opposers. In those counties where the deepest interest is taken in the efficiency of the schools and where, as a consequence of this interest, a competent person has been selected to fill the office, the people are reluctant to dispense with this officer. In counties where the general school-interest has never risen above low-water-mark, and a poor officer has been selected, the people consider the office as a useless superfluity and clamor for its abandonment.

MORAL EDUCATION.

The charge has been made that the public schools are deficient in moral instruction. This is admitted insofar as that there is a lack of a definite system of teaching and

* At a more recent date, the superintendent has recommended to the several school-boards a means of improving the educational facilities of the State, which will not have the form of tax. It is, to provide for the schools and people series of popular lectures, which, besides their direct educational effect, may have an indirect one in enabling them, out of the proceeds of the lectures, to establish and maintain good town- or circulating libraries.

training in morals in them, while certain causes are stated that work injury, either directly or indirectly, to the moral habits of the pupils.

The remedies suggested for these defects are as follows: (1) Make the personal character of the teacher of more importance. It is as necessary that teachers should be *true men* and *true women* as that they should be acquainted with the branches to be taught. (2) Banish from the school all rules except such as are manifestly founded in necessity and common sense, the list of school-crimes being augmented in exact proportion to the list of rules. (3) Make morals a distinct science and a definite study to be pursued in the schools. Morality need not be confounded with theology. Morals can be taught without teaching the theologic opinions of any sect, and there is an imperative necessity for teaching some simple form of scientific ethics. If this were done a better race of men would grow up to purify every department of public life.

EDUCATION AND LABOR.

It is believed by many that common schools are the enemies of farming. With the view of discovering what is, in this State, the effect of common-school-education upon farm-laborers, letters of inquiry were addressed to leading farmers throughout the State. Their uniform testimony is that the transition from slave to free labor was attended with inconvenience and loss; but they are unanimous that free labor is quite as remunerative to the employer and that *intelligence is one of the necessary conditions of its success.*

The defects of country schools in this connection are dwelt upon. Much time is spent in what is positively useless. A portion of the time thus spent would furnish an elementary knowledge of botany, natural history, or entomology, which would lead a country boy to place a new value upon his surroundings and prepare him to conduct a farm upon principles of intelligence and progress.

EDUCATIONAL CONVENTIONS.

One of the greatest needs of education in Missouri is free, thorough, dispassionate discussion of all questions bearing upon the subject. In this direction the teachers' institute has, for years past, done an efficient work. But its range has been too narrow. It was apt to be circumscribed, both in respect to the disputants and the topics for discussion. The people and the tax-payers did not feel that degree of freedom to participate in the exercises which a more popular instrumentality is designed to inspire. The popular convention, made up of teachers and all classes of citizens, has been adopted with marked results. Free discussion has been invited, and the effect has been largely beneficial to the cause of education in the State.

ST. LOUIS.

[From report of Hon. W. T. Harris, superintendent of St. Louis public schools.]

A table is given showing the progress of the schools during the past fifteen years. In that time the total enrollment has increased from 9,769 to 30,294, the average attendance from 5,361 to 20,479, number of teachers from 123 to 534, average amount of teachers' salaries from $550.75 to $763.88, and the total expenditure per scholar from $14.60 to $20.82. During the past eight years the number of school-houses has increased from 21 to 58 and the number of sittings from 8,976 to 25,750. As only 67 per cent. of the pupils enrolled are found attending, on an average, at any one time, the present number of seats would accommodate an annual enrollment of nearly 34,000 pupils. By the opening of the fall-term of 1873 four new school-buildings will be in readiness, with 48 rooms and 2,800 sittings. In the early history of these schools the bulk of their support was drawn from tuition-fees; at present six-sevenths of the revenue is derived from State- and municipal taxation. The expenditure amounts to one-sixth of the entire annual taxation of the city.

The reports of the district-schools for the past year show an increasing attendance of pupils under 7 years of age. It is hoped, by next year, to found a number of small primary schools, more or less on the Kindergarten-plan, for the benefit of this class of children. The average number of pupils in the lowest three years of the course is about 72 per cent. of the entire number enrolled. The fact that a very large percentage of children receive no education above these grades suggests the importance of making the instruction in those years the most efficient possible. There has been a great decrease in the percentage of tardiness. Two-thirds of the pupils were not tardy at all and the remainder were tardy, on an average, only three times during the year. The number "not absent during enrollment" was 2,046. The result of the introduction of natural science into the district-school-course has more than justified the wisdom of the experiment. The improvement is manifest both in teachers and pupils. The use of text-books by the teacher is forbidden in all cases where the pupil is expected to recite without it. This insures thoroughness of preparation in all the lessons.

German.—There is a constant increase, from year to year, in the number of pupils studying German. The most noteworthy change during the year has been the tendency of

pupils in the higher grades to commence this study. By an act of the board German is made one of the alternative studies required for admission to the high school. The statistics of the German-English department exhibit a considerable increase over the previous year. In some of the schools the proportion of German-English pupils constitutes upwards of 80 per cent. of the entire school. At present, Anglo-American children are allowed to take up German at the same time with the German-American children, instead of, as formerly, in the fourth year. This plan is to have a fair trial, but brilliant results are not anticipated.

Discipline.—Mention is made of improved methods of discipline. An accurate record of cases of corporal punishment shows only twelve and a half cases per day for 20,000 pupils. The system of suspension has proved far more successful.

Classification and promotion.—A change in the present plan of classification and promotion is recommended. It is believed that examinations should be held and consequent promotions made every few weeks. Thus pupils who fail to pass would not be set back more than is necessary. When there is only a yearly examination, a pupil who fails to pass is degraded a year, when he needed, perhaps, only a quarter's review, and is thereby completely demoralized. It is a moral failure quite as much as an intellectual one.

Schools for colored children.—Good buildings are provided for the schools for colored children, but there seems to be little, if any, increase of pupils. The entire registration was only eight more than last year. The colored population seems to be rather decreasing than otherwise.

Evening-schools.—These have attained a remarkable degree of success during the past two years, having, within that period, nearly doubled their attendance. They are so organized as to furnish one room in each for the purpose of instructing foreigners in the use of English. Punctual attendance and industry at these schools secure free membership in the public-school-library for the rest of the year.

The public-school-library is extending its sphere of usefulness through the liberal policy of the board. No branch of the school-system exerts a more beneficial influence. The library has been opened on Sundays with good results.

St. Louis high school.—The present actual number of pupils in the high school amounts to about 2½ per cent. of the number in all the schools. Statistics indicate that, as a rule, about one pupil in four that enter the district-schools reaches the high school. There are four classes, the work of each occupying a year. It is believed that the policy recommended for the district-schools, of more frequent examinations and promotions, is equally necessary for the high school, so that pupils failing to pass need not be put back a year, when, perhaps, they need but a few weeks. Some plan by which the course of study in the higher grades can be made more elastic is believed to be greatly needed. The change in the rule for admission, allowing German to be substituted for geography, on condition that the former be taken up in the high school in conjunction with Latin, has proved unwise on the whole. It has improved the German in the district-schools, but injured it in the high school. A modification of this rule is deemed desirable. It is found that when the time is divided between Latin and German but little progress is made in either. Generally, the school has been, during the past year, in an unusually flourishing condition. Four branch high schools relieve the pressure from too great numbers.

HIGH SCHOOLS, ACADEMIES, AND SEMINARIES.

The 19 institutions of the above class which report their statistics for the past year show an aggregate attendance of 1,812 pupils—866 boys and 946 girls—the total number of teachers—46 gentlemen and 77 ladies—being 123. One hundred and forty-two of the pupils were engaged in classic studies and 157 in modern languages. Eleven of these schools teach drawing and 14 music; 7 only report libraries belonging to the school, the largest of which numbers 1,500 volumes, the smallest 2, which, however, were the standard dictionaries.

How far the high schools of the State are graded up to the requirements of the preparatory training for the university does not appear in the otherwise excellent report of the superintendent. The existence of a State-university implies that such will be the case, if it is not at present, as the university is the cap-stone of the edifice which has its foundation in the common school.

UNIVERSITY OF THE STATE OF MISSOURI.

In the report of the chairman of the executive committee it is remarked that the year ended June 26, 1873, has been one of unexampled progress. No other period in its history has been signalized by so many and such marked improvements. The following summary of the year's progress is given:

The faculty has been increased by the accession of able and experienced men as professors; the number of students has largely increased, and nearly every county in the State is represented; the new scientific building, one of the most complete of the kind

in the country, has been furnished at a cost of about fifty thousand dollars; the library, in all its departments, has been greatly increased; the apparatus has received large and valuable additions, and important instruments for field-practice and engineering have been purchased; the law-department and the medical college have been established under most favorable circumstances; the laboratory of analytic and applied chemistry has been completed and equipped; notwithstanding the increase in numbers, there has been a most noticeable improvement in the manners and bearing of the students; and by the payment of the indebtedness of the State to the funds of the university the institution is, in a great measure, for the first time in many years, relieved of debt. The university has, within the year, been made practically a free institution, a small incidental fee being now the only charge. The county-system of appointment has been abolished.

The university now comprises the following departments: (1) the college proper, with four courses: those of arts, science, letters, and philosophy; (2) the normal college, opened September, 1868; (3) the agricultural and mechanic college, September, 1870; (4) the school of mines and metallurgy, November, 1871; (5) the college of law, October, 1872; (6) the medical college, February, 1873; and (7) the department of analytic and applied chemistry, May, 1873.

The progress of the school of mines at Rolla is especially a subject of congratulation and pride. It is but in the second year of its existence, but the number of students has been more than double that of the previous year. Its instructors have been increased and its means of instruction enlarged in every direction.

The number of students in the agricultural department has increased, in three years, from 26 to 138. The prejudices against a collegiate education for farmers are rapidly disappearing before the manifest beneficial influences of this department. Ladies have been invited to the horticultural course, and 19 joined the first class formed during the present year.

Ladies are received into the normal, the preparatory, or into any other of the university-classes for which they may be found qualified. Several ladies are now in advanced classes in university-courses. A great and pressing need of the university is a building especially designed for the women's college.

To make a complete university of liberal and practical education there are still needed a college of mechanic arts, a college of the fine arts, a department of engineering, and some provision for architecture and construction. The bill pending before the legislature providing for the erection of a mechanics' hall is designed to furnish a building for the first-named department. It is due the mechanics of the State that they should be recognized in the university-system and that instruction should be furnished them in the mechanic arts.

The university is crippled and hampered for the want of means. A strong appeal is made to the State for aid. The number of students in the classic department is 417 and there are 92 in the school of mines. The faculty numbers 31.

THE WASHINGTON UNIVERSITY OF ST. LOUIS

Is established by charter and is supported partly by endowment and partly by tuition fees. It is entirely unsectarian, and this feature of its organization is secured by its charter. Ten years ago the number of pupils was 200; there are now 700 in actual attendance, 34 of whom are in the collegiate department. It has five departments: Academic, collegiate, polytechnic, the Mary Institute, and the St. Louis law-school. The various faculties comprise 60 professors and tutors and the annual expenditure is over $85,000. The tuition-fees are considerably below the actual cost of education. There are a large number of free scholarships, 15 of which are filled from the public schools of St. Louis. The university has a common interest with the public schools in the support of the evening polytechnic schools and in the public-school-library. The institution is free from debt, with an invested endowment of about $250,000.

OTHER INSTITUTIONS FOR SUPERIOR INSTRUCTION.

These, quite too numerous for special mention otherwise, find each a place in the appended table, and fuller notes of them may be found in Table VIII, at the close of the Report.

COLLEGES FOR WOMEN.

Nine institutions for the superior instruction of women report an aggregate of 1,136 pupils—807 in collegiate and 329 in preparatory studies—with 97 professors and instructors, 11 of whom are gentlemen. Five of these colleges specify the number of pupils in the different college-years, giving an aggregate of 115 in freshman, 156 in sophomore, 88 in junior, and 48 in senior-classes; 28 were in special or partial courses and 20 in post-graduate-studies. In all but one of these institutions music, both vocal and instrumental, and drawing are taught, and in all but three painting also. French and German are taught in seven; two have chemic laboratories; three have philosophic

cabinets and natural-history-museums; two report art-galleries, and one a gymnasium. Five have libraries, the largest numbering 2,000 volumes, the smallest 400.

Statistical summary of universities and colleges.

Names of universities and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Corporate property, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Amount of property of corporation.	Value of grounds, buildings, and apparatus.	Amount of endowment.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
Central College	6	.....	30	100	.....	$40,000	$100,000	$60,000	$4,800	$3,790	.....
Christian University	8	1	.....	160	.....	100,000	25,000	.....	.....	10,000	600
College of the Christian Brothers	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Drury College	6	.....	81	.....	$100,000	25,000	.....	.....	.....	.....	.....
Hannibal College	5	0	75	41	0	8,000	*	0	0	5,200	200
Lewis College	4	.....	.....	65	75,000	.....	.....	.....	.....	.....	4,000
Lincoln College	4	0	42	†	6,000	5,000	.....	0	0	1,200	1,000
McGee College	10	.....	172	63	.....	35,000	.....	.....	.....	.....	500
St. Joseph College	9	.....	100	92	.....	15,000	0	.....	.....	.....	501
St. Louis University	13	0	.....	67	.....	.....	0	.....	.....	.....	24,000
St. Paul's College	5	.....	33	.....	20,000	15,000	.....	.....	.....	600	2,000
St. Vincent's College	15	0	113	.....	.....	.....	0	.....	.....	.....	5,500
Thayer College	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
University of Missouri	31	.....	.....	417	.....	.....	.....	.....	.....	43,000	7,000
Washington University	22	.....	325	34	500,000	200,000	.....	.....	.....	80,000	2,000
Westminster College	5	.....	.....	75	.....	20,000	86,000	86,000	6,500	8,500	2,500
William Jewell College	7	.....	115	.....	175,000	75,000	100,000	.....	6,000	2,000	5,000
Woodland College	4	.....	80	.....	20,000	20,000	.....	.....	.....	.....	.....

* Land valued at $10,000. † College-classes not yet organized.

STATE NORMAL SCHOOLS.

The board of regents is endeavoring to adjust the systems of the two norma schoo's already established to the special condition and wants of the State. The higher mathematics and dead languages, except within a certain practical limit, are to give way to a more generous attention to natural science, drawing, and the perfecting of teachers in the best methods of conducting the common branches.

As a means of reaching the large number of teachers who have neither time nor means for a normal-school-course, a "sprinkling of the State with normal institutes" is suggested. Two of these institutes, of six weeks' duration each, have been established in connection with the normal school at Warrensburg.

An increase of appropriation is asked for sufficient to double, within the next year, the force of instruction in the normal schools. Unless this is granted only a limited number of pupils can be received. About $15,000 per annum is needed for each school. This appropriation is small compared with those of other States for similar schools.

The North Missouri Normal School, situated at Kirksville, two hundred miles north from St. Louis, is accessible to a large territory rapidly growing in population. The new building, for which the State appropriated $50,000, is one of the largest and most commodious structures of the kind in the country. About 200 teachers sent out from this institution are engaged in teaching in the State. The term of 1872–'73 opened with a larger attendance than any previous year. Annual appropriation, $5,000.

The South Missouri Normal School, at Warrensburg, has, during the past year, passed through an experience of entire reconstruction. The number of pupils has increased from about 22 at the commencement of the year to 140. Any increase in this number will not be possible until the new building is ready for occupation. In arranging the course of study, the wants of the schools as they now exist have been kept especially in view. The course has three divisions: elementary, scientific, and professional. A training-school will be established as soon as a class is ready for the work. The State-superintendent advises that the normal-school-diplomas be received as first-grade-certificates, entitling the holder to teach in any school in the State. An effort will be made to have a law passed which will make these diplomas equivalent to State-certificates. Annual appropriation for the school, $5,000.

THE NORMAL SCHOOL OF ST. LOUIS

Is intended exclusively for the education of teachers for the St. Louis public schools, but is open to persons from any section. The time required for completing the

course is two years. Many of the applicants being found not to possess sufficient maturity of mind to enable them to profit by the course of study, the age of admission has been increased from 16 to 17 years. The requirements for admission have been made more difficult by the addition of algebra to the examination-list. This has considerably decreased the number enrolled; but the number in the high school has correspondingly increased. Pupils from the high school, whose record there is satisfactory, are received into the normal school without examination. It was found necessary to materially change the course of study, in order to adapt it to pupils entering from the high school. The course now differs from the one generally pursued in normal schools, but is believed to be best adapted to the circumstances of the St. Louis schools. The whole number of graduates has been 318, of whom 196—or one in three of the whole number employed—are teaching in the public schools of St. Louis.

LINCOLN INSTITUTE.

This is for the instruction of colored teachers, the building being a contribution from the colored soldiers of the State after the conclusion of the war. The result of the first scholastic year of this institution in its new building, with an enlarged corps of teachers and well-classified departments, is encouraging. The whole number of pupils during the year was 216, of whom 20 were in the normal department. Twenty-two of the pupils in attendance during last session have since been teaching public schools in the State. Some of these will return to the institute to complete their studies. The debt of $10,000 before reported is still unpaid. Repairs and improvements are greatly needed, but lack of means forbids them. The hope is expressed that the State, in its disposal of any means dedicated to educational purposes, will remember the urgent wants of this institution, the only one in the State devoted to the higher education and normal instruction of colored persons. The State-superintendent in his report remarks that "the least the State of Missouri can do for this institution is to see that its debts are canceled." The expenditure for the institute during the past year was $8,811.44.

BUSINESS-COLLEGES.

Six of these—at Kansas City, St. Joseph, and St. Louis—report a total of 1,828 students, under the care of 47 teachers.

Statistical summary of schools for professional instruction.

Names of schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Corporate property, &c.					Number of volumes in library.
				Amount of property of corporation.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
SCHOOLS OF THEOLOGY.									
German-Evangelical Lutheran Concordia College	6	....	201	.....	$60,000	.....	.....	$10,000	4,400
St. Vincent's College	16	0	19	.....	.....	.....	.....	0	5,500
Theological School of Westminster College	....	....	.....	.....	.....	.....	.....	.....	.....
Vandeman School of Theology	5	....	43	$40,000	.....	$25,000	$2,000	.....	3,000
SCHOOLS OF LAW.									
Law College of University of State of Missouri	6	....	32	*	.....	.....	.....	.....	1,000
Law-department of Washington University	10	....	36	.....	.....	.....	.....	.....	3,000
SCHOOLS OF MEDICINE.									
Kansas City College of Physicians and Surgeons	9	....	11	32,000	30,000	1,000	100	600	75
Medical College of University of State of Missouri	7	....	34	.....	.....	.....	.....	.....	.....
Missouri Medical College	16	....	103	.....	55,000	.....	.....	8,000	.....
St. Louis Medical College	17	....	196	40,000	50,000	.....	.....	15,381	1,500
Homeopathic Medical College of Missouri	13	....	39	1,000	.....	.....	.....	2,000	100
Missouri Dental College	12	....	17	†	.....	.....	.....	1,200	50
St. Louis College of Pharmacy	3	....	42	.....	.....	0	0	1,200	.....

*Supported from university-fund. †Connected with St. Louis Medical College.

Statistical summary of schools for professional instruction—Continued.

Names of schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Corporate property, &c.					Number of volumes in library.
				Amount of property of corporation.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
SCHOOLS OF SCIENCE.									
Missouri Agricultural and Mechanical College	13	....	183	.....	.....	.....	9,000	.....	200
Missouri School of Mines and Metallurgy	8	....	*30	†12,000	.....	$100,000	‡12,500	$300	1,200
Polytechnic department of Washington University	12	....	38	.....	.....	.....	.....	.....	.....

*Besides 53 preparatory. †Apparatus. ‡Besides 8,000 acres of land.

MISSOURI INSTITUTION FOR THE DEAF AND DUMB.

This institution makes its ninth biennial report. Since the organization of the asylum, in 1851, there have been admitted 421 pupils. During the two years included in the report, 211 pupils have been under instruction. Of these, 9 have been discharged by expiration of term, 8 have removed to other States, 4 have become teachers in the asylum, 2 have died, and 42 have failed to return; leaving, at the time of the report, December 31, 1872, 146 pupils—males, 72; females, 74. The progress of the pupils has been very gratifying and the institution has never been in a more flourishing condition. An appropriation of $25,000 is asked for to repair the building and increase its capacity so as to accommodate 200 pupils. Even then, not more than one-half of the deaf and dumb in the State capable of receiving instruction will be provided for. There are no facilities for giving instruction in the trades usually taught in such institutions, and the only employment of the male pupils is gardening and preparing fuel. The females are instructed in needle-work and various domestic duties. A beginning has been made in teaching articulation, but to secure the advantages arising from this branch a professorship should be established, where the instructor shall be solely employed in teaching it.

MISSOURI INSTITUTION FOR THE EDUCATION OF THE BLIND.

Owing to delay on the part of contractors, the buildings of this institution could not be used during a considerable portion of the year, and the session of 1871–'72 continued only four months. Sixty-six were present during the session. New pupils were not received, and those who lived in distant parts of the State were advised not to return for the short term, but to wait until the fall. Applications for admission have not been so numerous as was expected, owing probably to the fact that parents and guardians of blind children do not consider them capable of acquiring an education or are ignorant of the existence of such an institution. It is suggested that county-superintendents and school-directors make special inquiry for blind children in their respective districts and report the number in their annual returns. The present law, fixing the age of admission at 5 years, is considered objectionable. All the pupils are taught, besides branches taught in other schools, some kind of handicraft—the girls knitting, crocheting, bead-work, sewing, and the use of sewing-machines; the boys broom-making, mattress-making, braiding mats, and willow-work. The present school-session opens very favorably, with an increased number of pupils.

GIRLS' INDUSTRIAL HOME AND SCHOOL OF ST. LOUIS.

This institution, for the care of neglected children and orphans, makes its eighteenth annual report. Number of inmates at close of last report, 64; admitted since, 74; dismissed, 63; present number, 75. The progress of the school is very satisfactory and it is believed that it will compare favorably with any of the public schools.

EDUCATIONAL ASSOCIATIONS.

The State Teachers' Association met at Kirksville, pursuant to arrangement, December 26 and continued in session two days. About 300 teachers from different parts of the State were in attendance and important business is said to have been transacted, but the reports of it have not reached the Bureau.

ST. LOUIS CONVENTION.

A convention of the teachers and superintendents of the first, second, and third congressional districts was held by arrangement of the St. Louis Teachers' Association, December 26–28, at which an address of much interest was delivered by Mayor Brown, on universal education, and such important topics were discussed as public-school-libraries, natural science in district-schools, the functions and management of reform-schools, Kindergärten, a library of educational classics, and grading and classification for county-schools.

Superintendent Monteith delivered an address on the condition of the public schools, in which he said that the public-school-system was gloriously growing, aided by the advance of general intelligence and the spread of liberal and enlightened views. Still, there were hinderances threatening it, which he deprecated, especially a disposition to throw aside all local taxation for the support of schools, which taxation he held to be essential to the schools and not oppressive to the people. The average cost of public-school-instruction in the State was not, he said, above $2.65 *per capita* of the whole school-population, whereas, in Kansas, it was $6.43; in Illinois, $7.97; in California, $11.89; in Nevada, $19.17; and in Massachusetts, $20.65. The whole amount appropriated to schools laid a tax of only about 2.1 mills on the dollar, whereas Massachusetts raised 3.1 and Kansas 7, so that education in Missouri was as cheap as it possibly could be, and complaints of heavy taxation were unfounded.

OTHER CONVENTIONS.

Conventions similar to the above were held in the fourth, sixth, and twelfth districts, and one at Richwoods, all of which discussed subjects of much interest, while 84 teachers' institutes are believed to have been held during the year.

LIST OF SCHOOL-OFFICIALS IN MISSOURI.

Hon. JOHN MONTEITH, *State-superintendent of public instruction, Jefferson City.*

COUNTY-SUPERINTENDENTS.

County.	Name.	Post-office.
Adair	Robert Mercer	Kirksville.
Andrew	William D. Hoar	Savannah.
Atchison	George F. Bixby	Phelps City.
Audrain	H. M. Hamill	Mexico.
Barry	J. H. McDonald	Cassville.
Barton	A. D. Pittinger	Nashville.
Bates	James D. Harper	Butler.
Benton	Washington Allen	Warsaw.
Bollinger	John W. Revelle	Marble Hill.
Boone	Harvey Halen	Centralia.
Buchanan	John T. Riley	St. Joseph.
Butler	Isaac B. Tuble	Poplar Bluffs.
Caldwell	H. B. Meffert	Breckenridge.
Callaway	James I. Nichols	Fulton.
Camden	David N. Simons	Linn Creek.
Cape Girardeau	Samuel M. Green	Cape Girardeau.
Carroll	Wiley Roy	Carrollton.
Carter	George R. Highsmith	Van Buren.
Cass	G. S. Spring	Harrisonville.
Cedar	Frank H. Smith	Stockton.
Chariton	Alfred Mann	Keytesville.
Christian	J. J. Martin	Ozark.
Clarke	Dr. M. B. Scott	El Dorado.
Clay	George Hughes	Liberty.
Clinton	Vincent P. Kelley	Graysonville.
Cole	Thomas Ward	Jefferson City.
Cooper	O. F. Arnold	Bunceton.
Crawford	Elias R. Fort	Scotia.
Dade	W. C. West	Greenfield.
Dallas	Dr. A. G. Hollenbeck	Buffalo.
Daviess	W. W. Stout	Gallatin.
De Kalb	J. L. McKee	Maryville.
Dent	Spencer H. Ware	Salem.
Douglas	James L. Davis	Arno.
Dunklin	Homer Spiva	Clarkton.
Franklin	Julius Kahrmann	Franklin.
Gasconade	Henry Read	Canaan.
Gentry	Lemuel C. Taylor	Albany.
Greene	O. S Reed	Springfield.
Grundy	R. C. Norton	Trenton.
Harrison	Nelson Church	Mt Moriah.
Henry	James E. Flagg	Clinton.
Hickory	David B. Biddle	Quincy.
Holt	E. S. Eyerly	Oregon.

List of school-officials in Missouri—Continued.

County.	Name.	Post-office.
Howard	John B. Hairston	Fayette.
Howell	Albin Perkins	Albina.
Iron	G. W. Farrar	Ironton.
Jackson	David C. Caldwell	Independence.
Jasper	U. B. Webster	Carthage.
Jefferson	J. H. Brown	De Soto.
Johnson	William T. De Witt	Columbus.
Knox	Louis F. Cottey	Bee Ridge.
Laclede	William E. Catlin	Lebanon.
Lafayette	G. M. Catron	Lexington.
Lawrence	Jared R. Woodfill	Aurora.
Lewis	Bushrod S. Thompson	Monticello.
Lincoln	John Wilson	Cuivre.
Linn	H. B. Van Valkenburg	Laclede.
Livingston	T. C. Hayden	Wheeling.
McDonald	John Wilson	Pineville.
Macon	William A. Mathas	Callao.
Madison	V. L. Settle	Fredericktown.
Maries	Jacob E. Love	Lanes' Prairie.
Marion	J. S. Green	Hannibal.
Mercer	S. M. Wayman	Princeton.
Miller	James S. Martin	Iberia.
Mississippi	M. V. Rodney	Charleston.
Moniteau	H. H. Hathaway	California.
Monroe	Jesse Lewis, jr	Paris.
Montgomery	J. S. McClearey	New Florence.
Morgan	T. B. Reese	Versailles.
New Madrid	William W. Farmer	Point Pleasant.
Newton	A. H. Parker	Seneca.
Nodaway	S. C. McClusky	Maryville.
Oregon	J. D. Litton	Webster.
Osage	James Adams	Linn.
Ozark	J. M. Hutchison	Piland's Store.
Pemiscot	G. W. Carleton	Gayoso.
Perry	John E. Aikin	Perryville.
Pettis	William C. Westlake	Sedalia.
Phelps	William S. Perkins	Rolla.
Pike	J. D. Meriwether	Louisiana.
Platte	John C. Sutherland	Platte City.
Polk	James A. Race	Bolivar.
Pulaski	S. J. Bostwick	Richland.
Putnam	Henry C. Shelton	Unionville.
Ralls	John W. Kerthly	New London.
Randolph	William N. Rutherford	Moberly.
Ray	Lucian B. Wright	Morton.
Reynolds	James M. Ross	Lesterville.
Ripley	G. H. Rife	Doniphan.
St. Charles	Dr. J. H. Stumberg	St. Charles.
St. Clair	William Rice	Osceola.
St. François	T. E. Douthit	Farmington.
St. Louis	George T. Murphy	St. Louis.
Ste. Genevieve	C. C. Kerlargon	Ste. Genevieve.
Saline	Oliver Guthrie	Marshall.
Schuyler	D. M. Merideth	Lancaster.
Scotland	Bartlett Anderson	Memphis.
Scott	John M. Leftwich	Benton.
Shannon	John W. Miller	Current River.
Shelby	W. B. McGruder	Shelbyville.
Stoddard	S. Chapman	Bloomfield.
Stone	T. J. McCord	Galena.
Sullivan	H. M. Peterson	Lindley.
Taney	James L. Humphrey	Forsythe.
Texas	James S. Rice	Cedar Bluff.
Vernon	James M. Blake	Nevada.
Warren	Rudolph Ritter	Marthasville.
Washington	Julius Spencer	Irondale.
Wayne	J. N. Morrison	Greenville.
Webster	— Jackson	Marshfield.
Worth	A. H. Conn	Grant City.
Wright	C. C. Cash	Hartville.

NEBRASKA.

[From biennial report of Hon. J. M. McKenzie, State-superintendent of public instruction, for the years ended December 31, 1871 and 1872.*]

FINANCIAL STATEMENT.

	1871.	1872.
RECEIPTS.		
Balance on hand at commencement of year	$28,427 10	$61,848 68
Appropriations by county-superintendents	146,163 31	171,739 08
Tax for building school-houses	90,691 84	141,309 91
Tax for paying teacher's wages	27,572 04	42,082 20
Other district-taxes	.....	17,516 05
Tuition of non-resident scholars	575 30	1,491 97
Amount received from all other sources	78,457 14	92,695 70
Total resources for the year	371,888 73	537,680 39
EXPENDITURES.		
Paid male teachers	77,079 46	102,941 75
Paid female teachers	60,693 06	92,952 42
Paid for building and repairs	108,433 17	157,568 25
Paid for all other purposes	58,603 56	82,952 22
Amount on hand	60,711 18	97,681 33
Total expenditures	365,520 36	534,095 97
Total indebtedness of districts	73,469 63	176,075 83

SCHOOL-STATISTICS.

	1871.	1872.
ATTENDANCE.		
Number of children between 5 and 21 years	41,071	51,123
Number of children attending school	23,265	28,786
Number attending school not of school-age	.....	480
Number of days of school during the year	71,942	107,205
Number of days' attendance by enrolled pupils	.....	2,061,415
Number of private schools	46	45
Number of scholars in private schools	1,169	767
TEACHERS AND TEACHER'S PAY.		
Whole number of male teachers	560	773
Whole number of female teachers	520	739
Average number of days taught	71⅝	74
Average pay of male teachers per day	$1.962	$1.925
Average pay of female teachers per day	$1 832	$1.675
Number of days' board given by districts	7,131	7,754
SCHOOL-DISTRICTS AND SCHOOL-PROPERTY.		
Number of organized counties	35	48
Number of school-districts	1,028	1,410
Average number of children in each district	40	36¼
Number of brick school-houses	36	41
Number of stone school-houses	11	24
Number of frame school-houses	373	473
Number of log, sod, &c	139	149
Whole number of school-houses	559	687
Value of school-houses	$374,270 88	$739,969 60
Value of school-sites	44,318 70	76,702 00
Value of books and apparatus	2,347 08	2,491 99
Total value of school-property in the State	420,936 67	819,163 59

SCHOOL-FUND.

The present school-fund is estimated at $1,096,304.30. This, however, includes a large amount known as the 5-per-cent. fund, that as yet has yielded no income. There

*Statistics for 1873 in tables I and II, at end of volume.

is also an investment of over $60,000 in personal loans, on which no interest has been paid during the past year. On the moneys loaned on bond and mortgage, the accrued interest, still unpaid, amounts to $16,535.80. Of the whole estimated permanent fund there is under the control of the State-treasurer only $231,192.32. Without the 2-mill-tax, the counties would have less than one-half of the present apportionment. This subject demands the immediate attention of the legislature. Measures should be at once adopted to put the school-fund into such shape that there shall be no uncertainty respecting the annual payments of interest. State-securities are considered the least objectionable and yield the largest revenue.

MODE OF DISTRIBUTION UNSATISFACTORY.

The division of the State-school-fund as prescribed by law is in many instances very unsatisfactory. How to secure equality in the distribution is the most difficult problem of the school-system. The following method is recommended: let the State-fund be distributed to the several counties, as at present, taking the enumeration of scholars as the basis; then let the county-superintendent divide the one-fourth (which the law requires to be distributed equally) among the several districts, counting each organized district sustaining a school as one and allowing each district containing more than forty pupils to count one district for each forty and each fraction of forty over twenty. While this method would not give exact equality, it would yet be so nearly equitable that no complaint could be made.

The tenor of the present law makes it necessary that a school-district shall not only report the enumeration of children within its limits, but shall also have sustained a school previous to the annual meeting in April, in order to have, for the ensuing year, any share in the school-funds. Thus many newly-formed districts find it very difficult to sustain a school for the first year.

CHANGE IN THE METHOD OF DISTRIBUTION RECOMMENDED.

It is recommended that the law be so amended as to allow such districts as have voted to have a school to receive their proportion of the school-money, the money, however, not to be drawn until the school has been in operation the requisite length of time. The ambiguity of the present law causes a diversity of methods in the different counties. Uniformity is imperatively needed and can only be secured by plain legal enactments.

SCHOOL-LANDS.

One-eighteenth part of the total area of the State of Nebraska, or 2,702,044 acres, is school-land. This if sold at the minimim price ($7 per acre) would give a permanent fund of $18,914,308. Previous to 1869 there had been sold 21,944 acres of school-lands, at an average price of $10.53 per acre. During 1869 and 1870 there were sold 64,905 acres, at an average price of $8.48 per acre. During 1871–'72 the amount sold was 25,223.07 acres, at an average price of $7.632 per acre. A large amount of school-lands sold reverts to the State from failure on the part of purchasers to comply with the conditions of sale; and as no provision has been made in the law for a report of the amount that reverts it is impossible to give the exact amount derived from this source.

INDEMNITY-SCHOOL-LANDS.

During the past year a great effort has been made to secure to the State the lands known as indemnity-school-lands. Letters were addressed to the Commissioner of the General Land-Office at Washington and to Representatives in Congress, making inquiries in regard to these lands, and a commissioner was appointed to select lands for the State as provided by law. The total number of acres selected, including the selections made previously, was 47,155.73. It is requested that steps be immediately taken to have the selections approved, as this is of the utmost importance to the educational interests of the State. Many of the selections previously made have been lost and lands of less value have been selected. If the present selections are not soon confirmed the same process must be gone over, and still poorer lands will have to be taken.

NORMAL-SCHOOL-LANDS.

Of the normal-school-lands 3,200 acres have been sold, at an average price of $7.288 per acre. The present law relating to the sale of these lands is very defective. It gives the purchaser a deed to the land immediately after the first payment of interest, the State taking a mortgage on the land as security, and there is no provision declaring the land forfeited when interest is not paid, so that the State is obliged to foreclose the mortgage before the land can revert to it. The interests of this land cannot be too carefully guarded. When the land is all sold the income accruing will very nearly pay the running expenses of the normal school.

AGRICULTURAL-SCHOOL-LANDS.

The condition of the agricultural and university-lands is not certainly known at present. No special provision has been made for their sale or lease.

NEED OF A GOOD PUBLIC-LAND-SYSTEM.

Attention is called to the lack of system in the public-land-business of the State, and it is recommended that there be at once established a land-department with a sufficient cleric force, and all the landed business be under the control of that department.

SCHOOL-LAW.

Nebraska has the basis of a very good common-school-law. The existent one has indeed defects that must be remedied, but its general features are well suited to the wants of a new State. The number of officers required to carry out the provisions of the present law acts as a stimulus to the people and interests many in the cause of education who otherwise would pay little attention to it. The law, however, needs harmonizing and energizing. On many vital points it is entirely silent; it imposes duties, but makes no provision for discharging them properly. The provisions of the law were undoubtedly intended to include schools of all grades and sizes; but either it is not sufficiently comprehensive or local prejudices and ambitions have so considered it, and special laws have been enacted for Omaha and Nebraska City. This establishment of independent districts is regretted, as involving the school-system in intricacies, giving occasion for interminable disputes, awakening sectional jealousies, and fostering a spirit of exclusiveness without in the end gaining anything. A system that shall harmonize thoroughly from the district-school to the university is considered above all things desirable. Amendments on several points are recommended in connection with the various subjects of the report.

THE DISTRICT-SYSTEM.

The objectionable features of this system are admitted; but it is remarked that, "in a sparsely-settled State, it would be nearly impossible to adopt the township-plan." By the provisions of the present law county-superintendents have authority to form new districts, change boundary-lines, unite districts or dissolve them. This places great power in the hands of one man, but it is doubtful whether any better plan can be devised at present. It is recommended that a definite compensation be granted district-officers for the time actually employed in their regular duties and that they be required to perform them faithfully. There being no penalty for neglect of duty, the law has only been executed by common consent, and is, to the people, advisory rather than compulsory. Legislation is advised in the matter of allowing districts to issue bonds. The present law allows a district to assume an indebtedness to the amount of $5,000, but does not provide for bonding the indebtedness. Some districts have issued bonds, but doubts as to the legality of that proceeding have injured their sale.

SCHOOL-HOUSES.

The superintendent remarks: "This is the era of school-house-building. The people in many parts of our State, with an enthusiasm almost amounting to frenzy, are bending all their energies towards erecting school-houses, many of which would do honor to any city in our country.* There is at present an intensity of feeling on this subject that has seldom, if ever, been witnessed in any other State. The general feeling is that their children must have comfortable and pleasant school-houses, even if the parents suffer for a time for some of the comforts of home." During the past year over a hundred new school-buildings have been erected. One county alone has erected twenty-eight. Regret is expressed, however, that greater care has not been taken in the construction and general arrangement of the school-houses. Various suggestions upon this subject are made. The points specially urged are dry and elevated locations, extensive play-grounds, arrangements for thorough ventilation of school-rooms, comfortable seats, and a liberal supply of apparatus. It is hoped that the legislature will make an appropriation by which proper plans for school-houses may be placed before the people. Much difficulty has been experienced in some districts in obtaining school-house-sites. Legislation upon this point is recommended.

REPORTS.

At present it is nearly impossible to get anything like full and correct district-reports, owing mainly to a want of proper record-books. The law requires reports, but makes no provision for books for keeping the district-records. Districts will not incur the expense of providing such books, and, unless they are provided, perfect reports can never be obtained. It is recommended that the State-superintendent be authorized to prescribe the forms to be used throughout the State and then require the county-superintendents to supply the districts. This would soon give system and order, instead of the present confusion.

* The city of Omaha is said to have one of the finest high-school-buildings in the country, erected and furnished at a cost of $250,000. The high-school-building at Lincoln cost $40,000 and the new building of the State-university $150,000.

STATE-SUPERINTENDENT.

The business of the State-superintendent's office has nearly doubled within the past two years. "The apportionment of December, 1870, was made to about 32,000 children. The next apportionment will be made to more than 60,000. This is an index to the increase in all respects." With no provision for a regular clerk, the whole business of the office falls upon the superintendent, and he is obliged, in consequence, to neglect other duties defined by the law, such as visiting schools, holding teachers' institutes, &c. It is requested that the legislature make an allowance sufficient to engage the services of a competent clerk for at least one half of the year.

TEACHERS.

The people are beginning to demand a thorough preparation on the part of teachers, and the standard of qualification has been greatly elevated. A change in the method of granting certificates is recommended. Three grades are given at present, but the lines of distinction between them are not sufficiently clear. In the plan suggested the third-grade-certificates remain as at present, with the proviso that no person shall be granted more than three certificates of that grade. The standard for second-grade-certificates is raised, the county-superintendent to have the power to grant this certificate for one or two years, as the candidate's proficiency may indicate. The first-grade-certificates should be given only to persons of superior qualifications, experience, and ability. Provision should be made for the granting of State-certificates by a commission composed of the State-superintendent, chancellor of the university, principal of the State Normal School, and a committee of three appointed by the State Teachers' Association. The plan of allowing the State-superintendent to grant certificates at will is liable to great abuse. He should have power, however, to annul, at any time, any certificate, when he has sufficient evidence of the incompetence or immorality of the person holding it. At present he has no power to do so directly.

TEACHERS' INSTITUTES.

The law makes it the duty of the State-superintendent to appoint teachers' institutes in various parts of the State and to cause all schools in the district in which the institute is held to be closed during its session. But no means are provided to enforce this requirement, and the institutes thus far appointed have been but partially successful. The class of teachers that needs them most cannot be reached. The superintendent advises that "a law be framed requiring the attendance of all teachers at the institutes in their respective districts, allowing time to go on as if they were engaged in teaching, and considering the certificates of those not attending as null and void, unless afterward indorsed by the county-superintendent. To provide a fund to defray the expenses of the institute, require the payment of fifty cents by each candidate for examination, and let the State appropriate $1,500 for a like purpose. Without some such provision it will be impossible to secure proper attendance and the assistance of competent instructors."

In accordance with the instructions given at the meeting of the State Teachers' Association in August, 1871, arrangements were made for holding a State Teachers' Institute in the following July. This institute was an experiment. No provision being made by the State to defray the expenses, a tuition-fee of $4 was charged each member. The attendance was very encouraging and the result of the institute highly gratifying.

COURSE OF STUDY FOR THE COMMON SCHOOLS.

In accordance with a resolution passed at the State Teachers' Association in August, 1871, a course of study was arranged by the State-superintendent and laid before the teachers at the last State Teachers' Association. A resolution was adopted requesting the publication of the course, and its distribution among the teachers and school-officers of the State. The course is based upon the supposition that each district will have at least six months' school during each year. School-boards have entire control of the matter. This course is only recommendatory and not at all binding on any district; but it is earnestly urged upon all school-officers and teachers to give it a careful examination and, if approved, urge its adoption. It is confidently believed that, if the school-work were systematized, the results would be far more satisfactory than at present.

INDIAN SCHOOLS.

The superintendent of Indian affairs in Nebraska reported, for 1871, number of schools, 12; teachers, 23; pupils registered, 827; average attendance, about one-half of the total enrollment. One of the schools is a manual-labor boarding-school, where 64 pupils receive instruction in different trades. In addition to these there is one evening-school and six Sabbath-schools. The Indian-superintendent says: "The influence of these schools is good and the parents in all the tribes are not only favorable to, but take a deep interest in, them. The Indians of Nebraska are becoming civilized, and, if

they could be let alone by politicians, hostile Indians, and low whites, there is nothing to prevent the rising generation becoming reputable citizens of the State. There is no report of these schools for 1872. One important one has been added in 1873.

THE NEBRASKA TEACHER.

In accordance with the resolution passed at the State Teachers' Association in 1871 a teachers'-journal, called the Nebraska Teacher, was started. Resolutions indorsing it were adopted at the recent session of the association and a corps of editors appointed to take charge of it. Already this journal has quite an extended circulation in the State. It should be in the hands of every school-officer as well as teacher. Provision should be made by the legislature to furnish a copy to each school-district.

OMAHA.

Organization.—In accordance with the special law passed at the last session of the legislature, the board of regents, to whose charge had been committed the erection of the high-school-building, and the board of directors, who had previously controlled the common schools, were both discontinued, and the new board of education entered upon the duties of its office in April, 1872. A city-superintendent of public instruction was elected, who commenced his duties in August.

The schools have been reorganized. There are four departments, including the high school. The maximum course of instruction covers a period of 14 years, the minimum of 12 years. The course of instruction for the schools below the high school was prepared about two years ago by the State-superintendent and adopted by the board of directors. It has never, however, been closely followed and made practical. The intention now is to "insist that the teachers shall regard it as law in their work." A graded course of object-lessons is arranged for the eight years. A philosophic apparatus, to cost $500, has been ordered. Calisthenics, abandoned for a time, have been restored. The corps of teachers has been improved, with a view to the highest possible efficiency, and, among others, a teacher of high qualifications, just returned from Europe, has been engaged.

Drawing.—The subject of drawing, heretofore generally neglected, is being made an important department in the schools. Bartholomew's drawing-cards are being used in the first three grades and the series of drawing-books in the higher grades.

High-school-building.—The magnificent building for this school, before referred to, was completed in the fall of 1872, at a cost of over $200,000. It has a *campus* of ten acres, stands on an eminence commanding a view of the whole city, of the city of Council Bluffs, and of many miles of the river-valley of the Missouri. It consists of a main building, with north and south wings, is four stories high above the basement, and contains fifteen school-rooms and four recitation-rooms. Fourteen of these rooms are capable of seating each from 48 to 60 pupils and the other will accommodate 75. The latter is at present used as the high-school proper, the institution having been organized only a year before the opening of the building and containing in 1872 but 60 pupils.

At least two private schools of high grade are also maintained in Omaha: one, the Brownell Hall Academy for Young Ladies, with seven teachers; the other, the Omaha Collegiate Institute for Boys, with a principal and several assistants. The number of pupils in these is not ascertained. Their aim is to afford a fair school-training, either for college or for the business of life, in connection with the religious influences of the Protestant-Episcopal communion.

STATE NORMAL SCHOOL.

The normal school comprises three departments: the model and practicing school, the academic department, and the normal department. The latter has three courses of study, viz: the elementary English, advanced English, and classic. The first comprises the studies of the first academic year and a year of professional study. The second comprises the first two years of the academic course and the professional year. The third embraces the first three years of the academic course and the professional year. No student can enter the normal department who cannot pass a satisfactory examination in the studies of the preparatory year and no student can graduate who has not taken the studies of the professional year. Diplomas of three grades are given. Only those who take the classic course will be entitled to the degree of N. G.—normal graduate. The present course of study is not final, but will be modified in some particulars. It is considered especially desirable that the model school should be so organized as to comprise three departments of at least nine grades, each grade occupying one year. This, in connection with the academic department, will constitute a graded school, whose course of study comprises thirteen years. It will be possible thus to have a model graded school. The normal school has already done much to elevate the standard of common-school-teaching in the State; but it is impossible for one school to furnish teachers for all the districts; every effort is therefore made to induce students to remain and take the full normal course, thus fitting themselves for teachers of the

graded schools in the cities and large villages. In this way it is believed the influence of the institution will be most quickly and powerfully felt. The new building, now in process of erection, is greatly needed, but it cannot be completed and properly furnished without a further appropriation by the legislature. There is also great need of a larger corps of teachers and more extensive apparatus.

NEBRASKA CITY.

The number of pupils in all the schools is 752, including a colored-school (ungraded) of 23. The schools are well filled and the attendance regular. There are eight grades, each occupying a year in the primary and grammar-schools. The high-school-course occupies three years. A regular course of oral instruction has been prescribed for each of the grades below the high-school. All the schools are making satisfactory progress. During the year many valuable improvements have been made in the school-houses.

There is also a superior grammar-school connected with Nebraska College.

LINCOLN.

The school-buildings furnish accommodations for 450 children. The average daily attendance is 370. The whole course of study embraces a period of ten years, of which two years are spent in the primary schools, three in the secondary, two in the grammar, and three in the high-school. A high-school-building is in process of erection. The cost, inclusive of furniture, will be $50,000.

STATE UNIVERSITY.

The incredulity with which the university has, to a certain extent, been regarded is gradually disappearing from the minds of the people, and the large proportion of students from distant parts of the State gives assurance that the university-work is becoming better known and its advantages more highly prized with every succeeding year.

At the commencement of the academic year two new professors were added to the faculty. This has greatly strengthened the institution and permitted the opening of new departments of study. The board of regents, at its annual meeting in June, decided to open, at the beginning of the fall term, the agricultural department of the university. This department proposes two courses of instruction: first, a four-years course, similar in most respects to the scientific course of the university, but giving pecial attention to scientific agriculture and farm-economy; secondly, a course of one year in practical agriculture. The agricultural farm comprises 480 acres. An appropriation of $2,500 was made by the board of regents for beginning operations on it in the spring.

The collections for the cabinet and museum progress rapidly. The liberal donations to the former will make it one of the most complete and extensive in the country.

The number of students in the preparatory department of the university for 1873–'74 is 77, with 1 instructor. In the classic department are 47 undergraduates, with 6 professors. Females, as well as males, compose the classes, and in the preparatory school there are 23 of these to 54 of the other sex.

NEBRASKA COLLEGE, DIVINITY AND GRAMMAR SCHOOLS, NEBRASKA CITY.

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. A school of divinity has been organized during the past year. The bishop, the dean of the divinity-school, and the cleric professors of the college-faculty instruct the theologic students in the course prescribed by the house of bishops. The faculty numbers 4 resident and 3 non-resident professors, with 4 other instructors; the students in the preparatory department, 62, all males, of whom 15 are preparing for the academic course and 20 for the scientific. The full course is meant to embrace ten years. New buildings, to cost not less than $10,000, are to be erected during the coming year, the funds for them being already in hand.

DOANE COLLEGE, CRETE.

This institution, under the auspices of the Congregational churches of the State, was formed in 1872. Its name is in honor of Thomas Doane, esq., of Charlestown, Massachusetts, who has bestowed on it $12,000, on condition that $10,000 more be raised from its friends within the State and the same amount elsewhere. Its faculty in 1873–'74 consists of 2 instructors—1 male and 1 female—its students, of 14 males and 15 females in the preparatory department and 5 males in the freshman-class. Its permanent buildings are to be erected on a high plateau overlooking the village of Crete, the Big Blue River Valley, and a wide reach of prairie-land beyond.

Statistical summary of university and colleges.

Names of university and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Corporate property, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Amount of property of corporation.	Value of grounds, buildings, and apparatus.	Amount of endowment.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
Doane College	2	....	29	5	$25,000	.....	.....	.....	.....	.....	200
Nebraska College	9	0	62	.....	20,000	$23,000	$0	$0	$0	$13,000	1,500
University of Nebraska	6	....	77	26	.....	160,000	*	.....	15,000	.....	1,200

*Forty-four thousand eight hundred acres.

Statistical summary of schools for professional instruction.

Names of schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Corporate property, &c.					Number of volumes in library.
				Amount of property of corporation.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
SCHOOL OF THEOLOGY.									
Theologic school, Nebraska College	*1	....	4	.....	.....	.....	.....	.....	.....
SCHOOL OF SCIENCE.									
Agricultural College, (department of the University of Nebraska)	4	....	....	.....	.....	.....	.....	.....	75

* Instruction in this department is given by the bishop and faculty of the college. Two young Indians are among those who are receiving a training with a view to the ministry.

NEBRASKA INSTITUTE FOR THE DEAF AND DUMB.

This institution was opened at Omaha, in 1869, with 12 pupils. The next year the number increased to 23. In 1871 the legislature made an appropriation for a new building and the citizens of Omaha gave ten acres of land. The building was ready for occupation in January, 1872. The cost was $15,000. Most of the difficulties attending the organization of a new institution have been surmounted, and both the educational and financial interests of the institute are in a perfectly satisfactory condition. One-half of the grounds has been worked by the boys of the institute. The number of pupils during the year was 29—males, 15; females, 14. The ages of admission are from 10 to 25. Owing to the diversity of acquirements among the pupils, the number of classes is greater than in most schools of the kind. The methods of instruction are not indicated. The legislature is petitioned for an appropriation of $32,000 for the next two years.

STATE TEACHERS' ASSOCIATION.

The eighth annual session of this body was held in the court-house at Tecumseh, and began December 23, 1873. The president, Hon. J. M. McKenzie, State-superintendent, delivered the opening address, enlarging on the importance of teachers' institutes for the improvement of comparatively untrained teachers and on the kindred importance of a law for compulsory education to bring into the schools such as would never otherwise attend. In the former he saw the only present hope for the elevation of many school-teachers who cannot secure training in a normal school; in the latter, the only effective means of bringing prejudiced or ignorant or selfish parents to afford their children the advantages of education.

The institution of a judicious and elevated course of instruction for the high schools

of the State was also insisted on. The law establishing the State-university makes a certificate from a county-superintendent that a youth has graduated honorably from a high school of the State a sufficient warrant for his admission to the university without further examination. But unless a uniform and elevated course should prevail in the high schools it was held that such a provision must eventually degrade the standard of admission to the college-classes, so that no special scholarship would be required to enable one to enter. Hence the necessity for such a guarding of the high-school-course as to secure a set of thoroughly-trained pupils for the State's highest school and make the grand idea of free education from the common school to the university something more than a mere bubble in the sunlight or a great edifice without a base.

His final picture of what a thorough system of school-training would make the State is too pleasing and too instructive to be omitted. He says, in a sort of prophetic vision here: "I see in the future a vast body of people living in Nebraska, and my idea of their social life would have them intelligent in a high degree, industrious, and enterprising. Then, dotting the whole landscape we would have neat, commodious dwellings, surrounded with all the adornments that nature, aided by art, could bestow. At convenient distances would appear school-houses of the most improved style of architecture, combining beauty, taste, comfort, and convenience. The people, keenly alive to the influence that the school-house and its surroundings exert on the impressible natures of children, would have the outhouses so located and constructed as to preserve all the inherent modesty implanted in a child, to shield it from the snares of vice. The play-grounds would be inclosed with a neat fence and arranged with every convenience for healthful sports. Everything would be elevating and refining, the yard tastefully ornamented with trees and flowering shrubs and covered with a carpet of green.

"They would have a beautiful house for the teacher in close proximity to the school-yard. He should no longer be a homeless wanderer, dependent on the grudged shelter now so often a necessity to him. He should be a workman needing not to be ashamed, and the children should continue under his instruction until qualified to ascend to a school of higher grade.

"All the methods of instruction should be in accordance with reason and nature and the school-room should be a delightful place.

"As the children advance in their studies and primary schools no longer afford them opportunities for further education, they would have located near the center of every township, if possible, a high school, manned by a corps of well-qualified teachers, furnished with appliances for illustrating the various studies pursued. The course of study would be so arranged as to commence just where the common school ended and reach sufficiently high to give all who desire it a thorough preparation for the university."

To effect all this, it was granted, was beyond the work of any single man; but if teachers would all work towards so desirable a consummation, if each would plan for it and all carry out their plans, if a spirit of professional pride, of desire to place the teacher's profession at least upon a footing with the law or medicine, should be awakened in the two thousand teachers of the State, the thing might eventually be effected.

"The best method of managing teachers' institutes" and "The place and value of object-teaching in Nebraska common schools" occupied the morning of the succeeding day, while in the afternoon a paper was read by Prof. Thompson, of the Agricultural College, on agricultural education.

On the first of these three topics it was held that the institute should aim mainly to acquaint the teacher with the philosophy of his profession, to discuss the best methods of imparting instruction, and to establish principles by which the value of methods may be tested; that the impartation of school-instruction is not properly a part of it, but rather the cultivation of an *esprit de corps*, of a social, a sympathetic, a professional connection with each other, that all may work upon a plan, and that the best possible one.

On the second topic, "object-teaching," the tone of the essayist, Dr. Williams, of Lowell, was rather depreciative, the disposition being rather to exalt objective or illustrative teaching as the more effective method, indeed, "the most effective of all means of instruction," to be used in every school and to contribute to the interest of every study.

The essay of Prof. Thompson on agricultural education was an exposition and a vindication of the system of the agricultural colleges, and was followed by a brief speech from Governor Furnas, in commendation of the one belonging to the State.

A paper on "The best method of moral instruction," by Professor J. H. Kellom, concluded the exercises as far as the report has been thus far printed.

LIST OF SCHOOL-OFFICIALS IN NEBRASKA.

Hon. J. M. McKENZIE, *State-superintendent of public instruction, Lincoln.*

COUNTY-SUPERINTENDENTS.

County.	Name.	Post-office.
Adams	A. H. Bowen	Juniata.
Antelope	B. C. Palmer	Oakdale.
Boone	Rev. Samuel P. Boolman	Hammond.
Buffalo	D. A. Crowell	Croweltown.
Burt	Rev. E. M. Holland	Tekamah.
Butler	W. J. Evans	Savannah.
Cass	U. W. Wise	Plattsmouth.
Cedar	Hon. Lewis M. Howard	Green Island.
Cheyenne	George R. Ballou	Sidney.
Clay	J. S. Schermerhorn	Sutton.
Colfax	Rev. A. Sutherland	Schuyler.
Cuming	Robert Robb	West Point.
Dakota	John T. Spencer	Dakota City.
Dawson	Richard O'Keef	Plum Creek.
Dixon	W. S. Bates	Iona.
Dodge	John Cayton	Pebble Creek.
Douglas	Jeremiah Behm	Omaha.
Fillmore	John Dempster	Ohiowa.
Franklin	A. S. Martin	Bloomington.
Gage	L. B. Filley	Beatrice.
Hall	John D. Hays	Grand Island.
Hamilton	Byron D. Brown	Orville City.
Harlan	Hiram M. Luce	Republican City.
Howard	Thompson McNabb	St. Paul.
Jefferson	Dr. P. L. Chapman	Fairbury.
Johnson	S. Wolford	Tecumseh.
Kearney	L. A. Kent	Lowell.
Knox	J. H. Billings	Niobrara.
Lancaster	A. M. Ghost	Lincoln.
Lincoln	A. T. Feay	Cottonwood.
Madison	Lew. F. Taylor	Norfolk.
Merrick	Charles E. Mead	Lone Tree.
Nemaha	S. W. McGrew	Brownville.
Nuckolls	D. W. Montgomery	Kiowa.
Otoe	H. K. Raymond	Nebraska City.
Pawnee	John M Osborne	Pawnee City.
Platte	Charles A. Speice	Columbus.
Polk	James Bell	Bellville.
Richardson	F. M. Williams	Salem.
Saline	James McCreedy	Pleasant Hill.
Sarpy	George C. Potwin	Papillion.
Saunders	Walter Fleming	Sand Creek.
Seward	George B. France	Milford.
Stanton	A. C. T. Stevens	Canton.
Thayer	Byron F. Young	Hebron.
Washington	Rev. C. G. Bisbee	Fontanelle.
Wayne	R. B. Crawford	Taffe.
Webster	Edward Kellogg	Red Cloud.
York	H. H. Tate	McFadden.

NEVADA.

[From the biennial report of Hon. A. N. Fisher, State-superintendent of public instruction, for the years 1871 and 1872.]

	Dec. 31, 1870.	Dec. 31, 1872.
SCHOOL-FUNDS, PERMANENT AND DISTRIBUTIVE.		
Amount in State-(irreducible) school-fund	$58,000 00	$104,000 00
Increase		46,000 00
Amount disbursed from general (distributive) school-fund during the school-years of 1869–'70 and 1871–'72, respectively	17,124 41	22,613 74
Increase		5,489 33
FINANCIAL STATEMENT.		
Total school-expenditure in all the counties of the State	73,836 64	98,468 82
Increase		24,632 18
Surplus of school-moneys reported in county-treasuries at close of school-year	17,527 22	12,492 86

	1871.	1872.
POPULATION AND ATTENDANCE.		
Number of boys between 6 and 18 years of age	2,152	2,529
Increase since 1870		461
Number of girls between 6 and 18 years of age	2,257	2,421
Increase since 1870		537
Whole number of children between 6 and 18 years of age	4,409	4,950
Increase since 1870		998
Whole number of children under 6 years of age	2,909	3,310
Increase since 1870		1,089
Whole number of persons between 18 and 21 years of age	219	185
Increase since 1870		67
Total number of persons under 21 years of age	6,291	8,445
Increase since 1870		2,154
Whole number of children between 4 and 6 years of age	676	861
Increase since 1870		326
Whole number of such attending public schools	126	135
Increase since 1870		9
Whole number of boys enrolled in public schools	1,676	1,821
Increase since 1870		245
Whole number of girls enrolled in public schools	1,430	1,551
Increase since 1870		244
Total number of pupils enrolled in public schools	3,106	3,372
Increase since 1870		389
Average number belonging		2,372
Increase since 1870		
Average daily attendance		2,080
Increase since 1870		
Number of children reported as attending private schools	354	439
Increase since 1870		90
Number of children between 16 and 18 years not attending any school	1,225	1,410
Increase since 1870		560
TEACHERS AND TEACHERS' PAY.		
Number of male teachers in public schools	24	29
Increase over 1870		11
Number of female teachers in public schools	50	47
Increase over 1870		12
Whole number of teachers in public schools	74	76
Increase over 1870		23
Number of teachers in public and private schools		88
Increase over 1870		25
Highest monthly pay of male teachers, (in coin)		$175 00
Increase over 1870		9 00
Highest monthly pay of female teachers, (in coin)		150 00
Increase over 1870		
Lowest monthly pay of male teachers, (in coin)		75 00
Increase over 1870		5 00
Lowest monthly pay of female teachers, (in coin)		40 00
Increase over 1870		
Average monthly pay of male teachers, (in coin)	$106 92	116 53
Increase over 1870		
Average monthly pay of female teachers, (in coin)	83 64	88 73
Increase over 1870		

	1871.	1872.
LENGTH OF SCHOOL-TERM.		
Number of schools maintained 9 months and over	26	31
Number of schools maintained more than 6 and less than 9 months	15	17
Number of schools maintained less than 6 months	8	12
Average number of months schools were maintained	7 mos. 11 d.	8 mos. 10 d.
SCHOOL-DISTRICTS AND SCHOOLS.		
Number of school-districts in the State	54	58
Number of districts reporting according to law	38	38
Number of districts which have voted a district-tax	3	5
Number of districts using the entire State-series of text-books	24	37
Number of free public schools maintained without rate-bills	32	49
Number of primary schools	8	9
Number of intermediate schools	6	6
Number of grammar-schools	8	8
Number of high schools	1	1
Number of unclassified schools	45	52
Whole number of schools	68	76
SCHOOL-HOUSES.		
Number of new school-houses erected	5	6
Whole number of school-houses	43	50
Number of school-houses rented	11	15
Number of school-houses unfit for use	4	8
Valuation of school-houses and furniture	$56,330	$69,413
Valuation of school-apparatus	755	1,067
Valuation of school-libraries	1,160	1,207

THE PERMANENT FUND.

As the result of unusual activity in the sale of public lands, this fund has rapidly grown.

By the loss of special deposits, it suffered in the treasury-defalcation of 1870 to the extent of over $43,000, and, in addition, it has been diminished since that date by the sum of $12,050, for expenses allowed, as per controller's report. An increase in the fund under these circumstances is a matter of congratulation.

The fund cannot, however, be regarded as having attained satisfactory proportions. It will yield, for the fiscal year 1873, about $10,000 for distribution. This will pay $2 towards defraying the tuition-expenses of each child of school-age in the State, or $100 to each public school of 50 children. The present endowment is, therefore, only sufficient to employ a teacher for the average public school for one month in the year. Nine months' tuition must be paid for by direct taxation.

If the permanent fund to-day amounted to $1,000,000 it could be considered hardly more than a generous endowment for the public schools. Amounting to barely one-tenth this sum, its condition appeals for legislative protection against the merciless spoliation it has been compelled to suffer. It has been made to serve the present convenience of the State. By supporting the land-office during selection and sale of the public building-grant, the children's fund helped to build the State-capitol. Unless the existing land-law is changed, the children's fund will, in like manner, assist in the endowment of the State-university. This is little to the credit of the State and less to its profit. Every interest involved demands that the State-school-fund be rendered in reality, as it is in name, an irreducible fund.

COUNTY-SCHOOL-FINANCES.

The superintendent says: "It will be noticed that the present report contains but a meager statement of transactions in the school-fund of the several counties. By collation of statistics received from treasurers and superintendents, I am able to give a table of total expenditures and of balances, but a detailed exhibit is impossible. The failure to procure complete and reliable financial returns is due to unfortunate legislation had at the last session. The statute authorizing county-superintendents to draw warrants on the county-school-fund, was repealed, and they were thereby deprived of information with which they are required to furnish this department. The legislation referred to was, doubtless, well intended, but it seriously interferes with the working of the school-law, and should be rescinded. For several reasons the former provisions should be restored."

DEFECTS OF THE PRESENT EDUCATIONAL SYSTEM.

The superintendent, after alluding to the unusual activity in educational matters lately evinced in several counties, resulting in the erection of new school-houses, the

purchase of new furniture, and the employment of better qualified teachers, says: "It cannot be claimed, however, that the grand intent of our educational scheme is yet fully realized. There must be radical improvement in several respects before the system can be said to be in successful operation. There are defects in its working which seriously impair its efficiency. Not one-half our schools approximate excellence in either the extent or quality of instruction furnished. And this, notwithstanding the fact that we are in advance of most States in the average duration of our schools, the average compensation of teachers, and the average expenditures per pupil.

"We are at present advantaged above all other States in the item of ability to provide for our schools. We have a maximum of taxable territory with a minimum of school-population. Our leading industry is of a character calculated, more perhaps than any other pursuit, to afford a diminished ratio of juvenile to adult inhabitants, while it yields a generous revenue for the support of public institutions. In consequence we are able, with perhaps less of effort than is required in other States, to expend a larger sum upon the education of each child. The $19.17 expended *per capita* in furnishing common-school-privileges to the children of the State in 1870 was, probably, a no more creditable outlay than was the $7.97 paid in Illinois or the $6.86 paid in New York, or even the $2.75 paid in Missouri. The total expenditure in the State first named was nearly $7,000,000, while in our own it was less than $75,000.

"We are not at liberty to boast, except it is clear that our large *per-capita* expenditure procures for us better results than are elsewhere realized. I see no good reason why it ought not. While there are less than 5,000 children of school-age in the State and our distributive fund, as in the present year, amounts to nearly $100,000, it is difficult to find an excuse for manifest deficiencies in the extent and character of facilities furnished. There ought to be afforded in this State more tuition, and that of a better quality, than is enjoyed elsewhere on this continent. If certain changes in the plan of apportionment are adopted, I am satisfied that we shall immediately achieve distinction in the respect first named. I am not so hopeful of rapid improvement in the second and more important item. If legislation were competent to insure that the employing parties shall be neither careless nor ignorant, neither venal nor prejudiced, there would be prospect of reform. There is no lack of qualified applicants, and, as a rule, where there are faithful trustees there is an excellent school. The weakness of the system lies in the fact that its local officers are not under compulsion to act wisely or honorably. Its burden is that they sometimes conspire to act foolishly and wickedly. If the law could make certain that examiners and trustees shall be intelligent, honest, capable, and efficient, there would be promise of better results from our liberal expenditure.

"No more important subject can be broached by legislative wisdom than is presented by the urgent demand that qualified teachers be furnished every district in the State."

CHANGES IN THE SCHOOL-LAW.

During the session of the legislature in February and March, 1873, several suggestions made by the superintendent in his report were adopted as amendments to the school-law. The most important amendments are as follows:

The portion of the law relating to trustees is so amended as to provide that the boards shall be so constituted that there may always be at least one experienced member. The powers of trustees are enlarged in respect to the amount of expenditure possible without a vote of the district. The recommendation of the superintendent of Storey County, proposing to make the proceedings of trustees public, was also adopted. They are now required to keep a record which shall at all times be open to the inspection of tax-payers in the district and to publish in some newspaper full minutes of the proceedings of each session.

The county-superintendent is authorized to appoint two competent persons, who, with himself, shall constitute a board of examination, of which he shall be the chairman.

A life-certificate of any State or a diploma of a California State normal school shall entitle the holder to a county-certificate, without examination, provided that such State-certificate or diploma shall be presented within five years from the date of issuance.

COMPULSORY LAW.

By the provisions of an act passed in February, 1873, it is made obligatory upon parents and guardians to send every child between the ages of 8 and 14 years to a public school for a period of at least sixteen weeks in each school-year, at least eight weeks of which shall be consecutive, unless the child is being otherwise instructed or is excused from attendance by the board of trustees for some satisfactory reason.

The penalty for non-compliance with the provisions of this act is a fine of not less than $50 nor more than $100 for the first offense, nor less than $100 nor more than $200 for each subsequent offense.

The children of indigent parents thus compelled to attend school shall be furnished with books by the school-trustees.

ABSENTEEISM.

The superintendent, in urging the passage of the compulsory law, makes the following statements:

"The statistics show that, on an average during the past school-year, not quite one-half the children of school-age in the State were in attendance at the public schools. If due allowance be made for those attending private school, for those who are unable to attend any school, and for those under 18 who have acquired a common-school education, there will remain, probably, about 25 per cent. of the entire school-population who ought to be in school but are not. The number reported as not enrolled in schools, public or private, is 23 per cent. of the school-population. When all reasonable deductions have been made, it will probably be found true that the proportion of those willfully refusing this first privilege and duty of citizenship is sufficiently large to demand legislative interference in the interest of a better attendance."

DURATION OF SCHOOLS.

It appears that in only two counties of the State was a full school-year (ten months) of tuition given; that three counties gave eight months and less than ten; six counties six months and less than eight; and two counties less than six. Of the seventy-six schools in the State, less than half were sustained nine months. These facts show a radical deficiency in the operation of the school-system. "It is time," says the superintendent, "that some means of preventing this inequality in the amount of tuition furnished residents in different districts be sought and applied. The nature of the difficulty suggests the remedy. Short terms are invariably found to be occasioned by want of funds. They occur only in sparsely-settled districts and are the necessary result of the *pro rata* plan of the distribution of public moneys." The "unjust discrimination of the present plan" may be readily corrected, either by a consolidation of districts or by adoption of the plan of distribution recommended in the last report. This proposes that a portion of the school-fund of each county be apportioned according to the number of districts in the county and the remainder *pro rata*, according to the number of census-children, as at present.

NEGRO CHILDREN.

In explanation of the omission of all statistics concerning these the superintendent says: "I am happy to say that, practically, the children of all citizens are now free to attend our public schools. The statute still 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. I believe that this ruling has been cheerfully complied with throughout the State and that the privilege it secures is eagerly enjoyed by the hitherto proscribed race."

NORMAL INSTRUCTION.

Attention is called to the desirability of some provision for the normal instruction of those who design to become teachers. With the present sparse population the establishment of a State normal school is deemed impracticable. But under the provisions of the California statute, this State can, by an appropriation of $100 per pupil, secure admission for its pupils to the State normal school at San José. It is believed that an appropriation of six or eight hundred dollars biennially will meet the requirements of the case and result in an improved condition of public instruction.

STATE UNIVERSITY.

In March, 1873, an act was passed by the legislature locating the State University and providing for its control and maintenance.

The university is to be located at the town of Elko, provided that the citizens of the town give to the university twenty acres of land with a building furnished and ready for occupancy, costing not less than $10,000 and adapted to the accommodation of not less than one hundred pupils.

Tuition is to be free and no one is to be excluded on account of sex, race, or color.

Immediate selection and sale of the seventy-two sections of land granted the State by act of Congress for the establishment and maintenance of a university are ordered. The moneys arising from the sale of these lands shall constitute a fund to be known as the "irreducible university-fund." The money derived from certain specified sources shall constitute a contingent fund.

The preparatory department is to be opened within three months after the reception of a deed of the land from the citizens of Elko.

LIST OF SCHOOL-OFFICIALS IN NEVADA.

Hon. A. N. FISHER, *State-superintendent of public instruction, Carson City.*

COUNTY-SUPERINTENDENTS.

County.	Name.	Post-office.
Churchill	E. P. Hull	
Douglas	Rev. G. B. Hinkle	Genoa.
Elko	T. B. Henley	Elko.
Esmeralda	W. H. H. Buckley	Aurora.
Humboldt	C. Chenowith	Winnemucca.
Lander	J. R. Williamson	Austin.
Lincoln	Louis Suttan	Pioche.
Lyon	M. B. Augustine	Silver City.
Nye	J. V. Hathaway	Belmont.
Ormsby	L. S. Greenlaw	Carson.
Storey	J. N. Flint	Virginia.
Washoe	Orvis Ring	Reno.
White Pine	H. S. Herrick, M. D	Hamilton.

NEW HAMPSHIRE.

[From the annual report of Hon. John W. Simonds, State-superintendent of public instruction, for 1873.]

FUNDS.

Amount of school-revenue raised by taxation, as required by law	$367,552 23
Amount raised by town or district beyond what the law requires	66,598 69
Amount received from local funds, railroad-tax, and literary fund	57,518 41
Amount contributed by individuals	10,868 27

EXPENDITURES.

Total amount expended for support of public schools	507,446 49
Average appropriation for each registered scholar	7 38

SCHOOL-POPULATION.

Number of children of school-age in the State	76,167

ATTENDANCE.

Number of pupils enrolled in school—boys, 36,529; girls, 33,345	69,874
Decrease during the year	2,888
Average attendance	46,759
Decrease of average attendance during the year	2,534
Per cent. of average attendance to the whole number	68
Number of children reported 4–14 years of age not attending any school	3,680
Decrease of the same	922

PRIVATE SCHOOLS.

Number of resident scholars reported attending private schools	2,613

TEACHERS.

Number of teachers engaged in teaching in the State	3,823
Number of male teachers	527
Number of female teachers	3,296
Average wages per month of male teachers, including board	$40 78
Increase during the year	$3 22
Average wages per month of female teachers, including board	$23 84
Decrease during the year	$0 49
Number of teachers in the State teaching for the first time	632
Increase	15
Number reported having attended teachers' institutes	1,762

SCHOOL-PROPERTY.

Estimated value of school-houses with lots and appurtenances	$1,917,625 00
Value of school-apparatus	27,345 00
Number of school-houses unfit for their purpose	402
Decrease during the year	29
Number built and repaired during the year	222
Cost of the same, including land, fences, &c	$111,604 00

SCHOOL-DISTRICTS AND SCHOOLS.

Number of school-districts	2,183
Number of schools	2,496
Increase during the year	44
Number of graded schools	392
Increase	67
Number of schools averaging twelve scholars, or less, for the year	938

EDUCATIONAL PROGRESS.

Encouraging reports were received by the superintendent from 131 towns, comprising three-fourths of the school-population in the State, containing unmistakable evidences of improvement and progress in school-work and of a healthful and vigor-

ous interest in behalf of the public schools. An increased interest on the part of parents is evident from the number of visits made to the schools and from the number of new school-houses built and of old ones repaired. There has also been an increase of attendance and a decrease of tardiness. Several graded schools have been organized, and in others the system of classification has been improved, while in a few cases districts have been united and the town-system adopted. Exceptions to the general good progress of educational work are found in the sparsely-settled portions of the State. Ninety towns thus located failed to make any report to the superintendent, while six of those reporting complain of a general indifference as to school-affairs.

A circular for information was sent by the superintendent to school-committees and city- and town-superintendents, and to a number of experienced teachers, for the purpose of ascertaining in a full and accurate manner the real condition of the public schools of the State, inviting comments upon the facts given and suggestions as to the best measures for improving the schools, particularly those in the rural districts. Replies to this circular of inquiry, received from 85 towns in all sections of the State and from 13 teachers, embrace the following facts:

SCHOOL-APPARATUS.

Scarcely 2 per cent. of the public schools in the State are supplied with an appropriate dictionary of the language; not 1 per cent. have globes; about 1½ per cent. possess outline- or wall-maps, and 80 schools in every one hundred are not furnished with a sufficient amount of blackboard-surface. Another obstacle complained of, in the way of the prosperity of the schools, is a lack of uniformity in text-books, particularly in the rural districts. Some progress has been made in securing a uniformity of books in the towns.

COUNTRY SCHOOLS.

Many small, isolated neighborhoods requiring school-advantages are a result of the physical conformation of the State, while, owing to the tendency of settlers to leave the farm and congregate in villages and cities, the schools in such localities are too small to be properly classified. The superintendent of South Hampton reports one school in which the whole number of pupils attending throughout the year was but five. Another reports the least number of pupils in a school three, a union of districts being forbidden by a lake and mountains between. From another county the word comes, "Schools very small; several from four to eight scholars. School-houses are generally badly located, packed away in some corner or out-of-the-way place, upon some hill; old, having poor seats." From Exeter, the principal of an academy writes: "So far as my knowledge extends, the condition of schools in our sparsely-settled districts is generally bad. I believe in consolidation; have good school-houses and good teachers." Another teacher writes, from Lebanon: "The condition of our public schools in the rural districts is deplorable. The schools are too small to be properly classified. The teachers are compelled to work without suitable apparatus and without the sympathy and co-operation of parents." On the other hand, the superintendent of Bath County writes: "The rural or back districts are very far ahead of the villages in exhibitions of real interest in the success of their schools, are freer in their contributions of wood and board in order to lengthen them, and, in fact, seem much more alive to offer inducements to their children to improve."

DISTRICT- VS. TOWN-SYSTEM.

The general opinion of the school-officers of the State, expressed in their replies to the superintendent's circular of inquiry as to the best means of improving the country schools, is represented by the following:

"The only effectual way to improve these schools is to abolish the district- and adopt the town-system, as allowed and recommended by the act of the legislature, June session, 1870." "By the town-system a more systematic and efficient organization of the schools can be effected. * * * The power often exercised, to the disadvantage of schools in small districts, by men either ignorant or unprogressive, or for selfish purposes, would be rendered impotent for evil under this system. The poorer and more sparsely-settled districts, whose schools are shortened to the minimum length by the district-system, would be especially benefited by having secured to them an equal amount of schooling with the most favored section. It not unfrequently happens, under the district-system, that in the division of school-money the wealthy districts draw more money than can be judiciously expended for the support of their schools, and it is held by them without benefit to any one, while it ought to and should be used in those districts which sorely need it. Under the town-system this inequality and injustice would be obviated and every dollar appropriated for schools would be spent for its legitimate purpose."

The opinion of the superintendent upon this subject, after an official association of two years with the public schools, is that "a complete abolition of the school-districts would contribute most effectively to improve and advance the interests of education in the rural neighborhoods."

PRUDENTIAL COMMITTEES.

Over 80 per cent. of the communications returned to the superintendent's office by town-school-committees concur in the opinion that the present system, which commits the employing of teachers to one party and their examination to another, is a great barrier to the success of educational efforts. One says: "The office of prudential committee should be abolished. They have too many friends and relatives." In some localities, it is stated, the custom prevails of selecting prudential committees by routine. Each man must have his turn, whether interested by having children in school or not. He generally employs his daughter or some other relative, so as to keep the money in the family.

CO-OPERATION OF PARENTS.

Replies to inquiry 14, as to the value of parents' visits to schools, are in the following vein:

"The value of parents' visits to schools cannot be overestimated. It is their duty and their privilege to visit them. I have witnessed the good results of such visits." Another: "Parents should visit the schools and witness the conduct of their children. Such visitation could not but result in good. Educated parents are culpably remiss in this respect in withholding priceless favors from their offspring." Another: "I have always felt severely many of the disadvantages of our system, and especially the lack of interest on the part of parents in their children, in entirely leaving them to the mercy of the teacher. Many schools are never visited except by the committee, and not often enough by them." Another writes: "Their value is priceless. By frequent visits parents manifest an interest in the education of their children, and the children feel the influence and are stimulated to greater exertions. These visits are also encouraging to the teacher. The schools are much better and all parties are benefited."

Among the means of improving the schools suggested at the teachers' institutes held in the State during the year past, that of the co-operation of parents was strongly urged. "Parents," it was remarked, "should come into the school-room every week. It will encourage the children to try to evince good progress. Well-trained children like to appear well before their parents. There is often a failure in schools for want of a familiarity between parents and teachers. When there is no longer less care for the school-children than for the farm-animals, we shall see more effort to visit them."

WOMEN AS SCHOOL-OFFICERS.

The growing interest of women in the public schools and the importance to these of their influence and supervision are recognized in the passage of the following act by the New Hampshire State-legislature of 1872:

"SECTION 1. Any female citizen of any school-district, of adult age, who has resided therein for six months at least, may hold and discharge the duties of prudential committee of such district, whenever chosen thereto by the legal voters of such district or appointed by the mayor and aldermen of any city or the selectmen of any town.

"SEC. 2. Any female citizen of any city or town, of adult age, who has resided therein for six months at least, may hold and discharge the duties of a member of the school-committee of such city or town, whenever chosen thereto by the legal voters of such city or town or appointed by the mayor and aldermen of such city or the selectmen of such town."

MUSIC.

Vocal music and elementary drawing, though not yet required studies in the schools of New Hampshire, have been introduced into many of them, with the best possible results. The Manchester board of education reports the influence of its study in that city as manifest in better reading and speaking, in purity, sweetness, and clearness of tone, and in fullness and distinctness of enunciation.

The replies received by the superintendent to inquiry 9, in his circular, "Do you commend the study and practice of vocal music in common schools?" are represented by the following extract from one of them: "If innocent pleasure, if increasing usefulness, if good health, if correct morals, if capacity of intellect, are to be considered among the advantages of our education, then music, and especially vocal music, as a branch of practical importance, should not be neglected in our public schools. */ * Every one who has an ear with which to hear and a voice with which to speak can learn to sing. Some may be mechanical singers, but are there not, also, mechanical readers? Among other important objects served by the practice of music in schools, the advantage of it to the health is urged. The proper position, the vocalization of breath, the sustained tones, the required promptness in vocal music as it is practiced in the schools, are all favorable to a proper development of the physical system. There would be less of biliousness, less of sluggish circulation, less impediment in secretions, and far less consumption in the world, if there were more singing."

DRAWING.

The superintendent of schools at Nashua states that, while drawing is a prescribed study in the grammar- and high schools of that city, it is not on the programme of studies for the lower grades, an arrangement which, he thinks, "seems to reverse the natural order. The work should commence in the primary school, and it should, in connection with writing, occupy a prominent position in that course of study. One of the first impulses of the child, at home or at school, is to draw something. I have been surprised at the large number and fit proportions of the objects which many of our youngest children readily draw on slate or blackboard. * * * * It is an exploded idea that only a few gifted ones can learn to draw. Taking scholars of the same average ability, it has been invariably found that more can be taught to draw well than read satisfactorily or spell correctly."

Upon this subject the opinion of Mr. Walter Smith, State-director of art in Massachusetts, is quoted by the Milford school-committee, to the effect that "There are but four classes of human beings whom it is not found practicable to interest in drawing: they are the blind, the idiotic, the lunatic, and the paralytic. Of the rest of mankind and womankind exactly 100 per cent. can be taught to draw." As to the utility of this acquirement, the same gentleman says: "I venture to say that in every workshop or factory where no knowledge of drawing is possessed by the workmen, there is a waste of material, a waste of time, and an inferior article produced in the end, evils which are a loss to the employer through sacrificing of his materials and inferiority of work, a loss to the workman through his time having to be wasted in experiments, and a loss to the public of tasteful objects to be obtained at a moderate cost."

COMPULSORY ATTENDANCE.

The law for compelling attendance at school, passed by the State-legislature, July, 1871, provides that every parent, guardian, master, or other person having the custody, control, or charge of any child between the ages of 8 and 14 years, residing within two miles of school, shall cause such child to attend school twelve weeks at least during each year, unless excused by the school-committee of the town on the ground of mental or physical incapacity or upon that of having received private instruction for the required length of time. The penalty incurred by guardians of children for violation of this law is $10 for the first offense and for all subsequent ones $20. It is made the duty of school-committees, boards of education, and superintending school-committees, respectively, to sue for all penalties thus incurred, upon written notice, served on them by a tax-payer, stating by whom, when, and how any such penalty has been incurred.

The fact that, notwithstanding this law, there are nearly four thousand children in the State who do not attend any school is accounted for in the school-committee's report of the town of Boscawen upon the ground that, "as no person is obliged to enforce the compulsory law and no one *wishes* to do so, it remains in some cases a dead letter." In the cities, the superintendent states, there has been a commendable effort made to enforce the law, especially in Manchester and several of the larger manufacturing-villages. The matter is receiving attention, and it is thought the results of the law will be perceived in a larger attendance upon school than existed the preceding year.

EVENING-SCHOOLS.

These schools, particularly in the larger cities, are becoming more important and beneficial each year, and are now as much a part of the educational system of the land as are the day-schools. In many cities such is the favor with which they are regarded that there is no school for which an appropriation can be more readily secured.

EDUCATIONAL JOURNAL.

The expediency of publishing a monthly journal devoted to the interests of the teachers of the State was discussed quite generally at the institutes and invariably received the approval of teachers and others present who were interested in the cause of education. It was urged that such a journal would supply much of the need felt by teachers in the many sparsely-settled districts for intercommunication, and the labor of filling its columns is largely guaranteed by the friends of education in the State. At the Strafford County Institute a resolution was unanimously passed requesting the State Teachers' Association to publish a teachers' journal, for which were pledged hearty co-operation and support.

A large proportion of the replies received by the superintendent to inquiry 3, in his circular for information, "Do you advise the publication of a monthly State-school-journal? Can it be sustained?" are represented by the following: "By all means; it is what is greatly needed and would greatly aid teachers and present many things which parents ought to consider. Sustained? Yes; why not? Every committee-man and teacher would want it, of course, and every family with children in the State ought to have it."

RECOMMENDATIONS OF THE SUPERINTENDENT.

Certain changes in the school-laws, which seem to him to be of vital importance to the prosperity of the schools, are recommended by the superintendent to the consideration of the general court:

(1) The expediency of legislating so that the State may aid schools in purchasing a certain amount of illustrative apparatus.

(2) Facilitating the attendance of teachers of the public schools at the teachers' institute for their county.

(3) Uniting the powers and duties of the town-school-committee and prudential committee in one board of officers chosen for a term of years.

(4) The utility of making provision for a clerk for the superintendent.

(5) Lastly, that the force of the legislation should tend to the adoption of the town- or municipal system for the management of all the public schools.

EDUCATIONAL ADVANCE FOR 1873.

At the meeting of the State Teachers' Association at Claremont, in October, Hon. J. W. Simonds read a paper, from which we make this extract:

"The annual statistical report indicates a steady advancement in nearly all the elements that constitute a progressive school-system. The reported increase of school-property in the past year is $47,625; increased value of apparatus, $11,912; decrease of school-houses unfit for their purpose, 29; increase of school-revenue, $38,918; increase of appropriation for each scholar, 95 cents; decrease of the number of school-districts, 101; increase in the number of schools, 44; increase of graded schools, 67; increase of the aggregate length of summer-schools, 3,220 weeks; of winter-schools, 237 weeks. The average length of the sessions of the public schools throughout the State was 21.2 weeks, an increase of 1.5. The male teachers employed in the State were 527; the females, 3,295. Average increase of wages for all the teachers in the State, $2.73. Of these teachers, 632 taught for the first time; 1,135 taught the same school for two or more terms; and 1,762 are reported to have attended teachers' institutes."

HIGH SCHOOLS, ACADEMIES, SEMINARIES, AND INSTITUTES.

The instrumentalities for secondary instruction in the State are 27 high schools, 17 academies, 5 seminaries for ladies, and 4 institutes. The statistics of 37 of these schools show an aggregate attendance of 3,685 pupils—1,770 boys and 1,915 girls—with 96 teachers, of whom 41 are gentlemen and 55 ladies; 817 of the pupils were engaged in classic studies; 365 studied modern languages, and 457 were preparing for college. Music is taught in 20 of these schools and drawing in 15; 17 report libraries, although some of them number only a half dozen or more books of reference, the largest reporting numbers 4,000 volumes, the smallest 3.

For the preparation of young men for college, the most noted school is, perhaps, Phillips Academy, at Exeter. In this school provisions are made for the aid of indigent pupils in a charity-foundation, to which about 20 pupils annually are admitted, and 3 scholarships, called, respectively, the Bancroft, Hale, and Gordon scholarships, and Sibley book-fund. Attendance during the year 1872–'73, 252 pupils.*

PREPARATORY SCHOOLS.

Three schools engaged in preparing students for college, report an aggregate of 391 pupils in classic and 116 in scientific studies. In two of the schools, the Kimball Union and Phillips (Exeter) Academies, the pupils were divided in the various grades, as follows: in advanced classes, 38; in senior, 83; in junior, 86; in middle, or third, 98; in lowest, or fourth, classes, 39. St. Paul's School, at Concord, has 155 in classic studies; the scholarship-funds belonging to it amount to $14,000; there is a library of 1,500 volumes, a cabinet of natural history, a philosophic cabinet and apparatus, and a gymnasium. Kimball Union Academy, at Meriden, has 80 pupils in classic and 108 in scientific studies, a library of 3,000 volumes, a chemic laboratory, a cabinet of natural history, a philosophic cabinet and apparatus, and a gymnasium. Phillips (Exeter) has 156 students in classic studies, 38 of whom are in an advanced class, 53 in the senior, 46 in the junior, and 24 in the third.

* It is but justice to a veteran educator, to give here a brief notice of the Rev. Gideon L. Soule, LL.D., who retired in July, 1873, from the principalship of this academy. In the year 1813, he entered, at 17 years of age, as a student of the academy from Maine, and prepared in it for college. Graduating in 1818, at Bowdoin, he returned to the academy as an instructor under Dr. Benjamin Abbot. He continued such, with one brief interruption, Dr. Abbot leaning more and more upon his aid, till 1838, when, by the unanimous suffrages of the trustees and friends of the institution, he succeeded Dr. Abbot as principal, on his retirement, and served for 35 more years with growing reputation, making among his pupils hundreds of grateful and loving friends. The number graduated from the academy while under his charge was upwards of 2,000, the greater part of whom passed into college, and thence spreading as educated men through every portion of the country the molding influences received from him. Retiring in a green old age, he left the academy in a most flourishing condition, its buidings renovated, its endowment unimpaired, and its prospects encouraging in a high degree.

STATE NORMAL SCHOOL.

During the year 1872–'73, 212 ladies and 71 gentlemen belonged to the school. A class of 28 received certificates of graduation at the close of the fall-term and a still larger class are preparing for examination at the close of the spring-term in May. Sixty per cent. of the students have taught in the public schools of the State.

The new normal-school-building, now completed, is a fine three-story brick structure 80 by 50 feet and cost $17,650. The school possesses sufficient apparatus to illustrate the instruction comprised in the courses of study and the library contains several valuable works of reference. There are two courses of study: the first, requiring one year for its completion, includes all the branches required by law to be taught in the common schools; the second includes such higher English branches as require for its completion two school-years. The certificates of graduation from the first course have the effect of licenses to teach in the common schools of the State for three years from their date and those from the second course for five years.

DARTMOUTH COLLEGE.

This time-honored institution is now in the one hundred and fifth year of its age, with steadily-increasing influence and usefulness. Embracing an academic, a scientific, an agricultural, an engineering, and a medical department, it affords its students almost the advantages of a university. Discreetly yielding to the present call for varied, and especially for practically useful, culture, yet holding steadily in its academic department to the main features of the established curriculum of college-study, it affords a good example of an institution that keeps pace with an advancing age, still carrying with it what the past has proved valuable.

Its lately-published triennial catalogue shows a list of 5,317 alumni, of whom two-thirds graduated from the academic department, 1,200 from the medical, 200 from the scientific, and 8 from the agricultural.

About $100,000 have been received from legacies and donations during the past year. The library has been increased by 1,100 volumes; the museum, by large collections of entomologic, geologic, and other specimens, as well as by a number of valuable casts; and that of the agricultural department by some rich gatherings from European fields. Two new halls, one for the Alpha-Delta-Phi Society and the other for the agricultural department, also add to the accommodations and appearance of the college. Two new scholarships, of $1,000 each, have been endowed during the past year.

At the annual reunion of the alumni in the winter, President Smith reported the number of freshmen for the class of 1873–'74 to be 82 and the whole number of students in the various departments 420.

Statistical summary of Dartmouth College.

Name of college.	Corps of instruction.	Endowed professorships.	Number of students.		Corporate property, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Amount of property of corporation.	Value of grounds, buildings, and apparatus.	Amount of endowment.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
Dartmouth College	23	4	.....	262	$600, 000	$160, 000	$440, 000	$400, 000	$28, 000	$22, 153	22, 300

THE CHANDLER SCIENTIFIC SCHOOL.

The Chandler Scientific School, connected with the college, and the Agricultural College, not far away, afford admirable advantages to those who purpose to devote themselves to engineering, the mechanic arts, the natural sciences, or agriculture.

The course of study in the Chandler School, if not a complete professional course, bears essentially the same relation to professional life as the academic course in college, though in another line. Like the Worcester Free Institute of Science, the Sheffield School at New Haven, the Stevens Institute at Hoboken, and others, it aims to combine, to some extent, a scientific and literary training. Thoroughness in its teaching is continually striven for, and how great success has been attained in this is attested by the readiness with which graduates of the Chandler School obtain positions. The class which entered in 1873 is said to be the largest yet recorded and the prospects of the institution eminently encouraging.

The Thayer School of Civil Engineering is meant to be essentially, though not for-

mally, for post-graduate-instruction, with a course of study of the highest order, passing beyond what is possible in institutions for general culture and preparing the student for the most responsible positions in the engineering line. This course extends through two years, each divided into two terms, a large portion of each term being devoted to out-door-practice, with a view to practical familiarity with work, as well as principles.

The Agricultural College has a course which, as at present arranged, embraces three years, with three classes: junior, middle, and senior. During the first or junior-year all students pursue the same studies. At the beginning of the second year they are required to select either the special course of agriculture or the course of mechanic arts, and are not allowed to change from one course to another without special permission from the president.

The new Culver Hall, for the use of the Agricultural College, now completed, furnished, and in constant use, affords greatly-increased facilities for the studies of this department. This building is 100 feet in length, 60 in breadth, and four stories high, containing laboratories, recitation- and lecture-rooms, and rooms for the various cabinets and museums.

Statistical summary of schools for professional instruction.

Names of schools for professional instruction.	Corps of instruction.	Number of students.	Corporate property, &c.					Number of volumes in library.
			Amount of property of corporation.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
SCHOOL OF MEDICINE.								
Dartmouth College, medical department*	11	52	.....	$25,000	$0	$0	$3,500	1,400
SCHOOLS OF SCIENCE.								
New Hampshire College of Agriculture and Mechanic Arts, (Dartmouth College)	13	21	.....	73,625	138,000	4,800	17,000	1,200
Chandler Scientific Department, (Dartmouth College)	20	84	.....	.....	†100,000	8,000	4,000	1,200
Thayer School of Civil Engineering, (Dartmouth College)	3	7	.....	‡1,700	55,000	3,500	3,612	2,000

* This school received from the State in 1873 $5,000 towards the renovation of the building which it occupies. This is now said to be completed, conformably to the wishes of the faculty, combining all conveniences for practice and instruction.

† Endowment, $120,000; of which the above $100,000 is productive.

‡ Apparatus.

BUSINESS-COLLEGE.

One business-college only is reported as existing in this State; it is at Manchester and had 376 students on its rolls in 1873.

COLLEGES FOR WOMEN.

From five institutions claiming to be engaged in the superior education of young ladies come partial returns for 1873, which may serve to show what is being done in this line in New Hampshire. (1) The Adams Female Academy reports 3 teachers and 12 pupils in a preparatory department, without indicating whether there are any in collegiate classes. "Art-studies, belles-lettres, and general literature" are said to be especially attended to. Music—vocal and instrumental—drawing, painting, French and Italian, are taught; there is a small chemic laboratory, an art-gallery, and a gymnasium, while a library of 700 volumes, increased by 50 during the year past, affords reading for the pupils. (2) The New Hampshire Conference Seminary and Female College, at Tilton, with 8 instructors and 44 young ladies in college-classes. Two courses of study are here provided for young ladies, a classic course of four years and a belles-lettres-course of three, the former running up to Cicero in Latin, Racine in French, and William Tell in German; the latter the same, with the exception of the Latin. There is also a musical department, the schedule of studies in which is quite complete, and a normal class for such as desire to become teachers. (3) The New Hampton Literary Institution—with 9 teachers and in the female college-classes 108 pupils—its

classic course extending through Virgil and into Cicero in Latin, and through the Anabasis and into the Iliad in Greek. (4) The Robinson Female Seminary, at Exeter, with a property valued at $300,000, of which $100,000 is in grounds and buildings and $200,000 in productive funds; 9 female instructors, besides a president; a three-years collegiate course, with music, drawing, painting, French and German, and other languages, "if required," but no note of any students. (5) Tilden Seminary, West Lebanon, with grounds and buildings valued at $40,000; 13 instructors; whole number of pupils, 116, but no designation of those in college-classes. Music, drawing, paint ng, French, and German taught, and a "fine gymnasium" possessed, with limited chemic laboratory, philosophic cabinet, natural-history-museum, and art-gallery. A specially interesting feature of the catalogue here is a named list of 111 graduates of the first degree, 187 of the second, and 25 that have received a diploma for an elective course. In all these lists the marriage-name, as well as maiden-name, is given, as far as ascertained—the number of the married reaching 143.

The Kimball Union Academy and Littleton Graded School appear, from the schedule of studies in their catalogues, to rank with the above, the latter going up into Virgil, the Anabasis, and Iliad; the former into the same, with a considerable course in French and a fair one in German. In both these, as well as in the New Hampshire and New Hampton Seminaries, there are classes for young men as well as for young women.

TEACHERS' INSTITUTES.

Institutes were held, as required by law, in every county in the State, and in Coos County two were held. Nearly 900 teachers, comprising over one-third of the number in the State, received instruction at these institutes, while 100 school-officers and 4,800 citizens were in attendance, a large increase over previous years. Practical and experienced teachers, fresh from school-work, were employed as instructors, to each one being assigned that department for which he appeared peculiarly qualified.

Teachers' institutes are no longer an experiment in New Hampshire. Experienced educators acknowledge them to be among the most efficient means devised for improving the greatest number of teachers in the shortest time. In numerous instances, on visiting the public schools, the superintendent has witnessed the practical application of improvements suggested at the institutes. It is believed that one of the most valuable results attending this work is the powerful influence diffused among parents and citizens in the community where the session is held, in awakening and strengthening correct ideas of the public-school-system.

STATE TEACHERS' ASSOCIATION.

The annual session was held at Plymouth, on Thursday and Friday, October 24 and 25, 1873. Preliminary remarks by the president of the association. Prof. Quimby, of Dartmouth College, explained the object of the organization to be "in no sense to perform the work of a teachers' institute, which places the common teacher subordinate to the professor and simply in the attitude of a learner. In this association none are simply learners, but all are teachers, as well. We meet to see and confer with each other, to become acquainted and learn from each other's experiences. All teachers and citizens, as they are affected by the educational interests of the day are invited to take part in the discussions. Let teachers relate their new elements of success and especially their failures." Among other subjects considered, which bear closely upon the interests of the public schools, was the necessity of shortening the daily sessions, especially of the primary and intermediate schools. The discussion was opened by Prof. Pearl and was participated in by Prof. Quimby and others. The marking-system was discussed by several members, a majority being in favor of it, while two objected to the plan decidedly, as a means of encouraging the strong over the weak. State-Superintendent Simonds gave his report on the subject of the abolition of school-districts and other reforms. He advised the discussion of the school-district subject, so that people at large might understand it better, and gave a history of the system from its inception to 1870, when the legislature made the abolition of districts optional with the towns.

The great discussion of the session, on the co-education of the sexes, was opened by Mrs. H. M. Miller, of Concord, who assumed her position by earnest request, although generally declining to come before the public otherwise than as interested in subjects pertaining to reading. She believed that, with co-education, manliness would prevail among men and womanliness among women, and that such education tends to fit each for better fulfillment of mutual relations in life. This view was coincided in by five participants in the discussion, only one, Prof. Orcutt, of West Lebanon, taking the opposite side. The professor insisted that as woman was to fill a particular sphere in life she should have a special training.

OBITUARY.

Silas H. Pearl, late principal of the New Hampshire State Normal School, was born at Albany, Vermont, July 27, 1833. His boyhood was passed on the paternal farm.

His early educational advantages were limited to the district-schools of his native town, yet he early acquired a taste for study and formed the purpose of securing a liberal education, a purpose in which he persevered, notwithstanding many inducements to a contrary course held out to him by friends, preferring to work his own way through college rather than to be assisted in business. He fitted for college at Craftsbury (Vermont) Academy, partly under the tuition of Hon. Judge Ross, now on the supreme bench in Vermont; entered the university at Burlington in 1855, and graduated in 1859.

His first school, of some 50 pupils, convened in a small and dilapidated schoolhouse, was successfully taught in Albany when he was 18 years of age. He continued to teach in public schools in the winter during his academic and college-course with good success. The fall after graduating he taught the academy at Craftsbury, where he had fitted for college. The three following years he had charge of a school at Danville, Canada East, from which position he was called to the principalship of the academy at Johnson, Vermont, in 1864. He found this school in a low condition, and at the end of seven years left it in a highly prosperous condition to accept the position of principal of the New Hampshire State Normal School at Plymouth. Here his work was equally difficult and laborious. The normal school was an experiment; the legislature had simply given it license to live, if it could; the people were skeptic as to its utility; some neighboring academies, jealous of its rivalry, became its open enemies, and still other adverse influences from within and without tended to increase the difficulty of the enterprise. But, under Prof. Pearl's wise and energetic leadership, the school proved a great success, and gained many personal friends and much public favor, as seen in the fact that the State has contributed $18,000 in appropriations to finish and furnish its elegant building. At the end of two years, and chiefly through the efficiency of this lamented principal, the State Normal School has become one of the best of its kind in the nation.

As a student, Mr. Pearl is described by Judge Ross, his academic teacher, as diligent, thorough, and honest with himself. As an instance of his manly independence and self-reliance as a scholar, Judge Ross relates that he once encountered a difficult example in miscellaneous algebra, in the solution of which he refused his assistance. At the close of the term he carried it with him to his home, and continued to work upon it at intervals all summer while engaged upon the farm, and finally overcame the difficulty. "This was the character of the boy as a student," says Judge Ross, "and years after, when, as a member of the board of education, I again met him, I found the man and teacher but the larger growth of the boy and student. He was characterized by the same thoroughness and the same conscientious performance of every duty."

Prof. Pearl possessed in an eminent degree the indispensable quality which may be termed authority, or the power to control and govern his school without apparent effort. His aptness to teach was evident to all who ever attended his class-recitations or public examinations. Thoroughness characterized all his work, whether organizing, managing, or instructing his school, and he had a wonderful faculty for imparting his own self-reliance and energy to his pupils; no teacher ever possessed more earnestness and enthusiasm in his work. This gave him power to infuse his own spirit into the minds of his pupils, to rouse them to activity, and to secure from them the best results of their efforts. His unbending Christian integrity and gentle, unassuming, Christian life were ever imparting a silent but salutary influence.—(Prepared for the State Teachers' Association, by Hiram Orcutt, A. M., principal of Tilden Academy, West Lebanon.)

LIST OF SCHOOL-OFFICIALS IN NEW HAMPSHIRE.

BOARD OF EDUCATION.

Hon. DANIEL G. BEEDE, *State-superintendent of public instruction and secretary of board, Concord.*

His excellency Ezekiel A. Straw, governor; Samuel F. Dow, John J. Morrill, William P. Newell, Bolivar Lovell, and Nathan R. Perkins, council.

NEW JERSEY.

[From reports of Hon. Ellis A. Apgar, State-superintendent of public instruction, for the scholastic years ended August 31, 1872 and 1873.]

TABLE OF STATISTICS—FINANCIAL STATEMENT.

	1872.	1873.
REVENUE.		
Two-mill tax	$1,168,803 08	$1,207,331 00
Increase		38,527 92
State-appropriation	100,000 00	100,000 00
Township-school-tax	44,467 91	51,313 33
Increase		6,845 42
Interest of surplus revenue	31,654 92	35,363 30
Increase		3,708 38
District- and city-tax for teachers' salaries	331,673 81	442,345 48
Increase		110,671 67
District- and city-tax for building school-houses	586,470 58	660,715 32
Increase		74,244 74
Total amount for maintaining the schools	1,676,599 72	1,836,353 11
Increase		159,753 39
Total amount, including that raised for building	2,263,070 30	2,497,068 43
Increase		233,998 13
Amount per child for maintaining the schools	6 00	6 40
Increase		40
Value of school-property	4,966,788 00	5,554,828 00
Increase		588,040 00
TOWNSHIP-SCHOOL-TAX.		
Number of townships that raised school-tax		40
Number of townships that raised no school-tax		177
DISTRICT-SCHOOL-TAX.		
Number of districts that raised school-tax	491	507
Increase		16
Number of districts that raised no school-tax	887	860
Decrease		27
Number of districts that raised tax to pay teachers' salaries	162	175
Increase		13
Number of districts that raised tax to build school-houses	419	447
Increase		28
COST OF EDUCATION.		
Average cost per pupil calculated on total school-census	$5 88	$6 40
Increase		52
Average cost per pupil calculated on average attendance	16 29	20 90
Increase		4 61
SCHOOL-ATTENDANCE.		
Total school-census between 5 and 18 years of age	279,149	286,444
Increase		7,295
Total enrollment in the public schools	178,826	179,443
Increase		617
Number attending public schools 10 months	14,926	16,009
Increase		1,073
Number attending between 8 and 10 months	25,389	26,780
Increase		1,391
Number attending between 6 and 8 months	31,561	31,087
Decrease		474
Number attending between 4 and 6 months	35,407	34,102
Decrease		1,305
Number attending less than 4 months	71,078	71,099
Increase		21
Average attendance upon the public schools	99,444	87,840
Decrease		11,604
Number of children the public schools will seat	155,157	162,454
Increase		7,297
Number in attendance upon private schools	35,305	36,163
Increase		858
Number who attended no school	63,330	69,229
Increase		5,899

TABLE OF STATISTICS—Continued.

	1872.	1873.
PERCENTAGE OF ATTENDANCE.		
Percentage attending 10 months	9	9
Percentage attending between 8 and 10 months	14	15
Increase		1
Percentage attending between 6 and 8 months	18	17
Decrease		1
Percentage attending between 4 and 6 months	20	19
Decrease		1
Percentage attending less than 4 months	39	40
Increase		1
Percentage of average attendance	56	50
Decrease		6
Percentage attending the public schools	65	63
Decrease		2
Percentage attending the private schools	12	12
Percentage attending no school	23	25
Increase		2
Percentage of the census the schools will accommodate	56	57
Increase		1
TEACHERS AND TEACHERS' PAY.		
Number of male teachers	955	907
Decrease		48
Number of female teachers	2,120	2,224
Increase		104
Average salary per month paid to male teachers	$62 11	$65 92
Increase		$3 81
Average salary per month paid to female teachers	$34 66	$36 61
Increase		$1 95
TEACHERS' CERTIFICATES GRANTED.		
First grade, number granted to males	54	72
Increase		18
First grade, number granted to females	27	41
Increase		14
Second grade, number granted to males	71	77
Increase		6
Second grade, number granted to females	70	76
Increase		6
Third grade, number granted to males	508	412
Decrease		86
Third grade, number granted to females	876	858
Decrease		18
Total number granted to males	633	561
Decrease		72
Total number granted to females	973	975
Increase		2
Total number granted	1,606	1,536
Decrease		70
Total number of applicants rejected	287	361
Increase		74
Percentage rejected out of the number examined	15	19
Increase		4
SCHOOL-DISTRICTS.		
Number of townships and cities	248	254
Increase		6
Number of school-districts	1,378	1,367
Decrease		11
Number of school-buildings	1,486	1,480
Decrease		6
Number of school-departments	2,597	2,641
Increase		44
Number of unsectarian private schools	357	308
Decrease		49
Number of sectarian private schools	147	124
Decrease		23
Number of school-visits made by the county-superintendents	3,456	2,904
Decrease		448
Number of districts with less than 45 children	103	87
Decrease		16
Number having between 45 and 80 children	564	545
Decrease		19
Number having between 80 and 120 children	365	376
Increase		11
Number having between 120 and 200 children	198	212
Increase		14
Number having between 200 and 500 children	94	90
Decrease		4
Number having more than 500 children	54	57
Increase		3
Average number of children in the districts	140	155
Increase		15

TABLE OF STATISTICS—Continued.

	1872.	1873.
CONDITION OF SCHOOL-HOUSES.		
Number of districts in which the school-houses are very poor	165	124
Decrease		41
Number in which they are poor	171	152
Decrease		19
Number in which they are medium	265	256
Decrease		9
Number in which they are good	452	477
Increase		25
Number in which they are very good	273	323
Increase		50
Number of new school-houses erected	85	83
Decrease		2
Number of houses refurnished or remodeled	90	96
Increase		6
Number of districts without school-houses	52	37
Decrease		15
Number of school-houses with suitable outhouses	1,117	1,124
Increase		7
Number with indifferent outhouses	259	269
Increase		10
Number with no outhouses	110	87
Decrease		23
VALUATION OF SCHOOL-PROPERTY.		
Number of buildings valued at $100 or less	69	52
Decrease		17
Number valued between $100 and $500	436	401
Decrease		35
Number valued between $500 and $1,000	370	392
Increase		22
Number valued between $1,000 and $5,000	448	461
Increase		13
Number valued between $5,000 and $10,000	63	76
Increase		13
Number valued between $10,000 and $20,000	44	36
Decrease		8
Number valued above $20,000	56	66
Increase		2
Average value of the school-houses outside the cities		$2,384
Average value, including those in the cities		$1,822
SCHOOL-TERM.		
Number of districts that maintained school less than 6 months	45	20
Decrease		25
Number that maintained school 6 months, but less than 9 months	138	137
Decrease		1
Number that maintained school 9 months or more	1,195	1,210
Increase		15
Average time the schools have been kept open	9 months 10 days.	9 months 13 days.
Increase		33 days.

GROWTH OF THE SCHOOL-SYSTEM.

The following table shows the remarkable growth of the public system within the past five years:

Year.	State-appropriation.	Township-school-tax.	Interest on surplus revenue.	District-tax for teachers' salaries.	District-tax for building and repairing school-houses.	Total amount of district-tax.	Total amount raised for all purposes.	Value of school-property.
1869	$100,000 00	$423,868 86	$27,539 46	$419,628 69	$486,896 90	$906,525 59	$1,457,933 91	$2,980,996 00
1870	100,000 00	462,955 24	28,722 88	513,308 06	476,606 83	989,914 89	1,581,593 01	3,677,442 00
1871	1,197,481 72	49,779 17	30,993 50	417,686 09	597,400 20	1,015,086 29	2,293,340 68	4,246,998 00
1872	1,268,803 08	44,467 91	31,654 92	331,673 81	586,470 58	918,144 39	2,263,070 30	4,966,788 00
1873	1,307,331 00	51,313 33	35,363 30	442,345 48	660,715 32	1,103,060 80	2,497,068 43	5,554,828 00

SCHOOL-FUNDS.

The schools of New Jersey are supported by funds derived from the following sources: (1) The two-mill State-school-tax; (2) the interest derived from the school-fund, amounting to $35,000 annually; (3) an additional appropriation of $65,000, derived from the revenue of the State; (4) the interest of the surplus revenue; (5) township-school-taxes; and (6) district- and city-school-taxes.

The school-fund was first created by an act of the legislature, February 9, 1816. By this act the State-treasurer was directed to invest $15,000 in the public 6-per-cent. stocks of the United States, to be a perpetual fund for the benefit of the public schools of the State. This fund has been increased from time to time by subsequent legislation. At present it amounts to $792,190.77. The amount of the income from this fund that can be appropriated to schools is determined by act of the legislature. As the fund, and the interest arising therefrom, increases, the legislature, from time to time, increases the amount of the annual appropriation. The sum now annually appropriated is $35,000. All the interest received in excess of this appropriation is added to the principal.

The amount of the surplus revenue apportioned to New Jersey by act of Congress in 1836 was $764,670.44. This money was apportioned to the several counties of the State in the ratio of the State-taxes paid by them at that time; but, as it is subject to recall at any time by the National Government, it is only loaned to the counties. Notwithstanding the guarded provisions of the act relating to this fund, the principal appears to have been used in eight counties to pay county-expenses. In these counties the schools no longer receive any benefit from the fund.

It will be observed that the State-appropriation amounts to about three-fourths of all the money needed to maintain the schools. This money is derived from the tax of two mills on a dollar, levied by the State. This tax is uniform in all the counties and is apportioned for the use of the schools on the basis of the school-census. A State-appropriation derived from a uniform State-tax is undoubtedly the most equitable and just means for supporting the public schools. This method of raising school-money does not meet with a tithe of the opposition that the old plan of resorting to township-taxation always encountered.

If in any township the funds received from the apportionments are not sufficient to maintain free schools nine months during the year, the school-law requires that the supplemental amount needed shall be raised by township-tax. In accordance with this provision, 40 townships out of the 217 in the State raised additional funds by township-tax, and, in 507 districts out of a total of 1,367, district-school-taxes were assessed. In 175 districts, taxes were assessed to pay teachers' salaries and in 477 they were imposed to build and repair school-houses.

The only custodians of school-moneys are the State-treasurer, the county- and township-collectors and the city-treasurers. The township-collectors are responsible for the safe-keeping of all the school-funds of the State and also for their proper disbursement.

FREE SCHOOLS.

"The free-school-law of New Jersey went into operation September 1, 1871. During the past two years, therefore, all the children of the State have had an opportunity of attending school free of charge. The results under the workings of this law are most gratifying. There has been a liberal increase in the salaries paid to teachers, and the time the schools have been kept open has been considerably increased. There is a stability given to the school-system by this act which it never before had. When the schools depended upon the township-tax for their support, the question whether they should be continued or closed depended every year upon the vote given at the town-meeting. Consequently there was an annual recurrence of anxiety felt by the friends of the schools, lest sufficient funds should not be voted for their support. Now the tax is assessed and collected by State-authority, and every district has an assurance that it will receive an apportionment sufficient to maintain a free school a reasonable length of time during the year.

"The law gives general satisfaction. It is popular in all parts of the State. The unanimity with which the bill passed the legislature was most gratifying to its friends, but more gratifying has been the hearty indorsement given it by the people."

SCHOOL-LAW.

Of the present law, the superintendent says: "Our school-law, in all its main features, is well adapted to our wants. Our system of school-taxation is equitable and just and furnishes the means necessary to maintain the schools on a liberal basis. Our plan of supervision secures an accurate apportionment of the school-funds, a full knowledge of its mode of expenditure, a careful inspection of the schools, a rigid examination of the teachers, a ready adjustment of all school-difficulties, and complete and

reliable statistical and written reports of the full workings of the schools, at the close of the year. No change affecting any of the main features of the system should, in my opinion, be made."

DISTRICT-SCHOOL-CENSUS.

Six new districts have been formed and seventeen old ones abolished during the year 1873, making the whole number 1,367, eleven less than last year. The districts abolished were considered too small to maintain schools. They were, therefore, divided and the parts were joined to other surrounding districts. A number of others in which the school-census ranges below 70 will be abolished during the coming year. It requires a census of 70 or 75 children to give a fair average attendance, and the desire is to have as few districts as possible with less than this number.

LENGTH OF ANNUAL SCHOOL-TERM.

The school-law requires that every district shall maintain a school for at least nine months in the year. Failure to comply with this condition involves a forfeiture of all school-money coming from the State. The length of time prescribed is greater than that in any other State. Notwithstanding this fact, very few of the districts have failed to comply with the requirement. In this particular the exhibit made for the year 1872–'73 is more favorable than ever before presented. The average length of time the schools have been kept in session is nine months and thirteen days. This is more than a month longer than the average school-term in any of the New England, Middle, or Western States. From nearly all the districts that failed to maintain schools the required length of time, good and sufficient reasons for the failure have been received, and the money apportioned to them has not been withheld. In many of them school-houses have been undergoing repairs or new ones have been in the course of erection.

ATTENDANCE.

The exhibit of the percentage of attendance does not materially differ from that given in last year's report. The evils of irregular attendance then referred to still exist. The superintendent says: "We are making reasonable and satisfactory progress in all matters pertaining to the schools, excepting this one. In the matter of attendance we seem to be making no advancement whatever." This seems now the greatest obstacle to the success of the school-system. The total attendance is satisfactory. Seventy-five per cent. of the children of school-age are reported as having attended either a public or private school some portion of the year, leaving 25 per cent. who have attended no school. This 25 per cent. includes many children between the ages of 5 and 7, who are kept at home because they are considered too young to attend school, and many between 15 and 18, whose school-days have ended, but who have probably received a fair public-school-education. This being considered, the total attendance is as great as can reasonably be expected. The evil complained of is not absenteeism, but irregularity of attendance. The attendance for the whole school-term has been only 9 per cent. of the number enrolled, and 40 per cent., or more than one-third of the enrollment, were in attendance less than four months. In considering the magnitude of this evil it must be remembered that it does not all fall upon those who absent themselves; a portion of it is sustained by those who are regular in their attendance, by classes becoming disorganized and consequently losing ground. Those members of a class who attend regularly have to be kept back while irregular attendants make up for lost time. It is urged upon parents, educators, and school-officers to put forth every effort to make the attendance on the public schools more regular and constant. In Jersey City there has been a gratifying improvement in this particular, 87 per cent. of the average number belonging having been in regular attendance, against 83.7 per cent. during the preceding year. This result, it is believed, has been attained by a plan which has been pursued during the past three years of rewarding that class which has had the most perfect attendance throughout the week, by dismissal on Friday afternoon, with special praise and honor, one hour before the regular time. In some cases, also, those classes that have achieved 95 per cent. or more are dismissed soon after the triumphant class.

CORPORAL PUNISHMENT.

A law forbidding corporal punishment in schools was enacted in 1867. At first, a large portion of the teachers of the State regretted the passage of it; but it is the opinion of the State-superintendent that a majority of them would now oppose a proposition to repeal the law; and he thinks that three-fourths entirely dispense with the use of the rod. The effect of the law is held to have been good. It has led teachers to make the experiment of governing without corporal punishment, and many have been successful. He states that, "as a rule, those schools in which the rod is not used are better governed than those in which the use of it is continued."

SALARY OF STATE-SUPERINTENDENT.

The report of the State-board of education to the legislature contains the following: "The provisions of the law making the public schools entirely free have added to the labors of the State-superintendent of public instruction; and, as his services, apart from these additional labors, have been but moderately remunerated, the board of education respectfully asks the legislature to consider the propriety of increasing his salary."

COUNTY-SUPERINTENDENTS.

The State-superintendent says of this office: "The amount of work required is sufficient to employ one man's entire time and attention in each county in the State. But the salaries they receive are not such as to enable them all to do this, the average salary at present being only $794.17. The remuneration should be such as would induce educated, experienced, and thoroughly competent persons to accept these positions and to devote their whole time and energies to the work. An increase of 50 per cent. on the present salaries would no more than fairly compensate these officers for their labors." Most of the county-superintendents, in their reports, refer to the matter of salary, conceding the necessity of the superintendent's whole time being given to the schools and regretting their inability to do this, the small salary making it necessary for them to devote a portion of their time to some other employment. The results are unfortunate. One superintendent writes: "In endeavoring to supplement my salary by the occasional performance of acts appertaining to a separate profession, I have risked a loss of influence in the schools, and my conviction is a settled one that the entire time and energy of the superintendent should be devoted to the school-work. How he is to be justly requited for such unremitting labor does not yet appear." Similar sentiments are expressed by a majority of the county-superintendents. The good results to the schools of a supervision which would be constant and thorough, because sufficiently remunerated, cannot be overestimated.

Notwithstanding these difficulties and hinderances, the visitation of schools seems to have been faithfully performed. The number of such visitations during the year averages two and one-half for each school in the State, and a majority of the county-superintendents have visited their schools oftener than the law requires.

INCREASE OF FEMALE TEACHERS.

During the past year there have been 907 male and 2,234 female teachers employed in the public schools, being a decrease of 48 males and an increase of 104 females. For several years there has been this uniform decrease in the number of male teachers employed and a corresponding increase in the number of females. With the exception of California, no State pays her female teachers so liberally as New Jersey, and only in the States of California, Massachusetts, and Connecticut do the male teachers receive as much as in this State.

EXAMINATIONS AND CERTIFICATES OF TEACHERS.

Examinations of teachers are held quarterly by the county-boards of examiners. The questions used at these examinations are uniform throughout the State and are furnished by the State-department. The certificates issued are of three grades. The first is granted to candidates not less than 18 years old with not less than two years experience in teaching, and is good for three years in all parts of the State, the second to persons not less than 17 years old with an experience in teaching of not less than one year. No experience in teaching is required for a third-grade-certificate, but candidates must be not less than 16 years old. The second-grade-certificate is good for two years and the third-grade for one year only in the county in which they are issued. The increase in the number of first-grade-certificates granted during the year is very gratifying. The number of rejections goes to show that the examinations are conducted with considerable thoroughness. It is intended to make the examinations more and more rigid every year, and thus continually to raise the standard of teachers' qualifications.

Special attention is called to the great importance of having thoroughly qualified teachers for the primary schools. Trustees too often have the idea that persons of limited attainments and no experience are good enough for such schools; and teachers themselves sometimes complain because they are required to pass an examination in grammar and geography before they can secure a license to teach a school where these studies are not taught. The reasoning upon which this idea is based is false and the legitimate results most pernicious. At no period in a child's educational course does so much depend upon the teacher as during the first five years of his school-life. For this reason the requirements of primary-school-teachers should be considerably above the branches they are required to teach. The work must not be intrusted to ignorant and inexperienced teachers. The strongest terms are used in urging the importance of this subject upon school-trustees and school-officers generally.

SCHOOLS SHOULD BE VISITED BY PARENTS AND SCHOOL-OFFICERS.

The neglect of the schools by trustees and the almost total indifference manifested by parents are made the occasion of remark by many of the county-superintendents. The results are alike evil to teachers and scholars; the former, feeling that they are unappreciated and that they receive neither thanks nor sympathy, lose heart and courage for their work; and the children are not roused to energy and ambition, as they surely would be if a constant interest were manifested in their progress and their schools were frequently visited by persons whose good opinion they would value. The superintendent of a county where the general intelligence is above the average says: "Very few of our trustees make a point of visiting the schools and the visits of patrons at large are fewer still. Often I have to hear from teachers, 'You are the only person that ever visits me or manifests the least interest in what I am doing.'" Many superintendents express a wonder that under such discouraging circumstances teachers continue earnest and faithful. It is hoped that this evil may be remedied and that all who are interested in paying for the common schools will manifest an interest in their progress.

UNIFORMITY OF TEXT-BOOKS.

One great obstacle to satisfactory progress that confronts the teacher of an ungraded school is the multiplicity of classes. In nine-tenths of the districts of the State the schools are ungraded or the grades mixed. The number of classes is necessarily large and the time the teacher can devote to each is correspondingly short. In many of these schools the number of classes is greatly increased by the diversity of text-books used, and a great decrease would be effected if uniformity could be secured. The question "How can uniformity be secured?" becomes then an important one. In most of the counties the superintendents have endeavored to secure either township- or county-uniformity by calling the trustees of the townships or counties together and agreeing upon the books that shall be used. The result has not been successful. An approach to uniformity has been made, but in no county has it been fully secured. The difficulty is that, after uniformity is decided upon, there is no authority to compel parents to buy the books selected; and, even if it were given, it is doubtful if it could be exercised to the necessary extent. The opinion is expressed that uniformity can never be secured until the law provides that the same parties that decide what books are to be used shall also be the purchasers. To secure county-uniformity, there must be a county-board to select and to purchase books for the whole county. For township- or district-uniformity the same must be true. Provided district-uniformity can be secured, county- and township-uniformity are not considered of so much importance. It is suggested that if every district were to raise by tax an amount sufficient to purchase all the books needed to commence with, the children could be required to pay a small annual sum for their use, and with this fund the supply could be constantly kept up. There is no reason why the purchase of books should not be met by a common tax, as well as that incurred for erecting school-houses, hiring teachers, or purchasing fuel. The custom is common in the cities, and there is no reason why it cannot be introduced in the rural districts with equal facility and advantage.

SCHOOL-HOUSES.

During the past year 88 new school-houses have been built and 96 have been remodeled, refurnished, or enlarged. The total amount expended for the improvement of school-property was $586,470.58. The total amount ordered to be raised and expended for this purpose next year is $660,715.32.

The remarkable number of school-houses built and repaired during the past five years, the large sums of money expended for these purposes, and the consequent increase in the value of school-property are shown in the following tabular statement:

Year.	No. of districts without school-houses.	New houses built.	Old houses repaired.	Total amount expended for the improvement of school-property.	Total value of the school-property of the State.
1869	.....	62	95	$486,896 90	$2,980,996 00
1870	.....	58	60	476,606 83	3,677,442 00
1871	62	82	84	597,400 20	4,246,998 00
1872	52	85	99	586,470 58	4,966,788 00
1873	37	83	96	660,715 32	5,554,828 00
Total	.....	370	434	2,808,089 83	.....

The total number of school-buildings in the State at the present time is 1,480. It thus appears that one-fourth of the entire number have been built within the past five years and that more than one-half of them have either been built anew or remodeled and improved within this short space of time. There is a large decrease in the number of poor and medium school-houses and a corresponding increase in the number of good ones. A few years ago the greatest want in the State respecting educational matters was a just appreciation of the importance of furnishing suitable school-accommodations. The school-houses, as a rule, were poor, and the people seemed to be satisfied with them. That state of apathy has passed. In every county new buildings are being erected and old ones repaired, and the utmost willingness is shown by the people to vote the necessary means for these improvements.

The legislature of 1872 changed the law where it required a two-thirds vote to order a district-tax for making improvements in school-buildings, so that now only a majority-vote is necessary. This change has already been productive of great good. In very many of the districts where new houses have been erected during the past two years the old ones would still be standing had this change not been made.

The most cheering feature of this record is the superior character of the houses that have been built. During no preceding period have there been so many inquiries respecting competent architects, suitable designs, methods of heating and ventilation, furniture, apparatus, &c., as during the past two years.

In each of the annual reports for the past three years the attention of school-officers and others has been directed to the fact that school-houses exist in the State with no outhouses attached. Three years ago the number in this condition was 152, and in addition to this there were 423 in which the outhouses were not kept in proper order. It is some satisfaction to know that the number of schools with no outhouses has decreased to 87 and the number with indifferent ones to 269; but the wonder is that a single case of the kind should exist. The State-superintendent is determined to correct this evil, if possible, by the enforcement of the penalty provided in the law for such cases, and will, therefore, direct the county-superintendents to withhold the State-money from all districts not provided with suitable outhouses, until such as are needed are built.

DISTRICT-SCHOOL-LIBRARIES.

The law providing for the purchase of school-libraries or school-apparatus has been in operation over two years. Under its provisions every district that raises $20 by subscription is entitled to an equal amount from the State, and for every year thereafter, by raising $10, a like sum of $10 is paid by the State. This money can be expended either in the purchase of library-books or school-apparatus. Thus far 236 districts in all have established libraries and during the past year 49 districts made additions to the libraries established last year.

THE TOWNSHIP-SCHOOL-SYSTEM.

The school-law, which authorized county-superintendency, has been in operation six years. By the provisions of this law the number of school-officers in the State was materially lessened and the whole system was strengthened and made more efficient. A still further reduction in the number of school-officers can be made by adopting the township system. This change, it is believed, would strengthen still more the general school-system and add greatly to its efficiency.

The number of school-districts then would be reduced from 1,367, the present number, to 254, the number of townships and cities in the State. The number of school-officers would be reduced from 4,200 to about 1,600. There are now, on an average, seven boards, or twenty-one school-officers, for each township. With one-fourth the number to look after the interests of the schools there will be more system, a greater degree of harmony, a deeper interest, and more effective work in the school-organization than is now possible.

DEFECTS OF DISTRICT-SYSTEM.

The principal defects of the present system are: too frequent elections; the difficulty of selecting any basis upon which the school-moneys can be apportioned, so that each district shall receive the precise amount of money it needs; the needless expense incurred, in many cases, in maintaining a full school for the benefit of a few children; the endless disputes and troubles about district-boundaries, and the impossibility of grading or classifying the schools of small districts.

One of the greatest hinderances to the proper administration of the school-system lies in the cumbersomeness and inefficiency of the school-machinery in the counties. The county-superintendent has too many officers through whom he must act and upon whom he must rely for information. There need be no doubt that an improvement in the efficiency of supervision and in the ease with which school-statistics can be gathered will follow the adoption of the township-system.

This change in the school-law is strongly urged because it is believed that it will make the entire school-organization far more efficient than at present.

CITIES.

The educational interests in all the cities are in a very satisfactory condition. The total number of school-buildings in the cities is 99 and the number of departments is 748.

CITY-SCHOOL-HOUSES.

Without an exception the school-houses in the cities are in good condition and many of them are models of excellence and beauty. Forty-one of the 99 buildings are valued at more than $20,000 each and twenty-five are worth from $50,000 to $80,000 each. In Jersey City the average value of the school-houses is $53,000, which is considerably higher than the average value in any other city. In Newark the average value is $32,700.

LENGTH OF SCHOOL-YEAR.

The average length of time the schools were kept open in the cities is ten months and two days, or twelve days longer than the average term in the State at large. The average attendance for ten months was 18 per cent. of the enrollment, or twice as great as that for the State. The average attendance for the year was 55 per cent. of the enrollment.

TEACHERS' SALARIES.

The average salary of male teachers in the cities is $118.50 per month and that of female teachers $42.14 per month. The highest salary paid to male teachers in the State is in Jersey City, being $193 per month, and the highest paid to female teachers is in Newark, being an average of $60 per month.

EVENING-SCHOOLS.

Night-schools, for a longer or shorter period during the year, have been maintained in Bridgeton, Elizabeth, Jersey City, Millville, Newark, Paterson, Perth Amboy, Salem, and Trenton. These schools furnish educational facilities to adults and to all who, for any reason, are unable to attend the day-schools. They have been found productive of great good.

GRADED SCHOOLS.

In Camden the grading of some of the schools has been much improved, and active measures have been taken by the board of education for increased school-accommodations. A fine building, which will contain eight rooms, intended for the use of colored children, is rapidly approaching completion.

In Newark two large school-houses, each of which will seat about 800 pupils, have been completed during the year. The course of study in the Newark high school has been advanced, in order to meet the advanced requirements of the best colleges.

In Perth Amboy the increase in attendance of children over 6 years of age has been so great as to render it necessary to remodel a portion of the school-building and to appoint an additional assistant teacher in the primary department.

STATE NORMAL SCHOOL.

While the standard of scholarship in the normal school at Trenton has been raised fully 30 per cent., the attendance during the three quarters ended with June 28, 1872, has somewhat increased. Every county in the State has had its representative, while 13 other States sent scholars who either paid tuition or pledged themselves to teach in the State upon graduation. The attendance was 228—194 ladies and 34 gentlemen—of whom 33 ladies and 5 gentlemen graduated, nearly all of whom at date of the report had secured positions at good salaries. The addition of another year to the course of study has had a very beneficial effect, most of the pupils, who would otherwise have graduated, having availed themselves of its benefits.

It is believed by the trustees that many gentlemen are deterred from pursuing this course of study by the constantly increasing expense attending it, which now amounts to a sum varying from $250 to $300 annually. They are, therefore, giving their attention to devising means for the erection of a boarding-house for the gentlemen students, similar to that now working satisfactorily for the ladies, and at which the total annual expense, including room-rent, board, washing, and books, is only $150.

HIGH SCHOOLS AND ACADEMIES.

Reports received from 18 schools for secondary instruction show that in all but one of these classic studies are pursued, 7 also embracing the study of modern languages. As reported, 710 pupils are engaged in the English course, 196 in the classic, 120 study the modern languages, while 81 are pursuing both classic and modern-language-courses. The total number of pupils under instruction is 1,295—688 boys and 607 girls. These are taught by 104 instructors, of whom 44 are gentlemen and 60 ladies. Two of these schools are exclusively for the education of girls and four are for boys. In one of the latter class, however, an English and classic school for boys, girls seem to

have been admitted. The remainder are for the education of children irrespective of sex. One of these, the Farnum Preparatory School, an auxiliary to the State normal, is aided by the State, a condition of its endowment, received from Paul Farnum, esq., being that the State should appropriate $12,000 annually. Mr. Farnum gave $20,000 and the school-property, about $30,000, for the purpose of "improving the general education of the State."

It may have been noticed that "in the Newark high-school the course of study has been advanced to meet the advanced requirements of the best colleges." A more general advance of this kind is probable. The two are parts of one great whole, the high school the link between the common school and the university.

PREPARATORY SCHOOLS.

Two institutions devoted especially to the work of preparing students for the colleges, the Peddie Institute, at Hightstown, and Stephens High School, at Hoboken, report an aggregate of 20 in classic and 40 in scientific studies. Peddie Institute is supplied with a chemic laboratory, worth from $3,000 to $4,000; a cabinet of natural history; and a philosophic cabinet and apparatus, worth about $600. Of the 50 students in the Stephens High School, only two are preparing for college, most of the others intending to enter scientific schools, such as that established in the neighborhood, the Stevens Institute at Hoboken.

COLLEGE OF NEW JERSEY.

The whole course of study in this institution requires four years. All the studies of the first two years are required studies, being obligatory upon every member of the class. During the last two years of the course, students have an opportunity of selecting, to a certain extent, the studies which they will pursue. These elective studies, chosen at the beginning of the college-year and for the entire year, will, when chosen, be equally obligatory with the required studies.

Should a student fail to pass the examination in any of his studies, his name is not entered on the class-roll at the beginning of the next term, until he shall have been examined in that study. On the second day of the next term such delinquent students are required to meet in the chapel, prepared for an immediate examination in the studies which they have omitted. Members of the sophomore-class found deficient in any study at the biennial examination are conditioned and re-examined in that study before being allowed to proceed to the elective courses of the junior year. A graduate of the college offers a prize of $100 to the student of the sophomore-class who may stand highest at the biennial examination to be held at the close of the year 1872–'73.

A limited number of students is educated by means of endowed scholarships. The college also possesses a fund for the purpose of aiding indigent candidates for the ministry of the Presbyterian Church, from which they receive about $30 a year each.

The college has received from Mr. John C. Green the sum of $100,000 for the endowment of a school of science.* This will supply a want that has long been felt. An elegant building is in process of erection and $25,000 has been set apart for the purchase of scientific collections and apparatus. The instructors in the academic department will give instruction in the scientific school and the professors of the latter will aid in the academic department. The sum of $5,000 has been subscribed towards a chair of civil engineering. This school is believed to have been opened at the beginning of the academic year, September 10, 1873.

RUTGERS COLLEGE.

The departments of the college are classic and scientific. In the classic department, all the studies up to the close of the sophomore year are obligatory and are intended to be of such a character as will be equally desirable whatever subsequent profession or career is chosen.

SUPERIOR INSTRUCTION.

During the junior- and senior-years, elective studies are permitted. Students desiring to pursue special studies may do so, provided they are properly prepared to go on with the regular classes.

The scientific department, known as the Rutgers Scientific School, constitutes the State College of Agriculture and the Mechanic Arts. There are two distinct courses of study: (1) a course in civil engineering and mechanics and (2) a course in chemistry and agriculture. During the first and second years, the studies of the two courses are the same and are designed as a suitable introduction to the higher branches of either course. These two years form a course complete in itself, and students leaving at this period of the course receive a certificate of their attainments. There is also a special course in chemistry and agriculture, occupying two years and designed for those who

* This is in addition to his gift of $120,000 for the library.

desire to devote themselves entirely to these branches. According to the requirements of the law, the students in this department are regularly drilled in military tactics.

One of the pressing wants of the college is being supplied by the erection of a new building from the funds derived from a legacy to the institution. Among the present wants are: (1) a sum not less than $35,000 for the erection of a dormitory; (2) a large present addition to the library, considered absolutely essential to the progress of the institution; and (3) a permanent fund, the income of which can be used to make yearly additions to the library and to keep in order what has been accumulated. The funds for the general purposes of the college require a large increase. The good of the institution requires a greater outlay for instruction. The growth of the college and the demand for greater facilities for education are creating wants which appeal imperatively to the friends of the institution.

In the appended table the condition of the two above-named institutions, as well as of the two others in the State, is briefly presented.

Statistical summary of colleges.

Names of colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Corporate property, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Amount of property of corporation.	Value of grounds, buildings, and apparatus.	Amount of endowment.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
Burlington College	9	0	54	.....	.....	$50,000	.....	.....	.....	$10,000	3,000
College of New Jersey	18	7	38	397	.....	550,000	$750,000	$850,000	$54,000	25,500	30,000
Rutgers College	13	....	.....	124	.....	.....	.....	.....	.....	.....	5,500
Seton Hall College	16	....	80	70	.....	.....	.....	.....	.....	.....	8,000

COLLEGES FOR WOMEN.

Four institutions for the superior instruction of young ladies report an aggregate attendance of 566 pupils, with 54 professors and teachers, 19 of whom are gentlemen. Music—vocal and instrumental—drawing, painting, French, and German are taught in all these colleges, and in one Italian and Spanish are added. All have chemic laboratories and philosophic cabinets, three natural-history-museums, and all some provision for physical culture, and libraries, two numbering 2,000 volumes each and the other two 1,000 each.

PROFESSIONAL AND SCIENTIFIC TRAINING.

Of the theologic schools referred to in the following table, the Drew Seminary, at Madison, is Methodist-Episcopal, and all the bishops of that denomination are, *ex officio*, members of its board of supervision, while any annual conference of the church may appoint two of its members as official visitors. The regular course of study, arranged with reference to the attainments of college-graduates, requires three years for its completion. But to meet the wants of those whose age or other circumstances may make a previous college-course impossible, an introductory course of four years in the classes of science has been arranged, two years of which must be completed before coming to the institution. The remaining two may be attended to within its halls. In the regular course, the theologic training proper appears to belong to the last two years, the first year being mainly occupied with the study of mental and moral philosophy and Butler's Analogy.

The Princeton Theological Seminary (Presbyterian) shows a list of students almost all of whom are graduates of colleges. The course of instruction seems to be very thorough and complete, embracing all the ordinary topics of theology, with a recently added department of Christian ethics and apologetics. Rhetoric and elocutionary training have special care bestowed on them; and among the optional studies beyond Hebrew (which is in the regular course) are Chaldee, Syriac, Arabic, and the elements of Janseric, all important to a student of the scriptures in the original.

The German School, near Newark, is also Presbyterian, and is established to provide German-speaking instructors for the vast belt of German population which has settled itself along the great railroad-lines stretching westward from New York and Philadelphia, even to the Mississippi States.

The Theological Seminary of the Reformed Church in America, formerly the Reformed Dutch Church, is the chief training-school for the ministry of that very respectable and very conservative denomination. It is substantially a theologic department of

Rutgers College, New Brunswick, as the Princeton Seminary is of the College of New Jersey.

The Scientific School of Rutgers College is, by act of the legislature, constituted the State College for Agriculture and the Mechanic Arts, embracing, as has been previously stated, a course in civil engineering and mechanics and one in chemistry and agriculture. Comparatively unnoticed until lately, this institution has come considerably into the foreground of observation through the able defense of the agricultural-college-system, put forth by Prof. Atherton, at the meeting of the National Educational Association in Elmira, August, 1873, and through various publications from him on the same theme since that time. Besides its well-arranged course in chemistry and agriculture, under the direction of an ample faculty, there is sustained by the trustees an extensive model farm, designed to illustrate the principles of agriculture and test by experiment the value of different systems. Forty free scholarships secure the education of as many State-students without charge for tuition.

The John C. Green School of Science is closely linked with the College of New Jersey as one of its departments, the instructors in the academic department giving instruction in the scientific school and the professors in the scientific school assisting in the academic department.

The Stevens Institute of Technology, another school for special scientific training, stands on a wholly independent basis, aiming to prepare men for engineering, chemic, and physical-science-occupation, and, from its ample endowment new and excellent buildings and rapidly-increasing library and museums, presents great advantages. A department of belles-lettres and one of languages accompany the scientific course and give opportunities for quite liberal education.

An institution not in the following table may perhaps not inappropriately be mentioned here, the New Brunswick Conservatory of Music, which aims to elevate into a science one of the most delightful of the arts and to have the study of it pursued, under highly-qualified instructors, to a point considerably beyond what is reached in ordinary schools.

Statistical summary of schools for professional instruction.

Names of schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Corporate property, &c.					Number of volumes in library.
				Amount of property of corporation.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
SCHOOLS OF THEOLOGY.									
Drew Theological Seminary	16	5	103	.....	$400,000	$250,000	$17,500	.....	15,000
German Theological Seminary of Newark	4	0	23	$27,482	14,000	14,000	953	$6,600	300
Theological Seminary of the Presbyterian Church at Princeton	7	....	97	.....	.....	.....	.....	.....	24,096
Theological Seminary of the Reform Church in America	5	4	29	420,000	200,000	220,000	12,000	.....	16,000
SCHOOLS OF SCIENCE.									
Scientific School of Rutgers College	11	....	50	.....	.....	.....	.....	6,960	5,000
John C. Green School of Science	6	....	14	200,000	125,000	100,000	7,000	.....	.....
Stevens Institute of Technology	12	....	*70	† 650,000	500,000	500,000	40,000	5,000	7,000

* With 35 preparatory students additional. † This is given as the amount of endowment.

BUSINESS-COLLEGES.

Two of these schools of training for commercial life exist in the State, one at Trenton, the other at Newark. No returns from the latter for 1873. The former reports five teachers and 254 pupils.

OBITUARY.

The only New Jersey educator of whose death in 1873 intelligence has been received was Rev. William A. Dod, D. D., of Princeton, who passed away January 2, in his fifty-fifth year. He was a son of the well-known Princeton professor of mathematics of that name, received his education at the college, under his father's supervision; graduated there in 1838; was a tutor in his *alma mater* from 1840 to 1841, and professor of architecture and the fine-arts from 1855 to 1859. His later years were spent in the quiet duties of rector of the Protestant-Episcopal church in his native place, his fine taste and scholarship giving great attractiveness to his ministrations.

LIST OF SCHOOL-OFFICIALS IN NEW JERSEY.

Hon. ELLIS A. APGAR, *State-superintendent of public instruction, Trenton.*

STATE-BOARD OF EDUCATION.

Name.	Post-office.
OFFICERS.	
President, Governor Joel Parker	Freehold.
Vice-president, William A. Whitehead, esq	Newark.
State-superintendent, and *ex-officio* secretary, Hon. Ellis A. Apgar	Trenton.
EXECUTIVE COMMITTEE.	
Rev. John McLean, D.D. LL.D	Princeton.
Charles E. Elmer, esq	Bridgeton.
William A. Whitehead, esq	Newark.
Hon. Henry C. Kelsey	Trenton.

COUNTY-SUPERINTENDENTS.

County.	Name.	Post-office.
Atlantic	George B. Wight	Mays Landing.
Bergen	E. E. Vreeland	Hackensack.
Burlington	Walter A. Barrows	Mt. Holly.
Camden	F. R. Brace	Blackwoodtown.
Cape May	Maurice Beesley	Dennisville.
Cumberland	R. L. Howell	Millville.
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	Spotswood.
Monmouth	Samuel Lockwood	Freehold.
Morris	John R. Runyon	Morristown.
Ocean	Edward M. Lonan	Forked River.
Passaic	J. C. Cruikshank	Little Falls.
Salem	William H. Reed	Woodstown.
Somerset	Elias W. Rarick	Somerville.
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 1872, transmitted to the legislature February 28, 1873.]

PERMANENT SCHOOL-FUND.

Bonds for lands sold	$217,003 65
Bonds for loans	175,379 30
Loans of 1840	49,326 00
Bank-stock	50,000 00
State-stocks	1,165,057 24
Comptroller's bonds	36,000 00
Money in the treasury	1,277,547 36
Oswego City bonds	34,200 00
Total amount of fund September 30, 1872	3,004,513 55
Increase from last year	25,937 03

This fund was established in 1805, and amounted at that time to $26,774.10. By judicious investments it has been gradually increased to the present amount.

FINANCIAL STATEMENT.

The school-moneys for the fiscal year ended September 30, 1872, are derived from the following sources:

From the common-school-fund	$170,000 00
From the United States deposit-fund	165,000 00
From the State-school-tax	2,448,784 31
Total	2,783,784 31

The apportionment has been made, as required by law, as follows:

For salaries of school-commissioners	91,200 00
For supervision in cities	18,500 00
For libraries	55,000 00
For contingent fund, (including $84.99 for separate neighborhoods)	1,797 57
For Indian schools	3,172 00
For district-quotas	871,371 58
For pupil- and average-attendance-quotas	1,742,743 16
Total	2,783,784 31

The following table is a summary of the financial reports relating to common schools for the year ended September 30, 1872:

Receipts.	Cities.	Rural districts.	Totals.
Amount on hand October 1, 1871	$818,869 09	$264,749 05	$1,083,618 14
Apportionment of public moneys	1,016,887 98	1,641,978 12	2,658,866 10
Proceeds of gospel- and school-lands	44 86	36,452 62	36,497 48
Raised by tax	4,340,065 60	2,940,862 78	7,280,928 38
Estimated value of teachers' board		235,660 87	235,660 87
From all other sources	90,722 21	169,744 62	260,466 83
Total receipts	6,266,589 74	5,289,448 06	11,556,037 80
Corresponding totals for 1871	5,481,467 18	5,190,099 19	10,671,566 37
Increase	785,122 56	99,348 87	884,471 43

Expenditures.	Cities.	Rural districts.	Totals.
For teachers' wages	$3,316,926 27	$3,640,529 49	$6,957,455 76
For libraries	10,862 13	15,197 37	26,059 50
For school-apparatus	167,966 08	57,715 36	225,681 44
For colored-schools	59,835 04	6,690 13	66,525 17
For school-houses, sites, &c	1,110,144 14	878,779 04	1,988,923 18
For all other incidental expenses	721,950 12	429,850 70	1,151,800 82
Forfeited, in hands of supervisors		142 13	142 13
Total expenditure	5,387,683 78	5,028,904 22	10,416,588 00
Corresponding totals for 1871	4,662,598 09	4,945,305 72	9,607,903 81
Increase	725,085 69	83,598 50	808,684 19
Balance on hand October 1, 1872	878,905 96	260,543 84	1,139,449 80

Since 1850, when the total expenditure for the maintenance of public schools was $1,607,684.85, the expenditure has increased at the average rate of nearly half a million per annum, until, in 1872, it reaches the sum of $10,416,588. The total expenditure for the period from 1850 to 1872, inclusive, has been $116,562,930.57.

The following table shows the entire amount expended during the year for the maintenance of public educational institutions, not including appropriations made to orphan-asylums and other public charities in which instruction is given:

Wages of common-school-teachers	$6,957,455 76
District-libraries	26,059 50
School-apparatus	225,681 44
Colored-schools	66,525 17
Buildings, sites, furniture, repairs, &c	1,988,923 18
Other expenses incident to the support of common schools	1,151,800 82
State-appropriation for support of academies	41,746 50
State-appropriation for teachers' classes in academies	15,080 00
For teachers' institutes	16,190 28
For normal schools	174,339 23
For Cornell University	44,000 00
For Elmira Female College	3,500 00
For Indian schools	7,690 94
For salaries of school-commissioners	90,187 32
For department of public instruction	19,620 08
For regents of the university	6,242 26
For printing reports and school-registers	13,958 72
Total	10,849,001 20
Corresponding total for 1871	9,880,185 06
Increase	968,816 14

SCHOLASTIC POPULATION.

The whole number of children between the ages of 5 and 21 years, as reported, was:

	Cities.	Rural districts.	State.
In 1871	645,128	857,556	1,502,684
In 1872	662,778	859,175	1,521,953

WHOLE NUMBER IN ATTENDANCE.

In 1871	411,133	616,977	1,028,110
In 1872	409,272	614,858	1,024,130

AVERAGE DAILY ATTENDANCE.

In 1871	195,230	298,418	493,648
In 1872	199,853	294,997	494,850

AGGREGATE ATTENDANCE.

The aggregate number of days of attendance was as follows:

	Cities.	Rural districts.	State.
In 1871	39,096,552	53,511,055	92,607,607
In 1872	38,479,418	50,234,513	88,713,931

The average time each pupil in the rural districts attended school was sixteen and nine-tenths weeks; in the cities, nineteen and three-tenths weeks.

LENGTH OF SCHOOL-TERM.

Average length of term in cities	$41\frac{3}{10}$ weeks.
Average length of term in rural districts	32 weeks, 4 days.
Average length of term in the State	35 weeks.

CLASSIFICATION OF PUPILS.

The number of pupils instructed in all schools during the year was as follows:

	1871.	1872.
In the common schools	1,028,110	1,024,130
In the normal schools	5,807	6,377
In the academies	30,370	31,421
In the colleges	3,194	4,012
In the private schools	135,433	131,761
Total	1,202,914	1,197,701

The total number thus reported as having attended school during 1872 is about 79 per cent. of all persons in the State between the ages of 5 and 21 years and much larger than the entire population between the ages of 6 and 17 years.

NUMBER OF TEACHERS.

The whole number of teachers employed in the common schools was:

	Males.	Females.	Total.
In 1871	6,481	21,773	28,254
In 1872	6,670	21,987	28,657

The number reported as employed at the same time for the legal term of twenty-eight weeks or more was as follows:

	Males.	Females.	Total.
In 1871	4,752	13,119	17,871
In 1872	4,800	13,256	18,056

TEACHERS' LICENSES.

Teachers in the common schools were licensed as follows:

	By normal schools.	By superintendents of public instruction.	By local officers.	Total.
Cities	270	448	4,480	5,198
Rural districts	273	647	22,539	23,459
Total for 1872	543	1,095	27,019	28,657
Total for 1871	533	1,054	26,667	28,254

TEACHERS' SALARIES.

The whole amount expended for teachers' wages was:

	Cities.	Rural districts.	Total.
In 1871	$3,066,787 94	$3,586,305 11	$6,653,093 05
In 1872	3,316,926 27	3,640,529 49	6,957,455 76
Increase over 1871	250,138 33	54,224 38	304,362 71

	Cities.	Rural districts.	State.
The average annual salary for each teacher was—			
In 1871	$645 37	$273 38	$372 86
In 1872	691 03	274 63	385 33
The average weekly wages was—			
In 1871	15 44	8 33	10 58
In 1872	16 73	8 37	11 04

The whole amount paid for teachers' wages was $2,130,984.12 more than in 1867, which is an advance, in five years, of more than 44 per cent. upon the gross amount and of more than 22 per cent. upon the average annual salaries of the increased number of teachers.

SCHOOL-DISTRICTS.

The reported number of school-districts in the State, exclusive of cities, which have no such divisions, was—

In 1871	11,350
In 1872	11,367
Increase	17

This increase is chiefly owing to the formation of new districts in sparsely-settled sections of the State, as required by the increasing population. On the other hand, owing to the consolidation of small districts and the organization of graded schools in cities and villages, there has been, in the aggregate, a diminution of thirty during the last ten years.

SCHOOL-HOUSES.

The number of school-houses and their classification according to the materials of which they are constructed are as follows:

	Log.	Frame.	Brick.	Stone.	Total.
Cities		51	329	10	390
Rural districts	121	9,890	869	473	11,353
Total, 1872	121	9,941	1,198	483	11,743
Total, 1871	127	9,914	1,182	505	11,728

Their number and classification, as reported for the years 1862 and 1872, are as follows:

	Log.	Frame.	Brick.	Stone.	Total.
1862	228	10,004	964	554	11,750
1872	121	9,941	1,198	483	11,743
Increase			234		
Decrease	107	63		71	7

The increase in the number of brick school-houses does not represent the full number of new buildings that have been erected during the period mentioned, for many have been constructed in place of old ones of similar materials. The improvements which have been made in providing suitable houses and sites are better indicated by their reported value as compared with preceding years and the sums expended each year for these and kindred purposes, as stated in the following tables:

VALUE OF SCHOOL-PROPERTY.

The value of school-houses and sites was first reported in 1865. The reported value in that year and in 1872 was as follows:

	Cities.	Rural districts.	Total.
In 1865	$5,041,061	$4,904,862	$9,945,923
In 1872	15,165,314	9,350,936	24,516,250
Increase tince 1865	10,124,253	4,446,074	14,570,327

The average value of school-houses and sites is, in the cities, $38,885.50; in the rural districts, $823.65. The average value of school-houses and sites in the rural districts has risen from $433.02 in 1865 to $823.65 in 1872.

EXPENDITURE FOR SCHOOL-BUILDINGS.

The sums spent for school-houses, outhouses, sites, fences, furniture, and repairs, as reported for the years 1863 and 1872, were as follows:

	Cities.	Rural districts.	Total.
In 1863	$242,547 53	$186,961 40	$429,508 93
In 1872	1,110,144 14	878,779 04	1,988,923 18
Total expenditure for the period from 1863 to 1872	8,081,804 30	6,670,579 11	14,752,383 41

More than ten millions of dollars have been expended for these purposes during the last five years, and the large increase in the reported value of school-houses and sites would indicate that the amount had been chiefly used in permanent improvements.

STATISTICS OF NORMAL SCHOOLS.

Number of such schools, exclusive of New York City	8
Whole number of pupils	2,666
Average number in attendance	1,395
Average age of male pupils, years	19.2
Average age of female pupils, years	19.1
Number of graduates—males, 46; females, 226	272
Total receipts	$195,164 90
Increase over 1871	59,375 42
Total expenditure	174,487 62
Increase over 1871	46,774 73

STATISTICS OF SCHOOLS FOR INDIANS.

Number of districts	27
Number of children between 5 and 21 years of age	1,774
Whole number registered during the year	1,192
Average daily attendance	706
Number of teachers—males, 8; females, 29	37
Number of white teachers	20
Number of Indian teachers	17
Average number of weeks school was taught	32.8

GENERAL VIEW.

The superintendent says: "The returns for the school-year ended September 30, 1872, are as favorable in nearly all respects as those of any preceding year. This indicates a fair measure of prosperity, according to the usual standards, but should not be accepted as conclusive evidence of such great success that efforts for a better condition may prudently cease.

"Although statistics may be truthful in reference to the facts reported and for some purposes very serviceable, they cannot reveal the whole life of our school-system, nor without careful study will they disclose its defects. The figures given, if inconsiderately accepted, might encourage the inference that there is no occasion for further improvement. But those in charge of public instruction should ever keep before their minds the question whether we are doing the proper work in the best way.

"Changes for the better may be made" and suggestions upon several points will be submitted to the legislature.

FREE-SCHOOL-FUND.

It is suggested that the law in regard to the free-school-fund be so amended as to give to the superintendent of public instruction a supervision of this fund similar to that exercised by the comptroller over the general fund.

Under the existing law, all payments from the free-school-fund are made upon the warrant of the superintendent and all receipts for moneys coming into the fund are required to be countersigned by him. His control does not extend further. He has no means of ascertaining whether the money for which he receipts is actually placed in the bank to the credit of the fund. The frequent mistakes which have occurred show the necessity for an amendment of the law.

APPORTIONMENT OF SCHOOL-MONEYS.

The pupil- and average-attendance-quotas, amounting the past year to $1,742,743.16, are distributed to the several school-districts which have maintained schools the required term of twenty-eight weeks, one-half according to the number of children of

school-age and one-half according to the average daily attendance. Concerning this it is remarked: "It was undoubtedly the original design in establishing this basis for the distribution of a portion of the public moneys to encourage attendance at school; but the practical operation of the law tends to defeat that purpose by rewarding the highest average daily attendance, which is more easily secured for a short term than for a long one. Thus a district maintaining school beyond the required legal term not only receives no public money on account of such additional time, but incurs the risk of reducing the average daily attendance already attained and, consequently, its share in the next annual appropriation. It would be more equitable and encourage attendance for longer terms to divide this portion of the fund according to the whole number of days of attendance at school."

ATTENDANCE.

The largely increased attendance upon the public schools which has hitherto marked the years following the adoption of the free-school-law has been substantially maintained during the last year. Though the total number of pupils reported as having been in attendance during some portion of the year is somewhat less, the average attendance is more than for any preceding year. The average number of pupils in attendance for the whole State, each day of the entire term in 1872, was 1,202 more than that of the equal term in 1871, 10,145 more than in 1870, 26,429 more than in 1869, 48,982 more than in 1868, and 74,893 more than for the shorter term in 1867.

SUPERVISION.

The present system of supervision by commissioners having been in operation since 1856, there has been ample time to test its merits and reveal its defects. While recognizing the existence of imperfections, the superintendent is not convinced that any other method would subserve the purpose as well or with less cost to the State. He would, however, favor any modifications that are really calculated to render it more effective.

Two methods have been suggested. The first proposes to increase the number of officers and reduce the size of their districts; also that officers shall serve gratuitously, but their expenses shall be paid. The objections to this are that with so large a number of officers it would be impossible to conduct many of the operations of the department with requisite directness and precision and that the expense would really be greater: the sum allowed to the 114 commissioners under the present system would be quite inadequate to meet the expenses of the 2,000 officers whom it is proposed to substitute for them.

The second plan provides for the appointment of commissioners by some authority which shall be held responsible for the choice of competent and faithful officers, instead of choosing them by popular elections.

The superintendent remarks: "In whatever mode the school-commissioner may be selected, he should be required by law to give his undivided attention to the duties of that office."

DISTRICT-LIBRARIES.

The condition of the district-library-system and the ruinous tendency of its present management have been fully stated in former reports. The reported number of volumes has constantly decreased from 1,604,210 in 1853 to 874,193 in 1872, notwithstanding the annual appropriation of $55,000 for their support. The decrease for the last year was 54,123. If the system is to be redeemed and made useful the legislature must interfere.

In accordance with previous recommendations and for the purpose of carrying them into effect, amendments to the code of public instruction have been prepared, providing for the repeal of those provisions which permit the use of library-moneys for any other purpose than for the purchase of books and making it the duty of trustees to raise by taxation, in each district respectively, a sum equal to that apportioned to it for library-purposes and to apply the same exclusively to the purchase of books.

Amendments in form embodying these provisions will be submitted to the legislature at its present session.

SCHOOLS FOR INDIANS.

The reports made by the several local superintendents indicate a steady increase in the aggregate and in the average daily attendance at the Indian schools and that most of them are progressing satisfactorily in other respects.

The superintendent of Indian schools for the Allegany and Cattaraugus reservation reports a largely increased interest among the Indian people in regard to the schools. As a result the attendance is larger and more regular. This change is attributed largely to the influence of the evening-lectures during the institutes held for the benefit of teachers, at the Indian council-house, in the two preceding summers, addressed directly to the parents, with a view of enlightening them upon their relations

to the schools and their duty to their children in the matter of education. These institutes have exerted a marked improvement upon the character of teaching in the schools. In the asylum-school the object-system has been used with most satisfactory results. The apparently stolid indifference of the Indian to intellectual matters can only be overcome by appealing to the intellect or mind through the senses. This renders the object-method peculiarly fitted for these schools. A more general introduction of modern contrivances for the aid of the teacher is recommended; also a continuation of institute-instruction. It is also recommended that the plan of having the Indians keep their school-houses in repair, so far as practicable, without State-aid be continued. In the majority of the districts they are able to assist in the expense of maintaining the schools, and will do so rather than dispense with them. Too much assistance is a curse rather than a blessing.

In the Oneida and Madison Indian reservation school was maintained for a period of thirty-three weeks. The whole number of children between the ages of 5 and 21 is 47; whole number registered in school, 39. The daily attendance is not what it should be, but a portion of the pupils are quite regular and make satisfactory progress. The school-houses and apparatus are in good condition.

The Indians of the Onondaga reservation have had the advantages of a school about twenty-five years, but during much of that time only a small portion of the tribe have sent their children to school. About half the population are pagans, who have generally opposed schools and keep up the customs and festivities of the ancient Onondagas. Besides the State-school there is a parochial school under church care, and many children have been withdrawn from the State-school to attend this. The existence of these two schools near each other, each scantily furnished with scholars, the patrons of each more or less hostile to the opposing school, has a depressing effect upon education among the pagan portion of the tribe.

In the St. Régis Indian reservation the condition of the schools and the progress of the pupils are not encouraging. The children are irregular in attendance and cease to attend school at all when 14 or 15 years of age. The parents appear to have but little control over their children or regard for their welfare.

The superintendent of the Indian school in the Shinecock reservation reports 43 children between the ages of 5 and 21. Whole number registered, 35; average daily attendance, 19. The school has been taught thirty-two weeks during the year. The members of the tribe seem fully to appreciate the importance of educating their children and eagerly avail themselves of the privileges afforded them.

In the Tonawanda reservation schools have been taught nearly the usual length of time during the past year. Last fall the Indians were urged to repair the old school-houses for the winter-term. This was considered in their councils, and some of the old chiefs recommended the stopping of the schools and a return to their old pagan rule and worship. It is now thought by that portion of the Indians interested in schools that so long as the office of chief is kept up no considerable improvement can be made, and some of them are making an effort to do away with that office. The buildings were repaired from the Quaker fund.

In the Tuscarora reservation the whole number of children of school-age is 172; number registered in school, 118; average daily attendance, 44. Taking into consideration the fact that the Indian children seldom go to school before they are 6 or 7 years old and usually leave by the time they are 14 or 15, the attendance is creditable. The children improve as fast as can be expected of those who have not only their lessons to learn, but a language also, for most of them on entering school cannot speak a word of English. The Indians willingly furnish fuel and make repairs on the buildings, but seem to think that nothing more ought to be required of them.

The State-superintendent says: "There seems to be no question but that, under the operation of the fourteenth amendment to the Constitution of the United States, the Indians are entitled to all the privileges and immunities of citizens. The education and training which the Indian children now receive at the expense of the State are intended to fit them to properly perform the duties of citizenship. In order, however, to produce the contemplated result, the Indians must be taught to help themselves by being required to bear some measure of responsibility." It is respectfully suggested that all State-aid hereafter granted to the Indians for the purposes of education, for building and repairing roads and bridges, and for other improvements, should be coupled with such a requirement.

NEW YORK CITY.

[From annual report of Hon. Henry Kiddle, city-superintendent, for the year ended September 30, 1873.]

Attendance in schools.—"The average attendance of pupils for the year ended September 30, when returns were made from all the schools under the control of the board of education, was 107,639 and the whole number of pupils who received instruction during any portion of the year is reported as 235,618. The average attendance and

number of pupils taught in each class of schools during this and the preceding year are exhibited in the following table:

Schools.	1873.		1872.	
	Average attendance.	Whole number taught.	Average attendance.	Whole number taught.
Male-grammar-schools	17,051	32,483	16,930	31,271
Female-grammar-schools	15,411	28,941	14,923	28,062
Primary departments	39,865	90,297	38,363	88,997
Primary schools	15,652	38,142	16,260	39,176
Colored-schools	803	1,965	797	1,832
Normal schools	1,395	2,434	1,446	2,145
Corporate schools	8,302	21,806	8,257	23,418
Evening-schools	9,160	19,550	9,350	20,979
Total	107,639	235,618	106,326	235,880

"It will be perceived from this that the average attendance in all the schools for the year was 1,313 in excess of that reported in 1872, while the number taught was 262 less. The accommodations, except in the primary departments, have been increased in a much greater proportion than the number of pupils to be accommodated. The reasons for this are the increase of school-population in some parts of the city and the diminution in others, the withdrawing of the pupils from the public schools by the establishment of parochial schools, and the establishment of schools and the erection of buildings in localities where they are needed without the discontinuance of schools where they are not needed. In this way the cost of the system is year by year increasing in a greater rate than the number of pupils educated. This table shows the number of pupils that can be accommodated in each class of schools, as compared with the average number on register:

Schools.	Number that can be accommodated.	Average registered number.	Excess of accommodation.	Excess of accommodation in 1872.
Male-grammar-schools	22,532	18,594	3,938	3,553
Female-grammar-schools	20,441	17,078	3,363	3,106
Primary departments	45,634	45,594	40	1,500
Primary schools	23,848	17,898	5,950	2,893
Colored-schools	1,657	1,090	567	595
Total	114,112	100,254	13,858	11,641

"The largest percentage of public-school-attendance, as compared with the population, is in the Tenth ward, where it is 15 per cent., while the smallest is in the Eighteenth ward, where it is only a little over 6 per cent., the average for the whole city being about 9¼ per cent.

"*Overcrowding in the schools.*—Probably the most serious evil connected with the school-system is the overcrowding of the schools. To this fact the attention of the board has been frequently called, and measures have been adopted from time to time to abate the evil; it, however, still exists to an alarming extent and calls for the earnest consideration of the board.

"Some more definite rule is required to regulate this matter effectually. Mr. Kiddle suggests that the board fix the capacity of every building, every main room, and every class-room in the city, and prohibit the placing, at any time, of more children in any room than the number thus established by law, and that every principal be required to refuse admission to all pupils when the number assigned for his or her department or school has been reached. If this were carefully and accurately accomplished, keeping in view not merely the number of seats that could be placed in a room, but allowing a sufficient number of cubic feet of air for each child, the accommodations would be greatly reduced.

"*The examinations.*—During the year the schools have all been minutely examined at least once and many of them twice. Of 1,858 classes thus examined the instruction in 905 was found to have been excellent; in 781, good; in 158, fair; in 13, indifferent; and in 1, bad. The general result of the examinations, based upon a careful compila-

tion of the returns of nearly 2,000 classes, shows a slight improvement in reading and spelling, but in other respects an inferiority to the results reported in 1872. This table will exemplify this fact:

Year.	Discipline.	Reading.	Spelling.	Writing.	Arithmetic.
	Per cent.	*Per cent.*	*Per cent.*	*Per cent.*	*Per cent.*
1870	89½	81½	76	83	76½
1871	89	79½	79¾	83½	79½
1872	92	81½	82½	84½	81½
1873	90½	82	83	82	79

"*Difficulties of discipline.*—There has been a considerable falling-off in respect to discipline in the male-grammar-schools. While last year the number of classes reported as deficient in this respect was only 3 per cent. of the whole examined, this year it is 9 per cent. Still, as a general thing, excellent order is maintained in the schools, though evidently only by means of a great expenditure of time and labor on the part of both principals and class-teachers. The whole number of pupils reported as suspended from the schools for various kinds of misconduct during the past year is 79; from male-grammar-schools, 47; and from primary departments and schools, 32. The latter includes one girl, suspended from one of the primary departments. The following are the reported causes of these suspensions: 22 for disobedience, 40 for disorderly conduct 8 for truancy, 3 for stealing, 4 for indecent conduct, and 2 for striking their teacher. Thirteen of these suspended pupils have been re-admitted on certificates granted by the undersigned." On this point the superintendent says:

"In my last annual report I stated that the by-law in regard to suspensions had not been found adequate to prevent the frequent occurrence of the most heinous offenses in the schools on the part of vicious boys, such as insulting and outrageous language to teachers, violent and injurious assaults upon their fellow-pupils, the wanton destruction of school-property, and gross disobedience and constant disregard of the rules of the school. The careful and thorough investigation of this matter by a committee of the board having resulted not simply in fully proving the accuracy of this statement, but in showing that the evil is of far greater magnitude than was represented in the report, there is no need of any further statement of facts by me. The state of the case must be apparent to all; there is a large class of boys whom our schools do not and cannot restrain, and whom, therefore, they cannot benefit, but must send adrift, to find their way inevitably to the reformatories and prisons, after having committed those injuries to the community which our school-system was designed to prevent."

*Corporal punishment.**—"In my last annual report I recommended that, as 'moral suasion' had failed to restrain a large class of the pupils, the right to inflict corporal punishment should be restored to the principals. In the opinion upon which this recommendation was based I have been greatly strengthened by the conclusion at which the investigating committee, before referred to, arrived, and which prompted them to report unanimously in favor of such restoration, as well as by the fact that, after a full discussion in open board, so large a number of its members were also in favor of the restoration. As, however, the report of the committee has not been adopted, the question What shall be done with persistently disobedient and disorderly pupils? is still an open one.

"*Course of instruction.*—No changes having been made in the course of instruction during the year or in any of the regulations pertaining to it, it would be well to adopt the plan briefly sketched in my last annual report, that is, prescribing a perfectly uniform course for all schools up to a certain grade of attainment, from which a divergence should occur, so that different schools might teach as specialties different departments of study, each adapted to some special pursuit. Every year parents are compelled to withdraw their sons from the higher grades of our grammar-schools and send them, at great expense, to schools in which, by careful instruction in a few important branches, they may be prepared for business. This would not be the case if certain of the schools were made in their higher grades 'commercial schools,' in which the pupils would be insured the best possible training and instruction in everything required for business-pursuits, and the same is true in regard to other occupations. At the present time a preparation for the colleges is all that is attended to, while hundreds never design to enter either of those institutions.

* The question of the restoration of corporal punishment, dropped some time ago, has grown out of the want of efficient discipline, of which the superintendent here complains. The committee on teachers of the board of education presented in the autumn a report giving sixteen reasons in favor of re-investing principals with the right to punish with the rod refractory and ungovernable boys. Twenty-five principals examined by the committee were unanimous in the opinion that this right was indispensable to the proper government and general progress of the schools, and 1,200 of the teachers in the city-schools, including 100 principals and vice-principals, united in a petition to the board of education for the restoration of corporal punishment as necessary to restore the schools to the condition of healthful discipline and efficiency which existed before the abolition of such punishment.

"The improvement made in German instruction during the year has not been satisfactory. The cause of this is the failure to comply entirely with the provisions of the by-laws in relation to this matter. The old system of employing special teachers to attend two or three hours each week and give a few scattered lessons to the first and second classes of the school has been continued and still exists, in at least sixteen of the grammar-schools, notwithstanding the fact that, when the new system was established, it was especially provided that "the services of all special teachers of German not employed under this by-law (the new system) shall be dispensed with." Had this been carried out, the German instruction in schools would have presented at this time a very different degree of progress than it now exhibits. Moreover, there are but few schools in which the prescribed system of teaching German is fully carried out in other respects. The course of instruction has not been carefully followed; promotions have been made without regard to the proficiency made in this branch; and, in some cases, too little time has been given to it to enable the teacher to accomplish the desired object. There are at present only twenty schools in which the attempt has been made to introduce this branch as a part of the regular course of study; in all the others there is either no instruction in German at all or none that is of any real value.

"The teaching of the French language is confined to the two higher grades of the grammar-school and the time devoted to it varies from one to three hours a week. In some of the female-grammar-schools the pupils are required to pursue both the German and French languages, and, of course, no satisfactory progress is made in either. The examinations have not resulted in showing that any considerable proficiency has been made in French, and I believe that it would be better to make the study of one foreign language obligatory in all the schools, regulate carefully the amount of time that should be given to it, and leave the study of others for the New York College or the Normal College exclusively. Many good reasons may be assigned for selecting the German language in preference to all others for instruction in our common schools; and, in order to make that instruction thoroughly effective and beneficial, and to avoid the requirement of excessive study from the pupils, the study of French in our schools, perhaps with very few exceptions, should be wholly abandoned."

"Much disparity exists both in the system pursued and the progress made in musical instruction in the grammar- and primary schools. The teaching of musical notation having been for some years merely optional, it had become the fixed practice in most of the schools, previous to the issuing of the Teachers' Manual by the board, to confine the musical exercises to rote-singing. The positive requirement in the Manual of a certain amount of attainment in musical reading has had the effect to stimulate the special teachers as well as the principals to efforts to accomplish what has been prescribed; and the result has been to effect a very considerable reform in this department of instruction.

"There are at present employed in the several schools 2,860 teachers, of whom 374 are males and 2,486 females. The whole number of days lost by the absence of teachers during the past year is 16,653; last year it was 18,300. There has thus been an improvement in this respect of 1,647 days.

"*The evening-schools.*—The examinations held in the evening-schools show that, of 247 classes examined, the instruction in 110 was excellent, in 109 good, in 24 fair, in 1 indifferent, and in 3 bad. At the examination of 1871–'72 in these schools, of 213 classes examined, 68 were found to be excellent, 120 good, 21 fair, and 4 indifferent. The whole number of pupils enrolled during any part of the term was 12,153 males and 5,574 females; the average attendance for the term was 4,970 males and 3,436 females, while the largest average attendance for any single week was 7,846 males and 3,947 females. This is exclusive of the evening high school and the colored-schools. The average attendance in the latter was 130; the whole number enrolled, 421; and the largest weekly average, 197.

"The schools now in session were opened in October last, and have thus far been well attended. As much more care was taken this year than last in the appointment of the teachers, it is reasonable to expect that the examinations which will be held early in the ensuing year will be attended by better results than those of the previous year."

CORPORATE SCHOOLS OF NEW YORK CITY.

The whole number of these schools, contained in orphan-asylums, houses of industry, houses of refuge, &c., and subject to the supervision of the city-board of education, is stated by the superintendent to be 46. The number of teachers employed in them is 183, of whom only 45 have been licensed by city- or State-authority, and it is suggested that, as the wages of these teachers are paid out of the common-school-fund and the law requires such payment to be made only to qualified teachers, they should all come under the general rule for the examination and licensure of teachers. The pupils on register in this class of schools were found to be 10,240, with an attendance of 8,257 at the time of the superintendent's visit. He examined in his visitation 170 classes and found that in most of them the instruction appeared to be efficient.

The schools under the care of the Children's Aid Society are mainly composed of

children whose parents are unable to send them to the public schools for want of means to clothe them; 3,952 pupils are on the rolls here.

Those under the care of the American Female Guardian Society are of the same character, but are attended exclusively by girls. The whole number of pupils on register in these schools at the time of the examination was 1,881 and the average for the previous week 1,443.

Besides the city-schools proper, the Children's Aid Society reports, in the fall of 1873, that it has had in the 21 day- and 15 evening-schools under its charge 9,584 children who were taught and partly fed and clothed; 3,701 of these were sent to good homes, mainly in the West. Total number under charge of the society during the year, 24,788. There have been 5,115 orphans in the lodging-houses and 1,366 were provided with homes.

The following are industrial schools of this society which are open to all children who cannot attend the public schools:

Cottage Place School, 204 Bleecker street; East River School, 206 East Fortieth street; Hudson River School, 350 West Twenty-seventh street; Avenue B School, 607 East Fourteenth street; German School, 272 Second street; Italian School, 44 Franklin street; Lord School, 207 Greenwich street; Park School, Sixty-eighth street, near Broadway; Fifty-second Street School, Fifty-second street near Eleventh avenue; Fifty-third Street School, 340 West Fifty-third street; Water Street School, corner Dover and Water streets; Avenue C School, corner Fourth street and Avenue C; Phelps School, 355 East Thirty-fifth street; Newsboys' School, 49 Park place; Girls' School, 120 West Sixteenth street; Fourth Ward School, 52 Market street; Fifth Ward School, 141 Hudson street; Eleventh Ward School, 709 East Eleventh street; Thirteenth Ward School, 327 Rivington street; Fourteenth Ward School, 93 Crosby street; Sixteenth Ward School, 211 West Eighteenth street.

These and other industrial schools receive aid from the city-school-fund in proportion to the number of children whom they educate.

COOPER UNION, NEW YORK.

This noble foundation has had, during the year ended May 31, 1873, in its free art-school for women, 198 pupils, of whom 100 received certificates and 13 were advanced to the Academy of Design. In the free school for women for wood-engraving were 42 pupils, of whom 27 received certificates and 34 continued to the close of the term. In the free school of telegraphy were 32 pupils, 2 of whom were dismissed, 9 obtained situations, and 21 remained at the conclusion of the term. The free night-school of science admitted during the term 1,134 pupils, gave certificates to 278, and had remaining at the close 547. The free school of art (for males) had in it a total of 1,591, certificated 289, and had a remainder of 732 when the term ended. Besides all these, 516 have availed themselves of the privilege of free consultation with the professors of industrial chemistry and mechanics, there has been a large attendance on the Saturday-night-lectures on scientific subjects, while during 1872 no less than 397,728 readers partook of the advantages of the library and reading-room. A total of 1,910 is given, of various trades and occupations, as having been the pupils in the different schools.

BUFFALO.

[From report of J. N. Larned, esq., city-superintendent.]

School-system.—The chief faults in the organization of the municipal school-system are: (1) That it exposes the schools to political influences more directly and with less protection than any other municipal system of public education that exists in the United States within the knowledge of the superintendent. (2) That it brings too small a number of persons into official contact with the schools, and so does not enlist for them, in an intelligent and responsible way, enough of a representative interest. This difficulty stands in the way of measures of educational advancement and is also believed to be largely the cause of the deficient popular acquaintance with, and popular interest in, the public schools. The superintendent says: "I know of no other important city in the country in which the government of the schools is not separated from the general organization of municipal government and committed to a board of education; and I am convinced that the exception which our city exhibits is not in its favor and that experience is against our present system. The schools are very much harmed by the frequency of change which occurs in the direction of them."

The present plan of districting the schools requires the maintenance in each district of a school fully organized and equipped for the entire graded course, from the primary to the highest grammar-class, thus making it necessary to maintain as many grammar-schools as there are primary schools, notwithstanding that only 17 per cent. of all the pupils in the schools are found in the grammar-grades, while there are 48 per cent. in the primary grades. It is recommended that there be either a consolidation and reconstruction of school-districts as they now exist or else that district-divisions be entirely abolished. The latter course is considered preferable. Fewer teachers would be needed and the work of supervision could be better performed by eight or nine male prin-

cipals than it is now performed by twenty-three. The superintendent has taken some steps in the direction of these views during the year, and the results have fully demonstrated the advantages to be derived from a reorganization of the schools.

School-accommodations.—Two new school-buildings have been opened during the year, and a further increase of school-accommodations is imperatively demanded. The reconstruction of many of the buildings now occupied is absolutely necessary. There is scarcely a school-house of six years' standing in which the work of the teachers is not seriously impaired by the inconveniences of the rooms; and the defective method of heating and entire absence of proper means of ventilation make many of them utterly unfit for use.

Compulsory education.—The school-statistics give evidence of great irregularity in the attendance at the schools, and also of an enormous, fluctuating mass of children, who attend school at brief intervals only, for a term or for a few weeks. Making allowance for those who attend parochial and private schools and for those who are employed in industrial occupations, there still remain from 15,000 to 20,000 children, whose absence from school cannot be satisfactorily accounted for. Under existing school-regulations, there is no adequate restraint placed even upon the truancy of pupils who are nominally in school. The law should interfere in this matter. Juvenile vagrancy should be totally prohibited and suppressed. Education should be compulsory and it should be made the duty of the police of the city to take into custody and commit to school all children found in the streets during school-hours whose absence cannot be satisfactorily accounted for by circumstances of exemption, which the law should strictly define.

Study of German.—A graded system for the study of German has been adopted during the year, with marked success. Monthly and term-examinations are now held in the German classes, as in other classes, and the work of teaching in this department is thus tested, as it has not been heretofore. German is an elective study in all the schools.

Music.—During the past year a systematic course of instruction has been adopted, under the supervision of two visiting teachers, assisted by the teachers in the schools. The charts prepared for the Boston public schools have been introduced in some of the schools, and the result proves their excellence. At the close of the term an examination in music was held for the first time. Great and unexpected progress was shown in most of the schools.

Drawing.—The teaching of drawing in the schools is working out the results anticipated from it as rapidly as can be expected. Every term develops more interest in it among the pupils and a heartier reconciliation to the requirement of it on the part of parents. No pupils are allowed to be excused from the drawing-exercises except such as are suffering from defective eyesight or some form of disease.

Graded course of instruction.—A revision of the course of instruction prescribed for the graded schools went into effect on the 1st of September last. The course is still far from perfect, and many experiments of revision, with much experience under each, will be required to produce even a nearly perfect graded system of teaching. Much improvement has, however, been effected in several important particulars by the changes which this last revision introduced. The greatest weakness of the schools is in the primaries, owing, chiefly, to the low standard of qualifications required of primary teachers. It is mainly on behalf of these schools that the request is made for "some established, regular system of education and preparatory training, defined and instituted by law, to control the admission of candidates into the public educational service."

Evening-schools.—Ten evening-schools were maintained for two terms, nineteen weeks in all, during the year. Two of these schools contained large classes of Germans, taking lessons in the English language and pursuing no other study. To make the evening-school-system complete, there should be established an evening high school or evening industrial school The improvement which the industries of the city would derive from such an institution cannot be overestimated.

The colored-school.—An amendment to the city-charter, adopted last April, opened all the public schools to children of color; but very few, comparatively, have taken advantage of this justly-conceded right. The colored-school is so well conducted and rendered so satisfactory and attractive to them that the majority of colored pupils prefer to remain in it. In December the colored-school registered 49 pupils, against 30 colored pupils in all the other schools of the city.

The central school.—The central school, which crowns the public-school-organization of the city, has maintained throughout the year its high reputation as an academic institution. Two courses of study are sustained, the English and scientific and the classic. The questions used in the examination of applicants for admission are supplied by the regents of the university. Of the 171 who passed last year 35 attained fully to the standard exacted by the regents, which is called passing "full regents." The previous year only 13 "full regents" were passed. The increased number shows improved work performed in the graded schools. The average daily attendance in this school is 95 per cent.

SYRACUSE.

[From report of Edward Smith, esq., city-superintendent.]

Attendance.—About 70 per cent. of the school-population between the ages of 6 and 16 are in attendance at the public schools. Those attending private schools on the same basis number about 10 per cent., leaving only 20 per cent. of youth between the ages of 6 and 16 not in attendance on any school.

During the past year a gain has been made of 26 per cent. in diminishing the absences and 33 per cent. in diminishing the tardinesses. But notwithstanding this improvement, there were lost by absence 40,877 whole days and 28,653 half days. Taking into consideration the fact that the total enrollment is only 8,014 and the average number belonging 5,931, these numbers are very large. More stringent rules are needed to more effectually check the habit of absence and tardiness. "If any part of a pupil's education is more important than another, it is the education to prompt and punctual attention to his duties and engagements, and this should be a part of education in the public schools."

Drawing.—Drawing has been taught in the public schools for a long term of years, but, owing to a lack of system and a want of proper education on the part of teachers, it was not, for a long time, attended with any very satisfactory results. During the past year a change has been made in the method of teaching; the teachers have received regular instruction; and the examination at the close of the term—the first examination ever held in drawing in the city—was very creditable to pupils and teachers.

Music.—The introduction of music as a regular branch of study was accomplished about a year ago, and it may now be considered as permanently established. The progress during this period has been far greater than could have been expected. Experience proves that, "as music is perfected and used in the daily routine of school-duties, just in that proportion are the deportment and general appearance of the schools improved; and, where it is relied upon as an instrumentality for these results, it has never failed."

The evening-school.—The evening-school was continued for fifteen weeks. The registered number was 220, with an average attendance of 70. The application, recitations, and discipline were all better than last year. The irregularity of attendance greatly interferes with the successful working of the school; nevertheless it is doing a vast amount of good for a large class of pupils.

ROCHESTER.

[From report of S. A. Ellis, esq., city-superintendent.]

School-houses.—The character of the school-buildings has not kept pace with the general improvement of the city. A rigid economy has always been observed in the construction of these buildings, and to such an extent as to preclude the possibility of securing good ventilation, light, and air, the best means of heating school-rooms, and a respectable style of architecture. Several of the school-buildings are in a very dilapidated and unhealthy condition and demand immediate attention. The success of the schools is greatly hindered by the want of sufficient and suitable accommodations; but the funds at the disposal of the board are too small to keep up with the increasing demand for more room. In one district over 100 scholars are occupying an unfurnished store.

Condition of schools.—The schools were never in better condition than now. In almost every respect the past year has been the best in their history. Strenuous efforts have been made to reduce the amount of absence and tardiness and the statistics of attendance are more satisfactory than for any previous year.

Corporal punishment.—Corporal punishment is permitted, but there is a growing public opinion against it and among teachers an increasing unwillingness to resort to it. It is thought best that it should die a natural death. It is not believed possible, as yet, without substituting a worse expedient in its place, to do away with it entirely and secure the necessary obedience and order. Suspension has proved ineffectual.

German.—The study of German has been introduced into three schools during the year. No little misgiving was felt as to the success of this experiment, but the results of the examination, at the close of the year, were in the highest degree gratifying and satisfactory. The continuance of the German classes is recommended.

Evening-schools.—For several years the board of education has refused to organize evening-schools on account of the disorder which prevailed in them in former years and by reason of which they were abolished. Last winter two schools were organized and remained in successful operation three months. The pupils were orderly and quiet, earnest and studious, and the progress made was very satisfactory. There were nearly six hundred in attendance upon the two schools. This experiment may be regarded as a success in all respects.

AUBURN.

[From report of B. B. Snow, esq., city-superintendent.]

Attendance.—The average attendance for the year is 1,705, some two hundred more than last year, and the most marked improvement which the statistics show is in regularity and punctuality in attendance. The number of days' absence for the year is 40,770, against 46,194 for the year previous. The number of cases of tardiness for the year is 8,072; the year previous, 13,016. The time lost by tardiness—nearly four hundred school-days last year—has been lessened about one-half. The importance of punctuality, as a feature of school-discipline, cannot be overestimated. "There may be a necessity for an occasional absence, but for tardiness there can be no excuse. It is the unpardonable sin."

There are in the schools confirmed truants, whom no discipline on the part of teachers or parents succeeds in reforming. A truant-school would be the means of saving many of these from the penitentiary and the prison. It has become a question whether it is not the moral duty of the board to establish such a school.

The evening-school.—The school opened with an attendance of 63, which was increased to 89, the highest number, the following week, from which date the number gradually decreased to 27. The total number registered was 146; number of sessions, 27. In consideration of the small attendance and the slight interest manifested, the committee recommends the discontinuance of the school. The superintendent admits that there has been great cause for discouragement, but, nevertheless, believes that more good has resulted from the school than may at first appear. The improvement of those who continued throughout the session was very marked.

REPORT OF REGENTS OF THE UNIVERSITY OF THE STATE OF NEW YORK.

The institutions subject to the visitation of the regents, and which are required to make annual reports in relation to their property and system of instruction and discipline, are (1) literary colleges, (2) medical colleges, and (3) academies.

That portion which relates to academies may be found under the head of secondary instruction in the present abstract, that which relates to literary colleges under the head of superior instruction, and that which relates to medical colleges under the head of professional instruction.

SECONDARY INSTRUCTION.

The institutions for secondary instruction, from which information has been received by the Bureau of Education, are 250 high schools, academies, seminaries, and institutes, of which 31 are exclusively for boys, 39 for girls, and 180 for both boys and girls, a majority of the latter being public free high schools and academies.

The 31 schools for boys, with 195 instructors—172 gentlemen and 23 ladies—report an attendance of 3,010 pupils, of whom 680 were in classic studies, 385 were preparing for college, including one for Annapolis. Drawing is studied in 23 and music in 21 of these schools. Eighteen have libraries, the smallest of which numbers 100 volumes, the largest 3,000.

The 39 girls' schools report 253 instructors—8 gentlemen and 165 ladies—and 3,748 pupils, of whom 249 are engaged in classic studies and 1,384 in the modern languages. Twenty-one only are specifically reported as preparing for college. In all but 6 of these schools drawing is taught and in all but 7 music; 23 have libraries, ranging in extent from 100 volumes to 6,000.

The schools for the joint education of both sexes, numbering 180, with 1,133 instructors—380 gentlemen and 753 ladies—have an aggregate attendance of 39,632 pupils—19,356 boys and 20,276 girls—of whom 3,867 are engaged in classic studies and 4,795 in the modern languages; 1,125 are preparing for college and 349 for the scientific course. Drawing is taught in 129 and music in 139 of these schools. A large proportion of them possess libraries, the number of volumes ranging from two to 5,000.

The grand total attendance of pupils in these three classes of institutions for secondary instruction is 46,360—22,366 boys and 24,024 girls—4,796 studying the classic and 6,797 the modern languages, of whom 1,531 are preparing for college and 349 for the scientific course.

PREPARATORY SCHOOLS.

Engaged especially in the work of preparing for the university, the college, or scientific school are 14 academies, seminaries, and institutes, reporting an aggregate of 1,338 pupils in classic and 814 in scientific studies; 930 are in advanced classes, 147 are in the senior, 257 in the junior, 395 in the middle, and 235 in the fourth class. In six of these schools are libraries, ranging in size from 6 volumes to 3,000. Six have chemic laboratories, 3 have cabinets of natural history, 9 have philosophic cabinets and apparatus, and 5 have gymnasia.

REGENTS' REPORT.

Respecting the class of institutions making the above returns, the regents say:

"The whole number of academies and academic departments of union-schools subject to the visitation of the regents and in operation at the date of the report is 218. These report a total of 31,421 scholars during the year, of whom 6,123 (males, 2,729; females, 3,394) are claimed to have pursued classic or higher English studies, or both, for four months or more of said year. The number of pupils instructed, free of charge, in the theory and practice of teaching is 1,594. During the year 2,455 pupils have passed the preliminary academic examination; the whole number who have passed during the last six years is 20,940. There are employed in all the academies 1,183 teachers, of whom 462 are male and 721 female. The academy, lots, and buildings are valued at $3,912,081, the libraries at $162,564, the apparatus at $130,490, other property at $686,897; total value of academic property, $4,892,032. The total annual revenue is $1,048,639; total expenditure, $1,059,394; amount of debts of academies, $389,838. Amount of apportionment from the literature-fund in January, 1873, $40,000; rate of apportionment, $6.91. Amount raised by academies during the year for the purchase of books and apparatus, $3,000; amount apportioned by the regents for the same purpose, $3,000. Number of volumes in academy-libraries, 147,490.

"The reduction from year to year in the number of scholars claimed as classic is mainly due to the operation of preliminary academic examinations instituted by the regents. Of the whole number (6,123) claimed as classic scholars during the last year, 340 were rejected by the regents.

"The whole attendance on the academies, as shown by the reports, has varied but little from that of the preceding year. The number of academic scholars on whom the distribution of the literature-fund is made shows a continued diminution, being 876 less than the number of 1870. This reduced number is believed to be principally due to the more critical examination of the answers to the questions now made in the office of the regents. While it cannot be regarded as creditable to the elementary schools, it is believed that the examinations are exerting an influence in stimulating instruction in preliminary studies, which will soon appear in the increased number of scholars who pass them. This is being realized in the academies and union-schools in cities and large villages, whose scholars are comparatively permanent and many of whom pursue a systematic course of study. In the academies proper scholars are less permanent and frequently leave before they have an opportunity of perfecting themselves in the preliminary studies. Many pursue higher studies before elementary ones are completed and do not consent to subject themselves to the examination. A remedy for this condition of things lies in improving the instruction in the common schools. When those in the rural districts carry their scholars through the subjects of study which are appropriated to them and in which those under the age of 12 years should be perfected, the academies will be able to limit their work to instruction in the higher studies.

"Instruction in the theory and practice of common-school-teaching is given, free of charge, in ninety academies appointed for the purpose by the regents. The number of scholars in any academy for whom such instruction is provided is limited by statute to 20 each year and the sum allowed by the State for such instruction is fixed at $10 for each full-term-scholar, no allowance being made for those who attend during a period less than thirteen weeks.

"The regents renew the expression of their high estimate of the academies in the system of education of the State and earnestly recommend more liberal appropriations for their support. The sum distributed to academies has remained as it was fixed in 1838. Since that time the number of academies has doubled and the scholars in them have increased threefold. The fixed capital invested in lots, buildings, libraries, and apparatus has increased from $830,187 to $3,674,275. A large portion of this has been raised by voluntary private contributions. This State has always encouraged such contributions. A continuance of this liberal and enlightened policy demands a large increase of the fund annually distributed among the academies."

FREE ACADEMY, ROCHESTER.

A high standard of scholarship has been uniformly maintained in this institution. It has been, and is to-day, a place for hard intellectual work. For three or four years past an effort has been made to elevate the standard for the entrance-examination and last year the per cent. required was nearly equal to that fixed by the regents of the university. Out of 176 candidates, 79 passed as "full regents." It is believed that a higher standard of admission will tend to increase the number of graduates. Many, finding themselves unequal to the work, drop out in the second or third year. With more thorough preparation the work would be easier and pupils would remain to complete the course. Three university-scholarships have been given to the academy, but comparatively little interest in the matter has been manifested by the pupils. For several years only two of the three have been taken. A new building is being erected for the academy, to cost $75,000.

HIGH SCHOOL, AUBURN.

The standard for admission is equivalent to that required by the regents of the university for academic scholars. The classic course covers the whole range of studies necessary to a preparatory course for college. A preparatory department was established last year. The large increase of pupils makes an addition to the high-school-building necessary.

SPECIAL APPROPRIATION FOR ACADEMIES.

The annual appropriation-act for 1872 authorizes the raising, "for the benefit of the academies and academical departments of union-schools, the sum of $125,000, or so much thereof as may be derived from a tax of one-sixteenth of one mill upon each dollar of the taxable property of the State." Conceding the full value and importance that may be justly claimed for academic instruction, it is respectfully submitted that the taxation authorized by the above passage is liable to serious objections.

These institutions have been aided by the State, by dividing among them the income of the literature-fund since 1813 and part of the income of the United States deposit-fund since 1838, which sums have, for several years past, amounted to $61,000; and the allowance, rated *per capita*, has increased from $2.68, in 1862, to $10.08 in 1872, for each academic scholar at the 190 academies which participated in the apportionment last year; while the public-school-moneys annually distributed by the State for all purposes amount to but $2.84 *per capita* for all who attend the public schools and but $1.94 for each child of school-age. The balance needed for the full support of the schools is raised by local taxation.

Of the 190 academies participating in the distribution, 81 are, by original organization or subsequent adoption, public schools, supported mainly by local taxation. The 109 others are private academies, outside of the public-school-system, and charge tuition.

It has never heretofore been the policy of the State to maintain or in any degree to assist these academies by a general tax. Now it is proposed to levy, in addition to the general and local taxes now raised for public schools, a third tax, amounting to $125,000, for academic instruction, thereby swelling the amount for each academic pupil to $30.74, as against $2.84 for each common-school-pupil; and the proposed increase is exacted from tax-payers all over the State, who, except in the few districts where the academies are located, cannot use them without sending their children from home, nor then without paying tuition after having paid three distinct school-taxes. It is contended that there is neither reason nor justice in providing for academic instruction more liberally than for common-school-education, nor in making such a discrimination in favor of higher education against those who cannot avail themselves of its advantages.

There are, moreover, special objections to giving any moneys raised by tax to those academies which are not public, but which belong to stockholders or companies or religious denominations, who manage them for profit and will receive for themselves this appropriation, if made, as they do the tuition which they charge. It is well known that a number of these institutions are of strict sectarian character, and for that reason alone are not entitled to support by general taxation.

A general tax for academic instruction, if proper in any case, which is questionable, should be applied only to such instruction in public academies. The circumstance that teachers' classes are maintained in some of the academies is no argument in favor of the appropriation in question, for it is not made in consideration of such classes, but is to be divided according to the number of academic pupils. The appropriation of $18,000, which they now receive for teachers' classes, is not all used.

Now that the State has developed a public-school-system ample for the educational wants of the people, that embraces eight normal schools to train teachers for the common schools and that authorizes the establishment of academies in districts where they are needed and the people are willing to support them, there can be no justification for additional taxation for the purpose of giving to private schools more than they now receive and vastly more in proportion than the common schools receive.

THE NEW NORMAL COLLEGE, NEW YORK CITY.

The difficulties under which the normal college of the city has been struggling from want of proper and sufficient accommodations for its work were removed on Wednesday, October 29, by the dedication to its uses of an elegant new building. This structure, fitted with every convenience, occupies the whole block situated between Lexington avenue and Fourth avenue and Sixty-eighth and Sixty-ninth streets, is 400 feet in length by 200 in depth, and will accommodate from 1,500 to 1,600 pupils. A means of supply for the 160 to 180 vacancies occurring annually in the corps of city-teachers, as well as a means of furnishing teachers for new schools, is thus provided, and New York takes her place by the side of Boston, the two having now the noblest normal-school-buildings on the continent, one costing $300,000, the other $350,000. The dedi-

cation-services were held in the handsome new chapel of the college. Addresses were delivered by the president of the board of education, the mayor of the city, the superintendent of city-schools, the lady president of the alumnæ, the president of the college, and Hon. William E. Curtis all agreeing that this admirable structure heralded higher education for women, and thus better teachers, better schools, and a better world.

STATE NORMAL SCHOOL AT ALBANY.

This is the oldest of the State normal schools. Although seven others have lately been established, there has been a steady increase from year to year in the number of its students and of its graduates.

During the year ended September 30, 1872, the aggregate attendance was 515 and the average daily attendance 275; average age of pupils, 19 years. Within the two terms ended July 2, 1872, 222 normal students were admitted. The average time they had previously spent in teaching was a little more than one and a half terms. The number of graduates during the year was 82, and, with scarcely an exception, they have entered on the work of teaching. The whole number of graduates since the school was opened in 1844 is 1,918, of whom 722 are gentlemen and 1,196 ladies.

The model and primary departments, maintained for the practice of normal students, are supported by the tuition of pupils attending them. The number of pupils is limited, but because of the acknowledged excellence of these schools patrons are willing to pay liberally for tuition. The income from these departments during the year was $5,014.25; cost of their maintenance, $4,000; leaving a balance of $1,014.25 applicable to the general purposes of the school.

STATE NORMAL SCHOOL AT OSWEGO.

During the nine years this school has been in operation 483 students have graduated, and many more, who had not fully completed the regular courses of study, are engaged in teaching. The number of graduates last year was 66. Of these 36 completed the elementary English course, 22 the advanced English course, and 8 the classic course. The whole attendance of normal students was 429; average daily attendance, 212; average age of pupils, 21 years.

The school is furnished with a library and apparatus valued at $9,000, and considerable additions have been made to the collections in natural history by means of a system of exchanges recently adopted. A primary and a junior-department of the public schools are maintained in the normal-school-building for the convenient practice of normal students.

The recommendations contained in last year's report, in regard to a Kindergarten-department and enlarged accommodations for the school are repeated.

STATE NORMAL SCHOOL AT BROCKPORT.

The whole attendance of normal students for the year was 329; average attendance, 214; average age of pupils, a little over 19 years. The number of graduates was 18, making 65 since the establishment of the school. Besides these nearly 700 of the undergraduates have engaged as teachers in the schools of the State.

Additions have been made to the library and apparatus, at a cost of $882.48, making the total value nearly $11,000. The improvements made to the buildings and grounds during the last two years are valued at over $10,000.

In the academic department the income from tuition was $3,237.59 and the amount paid for instruction $1,045, leaving a balance of over $2,000 for the general expenses of the school.

The training-department consists of a primary, an intermediate, and an academic department, which represent all the various grades of instruction required in district, union, and high schools.

STATE NORMAL SCHOOL AT FREDONIA.

The number of normal students in this school has annually increased. The number enrolled last year was 305; average attendance, 176; average age of pupils, a little less than 19 years. During the year 10 completed the prescribed courses of study and received their diplomas, making 86 graduates since the opening of the school. The receipts for tuition in the academic and practicing-departments were $857.50.

More practicing-rooms are needed; also cases for the library- and apparatus-rooms. An appropriation for these purposes is requested.

STATE NORMAL SCHOOL AT CORTLAND.

The number of normal students connected with the school the last year was 370; number of graduates, 34; average age of students, 19.

The educational work accomplished by the school during the three and a half years of its existence sums up as follows: a total enrollment of 605 normal students, of whom 74 have graduated, many of them now occupying prominent places in teaching; two

more classes near their graduation, and over 300 undergraduates who have done a vast amount of teaching in the common schools of the State.

The reference-library is large and many valuable contributions have been made to the department of natural history.

STATE NORMAL SCHOOL AT POTSDAM.

Three hundred and sixty-three normal students were registered during the last year. The average of their ages was over 19 years. The number of graduates was 15. The receipts for tuition in the academic department amounted to $2,139.60.

A temporary training-class, for the special benefit of persons intending to teach the present season, was organized at the commencement of the fall-term and maintained for a period of 10 weeks, with an attendance of 55 teachers. The plan was also adopted in five other of the State normal schools, and the results have already justified the experiment and give encouragement that it may be made a means of much practical benefit.

STATE NORMAL SCHOOL AT BUFFALO.

The second annual report of this school gives the number of normal pupils for the year as 185; average attendance, 149; average age of pupils, over 18.

A special class, to continue during five or six weeks, will be held at the commencement of the spring-term, for the benefit of those who design to teach in the summer-schools. The board has authorized the forming of a preparatory class, which should embrace promising pupils who would be 16 (the age of admission) before the beginning of the next school-year, and those students from abroad who have properly-indorsed recommendations, but who might fall somewhat below the required standard at the preliminary examination. The board hopes, and has planned, to make this one of the State normal schools a normal college, with a course of study extending three or four years beyond the normal course and a grade of scholarship at least equal to that for which academic degrees are usually granted. Circumstances have not favored this plan, as was expected, but it is still considered feasible, and the hope of accomplishing it is by no means abandoned.

STATE NORMAL SCHOOL AT GENESEO.

This school has been in operation but little more than a year, but is reported in a very prosperous condition. The attendance of normal students, which was 71 at the opening, amounted to 191 during the year ended September 30, 1872, with an average attendance of 97. The average age of pupils was 19. Ten were sufficiently advanced to graduate the first year, and all of them, besides others who attended for a special term, are now engaged in teaching in schools of the State. The library of text-books and the chemic and philosophic apparatus are adequate to the wants of the school. During the year additions were made at a cost of $598.96, and the total value is now about $6,000.

TEACHERS' INSTITUTES.

Fifty-four county-institutes were held during the year in as many different counties of the State, besides one for Indian-school-teachers on the Allegany and Cattaraugus reservation. The aggregate attendance of teachers was 8,683, of whom 2,840 were males and 5,838 females. The average attendance for each county was 161. The attendance, though less than in 1871, was 71.4 per cent. of the whole number of teachers employed for the full legal term in the counties in which institutes were held.

The average length of time that those in attendance had taught was 5.3 terms, or a little more than 2½ years. Assuming this to be a fair measure of the experience of the entire number of teachers in the public schools of the rural districts of the State, more than 5,000 of the 13,256 employed for the full legal term and more than 9,000 of the 23,459 employed during some portion of the year were teachers of no previous experience. Though there has been an increase in salaries, a demand for better qualifications, and a tendency to greater regularity of service, yet these frequent changes continue to occur, causing large accessions of those who have had no special training for their work.

Institutes held for the short term of two weeks are not expected to supply such thorough instruction and discipline as it is the design of the normal schools to impart, but they render important service in giving general information relating to improved methods of management and teaching, and convey to the great mass of teachers needed advice and encouragement.

The aggregate cost of maintaining these institutes was $15,724.48, or $1.81 for each teacher in attendance.

TEACHERS' CLASSES IN ACADEMIES.

The number of academies in which teachers' classes were maintained during the year 1871–'72 was 90; number of pupils, 1,589, of whom 590 were males and 999 females.

Academies for the instruction of these classes are annually designated by the board of regents, in accordance with the statute, which also provides that the sum of $10 shall be paid for each pupil, not exceeding 20 to each academy, instructed "under a course prescribed by the regents of the university, during at least one-third of the academic year, in the science of common-school-teaching." One hundred and seventeen academies for this purpose appear in the list for 1872–'73.

STATE-CERTIFICATES.

Under existing provisions of law the superintendent is authorized, upon the recommendation of school-commissioners or other satisfactory evidence, to issue State-certificates, which license the holders thereof to teach in any common school in the State. It is desirable that authority to grant licenses of this character should exist under proper restrictions, but the superintendent expresses the opinion that the law should be so amended as to render the exercise of the power safer and more just to the profession at large.

There are many successful teachers who are entitled to a permanent footing in their profession, as an inducement to continue therein and as a recognition of their abilities. The present plan of granting State-certificates only upon recommendation, besides being liable to abuse, operates unfairly, even when conscientiously administered. The way to promotion should be open to all teachers alike; the standard of qualification should be accessible to all and the advantage and distinction of receiving a State-certificate should depend upon success in teaching.

The legislature will be asked to change the law on this subject, so that State-certificates may be granted only upon the examination of applicants.

THE STATE NORMAL SCHOOLS.

The State has eight normal and training-schools in full and successful operation. The first one was established, as an experiment, in 1844. For nineteen years it was the only institution of the kind in the State, and was surrounded by a multitude of academies professing to do similar work in training teachers for the common schools. A trial of the two plans through that period and a comparison of results led to the conclusion that normal and training-schools, organized and conducted with special reference to the object in view, were the proper institutions to educate teachers for the public schools. Accordingly, provision was made for a second normal school at Oswego, in 1863, and in 1866 a law was passed authorizing certain officers of the State to act as a commission to locate six others.

"When the new normal schools were opened to the public, a feeling of hostility was manifested on the part of many persons interested in the private academies, which developed itself in the legislature of 1872 by an unsuccessful attempt to defeat the usual appropriations. There was no real provocation for this assault except the success of the normal schools, whose excellence and popularity were such as to diminish the attendance at the academies. This controversy results from the bad policy of the State, that not only tolerates, but partially supports, two conflicting systems of education. One of them is the free-school-system; the other consists of private academies and seminaries, owned and managed by individuals, corporations, or religious denominations. These, while kept outside of the free-school-system, ask pecuniary aid from the State, to enable them to compete with the public schools. If all schools which the State to any extent supports were associated in one homogeneous system and the appropriations of the State were confined to that system, as heretofore recommended by this department and as repeatedly urged by the State Teachers' Association, there would be no ground for conflict.

"Instead of considering pretexts for abandoning the normal schools, their condition should be studied for the purpose of improving them. It may be that the course of instruction ordinarily pursued could be made simpler and shorter without diminishing their usefulness and the expense to the students and to the State be thereby reduced. As an experiment of this kind, special training-classes have been established in several of the schools during the last year, for the accommodation of those who cannot attend or who do not need the full regular course. Perhaps other changes in their organization or management might be made to advantage."

The ordinary annual expense of maintaining all the normal schools is about $150,000, payable out of the free-school-fund. Much less than one-third of this aggregate amount is raised by a general tax and more than two-thirds of it by local taxation, voted voluntarily by the inhabitants in the several school-districts. "Whether it is advisable to expend the sum mentioned to educate competent teachers or to expend the whole great amount to pay poor teachers is not debatable with those who believe that the improvement of the common schools is the first duty to the tax-payers who support them and who use no others." The eight State normal schools are commended to liberal and unfaltering support.

SUPERIOR INSTRUCTION.

Of institutions subject to the visitation of the regents of the university, and required to make to them each year a report of their condition and system of instruction, the regents say:

"The number of literary colleges reporting, as stated in the eighty-fifth annual report, is 22. Of these, Genesee College is not in operation; and from the Rensselaer Polytechnic Institute and two departments of the University of the City of New York, the school of civil engineering and architecture and the school of analytic and practical chemistry, no reports have been received.

"The reports from the remaining institutions—19 colleges and universities entire and three departments of the University of the City of New York—sum up as follows: number of *emeritus* and honorary professors, 4; presidents and professors, 246; tutors or teachers, 102; students, (not including medical,) 3,013; value of college-buildings and grounds, $3,942,309.28; value of other college-property, $9,297,908.62; yearly revenue, $989,177.01; yearly expenditure, $936,136.96; amount of debts, $435,103.02.

"The reports of the colleges indicate their continued prosperity and show an increase in the number of students, as compared with any former year. During the last five years the whole number of students in the literary and medical colleges has increased from 3,276 to 4,375.

"It is remarked that the apprehensions entertained some years since by friends of the then existing colleges, in view of the proposed establishment and liberal endowment of Cornell University, have not thus far been realized. Although the latter institution has, within less than a decade, attained a growth and achieved a degree of success unprecedented in the history of literary institutions, it has seemed to derive its patronage mainly from new sources, without encroaching upon the fields occupied by other colleges. Young men engaged in the mechanic and other manual arts and many who aspire to professional pursuits, but who are unable or unwilling to enter upon the ordinary college-course, have been stimulated to enter upon regular or optional courses in the Cornell University, and the result has been, not the diversion of students from other institutions, but a very large increase in the aggregate number of college-students within the State.

"Some of the friends of classic learning were also fearful that the influence of a thriving university, whose aim was so eminently practical, would be seriously adverse to true liberal culture. The regents take great pleasure, in this connection, in recording the well-attested fact that the experience of Cornell University has demonstrated the utility of classic studies as a preparation and as the best preparation, for the pursuit of the natural sciences."

SPECIALTIES RESPECTING COLLEGES.

The Brooklyn Collegiate Instititute, mentioned secondly in the following table, is rather a preparatory institution than a full college, its classic studies embracing only the studies required for admission to the freshman-class in our most advanced colleges, though in mathematics, natural sciences, modern languages, &c., its course is quite extended.

The College of the City of New York is a development from the old New York City Academy and crowns the school-system of the commercial metropolis, affording, to those who wish to go beyond the schools, an opportunity for free collegiate education. Thirteen professors and numerous tutors attend here upon the 592 students of the introductory department and the 333 of the collegiate.

Columbia College, still in the upper portion of New York, has opened its lecture-rooms to ladies, and, having tasted in these the advantages of college-culture, the ladies have lately been petitioning for admission to all the privileges of the institution. They find a vantage-ground in the fact that the college-charter, on examination, shows it to be not exclusively for males.

Cornell has a course in literature as well as in arts, for completing which the degree of bachelor of literature awaits the candidate. It has also made arrangements for giving special instruction in journalism to those who wish to make this a profession. Instruction in this will embrace the art of printing, journalism proper, phonography, and telegraphy. The Sage College for Women, designed to accommodate about 100 pupils, is in progress, and will be completed in the spring of 1874. Gifts amounting to $155,000 in cash have been received during the year.

Hamilton has received in the year ended November 1, 1873, about $88,000 in legacies and gifts: a part for general purposes, another part for renovating a college-building, and a third for the department of natural history.

Hobart has had $800.72 in the same time, towards library, endowment, and repairs.

Ingham reports a "splendid" art-gallery, with music, drawing, painting, French, and German in its course.

Manhattan, New York City, has received from the Rev. John Breen an addition of 3,000 volumes to its library.

St. Bonaventure, Allegany, has had in progress a new building, to be completed in the winter of 1873–'74 and to accommodate 150 students.

The St. Lawrence University, Canton, presents two female names in its list of instructors, one professor of French, the other tutor in German. It has had from Mr. John Craig, of Rochester, a gift of $25,000 towards its endowment.

St. Stephen's, Armandale, has had about $10,000 bestowed on it in gifts and legacies during the year past, besides about $13,000 for the support of students.

The University of Rochester reports $137,772.98 received from Hiram Sibley, William Kelly, R. A. Wright, James B. Hoyt, Charles Pratt, John B. Trevor, and James B. Colegate, for a library-building and endowment-funds.

Union reports $10,000 from James Brown, esq., New York, and the same amount from Hon. R. M. Blatchford, LL.D., for increase of its library. Subsequently to this report $100,000 more is said to have been received from an anonymous donor for the uses of the university, together with $60,000 from its alumni, making $180,000 in all. It has also incorporated with it, under a new university-charter from the legislature, the Albany medical and law-schools and the Dudley Observatory, at Albany.

Syracuse University, inaugurated September 18, 1873; its college of the fine arts designed to include ultimately instruction in the formative arts of architecture, sculpture, painting, &c., and in the sounding arts of music, poetry, and oratory. For the present, courses of instruction in architecture and painting only have been instituted.

Statistical summary of universities and colleges.

Names of universities and colleges.	Corps of instruction.	Endowed professorships.	No. of students.		Corporate property, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Amount of property of corporation.	Value of grounds, buildings, and apparatus.	Amount of endowment.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
Alfred University	16	6	....	165	.....	$70,000	$70,000	$60,000	$4,000	$4,500	3,300
Brooklyn College and Polytechnic Institute.	10	0	....	41	.....	153,840	0	0	0	5,844	3,000
Canisius College	14	....	7	107	.....	.....	.....	.....	.....	.....	3,498
College of City of New York	33	0	592	333	$200,000	275,500	.....	.....	.....	*162,953	22,000
College of St. Francis Xavier	30	0	349	80	400,000	.....	0	0	0	36,084	16,000
Columbia College	8	1	....	127	3,785,470	400,000	0	3,785,470	206,677	0	16,420
Cornell University	46	0	....	451	3,600,000	693,000	2,752,499	1,102,500	80,035	25,000	37,000
Elmira Female College	11	....	98	56	270,000	180,000	.....	80,000	5,600	30,000	4,000
Hamilton College	12	8	....	142	614,000	350,000	.....	264,000	18,000	.....	16,000
Hobart College	7	4	....	34	281,173	39,385	222,888	206,126	16,914	1,854	12,000
Ingham University	15	....	75	94	120,000	120,000	.....	0	0	24,237	2,000
Madison University	14	4	....	100	415,000	115,000	300,000	300,000	19,000	5,882	8,750
Manhattan College	10	0	....	80	.....	345,300	0	0	0	62,343	9,600
Rutgers Female College	3	....	29	27	.....	.....	.....	.....	.....	.....	2,100
St. Bonaventure College	9	....	40	80	.....	.....	.....	.....	.....	.....	1,000
St. Francis College	14	0	....	215	100,000	100,000	0	0	0	33,796	13,970
St. John's College	6	....	....	120	100,000	150,000	.....	.....	.....	10,000	150
St. Joseph's College	12	....	150	295	60,000	.....	.....	.....	.....	.....	3,000
St. Lawrence University	6	1	..	39	61,259	38,650	51,904	51,904	1,779	1,531	891
St. Stephen's College	6	0	20	51	140,000	.....	0	0	0	23,000	2,000
Syracuse University	9	0	..	118	616,187	360,000	316,187	200,000	14,000	*2,505	5,000
Union College	14	9	....	135	1,000,000	150,000	600,000	300,000	21,000	11,000	18,000
University of City of New York	13	†3	....	78	575,850	383,000	192,850	192,850	38,000	1,664	3,124
University of Rochester	9	3	....	160	559,682	256,857	477,671	121,529	9,554	8,356	12,000
Vassar College	38	....	166	238	875,577	594,576	.....	281,000	19,670	169,590	8,624
Well's College	8	....	10	53	.....	196,995	.....	.....	.....	22,988	877

* $150,000 per annum is appropriated by the county. † Partially.

COLLEGES FOR WOMEN.

Thirteen institutions for the higher education of young ladies report an aggregate attendance of 2,132 pupils, of whom 445 are reported in preparatory departments, the remainder in collegiate and academic studies. In the four reporting a collegiate classification there were in the freshman-year 38; sophomore, 32; junior, 32; and senior, 19; 24 were pursuing partial courses and 4 post-graduate-studies. There were 190 professors and instructors, 43 gentlemen and 147 ladies. Music, drawing, painting, and French form a part of the course in all these institutions, and in all but two German

is also taught; in one Spanish is added to these, in another Italian, and in the Packer Collegiate Institute, at Brooklyn, all four languages are pursued. Seven of these colleges have chemic laboratories, 8 philosophic cabinets, 3 natural-history-museums and art-galleries, and 2 astronomic observatories and gymnasia. Nine have libraries, ranging in extent from 100 to 10,000 volumes.

The Rutgers Female College, New York, was not included in the above, its returns having come late to hand. It reports 3 teachers and 29 pupils in its preparatory department, (20 of the last preparing for the academic course,) and in the academic or college-department 12 professors and instructors, 27 undergraduate students, and 2,100 volumes in its library. Receipts in the last year from all sources, $20,000.

The college at Elmira, Ingham University, and Wells College are, as well as Rutgers and Vassar, colleges for women, with extensive courses. The Normal College of the City of New York, elsewhere referred to, must, with its new building and enlarged advantages, take high rank among these institutions.

UNITED STATES MILITARY ACADEMY AT WEST POINT.

The number of scientific and professional schools in this large State forbids specific mention of the greater part, except such as appear in the following table. But one school located in the State, though not belonging to it, merits such mention from its national character, its important object, and its thorough scientific course. This is the United States Military Academy at West Point. Each congressional district and Territory in the United States (the latter including the District of Columbia) is entitled to have one cadet at this Academy, while ten are usually appointed at large by the President. The age for admission is between 17 and 22, and the candidates must be in good health and well versed in arithmetic, reading and writing, and orthography, and have a knowledge of at least the elements of English grammar, descriptive geography, and the history of the United States. The cadets, once admitted, live in camp during the months of July and August, engaged only in military duties and exercises and receiving practical military instruction. The academic duties begin on the 1st of September and continue till about the last of June, embracing school- and field-instruction in all the subjects belonging to military science and art, including several modern languages, the course extending through four years. Examinations of the several classes are held in January and June, and at the former such students as are found proficient in studies and correct in conduct are given the standing in their classes to which their merit-marks entitle them. After each examination students found deficient in conduct or studies are discharged, unless special reasons plead for the retention of them. Admitted in 1873, 118; resigned in the same year, 5; discharged, 34.

AGRICULTURAL AND MECHANICAL DEPARTMENT OF CORNELL UNIVERSITY.

The agricultural and mechanical department of Cornell University deserves mention as being substantially the agricultural college of the State. There are in it 512 free scholarships, of which 100 have been filled by the school-authorities of the State and 40 have been given by university-authorities to students of special merit. The manual-labor-system has been adopted; but is limited to those students that apply for work, the hours for which range from 2 to 5. Among the improvements for the year 1872–'73 are large additions (of British cereals, foreign and domestic farm-implements, vegetable products of the United States, and engravings of improved stock) to the museum, a new barn for the experimental farm, and a new shop for wood-working in the mechanic-arts-department, both from Mr. E. Cornell, and additional machinery in the machine-shop, from Hon. H. Sibley. Mr. Sibley has, during the year, increased by $50,000 his previous gift of $40,000 to the college of mechanic arts, making the whole sum $90,000.

An additional instructor in free-hand drawing has been appointed during the year, and Prof. Roberts, of the Agricultural College of Iowa, has been called to the professorship of agriculture, in place of Prof. McCaudlin.

Statistical summary of schools for professional instruction.

Names of schools for professional instruction.	Corps of instruction.	Endowed professorships.	No. of students. Scientific.	No. of students. Preparatory.	Corporate property, &c. Amount of property of corporation.	Value of grounds and buildings.	Amount of endowment.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	Number of volumes in library.
SCHOOLS OF THEOLOGY.											
Auburn Theological Seminary	5	5	36		$336,000	$100,000	.....	$230,000	$16,000	$47,835	9,000
De Lancey Divinity School	5	1	.....		.....	.....	.....	20,797	1,400	0	100
Dr. Tallmage's Lay School	....	....	.....		.....	.....	.....	.....	.....	.....	.....
General Theological Seminary, Protestant-Episcopal Church	6	2	76		666,513	542,000	.....	.....	.....	*25,538	14,616
Hamilton Theological Seminary	4	1	41		85,000	50,000	.....	30,000	2,000	19,032	†10,000
Hartwich Theological Seminary	1	....	5		.....	.....	.....	.....	.....	.....	2,000
House of the Evangelists	2	....	.....		.....	30,000	.....	.....	.....	13,213	325
Martin Luther (Theological) College	....	....	.....		.....	.....	.....	.....	.....	.....	.....
Rochester Theological Seminary	7	4	58		.....	75,000	.....	225,000	.....	.....	9,000
St. Joseph's Provincial Seminary	6	....	88		.....	.....	.....	.....	.....	.....	8,000
St. Lawrence Theological School	3	2	20		98,587	22,500	.....	66,780	4,674	40,026	7,000
Seminary of Our Lady of Angels	4	0	44		200,000	145,000	.....	.....	.....	12,000	3,000
Theological Seminary of Newburg	3	0	12		44,000	35,000	.....	41,000	2,800	2,000	3,450
Union Theological Seminary	11	6	116		.....	70,000	.....	600,000	.....	.....	33,000
SCHOOLS OF LAW.											
Albany Law School, (Union University)	5	....	102		0	.....	.....	0	0	.....	2,000
Law-department, University of New York	6	....	32		.....	(‡)	.....	.....	.....	.....	2,000
Law-school, Columbia College	6	....	404		.....	0	.....	0	0	35,390	4,000
Law-school, Hamilton College	2	....	9		.....	.....	.....	.....	.....	.....	.....
SCHOOLS OF MEDICINE.											
Albany Medical College, (Union University)	14	....	102		36,300	.....	.....	50,000	.....	6,372	4,566
Bellevue Hospital Medical College	20	....	485		10,000	.....	.....	.....	.....	.....	0
College of Physicians and Surgeons	36	....	386		.....	200,000	.....	0	0	37,834	500
College of Physicians and Surgeons, Syracuse University	14	....	26		2,000	.....	.....	.....	.....	1,269	600
Free Medical College for Women	14	....	47		26,500	26,500	.....	.....	.....	4,500	0
Long Island College Hospital	20	....	97		.....	.....	.....	.....	.....	.....	.....
Medical department, University of Buffalo	9	....	56		20,000	20,000	.....	.....	.....	5,570	500
Medical department, University of New York	31	....	115		.....	50,000	.....	.....	.....	16,300	.....
Women's Medical College of the New York Infirmary	21	....	30		40,000	§2,500	.....	.....	2,500	4,500	.....
Eclectic Medical College of the City of New York	7	....	37		.....	§500	.....	.....	.....	2,392	.....
New York Homeopathic Medical College	19	....	102		5,000	.....	.....	.....	.....	8,000	300
New York Medical College and Hospital for Women	16	....	25		80,000	70,000	.....	10,000	650	2,800	250
New York College of Dentistry	17	....	40		.....	§5,000	.....	.....	.....	3,922	0
College of Pharmacy, city of New York	4	....	127		25,000	§4,000	.....	16,000	850	4,000	700
SCHOOLS OF SCIENCE.											
College of Agriculture, Mechanic Arts, Cornell University	43	....	0	406	.....	.....	.....	.....	.....	.....	.....
Brooklyn College and Polytechnic Institute	10	....	43	47	.....	153,841	.....	.....	.....	6,130	3,000
Department of Science, University of Cityof New York	8	....	....	94	.....	.....	.....	.....	.....	.....	.....
Engineering Schoolof UnionCollege	8	....	....	35	.....	.....	.....	.....	.....	.....	.....
Rensselaer Polytechnic Institute	13	....	....	209	100,000	75,000	.....	.....	.....	30,000	3,000
School of mines of Columbia College	25	....	44	118	.....	87,750	$0	0	0	.....	4,000

* Estimated income for 1873–'74.
‡ Not separate from those of the university.
† Identical with that of Madison University.
§ Apparatus.

BUSINESS-COLLEGES.

New York has 16 of these institutions—at Albany, Brooklyn, Buffalo, New York City, Rochester, Syracuse, Troy, and Utica. Of these, 14 report 64 teachers and 2,797 pupils. Two furnish no report for 1873.

NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

This institution, established by act of the legislature in 1817, has enjoyed a corporate existence of nearly fifty-six years and is the oldest institution of a benevolent character in the State and the largest school for the deaf and dumb in the world. The number of pupils remaining in the institution on the 30th of September, 1872, was 509, of whom 294 were males and 215 females. Of these 329 were beneficiaries of the State of New York; 131 of the counties of this State; 33 of the State of New Jersey; 14 were supported by parents or guardians, 1 by a scholarship known as the Frizzell fund, and for 1 no provision has as yet been made. The number of teachers is 29, of whom 11 are ladies and 18 gentlemen. Of the lady teachers 7 can hear and speak, 3 can speak but cannot hear, and 1 is a congenital deaf mute. Of the gentlemen, 6 can hear and speak, 6 can speak but cannot hear, and 6 are deaf and dumb from birth.

The year that has just closed has been one of continued prosperity. The health of the inmates has been good, only two deaths having occurred, one by an accident and the other as the result of a constitutional disease. The expenditures have not exceeded the receipts and the various objects sought by the institution have been thoroughly accomplished.

The education of the pupils has the threefold purpose of developing their physical, intellectual, and moral nature. Improvements have been made in the processes of teaching, the effect of which has been to bring the pupil to a practical use of language at an earlier period of his course. Surprising progress was made by a class that had been but two months under instruction. The improvement in method consists in leading the pupil to attach words directly to objects and actions without the intervention of signs, so that he shall be made to think in words from the first. It is the purpose of the principal to carry this idea as far as possible, and he is not without hope that he may be able to devise a course of instruction whereby the sign-language may be entirely excluded from the school-room. The attention of the principal having been repeatedly called to the system of "visible speech" introduced by Prof. Bell, he has devoted much time to an examination of the method, but is not so convinced of its superiority as to recommend its adoption.

In addition to a knowledge of language, which is the direct and paramount object of instruction, all the pupils pursue a course of instruction in geography, history, (sacred and profane,) and arithmetic. In the high class are studied algebra and geometry, natural philosophy, astronomy and chemistry, mental and moral philosophy, grammar, rhetoric, and logic. Latin, as a foundation of etymology, a means of comparing grammatic forms and a device for improving style by the processes of translation, is also taught to a selected few.

Great attention is paid to forming a good moral character in the pupils and establishing in their minds principles of rectitude. The general laws affecting crime are explained and an elementary idea is given them of the rights of property. They are also taught those fundamental points of religion in which all denominations of Christians agree, but do not receive a bias towards any particular form of worship or belief.

The pupils also receive a mechanic education, whereby they may support themselves when they leave the institution. The arts of design have also been lately introduced for both boys and girls, under the tuition of a graduate of the institution, who spends three hours a day with successive classes and two hours with a special class of both boys and girls, selected from the most gifted.

The principal earnestly recommends to the legislature to remove from the institution all restrictions of a pecuniary character and exercise towards this unfortunate class the same generosity that is shown by some of the Western and most of the Southern States.

The institution has, during the past year, sustained a great loss in the death of Dr. Harvey P. Peet, who was connected with it for a period of more than forty-two years, and who, during the greater portion of that time, was its principal.

INSTITUTION FOR THE IMPROVED INSTRUCTION OF DEAF MUTES.

This institution was primarily designed for the instruction, according to the articulative method, of semi-mutes and semi-deaf; but a large number of congenital mutes have been received, many of whom have attained great proficiency in speech and lip-reading.

"The two systems of signs and articulation are conflicting and cannot with advantage be combined in the same institution. Separate and distinct educational establishments must be provided for articulating pupils and those capable of being taught speech."

This consideration and the need of work-shops and facilities for teaching trades are the cause of an appeal to the legislature for more ample accommodations. Several boys were removed during the year, insufficiently educated, because no trades were taught and they must acquire some means of support.

Complaint is made of the short period that many pupils remain in the institution, very few reaching the legal limit. The State is liberal in her provisions for the care and education of her mutes: between the ages of 6 and 12 years they are chargeable

to their respective counties and for eight years after attaining the age of 12 they are supported as State-pupils. That deaf mutes fail to acquire a suitable education is the fault only of themselves or their guardians.

NEW YORK INSTITUTION FOR THE BLIND.

The number of pupils at the beginning of the year 1872 was 156. Thirty-nine were subsequently admitted and 29, whose terms had expired, were discharged, leaving 166 pupils in attendance at the close of the year. Of these, 140 are New York State-pupils.

The general course of instruction remains the same as previously reported. The difficult experiment of instructing female pupils in the operation of the sewing-machine was here first undertaken, and has been attended with marked success. The example has since been followed by a number of institutions in other parts of the United States. Considerable attention has also been devoted to the training of male pupils in the art of tuning pianos, and with much success.

The ingenious system of point-writing and printing devised by the principal, Prof. William B. Wait, and which he has styled the "New York system," was unanimously adopted by the convention of superintendents held at Indianapolis in 1871. It has since been introduced into all the institutions for the blind in this country and also into some of the European institutions.

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, 1871, was 89. Six were then discharged, leaving, to commence the current year, 83, of whom 71 remained through the year. There were received during the year 27, making the total number 110, of whom 64 were boys and 46 girls. Of these, 14 have been discharged, leaving the number at the close of the year, September 30, 1872, 96, of whom 53 are boys and 43 girls. The average for the whole year is 91.7.

The receipts for the year amounted to $9,992.35 and the expenses to $10,731.55.

TRAINING-SCHOOL FOR NURSES,* NEW YORK CITY.

A company of ladies in New York have instituted what they style a Nurses' Home, in connection with the Bellevue Hospital. The house secured for it is a large one near the hospital, is neatly furnished, and has as its present lady superintendent Miss H. Bowden, who for some time had charge of the nursing staff of University College Hospital in London. The persons admitted must be over 21 and must present a certificate from a clergyman and physician of their being of good character and sound health. Such will be received for one month on probation, during which time they will be lodged and boarded at the expense of the school, but will receive no further compensation for their services if they should either leave before the expiration of the month or be found unsuitable for fuller training. Those fulfilling the conditions of the probationers' month will be accepted as pupil-nurses and must sign a written agreement to remain at the school one year and after that be subject to the orders of the school-committee for another year. For their year of tutelage they will receive board, lodging, and $10 a month for personal expenses. At the expiration of the year they will be promoted to such positions as they may be found capable of filling, with a proportionate increase of salary. When the full term of two years is ended with approval, they will be permitted to choose their own field of labor, either in hospitals, private families, or among the needy poor.

Their training will include the dressing of blisters, burns, sores, and wounds; the application of fomentations, poultices, and leeches; the administration of enemas; the management of trusses; the needful attendances on helpless patients; and all other things which go to promote the comfort and improvement of the sick and suffering. Seventeen pupils were in the Home at the close of November, 1873, about 100 others having failed to meet the trying conditions of the probationary month.

The commissioners in charge of Bellevue Hospital have been so greatly pleased with the marked improvement in the six wards committed to the charge of the training-school as to urge the including of yet more wards in the work. This cannot be done at present, but, as the school increases and the pupils come forward in their training, the likelihood is that more and more of the nursing in the hospital will be confided to them, and the most ample opportunities for bedside-experience and instruction be afforded. A class of nurses greatly superior to the mass of those employed in families at present will thus be gradually prepared, and the possibilities of comfort and improvement for the sick be, in proportion to the number of such nurses, strengthened.

EDUCATIONAL ASSOCIATIONS.

The State-Association of School-Commissioners and City-Superintendents met in Rochester on the 21st day of May last and continued in session three days. Many leading educators, besides school-officers, from different parts of the State were present. In respect to the character and scope of the subjects presented, the well-considered and

* From information furnished by Miss Julia F. Gould.

practical suggestions brought out in the discussions, and the earnest and thoughtful interest in the exercises manifested by all in attendance, this meeting was probably unsurpassed by any of its kind ever held in the State.

The State Teachers' Association held its twenty-seventh anniversary at Saratoga Springs during the three days commencing July 23, 1872. The arrangements made by the local committee for the meeting and for the entertainment of members have rarely been equaled, and the attendance of many from this and other States who have become eminent in various departments of educational labor gave character and interest to the proceedings.

OBITUARIES.

The following notable persons connected with the educational work have died during the year:

PROF. JOHN TORREY.

The death of Prof. John Torrey, of Columbia College, which occurred March 10, 1873, at the ripe age of 75 years, removed one who for nearly half a century has occupied a high place in the scientific world.

He became known at first by a catalogue (published in 1819) of the plants growing about New York. In 1824 he was appointed professor of chemistry, geology, and mineralogy at West Point; in 1827 was called to the chair of chemistry and botany in the New York College of Physicians and Surgeons, which he occupied until 1855, and in 1864 was appointed chief assayer in the United States assay-office. In several valuable works he communicated much interesting information on the flora of North America, the principal of these being the Flora of the Northern and Middle States, 1824; Cyperaceæ of North America, 1836; Flora of the State of New York, 1843–'44. As a man of science he commanded universal respect. At home and abroad he was regarded as an accomplished botanist, and made many valuable contributions to this, his favorite science. Above all, he was a sincere Christian, and illustrated in his life the real harmony between science and religion.

JAMES CUSHING, JR.

The death of James Cushing, jr., one of the recently-appointed members of the board of education of New York City, will prove no common loss to the cause in which he was engaged. He had entered earnestly upon the duties connected with his important office. No one was more keenly alive to the need of a more perfect system of public instruction or felt more deeply that the highest interests of the city and the country were bound up in the fate of the common schools. All his labors, therefore, since his entrance upon his office had been given to improve and elevate the condition of public instruction. He led the minority in the board who demanded a thorough reform in the educational department. His high character and vigorous intellect gave force to his arguments, and had he lived he must have produced a signal change in the views of many of his associates.

Mr. Cushing was only 41 years of age, yet he had been for a long time connected with the public schools; was school-commissioner in 1858 and 1859; and had also been a ward-trustee. He was an active member of the church of the Divine Paternity, (Dr. Chapin's,) and was engaged in mercantile pursuits. Although solicited to accept other public offices, it is stated that he would consent only to be school-commissioner. He died in the service of that cause to which he had given a lasting devotion. The teachers of the schools are indebted to him for several important services. He aided in preventing the reduction of their salaries or the abridgment of their privileges; he defended their interests and was sensible of their value. Had he been able he would have begun that thorough reform in the method of instruction which must at last be carried out to render the teachers and public schools of New York the firm support of equality and freedom. He felt that it was because the people were so often uneducated that they were led into measures fatal to their own welfare. He was anxious that all should be educated alike. It is, therefore, with no common regret for his loss that those who have faith in popular instruction offer their tribute of respect to the high character and generous aims of James Cushing, jr.

REV. T. T. TITUS.

Rev. T. T. Titus, A.M., professor of theology in Hartwick Seminary, died on Saturday, February 15, 1873.

He was born in Loudoun County, Virginia, on the 4th day of March, 1829. At a very early age he displayed a remarkable desire for education, though of poor parentage, and his unbending will found a way to gratify his desire. When only 16 years of age he was converted, joined the church, and entered the institution at Gettysburg, Pennsylvania, with the view of preparing for the gospel-ministry. He literally worked his way through the college and seminary, and, though receiving some aid as a beneficiary of the synod, paid a considerable part of his expenses by teaching while pursuing his studies, during the latter part of his course being tutor in the theologic seminary. His first pastoral charge was at Lower Merion, Pennsylvania; after five

years he accepted a call to Milton, Pennsylvania; two years after he removed to Ohio, where he labored four years; after which he removed to Hagerstown, Maryland. Here he labored till June, 1871, when he was elected principal of Hartwick Seminary, in New York. After one year's labor in this office he resigned it, and was elected professor of theology in the seminary, which position he occupied at the time of his death.

As a minister Mr. Titus was held in high esteem. He was possessed of talent of no common order. As a writer he was favorably known. His contributions to the Lutheran Observer have been widely read. He has given to the church two important evidences of his usefulness in the "explanatory question books" for Sunday-schools, the second volume of which issued from the press not long before his death.

In the crowning work of his life, that of an instructor, Mr. Titus showed peculiar fitness.

REV. HENDRICK METCALF.

Hendrick Metcalf was born at Newport, New Hampshire, November 23, 1805, so that he was not quite sixty-seven years of age at the time of his death, on the eve of All-Saint's, 1872. By birth he was allied to a race of the intellectual giants of the Old Granite State, not the least of whom, among his kinsmen, is the honorable and venerable Theron Metcalf, of Boston, one of the retired judges, by reason of his advanced age, of the supreme court of Massachusetts. Dr. Metcalf had a thorough classic education, graduating with honor at Dartmouth College in the class of 1829 and immediately devoting himself to the business of education, teaching Latin and Greek, at first in Buffalo and then in Rochester. On December 12, 1831, he was admitted to the order of deacons and on August 15, 1832, he was ordained a priest, by Bishop B. T. Onderdonk, in the Protestant-Episcopal Church. From that time forth he became most emphatically a missionary, at first officiating in Wayne and Monroe Counties, where he is still remembered as "the good man;" then for eight years the rector of St. Mark's Church, Le Roy; then sent to other places, mainly to compose differences, disagreements, and dissensions; and then, at last, called back to his old profession of teaching as professor of the Greek and Latin languages and literature in Hobart College in 1850. How well and how faithfully he discharged the duties of this office the recorded testimony of the trustees and faculty bears witness. In all that time he was occupied in the great interests of the college and the church and identified with them in some responsible office, always thought of, consulted, and especially relied upon for the wisdom of his counsel, the honesty, sincerity, and self-sacrificing independency of his advice and action.

He was not a man of that broad and careless view of principles in church or state who could look upon all opinions with equal favor. Far from it. He held very decided and clearly-defined opinions upon all important questions and possessed the utmost fearlessness in declaring them on all proper occasions. And still he was as far as possible from opinionativeness or uncharitableness towards other persons and their opinions. He knew too well the effect of education and partisanship upon common minds to feel any surprise at meeting erroneous opinions upon all subjects wherever he went; and he was content not to be wiser than the Master, but to let truth and error—the tares and the wheat—grow together till the end of the world. And he entertained no suspicion that he had received any commission to sift or separate them. He was content to do his own duty in that state of life in which it had pleased God to call him.

OTHER EDUCATORS.

Many other laborers in the cause of education have fallen during the past year whose names should be recorded here, but of whose life and labors there is not space for even so brief a notice as the foregoing. Among these are Harvey Prindle Peet, LL. D., who was for forty years principal of the New York Institution for the Instruction of the Deaf and Dumb; died at the institution January 1, 1873, in the seventy-ninth year of his age. He was the author of a Course of Instruction for the Deaf and Dumb, which passed through numerous editions, and in the line of teaching, to which he was devoted, stood among the first of the educators of this country, if not of any country in the world. Rev. Joshua Leavitt, who has been more generally known as a clergyman, journalist, and reformer than as a teacher, although after his graduation at Yale, and before entering the ministry, he was for five years a successful teacher, and during his life was author of some of the best reading-books for schools ever published, died in New York City, January 16, 1873, in the seventy-ninth year of his age. On the same day died, at Ithaca, Prof. William Charles Cleveland, C. E., of Cornell University, an accomplished scientist, who had been connected with the university since its organization. Miss Caroline Chesebro, who was more widely known as an author and magazine-writer than as a teacher, although she had been for eight years previous to her death one of the most efficient and beloved teachers of the Packer Collegiate Institute, Brooklyn, died at Piermont, February 16, 1873, at the age of about 45 years. Mrs. Ophelia M. Livingston, who was for many years at the head of a large seminary for young ladies in Savannah, Georgia, died in Brooklyn, March 3, 1873, at the age of 65 years. Mr. Samuel C. Barnes, who died in Brooklyn, February 18, 1873, at the age

of 60 years, had been for more than thirty years, and until the last four or five years, a teacher in the public schools of that city and an efficient actor in all measures for their improvement. Samuel Adams Lyons Law Post, who commenced teaching at the early age of 14, and after his graduation at Yale College resumed the profession and continued in its successful practice fifteen years, or nearly all the remainder of his life, died at Ellenville, New York, aged 44 years. William W. Clark, A. M., professor of physical sciences in the State normal school at Albany, from 1845 to 1849, and afterward enaged in the geologic survey of the State, died at Rochester, August 10, 1873, aged 49. Rev. Samuel Roosevelt Johnson, D. D., for many years professor of systematic theology in the General Seminary of the Protestant-Episcopal Church, located in New York, died August 13, 1873, at Amenia, New Jersey, at the age of 78.

LIST OF SCHOOL-OFFICIALS IN NEW YORK.

Hon. ABRAM W. WEAVER, *State-superintendent of public instruction, Albany.*

SCHOOL-COMMISSIONERS.

County.	Name and district.	Post-office.
Albany	John F. Shafer, first	Cedar Hill.
	Zebediah A. Dyer, second	East Berne.
	Thomas Helme, third	McKownville.
	John O. Cole, (city-superintendent)	Albany.
	Murray Hubbard, (president board of education)	Cohoes.
Allegany	Frank S. Smith, first	Angelica.
	Walter D. Renwick, second	Friendship.
Broome	Hiram Barnum, first	Osborne Hollow.
	George Jackson, second	Binghamton.
	G. L. Farnham, (secretary board of education)	Binghamton.
Cattaraugus	Newton C. McKoon, first	Ellicottville.
	Henry M. Seymour, second	Salamanca.
Cayuga	Hulbert Daratt, first	Cato.
	Charles H Greenfield, second	Niles.
	Lauren M. Townsend, third	Moravia.
	B. B. Snow, (secretary board of education)	Auburn.
Chautauqua	Henry Q. Ames, first	Sherman.
	Lucius M. Robertson, second	Frewsburg.
Chemung	Jonas Sayre Van Duzer	Horseheads.
	E. B. Yeoumans, (secretary board of education)	Elmira.
Chenango	Matthew B. Ludington, first	North Norwich.
	David G. Barber, second	Oxford.
Clinton	William B. Dodge, first	Schuyler Falls.
	Robert S. McCullough, second	Chazy.
Columbia	John Strever, first	Clermont.
	Hiram Winslow, second	Green River.
	Cyrus Macey, (city-superintendent)	Hudson.
Cortland	George W. Miller, first	Marathon.
	Rufus T. Peck, second	Solon.
Delaware	George D. Ostrom, first	Franklin.
	Amasa J. Shaver, second	Meredith.
Dutchess	Derrick Brown, first	Poughkeepsie.
	Edgar A. Briggs, second, (box 883)	Poughkeepsie.
	R. Brittain, (clerk board of education)	Poughkeepsie.
Erie	Charles A. Young, first	Tonawanda.
	George Abbott, second	Hamburg.
	Russel J. Vaughan, third	Springville.
	J. A. Larned, (city-superintendent)	Buffalo.
Essex	William H. McLenathan, first	Jay.
	Thomas G. Shaw, second	Olmsteadville.
Franklin	Sidney P. Bates, first	Malone.
	William Gillis, second	Fort Covington.
Fulton	John M. Dougall	Johnstown.
Genesee	Richard L. Selden	Le Roy.
Greene	Samuel S. Mulford, first	Tannersville.
	Robert Halstead, second	Greenville.
Hamilton	Isaac H. Brownell	Northville P.-O.
Herkimer	John D. Champion, first	Little Falls.
	William W. Bass, second	Jordanville.
Jefferson	Willard C. Porter, first	Adams Center.
	Henry Purcell, second	Watertown.
	George H. Strough, third	Lafargeville.
	D. G. Griffin, (city-superintendent)	Watertown.
Kings	C. Warren Hamilton, first	New Lots.
	Thomas W. Field, (city-superintendent)	Brooklyn.
Lewis	William D. Lewis, first	Constableville.
	Charles A. Chickering, second	Copenhagen.
Livingston	John W. Byam, first	Livonia Station.
	Robert W. Green, second	Dansville.
Madison	Joseph E. Morgan, first	Earlville.
	Paul S. Maine, second	Perryville.

List of school-officials in New York—Continued.

County.	Name and district.	Post-office.
Monroe	Edwin A. McMath, first, (158 Powers' Block)	Rochester.
	George W. Sime, second	Brockport.
	S. A. Ellis, (city-superintendent)	Rochester.
Montgomery	George F. Cox	Amsterdam.
New York	Henry Kiddle, (city-superintendent)	New York.
	T. F. Harrison, assistant city-superintendent	New York.
	N. A. Calkens, assistant city-superintendent	New York.
	J. H. Fanning, assistant city-superintendent	New York.
	John Jasper, jr., assistant city-superintendent	New York.
	Arthur McMullin, assistant city-superintendent	New York.
	William Jones, assistant city-superintendent	New York.
Niagara	William Gritman, first	Lockport.
	Esek Aldrich, second	Johnson's Creek.
	James Ferguson, (city-superintendent)	Lockport.
Oneida	John R. Pugh, first	Utica.
	Charles T. Burnley, second	Clinton.
	Henry S. Ninde, third	Rome.
	Horace O. Farley, fourth	Prospect.
	A. McMillan, (city-superintendent)	Utica.
Onondaga	J. Warren Lawrence, first	Plank Road.
	James W. Hooper, second	Geddes.
	Parker S. Carr, third	Fayetteville.
	E. Smith, (city-superintendent)	Syracuse.
Ontario	Hyland C. Kirk, first	Phelps.
Orange	Robert B. Simmons, second	Allen's Hill.
	George K. Smith, first	Monroe.
	Asa Morehouse, second	New Hampton.
	R. V. K. Montfort, (city-superintendent)	Newburg.
Orleans	William W. Phipps	Albion.
Oswego	Isaac W. Marsh, first	Bowen's Corners.
	William B. Howard, second	Fulton.
	John W. Ladd, third	Mexico.
	V. C. Douglass, (city-superintendent)	Oswego.
Otsego	Nahum T. Brown, first	East Worcester.
	Warren L. Baker, second	Portlandville.
Putnam	John H. Spencer	Farmer's Mill.
Queens	Eugene M. Lincoln, first	Glen Cove.
	Garret J. Garretson, second	Newtown.
	Alanson Palmer, (city-superintendent)	Long Island City.
Rensselaer	Amos H. Allen, first	Petersburg.
	George W. Hidley, second	Wynantskill.
	David Beattie, (city-superintendent)	Troy.
Richmond	James Brownlee	Port Richmond.
Rockland	Spencer Wood	Clarkstown.
St. Lawrence	Daniel S. Giffin, first	Heuvelton.
	A. Barton Hepburn, second	Colton.
	Barney Whitney, third	Lawrencevill.
	R. B. Lowry, (city-superintendent)	Ogdensburg.
Saratoga	Neil Gilmour, first	Ballston Spa.
	Oscar F. Stiles, second	Saratoga Springs.
Schenectady	David Elder	Van Vechten.
	S. B. Howe, (city-superintendent)	Schenectady.
Schoharie	John S. Mayhan, first	Gilboa.
	John Van Schaick, second	Cobbleskill.
Schuyler	Charles T. Andrews	Watkins.
Seneca	Henry V. L. Jones	Ovid.
Steuben	Zenas L. Parker, first	Bath.
	Reuben H. Williams, second	Woodhull.
	William P. Todd, third	Canisteo.
Suffolk	Horace H. Benjamin, first	Riverhead.
	S. Orlando Lee, second	Huntington.
Sullivan	Charles Barnum, first	Monticello.
	Isaac Jelliff, second	Liberty.
Tioga	Lemuel D. Vose	Owego.
Tompkins	Orville S. Ensign, first	Ithaca.
	Robert G. H. Speed, second*	Caroline.
Ulster	Cornelius Van Santvoord, first	Kingston.
	Ralph Le Fevre, second	New Paltz.
	Harrison R. Winter, third	Phœnicia.
Warren	Daniel B. Ketchum	Glen's Falls.
Washington	Ezra H. Snyder, first	Argyle.
	Edward C. Whittemore, second	Adamsville.
Wayne	Joseph H. L. Roe, first	Wolcott.
	Felix J. Griffen, second	Marion.
Westchester	Joseph H. Palmer, first	Yonkers.
	Casper G. Brower, second	Tarrytown.
	Joseph Barrett, third	Katonah.
Wyoming	Edwin S. Smith, first	Dale.
	Edson J. Quigley, second	Gainesville.
Yates	Bradford S. Wixom	Italy Hollow.

*For term commenced January 1, 1872.

NORTH CAROLINA.

[From report of Hon. Alexander McIver, State-superintendent of public instruction, for the year ended June 30, 1873.]

FINANCIAL STATEMENT.

Condition of the educational fund.

Balance of fund October 1, 1872	$61,270 56
Receipts for fiscal year ended September 30, 1873	41,705 01¼
Total	102,975 57¼
Disbursements for fiscal year ended September 30, 1873	83,007 18
Balance October 1, 1873	19,968 39¼
Amount of permanent fund October 1, 1873	3,821 54¼
Amount of distributive fund October 1, 1873	16,146 85
Total	19,968 39¼

Receipts.

From the State-treasurer	$63,301 32	
Capitation-tax, 1872	137,103 32	
Property-tax, 1872	75,295 89	
Balance on hand September 30, 1872	133,130 14	
		408,830 67

Disbursements.

To teachers of schools for white children	112,175 36	
To teachers of schools for colored children	45,954 19	
For building and repairing school-houses	25,100 00	
To examiners	1,520 00	
To county-treasurers	6,925 52	
		191,675 07
Balance remaining in the hands of county-treasurers June 30, 1873		217,155 60

SCHOLASTIC POPULATION.

The school-age is from 6 to 21 years.

Number of white children of school-age—males, 120,455; females, 113,296	233,751
Number of colored children of school-age—males, 59,260; females, 55,592	114,852
Total scholastic population	348,603

ATTENDANCE.

Number of white children enrolled in school—males, 56,316; females, 49,993	106,309
Number of colored children enrolled in school—males, 20,578; females, 19,850	40,428
Grand total of enrollment	146,737
Estimated daily average, white children	70,872
Estimated daily average, colored children	26,958
Total daily average	97,830

SCHOOLS.

Estimated number of public schools for white children	2,565
Estimated number of public schools for colored children	746
Average length of school-term, weeks	10

TEACHERS.

The estimated number of teachers examined and approved during the past year is:	
White teachers	2,160
Colored teachers	530
Total	2,690

Some of the above statements can be taken only as approximations. Only sixty-eight counties have reported the number of schools and only sixty-three have made returns of the number attending school. The estimates made for the remaining counties are based upon the supposition that the number of schools and the enrollment are in the same proportion as in the counties reporting.

Forms were given for reporting the average attendance; but this was so rarely done that no reliable estimate can be made. In the few instances in which the average attendance has been reported, it appears to be about two-thirds of the registered number.

SCHOOL-FUNDS.

The law appropriates annually 75 per cent. of the entire State- and county-capitation-taxes, a property-tax of 8⅓ cents on the hundred dollars' worth of all property and credits in the State, all taxes on auctioneers and licenses to retail spirituous liquors, and the income arising from the permanent school-fund for the support and maintenance of free public schools. The amount which will be realized from all these sources will make an average of about 70 cents for each child in the State between the ages of 6 and 21 years, and will, therefore, be insufficient to maintain a public school in each district, according to the requirements of the constitution of the State. The question of levying an additional school-tax must be submitted to the electors of each county. If voted against in any county, the only school-fund in such county will be that which the law has absolutely appropriated, as mentioned above.

The school-money is to be apportioned to the children of each race separately.

This apportionment cannot be made, and the schools cannot properly begin under the present law until the districts are laid off and the census is taken.

RULES ADOPTED BY THE STATE-BOARD OF EDUCATION.

The State-board of education, on the 16th of April, 1873, unanimously adopted the following rules and regulations in relation to free public schools:

Form of school-districts.—The school-districts shall be laid off as nearly square in form as the situation of the several localities will permit. Natural boundaries, as streams, swamps, &c., shall be adopted as the boundaries of school-districts. The convenience of each neighborhood must be consulted.

Area of school-districts.—Each school-district shall contain an area equal to from four to seven miles square and the school-house shall be as near the center of the school-population as practicable.

It is considered better that the districts should be made as large as possible, so that a few good public schools may be established and maintained. If the districts are small, the schools will be so numerous that none of them can be supported properly.

District-trustees.—Three trustees are to be elected for each district, the white electors to elect trustees for the school for white children and the colored electors to elect trustees for the school for colored children.

Teachers' wages.—Teachers' wages are fixed at the rate of not more than 75 cents a month for each pupil of a third-grade-school, nor more than $1 a month for each pupil of a second-grade-school, nor more than $1.25 a month for each pupil of a first-grade-school, counting the number of pupils, in every case, by their average attendance.

The object of limiting the compensation of the teacher according to the average attendance of pupils was to remedy an evil which had became common and which was calculated to damage the system. In many instances schools were taught at a season of the year when very few, often not more than four or five, children could attend. The teacher would continue with empty benches till his time was out and then receive all the money due the district, without any benefit whatever to the great majority of the children for whom it was intended. The rule was intended to remedy this evil and to bring the public school into sympathy with the wishes of the people of the district.

DEFECTS OF THE SCHOOL-SYSTEM AND AMENDMENTS PROPOSED.

Sufficient provision is not made for the execution of the law. However excellent a law may be in theory, if it is not executed it is worthless in practice. The failures in the execution of the law are:

(1) The poll-taxes, which constitute the principal school-fund, are not properly col-

lected. If every man who is liable to pay such taxes should pay them the school-funds would be very considerably increased and a very serious cause of complaint against the school-system would be removed.

(2) The school-money is not promptly paid over to the county-treasurers. Many of the sheriffs retain it for several months after it is collected and in a few instances it has been retained more than a year. The people have a right to demand that the school-money shall be paid to the county-treasurers at the time fixed by law.

(3) There are no county-superintendents of public schools. The county-commissioners are charged with "a general supervision and control of the schools in their respective counties," but their duties are confined to their office: there is no going out into the districts, no visitation of schools. If the law should provide for the appointment in each county of a county-superintendent of public schools, charged with the duty of establishing schools and executing the school-law in the county, it would give vitality to the system and establish and build up the schools.

(4) The school-committees are charged with many and important duties, but receive no compensation for performing them, nor is any penalty imposed by law for their non-performance.

(5) The school-districts should be laid off not less than four miles square, and the people of each district should have the right, by a majority-vote, to tax themselves to support a free public school in the district for such a portion of each year as they may desire. Just at this point the public-school-system of the State has always been a failure. That essential element of the American school-system, the right of local taxation, has never been incorporated into the school-law.

This was the defect of the system of 1840–'41. It provided an annual school-fund of about $1 for each child between the ages of 6 and 21 years, but gave no right to supplement this fund by local taxation. One dollar a year for each child of school-age was too much to be wasted and too little to do much good. It did just enough to be in the way of good private schools, but not enough to meet the wants of the people. The consequence was that, after the system had been in operation about twenty years, the census of 1860 placed North Carolina among the most illiterate of the States of the Union.

The school-law of 1868–'69, gave the right of local taxation to the townships. But there are from four to twelve school-districts in each township. One district might vote for a sufficient tax to maintain a school ten months in the year and the other districts would vote against it. By the State-constitution the tax could be collected only by a vote of the people, and under the law of 1868–'69 the townships generally voted against it.

The act of 1872 offered the apportionment of the school-fund as a premium to such school-districts as would, by voluntary contributions, supplement it, so that a public school might be maintained. But no right of local taxation was given to the districts.

If provision should be made for properly collecting the taxes levied by the law of 1873, the annual school-fund provided by law would be larger than at any former period in the history of the State. But the number of children to be educated is also much larger than formerly. And the present law, like all its predecessors, gives no right of local taxation. It authorizes the county-commissioners to levy an additional school-tax in the county by a majority of the votes given at an election to be held for the purpose. The counties have voted against the additional school-tax so generally that there is little expectation that an additional school-fund will be thus provided.

There may be in every county in the State from one to twenty school-districts in which the people would be willing to tax themselves to maintain a free public school eight or ten months every year. They should have the right to do so by a majority-vote of the people of the district. If the people are allowed this right, public schools will be established all over the State. One well-regulated public free school in a county would produce others. The true value and economy of the public-school-system would be seen, felt, and believed, as they never have been and never can be under a system which authorizes no local tax.

(6) It is suggested that there should be no limitation of the prices which may be paid to teachers out of the public-school-funds. The price of teaching, like that of other labor, should be left to the law of supply and demand. Each district should be at liberty to pay its teachers such price as his services may be worth.

(7) Many districts are without school-houses, and, as there cannot be a school without a house, it is believed that districts should have the privilege of using their apportionment of the school-money in building a suitable school-house.

If the districts were properly laid off, the school-houses properly located and built, and the people of each district had the right to tax themselves and elect the officers to manage the school, it is believed that most of the districts in the State would maintain a free public school from four to ten months every year.

GRADED SCHOOLS.

A bill was introduced at the last session of the general assembly to authorize the residents of every town or city of more than two thousand inhabitants, by the

vote of a majority, to levy a tax upon the corporation sufficient to supplement the school-fund provided by law, so that a graded school may be maintained ten months every year. If this bill should become a law, it will enable many towns and cities in the State to realize and to exhibit the true value and economy of public education.

TEACHERS' CERTIFICATES.

Examiners are cautioned against yielding to the idea that, if competent teachers cannot be found, certificates must be given to those who are not competent. This is fatal to the success of the public schools. The law makes it a duty to give "certificates to all applicants of sufficient moral and mental qualifications," and to no others. If the standard is made high, applicants will come up to it sooner or later.

It is advised that a teacher's certificate shall hereafter indicate with certainty: (1) that the holder is of good moral character; (2) that he is familiar with all the branches of study named in his certificate; and (3) that he knows how to teach and how to govern a school and how to make and keep a school-register.

Every applicant for a third-grade-certificate should pass a satisfactory examination on the sounds of the marked letters and in spelling, reading, writing, and arithmetic.

Applicants for second-grade-certificates should, in addition to the above, be examined in English grammar, political and physical geography, map-drawing, English composition, and history.

First-grade-certificates should require, in addition to the branches named for the lower grades, a knowledge of drawing, book-keeping, the rudiments of natural philosophy, chemistry, botany, and astronomy.

It is believed that, if examiners will adopt the standard which the law requires and give certificates only to competent teachers, their action in this respect will meet the approval of the public and secure confidence in the public schools.

COMPULSORY EDUCATION.

The superintendent, after quoting from various distinguished authorities upon this subject, says: "The voluntary system is certainly preferable so far as it can be made to answer the purpose. But as the law intervenes to protect the life of the child, it may also protect the child's right to be educated. If the State is justifiable in providing, at public expense, for the education of children for its own protection, it is also justifiable in protecting the rights of children to be educated for its own protection."

PEABODY EDUCATIONAL FUND.

North Carolina has received aid, during the year, from the Peabody fund, as follows: Wilmington, $1,000; Washington, $600; Hayesville and Catawba Vale, $450 each; Warrenton, $400; twelve other schools, $300 each; two, $200 each; and $250 for the support of four teachers' institutes—amounting, in all, to $7,150. The additional amount of $4,500, promised to fourteen schools, has not yet been given, the schools having not yet reported in compliance with the rules for distribution. Since July 1, 1873, amounts varying from $300 to $600 have been promised to thirteen schools, upon condition that all the rules for distribution be complied with. Three of the schools assisted by the fund were for the education of colored children.

JOURNAL OF EDUCATION.

In accordance with the resolution passed by the State Educational Association, arrangements were made for the publication of an educational monthly of forty-eight pages, to be called The North Carolina Journal of Education. It was intended to publish the first number of the journal about the 1st of November; but the expense of publication was to be met mainly by the subscriptions, and the names of a sufficient number of subscribers had not been received to justify the undertaking. If the general assembly will authorize the State-superintendent to supply the proposed journal to the several townships, the difficulty in the way of its publication will be overcome; and as the journal will publish the school-laws, the expense of publishing them in circulars for the use of school-officers will be entirely avoided.

EDUCATIONAL CONDITION OF THE STATE.

"The condition both of the public schools and of education generally in the State," according to the report of the agent of the Peabody Fund for 1873, "is far from being satisfactory. There is an alarming indifference on the subject among the common people and a want of union and hearty co-operation among public men. The school-law, though it may be the best that the friends of education could obtain at the time it was passed, is by no means what it should be. Nowhere has it been more clearly demonstrated that half-measures in establishing and supporting public schools cannot be attended with great success. The good and the bad features of the amended school-law will appear from the following statements, taken from a circular of the State-superintendent addressed to the county-commissioners February 27, 1873:

"'Public schools are to be maintained four months every year in every school-district in each county of the State in which the qualified voters shall vote to levy the additional school-tax necessary for that purpose. It is the duty of the county-commissioners of every county in which there is not already a sufficient school-fund on hand to submit the question to the qualified voters of the county, whether or not the additional school-tax shall be levied. In every county in which a majority of the votes given shall be for school-taxes, it will be the duty of the county-commissioners to levy a sufficient tax to maintain a public school at least four months in every school-district in the county for each race and pay half the cost of building, repairing, and furnishing school-houses and the whole cost of purchasing school-house-sites.'

"If the county-commissioners and school-committees in the several counties could be induced to consider the alarming illiteracy of the rising generation and the vast importance of public education to the material interests and safety of North Carolina, they would exert an influence in their several counties which would permanently establish public schools."

The agent of the Peabody fund further remarks:

"It is to be feared that in many, if not in most, of the districts there will be no schools at all, on account of the aversion of the people to paying school-taxes. One of two things will be necessary: either systematic and energetic efforts must be made to enlighten the people, so that they shall demand a good school-law, as in Tennessee, or the legislature must, in advance of the people, establish a system which shall command respect and win its way to favor, as in Virginia. Two public meetings recently held in Raleigh in regard to the general interests of education indicate that a more auspicious time may be approaching.

DIFFICULTIES.

In Wilmington, by the recent action of the county-board of education and of the board of aldermen, the free schools have been made city free schools, and a school-committee of five and a superintendent appointed. There is an increasing average attendance, amounting now to about 1,000. The city-authorities, being requested and desiring to levy a tax to meet the deficiencies of the State- and county-tax for schools, were prevented from so doing by a law of the State making such levy of taxes illegal. The same is true in regard to Raleigh, which applied to the general assembly at its last session for authority to raise money for free schools by popular vote, and the application failed because that body considered such authority unsafe.

LEGISLATIVE ACTION INVOKED BY CITIZENS OF RALEIGH.

In the senate of North Carolina, December 13, 1873, the bill to authorize cities and towns of more than 2,000 inhabitants to establish and maintain free public schools came up as the special order at 12 o'clock. The bill provides that the mayor and council of each city or the commissioners of each city or town of more than 2,000 inhabitants may, at any time of their own motion, and shall at the written request of any twenty voters in the city or town, submit the question to the electors within the corporate limits of the city or town whether or not free public schools shall be established and maintained within the city or town by a tax upon the property, credits, and polls within the corporate limits thereof. It provides, further, the manner of holding the elections and the levying of the tax, &c.

The following letter was read during the debate:

"RALEIGH, *December* 11, 1873.

"SIR: At a meeting of the citizens of Raleigh to consider the subject of public schools in the city, Hon. William H. Battle presiding and General John C. Gorman acting as secretary, the Rev. Joseph M. Atkinson, Rev. A. W. Mangum, and Hon. Wesley Whitaker, together with the undersigned, were appointed a committee to make application to the general assembly for such legislation as will enable the city of Raleigh to inaugurate and support by taxation an efficient system of public graded schools, equal, if possible, to the best in the land.

"The meeting very fairly represented the intelligence and the tax-paying power of our citizens. After a full discussion and with inconsiderable opposition, the following conclusions were reached:

"(1) That it is vain to expect schools of high character to be sustained out of the meager school-fund, and it is not probable that this fund will be soon greatly increased.

"(2) That efforts to supplement this fund by voluntary contributions will be spasmodic, uncertain, and unreliable.

"(3) That the only mode of insuring success is to raise a definite and liberal sum annually by taxation on all the taxable subjects of the city.

"(4) That such action will make the capital a shining example, which will be copied by other cities and towns of the State, will lead to influx of population desiring to receive educational advantages, will thus increase the wealth of the city so far as to overbalance the burdens of the requisite taxation, will dispel ignorance and diminish crime,

will promote the intelligence, virtue, and usefulness, not alone of the rising generation, but of the people generally.

"The committee are painfully conscious of the bad state of education in our midst. Probably three-fourths of the children are growing up in mental darkness. Many are learning nothing but how to do evil. The strict discipline of graded schools is needed to supplement the efforts of parents to secure habits of obedience and right course of intellectual and moral training.

"The committee therefore venture to express the hope that the general assembly will see fit to enact into a law the bill authorizing cities and towns of more than 2,000 inhabitants to establish and maintain free public schools, or, at least, will grant such authority to the city of Raleigh.

"With great respect, yours truly,

"KEMP P. BATTLE,
"*Chairman of Committee.*

"Hon. JOHN W. CUNNINGHAM,
"*Chairman of Committee on Education.*"

What action was taken on the above does not appear at the time this report goes to press, but the movement is important.

SECONDARY INSTRUCTION.

Information has been received from twenty-one high-schools and academies, having an attendance of 1,348 pupils—boys 912, girls 436—with 51 instructors. Of the pupils, 425 were pursuing classic studies and 104 the modern languages. In seven of these schools music and drawing are taught. Fifteen are sustained by religious denominations, while seven are unsectarian. Only one—the New Berne Academy—offers free tuition. Eight are for the exclusive instruction of boys and one is for girls, while the remaining twelve are for the education of both sexes.

The number of public high schools in the State, and the character and condition of the instruction given in them, does not appear in the report of the superintendent of schools or in the returns made to the Bureau of Education.

NORMAL SCHOOLS.

The Ellendale Teachers' Institute at Ellendale Springs and the Williston Academy and Normal School at Wilmington are the only schools reported for the professional training of teachers. The first is aided by the Peabody fund, the last is supported by the American Missionary Association. During the past year 98 pupils—45 gentlemen and 53 ladies—received instruction in these two schools.

SUPERIOR INSTRUCTION.

The institutions for superior instruction at present in operation are five colleges proper, four of which are for the exclusive education of young men, while one is open to both sexes; and eleven institutions for the superior instruction of young ladies, designated variously as seminaries, colleges, schools, and academies. Four of the five colleges mentioned are sustained by as many religious denominations, viz, Presbyterian, Lutheran, Methodist-Episcopal, and Baptist, while the Rutherford Male and Female College claims to be "unsectarian in its influence."

Davidson College, at Davidson College village, had 28 graduates last commencement; North Carolina College, at Mt. Pleasant, 5 graduates; Trinity College, Trinity, 14 graduates; Wake Forest College, 7 graduates; and Rutherford Male and Female College, at Excelsior, with 125 students in classic studies—42 ladies and 83 gentlemen—5 graduates during the year. These aggregate 406 students in collegiate and 372 in preparatory departments, with 28 instructors and 59 graduates at the last commencements.

The State University, organized in 1795 and suspended in 1871, is still suspended, though reporting grounds and buildings valued at $150,000 and libraries containing 21,700 volumes.

A specialty of Rutherford is that, though possessing no endowment, the college instructs all indigent orphans and all ministers' children, of whatever religious denomination, free of charge for instruction, the number of free pupils during the past year being 50, the previous year 53, and since the first commencement of the college 578.

Rush University, an institution for the education of young colored men for the ministry, is to be established at Fayetteville, under the auspices of the African Methodist Church, as soon as the needful arrangements can be made.

Eleven seminaries and colleges for young ladies report a total of 101 professors and instructors, 1,109 pupils, nearly equally divided between the collegiate and preparatory departments of study. In all these institutions modern languages take the place of the classic. Music and painting are taught in all except one. Nine are sustained by religious denominations, while two are reported unsectarian.

Statistical summary of university and colleges:

Names of university and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Corporate property, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Amount of property of corporation.	Value of grounds, buildings, and apparatus.	Amount of endowment.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
Davidson College	7	....	.....	114	$235,000	$150,000	$90,000	$85,000	$7,000	$7,000	7,000
North Carolina College	6	....	108	23	.....	15,000	11,000	.....	.....	3,000	800
Rutherford Male and Female College	11	....	.....	216	.....	3,000	.....	.....	.....	3,000	2,000
Trinity College	5	0	46	94	35,000	30,000	0	.....	.....	7,200	9,000
University of North Carolina*	....	....	.....	.....	.....	150,000	.....	.....	.....	.....	21,700
Wake Forest College	7	0	30	50	100,000	25,000	70,000	30,000	2,400	5,200	8,000

* Suspended since 1871.

COLLEGES FOR WOMEN.

Eleven colleges, seminaries, and institutes report an aggregate attendance of 1,047 students, of whom 229 were in preparatory departments. In five only is the collegiate classification given, and it is as follows: in the freshman-year, 142; sophomore, 103; junior, 45; and senior, 33; 61 were in partial or special courses and 4 in post-graduate-studies. There were 101 professors and instructors, of whom 28 were gentlemen and 73 ladies. Music—vocal and instrumental—drawing, painting, and French are taught in all these institutions; in all but two, German; also two add Italian to this, and one French. Seven have chemic laboratories; six philosophic cabinets; four natural-history-museums; two have an astronomic observatory; and one, without the observatory, has a telescope; three have art-galleries; eight have libraries, the largest of which numbers 3,500 volumes, the smallest 300.

Statistical summary of professional schools.

Names of schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Corporate property, &c.					Number of volumes in library.
				Amount of property of corporation.	Value of grounds, buildings, &c.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
SCHOOL OF THEOLOGY.									
Trinity College theologic department	3	....	17	.....	.....	.....	.....	.....	1,000
SCHOOL OF LAW.									
Trinity College law-department	2	....	25	*	.....	.....	.....	.....	.....
SCHOOL OF MEDICINE.									
College of Physicians and Surgeons	5	....	†	.....	.....	.....	.....	.....	.....
SCHOOL OF SCIENCE.									
Agricultural and Mechanical College, (department of North Carolina University)‡	....	....	.....	.....	$150,000	.....	.....	.....	.....

* Property not distinct from that of the university. † Not yet in operation. ‡ Suspended.

STATE EDUCATIONAL CONVENTION.

In April, 1873, the State-board of education adopted resolutions calling upon the friends of education in North Carolina to meet in convention in the city of Raleigh, on the 9th day of July, 1873, for the purpose of considering and recommending such measures as might be deemed advisable for the promotion of education in the State.

In answer to this call a convention was held in the hall of the house of representatives and continued in session three days. It was composed of representative men of both of the great political parties, of all the leading religious denominations, and of the principal institutions of learning in the State. Hon. W. H. Battle was elected president of the convention.

On taking the chair he addressed the convention, chiefly upon the subject of the condition of the University of North Carolina and the necessity of its re-establishment. This, he believed, would contribute, in no small degree, to the advancement and elevation of common schools in the State. "The constitution places the university under the control of the State and in inseparable connection with the public-school-system. It is true that one of the proposed amendments to the constitution will, if adopted, change this provision, but the change need not interfere with the connection between the university and the common schools. The university is the head of the common-school-system, and if the head is made sound, the whole body will thereby be made sound. All institutions of learning, whether public or private, whether established for the benefit of the white or colored people, will feel the influence of the university and be made to accomplish the full measure of usefulness for which they are designed." The following resolutions in regard to public schools were reported by a committee, of which Hon. A. S. Merrimon was chairman:

"*Resolved*, That the dignity and the importance of the educational interests of a people cannot be overestimated and they may never be neglected but at the hazard of consequences which no friend of humanity can contemplate without fearful apprehension.

"*Resolved*, That the general educational interests of this State are deplorable and alarming in a high degree, and are such as to require the noblest and most self-sacrificing efforts of every true son of North Carolina to relieve her from such serious embarrassment.

"*Resolved*, That the chairman of the convention appoint a committee of seven members, charged with the following duties, viz: to prepare and circulate through the State an address to the people showing that the small amount raised by taxation for educational purposes can be most beneficially used by the establishment of a common school in each school-district; to correspond with members of the general assembly upon this subject and to memorialize that body to pass such laws as may be necessary to effect the purposes of this resolution; and to memorialize Congress on the subject of national aid for the promotion of popular education.

"The committee also recommends that the convention urge upon the clergy, all the public speakers and the press to be zealous and constant in making efforts to arouse people to a sense of the importance of education, and especially of common schools."

These resolutions were unanimously adopted.

Rev. Neill McKay, D. D., reported a resolution from the committee on the university, to the effect that "the revival of the university at the earliest practical moment is essential to education in North Carolina."

T. M. Argo, esq., offered the following additional resolution:

"*Resolved*, That, in the opinion of this convention, the early revival of the university, and its establishment in a position of dignity and usefulness, is impossible unless upon a basis entirely removed from the field of religious and political controversy."

Governor Caldwell moved to amend the resolution by striking out the words "removed from the field of religious and political controversy" and substituting in lieu thereof the words "impartial in denominational and political representation." The amendment was accepted by Mr. Argo, and the resolution, as amended, was adopted.

Rev. Dr. Wingate, from the committee on normal schools, reported a recommendation that the convention memorialize the general assembly, at its next session, to establish one or more normal schools at such town or city in the State as will subscribe the largest sum to aid in the establishment and maintenance of such schools.

J. H. Mills, esq., submitted the following from the committee on compulsory education: "It is our opinion that the law should secure to children the privilege of learning to read and write and of growing up to become wise, virtuous, and useful citizens; and that it should restrain the cupidity of selfish parents and masters, who would deprive their children of these advantages."

The following resolution was adopted by a majority of the convention: "That the compulsory ignorance in which some of the children of this State are kept is heartily deplored by this convention and that means for their enfranchisement should be speedily devised."

John W. Norwood, esq., introduced the following preamble and resolution, which were unanimously adopted:

"Whereas agriculture lies at the foundation of all industrial pursuits and is essential to life and civilization: Therefore,

"*Resolved*, That a practical elementary treatise on agriculture should be prepared and introduced into the common schools of this State."

Rev. Dr. Craven, of the committee on permanent organization, reported a resolution that the convention "now proceed to form a State Educational Association; and that any resident of the State may become a member by causing his name to be enrolled and paying a fee of $1.

The report was adopted by a unanimous vote.

Forty-four names of members of the convention were enrolled as members of the State Educational Association and a constitution was adopted for the association. Hon. W. H. Battle was unanimously elected president of the association. The other officers were elected and the association was permanently organized.

The executive committee of the State Educational Association was instructed to confer with the superintendent of public instruction, and, if it finds it practicable, make arrangements for the publication of a State Journal of Education.

The State Educational Association then adjourned.

EDUCATIONAL CONVENTION OF BAPTISTS.

An educational convention was held by the Baptists of North Carolina, in Raleigh, February 12, 1873. Rev. Needham B. Cobb addressed those present on "The condition of education in the State and what can be done by the Baptists to improve it." The means proposed were: first, to create a public sentiment among the people in favor of general education by a thorough canvass of every church; secondly, establish and sustain Sunday-schools in every church and in every destitute neighborhood, for adults as well as for children, and impress every illiterate with the idea that it is his Christian duty to learn to read in order that he may study God's word for himself; thirdly, encourage common schools; fourthly, endow academies.

Among other facts it was mentioned by the speaker that the cost of maintaining the dogs of the State during the year 1872 was nearly six times greater than the sum expended that year upon public education.

LIST OF SCHOOL-OFFICIALS IN NORTH CAROLINA.

Hon. ALEXANDER MCIVER, *State-superintendent of public instruction, Raleigh.*

CHAIRMEN OF BOARDS OF EXAMINERS.

County.	Name.	Post-office.
Alamance	Rev. W. S. Long	Graham.
Alexander	J. P. Matheson	Taylorsville.
Alleghany	David Black	Gap Civil.
Anson		
Ashe	J. G. Wilcox	Jefferson.
Beaufort	Dr. B. F. Taylor	Washington.
Bertie	David E. Taylor	Windsor.
Bladen		
Brunswick	E. M. Rosafy	Smithville.
Buncombe	A. M. Penland	Asheville.
Burke	Rev. Neilson Falls	Morganton.
Cabarrus	D. R. Bruton	Concord.
Caldwell	Rev. G. H. Round	Lenoir.
Camden		
Carteret	P. W. Wheeler	Beaufort.
Caswell	Rev. Jacob Doll	Yanceyville.
Catawba	M. E. Lowrance	Newton.
Chatham	J. W. Hatch	Pittsboro'.
Cherokee	M. C. King	Murphy.
Chowan	A. M. Moore	Edenton.
Clay	G. W. Sanderson	Hayesville.
Cleaveland	L. N. Durham	Shelby.
Columbus	C. G. Wyche	Whitesville.
Craven	Rev. L. C. Vass	New Berne.
Cumberland	G. W. Wightman	Fayetteville.
Currituck	V. L. Pitts	Currituck Court-House.
Dare	Walter F. Dough	Manteo.
Davidson	G. W. Hege	Yadkin College.
Davie	W. J. Ellis	Ellisville.
Duplin	Rev. Alex. Kirkland	Magnolia.
Edgecombe	Edward R. Stamps	
Forsyth	Milton H. Linville	White Roads.
Franklin	M. S. Davis	Louisburg.
Gaston	R. W. Sandifer	Dallas.
Gates	Mills L. Eure	Gatesville.
Graham	P. G. Aiken	Fort Montgomery.
Granville	Rev. James B. Floyd	Oxford.
Greene		
Guilford	Dr. Nereus Mendenhall	Jamestown.
Halifax	William H. Day	Halifax Court-House.
Harnett	J. A. Spear	Harnett Court-House.

List of school-officials in North Carolina—Continued.

County.	Name.	Post-office.
Haywood	W. J. Wilson	Forks of Pigeon.
Henderson	Richard H. Lewis	Hendersonville.
Hertford	W. G. Gatling	Winton.
Hyde	Joseph W. Watson	Swan Quarter.
Iredell	J. H. Hill	Statesville.
Jackson	J. F. Allison	Webster.
Johnston		
Jones	J. A. Smith	Trenton.
Lenoir	William A. Coleman	Kinston.
Lincoln	Rev. W. R. Wetmore	Lincolnton.
Macon	J. G. Crawford	Franklin.
Madison	Willie Gudger	Marshall.
Martin	John R. Lanier	Williamston.
McDowell		
Mecklenburg	Rev. J. B. Boone	Charlotte.
Mitchell	Rev. W. C. Bowman	Bakersville.
Montgomery	William G. Deberry	Montgomery.
Moore	William J. Stewart	Carthage.
Nash	A. W. Bridgers	Nashville.
New Hanover	Rev. H. B. Blake	Wilmington.
Northampton	S. B. Spruill	Jackson.
Onslow	Richard W. Nixon	
Orange	Samuel W. Hughes	Hillsboro'.
Pamlico	Delon H. Abbott	Vandemen.
Pasquotank	Paleman John	Elizabeth City.
Perquimans	Josiah T. Smith	Hertford.
Person	J. J. Lansdell	Roxboro'.
Pitt	B. W. Brown	Greenville.
Polk	J. A. Thorn	Mills Springs.
Randolph	M. S. Robbins	Asheboro'.
Richmond		
Robeson	D. C. McIntyre	Lumberton.
Rockingham	W. N. Mebane	Wentworth.
Rowan	B. F. Rogers	Salisbury.
Rutherford	W. W. Wallace	Rutherfordton.
Sampson	Prof. B. F. Grady	Clinton.
Stanley	S. J. Pemberton	Albemarle.
Stokes	Walter W. King	Danbury.
Surry	James C. Gilmer	Mt. Airy.
Swain	D. K. Collins	Charleston.
Transylvania	H. A. Adams	Brevard.
Tyrrell	Dr. E. Ransom	Columbia.
Union	S. S. McCauley	Monroe.
Wake		
Warren	John E. Dugger	Warrenton.
Washington	Stewart L. Johnston	Plymouth.
Watauga	H. Bingham	McBryd's Mills.
Wayne	John Robinson	Goldsboro'.
Wilkes	R. W. Barber	Wilkesboro'.
Wilson	B. M. Briggs	Wilson.
Yadkin	Rev. M. Baldwin	East Bend.
Yancey	David M. Ray	Burnsville.

OHIO.

[From report of Hon. Thomas W. Harvey, State-commissioner of common schools, for the year ended August 31, 1872.*]

IRREDUCIBLE SCHOOL-FUND.

This statement shows the amount of interest on the several funds constituting the irreducible school-fund for the year ended December 30, 1871, due and payable to counties on and after January 1, 1872, and paid during the fiscal year ended November 15, 1872.

Sixteenth-section-school-fund	$175,835 26
Twenty-ninth-section ministerial fund	6,319 79
Virginia military-school-fund	11,680 48
United States military-school-fund	7,216 33
Western-reserve school-fund	15,455 22
Total	216,696 71

The amount paid to the Ohio University was $157.24 and to the Ohio Agricultural and Mechanical College, $2,000, making the aggregate amount of interest on the irreducible school-funds disbursed by the auditor of the State, $219,053.95.

FINANCIAL STATEMENT.

Balance on hand September 1, 1871	$2,393,376 86
Received from State-school-tax	1,494,588 02
Decrease from last year	19,472 32
Interest on irreducible funds and rents of school-lands	248,194 41
Increase over last year	6,792 47
Received from local taxes	4,933,759 08
Decrease from last year	14,040 71
Received from sale of bonds	508,852 55
Increase over last year	94,780 04
Received from fines, licenses, &c	234,944 07
Decrease from last year	13,713 55
Receipts for 1872, exclusive of balance on hand September 1, 1871	7,420,338 13
Increase over last year	54,345 93
Total school-resources for 1872, including balance on hand September 1, 1871	9,813,714 99
Increase over last year	203,668 49
Amount paid teachers	4,219,563 04
Increase over last year	111,767 74
Paid for managing and superintending schools	129,615 07
Increase over last year	26,635 02
Paid for sites and buildings	1,428,964 91
Decrease from last year	88,056 18
Paid for interest on and redemption of bonds	566,498 48
Increase over last year	142,803 63
Paid for fuel and contingent expenses	1,039,215 18
Decrease from last year	64,022 94
Total of expenditures in 1872	7,383,856 63
Increase over last year	129,127 27
Total of expenditures in 1872, exclusive of amounts paid for interest on and redemption of bonds	6,817,358 20
Balance on hand September 1, 1872	2,429,858 36

Concerning expenditures the superintendent says: "I am satisfied that the amount reported as paid for managing and superintending schools, though larger than that reported in 1871, is too small. Such a proportion of the salaries of teachers who devote a portion of their time to supervision as corresponds to that time should be separated from their salaries and classed as expenditure for supervision.

"The decrease of $64,022.94 in the amount paid for fuel and other contingent expenses probably results from the fact that last year an amount quite as large, which should have been classed with the amount paid for interest on and redemption of bonds, was erroneously charged to this item."

* The statistical returns for 1873 will be found in tables I and II, at the close of the report.

SCHOOL-POPULATION AND ATTENDANCE.

White scholastic population—males, 533,703; females, 513,268	1,046,971
Increase from last year	15,206
Colored scholastic population—males, 13,348; females, 12,955	26,303
Increase from last year	20
Total scholastic population	1,073,274
Increase from last year	15,226
Scholastic population between the ages of 16 and 21	218,667
Scholastic population between the ages of 5 and 16	854,607
Number of males enrolled in public schools	370,719
Number of females enrolled in public schools	338,081
Number of pupils re-enrolled	14,452
Total enrollment, deducting number re-enrolled	694,348
Decrease from last year	23,322
Number of pupils enrolled between the ages of 16 and 21	85,309
Number of pupils enrolled between the ages of 5 and 16	609,039
Per cent. of enrollment on enumeration	65
Per cent. of enrollment on enumeration between 5 and 16	72
Average daily attendance of males	210,818
Average daily attendance of females	197,720
Total daily average attendance	408,538
Per cent. of average attendance on enrollment	58
Per cent. of average attendance on enumeration	38

CLASS-SCHOOLS AND PRIVATE SCHOOLS.

Class-schools comprise schools where instruction is given in the German language exclusively and schools composed exclusively of colored children. A school which ranks below an academy or high school, and receives no support whatever from public-school-funds, is called a private school. The following are statistics of such schools in the State:

Number of pupils enrolled in German schools	4,899
Decrease from last year	581
Number of pupils enrolled in colored-schools	6,455
Increase over last year	633
Whole number of pupils in class-schools	11,354
Number of pupils enrolled in private schools	8,386
Increase over last year	2,441
Whole number of pupils in private and class-schools	19,740
Number of teachers in German schools	67
Decrease from last year	24
Number of teachers in colored-schools	163
Increase over last year	18

TEACHERS AND TEACHERS' PAY.

Number of male teachers	9,718
Increase over last year	155
Number of female teachers	12,343
Decrease from last year	201
Whole number of teachers employed	22,061
Decrease from last year	46
Number of teachers necessary to supply the schools	14,788
Changes of teachers during the year	7,273
Number of permanent teachers—males, 3,070; females, 4,015	7,085
Decrease from last year	495

The following are the average monthly wages of teachers in the different schools:

Male teachers in township primary schools	$39
Female teachers in township primary schools	26
Male teachers in township high schools	64
Female teachers in township high schools	43
Male teachers in separate district primary schools	58
Female teachers in separate district primary schools	36
Male teachers in separate district high schools	81
Female teachers in separate district high schools	56

TEACHERS' CERTIFICATES.

Number granted for 24 months: to gentlemen, 367; to ladies, 178	545
Number granted for 18 months: to gentlemen, 1,468; to ladies, 1,025	2,493
Number granted for 12 months: to gentlemen, 4,386; to ladies, 4,027	8,413
Number granted for 6 months: to gentlemen, 4,182; to ladies, 5,098	9,280
Whole number granted: to gentlemen, 10,403; to ladies, 10,328	20,731
Increase over last year	902
Number who failed in examination: gentlemen, 2,103; ladies, 2,526	4,629
Number of colored persons who applied for certificates: gentlemen, 117; ladies, 117	234
Increase over last year	41

SCHOOL-TERM.

Number of weeks' school required by law	24
Average number of weeks primary schools were in session in townships	26.37
Average number of weeks high schools were in session in townships	26.55
Average number of weeks primary schools were in session in separate districts	34.18
Average number of weeks high schools were in session in separate districts	34.39
Average number of weeks common schools were in session in the State	30.37

SCHOOL-DISTRICTS AND SCHOOL-HOUSES.

Number of school-districts, township and separate	1,893
Number of subdistricts in townships	10,695
Number of school-houses erected during the year	566
Cost of school-houses erected during the year	$893,422
Whole number of school-houses in the State	11,665
Total value of school-houses in the State, including grounds	$17,168,196
Increase over value of last year	$2,179,584
Number of common-school-rooms in the State	14,201
Increase over last year	15

NET COST OF EDUCATION FOR THE YEAR.

In townships, total cost, less amounts paid on permanent property in 1872	$2,913,825 00
In separate districts, total cost, less amounts paid on permanent property in 1872	2,479,396 00
In the State, total cost, less amounts paid on permanent property in 1872	5,393,221 00
In townships, average cost per pupil on year's expenditures, net, in 1872	$10 62
In separate districts, average cost per pupil on year's expenditures, net, in 1872	18 48
In townships, average cost per pupil on year's expenditures, net, in 1872, including 6 per cent. on estimated value of permanent improvements	12 11
In separate districts, average cost per pupil on year's expenditures, net, in 1872, including 6 per cent. on estimated value of permanent improvements	23 11
In the State, average cost per pupil on year's expenditures, net, in 1872, including 6 per cent. on estimated value of permanent improvements	15 72

AVERAGE RATE OF LOCAL TAX FOR COMMON SCHOOLS.

Average number of mills on each dollar, local levy, in townships, for schools in 1872	3.04
Increase over last year	.02
Average number of mills on each dollar, local levy, in separate districts, for schools, in 1872	6.37
Increase over last year	.18

THE TOWNSHIP-SYSTEM.

The system inaugurated by the act of March 14, 1853, is a compromise between the independent subdistrict-system in force previous to the passage of that act and a sys-

tem in which each township becomes a school-district, all subdistrict-boundaries being abandoned.

The recommendation made in the last annual report, that "the number of local directors in each subdistrict be reduced from three to one and that the management and control of all the schools in each township be transferred to the township-board," is repeated.

SCHOOL-TERM.

In every district, whether township or separate, schools are required to be kept in session at least twenty-four weeks each year.* The funds raised by State and local taxation are not sufficient, in some districts, to enable school-authorities to obey this requirement; but it is gratifying to know that, while many boards of education are embarrassed in their efforts to continue the schools the required number of weeks, objections to the length of the scholastic year are rarely made. In almost every instance an increase of the amount to be raised by local levy is recommended. A steady improvement in this particular is evidenced by the fact that, while last year the number of subdistricts reported as maintaining schools less than the time required by law was 884, there are reported for this year only 497.

ATTENDANCE.

The prevalence of small-pox and other contagious diseases in most of the cities and towns, as well as in many country districts, during the winter of 1871–'72 occasioned a marked decrease in the average daily attendance in those localities and a consequent decrease in the general result.

The legal school-age is from 5 to 21 years, but comparatively few children attend school before the age of 6 years and a very large proportion leave the public school at the age of 15 to engage in some employment.

ENROLLMENT-STATISTICS NOT TRUE INDEX OF ACTUAL ATTENDANCE.

The per cent. of enrollment on the whole enumeration of youth between 5 and 21 years does not, therefore, present a just idea of the educational condition of the youth of the State. The per cent. of enrollment of youth between 5 and 16 years, the usual school-age, on the enumeration of such youth in the State, is 72.28; therefore only about three-tenths of this class of youth were not in attendance upon any school during the past year. This showing indicates a near approach to universal common-school education.

TRUANCY AND ABSENTEEISM.

The superintendent remarks, in this connection: "The influence of our public schools is not so far-reaching as could be desired, not from any radical defect in the system, but from the inadequacy of the means and agencies provided for its administration. Truancy and absenteeism are evils for the cure or prevention of which no laws have been enacted. Attendance at school is entirely optional. Children unable to read or write may be employed on the farm or in mine, workshop, or factory. The State does not interpose to protect them against the avarice of parents or the rapacity of employers. There is, however, a growing sentiment in favor of stringent laws against truancy and the employment of illiterate youth in industries of any kind, when such employment is a virtual denial of school-privileges. The people desire to see the results of compulsory laws, although it is questionable whether they are ready to sanction their enactment."

SUPERVISION.

In most of the 549 special districts in the State—especially in those containing more than three hundred youth of school-age—supervision is employed and acknowledged to be as essential an element to success in educational effort as in business-enterprises. In most of the large cities the superintendent is assisted by supervising principals, who have charge of several schools, or by principals of ward- or district-schools, each devoting all or a portion of his time to supervision and the training of inexperienced teachers. Earnest and intelligent supervision has contributed as much as any other agency to the efficiency and consequent enviable reputation of these schools.

The 1,344 township-districts in the State are each, with a few exceptions, divided into subdistricts. Theoretically, the schools in these districts are managed and controlled by township-boards of education; practically, they are managed or mismanaged, so far as the details of the work of education are concerned, by local directors, to whom the "local interests and affairs" of subdistricts are intrusted. The duty of visiting schools is rarely performed by these directors, and when performed—because it is a requirement of the law—the visit is usually made a mere matter of form. The conduct of the schools is left entirely to the teachers, most of them young and inexperienced.

Township-boards of education may, if they think best, appoint one of their own num-

* This provision still exists in the new law, passed since the above was written.

ber to perform the duties of supervision and management of the schools; but apathy, indifference, or a desire to economize in school-expenses has rendered this provision of the law a practical nullity. Very few acting managers have been appointed since the passage of the act creating the office. Some of them have labored diligently to improve the condition of the schools in their townships, and in most instances their efforts have been eminently successful; but the school-system, as a whole, has not been vitalized by their labors. Their influence has been felt in single townships only, and these few in number and scattered here and there over the State. "A more efficient system of supervision, expressly adapted to the peculiar wants and needs of the country schools and to the administration of educational affairs in rural districts, should be inaugurated."

In the reports of auditors, examiners, and other school-officials, the plan of county-supervision is recommended with remarkable unanimity as the most economic and as best calculated to benefit the country schools. At a meeting of the teachers' institute in Paulding County, the teachers of that county passed a resolution declaring that the interests of the schools of the county demand the supervision of a county-superintendent.

The State-superintendent joins with others in recommending the adoption of the plan of county-supervision and urges the matter upon the attention of the general assembly.

CHANGES OF TEACHERS.

The number of teachers necessary to supply the schools of the State is 14,788; the number of different teachers actually employed during the year was 22,061; showing that 7,273 changes of teachers were made within the year—128 fewer than in the preceding year.

"Permanent teachers" are those who are employed in the same district during the entire school-year. They do not, necessarily, equal in number those who make teaching a business during the time the public schools are in session. It is difficult, if not impossible, to ascertain the number belonging to this class or the number of teachers employed in more than one district within the year. The number of permanent teachers reported for the year is 7,085, a decrease from last year of 495. An increase of 4,082 in the number of permanent teachers was reported in 1870 and an increase of 409 in 1871. The superintendent is not aware of the existence of causes which should occasion the decrease reported this year.

SALARIES OF TEACHERS.

In the township-schools there has been an increase of salaries, amounting to $5 per month for ladies and from $2 to $7 per month for gentlemen. In the separate district-schools there has been a reduction of salaries; in the primary schools, $14 per month for gentlemen and $5 per month for ladies; and in the high schools, $12 per month for gentlemen and $2 per month for ladies.

Many of the school-officers, in their reports, recommend an increase of salaries for teachers. The idea is gaining ground that to secure competent instructors there must be a fair remuneration. Until the pay for teaching is raised, talent and energy will naturally be carried into more remunerative professions. One official says: "When the pay is raised and teachers employed by the year, with a sufficient year's pay, the number of teachers will be decreased and their qualifications raised in a corresponding ratio." The auditor of Hardin County, where teachers' wages have nearly doubled within two years, writes: "The result is that many of our most talented young men and women, who have hitherto followed other vocations, have entered the teachers' ranks."

EXAMINATIONS OF TEACHERS.

There are 264 county-examiners in the State, of whom 147 are teachers, 50 attorneys, 21 ministers, 14 farmers, 8 physicians, and 20 are engaged in other employments. They are appointed by the probate-judges of their respective counties and hold their office for two years. The compensation they receive is small, in comparison with the responsibilities they are required to assume; but it is believed that the duties of no other class of school-officials are discharged more faithfully or more intelligently.

A determination is manifested, in many counties, to raise the standard of qualifications heretofore required of teachers. A comparison of the lists of questions used as examination-tests in 1869 with those used the past year shows that, so far as these tests are concerned, examinations are not more thorough now than they were three years ago. It is not necessary, perhaps not desirable, that examinations be made more difficult, in theory at least, than they have been during the last few years. The standard can be raised by requiring of applicants a greater familiarity with methods of instruction, a larger percentage of accurately-expressed answers, knowledge of principles as well as facility in the application of rules, and evidence of ability to rouse the energy and interest of their pupils. To these requirements may be added an acquaintance with some of the best practical works on mental and moral science and intelli-

gence in matters of general interest, without which a teacher will do routine-work only.

Examiners, especially in country districts, have reason to know that the mistaken notion that intelligence, good scholarship, and professional training are not essential in the teachers of young children is too prevalent. The clerk of a board of examiners writes: "We are often urged—sometimes by members of school-boards—to violate the law and grant certificates to those who are known not to be qualified in some of the branches specified in the statute, because they are desired to teach primary schools or summer-schools, in which there will be no advanced pupils." Other examiners encounter the same difficulty in the discharge of their duty. Earnest, active teachers always support progressive measures on the part of examiners. At a teachers' institute, largely attended by some of the most earnest teachers in the State, it was "Resolved that we * * * ask and demand that the examiners license no incompetent persons out of fear or favor."

TEACHERS' CERTIFICATES.

The tables in the State-commissioner's report relating to applications for teachers' certificates show an increase of 590 in the total number of such applications and an increase of 889 in the number of those that failed to pass the required examination.

STATE-BOARD OF EXAMINERS.

A new school-law, passed May 1, 1873, makes it the duty of the State-commissioner to appoint a State-board of examiners, to consist of three competent persons, resident in the State, which board is authorized to issue life-certificates, of high qualifications, to such teachers as may be found, upon examination, to possess the requisite scholarship. The applicants for such certificates must exhibit satisfactory evidence of good moral character and of eminent professional experience and ability.

LIFE-CERTIFICATES.

These life-certificates must be countersigned by the commissioner of common schools, and, when thus perfected, will supersede the necessity for any other examination of the persons holding them and be valid in any school-district in the State, unless revoked by the State-board of examiners for good cause.

TEACHERS' INSTITUTES.

Reports from sixty-nine teachers' institutes have been received. It is probable that others were held within the year. If so, their officers failed to report. The sum of $6,262.86 was expended in sustaining these institutes, of which $10,585.02 was taken from the institute-fund, $4,415.51 was contributed by members, $825 appropriated by county-commissioners, and $437.33 obtained from sources not specified. The institutes were attended by 6,838 teachers, nearly one-third of the whole number in the State, and 337 instructors and lecturers were employed.

Ten counties appropriated an aggregate of $885 to sustain institutes in their respective counties. This small sum was all the State expended during the year for the professional training of teachers. One-third of the amount paid by teachers in examination-fees could have been legally used for this purpose, and teachers join with the State-commissioner in recommending that the law authorizing this appropriation from the county-treasury be so amended as to make the action of county-commissioners a legal requirement.

WORK OF TEACHERS' INSTITUTES SHOULD BE SYSTEMATIZED.

It is remarked that "the usefulness of teachers' institutes would be greatly increased if the exercises were carefully classified and systematized. Generally speaking, those who conduct them act independently of each other and without any definite, matured plan. Quite frequently the instruction given is not such as inexperienced non-professional teachers need. To secure the best results, the organization and conduct of both county- and district-institutes should be intrusted to a board of managers composed of men who have had long and successful experience as teachers and lecturers." The work could then be defined and classified and institutes made more popular and efficient than they are now.

The suggestion made in the last annual report, that the schools of each county be closed during the week a county-institute is held and the teachers required or permitted to attend it without loss of wages, is repeated.

SCHOOLS FOR COLORED CHILDREN INADEQUATE.

Adequate provision is not made for the education of the colored youth of the State. In many districts, where the number of such youth, by enumeration, is less than twenty, the operation of the school-law practically deprives them of educational privileges and advantages.

Mention is made in some of the county-reports of neglect and unfair dealing on

the part of boards of education in respect of the colored population. One auditor states that in his county there is but one board of education that provides the same number of weeks' school for the colored youth as for the white. Two districts in this county provide, respectively, twenty-six and twenty-eight weeks of schooling for white youth and only twelve weeks for colored.

WHAT SHALL BE TAUGHT IN OUR PUBLIC SCHOOLS?

"The authors of our public-school-system undoubtedly thought that our schools ought to furnish such an education as would enable the youth of the country to act intelligently as citizens, to fill places of trust and responsibility, and to transact the ordinary business of life readily and accurately. From the fact that they made adequate provision for the establishment and maintenance of schools of a higher grade than the common or primary school, it is inferred that they fully appreciated the value and importance of liberal culture and that they considered the encouragement and support of all practicable schemes for the dissemination of knowledge among the people a proper function of government.

"A practical knowledge of the so-called common branches can be obtained by the average pupil before he ought to be removed from school and its restraining influences. Hence, in our best schools some provision is made for instruction in other branches. Oral lessons in botany, chemistry, physics, &c., are now given in the lower departments of most of our graded schools. Being continued through successive years, they afford opportunity for teaching many things of great practical value to the farmer, mechanic, and business-man, of which pupils unable to complete a high-school-course of study might otherwise remain ignorant. Instruction of this kind ought to be given in every school in the State. The unwisely conservative, who cling with such tenacity to the 'good old ways,' should remember that progress pays no respect whatever to myths and traditions. While thought is reforming abuses in government, sweeping away antiquated systems that have outlived their usefulness, and science is revolutionizing the industries of the world, it is not probable that the school-room, with its traditional methods of instruction and management, will be let alone."

MORAL INSTRUCTION.

"No person who has not obtained a 'certificate of good moral character' from a board of examiners can be legally employed as a teacher in the common schools of Ohio The standards of moral excellence differ widely in different counties, and it is to be feared that some examiners do not pay due attention to this salutary provision of the law. Public opinion, however, is strongly in favor of excluding from the ranks of qualified teachers all who cannot furnish satisfactory evidence that they lead blameless lives and whose example is not such as youth should follow. The 'silent example' is not, however, all that is requisite. Our youth must receive direct, positive instruction in moral science. They must be taught to respect the rights and feelings of others, to obey parents and those in authority, to be kind, truthful, frank, unselfish, chaste, courteous, respectful. They may be instructed in that morality which concerns the family, society, and the State. They may be taught to love the true and the genuine, to hate all shams and humbugs, to have faith in whatever is right, to be honest in business-transactions, to respect those principles of honor upon which all good citizenship rests, and to cherish and practice those virtues which are the beauty and glory of character. Such instruction as this is not sectarian, and every true patriot and philanthropist will rejoice when it shall be required to be given in every school in the land."

DRAWING.

The neglect of this branch is spoken of as the "great defect in our educational system;" and the necessity for art-culture in those schools where our mechanics and artisans receive their education, if we would successfully compete with other countries in the manufacture of products requiring taste and skill, is urged in the strongest terms. The superintendent quotes from the Report of the Secretary of the Massachusetts State Board of Education upon this subject, and then remarks: "Among our teachers and educational men generally there is a growing conviction that the example set by Massachusetts should be followed by Ohio. Free-hand drawing, as a required or optional branch of study, should be taught in our common schools and mechanical drawing in the higher departments of our graded schools. The school-authorities of our cities and large towns should also be required to establish evening-schools, in which instruction in this branch shall be given to apprentices and journeymen unable to attend day-schools."

With regard to the objection urged by some that the study of drawing cannot be introduced successfully in the public schools, because teachers as a class are ignorant of the art, it is said: "This objection has really no force whatever, for no more talent is required to teach free-hand drawing than is needed in teaching penmanship or the other common branches." The successful experience of Massachusetts in this respect

is referred to, and it is also said that the experience of the superintendents of those schools in Ohio in which drawing is taught will confirm the truth of this statement.

The report of the superintendent of the city of Akron contains the following: "Not the least difficulty in attempting the introduction of drawing was the want of any one properly qualified to direct the work; and the entire absence of instruction and experience on the part of the teachers very naturally led them to shrink from the undertaking. But feeling the importance of culture in this direction, it was determined to make the attempt with such facilities as were at our command. I have no hesitation in saying that the results are more than an equivalent for the outlay."

SCHOOL-HOUSES.

The expenditure for building-purposes has been decreasing for several years. The amount expended in 1870 was $1,391,597; in 1871, $1,025,077; and in 1872, $893,422, or $498,175 less than the amount expended in 1870. Of the 566 school-houses erected during the year, 519 were in townships, an increase of 17 from last year, and 47 in separate districts, a decrease of 29 from last year. In 1871, a decrease of 81 was reported in the number of school-houses erected in townships and an increase of 14 in separate districts.

Great pains have been taken to obtain reliable returns of the estimated value of school-houses and grounds in the State, and it is believed that the estimates reported this year are much closer approximations to the true value of that kind of property than those reported heretofore.

CINCINNATI.

[From report of Hon. John Hancock, superintendent of city-schools.]

Attendance.—Statistics of the city-schools show that 75 per cent. of all the pupils on entering school are under 12 years of age and less than 9 per cent. are above 14. A table giving the per cent. of withdrawals of pupils from all the schools at the different ages, estimated on the whole number enrolled at those ages, shows that the best years for permanency in school are from 7 to 9, inclusive. The prevalence of small-pox during the winter of 1871–'72 reduced the attendance nearly 25 per cent.

Teachers.—The superintendent remarks: "I am fully persuaded that schools in general are suffering more from defective scholarship on the part of teachers than from almost any other cause." It is considered desirable that the board of examiners should in its examinations lay greater stress on methods of instruction and their philosophy. It is impossible to attach too much importance to this department of pedagogics.

The question is presented for the consideration of the board of examiners whether they should not, after a specified time, say one year, require candidates to pass an examination in the elements of music and drawing, in addition to the branches now on its list. If the regular teachers are to be relied on for instruction in these branches, they should be tested as to their capacity for doing the work.

It is recommended that all new appointments of teachers be temporary, say for three months, their permanent appointment depending on their success during this period.

The German department.—The ratio of the pupils studying German to the whole number in attendance in the schools is constantly growing. This is not only an evidence of an increasing interest in the subject, but also of confidence in the method of teaching it.

A more systematic plan for the upper grades is considered of great importance, as is also a higher standard of attainment. Pupils should at the end of their course be able to speak and write the language with correctness and to read the best classics with ease and pleasure. Under the present lack of a settled plan for the high schools, but few, if any, become able to do this. That pupils pursuing the study in the intermediate schools have been compelled to drop it for the first year on entering the high school has worked badly. And the other fact, that on taking up the study in the C grade of the latter schools, pupils of every stage of advancement have been thrown together in the same class, is a still greater drawback to successful and thorough work.

It is recommended that no one hereafter be allowed to begin the study of German in the high schools, but that all pupils intending to make this language a part of their education, and who have not studied it in the district schools, shall take it up on entering the intermediate schools. It is also recommended that such pupils should not only be examined in German for transfer from grade to grade, as is now the case in the district and intermediate schools, but also for transfer from the intermediate to the high schools. Such an arrangement would be the highest inducement for faithful work in this study. Not only this, but the six years—as a minimum—of systematic study would give results that have not, as yet, been even approximated, and which cannot be attained except by a plan exacting and sharply defined in its outlines.

As recommended in the last report, a German-English normal department has been established in connection with the Cincinnati normal school, and at the close of the first course thirteen graduates received their diplomas.

Drawing.—Last year, under the new rule of the board for teachers' meetings, it was

arranged to have one of the schools dismissed each afternoon at recess, for the purpose of having the teachers of the schools take a lesson in drawing. At these lessons the teachers divided their time equally in drawing on paper and in drawing on the blackboard, the latter exercise being especially necessary to fit them to teach the subject. In this way about nine lessons were given in each school during the year. The teachers generally seemed to take hold of the exercises with much spirit, and undoubtedly derived great profit from them. Quite a number of teachers also took lessons on Saturdays.

The Cincinnati day-schools are now behind none in their drawing. One point absolutely essential to the success of this department is, that its teachers should receive the hearty co-operation of all the regular teachers. Without the aid of the latter, neither it nor any other special branch can succeed. It is not surprising that the general public should not at once correctly estimate the value of these branches, but that professional educators should fail to do so is matter of special wonder. The Cincinnati board of education has been the leader in this movement for instruction in art and has manifested at no time since it entered into it any inclination to abandon it.

Music.—The examination this year was considerably more difficult than that of the previous year, and the pupils were required to be more prompt in their answers and in their singing of exercises at sight. Altogether, it evidenced commendable progress and showed the wisdom of the board in appointing a superintendent of the department, thereby unifying and harmonizing the work of the teachers. An effort is being made to correct the fault that has hitherto characterized the singing of our schools, particularly in the lower grades: the overstraining of the voice by too loud singing. Voice-culture ought to occupy a greater share of attention in our musical instruction than it has heretofore done.

Geography.—The course of instruction in this branch has for the last few years been undergoing a gradual change. Formerly the course was largely confined to local geography, especially in the district-schools. At present local geography occupies but a subordinate place, and the syllabus for instruction in it has been abandoned in all the grades in which geography is taught, except the lowest. Descriptive and physical geography have been made to take the place of local geography. No branch has seemed so sterile of valuable results as local geography, while, on the other hand, the study of descriptive and physical geography vitalizes the thinking powers to a greater extent, perhaps, than any other branch taught in the public schools.

Night-schools.—Although the enrollment of pupils in these schools last year was considerably larger than that of any previous year, the per cent. of attendance was smaller. A part of this falling off may, perhaps, be attributed to the prevalence of small-pox during the winter-months. This irregularity of attendance is the great drawback to the success of night-schools. Any scheme that would in part remedy this defect would insure a more favorable result in the working of these schools than it has been possible hitherto to attain. The larger part of the irregularity is among the younger pupils, whose powers of endurance seem scarcely sufficient to carry them through the labors of the day and two hours' mental application at night. The older the pupils the more regular their attendance and the greater their diligence and interest, and it is questioned whether the minimum age for admission might not be raised a year or two with advantage to the *morale* of the schools.

An efficient means of lessening the irregularity of attendance will be always to have instruction full of vitality. No droning book-methods will answer. Pupils cannot be held in the schools if such are adopted. For this reason only teachers of the first rank must be employed. An attempt was made during the winter to limit the number of pupils to each teacher in the night-schools to twenty. As the teachers of the night-schools must come from the corps of day-school-teachers, five nights a week is considered too much, and it is recommended that hereafter there be no school on Wednesday night.

The committee joins with the superintendent in recommending that the branches taught in the night high school shall be elective by the scholars; they also recommend that to secure the best teachers for this school some addition be made to the salary heretofore paid. The superintendent recommends a supply of drawing-stands, patterns, models, &c., so that drawing may be taught in this school under the best possible conditions.

Cincinnati University.—It is a matter of regret that this institution is not ready for pupils and that it is uncertain when the directors will be able to set it in operation. Laboring, as they have been, under almost insuperable obstacles in putting into permanent productive shape the magnificent bequest for the establishment of the university, still it is to be hoped that these preliminary arrangements are nearly complete and that some, at least, of the departments may soon be opened.

Public library.—The circulation of books has nearly doubled and the use of the reading-rooms has more than trebled during the year. The donations of books have more than doubled and many of them have been received from Europe. The addi-

tions to the library during the year include 1,208 volumes in French and 1,674 in German. Before the expiration of another year the main library-building will be completed. This will be the largest and, save one, the only *fire-proof* structure for library-purposes in the country.

CLEVELAND.

[From report of Hon. Andrew J. Rickoff, city-superintendent.]

Study of German in the public schools.—The rapidity with which the German department has grown, the general gratification which has been manifested on account of its introduction, the unabated support which it has received in the board of education, the uninterrupted harmony which has existed between the English and German corps of teachers, are all justly held to be evidences of the wisdom of its establishment in the Cleveland schools. In answer to the question sometimes asked, whether the study of the German does not retard the progress of the pupil in his English studies, the superintendent says that, while doubtless there are exceptions to the rule, the careful observation of twenty years establishes the fact that children who study the German language for the first four years of the school-going age half the school-hours of each day, and for the remaining period three-quarters of an hour per day, reach the seventh class in the school-curriculum at an average age less by one year than those who study the English language alone.

The lessons of the primary German classes are from 45 minutes to 2 hours in length daily. The grammar-classes have one lesson of 45 minutes daily. There are 91 classes, 35 consisting of both German-speaking and English-speaking pupils, 30 consisting only of German- and 26 only of English-speaking pupils. The German teachers have held meetings for improvement once a fortnight.

Special superintendence of primary instruction.—At the beginning of the last school-year, two ladies who have made a special study of primary instruction, who were familiar with its processes and comprehended its purposes, were appointed supervisors of the two lower primary grades. The movement has proved even more prolific of good results than was anticipated. It has given a unity of design and secured a uniformity of results in the work of the primary grades which was not before supposed to be possible, and, in all that belongs to educat on proper, discipline, and culture, it has more than doubled the efficiency of the schools.

Adaptation of women to the work of supervision.—When women were placed at the head of the grammar-schools and again when the special superintendents of primary instruction were first appointed, grave apprehensions were entertained by some as to their securing, in the performance of their duties, the deference and respect from their subordinates which would be accorded to men in these positions. All such apprehensions have proved entirely groundless. The harmony which has prevailed since these changes have been made has been without precedent in the schools, certainly for many years.

Corporal punishment.—Corporal punishment is allowed by the rules of the school, which also provide that "all cases of such punishment shall be reported to the superintendent, according to the form and requirements of blanks, to be furnished by him for the purpose."

The fact that a report of the infliction of corporal punishment of every kind is required, that this report is placed on file, and that it is subject to review and comparison from month to month, and the consequent demonstration of the fact that the "maximum of punishment indicates the minimum ability on the part of the teacher to govern and control her pupils," has gone far towards suppressing it. The number of cases has been gradually but steadily reduced, until, at the present time, they are not more than a tenth of what they formerly were, though the attendance upon the schools has been almost doubled. The change is regarded as more satisfactory than if it had been the result of prohibitory action on the part of the board of education.

The statistics given in the report of the schools of Cleveland for the autumn of 1873 are as follows: children of school-age, (6–21,) 36,601; enrolled in schools, (public, 15,515; private and parochial, 7,686,) 23,201. Schools, primary and grammar, 23; high, 3; evening, 3—total, 29, besides 4 private and 15 church-schools, making a grand total of 48. Teachers in public schools, (male, 13; female, 221,) 234. Besides these, 4 males are employed as special teachers, 1 for music, 1 for drawing, 1 for penmanship, and 1 for gymnastics, while 2 act as assistant superintendents, making the whole number of males employed 19. The two ladies employed as special superintendents of primary instruction may also be added to the female force, making the number of women 223 and the whole number of regular and special instructors 242. The salaries of teachers are from $400, the minimum per annum for female teachers in the primary schools, to $3,000, the maximum for male principals in the high schools. The school-income, including a balance on hand from the last school-year of $95,949.43 and a library-fund of $8,315.51, is $349,383.33. The expenditures, including $9,658.95 for sites and buildings and $4,863.36 for libraries and apparatus, have been for the past school-year, $234,030.10. Latin and Greek, as well as German, are taught in the schools. Thirty of the pupils are known to be preparing for college, and almost all are instructed in drawing and vocal music.

COLUMBUS.

[From report of Hon. Robert W. Stevenson, city-superintendent.]

The enrollment and attendance of pupils during the past year has been larger than ever before. Few parents have complained of injustice or other wrong; no case of cruel or excessive punishment has been reported; no expulsions and but few suspensions have been found necessary. School-officers and teachers have worked faithfully and with zeal. No opportunity was offered the teachers for the better preparation of themselves for school-work which they did not cheerfully and eagerly embrace. When required to spend an hour or two hours, after a hard day's work, at a teachers' meeting, they did it willingly and with an evident desire to learn. The number of teachers whose day's work ended with the close of the daily sessions of the school was few.

Drawing has been taught in all the lower grades of the schools, with varying success. The teachers have little knowledge of the subject, and, having no special teacher, the results were good, bad, and indifferent, in accordance with the interest and effort of the teachers to prepare themselves for giving instruction.

The results of teaching botany and physics in the grammar-school-grades demonstrated fully the wisdom of the board in giving them a place in the course of instruction. About one hour a week was set apart for teaching the elements of these sciences.

In the German-English schools there were registered 1,717 pupils, all but about 100 of whom were children of German parentage. The only distinguishing feature of these schools from the other schools of the city is the study of the German language. During the first few months of the children's attendance at school all instruction is given in German, the language used in the homes from which they come. The teacher, in her conversation with the children, adheres closely to the German until the study of English is begun, which is when too great confusion will not arise from the introduction of another language. The elements of both the German and the English are taught phonetically and the transition from one to the other is easily made. From this point both languages are carried along together, the teacher sometimes giving instruction in all branches of study in German and sometimes in the English language. In the primary grades as good results are not secured as in the purely English schools, but the pupils who remain in school long enough to complete the grammar-school-course are, at the end of the course, equal in scholarship to the pupils in the English schools, having a fair knowledge of German in addition.

DAYTON.

[From report of Hon. Warren Higley, city-superintendent.]

Course of study.—In the district-schools the course of study is divided into eight grades, occupying the same number of years. Reading, in the lowest grade, is taught by the phonic method. In the sixth year the elements of botany are taught and in the seventh the elements of natural philosophy. These lessons have proved both interesting and profitable. The district-school-course prepares for the entrance-examination to the high school. There are four distinct courses of instruction for the high school: the Latin-English; the German, French, and English; the college-preparatory course; (each of four years;) and the English course of three years. The first course prepares for entrance to any of the colleges of the State where Greek is not required as one of the conditions. The college-preparatory course will fit pupils for entrance to most of the eastern colleges or to those in the West requiring Greek.

A feature of the district-schools is the semi-quarterly written examinations. These are the only records by which the standing of the pupil is determined. Class-records are dispensed with.

German-English instruction.—One-third of the school-attendance belongs to the German department. The pupils are chiefly of German parentage and are taught alternately a half day in English and a half day in German. This German instruction continues through the first seven years of the district-schools, and it is found that the pupils thus taught in the two languages enter the last year of the course with an average age no greater than that of the English pupils. This is accounted for on the ground that the continued study of two languages necessarily creates an activity of mind that gives greater strength to the mental faculties, and hence increased ability for acquiring knowledge.

Music.—Music is taught as a science, from the lowest to the highest grade. This department is in charge of a professor, who instructs the teachers in his method. Every teacher gives the daily lesson and is responsible for the progress of her pupils in this as in any other study.

Normal school.—The city normal school has been in operation three years. The course of instruction and practice extends through one year. Pupils entering this school agree to teach in the public schools of Dayton for two years after their graduation, provided their services are required. There have been forty graduates, of whom thirty-two are engaged in the schools.

Women as principals.—The experiment of employing women as principals, inaugurated in Dayton at the beginning of last year, has more than justified the wisdom of the board in making so sudden and sweeping a change. Instead of the insubordination and disorder predicted by many, there has been an increase of order. All details of school-management have been attended to with that scrupulous care which prevents irregularity and inefficiency in the workings of a large school. The subordinate teachers at once yielded the respect due to the position and evinced their confidence in the new system by the ready assent given to all requirements of the lady principals. Notwithstanding the fact that the principals taught the subjects of the highest grade for the first time and attended also to the general order of the building, the teaching has been as thorough as in former years.

Hamilton city-schools.—The enrollment for the past year was 1,616; average number belonging, 1,178; average attendance, 1,114; per cent. of attendance on number enrolled, 69; per cent. of attendance on average number belonging, 94.5.

The school-accommodations have hitherto been entirely inadequate. A building is now in process of erection which will afford seating capacity for nearly 600 pupils. The cost of this building is estimated at $60,000.

There are four school-departments: the primary, with three grades; intermediate, two grades; grammar, two grades; and high school, four grades.

Music, drawing, and object-lessons.—Music is taught under the direction of a special teacher. Bartholomew's system of drawing was introduced about three years ago, but the result was a failure, owing to the fact that the work of instruction was left entirely to the regular teachers, very few of whom had any knowledge of this branch. Object-lessons and language-lessons occupy a prominent place in the course of study, but the instruction has not been altogether satisfactory.

German-English instruction.—A German-English department, in connection with the public schools, has been in operation since 1854. Fully one-third of the pupils enrolled receive German instruction. A higher per cent. of attendance is obtained in these schools than in those purely English, thus showing the estimation in which school-advantages are held by the Germans. The discipline in these schools is far from being satisfactory and the English instruction (given by German teachers) is a partial failure. It is recommended that English teachers be employed for the English branches, and it is considered probable that this method of instruction will be adopted at an early day.

The course of studies in the high school extends over a period of four years. It has lately been reorganized—made less restrictive and more elective—and the school has thereby been rendered more popular without lowering its standard.

Teachers' pay.—The highest annual salary paid any teacher is $950; the lowest, $450. It is in contemplation to raise the salaries of teachers in the lower grades, their work being considered as important, fully as difficult, and requiring the same amount of teaching power and experience to perform it successfully as the work of the higher grades.

TOLEDO.

[From report of Hon. D. F. De Wolf, city-superintendent.]

Growth of the school-system.—This will be seen from a comparison of the present school-statistics with those of 1864. At that time there were only 24 schools and 33 teachers, with 2,217 pupils enrolled during the year, out of an enumeration of 5,392, the term-enrollment in the four classes of the high school being 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 very many cases being provided, through private benevolence, for those who could not otherwise attend—the number of schools has 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 of the three classes of the high school is 181.

Evening-schools.—These are maintained by the board of education three nights each week during the winter, for those only who cannot attend a day-school. The number of pupils enrolled was 315; average weekly enrollment, 247; average nightly attendance, 180.

Catholic church-schools.—In the Catholic church-schools about 1,200 pupils are enrolled.

Employment of children in manufactories.—The growth of such manufactories as employ juvenile help is already affecting the per cent. of youth attending the schools. In one of these were found nearly 100 youth between 11 and 16 years of age and in each of several others a large number.

ZANESVILLE.

[From report of Hon. Alva T. Wiles, city-superintendent.]

City-schools.—The per cent. of average attendance on the total enrollment has been 71; the per cent. of average attendance on the average enrollment, 93; the per cent. of punctuality, 99.71; per cent. of enrollment on enumeration, 6–16, 80.

The schools are arranged in four departments. The first three years of the course constitute the primary department, the second three the secondary, the seventh and eighth the senior-department. The high-school-department comprises three distinct courses of study: an English course of four years, a classic course of three years, and a commercial course of two years. Pupils are allowed to take Latin in connection with the English course.

Corporal punishment.—There has been a decrease of 22 per cent. in the cases of corporal punishment during the year. It is recommended that the superintendent be authorized in certain cases to substitute temporary suspension for corporal punishment, which is described as a "relic of barbarism and badge of inefficiency."

Science-lessons.—The course of lessons in natural science, adopted a year ago as part of the course of instruction, has proved a source of great interest and has been of no small value.

Drawing.—The only exercises in drawing are those given in connection with the lessons in natural science in the secondary and senior grades. Drawing as a branch of systematic instruction is commended to the attention of the board.

THE NEW SCHOOL-LAW.

The following are some of the more important features of the school-act passed by the Ohio legislature at its last session:

The State is divided into five classes of districts: (1) city-districts, to consist of cities of 10,000 inhabitants and over; (2) city-districts, to consist of cities of less than 10,000 inhabitants; (3) village-districts, composed of incorporated villages; (4) township-districts, of organized townships; and (5) special districts, being existing districts not included in the four classes above named.

All school-districts are constituted "bodies politic and corporate," with sole and exclusive control of educational matters, including the full title and ownership of all real estate and all other property now used or hereafter to be acquired therefor. This is considered one of the most important features of the law, in that, while it invests boards with every needed power for independent action, it will also definitely fix responsibility for any failure in administration.

City-districts are placed entirely in the hands of boards of education, independent of city-councils.

Each board is required to establish a sufficient number of schools to provide for the free education of the youth of school-age within the district and may provide schools of higher grades than primary, and shall continue the same for not less than twenty-four nor more than forty-four weeks in each year. Special provision is made for children at "children's homes" established at county-infirmaries. Provision is also made for evening-schools in cities and villages.

Boards of education are to determine courses of study and text-books, provided no book shall be changed within three years after adoption without the consent of three-fourths of the members of the board.

Upon the request of seventy-five freeholders, residents of the district, representing not less than forty pupils, the German language may be taught, provided that all branches shall be taught in the English language in such schools.

Full control of schools, including the appointment, direction, and dismissal of superintendents, teachers, &c., is conferred upon boards of education, provided that in townships the local directors shall have the appointment and control of teachers in their local schools.

No member of a board of education shall receive compensation for his services, except as clerk of the board.

All youth between 6 and 21 years, being children, wards, or apprentices of actual residents, are entitled to full rights of the schools; and no pupil can be suspended from school-privileges longer than may be necessary to bring the case before the board or local directors, nor expelled, except by a two-thirds vote, and then for the current term only.

The State-commissioner is to appoint a State-board of examiners, authorized to issue life-certificates to such teachers as may pass the required examination. These certificates shall supersede all necessity for other examinations or certificates.

County-boards of examiners are to be appointed by the probate judge and to grant certificates good for six, twelve, eighteen, and twenty-four months within the county.

The State-commissioner shall be chosen by the people once in three years, the first election to take place in 1874.

Teachers' institutes are provided for in counties and funds appropriated for their support. These shall continue not less than four days. Teachers may dismiss their schools for the purpose of attending institutes.

There is to be an annual levy of one mill on the dollar of valuation on the grand duplicate for school-purposes.

This law is considered to be, on the whole, a great improvement on the disjointed and confused legislation which it supplants

PAROCHIAL SCHOOLS.

These are sustained by the churches, and most of them by the Roman-Catholic Church. A few are supported by the German Lutherans and occasionally one by other denominations. The number of these schools in Ohio is 446, with an enrollment of 40,881. The average attendance is estimated at about half the enrollment.

WOODWARD HIGH SCHOOL, CINCINNATI.

It appears that 20 per cent. of the pupils have been withdrawn during the year, a large part of them from inability to do the work of their grade. It has become an important question how to retain these pupils for a longer period. The plan proposed is to make three daily recitations the standard requirement for advancement from grade to grade. One-half the time in school is thus reserved for the preparation of lessons.

The additional requirements for admission, recently adopted by some of the eastern colleges, and especially Harvard, will prevent classes from being thoroughly prepared to enter at the end of three years. It is, therefore, recommended that the classic course be extended to four years.

HUGHES HIGH SCHOOL, CINCINNATI.

The enrollment of this year has been the largest in the history of the school, 425, an increase of 69 over last year. The graduating class numbered 37. The principal of this school joins with the principal of the Woodward High School in recommending the reduction of the number of studies required to three per day, and for substantially the same reasons.

CENTRAL HIGH SCHOOL, CLEVELAND.

This school reports 216 pupils and 8 teachers. The permanency of school-membership for the past three years shows a gratifying improvement in that respect. Thirty-five pupils graduated at the close of the year, of whom 10 were graduates of the four-years course and 25 of the three-years course.

WEST HIGH SCHOOL, CLEVELAND.

Various circumstances have hindered the efficiency of this school, but it has nevertheless done a good work and exerted a strong local influence. There is now a larger number of candidates preparing for admission to this school than ever before, and hopes are entertained that it will soon equal the Central High School in every respect.

PREPARATORY SCHOOLS.

Chickering Institute, at Cincinnati, said to be the largest boys' school of similar grade in the West, and the preparatory department of Oberlin College have an aggregate of 758 pupils preparing for college, of whom 560 are in the classic course and 198 in the scientific. In advanced classes there are 397; in senior, 78; in junior, 110; in middle, 149; and in fourth grade, 34. Chickering Institute, with 274 pupils, has a library numbering 500 volumes, an excellent chemic laboratory and cabinet of natural history, a philosophic apparatus, and a gymnasium. The preparatory department of Oberlin has 484 pupils in classic studies; it possesses a cabinet of natural history, a philosophic cabinet and apparatus, and a gymnasium. The library belonging to the college is used by the school.

OHIO CENTRAL NORMAL SCHOOL.

The regular course of the normal department occupies two years. There is a shorter or "school-district-course," which may be completed in ten weeks, and is designed, with the one-year academic course, to accommodate teachers who wish to review their studies and methods of teaching during the fall-term preparatory to entering upon their winter-schools.

The academic department comprises three courses: an English course of one year, a Latin and English course of two years, and a classic course of two years.

A Kindergarten is organized in Columbus, where, by special arrangement, those who belong to the normal department, and who possess the requisite qualifications, may learn the art of instructing in Kindergärten at one-half the usual rates, the time ranging from six months to a year, two lessons per week, one in theory, given at the normal school, the other in practice, in the Kindergarten.

There is connected with the institution a model school, including all the departments from the primary to the high school.

Diplomas will be awarded those who complete the entire course, academic and normal. Certificates will be granted to others according to time of attendance and proficiency.

CINCINNATI NORMAL SCHOOL.

The proportion of the pupils entering the normal school that are graduates of the city high school is constantly increasing. This year 27 per cent. of the admissions had completed the high-school-course; last year but 12 per cent. were graduates of these schools.

During the year there has been established in the normal school a department for the training of German teachers. These will, for the future, have the same advantages enjoyed by the English teachers, and this justifies the hope of great improvement in the present high standing of the German-English schools. A class of sixteen was admitted. Thirteen graduated at the close of the year and were immediately appointed to positions. The course of study has consisted of German grammar, translation, composition and literature, methods of teaching, English grammar, and composition. Drawing, penmanship, and music are taught the same as in the English department.

The normal school now occupies rooms in one of the district-school-buildings. The principal urges the necessity of better and increased accommodations. During four years the number belonging has increased from 25 to 70; the number of instructors, from 2 to 7; the number of classes, from 1 to 5; and the number of practice-rooms, from 2 to 8. It is found necessary to conduct two or three recitations in one room at the same time. The impossibility of doing thorough work in this way is strongly set forth.

NATIONAL NORMAL SCHOOL, LEBANON.

Over 1,600 pupils from thirty different States have in some years studied in this school. For 1873 it reports 1,506 as the number attendant during the last school year, of whom 457 were in the preparatory, 90 in the scientific, and 15 in the classic year. The number of resident instructors is 17; the number of graduates for the year, 44; since organization, 259. Its library consists of 3,250 volumes, of which 100 are on pedagogics. Thirty-five educational journals and magazines are taken. Drawing is taught from real objects; the natural sciences are assiduously cultivated; music, vocal and instrumental, is attended to; and there is a good working laboratory and philosophic cabinet and apparatus.

NORMAL INSTRUCTION.

The report of the State-superintendent says on this head: "Nearly one-third of our teachers leave the profession each year to engage in other employments. Of the many thousands required to supply our schools, a few hundreds only intend to become professional teachers. The expediency of establishing special training-schools of high grade, with complete exhaustive courses of study for the large non-professional class, may be questioned. The tax-paying population demand less expensive agencies than these, and it is the duty of statesmen to ascertain, if possible, what they are and whether they cannot be successfully employed."

Most of the non-professional teachers are undergraduates of high schools, academies, seminaries, and colleges, and have enjoyed no other educational advantages than those furnished by the country district-school. The question to be considered, then, is, What agencies are best calculated to fit and prepare the largest number of these teachers, in the best manner possible, all circumstances considered, for their work?

Private enterprise and State-munificence have done much towards providing facilities for obtaining a certain amount of special training. So-called "normal schools" have been established by individuals and corporations in almost every State. The objection to these is that "instruction in methods is made subordinate to the acquisition of scholastic attainments."

"City normal schools," it is said, "should not be cast in the same mold. The special wants of no two communities are alike." But whatever the character or limits of the instruction, it "should be purely professional." These schools answer the end of their establishment in supplying the demand for competent teachers in all grades of the city public schools.

"The case is far different with State normal schools. Comparatively few of the non-professional class of teachers will voluntarily avail themselves of their advantages. But they are needed as training-institutions for those ambitious and persevering enough to aim at the highest excellence in the profession of their choice and because they are indispensable to the existence of other agencies by which the non-professional class may be trained more or less thoroughly for their temporary calling. The graduates from this institution will be employed as teachers in the better class of town, village, and country schools. Many of them will organize and teach normal classes and repeat to others the lessons they have learned at their *alma mater*. Large numbers of non-professional teachers will be their pupils, will become imbued with their spirit, and use in school-work such methods as they recommend. In this way, both directly and indirectly, the normal school will exert a wide and healthy influence. It will be a purely professional school, not an academy or college with a normal department at-

tached, and in due time will become the acknowledged head of our school-system, controlling, stimulating, and directing all educational effort." Two courses of study are recommended for these schools, an elementary and an advanced course, the latter to be so complete that those who finish it shall be "thoroughly prepared to perform all the duties required of a first-class teacher or superintendent."

"But the State is not restricted to the employment of a single agency in providing professional instruction for its teachers. Boards of institute-managers should be appointed, whose duty it shall be to organize and provide for the conduct of normal institutes in different sections of the State, continuing them in session from six to ten weeks each year. County-institutes may be made more efficient than they now are by increasing the length of their sessions and intrusting their management to experienced educators. These agencies, when thoroughly organized, will place the means for professional instruction within the reach of every teacher in the land. It is admitted that their work will be limited, and, perhaps, somewhat superficial. They are, however, comparatively inexpensive, and, in the judgment of many thoughtful friends of the public-school-system, will do more immediate good to the non-professional class of teachers, all circumstances considered, than more expensive agencies."

Statistical summary of universities and colleges.

Names of universities and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Corporate property, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Amount of property of corporation.	Value of grounds, buildings, and apparatus.	Amount of endowment.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
Antioch College	7	5	87	45	$178,068	$75,000	$100,000	$103,068	$9,184	$7,255	5,000
Baldwin University	6	2	183	56	182,500	42,500	62,000	59,000	5,900	1,100	500
Buchtel College	13	3	125	16	.....	200,000	100,000	40,000	.....	.....	1,000
Capital University	6	....	.....	80	.....	100,000	.....	.....	.....	10,000	3,000
Cincinnati College	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Denison College	9	....	119	71	.....	100,000	190,000	140,000	.....	.....	11,000
Farmers' College	4	....	35	5	100,000	40,000	60,000	60,000	3,600	.....	2,000
Franklin College	8	*1	†121	27	.....	10,000	.....	.....	.....	4,000	3,000
Geneva College	7	....	.....	124	.....	.....	.....	.....	.....	.....	500
German Wallace College	6	0	27	62	90,886	34,090	12,000	36,000	3,837	2,867	600
Heidelberg College	6	1	78	61	.....	35,000	90,000	50,000	3,000	1,500	5,000
Hiram College	9	2	286	34	100,000	20,000	80,000	35,000	3,000	4,000	2,500
Kenyon College	8	‡3	20	51	460,000	125,000	100,000	200,000	14,000	5,000	2,970
McCorkle College	3	1	40	12	16,700	8,000	7,760	7,760	640	755	76
Marietta College	7	§	65	93	240,000	126,000	114,000	90,000	.....	.....	25,000
Mt. St. Mary's of the West	6	0	.....	48	.....	170,700	0	0	0	21,000	14,168
Mt. Union College	16	3	438	379	413,625	162,500	251,125	.....	25,650	.....	3,675
Muskingum College	3	....	105	.....	20,000	20,000	.....	.....	.....	.....	1,000
Oberlin College	19	1	242	139	‖400,000	193,500	115,351	146,000	11,319	11,133	11,000
Ohio Central College	5	0	79	33	15,000	15,000	0	.....	.....	3,000	569
Ohio University	5	....	56	44	.....	50,000	70,000	.....	4,200	2,327	7,500
Ohio Wesleyan University	11	5	.....	194	415,000	177,000	234,000	234,000	16,000	2,500	10,000
One-Study University	7	0	.....	204	25,000	30,000	0	0	0	5,000	900
Otterbein University	7	4	152	51	100,000	.....	75,000	40,000	3,500	3,000	1,000
Richmond College	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
St. Xavier College	17	....	106	67	.....	150,000	.....	.....	.....	.....	12,000
University of Cincinnati	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
University of Wooster	10	....	45	151	.....	134,000	212,000	160,000	13,000	.....	1,800
Urbana University	4	....	17	8	.....	.....	.....	20,000	1,500	4,000	5,000
Western Reserve College	9	....	47	52	303,000	103,000	200,000	180,000	12,700	.....	10,000
Wilberforce University	9	0	45	11	60,000	60,000	10,000	10,000	600	3,000	4,000
Willoughby College	7	....	155	.....	50,000	75,000	.....	.....	.....	.....	3,000
Wilmington College	4	....	141	16	.....	50,000	.....	.....	.....	.....	.....
Wittenberg College	7	....	65	77	10,000	55,000	175,000	.....	.....	.....	6,000
Xenia College	8	....	48	105	.....	25,000	.....	.....	.....	.....	300

* Partially. †Unclassified. ‡One is but partially endowed. § All the endowment is general. ‖ After long litigation the supreme court has decided on the case of Oberlin College, affirming its title to lands in West Virginia, given by Gerritt Smith years ago, and now worth from $25,000 to $30,000.

ANTIOCH COLLEGE.

Ladies and gentlemen are admitted on equal terms. Those who do not wish to pursue the regular college-course are allowed to select any studies from its curriculum

which they are prepared to undertake to advantage. Degrees are conferred only on those who complete the prescribed course, but students pursuing selected studies for a period of not less than two years may receive certificates of proficiency. A preparatory school, connected with the college, is under the general supervision of the faculty. The charter of the college forbids the teaching of sectarian dogmas, but it is administered in the spirit and in consonance with the methods of liberal Christianity.

CINCINNATI WESLEYAN COLLEGE.

This institution, the first chartered college for women in the United States, includes eight departments: preparatory, academic, collegiate, (with three courses: first-classic, second-classic, and scientific,) the department of modern languages, college of music, academy of design, college of accounts and business, and Sunday-school normal institute. It is in contemplation to establish a woman's medical college as another department.

DENISON UNIVERSITY.

The courses of study are: collegiate, occupying four years; scientific, occupying three; and preparatory, occupying two. There is also an English-preparatory course, the object of which is to furnish instruction in the common English branches to those who are unprepared, through want of these, to enter the classic, preparatory, or the scientific course. Students who have the ministry in view, if without means of supporting themselves, are admitted as beneficiaries of the Ohio Baptist Education Society, furnished with free tuition and from $80 to $150 per annum.

HEIDELBERG COLLEGE.

Founded in 1850 by direction of the synod of Ohio of the Reformed Church, the curriculum has been revised and enlarged, so that it embraces all the subjects usually taught in the oldest and best established colleges, and the teaching force has been increased so as to afford the means for obtaining a truly liberal education. Special facilities are afforded for the study of German. A scientific course is provided. A preparatory department and a theologic department are connected with the college.

HIRAM COLLEGE.

Open to both sexes. The courses of study are preparatory, classic, scientific, ladies' higher English, (designed for those who have neither the time nor means for a collegiate course,) and commercial. A normal class is organized each fall-term, and the presiden delivers a course of lectures on school-management, methods of teaching, &c. A bib lical course, intended to be supplemental to the classic course, is open to all students. The charge for tuition is remitted in the case of young men preparing for the ministry.

KENYON COLLEGE

Embraces Kenyon College, Kenyon Grammar-School, and the Theological Seminary of the Protestant-Espicopal Church in the diocese of Ohio. The theologic seminary is temporarily suspended. Students in the grammar-school are prepared for admission to college. The college-fees of indigent and meritorious students may be remitted in part or in whole, upon application. Students having the ministry in view are assisted on making the requisite application to the various educational societies of the Church.

MT. UNION COLLEGE,

Organized in 1846 as a seminary; chartered as a college in 1858. The courses of study are preparatory, classic, scientific, philosophic, commercial, and normal. There are also departments of music and drawing. Special courses are provided and elective courses are permitted. Degrees are conferred on those who have completed and sustained an actual examination in a suitable post-graduate-course of one year's study. The normal department has already sent out over 6,000 teachers. It is designed to make this course equal to that of any State normal school. Ladies are admitted on the same terms as gentlemen to all classes and departments of the college, to all honors and privileges, and to the position of trustee or professor. There is a daily attendance of over 600 students. The financial polity of the college has always been that the current income must not only pay current expenses, but add, each year, some permanent improvements to the institution.

NEW MARKET COLLEGE.

The distinctive feature of this college is its plan of study. Regular students take but one study at a time, (unless painting, music, or review-studies,) and complete from three to five studies per term. This plan was adopted three years ago and proves more satisfactory every term. It is believed that the students are more thorough and accomplish a course of study in one-third less time than when three or more studies are taken together. The courses of study are classic and scientific. Instruction in music and drawing is given to such as desire it.

OBERLIN COLLEGE.

An English-preparatory and a classic-preparatory course prepare the way here for a ladies' department, a scientific, a collegiate, and a theologic; while beside them all stands separately a conservatory of music, imparting, at moderate rates, its additional advantages to any of the students that desire them. The total number of students in all these, striking off all names reckoned twice, is 1,371 in the session of 1873–'74. The same broad system of admissions as before is still continued, with only the important guards that candidates must bring certificates of good character, students from other institutions evidence of honorable dismission, all be, in ordinary circumstances, 16 years of age, and none be admitted to full membership without a probation of six months.

OHIO CENTRAL COLLEGE

Admits both sexes on equal terms. The college-departments are: the English, especially designed for those intending to become teachers; the preparatory, for the college-course; and the collegiate, including two courses, classic and scientific. The college is a United Presbyterian school, though students of all denominations are welcomed.

OHIO FEMALE COLLEGE.

The plan of study embraces two departments, preparatory and collegiate, occupying a period of six years. Students may enter any class and pursue a partial or the entire course at option, or study any branch for which they are properly qualified. Arrangements have been made for a post-graduate-course; studies, elective. Special facilities are offered for the study of modern languages, music, drawing, and painting.

OHIO WESLEYAN UNIVERSITY.

The departments are collegiate, preparatory, scientific, and theologic. Special attention is given to the German and French languages and to practical surveying. All the studies of the freshman-year are required; after that an elective course is permitted.

OTTERBEIN UNIVERSITY.

This university has four courses of study, viz: classic, scientific, ladies', and English. There are also connected with it a preparatory, a musical, and a fine-art department. A successful experience of twenty-six years has confirmed the faculty in its belief that the co-education of the sexes is the true theory of education.

WESTERN RESERVE COLLEGE.

There are connected with the college a preparatory school and a medical department, the latter located at Cleveland. The preparatory course occupies three years and the collegiate four. Special students in elementary or analytic chemistry are received and the faculty have arranged a course of instruction for graduates who are desirous of prosecuting the study of science and literature beyond the course prescribed in colleges generally in the country.

WITTENBERG COLLEGE.

The courses of study are collegiate, select, preparatory, and theologic. The preparatory department is designed to fit students for college and to give to such as desire it a business-education. The theologic department is open for members of every branch of the Christian Church who possess the requisite attainments and a Christian character. Nearly one-third of the students in attendance on the college are candidates for the ministry.

As respects colleges, universities, higher female seminaries, and academies in general, the report of Mr. Harvey says: "Blanks for reports were sent to all these institutions. It is regretted that some have not responded."

It is stated that there are about forty colleges and universities in the State, all authorized by law to confer degrees; but it is very evident that many of them have not adequate means to furnish such an education as the students of colleges and universities should receive. Some college-presidents have recommended, as a remedy for the evils of the present system of graduation, that all collegiate degrees be abolished. While this may not be desirable, it is worthy of serious consideration whether the State cannot justly control the exercise of this privilege by appointing a board of visitors and examiners empowered to regulate the conditions of graduation and to examine candidates. A large number of the colleges should be called academies, as they are such in reality, and there is no school in the State that can be properly called a university. These institutions are, however, important agencies in educational effort and are doing excellent if not indispensable work by furnishing the facilities for acquiring a liberal education in those localities that would otherwise be deprived of them. Nevertheless, if they are not colleges in fact as well as in name, they ought not to be permitted to confer college-degrees.

Institutions of a lower grade than colleges seem also to be enjoying a satisfactory de-

gree of prosperity. There is really no antagonism of purpose or interest between the free high schools and these institutions. Their aims are identical, and their courses of study ought to be so nearly alike that pupils can be transferred from one kind of school to another without hinderance to their advancement. It is, therefore, considered desirable that principals of high-schools, seminaries for both sexes, and academies make an effort to agree upon a course of study to be adhered to throughout the State as nearly uniform as the peculiarities of some schools in organization and management will permit. This uniform course of study should also be arranged with reference to the requirements for matriculation in colleges. It may be necessary, also, to make important changes in the usual curriculum of college-studies. It is the opinion of many college-men that these changes can be made without materially lowering the present standard of qualifications for matriculation or lessening the efficiency of college-instruction.

COLLEGES FOR WOMEN.

Fourteen colleges, institutes, and seminaries in this State for the higher education of young ladies, with 162 professors and instructors—43 gentlemen and 119 ladies—report an aggregate attendance of 2,133 pupils, of whom 1,195 are in collegiate and 358 in preparatory departments, the grade of the remaining 580 not being designated. In all but two of these colleges the collegiate classification of pupils is given, and aggregates as follows: in the freshman-year, 236; sophomore, 199; junior, 149; senior, 146; in partial courses, 121; post-graduate-studies, 24; and in ornamental only, 12. Music—vocal and instrumental—drawing, painting, and French form a part of the course in all these institutions and in all but one German also; while in three Italian and in one Spanish are added to these. Chemic laboratories and philosophic cabinets are reported in ten, natural-history-museums in eight; four have astronomic observatories; while one without the observatory has a telescope; five report art-galleries, one of which is claimed to be "one of the best in the State;" another "fine," another "small;" and the same number report gymnasia or some means of physical culture. All but one have libraries, the largest numbering 2,500 volumes, the smallest 284; five number 2,000 or more, and the same number 1,000 or more volumes; the remaining three, 284, 500, and 600 volumes, respectively.

Statistical summary of schools for professional instruction.

Names of schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Corporate property, &c.					Number of volumes in library.
				Amount of property of corporation.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
SCHOOLS OF THEOLOGY.									
German Methodist-Episcopal Seminary, German Wallace College	11	0	25	$12,044	$30,000	$12,000	$1,000	$0	400
Heidelberg Theological Seminary									
Lane Theological Seminary	5	4	54	415,000	150,000	250,000	16,000	0	12,000
Mt. St. Mary's of the West									
St. Mary's Theological Seminary	8		28						
Theologic department, Oberlin College	10		46			30,473			11,000
Theologic department, Wilberforce University	2	0	20		60,000	2,300	141	0	
Theological Seminary, Xenia									
Theological Seminary Evangelical Lutheran Joint Synod of Ohio	6	0	30		80,000			4,000	3,500
Theological Seminary of St. Charles Borromeo	7		10		8,000				4,000
Union Biblical Seminary	4		23						
Wittenberg College theologic department	2	3	10						6,000
SCHOOLS OF LAW.									
Law-school, Cincinnati College	4		55						0
Law-school, Wilberforce University	2		1	(*)	60,000	*0	*0	*0	50
Ohio State and Union Law College	8								3,000
SCHOOLS OF MEDICINE.									
Cincinnati College of Medicine and Surgery	12		108	30,000	30,000				500
Cleveland Medical College	13		50	100,000		0	0	4,000	2,000
Medical College of Ohio	12		234					11,000	2,000

* Property not separate from that of the university.

Statistical summary of schools for professional instruction—Continued.

Names of schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Corporate property, &c.					Number of volumes in library.
				Amount of property of corporation.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
SCHOOLS OF MEDICINE—Continued.									
Medical department University of Wooster	12	....	90	.....	$40,000	.....	.....	$6,000	.....
Miami Medical College	11	....	165	.....	40,000	.....	.....	7,700	.....
Starling Medical College and Hospital	11	....	52	.....	100,000	.....	.....	5,000	300
Eclectic Medical Institute	7	....	143	$60,000	80,000	.....	.....	.....	.....
Homeopathic Hospital College	17	....	65	.....	50,000	.....	.....	8,781	1,000
Ohio College of Dental Surgery	7	....	62	20,000	20,000	.....	.....	1,800	100
Cincinnati College of Pharmacy	3	....	153	3,000	*2,000	.....	.....	2,100	100
College of Pharmacy, Baldwin University	4	....	3	.....	*500	.....	.....	300	.....
SCHOOLS OF SCIENCE.									
Ohio Agricultural and Mechanical College	7	....	.....	350,000	300,000	$500,000	$30,000	.....	.....
Scientific department of Denison University	8	....	†6	.....	.....	.....	.....	.....	.....
Scientific department of Oberlin College	11	....	‡214	.....	.....	.....	.....	.....	.....
Toledo University of Arts and Trades	....	....	.....	.....	.....	.....	.....	.....	.....

* Apparatus. † With 64 preparatory. ‡ Includes a ladies' department.

OHIO AGRICULTURAL AND MECHANICAL COLLEGE.

It was not until 1870 that Ohio took decisive action on the land-grant made her for this school in 1862. Then, by decision of the trustees appointed by the legislature, it was located in Franklin County, about two miles north of Columbus, the citizens of that county having offered $300,000 to secure it. Of this sum $111,000 went for the purchase of a farm of 320 acres; $112,000 was devoted to the erection of the needed buildings, and $75,000 to the furnishing of these and supplying them with apparatus. In September, 1873, the first session was opened in the yet uncompleted buildings, with 7 resident professors and 30 students, distributed nearly equally among the first three years of its proposed course of from four to six years. A formal opening, with some accessions to the list of students, took place in the legislative hall at Columbus on January 2, 1874. The proceeds of the land-grant having reached $500,000 and the income from this, $30,000, it has before it a fair prospect of extensive usefulness.

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 the Toledo University of Arts and Trades. A corporation under the laws of the State of Ohio has been organized to carry out the object of the trust to the full extent that means can be secured. Mr. William H. Raymond, of California, formerly a citizen of Toledo, has purchased a building in Toledo to be used as a nucleus for the first work of the university, and the property by him donated is to be used eventually to establish the Raymond School of Mining as a part of the university. The object of the founders of this institution is to provide young men and women with facilities for acquiring advanced knowledge in the arts and trades. The trustees solicit donations of money, books, engravings, models, &c., that the institution may, as soon as possible, be placed on a footing of usefulness.

BUSINESS-COLLEGES.

Eleven of these schools for commercial training exist in Ohio, situated in Cincinnati, Cleveland, Columbus, Dayton, Mt. Union, Sandusky, Springfield, Toledo, and Zanesville. They present an aggregate of 38 instructors and 2,713 students.

SCHOOL FOR THE INSTRUCTION OF DEAF MUTES.

It is but recently that any attempt has been made to open schools for the instruction of deaf mutes in connection with the regular public-school-systems of cities. Such a school has been in operation in Cleveland a little over a year. In January last it had twelve pupils, instructed by a lady teacher, on a salary of $600 per annum.

GIRLS' INDUSTRIAL HOME.

The trustees of the State Industrial Home for Girls, in their fourth annual report, state that "the institution has, during the past year, been successfully working out the beneficent designs of the legislature in its establishment. The improvement of the inmates has been no less marked than in former years." The progress of the school has been very satisfactory, and it is believed that some of the "older pupils who have been longest in the schools would not suffer in competition with those of their respective ages and opportunities in other schools in the State. Some of them, designing to become teachers, have acquitted themselves so well as to be already useful helpers in the school-room." Each inmate is expected to devote a portion of her time daily to domestic work in some department, under competent supervision. The improvement noticeable in all the industrial departments is especially manifest in the sewing-rooms.

The trustees call attention to the suggestion of the superintendent in reference to a department in which the more depraved may be kept from contact with others, and also to the suggestion in reference to such a modification of the law as will allow the retention, in certain exceptional cases, of inmates beyond the age now prescribed. The necessity of adequate appropriations is also urged upon the legislature. The appropriation for last year was $31.328.57.

HISTORIC REVIEW OF THE PUBLIC-SCHOOL-SYSTEM.*

The cession by the original States, especially Virginia, of lands claimed by them north of the Ohio River was the origin of the public-school-system of Ohio and the other Northwestern States. By one of the provisions of the ordinance of 1785, a thirty-sixth part of every township (640 acres) was expressly reserved from sale "for the maintenance of public schools within said township." These "school-sections" were for a long time the only support or endowment of the public schools. The ordinance of 1787, "for the government of the Northwestern Territory," confirmed the provisions of "the land-ordinance and made the declaration that schools and the means of education shall forever be encouraged." Subsequently two entire townships were granted for the endowment of a university and one entire township for an academy or college. The surface of the State contained 25,576,960 acres; therefore, the provision for education was: for schools, 710,471 acres; for colleges, 69,120 acres—making a total of 779,591 acres.

The whole thirty-sixth part of the surface of Ohio, originally guaranteed in the ordinance of 1785, has been devoted to the establishment and maintenance of public schools in the State; though, notwithstanding this noble grant, it was nearly forty years before a sufficient and permanent system of schools was established.

The early governors of Ohio all urged the subject of education on the legislatures, and various efforts for the establishment of public schools were made. These, however, were ineffectual, and it became evident that, as the lands in their wild state could yield no income, eventually a school-tax must be levied. In January, 1821, an act was passed, authorizing voluntary taxation by school-districts, for the support of schools. This law constituted an epoch in one particular, that of establishing the principle of taxation for the support of schools, but, from various causes, it was inoperative in most sections of the State. In 1825 another act was passed, making the levy of a school-tax imperative throughout the State. The assessment was half a mill on a dollar. In 1829 this was increased to three-fourths of a mill and in 1836 to one and a half mills.

This law was, in fact, the real formation of the Ohio system of public schools. The progress of these schools during the next thirty-five years may be judged by the two following tables, showing the increase of income and of numbers:

Table exhibiting financial progress.

Years.	Total amount of all funds.	Total amount of property.	Per cent.
			Mills.
1825	$29,763	$59,527,336	½
1829	57,750	76,527,336	¾
1834	163,500	97,777,000	1¾
1838	530,000	114,777,000	4½
1841	507,353	128,353,657	4
1845	535,585	144,160,469	3¾
1850	551,039	439,966,340	1¼
1852	1,045,611	507,581,911	2
1853	2,349,829	593,396,848	3 5-6
1854	2,759,432	866,929,982	3 1-10
1855	2,749,917	860,877,354	3 1-5
1856	2,619,925	820,661,037	3 1-5
1857	2,822,100	849,414,579	3½
1858	2,906,020	840,800,031	3½
1859			

*By E. D. Mansfield, LL. D.

Table of enrolled pupils in the public schools.

Years.	Number of counties reported.	Number of pupils enrolled.		
		Male.	Female.	Aggregate.
1837	62	76,975	69,465	146,440
1838	54	57,539	51,467	109,000
1839	65	.....	.....	254,612
1840	14	.....	.....	.....
1841	45	76,047	61,823	137,870
1842	53	5,544	3,967	9,511
1843	45	24,239	20,503	44,742
1844	45	25,698	23,172	48,870
1845	52	10,794	8,520	19,314
1846	55	19,834	15,029	34,863
1847	56	33,232	30,626	63,858
1848	57	50,211	44,419	94,630
1849	80	213,738	153,870	357,608
1850	79	236,827	184,906	421,733
1851	81	238,571	207,426	445,997
1852	70	240,152	197,560	437,712
1853	70	.....	.....	.....
1854	75	244,089	209,663	453,752
1855	80	357,547	311,477	669,024
1856	84	297,966	263,349	561,315
1857	88	320,386	282,961	603,347
1858	88	328,628	283,095	611,720
1859	.....	322,253	277,781	600,034

In 1848 the number of enrolled pupils was only 8 per cent. of the population, in 1859 the proportion was 25 per cent., showing how rapidly the people had grown into an appreciation of the necessity for popular education.

Universities and colleges.—The lands granted for the endowment of a university and college were loaned out at an early day when they were worth little; the consequence was that the income from these lands fell far short of the intention. In fact, the larger part of the income of these institutions (at Athens and Oxford) was supplied from tuition-fees and private contributions. Though they have sent out many graduates, it is simply matter of history that they have failed in their object, which was to establish universities. Corporate or private institutions have succeeded far better.

In the mean time the State chartered many other institutions sustained by individual or denominational funds, some of which have grown to be important institutions for higher learning. To understand their incorporation and objects it must be remembered that, up to 1850, a special incorporation was necessary; but, after that, any association might take out a charter, on certain conditions.

From 1803 to 1850, there were chartered in the State, by special acts, 56 universities and colleges. Of these, 29 are now in existence, and several of them are important institutions. There are now 36 institutions in Ohio which properly come under the head of universities and colleges.

Academies and seminaries.—From 1803 to 1860, there were chartered of this kind of schools, 161. Of these only 31 are now in existence, but in the mean time many others have risen up, so that the whole number is about 80. Some of these are chartered and others not. In 1859, the number of academies and seminaries was given as follows: "Academies, 90; teachers, 404; pupils, 8,721." The number of institutions and pupils is now somewhat reduced, but they still form an important element in the education of the State.

In the mean time a new class of institutions has arisen which properly come under this head, although more *special* in their object. These are:

Normal schools and commercial colleges.—There are in the State at least 20 of these, which more than make up the loss of academies, so called. This kind of education is popular, because it professes to teach two things which are valuable in the market: the one how to become teachers and the other how to become men.

Special instruction.—Under this head are included the schools of public and charitable institutions, taught by regular teachers, but confined to and controlled by these institutions. As nearly as can be ascertained they are as follows: the State Reform-School, thirteen orphan asylums, five houses of refuge, and the work-house. In these places education is regularly going on, but they are not included under any other class of schools.

Progress of institutions supported independently of State-funds.—Under this head are

included universities and colleges, academies and seminaries, theologic, law, medical, commercial, private, and parochial schools. The growth of these institutions since 1859 is shown in the following table:

	1859.	1873.
Institutions	279	682
Teachers	965	1,610
Students	30,425	63,000

This is an approximation, but a close one.

Private schools and academies are declining, because they are in immediate competition with the public schools. On the other hand, the colleges and parochial and technic schools are advancing.

HENRY L. HITCHCOCK, D. D.

This eminent educator was a native of Ohio, though Connecticut blood ran in his veins. His father—a lawyer of the State, a Congressman from it, 1816-'18, afterward a judge of its supreme court, and for many years chief justice—had migrated from Connecticut in 1806 to Burton, in Geauga County, after graduating at Yale and studying law at Cheshire. At Burton, Henry was born, October 31, 1813; prepared there for college, and in 1828, being then 15, entered Yale as freshman. On his graduation in 1832, youth of 19 as he was, he took charge of the academy at Burton, where he had begun his studies, and for two years taught successfully. Subsequently studying theology in the Lane Seminary under Dr. Beecher, he was ordained in 1837 pastor of a church at Morgan, Ashtabula County; there made himself a name, and after two years and a half of useful labor was called to the State capital as pastor of the Second Presbyterian Church. Here he remained for fifteen years, an exceedingly admired and faithful minister, his reputation spreading through the State and his influence becoming every year more powerful. Then came an election—which did him honor—to the presidency of the Western Reserve College, where for some years there had been difficulties about management and where a man was wanted who could command wide confidence, restore lost harmony, raise greatly-needed means, and hold the college in a high position. The choice of Dr. Hitchcock for the place was a declaration to the world that he was the wise, good, influential, and respected man the college needed; and his administration justified the judgment the trustees had formed. He entered on his work as president in July, 1855, and continued in it till his death, June 28, 1873, though for the two years before his death he laid aside the presidential name. A great success attended his endeavors to revive the college. Its friends were re-united, its opponents were hushed, its debts were liquidated, and in spite of vast financial troubles, affecting the whole country, $175,000 were put into its productive fund.

His influence with the students, too, was wonderful. His sermons in the chapel won their admiration, his obvious integrity secured for him their confidence, his excellent instructions commanded their respect, and his genially kind courtesy to them gained him their affection, so that no student ever was known to put on him any of those little insults which the officers of colleges sometimes receive.

Twelve years of exhausting labor, however, broke him down, and though nine months of European journeying somewhat recruited him, his old strength never came fully back after 1867. He had to gradually lighten his previously great labors and earnestly desired and sought release from them, but, as no one could be found willing to succeed him while he lived, had to work on till, in June, 1873, an exhausting journey brought him to his bed, never to rise again. His task was done; and failing gradually, he fell finally asleep in the Redeemer he had trusted in, leaving behind him, as the monument of his great labors, a college well established and a multitude of nobly educated youth.

SOLOMON HOWARD, D. D., LL. D.

This other eminent Ohioan was a native of Cincinnati, having been born there November 11, 1811. Dr. Howard began his college-life at Miami University when he was 17, and removing thence to Augusta College, in Kentucky, graduated with honor in 1833, then being somewhat over 22. On his graduation he was elected professor of St. Charles College, Missouri, accepted the position and served in it some time, receiving ordination to the ministry meanwhile. His qualifications as an educator having gained him reputation, he was placed in charge of the Ohio Wesleyan University at Delaware, and served there successfully from 1843 to 1845. Then he became president of the Springfield Female College, acting, also, as principal of the Springfield High School. In 1852 he was made president of Ohio University, at Athens, and for twenty years did noble service there. A broken constitution compelled him to.

remit his labors and seek rest and health in California. It was sought too late, however. Though the airs of California benefited him and eased him, he still went downward, till, in 1873, the strong mind ceased from action and the educator went to his rest.

CHARLES P. M'ILVAINE, D. D., LL. D.

This other great citizen of Ohio died at Florence, Italy, March 12, 1873, at the ripe age of 75. A native of Burlington, New Jersey, a graduate of Princeton in 1816, and afterward for some time rector of Christ Church, Georgetown, District of Columbia, he was, from the outset, evidently destined to distinction. Of noble presence, an eye that kindled as he spoke, a countenance that played with every emotion, a voice that could be musical or thunderous at his will, and a mind of lofty power and thorough culture, he was one of the born princes of the world. In 1825, when only 27, he was made professor of ethics and chaplain at West Point Academy, where his religious influence among the cadets became so great that Army officers indulged alarm lest an undue proportion of the students should become ministers, and be lost to the military service. The perception of this on his part induced him to accept, in 1827, a call to St. Ann's Church, Brooklyn, New York. Delivering here to his congregation the lectures on the evidences of Christianity prepared by him for his classes at West Point, they attracted such general attention that he was requested by the chief citizens of New York City to repeat them there. This was done in the chapel of the University, and great audiences were held enchained by them. These lectures were subsequently printed, and have passed through a great number of editions. He became, in 1831, professor of the evidences of revealed religion in the university, and the next year bishop of the Protestant-Episcopal Church in Ohio, and, *ex officio*, president of the theologic seminary of the Church at Gambier. Removing after some years to Cincinnati, he gave himself, in connection with his other labors, to the publication of important works on the chief theologic topics of the period, which made a great impression. But such work proved too exhausting. Tendencies to apoplexy became threatening, and frequent visits to Europe had to be resorted to, to keep these in check. It was in such a visit that a cold, taken from brief exposure, brought him to his end.

OTHER TEACHERS.

Miss Emma Dubach, a young teacher in the German department of the sixth district of Cincinnati, died during the session of 1872–'73. She is said to have done her work skillfully and well, with a natural tact in management of children and an aptitude in teaching which gave promise of much excellence.

Miss Laura E. Belknap, also of Cincinnati, died during the same session, after eighteen years of faithful service in the schools, first in the regular branches and afterward in the drawing department. Persevering, conscientious, self-sacrificing, she continued her labors even when exhausted nature demanded repose, and only rested from them when labor was no longer possible.

Mr. Hermann Meisner, who had served as a teacher for ten years in Cincinnati, and had risen to a principalship a few months before his death, passed from his labors also in 1873, after having won himself an honorable position by steady, unobtrusive, and honest work, work that looked only to the welfare of his pupils and threw selfish considerations entirely into the shade.

OREGON.

[From report of Hon. Sylvester C. Simpson, State-superintendent of public instruction, for the year ended April 1, 1873.]

DISTRIBUTION OF INTEREST ON THE COMMON-SCHOOL-FUND.

	1871–'72.	1872–'73.
Amount in coin	$19,626 43	$22,953 51
Amount in currency	19,826 28	9,466 24
Total	39,452 71	32,419 75

The distribution for 1871–'72 was the first ever made, and included interest gathered during two years. This accounts for the decrease in the amount distributed for 1872–'73.

FINANCIAL STATEMENT.

Amount apportioned to districts at last apportionment	$49,454 17
Amount of district-tax levied and collected	71,152 04
Amount paid teachers from district-tax	28,865 32
Amount paid teachers from rate-bill and subscriptions	45,640 38
Amount paid teachers from county-funds	80,437 85
Amount of incidental expenses	35,977 65½
Amount paid for building school-houses	2,352 45
Value of school-houses	236,001 10
Value of other school-property	76,238 89

SCHOOL-STATISTICS.

Number of districts reporting	642
Number of legal voters reported	21,547
Number of children of school-age—males, 19,391; females, 18,049	37,440
Increase over last year	928
Average attendance reported	15,329
Number of quarters school was taught	1,002⅔
Average number of quarters school was taught, per district	1.5
Number of teachers reported	607
Average pay of male teachers per month	$47 54
Average pay of female teachers per month	$43 79

The superintendent says: "The foregoing statistics cannot be relied upon as strictly correct. Indeed, there is scarcely a single particular in which they are perfectly accurate, owing to the incompleteness of most of the superintendents' reports. There are probably from twelve to twenty organized and active school-districts in the State from which there are no reports whatever. The average attendance, as appears from the table, is very small, but as many of the districts failed to report their average attendance, these figures fall short of the truth. As an example of the deficiencies of the reports in this particular, it may be mentioned that the second district in the State in wealth and population made no returns whatever excepting the number of legal voters and persons of school-age. Yet this district maintained flourishing schools, with a large attendance, during the entire year. Only three counties report any expenditures in the erection of school-houses during the year, but it must not be inferred from this that no new school-houses were built in the other counties; there was merely a failure to report them. Possibly, in some cases, expenditures for this purpose were included under the head of 'incidental expenses.' Making due allowance for these inaccuracies, the figures probably approximate the truth nearly enough to show something of the condition of public-school interests in Oregon, and also what need as well as room there is for improvement."

SCHOOL-LAW.

The new school-law, which went into force January 29, 1873, provides for a State-superintendent, State-diplomas and certificates for teachers, and a uniform series of text-books. Institutes are to be held yearly in each judicial district and at the State capital.

The State- and county-fund is to be apportioned on the third Monday of March and in September, (optional with the county-superintendent,) and the school-tax is to be three mills instead of two as heretofore. Candidates for county-certificates are not to be required to pass an examination in algebra, but the standard in all other studies is raised. All vacancies in the board of directors are to be immediately filled by election, and the clerk is required to furnish the county-superintendent the names and post-office-address of the directors within ten days after election.

GENERAL CONDITION OF THE PUBLIC SCHOOLS.

The superintendent remarks that, notwithstanding the many hinderances in the way, the public schools are steadily advancing and growing in character and efficiency and the school-system is making as rapid progress as can reasonably be expected, considering the youth of the State, the sparseness of the population, and the lack of proper educational appliances and facilities. County-superintendents generally report that their schools are "in a tolerably flourishing condition."

The great needs of the schools now are good school-houses, apparatus, libraries, higher qualifications on the part of teachers, a tax-levy sufficient to support schools for at least six months in the year, and a larger and more regular attendance.

Several of the county-superintendents strongly recommend the adoption of the principle of compulsory attendance in the school-law and nearly all favor an increase of the tax-levy for school-purposes.

SCHOOL-HOUSES.

Reports received at the superintendent's office show that there are very few public-school-buildings in the State of suitable character, and probably not more than two or three that have been constructed upon improved modern plans and that are furnished with the necessary appliances for teaching. Neither the health, comfort, nor convenience of pupils or teachers seems to have been considered in the selection of sites, the style of architecture, or the choice of furniture. Many of the school-buildings are merely rough "box-houses" or common board shanties. One county-superintendent says that in some of the districts of his county there are barns which are better, more costly, and more comfortable buildings than the school-houses. This assertion is not considered at all extravagant, and it is believed that it might be made with equal truth in the case of other counties. In addition to the inferior character of the school-houses, many of them have been damaged by ill-usage and are in bad condition.

From the reports of county-superintendents it appears that there is not a single school-library in the State and that no school is thoroughly supplied with proper apparatus. A blackboard and some chalk-crayons constitute the entire apparatus of the ordinary country school. The more pretentious city-schools have a few wall-maps and charts and—though very rarely—globes.

VISITING SCHOOLS.

Complaint is made of the apparent lack of general interest in the schools. It is said that, "aside from the county-superintendents, generally nobody in Oregon visits the schools." The teachers universally complain of the neglect of school-directors and patrons in this particular; and the lack of public interest in the schools is regarded as a serious impediment to their advancement. Parents are urged to "*pretend* an interest, even if they feel none. The *pretense* would be some stimulus to both teachers and pupils. The *reality* would help to advance every school in the State."

TEXT-BOOKS.

At the last session of the legislature a law was passed authorizing the adoption of a uniform series of text-books for the entire State. The board of education prepared a course of study and the text-books for each study were designated by the votes of the county-superintendents. These books are adopted for four years from October 1, 1873.

The uniform series has not yet been fully introduced, though the work is proceeding rapidly.

DISCIPLINE.

Corporal punishment is practiced to a greater or less extent in all the public schools in the State, though generally resorted to only after the failure of all milder methods. The best teachers seem to regard a frequent recourse to this method of punishment as an evidence of inefficiency and incapacity to govern.

MORAL TRAINING.

No special attention is given, in the public schools, to the subject of moral instruction. In a few schools it is the practice to read, daily, selections from the Bible. One school is opened with prayer. Aside from these cases, none of the schools have any religious exercises and in none is there any regular instruction in morals. If teachers

are men and women of pure lives and correct habits they will naturally and habitually inculcate proper principles and modes of thought and action among their pupils. But there is danger that where there is no regular stated moral instruction, this important branch of education may be neglected altogether.

TEACHERS' INSTITUTES.

During the school-year ended April 1, 1873, only one teachers' institute was held in the State, and this was abandoned almost immediately after its organization. During the current school-year, four county-institutes and one State teachers' institute have been held, the latter continuing five days. The county-institutes were tolerably well attended and the exercises generally interesting and profitable. It is considered that a very good beginning has been made in this respect.

TEACHERS' CERTIFICATES.

County-superintendents are required, by law, to hold four free examinations for teachers during the year and to "summon to their assistance" two practical teachers to aid in conducting the examinations. No compensation is provided for these assistants; hence this section of the law is almost wholly inoperative. Some of the county-superintendents have made no report concerning certificates granted. The reports received sum up as follows: number of first-grade-certificates granted, 197; number of second-grade-certificates, 288; number of third-grade-certificates, 33; and 40 not classified—making a total of 558.

The amended school-law authorizes the State-board of education, at its semi-annual meetings, to grant to teachers, upon examination, life-diplomas, State-diplomas, (good throughout the State for six years,) and State-certificates of the same grades as numbers 1 and 2 county-certificates, good throughout the State for two years and six months respectively.

When sitting for this purpose the law empowers the board to have not less than four professional teachers to assist it. Under this law the State-board of examination was organized in April, 1873, and the first examination was held in the following July. The rules adopted to govern the examination of applicants and the granting of diplomas and certificates are as follows:

(1) Candidates for life- and State-diplomas will be required, in addition to passing a satisfactory examination in the branches indicated, to present satisfactory evidence of good moral character and of *marked success* in teaching for a period of at least three years, one year of which must have been in the State of Oregon.

(2) To obtain a life-diploma the applicant must answer 90 per cent. of the questions in each branch correctly. To obtain a State-diploma, good for six years, he must answer 80 per cent. of the questions in each branch correctly.

(3) Candidates for State-certificates of the first and second grades must present satisfactory evidence of good moral character and of *marked success* in teaching for a period of six months.

(4) To obtain a certificate of the first grade, good for two years, the applicant must attain 90 per cent. in examination in each study. For a State-certificate of the second grade, good for six months, he must reach 80 per cent. in each study.

EDUCATION OF THE CHINESE.

Rev. George H. Atkinson, of Oregon, says: "The education of the Chinese attracts only private attention and effort as yet, but, like that of the negro, it will gradually press itself upon the public mind. They are slowly imbibing our ideas, imitating our dress, acquiring our tastes, adopting our speech and manners. They are quick to learn our language and literature. One, who began on the 1st of January to learn his letters, now (in July) reads in the Second Reader, spells well, writes a fair hand, and begins to read the Testament. This has been accomplished chiefly in short lessons, once or twice a day, in the intervals of domestic work. He has also attended an evening-school for five hours a week about half the time. The progress of others may not be quite so rapid, but it is generally commendable. Satisfactory reports are received from the Chinese day-school taught at St. Helen's Hall, and from the day- and evening-schools conducted under the auspices of the American Missionary Association. Three or four Chinese Sabbath-schools continue in operation in the city of Portland, with some increase of numbers and some improvement in results. We know of none elsewhere in the State. Private instruction is doubtless given the Chinese in many families. * * * * They are not likely to displace our people, but rather to open wider fields of enterprise. Yet contact with them must affect us and our children. Our safety and our duty alike require their education."

CITY SCHOOLS OF PORTLAND.

Attendance.—The whole number of pupils attending the public schools, exclusive of the high school, is 1,033, with an average attendance of 926 and a per cent. of 89½. In accordance with this statement it is unmistakably evident that through irregular at-

tendance more than one-tenth of the public money is uselessly expended, and, what is of more importance, one-tenth of the time of those who should be benefited is lost.

Twenty-two per cent. of the pupils are in the grammar-department and 16 per cent. in the intermediate, while 62 per cent., or over three-fifths, are in the primary schools.

Course of instruction.—During the last vacation a course of instruction was agreed upon, to take effect at the beginning of the school-year of 1873 and to be carried out as rapidly as the standing of the pupils would admit. Under the present system each teacher has but one grade of pupils, divided into two classes. One year is allowed for the work of each of the six grades. In six years from the time a pupil enters the public schools he will be admitted into the high school, provided he has been successful in passing every examination.

Phonetics, drawing, and the elements of natural science are taught in all the classes of the primary department. Physiology and philosophy have been introduced into the first grade of the grammar-department, and more time and attention will for the future be given by the grammar-pupils to these branches than has heretofore been the case. The natural world will no longer remain a sealed volume to them while they are being crammed with rules of arithmetic, rules of parsing, and lists of names in geography.

Compulsory education.—It is estimated that there are in Portland and its immediate vicinity from 600 to 700 children, between the ages of 6 and 16, who attend no school whatever, of whom, doubtless, 500 should attend school, and probably one-half of this number, at the lowest estimate, do not read and write with any facility. Any system of education which admits such a margin of ignorance to harass and cripple its movements will fail of effecting the great ends of economy and security to the State. A compulsory law is greatly needed. But a "formal protest" is entered "against the use of the word 'compulsory,' which is 'a red rag shaken before the free American people,' to keep their prejudices alive against the most obvious and safe, as it is the most needed, reform of the day." It is proposed to "regula'e" the attendance of children at school. So evident is the right of the State to legislate in this matter, that it is confidently affirmed that school-attendance in Oregon would long since have been regulated, but for the use of an obnoxious word.

Reform-school.—A reform-school-incorporation was organized in Portland, in April, 1873.

Teachers' institute.—The first session of the Multnomah County Teachers' Institute was held in Portland, in July, 1873, continuing two days.

SECONDARY INSTRUCTION.

Information has been received from three schools for secondary education, two of which are for the instruction of boys and one for both boys and girls. With 16 instructors—11 gentlemen and 5 ladies—the attendance is 275 pupils, 187 of whom are boys and 88 girls; 64 study classic and 35 modern languages and 16 are preparing for college.

Among the institutions for imparting such instruction in the State, the Portland Academy and Female Seminary seems to deserve mention, presenting 7 teachers and 145 pupils its catalogue for 1873; its studies reaching up from a primary English course through preparatory, sub-junior, junior, and senior-classes, and the last three embracing the classic and modern languages, while music runs throughout the course.

The Rev. Dr. Atkinson writes also of other institutions thus: "At the Albany Collegiate Institute, which I visited December 1, I found 130 pupils in three departments, besides that of music and book-keeping. Four lady pupils were graduated at the close of last year. The building is large, and rooms commodious, all paid for, and a fund, in notes, pays $600 to $700 per year. The Methodist Episcopal Academy is still sustained and the Roman-Catholic schools are reported to be flourishing. The Bishop Scott Grammar-School is doing a good educational work and St. Helen's Hall is also training a large number of pupils."

The former of the two last-named institutions reports 9 instructors for the year 1873, and a course embracing English, classic, and modern languages, with mathematics, natural sciences, and art. The latter reports 8 instructors and 136 pupils in English, French, and German, with music, drawing, and painting. A philosophic cabinet, a natural-history-museum, and a gymnasium are among its advantages.

THE STATE UNIVERSITY.

The State University at Eugene is not yet opened, the building promised it by the city and county not being completed. It is hoped that it may be ready in 1874.

CHRISTIAN COLLEGE.

The Christian College, at Monmouth, has two separate courses, classic and scientific, the one securing to the students that complete it the degree of bachelor of arts; the other, that of bachelor of sciences. Music is made a specialty, classes being formed in it and exercise in it mingled with the opening and closing exercises of each day.

M'MINNVILLE COLLEGE.

McMinnville College has added to its faculty teachers of music and drawing, and makes the same division of its courses as the Christian College. It offers also to those who desire to prepare for teaching the advantages of a normal department, in which, without extra charge, they may be drilled in all the common English studies of the schools and in the theory and practice of instruction.

PACIFIC UNIVERSITY.

Pacific University presents a college-course, a scientific course, à ladies' course, and a normal course. The standard for admission into these is higher than in some other institutions of the western coast and indicates a disposition to secure a very fair degree of scholarship.

WILLAMETTE UNIVERSITY.

Willamette University appears also to aim at this, and its graduating exercises in the summer of 1873 excited great enthusiasm. It has a classic, scientific, medical, and normal course, together with a musical department.

In all these institutions lady students find admission, and their declared experience is in favor of the union of the sexes in the college-course as well as in the preparatory. The valedictorian at Willamette at the last commencement was a lady, and no one of all the graduates in the country seems to have called forth such applause as she secured.

Statistical summary of universities and colleges.

Names of universities and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Corporate property, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Amount of property of corporation.	Value of grounds, buildings, and apparatus.	Amount of endowment.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
Christian College	8	0	205	115	$20,000	$20,000	$20,000	$16,000	$1,600	$1,890	110
Corvallis College	4	....	.....	125	.....	5,000	5,000	.....	.....	.....	.....
McMinnville College	5	....	216	8	.....	5,000	10,000	.....	.....	3,000	65
Pacific University	5	....	100	.....	89,000	20,000	64,000	64,000	6,000	2,000	5,000
Willamette University	7	....	242	50	80,000	50,000	30,000	30,000	3,000	5,000	5,000

Statistical summary of schools for professional instruction.

Names of schools for professional instruction.	Corps of instruction.	Number of students.	Corporate property, &c.					Number of volumes in library.
			Amount of property of corporation.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
SCHOOL OF MEDICINE.								
Medical department, Willamette University*	12	†	.....	.....	.....	.....	$4,000	.....
SCHOOLS OF SCIENCE.								
Corvallis State Agricultural College ‡	4	44	.....	.....	.....	.....	5,000	.....
Scientific department, Willamette University	.....	.....	.....	.....	.....	.....	.....	.....

* The fact that the medical schools are generally opened late in the autumn or early in the winter probably explains the want of returns of students from the medical department of Willamette University, the alumni of which are reported to be 61. Its first medical class graduated in 1869.

† Alumni, 61.

‡ The Agricultural College at Corvallis is reported by Dr. Atkinson to be flourishing, its students, including those in preparatory and partial courses, reaching 100.

BUSINESS-COLLEGE.

One such, at Salem, reports 1 instructor and 74 pupils.

PENNSYLVANIA.

[From report of Hon. J. P. Wickersham, State-superintendent of common schools, for the year ended June 2, 1873.]

Financial statement, showing the financial condition of the school-districts of the Commonwealth, excluding Philadelphia.

RECEIPTS.

From collectors, unseated lands, and all other sources, exclusive of State-appropriation	$6,671,949 93	
From State-appropriation for 1872	447,769 39	
Total receipts		$7,119,719 32

EXPENDITURES.

Cost of instruction	3,424,977 91	
Fuel, contingencies, &c	1,756,111 73	
Cost of school-houses, including renting, repairing, &c	1,477,831 03	
Total expenditures		6,658,920 67
Balance in favor of districts		460,798 65

EXPENDITURES FOR THE STATE, INCLUDING PHILADELPHIA.

Cost of tuition for the year	$4,325,797 47
Cost of building, purchasing, and renting school-houses	1,753,812 36
Total cost for tuition, building, fuel, and contingencies	8,235,120 41
Total cost, including expenditures of all kinds	8,345,836 41
Estimated value of school-property	21,750,209 00

Including $467,132.84, the amount expended in support of the orphan schools, the total sum expended for school-purposes under the direction of the school-department for the year 1873 was $8,812,969.25.

SCHOOL-STATISTICS.

The following figures do not include the city of Philadelphia:

Whole number of districts	2,050
Whole number of schools	14,675
Whole number of pupils in attendance	694,096
Average attendance of pupils	439,393
Percentage of attendance	63
Average length of school-term, in months	6.3
Average cost of tuition per month per pupil	$0 95
Whole number of male teachers	7,866
Whole number of female teachers	9,593
Average salaries of male teachers per month	$41 58
Average salaries of female teachers per month	$32 44
Average number of mills on the dollar, school-tax	7.5
Average number of mills on the dollar, building-tax	4.3
Amount of tax levied	$5,543,985.23
Amount of tax levied and State-appropriation	$6,243,285.23

The following school-statistics are inclusive of the city of Philadelphia:

Number of school-districts in the State	2,050
Number of schools	16,305
Number of graded schools	5,307
Number of school-directors	13,576
Number of superintendents	86
Number of teachers	19,089
Average salaries of male teachers per month	$42 69
Average salaries of female teachers per month	$34 92
Average length of school-term, in months	6.67

Number of pupils	834,020
Average number of pupils	511,418
Percentage of attendance upon total enrollment	61
Average cost of tuition per month per pupil	$0 96

COMPARISON OF STATISTICS WITH THOSE OF LAST YEAR.

Increase in number of districts	22
Increase in number of schools	306
Increase in number of graded schools	309
Increase in number of school-directors	120
Increase in number of teachers	721
Increase in average length of school-term	6 days.
Decrease in average number of pupils	293
Decrease in average number of pupils	24,803
Increase in cost of tuition	$221,523.94
Decrease in cost of buildings, fuel, contingencies, &c	$219,476.31
Increase of expenditures of all kinds	$763.63

"The increase in the length of the school-term is owing to the law of 1872, making the minimum school-term five instead of four months. It is gratifying that with this increase of term teachers' salaries were also increased.

"Nothing shows more strikingly the vigorous growth of our educational system than the continued increase in the number of graded schools.

"The cause of the decrease in the average number of pupils in attendance was the long, cold winter and the great quantities of snow, that almost stopped travel in some parts of the State for days together.

"Our school-houses cost over $1,000,000 less than for the preceding year, thus showing that our pressing wants in this respect have been supplied. Henceforth, for some years, we can direct our chief energies to making improvements in the schools themselves."

SCHOOLS.

Number of graded schools	3,827
Number graded during the year	199
Number of separate schools for colored children	70
Number of schools well classified	9,680
Number in which books are uniform	11,206
Number in which the Bible is read	11,418
Number in which drawing is taught	1,642
Number in which vocal music is taught	2,803
Number in which any of the higher branches are taught	1,423

SCHOOL-HOUSES.

Number of school-houses: frame, 7,997; brick or stone, 3,776; log, 233	12,006
Number built during the year	498
Number unfit for use	1,795
Number badly ventilated	5,475
Number without suitable outhouses	4,658
Number of first-class school-houses	2,134
Number with grounds of sufficient size	5,640
Number with grounds suitably improved	1,201
Number with suitable furniture	5,690
Number with injurious furniture	2,753
Number well supplied with apparatus	1,826
Number without apparatus worth mentioning	5,702
Number in which apparatus was increased during the year	578

TEACHERS' INSTITUTES.

Number of days continued	339
Whole number of actual members	12,302
Number of members engaged in teaching common schools	8,014
Number of instructors and lecturers	478
Received for support of institutes: from county-treasurer, $9,355.92; from members, $3,677.39; from other sources, $5,272.71	$18,306 02
Paid instructors and lecturers	$10,736 38
Paid for other expenses	$5,322 34

RESPECTING SCHOOL-STATISTICS.

To estimate with accuracy the value of a school-system, four classes of facts are indispensable: (1) the number of children to be educated, (2) the number that attend school, (3) the average daily attendance, and (4) the percentage of attendance. In Pennsylvania there are means of ascertaining the three last-named facts, but no accurate enumeration of all the children in the State of school-age. The school-age is between 6 and 21, and the probable number of persons between these ages is now about 1,200,000. Of these there were enrolled during the past year: in public schools, 834,020; in private schools, orphan-homes, colleges, &c., probably 50,000 more—making, in round numbers, 900,000. Of the 300,000 children of school-age not in school, the great majority, without doubt, are between 15 and 21 years of age and have already obtained a certain degree of education; but there are still many thousands of youth growing up to manhood almost wholly ignorant and uncared for. And yet no steps can be taken towards bringing them under the operations of the school-system until it is known who and where they are, what they are doing, and why they have not attended school. It is, therefore, recommended that the legislature make provision for taking a school-census at the time of making the next triennial assessment throughout the State and every third year thereafter.

DISTRICT-FINANCES.

The taxes levied and collected for school-purposes throughout the State last year reach over $8,000,000. All this money comes out of the pockets of the people, and it is a matter of primary importance to them that the management of the school-finances in every district be judicious, economic, and honest. While it is true that the financial trust placed in the hands of school-directors is, in a vast majority of cases, faithfully administered, it must be admitted that somewhat of recklessness, if not dishonesty, is chargeable now and then against the guardians of education. Not one of the duties required by the law can be legally neglected, and yet there are hundreds of districts that overlook one or more of them, and some that habitually overlook them all. As the law now stands, there seems to be no sufficient authority, without recourse to the courts, to compel school-directors to perform all their duties. A change in the law should provide a remedy for this growing evil.

RECUSANT DISTRICT.

There is but a single district in the State that has not now in operation a system of common schools. In 1868 there were 24 recusant districts in 11 different counties, with some 5,000 children of school-age. By the act of that year and the earnest efforts made under it, 23 of these districts have been led to put free schools in operation. It is hoped that the remaining district will not long remain in such an isolated position.

The facts now stated suggest an important circumstance connected with the history of the common-school-system in this State. The earlier laws establishing and improving the system of common schools left it to a majority of the people to say whether they would have free schools or not. Districts adopted the system, therefore, only as fast as the affirmative votes of a majority of citizens could be procured. By the year 1849 so many districts had put the law in force that it was made general, but no means of enforcing it in recusant districts were provided, except the loss of the State-appropriation. In 1868 24 districts still had no free schools and few of any kind. Now there is but one of this class, all the others having, by the free suffrages of a majority of the people, been induced to put the system in operation.

DARK PLACES.

The bright places, and there are many of them, will doubtless attract of themselves the notice they deserve, and it is considered advisable to point out a few that are dark.

Unimproved school-grounds.—Out of the grounds attached to the 12,137 school-houses in the State only 1,201 are reported as being suitably improved, *i. e.*, neatly fenced, free from rubbish, planted with shade-trees, and properly prepared for play-grounds. Doubtless many grounds not included in the list of those suitably improved have one or more of these requisites, but every school-ground should have them all.

Bad ventilation.—Reports show that 5,475 school-houses have no better means of ventilation than apertures in ceilings, transoms over doors, or raising and lowering windows furnish. Many indeed have not even these imperfect modes of purifying the air; and yet pure air is a prime necessity for health as well as comfort.

Unsuitable outhouses.—It is not a mark of high civilization that 4,658 school-houses are without these necessary appendages, of a suitable kind, many hundreds of them indeed without any at all.

Want of apparatus.—Teachers need tools, but 5,702 school-houses have no school-apparatus worth mentioning; none at all, except, perhaps, a small blackboard or a single map or chart.

Want of qualifications on the part of teachers.—Of the 15,003 teachers receiving cer-

tificates to teach during the year, only 374 were found to have a "thorough knowledge of reading, writing, arithmetic, geography, and grammar, and that practical preparation for their profession which insures success."

Negligent directors.—The law requires directors to visit the schools under their charge at least once a month. Only 3,725, less than one-fourth, were thus visited.

TEACHERS' INSTITUTES.

Institutes for the improvement of teachers were held during the past year in every county in the State. They were attended in the several counties by 11,917 actual teachers, and 385 teachers were members of the institute of the city of Philadelphia, making an aggregate of 12,302. This number exceeds that of any former year. In addition to the teachers in attendance, there were present several hundred honorary members, school-directors, and friends of education, and probably 100,000 spectators.

No one acquainted with their working can doubt that these institutes accomplish much good. Their greatest defect seems to be a want of practical, systematic, professional instruction, and this is not without a remedy.

CONFERENCES OF SUPERINTENDENTS.

It has been customary ever since the establishment of the office to hold periodically meetings of the county-superintendents. These meetings, continuing in session but a day or two, did not always prove very fruitful of good. In order to avoid the forms and ceremonies of a large convention and to bring those interested face to face with the most important educational questions demanding consideration, a series of private conferences, each composed of the officers of the school-department and the superintendents of a particular portion of the State, was held during the months of May and June. Nearly all the superintendents were in attendance.

Concerning the results of these conferences the State-superintendent indorses what then appeared in the official department of the school-journal: "Much was expected from this form of consultation, but the results have surpassed all expectations. Never before have such fruitful educational meetings been held in the State. Never before have school-officers obtained so clear a view of what needs doing. And never before have such efforts been made to organize the forces that are wanted to do it. Unless we greatly miscalculate their significance, these conferences will mark a new era in educational progress among us."

GENERAL SURVEY OF EDUCATION IN THE STATE.

The common-school-system provides an elementary education, instruction in reading, writing, arithmetic, and the first principles of geography and grammar, for all the youth of the State who make voluntary application therefor. The administration of this system is still, in many respects, imperfect; but it is being rapidly improved and is bestowing untold blessings upon generation after generation of children. The work done by the common-school-system being generally well understood, it is proposed to make it the starting-point of the contemplated survey.

BELOW THE COMMON SCHOOLS.

Starting, then, with the common school, is there any educational work to be done below it? Does it reach with its light the darkness that lies at the bottom of our social structure? The following facts will answer the question: according to the late United States census, there are in Pennsylvania 31,512 youth between the ages of 10 and 21 years who cannot write, and, of course, can read very imperfectly, if at all; and as shame would naturally prevent many from reporting their ignorance, this number is, without doubt, much below the reality. It is believed that there are not less than 75,000 children in the State who are growing up not wholly without the ability to read and write a little, but altogether untrained and virtually ignorant.

PRESENT LAW INOPERATIVE.

After a thorough investigation of the matter, the conclusion is reached that the laws forbidding or regulating the employment of children under certain ages are in most cases a dead letter.

NUMBER OF UNTAUGHT CHILDREN AT WORK.

Many thousands of such children are to be found throughout the State, employed in manufacturing and mining, without schooling and, what is of more consequence, without that discipline which is necessary to constitute independent, self-governed American citizens. The extent of the evil will be better appreciated when it is added that the late census shows there are 75,643 children between the ages of 10 and 15 employed in various manufacturing and mining industries. At least one-half of these children receive no education or none that is of much value to them.

If to these thousands of youth are added the 190,844 adults who cannot write their

own names, we have a stratum of ignorance and its concomitants underneath our social structure that seems to threaten the whole with decay and death. It is in this soil that crime and penury grow. From this field comes the dreadful crop that is harvested in poor-houses, houses of refuge, jails, and penitentiaries. This is to-day the deepest stain on our free institutions. Can it be removed? Can this illiteracy be prevented? Can these neglected children be reclaimed? From what is known of the uplifting, regenerating power of a right education, it is believed that 90 per cent. of even the worst of them can be. Testimony to this is borne by every home of the friendless, reform-school, and house of refuge in the country.

But the State is doing little or nothing in this field. Only a single county is known to have made separate provision for destitute, friendless children. Private benevolence supports some thirty-five institutions employed in this work, with an attendance of about four thousand and an annual expenditure of about five hundred thousand dollars. But this work still leaves undone much that ought to be done. A few only are cared for, while the many are left to curse society with their ignorance and crime. A compulsory law, fining and imprisoning parents and guardians for not sending children to school, would not be enforced, and, if enforced, could not cure the evil.

REMEDIAL SUGGESTIONS.

It is therefore recommended that a general law be passed making it the duty of all parents, guardians, and employers to see that all children under their control attend school for a certain number of months in the year up to a certain age; that there be established in every county, or in several counties formed into a district, a home for friendless children or an industrial school, to be governed in its main features in the same way as such institutions under private control are now governed; and that it be made the duty of school-directors to see that the law in reference to attendance at school is obeyed, and if not, after proper notice and warning, let them exercise the power of sending the children to the district-home or school, compelling those responsible for the neglect to pay, in whole or in part, the necessary expense.

This is believed to be the only plan that is feasible and sufficiently comprehensive to cover the whole field. A number of counties have taken preliminary steps looking in this direction. The State should now take hold of the matter and convert these forming plans into regular systems.

ABOVE THE COMMON SCHOOLS.

The school-superintendents of the State report 1,433 schools in which the higher branches are taught. The average number of pupils studying the higher branches in each of these schools does not exceed 20, which would make the whole number 28,660. If to this are added 2,000 for the city of Philadelphia, we have an aggregate of 30,660, or about one in thirty of the children in the common schools studying one or more branches beyond the mere elementary course prescribed by law.

According to the late census, which in this respect does not differ widely from the reports of the superintendents, there are in the State 138 academies, with 10,987 pupils, and 400 private day- and boarding-schools, with 16,100, the number of pupils in both classes of schools being 27,087. If half these pupils study the higher branches—and that is a high estimate—it gives 13,594 as the number of "upper" scholars in this class of schools. An addition of 2,000 may be made from the normal schools and normal institutes.

Summing up, we find some 45,000 out of the 1,200,000 persons of school-age in the State, or out of the 900,000 children attending school the past year, who are engaged in the study of one or more branches beyond the elements. The number of those who will pursue to any considerable extent a liberal course of learning is much smaller. Small as the proportion appears, it is believed that there never was a time in the history of the State when so many young persons, relatively to the population, were studying the higher branches as now. Most of the old classic academies have died out, but their place is supplied by the graded schools, high schools, normal schools, and a new race of academies and seminaries. Not so large a proportion of students, perhaps, in these "upper schools" study Latin and Greek as was formerly the case, but, in accordance with the spirit of the times, they are studying the sciences instead. Not so large a proportion, perhaps, go from them to the colleges to pursue a course of study in the classic languages, but proportionally many more seek further instruction in scientific and technic schools.

GRADED AND HIGH SCHOOLS RECOMMENDED.

Two methods for the advancement of higher education are suggested: (1) Encourage in all proper ways the grading of public schools wherever they can be graded and the establishment in connection with them of high schools and departments for higher education. The number of graded schools has been more than trebled within the last ten years, and this rate of growth must be kept up. It would be a judicious expenditure of money to grant a special appropriation out of the common-school-fund to every

public high school. (2) Academies and seminaries, when coming up to a certain standard, should be recognized by legislative enactment as filling an important place in the system of education that cannot otherwise be occupied. It is believed that by judicious legislation, without any expenditure of money on the part of the State, some hundreds of academies and seminaries might be made to work in entire unison with the common-school-system, being to a certain extent under the supervision of its officers and fed by pupils from its ungraded schools.

Above all, the people must be enlightened with respect to the value of higher education. The fact that not more than 5 per cent. of our youth take a single step beyond the common ungraded school-course shows a public sentiment that must be changed, and quickly, if Pennsylvania is to hold her proper rank among the States that are advancing all around her.

PHILADELPHIA.

[From report of Hon. H. W. Haliwell, secretary of school-board.]

Philadelphia has much connected with her system of public schools of which she has a right to be proud. In 1818, sixteen years before the adoption of the general law of the State establishing free schools, she put in operation her present system, and her example did much to stimulate State-action in relation to the subject of popular education. Some of her leading and most public-spirited citizens formed a society for the special purpose of promoting the spread of public schools, and, as an organization, it continued for years to hold meetings, make reports, pass resolutions, and promulgate facts—seed that eventually grew and ripened into fruit in the passage of the school-law of 1834.

Growth of free schools.—The system of free schools planted in Philadelphia more than half a century ago has grown with the growth of the city, until now it embraces 425 school-houses, 1,742 teachers, 148,511 pupils, and, excluding the scholars of the night-schools, an average attendance of 72,025. The city expended during the past year for school-purposes the sum of $1,381,460.54 and the value of its school-property is not much less than $5,000,000. The school-houses, for comfort and convenience, are equal to those of any other city in the Union. The list of controllers and directors contains the names of some of the most distinguished citizens. The boys' high school is usually attended by about 600 students and is one of the best-managed institutions of the kind in the country. The girls' high and normal school is deserving of the highest praise.

Evening-schools.—Twenty-nine night-schools are open during the winter-season, for all, without regard to age, sex, or color, who desire their advantages and are unable to attend the day-schools. The number of scholars during the past year was 8,587, including 596 in the school for artisans.

School for artisans.—This school, made up mostly of practical mechanics from the mills and shops of the city, has been in operation for several years, with a good attendance and good results. The following branches are taught: practical mathematics, mechanic drawing, free-hand drawing, commercial arithmetic, penmanship, anatomy, physiology and hygiene, physics, (with special reference to the steam-engine,) and chemistry. A well-planned course of study, including vocal music and drawing, has been adopted for the schools of all grades.

More high schools needed.—But as an organization the system needs some amendment in the following respects: (1) The opportunities of obtaining a higher education are too limited. One high school for boys, accommodating 600 pupils, is not enough, and the want can scarcely be supplied by adopting the costly expedient of advanced departments in the grammar-schools. The St. Louis plan of branch high schools, located in different parts of the city, seems much better adapted to the end. (2) The girls' high and normal school should be made strictly a professional school for the training of teachers, and if the authorities are not yet ready to educate boys and girls together, a high school or several high schools for girls should be established. No one institution can perform well the functions of a high and normal school. (3) The functions of the local boards of directors and the central board of control should be completely harmonized. (4) The school-taxes should be levied and collected as such, and be kept as a separate fund, to be drawn upon at the discretion of the proper school-authorities, who should be held directly responsible for all expenditures. (5) The most pressing educational want of Philadelphia is better supervision. The city should have a general superintendent, and if, in addition, the principals of the grammar-schools or other competent persons were made sectional superintendents, it would constitute an unequaled system of supervision. (6) The time has come when the wisdom of a school-organization in Philadelphia separate from that of the rest of the State may well be questioned. Philadelphia has special school-necessities which must ever be met by special provisions of law. But all these she could have and still allow her system of schools to be organically connected with that of the State. It is believed that neither party would lose anything and that both would be gainers by such a union.

PITTSBURG.

[From report of Hon. George J. Luckey, city-superintendent.]

No city in the country has made more rapid progress in her school-affairs within the past half-dozen years than Pittsburg. Her system is now well organized, embracing a central and local boards of directors, a city-superintendent, 324 teachers, and 19,829 pupils, well-graded schools, and a high school for both sexes, a commercial department, and a department for the training of teachers, good school-houses, (that used for the high school being the best in the State,) school-property valued at $1,816,300, an institute for the improvement of teachers, night-schools, and a public school for the deaf and dumb. Pittsburg taxes herself very heaviiy for school-purposes; but the sentiment of her people is sufficiently enlightened respecting the value of education to sustain those who make judicious, if large, expenditures in that behalf.

Industrial school.—One thing she needs, and that is an industrial school for neglected children, with authority to gather them in from street and alley, from cellar and garret, and care for them as their parents will not.

SECONDARY INSTRUCTION.

What has been so well said by the superintendent, under the head "Above the common schools," almost exhausts this topic for the State. Still, in addition to the interesting information from his report, it may be noted that 47 schools for secondary instruction made returns in the autumn of 1873. Of these, 17 are for the exclusive education of boys, 11 of girls, and 19 for both sexes. The aggregate attendance was 4,394 pupils—2,525 boys and 1,869 girls—with 317 teachers, 154 of whom are gentlemen and 163 ladies. Of the pupils, 953 were pursuing the study of classic and 617 modern languages; 516 preparing for college and 176 for the scientific course. In 40 of these schools drawing is taught and in 36 music; 29 own libraries, ranging in extent from 20 volumes to 3,000.

Besides the above, six schools devoted especially to the work of preparing pupils for college report an aggregate of 493 such in collegiate classes, 183 of whom are engaged in classic studies and 323 in scientific, with 488 additional in subordinate classes. In three of these schools the pupils are classified as follows: in advanced classes, 64; in senior, 43; in junior, 83; in middle, or third, 45; in lowest, or fourth, 29. In the remaining schools there are 50 pupils in classic and 185 in scientific studies. Nazareth Hall, a well-known seminary of the Moravians, reports 125 in subordinate classes, giving no note of any in superior ones. All these schools have libraries of from 150 to 500 volumes. Three have chemic laboratories, two cabinets of natural history and philosophy and gymnasia for the physical training of their pupils.

NORMAL SCHOOLS.

These schools continue to flourish. In addition to the six reported as in operation a year ago there is is now a seventh, located at Shippensburg, Cumberland County. Its buildings are, all things considered, the best of the kind in the State and the prospects of the school seem to be very promising.* Buildings for three more schools are in course of erection at California, Washington County; Indiana, Indiana County; and Lock Haven, Clinton County. The State has already aided the projects at California and Lock Haven to the extent of $25,000 each and that at Indiana to the extent of $15,000. All these enterprises will probably go into operation as State-schools during the coming year. Under the law of 1857 there can be but two more schools, making twelve in all. The law, however, might be so modified as to admit to its benefits the normal school of Philadelphia. Philadelphia now helps to support the State normal schools, but receives no aid for her own. If the city were constituted the thirteenth normal district this injustice would cease.

The original policy concerning normal schools has undergone a change. The law of 1857 simply contemplated the establishment of a certain number of private institutions for the training of teachers under some general State-regulations. The State at first made no appropriations to them and designed to make none. Subsequently, upon application made at different times, a sum amounting to $15,000 was appropriated to each school then recognized under the law. The amount of appropriations made to the several schools, excluding all appropriations made in aid of students, now stands as follows: Millersville, $15,000; Edinboro', $25,000; Mansfield, $35,000; Kutztown, $25,000; Bloomsburg, $35,000; West Chester, $25,000; Shippensburg, $35,000; Califor-

*The new building of the normal school at Shippensburg is an elegant brick edifice four stories high and has 213 rooms, with a capacity for boarding and lodging 300 pupils and for instructing 800. It is on an elevated site, which overlooks the town and commands a fine view of the neighboring country. It is heated with steam, lighted with gas, and furnished throughout with improved furniture. The inauguration-ceremonies were held on the first day of the first term, April 15, 1873, when addresses were delivered by Henry Houck, deputy State-superintendent of public schools; Hon. John Eaton, jr. United States Commissioner of Education; and other noted educators. The school opened with 300 pupils and the aggregate enrollment for the first term reached 314. Of the 217 normal pupils, a large majority have been already teachers and a still larger number intend to graduate in the professional course and follow teaching as a life-work.

nia, $25,000; Indiana, $15,000; Lock Haven, $25,000. The State has now more money invested in some of the normal schools than have individuals and about as much in others, and a policy has been forced upon it, not at first contemplated, of demanding a direct voice and vote in their management. This policy, or something equivalent, should be adhered to in making all future appropriations to normal schools. It is the best way of securing both efficiency in the schools and safety to the interests of the State.

The legislature of 1873 enacted that there should be appropriated "for the several State normal schools, organized and accepted as such under the laws of this Commonwealth, the sum of $50,000, to be distributed by the governor, the superintendent of common schools, and the attorney-general, on such terms and conditions as they may determine, looking to the interests of the State as well as the welfare of the schools," and "all proceedings of the above-named officers under this section to be reported to the legislature in the next annual report of the superintendent of common schools."

The conditions of the act were accepted by the authorities of the State normal schools at Edinboro', Mansfield, Kutztown, Bloomsburg, and West Chester. Those of the State normal school at Millersville declined to accept them. The $50,000 were, therefore, distributed equally among the five schools above named, these being the only ones under the act entitled to it. The terms and conditions of the act were fully complied with by the several schools before the payment of the money.

At a meeting of the principals and boards of trustees of the State normal schools, held at Harrisburg, December 2, 1873, a draught of a new supplement to the normal-school-law was discussed, amended, and finally adopted for presentation to the legislature. It provides (1) that, while the existing normal-school-districts shall remain as now legally constituted, there may be established in the districts without them other normal schools, which may become State-institutions in the manner and on the conditions prescribed in the act of May 20, 1857, and its supplements; (2) that all State-appropriations made directly to normal schools shall be distributed by a commission, to consist of the governor, State-superintendent, and attorney-general, on such conditions as to protect the interests of the State and do exact justice to the several schools; (3) that the board of examiners to examine the graduating classes of the several State normal schools shall consist of the State-superintendent or his deputy, of three county-, city-, or borough-superintendents, (one of these a graduate of a State normal school,) and of the principal of the school in which the examination shall be held; and (4) that no person shall graduate at such a school or receive a State-certificate as a practical teacher unless by the affirmative votes of four out of these five examiners.

COLLEGES.

The superintendent says: "The census-returns give Pennsylvania 6 universities and 33 colleges, with 349 teachers and 6,357 students, among whom are 1,470 females. There are in the State more than thirty-nine institutions with the corporate powers of colleges; but scarcely more than one-third of that number possess full collegiate rank.

"The catalogues of the various colleges show that not more than one-third of the whole number of students are in the regular college-courses. But, in comparison with past years, this is not discouraging. The number of such students, relatively to the population, has increased and is increasing; and more of our youth are preparing to take a college-course than ever before. The colleges are generally preparing to meet this increased demand.

"Within six or eight years some five or six new colleges have been established, some of which have been provided with fine buildings and liberal endowments. During the same period, the money expended in college-buildings and endowments cannot be less than $2,500,000.*

"But the colleges need strengthening. Their students should be greatly multiplied. The State is lowered in position and dwarfed in every way by the want of men of liberal learning and broad, generous culture among her citizens.

"With respect to colleges, the following policy is suggested: (1) the legislature should grant no more charters for colleges without requiring those asking for them to bring their institutions up to the full rank of a college; (2) some way should be pro-

* Within the past year the University of Pennsylvania has erected, in West Philadelphia, one of the finest structures for educational purposes to be found in America.

Lafayette College, through the munificence of Mr. Ario Pardee, has built Pardee Hall, for the scientific department, at a cost of over $250,000, which is in addition to the $200,000 given by him for the foundation of the scientific school and to other donations in aid of it. This fine structure, imposing in external appearance, complete and elegant in its internal arrangements, heated throughout with steam and lighted with gas, is built of Trenton brown stone, with trimmings of light Ohio sand-stone. Its mainor central building is five stories in height, 53 feet in front, and 88 deep, and, with its extensive wings, the entire length of front, in a straight line, is 256 feet.

Franklin and Marshall College has enlarged her chapel and erected a fine academy-building on the college-grounds.

Washington and Jefferson and Waynesburg Colleges and Lincoln University have new buildings in process of erection. Improvements are also going forward at several of the other colleges, and additions have been made nearly everywhere to apparatuses, libraries, and museums.

vided for drawing a line between colleges worthy of the name and those that are not; and (3) more intimate relations and more exact conformity in courses of study should be brought about between the colleges and the public high schools, from which the great majority of their students must hereafter come.

"The most important problem now demanding solution by the friends of education in the State is the organization of all educational agencies into one system. There is nothing in the nature of the case to prevent the union, so far as is necessary for all practical purposes. Starting with the primary school, the boy should find a continuous grade, ascending step by step to the highest seat in the college or the university."

Statistical summary of universities and colleges.

Names of universities and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Corporate property, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Amount of property of corporation.	Value of grounds, buildings, and apparatus.	Amount of endowment.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
Allegheny College	6	3	40	64	.....	$178,500	$175,000	.....	$9,350	.....	12,000
College of St. Thomas of Villanova	10	....	....	38	.....	250,000	.....	.....	5,000	$30,000	3,000
Dickinson College	6	0	....	87	.....	225,000	210,000	$206,000	14,050	292	27,878
Franklin and Marshall College	7	1	51	79	$230,000	95,000	135,000	80,000	5,200	1,400	13,000
Haverford College	5	....	....	49	.....	150,000	90,700	90,700	5,004	18,048	8,712
Lafayette College	25	2	....	262	.....	.....	.....	.....	.....	.....	8,200
La Salle College	9	....	110	66	30,000	155,000	.....	.....	.....	.....	1,500
Lebanon Valley College	7	....	98	35*	50,000	40,000	.....	.....	.....	20,000	.....
Lewisburg University	6	2	196	62	295,000	150,000	126,000	126,000	8,760	28,442	5,000
Lincoln University	....	....	....	....	.....	.....	.....	.....	.....	.....	.....
Mercersburg College	6	0	47	53	60,000	.....	18,000	6,000	360	5,000	2,000
Muhlenburg College	5	....	37	48	100,000	.....	44,000	.....	2,500	5,500	1,200
Palatinate College	5	....	181	.....	.....	30,000	.....	.....	.....	5,000	600
Pennsylvania College	10	4	50	75	.....	110,000	100,000	100,000	6,455	5,225	18,850
St. Francis College	8	....	41	40	.....	.....	.....	.....	.....	.....	3,000
St. Joseph's College	1	....	37	*	.....	.....	.....	.....	.....	.....	.....
St. Vincent's College	24	....	315	154	.....	.....	.....	.....	.....	.....	13,000
Swarthmore College	19	0	176	90	.....	450,000	15,000	15,000	1,000	20,000	2,000
University of Pennsylvania	16	....	....	†121	741,083	.....	.....	.....	.....	49,451	6,000
Ursinus College	6	....	53	39	30,000	33,000	.....	.....	.....	3,600	6,000
Washington and Jefferson College	9	1	134	96	75,000	75,000	200,000	189,000	11,500	3,000	10,000
Waynesburg College	10	....	192	97	25,000	‡1,200	50,000	40,000	2,000	3,500	1,500
Western University of Pennsylvania	15	§3	142	40	175,000	185,000	135,625	135,625	11,134	29,391	2,300
Westminster College	5	0	47	79	.....	25,000	96,000	71,000	5,680	1,900	3,000

* Collegiate department suspended at present.

† Twenty-seven of these students are in a special and partial course; while besides the 121 there are 5 post-graduates. Fifty thousand dollars cash for college-uses have been received during the year past and $10,000 for the filling of the library.

‡ Value of apparatus. § Partially.

COLLEGES FOR WOMEN.

Sixteen institutions, exclusively for women, report, with more or less completeness, their statistics for 1873. An aggregate of 1,267 pupils are reported, 669 of whom were in collegiate and 321 in preparatory departments, while three colleges neither give the number of their pupils in total nor in any department and four give the total number in attendance without specifying their grades or whether in collegiate or preparatory departments. The classification of the pupils, as far as given in the different collegiate years, was as follows: in freshman, 146; sophomore, 131; junior, 69; senior, 75; in partial courses, 130; and in post-graduate-studies, 12. There are 227 instructors, 84 of whom are gentlemen and 143 ladies. Music, drawing, painting, French, and German form a part of the course in all but two of these institutions, in one of which French alone, and in the other German alone, is pursued; to these Italian is added in four, Spanish in one, and three teach all four languages. Chemic laboratories and philosophic cabinets are reported in 8 of these colleges, natural-history-museums in 7, an astronomic observatory in 1, art-galleries in 2, gymnasia in 9, and in 13 libraries, ranging in extent from 250 volumes to 4,700.

PROFESSIONAL INSTRUCTION.

Law.—Besides the law-course of the University of Pennsylvania, which enjoys the skillful supervision of Judge Sharswood, a peculiarly accomplished jurist, large numbers of experienced attorneys receive into their offices special students and give them the benefit of personal supervision of their studies and of that practical acquaintance with the forms of law which grows out of daily observation of them. For this class of students more particularly, two reforms have been adopted by the Philadelphia bench and bar, at the suggestion of the board of examiners. In the first place, it is now necessary that law-students, before being registered, should pass an elementary examination on all the branches of a good English education and show themselves sufficiently prepared and qualified to commence the study of the law. Then there is a prescribed course of reading laid down by the examiners and approved by the court, so that students will not be left to wander at will through the mazes of the law or to pick up here and there some knowledge of practice merely, without any sound information as to the principles and reasons that lie at the bottom of all the ins and outs of law.

The law-school of the Lincoln University is especially designed for the colored race, though others are not excluded.

Medicine.—The medical schools of Philadelphia have long had a high reputation. The late war greatly thinned the crowd of students that had been attendant on them; but since the conclusion of it both the Jefferson Medical School and that of the University of Pennsylvania have had their halls again continually crowded. The latter is to have its exercises in the future in the new buildings of the university in West Philadelphia, where on one side a hall is to be erected for its special use and on the other a hospital, which will be under its direction. The Woman's Medical College steadily grows in favor and turns out many useful female practitioners. The Hahnemann College is well officered, and combines now in itself the strength of the two homeopathic schools which previously existed. The two dental colleges of Philadelphia and the College of Pharmacy of the same place stand among the first of their class in the United States. The medical school at Lincoln University, like the law-school, is mainly for colored students.

Theology.—The theologic schools enumerated in the table are all respectable, in some cases have very able faculties, and represent almost all the prominent denominations in the country. The Crozier Seminary has a remarkably fine location on the heights which overlook the town of Chester and command a wide view of the valley of the Delaware, from Philadelphia to Wilmington. The Philadelphia Divinity School of the Protestant-Episcopal Church is also highly favored in the enjoyment of a choice location in the most elegant part of West Philadelphia. The Theological Seminary of the Lutheran Church in Philadelphia looks out, too, from beneath the shadow of the finest church of the denomination in the city, on the playing fountain and delightful shade of the finest of the city-squares. One of the theologic seminaries of the Roman Catholics has a kindred location beside another of these squares, while another is in an improving suburban locality, which must grow more and more attractive.

Technics.—The Polytechnic College of Pennsylvania and the scientific departments of Villanova College and the University of Pennsylvania afford to Philadelphia students the opportunity for full instruction in the physical sciences and in civil and mechanic engineering, with rich resources for practical information in the great laboratories and machine-shops with which Philadelphia abounds. In the same line, the Lehigh University, instruction in which is made free by the generous liberality of Hon. Asa Packer, its originator, and the Pardee Scientific School, at Easton, train students amid the great iron-works, zinc-factories, railroad-engine-houses, and immense coal-transportations of the Lehigh and Delaware Valleys. The Agricultural College, now the Pennsylvania "State College," is reported by its board of visitors to be in excellent condition and doing a better work than ever previously for the training of agricultural and scientific students.

The State-superintendent refers also in his report to the following schools, additional to the above-mentioned:

The Western University of Pennsylvania, which has at Pittsburg, in full operation, a scientific department and departments of civil and mechanic engineering.

The Night School for Artisans, under the public-school-authorities of Philadelphia, and noticed among its schools, attended last year by 596 students, 297 of whom were over 21 years of age.

The Pittsburg high school, which has a department of technic instruction in successful operation.

Schools of design for women, of which there are in operation two, one in Philadelphia, the other in Pittsburg, with a course of from two to four years.

The Academy of Fine Arts, located in Philadelphia, and at present in partial suspension for want of a building, though its instructions are continued.

The Academy of Natural Sciences, at the head of all such institutions in America, with a magnificent museum and a fine library. A new building is in process of erection for it.

Wagner Free Institute of Science, Philadelphia, designed to be made a first-class technologic college.

The Franklin Institute, Philadelphia, which, ever since its establishment, in 1826, has done a good work for technic science in Philadelphia, and instructs over 250 pupils yearly in mechanic, architectural, and general drawing.

And, not the least important, the Mechanics' High School, authorized by act of the legislature at its last session, to afford the sons of mechanics and working men a fair opportunity to obtain a scientific and technic education. Its board of trustees has under consideration the question whether to establish a distinct school or departments for technic training in connection with the public high schools, and the adoption, in some proper way by the State, of the facilities for such instruction now furnished by a number of the colleges and universities.

With the view of strengthening the schools of science and art already established and promoting the growth of others, the adoption of the following course of action is respectfully recommended:

(1) That provision be made for introducing free-hand and mechanic drawing, as rapidly as may be found practicable, into all the public schools in the State. In addition, the elements of the natural sciences might be generally taught with great advantage.

(2) That schools for artisans, like that in Philadelphia, departments for technic instruction in connection with high schools, like that in Pittsburg, or a plan of instruction partaking of the valuable features of both be established by the public-school authorities in all the large cities and towns of the State.

If the policy indicated in these two propositions be adopted, it will impart all the needed strength to the higher technic institutions, for it will fill them with students.

BUSINESS-COLLEGES.

Nine of these institutions appear in Pennsylvania: at Villanova College, Meadville, Philadelphia, Pittsburg, and St. Vincent's College. The returns from four of these are quite imperfect, while from two no return for 1873 appears. Five give an apparent aggregate of 40 instructors and 1,579 pupils.

Statistical summary of schools for professional instruction.

Names of schools for professional instruction.	Corps of instruction.	Endowed professorships.	No. of students.		Corporate property. &c.						Number of volumes in library.
			Preparatory.	Scientific.	Amount of property of corporation.	Value of grounds, buildings, and apparatus.	Amount of endowment.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from all other sources.	
SCHOOLS OF THEOLOGY.											
Crozier Theological Seminary	5	....		42	$400,000	$175,000	.....	$228,000	.....	.....	6,000
Meadville Theological School	11	0		18	141,000	25,000	.....	113,000	$6,000	$2,843	12,000
Missionary Institute	7	1		11	.....	25,000	.....	20,000	1,200	.....	2,500
Moravian College and Theological Seminary	3	....		29	43,477	7,387	.....	35,707	2,240	4,615	4,564
Philadelphia Divinity School of the Protestant-Episcopal Church	5	4		30	.....	.....	.....	.....	.....	.....	5,000
St. Charles Theological Seminary	10	0		36	.....	.....	.....	.....	.....	.....	10,000
St. Michael's Theological Seminary	18	....		50	.....	50,000	.....	.....	.....	20,000	4,000
Theologic department Lincoln University	....	....	....	....	.....	.....	.....	.....	.....	.....	.....
Theological Seminary, Lancaster	....	....	....	....	.....	.....	.....	.....	.....	.....	.....
Theological Seminary of the Evangelical Lutheran Church of Philadelphia	6	4		48	114,306	43,000	.....	114,306	7,646	2,000	3,000
Theological Seminary of the General Synod of the Evangelical Lutheran Church in the United States	6	3		41	150,000	60,000	.....	90,000	5,500	5,600	11,000
Theologic Seminary of the United Presbyterian Church	3	....		31	.....	45,000	.....	30,000	.....	.....	2,500
Theologic department of Ursinus College	3	1		10	.....	30,000	.....	22,600	1,356	0	4,000
Western Theological Seminary of the Presbyterian Church	7	5		78	.....	150,000	.....	264,664	17,500	.....	14,630
Yates Institute*	....	....	....	....	30,000	.....	.....	.....	.....	.....	.....

* Not in operation.

Statistical summary of schools for professional instruction—Continued.

Names of schools for professional instruction.	Corps of instruction.	Endowed professorships.	No. of students.		Corporate property, &c.						Number of volumes in library.
			Preparatory.	Scientific.	Amount of property of corporation.	Value of grounds, buildings, and apparatus.	Amount of endowment.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from all other sources.	
SCHOOLS OF LAW.											
Law-department of Lincoln University	....	....	.....		.....	.....	.....	.....	.....	.....	.....
Law-department of University of Pennsylvania	....	....	.....		.....	.....	.....	.....	.....	.....	.....
SCHOOLS OF MEDICINE.											
Jefferson Medical College	19	....	462		$60,000	.....	.....	.....	.....	.....	.....
Medical department of Lincoln University	....	....	.....		.....	.....	.....	.....	.....	.....	.....
Medical department of University of Pennsylvania	....	....	.....		.....	.....	.....	.....	.....	.....	.....
Woman's Medical College of Pennsylvania	13	....	60		111,625	.....	.....	$99,625	$5,977	$4,035	.....
Hahnemann Medical College of Pennsylvania	23	....	110		.....	*$4,000	.....	.....	.....	.....	2,500
Pennsylvania College of Dental Surgery	17	....	70		.....	.....	.....	.....	.....	10,234	.....
Philadelphia Dental College	20	....	91		.....	*13,500	.....	.....	.....	12,650	.....
Philadelphia College of Pharmacy	4	....	256		.....	60,000	.....	.....	.....	7,707	2,300
SCHOOLS OF SCIENCE.											
Agricultural College of Pennsylvania†	11	....	88	62	500,000	300,000	$500,000	500,000	30,000	14,000	2,000
Franklin Institute	....	....	....	‡	60,000	.....	.....	.....	.....	.....	15,000
Pardee scientific department of Lafayette College	....	....	....	....	.....	.....	.....	.....	.....	.....	.....
Polytechnic College of the State of Pennsylvania	....	....	....	....	.....	.....	.....	.....	.....	.....	.....
Scientific department of Villanova College	8	....	30	60	.....	250,000	.....	.....	5,000	30,000	2,000
Scientific department of the University of Pennsylvania	....	....	....	....	.....	.....	.....	.....	.....	.....	.....
Scientific School of Lehigh University	14	....	....	147	.....	500,000	750,000	.....	§	.....	2,000
Wagner Free Institute of Science	....	....	....	....	.....	.....	.....	.....	.....	.....	.....

* Apparatus.

† Information comes through the Bellefonte Republican of February 4, 1874, that, on application of the trustees of the Agricultural College, the court of Centre County has changed the name of this institution to that of Pennsylvania State College.

‡ Instruction at the Franklin Institute is given by lectures, and there are no regular classes.

§ Supported by the founder, Hon. Asa Packer.

GIRARD COLLEGE FOR ORPHANS, PHILADELPHIA.

The report of the directors of city-trusts for 1873 states that during the year 63 boys were admitted to this college and 60 left it, the number remaining being 547. The total number admitted during the twenty-six years of its existence has been 1,761, most of them coming from poor homes, from which, at least, one parent had been taken.

The boys after entering the college are, for about two years, under the care of governesses, one such being put in charge of a section of about 40 boys. An intelligent supervising governess aids these sectional ones in eradicating evil habits and imparting religious and moral instruction. The formation of habits of prayer is encouraged by these good ladies and also the committing to memory of selected portions of Holy Scripture. Five prefects, aided by an experienced supervising prefect, have charge of the larger boys when out of school and do what they can to guide them aright, as well as to restrain them from wrong-doing. Twelve women and four men have them beneath their care in school-hours, three of these women giving part of their time to instruction in reading and elocution and in the French and Spanish languages, while two of the men teach vocal and instrumental music. The elder pupils form a military

battalion of college-cadets, and the benefit to health and manly bearing derived from the drill to which these are subjected has been so great that, with a view to still further improvement in this line, it is proposed to introduce a course of calisthenics, to be extended to all the pupils of the college. By such means, together with the use of every hygienic precaution with respect to ventilation, food, clothing, and the care of excellent physicians, the greater portion of the pupils come to the enjoyment of sound health and vigorous constitutions, although more than a third of their fathers have died of consumption and many of the mothers have been similarly diseased.

PENNSYLVANIA INSTITUTION FOR DEAF AND DUMB.

This is located at the corner of Broad and Pine streets, Philadelphia. The report for 1872, published in 1873, gives the total number of pupils for that year as 265, of whom 38 were dismissed and 1 died, leaving the number at the close of the year 226. Of the whole number, 16 were from the State of New Jersey and 7 from Delaware. Notwithstanding a great prevalence of small-pox in the city during 1872, the general health of the inmates of the institution continued remarkably good, only two or three cases of serious illness having occurred. One of these, a case of malignant small-pox, terminated fatally, the only one in all the year. Nothing besides has occurred to prevent the steady prosecution of the work to which the institution is devoted. In carrying this forward a new teacher has been employed for a new class of girls received. The usual course of mental training has been pursued and in the shops the instruction in shoe-making and tailoring has gone forward with a fair measure of success. Of the 38 pupils dismissed during the year, 36 are said to have gone out with good prospects of self-support, while of those that remained the deportment has been good, and the interest taken in their studies has resulted in a degree of improvement creditable to them and encouraging to their teachers. The proceeds of their work in the shoe-shop, exclusive of the cost of material, amounted to $900 for the year, and in the tailor-shop to $800—a total of $1,700. To illustrate the benefit of the instruction thus received, it is mentioned that one of the shoe-makers, an orphan lad of 16, who left the institution on the last Wednesday in June, paid it a visit in the latter part of August, to show what he had already accomplished. He was dressed in a full suit of new clothes costing $21, which he had bought with money earned with his own hands at his trade since leaving school, having $4.50 of his earnings still remaining in his pocket.

The girls have all received instruction in the use of the needle and many of them in the art of operating the sewing-machine. Their own clothing and the underclothing of the boys have been made by them, and they do the other plain sewing of the institution, some also displaying a good degree of taste in dress-making and milliner-work.

PENNSYLVANIA INSTITUTION FOR INSTRUCTION OF THE BLIND.

This noble school, like that for the deaf and dumb, is in Philadelphia, and occupies a square of ground between Race and Summer and Twentieth and Twenty-first streets, which it nearly fills with its work-shops and school-buildings, the dwelling of the principal being at the northeastern corner. The estimated value of its property is $195,000 and its average annual receipts for five years past $73,886.48, of which $5,262.02 come from New Jersey for the support of pupils from that State and $1,007.35 from Delaware for a like purpose, with $2,570.96 from individuals, either as gifts or for support of students. The State allows it $33,500 annually for State-pupils.

The whole number admitted since the opening of the institution has been 803; the number present in 1873 was 194. Besides as full a course of instruction in the ordinary branches of education as can well be given to the blind, including music, such inmates as require it are taught handicraft-occupations, as broom-making, brush-making, mat-making, mattress-making, cane-seating, carpet-weaving, bead-work, knitting, hand- and machine-sewing.

The number of volumes in the library, largely in raised letters for the blind, is 700.

STATE TEACHERS' ASSOCIATION.

The twentieth annual session of this body was held in Library Hall, Pittsburg, on Tuesday, Wednesday, and Thursday, August 12–14, 1873. The subjects presented and discussed were: "Every-day logic," "The physical features of the Mississippi Valley"—at the head of one of the branches of which Pittsburg is situated—"The superintendency," "Natural science in our schools," "Conflict between science and theology," "What can public schools do to quicken the public conscience?" "Our normal-school-policy," "The place of moral instruction is our public schools," and "Sound as a force."

A brief abstract of the paper on "Our normal-school-policy," by J. A. Cooper, is all for which space can now be found. This opens with a statement that the normal-school-policy of Pennsylvania is in some respects peculiar and unlike that of any other State in the Union. Some features that mark it are thus noted:

(1) "It is a permissive policy: The original act of the legislature, instead of providing for the establishment of schools by appropriating money to erect them, says,

'Whenever any number of individuals more than thirteen shall erect, &c., then such schools may be recognized as State normal schools.'

(2) "It is a comprehensive policy: The law divides the State into 12 normal-school-districts and provides that one school may be established in each district; but no school can be recognized without accommodations for 300 pupils. Twelve schools, with capacity for 300 students each, will furnish opportunity for 3,600 pupils to receive instruction, sufficient, it is thought, to fill the common schools with all the teachers they may call for. It is comprehensive, too, in reaching every school-district, by providing that each one may send one scholar annually to the normal school.

(3) "It is a co-operative policy: It encourages the people to establish schools, by making provision for the State to add its authority and give its protection to the schools when the people have erected and established them.

(4) "It is a local administrative policy: The whole internal and external affairs of each school are managed by the local officers, without any connection with other schools. This gives opportunity to adapt the management of the separate schools to the peculiar wants of the people in different sections of the State.

(5) "It is a stimulating policy: Giving the largest liberty to individual schools and to the separate members of each school, it tends to call out the best efforts of all connected with them in generous rivalry.

(6) "It is a boarding-school-policy: The law specifies that each school must have boarding-accommodations for 300 students. To give this number of persons playgrounds and yards, there must be also at least ten acres of ground attached. These boarding-accommodations make it possible and the required extent of ground makes it necessary to establish the schools in the country, where purer airs, a greater quietness, and a better general influence can be secured.

(7) "It is an expansive policy: The schools having been erected by private munificence, because needed in the section where they are established, the same generosity which provides for their original establishment can be depended on to supply the means of healthy growth.

(8) "It is a conservative policy: Though the special details of each school are administered by the officers of that school, the course of study is the same for all the schools. It is fixed by the principals of the several schools at a meeting called for that purpose, and, once fixed, no change can be made without the approval of the State-superintendent and a majority of the principals.

(9) "It is a thorough policy: The course of study, as now settled, is less extensive than in many of the States, but what it lacks in surface it makes up in depth. Thorough instruction is the aim of the instructors and is secured by the system of examinations, which is that the students shall be examined by a board appointed by the State-superintendent, of which board he is himself the chairman.

(10) "It is a policy of fixed responsibility: The law charges the head of each school with the whole discipline and interior government of the school.

"Some of these features have been copied in other States; nearly all were new and original with the Pennsylvania normal-school-law."

OBITUARIES.

Jonathan Gause, one of the most remarkable teachers of Pennsylvania, was born, October 23, 1786, in Chester County, Pennsylvania. His early education was obtained at a common country school. He was intended by his father for a mechanic, but, an accident occurring by which he was rendered lame for life, he became a teacher. He had a mind of no ordinary character; not quick to act, but broad, comprehensive, and logical. His great energy and intense devotion to study soon enabled him to distance many who possessed minds of greater activity but lacked his iron will and determined nature. His first essay in teaching was in 1807, at Marshalltown, Chester County. In 1813 he took charge of the West Chester Academy, which flourished under his care and became quite celebrated in Eastern Pennsylvania. In 1829 he opened a select school in West Chester, and taught it until 1832, when he commenced and for seven years kept a school upon his own farm, known as Greenwood Dell Boarding-School, which became very popular. In 1839 he accepted the principalship of Unionville Academy, in Chester County, and continued in the office eight years, when he resumed teaching at Greenwood Dell, and continued until 1865, having taught during more than fifty-seven years. As a teacher, Mr. Gause was industrious, patient, hopeful, persevering, ingenious, and abundant in resources, possessing, also, a wonderful tact in developing these essential qualities in others. The dull boy became, under the inspiration of his influence, alert and often bright in some particular departments of study; the timid, shrinking, sensitive pupil grew hopeful, self-reliant, and often aggressive; the boisterous, careless, and indifferent became inspired with high resolves. As a disciplinarian he was peculiarly felicitous: there were no arbitrary rules promulgated; every pupil became a member of his family, an object of his parental care. There was no offensive espionage nor assumption of dignity or superiority, but a gentle, kindly courtesy and trustfulness that inspired affection and respect. His love of man was intensified when applied to his

pupils. His most potent characteristics as a teacher were his great love and sympathy for his pupils, his perfect self-control, and his wonderful power of government. Other teachers have rivaled him in intellectual qualifications and attainments, although his were excellent, but few or none combined with them a body so strong, a temper so even, and a love so divine. He spent the last eight years of his life with his widowed daughter, on a beautiful farm on the Brandywine, adjoining Greenwood Dell, where he died, April 9, 1873, nearly eighty-seven years of age, but in the full possession of his faculties and with a Christian's trust.

Charles Louis Steinmüller, late principal of the German-English public school of Lancaster, Pennsylvania, died May 24, 1873, after a brief illness.

He was a teacher both by birth and training, and, like the apostle of old, he ever "magnified his office." Teaching was to him a grand work, and the prospect of greater pecuniary profit in other spheres of labor never tempted him to swerve from the straight line of duty marked out for himself.

He was the son of a teacher in Hesse-Darmstadt, and was born December 4, 1836. His education as a professional teacher was received at the Teachers' Seminary, at Friedberg. He came to America when about 22 years of age, and in 1860 commenced teaching a parochial school in the German-Lutheran church of Lancaster, in which work he continued until elected principal of the German-English public school, some three or four years since, combining for some time instruction in music with his other work, this being with him a matter of intense enthusiasm.

He was buried, May 27, at Zion cemetery, in a green and wooded spot. Many hundreds of old and young gathered in honest grief about his grave, deeply impressed with the lesson all recognized as that of his modest life, that the truest wealth consists neither in gold nor lands and that neither earth nor heaven has higher meed of praise than this: faithful till death!

Mr. Charles McAllister, of Philadelphia, who showed his interest in education by the bestowment of $100,000 for the establishment of a college at Minneapolis, Minnesota, died in the latter portion of the year 1873.

Rev. Samuel S. Schmucker, D. D., long known as an educator of more than ordinary power, died at Gettysburg, Pennsylvania, July 26, 1873, aged 74. Entering the ministry at an early age, he at once became a teacher, and from 1826 to 1864 was professor of didactic theology in the Theological Seminary of the Lutheran Church at Gettysburg, when he retired with the rank of *emeritus* professor, and devoted himself to the preparation of works for the press. He was a voluminous and able writer and the author of many volumes on psychologic, theologic, and practical themes.

The Rev. Peter Van Pelt, D. D., who died in Philadelphia August 21, aged 75, was for many years professor of oriental languages, first at Burlington College, New Jersey, and afterward in the divinity school of the Protestant-Episcopal Church in West Philadelphia. For some time before his death disease had driven him into retirement, which, however, was brightened to the last by the pursuit of his favorite studies in an eminently pleasant home.

LIST OF SCHOOL-OFFICIALS IN PENNSYLVANIA.

Hon. J. P. WICKERSHAM, *State-superintendent of common schools, Harrisburg.*

COUNTY-SUPERINTENDENTS.

County.	Name.	Post-office.
Adams	Aaron Shuly	Gettysburg.
Allegheny	A. T. Doulhett	Pittsburg.
Armstrong	A. D. Glenn	Kittaning.
Beaver	Martin L. Knight	Beaver.
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	Ebensburg.
Cameron	Joseph B. Johnson	Emporium.
Carbon	R. F. Hofford	Lehighton.
Centre	R. M. Magee	Bellefonte.
Chester	Hiram F. Pierce	West Chester.
Clarion	J. E. Wood	Clarion.
Clearfield	J. A. Gregory	Clearfield.
Clinton	Martin W. Heer	Salona.
Columbia	William H. Snyder	Orangeville.
Crawford	James C. Graham	Meadville.
Cumberland	D. E. Kast	Mechanicsburg.
Dauphin	S. D. Ingram	Harrisburg.
Delaware	James W. Baker	Media.

List of school-officials in Pennsylvania—Continued.

County.	Name.	Post-office.
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	Punxatawney.
Juniata	D. E. Robison	Port Royal.
Lancaster	B. F. Shaub	Lancaster.
Lawrence	William N. Aiken	New Castle.
Lebanon	William G. Lehman	Lebanon.
Lehigh	James O. Knauss	Allentown.
Luzerne	William A. Campbell	Shickshinny.
Lycoming	Thomas F. Gahan	Montouresville.
McKean	W. H. Curtis	Smithport.
Mercer	N. W. Porter	Mercer.
Mifflin	John M. Bille	Kishacoquillas.
Monroe	Jeremiah Fruttchey	Stroudsburg.
Montgomery	Abel Rambo	Trappe.
Montour	William Henry	Pottsgrove.
Northampton	Ben. F. Raesty	Mt. Bethel.
Northumberland	Saul Shipman	Sunbury.
Perry	Silas Wright	Millerstown.
Pike	John Layton	Dingman's Ferry.
Potter	J. W. Allen	Coudersport.
Schuylkill	Jesse Newlin	Port Carbon.
Snyder	William Nottling	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	Mifflinburg.
Venango	W. J. McClure	Petroleum Centre.
Warren	Byron Sutherland	Warren.
Washington	William G. Fee	Canonsburg.
Wayne	D. G. Allen	Prompton.
Westmoreland	Henry M. Jones	Salem Cross-Roads.
Wyoming	Thompson Bodle	Tunkhannock.
York	William H. Kain	York.

RHODE ISLAND.

[From reports of Hon. Thomas W. Bicknell, State-superintendent of common schools, for the years ended April 30, 1872 and 1873.*]

FINANCIAL STATEMENT.

Receipts.

Amount of State-appropriations	$90,000 09
Amount of town-appropriations	309,578 75
Amount from registry-taxes and other sources	24,490 82
Amount of district-taxes	59,722 28
Amount of balance unexpended last year	13,114 47
Total from all sources	496,906 41

Expenditures.

Amount expended for teachers	375,406 70
Amount expended for school-houses	90,216 93
Total expenditures	465,623 63

SCHOOL-ATTENDANCE.

Number of children between 5 and 15 years, (estimated)	42,000
Number of pupils registered in summer-schools, (male, 12,877; female, 14,035)	26,912
Increase over last year	465
Average attendance	21,805
Increase over last year	16
Number of pupils registered in winter-schools, (male, 14,752; female, 13,950)	28,702
Increase over last year	306
Average attendance	23,052
Decrease from last year	98
Per cent. of attendance on whole number registered, (summer)	81
Per cent. of attendance on whole number registered, (winter)	80
Estimated number of pupils in private and Catholic schools	8,000
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 in attendance on any school	4,000
Estimated percentage of school-population under instruction	90
Estimated percentage of school-population not under any instruction, (or 1 child in every 10 between 5 and 15 years of age)	10

TEACHERS AND TEACHERS' PAY.

Number of teachers in summer-schools, (male, 93; female, 612)	705
Number of teachers in winter-schools, (male, 177; female, 579)	756
Increase of teachers over last year	45
Average wages per month, including board, in summer-schools	$34 85
Increase over last year	$2 33
Average wages per month, including board, in winter-schools	$39 72
Increase over last year	$1 48

SCHOOL-DISTRICTS AND SCHOOLS.

Number of school-districts	424
Number of summer-schools	687
Increase over last year	5
Number of winter-schools	727
Increase over last year	8
Average length of school-year, weeks	34

SCHOOL-TAX.

The report of 1872 shows that the local taxation for schools is very unequal. Six cents is the minimum, twenty-six cents the maximum, tax on each $100 of valuation.

For returns of 1872-'73, see statistical tables I and II.

The towns range between these two extremes. In order to equalize the burden and give to the poorest towns equal educational advantages with the richest, it is necessary that the school-fund of the State or its annual appropriations be increased. To secure this result, the State should make an annual *pro-rata* tax upon its valuation, which is constantly increasing. This would be most appreciated where now the tax falls the heaviest, upon the poorer towns and districts.

As it now stands, the State-appropriation, while it remains a fixed sum, is really decreasing, for as the children of the State increase in numbers there is less money for each child, and unless the towns make up the constant deficiency, the school-advantages must decrease. To remedy this difficulty, it is recommended to fix a ratio of taxation, say one mill upon each dollar of the State-valuation. This would yield an annual revenue of $225,000, which, divided equally among the towns, would satisfy the increasing demand for educational facilities and distribute the *burdens* among those who will most largely enjoy the pecuniary *gains*.

TOWN- AND DISTRICT-SYSTEMS.

Nine cities and towns have adopted, either wholly or in part, the town-system of school-management.

The board of education expresses the belief that the district-system is unfavorable to the school-interests of a town and recommends that it be abolished. The State-superintendent calls attention to the modification of the district-system in such a manner and to such an extent as to intrust the duty of hiring teachers, fixing salaries, &c., to the town's school-committee. "This is a much-needed change and will be gratifying to school-trustees as well as to school-committees."

The town-system has proved satisfactory wherever it has been tried for any length of time.

TOWN-SUPERINTENDENTS.

A superintendent of schools has been appointed for each town and city in the State. The present school-law regarding the salary of superintendents is considered defective. It is believed that this should be fixed by the school-committee, rather than by the people at their annual election. It is recommended that where one town is not able to support a superintendent two contiguous towns should unite in electing the same officer for both, the salary to be fixed by the school-committees of both towns; also that the superintendent be paid such a salary as will enable him to devote the whole of his time to the schools.

SCHOOL-COMMITTEES.

By the revised statutes the term of office of school-committees is changed from one to three years. This is considered a most desirable change, as giving character and permanence to the office and its work. The law allows competent women, as well as men, to be elected to this office, and experience shows that women fulfill its duties most faithfully, conscientiously, and successfully. The propriety of having active, efficient women in each school-board is suggested to the consideration of the citizens of the several towns.

CONDITION OF SCHOOLS.

As the public schools of the State have become more efficient than private institutions, patronage has been withdrawn from the latter and the attendance upon the former has improved. The registered attendance upon the public schools throughout the State has increased by 500 pupils over the preceding year. The average attendance has also improved. The town-appropriations for the support of schools have exceeded those of last year. These facts indicate a sure, if not rapid, advancement.

From a table showing the relative size of the public schools, it appears that about one-fourth of the schools in the State register less than twenty pupils each. Thus a large proportion of the public money is expended for a small number of pupils, the education of each child in some school-districts costing from $40 to $80 per annum. It is believed that a reduction of the number of school-districts and a consolidation of schools would give more money for schools to each district, and thus insure more thoroughly qualified teachers and a better classification of pupils.

EVENING-SCHOOLS.

These schools increase in number every year. The sum of $3,000 was placed by the general assembly at the disposal of the board of education to be used in the interest of these schools. Upon the request of the Rhode Island Educational Union, $1,700 of this amount was given to that organization for the establishment of evening-schools. The remaining $1,300 was distributed among the towns which support evening-schools. Believing that these schools should be put upon the same basis as the day-schools, the board of education recommends that the State-appropriation for schools for the ensuing year be increased to $100,000, and that $10,000 of this amount be set apart for the establishment and maintenance of evening-schools.

COMPULSORY EDUCATION.

The board of education recommends the passage by the general assembly this year of an enabling act, authorizing towns and municipalities, by proper provisions, to enforce the attendance at school of all children who cannot prove to the satisfaction of the local school-board that they are receiving suitable instruction elsewhere. To carry out perfectly such a reform, a State industrial school, or a home for juvenile offenders, not penal in character, is an indispensable auxiliary. The annual message of the governor calls the attention of the general assembly to this important measure, and it is hoped and expected that a joint committee will make all necessary inquiry into the extent of juvenile illiteracy and crime, and that, when the magnitude of these evils is shown, the State will institute measures for the speedy removal of them. The report of the board of education notices the condition of children employed in factories and denied the privileges of school. The legislative measures adopted by the State for the correction of this evil have thus far proved ineffectual. The question of how to ameliorate the condition of these children and secure for them the blessings of education is urged upon the consideration of the general assembly.

FREE PUBLIC LIBRARIES.

The board of education has had under consideration the subject of local free libraries as supplemental to the public-school-system and the expediency of encouraging, by State aid, to a moderate extent, the establishment and maintenance of such institutions. The State-superintendent recommends the passage of an act to encourage the maintenance of free libraries throughout the State, by offering to each town an annual appropriation from the educational fund equal to the amount that shall be annually raised for the purpose in the town itself to the limit of $300. Each local library thus assisted shall be required to report annually to the board. Failure to report or cessation of local appropriations for twelve months shall involve forfeiture to the State of all books purchased by the State's appropriation.

PROGRESS.

The report of the State-school-commissioner for 1873 says on this head: "In the year 1863 the towns raised nearly $100,000 for the support of schools. Ten years later, in 1873, the same towns raised over $300,000 for the same noble purpose; and this amount was independent of the large sum of nearly $200,000 expended in the building and repair of school-houses. Three dollars for one, or an increase of 200 per cent., is a large gain in a decade."

Looking at the work of 1873, the board of education writes: "In the survey of the work and its results for the past year, the board have abundant reason to congratulate the general assemby on the advance that has been made in the cause of popular education. * * * * * * *

"In several towns beautiful and commodious school-houses have been erected, with most of the modern improvements for the health and comfort of the pupils.

"School-officers have held frequent meetings for mutual conference and for the discussion of questions intimately connected with their important duties.

"The institutes have been well attended and are doing an important auxiliary work.

"There is evidently throughout the State an increasing interest in the cause of education. Parents are beginning to feel more deeply than ever before that the richest legacy they can leave their children is a sound practical education, such as will fit them for the duties and exigencies of life.

"The normal school, with its able corps of teachers, is accomplishing all that could be expected with its present limited accommodations, though a new and commodious building is much needed."

BRISTOL.

In Bristol a system of graded schools, from primary to high, prevails, and the school-committee, while speaking regretfully of the large number of children not embraced in these, says that at no time since this system was adopted have the schools done better work than during the past year. Of the 1,200 children of suitable school-age, about 800 have made use of the advantages provided for them in the eleven city- and three district-schools, and are reported to have made very satisfactory advance. The number in the first, second, and third grammar-schools has been about 100; that in the high school, 46. The class which is to graduate in 1874 is said to be of high promise. At the annual town-meeting in 1872 $600 was appropriated for the establishment of evening-schools, which were opened, in October, for boys and girls not able to attend during the day. Seventy boys and 68 girls were registered in these schools, and, with the aid of faithful teachers, considerable progress has been made and satisfactory results obtained.

NEWPORT.

In Newport the graded system has prevailed for seven years, with great advantage to the teachers and still greater, it is held, to the pupils under them. No scholar is

allowed to pass up from one grade to another till prepared for the change, it being thought better that a child should learn one thing completely than many things partially. Out of a total city-population of 12,521, the number of children of school-age in 1873 is given as 2,623. Of these 1,391 have been enrolled in the public day-schools, 162 in evening-schools, 500 in Roman-Catholic Church schools, and about 200 in private schools. The schools are one mixed day-school, five subprimaries, (of two grades,) one mixed primary, (of four grades,) eight primaries, (of two grades,) seven intermediates, (of two grades,) eight grammar-schools, (of four grades,) and one high school. Improvement in the order which prevails in all these schools is noted, one evidence of this being that, whereas for the year 1871–'72 112 pupils were sent to the office for discipline, and 45 of these more than once, in the year 1872–'73 the number sent was only 70, and of these only 18 more than once. In ten school-rooms there has been no case of corporal punishment, and these schools are among the best governed of the whole. In one school-building, where twelve schools are concentrated and 457 children are enrolled, one means of securing thorough order has been having pupils enter and leave in columns, marching to the sound of the drum. Music and drawing are taught in the schools, and encouraging progress has been made in both.

Evening-schools are maintained, one with 68 enrolled pupils and an average attendance of 18 having come over from a preceding year, and another, an evening high school, being a creation of the year past. It was opened in October, 1872, and continued till April, 1873. At first intended for young men and boys alone, it was opened to young ladies also in January, with highly satisfactory results, the female pupils being the most constant in attendance and as zealous as any. The number of males registered was 118; of females, 19; the average attendance, 23. In this school, besides the common English branches, English literature, political economy, Latin, and chemistry were taught to those who desired it, two special private classes being also formed, by request, in French and mechanic drawing. After one session's experience, the teacher drew the inference that in the class of pupils attending such a school there is a decided demand for the common branches of education—reading, writing, and arithmetic a less demand for geography, grammar, higher arithmetic, algebra, and geometry; and a strong one for such advanced studies as French, political economy, and English literature.

A new high school, to cost $40,000 for ground and building and to have an endowment-fund of $90,000, is about to be provided for the city, through a munificent bequest of $100,000 from the late William Sanford Rogers, of Boston, and a vote of $30,000 by the citizens. The design is Venetian Gothic, the dimensions 53 feet by 60, and the stories 12, 17, and 16 feet in height. The halls and class-rooms are large, and finished in yellow pine, except the stairs, which are of ash. There is a special room for a library, one for a chemic laboratory, and reception-rooms for visitors, with a large one, 20 feet by 50, for chapel-use and exhibitions.

PROVIDENCE.

At Providence the school-system seems to be remarkably complete, embracing primary, intermediate, grammar-, high, evening-, and vacation-schools. The number enrolled in the first four of these classes has been, for the autumnal term, 9,072; for the spring-term, 8,865; these being distributed among 29 primary schools, 25 intermediate, 7 grammar-, and 1 high school. Besides, there have been 2,566 enrolled in 6 elementary, 1 high, and 1 polytechnic school held in the evenings, together with an evening-school for Germans and another for Italians, giving a total of 11,638 for all the public schools of day and evening, except the vacation-schools, which raise this sum to 1,000 more.

The city-school-committee says, as to all these: "The results accomplished amply requite all the care, vigilance, and expense devoted to the perfecting of our school-system. We have many able teachers, who are zealous in their work. Improved methods of instruction have been introduced, tending to diversify and enliven the hours given to study. The general introduction of musical exercises is an illustration of the good results accomplished in this direction. The introduction of drawing is another."

The city-superintendent devotes much of his report to the present thorough grading of the schools and classes, shows some incidental disadvantages connected with it to be shunned, and points out how its high advantages may be secured. "To promote," he says, "the best interests of all, to crowd none beyond their strength, to encourage the studious, to give each an opportunity to advance as fast as he is able, to accommodate those who are absent on account of sickness or other necessary causes, the classes must be near together, and the promotions from a lower to a higher must be frequent. The different grades should remain unchanged and no pupil be permitted to enter on a higher work till that of the lower has been completed. Neither should a pupil, when prepared for promotion, be compelled to wait for others."

The evening-schools did a good work in the winter, the elementary imparting the ordinary branches of instruction; the high opening its doors to all who desired linguistic, literary, or special training; the polytechnic offering an education in science as

applied to industry. The records of 518 scholars attendant on these evening-schools show 65 trades as followed by that number of pupils, and yet good discipline seems to have been maintained in this seemingly incongruous mass, with very creditable results from training.

The vacation-schools were six in number; continued six weeks in July and August; were taught almost wholly orally, with blackboard, map, and pictorial illustrations; and kept more than a thousand children from the dangers of the street amidst pleasant and profitable instruction.

SECONDARY INSTRUCTION.

Two schools devoted to this make special returns for 1873, as follows:

(1) St. Bernard's Academy, Woonsocket, under the charge of the Roman-Catholic Sisters of Mercy, 5 female teachers, with 40 male and 70 female pupils. All these pupils study French as well as English, and instruction is given in drawing and music, vocal and instrumental, but not in the ancient languages; nor is there yet a chemic laboratory or a philosophic cabinet and apparatus. No library is spoken of.

(2) New England Yearly Meeting Boarding-School of Friends, at Providence, reports property of about $850,000, of which $725,000 is in grounds and buildings and $125,000 in productive funds; instructors—7 males and 6 females; pupils—male, 142; female, 75. A preparatory department exists, in which instruction is given in all the elements of an ordinary English education, and beyond this a classic course of four years, Greek, French, German, botany, physiology, and drawing being elective studies in the second and third years of this course and Latin in the fourth year. Provision is also made for the continuance of studies in the classics and mathematics beyond this four-years course, if students should desire it, the Latin, in that case, reaching to Juvenal, the Greek to Demosthenes and Homer. The school is provided with an extensive philosophic and chemic apparatus, an astronomic observatory, a rich cabinet of minerals, and a library of over 2,500 volumes. Extensive grounds furnish advantages for recreation and daily exercise in a gymnasium is required of all the pupils.

Besides the above, three schools, devoted especially to the preparation of students for college, are located respectively at East Greenwich, North Scituate, and Providence. These have an aggregate attendance of 241 pupils under 25 instructors. In two of these schools 30 pupils were, in 1873, pursuing an advanced course, with a view to entering higher classes in college; 15 were in the senior-classes, 28 in the junior-, 65 in the middle, and 38 in the lowest class. The third, the University Grammar-School, at Providence, was preparing 65 students for Brown University. The library and apparatus of the university are used in this school. The other two have libraries belonging to them, one of 2,000, the other of 200 volumes.

The high schools of the State-system, too, or at least those which appear in the State-report, have their courses so arranged as to secure for pupils that desire it a fair preparation for collegiate or university-training, their full curriculum embracing not only an excellent and thorough series of required English studies, but also an optional series of Latin and Greek, reaching to the Æneid in the former and the Anabasis in the latter; French, too, being included in Providence and Newport, if not elsewhere. No examination-papers reaching the Bureau of Education, for either school- or college-classes, show more thorough instruction or more careful sifting of the knowledge gained than those of the Providence and Newport high schools.

STATE NORMAL SCHOOL.

The first year of this institution was most successful and has clearly proved the wisdom of its establishment. At the opening of the school, in September, 1871, the number of applicants for admission was greater than could be accommodated, and at the commencement of the second year it was found necessary to enlarge the seating capacity of the school. The number entered during the year was 132, of whom 41 had previously been engaged in teaching. The average age of those who entered was 19 years 3 months. The school is divided into four classes. Instruction has been given in elementary chemistry and in free-hand drawing. A room better adapted for the practice of the latter is needed, also a suitable room for the teaching of natural science. One of the encouraging features of the school has been the persistent endeavor of the pupils to continue the course of study without interruption. The plan in accordance with which this school is established is unlike, and in some of its features is in advance of, the plan of any other school in New England.

The building now occupied by the normal school serves a valuable temporary purpose, but more extensive and more permanent quarters are needed. The State-superintendent suggests the purchase of land, which may now be procured at reasonable rates, and the erection of a substantial and commodious normal-school-building.

The report of the principal for the year ended in June, 1873, says: "During the past six months the demand for the graduates of the school has been far beyond the supply. Those who to-day graduate will make a large and effective re-enforcement for the ranks of our public-school-teachers. We expect that they will render good service.

Several have proved their aptitude for their work by their success is teaching before entering the normal school." He writes subsequently: "The necessity of securing teachers who have made the requisite preparation, and who will give themselves continuously and unreservedly to teaching, has been felt in many parts of the State, and there is a greater willingness to give such teachers, if permanently secured, better pay. The young men who hereafter enter the normal school and thoroughly prepare for teaching may reasonably expect more adequate compensation" [than has been given hitherto.]

SUPERIOR INSTRUCTION.

The one institution for imparting superior instruction in the State, Brown University, presents the following exhibition of its present state. An agricultural department has been added to the university and arrangements made for receiving thirty pupils to it on free scholarships.

Statistical summary of Brown University.

Name of university.	Corps of instruction.	Endowed professorships.	Number of students.		Corporate property, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Amount of property of corporation.	Value of grounds, buildings, and apparatus.	Amount of endowment.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
Brown University ..	13	2	.....	212	.....	$1,500,000	.....	$700,000	$45,000	$18,407	40,000

BUSINESS-COLLEGE.

One business-college, at Providence, with 6 male and 2 female instructors, reports 125 pupils, of whom 105 are males and 20 females.

TEACHERS' INSTITUTES.

Five institutes, held during the year, have been well attended and have been productive of unusually good results to teachers and to the communities where they have been held. School-officers, in most cases, grant teachers the time to attend these institutes. The annual meetings of the Rhode Island Institute of Instruction continue to grow in interest and importance and are, in a certain sense, the exponent of the educational spirit throughout the State. No meeting ever held in Rhode Island, possibly none ever held in New England, exceeded, in the numbers and enthusiasm of its audience, the meeting of this institute in January, 1873.

During the winter and spring of 1872 a series of meetings to awaken an educational interest was held in nearly every town in the State. The plan contemplated three meetings each day: in the morning, a lecture or class-exercise for teachers and school-officers; in the afternoon, addresses to the pupils, and, in the evening, to the citizens. Among the subjects discussed in the evening-addresses were school-houses, furniture, grounds, school-taxes, parental co-operation, education, and labor, &c. No meetings have been held productive of so much practical good as these.

Teachers' associations have been formed and regular meetings held in half the towns of the State. In some places the meetings are held once a week, in others once a fortnight or once a month. Their good effect is shown in the improvement of the schools whose teachers belong to the associations.

RHODE ISLAND EDUCATIONAL UNION.

"The object of this association is to aid in supplementing the great work of public instruction." It especially aims to reach the large numbers of adults not reached by the daily public schools, by "promoting the establishment of evening-schools, reading-rooms, libraries, and kindred means of intellectual improvement." By such instrumentalities its originators thought that something could "be done for the 15,000 officially reported to be beyond the school-age in the State and yet unable to write their names—10,000 of whom could not write at all—for another 15,000 but little in advance of these, and for the educational cause at large."

Under its auspices or with its aid there have been already opened, in more than 20 towns, upwards of 60 evening-schools, averaging more than 100 scholars each, and reaching many others through their influence. During the year 1872–'73 the town of Warwick, at its annual meeting, and the town of Cumberland, at a special meeting,

were induced to appropriate $500 and $600, respectively, for the establishment of evening-schools. With some local and State-aid besides, the school-committees of these towns have set in motion 8 schools with 800 pupils, and are said to be working out excellent results. Other towns, it is hoped, will come in to aid in the good work in 1873–'74.

LIST OF SCHOOL-OFFICIALS IN RHODE ISLAND.

Hon. T. W. BICKNELL, *State-superintendent of common schools, Providence.*

STATE-BOARD OF EDUCATION.

Name.	Post-office.
His excellency Henry Howard, president	Providence.
Hon. Charles C. Van Zandt, vice-president	
Daniel Leach	Providence.
George W. Greene	
Charles H. Fisher	
George L. Locke	
Samuel H. Cross	
Thomas H. Clarke	Newport.

TOWN-SUPERINTENDENTS.

Town.	Name.	Post-office.
Providence	Daniel Leach	Providence.
Newport	Thomas H. Clarke	Newport.
Barrington	Isaac T. Cady, A. M	Barrington Centre.
Bristol	Robert S. Andrews	Bristol.
Burrillville	William Fitz	Pascoag.
Charlestown	William F. Tucker	Shannock Mills.
Coventry	E. K. Parker	Summit.
Cranston	D. G. Anderson	Cranston Print-Works.
Cumberland	C. W. Burnham	Valley Falls.
East Greenwich	Daniel C. Kenyon	East Greenwich.
East Providence	Ahaz Bassett	Watchemoket.
Exeter	Willet H. Arnold	Exeter.
Foster	George S. Tillinghast	Foster Centre.
Gloucester	Thomas Irons	Harmony.
Hopkinton	S. S. Griswold	Hopkinton.
Jamestown	Elijah Anthony	Jamestown.
Johnston	William A. Phillips	Olneyville.
Lincoln	Lysander Flagg	Central Falls.
Little Compton	F. R. Brownell	Little Compton.
Middletown	C Hammond	Newport.
New Shoreham	Giles H. Peabody	New Shoreham.
North Kingston	A. H. Chadsey	Wickford.
North Providence	Andrew Jenks	Pawtucket.
North Smithfield	C. R Fitts	Slaterville.
Pawtucket	P. E. Bishop	Pawtucket.
Portsmouth	George Manchester	Newport.
Richmond	G. Tillinghast	Wyoming.
Scituate	J. M. Brewster	North Scituate.
South Kingston	E. F. Watson	Wakefield.
Smithfield	M. W. Burlingame	Georgiaville.
Tiverton	John F. Chase	Fall River, Mass.
Warwick	William V. Slocum	Phœnix.
Warren	S. K. Dexter	Warren.
Westerly	H. M. Eaton	Westerly.
West Greenwich	Charles F. Carpenter	Summit.
Woonsocket	J. C. White	Woonsocket.

SOUTH CAROLINA.

[From the report of Hon. H. K. Jillson, State-superintendent of public instruction, for the scholastic year ended June 30, 1873.]

FINANCIAL STATEMENT.

Receipts.

State-school-appropriation	$300,000 00
Proceeds of poll-tax	56,492 70
Local or school-district-taxes, amount reported as collected	93,475 98
Total	449,968 68
Deduct unpaid balance of the State-school-appropriation	29,714 18
Net school-revenue	420,254 50
Increase in amount of poll-tax over last year	5,430 00
Increase in amount of district-taxes over last year	28,968 27
Total valuation of taxable property in the State	167,481,092 67

In thirteen counties no school-district-taxes were raised.

Expenditures.

Salaries of teachers	$333,790 13
Building school-houses	8,559 46
Rent of school-houses	3,199 32
Other expenditures	23,883 76
Total	369,432 67

The returns received by the superintendent concerning school-expenditures are incomplete. One county makes no report of the amount of salaries paid to teachers. Only partial reports have been made of the cost of school-houses erected during the year. The returns from which the item of other expenses has been derived are particularly deficient. The office is in possession of no data upon which to base an estimate of school-expenditures during the period from July 1, 1873, to October 1, 1873, the close of the fiscal year.

SCHOLASTIC POPULATION.

The scholastic population comprises the children between 6 and 16 years of age, both inclusive:

White children—males, 43,474; females, 41,501	84,975
Colored children—males, 73,442; females, 71,685	145,127
Total scholastic population	230,102
Increase in scholastic population since 1869	32,923

ATTENDANCE.

White children enrolled in school—males, 19,346; females, 17,872	37,218
Colored children enrolled in school—males, 23,828; females, 22,707	46,535
Total enrollment	83,753
Increase over last year	7,431

Table showing number of pupils in different branches.

Branches.	1872.	1873.
Alphabet	8,581	10,320
Spelling	53,956	60,229
Reading	43,144	49,813
Writing	29,823	34,130
Mental arithmetic	19,632	26,907
Written arithmetic	20,590	24,968
Geography	16,444	22,111
English grammar	10,565	12,605
History of the United States	7,381	9,239
Higher branches	2,286	2,533

TEACHERS AND TEACHERS' PAY.

Northern white teachers—males, 20; females, 42	62
Southern white teachers—males, 900; females, 661	1,561
Northern colored teachers—males, 16; females, 10	26
Southern colored teachers—males, 448; females, 213	661
Whole number of teachers—males, 1,384; females, 926	2,310
Increase over last year in whole number of teachers	125
Number of teachers holding third-grade-certificates	780
Number of teachers holding second-grade-certificates	884
Number of teachers holding first-grade-certificates	646
Number of State-certificates granted during the year	19
Average monthly pay of male teachers	$33 78
Average monthly pay of female teachers	32 06
Largest monthly pay of male teachers, (Charleston)	133 00
Largest monthly pay of female teachers	43 28
Smallest monthly pay of male teachers	20 26
Smallest monthly pay of female teachers	14 79

Of the teachers to whom State-certificates were granted, 13 are white and 6 colored, 7 are males and 12 females.

A State-certificate is always of the first grade and is good anywhere in the State for a term of two years, unless sooner revoked.

SCHOOL-DISTRICTS AND SCHOOLS.

Number of school-districts	463
Number of schools	2,017
Increase over last year	98
Average number of months schools were in session	5

The greatest number of months schools have been in session during the year is 8 and the least 3.

SCHOOL-HOUSES.

Number of school-houses in the State	2,017
Increase over last year	147
Number of school-houses owned by school-districts	384
Number of school-houses owned by other parties	1,633
Number of school-houses erected during the year: log, 67; frame, 42	109
Cost	$8,559 46
Number of school-houses previously erected: log, 1,129; frame, 760; brick, 18; stone, 1	1,908
Valuation	$242,086 48
Number in good condition	888
Number in fair condition	575
Number in bad condition	445
Whole number of school-houses with grounds inclosed	283
Number of school-houses rented during the year	136
Amount paid for rent	$3,199 32

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 above statement.

The returns concerning the cost of school-houses erected during the year are very incomplete. It is not possible to estimate their actual aggregate cost.

SOURCES OF SCHOOL-REVENUE.

There are three sources of school-revenue, namely: (1) State-school-appropriations or the proceeds of the special State-school-tax, (2) poll-tax, and (3) local or school-district-taxes.

The general assembly, at its last regular session, authorized and directed the levy of a tax of two mills on the dollar on all the taxable property in the State for the support of public schools and appropriated for the support and maintenance of free common schools, during the fiscal year commenced November 1, 1872, the sum of $300,000 from said tax. The sum of money realized so far from this special State-school-tax is $270,285.82.

The total amount reported as collected on account of poll-tax for the year ended October 31, 1873, is $61,841. Of this amount only $56,492.70 has been available for the support of schools, the sum of $1,138.70 having been allowed to county-treasurers for collection and $4,209.60 having been collected and not accounted for.

The total assessment of polls for the year ended October 31, 1873, was $90,956, of which $61,841 were collected, $14,890 were returned as *nulla bona* and abated, and $14,225 were reported to county-commissioners for collection under the provisions of "An act to enforce the payment of the poll-tax." It is believed that the effect of this act will be to increase considerably the amount of poll-tax collected.

Attention is called to the fact that while the voting population of the State is at least 106,722, yet the total assessment of polls is reported at only 90,956. In Charleston County, which has a voting population of at least 13,850, only $1,914 was collected on account of poll-tax for the last year.

The local taxes are subject to the will of the people of the several school-districts. In very many school-districts the people have refused to vote a local tax, giving, as the reason for such refusal, the failure of the State to make good its appropriations for school-purposes. The conviction is expressed that, in order to make the common-school-system practically successful and thoroughly efficient, it must be chiefly supported by local taxation, levied by the voluntary action of the people.

APPORTIONMENT OF STATE-SCHOOL-FUNDS.

The constitution and school-law contemplate the apportionment of State-school-funds, in proportion to the number of pupils attending the public schools. This apportionment has, hitherto, been made either according to representation or on the basis of scholastic population. This course is believed to be clearly unconstitutional. Moreover, under this system a school-district which has a small school-attendance, or perhaps none at all, may receive more than a district which has a large number of pupils attending its public schools. It is therefore recommended that, hereafter, the State-school-funds be apportioned on the basis of school-attendance.

REPORTS OF COUNTY-COMMISSIONERS.

The superintendent says: "The annoyance, delay, and difficulty experienced in the preparation of my annual report for this year cannot well be described. This has been occasioned by the very careless manner in which a majority of the annual reports of county-school-commissioners have been made out. Many of these reports were found to be incorrect in the matter of simple addition. A few county-school-commissioners have not been prompt to forward their reports as the law requires.

"I am aware that county-school-commissioners have labored under serious discouragement during the year, on account of not having received their salaries. In many instances they have not been provided with suitable office-conveniences and incidentals.

"County-treasurers have shown great reluctance in furnishing this office with the required information concerning collections made by them on account of poll-taxes."

THE OFFICE OF COUNTY-SCHOOL-COMMISSIONER.

This office, which corresponds to the office of county-superintendent in the school-system of other States, is the most important one in the school-economy.

Remarks of the State-superintendents of Illinois and Minnesota concerning the qualifications for this office are quoted, and it is asked, "How many of our county-school-commissioners represent this high standard of qualification?"

While the State-superintendent is possessed of little or no direct and final authority over common-school-matters, the county-school-commissioner is vested with almost unlimited jurisdiction. The State-superintendent has not the power to appoint a single school-officer, but the county-school-commissioner is endowed with the appointment of county-examiners and school-trustees. That this appointing power is sometimes abused and perverted by the selection of political adherents and of persons utterly incompetent and unworthy to occupy these positions is a certainty and an evil which demands correction.

TEACHERS.

The inefficiency of a large majority of the schools is due to the employment of persons wholly unworthy, either morally or intellectually, to occupy the responsible posi-

tion of teacher. The mischief wrought by inferior teachers is incalculable. Boards of county-examiners are, in a great measure, responsible for the employment of so many incompetent and inefficient teachers, because of their neglect in the matter of examining candidates and granting certificates. It is suggested that this evil could be remedied to some extent by placing the power to appoint county-examiners in the hands of the State-superintendent. It is remarked, however, that the continued services of first-class teachers cannot be secured until they can be well and promptly paid.

TEACHERS' INSTITUTES.

Teachers' conventions have been held in four counties, teachers' institutes in two, and in a third arrangements have been made for a similar organization. In some of the places where the meetings were held much interest was manifested, not only by the teachers, but by the citizens generally.

"A well-organized and efficiently-conducted system of State teachers' institutes would, doubtless, accomplish much toward enhancing the efficiency of our teachers and the usefulness of our schools. It is hoped, therefore, that the matter will receive due attention and encouragement from the general assembly."

TEXT-BOOKS.

No text-books have been distributed during the year. The list approved February, 1870, is faulty and needs revision. It is recommended that the general assembly appoint a commission vested with full and final authority to revise the present list and make the necessary arrangements for the introduction of the books prescribed in the revised list.

EDUCATIONAL PROGRESS.

It is a matter of surprise and congratulation to those who feel an interest in the educational work of the State that, under the adverse circumstances attending it, even some progress has been made. The people themselves must take a greater working interest in the common-school-system before its complete and ultimate success can be fully assured. There is, however, in the minds of the people a growing spirit of interest in the matter of popular education, which, sooner or later, will assert itself in terms that can neither be misunderstood nor disregarded, and demand that educational advantages be placed within easy reach of all.

The hinderances to progress in school-matters are numerous and diverse as to their nature and degree, but, under favorable circumstances, the question of their removal could be solved without very great trouble. Attention is called to the

TWO GREAT AND SERIOUS IMPEDIMENTS

to the success of free common schools. These are (1) the unsatisfactory condition of the school-finances and (2) ignorance, incompetency, and inexcusable neglect of duty on the part of many school-officers.

(1) To suppose that the public schools can be conducted with a reasonable degree of success without a sufficiency of available funds is the height of absurdity. While the appropriations made by the general assembly for common-school-purposes have not been adequate, yet they have, perhaps, been as liberal as could have been expected. Some of these appropriations have been paid after a long, discouraging, and unpardonable delay, while others have only been paid in part. Of the State-school-appropriation of $300,000 for the fiscal year ended October 31, 1872, only $90,814.55 have been paid, leaving an unpaid balance of $209,185.45. Of the State-school-appropriation of $300,000, for the fiscal year ended October 31, 1873, there still remains an unpaid balance of $29,714.18. Not one dollar of the State-school-deficiency-appropriation of $75,000 for the fiscal year ended October 31, 1871, has yet been disbursed. If these appropriations were made in good faith—and it is fair to presume that they were—the adoption of measures to provide for their payment in full and without further delay is an act of duty and of justice. If the future management of the State-school-appropriations is to be no improvement on that of the past, it would be wise to abandon the plan altogether and impose upon the people of each county or school-district the duty of providing the means for the maintenance of the public schools. The lack of success in the school-system is not inherent in the system itself, but arises, rather, from the manner of its administration; and the chief cause of this maladministration is the deplorable condition of the school-finances.

(2) One of the most serious hinderances to the proper and judicious administration of the school-system, and second only to that occasioned by the condition of the school-finances, lies in the fact that many of the school-officers are eminently disqualified for the positions which they hold. A majority of the school-trustees manifest little or no interest in the important and responsible duties to which they have been appointed. That the success of the schools is dependent, to a great extent, upon the character and management of the local school-officers cannot be doubted. How to secure good and efficient officers is a question not easy of solution. As a step in this direction, the superintendent suggests the passage of an act providing for the election of school-trustees.

LEGISLATION RECOMMENDED.

The following special legislation concerning school-matters is recommended:

(1) The immediate enactment of such measures as will positively secure the prompt and complete payment of all unpaid balances of past appropriations for educational purposes.

(2) An act authorizing and directing each county-treasurer to set aside and retain out of the funds collected by him on account of State-taxes a sufficient sum of money to cover the apportionment of State-school-funds made to his county.

(3) A special appropriation of $5,594.63, for the completion of the Uniform System of School-Records, already authorized by law.

(4) An act requiring the county-commissioners of each county to furnish the county-school-commissioner of their county with a comfortable and convenient office and such incidentals as are necessary to the proper transaction of the legitimate business of his office.

(5) An act to fix and define the school-year and to make the same uniform throughout the State.

(6) An act to increase the annual allowance made to the State-superintendent for clerk-hire.

(7) An act to authorize the State-superintendent of education to appoint county-school-examiners.

(8) An act to provide for the election of school-trustees.

The establishment of a State-reform-school and of a school for idiots and feeble-minded children is urged upon the consideration of the general assembly.

PEABODY FUND.

The agent of the Peabody fund, in his report for 1873, says:

"So far as I can learn, what was said of this State in my last report remains substantially true. Few schools are supported through the year, consequently we have not had opportunity for many appropriations." An application from Charleston for aid stated that the school-tax levied in that city during the year had sustained the schools to the beginning of October, which exhausted the funds of the board and left no hope of relief until the city-tax for 1873 should be collected. "The legislature," it was remarked, "at its last session appropriated over $300,000 for educational purposes, not a dollar of which has been received from the treasury, and the result is that nearly all the public schools in the State have been closed." It was hoped that provision might be made in the future for the schools of the city independent of State-aid and that no further assistance from the fund would be called for.

Pine Ridge Academy was assisted to the amount of $300 and the school at Spartanburg, as in former years, to $200. Total amount paid to the State, $1,500.

SECONDARY INSTRUCTION.

Direct information has been received from only four institutions which can be held to impart secondary training: the Shaw Memorial School at Charleston; St. John's Hall, Spartanburg; and two schools sustained by the American Missionary Association of New York.

St. John's Hall is an individual enterprise, yet in its infancy, established for the time being in the buildings of the suspended Theological Seminary of the Protestant-Episcopal Church of South Carolina. It reports 3 instructors, with 9 pupils, of whom 5 are engaged in the study of the modern languages.

The Shaw Memorial School, with primary and grammar-departments, includes also a high school, in which are taught Latin, the natural sciences, and other branches of a generous education. The number of teachers in the school is 9; of pupils engaged in the higher branches, 82.

The two schools of the American Missionary Society are the Avery Institute at Charleston and the Brewer Normal School at Greenwood. The former has buildings valued at $20,000, with 9 teachers and 407 scholars, nearly one-fourth of whom are in the higher department, the senior-class in this receiving more or less normal instruction. The graduating class of 1873 numbered 13, their ages ranging from 16 to 22. Of these 13, about one-half hope to secure a collegiate education; the remainder, with possibly one exception, look forward to teaching as a profession. Of the graduates of the preceding year, all have been teaching save those that have gone on to higher schools, to pursue collegiate or scientific studies. The Brewer Normal School, with a good brick school-building, 8 acres of fine land—1 teacher, 85 pupils—is yet only in the first stage of progress, the start having had to be made from the prime elements. It aims, however, to be both a model school and an educational center for a large neighborhood.

STATE NORMAL SCHOOL.

By a provision of the constitution of the State, the legislature was required, within five years after its first regular session, to establish a State Normal School for the purpose of educating teachers for the public schools of the State.

The general assembly, at its last regular session, passed "An act to provide for the establishment and support of a State Normal School," and appropriated for the purpose of carrying out the provisions of the act the sum of $25,000. Owing to the distressed condition of the State-treasury, only $20 have been disbursed, and the work has been checked at its outset.

The president of the board of regents of the State Normal School reports that a building on the grounds of the State University has been leased by the board for a term of ninety-nine years, and there the board proposes to open the school, so soon as sufficient funds can be secured to put the building in proper condition.

The regents feel confident of the complete success of the normal school, if it can once be put in operation.

SUPERIOR INSTRUCTION.

Ten universities and colleges are reported, four of which are for the superior instruction of young ladies. Of the six devoted to the education of young men, one, the Claflin University, at Orangeburg, is for colored men.

UNIVERSITY OF SOUTH CAROLINA.

The University of South Carolina, at Columbia, is supported by public funds, and, therefore, offers tuition free, the amount necessary to defray all expenses, being annually appropriated by the legislature. The university is undenominational in its influence; it reports 70 pupils, with 8 professors, and 13 graduates at last commencement.

The State-appropriations for the university for the past year were: for the support of the university, $27,850; for improvement and repairs of the library of the university, $2,000. No information has been received in regard to the amount of money disbursed from the State-treasury on account of the first appropriation. No portion of the appropriation for the library has yet been paid.

A preparatory department, recently established in connection with the university, has an attendance of about 26 students. It is earnestly urged upon the general assembly to make ample provision for the support of this important and useful department of the university. This will require an annual appropriation of at least $2,500.

The action taken by the board of trustees, remitting all fees and rent hitherto imposed upon students, renders the university practically free to all who may choose to avail themselves of its advantages. The admission of a colored pupil to the medical school is a practical opening of these advantages to that race also.

The university-buildings are in an unfortunate condition, and unless prompt and efficacious measures be taken to protect them from the further ravages of time and the weather they will suffer permanent and irreparable damage.

COLLEGE OF CHARLESTON.

The College of Charleston, with 8 professors, had 35 students in its preparatory school, the number, if any, in collegiate classes not being reported. It has 10 scholarships admitting the students received upon them free of charge and 6 supporting the incumbents.

WOFFORD COLLEGE.

Wofford College, with 6 in the faculty, has 162 students in its classic department and 60 in the preparatory. Before the war Wofford possessed an endowment of $200,000, which was lost; $50,000, it is believed, may be raised towards restoring it during the year, (1873.) The college has one large building and five professors' houses and three tracts of land; value of grounds, buildings, and apparatus, $100,000.

MT. ZION COLLEGE.

Mt. Zion College, at Winnsboro', has recently lost by fire a fine college-building, with library, apparatus, &c. A small three-room-school-house is the only building they have yet been able to erect in place of the one burned. In this a preparatory department is in operation, with 43 students and 1 instructor.

NEWBERRY COLLEGE.

Newberry College, Walhalla, with 4 professors, has 96 students, 14 of whom are pursuing classic studies.

CLAFLIN UNIVERSITY.

Claflin University, organized in 1870, has as yet no students in collegiate branches, but 14 are in course of preparation for them. There are 2 instructors, 500 volumes in the library, and grounds and buildings valued at $40,000.

COLLEGES FOR WOMEN.

These are: Columbia Female College, at Columbia, with 9 professors, and 102 pupils in collegiate department and 5 graduates at last commencement; Due West College, at Due West, with 7 professors and 102 students, 72 of whom are in college-studies and 5

graduates at last commencement; Greenville Female College, at Greenville City, with 9 professors and 95 students, 65 of whom are in collegiate studies; and Williamston Female College, at Williamston, with 9 professors and 68 students in collegiate studies—making an aggregate of 399 students, of whom 307 were in collegiate and 92 in preparatory departments, with 34 professors and instructors, of whom 12 were gentlemen. The aggregates, as classified in collegiate years, are as follows: in the freshmen, 75; sophomore, 100; junior, 80; and senior, 35 pupils; in partial courses, there were 11, and pursuing post-graduate-studies, 2. Music and French form a part of the course in all these institutions; in all but one, drawing and painting also, and in one German. Two report chemic laboratories and philosophic cabinets, and all but one libraries, two of 300 and one of 500 volumes.

Statistical summary of universities and colleges.

Names of universities and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Corporate property, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Amount of property of corporation.	Value of grounds, buildings, and apparatus.	Amount of endowment.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
Claflin University	6	....	14	.....	.....	$40,000	.....	.....	.....	.....	500
College of Charleston	6	....	35	.....	.....	50,000	$200,000	.....	$14,000	.....	8,000
Furman University	4	....	.....	50	.....	50,000	150,000	$150,000	.....	.....	.....
Mt. Zion College	1	0	43	.....	$20,000	15,000	.....	.....	.....	.....	.....
Newberry College	4	0	74	14	.....	.....	0	.....	1,200	$2,500	4,000
University of South Carolina	8	....	70	61	500,000	500,000	.....	75,000	500	27,500	20,000
Wofford College	6	....	60	103	.....	100,000	.....	.....	.....	7,300	15,000

Statistical summary of schools for professional instruction.

Names of schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Corporate property, &c.					Number of volumes in library.
				Amount of property of corporation.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
SCHOOLS OF THEOLOGY.									
Southern Baptist Theological Seminary	5	....	67	.....	.....	*	.....	.....	6,000
Theological Seminary, General Assembly of the Presbyterian Church in the United States	5	....	56	$208,850	$30,000	$145,600	$10,231	$4,636	18,846
SCHOOL OF LAW.									
Law-department, University of South Carolina	4	....	16	†	.....	.....	.....	.....	†
SCHOOLS OF MEDICINE.									
Medical College, State of South Carolina	7	....	60	.....	20,000	.....	.....	.....	.....
University of South Carolina, medical department	4	....	8	.....	.....	.....	.....	.....	.....
SCHOOL OF SCIENCE.									
South Carolina Agricultural College and Mechanic Institute, (Claflin University)	7	....	‡105	.....	40,000	.....	.....	.....	500

*Just now raising an endowment. †Same as the university. ‡With 93 preparatory.

SOUTH CAROLINA INSTITUTION FOR THE EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The last school-session of this institution, which commenced October 2, 1872, was brought to an abrupt close on account of sickness among the teachers and pupils. There was a larger number of pupils in attendance during this session than at any former period since the organization of the institution. The annual report of the superintendent has not been received, and it is not possible to present a full statement of the general and financial condition of the institution. The amount of funds still due to the institution from the State-treasury is believed to be $16,500. The appropriation for the support of the institution for the fiscal year ended October 31, 1873, was $15,000.

Colored pupils admitted.—The question of the admission of colored pupils having arisen, the board of commissioners of the deaf and dumb and the blind directed the superintendent to admit such pupils on the same terms as are required for the admission of other pupils, and ordered that they should receive exactly the same attention, care, and consideration as are bestowed upon other pupils, whereupon the entire faculty tendered their resignations, the same to take effect September 30, 1873. The resignations of the matron and steward of the institution were received some months previous. All the resignations were accepted by the board. The institution is thus without officers, and its exercises have been for the present suspended.

The present location of the institution is not an eligible one, being remote from the centers of trade and travel and not easily accessible to pupils and visitors. It is recommended that authority be given to the board of commissioners to remove the institution to Columbia and that the property of the State on Arsenal Hill be set apart and devoted to the use of the institution.

The State-superintendent recommends, for the support of this institution for the year commenced November 1, 1873, a State-appropriation of $15,000.

LIST OF SCHOOL-OFFICIALS IN SOUTH CAROLINA.

Hon. H. K. JILLSON, *State-superintendent of public instruction, Columbia.*

COUNTY-SCHOOL-COMMISSIONERS.

County.	Name.	Post-office.
Abbeville	William M. Presley	Abbeville Court-House.
Aiken	John Gardner	Hamburg.
Anderson	Thomas P. Benson	Anderson Court-House.
Barnwell	Abraham Middleton	Blackville.
Beaufort	T. E. Miller	Beaufort.
Charleston	B. H. Hoyt	Charleston.
Chester	Dublin I. Walker	Chester Court-House.
Chesterfield	J. P. Singleton	Cheraw.
Clarendon	L. A. Benbow	Wright's Bluff.
Colleton	E. D. Holmes	Walterboro'.
Darlington	Joshua E. Wilson	Florence.
Edgefield	George A. Morgan	Edgefield Court-House.
Fairfield	William J. Crawford	Winnsboro'.
Georgetown	S. B. Gipson	Georgetown Court-House.
Greenville	James H. Taylor	Greenville Court-House.
Horry	Daniel Lewis	Conwayboro'.
Kershaw	Frank Carter	Camden.
Lancaster	M. J. Shaver	Lancaster Court-House.
Laurens	Pratt S. Suber	Laurens Court-House.
Lexington	A. D. Haltiwanger	Lexington Court-House.
Marion	Mitchell K. Holloway	Marion Court-House.
Marlboro'	Frank S. Hazle	Bennettsville.
Newberry	Munson S. Long	Newberry Court-House.
Oconee	Thomas L. Lewis	Seneca City.
Orangeburg	Francis R. McKinlay	Orangeburg Court-House.
Pickens	D. F. Bradley	Pickens Court-House.
Richland	D. N. Simonds	Columbia.
Spartanburg	W. H. Richardson	Spartanburg Court-House.
Sumter	J. N. Corbett	Sumter Court-House.
Union	W. H. Norman	Cross Keys.
Williamsburg	Henry H. Mouzon	Kingstree.
York	C. A. King	Yorkville.

TENNESSEE.

[From an address by Hon. John M. Fleming, State-superintendent of public instruction, before the State Teachers' Convention, held in Nashville, December 9–11, 1873, and report of the former assistant State-superintendent of public instruction, Hon. J. B. Killebrew, submitted to the general assembly January, 1873.]

STATISTICS OF SCHOOLS.

At a meeting of the State-convention of school-teachers, assembled in Nashville, December 9, 1873, the State-superintendent, Colonel Fleming, addressed the association, saying that county-superintendents had responded faithfully to his calls, all but four having made their reports. From these reports the following statement of the scholastic condition was compiled:

Number of schools organized: white, 3,369; colored, 580—total, 3,949.

Number of pupils between 6 and 18 enrolled: white, 146,233; colored, 23,446—total 169,679.

Number of pupils between 18 and 21 enrolled: white, 7,518; colored, 879; total—8,397. Total number of pupils enrolled, 178,076.

Number of teachers licensed: white, males, 3,263; white, females, 801—total whites, 4,064; colored, males, 410; colored, females, 206—total colored, 616. Total number of teachers licensed, 4,680.

Number of teachers employed: white, males, 2,899; white, females, 177—total white, 3,076; colored, males, 355; colored, females, 187—total, colored, 542. Total number of teachers employed, 3,618. Average per month paid teachers, $32.04. The lowest average per month paid teachers in any county is $20, in the county of Bledsoe; the highest is $50.63, in the county of Obion.

Counties levying no additional tax on property: Anderson, Benton, Blount, Carroll, Claiborne, Clay, Cocke, Coffee, Crockett, Fayette, Fentress, Hamilton, Hancock, Hardeman, Harding, Haywood, Henderson, Henry, James, Lauderdale, Lincoln, McMinn, Marshall, Meigs, Monroe, Perry, Rhea, Roane, Robertson, Sumner, Van Buren, Wayne, Weakley, and White—24.

Counties levying 5 cents additional tax on property: Hamblen, Maury, Shelby, and Williamson—4.

Counties levying 10 cents additional tax on property: Bedford, Bradley, Carter, Cheatham, Cumberland, Dickson, Giles, Grainger, Greene, Hawkins, Hickman, Houston, Jefferson, Johnson, Knox, Lake, Lawrence, Loudon, Mason, Madison, McNairy, Moore, Morgan, Overton, Putnam, Polk, Scott, Sequatchie, Sevier, Smith, Sullivan, Trousdale, Union, Warren, Wilson—35.

Counties levying 15 cents additional tax on property: Bledsoe, Campbell, Cannon, Dyer, Rutherford, Washington—6.

Counties levying 20 cents additional tax on property: Davidson, DeKalb, Humphreys, Lewis, Obion, Stewart—6.

County levying 25 cents additional tax on property: Franklin—1.

County levying 27 cents additional tax on property: Gibson—1.

County levying 30 cents additional tax on property: Grundy—1.

Counties levying no additional tax on polls: Anderson, Benton, Blount, Campbell, Carroll, Claiborne, Clay, Cocke, Crockett, Cumberland, Fentress, Greene, Hancock, Hardeman, Hardin, Haywood, Henderson, Henry, Lincoln, Monroe, Overton, Perry, Polk, Putnam, Rhea, Roane, Robertson, Scott, Sevier, Shelby, Sumner, Van Buren, Wayne, Weakley, White—35.

Counties levying 5 cents additional tax on polls: Bradley and Grundy—2.

County levying 10 cents additional tax on polls: Grainger—1.

Counties levying 25 cents additional tax on polls: Carter, Hawkins, Houston, Macon, Union—5.

Counties levying 50 cents additional tax on polls: Bledsoe, Cannon, Cheatham, De Kalb, Dickson, Fayette, Franklin, Hamblen, Hickman, James, Lawrence, Meigs, Moore, Obion, Trousdale, Washington—16.

Counties levying $1 additional tax on polls: Bedford, Coffee, Davidson, Dyer, Gibson, Giles, Hamilton, Humphreys, Jefferson, Johnson, Knox, Lake, Lauderdale, Lewis, Loudon, Madison, McMinn, McNairy, Marshall, Maury, Morgan, Rutherford, Sequatchie, Smith, Stewart, Sullivan, Warren, Williamson, Wilson—29.

Counties levying no additional tax on privileges: Anderson, Bedford, Benton, Bledsoe, Blount, Carroll, Carter, Cheatham, Claiborne, Clay, Cocke, Crockett, Cumberland, Dyer, Fayette, Fentress, Franklin, Giles, Grainger, Hamilton, Hancock, Hardeman, Hardin, Haywood, Hudson, Henry, Hickman, James, Johnson, Lauderdale, Maury, Meigs, Monroe, Moore, Overton, Perry, Polk, Putnam, Rhea, Roane, Robertson, Sequatchie, Sevier, Shelby, Smith, Sumner, Trousdale, Union, Van Buren, Warren, Wayne, Weakley, White—60.

Without enumerating the names of the counties, I will mention the salaries that have been allowed the county-superintendents: $1,500 by one county; $1,200 by three counties; $1,000 by three counties; $800 by two counties; $750 by one county; $700 by two counties; $650 by one county; $600 by four counties; $500 by twelve counties; $425 by one county; $400 by eight counties; $350 by two counties; $325 by one county; $300 by thirteen counties; $250 by two counties; $200 by one county; $150 by one county; $100 by two counties; $30 per month by one county; $1.50 per day by one county.

There are twenty-two counties that have not yet fixed the salaries of their superintendents.

The most important offices connected with the system are those of county-superintendents. Experience has demonstrated that without an efficient county-superintendent all the other appliances of the system are comparatively worthless. No matter how well the efforts of the other officers may be administered, if the county is not supplied with a live, energetic, and prompt superintendent, the whole operations of the school-system in that county will only tend to create disorder, and, practically, the system will prove a failure in that county. In order to retain the good material we have now in the field of county-superintendents, the county-courts of the State will have to make provision for their maintenance, for it must not be expected that men capable of taking care of the school-interests of a county should starve while attempting to advance the enterprise. There is a great lack of school-houses in most of the counties of the State. It was the intention of the law-makers that the district-provisions of the law should be used for providing means for the erection of school-houses, but we have not yet reached the point when the district-system can be relied upon for any very useful purposes. I have urged upon the county-superintendents to rely upon voluntary contributions for the erection of school-houses rather than let the school-directors lay their hands on the school-fund and appropriate it for that purpose.

In addition to the funds provided by the State and counties, the school-system has received valuable aid from the liberality of Dr. Sears, agent and representative of the trustees of the Peabody school-fund. Before finding that Tennessee had adopted a general school-law, Dr. Sears was at once impressed with the idea of making the aid given to Tennessee exclusively tributary to the support of that law. Allowance has been made to forty schools. The total amount allowed Tennessee this year is $30,000, being considerably in excess of any allowance heretofore made.

EDUCATION OF COLORED TEACHERS.

The following published letter of Colonel Fleming on this important topic declares his readiness to co-operate with the president of Fisk University, who, in view of the fact that the school-law (section 30) provides that "white and colored persons shall not be taught in the same school, but in separate schools, under the same general regulations as to management, usefulness, and efficiency," proposed to canvass the State for normal pupils to be trained in the university as teachers of the colored race:

"DEPARTMENT OF PUBLIC INSTRUCTION,
"*Nashville, August* 23, 1873.

"DEAR SIR: You have informed me of your purpose and plan to secure pupils from among the colored youth of this State for your university, with a view of educating and training them as teachers for the colored public schools in Tennessee, and you have desired to know whether your efforts in this direction meet my approval.

"I do not hesitate to give you an unequivocal answer. The public-school-law of Tennessee very properly, and in the interests of both races, provides that 'white and colored persons shall not be taught in the same school, but in separate schools, under the same general regulations as to management, usefulness, and efficiency.' So far as I have observed, the colored people of the State have shown a wise appreciation of the policy of the separation of the races in the schools and have cheerfully accepted such provision of the law. The county-superintendents of the State are, without exception, white men. Yet I have been gratified to find among them a universal disposition to administer the law with strict impartiality as between the races. I have yet to meet with or hear from a county-superintendent who does not seem controlled by a purpose to secure to the colored children all the legitimate benefits possible under the law.

"One of the chief difficulties to be encountered, and already seriously felt, is that of supplying the colored-schools with suitable teachers. White teachers prefer white-schools, and so great is the present and prospective demand for them that in many of the counties great difficulty will be experienced in supplying the white-schools with competent teachers. Consequently there will be much need of teachers from among the colored people for their own schools, and unfortunately but few of them are now to be found in this State who are sufficiently qualified for the work. Hence you are no doubt prepared to believe me when I say to you that your efforts to draw as many colored pupils as possible into your institution, with a view of preparing them as educators of their own race, command my most hearty approval, and will gain, I doubt

not, the sanction of the enlightened people of the State wherever understood. Your university has already turned out numbers of competent teachers, the value of whose qualifications is now being appreciated. The schools of the State will have use for many more. County-superintendents throughout the State will, no doubt, receive you kindly and give cheerful encouragement to your undertaking. In saying this much, I have said no more nor less to you than I would say to the accredited representative of any other similar institution engaged in a like enterprise.

Wishing you entire success, I am, very respectfully, your obedient servant,

"JOHN M. FLEMING,
"*State-Superintendent.*

"Rev. H. S. BENNETT, *Fisk University.*"

The following in relation to common schools is, in substance, taken from the report of Mr. Killebrew:

SCHOOL-FUNDS.

The first attempt at the formation of a school-fund in the State was in 1823, when the vacant lands north and east of the congressional reservation-line were sold at 12½ cents per acre and the moneys received paid to the Bank of Tennessee, to "remain and constitute a perpetual and exclusive fund for the establishment and promotion of common schools in each and every county in the State." The taxes on these lands were also to constitute a part of the perpetual school-fund.

The act of 1827 made considerable additions to this fund.

The act of 1837–'38 established the Bank of Tennessee, and by that and subsequent acts the whole of the common-school-fund of every description was made a part of the capital of that bank. Of the dividends of the bank $100,000 was annually set apart for common schools, and the faith of the State pledged for the annual appropriation to that object, and at the same time $18,000 was set apart to academies.

The amount of the common-school-fund, constituting a part of the capital of the Bank of Tennessee, was fixed at $1,500,000; and it was also provided that lands sold for taxes, escheated lands, &c., should constitute a part of the perpetual school-fund.

The constitution of 1870 declares that the fund called the common-school-fund "shall remain a perpetual fund, the principal of which shall never be diminished by legislative appropriations, and the interest thereof shall be inviolably appropriated to the support and encouragement of common schools throughout the State and for the equal benefit of all the people thereof; and no law shall be made authorizing said fund, or any part thereof, to be diverted to any other use than the support and encouragement of common schools. The State-taxes derived hereafter from polls shall be appropriated for educational purposes in such manner as the general assembly shall from time to time direct by law."

SCHOOL-LANDS.

By act of Congress of April 18, 1806, "to authorize the State of Tennessee to issue grants and perfect titles to certain lands therein described," it is provided that Tennessee should appropriate 100,000 acres to the use of two colleges, to be established by the State, one in East and one in West Tennessee; 100,000 acres for academies and 640 acres in each six miles square, when existing claims would allow of it, for the use of schools for the instruction of children, forever. These conditions were accepted by the act of September 6, 1806.

By the act of January 15, 1844, amended by act of January 23, 1846, the school-lands in the State were directed, upon certain conditions, to be sold, and the proceeds arising from the sale were to be paid into the Bank of Tennessee and its branches; and it was made the duty of the bank to invest the principal in the bonds of the State, if the bonds could be obtained at nominal value or less, the interest paid by the bank, or realized by the bank upon the investment, to be annually set apart and paid over to the districts, townships, or fractional townships to which the lands belong, according to the amount of deposit belonging to each respectively.

On September 1, 1869, the Bank of Tennessee reported to the general assembly among its liabilities the sum of $387,154.36, as the proceeds of the sale of the school-lands. Assuming this to be the correct amount and that no interest was paid on the same after October 1, 1860, the condition of that fund would be on January 1, 1873, as follows:

Amount of fund	$387,154 36
Unpaid interest	280,041 64
Total	667,196 00
To this add:	
The common-school-fund, as before mentioned	1,500,000 00
Unpaid interest on this	1,102,500 00
Aggregating a grand total of	3,269,696 00

CHANGES IN PUBLIC OPINION.

A great change has taken place in the public mind in regard to free schools during the last twelve months. In every part of the State there is a growing sentiment in their favor. Prejudices are disappearing and the truth is daily opening to the minds of the masses that increased education means increased enjoyments and increased prosperity. The belief is also gaining ground that the amount expended in private schools for the education of one-third of the children in the State is sufficient to educate them all if disbursed under proper regulations. Even the politicians are outspoken in their advocacy of public schools. These barometers of public opinion indicate an earnest desire by the great mass of people for a complete and thorough system of public schools, such a system as will furnish ample educational facilities to every class in the State and be worthy of their support and confidence. It is said now unhesitatingly: "The money heretofore appropriated by the State for the maintenance of public schools has been worse than thrown away. Not only has it been insufficient, not only has it not educated any one, but it has been in the way of private enterprises, impeded the cause of education, and in its management detracted from the respectability of the public schools."

It speaks well for the people of Tennessee that, in spite of this inefficient and destructive system—a system that has lived by pretensions, and not by performance—they are still in favor of public schools. An efficient system will be warmly welcomed, and those who shall be instrumental in fashioning and perfecting a system adapted to the society and necessities of the State will be regarded as public benefactors.

Copies of the last report of the State-superintendent of public instruction were distributed in every county in the State. Letters received from all the counties prove that the report has been productive of great good, inasmuch as it supplied to the friends of public schools ready answers to the pretentious but flimsy arguments of their opponents.

GENERAL CONDITION OF EDUCATION.

Under the county-system now in operation, only 29 out of the 93 counties in the State have levied a tax for school-purposes. In some of them the tax is only nominal and in others sufficiently liberal to maintain schools for several months in the year. The amount of tax ranges from 3 to 40 cents on the $100. In addition, all State-poll-taxes go to the school-fund.

Reports of the scholastic population have been received from only 73 counties. These returns show an aggregate of 307,164 between the ages of 6 and 18. The scholastic population of the counties failing to make returns, allowing for the natural increase since 1869, when the last report was received, is estimated at 81,904; giving a total school-population of 391,068.

The returns, as published, show that not one-fifth of this population has any means of education. In some of the counties visited last summer there was not a single school, either public or private, in operation, nor were there any efforts being made by the citizens to remedy the deficiency. The people of Tennessee have been slow to recognize the truth that "crime is directly as ignorance and inversely as intelligence," and that "the first duty of the legislator should be to provide for the suppression of crime rather than for the punishment of the criminal." Neither have the advantages that would accrue, in an industrial point of view, from an efficient system of public instruction been properly appreciated. In the want of such a system, immigration finds its greatest check. Above all things, at the present time, the State needs skilled labor, but skilled laborers will never voluntarily make their homes where they have no opportunities offered for making skilled laborers of their children. It is hoped that legislators "will look at the question in the most practical manner and do what common sense and a rational mind would direct under the circumstances."

PREVAILING IDEA REGARDING PUBLIC SCHOOLS.

The idea which prevails among the people of the State in regard to public schools is a very imperfect one. They are regarded as charity-schools—schools supported from the public funds, overseered by indifferent commissioners, and taught by stupid, incompetent, and peripatetic teachers. In the public mind, respectability does not attach to public schools, and, except in those cities that have established schools of such transcendent merit as to compel the discontinuance of private schools, no correct idea of a well-founded system prevails in the State.

HOW TO MAKE THE PUBLIC-SCHOOL-SYSTEM EFFICIENT.

In the establishment of a public-school-system, the first object should be to make it respectable, by making the schools valuable and efficient. To make them so, the very best talent should be secured, not only to teach but to supervise and direct the schools. The county-superintendent should be a man of first-rate executive ability and the commissioners of the district should be selected because of their fitness for the place. Above all, no man should be employed to teach who cannot undergo a rigid examina-

tion in all the leading English branches. It is beyond the power of legislation to make the teachings of ignorance productive of intelligence, and unless competent teachers are procured the funds provided are thrown away and the time of the children worse than lost. It is especially necessary that the law be made rigid in this matter, for good teachers are scarce. Steps should be taken, as soon as possible, to establish at least three normal schools, one in each division of the State. The Peabody fund, which is now distributed over such a wide area to so many schools, could be concentrated and made of more enduring benefit by being distributed to three schools of this character.

DEFECTS OF THE PRESENT SYSTEM.

This subject is introduced in the following forcible language: "The system of public instruction now in operation is a farce, and utterly devoid of vitality. It was begotten in a desire to shift responsibility, and is wholly unsuited for the accomplishment of the great purposes of education. It stands in the way of private enterprise, cripples the efforts of the friends of public instruction, and serves as an excuse for timid and incompetent legislators."

The objections to it are: (1) it secures no unity of action, (2) it fails to secure a lively interest in school-matters, (3) it is totally destitute of energy and is liable to be terminated in any county at the pleasure of the magistrates, and (4) its provisions to secure statistics are inefficient and unreliable.

WHAT THE SYSTEM NEEDS TO VITALIZE IT.

There is needed, first, a State-superintendent, with a salary sufficient to enable him to devote his time, energies, and talents solely to school-matters.

If the county-system, so called, is to continue, there should be some inducement held out to make the counties act. State-aid should be given only to those counties that agree to furnish an amount equal to that given by the State. A blending of the two systems, State and county, would secure the advantages of both. Unity of action and State-superintendence would be secured without lessening the sense of responsibility or personal interest which a local tax would assure.

County-superintendents should be appointed by some authority having a competent knowledge of the qualifications which such an officer should possess, and much of the power now vested in county-boards of education should be transferred to the county-superintendent.

The best men in the districts should be selected for commissioners, and they should, at least for a year or two, be appointed by the county-superintendent. Power should be centralized as far as the people will bear it without complaint. Should the commissioners be selected by the people, they will, sometimes, in districts where schools are unpopular, be selected to defeat the very purposes they should subserve. It has frequently happened that schools have been made inefficient and unpopular because the commissioners chosen were enemies to public schools. To popularize schools they must be made efficient, and to make them efficient they must have competent officers, who will feel a deep interest in their success.

RATIO OF DISTRIBUTION.

Great dissatisfaction often exists in the sparsely-settled districts because the children are not sufficiently numerous to secure a teacher. It has too often happened that the number required for a school has been too great. It is suggested that this number be variable and regulated by the density of the population, so that eight or ten scholars in the thinly-populated school-districts should be entitled to a teacher. The ratio of distribution in the counties, for the same reason, should be changed. Equality in facilities for instruction cannot be secured by dividing according to the number of children. The only just method of division is according to the number of teachers needed. The true plan is to regard every district, however small, as entitled to at least one teacher, and to fix the number above which additional force should be required, and then divide according to the number of teachers so ascertained to be needed. A similar plan, adopted many years ago in North Carolina, gave great satisfaction, and made public schools popular in regions where they had met with most disfavor.

AID FROM THE PEABODY FUND.

Mention is made of the liberal aid extended to the public free schools in the State by the general agent of the Peabody fund, Dr. Sears. In every instance, when the application has been properly made, he has responded liberally. The whole amount given is $22,850. Other applications have been forwarded which, no doubt, will receive favorable answers.

A KNOWLEDGE OF STATE-RESOURCES SHOULD BE IMPARTED IN SCHOOLS.

The assistant superintendent remarks: "A suggestion has been forced upon my attention by the degree of ignorance that prevails among our people in regard to the re-

sources of the State. Into all our public schools elementary geology should be introduced and taught, and more especially the geology of the State. For a boy or girl to go out from our schools ignorant of the fact that we have 5,100 square miles of coal, twenty-eight counties filled with inexhaustible beds of iron-ore, and streams of sufficient power to manufacture all our raw material into valuable market-products, shows an utter want of appreciation of the demands of the age. I would suggest the propriety, if not the necessity, of having prepared at an early day, and introduced into our schools, a manual of the geology of Tennessee. A child instructed in these things would show a distinctiveness in his training and be able to repay, by his knowledge, some of the expenses incurred in his education."

In a school at Elm Grove, Powell's Valley, instruction in scientific agriculture is reported to have been given to the farmers' children, adding much to the interest of the school-course and promising results most beneficial to the pupils. A committee of substantial farmers attended the summer-examination of this class and were greatly gratified at the progress manifested.

NASHVILLE.

[From report of Hon. S. Y. Caldwell, city-superintendent.]

The present population of Nashville is estimated at 27,000, very largely composed of colored people, many of these former field-hands that have drifted since the war from the country districts into the city. Hence, out of 8,370 children of school-age, only 3,722 are enrolled in the public schools, with 600 in private schools, making a total of 4,322, about one-half the school-population. The public schools are: primary, twelve, with 22 female teachers and 1,739 enrolled scholars; intermediate, ten, with 2 male and 18 female teachers and 1,100 enrolled scholars; grammar, seven, with 7 male and 12 female teachers, scholars, 768; high, one, with 3 male teachers and 1 female, and 115 pupils on the roll—giving a total of 65 teachers to the 3,722 enrolled pupils, about 1 to 57. Only six private schools are given. In these 600 enrolled scholars are said to have 20 teachers—8 male and 12 female. Income of public schools, $70,123.18; expenditure, the same. Latin is taught in the high school and there are 70 pupils in French, while 15 are preparing for the academic course in college and 5 for the scientific. Three hundred pupils in the schools study vocal music and the same number German.

Attendance.—The ratio of enrollment upon the scholastic enumeration has increased nearly 2 per cent., although the latter is greater by 1,588 than it was last year. There has also been an increase of 1 per cent. in the ratio of attendance to enrollment. The per cent. of absence is 3.4 against 4.65 last year and that of tardiness .49 against .7. These results, of themselves, sufficiently attest the successful working of the system, and they are really remarkable, in view of the fact that contagious and epidemic diseases, peculiarly inimical to children, have prevailed in the city to a greater extent and more frequently than during any previous year. Cases of truancy are very rare, averaging less than one to the thousand in attendance; yet, during the first years of the school-organization, this evil was well-nigh beyond control by either school- or parental authority. The third report, published in 1857, gives the per cent. of attendance between 83 and 89, with an average of 85, and that of tardiness was 3.52. For last session the former was from 92 to 97, the average being 95½, and the latter was only .49. It is considered cause for congratulation that these desirable events have been attained without the adoption either of excessively stringent measures or of any system of prizes for stimulating pupils.

Teachers.—It has been necessary to make more frequent changes of teachers than have ever occurred in any preceding session. The corps has been composed of 62 regular and three special teachers. There have been fifteen permanent transfers and thirty-five temporary substitutions.

There were 49 cases of tardiness charged against teachers, or two-fifths per cent. on their attendance, a showing but little better than that for pupils. The number of days' absence against teachers was 210.

Hinderances to the success of the schools.—By no means the least obstacle with which the schools have had to contend was the unfortunate discussion as to their management, which, originating in the city-council, found its way into the daily papers, causing a clash of opinion. While it lasted it was a fruitful source of disobedience to school-rules and dissipation of energies on the part of pupils, of endless troubles and vexations to teachers, and of discontent in parents. Passing by these unfortunate results, inseparable from such a controversy, the worst aspect of it is that, whether intended so or not, it will, if persisted in, prove subversive of the school-system.

School-accommodations.—The present accommodations are ample for the scholastic population, but a building containing 400 seats must be given up in a few months, and that number of children will then be unprovided for. The recommendation, made two years ago and renewed in the last report, for the erection of a high-school building, centrally located, is renewed.

Study of German.—In addition to the three-years course previously provided in the high school for German, it was, a year ago, made an elective study in the sixth- and

seventh-grade-grammar-schools. There were, in 1872–'73, 300 pupils pursuing it and making very satisfactory progress.

Music.—Vocal music has been taught irregularly by rote, and even in this unsatisfactory way was a great source of relief and enjoyment in the school-room. Arrangements have been made for introducing it as a regular branch of study.

Drawing.—Drawing has been taught very profitably in the primary grades, but merely in the art of copying. It should be regularly introduced upon a scientific, systematic, and progressive plan. It is naturally allied to penmanship, and the two should be placed under the supervision of a competent instructor. Such an arrangement is in contemplation for next session.

KNOXVILLE.

[From special report of Hon. Alexander Baird, city-superintendent.]

To prevent the intermixture of politics with school-affairs, Knoxville, December 12, 1873, passed an ordinance providing for the appointment of a board of education, to hold office for five years and to have control over the schools and teachers, its action being only subject to revision from the town-authorities. No member of this board can be a member of the city-government, his acceptance of an office in that government vacating, *ipso facto*, his position in the board.

The schools of the city number fifteen, of which six are primary, three intermediate, four grammar-, and two high schools. The teachers are 20 in all, (males 2, females 18,) with 1 male and 3 female teachers in private schools. The salaries of teachers range from a minimum of $300 per year for females in the primary schools to a maximum of $650 for both sexes in the high schools. Out of 1,654 children of school-age, 1,010, about two-thirds, are enrolled in the public and 135 in the private schools. In the high schools Latin is taught; Greek, German, French, drawing, and music do not appear to be. The school-revenue—$595 from the State, $7,500 from taxation, and $2,000 from the Peabody fund—amounted in 1873 to $10,095, the expenditure for salaries and incidentals to $9,272.

CHATTANOOGA.

[From special report of Hon. H. D. Hyatt, city-superintendent.]

With a population of 12,000, Chattanooga has 2,387 children of school-age, of whom 1,235 are enrolled in public schools and 400 in private. The public schools are six grammar-, with primary departments included, and one evening-school. The 7 male and 13 female teachers in these schools all form a normal class for instruction in the science and art of teaching. Three private schools—the Chattanooga Female Institute, Lookout Seminary, and High School for Boys—report 8 male and 5 female teachers to their 400 scholars. So that in the city we have a total of twelve schools, of 15 male and 18 female teachers to 1,635 enrolled pupils, an averarge of about 1 to 50. Teachers' salaries are from a minimum of $40 per month, for female teachers in primary schools, to a maximum of $90 per month, for the male principal of a grammar-school, the assistants in the grammar-schools receiving, males, $50, females, $45. The school-income has been—from the State $3,000, from taxation $12,000—$15,000; the expenditures—$8,335.48 for sites, buildings, and furniture and $6,658.10 for salaries and incidentals—have aggregated $14,993.58. In the higher departments of the grammar-schools Latin is taught and all the pupils of all the public schools receive instruction in drawing and vocal music.

MEMPHIS.

[From special returns by Hon. J. G. Cairns, secretary of school-board.]

The schools here have been greatly interrupted by the prevalence of yellow fever, which took off two members of the board of education, three teachers, and many of the children, and so scattered the people that no schools could be held after the middle of September, when they were broken up. The returns are hence imperfect.

Two school-houses have, however, been built during the year, at a cost of $81,000, while another, for colored children, to cost $20,000, was in process of erection in the fall.

NORMAL SCHOOLS.

A normal and commercial school is sustained at Memphis by one of the religious educational associations. In this 9 teachers have under their care about 300 pupils, but how many of these are in the normal classes is not indicated. An educational institution for the training of colored teachers has been established at Maryville, and is in hands which seem to promise successful operation. The Wesleyan University at Athens expresses a readiness to form a normal department as soon as a sufficient number of students present themselves to warrant the additional expense. Such departments exist at the Fisk University at Nashville and the Central College at the same place. In the former, 15 have graduated from a lower course and 50 are in different stages of a three-years course. In the latter 114 students were enrolled in the normal classes during the year 1872–'73, 2 have graduated, many more have taught without graduation, and 66 remain in the first and second years of a three-years course. A State normal school will doubtless be an early issue from the newly-organized system of free instruction.

SECONDARY INSTRUCTION.

The institutions established to supply this in the State may be found in Table VI, appended to this report. Returns for 1873–'74 have been received from 15 academies, high schools, atheneums, and kindred educational establishments, embracing a total of 74 teachers (21 males and 43 females) and 1,277 pupils, (600 males and 677 females,) of whom 267 are pursuing studies in the classic and 93 in one or more of the modern languages. In 10 of these schools music is taught (vocal or instrumental, or both) and in 5 of the 10 drawing is also in the course. Libraries, with philosophic and chemic apparatus, exist in some cases.

The number of years required for the completion of the course in these schools varies from 3 to 10, according as pupils are received at the lowest grade, to be carried fully upwards or after they have gone through a partial course in other schools. It is quite possible that the schools which furnish these statistics are not the only ones of their class within the State, but they probably present a fair sample of the character and extent of the instruction given.

Besides the independent academies and public high schools, there are, in connection with the colleges and universities of Tennessee, preparatory departments, meant to fit students for a college-course. These return, for 1873–'74, instructors, 57; students, 1,700, of whom 513 are specifically said to be preparing for the scientific course in college and 313 for the academic course, the destination of the remaining 874 not being given. Of all these students, only 128 appear to be females.

The numbers here given, added to the preceding ones, make, for schools of high grade in the State, at least 128 instructors and 2,849 pupils, while many more might probably be found by one enjoying opportunities for close inspection. In the reports of some State-superintendents, lists of such schools, with the number of instructors and pupils, sometimes with the character of the course pursued, form an interesting item of information.

SUPERIOR INSTRUCTION.

The institutions for collegiate education in this State that existed before the civil war have in no instance apparently thoroughly recovered from the disastrous influences of that conflict. As the present tendency is rather towards the origination of new colleges than towards a strengthening of the old, the likelihood appears to be that for some time there will be within the State a number of comparatively feeble institutions for high training instead of a few strong ones. The condition of the greater part of these is exhibited in the following table:

Statistical summary of universities and colleges.

Names of universities and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Corporate property, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Amount of property of corporation.	Value of grounds, buildings, and apparatus.	Amount of endowment.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
Central Tennessee College	6	....	.....	16	.....	$40,000	.....	.....	.....	$4 620	820
Christian Brothers' College	12	0	122	37	$40,000	.....	.....	.....	.....	.....	155
Cumberland University	11	....	87	102	.....	30,000	$60,000	.....	.....	.....	3,500
East Tennessee University	11	0	75	43	125,000	126,000	50,000	$9,000	.....	0	1,200
East Tennessee Wesleyan University	7	0	.....	35	20,000	20,000	0	0	$0	4,000	2,000
Fisk University	13	....	415	9	.....	60,000	.....	.....	.....	.....	875
Giles College	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Greenville and Tusculum College	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hiwassee College	4	....	85	30	.....	12,000	.....	.....	.....	.....	620
King College	4	*2	31	28	.....	16,000	39,000	30,000	1,800	.....	.....
Maryville College	8	....	120	24	60,000	50,000	13,500	13,500	800	.....	2,000
Stewart College	6	....	65	50	.....	.....	40,000	.....	.....	.....	2,000
Union University	4	....	.....	115	25,000	25,000	30,000	.....	.....	.....	5,000
University of Nashville	9	....	179	44	.....	150,000	100,000	100,000	6,000	.....	11,000
University of the South	13	....	138	116	.....	150,000	.....	.....	.....	18,000	4,500
West Tennessee College	4	....	.....	100	.....	30,000	40,000	.....	.....	.....	.....

* One partially.

Of the colleges here given the University of Nashville is the oldest, having been founded in 1785. The University of the South, Sewanee, appears to be among the

youngest, its organization dating as late as 1868. It was, however, really founded previous to our great civil strife, having received then its charter from the legislature, secured possession of its magnificent domain of nine miles long and two wide on the Sewanee Mountain, and laid the basis of that system of instruction in separate schools which it patterned after what prevails in the Virginia and Georgia universities. Hiwassee College, after a suspension of a year, was reopened on the 4th of August with improved buildings, with a corps of students from nearly all the Southern States, and with a hopeful and energetic president, assisted by three professors. Fisk University, Nashville, stands probably alone in the State in being open to all races.* The East Tennessee University, Knoxville, includes in it the Agricultural College of the State. It has recently had adjudged to it $15,000 for the purchase of a library. Giles College, Pulaski, makes no return for the fall of 1873. Greenville and Tusculum College, Greenville, reports by catalogue, for the year ended June 6, 1873, 4 professors and 3 other instructors; college-students, 11.

COLLEGES FOR WOMEN.

The colleges devoted specifically to the education of females reporting for 1873 are: (1) Tennessee Female College, Franklin; professors and instructors, 7; students, 113; number of years in course, 4; French, German, music, drawing, and painting taught. (2) State Female College, Memphis; professors and instructors, 14; students, 215; course, 4 years; French, German, Italian, Spanish, music, drawing, and painting taught. (3) Cumberland Female College, McMinnville; professors and instructors: resident, 5; non-resident, 7; students in college proper, 44, with 2 post-graduates—whole number, 128; French, music, drawing, and painting. (4) Soule Female College, Murfreesboro'; professors and instructors, 6; number of students, not given; course, unlimited, "attainment, not time," being the motto; French, German, Spanish, and Italian, music, drawing, and painting taught. (5) Mary Sharp College, Winchester; professors and instructors, 9; students in college proper, 134—in all, 177; French and German, with music, drawing, and painting. (6) W. E. Ward's Seminary for Young Ladies; professors and instructors, 16; students in college proper, 216—whole number, 292; course, 5 years; French and German, music, drawing, and painting. All the above-mentioned report chemic laboratories and philosophic cabinets. (7) Washington Female College, Washington County, with 2 instructors, 12 students in college, and 72 in all; music in the course. (8) McKenzie Male and Female College, not included in the table, reports 5 instructors, 83 male and 94 female students; but whether these are in a preparatory department or in college-classes, or in both, does not appear. Volumes in library, 550.

At Nashville, already favored with the presence of three kindred institutions, another being not far off, the foundation of a new university has been laid, on the high ground overlooking the city from the west, where a *campus* of 70 acres is secured. It is to bear the name of Vanderbilt University, from the fact that Commodore Cornelius Vanderbilt, of New York, has generously given it an endowment of $500,000.

Another, to be called the Knoxville University, was located in May, 1873, at Knoxville, the citizens of which place pledged to it $40,000 in money and 100 acres of choice land near the town, on condition of its being established there.

The Baptists of the Southwest have also been agitating a proposition for establishing for their denomination a Baptist university, to embrace within its field at least Tennessee, Alabama, Louisiana, and Mississippi. This, if established, seems likely to be located in Tennessee.

BUSINESS-COLLEGES.

Four of these institutions in this State, at Lebanon, Memphis, and Nashville, report an aggregate of 291 pupils in 1873.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

The Agricultural College of Tennessee, at Knoxville, using at present the buildings and apparatus of the East Tennessee University, except about $1,000 worth of its own, reports as belonging to it 167 male students in the preparatory department, under the

* The corner-stone of Jubilee Hall, the new and noble building of the Fisk University, which is to be the fruit of the Jubilee Singers' concerts, was laid with imposing ceremonies October 21, 1873. Prof. A. K. Spence, the principal of the university, as now constituted, welcomed the audience to these ceremonies, expressing his conviction that Providence had guided, and would continue still to guide, the efforts made to build up here a great educational institution for a previously neglected race. The Rev. E. M. Cravath gave a history of the University, saying that eight years ago the land was bought, the Rev. E. P. Smith, now of the Indian Bureau, Prof. John Ogden, and himself advancing their individual means and notes for $16,000 for the purchase. The buildings for the school were then opened by the Government, through the agency of the Freedmen's Bureau, which also built the Howard Chapel and Dormitory. Then came aid from the Peabody fund for carrying on the school, and then Prof. White, to train the Jubilee Singers, through whose efforts twenty-five acres of land within the limits of the city are now held for the university, and the foundations of the building meant to be its home are laid and paid for, with a considerable overplus for carrying on the work. And as these singers, in a European tour, have met warm welcome and a large success, the building started by them is to be still wrought upon, with reasonable prospect of an early and entire completion.

charge of 3 teachers, and 82 in its college-classes, with 3 instructors, 1 lecturer, and 7 resident professors, its endowment ($396,000) invested in Tennessee State-bonds, and its income from these $22,500; course in the college proper, 4 years. Out of the 275 students whom the State has a right to send to it for education, about 190 are in attendance. Four graduated in 1873 as bachelors of art and 2 as bachelors of science.

The Tennessee College of Pharmacy, at Nashville, with 5 professors and 2 years in its course, reports 50 volumes in its library, a cabinet and apparatus worth $2,000, and 20 students attendant on its instructions.

The department of medicine and surgery in the University of Nashville has 9 resident professors, 1 other instructor, its library destroyed during the war, 160 students in the first year of its course and 75 in the second.

The theologic department of the Central Tennessee College, Nashville, with 1 resident and 1 non-resident professor, 2 years in course, and 825 volumes in library, reports 12 students in the first year of its course. No graduates.

Statistical summary of schools for professional instruction.

Names of schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Corporate property, &c.					Number of volumes in library.
				Amount of property of corporation.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
SCHOOLS OF THEOLOGY.									
Theologic department of Central Tennessee College	2	0	12	.....	$40,000	$0	$0	.....	825
Theologic department of Cumberland University	2	....	47	$20,000	15,000	15,000	1,000	.....	3,000
SCHOOL OF LAW.									
Law-department of Cumberland University	2	....	103	.....	.....	.....	.....	.....	600
SCHOOLS OF MEDICINE.									
Department of Medicine and Surgery of the University of Nashville	10	....	235	.....	100,000	0	0	.....	.....
Medical department of Cumberland University	....	....	.....	.....	.....	.....	.....	.....	.....
Tennessee College of Pharmacy	5	....	20	.....	*2,000	.....	.....	.....	50
SCHOOL OF SCIENCE.									
Tennessee Agricultural College, (East Tennessee University)	15	....	†39	.....	.....	396,000	22,500	.....	.....

* Apparatus.

† With 92 preparatory.

TENNESSEE SCHOOL FOR THE BLIND, NASHVILLE.

The report of this school for 1873 states that it is pretty certain there are in Tennessee not less than 1,200 persons partially or wholly blind. Of this number the State has, in her school, cared for about 38 annually for the last three years. The inability to do more than this is lamented by the trustees, who have been laboring under great disadvantages from want of means and house-room. The difficulty with respect to means continues still and greatly hampers operations. That with respect to house-room will be remedied to some extent by the generous action of Hon. John M. Lea, who, at a cost not stated, but necessarily considerable, has purchased and donated to the institution an estate of between six and seven acres within the limits of Nashville, on which is a fine private residence with nine rooms. This grand gift, it is hoped, may lead to such others from the State or individuals as will enable the trustees to erect other buildings on the property and greatly extend the benefits of the school. Meantime, it goes on caring, as it best can with its small means, for the 36 pupils at present within its walls, teaching them in the morning-hours the ordinary English branches, with music, giving, of course, intervals of recreation. In the afternoon, the pupils are engaged in vocal and instrumental practice in music, with fancy bead-work, knitting, sewing, and cane-seating. In the evening the time is spent in listening to reading and renewed exercises in music.

STATE TEACHERS' ASSOCIATION.

Two meetings of this organization were held during the year 1873, at Nashville, in the senate-chamber. The first was on January 22, 1873, and was largely attended by members of the State-legislature, who joined the teachers and school-officers of the State in their deliberations as to the best means of improving the educational condition of the State. In the absence of Governor Brown, the address of welcome was delivered by Mr. James, of the State-senate, who, in behalf of that body, expressed his satisfaction that the members might avail themselves of the experience of the association in the preparation of a bill which should meet the educational wants of the State.

Remarks embodying the main facts in respect to the condition of education in the State and suggestions of measures for its improvement were made by the State-superintendent, Hon. J. M. Fleming; the assistant superintendent, J. B. Killebrew, and others. Different systems of education were discussed and divers resolutions offered and referred to committees. The importance of the establishment of teachers' institutes was strongly urged and generally indorsed. A statement of the resources of the school-fund was made by Mr. John Frizzell, who said that the code in 1848 fixed the fund at $1,500,000, and though the body of the fund was squandered the constitutional convention of 1870 re-enacted the provision of the old constitution fixing the amount as before at $1,500,000, the interest of which was to be inviolably appropriated for common schools, and without conditions, according to the scholastic population. This interest, which has not been paid since 1860, must now amount to about $1,102,500, a sum which, added to the permanent fund, would swell the amount to about $2,600,000, the interest of which would be about $160,000. He thought if the State raised this it would do all it could, and with a county-tax there would be sufficient funds for school-purposes.

The last meeting of the association was held December 9–11, 1873, also in the senate-chamber at Nashville. The State-superintendent, Colonel Fleming, said, in his address of welcome, that out of the counsels, the thoughts, and earnest importunities of this association has sprung whatever there is of the educational public system in Tennessee.

The necessity for the establishment of a school-journal was discussed, and it was finally resolved that the executive committee of the association should proceed at once to establish a monthly journal under the official authority of the State-superintendent of public instruction.

Address of Hon. John H. Fleming, State-superintendent.—Superintendent Fleming gave a brief abstract of his report for 1873, with some remarks as to the workings of the new law. He thought the people had good cause to be satisfied with the results achieved during the year, urged the importance of making provision for the support of county-superintendents of schools and the necessity of arousing an intelligent public sentiment in school-matters in the State—a sentiment informed as to the needs of the country, the State, and the community, and that will impress itself upon the county-courts and impel action.

Address of Dr. Sears, agent of Peabody fund.—Dr. Sears addressed the association upon the general importance of education to the welfare of the State, both from a moral and material point of view. "If it costs much money," he said, "to support an efficient system of public schools, it costs still more to support private schools, and to allow people to live in ignorance would cost more than anything else." The State-controller of Tennessee publishes the statement that the cost of criminal prosecutions in the criminal courts of Tennessee amounted to one-half of the entire expenditures of the State. Thus the people are paying out more money for ignorance than they need to pay for intelligence, while but few criminals are ever reformed by incarceration, which has, moreover, but little effect in restraining vice in general.

Address of Prof. A. B. Stark on normal schools.—The importance of professional training for teachers was enlarged upon by Prof. A. B. Stark, of Lebanon, who said a majority of the persons who are—not teaching—but hearing the lessons and whipping the children in the schools of Tennessee to-day are boys and girls, too young to obtain other work and entirely untrained in methods of instruction. The speaker contrasted such a system with that of Germany, where teaching is a permanent and honorable profession, into which no untrained man, however learned and eminent in another profession, can possibly enter; where even a bishop would not be allowed to teach a primary school in the obscurest village. Tennessee should have a number of liberally-endowed normal schools for the training of the 10,000 teachers needed to teach the 400,000 children in the State; but for the improvement of those teachers who must instruct the present generation, he regarded the establishment of teachers' institutes as of supreme importance and submitted a plan for their establishment and management in Tennessee. Several other resolutions were offered referring to the establishment of teachers' institutes, the whole subject being finally referred to the consideration of the county-superintendents present, who, it was understood, were to meet immediately in the capacity of a convention.

CONVENTION OF COUNTY-SUPERINTENDENTS.

Subsequent to the adjournment of the State Teachers' Association, the school-superintendents of the counties met in convention in the senate-chamber at Nashville, all members of the Teachers' Association present being invited to participate.

Superintendent Fleming, who presided, suggested as the first subject for consideration the report of the committee on teachers' institutes of the Teachers' Association. Dr. Sears stated that the trustees of the Peabody fund would contribute $100 each to defray the expenses of ten institutes in the State which should be attended by not less than 50 teachers. The State-superintendent was then requested by the convention to make arrangements for holding ten district-institutes during the present scholastic year; and it was also suggested that county-superintendents should hold at least two county-institutes in their respective counties. Superintendent Fleming announced that he would, by a requisition from his office, make teachers' institutes a part of the machinery of the public-school-system and would partition the State into institute-districts comprising nearly 10 counties each, there being 93 counties in the State.

The convention expressed its approval of the educational bill introduced into the House of Representatives by Hon. G. F. Hoar, on December 4, 1873, and requested the Representatives of the State in Congress to give their influence and votes for it, believing its enactment by Congress would be promotive of the educational interests of the country, and particularly valuable to their own State.

OBITUARY.

Prof. Samuel Snapp Doak, A. M., died at his residence, at Tusculum College, East Tennessee, on the 5th of August, 1873, in the forty-second year of his age.

He was born November 8, 1831, in Washington County, Virginia. At the age of four years his parents moved to Chattanooga, Tennessee, where his early years were spent. In 1852, before he was quite 21 years of age, he graduated at Tusculum College, under his grandfather, Rev. S. W. Doak, D. D. In the following year he entered upon the study of the law in the office of Judge Sam. Milligan, in Greenville, Tennessee, and was admitted to the bar at the age of 23 years. He never attempted, however, to practice the law, but turned his attention to teaching. For several years he was an instructor in Hiwassee College, Tennessee. In 1859 he accepted the chair of mathematics in Tusculum College, his *alma mater*, where he labored faithfully to the end of his life.

As a student he was always noted for diligence and close application to study. His scholarship was varied, extensive, and exact. As a teacher he was apt, faithful, and successful. As a man he was humble and retiring—modest to a fault. He was a kind neighbor and a faithful friend. As a citizen his influence was ever on the side of peace and order. In the late rebellion he adhered to the flag of the Union. As a Christian, he was consistent in his walk, conscientious in his duties. Prof. Doak leaves many friends to mourn his early death.

LIST OF SCHOOL-OFFICIALS IN TENNESSEE.

Hon. JOHN M. FLEMING, *State-superintendent of public instruction, Nashville.*

COUNTY-SUPERINTENDENTS.

County.	Name.	Post-office.
Anderson	James M. Scruggs	Clinton.
Bedford	John R. Dean	Shelbyville.
Benton	J. F. Pressen	Camden.
Bledsoe	Thomas O. Brown	Pikeville.
Blount	John H. Morton	Maryville.
Bradley	W. L. Sharp	Cleveland.
Campbell	C. D. Russell	Jacksboro'.
Cannon	J. M. D. Cates	Readyville.
Carroll	G. W. Williams	Huntingdon.
Carter	C. C. Collins	Elizabethtown.
Cheatham	S. D. Power	Ashland City.
Claiborne	James M. Smith	Tazewell.
Clay	George W. Stephens	Celina.
Cocke	J. D. Hickson	Newport.
Coffee	George W. Anderson	Manchester.
Crockett	C. A. Goodloe	Alamo.
Cumberland	Thomas C. Center	Crossville.
Davidson	R. W. Weakley	Nashville.
Decatur	A. A. Steagald	Decaturville.
De Kalb	J. T. Trapp	Smithville.
Dickson	L. L. Leach	Charlotte.
Dyer	H. Parks, jr	Newbern.
Fayette	William Maris	Somerville.
Fentress	Stephen H. Pile	Pall Mall.

List of school-officials in Tennessee—Continued.

County.	Name.	Post-office.
Franklin	W. B. Watterson	Winchester.
Gibson	A. S. Currey	Trenton.
Giles	W. R. Garrett	Pulaski.
Grainger	J. N. Goldman	Rutledge.
Greene	J. C. Park	Greeneville.
Grundy	John Scruggs	Altamont.
Hamilton	J. H. Hardie	Chattanooga.
Hamblen	J. H. Trent	Morristown.
Hancock	R. T. Rutherford	Sneedville.
Hardeman	J. E. Hopkins	Bolivar.
Hardin	George R. Harrison	Savannah.
Hawkins	J. B. C. Edmondson	Rogersville.
Haywood	John B. Turner	Brownsville.
Henderson	Levi S. Woods	Lexington.
Henry	R. M. Dickenson	Paris.
Hickman	O. A. Nixon	Centreville.
Humphreys	T. M. Hogan	Johnsonville.
Houston	I. F. McMillan	Erin.
Jackson	R. H. Washburn	Gainesboro'.
James	James H. Stallcup	Ooltawah.
Jefferson	Samuel Anderson	Dandridge.
Johnson	Benjamin W. Jenkins	Taylorsville.
Knox	T. C. Karns	Knoxville.
Lake	T. D. Arnett	Tiptonville.
Lauderdale	H. T. Hanks	Ripley.
Lawrence	William C. Davis	Lawrenceburg.
Lewis	O. T. Plummer	Newburg.
Lincoln	James W. Goodwin	Fayetteville.
Loudon	J. A. Mitchell	Loudon.
Macon	Vinson Gwin	Echo.
Madison	B. R. Campbell	Jackson.
McMinn	Joseph Janeway	Mouse Creek.
McNairy	T. B. Kernodle	Purdy.
Marion	Seabird Cowan	Jasper.
Marshall	A. N. Miller	Lewisburg.
Maury	Hugh T. Gordon	Columbia.
Meigs	W. W. Lillard	Decatur.
Monroe	J. H. Hicks	Madisonville.
Montgomery	N. L. Whitfield	Clarksville.
Moore	E. S. N. Bobo	Lynchburg.
Morgan	Thomas H. Davis	Wartburg.
Obion	W. F. Shropshire	Troy Station.
Overton	J. B. Cox	Nettle Carrier.
Perry	E. W. Easley	Linden.
Polk	James Sloan	Benton.
Putnam	B. M. Webb	Cookeville.
Rhea	John A. Pyott	Sulphur Springs.
Roane	J. A. Newton	Kingston.
Robertson	James L. Watts	Springfield.
Rutherford	G. W. Jarman	Murfreesboro'.
Scott	Laban Riseden	Huntsville.
Sequatchie	Moses E. Deakins	Dunlap.
Sevier	Daniel G. Emert	Sevierville.
Shelby	F. A. Tyler	Memphis.
Smith	T. J. Fisher	Carthage.
Stewart	J. R. Lawrence	Indian Mound.
Sullivan	George R. Anderson	Union Depot.
Sumner	C. W. Callender	Hendersonville.
Tipton	A. M. Watson	Portersville.
Trousdale	Robert S. Smith	Hartsville.
Union	W. J. Nash	Sharp's Chapel.
Van Buren	J. D. Cummings	Spencer.
Warren	A. M. Burney	McMinnville.
Washington	H. Presnell	Jonesboro'.
Wayne	James Anderson	Waynesboro'.
Weakley	E. H. Hatcher	Dresden.
White	Thomas L. Mitchell	Sparta.
Williamson	John B. McEwen	Franklin.
Wilson	A. D. Norris	Austin.

TEXAS.

[From information furnished by Hon. J. C. De Gress, State-superintendent of public instruction.]

The amount of accounts approved during and for the fiscal scholastic year ended August 31, 1873, was as follows:

Payable by the State		$51,619 66
Payable by the counties, for salaries of teachers and employés	$993,997 06	
Rents of school-houses	29,251 46	
Fuel for school-houses	6,578 39	
Furniture for school-houses	19,025 76	
Purchase and building of school-houses, &c	44,063 22	
		1,092,915 89
Aggregate, State and counties		1,144,535 55

The amount approved payable in the counties was payable out of the proceeds of the 1-per-cent. school-tax levied for the building of school-houses and maintaining public free schools.

On the 2d of June, 1873, the thirteenth legislature made an appropriation of $400,000, to assist in paying off the outstanding indebtedness to teachers, which had accumulated, partly in consequence of the absence of a State-appropriation by the twelfth legistature, for the year ended August 31, 1873, and partly in consequence of the tardy collection of the special school-tax.

The following is a statement of assets and liabilities, from the commencement, under the act of April 24, 1871, to August 31, 1873:

AVAILABLE ASSETS.

Appropriations by twelfth legislature, in 1871, for scholastic purposes, (except fees of scholastic-census-takers and certain other items not within my jurisdiction,) to August 31, 1872		$559,500 00
Appropriations by thirteenth legislature in 1873, including the $400,000 above mentioned and excluding fees of scholastic-census-takers		423,168 66
Total appropriations by State, for the years ended August 31, 1872 and 1873		982,668 66
Add amount of special school-tax of 1 per cent. levied by boards of school-directors in 1871, which has been reported received by treasurers of boards of school-directors in the different counties of the State:		
Received during year ended August 31, 1872		569,857 69
Received during year ended August 31, 1873		497,217 92
Received during the current year, so far as reported		11,116 52
Aggregate assets, State and county		2,060,860 79

LIABILITIES.

Total amount of accounts approved, payable by State and counties, in and for the year ended August 31, 1872	$1,228,243 66	
Add amount approved for the year ended August 31, 1872, during the year ended August 31, 1873, payable by State and counties	114,550 33	
Total, for year ended August 31, 1872	1,342,793 99	
Add amount, *ut supra*, for the year ended August 31, 1873	1,144,535 55	
Total		2,487,329 54
Leaving a balance due to teachers, and on other accounts, of		426,468 75

Had the 1-per-cent. school-tax levied in 1871 by school-directors been collected, it would have paid all debts contracted and, after making all reasonable allowances and deductions, would have left a balance of upwards of $500,000.

The additional statistics for the year 1872-'73 are as follows:

SCHOOL-POPULATION—ENROLLMENT AND ATTENDANCE.

Total scholastic population of the State, (estimated)	280,000
Number enrolled in public schools	129,542
Average attendance	83,000

TEACHERS AND TEACHERS' PAY.

Number of teachers in public schools	2,207
Average salary of teachers (of either sex) per month	$57

The figures for each month, from September, 1872, to May, 1873, inclusive, are thus given:

Tables showing the total number of public free schools in the State, the total number of teachers, and the total number of pupils attending school during the months from September, 1872, to May, 1873, inclusive.

	September.	October.	November.
Public free schools	1,165	1,561	1,824
Teachers	1,359	1,837	2,182
Pupils	46,320	68,214	83,082

	December.	January.	February.
Public free schools	1,824	1,776	1,842
Teachers	2,193	2,095	2,207
Pupils	81,502	77,713	82,903

	March.	April.	May.
Public free schools	1,874	1,774	1,638
Teachers	2,236	2,141	1,980
Pupils	82,858	76,151	69,769

Total number of pupils enrolled in the public free schools who have received instruction during the ten months ended June 30, 1873, 129,542.

The report of the superintendent for the year 1872 indicated a steady progress up to that period in educational matters and a gradual change of public sentiment favorable to free schools. Attendance upon public schools had largely increased over the previous year. Private schools had decreased to the number of 1,100, their best teaching material and nearly all their pupils having been absorbed in the public schools, leaving only a few higher-grade private schools or academies in operation.

There had been a marked advance in the qualifications of teachers; the prejudice against them reported the previous year had changed as if by magic; occasions of personal violence or outrage upon them had become rare, notwithstanding the large proportion of those engaged in teaching colored children; from being subjects of social ostracism they had become favorites, and, with the exception of the vexations of delay in the payment of their salaries, their positions had really become pleasant.

PROVISIONS OF THE NEW SCHOOL-LAW.

In May, 1873, the State-legislature abolished the school-law which had been in operation since April, 1871, substituting for it one of which the following is a brief synopsis: "A State-superintendent is to be elected every four years by the voters of the State, whose salary is to be $3,000 annually and who is allowed a clerk at a salary of $1,800. The superintendent may be impeached and removed from office for sufficient cause, and may also be removed by the governor, at the request of two-thirds of the members of the legislature. His duties are to counsel and advise with teachers as to the best manner of conducting public free schools, to have the supervision of all the public free schools in the State and be the general adviser and assistant of county-superintendents, to make an annual report to the governor of the condition of the schools, and to require of school-officers and teachers a rendering of the necessary

schedules and reports. He is also to apportion the public-school-fund among the several counties. County-superintendents are to examine teachers, issue certificates to them, and report to the State-superintendent. A board of five school-directors is to be elected in each county, whose duty it is made to define the course of study in the public schools, select text-books and apparatus, and prescribe the duties of trustees and teachers. Three trustees are to be elected in each school-district, who are to take the census of the scholastic population, making separate lists of white and colored children; provide schools and school-houses, separating the children of the two races; employ teachers, and see that the schools are taught and properly conducted for at least four months in the year. All the children of school-age in the State are required to attend school, unless prevented by certain specified causes, as sickness, danger from Indians, or great distance from school, except such as may be shown to have received regular instruction for four months in every year from any private teacher having a proper certificate." It is provided, also, that "the board of trustees of any school-district may adopt any private school established in their district, when the teachers of such school shall have obtained a certificate of competency and shall conform to the general regulations of this act." If the public-school-fund apportioned to any particular district should not be sufficient for the support of the schools during four months in each year, an *ad-valorem* tax upon all the taxable property of the district is to be levied by the county board of directors." Provision is further made that, "in any case where it may become desirable in any school-district to have a high school taught, any principal of such high school shall have the privilege of blending the free school with the private school by consent of a majority of the trustees of the former, said principal agreeing and contracting with said trustees to teach the children within the scholastic age; and said principal shall have the right to receive into his school and instruct any number of students who are over the scholastic age, at such rates of tuition as he may prescribe, and his patrons consent to pay, to the end that high schools may be established with authority to confer degrees or give certificates of merit and scholarship: *Provided*, That said high schools shall be under the control and supervision of the county-board of directors."

OBJECTIONS OF THE GOVERNOR TO THE ACT.

The governor of the State, in his message to the legislature declining to approve the foregoing act, submitted the following, among other, in his opinion, very serious objections thereto:

"(1) The constitution (Article IX, Section 4) directs the legislature to 'establish a uniform system of public free schools throughout the State;' but this act, though it proposes in its title to establish such a system, in realty does away with all systems. It gives in Section 18 authority to the county-boards to 'define the course of study in the public schools in their respective counties and direct the class and kind of school-books and apparatus to be used therein,' and to 'prescribe the duties of the trustees and teachers.' These powers embrace pretty much everything that is essential to a system of schools, and it is plain that under them, instead of having one system for the State, we may have as many as there are organized counties, or, say, 135 systems.

"(2) It further strikes at uniformity of system by dispensing with the board of education for the State. Such or a similar board, having supervisory control and direction of the schools, has been found essential to their success in all States, both American and foreign, where the public schools have reached the greatest perfection. A board of education, with powers analogous to those created by the law in force, is not a new thing in this State. It was provided for in the provisional constitution of 1866, Article X, Section 10.

"(3) It provides (Section 22) that the schools shall only remain open for four months annually. This provision alone will, if adopted, put an end to the public schools on a scale of efficiency and permanency in any respect worthy of our State. It is obvious that well-qualified teachers cannot be had at a reasonable compensation to give their services for so short a period annually. Persons who devote themselves to teaching as a life-profession (and, if possible, such persons only should be employed in teaching) cannot, and will not, accept employment of this temporary nature. As a consequence, professional and competent teachers who remain in the State will be driven to take private schools, and the public schools, now so creditable in their results, must soon, from inefficiency, lose the respect and patronage of the people and fall into disuse."

* * * * * * * * * * *

"The expense attending the county-organizations under this act and the multiplicity of officers it creates should be noted. There is to be for each county a county-board of five directors, which, for the first year, is calculated to cost each county $520, or, for the whole State, upwards of $70,000. These boards are intended, in a vague and ineffective sort of way, to take the place of the present supervisors and inspectors. They cannot, it is clear, perform the duties of those officers, but they cost more, the supervisors and principals (the latter then doing the duties of the present inspectors) having cost for the last scholastic year but $65,810.72. It must also be remembered

that this was the cost of supervisors and principals for ten months, while the above cost of the county-boards is for only four months. But in addition to these county-boards is an army of school-trustees provided for. These cannot be less than fifteen, and may be many more, for each county. In this respect it is quite remarkable that, while the county-boards, which have little or nothing to do, are paid at the rate of $4 each per day, the trustees, who, if they do their duty, will find their time pretty much engaged for the whole scholastic year, are to be paid nothing. It will be interesting to compare the importance of the duties to be required of the unpaid trustees, in Section 22 and elsewhere, with those required of the paid county-boards. The main business of the latter seems to be that of keeping the former busily at work. It is scarcely necessary to remark that in no county of the State will fifteen honest and competent persons be found willing to attend, without pay, to the duties required of these trustees.

"The act repeals all previous acts, thus repealing the taxes assessed under those laws. It is true the repealing section proposes not to affect the legal liability of any one for taxes claimed to be due under those acts for the year 1871, but the taxes under the act of April 24, 1871, are nearly or quite altogether due for 1872 and 1873. In most counties the first year's assessment did not go into effect until 1872. Thus it would happen that in counties where the wealthy have taken advantage of the law's delay, the poor and people of moderate means who have paid their school-taxes would find their rich neighbors given by this an unfair advantage. Direct encouragement would thus be offered to those who have evaded their share of the burden, to the great detriment of the schools and injury of the teachers whose pay has been thereby wrongfully withheld."

OFFICIAL OPINION OF THE ATTORNEY-GENERAL.

The official opinion of the attorney-general of the State, respecting the constitutionality of the present school-law, as given in a letter to Richard B. Sempler, esq., and dated September 19, 1873, is as follows:

"The words in section 27 of the present school-law of May 22, 1873, are: 'May adopt any private school established in their district.'

"That provision can only be held constitutional where such adopted school is (as Section 4 of Article IX of the constitution provides) a part of a 'uniform system of public free schools throughout the State;' or, in other words, when it uses the course of study and books that constitute the system heretofore organized—for none other has been substituted for it—and when the adopted school becomes and continues for the four months an exclusively public free school: not receiving pay otherwise than from the school-fund. Section 18 of the present school-law, being contrary to the above-cited section of the constitution, is clearly unconstitutional, null, and void. If the trustees do not put in operation in their respective districts schools sufficient for all scholastic pupils living in sufficient numbers near enough together to be entitled, they cannot use the public free-school-fund for any partial or insufficient schools they may organize.

"After a careful study of the school-law of May 22, 1873, I am forced to conclude that so many of its provisions are unconstitutional, while others are impracticable, that it cannot be put into operation. Section 4 of Article IX of the constitution imperatively prescribes the establishment of a 'uniform system of public free schools throughout the State.' If adopting 'any private school,' and defining 'the course of study,' and directing 'the class and kind of school-books,' in a discordant manner, in different districts, amounts to a uniform system throughout the State, I am unable to perceive it.

"Besides, section 6 of Article IX of the constitution, after stating what shall constitute the school-fund, concludes by enacting that 'no law shall ever be made appropriating such fund for any other use or purpose whatever.' The Congress of the United States guaranteed this enactment by providing 'that 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.'—(U. S. Statutes at Large for 1869-'70, ch. 39, p. 81.)

"WILLIAM ALEXANDER,
"*Attorney-General.*"

As to the working of the system thus referred to, the State-superintendent (November 26, 1873) says: "The last legislature enacted a new school-law, repealing the old one and in effect abolishing our rapidly-growing system of common schools. The scholastic year commenced, under the new law, on September 1, 1873, and, to date, only seventy-four free white- and three free colored-schools have been reported to this office as organized. Under this law no uniform system of public free schools, as required by the State-constitution, can be established; in fact, the poor, to whom only the free schools are opened, can never (under it) be educated. Private schools are being adopted as free schools, which means that the poor will be excluded; in short, the old pauper-law of the State is substantially re-enacted. The school-fund is, hence, likely to be given away to private institutions of learning, while those who are unable to pay for the tui-

tion of their children, and who are too proud to acknowledge themselves paupers, will be deprived of an education solemnly guaranteed them by the constitution of the State and indorsed by the Congress of the United States.

The law requires certain laborious duties to be performed by officers termed trustees, but makes no provision for their payment. Hence, with few exceptions, these officers have remained inactive. The consequence has been that the foundation of the establishment of a system of public schools has not been laid. I refer to the taking of the scholastic census, without which the school-fund cannot be apportioned to the different counties and the teachers cannot be paid. This law also provides for the office of a superintendent for each county, but requires no qualification except citizenship. He is to be paid $120 per annum. But few educated men will be willing to sacrifice their private interests to accept this responsible office, the duties of which are arduous and constant during the entire year, the law allowing each school-district of a county (and in some counties forty-five school-districts have been established) to choose four consecutive months in which to keep open its free schools. Some counties have gone to work, Galveston taking the lead, ignoring the present school-law and authorizing the employment of teachers for eight months.

The public domain, on the 31st day of August, 1872, consisted of 88,842,704½ acres of land, the proceeds of which were, by Section 6, Article IX, of the State-constitution, to become part of the common-school-fund, but the last legislature gave away one-half of such lands to corporations.

It is hoped that the legislature to be elected on the 2d day of December will be composed of liberal-minded men, who will have the foresight to see that without a thorough educational system the broad prairies of the State can never be settled.

To add to our embarrassments, the rich, in many instances, take advantage of the law's delay and refuse to pay their school-taxes. Out of a tax of $2,200,000 levied in 1871, less than $1,100,000 has been collected, and although the supreme court decided this tax to be legal, more than a year ago, still, collecting officers, in sympathy with the rich, persist in neglecting their duty, and no remedy can be had for this evil. The legislature has also failed to make appropriation for rent of school-houses, fuel, and other incidental expenses necessary to carry on schools, so that, even if this law could be successfully executed, their non-action has rendered it inoperative

NO AID FROM THE PEABODY FUND.

The State-superintendent of public instruction, in response to his application made to the agent of the Peabody fund for the *pro-rata* assistance the State would be entitled to from that fund, in accordance with its established free schools, received the following reply:

"STAUNTON, VIRGINIA, *May* 13, 1873.

"MY DEAR SIR: I have consulted with the trustee of the Peabody fund residing here, and he agrees with me that in the present unsettled state of school-matters in Texas we should not be justified in making donations from the fund. We therefore feel obliged to wait, in accordance with our rules and usages.

"Yours truly,

"B. SEARS.

"Hon. J. C. DE GRESS."

The agent of the Peabody fund, in his report for 1873, explaining this, says that, while ready to make liberal contributions to the public schools of the State, he has been met with requests to do something which the rules of the trust do not allow, such as purchasing apparatus, paying teachers over and above their stipulated wages, and making up deficiencies in the school-fund, arising from a neglect to collect the taxes legally assessed. Hence have come embarrassments which, with the unsettled condition of school-affairs, have led to the action referred to.

SECONDARY INSTRUCTION.

The comparative imperfection of returns from Texas makes the information the Bureau is able to communicate on this head proportionately slight.

Of the private schools, we have, for the year 1873, distinct intelligence respecting only these which follow, as imparting instruction beyond that given in the public schools: (1) The Austin Female Institute, at Austin, with 3 instructors and a course of English, higher mathematics, Latin, Greek, French, German, and Spanish. (2) A German-American young ladies' boarding-school at the same place, with 6 instructors and 53 pupils, of whom 42 pursue an English course alone and 34 unite with this one in the modern languages. (3) The Live Oak Female Seminary, near Brenham, with 4 instructors, 50 pupils, and a four-years course, embracing English, Latin, Greek, and modern languages. (4) The Barnes Institute, in Galveston, with 2 instructors and 39

pupils, of whom 13 are male and 26 female. (5) The St. Mary's Institute, San Antonio, with 10 instructors and 325 pupils; course not described, but said to be preparatory to college.

Statistical summary of universities and colleges.

Names of universities and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Corporate property, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Amount of property of corporation.	Value of grounds, buildings, and apparatus.	Amount of endowment.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
Austin College	4	....	90	.....	.....	$20,000	$6,000	.....	.....	.....	3,000
Baylor University	6	*2	.....	81	.....	33,000	21,000	$12,000	$1,000	$2,000	1,300
Coronal Institute	4	0	.....	61	.....	20,000	.....	0	0	0	.....
Henderson College	5	....	100	.....	.....	.....	.....	.....	.....	.....	.....
Marvin College	8	0	125	45	.....	20,000	0	0	0	5,000	0
St. Joseph's College	5	....	.....	60	$15,000	15,000	15,000	.....	.....	9,000	.....
Salado College	5	0	159	36	.....	.....	0	.....	0	0	0
Texas Military Institute	7	0	0	100	.....	75,000	0	0	0	.....	1,000
Texas University	5	....	53	19	157,000	42,000	115,000	.....	.....	.....	.....
Trinity University	12	0	177	134	106,000	34,000	40,000	15,000	700	7,200	1,500
University of St. Mary	11	....	150	100	.....	150,000	.....	.....	.....	40,000	400
Waco University	12	*1	291	.....	40,000	18,223	10,633	.....	.....	6,000	.....

* Partially.

Of these Baylor University, at Independence, has its students classed, as is common at the South, in schools. It is the same with the Texas University, of Georgetown, formerly the Soule University, of Chapel Hill, which was provisionally organized in the autumn of 1873, until its change of place and title should be sanctioned by the legislature.

Henderson College, Henderson, is yet only in an incipient state, with three college-professors, but only a preparatory department in operation, 47 out of the 100 pupils in which are females.

Marvin College, Waxahatchie, has gone further, having now two college-classes.

COLLEGES FOR WOMEN.

The institutions for the higher instruction for young ladies which make returns for 1873 are: (1) The Andrew Female College, Huntsville, with 4 female teachers and 4 years in its collegiate course, 15 students being in the first year, 10 in the second, 13 in the third, and 12 in the fourth; music, drawing, and French attended to, and a chemic laboratory and philosphic apparatus possessed. (2) The Bryan Female Seminary, at Bryan City, with 2 male teachers and 1 female; collegiate students, 53, of whom 25 are in the first year of a four-years course, 10 in the second, and 3 in the third; music, with German, French Italian, included in the course. (4) The Chappell Hill Female College, at Chapel Hill, with 1 male and 3 female instructors, a course of study divided into 11 schools, and a body of 54 students in the regular collegiate course, besides 3 in a special course, and 3 post-graduates; music, the arts of design, French, and German included in the course. (5) The Lamar Female Seminary, Paris, with 1 male teacher and 3 female, 75 students in its preparatory department, but those in the collegiate not accurately classified; music, drawing, painting, and French a portion of the course.

The five institutions for the superior instruction of young ladies reporting partial statistics for the year 1873 have a total attendance of 563 pupils, 184 of whom are in preparatory departments. One of these institutions gives no statistics of attendance and another gives only the total without distinguishing between collegiate and preparatory pupils. The aggregate of collegiate classification, as far as given, is as follows: in the freshman-year, 40; sophomore, 20; junior, 16; senior, 12; in partial courses, 17; and in post-graduate-studies, 4. There are 31 professors and instructors, 8 of whom are gentlemen. Music, both vocal and instrumental, forms a part of the course in all, drawing and French in all but one, and painting in all but two. Two teach both French and German and in one Spanish is added. Two report chemic laboratories and philosophic cabinets; 3 gymnasia and libraries of 200, 500, and 800 volumes, respectively.

BUSINESS-COLLEGES.

One of these schools for commercial training, at Waco, reports 3 teachers and 27 pupils.

Statistical summary of schools for professional instruction.

Names of schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Corporate property, &c.					Number of volumes in library.
				Amount of property of corporation.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
SCHOOL OF THEOLOGY.									
Baylor University, theologic department	4	0	11	.....	.....	.....	.....	$0	450
SCHOOLS OF MEDICINE.									
Texas Medical College and Hospital	8	....	.....	.....	.....	.....	.....	.....	30
American Dental College	6	....	.....	.....	.....	.....	.....	.....	.....
SCHOOL OF SCIENCE.									
Agricultural and Mechanical College of Texas	....	....	.....	.....	.....	.....	.....	.....	.....

TEXAS INSTITUTION FOR EDUCATION OF DEAF AND DUMB.

The excellence of the site of this institution, as shown in the general good health of the inmates, is much dwelt on in the last report. Considerable additions have been made to the buildings, the school-room having been enlarged, the boys' wash-room extended, the main building lengthened, and a new dining room and dormitory erected in the rear, connected with the other by a covered-way, a new wash-house completing the improvements made. Thirty pupils only had availed themselves during the year 1872 of the advantages here freely offered and only 82 since the opening of the school in 1857. The trustees, therefore, urge that judges and county-officers should co-operate with them in their endeavors to extend throughout the State the knowledge of the existence of the school and of the importance of securing its instructions for all deaf-mute Texan children, every deaf mute in the State between the ages of 10 and 20, of sound mind, good character, and general good health, being eligible for admission.

EDUCATIONAL CONVENTION.

During the school-vacation of the year 1872 a convention of teachers and other educators of the State was held in Austin, for the purpose of consulting together as to the working of the school-law then in operation and of pointing out objectionable features in it, if any such existed. Representatives of the educational interests of nearly every section of the State were present and the convention lasted four days, two sessions being held each day. In the law few defects were found. Recommendation was made for a change in the manner of auditing and proportioning teachers' pay; the urgency for county teachers' institutes as a temporary substitute for normal training was strongly pointed out; the organization of a national system of education, to assert its prerogatives where States failed to do their duty to the rising generation, was indorsed, and a final resolving of the convention into a central and State Teachers' Institute was accomplished. Hon. J. C. De Gress, State-superintendent, was elected president of the institute, and Mrs. M. J. Young, Miss S. J. Newcomb, and H. B. Phillips were made vice-presidents.

The urgent need of an exclusively educational journal or magazine, to disseminate facts in connection with school-interests and to serve as a reference to teachers in the exposition of educational laws and other educational matters, was discussed and resolutions were adopted pledging the united support of teachers to such a publication, should one be started.

It is believed that much good was accomplished by this re-union of educators. It stimulated teachers to renewed exertions and created a bond of sympathy between them and the people; it contributed to a clearer understanding between the executive officers of the law and the teachers, and aided in correcting the few abuses or evils running through the system in remote districts. From the State Teachers' Institute, moreover, sprang county teachers' institutes, twenty five of which were organized in the State during the year.

VERMONT.

GENERAL REMARKS.

The reports of the board of education of this State being issued biennially, no official information as to educational progress can be obtained. In respect to primary education, therefore, few facts can be given; summaries of returns received from institutions for secondary and superior instruction are, however, presented.

Rev. William S. Palmer, of Wells River, writes:

"The institutes in the several counties of the State are to be held three days instead of five as heretofore, and teachers attending during their terms of teaching are not required to make up the lost time, but are paid just as if they were all the while in the school-room.

"The new St. Johnsbury Academy building, now under the charge of Rev. H. T. Fuller, is one of the finest school-edifices in the State, costing $53,000.

"Wells River school-district is to have a brick school-building, with Mansard-roof and granite-foundations, costing some $10,000. The ground has been excavated, and is all ready for the edifice to be put up in the early spring.

"The University of Vermont, at Burlington, has been opened to women. President Buckham told me there were fourteen ladies of various scholarships but excellent training. They have no sort of difficulty, he said, about the association of the sexes. They have abolished the law requiring church-going, and now have no difficulty in getting students to attend church regularly."

SECONDARY INSTRUCTION.

Engaged in the work of secondary education there are 32 academies, seminaries, and public and private high schools from which special reports have been received, having an aggregate attendance of 3,487 pupils—1,600 boys and 1,887 girls—with 131 instructors, of whom 52 are gentlemen and 79 ladies; 550 pupils study the classic and 264 the modern languages; 85 were preparing for college and 30 for scientific departments. Drawing is taught in 20 of these schools and music in 23; 20 have libraries ranging in extent from 10 volumes to 3,687; 2 are exclusively for girls and have 139 pupils, of whom 24 study classic and 113 modern languages; 2 others were exclusively for boys, with an aggregate of 43 pupils; had 32 engaged in the study of classic and 7 in that of modern languages. The remaining 28 schools are for the education of both sexes.

PREPARATORY SCHOOLS.

Castleton Seminary, at Castleton, and Burr and Burton Seminary, at Manchester, have 258 pupils engaged in preparing for college, of whom 172 are in classic and 44 in scientific studies. Castleton Seminary, with 122 in classic and 4 in scientific studies, has 17 in advanced classes, 32 in senior, 29 in junior, 27 in middle, and 21 in fourth or lowest classes; it has a library of 400 volumes, a chemic laboratory and philosophic apparatus. Burr and Burton Seminary, with 92 in classic studies and 40 in scientific, has in advanced classes 66 pupils—in senior, 16; in junior, 24; and in third, or middle, 26. It has a library of 2,000 volumes, a chemic laboratory, a cabinet of natural history, and a philosophic cabinet and apparatus.

UNIVERSITY OF VERMONT.

A gift has been received from T. W. Park, esq., of Bennington, for the purpose of adding an art-gallery to the university. This is to be for the benefit of the public as well as of the university; and several gentlemen of means and influence have promised the gift of some valuable art-productions as a nucleus for future collections.

The library, to which 840 volumes have been added during the year 1873–'74, has been selected with special reference to the several departments of study and is open to all students of the university.

The cabinet, containing, with other material, the collection of the College of Natural History of the University of Vermont, has recently received important additions by donation and exchange. It now comprises the following collections: of lithologic specimens, 3,500; of mineralogic, 3,000; of metallurgic, 1,000; of geologic, 3,000; of conchologic, 6,500; of ornithologic, 350; of zoölogic, 1,000; of botanic, 1,000; of archæologic, 200; and of numismatic, 250 specimens.

By the recent action of the trustees all the courses in the academic and scientific departments have been opened to young women upon the same conditions as to young men.

The freshman-class for 1873 numbers 33, the largest for thirteen years. The catalogue for 1873–'74 enumerates 25 officers of instruction and government in the various departments, 91 undergraduates, and 56 medical students.

MIDDLEBURY COLLEGE.

In this college there are beneficiary and scholarship-funds sufficient to provide for those students who require assistance to the extent of three-fourths and in most instances to the full amount of their college-bills.

The cabinet, designed chiefly for the benefit of the classes in natural history, contains 2,700 specimens in zoölogy, 400 in botany, and 1,500 in mineralogy, 1,000 of which, presented by the State, are separately arranged.

The alumni have, during the past year, taken measures to secure a permanent library-fund of $5,000; a considerable portion has already been subscribed, and the income will soon be available for the purchase of new books.

Statistical summary of universities and colleges.

Names of universities and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Corporate property, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Amount of property of corporation.	Value of grounds, buildings, and apparatus.	Amount of endowment.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
Middlebury College	6	*3	.....	52	$280,000	$100,000	$180,000	$180,000	$12,600	$2,384	12,000
Norwich University, (Military)	5	....	6	24	.....	20,000	0	0	0	3,500	3,500
University of Vermont	9	1	.....	55	250,000	130,000	200,000	200,000	12,000	10,000	15,000

* Two, partially.

SUPERIOR INSTRUCTION OF WOMEN.

The only institution for this specific purpose sending a report is the Vermont Methodist Seminary and Female College at Montpelier. There are, with 11 professors and instructors—6 gentlemen and 5 ladies—507 pupils in attendance, of whom 13 are in the freshman-, 15 in the sophomore-, 7 in the junior-, and 5 in the senior-year; 30 are pursuing a commercial course, and 51 are in a preparatory department. Music—both vocal and instrumental—drawing, painting, French, and German form a part of the course. The institution has a chemic laboratory, a philosophic cabinet, a natural-history-museum, a gymnasium, and a library of about 700 volumes.

Statistical summary of schools for professional instruction.

Names of schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Corporate property, &c.					Number of volumes in library.
				Amount of property of corporation.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
SCHOOL OF THEOLOGY.									
New Hampton Theological Institution	.....	.....	.....	.....	.....	.....	.....	.....	.....
SCHOOL OF MEDICINE.									
Medical department, Vermont University	11	....	56	.....	$30,000	$0	$0	$3,800	.....
SCHOOL OF SCIENCE.									
University of Vermont and State Agricultural College	7	....	36	.....	.....	143,000	8,580	.....	15,000

TEACHERS' INSTITUTES.

The State-superintendent gives the following list of institutes for the improvement of teachers, held or to be held during the winter of 1873–'74: Windham County, Bel-

lows Falls, December 15, 1873; Orange County, Post Mills, December 18, 1873; Washington County, Waitefield, December 22, 1873; Franklin County, Enosburg, January 15, 1874; Windsor County, Springfield, January 28, 1874; Grand Isle County, North Hero, February 2, 1874; Addison County, Bridport, February 4, 1864; Orleans County, Newport, February 9, 1874; Essex County, Island Pond, February 11, 1874; Caledonia County, Peacham, February 16, 1874; Lamoille County, Waterville, February 18, 1874; Rutland County, not announced; Chittenden County, Jericho, February 25, 1874; Bennington County, not announced.

THE RELATION OF EDUCATION AND LABOR,

(As illustrated in the workshops of Messrs. E. and T. Fairbanks & Co., of St. Johnsbury, Vermont.)

As showing the relations possible between labor and capital, the following sketch by the Rev. W. S. Palmer, of Wells River, Vermont, of a well-known New England village, whose inhabitants for the most part are all interested and employed in the same business, is of interest. The value also to a community or a State, of a single person possessing inventive genius with sufficient knowledge to make it available, is shown by the building up of this great business, which, itself directly the result of invention, is the sole support of so many inhabitants. The common school, which give to all the children sufficient knowledge to enable them to develop whatever faculties of inventive power they may possess, are thus shown to be possible sources of wealth to a community instead of being an unremunerative expense. Not only do they do this by increasing the productive value of all labor, as statistics have clearly shown, but also in guaranteeing that any exceptional inventive talent shall not be lost to a community for want of elementary instruction. New England is dotted over with manufacturing-villages and towns that have each sprung up from the inventive power of one or two men, and it is creditable to the practical good sense of these creators of fortune that they have so generally realized the value of both common and higher education and and have given freely to their support. As showing the particular methods adopted and their results in this community, the Rev. Mr. Palmer's statements are of value.

The firm of Fairbanks & Co. has existed forty-three years. From small beginnings it has come to manage the largest scale-manufactory in the world. Its workshops cover ten acres; its annual sales amount to $2,000,000; its products are sold in nearly every important nation of the globe; its employés at St. Johnsbury number 600 to 650 mechanics, besides some 400 in the warehouses and other service elsewhere.

The relation of education and labor in their workshops will appear by considering two questions. What have the proprietors done for the community? And what is the position of the workmen towards the firm and the community?

WHAT THE PROPRIETORS HAVE DONE.

Example.—They have always set example worthy of imitation. Earnest and benevolent Christian men, they have assiduously cultivated business-integrity. No man in their employ is ever allowed to do any sham-work. Their test-room is a silent but perpetual educator. In all their dealings with their workmen they have been generous as well as just. They have paid liberal wages, so far as possible, by the piece. They have encouraged the invention of machinery to expedite processes and have given inventors a large share in the profits of such improvements. Both by precept and practice they have cultivated a habit of economy and have stimulated thousands of employés to lay up something every month.

Care for their welfare.—From the first they have constantly taken a deep interest in all that concerns the welfare of the community. In the early years of the firm, when they had less care and fewer outside calls, they gave more personal attention to their workmen than is possible now. They built a hall, where employer and employés with their families often met together for the cultivation of mutual acquaintance. They have always tenderly cared for the sick among their workmen and their households, determined that none of them should want anything essential to their comfort. Governor Fairbanks, the senior partner, used to say to the men, "You should always come to me as a to father."

Attention to mental and moral improvement.—They have devised various plans to promote the mental and moral improvement of their workmen. Their theory has always been, "that a man is worth more than a machine." Scientific lectures were often given in their workshops. Mr. Thaddeus Fairbanks, himself, one winter, gave a course in chemistry. A lyceum was early organized, in which the proprietors freely discussed various questions with their laborers and offered liberal prizes for the best essays read. Twenty-five years since, the "Franklin Library" was started by the firm, but managed by the men, helped by their employers. That library still exists, though it is now only as the morning-star after the rising of the sun. Within a few years, Mr. Horace Fairbanks, one of the present members of the firm, has built a magnificent edifice, 94 by 45 feet, two stories high, and so finished in every particular as to be an educating power in itself. This atheneum comprises a spacious lecture-hall, a free library, already numbering 8,300 volumes, and a free reading-room, in which are found the best English

and American periodicals. The books are choice and costly, selected by the help of W. F. Poole, the bibliographer. The hall has been opened for several free lectures. The library and reading-room are open every week-day and evening, except the evening of the weekly prayer-meeting in the several village-churches.

Art-culture for the men.—Mr. Fairbanks is now building an elaborate addition to the atheneum for an art-gallery. It will contain paintings, statuary, rare illustrated volumes, &c. Representative American artists have been engaged to paint masterpieces for its walls. What treasures of art other men of wealth would store away in their private parlors, Mr. Fairbanks's heart prompts him to open for the delight and profit of all classes. He hopes to provide a place where the humblest laboring man, as well as the man of most leisure, may gain the best esthetic culture "without money and without price."

Care for the children.—The Messrs. Fairbanks have always deemed it highly important to raise the standard of education in their community. They have felt it to be for their own interest that all the children should be well taught. Paying, themselves, a large per cent. of the taxes in the village, they have steadily favored the most liberal expenditures for public instruction. Some ten years ago they gave a beautiful site for a public high school and have been strenuous advocates of every measure by which that school might take the highest rank among institutions of its class. Some twenty years ago, members of this firm founded the St. Johnsbury Academy, and, putting tuition at moderate rates, have always taken care that a full board of competent teachers should be liberally paid. From the first, provision has been made for generously aiding indigent students of worthy aims. Mr. Thaddeus Fairbanks has recently put up a new academy-building of ample proportions and rare architectural finish.

Religious influence.—They have freely aided in building the several churches in the village. The churches of their own denomination rent pews at very low prices, they preferring to be assessed for the balance requisite to meet current expenses rather than have the poorest unable to command sittings.

HOW THE WORKMEN HAVE RESPONDED.

The second question we have to consider is, How do their workmen respond to these efforts for their good?

1. *By permanency.*—It is a significant fact that more than half of them have families, and are permanent residents of the place. Their permanency, as a rule, is a striking fact. Many of them have been in this service from twenty to forty years. Two have worked "from the start," in 1830. One of these two, a foreman who has accumulated large wealth by his work, a few months ago tendered his resignation, on the ground that the infirmities of age forbade his earning his wages. Mr. Franklin Fairbanks replied to him: "No, sir, we cannot accept your resignation. Work more or less, as you are able. Rest when you please. I learned my trade of you, and wish you to continue in our service as long as you live." An assistant was given him, and he goes and comes at his pleasure.

2. *By providence.*—The workmen generally are not only well paid, but remarkably provident. Many are independent. Large numbers own their homes—have beautified their grounds and furnished their dwellings with elegance. Some have sent daughters to Vassar College and numbers have helped their sons to the highest standing in the best New England colleges.

3. *By mental improvement.*—The workmen as a whole are intelligent citizens of a singularly intelligent community. Of the thousand "takers" from the library, from 250 to 300 are from the households of scale-workers. "Beyond my expectation," said Mr. Horace Fairbanks, "the laborers use the library. To a gratifying extent, the librarian assures me, they read a high class of books. One comes in saying, 'I want to read the history of old Napoleon,' and another, 'I want to read English history.' Few boooks are more in demand than such works as Turner's England. Persons temporarily in the scale-works, seeing others reading, wish to join them, and make the deposit of $3 demanded of those taking out books before becoming residents of the place. In the evenings many of the workmen may be found in the reading-room. Two hundred and fifty of their families are represented at the annual courses of lyceum-lectures in the village."

4. *By a manifestly good spirit.*—Seven-eighths of the employés of this house are church-going men. Many of them are among the most useful members of the several churches. Not one who has children is indifferent to the school-privileges of the place. They are vitally concerned in the public schools and take part in their direction as members of committees, &c. Some fifty foreigners, employed about the coarsest work of the scale-factory, cannot read and write; but their children are in the schools with the others. Some of the finest scholars of the academy are sons and daughters of the laborers. I saw one young man in the class, nearly prepared for college, who was a laborer himself certain parts of each day.

5. *By cordial appreciation of the efforts made for their benefit.*—It is everywhere

manifest that the best feeling prevails between the employers and the employed. It seems to be the unanimous testimony throughout the place, "I never hear the men make a word of complaint." Hon. B. G. Northrup, of Connecticut, not long since spent some days studying the working of the system, talking freely with proprietors, laborers, their families, and other citizens of St. Johnsbury, and testifies:

"I have never seen a better practical solution of the labor-question. There is the fullest and happiest conciliation between labor and capital."

He asked one laborer whose house he visited, "Why is it that you never have any strikes here?" The answer was, "Well, to start with, we have a good set of men, temperate and moral. Then, we are well paid. Wages have been often advanced. The owners take an interest in the men. They are liberal and public-spirited, and are doing a good deal for the place, and we feel an interest in the concern which has been the making of St. Johnsbury."

VIRGINIA.

[From report of Hon. W. H. Ruffner, State-superintendent of public instruction.]

FINANCIAL STATEMENT.

Receipts.

From State-funds	$424,154 30
From local taxation	434,111 08
From Peabody fund and private donations	92,153 67
Total receipts for school-purposes	950,419 05

Expenditures.

For pay of teachers	625,900 82
For real estate, building, and repairs	122,965 14
For rent, fuel, lights, and other contingent expenses	99,417 49
For pay of superintendents	45,296 77
For pay of treasurers and assessors	23,919 63
For pay of district-clerks	13,775 75
For furniture and school-apparatus	12,959 90
Expenses of central office	6,183 55
Total expenditures for school-purposes	950,419 05

SCHOOL-POPULATION.

Number of white persons, 5 to 21 years of age—males, 128,967; females, 124,444	253,411
Number of colored persons, 5 to 21 years of age—males, 87,399; females, 83,297	170,696
Total school-population of the State	424,107

ENROLLMENT AND ATTENDANCE.

Number of white pupils enrolled—in cities, 7,354; in counties, 105,909	113,263
Number of colored pupils enrolled—in cities, 5,911; in counties, 41,685	47,596
Total enrollment in public schools	160,859
Number of white children in average daily attendance—in cities, 4,430; in counties, 60,279	64,709
Number of colored children in average daily attendance—in cities, 2,883; in counties, 23,583	26,466
Total average attendance	91,175
Percentage of white children enrolled	44.8
Percentage of colored children enrolled	27.7
Percentage of white children in average attendance	25.5
Percentage of colored children in average attendance	15.4
Percentage of average attendance on enrollment of white children	57.1
Percentage of average attendance on enrollment of colored children	56.6

TEACHERS AND THEIR PAY.

Number of white male teachers—in cities, 33; in counties, 2,150	2,183
Number of white female teachers—in cities, 156; in counties, 1,039	1,195
Number of colored male teachers—in cities, 4; in counties, 247	251
Number of colored female teachers—in cities, 19; in counties, 109	128
Average monthly salary of male teachers—in cities, $80.86; in counties, $30.45	$52
Average monthly salary of female teachers—in cities, $45.52; in counties, $28.35	$32

SCHOOL-PROPERTY.

Number of school-houses in the State: log, 1,914; frame, 1,239; brick and stone, 171	3,414
Number of school-houses owned by districts	764
Value of school-property owned by districts	$524,638

SCHOOLS.

Number of public schools for whites—in cities, 113; in counties, 2,674	2,788
Number of public schools for colored children—in cities, 66; in counties, 843	909
Total number of public schools in the State	3,697
Number of graded schools	123
Average length of sessions of public schools in months—cities, 9.46; in counties, 4.96	7.22

SUPERINTENDENTS OF SCHOOLS.

Number of county-superintendents	87
Average number of visits made to schools	48
Average number of teachers examined	43
Average number of official letters written	212
Average number of miles traveled on official business	808
Average number of days employed	131
Average amount of incidental expenses (defrayed by himself)	$77 85
Average salary from the State	286 39
Average salary from State and county	433 17
Number of city-superintendents	6
Average number of visits made to schools	527
Average number of teachers examined	48
Average number of official letters written	183
Average number of days employed	209
Average amount of incidental expenses (defrayed by superintendent)	$42 15
Average salary from the State	304 17
Average salary from the city	856 33

COMPARATIVE STATEMENT.

	1871.	1872.	1873.
Whole number of public schools	3,047	3,695	3,696
Whole number of graded schools	.....	107	123
Whole number of pupils enrolled	131,088	166,377	160,859
Number of pupils in average attendance	75,722	95.488	91,175
Percentage of school-population enrolled	3.18	40.5	37.9
Percentage of school-population in average attendance	18.8	23.2	21.5
Number of teachers in public schools	3,084	3,853	3,757
Number of school-houses owned by districts	190	504	764
Estimated value of public-school-property	$211,166	$389,380	$524,638
Average number of months schools were in session	4.66	5.72	5.22
Cost of tuition per month per pupil enrolled	$74 00	$70 00	$75 00
Average monthly salary of teachers	$29 86	$29 81	$32 00

EDUCATIONAL PROGRESS.

In respect to the only falling-off worthy of notice in 1873, that of 5,518 in the number enrolled, the superintendent explains that, "apart from the occasional hinderances, such as bad weather and roads, contagious and epidemic diseases, poverty, and such like—of all which there was unusual complaint—there are two very different sets of causes which might have been expected to affect the attendance without any loss of educational zeal. Improved teaching, regulations, and discipline tend to reduce the schools to such pupils as attend with tolerable regularity and apply their minds to their studies, and this is the only class that need go to school. Sharply-graded city-organizations will lose such pupils as cannot or will not keep step and special schools will be provided for those pupils who cannot bear the regular service. But there is another set of reasons which must be mentioned. Bad teaching and bad management constitute a far more common cause of decline in numbers. No intelligent parent will

damage his child by continuing to send it to a teacher who has, on trial, been found to be incompetent.

The favorable advance in public sentiment has continued, as is unequivocally shown by the testimonies of county-superintendents, while the platforms of both political parties and the political speeches made during the canvass would have placed the fact beyond a doubt if there had been no other evidence. The number of school-houses built during the year and the large increase in the aggregate value of school-property evince the purpose of the people to build up the public-school-system solidly and permanently. The general financial condition is more satisfactory than it has ever been. The State-tax on property for school-purposes is as large as it ought to be at any time

INCREASED SALARY OF TEACHERS.

It is gratifying to observe that the average monthly pay of teachers has increased by the amount of $2.14. In the long run the rate of pay will determine the quality of the teaching.

PAY OF COUNTY-SUPERINTENDENTS.

The fact that one-third of the number of county-superintendents in the State have, during the last three years, resigned their office is mentioned as going to prove that the responsibility, work, and worry belonging to the office are out of proportion to the remuneration given; and the fact that the work done each year has borne about the same proportion to the pay illustrates a trait of human nature that men set a certain value on their services, and, no matter what amount of duty is attached to their positions, they will not, in practice, do more than they think they are fairly paid for.

CENSUS OF SCHOOL-POPULATION.

Nothing in connection with the school-work has been so badly done as the taking of the school-census, and yet nothing more demands to be well done, since on this enumeration is based the division of the school-money, both State and county. The superintendent regards it as very important to amend the law so that an accurate census may be obtained without further waste of money. Each census requires an expenditure of about $8,400, and although three efforts were made, under the direction of the superintendent, he was not able to obtain a satisfactory list.

AID FROM THE PEABODY FUND.

During the past year the State received from this source $31,450. The various appropriations were useful far beyond their nominal value in stimulating local enterprise and liberality. The effect of this system of supplementary donations has been striking, and suggests the adoption of the feature of extra appropriations on specified conditions as a part of the regular policy of public-school-systems. The value of the Educational Journal has been recognized by an annual contribution of $200 from this fund. Although the amount given to teachers' institutes was small, the agent stands ready to aid liberally such institutes as are properly attended and are rendered valuable by the systematic teachings of trained instructors. Assurances are also given that as soon as the legislature makes provision for normal instruction still more liberal appropriations may be expected from the Peabody fund for that purpose.

RICHMOND.

[From report of Hon. J. H. Binford, city-superintendent.]

School-statistics.—The practical working of the school-system has so commended it to the judgment of the people that each year witnesses a steady increase in the number of applicants for admission to the schools. The school-accommodations are ample, and the school-houses and grounds are all in excellent condition. The number of seats furnished for white scholars is 3,126; for colored scholars, 1,813. The enrollment in the white schools is 2,751 and the average attendance 1,981. In the colored-schools the enrollment is 1,912 and the average attendance 1,273. Eight colored teachers are employed. The examinations held at the close of the term were generally satisfactory. The total average of the white-schools was 75 per cent.; of the colored-schools, 70 per cent.

The school-board proposes for the next session to open a high school.

Study of German.—During the past session there were 621 scholars studying German, under the instruction of two teachers. The introduction of any new branch of study is always attended with more or less difficulty, and a positive opinion as to its utility or success cannot justly be formed during the first session.

Saturday teachers' meetings.—A feature in the Richmond system of schools regarded by the superintendent as the fountain of its excellence is the Saturday teachers' meetings. These meetings were commenced by Superintendent Binford during his first year, (1871,) and they have been continued with great regularity for three years. For the first two years the labor of conducting the meetings was performed almost exclu-

sively by the superintendent, aided by occasional visitors, but in the third year he divided the work among his nine male principals, assigning to them, in pairs, special subjects of a purely practical character, such as methods of teaching the various branches. Besides his regular school-duties, each principal is expected to study carefully the particular subject assigned to him, to make experiments, and, from time to time, to give to the corps of teachers the benefit of his work. The general order of exercises at these meetings, which are limited to two hours, is, after calling the roll, music; suspensions of pupils read, so that each teacher may know the name of every suspended scholar; the superintendent gives the results of his observations made in visits during the week, with such commendations, criticisms, and suggestions as are called for; half an hour is consumed in the study of phonetics, Calkins's phonic chart being used as a guide, and in penmanship, the Spencerian system. The last hour is occupied by the discussion of special subjects assigned for the day; practical difficulties presented by teachers are considered and differences of opinion as to discipline or methods of instruction presented, and the opinion of the superintendent given thereon.

PETERSBURG.

Excellent teaching has been done in Petersburg from the beginning, and a fine educational spirit and cordiality towards the public system have characterized the people. During the past year a great advance has been made towards perfect grading of the schools, systematizing the instruction of teachers and providing suitable accommodations. The city-council appropriated $40,000 in 8-per-cent. bonds for building-purposes, and two well-planned brick buildings, one for each race, of eight and twelve rooms, respectively, are now far advanced, which will be sufficient to accommodate all the children of the city in the grades below the high school, for which there is a separate building. There will be thirteen grades in the system, including those of the high school. The school-board of the city introduced vocal music last year and employed an expert to teach it.

LYNCHBURG.

The favorable state of school-affairs in this city has continued. The new buildings are elegant brick structures, well planned and well furnished. The high school is under the best auspices, and has risen to a high position in public estimation. A good spirit pervades the corps of teachers, who are here, as in Petersburg, gathered once a month for normal instruction and exercise. The school-board in this city, as is the case generally in city and country, is made up from the best class of citizens and has from the beginning been zealous and efficient.

NORFOLK.

Public schools having long been among the established institutions of this city, there have been but few incidental difficulties to contend with beyond the usual paucity of means. Heretofore the schools have not been graded; but last July the authorities determined to avail themselves of the advantages of the graded organization.

PORTSMOUTH.

This city has long had public schools, and, but for financial difficulties, the cause would be in a highly satisfactory condition. The teaching and management have been excellent and the city-authorities show every favorable disposition.

ALEXANDRIA.

There has been a steady improvement in the teaching and gradation of the schools of this city and in the general management of school-affairs. Disadvantage has been suffered for want of suitable buildings, but the school-board is laboring to supply the want, with good prospect of success.

STAUNTON.

The public-school-interest in this city has always been in the best hands and has gradually been tending towards a first-rate system. By common consent, primary education was, upon the passage of the school-law, turned over to the public-school-officers, except so far as it was carried on in connection with the admirable female-seminaries of the city. The city-council, having its mind full of material improvements and large enterprises, did not at first quite appreciate the claims of this new applicant for assistance; but, as is always the case among an intelligent people, its spirit gradually became more liberal, and measures were at length taken to provide the public schools with accommodations somewhat appropriate to their size, dignity, and usefulness. A separate superintendent has been appointed for the city and a thorough graded organization determined on.

IMPROVEMENT IN TEACHERS.

There is a general testimony to the improvement in the qualifications of teachers, although nine-tenths of them are yet far below what they ought to be and must be-

come. In the larger cities and occasionally in the smaller places some really fine teachers may be found, but most frequently the spectacle of misrule and superficial teaching meets the eye; and, what is worst of all, the teacher's poor performance is often satisfactory to himself or herself, to the school-board, and to the community. A slow improvement is going on, even with the present means at command, but it is regarded as highly important for the board of education to have authority to use a portion of the school-funds for the systematic training of teachers. A large number of teachers' institutes were held during the year; but, in default of the means of paying even the traveling-expenses of men qualified to give systematic instruction, the officers could, in most cases, hold only what might be called educational lyceums.

SECONDARY INSTRUCTION.

The 25 schools, academies, and seminaries, from which special information is received, report an aggregate of 98 instructors—39 gentlemen and 59 ladies—and 1,318 pupils, 652 being young gentlemen and 666 young ladies. Of these, 712 were engaged in English studies, 285 in classic, and 189 in modern languages; 98 are preparing for college, and 25 graduated the previous year, of whom at least 10 entered college. The various religious denominations have control of 11 of these schools, five being under Catholic influence and the remaining 14 unsectarian; 11 are for the exclusive education of boys, 7 for girls, and 7 for both boys and girls.

PREPARATORY SCHOOLS.

Four schools and academies devoted to the work of preparation for college report an aggregate of 146 in classic and 115 in scientific studies; 48 in advanced classes, 29 in senior, 55 in junior, 60 in middle or third, and 42 in lowest or fourth classes. In one of these schools with 25 pupils in classic studies their classification is not given. All but one have libraries, ranging in extent from 300 to 1,500 volumes; two have chemic laboratories, one has a philosophic cabinet and apparatus, and two have gymnasia.

SUPERIOR INSTRUCTION.

"The prosperity of our higher institutions during the past year," the State-superintendent remarks, "has exceeded that of any previous year in the history of the State; and now we have the satisfaction of seeing Virginia leading, not only her southern sisters in the work of higher education, but leading the whole thirty-seven States of the Union." In support of this statement a table is presented giving the comparative statistics of colleges in six States, five of which have the largest numbers in the United States.

Table of comparative statistics of colleges.

State.	Number of students attending in 1872.						
	In each State.	From each State.	In their own State.	From other States.	In other States.	In proportion to the white population.	In proportion to the whole population.
Connecticut	887	332	244	643	88	1 to 1,529	1 to 1,630
Massachusetts	1,186	902	656	530	246	1 to 1,588	1 to 1,615
New York	2,213	2,442	1,668	545	774	1 to 1,773	1 to 1,790
Ohio	1,639	1,710	1,301	338	409	1 to 1,521	1 to 1,557
Pennsylvania	1,622	1,669	1,145	427	474	1 to 2,011	1 to 2,110
Virginia	1,813	986	921	857	65	1 to 722	1 to 1,233

The above figures are taken from a circular, issued in 1872, by the United States Commissioner of Education, except those for Virginia, which were gathered from original sources. The superintendent continues:

"Scotland was the first country in modern times to establish universal education, and has to-day probably the best-educated population in the world. It is said that her college-attendance is one to every 1,000 of her population. Germany comes next in the educational list, and she has at college one to 2,500, while England, heretofore without universal education, but with upper schools of the first order, has only one college-student to 5,800 of her population. It is worthy of note that, when the white population alone is considered, Virginia has a larger proportion of her sons in supe-

rior institutions, probably, than any State or country in the world. And even when the entire negro population is included in the estimate, she is the first on this continent, and second only to Scotland among all nations."

EDUCATION OF WOMEN.

In respect to the facilities afforded by the State to women for the acquirement of a superior education the facts are not so creditable. The superintendent says: "Although Virginia has made large contributions to higher education from her treasury and although she accumulated during a period of nearly sixty years a literary fund which at one time exceeded $2,000,000, yet from no source, so far as I know, has the State ever given anything to advance the education of her daughters. Nor has private liberality taken that direction to any considerable extent. The religious denominations have raised small amounts for this purpose, but the means furnished have, in nearly all cases, been exhausted in the erection of imperfect buildings, leaving nothing for endowment or literary apparatus." Private and denominational enterprise has done wonders with small means, and, perhaps, the best female-schools in the southern country are to be found in Virginia, but they are compelled to labor under serious disadvantages. Some compensation, however, will yet be made to the sex by the State in the establishment of normal schools which will be attended in large proportion by young women.

UNIVERSITY OF VIRGINIA.

In this institution there is no curriculum. All studies are elective. At the same time the courses of academic study are so arranged as to provide for the systematic prosecution of a complete plan of general education. While every student may select the schools he will attend, he is required in the academic department to attend at least three.

The university includes four departments: literary and scientific, agricultural, medical, and law. Eleven scholarships, awarded at a competitive examination, will be open to candidates from all the States at the beginning of the academic year, October 1, 1873. Free tuition is given in the university to one student from each senatorial district of the State. In return for this aid these beneficiaries are required to sign an engagement to teach in some school in Virginia for two years after leaving the university.

The alumni of the university have undertaken to raise $500,000 for the endowment-fund, and are making good progress in the work.

The library of the university, now amounting to 35,000 volumes, was originally selected and arranged by Thomas Jefferson.

The university proposes to throw open forty farmers' scholarships in the agricultural department in addition to the fifty now existing by State-law. These will be tenable for two years, and will afford free tuition in natural history; in agriculture; in general, industrial, and agricultural chemistry; in natural philosophy; in mineralogy and geology; in mathematics, history, and English literature. They will be given only to such students as may declare their intention to practice agriculture as a profession and present evidence of their being at least 17 years of age, of irreproachable moral character, and of capacity to profit by the instruction to be received at the university.

From President Venable's description of the system on which this university is founded, it appears that certain questions, both of instruction and of discipline, on which our more progressive northern universities are still doubting or only timidly experimenting, have here long since been solved. These are the elective system of studies; instruction by lectures, as well as through recitations; the bestowment of degrees only after rigorous examinations; the abolition of the inquisitorial and police-system of government, and the recognition of religious freedom as a right belonging even to university-students. The results of this system of religious freedom are said to be that the students contribute with commendable liberality to the support of the chaplain and that remarkably earnest, Christian activity has existed among them for years. The system of discipline the president believes to be one of the best features of the university. No method of surveillance is employed; the students are governed as little as possible and their statements in all transactions with the authorities are received as on honor. "The effects of this system," it is stated, "in imbuing the body of the students with the spirit of truth and candor, in giving them the proper scorn for a lie, and in promoting a frank and manly intercourse between the students and professors, cannot be too highly estimated. A student who is known to have been guilty of a violation of his examination-pledge, or any other falsehood, in his dealings with the authorities, things of rare occurrence, is not permitted by his fellows to remain in the institution."

WASHINGTON AND LEE UNIVERSITY.

This university includes five departments: academic, agricultural, law, civil and mining engineering, and a business-college. The course of study is arranged in distinct elective schools. Prize-scholarships are offered to high schools and academies, the suc-

cessful candidates receiving their first year's tuition free. The faculty is authorized 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 to enable students to make up special deficiencies or to enter advanced classes at the beginning of the next session, and is also designed to offer facilities to teachers who may wish to devote their vacation to study.

COLLEGE OF WILLIAM AND MARY.

This is, next to Harvard, the oldest college on the continent. At the beginning of the Revolution it was the richest college in America, but by that war the greater part of the endowment-fund was lost. In 1705 the college-buildings were burned for the first time. In 1859 they were again burned, and rebuilt the following year. They were destroyed by fire for the third time in 1862. The college is well supplied with chemic and philosophic apparatus, and its library is one of the most valuable in the State. The faculty recently appointed is actively engaged in laboring for the success of the college.

RICHMOND COLLEGE.

The year 1873 was the fiftieth of the existence of the General Association of the Baptists of Virginia. In connection with the celebration of this anniversary it seemed to them expedient to build up some monument of the half century past which should carry forward educational advantages to ages in the future. Richmond College, which had been crippled by the war, was selected as the special object of benefactions to be made for this purpose, and with brave hearts the ministers and members of the church throughout the State devoted themselves to the accomplishment of the design. At the memorial celebration in May, 1873, they were enabled to report subscriptions to the amount of $200,000 from Virginia alone. This sum was raised during the meetings at that time to $240,000. An additional sum of $20,000 had been contributed by friends in other States, and the remaining $40,000 it was agreed should be raised at once in the associations of the church in Virginia, thus making $300,000 for the endowment and building of the college. Out of this fund provision has been made for the erection of one of the finest college-buildings in the country, with a towered center, deep, flanking wings, and a cloistered porch surrounding all. The old college, renewed and ornamented, is made one of the wings of the new structure. The center had risen to its full height in July, 1873. The whole, when completed, will do honor to the college-architecture of the time, and probably become a model for such constructions at the South.

The college is composed of eight independent academic schools and a school of law. The course of study is elective, but each student is required to attend at least three schools. A course of biblical lectures is open to all the students free of charge.

ROANOKE COLLEGE.

The college embraces three departments: preparatory, collegiate, and normal. A select course is provided for students not wishing to pursue the college-course and efforts are made to afford them a good business-education. Experience has convinced the faculty that the regular course of study has superior advantages over any partial or select course, and they advise that students be entered in a regular college-class, even when they do not expect to graduate.

ROANOKE FEMALE COLLEGE.

The course of study embraces the following departments: preparatory, collegiate, music, and drawing.

SOUTHERN FEMALE COLLEGE.

The departments of study are preparatory and collegiate. Special facilities are offered for the study of the modern languages and music.

RANDOLPH MACON COLLEGE.

This college had in 1872 an attendance of 234 students, representing, in addition to Virginia, eleven States and the Cherokee Nation. Three hundred students were expected at the opening of the fall-session, 1873.

COLLEGES FOR WOMEN.

Ten institutions claiming to belong to this class report partial statistics for the year 1873, giving an aggregate of 694 students, 220 of whom are in preparatory departments, the remainder presumably in collegiate, although not so designated. The Martha Washington College, at Abingdon, is the only one reporting a collegiate classification of pupils, and has in its preparatory department 26; in the freshman-year, 16; sophomore, 12; junior, 5; and in the special course, 55. The only statistics of attendance given by the Wesleyan Female Institute, at Staunton, is 135, in a preparatory depart-

ment, no indication of the existence of a collegiate course being given. There are 94 professors and instructors, 43 gentlemen and 51 ladies. Music is taught in all these institutions, drawing and painting in all but one, French and German in all, with the addition of Italian in two and of Spanish in three. Chemic laboratories and philosophic cabinets are reported in 7, astronomic observatories and art-galleries in 3, and gymnasia or calisthenia in 4. Five have libraries, the largest numbering 1,250 volumes, the smallest, 300.

Statistical summary of universities and colleges.

Names of universities and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Corporate property, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Amount of property of corporation.	Value of grounds, buildings, and apparatus.	Amount of endowment.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
College of William and Mary	5	....	48	20	.....	$60,000	$75,000	$60,000	$4,200	$1,000	6,000
Emory and Henry College	7	0	180	104	.....	130,000	0	.....	.....	.....	4,580
Hampden Sidney College	5	0	....	85	.....	75,000	85,000	82,000	5,000	.....	6,600
Randolph Macon College	12	....	....	234	$50,000	40,000	25,000	25,000	1,800	20,000	10,000
Richmond College	7	0	....	178	.....	100,000	200,000	100,000	8,000	10,000	6,000
Roanoke College	10	....	55	111	60,000	40,000	.....	.....	.....	12,000	8,000
University of Virginia	15	....	....	.....	.....	.....	.....	.....	.....	.....	40,000
Washington and Lee University	20	*	....	198	.....	150,000	200,000	200,000	.....	14,000	10,000

* Several partially endowed.

LAW-DEPARTMENT OF THE UNIVERSITY OF VIRGINIA.

This department comprises two schools, each of which is divided into two classes. A moot-court, in connection with other instruction, tends to perfect the student in the details of practice. The degree of bachelor of laws is conferred upon those who in a written examination manifest an intimate acquaintance with the subjects taught in all the classes.

MEDICAL DEPARTMENT OF THE UNIVERSITY OF VIRGINIA.

A feature in the course of instruction is the space given to comparative anatomy and comparative physiology. Pharmacy has been introduced into the course of instruction. The equipment of the medical department in apparatus, specimens, and drawings is extensive and excellent. 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.

VIRGINIA AGRICULTURAL AND MECHANICAL COLLEGE.

This institution was opened October 1, 1872, and during the year 132 students were enrolled, of whom 127 were present at one time. The number of free scholarships is 132. There are eight officers, including the librarian and farm-manager, of whom five are professors. The manual-labor-system has been adopted, and a detail of students is worked every day. Instruction in military tactics is given daily, including much of guard-duty. This course is thought to be of much value, besides the preparation given for possible future duty as soldiers, in their improvement in neatness and the gain of a soldierly and graceful figure, manner, and carriage, in place of the awkward appearance which is apt to be caused by rustic training or hard labor. The departments of instruction are those of English language and literature, Latin, Greek, mathematics, natural sciences—including agriculture and mechanics—and both technic and moral philosophy.

Out of the 300,000 acres of the congressional land-grant, sold at 95 cents per acre, two-thirds of the proceeds have been given to the college by act of the general assembly. Exclusive of this, there have been received $35,000 for a college-building and lot. The estimated value of all the property of the institution is about $225,000; that of the domestic animals upon it, $25,000; farming-implements, $15,000. A considerable outlay has been made in remodeling and repairing buildings and in fitting them with scientific apparatus, as well as in fencing and ditching. The college has rapidly filled up; the best students in its schools find the curriculum not above their stage of preparation, the expenses not above their means, and an education practical enough to promise them remunerative employment from the day they graduate. The college is, however, laboring under an embarrassment which not only cramps its present move-

ments, but absolutely forbids growth much beyond its present dimensions, its only school-building being crowded and thoroughly unsuited to its present purpose; and as the conditions of the congressional grant strictly prohibit any of its proceeds to be used for building or even for repairs, it is hoped that the legislature will, in its next session, appropriate, at least for three years, the sum given to the other State-institutions of learning.

Manual labor for about two hours per week is required of the students on the college-farm. Any labor beyond this on farm or buildings is paid for at stipulated rates, and such labor has now become so popular that even the surrounding farmers seek for it. Labor at the rate of about 10 cents per hour is thus secured.

HAMPTON NORMAL AND AGRICULTURAL INSTITUTE.

This institution, which receives one-third of the income of Virginia funds derived from the congressional land-grant for the benefit of agriculture and the mechanic arts, and founded upon the same theory as is the State Agricultural College, is devoted exclusively to the education of the colored population.

While the main object of the institution at present is to qualify the colored people as teachers of their own race, agricultural and industrial departments have been introduced, affording facilities for instruction in agriculture, printing, and various mechanic employments, as well as in everything relating to the domestic management of a household. It is expected, by building up here a system that shall embrace a number of light manufactures and the most profitable kind of agriculture, to supply teachers experienced in good agricultural and mechanic methods and trained to regard labor as honorable. The school is at present much straitened for room, some thirty of its students having spent last winter (1873) in tents. A large building is going up, which will cost about $75,000. There is still a large sum needed for its completion, although some $10,000 were raised by concerts given by the Hampton Singers, who hope to earn $20,000 during the following year in the same way and for the same purpose, and as the management of the institution has been so eminently happy as to secure alike the hearty approbation of former slave-holders and their liberated slaves, of the State-superintendent of Virginia, and of the northern friends of free education at the South, there can be little doubt of their success.

BUSINESS-COLLEGES.

One only of these schools appears in Virginia at Richmond, and reports one teacher, with 62 pupils.

Statistical summary of schools for professional instruction.

Names of schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.		Corporate property, &c.						Number of volumes in library.
			Preparatory.	Scientific.	Amount of property of corporation.	Value of grounds and buildings.	Amount of endowment.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
SCHOOLS OF THEOLOGY.											
Richmond Institute	4	0		75	.....	$40,000	.....	$7,000	.....	.....	1,200
St. John's Theological Seminary	2	....		4	.....	.....	.....	.....	.....	.....	.....
Theological Seminary of the Protes't Episcopal Church	6	2		141	$120,000	125,000	.....	120,000	$8,000	$7,000	6,000
Theological Seminary of the General Synod of the Evangelical Lutheran Church of North America	3	....		11	1,200	.....	.....	.....	.....	.....	500
Union Theological Seminary	4	4		60	300,000	70,000	.....	200,000	12,000	0	8,300
SCHOOLS OF LAW.											
Law-department of Richmond College	2	....		15	*	.....	.....	.....	.....	1,000	0
Law-department of the University of Virginia	2	....		84	.....	.....	.....	.....	.....	.....	.....
Law-department of Washington and Lee University†	2	....		17	.....	.....	.....	.....	.....	.....	.....
SCHOOLS OF MEDICINE.											
Medical College of Virginia	15	....		44	.....	50,000	.....	.....	.....	3,000	800
Medical department of the University of Virginia	5	....		58	.....	.....	.....	.....	.....	.....	.....

* Property not separate from that of the college. † No separate organization.

Statistical summary of schools for professional instruction—Continued.

Names of schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.		Corporate property, &c.						Number of volumes in library.
			Preparatory.	Scientific.	Amount of property of corporation.	Value of grounds and buildings.	Amount of endowment.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
SCHOOLS OF SCIENCE.											
Hampton Normal and Agricultural Institute	24	....	20	180	$120,000	$100,000	$40,000	$40,000	$2,500	$65,500	1,190
Virginia Agricultural and Mechanical College	6	....	....	157	.....	.....	225,000	.....	.....	.....	.....
New Market Polytechnic Institute	....	....	....	.....	2,000	*1,800	0	.....	.....	.....	.....
Scientific department of the University of Virginia	....	....	....	317	.....	.....	.....	.....	.....	.....	.....
Scientific department of Washington and Lee University	....	....	....	46	.....	.....	.....	.....	.....	.....	.....
Virginia Military Institute	19	....	....	260	300,000	.....	†15,000	50,000	2,500	22,000	3,000

* Apparatus. † Annual appropriation by the State.

VIRGINIA INSTITUTION FOR THE DEAF AND DUMB AND THE BLIND.

For the year ended September 30, 1872, the whole number of pupils in this institution was 125, the deaf mutes being 89, the blind 36. Of this number, 1 deaf mute died, and at the close of the session 14 (11 deaf mutes and 3 blind) were discharged, reducing the pupils to 110. Seventeen new pupils were admitted in the fall of 1872, and, allowing for all changes, it was supposed that 127 would be about the full number for 1872–'73. General good health, beyond the one case of typhoid fever resulting in death, is noted, with good progress in the various branches of study pursued and a manifest improvement in moral tone. It is urged that, from the difficulties of instructing deaf-mute-classes sufficiently in four years, the course should be reorganized and made to cover seven years. The German method of articulation and lip-reading, too, it is desired, should find more notice than it has had in the past, the number of semi-mutes that may avail themselves of it having increased; but the opinion is expressed that, if adopted, it must be made exclusive of the sign-method for the ones engaged in it. The success of the industrial department, in imparting a knowledge of several useful trades and occupations and securing remunerative results from the engagement in them, is spoken of in most encouraging terms, and a detached building, for hospital-purposes, is presented as among the things for which a need may at any time arrive.

EDUCATIONAL ASSOCIATION.

The eighth annual meeting of the State Educational Association was held at Alexandria, July, 1873, in which the teachers and other educational men of the State were well represented, the city-corps of instructors being also out in full force. The meeting was called to order by Prof. Ed. S. Joynes, of Washington and Lee University, and the address of welcome was delivered by Rev. H. R. McKim, who spoke earnestly upon the importance of education, placing it next to religion.

The president of the association, in his opening address, said that "never before, in proportion to the means of the people, have the schools of the State been more active or more successful, and never, in view of the condition of the country, has a larger number of young men from other States been present in our universities and colleges; while the newspapers of Virginia, by the prominence which they have given to the commencements of our universities, colleges, and schools, have given both ample and generous evidence of the unequaled interest with which education is regarded by the press, the public men, and the people of Virginia. It seems to be conceded that Virginia, once the mother of States and of statesmen for the whole country, is now to be the mother of schools and scholars for the South, and many of our sister-States unite in looking to her for the highest education of their sons."

The president referred feelingly to the serious loss sustained by the association during the past year in the deaths of Commodore Matthew F. Maury and of Dr. William

H. McGuffey, both of whom were not only members of the association, but earnest and active workers in the cause of education.

The committee appointed to report a three-years course in history for schools reported, through Mr. Blackford, chairman, recommending a course in sacred, ancient, and modern history. Questions being raised as to the order in which history should be studied and as to the value of historical novels and plays, Prof. Joynes, of Washington and Lee University, said that, as respects order, we must distinguish between the elementary stage of study, the stage of information, and the more advanced one, the stage of culture. In the former, we should begin with the history of our own country and pass to other facts of modern history as matter of useful information. In the latter, there should be a beginning with ancient and a coming down to modern history, in philosophic and consecutive arrangement. Abridgments and compilations for the elementary stage, full histories for the more advanced one, were recommended. As to the use of fiction, it was useless to say that children should not read it. They crave its glowing pictures, and will have them. We must only try to regulate this imaginative instinct, direct it into proper channels, and make it aid in brightening and freshening all history.

The report of Prof. John Hart, chairman of the committee to report on the propriety of mathematics as a study for girls, was read by Prof. Blair.

A resolution was introduced by Mr. Pendleton, and referred, inviting ladies engaged in teaching to become members of the association. The proposition was discussed, sometimes earnestly, sometimes facetiously, committed and recommitted, amended and substituted, some votes seeming to indicate a large majority in its favor, others an equally strong opposition. Finally, without directly deciding the question, it was resolved to invite the female teachers in Virginia schools to attend as visitors and to ask the railroads and steamboats to extend to them the privileges usually granted to members.

A telegram was read from Hon. B. G. Northrop, superintendent of education of Connecticut, who had been invited to be present, as follows:

"Detained by sickness. Connecticut sends cordial greeting. Success to your meeting."

A vote of thanks was returned for the kind expressions.

The next day the report of the committee on the nomination of officers was taken up and an election gone into, which resulted in the choice of B. L. Gildersleeve, of the University of Virginia, as president; of H. H. Harris as corresponding secretary, and of John T. McGuire, jr., as treasurer.

Colonel R. E. Withers, from the committee on the Educational Journal, reported that, though much more ably edited than formerly, the Journal was not yet quite self-sustaining.

The report of the committee on the study of languages was received and laid on the table. That of Prof. English, from the committee on the best method of teaching young pupils spelling, reading, and the elements of grammar, drew forth remarks from Messrs. Little, Webster, Petty, Blackford, Taylor, and Smith. Mr. Binford, in the course of the discussion, made an interesting and most satisfactory statement on the instruction of beginners in English by the object-method, as pursued in the Richmond schools. He was heard with great interest, the importance of the subject in hand and the ability with which it was discussed by him combining to secure a fixed attention.

General Eaton, United States Commissioner of Education, being invited to address the meeting, spoke of the pleasure with which he had listened to the main discussion of the morning, and in particular to the remarks of Mr. Binford. He had never heard a better exposition of the subject, and congratulated the speaker on his success in presenting it and the association on having such a presentation.

On the third day the report on the study of languages was discussed at length. Another, on "the sequence of linguistic studies" followed, when Prof. Joynes stood up stoutly for classic culture as indispensable to thorough education, but thought that some elementary study of modern languages should precede. Mr. R. J. Ambler preferred to begin with Latin. Prof. C. L. Cocke was afraid of making the early stages of learning too difficult, but had no objection to beginning any study early, if only it was made attractive; otherwise there was danger.

After some other business the association adjourned, to meet in Norfolk on the second Tuesday in July, 1874.

OBITUARIES.

The following prominent educators in the Old Dominion have deceased since our last report:

COMMODORE MATTHEW FONTAINE MAURY, LL. D.

This distinguished scientist died at his home, at the Virginia Military Institute, on Saturday, February 1, 1873, at 12 o'clock m.

Born in Spottsylvania County, Virginia, on the 14th of January, 1806, but removing, not long after, to Tennessee, he had the advantages of an "old-field" school, and for several years attended Harpeth Academy, then under charge of Rev., afterward

Bishop, James Otey. He had improved his time and had made very respectable attainments, when, in 1825, he obtained a midshipman's warrant and entered the United States Navy. There was then no Naval Academy, and he entered at once on the active duties of his chosen profession, making his first cruise to the coast of England.

His opportunities for study were by no means favorable, and yet it required no prophetic ken to predict that the young "middy" who chalked diagrams on cannon-balls in the quarter-deck-shot-racks, to enable him to master problems while pacing his watch, and left the sports of rollicksome comrades to study Spanish, in order that he might have the use of his only accessible text-book on navigation, would one day win his way to high places. In 1831 he became master to the sloop-of-war Falmouth, and on a voyage to Rio Janeiro first conceived the idea of his afterward celebrated Wind and Current Charts. He wrote, about this time, several scientific articles that elicited great attention and high commendation and in 1834 published his work on navigation. It was considered a bold step in one so young and who had only attained to the rank of passed midshipman, and some of his superiors were inclined to ridicule it; but it received the highest commendations in England, and, in time, by its solid merit, worked itself into the place of standard text-books in the United States Navy.

In 1837 he was promoted to lieutenant, and, not long after, by the breaking of his right leg, was rendered a cripple for life and laid aside from active service on shipboard.

He soon after published, over the *nom de plume* of Harry Bluff, a series of articles exposing the abuses in the Navy and suggesting a number of important reforms, which were afterward adopted, such as the establishment of the bureau-system, the Naval Academy, &c. He was active in founding the navy-yard at Memphis and the originator of many most important schemes for the good of the service. In 1842 he was appointed superintendent of the depot for charts and instruments at Washington, which, under his able management, gradually grew into the famous National Observatory.

The conference at Brussels in 1853, the establishment of the meteorologic department of the British board of trade, his world-famous Wind and Current Charts and Sailing Directions, and his great work on the Physical Geography of the Sea (which the renowned Humboldt declared made him the founder of a new and important science) were some of the fruits of his genius and patient investigation.

His name now became famous throughout the world, and the crowned heads of Europe recognized the value of his services by bestowing various orders of knighthood and other honors.

As early as 1848 Maury began his efforts to test his theory of the character of the bed of the ocean. In this he had the able assistance of Lieutenant John M. Brooke, (now professor in the Virginia Military Institute,) who invented the celebrated apparatus for deep-sea-soundings, which, under the skillful manipulation of Lieutenant Berryman, fully verified Maury's theory of the "telegraphic plateau" and led to the successful laying of the Atlantic cable and to other most important facts concerning the physics of the sea.

Mr. Maury had now reached a high pinnacle of honor and was elected a member of the most famous scientific associations in different countries. The University of Cambridge, England, invested him with its degree of LL. D. and several of the German universities conferred similar honors on him. His unbounded influence enabled him to manage the affairs of the Observatory so as to raise it to the first rank, and he was making satisfactory progress in his great work on astronomy when the war between the States burst upon the country.

At the breaking out of the rebellion Mr. Maury resigned his position under the Government, tendered his services to his native Virginia, went with her into the confederacy, and served that confederacy through the war. That ended, he refused some tempting offers from foreign potentates, as well as one from the State of Alabama, became professor of physics in the Virginia Military Institute, and devoted himself to his work on the Physical Survey of the State, uniting with this the preparation of a series of popular geographies.

Amiable, sociable, with fine powers of conversation, and of unimpeachable character, he was the favorite of every circle in which he moved, while as an affectionate husband, a devoted father, a genial companion of his children, he was the idol of a loving household in his home. A consistent Christian, devoted to his church, but charitable to all, he walked the path of duty, and was ready when his summons came. Ill for several months, he was entirely conscious of his approaching dissolution, arranged all his temporal affairs, summoned to his side the absent members of his family, and calmly awaited the issue.

When his last moments came, he asked his son, "Do I seem to drag my anchors?" and seemed gratified at the answer, "They are sure and steadfast." When he was supposed to be unconscious he was asked to give some sign if all was well, and he replied with firm emphasis, "All is well. All is well." Thus, with religious trust in God and happy hope of a future immortality, passed from the labors of earth to the rest of heaven, one that, perhaps, stood next only to Agassiz among the scientists of the United States.

DR. WILLIAM H. M'GUFFEY.

Dr. William H. McGuffey, the distinguished scholar, teacher, and author, died at his home in Charlottesville, Virginia, May 4, 1873, aged 73 years. His boyhood was spent on a backwoods-farm in preparation for college, walking several miles to recite to a ministerial friend and supporting himself by teaching. He graduated at Washington College, Pennsylvania, in 1825, and was immediately appointed a professor of the ancient languages in Miami University, Ohio, and in 1832 was transferred to the chair of moral philosophy. He was president of the Cincinnati College from 1806 to 1839 and of the Ohio University from 1839 to 1845, when he accepted the chair of moral philosophy and political economy in the University of Virginia, which he filled until his death. Dr. McGuffey is most widely known as the author of the Eclectic Series of Readers, whose extensive use and long popularity are unparalleled in the history of school-books. For years the annual sales of McGuffey's Readers have averaged more than a million dollars. He had a work on mental and moral philosophy under revision when he was stricken down with the disease which proved fatal. His death is widely lamented.

LIST OF SCHOOL-OFFICIALS IN VIRGINIA.

Hon. WILLIAM H. RUFFNER, *State-superintendent of public instruction, Richmond.*

COUNTY- AND CITY-SUPERINTENDENTS.

County or city.	Name.	Post-office.
Accomack	James C. Weaver	Onancock.
Albemarle	D. P. Powers	Scottsville.
Alexandria County and City	Richard L. Carne	Alexandria.
Alleghany and Craig	Paris V. Jones	
Amelia	Dr. M. F. T. Evans	Paineville.
Amherst	C. B. Christian	
Appomattox	Chapman H. Chilton	Spout Spring.
Augusta	Dr. Robert S. Hamilton	Staunton.
Bath and Highland	J. Kenney Campbell	Spruce Hill, Highland County.
Bedford	Sidney L. Dunton	Liberty.
Bland	Rev. William Hicks	Bland Court-House.
Botetourt	Rev. G. Gray	Fincastle.
Brunswick	B. B. Wilkes	Charlie Hope.
Buchanan	Jacob Baldwin	Grundy.
Buckingham	William Merry Perkins	Buckingham Court-House.
Campbell	Dr. R. T. Lemmon	Castle Craig.
Caroline	Thomas R. Dew	Rappahannock Academy.
Carroll	D. B. Brown	Hillsville.
Charles City and New Kent	Dr. Samuel P. Christian	Providence Forge, New Kent County.
Charlotte	William W. Read	Charlotte Court-House.
Chesterfield	B. A. Hancock	Black Heath.
City of Staunton	John H. Ladd	
Clarke	Capt. William N. Nelson	Millwood.
Culpeper	Dr. Robert E. Utterback	Jeffersonton.
Cumberland	Dr. Richard P. Walton	Cartersville.
Dinwiddie	Roger P. Atkinson	Dinwiddie Court-House.
Elizabeth City and Warwick	George M. Peek	Hampton, Elizabeth City County.
Essex	Dr. Henry Gresham	Tappahannock.
Fairfax	D. McC. Chichister	Fairfax Court-House.
Fauquier	William A. Cave	Salem, Fauquier County.
Floyd	Dr. C. M. Stigleman	Floyd Court-House.
Fluvanna	Dr. P. J. Winn	Fork Union.
Franklin	W. A. Griffith	Gogginsville.
Frederick	W. H. Gold	Winchester.
Giles	James B. Peck	Pearisburg.
Gloucester	Rev. William E. Wiatt	Gloucester Court-House.
Goochland	Dr. O. W. Kean	North Side.
Grayson	Fielding R. Cornett	Elk Creek.
Greene and Madison	Rev. William A. Hill	Rapidan Station, Culpeper County
Greenville and Sussex	Capt. W. H. Briggs	Hicksford, Greenville County.
Halifax	Henry E. Coleman	South Boston Depot.
Hanover	J. B. Brown	Negro Foot.
Henrico	Daniel E. Gardner	
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	William E. Baker	Shiloh.
King William	Dr. John Lewis	King William Court-House.
Lancaster and Northumberland	General Meriwether Lewis	Heathsville, Northumberland County.
Lee	William A. Orr	
Loudoun	John W. Wildman	Leesburg.
Louisa	Rev. L. J. Haley	Mercerville.
Lunenburg	Robert M. Williams	Lunenburg Court-House.
Lynchburg	A. F. Biggers	Lynchburg.

List of school-officials in Virginia—Continued.

City or county.	Name.	Post-office.
Matthews	Thomas B. Lane	
Mecklenburg	Rev. Edward L. Baptist	Boydton.
Montgomery	George G. Junkin	Christiansburg.
Nansemond	R. L. Brewer	Churchland, Norfolk County.
Nelson	Patrick H. Cabell	Variety Mills.
Norfolk County	John T. West	Lake Drummond.
Norfolk City	W. W. Lamb	Norfolk.
Northampton	Dr. John S. Parker	Eastville.
Nottoway	Rev. Thomas W. Sydnor	Blacks and Whites.
Orange	Jaq. P. Taliaferro	Orange Court-House.
Page	E. J. Armstrong	
Patrick	N. H. Scales, (acting)	Patrick Court-House.
Petersburg	Sidney H. Owens	Petersburg.
Pittsylvania	Rev. George W. Dame	Danville.
Portsmouth	James F. Crocker	Portsmouth.
Powhatan	Dr. P. S. Dance	Powhatan Court-House.
Prince Edward	Rev. B. M. Smith, D. D	Hampden Sidney College.
Prince George and Surry	W. H. Harrison	Prince George Court-House.
Princess Anne	Edgar B. Macon	London Bridge.
Prince William	Major W. W. Thornton	Brentsville.
Pulaski	W. W. Wyson	
Rappahannock	Henry Turner	Woodville.
Richmond and Westmoreland	Col. Thomas E. Brown	Oldham's Cross-Roads, Westmoreland County.
Richmond City	James H. Binford	Richmond.
Roanoke	Maj. W. W. Ballard	Salem.
Rockbridge	Prof. J. L. Campbell	Lexington.
Rockingham	Rev. Joseph S. Loose	Harrisonburg.
Russell	E. D. Miller	New Garden.
Scott	George H. Kendrick	Point Truth.
Shenandoah	John H. Grabill	Woodstock.
Smyth	D. C. Miller	Marion.
Southampton	Dr. James F. Bryant	Franklin Depot.
Spottsylvania	John Howison	Fredericksburg.
Stafford	Capt. R. L. Cooper	Stafford Store.
Tazewell	Rev. Jonathan Lyons	Tazewell Court-House.
Warren	M. P. Marshall	Front Royal.
Washington	Rev. A. L. Hogshead	Osceola.
Wise	William Wolfe	Big Stone Gap.
Wythe	Rev. James D. Thomas	Wytheville.

WEST VIRGINIA.

[From report of Hon. W. K. Pendleton, State-superintendent of public instruction, for the year ended August 31, 1872.*]

STATE-SCHOOL-FUND.

Amount of State-fund invested	$256,300 00
Balance in treasury uninvested August 31, 1872	28,417 12
Total amount of permanent fund	284,717 12

FINANCIAL STATEMENT.

Receipts.

Received from State-school-fund	134,666 58
Received from township-levies	366,120 57
Received from other sources	50,605 46
Total receipts for year ended August 31, 1872	551,392 61
Decrease from last year	80,676 88

Expenditures.

Amount expended for teachers' salaries	376,982 91
Amount paid secretaries of boards of education	6,758 21
Amount paid for apparatus	1,901 29
Amount paid for contingent expenses	26,302 77
Amount paid for sites, buildings, rent, furniture, &c.	124,791 42
Total expenditures for year ended August 31, 1872	536,736 60
Decrease from last year	40,982 12

ATTENDANCE.

Number of children between the ages of 6 and 21	170,025
Number enrolled in school—males, 46,745; females, 39,020	85,765
Average attendance—males, 30,661; females, 25,656	56,317
Average age of pupils, years	11.55
Amount expended per pupil on enrollment	$6 24
Amount expended per child on enumeration	$2 21

TEACHERS.

Number of teachers employed—males, 2,095; females, 550	2,645
Number of months taught—by males, 7,974.92; by females, 2,827.62	10,802.54
Average number of months taught	4.09
Average monthly pay of male teachers	$35 04
Average monthly pay of female teachers	$28 98
Number of teachers' certificates granted: first grade, 649; second grade, 840; third grade, 560; fourth grade, 330; fifth grade, 127	2,506

SCHOOL-DISTRICTS AND SCHOOLS.

Number of school-districts	2,567
Number of schools: high, 3; graded, 64; common, 2,412	2,479
Number of city- and county-superintendents	55
Number of visits by superintendents	7,663

SCHOOL-HOUSES.

Number of school-houses in the State: frame, 1,290; log, 843; brick, 74; stone, 9	2,216
Number built during the year	116
Commenced, but not completed	125
Total value of school-houses	$1,070,803 30
Total value of school-property in the State	$1,236,194 43

SCHOOL-FUNDS.

The permanent school-fund has not been invested in the manner prescribed by the constitution. This requires that the fund shall be invested in "United States securities, or securities of this State, if they can be had." The auditor's report shows that,

* For returns of 1873, see statistical tables I and II, at end of volume.

besides the balance of $28,417.12 in the treasury, there are $120,000 in stocks of national banks, which should be converted into the securities prescribed in the constitution. It is also provided in the constitution that this fund shall not be used for any purpose other than that for which it was appropriated. The school-fund has heretofore been drawn upon to a large extent to meet the current expenses of the treasury. Last year the treasury's indebtedness to this fund was $56,490.64 and the previous year it was still greater. This indebtedness has been discharged, and it is recommended that provision be made to prevent its recurrence.

The rate of taxation for the general school-fund is 10 cents on the $100 valuation, or a total for the last year of $132,356.70. The capitation-tax of $1 per head for the last year was $87,044 from whites and $3,357 from colored, a total of $90,395. The amount raised for schools by district-levies for last year was $366,120.57. This was raised by an average tax of about 28½ cents on the $100 valuation. Owing to the increased apportionment, this tax can this year be reduced to 23½ cents without diminishing the sum total. In consequence of the decrease in the amount to be raised for schoolhouses, there will also probably be an average reduction of general taxation for the current year of five or six cents on the $100 of valuation.

Few States present more or greater difficulties in the way of levying a tax for free schools than West Virginia. The population is so unevenly distributed and the wealth of the people so out of proportion to the number of children to be provided for, that it is impossible to devise any plan for taxation that will not operate unequally and to the prejudice of that harmony of action which is so essential to the success of the work. The legislature, at its last session, provided for a levy by districts: for the building-fund, an annual levy not to exceed 40 cents on every $100 of taxable property, and for the support of primary free schools, such a tax as will, with the money received from the State-apportionment, be sufficient to keep such schools in operation for at least four months in the year, provided this tax in any year shall not exceed 50 cents on every $100 valuation. No district shall hereafter receive any share of the State-fund for any year in which this levy has not been made. All school-money for the several districts of a county shall be collected and disbursed by the sheriff or collector of the county. He shall keep an account with the several boards of education of each district and shall receive no pay for the disbursement of any school-money.

SCHOOL-LAW.

The school-law, as amended by the legislature, April, 1873, provides for a system of county-superintendence, for a board of education in each district, and that each subdistrict shall be under the control of one trustee. White and colored persons are not to be taught in the same school; but, whenever the number of colored persons of school-age in a district exceeds 25, schools shall be established for them. When no school is established, the fund applicable to the support of free schools in the district, whether from the State- or local taxation, shall be divided in the proportion which the number of colored children bears to the white, and the share of the former set apart for their education and applied for that purpose in such way as the board of education of the district may deem best. Provision is made for furnishing more correct and complete reports by county-superintendents and district-trustees than have been hitherto received. High schools may be established in a district by agreement of three-fifths of the voters who voted on the question, and for their support a tax may be levied, not to exceed 30 cents on every $100 of taxable property. Graded schools may be established by the board of education as they shall deem necessary; but in every such case involving additional taxation, the matter shall be first submitted to a vote of the people, and no levy for a graded school shall exceed, in any one year, 15 cents on every $100 valuation. Provision is made for the examination of teachers by a board of examiners in each county, to be composed of the county-superintendent and two experienced teachers. No diploma or certificate shall be taken to supersede the necessity of examination by the board of examiners. No certificate issued by a county-board shall be of force except in the county in which it was issued, nor for a longer period than one year, and the examiners may, for just cause, revoke a certificate. Certificates of five grades are granted. A number-five certificate shall never be granted to a teacher more than once. If, upon a second examination, the applicant is not found entitled to a higher grade, no certificate shall be granted in any county of the State. A number-four certificate shall not be granted more than twice to the same applicant. Institute-certificates may be granted by the professors who have conducted the institute only to the pupils of the institute. They shall be valid for one, two, or three years, as may be designated, in any part of the senatorial district in which they are granted. Diplomas from the normal schools of the State shall be accepted as a certificate of qualification to teach throughout the State. These may, for suitable cause, be annulled by the State-superintendent. Professional certificates, admitting the holder to the profession of teacher throughout the State during his life, may be granted by the State-board of examiners; but the State-superintendent shall have power to revoke such certificate for causes specified and clearly proved.

CONDITION OF SCHOOLS.

The reports furnished by county-superintendents were so incomplete and defective that accuracy, in most of the particulars embraced in the statistical tables, was absolutely unattainable, and the figures given are in most cases to be regarded as only approximations. The policy has been adopted of making no estimate of the school-statistics of counties or districts not reported by their officers, thus giving an underestimate of the condition of education in the State, with the hope of inducing, in the future, more full and complete reports from the delinquent officers. But, notwithstanding the many defects and deficiencies of these reports, the results exhibited are, as a whole, encouraging. The number of teachers and scholars, schools and school-houses, and the number of months taught during the school-year are regularly increasing. The debts of the townships for school-houses and land 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 more enlightened on the subject of free-school-education; opposition is less violent and open, and the free-school-system, by its practical results, is daily growing in favor with the people.

GRADED SCHOOLS.

Of graded schools there are but sixty-four in the State, and only three high schools; and these receive no assistance from the State further than the privilege granted to the districts in which they are located to levy an extra tax for their support by the consent of the people. Were it not for a number of private academies in the State, the slight provision for higher elementary instruction would be very discouraging. Even at the best it is feared that but a very small proportion of the youth of the State have facilities for anything that can be called a liberal English education. Most parents desire their children to acquire a better education than can be afforded in a primary school, and it should be the educational policy of the State to foster and encourage schools of a higher grade as far as is practicable.

INSUFFICIENT PAY OF TEACHERS.

The principal cause of dissatisfaction with the free-school-system, a cause which must be removed before the schools can win the favor or cordial support of those whose approbation is essential to their success, lies in the incompetency of the teachers. The reasons for this incompetency are (1) the inadequate compensation offered to teachers and (2) the want of proper provision for their instruction. It is believed that if the teachers were better qualified the people would be willing to pay better salaries. Improvement in the instruction imparted is one of the steps towards increased compensation. But it is impossible that the salaries can for some time to come be such as to secure the services of those whose education is above the grade of the primary school. The only remedy, therefore, is considered to be in some easier and more generally accessible provision for the special instruction of the teachers already employed.

NORMAL INSTITUTES PROPOSED.

The normal schools do not meet the difficulty, for they furnish only 3 per cent. of the teachers actually employed in the primary schools. The greater number of the teachers in these schools have themselves been taught only in primary schools, and all that can for the present be done beyond this is to give them some special training in the art of teaching. This, it is confidently believed, can be best accomplished by the establishment of a system of teachers' normal institutes, so distributed that all the teachers in the State can attend them. It is recommended that the proficiency of the pupils of the institute be carefully graded and certified and that these grades be made the basis of a schedule of graded salaries and other professional advantages. The cost of these institutes would be comparatively small and should be paid out of the general school-fund, so that no extra taxation for the purpose would be necessary.

VOCAL MUSIC SHOULD BE TAUGHT.

The superintendent advises that to the course of instruction now prescribed by law for the primary schools, embracing orthography, reading, penmanship, English grammar, and geography, be added history and, as far as practicable, exercise in vocal music. The latter, in view of its refining and cultivating influence, should be made a part of the daily order of every school.

Great encouragement is derived from the fact that educators are beginning to recognize the importance of the primary schools as an agent for the moral training of children, and not solely for their intellectual training. Statistics show that, with a very large proportion of our youth, what is omitted in the primary school is omitted altogether. It is believed that the same attention that is given to the intellectual culture of the children in our free schools should be given to their moral and religious culture. "Therefore, let the Bible, without note or comment, be read in our public schools."

UNIFORMITY OF TEXT-BOOKS.

The selection of school-books is considered a matter of the highest importance. Partiality for favored authors or publishing-houses is strongly discouraged. "The best

books on all subjects which any market affords" should be the rule adopted. It is proposed to commit this matter to the control of the board of the school-fund, who shall appoint a revisory committee of five experienced teachers to take the supervision of the whole question of class-books and report and advise such changes in them as the interests of the schools require. The legislature, at its last session, provided for uniformity of text-books throughout the State.

WHEELING.

With a total population of 25,235, Wheeling has 8,604 children of legal school-age—6 to 21 years—of whom 3,700 are enrolled in public schools. The monthly average enrollment is 2,569 and the monthly average attendance 2,199. Of the 23 schools, 9 are primary, 7 intermediate, and 7 grammar-schools. These are taught by 65 regular instructors, of whom 8 are gentlemen and 57 ladies, aided by 4 special teachers. The annual salaries of teachers in primary schools range from $360 to $600; in intermediate schools the salary is $385; in grammar-schools, for principals it is $1,100, and for assistants $440. Only one female principal was employed in the intermediate schools during the year past, and she received $600; but the present year her salary is the same as that of male principals, $1,100.

The total income for the school-year ended June 30, 1873, was $82,161.60; expenditures, $71,230.45.

At present 123 pupils study drawing. During the current year about 1,000 received instruction in it. Four hundred study German. Music is not a prescribed study, but nearly all the children sing.

There are five parochial or church-schools, of which three are Roman Catholic, and two German Protestant: one academy for boys, known as The Lindsley Institute, and two academies for girls, one entitled The Seguin Female Institute, the other The Wheeling Female College. Besides these there are three or four small private schools. About one mile from the city is a flourishing Roman-Catholic female-seminary, known as Mt. de Chantal Academy.

The superintendent has not been able to obtain statistics from any of these schools except the Seguin Institute, which for the last year had an attendance of about 50 pupils and employed 3 teachers. The attendance in the church-school was large; that in the others named did not, it is believed, aggregate 350 pupils.

NORMAL SCHOOLS.

There are three of these schools in successful operation, the State Normal School at Huntington, known as Marshall College, and two branch schools, one at Fairmount, called the Fairmount Normal School, and one at West Liberty, called the West Liberty Normal School. One was organized at Glenville, in February, 1872; and two others have been authorized by the legislature, but have not yet complied with the conditions of their organizations.

The catalogue of Marshall College shows an attendance for the last session, of ladies, 78; gentlemen, 117—total, 195. No statement is made of the classes into which they are distributed.

The Fairmount Normal School seems to be very thoroughly organized and systematically managed. It reports in the normal school 22 ladies, 41 gentlemen; in the academic department 38 ladies, 19 gentlemen. In the model school, senior-preparatory, females, 7; males, 13; in the junior-preparatory, females, 20; males, 25—total, 185.

The West Liberty Normal School makes no report, but is believed to be energetically and successfully managed.

"The great value of these schools is the facility they afford for a higher grade of education than can be procured in the schools of inferior rank. Regarded only as the source of teachers for primary schools, they are a failure. But they are valuable as higher academies, to give a sufficient education to many who do not desire a college-course and to supply the intermediate training between the high school and the college, which is the great want of the American system of free schools. There is no intermediate education between the common school and the college; hence many colleges are obliged to degrade themselves into little more than preparatory schools. They have a nominal college-class, but most of their work is strictly preparatory, and the majority of their students are boys who ought to be in the high school."

BETHANY COLLEGE.

The New York School Journal of December 20, 1873, stated that the legislature of West Virginia had ordered an appropriation of $3,000 to this college, on condition that the institution educate gratuitously a student from each county in the State.

WEST VIRGINIA UNIVERSITY.

The board of regents of this institution reports it as steadily gaining in patronage and in the extent of its work. The corps of professors is ample and the financial support generous. The current expenses of the year 1871–'72 amounted to $16,310. "It

is to be hoped," says the State-superintendent, "that this large annual outlay may be made more directly tributary to higher collegiate education and the institution be speedily freed from the duties and functions of a high or normal school. Students emulous of college-distinctions are not apt to be attracted to institutions in which the preparatory department preponderates over the college-work, nor are professors of eminence likely to remain content with such situations; and this, probably, is the explanation of the fact that the university in five years turned out only seven graduates and also of the frequent 'changes in the board of instruction,' of which the president complains. During the five years of the university's operation there have been 53 State-cadets in attendance. As each cadet is allowed to attend two years, this makes an average of about 21 per session. Of these cadets the catalogues show only 14 that have attended any of the regular college-classes and only 4 cadets have ever graduated. When it is remembered that these cadets are the only students of the university that get the benefit of free education, it will be apparent that the State is accomplishing but little towards providing a free collegiate education for her sons."

Statistical summary of university and colleges.

Names of university and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Corporate property, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Amount of property of corporation.	Value of grounds, buildings, and apparatus.	Amount of endowment.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
Bethany College	6	*4	....	117	$15,000	$250,000	$100,000	.....	$6,000	$8,000	2,000
West Virginia College	4	0	47	1	15,000	15,000	0	$0	0	.....	500
West Virginia University	15	....	48	38	150,000	.....	.....	.....	†16,000	1,000	3,000

*Partially. † Annual appropriation by the legislature.

COLLEGES FOR WOMEN.

Parkersburg Female Academy of the Visitation reports 8 lady teachers and about 80 students. There is also attached to the institution a school of about 60 girls, instructed gratuitously by the Sisters in the common-school-branches. In the academy, music—vocal and instrumental—drawing, painting, French, and German form a part of the course. A philosophic cabinet has been commenced and is increasing, and a library has also been recently begun.

Wheeling Female College has 13 professors and instructors—4 gentlemen and 9 ladies—and an attendance of 214 students—139 in collegiate and 75 in preparatory departments. In the freshman-year were 44; sophomore, 35; junior, 29; and senior, 19 pupils. In a special course were 10 and in a post-graduate-course 2. Music, art, and composition are reported in the course; drawing, painting, French, and German are taught. The institution has a chemic laboratory, philosophic cabinet, natural-history-museum, and a library of 300 volumes.

Statistical summary of schools for professional instruction.

Names of schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Corporate property, &c.					Number of volumes in library.
				Amount of property of corporation.	Value of grounds, buildings, &c.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
SCHOOL OF THEOLOGY.									
St. Vincent's College	5	....	20	$20,000	.....	.....	.....	.....	3,000
SCHOOL OF SCIENCE.									
Agricultural department of West Virginia University	8	....	*44	.....	$50,000	$110,000	$6,600	$2,000	3,000

*With 70 preparatory.

LIST OF SCHOOL-OFFICIALS IN WEST VIRGINIA.

Hon. B. W. BYRNE, *State-superintendent of public instruction, Charlestown.*

COUNTY-SUPERINTENDENTS.

County.	Name.	Post-office.
Barbour	John W. Bosworth	Philippi.
Berkeley	Rev. William S. Penick	Martinsburg.
Boone	John W. Mahan	Madison.
Braxton	Thornton J. Berry	Braxton Court-House.
Brooke	John W. Hough	Wellsburg.
Cabell	William Algeo	Ouslie's Gap.
Calhoun	Alexander Rice	Grantsville.
Clay	S. B. Grose	Clay Court-House.
Doddridge	F. J. Ashburn	West Union.
Fayette	W. T. Timberlake	Fayette Court-House.
Gilmer	John S. Withers	Glenville.
Grant	E. F. Vossler	Grant Court-House.
Greenbrier	J. M. McWhorter	Lewisburg.
Hampshire	Townsend Clayton	Springfield.
Hancock	T. C. Carothers	Holiday's Cove.
Hardy	Philip W. Anderson	Moorfield.
Harrison	Cruger W. Smith, jr	Clarksburg.
Jackson	George B. Crow	Jackson Court-House.
Jefferson	William L. Wilson	Charlestown.
Kanawha	William L. Hindman	Kanawha Court-House.
Lewis	John S. Hall	Jacksonville.
Lincoln	George J. Kayser	Hamlin.
Logan	C. S. Stone	Chapmanville.
Marion	Dr. J. C. Barnes	Boothsville.
Marshall	Samuel R. Hauen	Moundsville.
Mason	Dr. C. T. B. Moore	Point Pleasant.
Mercer	William M. Reynolds	Princeton.
Mineral	John W. Van Diver	Burlington.
Monongalia	Henry L. Cox	Morgantown.
Monroe	Aug. B. Beamer	Union.
Morgan	Charles E. Walling	Berkeley Springs.
McDowell	George W. Payne	Perryville.
Nicholas	John E. Kern	Summersville.
Ohio	Brooks Hedges	West Liberty.
Pendleton	Andy Dyer	Franklin.
Pleasants	Richard Towzey	St. Mary's.
Pocahontas	M. D. Dunlap	Academy.
Preston	John H. Feather	Valley Point.
Putnam	Thomas P. Carpenter	Raymond City.
Raleigh	Alfred Beckley, sr	Raleigh Court-House.
Randolph	Jacob J. Hill	Huttonsville.
Ritchie	T. W. Ireland	Pennsboro.'
Roane	John B. Thompson	Spencer.
Summers	John H. Pack	Park's Ferry.
Taylor	Perry Gawthrop	Pruntytown.
Tucker	Philetus Lipscomb	St. George.
Tyler	J. Edgar Boyers	Middlebourne.
Upshur	H. D. Clark	Buckhannon.
Wayne	Alderson Workman	Falls of 2 Pole.
Webster	Charles W. Benedum	Webster Court-House.
Wetzel	William A. Newman	Knob Fork.
Wirt	Charles C. Little	Burning Springs.
Wood	Samson H. Piersol	Parkersburg.
Wyoming	Theodore F. Bailey	Baileysville.
City of Wheeling	F. S. Williams	Wheeling.

WISCONSIN.

[From report of Hon. Samuel Fallows, State-superintendent of public instruction, for the year ended August 31, 1872,* with extracts from that for the year ended August 31, 1873.]

GENERAL STATISTICS.

Table of aggregates of values and expenditures.

	1871.	1872.
Total valuation of school-houses	$3,441,120	$3,611,607
Total valuation of sites	468,609	513,089
Total valuation of apparatus	81,138	87,468
Expenditures.		
Amount expended for building and repairing	305,197	294,345
Amount expended for apparatus and libraries	6,549	9,035
Amount expended for teachers' wages	1,293,010	1,352,695
Amount expended for old indebtedness	101,750	104,838
Amount expended for furniture, registers, and records	35,963	31,372
Amount expended for all other purposes	195,616	211,849
Total amount expended	1,938,085	2,004,154

Table exhibiting state of educational funds and incomes.

	Receipts.	Disbursements.
School-fund†	$109,431 76	$122,006 98
School-fund-income	176,366 20	174,276 02
University-fund	5,057 77	3,018 55
University-fund-income	40,650 09	40,650 09
Agricultural-college-fund	11,990 35	19,728 79
Agricultural-college-fund-income	13,813 27	13,813 27
Normal-school-fund	137,238 40	167,161 97
Normal-school-fund-income	62,242 14	58,827 36

FINANCIAL STATEMENT FOR 1872.

Receipts.

Money on hand August 31, 1871	$379,319 60
From taxes levied for building and repairing	252,348 81
From taxes levied for teachers' wages	913,998 32
From taxes levied for apparatus and libraries	9,076 57
From taxes levied at town-meetings	303,400 24
From taxes levied by county-supervisors	203,062 75
From income of State-school-fund	159,587 22
From other sources	205,576 25
Total amount received	2,426,369 76

Expenditures.

For building and repairing	294,345 41
For apparatus and libraries	9,034 95
For services of male teachers	613,618 97
For services of female teachers	739,076 14
For old indebtedness	104,837 90
For furniture, registers, and records	31,392 32
For all other purposes	211,848 87
Total amount expended	2,064,154 56

* For returns of 1873, see statistical tables I and II, at end of volume.

† The school-fund is composed of proceeds of lands granted by the United States for support of schools, moneys accruing from forfeiture or escheat, and trespass-penalties on school-lands, fines collected in the several counties for breach of the penal laws, moneys paid as an exemption from military duty, and 5 per cent. on sale of Government-lands. The amount of the productive school-fund, on the 30th day of September, 1871, was $2,389,488.28 and on the 30th day of September, 1872, $2,482,771.28, showing an increase in the productive fund of $100,283 during the year.

EDUCATIONAL PROGRESS.

The State-superintendent of public instruction reports that the past year has been one of substantial progress in every department of the educational system.

"From nearly every part of the State cheering evidence comes of the increasing intelligence as well as prosperity of the people; of a deeper interest taken by them in the common schools; of a pressing demand for more experienced teachers; of a higher standard erected and maintained by county-superintendents in their examinations; of a larger attendance upon teachers' institutes; of the building of more convenient school-houses, provided with better seats and more abundant apparatus than the old ones, and of improvement in school-house-grounds.

"The unmistakable evidences of improvement are the erection of new houses, reseating others, procuring apparatus, maps, &c., more frequent inquiries for the best teachers, a willingness to pay such for their labor, and a very high appreciation of teachers' institutes."

SCHOOL-DISTRICTS.

"The whole number reported by the county-superintendents (not including joint districts) is 4,145. Adding 50 for Jackson County, which reported 48 last year, the whole number of ordinary districts is 4,195, an increase of 106. The number of parts of districts returned is 2,042, making, by the usual estimate of two and a quarter parts to a district, 908 joint districts, or only four more than last year. The whole number of districts, therefore, not including those cities which are not under the jurisdiction of county-superintendents, is 5,103. Last year the number, excluding the cities, was 4,993, so that the increase in districts is 110. It seems useless to classify the cities as districts. The number of cities now reporting independently is 19. The wards of a city are in some degree analogous to a school-district, as each ward usually has its school. The number of wards in the cities above referred to is about 90, which, added to the above 110, would give 200."

CHILDREN OVER 4 AND UNDER 20.

"The number reported is 423,717, an increase from last year of only 2,769. During the previous year the apparent increase was 8,467." Total for two years, 11,236.

CHILDREN OF SCHOOL-AGE IN DISTRICTS WHICH MAINTAINED SCHOOL FOUR OR FIVE MONTHS.

The number reported under this head is 422,045, which is only 1,672 less than the whole number of school-age, indicating that few districts failed to maintain school five or more months.

TOTAL ATTENDANCE.

After making some corrections in the returns and adding 3,102 pupils for the cities of Berlin, Oshkosh, and Stevens Point, the whole number of persons attending the public schools the past year is found to be 270,292, which is 5,007 more than attended the previous year and more than double the increase of school-children. The number attending between 4 and 20 is 266,789, leaving 3,403 as the number under 4 or over 20 in attendance. Tabulating all classes of pupils, the following is the result for 1871 and 1872:

	1871.	1872.
Number reported as attending public schools	265,285	270,292
Number reported as attending private schools	17,267	18,020
Number reported as attending academies and colleges	2,253	2,831
Number estimated for benevolent institutions	1,150	1,200
Total	285,955	292,343

"The number of pupils elsewhere tabulated as attending private schools, and not registered in public schools, is 11,920; but to this number should be added about 6,000 for Milwaukee, 400 for Madison, and 700 for Watertown, making a total of 18,020. Allowing 7,500 as the number of school-children in attendance upon some sort of school, but in no way reported, the aggregate is 292,343, leaving apparently 131,374 persons of school-age not in attendance upon any school."

TEACHERS AND TEACHERS' WAGES.

"The whole number of teachers required is 5,881, or forty-four more than last year. The number employed some part of the year was 9,267, an increase of 81 over last year.

"The average wages of male teachers, not including the independent cities, is $43.33 per month, a gain of $1.93 from last year. The wages for female teachers out of the cities is $27.04, a decrease of 58 cents.

"In the cities the average wages of male teachers has decreased from $1,053 per annum to $982, while those of female teachers have advanced from $367 to $376. There is a growing disposition in the cities to retain those ladies who give satisfaction in the schools and to advance their wages with increase of experience."

The whole number of teachers' certificates issued, exclusive of State-certificates and of those issued in the cities, was 7,383, which is 151 more than the number for the previous year.

GRADED SCHOOLS.

"Outside the independent cities, the number of schools with two departments is 151, a decrease of 17; but the number with three or more departments is 142, or 44 more than last year. Attention is again called to the fact that graded schools could be much more extensively introduced in the rural districts, under the town-system. Estimating the cities to embrace 217 graded schools, or one for each school-house reported, the whole number in the State is 410, an increase of 25."

SCHOOL-HOUSES.

"The whole number returned is 4,979. The number reported last year was 4,933, showing an increase of 46. The amount expended for building and repairing was $294,345, or about $10,853 less than last year. The number of good school-houses increases every year. Among the finest completed during the last school-year are those at Monroe and Black River Falls, each valued, with the site, at $25,000. The school-houses of the State will accommodate 312,612 pupils, which is 111,105 less than the whole number of school-age and entitled to attend school, but 42,320 more than the whole attendance."

Besides the houses built, many school-yards have been inclosed and outhouses put in good condition. But there is yet much to be done in this direction. According to President McGregor, there are still over 3,000 school-houses in the State not well inclosed or not inclosed at all, while few of the actual inclosures contain any trees, flowers, or vines. As to the practicability of such attractive adornment, attention is directed to the example of Racine College, where the grounds are kept as neat as any garden by interesting the young men themselves in this good work and allowing them to have each his own little plat of ground to care for.

SUMMARY OF GENERAL STATISTICS.

	1871.	1872.	Increase.
Whole number of districts in the State, not including cities	4,493	5,103	110
Number of districts reported	4,938	4,989	51
Number of children over 4 and under 20 years of age in the State	420,948	423,717	2,769
Number of children over 4 and under 20 in districts maintaining schools five or more months	418,358	422,045	3,687
Number over 4 and under 20 who have attended school	262,947	266,789	3,842
Total number of different pupils who have attended the public schools during the year	265,285	270,292	5,007
Average number of days a school was maintained, (estimated)	155	153	*2
Number of days' attendance of pupils over 4 and under 20	20,546,904	19,663,667	*883,237
Total number of days' attendance of different pupils during the year	20,627,575	19,929,416	*698,159
Number of days schools have been taught by qualified teachers	842,200	801,007	*47,193
Number of pupils who have attended private schools	17,267	18,020	753
Number of schools with two departments	230	213	*17
Number of schools with three or more departments	155	199	44
Number of teachers required to teach the schools	5,837	5,881	44
Number of different persons employed as teachers during the year	9,168	9,267	99
Average monthly wages of male teachers in the country	$41 40	$43 33	$1 93
Average monthly wages of female teachers in the country	$27 62	$27 04	$0 58
Average monthly wages of male teachers in the city	$105 30	$98 20	*$7 10
Average monthly wages of female teachers in the city	$36 70	$37 60	$0 90
Number of schools visited by the county-superintendents	4,886	4,296	590
Number of public-school-houses in the State	4,933	4,979	46
Number of pupils the school-houses will accommodate	310,292	312,612	2,320
Number of sites containing less than one acre	3,705	3,733	28
Number of sites well inclosed	1,353	1,392	34
Number of school-houses built of brick or stone	605	656	51
Number of school-houses with outhouses in good condition	2,957	3,497	540
Highest valuation of school-house and site	$75,000	$75,000	.....

* Decrease.

ABSTRACTS OF COUNTY-REPORTS.

In Barron County school-houses have been built and schools maintained in many districts that could not have supported them previously.

In Brown County, exclusive of the schools in the city of Green Bay, there are five graded schools. Out of 150 applicants for teachers' certificates, 100 received them. Four new school-buildings have been erected during the year and four more are to be.

In Buffalo County excellent new school-houses have been built in five districts and more projected.

In Columbia County fault is found with some dilapidated school-houses, the use of roads for play-grounds, and the hiring of cheap teachers. Still some school-houses have been built in the county during the year that are creditable to the localities in which

they stand. Modern improvements have been introduced in seating and ventilating and several old school-houses have been thoroughly repaired. Out of 490 applicants for teachers' certificates, only 70 per cent. passed.

In Dane County, out of 560 applicants for teachers' certificates, about 40 per cent. received them. Educational prospects are said to be brightening here, and there is a demand for experienced teachers and a willingness to pay them living wages. Miserable old shells, that have disgraced too many districts, have given place to better and more convenient buildings. In many districts they have added to the attractions of the school-houses by inclosing the grounds and planting out shade-trees.

In Dodge County, out of 333 applicants for teachers' certificates, 109 have been rejected.

In Eau Claire County there has been an effort to raise the standard of qualifications of teachers. A commendable interest is manifested by the people in raising money to build school-houses, even in the country districts.

In Fond du Lac County, of 225 applicants, only 110 received teachers' certificates. A large proportion of the school-houses are creditable structures, and many would be an honor to wealthy and populous communities. One school-house has been built. There are six graded schools that will compare favorably with any in the State. This county is well represented in the State normal schools, sixteen pupils having been nominated for admission thereto—twelve at Oshkosh and four at Whitewater.

In Grant County 392 certificates have been granted to applicants for teachers' positions, less than one-fourth of the applicants having been rejected. The normal schools are said to have done much to improve the condition of the common schools. There is a perceptible advance in the qualifications of teachers and in the interest manifested in relation to common-school-education.

In Juneau County the schools in the villages of New Lisbon, Mauston, and Necedah are said to challenge comparison with those of any of the neighboring villages in the State. Of the county-schools, many are in excellent condition and are doing good work. Four of the districts of this county sustain graded schools. One hundred and one certificates were granted to applicants for teachers' positions.

In Kenosha County, the school-interests are reported to be in a flourishing condition. Three new school-houses have been built and furnished, while many of the old ones have been repaired. Of 140 applicants for teachers' certificates, only 83 received them. The names of all pupils who are neither absent nor tardy, and who are correct in deportment, are recorded on a roll of honor, which is published monthly in The Educational.

In La Crosse County many of the old school-houses have been refitted and the standard of teaching has been raised.

In Marathon County two new school-houses have been built and another is projected. The schools are reported to be steadily progressing.

In Marquette County there are evidences of gradual improvement. Of 90 applicants who were examined, only 53 received certificates. Several new school-houses have been completed and one or two more will be ready for occupancy during the winter.

In Milwaukee County, out of 76 applicants, 59 received teachers' certificates. Great interest has been manifested by the people in building substantial and commodious school-houses, nearly one-third being built of brick.

In Monroe County two frame school-houses have been erected and in the more wealthy districts there is a growing inclination to replace the old structures with new and improved buildings. There are two graded schools, one at Sparta and one at Tomah. The monthly reports of the teachers have induced better organization and systematic management of the schools and have caused teachers to feel an accountability that has had a salutary effect. Of 159 applicants, 90 received teachers' certificates.

In Pepin County improvement is reported in the way of caring for the health and comfort of the children in the schools. New houses have been built and new furniture substituted for the old.

In Polk County, of 62 applicants for teachers' certificates, 56 received them. Thirteen school-houses have been built. Much of the school-work has been a great improvement compared with that of previous years.

In Racine County a good degree of progress is reported. Three new school-houses have been erected, each arranged and furnished in modern style, and preparations are being made for building others.

In Richland County improvement is reported in the erection of new school-houses, reseating others, procuring apparatus, &c., and a willingness to pay good teachers for their labor. Fine school-houses are being built. Of 180 applicants at the spring-examination, 141 received certificates, 51 of them being limited. Of 118 applicants at the fall-examination, 77 received certificates, 26 of them being limited.

In Sauk County the efforts of many of the teachers to attain better qualifications, as exhibited by their attendance upon institutes, have resulted in the acquirement of a good degree of skill in teaching. The schools are said to be progressing.

In Sheboygan County the schools are reported to be in a flourishing condition. Good

wages are being paid to teachers, and the result is that a better class of teachers is being employed. Many school-houses have been erected, the one in the village of Sheboygan Falls being the most costly.

In Trempealeau County a few school-houses have been built or partially finished in new districts, while in the older districts progress has been made in building, improving grounds, fencing, and furnishing. Several village-schools have grown to such proportions as to render it necessary to grade them at no distant day. There is a more general call for superior teachers. Eighty-nine certificates have been granted.

In Vernon County the schools are reported as prosperous and the teachers are commended for their devotion to the cause in which they are engaged.

In Walworth County the institute and teachers' meetings have proved of great benefit to the schools. The graded schools deserve special mention; their influence on the mixed schools is helpful. Some school-houses have been built and others are contemplated.

In Waushara County the schools have made steady progress; 154 certificates to teach have been issued to applicants. One school-house has been built and a number repaired.

In Winnebago County the schools are reported to be prosperous and successful. About 75 per cent. of the number applying for teachers' certificates received them. There are seven graded village-schools, taught by able teachers. The influence of the normal school at Oshkosh is being felt more and more, as teachers seek to obtain the thorough drill there given. The two teachers' associations have held meetings during the winter- and spring-terms once in four weeks, with good results. Marked changes are being made in the school-houses. Two new ones have been built and others are being erected, while several houses have been repaired and the school-grounds in many districts have been inclosed and improved.

In Wood County a decided change has taken place. Good teachers are wanted and good wages paid them. A teachers' association was held in February, at Grand Rapids, which was attended by nearly all the teachers of the county, and a school-officers' convention was held a few days later at the same place. Use of the press has been made to circulate educational matters and to urge upon the public such measures as seemed necessary and important. The city of Grand Rapids voted to raise by tax $10.000, to be added to the "Howe fund" of $10,000, for the erection of a high-school-building.

With some abatements and exceptions it will be seen that nearly all these county-reports show progress, new school-houses, better teachers, deepening interest in school-work, and increasing readiness to meet the necessary expenses of it—in some instances a willingness to encourage better teaching by offers of higher pay. From the towns the reports indicate the same advance. At Mineral Point the school-buildings have been made sufficient to accommodate not only all the pupils in the city, but also those of higher grade from the surrounding country. The high schools there have raised their standard, too, adding Latin and German to their former English course. At Oconto the cause of education is said to be well on the advance, provision being made for more school-room, as the school-census outnumbers, by hundreds, that of last year. In Portage the schools are reported to be in a prosperous condition and teachers to be paid in cash at the expiration of each ten weeks.

SECONDARY INSTRUCTION.

Five institutions of this class have been reported, viz: Evansville Seminary; German and English Academy, Milwaukee; Kemper Hall, Kenosha; Rochester Seminary; and Santa Clara Academy, Sinsinawa Mound; the first reporting 152 students, the second 334, the third 66, the fourth 85, and the fifth 118.

(For further information, see statistical tables at end of volume.)

PREPARATORY INSTITUTIONS.

Wayland University, at Beaver Dam, and Milwaukee Academy are preparing 98 students for college; 53 are engaged in classic and 45 in scientific studies, of whom 18 are in senior-, 20 in junior-, 23 in middle or third, and 37 in fourth-grade-classes.

NORMAL SCHOOLS.

Of these there are four in the State: one in Platterville, one in Whitewater, one in Oshkosh, and one (not in full operation at the date of the report) in River Falls. Each assembly-district in the State is entitled to six representatives in the normal schools. Candidates for admission must be at least 16 years of age, of sound bodily health, of good moral character, and must declare their purpose to be to fit themselves for the profession of teaching, and actually to teach in the public schools of the State. No person is entitled to a diploma who has not been a member of the school in which such diploma is granted at least one year, nor who is less than 19 years of age.

At Platterville the students are reported to be, as a general thing, earnest in their work and to be making good improvement of their time and opportunities. The apparatus and fixtures of the school have been greatly improved during the past year. The number of pupils in December, 1872, was 295.

At Whitewater every available seat has been occupied and every energy of the faculty taxed, 221 students being registered in the normal department and 141 in the training-department. Among other subjects treated have been school-architecture, ventilation, and kindred themes. The building and grounds have been improved, and large additions made to the philosophic apparatus and to the laboratory and museum. A teacher of light gymnastics is connected with the school.

At Oshkosh, where the school is of recent establishment, 70 have been in attendance and have been engaged in teaching during some portion of the year.* A fine philosophic and chemic cabinet has been purchased and a reference-library and mineralogic cabinet are to be added.

"Measures have been taken to have the normal schools brought into harmonious relations with the university and other higher institutions of learning, by suggesting to the various faculties the practicability of making the courses of study parallel in the university and the normal schools up to the junior- or senior-year in the department of arts in the university, so that graduates of the normal schools may graduate from the university after completing the remaining course of study. The plan seems to be entirely feasible and will doubtless be adopted in due time. This will be another step in the advance towards the realization of the long-wished-for unity in the school-system advocated by the best educators."

Besides the State normal schools there is in Racine City a normal school for the instruction and training of teachers of the public schools, which holds an annual session of two weeks preceding the commencement of the school-year, and during that year a session every Saturday, excepting on Saturdays prescribed as holidays by the school-board. Teachers are required to attend all the sessions regularly and punctually and to be prepared to recite lessons assigned by the principal.

UNIVERSITY OF WISCONSIN.

According to the report of General C. S. Hamilton, president of the board of regents, the University of Wisconsin is in a very flourishing condition. Under the efficient management of the president, Rev. J. H. Twombly, D.D., assisted by an able faculty, the number of students is greater and the standard of scholarship higher than at any previous period.

Ample facilities are afforded young ladies for acquiring a thorough education, the option being given them of reciting alone or with students of the opposite sex.

The law passed in the legislative session of 1871–'72, bringing the university into vital relations with the public schools, has been already of great benefit to the university and to the graded schools. In many places the additional studies are being taught, to correspond with the requirements of the faculty, and ten young gentlemen and ladies have been admitted to the college-classes, the first fruits of a great future harvest.

The report of the regents for the year ended September 30, 1872, states also that the female-college-building provided for by the legislature in 1870 has been entirely completed and formally opened to lady students. That the advantages of such a building in connection with the university are appreciated by the public, it is only necessary to say that with the opening of the fall-term the building was occupied to its full capacity by lady students and room for many more wanted. The accommodations of the building are sufficient for eighty students, with room for the lady teachers. It is insufficient for present needs, and if it be the wish of the people to see the requirements of the organic law fulfilled, the building will have to be enlarged at no distant day.

In the management of this branch of the university the regents have endeavored not only to carry out that provision of the organic law which requires that female students shall have all the advantages of the university, but they have also conceded to them the privilege of a distinct ladies' education. The sexes are not required to recite together, but a preference in this respect, requested by parents and students, is granted to the ladies, and competition for all the honors of the university is open alike to both male and female students.

At the opening of the fall-term of 1872 the total number of students present at the university was 435, of whom 142 were females. When this is taken in connection with the fact that raising the standard of scholarship has been the cause of rejection of many applicants, it shows, not only a steady growth in numbers, but cheering evidence of improvement in the true direction.

Prof. Kerr states, in the Wisconsin Journal of Education, that at the examination for admission to the several departments of the university the average attainments of the candidates were considerably above those shown on any previous occasion. On arranging their plans of study, after the examination was completed, more young men than usual decided in favor of the long course. Three ladies also entered the lists for honors in the college of letters, and commenced with good prospects of success.

*At a convention of superintendents and principals, held in Madison, December, 1872, the number in this school, including 58 in the preparatory department and 70 out teaching, was reported to be 286.

CONNECTION OF GRADED SCHOOLS WITH THE UNIVERSITY.

In his report of 1870, Superintendent Fallows expressed the decided opinion that the preparatory department of the State-university ought to be abolished and the work done by it be remitted to the academies and high schools of the State. In the report for 1871, this opinion was again expressed with more detail and emphasis, the graded schools of the State being then included with the high schools; and it was proposed that the university should furnish to all such schools a list of the studies required for admission to the different collegiate departments, with the per cent. to be attained in each. That done, it was further proposed that the graduates of these State-schools should be admitted, on the certificates of their principals, into the college-classes for which they were prepared, without further examination and without any charge for tuition during their stay at the university. It was held that the adoption of such a plan, with the addition of a publication of the names of these students, would have a healthily stimulant effect upon the schools, would "make the principals vie with each other as to the quality and quantity of the students sent to the university," and would awaken in parents a new interest in the schools, as enabling them to prepare their children for collegiate studies without sending them from home.

After considerable debate respecting this proposal among the principals of public schools and members of the faculty and regents of the university, the plan was acceded to, and in March, 1872, a law was passed providing that all graduates of any graded school of the State, who should have passed an examination at such school satisfactory to the faculty of the university for admission into the sub-freshman-class and college-classes of the university, should be at once and at all times entitled to free tuition in all the colleges of the university.

It was directed that the examinations in these cases should be in writing; that a certain defined number of questions should be submitted on each study; that orthography and penmanship should be determined from the written papers; that the principal should examine the papers and mark them on a scale of 100, candidates obtaining at least 76 in each study and an average of at least 85; and that then the principal should forward to the president of the university the questions, the written answers of the candidate, and a certificate that the papers had been prepared under his supervision, and, to the best of his knowledge and belief, in an entirely fair way.

To the objections that the standard of admission to the university might be lowered if so many schools were to be made preparatory to it, and that discrimination would be made in favor of students from the public schools, if free tuition should be given them, answer was made that the faculty of the university would always have the matter of standard in their own hands and that the principle of discrimination in the matter of tuition was already recognized in the public-school-system, so that no injustice would be done by an extension of the thing.

Since the passage of the law, 47 students have been admitted, under its provisions, to the university, (11 in 1872 and 36 in 1873,) and the superintendent of instruction thinks that the good effects anticipated have been fairly realized.

COLLEGES AND UNIVERSITIES.

The following institutions have reported to the State-superintendent in compliance with law: Beloit College, Galesville University, Lawrence University, Milton College, Milwaukee Female College, Racine College, Ripon College, and Wisconsin Female College.

The following table presents a summary of the most important statistics for the past two years, showing a large increase of younger students and a decrease of irregular students:

	1871.	1872.
Number of colleges reported, (not including State-university)	7	8
Number of members of faculties	63	79
Number graduated at last commencement	61	66
Total number who have graduated	418	598
Number of students in senior-classes	47	73
Number of students in junior-classes	78	93
Number of students in sophomore-classes	103	115
Number of students in freshman-classes	115	153
Number of students not in regular classes	313	289
Number of students in preparatory departments	495	894
Total number in the institutions reported	1,151	2,368
Number of acres owned by the institutions	4,829	4,086
Estimated cash-value of lands	$119,900 00	$135,700 00
Estimated cash-value of buildings	282,500 00	371,000 00
Amount of endowment-funds, except real estate	203,256 00	213,205 00
Amount of income from tuition	20,090 71	25,952 09
Amount of income from other sources	69,198 73	22,978 00

Statistical summary of universities and colleges.

Names of universities and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Corporate property, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Amount of property of corporation.	Value of grounds, buildings, and apparatus.	Amount of endowment.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
Beloit College	11	*6	93	56	$225,000	$92,000	$90,000	$115,000	$10,500	$7,000	7,130
Galesville University	5	0	105	35	35,000	12,000	10,000	10,000	900	2,150	4,500
Lawrence University	11	0	281	74	198,203	125,350	.....	67,523	3,508	6,338	6,500
Milton College	8	0	125	78	43,575	34,900	4,225	4,225	200	2,830	1,800
Northwestern University	7	1	132	23	65,000	35,000	30,000	.....	.....	7,500	2,000
Pio Nono College	5	....	50	50	.....	50,000	.....	.....	.....	.....	.....
Racine College	18	0	183	66	.....	200,000	0	.....	.....	75,329	2,800
Ripon College	10	0	272	55	115,000	65,000	50,000	38,000	3,800	.....	3,000
St. John's College	16	0	120	95	.....	.....	0	.....	.....	.....	3,800
University of Wisconsin	15	0	35	45	.....	.....	.....	216,519	15,156	.....	6,000

* Five partially.

STATISTICS OF ALUMNI OF BELOIT COLLEGE.

In a late number of The Monthly, published by the students of Beloit College, we have a statement which goes to show the issues of college-education. It says: "Of the 200 alumni of our college, nearly all are engaged in or are studying for some one of the four professions. More than one-third are clergymen; one-fifth, lawyers; thirteen, physicians; while about twenty-five fill the chairs of editors and teachers. Now and then we find one who has taken up some substantial work, such as that of a manufacturer or business-man; but only two, it seems, are following farming." As to the last point, the agricultural colleges will probably soon make a decided change, elevating farming to the dignity of a scientific pursuit, deserving the attention of the most cultivated intellect. As to the tendency of the college-bred towards what have been esteemed the learned professions, the scientific schools will likewise show their influence ere long. But probably the statement here made may be taken as exhibiting the general drift of college-training as it has been in the past; and, as for the colleges of arts or academic departments of the universities, it is likely to be in all the future.

COLLEGES FOR WOMEN.

Milwaukee Female College, at Milwaukee, and Wisconsin Female College, at Fox Lake, report an aggregate of 262 pupils, 74 in preparatory and 44 in collegiate studies. Milwaukee Female College, with 6 professors and instructors, has 15 pupils in the freshman-, 7 in the sophomore-, 18 in the junior-, and 4 in the senior-years, and 74 in the preparatory department. Wisconsin Female College reports the total attendance of pupils as 70; the collegiate department not yet classified. It has a chemic laboratory, a small natural-history-museum, a gymnasium, and a library of 600 volumes. Music—both vocal and instrumental—drawing, German, and French form a part of the course of study.

Statistical summary of schools for professional instruction.

Names of schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Corporate property, &c.					Number of volumes in library.
				Amount of property of corporation.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
SCHOOLS OF THEOLOGY.									
Mission House	6	....	30	.....	$10,000	$600	.....	$3,306	1,800
Nashotah House	5	1	28	$120,000	90,000	30,000	$3,000	30,000	6,000
Seminary of St. Francis of Sales	11	....	53	.....	.....	.....	.....	.....	5,000
SCHOOL OF LAW.									
Law-department, University of Wisconsin	7	....	23	.....	.....	.....	.....	.....	500
SCHOOL OF SCIENCE.									
College of Arts, (University of Wisconsin)	14	....	316	.....	200,000	225,309	15,771	29,444	6,000

INSTITUTE FOR THE BLIND.

The year has been marked by an attendance greater than that of any previous one, and by increased efficiency of the industrial department; 76 pupils have been present, the majority of whom have been connected with each of the three departments of literature, music, and handicraft. Two choirs have been maintained and many pupils have received private voice-culture. An orchestra of fifteen pieces has been supported. In the industrial department the seating of cane-seated chairs has been introduced. A change of policy, by which the foreman of the shop is made partially dependent upon its pecuniary success for his compensation, seems to secure greater economy, thoroughness, and more rapid progress than the former system. To this department a few adults have been admitted. The law passed by the last legislature, providing for obtaining a census of blind children, has resulted in securing the attendance here of some of whose existence the superintendent had no knowledge and who had themselves not known of the existence of an institution for their benefit. The institution is open, free of expense for board or tuition, to all blind persons or persons with defective vision, between the ages of 8 and 21, who are legal residents of Wisconsin.

INSTITUTE FOR THE EDUCATION OF THE DEAF AND DUMB.

The attendance of pupils has been larger than ever before, 164 being the number connected with the school during the year. The school is in need of enlarged accommodations, the present edifice being only large enough to accommodate 150. Tuition is furnished by the State. The medium of instruction is the sign-language. The revision of the school-law places the maximum school-period for ordinary pupils at five years; and in cases where promise is given that more time would be of special advantage an additional period may be allowed.

SOLDIERS' ORPHANS' HOME.

On the 1st day of October, 1872, there were 207 children in the "Home." Since March last, the public-school-system of discipline, classification, drill, &c., has been introduced and followed and normal-trained teachers secured. Last June a class of ten pupils passed a creditable examination for admission to a normal school.

INDUSTRIAL SCHOOL FOR BOYS.

The managers of the Wisconsin Industrial School for boys report as follows: whole number in school since July, 1860, 900; present number, 275. Besides the main building occupied for school-purposes and the residence for officers and employés, there are six family-buildings and two shop-buildings. Since the legislature of 1870 limited the commitment to boys, the State has had no provision for wayward girls. The average time of detention has been between two and three years, depending principally on the conduct of the boy and the character of the home to which he is to go. The family-system is still successfully continued. The school is graded into five departments, in which all the branches of a common-school-education are taught. As a rule, the boys do not make great advance in scholarly attainments; still, there are many marked exceptions. A farm of 233 acres is worked by them. The products of their labor are mainly consumed in the institution, the willow-broom and cane-seating manufactures being the principal exceptions.

WISCONSIN INDUSTRIAL SCHOOL.

The board of managers notes, first, an unusual and unexpected increase in the number of inmates. An increase certainly was expected, but not such as has been realized. It is difficult to convey to one unfamiliar with this class of institutions a clear idea of the consequences growing out of this influx. In order to make room for the newly committed boys, there was no alternative but to send away many who ought to have been retained. Those sent away were selected from among the boys furthest advanced in reformation of character and in ability to aid in their own maintenance; but, after all, the necessities of the case furnished the reason for removing them, rather than any fitness in themselves to justify it. Of course, they were among the older and larger boys. Sending them away lessens the working power of the school in all its departments. Average of age, deportment, tone of manners, the general *physique* of the school, all are lowered, and visitors are at once struck with the thought that a school which has been in existence so long ought to exhibit stronger marks of improvement than it can with the new and younger recruits to which it is reduced by reason of having made no provision for the changed condition of things.

The boys in the school at the date of the last report averaged a little below 14 years of age; those committed since average 12¼ years of age; as their numbers increase, their ages decrease. The rooms are generally so crowded as to hinder or seriously embarrass all attempts to preserve order or enforce such rules as are necessary for the government of any class of boys. The family-sitting-rooms and the assembly-rooms have come to resemble a crowded camp, rather than a place where one is expected to learn good manners or morals.

Another year of good health is reported among the inmates. Only one death has occurred, that of a colored boy who had been for a long time suffering with a disease

of the lungs brought with him from the South, when he followed the army "home from the war." Attention is called to the fact that the medical bills are so small, when the number of inmates is so large, of such a class and crowded into such close quarters. The continued good health of the boys is attributed to the attention that is paid to their habits of personal neatness, to careful and judicious nursing, and to a plain palatable and plentiful diet.

As to the productions of the farm, garden, shops, &c., the results may be regarded as satisfactory upon the whole, when the reduced condition of the labor-power in the school and the severe drought of the season are remembered.

There are no causes for discouragement, except those growing out of the crowded condition of the school, in consequence of which boys have been compelled to leave, whom it would be advisable to recall. In view of this, it is proposed to erect two family-buildings of the character needed, and in addition to the main building, affording school-, assembly-, lodging-rooms, office, &c., the means for which are now in the treasurer's hands.

THE STATE-PRISON-SCHOOL.

This school was instituted under authority of law in 1867 and has been in constant and successful operation ever since. Every effort is made to educate and reform the convicts, and the good results thereof are felt in every part of the institution. For the whole term of five years that this school has been in operation, with a membership of from 40 to 70 scholars, not a solitary breach of order has occurred. All the common elementary branches of education are taught. Two hundred and sixty-eight scholars have been admitted since its organization; at the present time there is a membership of 42. During the past year a library of 451 volumes, carefully selected and embracing a wide field of general information, has been added to the school.

CONVENTION OF SUPERINTENDENTS.

A convention of city- and county-superintendents was held at Madison, December 27, 28, and 29, in pursuance of the call of the superintendent of public instruction.

The report on "course of instruction for country schools" was ordered to be published in the Journal of Education for critical examination by the teachers of the State, and a committee was appointed by the State-superintendent, with Mr. Viebahn as chairman, to report on the whole subject of "course of instruction," "classification in schools," and "text-books," pertaining to the common schools, at the next meeting of the superintendents.

A resolution was adopted, appointing a committee to secure legislation giving county-superintendents discretion to refuse certificates to such teachers as persistently refuse to attend institutes.

One prominent sign of progress noted in 1873 is a large increase in the number of county teachers' associations, these, in some instances, being maintained in each assembly-district. An educational column, too, is found in many of the county-papers, the county-superintendent keeping himself by this means in weekly communication with the teachers. The newspaper serves as a medium by which he may make needed suggestions, while public interest is secured by giving the results of his observations.

TEACHERS' INSTITUTES.

A conviction of the value of the institute is continually growing in the minds of teachers and people. Fifty-six short-term institutes have been held and eleven normal institutes, the largest number ever held in the State in one year. The attendance on both classes of institutes has been over three thousand. The normal institutes were conducted as schools, and not as conventions without method or discipline. It is said that they are at present doing more for the State at large than the normal schools, because the benefits of the former reach the mass of teachers who must for some time to come have charge of the country schools, while the latter do not. The institute at Sparta was held six weeks. One hundred and twenty-four teachers were enrolled. The interest in the institute was unbroken to the end. As an experiment it was a grand success. The superintendent of public instruction believes that the institute-work can be more thoroughly and economically done by connecting it more closely with the normal schools and suggests that the State be divided into institute-districts, according to the number and location of the normal schools; that a teacher in each normal school have charge of the institutes in the district contiguous to his school; that one of these teachers, or some other person, be appointed, from his peculiar fitness for the position, director of the institute-work.

It appears from a table appended to the report of the State-superintendent for 1872 that institutes were held in 45 counties and covered, in the whole, 439 days.

OBITUARIES.

Three prominent educators in the State have died during the year past: Rev. M. Montague, superintendent of the schools of Walworth County; Prof. Jackson J. Bushnell, professor of mathematics and natural philosophy in Beloit College, and Prof. J. K. Purdy, president of the State Teachers' Association.

Mr. Montague died in the winter, thrown from his sleigh, while on a tour of in-

spection of the schools. He is said to have been a man of stern exterior but of kind and gentle heart, a model superintendent, attending with scrupulous care to the details of his office, visiting the schools frequently, holding almost weekly meetings of teachers, and commanding in a high degree the respect of his constituents and the esteem and affection of his teachers. Mr. Montague was 53 years of age; had been a resident of Wisconsin for about twenty-five years; had held many positions of honor and trust as an educator and a Christian minister, and had performed a noble work.

Prof. Bushnell died on Saturday the 8th of March, 1873. The State Journal says: "Prof. Bushnell was, we believe, about 58 years of age, a native of Connecticut, and a graduate of Yale College. He came to Wisconsin in the latter part of April, 1848, and was the pioneer-professor of Beloit College, which owes its establishment largely to his indomitable courage and unwearied, persevering labors."

Prof. Purdy is said to have been an efficient officer, an untiring student, a patient instructor, and a most genial man.

LIST OF SCHOOL-OFFICIALS IN WISCONSIN.

Hon. EDWARD SEARING, *State-superintendent of public instruction, Madison.*

COUNTY-SUPERINTENDENTS.

County.	Name.	Post-office.
Adams	J. M. Higbee	Plainville.
Ashland	John W. Bell	La Pointe.
Barron	A. B. Finley	Prairie Farm.
Bayfield	Edwin Leehy	Bayfield.
Brown	Martin H. Lynch	De Pere.
Buffalo	Lawrence Kessinger	Alma.
Burnett	John G. Fleming	Grantsburg.
Calumet	W. B. Minaghan	Chilton.
Chippewa	James A. Bate	Chippewa Falls.
Clark	R. J. Sawyer	Neillsville.
Columbia	Le Roy J. Burlingame	West Point.
Crawford	Thomas L. Redlon	Wheatville.
Dane, first district	W. H. Chandler	Sun Prairie.
Dane, second district	M. S. Frawley	Black Earth.
Dodge, first district	John T. Flavin	Watertown.
Dodge, second district	Arthur K. Delaney	Hustisford.
Door	Chris. Daniels	Sturgeon Bay.
Douglas	J. S. Graham	Superior.
Dunn	George Tonnar	Menomonee.
Eau Claire	Joseph F. Ellis	Eau Claire.
Fond du Lac, first district	W. L. O'Connor	Rosendale.
Fond du Lac, second district	James J. Kelley	Osceola.
Grant	George M. Guernsey	Platteville.
Green	Daniel H. Morgan	Monroe.
Green Lake	A. A. Spencer	Berlin.
Iowa	W. H. Peck	Mineral Point.
Jackson	T. P. Marsh	Pole Grove.
Jefferson	S. A. Craig	Fort Atkinson.
Juneau	George P. Kenyon	New Lisbon.
Kenosha	James P. Briggs	Kenosha.
Kewaunee	John M. Read	Kewaunee.
La Crosse	Sherman W. Leete	West Salem.
La Fayette	James G. Knight	Darlington.
Manitowoc	Michael Kirwan	Manitowoc.
Marathon	Thomas Greene	Wausau.
Marquette	Henry M. Older	Packwaukee.
Milwaukee, first district	Thomas O. Herrin	Milwaukee.
Milwaukee, second district	James L. Foley	Butler.
Monroe	A. E. Howard	Sparta.
Oconto	A. T. Stearns	Oconto.
Outagamie	Patrick Flanagan	Appleton.
Ozaukee	Edward H. Jassen	Cedarburg.
Pepin	M. B. Axtell	Pepin.
Pierce	Martin E. Cady	River Falls.
Polk	Charles E. Mears	Osceola Mills.
Portage	James O. Morrison	Plover.
Racine	Thomas Malone	Rochester.
Richland	William J. Waggoner	Richland Center.
Rock, 1st district	Edson A. Burdick	Janesville.
Rock, 2d district	J. B. Tracey	Emerald Grove.
St. Croix	Frank P. Chapman	New Richmond.
Sauk	James T. Lunn	Ironton.
Shawanaw	Charles R. Klebesadel	Shawanaw.
Sheboygan	M. D. L. Fuller	Plymouth.
Trempealeau	James B. Thompson	Trempealeau.
Vernon	Orvis B. Wyman	Viroqua.
Walworth	S. B. Ballard	Sharon.
Washington	Fred. Regenfuss	West Bend.
Waukesha	Isaac N. Stewart	Waukesha.
Waupaca	Justus Burnham	Waupaca.
Waushara	Theodore S. Chipman	Berlin, Green Lake Co.
Winnebago	H. A. Hobart	Winneconne.
Wood	Clarence L. Powers	Grand Rapids.

ALASKA.

The only report from this distant and isolated Territory comes from Captain Charles Bryant, agent of the Treasury Department, and gives some information respecting the the population and schools of two of the Aleutian Islands. It is as follows:

"The census taken January 1, 1873, on St. Paul's Island, gives the number of the native inhabitants on the island, 218. To these should be added the 17 then absent and properly to be reckoned as belonging to the island, making in all 235, (males, 114; females, 121,) showing a decrease since 1870 of 12 persons. The whole population of the Territory of Alaska is 30,000: 7,000 Aleutians on the islands, about 11,000 Coloshes on the coast, and the remaining portion scattered over the Territory in wandering tribes. The Aleutians live in villages of from a few families to 500 or 600 persons. For the last thirty years they have had priests of the Greek Church, educated to some extent to minister to their spiritual wants. These have so far taught the people that most of them understand the service in Russian, can manage their accounts and transact business successfully. The Coloshes have a tribal organization and little or no education. The priests scattered through the different villages are all natives, under a Russian bishop, and were educated in a school established by the Russian government at Sitka. Since the country came into possession of the United States, that and all the schools under Russian control have ceased operations, and there is yet no law under which any community or group of families may organize themselves for the support of schools. At Sitka, however, the necessity for some civil organization has been so great that, even without a law to authorize it, the citizens have settled themselves into a voluntary community, elected certain officers, and established an English school.

"The chief contact of the people of the Territory with civilization now is through the traders, who have posts established at different eligible points to the number of twenty or more. These are visited about once a year by vessels sent out for trading-purposes. The effect of this trading on the population of course must depend largely on the character of the agents employed in it.

"The islands of St. Paul and St. George represent an interest apart from other portions of the Territory, and have been made by resolution of Congress a Government-reservation. The contract made with the Alaska Seal Company requires them to keep up each year for eight months a school on each island.

"A school-house was fitted up and properly dedicated, and a school commenced October 2, 1873, and continued eight months; but, on account of a prejudice among the people, who have a fear that in learning English their children will forget their Russian and weaken their attachment to their church, only seven attended regularly. Under the assiduous care of the teacher, these made very commendable progress. There were at the same time three classes taught by natives, two in Russian, one in Aleut. In all, seventeen scholars attended schools of all kinds."

Assistant-Agent Samuel Falconner reports the same difficulties existing on the island of St. George in regard to securing attendance at school.

ARIZONA.

[From report of Hon. A. P. K. Safford, governor and, *ex officio*, superintendent of public instruction, for 1873.]

STATISTICS.

Number of males between the ages of 6 and 21 years	836
Number of females between the ages of 6 and 21 years	824
Total school-population	1,660
Number attending public schools	333
Number attending private schools	149
Whole number attending school	482
Number that can read and write	500

"PIMA COUNTY.

"Cash on hand January 1, 1873, $874.95; cash received from the territorial school-fund, $1,433.22; and from all sources received, $4,291.77. Amount paid to teachers, $1,676.88; for school-houses and furniture, $241.61; for school-books, $39.90; for salary of superintendent, $100; for rent of school-house, $363.50; incidental expenses, $449.75; on hand, $1,420.13; making in all $4,291.77, the amount received. The probable amounts that will be received in 1874 are $1,500 from the county and $1,000 from the Territory. The probable amount that will be required for 1874 is $2,900.

"The number and condition of the schools are: A primary school was kept open in Sanford three months by a male teacher, at $100 per month.

"One has been maintained in Florence for two months by a male teacher, at $100 per month, with an average daily attendance of 20.

"A primary school was open in Tucson for boys and continued four months. Two schools are now open in charge of female teachers, each with a salary of $100 per month. One teacher has charge of the boys and the other of the girls, in separate rooms. There is an average daily attendance of 50 boys and 25 girls. The progress made by the pupils is reported to be excellent. A school-house 16 by 30 has been built at Florence. It was done by volunteer-subscriptions on the part of the citizens. The other schools in the county are kept in rented buildings. McGuffey's series of books is used.

"The census-returns show the whole number of children between the ages of 6 and 21 to be 751, of which 110 are reported attending public schools.

"The value of school-houses and furniture in the county is reported to be $975.

"YAVAPAI COUNTY.

"Cash on hand January 1, 1873, $151.48; received from territorial school-fund, $1,488.79; from county-school-fund, $753.04; from contributions and all other sources, $205; making a total of $2,598.31. Cash paid for school-house and furniture, $2,100; other expenses, $229.12; on hand, $269.19; in all, $2,598.13. The probable amount of receipts for 1874 is $1,100, and probable amount needed for this year, $1,200.

"The number and condition of schools in Yavapai are: a school was kept open in Prescott for three months by a female teacher, at $100 per month. The average daily attendance was 45. The progress made is reported as having been very satisfactory. The census-returns show the total number of children in the county between the ages of 6 and 21 to be 106, of which 53 attended public school. The value of school-house and furniture in the county is $2,175.

"YUMA COUNTY.

"Cash received from territorial school-fund, $2,134.92; from county-school-fund $915.18; in all, $3,050.10. Amount paid to teachers, $1,450; for school-houses and furniture, $450.68; for school-books, $458; salaries of officers, $75; rent of school-house, $64; error, $26.95; on hand, $525.47; in all, $3,050.10. The probable amount that will be received from the Territory and county in 1874 is $1,000 and the probable amount needed to support schools in each district during 1874 is $2,400.

"The number and condition of the schools are: a school was kept open in district No. 1, Ehrenberg, for three months by a male teacher, at a monthly compensation of $100, in which the pupils made good advancement. A school was taught in Yuma for nine months—six months by a female and three months by a male teacher. The

monthly pay of each was $100. In both districts the boys and girls attended in the same rooms. The Union series of books was used.

"The census-returns show the total number of children between the ages of 6 and 21 years to be 473 and the number attending public schools 75 and private schools 25. The value of school-houses and furniture in Yuma County is $1,047.

"MARICOPA COUNTY.

"Cash received from territorial fund, $1,392.94; from county-fund, $729.46; from contributions and other sources, $345; in all, $2,467.40. Amount paid teachers, $650; for school-houses and furniture, $1,564.40; school-books, $56; salaries of officers, $110; other expenses, $29.33; on hand, $57.67; in all, $2,467.40. Probable amount of receipts from territorial and county-school-funds during 1874 is $1,000 and estimated amount that will be required for the support of schools in the several districts, $1,500.

"In the district No. 2 a school was taught four months by a male teacher, at a monthly salary of $100, and in No. 1 the school was kept open for six months. In the early part of 1874, two male teachers were employed at different periods and in the latter month a female teacher was employed, and she is still teaching, each at a monthly salary of $100. Fine progress is reported. A series of text-books has not been adopted. The census-returns show total number of children between the ages of 6 and 21 to be 302 and that 60 have attended public school. The value of the school-houses and furniture in the county is $2,000.

"MOHAVE COUNTY.

"Cash received from the territorial school-fund, $1,337.90; from county-fund, $87.05; in all, $1,424.95. Cash paid teachers, $600; school-furniture, $50; to officers, $75; rent of school-houses, $200; cash on hand, $490.95; in all, $1,424.95. No estimate is forwarded to me of the probable receipts for 1874, nor of the amount required for the year. A mixed school was taught at Cerbat for six months by a female teacher, at a salary of $100 per month, and the pupils are reported to have made rapid progress. No uniform series of text-books has been adopted there. The census-returns show the number of children between 6 and 21 years of age to be 28 and that 14 attended public school. Value of school-furniture in the county, $50.

"RECAPITULATION.

"The total receipts from all sources, by counties, show: in Pima, $4,291.77; in Yavapai, $2,598.31; in Yuma, $3,050.10; in Maricopa, $2,467.40; in Mohave, $1,424.95; in all, $13,832.53.

"The total expenditures by counties show: in Pima, $2,871.64; Yavapai, $2,329.12; in Yuma, $2,524 63; in Maricopa, $2,409.73; in Mohave, $925; in all, $11,060.12.

"Amounts on hand are as follows: in Pima, $1,420.13; in Yavapai, $269.19; in Yuma, $525.47; in Maricopa, $57.67; in Mohave, $499.95; in all, $2,772.41.

"The cash invested in public-school-houses and furniture is: in Pima, $1,200; in Yavapai, $2,175; in Yuma, $1,047; in Maricopa, $2,000; in Mohave, $50; in all, $6,472.

"The number of children in the Territory between the ages of 6 and 21 years is 1,660 and the numbers attending public schools are: in Pima, 140; in Yuma, 75; in Maricopa, 61; in Yavapai, 53; in Mohave, 14; in all, 343.

"EDUCATIONAL PROGRESS.

"Under all the circumstances there has been gratifying progress in the promotion of education in Arizona during the past year. The last legislature imposed a tax of 25 cents on each $100 of taxable property in the several counties for school-purposes and a like tax on all the property of the Territory, to be collected and paid to the various counties in proportion to the number of children within each. But a small portion of the taxes derived from these two sources was paid until late in 1873, and therefore the benefits of this wise statute are only beginning to be realized. It is believed that there will be sufficient revenue in the future to maintain free schools in each of the districts in the Territory for at least six months of the year. As our schools are all primary in their character, the policy of employing female teachers has been favored and put in practice so far as practicable. The experience of the most eminent educators throughout the land is in favor of female teachers. It has been the purpose of the officers in charge of our schools to procure the services of the best and most thorough teachers, and I believe that, in the main, such have been secured. The people, speaking through their representatives, have said that free schools must be provided, whereby every child of sound mind and proper age can receive an education free of individual cost, and that the children of poor parents in our Territory may as readily acquire an education and have an equally intelligent start in life as those of rich ones. Agreeably to the demand of the people, means for this purpose have been provided and the schools are in successful operation. The census shows that many children do not attend school, but an increase of attendance is gradual and equal to reasonable expectations. To the end that children of every religious faith may consistently attend these

schools, the legislature wisely prohibited the use of sectarian books and religious teaching in them. Therein children of parents of any and every faith can meet in harmony and upon an equality in all respects. Based upon any other character of law, the free-school-system would and should soon be destroyed. Were one religious doctrine taught, children of other religious doctrines would surely be driven from the schools. In this age of science, learning, and religious and political independence, it will not do to promote any sect at the common expense. The funds which maintain the grand free schools are drawn from people of every creed, and it is but just that all shall be equally benefited, without the least attempt to inculcate any of the many religious beliefs. Religious instruction peculiarly belongs to the family-circle and church. The most cruel and bloody wars recorded in the pages of history show that they were the offspring of the intolerance of religious sects. Bigotry has brought untold thousands of innocent men and women to torture and death. The cloak of religion has been used to cover dire crimes against mankind; but happily for poor and rich of all beliefs and conditions, the time for such cruel intolerance has passed away. Under the benign influences of our free Republic, every one has and can exercise the inalienable right, free from threats and oppression, to worship God in his own way; and our public schools constitue the safe foundation upon which the prosperity and endurance of our beloved country rest and our rightful liberties are secured and assured. In the public-school-room the children of every creed are gathered, not to despise and hate each other, as in olden times, under sectarian teaching, but to love and respect manly and womanly virtues wherever or in whomsoever found, regardless of the faith one or the other entertains."

The following extracts from letters of Governor Safford, received during the year, contain such further information of the condition and progress of education in the Territory as is of general interest.

In a letter dated August 30, 1873, Governor Safford states that arrangements have been completed for opening a free school in every district in the Territory the first Monday in October, to be continued for at least nine months during the coming year. The governor had delivered addresses upon the subject of education in different parts of the Territory and had found the people generally interested in the cause and willing to co-operate in any measure for its advancement.

In a letter of a later date, (November 11, 1873,) he says: "We have, after considerable delay, secured the services of experienced teachers from the older States. Our schools are now all supplied and in operation, and we shall have sufficient revenue from taxation to keep them open the larger part of each year. The average price paid teachers is $100. They are mostly females. I preferred them for several reasons: first, they usually have better faculty and more patience to teach children in their primary studies; secondly, they are not so liable to become dissatisfied with their occupation and change to other duties which they consider more profitable; thirdly, I desire their influence to give tone to the morals of the community.

"After nearly four years' incessant labor, I have succeeded in obtaining means, books, and teachers for excellent schools, so that every child within the Territory may obtain an education. While I remain in office our free schools will be kept open, and I shall endeavor at the next session of the legislature to make education compulsory.

"I am more than ever convinced that no time should be lost in making the free-school-system a part of our federal constitution. I fear that, conscious as we are of the benefits of this system, we are resting with a feeling of too much security that it will be sustained and perpetuated, while active, sleepless enemies are at work to destroy it; and they are too often enabled to receive the aid and support of those who only seek for self-aggrandizement. Those who are opposed to the free-school-system of America are not generally friendly to republican institutions. This is self-evident to every one who has taken deep interest in education, and it behooves every man who loves his country to spare no effort in placing this system where no unfriendly hand can tear it down."

PROGRESS OF THE SCHOOLS.

The first year after the appointment of a superintendent of public instruction, ended December 31, 1871, was spent in collecting funds and preparing to open schools, but none were actually put in operation until 1872. The total receipts for school-purposes for 1871 and 1872 were $7,653.81. The total expenditures were $5,165.46, leaving on hand at the beginning of the school-year of 1873 an unexpended balance of $2,488.35.

The friends of education have every reason to feel encouraged at the progress made in the brief period since the establishment of schools in the Territory. Without books, school-houses, or teachers to commence with, in less than two years the free-school-system has been fairly and successfully put in operation throughout the Territory. The most cordial support and assistance have been given by the residents of all the school-districts, and if all that could be desired has not been done for educational advancement, it has not been for want of aid and sympathy of the people.

TEXT-BOOKS.

The school-law provides that the territorial board of education shall prescribe a uniform series of text-books. In pursuance of this provision, the series in use in California was adopted.

The opinion is expressed that "it is not good policy to adopt a uniform series for the whole Territory; but that the selection of books should be left to the county-superintendents. There are many series of school-books of about equal excellence, and by leaving the choice to the superintendents the series most familiar to the teachers in each county could be selected."

SCHOOLS AMONG THE INDIANS.

In February, 1871, a school was opened in a room of the Indian agency for the Pima Indians and in October of the same year another was commenced at a Maricopa village, in a building put up by the Indians for the purpose. The Pima children have to come a distance of two and one-half miles to school, and this, with other unfavorable circumstances, has caused a very irregular attendance. The average attendance is 64, about 60 per cent. of the whole number enrolled. The Pimas have offered to build a school-house near their homes. The teachers in the Indian schools are greatly encouraged by the progress already made and by the interest manifested. In cases where progress has not been satisfactory, irregular attendance has been the main cause. Arrangements have been made for a school-house and teachers for the Papago Indians, the most orderly and industrious of all the tribes in Arizona, who would accept school-privileges more readily and appreciate them more highly than any others. These arrangements will be fully carried out when the necessary funds are supplied. It is estimated that to give the majority of children on this reservation a common-school-education would require at least four or five school-houses and an annual expenditure of about $10,000.

COLORADO.

[From biennial report of Hon. Horace M. Hale, territorial superintendent of public instruction, for the term ended September 30, 1873.]

SCHOOL-FINANCES.

There is no permanent school-fund; the average rate of taxation for school-purposes is 3¼ mills.

Receipts.

Amount of special tax collected in school-districts	$55,923 90
Total from taxation	137,557 61
From other sources	120,000 00
Total receipts for school-purposes	257,557 61

Expenditures.

For sites and buildings	155,579 45
For libraries and apparatus	1,800 00
For salaries of superintendents	1,200 00
For salaries of teachers	71.258 28
Miscellaneous expenditures	22,461 26
Total expenditures for school-purposes	252,298 99

SCHOOL-POPULATION.

Number of male persons of school-age, 5 to 21 years, in the Territory	7,617
Number of female persons of school-age	6,800
Total school-population	14,417
Increase from 1871 to 1872	2,396
Increase from 1872 to 1873	4,284
Per cent. of increase in two years	86

SCHOOL-ATTENDANCE.

Number of children enrolled in public schools	7,456
Average attendance	7,214
Increase in average daily attendance, 1871–1872	431
Increase in average daily attendance, 1872–1873	1,130
Per cent. of increase in two years	59
Average monthly cost of tuition per pupil	$3 12
Number of pupils in private schools	702

TEACHERS AND THEIR PAY.

Number of teachers in public schools—males, 107; females, 134	241
Average monthly salary paid male teachers	$62 00
Average monthly salary paid female teachers	51 00
Highest monthly salary paid male teachers	250 00
Highest monthly salary paid female teachers	100 00

SCHOOL-PROPERTY.

Value of school-houses, lots, furniture, &c.	$260,185 46
Increase in value of school-houses, 1871–1872	20,691 97
Increase in value of school-houses, 1872–1873	157,917 44
Per cent. of increase in value for two years	2.16

SCHOOL-DISTRICTS.

Number of school-districts in the Territory	243
Increase in the number of districts from 1871 to 1872	38
Increase in the number of districts, 1872–1873	45
Per cent. of increase in two years	52

SCHOOLS AND SCHOOL-HOUSES.

Number of schools in the Territory	180
Increase in the number of schools, 1871–1872	25
Increase in the number of schools, 1872–1873	20
Per cent. of increase in two years	56
Average duration of schools in days	111
Number of school-houses in the Territory	125
Number erected during 1873	26
Per cent. of increase in two years	54

PROGRESS.

The figures given above are certainly encouraging. Receipts of $257,557 for school-purposes, expenditures of $155,597 for sites and buildings, and an advance of 86 per cent. in the school-population show decided growth. The last item is especially remarkable and indicates a rapid filling of the Territory with settlers who bring their families with them, forming an element of stable and permanent increase.

As respects school-buildings, the report of the superintendent states that there are several large and costly ones in process of construction not included in the number on which the $155,000 mentioned was expended. Besides these, others are arranged for in many districts, and in some the funds have been provided and architectural plans agreed upon.

The public schools of Golden City entered, December 1, 1873, into possession of a new and elegant school-building. When the plans of this building were decided on the attendance on the public schools was only 98. In the new structure it has been 251.

The school-fund, nearly double that of the preceding biennial report, has been raised upon a considerably lower rate of taxation, a steady increase in the value of taxable property admitting of a lessening of the burdens of individuals, while securing a larger revenue for the schools.

ATTENDANCE.

Only 52 per cent. of persons between 5 and 21 years have been in attendance on the public schools during the year 1873. Not counting, the superintendent says, those above 18, who perhaps are expected to attend, and those under 6, who, he thinks, ought not to attend, but 65 per cent. of the ones for whom the schools are opened are found upon the rolls and but 56 per cent. are ordinarily attendant. Of course allowance must be made for those attending private schools; but even with this allowance it is estimated that not more than 50 per cent. of those reckoned of school-age have attended school 111 days in the past year. The superintendent holds, however, that Colorado is not in this respect below the general average of the States. "Illinois and New York can show no better record, while Tennessee and Mississippi rank far below."

SALARIES.

In the matter of salaries to male and female teachers, the tendency in Colorado is towards equality. There is less difference than formerly in the pay of these two classes. In some counties the men teachers receive less than the women. The average salary of both, however, is smaller than in the preceding biennial term, partly from the fact that increasing inflow of population brings a supply of teachers somewhat in excess of the demand and partly from the false economy of some neighborhoods in employing inferior teachers, because they can be had at a low rate. On this point the superintendent says: "Our teachers are as competent as the average elsewhere. But let us insist on having first-class talent only. Such we may command by signifying our willingness to pay for it." The employment of a poor teacher, at any rate, he holds to be "an extravagant economy."

THE TEACHERS THAT ARE NOT WANTED.

In connection with a decided expression of opinion that the course of study in the schools is below the demands of a rapidly advancing age, the further opinion is declared that the examination of teachers should extend beyond the present requirement of ability to teach orthography, reading, writing, arithmetic, geography, English grammar, and the history of the United States, and reach to at least the elements of the natural sciences, mechanic appliances, and technic research. Then comes a statement which may apply elsewhere as well as in Colorado: "We have little use for teachers who are never more than one lesson in advance of the pupils, and who, if some bright, inquisitive scholar seeks information as to the philosophy of fire-extinguishers, or the manufacture of lucifer-matches, or of the bursting of water-pitchers on frosty nights, or of the rebounding of a marble from the stone pavement, or of the injuriousness of lacing tightly any portion of the body, or of wearing metallic bracelets and necklaces in a freezing atmosphere, are compelled, through ignorance, to reply 'It will do you more good to find that out for yourself,' or 'I'll tell you some other time.'"

DIVISION OF SCHOOL-DISTRICTS.

Of this, it is said:

"We doubt very much the wisdom of subdividing school-districts so as to accommodate small communities, if such division can possibly be avoided. A better school can be established with fifty pupils than with twenty-five or ten. One teacher can easily manage the large school and be able to awaken an amount of enthusiasm and interest that would not be attainable in either of the small schools The disadvantage arising from the necessity of long walks by the children is more than compensated by the healthful physical exercise in the open air, thus necessitated, and by being able to maintain a single school for a term of six months at no greater cost than would be incurred in maintaining two schools, each for three months. Thus the children, by walking perhaps five miles a day, practically furnish the means for continuing the school just double the length of time that it could otherwise be kept up. 'Concentration is power' in school-matters as well as elsewhere."

CORPORAL PUNISHMENT.

On this much-vexed topic we have the following clearly-expressed judgment:

"We are of those who firmly believe that the cry against the use of corporal punishment in school is loudest from those who know the least about school-work. We do not believe that the best experienced teachers in the land deem it prudent or wise to forbid it. The best disciplinarians seldom make use of it, yet they do not like to be disarmed. We would have as little punishment of any kind as practicable. The best-managed schools are the least disciplined. We would not have cowhides and ferules constitute an essential part of the school-apparatus, to be used daily, nor weekly, nor monthly, but only when there seemed to be no other judicious remedy."

SECONDARY INSTRUCTION.

St. Mary's school, (Roman-Catholic,) Denver, reports, for 1873, instructors, 11, (an increase of 2 on the number for 1872,) students, males, 25; females, 113, a decrease of 7 in the number of females, while the addition of the males carries the total to 28 beyond what it was last year. A new building has been erected for this school.

Jarvis Hall, Golden City, a collegiate school for boys, intended to be the foundation of a future university, affords to the residents in that locality, under the guidance of competent educators, the ordinary branches of a thorough English secondary course, with a good grounding in Greek, Latin, the French and German languages.

Wolfe Hall, Denver, a high school for young ladies, with 11 instructors, affords the same for the territorial capital, having a full English and classic course, with modern languages, music, drawing, painting, &c., all in connection with the religious influences of the Protestant-Episcopal Church, by which both it and Jarvis Hall have been established. The two institutions have fine buildings, erected mainly by the liberal aid of George A. Jarvis, esq., of Brooklyn, Long Island, and John D. Wolfe, esq., of New York.

To the credit of Denver City it may be mentioned that, with a population of only about 16,000, which St. Mary's school and Wolfe Hall partially supply with educational advantages, the people have erected in 1873 a public high-school-building, costing $50,000, exclusive of the furniture with which it is to be supplied, and in appearance comparing very favorably with almost any in the eastern cities. The high-school-course for this and other kindred schools embraces, besides the higher branches of an English, mathematic, and scientific curriculum, drawing and music, a pretty thorough series of Latin studies, and an optional one in German and Greek.

SUPERIOR INSTRUCTION.

It is intended that this shall be furnished increasingly by steady enlargement of the course at Jarvis Hall, so that when the Territory shall have grown into a State it may find there a native university, complete in all its departments, which has grown with its growth and which may be ready to take the place of a true college for the people.

The Baptists are also said to have secured a charter for an educational institution of high order, to be called the Rocky Mountain University. Its location will probably be at Denver, where buildings and endowment are to be provided for it out of the proceeds of the centennial collections of the Baptist Church.

PROFESSIONAL AND TECHNIC INSTRUCTION.

A divinity-school in connection with Jarvis Hall has been in operation in its own building since September, 1872. "The same theologic course which is pursued in the eastern church-schools is here carried out in all its details" in a course which is at present three years in extent, with a probability of its being lengthened out to four.

The territorial school of mines is also connected with the same institution, and in it two lectures weekly have been delivered on geology, with special reference to mining-developments. The cabinet-collection here has been pronounced by the Hayden

expedition and M. Lesquereux, of Columbus, Ohio, the most unique and valuable of its kind in the United States.

A very complete philosophic apparatus is possessed by the school of mines, with the details of a large chemic laboratory, in which every process connected with the reducing of metals can be illustrated.

An eminent physician of the Territory has promised to commence a course of medical lectures, preparatory to which there has been some instruction in physiology.

OBITUARY.

The Rt. Rev. George M. Randall, D. D., bishop of the Protestant Episcopal Church in Colorado, deserves mention here from his efforts to promote education in the Territory. A graduate of Brown University in 1835 and of the General Theological Seminary, New York, in 1838, he was first settled at Fall River, Massachusetts, and afterward for some years in Boston. In 1865 he was elected missionary bishop of Colorado, and, entering actively upon his labors there, continued them with unabating zeal till his death, September 28, 1873. Perceiving from the first the need of educational institutions for the youth of a new region, he set himself to the establishment of parish-schools in connection with the churches and of boarding-schools in the larger towns. Through aid derived from eastern friends, he succeeded in building up three important schools within his diocese: Jarvis Hall, Golden, a diocesan collegiate school for boys; St .Matthew's Hall, also at Golden, a diocesan divinity-school; and Wolfe Hall, Denver, a diocesan school for girls; each housed in a substantial building of its own, and all, at his death, in successful operation.

LIST OF SCHOOL-OFFICIALS IN COLORADO.

Hon. HORACE M. HALE, *superintendent of public instruction, Denver.*

COUNTY-SUPERINTENDENTS.

County.	Name.	Post-office.
Arapahoe	Frank Church	Denver.
Bent	Robinson M. Moore	Las Animas.
Boulder	Charles E. Sherman	Boulder.
Clear Creek	C. F. Bridges	Georgetown.
Conejos	Juan F. Chavez	Conejos.
Costilla	Juan Ygnacia Jacques	San Luis.
Douglas	Frank B. Edmond	Frankstown.
El Paso	F. C. Millington	Colorado Springs.
Fremont	J. D. Bell	Cañon City.
Gilpin	Silas B. Hahn	Central City.
Greenwood		
Huerfano	Willis M. Allen	Walsenburg.
Jefferson	M. C. Kirby	Golden City.
Lake	Galaia Sprague	Granite.
Larimer	Clark Boughton	Fort Collins.
Las Animas	Joab M. Bernard	Trinidad.
Park	William E. Musgrove	Fairplay.
Pueblo	Joseph S. Thompson	Pueblo.
Saguache	J. Ross Pennisten	Bismarck.
Summit	George W. Wilson	Breckinridge.
Weld	Alvin J. Wilber	Greeley.

DAKOTA.

[From information furnished by Hon. J. W. Turner, territorial superintendent of public instruction.]

FINANCIAL STATEMENT.

Receipts.

Total income for school-purposes, from taxation	$16,672 79

Expenditures.

Total expenditures for school-purposes	$16,672 79

SCHOOL-POPULATION AND ENROLLMENT.

Number of youth reported between 5 and 21 years of age	5,312
Number enrolled in schools only partially reported	2,006

SCHOOLS.

Number of public schools in the Territory	100

SCHOOL-OFFICERS.

Average salary of teachers per month	$30
Average salary of school-superintendents per day	3

The superintendent of schools for the Territory, in forwarding the above information, states that he cannot rely upon its exactness in many respects, owing to the very imperfect returns received from county-superintendents. Many districts, he says, failed to report, and many of the reports received from teachers and district-clerks were so imperfect that county-superintendents were unable to make correct returns from them. He believes that, had full and correct returns been made, the number of children from 5 to 21 years of age would be seen to amount to not less than 7,500 or 8,000, the number enrolled to about 3,500, and the number of terms of school taught to about 160. He believes that there has been raised by taxation during the past year for all school-purposes not less than $22,000, a sum which will be largely increased, he hopes, during the present year. While the average salary of teachers per month is estimated at $30, a few receive from $50 to $80. "Many of the schools," says the superintendent, "are in a very flourishing condition, and we have generally a very good class of teachers."

The new territorial superintendent of public instruction is Hon. E. W. Miller, Elk Point, Union County.

DISTRICT OF COLUMBIA.

SCHOOL-STATISTICS.

Area of the Territory 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.

	Washington.	Georgetown.	County.	Total.
Population, United States census, 1870	109,199	11,384	11,117	131,700
SCHOOL-POPULATION.				
White	17,403	2,086	1,688	21,177
Colored	8,532	796	1,166	10,494
Total	25,935	2,882	2,854	31,671
PUPILS ENROLLED IN PUBLIC SCHOOLS, 1872 AND 1873.				
White	8,935	758	877	10,570
Colored	4,834	426	940	6,200
Total	13,769	1,184	1,817	16,770
Average number of pupils in private schools, from report of United States Commissioner of Education				6,759
Whole number of seats provided for pupils in the public schools, 1872 and 1873	11,910	1,173	1,412	14,495
Whole number of teachers in the public schools, 1872 and 1873	220	20	31	271
Valuation of taxable property, 1872 and 1873	$72,900,000	$6,300,000	$8,600,000	$87,800,000
School-tax, (per cent.,) 1872 and 1873	.0033	.0053	.0050	
Total receipts from school-tax, &c., 1872 and 1873	$173,053 03	$20,975 21	$26,485 91	$220,514 15
Total payments for public-school-purposes, 1872 and 1873	$259,837 76	$13,773 38	$24,670 28	$298,281 42
Value of public-school-property	$909,287	$41,520	$54,600	$1,005,407

EDUCATIONAL PROGRESS.

The foregoing statements show progress during the past year in the following respects: increase in the value of school-property, $53,707; in the number of seats provided for pupils, 430; in the number of teachers, 8; in the whole number of pupils enrolled, 1,215, of whom the white-schools gain 450 and the colored-schools 765.

There is a very gratifying gain in the percentage of pupils enrolled in the white-schools of Georgetown. In 1871–'72, the percentage was 28.6; in 1872–'73, it was 36.3.

TOO MANY SCHOOL-BOARDS.

The four independent systems of public schools in the District are still continued. Of the four boards of trustees, one controls the white-schools of Washington, one the white-schools of Georgetown, one the colored-schools of Washington and Georgetown, and one the white- and colored-schools of the county, including all that portion of the District outside the cities. The power to appoint the trustees and officers of all the boards is vested in the governor of the District.

CONSOLIDATION OF SCHOOL-BOARDS RECOMMENDED.

The experience of another year has strengthened the opinion, expressed in the last report, that a board of education for the District of Columbia should be created, with the members so selected as to fairly represent all the public schools in the District, and that to them should be transferred the powers relating to schools now vested in the legislative department of the District-government, and such powers now exercised by the trustees as may be necessary to secure uniform and efficient administration of the

several systems. It would not, however, be considered advisable, for a time at least, to have this entirely supersede the present organizations.

STATISTICS OF PUBLIC SCHOOLS FOR WHITE CHILDREN OF WASHINGTON.

Hon. J. ORMOND WILSON, *Superintendent.*

White population	73,731
White school-population—males, 8,371; females, 9,032	17,403
Number of pupils enrolled in white public schools—males, 4,521; females, 4,414	8,935
Average enrollment	6,980
Average attendance	6,417
Per cent. of the whole school-population enrolled	51
Per cent. of attendance upon total enrollment	71.8
Per cent. of attendance upon average enrollment	93
Number of pupils in private schools	5,414
Number of regular teachers in public schools	133
Number of special teachers in public schools	8
Whole number of teachers—males, 10; females, 131	141
Average salary of teachers per annum	$757 26
Number of school-buildings owned	14
Number of school-rooms—owned, 96; rented, 37	133
Number of seats for pupils	7,996
Value of school-property	$659,477 00
Amount paid for teachers' salaries	106,774 21
Amount paid for incidental expenses	53,794 08
Amount paid for permanent improvements	62,171 63
Total payments during the year	259,837 76
Total receipts	173,053 03
Excess of payments over receipts	86,784 73
Total cost of education per pupil	23 30

SCHOOL-ACCOMMODATIONS.

The efficiency of the schools is seriously impaired by the inadequacy of school-accommodations. With a school-population of 17,403, seats are provided for only 7,996. The rooms rented for school-purposes are, in most cases, entirely unsuitable, while their annual rent adds about $12,000 to the incidental expenses of the schools. In view of the present and prospective want of school-accommodations and funds, attention is called to the subject of half-day-schools. In two instances these have been organized in the lowest grades.

ATTENDANCE.

The attendance in the public schools was lessened to a considerable extent by the prevalence of small-pox in certain parts of the city for several months. Notwithstanding this, there has been an increase of 171 in the total enrollment, of 156 in the average enrollment, and of 186 in the average attendance. The percentage of attendance upon the average enrollment was 93 against 92.5 for last year. Each month had an average of 3,455 pupils present every session, and 724 pupils were not once absent during the entire year. The whole number of cases of tardiness was 5,113. This is 1,764 cases less than last year.

DISCIPLINE.

There have been 325 suspensions, 276 less than the number last year, and 173 dismissals, 124 less than last year. The number of cases of corporal punishment was 429, which is 62 more than the number for the previous year. Of 133 schools, there were 69 in which there was no corporal punishment, and the 64 in which it was resorted to were for the most part boys' schools.

COURSE OF STUDY.

The division of the elementary course of instruction into eight distinct grades, the work of each to be completed in one year, has done much to promote the efficiency of the schools. A subdivision of these grades is considered advisable, so that the work of each will require but half of a school-year; and the pupil who fails to accomplish it satisfactorily will have to fall back only half a year, instead of a whole one. Thus one of the defects of a strictly graded school-system—a lack of adaptation to individual requirements—will be somewhat lessened.

Over 1,000 pupils in the grammar-schools are reported as pursuing high-school-studies. The necessity for a high school is urgent and constantly increasing. The present plan is not to be commended for either economy or efficiency.

DRAWING.

Drawing has been included in the regular list of studies since 1868; but the results of the attempts to give instruction in this branch have not been satisfactory. This want of success must be attributed to the failure to furnish teachers qualified to give

instruction, rather than to a lack of ability on the part of the pupils. A special teacher of drawing has lately been appointed, who will instruct all the regular teachers in elementary drawing. The pupils in the normal school will receive a thorough course of instruction, and a class of advanced boys, who have given evidence of marked ability, is to receive a higher course of one or two years' instruction from the special teacher. This plan is now being carried out in a most satisfactory manner.

GERMAN.

The attendance upon the classes in this study has been considerably less than that for last year and the progress made was not satisfactory to the committee. The principal reason for this probably lies in the fact that from the first this study has been entirely optional, and the trustees, feeling that the demand for it did not justify any interference with the programme of regular studies, have not allowed the recitations to occupy any portion of the school-sessions.

The members of the board have refused to appoint special teachers of German for the school-year of 1873–'74 and have been unable to agree upon any satisfactory arrangement for the continuance of the study.

VOCAL MUSIC.

This branch is under the care of a director of music with two assistant teachers. The following rules have been adopted: all other teachers are expected to co-operate with the teachers of music and render all the aid they can in that department. In addition to the time occupied by the teacher of music, at least forty minutes in every week are to be devoted by the teacher of each school in instructing the pupils in the theory of music. There is to be a recitation in music every day or on alternate days, for which marks shall be given as for other lessons.

FINANCIAL VIEW OF THE PUBLIC-SCHOOL-SYSTEM.

The educational work of the city of Washington is conducted under circumstances of exceptional difficulty. The school-tax (amounting, during the last two years, to 46.5 cents per annum on each $100 of taxable property) is larger than in any city in the United States.

In comparing the taxable property and school-population of other cities with Washington, the latter city shows apparently a large excess of school-population. The reasons for this are obvious. On the one hand, about one-half of the property within the city-limits is exempt from taxation, the Government of the United States being the owner; on the other, the school-population has been greatly increased, from two sources: the sudden and large influx of colored people during the late war and the great number of persons in the service of the National Government, few of whom acquire a permanent residence in the city. Almost one-third, 32.46 per cent., of the population is colored, and during the past year 30.79 per cent. of the whole number of pupils enrolled in the public schools of the city were children of persons in the employ of the United States Government. These two classes add greatly to the demand for schools, but do not perceptibly increase the revenues to maintain them.

It is evident that the city cannot sustain the burden of taxation required to carry on the present system of public schools and that either assistance must be obtained from the General Government or a tuition-fee, covering the cost of education, must be exacted from those pupils who are not permanent residents of the city. The latter would be a measure greatly to be deprecated; but, unless adequate means are provided for the support of the schools, all other efforts to advance them will be of little avail.

Notwithstanding these obstacles and hinderances, much has been accomplished during the last few years. "During the period commenced July 1, 1871, and ended June 30, 1873, the District-government has expended for the public schools of the city all the revenue derived from the school-tax and a sum over and above this amounting to $193,826.73. Since 1863 the city has built up an excellent system of public schools for colored children, of whom over 4,000 are now enrolled. Besides paying the current expenses of these schools, it has provided for their permanent use sites and school-buildings now valued at $250,000. During the same period (the last ten years) the District of Columbia has invested $1,000,000 in property for the permanent use of its public schools. Surely this is a fair record for the last decade."

RECOMMENDATIONS.

The superintendent repeats the recommendations contained in his last report for the establishment of a high school and the erection of a suitable building for the female-schools of the second district. He also recommends: (1) the establishment of sixteen additional intermediate schools; (2) that the salary of the principal of each male-grammar-school be fixed at $1,800, with an annual increase of $100 until it reaches a maximum of $2,000; and the salary of each assistant in said school be fixed at $1,200, with an annual increase of $100 until it reaches a maximum of $1,400; (3) that the "fund to endow the public schools," now amounting to about $80,000, be used to purchase a site and commence the erection of a high school; that a vigorous effort be made to induce Congress during its present session to give some aid, by a donation of public lands or money, to the public schools of the District of Columbia.

NORMAL SCHOOLS.

By an act of the legislative assembly, approved June 23, 1873, the trustees were authorized to establish a normal school. The number of pupils is limited to twenty. Each candidate for admission must be 17 years of age and must have been a pupil of a female grammar-department of the public schools of Washington. The course of study is to be strictly professional and limited to one year. Each graduate shall receive a certificate, which shall be equivalent to a primary certificate. Graduates from the normal school who have taught in the public schools of Washington one year, and given satisfactory evidence of their ability to govern and conduct a school, shall be entitled to receive diplomas, which shall be equivalent to intermediate certificates. It is expressly provided by law "that the graduates of this school shall have preference in all cases when appointments of teachers for the public schools are to be made." The average number of new teachers required annually during the past three years has been from fifteen to twenty; and if the normal school be liberally supported and efficiently conducted, it will, without doubt, supply an adequate number of well-qualified teachers to meet the future demads of the schools.

The female teachers of the public schools of the city now constitute 95 per cent. of the entire corps; and the demand for male teachers is, therefore, so slight that no necessity exists for any provision for their education in the normal school.

STATISTICS OF PUBLIC SCHOOLS FOR COLORED CHILDREN OF WASHINGTON AND GEORGETOWN.

Hon. GEORGE F. T. COOK, *Superintendent.*

Colored school-population of Washington and Georgetown	9,328
Number of children in public colored-schools	5,188
Average number enrolled	3,578
Average attendance	3,385
Per cent. of attendance	94.7
Number of school-houses—owned, 9; rented, 4	13
Number of sittings in all the school-houses	4,322
Number of teachers, (female, 83; male, 2)	85
Number of schools, (primary, 44; secondary, 15; intermediate, 10; grammar, 7)	76
Average number of pupils to a teacher	49
Average monthly pay of teachers	$65

COMPARISON OF STATISTICS FOR THE YEARS 1869 TO 1873.

	1869–'70.	1870–'71.	1871–'72.	1872–'73.
Largest number of schools	66	68	75	76
Average number of schools	63	66	74	73
Whole number enrolled	3,650	4,986	4,661	5,188
Average number enrolled	3,082	3,075	3 480	3,578
Average number in daily attendance	2,748	2.775	3,261	3,385
Cases of tardiness	27,775	23,984	15,080	5.976
Percentage of tardiness	2.7	2.3	1.3	.5
Percentage of attendance	89	90.2	93.6	947

COURSE OF STUDY.

In accordance with the recommendation contained in the last report, the course of study has been revised, the revision to take effect at the commencement of the school-year of 1873-'74. The present course, in the length of time (seven years) required for its completion and the amount of instruction it covers, is well adapted for the schools at present, though a higher standard will be advisable, and, doubtless, even demanded in a few years.

The classification of the schools has also been changed by omitting the secondary and intermediate grades. The grades are now primary, grammar, and high.

DRAWING.

Drawing has been introduced into all the grades with marked success. A special drawing-teacher has been appointed, and a normal class has been formed for the instruction of the regular teachers. Each teacher in turn is required to take charge of the normal class, under the observation, and subject to the criticism, of the special teacher. This affords the best possible preparation for giving instruction to their respective classes.

TEACHERS.

In these schools, all teachers, without regard to the extent or degree of their general qualifications, receive the same salary. The only distinction made is that one year's experience in them entitles the teacher to an increase of $100 in salary. Some system for determining and classifying teacherships is considered necessary. It is therefore

recommended that certificates be issued of different grades and that the salary of the teacher be based upon the grade of certificate she holds. Teachers holding a low grade of certificate may procure a higher one by passing an examination.

RECOMMENDATIONS.

In view of the inadequacy of the present school-accommodations, the superintendent repeats the recommendations contained in his last report:

(1) That a site be purchased in the second district and a building erected sufficient to accommodate at least twelve schools.

(2) That the buildings in the fourth district be disposed of and another erected which will afford greater and better accommodation.

(3) That the miserable site and building in Georgetown be also disposed of and a building erected in a more convenient locality.

(4) That a central site be purchased for a building for the high school, both for the convenience of that school and to obtain, for their intended uses, the rooms in which it is now located.

The establishment of a teachers' library is recommended; also the adoption of some judicious system of annual rewards—as diplomas, books, and medals—to deserving pupils.

Statistical summary of universities and colleges.

Names of universities and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Corporate property, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Amount of property of corporation.	Value of grounds, buildings, and apparatus.	Amount of endowment.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
Columbian University	11	....	80	40	$350,000	.....	.....	.....	.....	.....	5,750
Georgetown College	20	1	120	42	.....	$400,000	$0	$0	$0	.....	30,000
Gonzaga College	8	....	.....	.....	300,000	300,500	0	.....	.....	.....	10,000
Howard University	7	....	60	36	1,051,164	.....	.....	100,000	24,000	$8,500	7,850
National Deaf-Mute College	8	....	45	21	.....	.....	0	.....	.....	.....	1,021

Statistical summary of schools for professional instruction.

Names of schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Corporate property, &c.					Number of volumes in library.
				Amount of property of corporation.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
SCHOOLS OF THEOLOGY.									
Theologic department, Howard University	6	....	28	.....	.....	.....	.....	.....	600
Wayland Seminary	7	....	50	.....	$15,000	.....	.....	.....	500
SCHOOLS OF LAW.									
Columbian University law-school	6	....	140	.....	.....	.....	.....	.....	500
Law-school, Georgetown University	4	....	56	.....	.....	.....	.....	.....	.....
Law-school Howard University	3	....	35	*	.....	.....	.....	.....	500
National University Law-School	....	....	....	.....	.....	.....	.....	.....	.....
SCHOOLS OF MEDICINE.									
Medical department, Columbian University	13	....	55	.....	.....	.....	.....	.....	.....
Medical department, Georgetown University	....	....	....	.....	.....	.....	.....	.....	.....
Medical department, Howard University	10	....	18	.....	.....	.....	.....	.....	.....
National College of Pharmacy	3	....	35	.....	†400	.....	.....	$1,050	.....

* Property not separate from that of the university. † Apparatus.

COLUMBIAN UNIVERSITY.

The Columbian College was organized by act of Congress in the year 1821. The regular exercises commenced in January, 1822, the medical department in the same year, and the law-department in 1826. The president is James C. Welling, LL. D., professor of moral and intellectual philosophy and history.

By an act of Congress approved March 3, 1873, the title of Columbian College was changed to the Columbian University.

The university consists of three departments, viz: (1) the academic, including nine tutors; (2) the law, with five professors and two lecturers; (3) the medical, with eight professors, not including several *emeritus* professors.

At present the law-school has about 150 students; the medical, 55; and the academic, 120. At the last commencement the academic school graduated 8, the medical school 10, and the law-school 44 students.

GEORGETOWN COLLEGE.

Georgetown College, Rev. P. F. Healy, S. J., president, is on the heights of Georgetown. Founded in 1789, Congress, in 1815, granted it the charter of a university, with the right to confer degrees. Under this charter, departments of law and medicine have been organized, in addition to the classic department—the former in 1870, the latter in 1851.

The classic department, to which is joined a preparatory school, is under the direction of ecclesiastics, but no religious tests are required of students entering. The curriculum embraces all the studies necessary to a liberal education, in addition to the ordinary English branches. The concluding year of the college-course is devoted to mental philosophy. A post-graduate-course is also available, embracing natural right; the fundamental principles of civil, political, and international law; the critical history of philosophy, and special branches of science. Degrees, to be obtained, must be amply merited.

The extensive premises attached to the college, embracing over 150 acres, are entirely devoted to the purposes of the college, with such additional provisions for health and recreation as circumstances call for. Twenty professors and teachers are attached to this department, and six other officials, not engaged in teaching. One hundred and eighty-seven students attended during the past year, of whom 11 graduated in June, 1873. The attendance for 1873-'74 will somewhat exceed this number and 14 are expected to graduate.

The medical department in the city of Washington occupies buildings on the corner of Tenth and E streets. This department was attended during the past year by 56 students, of whom 24 graduated in medicine in March, 1873, and one in pharmacy. Its faculty embraces ten professors.

The department of law occupies the former premises of Gonzaga College, F street, between Ninth and Tenth, Washington. Its students numbered 56 during the past year, of whom 23 graduated in June, 1873. Judge Charles P. James, LL. D., presides over its faculty, assisted by 3 professors

The president of Georgetown College is at the head of all the departments and confers the degrees in each.

HOWARD UNIVERSITY.

Howard University, General O. O. Howard, LL. D., president, is near the head of Seventh street, outside of the northern boundary of Washington, and overlooking the city. It forms a part of a general system of institutions of learning which have grown out of the action of benevolent associations in concert with the Freedmen's Bureau. Intended to be a national institution for higher education, including theology, medicine, law, and agriculture, it is a university especially for colored men, though there is no designation of race or sex in the act of incorporation. There are eight buildings in use. The principal edifice, four stories in height, contains rooms for lectures and recitations a chapel, library, philosophic rooms, museum, and offices, while the lodging-halls have room for 400 pupils.

Buildings for a medical department adjoin the university-park and a hospital connected with this department will accommodate 300 patients.

The university consists of seven departments: the normal, with 114 students; the preparatory, with 75; the collegiate, with 35; the commercial, with 30; the medical, with 19; the law, with 35; and the theologic, with 29 students. It possesses libraries (law, theologic, and general) of over 8,000 volumes, a mineralogic 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.

AMERICAN UNION ACADEMY OF LITERATURE, SCIENCE, AND ART.

The objects of this academy 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 several departments which embrace, among other things, mathematics, engineering, mechanics, chemistry, hygiene, ethics, natural history, literature, architecture, music, statistics, and political economy.

The regular meetings are held on the second 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.

COLUMBIA INSTITUTION FOR THE DEAF AND DUMB.

This institution, E. M. Gallaudet, Ph. D., LL. D., president, originated by Hon. Amos Kendall and chartered by Congress February 16, 1857, is near the junction of M and Boundary streets, northeast, and is the only deaf-mute-college in the world. The object of its founders was in part to prove that persons deprived of hearing and speech could engage successfully in the advanced studies pursued in colleges for the hearing and still more to afford to a class of persons already numerous, and increasing with the population, an oportunity to secure the advantages of a thorough course of training in literature and liberal arts.

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 college proper is no longer than that required by other colleges. There is a department especially for residents of the District of Columbia and the children of soldiers and sailors. 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.

A small library, supported wholly by the students, and a reading-room are attached to the institution.

President Gallaudet, who has been abroad for health, has returned, and resumed the duties of his position in September, 1873, with health fully restored.

THE NATIONAL COLLEGE OF PHARMACY,

Organized in November, 1872, is now in successful operation. About 30 students were in attendance during the year. There were 4 students graduated during the same period. The lectures, which embrace *materia medica* and botany, practical chemistry, and the theory and practice of pharmacy, are delivered by competent professors. The degree conferred at graduation is that of doctor of pharmacy. Mr. W. S. Thompson is president of the college, which was incorporated under the general incorporation-act of Congress applicable to corporations in the District of Columbia.

THE WASHINGTON BUSINESS-COLLEGE.

The Washington Business-College, Henry C. Spencer, president, is one of the international association of business-colleges in the principal cities of the United States and Canada. The course of instruction is designed to qualify young men and women for business and the United States civil service. Day-sessions are for students who devote their whole time to the course, and evening-sessions for men, women, and youth who are obliged to work during the day. Average membership—males, 100; females, 60.

NATIONAL UNIVERSITY LAW-SCHOOL.

This department, located at No. 428 Seventh street, is now in the fourth year of its existence and was established as a department of a proposed national university. The chancellor is the President of the United States, *ex officio;* the vice-chancellor, Professor W. B. Wedgwood, 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 Wedgwood. Since the organization of the college, instruction has been given to 275 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 lectures are given on Monday and Thursday evenings by members of the bar. During the year over one hundred students entered the department. There were 32 graduates at the commencement in May of the present year.

THE CORCORAN ART-GALLERY.

This contains a valuable collection of paintings and statuary, (among the latter, Powers's "Greek Slave,") valued at over one hundred thousand dollars. It was donated in 1869, by Mr. W. W. Corcoran, to a board of trustees, of which Mr. James M. Carlisle is chairman, "for the purpose of encouraging American genius in the production and preservation of works pertaining to the fine arts and kindred objects." It is the intention of the trustees to establish a school of design in connection with the gallery and to make additions to the latter annually The value of the gift, including the building, which is worth $250,000, is over $1,000,000, the endowment-fund being

about $800,000. During the year about $40,000 worth of paintings and bronze-ware, purchased in Europe, has been added to the gallery, which was formally dedicated and opened to the public early in the winter of 1873-'74. No admission-fee will be charged visitors on Tuesday, Thursday, and Saturday of each week; on other days an admission-fee of 25 cents will be required. It is probable that eventually the gallery will be free to the public at all times.

THE SMITHSONIAN INSTITUTION,

Chartered by Congress in August, 1846. This institution is for "the increase and diffusion of knowlege among men." An account of the system pursued in it and of its museum and library was given in the report of this Bureau for 1871.

The institution has a system of international exchange, through which it distributes, not only its own publications to institutions in every part of the world, but also those of nearly all the scientific and literary societies of the United States. The number of its foreign correspondents is at present about 1,950, from which it receives annually copies of all the important transactions and proceedings of the learned societies of the world. Through this system of exchange it collected a most valuable library, which a few years since was incorporated with the Library of Congress. This system of exchange includes specimens of natural history. The President of the United States is, *ex officio*, presiding officer of the institution. Chief Justice Chase, at the time of his death, was president of the board of regents.

The following are regents of the Smithsonian Institution for 1874: Henry Wilson, Vice-President of the United States; M. R. Waite, Chief Justice of the Supreme Court of the United States; Alexander R. Shepherd, Governor of the District of Columbia; Hannibal Hamlin, John W. Stevenson, and A. H. Sargent, of the United State Senate; Samuel S. Cox, E. R. Hoar, and G. W. Hazelton, of the House of Representatives; John McLean, citizen of New Jersey; Peter Parker and William T. Sherman, citizens of Washington; Asa Gray, citizen of Massachusetts; J. D. Dana, citizen of Connecticut; and Henry Coppée, citizen of Pennsylvania.

WAYLAND SEMINARY.

This institution has for its object the education of preachers and teachers for the colored people. It now occupies new buildings upon Meridian Hill, on Sixteenth street. The American Baptist Home Mission Society has the general charge of the support of the school.

The school has three departments: theologic, academic, and normal. The number of students during the past year was 85, of whom 70 were males and 15 females. The instructors are a principal and four assistants. The corner stone of a new building for the seminary was laid, with appropriate ceremonies, on Meridian Hill September 22, 1873.

THE LINTHICUM FUND.

Several years ago the late Edward Linthicum, of Georgetown, District of Columbia, left the sum of $50,000 to a board of trustees, for the purpose of establishing "a school for indigent whites." The bequest now amounts to $55,000. The trustees of this fund have recently loaned the board of school-house-trustees of Georgetown $40,000 of the fund to aid the latter in the work of building a public high school. In consideration of this the school-trustees are to give the trustees of the fund the use of a room and a large hall in the new building. In this large hall the trustees of the fund propose to establish a night-school. It is also their purpose to give occasional courses of lectures in this hall.

UNITED STATES NAVAL OBSERVATORY.

The great equatorial telescope.—The great equatorial telescope, (the largest in the world,) for the construction of which Congress, several years since, appropriated $50,000, has been completed, and in November of the year 1873 was mounted at the United States Naval Observatory. The instrument is of American manufacture, the only foreign element in its construction being the optical glass in the lenses. The different parts of the instrument are so finely proportioned that its immensity is lost sight of, and the visitor at first might not give full credit to its vast dimensions. The protecting building is circular in form and about forty feet in diameter, and is surmounted by a dome of the same diameter, resting on a circular system of wheels, so that it may be readily revolved through the whole or part of a circle. The dome is provided with an opening six feet in width from the horizon to a little beyond the zenith; this is protected by a sliding shutter. The telescope is equatorially mounted; that is, it has two axes of motion, at right angles to each other, one of which is parallel to the earth's axis; consequently the telescope may be made to follow the diurnal movement of a heavenly body by revolving it on this latter axis alone, which is commonly called the polar axis, because it is directed toward the pole of the heavens. The instrument rests on a pier of stone- and brick-work. The optical glass is twenty-six inches in diameter and cost $7,000. The instrument is furnished

with finely-graduated declination- and hour-circles. For reading the circles, the divisions under the reading-microscope are illuminated by passing a powerful current of electricity through a small platinum wire, which is thereby raised to a white heat. The two microscopes for reading the declination-circle are so situated that they may be read by the observer while at the eye-piece of the telescope. The pier of the instrument contains an archway, in which is mounted the clock-work which moves the telescope, so that an object may be held in the field of view as long as may be desired. The motive-power is a reaction-wheel, driven by aqueduct-water at the rate of three turns in a second. The regulating-apparatus is a conical pendulum, revolving once in two seconds, which is automatically controlled by an electro-magnet, which permits friction on a revolving-disk when the velocity is too great and removes it when it is too little. This remarkable instrument promises to play an important part in future astronomic investigations.

THE SIGNAL-OFFICE OF THE ARMY.

The United States signal-service may properly be classed among national educational agencies in the particular branch of meteorology. The special duty of disseminating meteorologic information was assigned the Signal-Corps in 1870, in deference to a popular desire for weather-forecasts and especially for the benefit of commerce and agriculture. There are now ninety-two stations from which observations are made, and on the reports from these stations the tri-daily reports of the Signal-Office are compiled. A scientific library of 2,470 volumes, exclusive of pamphlets, maps, and charts, is attached to the office.

THE BOTANIC GARDEN

Is located a few hundred yards west of the Capitol and contains over 4,000 species of plants. In the conservatories the plants are arranged geographically and in the grounds outside according to Gray's Manual of Botany. 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. During the past year the wooden structures in the grounds have been replaced by substantial iron buildings. The garden was established in 1858.

PUBLIC LIBRARIES.

The Library of Congress now comprises a most extensive collection of books in every department of science and literature. To it have been added, within the past few years, the library of the Smithsonian Institution, the copyright-library of the Patent-Office, the law-library of the Supreme Court, and the valuable historic library of Peter Force. Its collection numbers over 250,000 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, the office of the Librarian being the place of entry for all copyright-publications. 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. This truly national collection is very seriously cramped for room, and plans for a new library-building have been invited, which Congress will doubtless authorize to be erected during the coming year. Mr. A. R. Spofford is librarian.

The library of the Surgeon-General's Office contains 25,500 volumes and 18,000 pamphlets, principally on medical and surgical subjects. Some of these works are very rare and valuable and date back to 1470. The catalogue of the library contains over 50,000 titles and includes 6,850 volumes of medical journals. Congress annually appropriates a certain sum for the purchase of books. The appropriation for 1873 was $5,000. About 500 volumes and a large number of pamphlets have been added during the year. The library, which is accessible to all, is invaluable to students of medicine and surgery.

The library of the Department of Agriculture contains over 6,000 volumes. Among other recent acquisitions are Sowerby's English Botany, in 11 volumes, royal octavo, a very full view of British plants; the Flora Française, in several folio-volumes; Siebold's Flora Japonica; the Botany of the Himalaya Mountains; and many other elegantly-illustrated volumes. 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 Navy Department contains about 3,200 volumes, a large number of which are of a historic and scientific character, relating especially to naval affairs. A number of these are printed in foreign languages. The library also contains a large number of volumes of congressional enactments, executive documents, &c., and some works of a miscellaneous nature. As the Department is at present cramped for room,

no additions are being made to the collection. Books may be withdrawn by employés of the Department.

The library of the War Department numbers 11,470 volumes, which include a law-library of 2,000 volumes. During the year nearly 500 new volumes have been added. About 50 per cent. of the books are works on military science; 25 per cent. are books of reference, such as encyclopedias, congressional debates, and laws, &c., while the remainder are of a miscellaneous character. Small additions are made to the library annually. Books cannot be withdrawn except by employés of the Department.

The library of the Patent-Office comprises 22,800 volumes, mainly of a technologic character, and intended to illustrate the progress of invention in all countries. It contains many rare works and is accessible to everybody, but no books can be withdrawn, as the library is for reference only. Several hundred volumes are added to the collection annually.

The library of the Department of the Interior contains 4,901 volumes of a miscellaneous character. The books can be withdrawn by employés of the Department only. Several hundred volumes are added annually.

The Bureau of Education, connected with this Department, possesses a unique collection of old and rare educational works, especially relating to the history of educational progress, as well as a small miscellaneous library, with the new books relating to education and large collections of catalogues, documents, and pamphlets relating to schools and school-systems in this and other countries, being especially rich in recent foreign educational reports.

The library of the Treasury Department contains 8,355 volumes, of which 3,600 volumes were added during the present year. The library contains a large number of works of reference. It also possesses a copy of all the correspondence of the office of the Secretary of the Treasury from 1789 to date and some rare old works. A few volumes are added yearly. The books can be withdrawn only by employés of the Department.

The library of the Department of State, which was established by Thomas Jefferson, first Secretary of State, contains about 17,000 volumes, mainly of a miscellaneous character, and embraces a large number of works on diplomacy, international law, &c. Books may be withdrawn by the employés of the Department and members of the diplomatic corps. Small additions are made yearly.

The library of the Academy of the Visitation, Georgetown, District of Columbia, contains between 5,000 and 6,000 volumes of a miscellaneous character. The books are accessible to the female students of the institution only.

Under this head it may be stated that Mr. George Peabody, the philanthropist, several years before his death, gave the sum of $15,000 to a board of trustees as the nucleus of a public library in Georgetown, District of Columbia. The library has never been established, and the fund now amounts to about $23,000. The trustees have under consideration a proposition from the board of trustees of the public schools of Georgetown to loan a portion of this sum to the latter body, in return for which the school-trustees agree to give the trustees of the Peabody fund suitable accommodation for a public library in the new high-school-building, now in process of erection in Georgetown.

The library of the Washington Library Company and the Young Men's Christian Association is located in Lincoln Hall and contains 12,500 volumes of a miscellaneous character. It is in charge of the Young Men's Christian Association. The library is accessible to all, but books can be withdrawn only by subscribers. Small additions are made to the collection annually.

The Odd-Fellows Library comprises 3,500 volumes of a miscellaneous character. The use of the library is restricted to members of the order of Odd-Fellows and to the widows and children of deceased members. The collection is increased by the addition of a few volumes yearly.

The document-libraries of the Senate and House of Representatives contain nearly 100,000 volumes of congressional documents, reports, debates, &c.

The library of the Naval Observatory consists of more than 6,000 volumes, mostly astronomic in character, but includes many works on other branches of science and higher matematics.

The Masonic Library consists of 1,000 bound and 2,150 unbound volumes. These include about 200 excellent standard works and 300 novels, magazines, and miscellaneous works. Of the bound volumes, seven-eighths are of a Masonic character. The books are accessible to members of the Masonic fraternity only.

MUSEUMS.

The Army Medical Museum.—This, 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 microscopic section contains 6,000 specimens, embracing dissevered tissues, dissevered organs, &c. (4) The anatomic section consists of skeletons, separated crania, (of which there are 1,000,) and the section of comparative anatomy of 1,200 specimens. (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.

During the year 5,000 copies of the first two volumes, constituting Part 1 of the Medical and Surgical History of the War, were issued under authority of Congress. Two additional volumes, constituting the second part of the Medical and Surgical History of the War, are now in press.

The museum of the Smithsonian Institution.—For several years past Congress has annually appropriated $15,000 for the keeping of this museum. In 1872 that body also appropriated $15,000 to fit up large rooms for the better display of the specimens. A large hall has been opened during the year in the second story of the main building, in which a number of additional cases have been placed for the exhibition of curiosities. The value of this museum to the student cannot be estimated.

The museum of the Department of Agriculture.—This is in the large hall on the second floor of the building occupied by that Department. Attached to this museum are representations of various insects, with their transformations, showing such as are especially beneficial or injurious to the crops, together with specimens of our native birds: those which injure the crops and those which are beneficial by destroying such insects and worms as prey upon the cereals, fruits, &c.

The United States Patent-Office model-room, is located in the upper story of the Patent-Office building. This may very properly be reckoned among the museums, containing, as it does, for preservation, the largest and finest collection of models in the world, about 145,000 being on exhibition and the collection being increased annually. During the past year, some 23,000 models of rejected applications, representing all classes of inventions, have been distributed among over seventy educational institutions throughout the United States, and an equal number have probably been otherwise disposed of, under a late act of Congress, the object being to make room for models of patented inventions. Besides the models of patents, the gallery contains many curiosities of national interest, among which are the original Declaration of Independence, the commission of General Washington by the Continental Congress, articles of personal and household property, and camp-equipage used by the General in the revolutionary war. Here are also the sword and uniform of General Jackson, and a large number of swords, sabers, and other articles presented to naval officers on foreign duty. Besides the models required to be presented with each case capable of being so illustrated, drawings are required in all similar cases, and these are classified by subjects into groups, the latter being subdivided into sections, in which the drawings themselves are arranged in folio-drawers alphabetically as respects the names of the inventors, in order to be convenient of access.

Statistical summary of charitable and reformatory institutions in the District of Columbia.

Name.	Location.	When established.	How established.	Chief officer.	Inmates.		
					Male.	Female.	Total.
WASHINGTON.							
Reform School for Boys	Mt. Lincoln, 3 miles NE. of the Capitol	1869	By act of Congress	Mr. Nathan Sargent	110	.....	110
Girls' Reform School	Washington, D. C	1873	By legislative assembly D. C	Mrs. Sara J. Spencer	.....	.....	.....
St. Rose House of Industry, (Roman Catholic)	No. 2023 G street	1872	By Sisters of Charity	Sisters of Charity	.....	25	25
St. Mary's House of Industry, (Roman Catholic)	Corner of K and North Capitol streets	1873	By act of Congress	Mrs. General W. T. Sherman	.....	20	20
Washington Asylum	Corner of 19th and C streets, southeast	.....	By Dist. of Columbia authorities	Mr. Joseph F. Hodgson	164	107	271
National Soldiers' and Sailors' Orphans' Home	No. 1732 G street	1866	By act of Congress	Hon. D. K. Cartter	31	29	60
St. Ann's Infant Orphan Asylum, (Roman Catholic)	Corner of 24th and K streets	1863	By Sisters of Charity	Sister Agnes	28	27	55
St. Vincent's Female Orphan Asylum, (Roman Catholic)	Corner of 10th and G streets	1821	By act of Congress	Sisters of Charity	.....	140	140
St. Joseph's Male Orphan Asylum, (Roman Catholic)	H street, between 9th and 10th streets	1855	Under authority of Congress	Sister Irene	85	.....	85
St. John's Orphanage, (Protestant Episcopal)	16th street, between H and I streets	1873	By Sisterhood of St. John's	Sister Frances	12	8	20
Washington City Orphan Asylum	I street, between 2d and 3d streets	1815	By act of Congress	Mrs. Admiral S. P. Lee	34	42	76
Epiphany Church Home, (Protestant Episcopal)	No. 1319 H street	1871	By ladies of Epiphany Church	Rev. W. F. Watkins	7	14	21
Women's Christian Association Home	13th street, between R and S streets	1870	By Christian ladies	Mrs. William Stickney	18	32	50
National Colored Women and Children's Home	In county, near 8th and Boundary streets	1863	Under authority of Congress	Mrs. S. C. Pomeroy	46	34	80
United States Soldiers' Home	About 3 miles north of Washington	1851	By act of Congress	General Pitcher, U. S. A	290	.....	290
Home for the Aged, (Roman Catholic)	Corner of 2d and H streets, northeast	1871	By the Little Sisters of the Poor	Sister Gonzales	28	17	45
Louise Home	Massachusetts av., bet. 15th and 16th sts	1869	By Mr. W. W. Corcoran	Miss Lucy M. Hunter	.....	32	32
Government Hospital for the Insane	Two miles south of Uniontown	1853	By act of Congress	Charles H. Nichols, M. D	495	152	647
Columbia Hospital for Women	Corner of Pennsylvania av. and 25th st	1866	By act of Congress	J. Harry Thompson, M. D	.....	21	21
St. John's Hospital for Children, (Protestant Episcopal)	No. 2013 I street	1870	By Sisterhood of St. John's	Sister Lily	10	18	28
Children's Hospital	No. 804 E street	1871	Under authority of Congress	Mr. Samuel V. Niles	20	8	28
Providence Hospital	Corner of 2d and D streets, southeast	1861	By Sisters of Charity	Sister Beatrice	100	50	150
Freedmen's Hospital	Corner of 5th and Pomeroy streets	1863	By the General Government	Surgeon-General J. K. Barnes, M. D	96	95	191
GEORGETOWN.							
Industrial Home School	No. 17 Congress street	1867	By benevolent persons	A. M. Gangewer	14	16	30
Aged Women's Home	High, near Bridge street	1871	By Ladies' Benevolent Society	Mrs. John Marbury	.....	12	12

Statistical summary of private and denominational schools in Washington, District of Columbia, for 1873.

Name.	Principal.	Location.	Established.	Pupils then.	Pupils now.	Average attendance.	Ages of pupils.
WASHINGTON.							
Schools for boys.							
Select School for Boys	Mrs. L. A. Peck	No. 930 Eighteenth street	1860	5	18	18	6–15
Immaculate Conception Parish School for Boys, (Roman Catholic)	Rev. P. F. McCarthy	N street, between Seventh and Eighth streets	1865	75	180	170	7–17
St. Matthew's Parish School for Boys, (Roman Catholic)	Brother Tobias	Sixteenth street, between L and M streets	1869	30	100	95	6–18
St. Aloysius Parish School for Boys, (Roman Catholic)	Mr. Simon Fennell	I street, between North Capitol and First streets, northeast	1861	100	291	285	6–15
St. Dominick's Parish School for Boys, (Roman Catholic)	Mr. William C. Kenealy	Corner of F and Sixth streets, southwest	1858	40	150	145	4–15
Select School for Boys, (Roman Catholic)	Miss Emily McNerhany	No. 1209 C street, southwest	1873	8	13	13	5–12
St. Mary's Parish School for Boys, (Roman Catholic)	Mr. Emil Schwakopf	Washington street, between Fourth and Fifth streets	1845	27	59	40	6–13
St. Joseph's Parish School for Boys, (Roman Catholic)	Mr. Lawrence Rabstock	Second street, between C and D streets, northeast	1870	40	85	80	6–15
St. Joseph's Select School for Boys, (Roman Catholic)	Sisters of the Holy Cross	G street, between Ninth and Tenth streets	1869	------	78	70	5–12
Schools for girls.							
Incarnation Church School for Young Ladies	Miss E. H. McLeod	No. 1115 M street	1868	15	38	35	7–16
German and English School for Girls	Miss C. Dengler	No. 929 I street	1872	25	36	36	7–15
School for Girls	Miss Annie Willett	No. 476 E street, southwest	1862	------	20	18	5–13
Young Ladies' Seminary	Miss Elizabeth Koones	No. 221 D street	1844	17	22	22	6–19
English and French School for Young Ladies	Miss S. L. Jones	No. 213 A street, southeast	1872	7	20	20	8–18
School for Young Ladies	Mrs. Vernon Dorsey	Corner of First and Carroll street, southeast	1865	1	12	12	7–13
St. Joseph's Parish School for Girls, (Roman Catholic)	Sisters of Notre Dame	Second street, between C and D streets, northeast	1872	40	145	140	6–14
St. Peter's Parish School for Girls, (Roman Catholic)	Sisters of the Holy Cross	E street, between Third and Fourth streets, southeast	1868	100	308	300	5–17
St. Dominick's Parish School for Girls, (Roman Catholic)	Dominican Sisters	Corner of F and Sixth streets, southwest	1867	45	220	205	5–12
St. Aloysius' Parish School for Girls, (Roman Catholic)	Sister Ludwine	First street, between I and K streets	1861	120	350	340	6–16
St. Matthew's Parish School for Girls, (Roman Catholic)	Sisters of the Holy Cross	No. 813 Fifteenth street	1868	------	120	115	6–18
Immaculate Conception Parish School for Girls, (Roman Catholic)	Sisters of Charity	No. 1554 Eighth street	1865	100	225	220	7–17
St. Vincent's School for Girls, (Roman Catholic)	Sisters of Charity	G street, between Tenth and Eleventh streets	1821	------	200	185	7–19
Schools for boys and girls.							
Boys and Girls' Primary	Mrs. Martha K. Wilson	No. 2506 K street	1873	7	19	17	6–12
Boys and Girls' Primary	Miss Mary H. McCarty	Corner of Twenty-seventh and I streets	1873	15	27	24	6–15
Boys and Girls' Primary	Mrs. E. L. Hayden	No. 422 M street	1873	4	10	10	5–17

Boys and Girls' Primary	Mrs. Mary Roach	No. 23 Jackson alley, northeast	1873	5	18	15	6-12
Boys and Girls' Primary	Miss Mary Hatch	No. 942 B street, southwest	1873	12	16	14	5-12
Boys and Girls' Primary	Miss Nelly Tilden	No. 324 C street	1873	6	9	9	5-7
Boys and Girls' Primary	Miss Helen Curran	No. 24 D street	1871	3	5	5	7-15
Boys and Girls' Primary	Miss Lizzie Cluskey	No. 464 C street	1871	5	14	12	5-12
Boys and Girls' Primary	Mrs. M. A. Swayne	Corner of Seventh and L streets, southeast	1867	30	23	20	5-14
Boys and Girls' Primary	Miss Katie Harbin	Virginia avenue, between Fourth and Fifth streets, southeast	1870	12	16	16	7-15
Boys and Girls' Primary	Miss Elizabeth Senderff	No. 517 Ninth street	1865	25	19	17	5-14
Boys and Girls' Primary	Miss Marcia Clifton	No. 515 H street	1872	2	15	14	4-10
Boys and Girls' Primary	Miss Laura Laws	No. 1145 Eighth street	1867	20	30	25	6-13
Boys and Girls' Primary	Mrs. E. P. Viles	No. 1421 T street	1871	15	12	10	4-12
Boys and Girls' Primary	Miss M. T. Tiffey	No. 1831 Fourteenth street	1872	2	15	12	5-13
Boys and Girls' Primary	Miss Carrie Moore	No. 1515 Eighth street	1872	12	22	21	5-12
Boys and Girls' Primary	Miss E. W. Jewett	No. 1311 Thirteenth street	1858	5	15	15	6-12
Boys and Girls' Primary	Miss Mollie Thompson	No. 711 Twelfth street	1869	15	32	32	6-14
Boys and Girls' Primary	Miss Minnie Lauck	No. 804 Eleventh street	1869	3	8	8	6-10
Boys and Girls' Primary	Miss Alice Herold	Corner of Twelfth and I streets, southeast	1873	17	23	20	4-12
Boys and Girls' Primary	Miss L. C. Richards	No. 1217 Tenth street	1872	5	18	18	6-14
Boys and Girls' Primary	Miss C. K. Minnix	No. 519 Twenty-second street	1870	10	14	14	4-13
Select School for Boys and Girls	Miss R. M. Calkins	Corner of South B and Third streets	1868	3	45	40	6-18
Select School for Boys and Girls	Miss Jennie Barber	I street between Eighteenth and Nineteenth streets,	1873	3	12	12	6-13
Boys and Girls' School	Miss Evaline Thompson	No. 1740 Fourteenth street	1873	6	14	14	5-15
Boys and Girls' School	Miss M. B. Miller	Corner of Seventh and G streets, southeast	1871	11	56	50	5-15
Boys and Girls' School	Miss J. Bright	E street, between Thirteenth and Fourteenth streets, southeast	1863	75	40	35	4-16
Boys and Girls' School	Miss Maria B. Riggles	No. 907 Sixteenth street	1872	9	13	12	5-16
Boys and Girls' School	Mr. Simon Burke	No. 103 H street, northeast	1868	14	30	25	8-14
Boys and Girls' School	Miss Janie F. Slight	No. 601 Half street, between F and G streets, southwest	1862	24	28	25	5-15
Home School for Boys and Girls	Mrs Annie M. Hanson	No. 327 C street, southeast	1868	13	65	60	6-18
Columbia Academy	Miss Marcelia Ball	No. 1547 Columbia street	1872	6	20	18	8-14
German and English Mixed School	Mr. Peter A. Mattern	No. 606 Eleventh street	1869	200	80	73	6-15
German and English School	Mr. Emil Henckell	Corner of Sixth and P streets	1872	17	84	80	6-15
German and American School for Boys and Girls	Mr. R. Weyher	G street, between Fourth and Fifth streets	1873	130	150	145	6-14
St. John's Parish School for Boys and Girls	Miss Fannie McKean	Corner of Twenty-first and E streets	1869	19	60	50	7-15
St. Stephen's Parish School for Boys and Girls, (Roman Catholic)	Rev. Father McNalley	Twenty-fourth street, between E and F streets	1872	50	72	65	5-14
St. Mary's Parish School for Boys and Girls, (Roman Catholic)	Sisters of Notre Dame	Corner of Fifth and Washington streets	1866	50	120	115	7-15
German and English School	Rev. John H. Mengert	Four-and-a-half street, between C and D streets, southwest	1858	12	29	27	7-14
German-Lutheran Trinity School	Mr. Paul T. Buerger	Corner of Fourth and E streets	1867	40	120	110	7-13
Colored schools.							
Boys and Girls' Primary	Mrs. R. Willsey	No. 2222 E street	1871	4	24	22	6-13
Boys and Girls' Primary	Mrs. Maria Robinson	L street, between Third and Fourth streets	1873	4	15	12	6-12
Boys' and Girls' Primary	Miss Sarah Langston	Foundry Place, between Thirteenth and Fourteenth and G and H streets	1873	1	6	6	6-12
School for Boys and Girls	Mr. George Hays	No. 822 Ninth street	1831	.....	12	12	7-25
School for Boys and Girls	Mr. Joseph Ambush	No. 924 Eleventh street	1868	15	96	90	7-20
Wesleyan School for Boys and Girls	Mr. John L. Watkins	D street, between Second and Third streets, southwest	1871	2	50	40	6-15

Statistical summary of private and denominational schools in Washington, District of Columbia, for 1873—Continued.

Name.	Principal.	Location.	Established.	Pupils then.	Pupils now.	Average attendance.	Ages of pupils.
Primary School	Mrs. Ellen Wood	No. 113 E street	1873	13	20	18	5–12
Family School for Boys and Girls	Miss Ruth Fisher	No. 1325 L street	1873	7	13	12	5–10
School for Males	Mr. Chauncey Leonard	No. 458 Louisiana avenue	1873	12	25	23	16–35
St. Martin's Parish School for Boys, (Roman Catholic)	Mr. Lewis Brown	No. 1546 I street	1867	20	56	50	6–18
St. Martin's Parish School for Girls, (Roman Catholic)	Sister Seraphina Noel	Fifteenth street, between L and M streets	1867	12	70	65	5–16
Night-schools.							
Night-School for Adults	Mr. L. A. Harvey	Eleventh street, between K and L streets	1873	10	10	10	15–25
Colored.							
Night-School for Males	Mr. Chauncey Leonard	No. 458 Louisiana avenue	1873	4	25	25	16–35
Night-School for Females, (Roman Catholic)	Sisters of Notre Dame	Corner of K and North Capitol streets, northeast	1873	12	30	25	14–35
Night-School for Boys and Girls	Mr. George Hays	No. 822 Ninth street	1871	6	6	6	13–26
Night-School for Males and Females	Mr. Charles Wilson	No. 604 Twenty-second street	1873	8	12	12	17–35
Night-School for Adults	Mrs. Rebecca Townsend	No. 1344 G street	1873	3	25	25	21–37
Night-School for Adults	Mr. Charles A. C. Lair	No. 1307 F street	1873	5	11	8	17–24
Night-School for Adults	Mr. James Elias Hunt	Wilson street, between Third and Fourth streets	1873	5	14	12	15–30
Night-School for Adults	Mr. David Richardson	No. 1914 Thirteenth street	1873	4	10	10	10–35
Night-School for Adults	Mr. Robert Johnson	Vermont avenue, near the corner of R street	1872	9	30	28	12–40
Night-School for Adults	Miss Julia C. Jordan	No. 25 E street, southwest	1873	1	4	4	15–20
Night-School for Adults	Mrs. Jennie Madison	No. 918 Delaware avenue, northeast	1873	4	15	15	13–40
Night-School for Adults	Mrs. Margaret Chew	No. 518 First street	1873	4	6	6	16–14
Night-School for Adults	Mrs. Julia Hawkins	No. 1242 New Jersey avenue	1873	1	8	8	14–50
Night-School for Adults	Mrs. Ellen Wood	No. 113 E street	1873	5	10	10	20–40
Night-School for Adults	Mr. Alexander Moore	No. 1711, E street	1873	9	13	13	10–30
Night-School for Males and Females	Mr. John Dorsey	No. 722 Twenty-second street	1873	5	6	6	12–18
Night-School	Mrs. L. A. Ford	No. 305 E street	1873	3	10	10	6–12
Lincoln Mission Night-School	Mr. D. W. Fry	Corner of Eleventh and R streets	1869	.....	100	80	7–50

Statistical summary of private and denominational schools in Georgetown, District of Columbia, for 1873.

Name.	Principal.	Location.	Established.	Pupils then.	Pupils now.	Average attendance.	Ages of pupils.
GEORGETOWN.							
Schools for boys.							
Primary School for Boys	Mrs. E. A. Brown	Corner of Beall and Washington streets	1847	10	23	20	7–12
Trinity Parish School for Boys, (Roman Catholic)	Brother E. Donnelly, S. J	Corner of First and Fayette streets	1817	20	160	155	8–18
Schools for girls.							
Primary School for Girls	Mrs. M. C. Pettitt	Corner of Second and Potomac streets	1872	16	12	11	6–12
Day-School for Young Ladies	Misses C. and R. N. Tenney	No. 91 Beall street	1852	10	16	13	8–15
St. Joseph's Parochial School for Females, (Roman Catholic)	Sisters of the Visitation	Corner of Fourth and Fayette streets	1799	15	130	125	5–18
Schools for boys and girls.							
Boys and Girls' Primary	Mrs. Mary W. Lawrence	No. 41 First street	1873	8	12	12	4–10
Boys and Girls' Primary	Miss Lulu O'Brien	Corner of High and Third streets	1871	6	35	30	6–12
Boys and Girls' Primary	Miss Kate Waters	No. 155 Bridge street	1869	1	9	9	6–10
Boys and Girls' School	Mrs. Mary Leavy	No. 100 Second street	1864	6	40	35	5–15
Boys and Girls' School	Miss A. J. Mitchell	No. 122 Gay street	1866	15	18	18	6–14
School for Boys and Girls	Miss M. C. Knowles	No. 123 Washington street	1867	16	31	30	6–15
Colored.							
School for Boys and Girls, (Roman Catholic)	Miss A. Dodson	Corner of Gay and High streets	1872	26	47	40	6–15
Night-schools.—Colored.							
Night-School for Adults	Mr. Henry Hewlett	No. 25 Beall street	1873	4	4	4	14–25
Night-School for Adults	Mrs. Martha Bowman	No. 88 West street	1873	3	8	8	6–25
Night-School for Adults	Miss Annie Bell Lucas	No. 32 Dumbarton street	1873	3	12	10	15–28

PRESIDENT EARLY.

The late Rev. John Early, S. J., President of Georgetown College, District of Columbia was born in Fermanagh, Ireland, in 1814. He laid the foundation of his classic studies at the Academy of Armagh, where he acquired notable success. In his nineteenth year he came to the United States with a view to prepare himself for the sacred ministry. He continued his classic studies, first, at Mt. St. Mary's College, Maryland, subsequently at Georgetown College, and was ordained at Georgetown in 1845. During his eleven years' residence at this college, 1836 to 1847, besides pursuing his own studies he was actively engaged as teacher and disciplinarian. In the former capacity, rising from class to class, he became acquainted, by intimate experience, with the scope and needs of a whole college-curriculum, while, as disciplinarian, he acquired that knowledge of character, as developed in youth, which is so essential to a practical educator.

After a year spent in missionary duty in Philadelphia, Father Early was appointed, in 1848, to the presidency of the college of the Holy Cross, Worcester, Massachusetts. This institution was then newly founded, and stood in need of just such traits on the part of its presiding officer as pointed out Father Early to his superiors as the fitting person for the place. His administrative ability, prudence, experience, attractive manners, and scholastic acquirements contributed essentially to the early success of that college and laid the foundation of its subsequent prosperity. At the end of three years, the usual term of a presidency in Jesuit colleges, he was recalled on other duties, which gave him a year of comparative rest.

At this time the Sulpitians of St. Mary's College, Baltimore, were desirous of closing that institution, in order to devote themselves to the special object of their society, the training of ecclesiastics. St. Mary's was founded in 1792, by members of the French clergy who had sought refuge in the United States from the horrors of the French revolution. The success it had acquired and the large place it filled as a house of superior education rendered some provision for a suitable succession a matter of solicitude on the part of its conductors. With this view they applied to the Jesuits, and Father Early was at once selected to inaugurate the new enterprise.

In 1852 he opened Loyola College, Baltimore, in rented buildings, and proceeded as soon as possible to erect the edifice now occupied by that institution and the elegant church of St. Ignatius, adjoining, on the corner of Calvert and Madison streets. In the weighty and responsible duty of organizing and regulating the new college, he spent two terms, and finally, in 1858, only exchanged one presidency for another, being called that year to his old home, Georgetown College. Here he remained until 1866, embracing the entire period of the inception and close of our civil war, a time of great peril and of many trials. At its outbreak, many of the northern students sought protection at home from impending perils, and the southerners left, almost *en masse*, to precipitate themselves into the conflict. The grounds were for a season converted into a camp by the Federal soldiers and a great part of the buildings occupied as a hospital. Still, with the few students that remained, the classes and discipline of the college were regularly carried on, and never intermitted from any extraneous cause. The prudence and circumspection needed on the part of its presiding officer to conduct the institution in safety through this period of agitation, and in the very center of the military movements of one of the parties to the conflict, no one can sufficiently appreciate who had not himself been a resident of the District at the time.

With the return of peace came a gradual return to a better and more promising state in the affairs of the college, although it has not yet attained to the numbers who frequented it before the war. The four years from 1866 to 1870 were spent by Father Early in the renewed charge of Loyola College, and in the latter year he was recalled to Georgetown, again its president. During this latter term the law-department of the college was organized, achieving immediate success. Father Early died at the college May 23, 1873, aged 59 years, having filled the chief executive office of sundry colleges for twenty-five successive years, intermitting the single year 1851.

LIST OF SCHOOL-OFFICIALS IN THE TERRITORY OF THE DISTRICT OF COLUMBIA.

CITY-SUPERINTENDENTS.

Name.	Post-office.
Hon. J. Ormond Wilson, superintendent of public schools for white children of Washington..	Washington.
Hon. George F. T. Cook, superintendent of public schools for colored children of Washington.	Washington.

IDAHO.

[From information furnished by Hon. Joseph Perrault, territorial superintendent of public instruction.]

FINANCIAL STATEMENT.

Three counties make no report. The remaining ones report as follows:

Receipts.

Balance on hand at beginning of school-year	$4,724 24
Received from Territory	2,624 82
Received from county-taxes	13,281 66
Received from district-taxes	4,223 04
Received from other sources	8,150 23
Total	33,013 99

Expenditures.

For teachers' salaries	19,446 44
For buildings, repairs, furniture, &c	5,866 37
For school-libraries and apparatus	319 00
For rent, fuel, and contingent expenses	1,549 79
Total	27,181 60

SCHOOL-STATISTICS.

Number of children between the ages of 5 and 25 years—boys, 1,657; girls, 1,556	3,233
Number of children enrolled in school	2,196
Average attendance	891
Number of school-districts	54
Number of school-houses	41
Number of schools	51
Number of school-libraries	3
Number of volumes in school-libraries	198

The superintendent, in a letter dated November 11, 1873, says:

"In the district in which Boisé City, the capital of Idaho Territory, is situated, we have no public school, as the revenues from territorial and county-sources are not sufficient to defray the expenses. It takes more than the revenue of two years to pay the expenses of one year.

"As it is certainly the policy of the Government to foster and encourage every movement that tends to invite emigration to the undeveloped Territories of the nation, I would respectfully urge that Congress grant us aid, so that we can have schools the whole year.

"The population of the Territory is composed of young men of refinement and education, who have left their homes in the various States for the purpose of giving full scope to their energies and ambitions; and while they are building a new State, Congress might help educate their children.

"The nation expends yearly hundreds of thousands of dollars to educate the Indians, and yet nothing is done for the children of the pioneers, who are adding new stars to the flag of the Republic."

COST OF EDUCATION.

The expenditure for the support of public schools in Idaho, averages $8.40 per pupil of school-age, $12.30 per pupil of total enrollment, and $30.50 per pupil of average attendance.

PROGRESS.

Rev. George H. Atkinson, in a letter dated January 6, 1874, says: "New and well-trained teachers are entering the field, who bring the experience of years in the eastern schools to aid in establishing our school-system.

"The text-books are among the most approved kinds, and the fact of three libraries is a good sign of what may be in the future."

PRIVATE SCHOOLS.

There are in Boisé City three private schools, one under the direction of the Episcopal Church, the other two under the control of lady teachers. Also one French school, where French alone is taught, under the direction of the superintendent of public instruction.

COUNTY-SUPERINTENDENCE.

The school-law makes it the duty of county-superintendents to visit each public school in their respective counties at least once in each year and to exercise a general supervision over the interests of the schools. The superintendent, referring to this, says: "It must be said that in several of the counties the office of county-superintendent is merely a name—a misnomer—as the superintendents rarely or never visit the schools, and the office might as well be abolished altogether as far as practical results are concerned.

"The influence of efficient supervision can be seen in Ada County, the present superintendent having visited all the schools and excited a general interest in their success.

"The success of the schools depends more on efficient county-superintendence, inspection, and management, than on any other one instrumentality."

NATIVE INDIAN TEACHERS.

"The principal of the Ocmulgee (Creek Nation, Indian Territory) female free school and her first assistant are Indian women, born in the Territory, but educated, and well educated too, in Texas."

MONTANA.

The report of Superintendent Hedges for 1873 having failed to reach this Bureau, we are compelled to be contented with that portion relating to it which is included in the message of Governor Potts, from which we extract as follows:

"The report of Hon. Cornelius Hedges, superintendent of public instruction, is herewith submitted. Almost every question connected with our public-school-system is ably and frankly discussed. The report is a credit to that officer and an honor to the Territory. The following statistics are taken from the report:

The whole number of children of school-age, between 4 and 21 years, in the Territory is	3,517

ATTENDANCE.

Number attending school during the year	1,881
The percentage of attendance of those enrolled	50
Number of organized school-districts	91
Number of schools taught during the year	99
Number of male teachers employed	50
Number of female teachers employed	49
Average length of school, in days	82½
Number of school-houses	51
Number of districts with graded schools, to wit, one each in Virginia, Helena, and Deer Lodge	3
Number of private schools taught in the Territory during the year	11
Number of scholars attending the same	149
Number of children not attending any school	1,497

FINANCIAL STATEMENT.

Amount of money raised for schools by county-tax	$31,350 42
Amount raised by district-tax, to wit, in Madison County	934 55
Amount from all sources apportioned during the year	33,161 50
Average pay of teachers per month	68 41

EDUCATION OF COLORED CHILDREN.

"The superintendent says that 'the provision of the present school-law which requires that the education of children of African descent shall be provided for in separate schools practically excludes them from all opportunity to obtain an education.' You should not hesitate to so amend the law as to afford an opportunity for each child in the Territory, without distinction, to enjoy all the benefits that are to be derived from a system of free schools established and supported by the people. Prejudice should not be permitted to stand in the path of justice, and I cannot believe that any considerable number of our citizens are willing that any child shall be excluded from the privileges of an education at the public expense on account of color. The law makes no distinction between citizens as to the right to exercise the elective franchise or the duty to share the burden of taxation; and, certainly, no distinction should be made in the opportunities afforded the youth of the Territory to qualify themselves for the duties of citizenship."

COMPULSORY EDUCATION.

"I believe it is the duty of the Territory to place education not only within the reach of all the people, but to compel them to avail themselves of its benefits. An elementary education should be considered as much a legal obligation as it is a necessity, and the Territory has the same power to enforce it that it has to enact any other law to promote the public welfare. All [measures] designed to advance the public interest, 'contribute to the general happiness of the people,' give vitality and stability to the government, and promote virtue and intelligence, are proper subjects of legislation. [In] the states of both Europe and America where the law requiring compulsory education has been tested crime has decreased, pauperism diminished, and marriages largely augmented. The indigent in every country, as a rule, belong to the illiterate class; and the same rule will apply with almost equal force to the convicts confined in the prisons of the country."

ABSENTEEISM.

"The report of the superintendent of public instruction discloses the fact that but a little over one-half of the children of school-age in the Territory attended school dur-

ing the last year. I think this should induce the legislative assembly to provide by law for the compulsory attendance of children between the ages of 6 and 16 years, at least three months in the year, where their parents reside within two miles of a public school taught for that period.

"The violation of the school-law by the commissioners of Meagher County, in refusing to levy a tax of three mills on the dollar for school-purposes, as required by law, demands of the legislative assembly the enactment of a law to punish county-officers by fine and imprisonment for refusing to perform a plain legal duty. No officer is above the law; and when he takes an oath to enforce the law and violates it, he should be punished as a criminal and forfeit his office.

"Authority should be granted the superintendent of public instruction to enforce the provisions of the school-law by suit; and you should provide for the payment of the expenses of the same. I commend the report to you as worthy of your careful consideration and recommend that you authorize the printing [of], at least, one thousand copies of the same."

LETTER OF SUPERINTENDENT HEDGES.

"HELENA, MONTANA TERRITORY, *October* 13, 1873.

"DEAR SIR: Yours of 1st instant, soliciting information of the progress of schools in Montana for past year or two, is just at hand. I am sorry to be able to give no fuller reply. Our new school-law went into effect less than two years since. It is modeled after that of California, with many curtailments. Since I have held the office of superintendent I have prepared full blanks for the transaction of all school-business, and for reports; but these have only been distributed during the year past, and I shall not have them returned to me before December. I expect then to make a report to the legislature and shall forward copies to your Bureau. I can at present only say generally that, notwithstanding the general depression in all branches of business and a considerable decrease of population since the census-report was taken, there has been a steady improvement in our schools. The only revenue now that sustains them is the 3-mill-county-tax. The districts have power to raise any additional amount by special tax, but I know of no instance in which this has been done. Our people are generally poor and very scattered. Many of our school-districts are of greater area than whole counties in the Eastern States. There are, as near as I can estimate at present, about eighty organized school-districts in the eight organized counties in this Territory. In some of the principal cities, such as Helena, Virginia, Deer Lodge, Bozeman, and Missoula, there is some attempt towards grading, but it is poorly done at best, and the scholars are generally backward. The school-money is not sufficient to sustain schools more than from four to six months during the year. The wages paid to teachers average from $50 to $150 per month; but the portion of the year is so small that teachers can find employment, that I have not felt like encouraging good teachers to come this way, and the quality of those we have in most instances is rather inferior.

"In the public schools of this city there are about 200 scholars in attendance, and our trustees hope to sustain the schools this year eight months. There are five teachers employed in these schools, three male and two female. Two receive $125 per month each, another $100, and the two ladies $85 each per month.

"I am about setting out on my annual tour of visitation, and could give you more information on my return; but that will be so near the time of making my annual report that I will send that instead of writing again.

"Yours truly,

CORNELIUS HEDGES,
Superintendent of Public Instruction, Montana.

"Hon. CHARLES WARREN,
"*Acting Commissioner of Education.*"

NEW MEXICO.

EDUCATIONAL PROGRESS.

Governor Giddings, in his message, expresses his gratification at the fact that, through the enactments of the legislature of 1871 and 1872, a system of free common schools was inaugurated and a tax levied on all the property of the Territory to sustain such schools, thus determining, it is hoped, forever, the fact that New Mexico shall have the same facilities for common education as are provided throughout the United States. Persons can now make New Mexico their home without being obliged to feel that all advantages for educating their children are left behind. The intelligent and educated class of emigrants could never before think of settling permanently in this Territory. Taking only this view of the matter, the establishment of a school-system is a great gain.

VALUE OF COMMON SCHOOLS.

The condition of the Territory can be best appreciated by considering what would have been the effect upon the States had the common schools therein been blotted out for the last twenty-five years. Education and schools have been entirely lost sight of, and a desire for them had almost to be created before any steps could be taken, by way of legislation, to secure common schools. Books were scarce, and school-houses, if ever there were any, had disappeared. There were not even the proper teachers, and, until within the last year and a little over, there were not, probably, outside of Santa Fé, half a dozen schools of all kinds in New Mexico; and so little were they desired that when a law for the establishment of common schools, and their support by a system of general taxation, was put to vote, only 37 votes were cast in favor of, to 5,000 against, it.

But a great change has been made in the right direction. The people have become satisfied that the intelligent of other States and countries will not bring their children and their wealth into a country which furnishes neither colleges nor universities, nor the means of a common-school-education, and a desire and a determination have arisen to place such an education at the command of all; and although the people have been impoverished by war and by Indian depredations from the earliest times, still they are ready to be taxed a reasonable sum for the support of common schools. But to begin with a population of 100,000, and without any books, is an immense undertaking, and progress must necessarily be very slow for many years.

AMENDMENTS TO THE SCHOOL-LAW.

"The law should undoubtedly be amended, as there are many defects and there are some doubts as to the intention of its makers. There should be some provision made to secure uniformity, and a correct report to the executive, as early as the 1st of October in each year, of all that has been done during the previous year, with the amount of money paid out, and such other information as will enable the executive to recommend, and the legislature from time to time to make, such additional laws as may be needed to forward the great interests of education.

"While the new statute provides for county-supervisors, it does not directly repeal the old law in regard to the territorial superintendent, and it is believed that for uniformity and general supervision there should be a general superintendent of schools. There is abundant work for such an officer. At any rate, the law should be made plain where it is now exceedingly doubtful."

FUTURE PROGRESS.

"Then, with patience, toil, and time, we shall make progress, if but slowly, in the great work which must continue forever. Our people have redeemed themselves before the world from the charge of disregard for the welfare of their race, and we shall soon see the effects of our system of education in the prosperity which cannot fail to surround an educated and enlightened people. Manufacturing-pursuits and scientific utilization of the materials of wealth, scattered over the country in its mines of gold, silver, platinum, copper, lead, zinc, coal, marble, gypsum, and iron, will follow the establishment of common schools, and our Territory will soon take a stand among the great Commonwealths of the nation."

OBSTACLES IN THE WAY.

"Our poverty stands in our way everywhere. The vast destruction of property from time immemorial by Indian raids and other wars has made the people poor; and the lands set apart to us for school-purposes are, as yet, unavailable. In other Territo-

ries the school-lands were sold in time to provide for the wants of schools; but here most of the land is, as yet, unsurveyed, and the sixteenth and thirty-sixth sections are entirely unavailable.

"In the Territories generally are enterprising people from the oldest States, possessing the knowledge, the intelligence, the language, laws, habits, and institutions of the most enlightened states of the world. They had the means of starting schools at once: the teachers, the books, a knowledge of the system, and countless other advantages. But here is a people a thousand miles inland, away from all sources of knowledge and civilization; with scarcely the power, in the midst of the relentless, cruel, and devastating savages everywhere surrounding them, to secure the bread necessary to keep soul and body together. This people, transferred without their consent or choice to another government, of whose laws, language, and institutions they have no knowledge, now lift their hands and in the name of humanity ask that they may have the means of knowledge furnished them which shall fit them to stand equal with any other Commonwealth of America, they themselves contributing all the means within their power to secure so desirable an end.

"No people on earth without education is possessed of more practical wisdom or common sense in the ordinary affairs of life than the people of New Mexico. But their creative power is not adequate to our necessities in the way of public-school-houses. They are shrewd and foreseeing, but they cannot devise means to meet the present wants of the people in the matter of schools."

ARRANGEMENT SUGGESTED.

The suggestion contained in the last message is repeated, viz: "That it is possible an arrangement might be made by which Congress would permit the Territory to anticipate to the extent of $100,000 on the lands bestowed for school-purposes, and furnish a small amount to aid in the erection of at least 100 school-houses in the most populous districts.

"The details of the plan for anticipating the $100,000, or the interest thereof for the term of twenty years without interest, were given at length in the last executive message to the legislature."

SCHOOL-STATISTICS.

"With a view of securing some definite information as to our actual success in commencing a system of common schools, circulars were sent to the probate judges of the several counties, asking information as to the number of schools in each county, length of school-term, and the amount expended. Only a few returns have as yet been received, but so far the results are most gratifying."

Bernalillo County reports 14 schools. Of these 3 were continued ten months each and the remainder from three to five months each, an average of five months for the entire number. The expenditure for the year has been $2,867.

Taos County reports 12 schools. Length of term not given. Expenditure, $765.94.

Valencia County reports that 16 schools have been maintained from three to eight months each, at a cost of $1,642.

San Miguel reports 22 schools, of which 21 were kept four and a half months each, and 1 eight months. Total cost for the year, $5,265.27.

Santa Fé County has collected for school-purposes for the year the sum of $3,992.49. The number of schools is not given.

The number of schools in the Territory for the year 1873 is about 200 and the cost of maintaining them about $33,000.

"This presents the fact that our people pay a tax of nearly 33 cents *per capita* for every man, woman, and child, for 200 schools, kept on an average in each precinct from five to six months in each year. It is believed that no State in the Union can show a more excellent record in its regard for the common education of its people. And this is the record of its first year, in a country where such institutions were before unknown."

The following letter, from Hon. W. G. Ritch, secretary of the Territory, received as this report is passing through the press, contains the latest additional information:

"TERRITORY OF NEW MEXICO, OFFICE OF THE SECRETARY,
"*Santa Fé, December* 31, 1873.

"Hon. JOHN EATON,
"*Commissioner of Education:*

"In answer to your inquiries of October 1 and December 19, respectively, for 'information respecting schools in New Mexico,' for your report of 1873, I have the honor to post you the following:

"The public-school-law of New Mexico creates a board of supervisors and directors of public schools for each county, consisting of three persons elected biennially, with the probate-judge of the country as, *ex officio*, president of the board. 'The sole and entire management, supervision, and control' are given to this board 'of the public

schools within their respective counties,' as are also 'the entire and exclusive management and supervision of the school-funds of the respective counties and of the control and expenditure thereof.'

"THE SCHOOL-FUND

Consists of 25 per cent. of the entire tax on property, a poll-tax of $1 on every male citizen above the age of 21 years, and any 'surplus of more than $500 in the treasury of any county after paying the current expenses of such county.'

"This school-law, and the provision for the school-fund, was enacted by the legislative assembly of 1871-'72, and is probably the most effective law that the friends of education in New Mexico have ever succeeded in placing on the statutes. The greatest practical results, at least, have followed, and its workings have unquestionably popularized free schools throughout the Territory.

"The better to learn the progress of the work under the law and to give a clear idea respecting the same, on the receipt of your letter in October last, I addressed a circular-letter and blank to presidents of school-boards, teachers, and educational men throughout the Territory, asking for certain statistics therein indicated. Most of these persons have answered, and with a commendable interest. Much delay has been unavoidably incurred by reason of the entire absence of any system for obtaining the information sought. I give you the following aggregated statement of the schools in this Territory:

Schools.	Number of schools.	Pupils.	Teachers.	Average number of months taught.	Average of wages of teachers.	Languages taught.	Funds.
Public schools supported by taxation	133	5,625	136	6¼	$28 69	10 English 111 Spanish 12 E. S.	$29,721 57
Private schools	26	1,370	53	9	.....	7 English.. 19 E. S.....	27,100 00
Pueblo schools	5	107	7	6	.....	English.....	4,000 00
Total	164	7,102	196	.....	.....	.....	60,821 57
Census-returns for 1870, public and private schools	44	1,798	72	.....	.....	.....	29,886 00
Increase for 1873	120	5,304	124				30,935 57

MISREPRESENTATIONS CORRECTED.

"Right here, allow me to digress for a word, and call the attention of those who within the past year or two have seemed to delight in misrepresenting the educational interests of New Mexico through the public press outside of the Territory, both East and West, and otherwise, by asserting, with a recklessness for truth astonishing to relate, that either there are no schools whatever in the Territory or, at most, a number expressed by a unit of medium value. I would respectfully refer those making these erroneous statements to the census-report of 1870, Table XII, of New Mexico, vol. 1, and to the Report of the Commissioner of Education, 1872, where will be found the statement above set forth for 1870 of public schools."

STUDIES TAUGHT.

"We glean the following items from the mass of local reports at hand. There are taught in all the schools reading, writing, and arithmetic; grammar in 41, geography in 34, and history in 17. A few also teach other of the higher branches."

PROGRESS.

"The county of San Miguel reports two public-school-houses worth $1,824.43. In Silver City, Grant County, the ladies have formed an educational society; have raised a fund of $1,400, and express a determination to increase it to $2,500. They have also adopted plans for a brick school-house 20 by 40 feet on the ground, and we doubt not that they will carry the enterprise to completion. God bless the ladies! A subscription is also out in Lincoln for the same noble purpose. Doubtless there are other enterprises of a similar character in other enterprising towns, of which mention has not been made. In very many districts the use of a school-room is donated; in others, rented

for a moderate sum. In Doña Aña and Grant Counties the supervisors of public schools donate their *per-diem* allowed by law to the school-fund.

"The school-books used are legion in variety and run from a sectarian catechism to Ollendorf's method. School-books are very generally bought for the indigent. So deep is the interest in some of the counties, that the local school-boards have made inquiries of the territorial officers if there was not a law or some means by which the attendance of children could be enforced. One county reports that boys only are admitted to the schools. Four public schools reported are combined with parochial or mission-schools."

ABSENTEEISM.

"Taking the usual percentage of children relative to the aggregate population, and there are 22,969 children in New Mexico of school-age. Deduct the number reported attending both the public and private schools and we find still in the Territory 15,974 children absentees, in most cases, doubtless, without the opportunity of attending school."

PRIVATE SCHOOLS.

"Of private schools five are convents, under the control and management of the Sisters of Loretto, with an attendance of 546 pupils, 120 of whom are poor. To them tuition is free. They have 21 teachers and an income of $12,000. Next are the schools under the control and management of the Christian Brothers, (Catholic,) of which there are three. Two of these schools have an attendance of 180 pupils, 10 teachers, and an income of $5,450.

"There is also a Jesuit school at Albuquerque. There are two Presbyterian mission-schools reported, with an attendance of 80 pupils and 3 teachers. Tuition generally free. There is also one Methodist-Episcopal mission-school, with an attendance of 80 pupils, 2 teachers, and an income of $700.

"The above schools, as also others of the private schools, teach both the common and higher English and Spanish branches, and will doubtless prove of great value in educating teachers. Some of them, we have reason to believe, are model schools.

"PUEBLO-INDIAN SCHOOLS.

"We learn from the Pueblo agent that two of these schools are under the Presbyterian Board of Missions, but that they are not managed in a spirit of sectarianism; that a growing interest is manifested, and that they are open to all who apply. Twelve hundred dollars of the fund is contributed by the Presbyterian board and $2,800 by the General Government.

"The manifest need among the public schools at this time is a uniform system throughout the Territory—something in the nature of a central board of commissioners, composed of practical educators, who feel a pride in the work, with authority to establish some simple, general plan, embodied in printed form, for the government of schools.

"The necessity for such board is intensified for the reason that the masses of the people are entirely unused to the advanced systems of free schools of the present day and age, and, with few honorable exceptions, are also unacquainted with the management of public schools in any form. There is scarcely less need for public-school-buildings.

"There is also a want of uniform school-books in individual schools, and also of competent teachers, both in English and Spanish. Some standard of qualification among teachers should be adopted, and to that end an examining officer or a board of examiners is an absolute necessity. It should also be their duty to visit and examine the schools at stated times.

"The legislative assembly, now in session, shows a commendable interest in behalf of progress; indeed, we may say is unanimously in favor of further legislation to that end.

"A joint committee has been appointed having for its object a revision of the assessment- and tax-laws, the improvement of the school-system, so as to admit a more general availability of its advantages, and an increase of the school-fund. It is confidently expected that minor differences about details will be harmonized and healthy progress be the result.

"Of the people it is simple justice to say that as a class they are kind, hospitable, industrious, tractable, and law-abiding; and in point of morals and integrity they will compare favorably with very many who have enjoyed much greater advantages in life. They pay their taxes as promptly and as fully as any people in the land and submit as cheerfully when they are satisfied that a substantial public good is to be the result."

FORMER CONDITION OF THE TERRITORY.

"It is well to bear in mind the entirely anomalous condition of the people and Territory, when compared with any other State or Territory in the Union, and that the

power has not in all cases been vouchsafed to human wisdom to eradicate the abuses of years in a day. New Mexico, before its acquisition by the United States, had been utterly neglected for generations by the government of Old Mexico in all things appertaining to its material prosperity and social advancement; and that the people are only cognizant of a superior power as indicated in the presence of exacting revenue-officers, or the recruiting sergeants incident to the chaotic and turbulent state of a government beset with revolutions and counter-revolutions, which in effect were, of course, most paralyzing to productive industries, exhausting to accumulated resources, and which made even existence itself problematic. In those times, self-preservation, the first law of nature, became the chief thought in the family-circle and the main business of life with each family. There was no time, opportunity, or impulse for social or intellectual improvement, nor had there been for generations. Such, in brief, was the condition in which the Government found the people at the time the Territory became part of the Republic. They were, and likewise continued to be for a long time, beset on all sides by hostile and nomadic Indian tribes, embodiments of all the villanies incident to unregenerate man, and also with not a few of the outlaws—hair-brained and graceless set—ever present on the frontier of an advancing American civilization. Scarcely had the Government, through the civil and military authorities, made an impression towards bringing order out of chaos, when followed the rebellion, threatening the integrity and life of the nation, during which event, be it said to the credit of the people of New Mexico, they remained true to the flag and cheerfully contributed their quota of patriotic citizens towards the defense of her soil and the suppression of the rebellion. This event, of course, still further kept education and progress in abeyance."

EDUCATIONAL PROSPECTS.

"Under the protection which they have enjoyed from the Government, more particularly for the past few years, and the freedom from oppression of the old government and resultant prosperity, they are coming to think of those matters calculated to better their condition in life; and not the least of these is education.

"New Mexico has, we submit, made a commendable start in educational interests. It will never be less, but, to the contrary, is destined to develop and grow with accelerating progression, ever onward with the approach and advent of railroads and telegraphs, and the consequent development of its material resources, its rich and varied mining deposits, its extensive agricultural, pastoral, and lumber-interests, and the manufactories, intelligent immigration, and general accessories that, hand in hand, naturally accompany, and which go to make the sum of the advancing elements of a higher civilization in store for the near future of New Mexico.

"Very respectfully,

"W. G. RITCH,
"*Secretary of New Mexico.*"

UTAH.

[From biennial report of Hon. Robert L. Campbell, territorial superintendent of common schools, for the term ended October 31, 1873.]

FINANCIAL STATEMENT.

Receipts.

Amount of building-funds raised	$44,582 22
Amount of taxes appropriated to the use of schools	12,885 41

TEACHERS AND THEIR PAY.

Number of teachers—males, 177; females, 178	355
Amount paid to male teachers	$55,092 41
Amount paid to female teachers	27,803 50
Total paid to teachers	82,895 91

SCHOOL-POPULATION.

Number of children of legal school-age, (from 4 to 16 years)—boys, 13,867; girls, 13,856	27,725

ENROLLMENT AND ATTENDANCE.

Number enrolled in public schools—males, 8,210; females, 7,860	16,070
Percentage of enrollment	57.9
Average daily attendance	11,842
Percentage of school-population in actual attendance	42.7

SCHOOLS AND SCHOOL-DISTRICTS.

Total number of school-districts	202
Number of school-districts reported	163
Number of schools	251
Number of months school has been taught	6.7

The foregoing statement does not include the amount of school-enrollment in all the counties, the returns from some being, for various reasons, too imperfect to be tabulated. The present condition of school-buildings is reported "good" in eleven counties, in three it is "medium," and in one "fair."

SCHOOLS OF SALT LAKE COUNTY.

In his last report the county-superintendent of Salt Lake makes the following statement:

"The percentage of pupils enrolled is exceedingly low, and for the last few years has gradually become less; not that there is really less school-attendance in this county, but for the following reasons: the Deseret University in 1869 commenced a model school, which received primary and intermediate pupils; this institution has grown in public favor until, during the last year, it has had over 300 pupils enrolled in these departments. The St. Mark's school, (Protestant-Episcopal,) established in 1867, has received public patronage to the same extent as the university, and has enrolled during the last year upwards of 300 primary and intermediate pupils.* The Rocky Mountain Conference Seminary has enrolled during the same period about 220 pupils and the Morgan College had enrolled in March, 1873, 290 pupils. These popular institutions, all clustering around the heart of the city, have drawn largely from the public schools.

"In 1865, the percentage of enrollment for Salt Lake County was 69, while the percentage of actual attendance exceeded 50. In 1866 it was nearly the same, while schools were kept open on an average throughout the county during each of these years eight months. Were the enrollment of the primary and intermedate departments

* This church has also two other schools in the Territory: that of the Good Shepherds, at Ogden, with 55 male and 70 female pupils, and St. John's, Logan, numbering 29 boys and 20 girls.

The Rev. Mr. Turner, from whom this information is derived, says that there are no free schools in Salt Lake City. There are many Mormon schools, but not good ones.

of these institutions added to the enrollment in the district-schools, the present year's statistical table would show a percentage of about 62 and an actual attendance of upwards of 50 per cent."

"Amid the many discouragements attendant upon our efforts to elevate the school-interests of this county, it is gratifying to observe that the trustees have been able to keep schools open upon an average of seven months."

Utah has improvised and sustained the present school-system without a dollar or an available acre of land from the General Government. The superintendent of Salt Lake County, in his report to the territorial superintendent, presents some data obtained from the report of the Bureau of Education for 1872, showing that the average time schools are kept open in the thirty-nine States and Territories noted is a little more than six months in the year. Utah Territory keeps schools open longer during the year than some States which have a school-fund amounting to millions of dollars.

"RELIGIOUS TEACHING.

"The common school-code of Utah does not require nor authorize educators to inculcate religious tenets, but all teachers are advised to open their schools by prayer and to inculcate the 'fear of God,' and morality, both by precept and example.

"SCHOOL-HOUSES.

"The erection of so many new school-houses throughout the Territory is a matter of congratulation and reflects much credit on the trustees in the respective districts which have stepped forward in this direction. Most of the buildings are very substantial, and though little unnecessary expense has been lavished to put on style and ornament, yet some of those recently erected in Salt Lake County are handsome edifices. The subject of properly heating and ventilating school-rooms should receive more attention.

"'NO-SCHOOL' SYSTEM.

"It may sound strange to those who have inveighed so much against our 'no-school system' to state that little more is needed on our statutes other than that which is already enacted, until means become available or until the school-lands and the munificent grants given by Congress to States may be accorded to Utah, when she shall be clothed with the robes of State-sovereignty. Perhaps there are few States in the Union—the superintendent does not know of any—where so high a percentage is collectable by statute, as there is in Utah Territory, for school-purposes.

"CITIES.

"It is the opinion of the superintendent that Salt Lake, and perhaps other cities, should have a city-school-system. Since 1872 there are statutory provisions which give the right to certain cities to regulate and control public schools.

"LABORS OF THE SUPERINTENDENT.

"The superintendent in 1872 visited many of the counties, and during the year 1873 nearly all the counties, in the Territory, and counseled with the county-superintendents, school-trustees, and teachers, in relation to the educational interests of their respective districts, and delivered addresses, wherever opportunity presented, on educational and kindred subjects. In his intercourse with the county-courts, the superintendent found that many members thereof were in favor of appropriating a certain percentage of their yearly revenue to aid the common schools of their county. A few of the probate-judges signified their willingness to join in petitioning the legislative assembly to designate the amount of percentage to be thus applied. Some were in favor of 15, others of 25, per cent.

"RECOMMENDATIONS.

"Drawing, sewing, and vocal music should be taught in common schools. The county-superintendents should be authorized to collect statistics of private and night-schools and allowed a small amount to procure them where not obtainable gratuitously.

"NORMAL SCHOOLS.

"A few years ago there were presented in the house of representatives, simultaneously, two bills looking to the establishment of a normal school, wherein advanced pupils who proposed to become teachers might receive special training for the profession. Neither of the bills was passed, but in lieu thereof it was proposed to ingraft upon the university a normal course; but no appropriation at that session was made to aid the university financially, and, as might have been expected, the executive committee, to whose hands its financial interests were committed, were embarrassed, and labored under difficulties which they found themselves impotent to remove.

"In the absence of a normal school, the superintendent believes it necessary to pro-

vide for institutes, to be held in all the counties, where the teachers and advanced pupils can meet, and, under the superintendence and instruction of a competent instructor, be qualified to do better and more efficient work in the school-room. If in States where normal schools are sustained this work is deemed necessary, how much more needful in our Territory, where normal training has not been extensive. In these institutes the importance of moral training should receive special attention.

"FIRST NORMAL SCHOOL OR INSTITUTE IN UTAH.

"In July last the superintendent called together the teachers throughout the Territory for the purpose of instruction and improvement. Some of those called to act as teachers in Utah have had but limited opportunities of becoming acquainted with modern improved methods of instruction. The institute continued a month and had enrolled over one hundred advanced students and pupil teachers. The occasion was one of great benefit and was a season of rejoicing to the teachers. The superintendent was petitioned by all present to continue the same yearly.

"Although there was no appropriation for the purpose, yet the superintendent procured the means and hired Profs. John R. Park, Karl G. Maeser, W. N. Dusenberry, and Mary E. Cook, four of the most experienced instructors accessible, to teach in the institute, giving the conduct of the same to Dr. Park."

SCHOOL-LAW.

The following law was approved February 20, 1874:

SECTION 1. *Be it enacted by the governor and legislative assembly of the Territory of Utah*, That $15,000 yearly, for the next two years, be, and the same is hereby, appropriated, out of any moneys not otherwise appropriated, for the use and benefit of common schools of this Territory, to be drawn and disbursed as provided in the following sections of this act.

SEC. 2. It shall be the duty of each county-superintendent of this Territory to report yearly, in the first week of November, to the territorial superintendent of schools, the number of all children between the ages of 4 and 16 years, in each district of his county, in accordance with the blank form in Section 18 of "An act providing for the establishment and support of common schools," approved January 18, 1866.

SEC. 3. It shall be the duty of the territorial superintendent, on receipt of county-lists, in the first week of December of each year, to make a *pro-rata* dividend of the school-money to the various school-districts of the Territory, according to the number of all the children in the districts between the ages of 4 and 16 years, and forward one certified document to each county-superintendent, setting forth the amount allotted to each county, and one copy of each document to the territorial auditor, whose duty it shall be to issue a warrant to each county-treasurer on application therefor, setting forth the amount allotted to his county.

SEC. 4. It shall be the duty of the trustees of each school-district in this Territory, to cause be be kept in their respective districts a good school at least three months in each year; a failure to do so shall disqualify them from drawing their share of the public moneys, and said moneys shall revert to other districts of the county.

SEC. 5. On presentation of the auditor's warrant, the territorial treasurer shall pay over to the county-treasurer such money as shall have been placed to the credit of the county of which he is treasurer, as per list filed in his office, taking receipt therefor. County-treasurers shall hold such money in their treasury subject to the order of county-superintendents, for payment to district-trustees, who shall, on presentation of the superintendent's order, receive the same from county-treasurers, giving receipt therefor, and such money shall only be used in payment of teachers.

SEC. 6. County-treasurers shall keep a separate account of the territorial school-moneys and make a report to their respective county-courts once in each year.

SEC. 7. Any person having the care or management of the public moneys herein contemplated, and failing to comply with the requirements of this act, shall be deemed guilty of a misdemeanor, and, on conviction thereof in any court having competent jurisdiction, may be fined in any sum not exceeding $1,000 for each offense. Such fine shall revert to the school-fund of the county where such cause shall have originated, and no property shall be exempt from the payment of such fine.

LIST OF SCHOOL-OFFICIALS IN UTAH.

Hon. ROBERT L. CAMPBELL, *territorial superintendent of common schools, Salt Lake City.*

COUNTY-SUPERINTENDENTS.

County.	Name.	Post-office.
Beaver	John Lee	Beaver.
Box Elder	A. Christensen	Brigham City.
Cache	Samuel Roskelly	Smithfield.
Davis	Jacob Miller	Farmington.
Iron	W. C. McGregor	Parowan.
Juab	Thomas Ord	Nephi.
Kane	Martin Slack	
Millard	E. M. Webb	Fillmore.
Morgan	J. R. Porter	Porterville.
Piute.*		
Rich	Perry Nebeker	Laketown.
Salt Lake	Robert L. Campbell	Salt Lake City.
San Pete	William T. Reid	Manti City.
Sevier	Hans P. Miller	Richfield.
Summit	John Boyden	Coalville.
Tooele	A. Galloway	Tooele.
Utah	W. N. Dusenberry	Provo.
Wasatch	Thomas H. Giles	Heber City.
Washington	J. E. Johnson	St. George.
Weber	W. W. Burton	Ogden.

* County abandoned in consequence of Indian hostilities; population returning.

WASHINGTON.*

[From biennial report of Hon. N. Rounds, territorial superintendent of public instruction, for the year ended September 30, 1873.]

SCHOOL-STATISTICS.

	1871–'72.	1872–'73.	Increase.
Number of school-districts	222	248	26
Number of school-houses	144	189	45
Number of schools	157	196	39
Number of persons of school-age	8,290	9,949	1,659
Number attending school	3,828	5,928	2,100
Amount paid teachers	$29,318 64	$44,007 94	$14,689 30

ATTENDANCE.

In noticing the large gain in attendance during 1872, the superintendent says: "This is attributable, in a great measure, no doubt, to the effect of the compulsory law."

LENGTH OF SCHOOL-TERM.

The average period during which the schools are maintained is encouraging. In Jefferson County it is nine months; in King, six months; in four counties it is five months; in five counties, four months; and in the remaining counties, three months

TEXT-BOOKS.

The text-books recommended by the superintendent in the last report have been unanimously approved by the county-superintendents, all of whom express their willingness to adopt them. It is therefore now recommended that uniformity of text-books be secured by legislative action. The suggestion is that a law for this purpose embrace the following points: (1) Require the selected series to be uniformly used for a term of four or five years. (2) Let no change of books be made subsequently but by statute. (3) Allow one year from the passage of the act in which to complete the introduction of the legal series. (4) Make it penal for any district to continue the use of other books after that period.

The recommended books are now in use, to a greater or less extent, in one-half the counties.

EDUCATIONAL PROGRESS.

There are encouraging signs of progress in education in Walla-Walla, Thurston, and King Counties and in the city of Vancouver. The superintendent of Cowlitz County says: "It is gratifying to note the increasing interest in schools and educational matters generally throughout the county. The people are moving in the right direction, and a much more favorable showing is anticipated at the close of the ensuing year than was ever before reported." At Colfax, in Whitman County, a fine school-house has been built, costing $800.

The superintendent remarks: "The cause of education would be greatly benefited if by some means a more thorough visitation by the county-superintendents could be secured."

Rev. George H. Atkinson writes, under date of July 11, 1873: "The school-sentiment is becoming stronger. Last week I was in Atalanam Valley, 200 miles northeast of Portland, and was glad to find that four school-districts had been defined by the superintendent of Yakima County and two of them organized; two good school-houses built, and schools in operation from three to six months in the year. This settlement is really but little more than three years old, though a few settlers were there in 1866–'67."

The same gentleman, under date of January 20, 1874, writes: "The town- and city-schools of Washington Territory flourish most in winter; those in the country are held chiefly in summer, on account of sparse settlements and bad roads.

"Olympia has two district-schools, partly graded, with four or five teachers, and one seminary, first designed for girls, but now for boys also, with three teachers. Tacoma has one school, not yet graded. Seattle has one district, two school-buildings, and

* Information has been received that the school-law has been revised somewhat in accordance with the action of th territorial association, and that Mr. J. P. Judson has been elected superintendent of schools in place of Hon. Nelson Rounds, deceased.

three or four grades; also the territorial university, well graded from primary to academic studies. Port Madison has a small school; Port Gamble, one larger; Port Townsend, a school somewhat graded, with two teachers. Unity of effort and vigor of plan are needed to carry out and perfect the school-system of Washington Territory."

TEACHERS' INSTITUTES.

During the past two years teachers' institutes have been held at important points in the Territory. They were generally conducted with ability and success and have been of great profit to school-interests. It is recommended that institutes be held in every county where it is possible.

A teachers' association has been organized and will hold a session when the legislature meets in Olympia.

NORMAL AND GRADED SCHOOLS.

The superintendent says: "We shall feel, I hope, the importance of early establishing a normal school, to improve the qualifications of teachers, and also of establishing graded schools wherever practicable."

MORAL AND RELIGIOUS INSTRUCTION IN THE PUBLIC SCHOOLS.

That portion of the school-law relating to moral and religious culture in the schools has attracted much attention on account of its importance, and in some localities has awakened opposition. These sections exact good moral character on the part of all teachers, and, anticipating that they will endeavor to promote the same character in their pupils, simply prohibit their teaching "sectarian or denominational doctrines" and their using "sectarian or denominational books" in the schools. This, of course, does not exclude the reading of the Bible.

The school-law is framed in accordance with the view that moral culture should be a constant and prominent object in the public schools of the Territory, and the legislature, while excluding all sectarian books and teachings, leaves the way open for instruction in Christian morals and in all the fundamental religious principles which are the common ground of belief in a Christian nation. As this law is constitutional, so also it is founded on a wise and liberal policy, for all the religious elements which it is desired to cultivate in the schools are subscribed to by all denominations, and the objection that Protestants and Catholics cannot co-operate in the public-school-system falls to the ground.

TEACHERS' CERTIFICATES.

It is recommended that the territorial certificates given to teachers should continue valid for a period of three or four years, unless revoked for cause.

Schools among Indians in Washington Territory.

Reservation.	Denomination.	Post-office.	Pupils, (estimate.)
Chehalis	Methodist	Olympia	15
Colville	Roman-Catholic		25
Makah	Christian	Neah Bay, Port Townsend	12
Puyallup	Presbyterian	Tacoma	15
Quinaielt	Methodist	Chehalis Point	15
S'kokomish	Congregational	Olympia	20
Tulalip	Roman-Catholic		50
Yakima	Methodist	Fort Simes	50

UNIVERSITY OF WASHINGTON TERRITORY.

An impression has prevailed that this university has in part failed, in years past, from the want of primary and grammar-schools to furnish pupils prepared for the higher studies. To some extent this impression is correct. A university means an institution for advanced classic, scientific, and professional culture; not for mere elementary studies. But a new State or Territory must for the most part prepare its own pupils for these higher studies, or the university will be a failure. At this moment the regents seem to be uniting with President Hill and his lady to meet this defect.

A published circular presents the following scheme, viz: two departments: a preparatory department, embracing all the studies of the primary, intermediate, and grammar-school-grades, (occupying eight years;) and an academic department, with four courses, at the option of the student; either one occupying four years.

But it has been suggested by a correspondent of the Seattle Dispatch that, unless there be a co-operation with this scheme throughout the Territory, there must be continued difficulty in securing well-prepared college-students. He therefore suggests that there

be adopted in the public schools a course adapted to prepare students for the university.

This union of plan and effort in grading and conducting all the schools of the Territory would, he says, quickly give higher character and greater value to them all, and make the primary, grammar-, and university-schools in reality what each name imports. The school-system of the Territory would then be a unit in plan and complete in all its parts.

An approach is made to this ideal in some of the older States. Towns elect a school-committee and authorize it to hire teachers and to pay them from the public-school-fund, for the different districts; also to establish new districts and erect school-houses. The town requires them also to establish a central high school, to which all pupils are admitted on examination. After a three-years course in the high school, the student receives his diploma and enters his chosen college or university, or goes into business-life.

It would not seem difficult, he thinks, for the counties of Washington Territory to do in this respect what towns do in more thickly-settled States. For example: Thurston County owns a good building at Olympia, now doing good service as a female-seminary, but only partially graded, which, at the expiration of the present rental, might be made the county high school, supported from the county- and public-school-fund, and pupils from every district in the county be entitled to admission on certificates of examination and to enjoy its full course without charge for tuition. The local district-schools would adapt their grades with reference to the high school, and this would be adapted to the university-course. Those pupils who failed to complete the course would have all its benefits as far as they should go. The integrity of the system could be retained and its details perfected, although districts might be slow to adopt it. King County could easily have a high school at Seattle, and Clark County at Vancouver, and other counties at their chief towns, to which the qualified scholars from all the districts could go free of charge and fit themselves for business or for the university. There would then be among the people a conscious power to control and improve the public schools and make them serve all the desirable purposes of educational institutions. The waste which annually occurs for lack of system could be thus easily avoided. A sense of real progress to something higher, even in the humblest rural district, would stimulate teacher, parent, and pupil to improve every term with reference to the next step upwards, and so to the end. Children in the country would have their equal class-rank with those in town, and there would be less feverish desire to get into town to be educated, while too young for its exposure, and at too great a cost for its benefits.

Such a system would conduce to the employment of the best teachers and the use of uniform books; to the efficiency of teachers' institutes; and to a steadily improving public sentiment upon this whole subject.

It would also attract a better class of population, that would enrich the communities in which it might settle.

It would awaken thought and care for the school-lands and funds, and secure the same for their true use.

For these reasons it is urged on the attention of the people.

Statistical summary of a university and college.

Names of university and college.	Corps of instruction.	Endowed professorships.	Number of students.		Corporate property, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Amount of property of corporation.	Value of grounds, buildings, and apparatus.	Amount of endowment.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
Holy Angel's College	2	....	43	.....	.....	.....	.....	.....	.....	.....	650
University of Washington	3	....	50	.....	$65,000	$50,000	*	$15,000	$2,000	$1,000	125

* The endowment of the university, which has thus far been only existent as a preparatory school, consists of lands not now susceptible of advantageous use or sale.

OBITUARY.

Rev. Nelson Rounds, D. D., died at his residence near Vancouver, Clark County, Washington Territory, January 2, 1874. He was born in Winfield, Herkimer County, New York, May 4, 1807.

His parents being poor, he obtained his education by his own exertions, paying his

way by teaching or manual employment. He prepared for college at the academies of Utica and Clinton; studied for three years at Hamilton College; and, then passing to Union College, graduated there, in 1829, at the age of 22 years.

Dr. Rounds entered the traveling ministry of the Methodist-Episcopal Church in the year 1831. He served at two different times as professor of ancient languages in Cazenovia Seminary, New York. In 1844 he was elected by the general conference as editor of the Northern Christian Advocate, which position he occupied four years. The degree of D. D., was conferred upon him by Dickinson College, Carlisle, Pennsylvania. In 1868 he was elected president of Willamette University, Salem, Oregon, and presided over this institution for two years with marked ability and success, though much of the time in poor health. Resigning in 1870, he moved to Washington Territory, and was soon after elected by its legislature as territorial superintendent of public instruction. As the first incumbent of that office, he was able to exert an extensive influence in securing moral and religious instruction in the public schools of that Commonwealth.

Dr. Rounds was well known, both as a minister and an educator, throughout many States, both East and West. His miscellaneous writings, published in the current periodicals of the church, were numerous. He often indulged in biblical criticism, which department of study he had cultivated with assiduity. He devoted his life to the promotion of education and religion.

WYOMING.

FINANCIAL STATEMENT.

Receipts.

From taxation	$12,000
From other sources, as poll-tax	5,000
Total	17,000

Expenditures.

For six sites and buildings, (amount not stated.)	
Salaries of county-superintendents, each	$500
Salaries of teachers, each	900–1,800

SCHOOL-POPULATION.

Number of children of school-age, (5 to 20:)	
Males	500
Females	600
Total	1,100

SCHOOL-STATISTICS.

Number of schools—8 public, 3 private	11
Average duration of school in days	200
Number of pupils in private schools	100

TEACHERS AND TEACHERS' SALARIES.

Average salary of teachers per month:	
Male	$150
Female	70

The above are approximate estimates for the Territory. The whole population in it amounts to only nine to ten thousand; these are scattered along the Union Pacific Railway for over 500 miles. The places where there is a population sufficient to support a school are few; but wherever there are people and children in one place enough to form a school, a school is established and an effort made to have a good one. The laws make liberal provision for schools by taxation, but the school-lands have not yet come into market. The whole Territory is divided into five counties, each having a county-superintendent. There are no township-organizations. Except along the line of the Union Pacific Railroad, the Territory is very sparsely settled, hence there are but about ten school-districts in the Territory. Two of these districts, No. 1, Laramie City, and No. 2, Cheyenne, have commodious buildings, and schools of three departments each, well graded. High-school-departments will be added this year. The schools of the other districts are smaller, but efficiently managed. In fact, in no State or Territory of equal opportunities can be found manifested a deeper interest in education or a public-school-system better organized and more liberally sustained.

Dr. J. H. Hayford, of Laramie, has been appointed territorial superintendent of public instruction for 1874.

ADDENDUM TO NEW HAMPSHIRE.—OBITUARY.

Notice of the decease of Prof. Dixi Crosby, M. D., LL. D., an eminent physician and medical instructor in Dartmouth College, had not been received when the matter relating to New Hampshire was passing through the press. Rather than neglect wholly one well worthy of remembrance, a brief notice of him is appended here.

Dr. Crosby had been professor of anatomy, surgery, and obstetrics in the medical department of Dartmouth College for thirty-five years, when, in his seventy-fourth year, death arrested his labors, September 26, 1873. Though occupying a retired and quiet sphere, he bore the reputation of being one of the most skillful surgeons of our country, and some thought him one of the first in the world. "Fearless and original, fertile in expedients and ingenious in their use," he often acted while others were deliberating, and saved endangered lives by rapid and decisive operations. While yet a student, he, by such action, preserved two patients whom old surgeons had declared to be beyond all hope, securing thus fame as an operator which never afterwards was forfeited. As a lecturer, he attained equal reputation, his instructions being marked by a perspicuity, an energy, a pointedness, and a felicity of illustration, which captivated interest from the outset and retained attention to the close, flashes of quiet humor lighting up dark places and fixing impressions that might otherwise have faded from the mind.

EDUCATION AMONG THE INDIANS.

In presenting the facts in relation to this subject for the year 1873, it is difficult to define, in direct terms, whether they do or do not present a satisfactory result. Some progress has evidently been made, but it is as yet only in isolated cases. No general proofs are as yet obtainable, beyond that one which is evident to all who watch the course now being pursued, viz, that the Government is yearly obtaining a firmer control over the wandering and more or less predatory tribes, concentrating and settling scattered portions and bringing the more formidable bands to feel its power. This is a condition precedent to all real progress. The general divisions which have heretofore been made of civilized and settled communities, of reservation- and nomadic tribes and bands, will be readily borne in mind. They will be found serviceable by those interested and can be easily traced in the facts hereinafter presented.

INDIANS IN THE STATES, AND NOT ON RESERVATIONS.

There are small fragments of Indian tribes, who do not merge in the general body of citizens, residing in the States of North Carolina, Georgia, Tennessee, Florida, Texas, Indiana, and Iowa. They may be classified as follows:

Cherokees, estimated, in the three first-named States	1,700
Seminoles, in Florida	300
Sacs and Foxes,* Iowa	419
Liperons and Tonkaways,* in Texas	2,000
Miamies,* in Indiana	345
Miamies,* in Michigan	19
Total	4,783

The bands marked with an asterisk (*) are to be removed, those from Iowa to the Indian Territory, while the Miamies are about to become citizens. The Cherokees will generally remove or lose their identity; the Florida Seminoles will doubtless be "ground out;" and the Indians in Texas are about to be removed to the Indian Territory. There is nothing of special interest as to educational matters in connection with these bands to be recorded here.

THE SIX NATIONS IN NEW YORK.

The New York Indian tribes known as the Six Nations, located in that State on eight small reservations, show a steady advance in all the elements of civilized life. They numbered at the close of September, 1873, 5,141, of whom 2,531 were males and 2,610 females. This is an increase over the preceding year of 71, which is about the average per cent. of births. There are 28 district-schools on the reservation, with 28 teachers, (an addition of 2 for the year,) of whom 24 are females, with 1,259 pupils, an increase of 130 for the year. Of these, 676 were males and 583 females. During the year 208 Indians have learned to read. The Indians pay a regular school-tax and the schools are arranged under the State law. Individual Indians contributed $611 during the year; religious societies, $250. There are 13 organized churches, supplied by missionary effort. Two are Indian preachers. Of the missionaries, three are Presbyterians, four Methodists, and two Baptists. The Quakers have a training and boarding-school on the Tonawanda reservation, which is doing well. The return of dwellings, 1,024, is a little more than one for every five persons. The number of acres under individual cultivation is 19,735; the Government has none.

INDIANS IN MICHIGAN, WISCONSIN, AND MINNESOTA.

These three States are properly classified together, as the largest Indian nation with which the Government deals, the Chippewa or Ojibbeway, is indifferently resident or migratory in each of them. In these three States considerable bodies of Indians are taking their land in allotment and otherwise preparing to merge into citizenship. To some extent this change has been retrogressive—missionary—and, as a consequence, educational efforts have been retarded or stopped altogether. During the past year, however, there has been a beneficial change in this respect. The Indian population in these three States is divided as follows:

Chippewas of Red and Leech Lakes	6,500
Ottawas and Chippewas	6,039
Chippewas of Lake Superior	1,498
Chippewas of Swan Creek, &c	1,630
Chippewas of Fond du Lac	5,125

Chippewas of Pillagers and Mississippi	4,547
Chippewas of Red Lake	1,141
Stockbridges	576
Menomonees	1,480
Oneidas	1,279
Total	29,815

The Chippewas in Wisconsin and Michigan alone number 8,533 males and 9,755 females. The value of their individual property is estimated at $911,048. Stated according to agencies, the area of their reservations, acreage under cultivation, and houses occupied by the Indians of these two States are as follows:

Agencies.	Area of reservation, (acres.)	Number of houses.	Acres under cultivation.	
			Individual.	Government.
Green Bay	302,720	418	4,654	100
Michigan	1,040,640	959	12,075	.....
La Pointe	606,500	135	326	69
Chippewa	2,432,000	145	500	85
Chippewa, (special agency)	2,240,000	200	350	.....
Chippewa, (Red and Leech Lakes)	4,672,000	.....	.....	.....
Total	11,293,860	1,857	17,905	254

This makes a total of over 4,331 acres *per capita*, and for Michigan and Wisconsin of 13 to each house, and of about three-fourths of an acre under cultivation for each Indian. The schools show very little progress. There are reported only 17 schools, with 24 teachers and 645 pupils, of whom 344 are males and 300 females. During the past year 130 have learned to read, and there have been 3,615 Indians brought under the direct influences of the agencies and missionary teaching. In all, there are 11 school- and 5 church-buildings, the latter with a membership of 580. The amount of money contributed by religious societies for school-purposes was $2,560 and by individual Indians $200. Eight missionaries labor among them, of whom two are Roman-Catholic, three Methodist, one Presbyterian, and two Episcopalian. The inspector, Mr. O'Conner, in his report, considers the advance as quite considerable, especially in the industrial direction. He also accords special praise to the efforts being made in Minnesota. He describes them as "plain and sensible;" states the White Earth reservation to be peculiarly adapted to the use of the Indians. The Indians there are cheerful and contented. There are 4 schools, with 9 teachers, (three being employed by the American Missionary Association.) The Indians are paid for work done, principally in provisions, and considerable progress has been made. They are nearly all comfortably housed and are all owners of good stock. At Leech Lake there is 1 school, with 2 teachers. The number of scholars is not given. Efforts are being made at both reservations to establish manual-labor-schools.

NEBRASKA AND DAKOTA.

In Nebraska the Indian population is largely removed from the conditions of nomadic life, and is now manifesting the improved relations which must follow civilized surroundings. With the exception of the Pawnees, the small tribes located in the State are industrious and thriving, while the promise of the rising generation is very good. The population, their reservations, cultivated land, &c., are given in the following table:

Tribes.	Population.	Area of reservation, (acres.)	No. of houses.	Acres under cultivation.	
				By Indians.	By Government.
Santee Sioux	917	115,200	150	350	250
Winnebagoes	1,522	97,000	125	1,500	350
Omahas	1,001	200,000	68	600	25
Pawnees	2,376	288.000	10	1,300	210
Iowas, &c., (two agencies)	763	32,000 165,000	52	1,300	.....
Total	6,579	897,200	405	5,050	835

The population is divided into 2,572 males, and 3,055 females. There are 14 schools and 28 teachers, 8 of whom are males. The attendance includes 482 male and 282 female pupils, a total of 764. The amount of money contributed by missionary and other religious societies for educational purposes is $12,080; by individual Indians, $310. Laboring among them are 14 missionaries, of the Episcopalian, Congregational, and Presbyterian Churches. The Quakers have several missions. Out of 19 school-houses, on different reservations, 13 are under the control of the Friends. There are but three church-buildings, one of which was erected by the Friends. The total membership is 570. The number who have learned to read during the past year is 101, while 4,203 are now under the direct influence of the several agencies. The foregoing facts show an average area for each Indian of 119¾ acres—an area far less than that possessed by any other similarly located tribes. The area under cultivation is about nine-tenths of an acre *per capita*, or, putting it into families averaging five each, the amount is about 4½ acres for each family. There is about one house for every 16 persons and but one school for every 469 persons. The number of pupils reported is a fraction more than one in eight and one-third. According to the statistics of the preceding year there has been a decrease of attendance to the number of 207, the total reported for 1872 being 207. The figures are, after all, not accurate, in most instances being estimated, while the attendance is so irregular as to make it difficult to make exact statements. An examination of the reports shows that the general condition of the Indians in Nebraska has improved. Good manual-labor-schools are established at the Sisseton and Wahpeton, the Pawnee, Omaha, Santee Sioux, and Winnebago agencies. All of them have good buildings for their use, and the attendance upon the schools is large. The inspector reports of the Sisseton Sioux: "Their progress is all that could be expected." The Pawnees are improving slowly. The Omahas are well disposed. The Winnebagoes live in good houses, "are cheerful and well satisfied with their lot" and they "present on every side evidences of industry, thrift, and good management." The Santee Sioux "appear to be gradually improving in their inclination to and ability for labor." The Sioux of Spotted Tail's band at Whiteston's agency are reported by Inspector Daniels to be "peaceable, with professions of friendship for all." Spotted Tail declares they want to do like the whites: farm and live in houses.

In Dakota there are 15 different agencies, with a population under their charge of 97,217, nearly all of them being Sioux. The following table shows their condition as to industry and lands:

Tribes.	Population.	Area of reservation, (acres.)	No. of houses.	Acres under cultivation.	
				By Indians.	By Government.
Sioux, Sisseton, and Wahpeton	1,540	1,200,000	150	500	.....
Sioux, Sisseton, Wahpeton, and Cut-Heads	1,020	500,000	75	150	.....
Sioux, Yanktons, (lower)	2,534	400,000	.....	640	.....
	1,200	.....	.....	.....	.....
Sioux, Yanktons, (upper)	1,386	.....	30	250	9
Sioux, Uncapapas	1,502	8,444,000	4	110	.....
Sioux, Blackfeet	847	.....	180	900	225
Sioux, Brûlés, (Iowa)	1,800	.....	8	450	40
Sioux, Minnecoujons	600	.....	.....	.....	.....
Sioux, Yanktons, and Poncas	2,685	710,000	74	285	40
Sioux, Upper Brûlés	5,000	.....	.....	.....	.....
Arickarees and others	2,103	.....	501	.....	.....
Total	22,817	10,654,000	521	3,285	314

There are several reservations, the extent of which is not yet even estimated, while the area under cultivation is also larger than as given, and there is little to choose, hardly enough to make a comparison with.

Leaving out the Upper Brûlé Sioux, there are 17,217 Indians enumerated, of whom 7,040 are stated as females. Fourteen schools have been in operation, with 236 pupils, 12 teachers, and 6 school-buildings. Religious societies have contributed $11,000, and 2,538 Indians have been brought into settled conditions.

The Red Cloud and Shoshone agencies have under their control 1,224 persons, which, with the Indians who are attached but are still warring, makes their total 6,320. They have one school under the charge of an Episcopalian teacher, in which there have been 42 pupils. Eleven Indians have learned to read, and 800 have been induced to abandon their nomadic life. These facts, meager as they are, are still indicative of growth, as it is the first year they have been stated.

KANSAS AND THE INDIAN TERRITORY.

Two questions are continually rising in any broad consideration of the Indian population and its necessities. They are: first, what is the best method of withdrawing Indian tribes and bands from a nomadic and predatory life? and, secondly, when that

has been done, and the influences of civilized existence have, in greater or less degree, obtained control, what is to be the final result to the Indian minority? The latter question is in process of being answered by the conditions surrounding and permeating the influential Indian communities embraced in the geographic area under consideration, for, with the exception of a few scattered bodies like the Six Nations of New York; the Stockbridges, Oneidas, and others, in Michigan; the Miamies, in Indiana; the Otoes and Winnebagoes, in Nebraska; numbering in all not more than 10,000 persons, the Indians of Kansas and the Indian Territory are by all odds the most advanced of their race. Their condition is such as to hold out the definite hope of saving the Indian as an integral part of our composite nationality, and so in a degree returning some compensation for the wrongs that the stronger have perpetrated upon the weaker.

KANSAS.

A large proportion of the Indians once resident or roaming in this State, have, during the last six years, been definitely removed therefrom and settled in the territory south thereof. There are at present only four agencies located in the State, with a population, reservations, &c., as follows:

Tribes.	Population.	Area of reservation, (acres.)	No. of houses.	Acres under cultivation.	
				By individuals.	By Government.
Kickapoos	296	26,138	53	1,140	.....
Kaws	*627	100,000	3	.....	.....
Pottawatomies	*1,336	77,640	44	580	62
Peorias and others, (Quapaw agency)	*151	48,000	56	1,567	.....
Sacs and Foxes and Iowas, †(White Cloud agency)	313	6,000	.....	.....	.....
Indians in the State without agencies	‡565	5,760	.....	207	.....
Total	3,288	263,538	156	3,494	62

* Estimate of 1872.
† These are partly in Nebraska, one reservation of 6,000 acres being in that State.
‡ Estimated.

This gives an aggregate of about sixty-one and one-third acres to each Indian. The statistics of cultivated land are altogether imperfect, and it will be found that it is at least one acre and a half to each individual. The school-statistics are not separated clearly, from the summaries at hand, for the entire central superintendency. It is quite certain, however, that reasonable progress has been made. At the Kickapoo agency there is a mission-boarding-school, with an average attendance of twenty-five pupils. There are also two or three small district-day-schools. Inspector O'Conner considers the younger pupils fully as far advanced as white children of the same age. He says they "seem unusually bright." The agency is under control of the Friends, and the Indians' advancement is slow but steady. The Pottawatomies living on their reservations are known as the "Prairie band." They have long resisted the influences which have disintegrated the tribal character of a large number of their people, who are now citizens of the State and nation. The tribe proper does not now number over 400 persons, the balance being "sectionized" citizens, who hold their lands in severalty but retain a common interest in certain annuities and other payments. Their children generally attend either the common schools or those of the Catholic mission at St. Mary's, on the Kansas River. The educational fund of this people is $10,585 annually, appropriated under treaty-stipulations or arising from the interest of trust-funds. There is a very good manual-labor-school on the reservation, in which the inspector says the children are well instructed. The scholars number thirty-four. The Iowas and the Sacs and Foxes (the major portion of this once powerful tribe are resident in the Indian Territory, only eighty-eight being included in the White Cloud agency) are stated to be thrifty and industrious; especially the former. There are sixty scholars in the day-school, being one in four of the entire number. The Iowas also have an industrial home for orphans, supported by themselves. No data are now accessible with regard to the Kaws and their school. Their condition is stated to be improving in all respects.

As for the other small communities, their condition is in all respects equally as good as that of their white neighbors.

THE INDIAN TERRITORY.

The importance of the Indian communities residing in this Territory may be best appreciated by an estimate presented from a table of comparative statistics, relative to this and other Territories. The basis is that of 1872, and is as follows:

Population	68,505
Acres of reservation	44,154,240
Improved	204,674

Bushels of wheat, &c	6,739,355
Value of farm-produce	$4,663,610
Number of horses, cattle, &c	464,465
Their value	$4,947,101
Total value of real and personal property	$16,987,818

Lands are held in common, and not valued. This is the largest amount given for any Territory except Colorado and New Mexico, and it is practically much larger than in both, as the land thereof is embraced in their valuation. The following statistics are reliable as to population, &c.:

Nations and tribes.	Population.	Area of reservation, (acres.)	No. of houses.	Acres under cultivation.	
				By individuals.	By Government.
Civilized.					
Cherokees	17,217	5,000,000	3 965	89,250	.....
Choctaws	16,000	6,668,000	.....	50,000	.....
Creeks	13,000	3,215,495	.....	31,000	4,390
Chickasaws	6,000	4,377,600	.....	39,000	.....
Seminoles	2,438	200,000	500	7,600	.....
Quapaws, Senecas, Wyandotts, Shawnees, &c.	1,219	157,000	879	.....	65
Total	55,874	19,618,095	5,344	216,850	4,455
Uncivilized.					
.....	1,192	483,840	164	1,342	50
Osages	2,823	1,500,000	83	90	116
Caddoes	1,528	.....	.....	925	180
Kiowas	2,000	3,549,440	9	186	70
Comanches	2,198	4,011,440	.....	60	250
Apaches and Delawares	804	.....	.....	.....	.....
Cheyennes	2,200	.....	.....	.....	.....
Arapahoes and Apaches	1,770	.....	.....	.....	.....
Total	14,515	9,544,720	256	2,603	666
Total of both divisions	70,389	162,815	5,600	194,232	5,121
Total for Kansas	3,288	263,538	156	3,294	62
Grand total	73,677	29,426,353	5,756	197,526	5,183

These totals are not given as perfect, for, even as to the civilized Indians, though the figures are mainly correct, they, with the others, leave a great deal wanting. As to school-statistics, the data available for this presentation are quite imperfect. Chief Ross, in an argument before the House Committee on Territories, thus summarized the educational situation for the nations he named: "The Creeks have three missions and 2,050 church-members and an average Sunday-school-attendance of 464. They have one boarding-school and thirty-one day-schools, attended by 860 pupils, at a cost of $14,258 for the past year. The Choctaws and Chickasaws, numbering 20,000, have three missions and 2,500 church-members. They have two boarding-schools and forty-eight neighborhood-day-schools. Thirty-six of these are sustained by the Choctaws, at a cost of $36,500; fourteen by the Chickasaws, at a cost of $33,000 last year." Mr. S. S. Stephens, Cherokee superintendent of public schools, in a communication to the Bureau of Education, gives the present condition of their schools in the following statement:

Number of Cherokee schools	61
Number of colored-schools	5
Aggregate attendance	2,300
Average attendance	1,300
Number of colored children	200
Pay of teachers, first-class	$50
Pay of teachers, second-class	$40
Pay of teachers, third-class	$30
Months taught	9½

The following English branches are taught: geometry, algebra, arithmetic, rhetoric, English composition, grammar, orthography, geography, and writing. Native teachers, 44; white teachers, 22.

REMARKS.

There is an orphan-school, with 90 pupils; one female high school, teacher from Mount Holyoke Seminary, South Hadley, Massachusetts; and one missionary-school, (Moravian.) School-fund, annual, $50,000; orphan-fund, $19,000.

Mr. Stephens appeals earnestly for all possible aid in this work. He claims that the Cherokees have been at work for thirty-five years; that they show great energy and activity, and that an especial need of the Territory is a normal school for the civilized natives. The reports of the missionaries laboring among these people are encouraging, and especially so in the direction of education. All experience points to the advantage of object-lessons in attracting the attention of Indian children, whose further education is to be advanced by means of labor-schools and general industrial training. Colonel Boudinot, a prominent Cherokee citizen, (who represents the growing sentiment favorable to abnegating the tribal systems, sectionalizing the territory, taking lands in severalty, and disposing of the remainder through the Government to ordinary settlers,) urges very strongly the necessity of separating the children at an early age from Indian habits, the teaching of the English language, the use of more of their large fund for school-purposes, and the bringing of the Indians everywhere into closer and more compact settlements, where they can be reached by, not removed from, the influences of civilization.

The following schools belonging to the tribes in the Territory are held in trust by the United States for educational purposes:

Cherokee school-fund	$520,134 64
Cherokee orphan fund	248,600 51
Choctaw school-fund	50,355 20
Creek orphan-fund	77,015 25
Delaware school-fund	11,000 00
Kansas school-fund	27,267 31
Kaskaskias, Peorias, &c., school-fund	44,700 00
Osage school-fund	40,236 63
Total	1,019,309 54

The total amount of all funds held in trust for the tribes aggregates about $8,000,000.

That there has been some advance is evident from the fact that by the carefully-prepared table of the Indian peace-commissioners for last year the total number of schools for the five nations—Cherokee, Choctaw, Creek, Chickasaw, and Seminole—was stated at 148, with an attendance of 4,439 pupils, while in the statistics quoted here from Ross and Stephens the total for the four principal tribes—Cherokee, Creek, Choctaw, and Chickasaw—is stated at 148 schools, with an aggregate attendance in the two first alone of 3,160 scholars. Adding, from last year's report, for the Choctaws, 900; Chickasaws, 439; Seminoles, 207, the total will be, for the Territory alone, 4,706, an increase of 267.

The careful summary of the reports received at the Indian Bureau results in the following aggregates:

Results in Kansas and the Indian Territory.

Number of males	31,587
Number of females	33,564
Sex not stated	4,826
Total	69,977

Value of individual property, $12,438,016; schools, 179.

Teachers, male	116
Teachers, female	101
Total	217
Pupils, male	2,373
Pupils, female	2,502
Total	4,875

School-buildings	78
Learned to read during the year	169
Amount contributed by religious societies	$6,983
Number of churches	62
Indians brought under control of agencies	60,257

The total increase of schools for the year 1873 over that of 1872 is 15; of teachers, 29. As to scholars, there appears to have been a decrease of 218. In all probability there is more apparent than real decrease, as the returns are by no means complete, and such details as are at hand in regard to the principal nations certainly show a steady growth of attendance on the schools. The cost of the schools for both classes is given at $127,408.92. This is below the real sum, which cannot be less than $150,000.

In other matters there are some gratifying proofs of progress, but the Territory has evidently been retarded in a moral point of view, by the character of the population and other influences brought in or produced by the existence of the railroads passing through the territory.

Republican citizenship, with severalty in land ownership, an unalienable title for a period of years, and a large use of funds for the establishment of common schools, under forms of government similar to their neighbors, seems the only adequate remedy.

WYOMING AND COLORADO.

Only one agency is located in Wyoming, and the Shoshones and Bannacks attached thereto do not number more than 1,000. The Ogallala Sioux and detached bands of Northern Arapahoes, Cheyennes, and Blackfeet find refuge in the northwest portion of Wyoming.

An effort has been made during the summer of the past year to secure the removal of the latter bands to their affiliated tribes in the Indian Territory. It has been in part successful. Nothing is said of any school at the agency.

There are three agencies in Colorado. The Indian population is chiefly Pi-Utes, and numbers 4,349, of whom 1,766 are males. Their individual wealth is stated at $150,000. The only reservation particularized is that of the Los Piños agency. This contains 14,480,000, with 35 houses and but 45 acres under cultivation. At Denver agency there is a school-building, with a school of 40 pupils. The teacher is a lady. There is no agricultural effort, and nothing but the most meager proofs given of the want of interest in such matters as education.

UTAH AND NEVADA.

There is little to be said of the Indians in this area. With the exception of a few bands of Pi-Utes in Nevada, they are all among the least advanced and most degraded of their race. There are no schools reported in Utah.

There are four agencies with the following population under the care of the officers in charge:

Pi-Utes	9,000
Washoes and other bands	2,204
Shoshones	2,000
Total	13,204

The area of reservations, cultivated lands, &c., so far as given, is as follows:

In Nevada there are 640,000 acres embraced in the Lake Pyramid and Walker reservations, and in Utah at Uintah Valley agency 2,039,040 acres, with 180 under cultivation. There is a successful school at the Pi-Ute agency, Nevada, and the Indians have 300 acres under cultivation. The Pi-Utes at Pyramid Lake and Walker River, about 600 in all, are reported to be in an advanced state of civilization. All are well dressed, without blankets, paint, or trinkets. The men work steadily. Their settlements "present the appearance of a respectable and orderly community." The agent provides for the sick, aids the industrious, but extends no aid to idle Indians. Other small bands of Utes are scattered through Nevada, the men earning their own living, as a rule, and thus showing themselves orderly and industrious.

NEW MEXICO AND ARIZONA.

The growing importance of New Mexico and the probable construction of the Southern Pacific Railroad through that Territory and Arizona make the relations of the resident Indian tribes and bands of considerable significance.

In New Mexico the Indians have to overcome the *vis inertiæ* of surroundings wholly unprogressive in character. Their progress is, on the whole, quite significant. There are

few or no hostile bands in this Territory and there is considerable industry among the several tribes. The following statistics are of value:

Tribes.	Population.	Area of reservation, (acres.)	No. of houses.	Acres under cultivation.	
				By individuals.	By Government.
Navajos	9,114	3,328,000	.....	.....	.....
Mescalero Apaches	1,875	.....	.....	.....	.....
Pueblos, (19 villages)	7,879	505,657	1,850	13,940	.....
Southern Apaches, &c	1,770	.....	.....	.....	.....
Mouache Utes and Apaches	1,210	.....	.....	.....	.....
Total	21,848	3,833,657	1,850	13,940	.....

Of the population there are enumerated 9,932 males and 10,726 females, the balance not being stated. The statistics of land and industry are quite imperfect, and the foregoing table is not a fair representation of their condition in this respect. Of schools there are 5 reported, with 110 pupils; boys, 73; girls, 37; teachers, 6. The amount contributed by religious societies to this purpose was $1,208. During the year 73 have been taught to read and 5,095 have been brought directly under control of the agencies.

In Arizona there has been considerable progress made towards a cessation of the Apache warfare, the first step towards any advance of the Territory. There are seven different tribes and agencies, as follows:

Tribes.	Population.	Area in reservation. (acres.)	No. of houses.	Acres under cultivation.	
				By Indians.	By Government.
Mohaves	3,840	131,200	1	100	.....
Yumas	2,000	75,000	.....	.....	.....
Hualapais, &c	2,184	.....	.....	.....	.....
Pimas and Maricopas	4,326	64,000	1	4,400	890
Papagoes	6,000	.....	800	340	.....
Moquis, (7 villages)	1,700	.....	.....	.....	.....
Apaches, various bands	5,972	139,000	.....	341	32
Total	*26,022	409,200	802	6,081	922

* Of these 8,937 are enumerated as males and 8,201 as females.

In this population of 26,000, there are only 4 schools reported, and 6 teachers, with 188 pupils—108 males and 80 females. The missionaries are Roman-Catholic and the Reformed Church, the latter denomination contributing $600 for educational purposes. There is one church-building, with 1,500 members. The amount of personal property reported is $75,500. From reports of the several agents it is stated that the Navajoes are peaceable, industrious, expert in the manufacture of blankets and the raising of sheep and other stock; that they are very susceptible of advancement, but are without schools. The Moquis are reported as peaceable and industrious. There is only one school established among them. It is well attended.

The bands around Fort Wingate, New Mexico, are averse to labor, given to horse-stealing, and without any means of instruction. At Camp Apache, Arizona, the chiefs express a desire for schools. At Prescott there are none, and, until the Indians are better cared for, the inspector thinks it useless to establish any. One school is found at the Papago agency, the Indians of which tribe are well spoken of. The Pima and Maricopa Indians are reported most favorably as industrious, orderly, and loyal in the best sense. They have "a flourishing and exceedingly interesting school, with about 50 pupils." Among other attractive features is the teaching of music, for which the children show aptitude. There is danger, from the constant encroachment of the whites, of an interruption to the unbroken friendship of the people; indeed, reports of hostile action have already been received. The condition of this population, nearly 50,000 in the two Territories, conclusively shows the needs of some more definite policy in regard to the maintenance of schools and of other elevating efforts.

MONTANA AND IDAHO.

In these mountain-Territories there is a large Indian population, in which are found nearly all conditions, from settled and industrious communities to the savage Arabs

of the West, wandering and predatory, whose "hands are against every man." The large proportion of this population is found in Montana, the statistics being embodied in the following statement:

Blackfeet	3,000
Bloods	1,750
Flatheads	1,700
Piegans	2,750
Crows, (three bands,)	5,440
Pend d'Oreilles	1,821
Bannacks and Shoshones	677
Gros Ventres	1,100
Assinaboines	4,790
Sioux, Teton, Yankton, and Santee	10,625
Total	33,653

Of the foregoing there is a separate enumeration of 5,821 males and 7,640 females. The area of the several reservations in Montana is about 27,000,000 acres; cultivated by the Indians about 2,000 and by the Government 632 acres. There are 145 houses reported on the several reservations. The Blackfeet and Crows have the largest reservations, that of the former being over seventeen million acres, or nearly seventy thousand acres *per capita*. The day-school at the Crow agency makes a favorable report. The Catholic mission boarding-school at the Flathead agency is reported by the inspector as showing creditable results. There are 29 pupils. The day-school is not regarded as satisfactory. The reports from Fort Peck are not satisfactory. Little or no improvement is shown for the past nine years. In all, but four schools are reported in Montana; 164 pupils and 6 teachers. During the past year 43 were taught to read. The missionaries are Catholic and Methodist; there are nine of the former. The property owned by the Indians is stated at $290,000.

In Idaho there are but three agencies, controlling the following population.

Nez Percés	2,807
Bannacks and Shoshones	1,500
Cœur d'Alènes	2,000
Total	6,307

Their reservations, &c., are as follows:

Reservations.	Acres.	Cultivated.	Houses.
Nez Percés	1,344,000	1,562	33
Bannacks and Shoshones	1,568,000	285	2
Cœur d'Alènes	256,000	.....	.....
Total	3,168,000	1,847	35

The two first tribes or agencies named are enumerated, separately, as 1,811 males and 2,020 females, owning property to the amount of $302,000. There are three schools reported, with 69 scholars and 4 teachers; also, one Presbyterian missionary and two churches, with a membership of 709. The report of Inspector Kemble does not speak encouragingly of the results made with the Nez Percés, who have often been quoted as among the most advanced of Indian tribes. Mr. Kemble says that he finds "the civilization lacking in the most essential features of Christian education. The women have not been emancipated from their servile condition, but still perform all the severe labor of the fields, cutting saw-logs and toiling under enormous loads, like beasts of burden. The husbands of these women are members of the church and some of them very earnest and fervent leaders in prayer. The consequences of this half christianization are that there are no Christian homes, the children are brought up in the old heathen way, the families dwell in wretched lodges, and filth and degradation abound. Perhaps, however, the greatest evil is the effect upon the training of the young. The day-schools have been very poorly attended. There is said to be no adult Indian on the reservation out of school that can read and write English, and the indifference of parents to the advantages of education has been very hard to overcome. Labor being regarded as degrading or *womanly*, there have been few Indian youths to offer as apprentices in the machine-shops and mills. There is not one being taught a trade.

"The treaties provide liberally for the education of the tribe; but, until the present agent was appointed, the $8,000 annually appropriated for schools and teachers seems to have accomplished literally nothing that it was intended to accomplish. Under the

new management of the Indians, a better prospect has dawned. Competent teachers have been sent to the work by the missionary board, and capable matrons are to have charge of the boarders at the two schools."

From the Fort Hall agency no school-report is given and none at all from the Cœur d'Alènes.

CALIFORNIA, OREGON, AND WASHINGTON TERRITORY.

The Modoc war, with its sadly dramatic details, called, during the early part of the past year, a great deal of attention to the Indians of the Pacific coast. But that, after all, is an episode rather than an example of their condition. Statistics show some progress, and are, on the whole, satisfactory, apart from that history. In California there are three agencies, embracing the following population, area in reservations, &c.: total population, 21,161; * reservation, acres, 65,863; † cultivated by Indians, 142, and by Government, 1,549; houses, 122.

There are four schools reported at the reservations, with 266 scholars, an increase over the preceding year of two schools and 139 scholars. During the year 63 have been taught to read. Inspector Kemble does not appear to be favorably impressed by the condition of these Indians, but believes they are well disposed.

In Oregon the Indians have, as a rule, improved slowly but steadily. There, seven agencies have control of the following population:

Wascoes and other bands	626
Molels	924
Rogue River, (fourteen bands)	1,058
Walla-Walla, (four bands)	837
Klamath, Modocs, &c	1,120
Umpquas and others	343
Roving bands	4,200
Total	9,108

As far as enumerated separately, there are 1,751 males and 2,099 females. Individual property is stated at $311,200. Five reservations cover an area of 4,073,920 acres, of which there are cultivated by individuals 4,159 and by the Government 622 acres. The Indians are the owners also of 708 houses. There are two missionaries laboring among them.

In Washington Territory there is a large Indian population, uniformly peaceable and generally industrious, though not systematically so. There are in all seven agencies, with a population of 13,782 persons under their charge. As far as reported, the sexes stand 5,762 males and 6,220 females. There are six reservations reported, having an aggregate area of 887,524 acres—under Indian farmers, 4,133; cultivated by Government, 492 acres—with 475 houses. The number of schools reported is 18, with 13 teachers and 187 pupils. There are seven missionaries at work, representing different denominations. The property of these people is stated at $286,000.

Inspector Kemble draws an admirable picture of a wise agent, in his report of affairs at Yakama agency, Fort Simcoe. He says that among the domesticated and Christian portion of the Yakama Indians he found many evidences of thrift and progress; farms finely fenced; good crops raised and harvested. One secret of this condition is the admirable example set by the agent, who also acts as missionary, the *only* one among these Indians. He illustrates the excellency and dignity of labor by working with his own hands, cheerily and heartily, while he instructs the Indians in their labors, "working them in," as he describes it, in every species of farm-labor and common industry. The employés, catching his genial spirit, labor with him among and for the Indians, with patience and alacrity. It would be well, it is thought, if the method by which this agent manages Indians could be copied on other reservations. This inspector thinks Father Wilbur, as he is called, is bearing too heavy a burden; that he should be relieved by the appointment of a missionary. There is a want of increased school-facilities and hospital-accommodations, which the Government, in accordance with its treaties, should furnish. There is no lack of children for the boarding-school, and yet the agent is only able to take between forty and fifty, or about one-tenth of the children in the tribe of school-age.

The inspector suggests the employment of native teachers for primary day-schools at three or four different points on the reservation; also that some of the girls in the boarding-school be taken into the families of the employés to assist in and learn housekeeping. At a meeting of the employés and their wives, he asked that the agents' hands might be upheld by the voluntary labor of ministering women going from lodge to lodge, a suggestion which he has reason to believe will be acted upon.

* Of the foregoing population, the larger portion are not yet settled on reservations. During the past year 1,017 have been so placed.

† The total area embraces three, of which Round and Hoopa Valleys are the largest.

MISSIONARY SCHOOL-WORK AMONG THE INDIANS.

The American Board of Commissioners for Foreign Missions reports the following as their Indian schools: among the Dakotas, one training-school, with 10 pupils; one boarding-school for girls, with 6; three common schools, with 120; total of pupils, 136. Among the Choctaws, one boarding-school for girls, with 6 pupils.

Bishop Schweinitz, of the Moravian Church, reports two station-schools among the Indians, with one male and one female teacher and 73 pupils. The secretary of the Missionary Association of the Presbyterian Church South reports one school among the Cherokees, one among the Creeks, and one among the Choctaws, embracing between 50 and 60 boys; but whether this refers to the last-mentioned school, with which it is immediately connected, or to the two preceding also, is uncertain.

The American Missionary Association reports 28 teachers. The Protestant-Episcopal schools are not reported, nor are any by the Methodists or Baptists.

The following, from the missionary bishop of Niobrara, Rt. Rev. W. H. Hare, Protestant Episcopal, illustrates and enforces a very essential element in the successful education of Indians, and one which has heretofore been wanting. The bishop writes from Dakota, in reference to the school-work of his church, that "our missions are placed among a wild people, who, from the oldest down to the youngest, have never known any control, but have lived independent, idle lives, with no higher law than the whim of the moment. It is not easy to induce the children of such people to come to a day-school, and their parents would not think for a moment of compelling them. But they will come to a boarding-school, for there they find what they do not know in their own homes, regular meals, good clothing, and comfortable beds. These wild children become quite docile in the schools and their improvement is decided."

The bishop has arranged, therefore, that a number of children shall be taken into the mission-family at each of the mission-stations, and a small boarding-school thus established wherever it is practicable. He has also begun a central boarding-school of higher grade, where he himself lives, to which the other schools shall be tributary, by sending to it their most promising boys for education as teachers and missionaries.

About the middle of December five picked boys, all of the Yankton tribe, were admitted, their ages ranging from 12 to 21 years, the plan being to train a limited number, so that they might assist in training others who should come after. The plan worked admirably; before a month had passed five more boys were admitted, and the intention is soon to receive some of the Ponca and also of the Santee tribe. The boys are taught to serve themselves and to take care of the house. They are divided into three squads, to each of which is assigned for one week a particular department of the work, namely: the dormitory-, table-, and out-door-work. By 10 o'clock all manual work for the morning is over, and the boys go into school for two hours, when they have dinner and recess till 2 o'clock, then work again till 3, then school till 5. The bishop says the boys take to work better than he dared expect; sometimes, however, they do not feel like work, and when the outside-work-hour arrives they are as hard to catch as wild deer; and when caught they go to their work somewhat as a man goes to be hanged.

SCHOOL-STATISTICS OF THE PEACE-COMMISSION.

The Board of Indian Peace Commissioners has conducted inquiries by means of its own agents, and the following is a summary of the results:

It reports a total of 247 schools, 28 of which are boarding-schools; 273 teachers, 60 in boarding-schools; 7,032 pupils enrolled in day- and boarding-schools, of whom 6,200—3,658 boys and 2,542 girls—were in day-schools and 1,032—560 boys and 472 girls—were in boarding-schools. The average attendance at the day-schools was 2,771 and at the boarding-schools 502. The cost of supporting the day-schools during the past year was $71,688.44, of which $21,270.58 was defrayed by Government; upon the boarding-schools was expended the sum of $55,180, $22,800 of which was furnished by Government.

Summary of the Indian Bureau.

Number of Indians in the United States, exclusive of Alaska	295,084
Wealth in individual property	$16,082,155
Number of schools upon Indian reservations	285
Number of pupils—males, 4,792; females, 4,234	9,026
Number of teachers—males, 172; females, 185	357
Number of school-houses	167
Amount contributed by religious societies for schools	$27,173
Amount contributed by individual Indians	$1,121
Number of missionaries	91
Number of Indians brought under the influence of agencies	38,637
Number of Indians who have learned to read and write during the year	1,019
Number of church buildings on reservations	103
Number of church-members, (Indians)	9,664

There are some apparent discrepancies, both in the details first presented and in the statistics gathered, from the Peace Commission, but on the whole the figures of the Indian Bureau itself will be found most reliable. The larger portion of such conclusions must, in the main, be simply estimated from imperfect data; being, in many instances, only guesses at the truth. Concentration of the Indians is in all circumstances the first condition of knowledge and progress. Education must always be objective and industrial, to in any way accomplish desirable results

EDUCATIONAL WORK OF SUNDAY-SCHOOLS AND FOREIGN MISSIONS.

The secretaries of the principal Sunday-school-unions and missionary associations have kindly furnished the Bureau with details of the educational operations conducted by them. It was at first intended that these should be included in the report in full. The pressure of other matter compels a relinquishment of this intention and a presentation of only such statistics as may show to what proportions these forms of educational agency have reached. But it is hoped that the interesting exhibition made in the fuller details may yet find room for more adequate display in a "circular of information" from the Bureau. Meanwhile this briefer showing must suffice:

Statistics of Sunday-schools.

Denomination.	Officers and teachers.	Children in schools.
Methodist-Episcopal Church	190,060	1,259,464
Baptist Church North	84,700	642,500
Baptist Church South	31,345	240,000
Presbyterian Church	65,000	600,000
Protestant-Episcopal Church	25,851	233,565
Moravian Church	912	11,828
Reformed Church in the United States	9,500	66,000
Congregational Church	28,080	280,890
Disciples of Christ	27,173	284,470
Total	462,621	3,618,717

Returns from the denominations from which no reports have been received would probably increase the totals above given to at least 500,000 teachers and 4,000,000 scholars—numbers which amply indicate the importance of this agency in the education of our youth.

The American Sunday-School Union, belonging to no one denomination, but managed by representatives from several, reports 30,616 schools—embracing 191,946 teachers and 1,230,265 scholars—established by it during the past twenty years. Most of these are probably included in the above returns, as the policy of the union is not to retain the charge of the schools formed by its agents, but to turn them over to the first co-operating denomination that may follow in its footsteps and take possession of the ground.

STATISTICS OF MISSION-SCHOOLS.

These embrace only schools established by United States missionary associations in foreign countries or among Indians not admitted into citizenship with us, as all others are supposed to be included in the current statistics of the Bureau. The only exception to this is in the case of the Moravian Church, whose mission-schools are sustained by the whole body of its members, so that, save in the case of its Indian work, it cannot be told which are the product of foreign and which of domestic contributions.

The American Board of Commissioners for Foreign Missions, whose operations are in Mexico, Spain, Bulgaria, Turkey, India, China, and Africa, reports as follows:

Number of training- and theological schools	12
Number of boarding-schools for girls	21
Number of common schools	496
Total	529
Number of pupils in training-schools, theological and station-classes	360
Number of pupils in boarding-schools for girls	627
Number of pupils in other adult-classes	531
Number of pupils in common schools	17,126
Total	18,644

The Missionary Association of the Baptist Church North, with missions in Hindostan, Burmah, Assam, China, Africa, and Sweden, reports:

Schools.	No.	Teachers.	Students.
College	1	5	89
Theological schools	2	4	75
Literary and theological schools	2	6	40
Normal schools	9	.....	180
Training-schools	1	2	60
Village- and station-schools	142	.....	5,842
Boys' schools	2	.....	.....
Girls' schools	2	4	32
Totals	161	21	6,318

The Baptist Church South reports no foreign mission-schools, but gives 1,353 as the number of its teachers and pupils among the Creeks, Choctaws, and Cherokees.

The Presbyterian Board of Foreign Missions, working in Mexico, Brazil, Colombia, Africa, Hindostan, Siam, China, Persia, Syria, and among the Indians of our plains, reports 295 males and 393 females in its boarding-schools and 7,575 males, with 1,530 females, in its day-schools; total, 10,201. The number of schools and teachers is not given.

The Presbyterian Church South, with fields in Colombia, Brazil, Italy, and China, has 6 schools, with about 120 pupils.

The Reform Presbyterian has in Syria 18 teachers, with 70 boarding and 160 day pupils; total, 230.

The United Presbyterian Church has in Syria, Egypt, India, and China, 465 pupils in Sunday-schools, 2,495 in day-schools, 11 in boarding-schools, and 12 in theological; total, 2,983.

The Protestant-Episcopal Church, whose mission-stations are in Mexico, Greece, Palestine, Africa, China, and Japan, has in its different fields 4 boarding-schools for boys and youths and 1 for girls; 14 day-schools for boys, and 7 for girls. The teachers in these schools are about 68, the scholars about 1,437.

The Reformed Church in America (late the Dutch) has in India and China 48 day-schools, with 824 pupils; 2 higher seminaries, with 94 pupils, and a medical class of 5 students. In Japan it has 3 schools for boys and 2 for girls, the number of pupils in which averages 50 males and 60 females.

The Evangelical Lutheran Church reports that in India it has schools in 70 villages, attended by 25 itinerant and 17 stationary teachers, which have an average attendance of about 300 pupils, and who have given instruction during thirty years past to not less than 9,000 pupils. In Liberia, Africa, it has 1 school, with 2 teachers and 50 scholars.

The American Missionary Association (Congregational) does not in its report sufficiently separate its domestic and foreign work to enable one to judge how many of the 14,048 pupils enumerated are in its Indian and foreign schools.

The Moravian Church, in its missions in Greenland, Labrador, among our Indians, in the West Indies, in Hindostan, Australia, and South Africa, has 78 boys and 15 girls in training-schools for preparing teachers, with 206 station- and out-station-schools, containing 15,101 scholars, under 176 male and 93 female teachers, with 673 assistant monitors.

The Woman's Union Missionary Society, laboring for the education and elevation of women in Oriental lands, has in Calcutta, India, 75 native teachers under 12 missionary principals, with 1,000 day-pupils and 30 female pupils in an orphanage. There is also a normal school for training teachers, and 30 schools (probably under the care of the native teachers) are held in the suburbs of the city. In Allahabad it has, under 2 missionaries, 2 schools with 2 native teachers and 130 scholars. At Yokohama, Japan, it has, under 5 missionaries, 40 day-pupils—10 in boarding-school, 10 in a daily Bible-class, and 30 in Sunday-school.

The whole number of pupils in mission-schools supported from the United States, distinctly returned, is nearly 40,000, exclusive of the 15,101 of the Moravian Church and the 14,048 of the Congregational.

EDUCATIONAL CONVENTIONS AND INSTITUTES.

THE NATIONAL EDUCATIONAL ASSOCIATION.*

The thirteenth annual meeting of this body was held in Elmira the first week of August. The arrangements made for the accommodation of the association gave universal satisfaction and the spirit of the meeting was excellent. President Northrop and the other officers were strongly commended for the admirable manner in which they discharged their duties.

We give a brief report of the proceedings, condensed from a very full report in the Elmira Advertiser. The forenoons and evenings were occupied by the general association and the afternoons by the departments.

General association.—The association met in the Opera House, Tuesday, August 5, at 10 a. m., President Northrop, of Connecticut, in the chair. Prayer was offered by Rev. Dr. George, of Elmira, and, after the appointment of assistant secretaries and treasurers and the usual committees, Mayor Caldwell, of Elmira, and George M. Diven, esq., president of the board of education, cordially welcomed the association in brief addresses, to which President Northrop appropriately responded.

The question "Ought the Chinese and Japanese indemnities to be refunded unconditionally or devoted to specific educational purposes?" was introduced by Hon. Edward Shippen, of Philadelphia, who has charge of the younger Japanese students in this country. He gave a brief history of the Japanese indemnity of $750,000 in gold, one-half of which has already been paid to the United States and invested in bonds, now amounting, with the accumulated interest, to $800,000. The other half remains unpaid. The actual damage suffered by the United States in the difficulty did not exceed $19,500. He next sketched the rapid progress of Japan during the four years past, notwithstanding powerful internal opposition, and urged that, while she is struggling to meet the enormous expense of this progress, she should not be crippled by demands for the payment of the balance of the indemnity. He argued that Japan should not only be released unconditionally from its payment, but that the United States should refund the principal and interest of the indemnity now received over and above the actual damage sustained. He stated that there were reasons to believe that if this should be done without conditions Japan will devote all of it to the cause of public education. He paid a high tribute to the government of Japan.

He was followed by President Northrop, who commended the Japanese students in this country in high terms; Rev. Dr. McCosh, of Princeton; Prof. Atherton, of New Brunswick; Charles Hammond, of Massachusetts; Mr. Frank Hall and Prof. W. B. Wedgwood, of Washington. Dr. McCosh suggested that, if our Government refunds the indemnity, care should be taken that it do not fall into the hands of the reactionary party. Mr. Hall and Prof. Atherton stated that the reactionary party is the one now in power there, though forced by the pressure of circumstances into a progressive policy.

At the evening-session, Rev. Dr. McCosh, of New Jersey, read a very able and suggestive paper on "Upper schools," the grade of schools between the elementary schools and the colleges. He believed that the elementary schools of the United States rank as high as those of any country in the world, but that we are in danger of being surpassed by other nations, owing to our want of an organized and efficient system of school-supervision. He described the Irish system of school-inspection, the best known to him. He also expressed the opinion that American colleges impart as high and certainly as useful an education to the great body of students as European colleges, including the great European universities, "in all of which there are fully as many idle boys and fully as many graduate with a miserably imperfect knowledge as in the American colleges." The superiority of the higher colleges of Europe is found in the fact that they produce a select few, at the most not more than one-tenth of the whole, who have attained a riper scholarship or have reached a higher culture, or who leave college with a more fixed determination to do original work. "The grand question for American colleges to consider at present is, How may we keep the excellences we have and add to them this special culture of the highest European universities?" He did not think that this end, the training of a few higher minds, could be reached by elevating the standard of admission now adopted in our best colleges. The great majority of students do not now enter college too young. Healthy youths should be prepared for college by 16 or 17. He suggested that, perhaps, 10 per cent. of the students who show themselves fitted to be superior scholars should be encouraged by fellowships, earned by competition, to go on to higher, special studies. With such a system, he believed

*This report of the meeting of the National Educational Association, held at Elmira, New York August, 1873, is taken from the National Teacher, Columbus, Ohio, edited by Mr. E. E. White.

that American colleges would produce a select body of scholars fit to match the first wranglers of Cambridge, the double first of Oxford, or the doctors of philosophy and science of the scientific schools of Europe. The great defect of our American system of education is the want of a sufficient number of upper or secondary schools, between the elementary schools and the colleges, to enable abler youths to pass from the former to the latter. He sketched the systems of secondary schools in Germany and Great Britain and showed how defective and inadequate is secondary instruction in the United States. The remedy proposed was, first, the establishing of preparatory schools by private endowments and, secondly, by State- and city-endowments. The man who endows a first-class academy deserves more credit than he who founds "a weakling college." He urged that the ninety millions' worth of unappropriated land belonging to the General Government should be devoted to the encouragement of secondary schools in the Eastern, Middle, and Western States, and in the Southern States one half of it should be devoted to secondary schools and the other half to aid and encourage the establishment of common schools. He urged that no more of this land should be given to the so-called agricultural colleges or to schools of science and technology, at least until a special inquiry has been made into the actual work now done by these institutions. He stated that in no country in the world has agriculture been much benefited by mere agricultural schools. In all Germany there are but six agricultural schools, and some of these are "very feeble institutions." Cornell University, with its $900,000 endowment from the agricultural-land-grant, graduated only two agricultural students in June last. He also maintained that no part of this ninety millions should be given to colleges. The address produced a deep impression on the large audience present.

Prof. Edward S. Joynes, of Washington and Lee University, Virginia, made a spirited reply to Dr. McCosh's reference to the condition of education in the Southern States. He said that Virginia was doing nobly for the elementary instruction of her children, both white and black, and added, "Let the North be patriotic and generous to their southern brethren; let there be equal treatment." Dr. McCosh replied as spiritedly, that he meant that the South should be assisted in her heroic efforts to elevate all her people. This little episode created quite an excitement and much enlivened the proceedings. Prof. Roche, of Baltimore, added a few remarks.

The session of Wednesday morning was devoted to a discussion of Dr. McCosh's paper on "Upper schools." Speeches were made by Dr. Eli T. Tappan, of Kenyon College, Ohio; Hon. J. P. Wickersham, of Pennsylvania; Dr. Daniel Reid, of the University of Missouri; Dr. Charles Hammond, of Massachusetts; Dr. J. H. Raymond, of Vassar College, New York; Dr. Joseph White, of Massachusetts; President Eliot, of Harvard; Superintendent W. T. Harris, of St. Louis, Missouri; Mr. Ross, of Seneca; Dr. G. P. Hays, of Washington and Jefferson College, Pennsylvania; Prof. E. D. Blakesley, of the Potsdam Normal School, New York; Mr. Root, of Missouri; Prof. Atherton, of New Brunswick, New Jersey, and Dr. McCosh.

President Tappan, of Ohio, stated that the high schools of that State do not prepare one-tenth of the students who enter Ohio colleges. They are doing different work. He urged the multiplication of preparatory schools.

Superintendent Wickersham, of Pennsylvania, urged that the number of public high schools should be increased and that the attention of boys should be directed to a higher education, and not so generally to business. There should be a heartier sympathy between the colleges and the common schools.

Dr. Reid, of Missouri, spoke in favor of every land-grant made by Congress for industrial education; great advantages had been derived from them in Missouri.

Dr. Hammond, of Massachusetts, urged the importance of preparatory schools in addition to the public high schools.

President Raymond, of New York, spoke strongly in favor of schools preparatory to college. There is nothing to take the place of the academies which are "dying out." The high schools should meet the emergency.

Dr. White, of Massachusetts, said we must carry on the high schools by force and the academies by love. The poor boy must have an opportunity of securing as good an education as his rich neighbor. The agricultural college gives a liberal education, and we want intelligent farmers and mechanics.

President Eliot, of Harvard, believed it to be a positive evil to have such incomplete statistics as those used by Dr. McCosh; they mislead. Massachusetts's high schools do not fill her colleges. Harvard does not receive over 10 or 15 per cent. of her students from the high schools of Massachusetts or over 30 or 35 per cent. from that source in the country generally, but they come principally from private schools. Massachusetts is endowing private academies, which are preparatory to college. Denominational schools are a difficulty. The interference of the national Government in educational interests weakens them. He deprecated asking the Government for aid in any good work which we ought to attend to ourselves. It was pernicious and demoralizing.

Superintendent Harris, of St. Louis, reviewed the supervision of schools in this country and spoke in favorable terms of the high schools. They now afford an educa-

tion really better than was obtained in our colleges at the beginning of this century. He thought the university should change.

President Hays, of Pennsylvania, advocated the establishing of strong preparatory schools instead of weakling colleges and hoped a committee would be appointed to report at the next meeting what changes in the high schools are necessary to meet the requirements.

Prof. Blakesley, of New York, spoke of the evil of underrating education. He condemned commercial colleges in unmeasured terms as completely demoralizing to the boys in the land. What was needed was a liberal education, and boys should be directed to seek the highest and best education obtainable.

Prof. Atherton, of New Jersey, spoke in favor of agricultural colleges, and especially of the last land-grant.

Dr. McCosh closed the discussion. He disclaimed any intention to cast aspersion upon any locality. What he proposed was to aid the common schools where needed. He advocated colleges for females as well as males. He took the best statistics that could be got, but they were not claimed to be perfect. According to the last report, 4,171 pupils in high schools and 4,000 in academies in New England were preparing for college. He did not think the religious schools would effect any harm; let them all go on together. He proposed to give this last $90,000,000 conditionally, that the districts shall give an equal amount. He had no very high opinion of agricultural schools.

The session closed after the transaction of business, including the appointment of Dr. Reid of Missouri, Prof. Joynes of Virginia, and Dr. Creery of Maryland a committee to report resolutions on the death of Dr. William H. McGuffey.

At the evening-session an able paper by Richard Edwards, president of the Illinois Normal University, on "How much culture should be imparted in our free schools?" was read by I. N. Carlton, of Connecticut. It advocated the highest culture practicable. It was discussed by Superintendent Wickersham, of Pennsylvania, who believed that our high schools would grow into higher schools and finally end in the college or university. He could put no lower limit to public education. Prof. W. P. Atkinson favored the system of free schools, but not a compulsory education beyond the elementary branches.

A paper on "The relation of the General Government to education" was read by Prof. G. W. Atherton, of Rutgers College, New Jersey. It was a paper of great practical interest and received much attention. The conclusion reached was that the nation must educate, and practical ways were pointed out in which this can be done. It was advocated that the proceeds of the sales of public lands should be devoted to the purposes of education and that the agricultural colleges should have their share.

Dr. George P. Hays of Pennsylvania, D. B. Hagar of Massachusetts, E. S. Joynes of Virginia, Newton Bateman of Illinois, and R. G. Williams of Vermont were appointed a committee to report on the changes needed in high schools to make them preparatory to the colleges.

The session of Thursday morning opened with miscellaneous business.

M. A. Newell, president of the State-board of education of Maryland, described and ably defended the school-system of that State, and he was sustained by Rev. Dr. Van Bokkelen.

Superintendent John Hancock, of Ohio, advocated the propriety and importance of State- and national action in support of schools. He believed that it was proper for the Government to establish a great national university. He offered the following resolution; which, after reference to the committee on resolutions, was unanimously passed:

"*Resolved*, That, in the opinion of this association, the proceeds of the sales of the public lands should hereafter be set apart by Congress, under such conditions as it may deem wise, as a perpetual fund for the support of public education in the States and Territories."

The resolution was strongly advocated by Prof. Atkinson, of Boston.

Addresses on "Education in the South" were delivered by Hon. W. G. Brown, State-superintendent of Louisiana, and Hon. J. C. Gibbs, State-superintendent of Florida, and a lively discussion took place between Prof. Atherton, M. A. Newell, and Dr. McCosh on the paper read the previous evening by Prof. Atherton. President Fairchild, of Kentucky, and Professor Joynes, of Virginia, spoke of the school-privileges in the South.

Ex-Governor Horatio Seymour, being in the hall, was called upon and introduced by President Northrop. He was received with applause and spoke briefly and to the delight of the audience on the general subject of teaching and education.

The evening-session was also devoted to business and brief addresses. Among the resolutions reported by the committee, and unanimously adopted by the association, was one discharging all permanent committees who have neither met within the past year nor reported to the association at the present meeting. This discharges the committee on a national university.

Dr. Hammond, of the special committee on the Japanese indemnity, reported a reso-

lution, which was adopted, recommending the unconditional relinquishment of the fund to Japan, and a committee, consisting of the officers of the association and one member from each State, was appointed to memorialize Congress on the subject.

Dr. Daniel Reid, chairman of the committee, reported appropriate resolutions in regard to the late Dr. McGuffey, which were adopted.

Brief and stirring addresses were made by President Northrop; Prof. J. M. Langston, of Howard University, District of Columbia; Hon. Joseph White, of Massachusetts; Rev. Thomas K. Beecher, of Elmira; Prof. Edward S. Joynes, of Virginia; Superintendent J. H. Binford, of Richmond, Virginia; Superintendent McIver, of North Carolina; Prof. Rounds, of Maine; Superintendent Jillson, of South Carolina; and Superintendent W. G. Brown, of Louisiana.

President Northrop made the announcement that the enrollment at this meeting of the association had been far greater than that at Boston last year or at St. Louis the year before, and the association adjourned *sine die*.

The officers elected for the coming year are as follows: President, S. H. White, Illinois; secretary, A. P. Marble, Massachusetts; treasurer, John Hancock, Ohio; vice-presidents: Dr. James McCosh, New Jersey; Dr. G. P. Hays, Pennsylvania; J. W. Dickinson, Massachusetts; James H. Binford, Virginia; Miss D. A. Lathrop, Ohio; Mrs. M. A. Stone, Connecticut; W. J. Phelps, Minnesota; Dr. Daniel Reid, Missouri; E. J. Fairchild, Kentucky; W. R. Creery, Maryland; John Swett, California; and N. A. Calkins, New York; counselors: B. G. Northrop, Connecticut, at large; John Eaton, District of Columbia, at large; C. C. Rounds, Maine; J. H. French, Vermont; Allen A. Bennett, New Hampshire; Joseph White, Massachusetts; J. C. Greenough, Rhode Island; H. E. Sawyer, Connecticut; G. L. Farnham, New York; H. B. Pierce, New Jersey; G. P. Beard, Pennsylvania; M. A. Newell, Maryland; J. Ormond Wilson, District of Columbia; E. S. Joynes, Virginia; Alex. McIver, North Carolina; J. K. Jillson, South Carolina; G. W. Walker, Georgia; J. C. Gibbs, Florida; Miss Isabel Babcock, Mississippi; W. G. Brown, Louisiana; T. J. Mulvany, Arkansas; Mr. Shackelford, Kentucky; W. D. Henkle, Ohio; A. C. Shortridge, Indiana; E. C. Hewett, Illinois; Miss Rectina Woodford, Michigan; E. A. Charlton, Wisconsin; A. Armstrong, Iowa; O. Root, jr., Mississippi; P. G. Williams, Kansas; and A. P. Benton, Nebraska.

On Friday the members of the association, with invited guests, made an excursion to Watkins's Glen.

Elementary department.—This department, N. A. Calkins, of New York, president, met in the Opera House on Tuesday, Wednesday, and Thursday afternoons. The entire session of Tuesday was devoted to a discussion of the subject of elementary reading. It was introduced by an elaborate paper on "The thought and sentence method," by George L. Farnham, of Binghamton, New York. This was followed by a paper on "The phonetic method, with pronouncing orthography," by Edwin Leigh, of New York. The subject was further discussed by Dr. Adolf Douai, of New Jersey; W. N. Barringer, of Newark, New Jersey; Mrs. A. J. Rickoff, of Cleveland, who spoke with great acceptance; Charles O. Hurlbut, of Paterson, New Jersey; E. A. Sheldon, of Oswego, New York; Mr. Ross, of Seneca, New York; Prof. Goodwin Clark, of Boston; Mr. Freeborn, of Wellsville, New York, and Mr. Abbott, of Brooklyn, New York. This was probably the most thorough discussion of the subject that has yet taken place in any educational meeting in this country, and we advise all who are interested in primary teaching to purchase a copy of the proceedings when published.

The second session opened with an interesting paper by Dr. Malcolm McVicker, of Potsdam, New York, on "Principles and methods of teaching arithmetic." He alleged that every principle and process should be presented objectively, and fully illustrated his method of eye-teaching. His views were sustained by J. H. Hoose, of Cortland, New York, and G. L. Farnham, of Binghamton, New York.

An eloquent and effective paper was next read by Henry F. Harrington, of New Bedford, Massachusetts, on "What should be the leading object of American free schools?" His answer was that the great purpose of popular education is "to bring to the highest possible state of efficiency that sum total of all the powers of the pupil's being, purely and nobly interacting and interdependent, which is termed manhood." Only the complete and perfect man can be relied on to make the upright, trustworthy, and orderly citizen. This thought was fully elaborated.

At the Friday's session, Prof. J. W. Dickinson, of Westfield, Massachusetts, on behalf of a committee appointed last year, submitted a report upon the Kindergarten, which elicited considerable discussion, participated in by Mr. Barringer of New Jersey, Mr. Richards of Washington, and others. Miss Amy L. Bradford, of North Carolina, proposed to try the Kindergarten in her school.

Mrs. Krause, of New York City, read a valuable paper on "What Fröbel's system of Kindergarten-education is, and how it can be introduced into the public schools." The paper elicited an interesting discussion, participated in by both ladies and gentlemen. Miss Payson, of Chicago, and Miss Kate French, of New Jersey, approved of the views of the paper. Prof. Z. Richards, of Washington, presented his views on the subject of school-houses and recreation.

Resolutions were adopted recognizing the Kindergarten as a potent means for the

elevation of primary education; recommending the establishment of Kindergärten, public and private, and also of a normal school for the special purpose of training Kindergarten-teachers; and calling attention to the importance of initiatory experiments to determine the best methods of connecting the Kindergarten with our present school-system.

A brief and practical paper was next read by Superintendent A. J. Rickoff, of Cleveland, Ohio, on "School-hours for children under 10." He would not keep children at first in school more than three hours a day, and until 9 years of age not more than four hours a day, and above 9 years of age not more than five hours a day.

The session closed with an excellent paper by Prof. A. Eiswal, of Savannah, Georgia, on "The education of the emotional nature."

The officers elected for the ensuing year are as follows: President, Henry F. Harrington, New Bedford, Massachusetts; vice-president, Miss Hannah Cummings, Kirksville, Missouri; secretary, George B. Sears, Newark, New Jersey.

Normal department.—This department, A. G. Boyden, of Bridgewater, Massachusetts, president, met each afternoon at Stancliff Hall. Tuesday's session was devoted to the consideration of a paper by Dr. Richard Edwards, of Illinois, on "Duties and dangers of normal schools," which was read by Prof. D. B. Hagar, of Salem, Massachusetts. The paper elicited an interesting discussion, participated in by R. G. Williams, of Vermont; J. H. Hoose, of New York; C. C. Rounds, of Maine; Oliver Airey, of Wisconsin; George P. Beard, of Pennsylvania; I. N. Carlton, of Connecticut; M. A. Newell, of Maryland; C. H. Verrill, of Pennsylvania, and others.

The second session was opened with a discussion of the question, "What should the normal schools aim to accomplish in the teaching of natural science?" Mr. Dwight, of New Britain, Connecticut; J. C. Greenough, of Rhode Island, and Mr. Winters spoke on the subject.

This was followed by the reading of a very logical and thoughtful paper on "Elementary and scientific knowledge," by Prof. J. W. Dickinson, Westfield, Massachusetts.

Miss Delia A. Lathrop, of Cincinnati, read a paper on "Training-schools," in which the subject of normal training was discussed under the heads of normal schools, teachers' institutes, and training-schools. This was one of the ablest and most valuable papers read at Elmira. It elicited an earnest discussion, participated in by Mr. Brown, of Maine; E. C. Hewitt, of Illinois; John Hancock, of Ohio; D. B. Hagar, of Massachusetts; H. B. Buckham, of Buffalo, New York; Zalmon Richards, of Washington; E. A. Sheldon, of Oswego, New York; and E. T. Tappan, of Ohio. Miss Lathrop congratulated the speakers on the fact that they had not sacrificed truth to gallantry in discussing her paper.

The closing session well sustained the interest manifested from the first. Prof. C. C. Rounds, of Maine, introduced a resolution affirming it to be the sense of the department that all normal schools should have practice-schools. It was passed after a discussion in which Prof. C. H. Verrill of Pennsylvania, Dr. McVicker of New York, and others took part.

Prof. Henry B. Buckham, of Buffalo, New York, read a thoughtful and valuable paper on "The relation of scholarship and method in normal schools." He took the position that scholarship should not be subordinated to method in normal instruction; neglect method rather than scholarship. It gave rise to a spirited discussion, in which Prof. Carlton, of Connecticut, and Dr. McVicker, of New York, took a prominent part.

The officers elected for the ensuing year are as follows: President, J. H. Hoose, Cortland, New York; vice-president, W. N. Hailman, of Louisville, Kentucky; secretary, Miss Roolison, of Cincinnati.

Department of higher instruction.—This department met Tuesday afternoon in the City Hall, Dr. Daniel Reid, of Missouri, president *pro tem.* President Charles W. Eliot, of Harvard College, presented a report on a national university. He gave a somewhat facetious account of what the National Educational Association has done about a national university since 1869, reaching the conclusion that the permanent committee appointed at St. Louis has never had a moment's existence, and that the association is "thus far free from all responsibility for whatever may have been done since August, 1871, about a national university." He next examined the two bills on the subject which were introduced into the Senate in 1872, and then proceeded to discuss the true policy of our Government as regards university-instruction. He denied that it is the duty of Government to provide and control educational institutions, affirming that this conception of government is abolescent everywhere. Our Government is not the guardian of the nation's morals. It is no more the duty of Government to direct secular education than to conduct religious education. As religion is properly left to voluntary support, so may the people be left to provide suitable universities for the education of their youth. The very essence of republicanism is self-reliance, and hence the Government should perform no function which any private agency can perform as well. The subsidizing process saps the foundations of public liberty. Let us cling fast to the genuine American method of public instruction—the American voluntary system—in which the higher grades of instruction are provided by permanent endowments administered by incorporated bodies of trustees.

Chancellor Wedgwood, of Washington, followed with a paper in favor of a national university. Dr. McCosh, of New Jersey, opposed a national university, but he believed the Government should look after schools and morals. He alluded to the fact that Harvard had repeatedly received aid from Massachusetts. Dr. Reid, of Missouri, gave a history of the establishment of State-universities by grants of public lands, and added, that he believed in a national university. He did not fear such appointments as those of Bache, Henry, and Peirce. Messrs. Sprague, of Washington; Hancock, of Ohio; Harris, of St. Louis; and Atherton, of New Jersey, spoke in favor of a national university, and Messrs. Atkinson, of Iowa; Joynes, of Virginia; Vail, of Rochester; and Root, of Missouri, against. No action on the subject was taken by the department.

The second session was held in the chapel of the First Presbyterian church. A suggestive and scholarly paper on "The study of the classics" was read by Prof. Edward S. Joynes, of the Washington and Lee University, Virginia. It took a strong position in favor of the study of the ancient languages, pronouncing it the noblest element in modern culture.

The paper was discussed by President Eliot, of Harvard, who stated that linguistic study in early life is necessary to the after-study of the sciences; Prof. John R. Roche, of Maryland; Prof. Meres, of Hamilton College; Rev. F. G. Surbridge; and Professor E. G. Youmans, of the Popular Science Monthly. Prof. Youmans stated that Count Rumford and Prof. Faraday absolutely ignored a classic education, and that Prof. Tyndall has no knowledge of Latin and Greek. President Eliot replied that these distinguished scientists were exceptional representatives of remarkable genius. Lincoln was not liberally educated, but his Gettysburg speech is unsurpassed, and perhaps unsurpassable. The average boy is not thus educated. Prof. Atkinson thought that this speech by Lincoln pointed a lesson. He believed that Latin grammar had made many a man a dunce who, without it, might have been a genius.

The closing session was devoted to a paper by Prof. W. P. Atkinson, of Boston, entitled "A liberal education for the nineteenth century." The main drift of the paper, which was full of well-turned hits, was against the study of the classics to the extent that has been demanded. It provoked a very spirited discussion, which was participated in by Dr. Reid, of Missouri; Dr. Hammond, of Massachusetts; Professor Meres and President Brown, of Hamilton College, New York; Prof. Bennett, of Syracuse University, New York; Prof. Joynes, of Virginia; President Hays, of Pennsylvania; and President Tappan, of Ohio.

The officers elected for the ensuing year are as follows: President, Daniel Reed, of Missouri; vice-president, W. P. Atkinson, of Boston; secretary, George P. Hays, of Pennsylvania.

Department of superintendence.—This department, Superintendent W. T. Harris, of St. Louis, president, met on Tuesday and Thursday afternoons in the Joy Lodge-Rooms. At the first session, Superintendent A. J. Rickoff, of Cleveland, read a paper on "School-house-plans," illustrating the same with drawings upon the blackboard. Special attention was given to ventilation and light.

Superintendent J. H. Binford, of Richmond, Virginia, read a suggestive paper on "The relation of school-boards to superintendents." The subject was discussed by Superintendent Packard, of Saratoga; Superintendent Hancock, of Cincinnati; Superintendent A. Armstrong, of Iowa; Superintendent Wickersham, of Pennsylvania; Superintendent Rickoff, of Cleveland; Superintendent Creery, of Baltimore; Superintendent Marble, of Worcester, Massachusetts; and Superintendent Sawyer, of Connecticut.

At the second session, a paper by Chancellor Eliot, of Washington University, St. Louis, on "Western university-education," was read by President Harris.

A paper on "Leigh's method of teaching reading," by Superintendent William M. Bryant, of Burlington, Iowa, was read by J. H. Binford, of Richmond. It was an able defense of Dr. Leigh's method. The subject was further discussed by Prof. Hurlbut, of New Jersey; J. W. Bulkley, of Brooklyn; Superintendent Harris, of St. Louis; Superintendent Farnham, of Binghamton, New York; Superintendent Shortridge, of Indianapolis, Indiana; Superintendent Wilson, of Washington City; and Dr. Leigh, nearly all of whom commended the method.

Superintendent Rickoff, of Cleveland, chairman of the committee, submitted a report recommending that a meeting of the department be held in Washington City some time next winter. The report was adopted, and the officers of the department were constituted a committee to call the meeting.*

Superintendent J. H. Binford, of Richmond, Virginia, was elected president for the ensuing year and Superintendent A. Armstrong, of Iowa, secretary.

* The meeting above referred to was held in the legislative hall, Washington, District of Columbia, on Thursday and Friday, January 29 and 30. Representatives were present from Texas, South Carolina, Virginia, West Virginia, District of Columbia, Maryland, Pennsylvania, Connecticut, Rhode Island, Massachusetts, New Hampshire, Ohio, and Indiana. Important business was transacted, looking to a uniformity in school-statistics, promotion of the bill for aiding education from the proceeds of the sales of public lands, and proper representation of educational interests at the centennial. The convention then adjourned to meet at Detroit, in August.

AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE.

The twenty-second annual meeting of the American Association for the Advancement of Science was held at Portland, Maine, August 20–26, 1873. The attendance was large and the papers presented numerous and valuable.

The permanent secretary, F. W. Putnam, read a short necrology of the association for the past year. The losses by death have been as follows: Prof. J. B. Perry, Dr. H. C. Perkins, Prof. J. H. Coffin, Mark Fisher, Dr. John Torrey, Miss S. L. Blatchley, Prof. W. S. Sullivant, Judge T. B. Butler, Col. J. W. Foster, Isaac Ferris, J. O. Noyes, and Dr. G. A. Maack. To these he added the name of Prof. J. F. Frazer, who was once a member of the association. At about noon the general meeting adjourned, and the association resolved itself into sections; section A, devoted to physics, chemistry, and mathematics; section B, to natural history, botany, geology, &c.

The afternoon-sessions of the sections were devoted to the reading of papers, among the most practically important of which were the following: First day, T. Sterry Hunt's "Notes on the geology and economic mineralogy of the southeastern Appalachians." The author began with a brief sketch of the physical geography of that mountain-region which borders on its southeast side the Appalachian Valley, from Southern to Northern Virginia. After describing the mineral deposits of these Appalachian rocks, Dr. Hunt called attention to their great economic value, referring especially to the phosphates of South Carolina, the copper deposits at Ducktown, Tennessee, and the vast beds of pyrites available for the manufacture of acid, which lie hidden within the mountains of the Blue Ridge. England sends to Spain for pyrites, making therefrom acids to convert South Carolina phosphates into fertilizers. We import sulphur from Sicily to make our acids, while the Blue Ridge deposits of pyrites far exceed those of Spain. The paper was one of great interest and called forth many questions and considerable discussion.

Prof. Young, of Dartmouth, described, "A new form of break-circuit and the electric control of chronographs." The difficulty with the break-circuits in general use is that they act irregularly, altering the rate of the clock and producing an irregular line upon the chronograph. The apparatus described had been in use at Dartmouth for three years with fine results. By its use he had been able to make a chronograph, constructed from the barrel of an old clock, work with highest accuracy.

Mr. E. B. Elliot, of Washington, followed with a paper on the "Relation of the frequency of auroras to changes in the length of the earth's radius-vector," in which some curious facts were given as to the relation between auroras and magnetic changes which take place upon the earth. A vigorous discussion followed the reading of the paper.

On the second day Prof. Young, of Dartmouth College, communicated an interesting paper on "The possibility of a liquid solar envelope." He said that it is generally agreed that the sun is, in the main, a gaseous body. It is also maintained that there are on the outside of the sun clouds of metallic vapor. The professor held that instead of these there is probably a shell of liquid matter, so that the sun is like a gigantic bubble with a bottomless ocean below. This theory seemed to him to explain the phenomena of spots, &c., better than the other. Some discussion followed on the subject touched upon, one speaker denying altogether the conclusion at which most men of science seem to have arrived from observations made by the spectroscope.

Prof. Hilgard, of the Coast-Survey, then read a paper describing the measurement of areas of meridians in the progress of that survey on the eastern coast of the United States, one in New England, and one near Delaware Bay. These, added to previous measurements in other parts of the earth, make together nearly a quadrant of longitude, carefully measured.

Prof. Peirce, Superintendent of the Coast-Survey, then gave some account of the object and proposed work of that Department. He showed that there is still a great deal that ought to be done, and said the maps of China were more accurate a thousand years ago than those of our Western country are to-day. But the accuracy of the Coast-Survey, as far as it has gone, is greater than that attained in any other country in the world.

On the afternoon of the same day Prof. Benjamin Peirce gave an article on the rotation of the planets as a result of the nebular theory.

Gen. J. G. Barnard, of New York, next presented an article on the relation of internal fluidity to the precession of the equinoxes. He thought that the earth is much nearer being a rigid solid than is supposed by modern geologists.

In the evening the whole association met in the city-hall, and heard an article by Dr. Franklin B. Hough on "The duty of governments in the preservation of forests." The author attributed the growing prevalence of floods and droughts to the clearing of the surface of the ground from the shade of trees. Several countries of Europe have national forests, as in France, where they cover more than 13,000 square miles. Our older States do not own forests, so that regulations of this kind must begin with the people. He desired the establishment of schools of forestry, and he pointed out the

action which a State might take to encourage the growth of forests. He ended by offering a resolution providing for the appointment of a committee to memorialize Congress and the several State-legislatures on this subject. The resolution went to the standing committee. Some discussion, however, took place on this subject, one speaker claiming that the amount of woodland in the West is constantly increasing, and that there is no need of laws to protect the forests in that quarter of the country.

Mr. L. H. Morgan read an article on the "Architecture of the American aborigines," describing that of the Village Indians of New Mexico and Central America, stating that they lived, on the principles of communism, in immense houses, accommodating sometimes about 2,000 people in one building, and that these large buildings could not have been, as has been thought, palaces of chieftains.

On the third day came a paper from Prof. G. C. Swallow, of Missouri, on "The origin of species," taking ground against the Darwinian theory. The reading of the paper was followed by a warm discussion.

Next followed the address of J. Lawrence Smith, the retiring president of the association, which was read by Prof. Putnam, the secretary, the president being absent in Vienna.

On the fourth day C. H. Hitchcock communicated a paper from George Washburn, of the American College at Constantinople, on "Calvert's supposed relics of man in the Miocenes of the Dardanelles." The supposed finding of human traces and relics of barbarous men in the above-named locality was controverted.

On the sixth day the following papers, with others, were read: "The need of a uniform position for anatomical figures, with a recommendation that the head be always turned toward the left," by B. G. Wilder; "Means of determining the stratigraphical order of seams of coal in Ohio, Kentucky," &c., by E. B. Andrews; "On the origin of mountain-chains," by Charles Whittlesey; "The Devonian limestone in Ohio," by O. H. Winchell.

In the general session the following officers were elected for the ensuing year: Dr. Lecomte, of Philadelphia, president; Prof. C. S. Lyman, of New Haven, vice-president; Dr. A. C. Hamlin, of Bangor, general secretary; W. S. Vaux, of Philadelphia, treasurer.

NEW ENGLAND ASSOCIATION OF SCHOOL-SUPERINTENDENTS.

At a meeting of this association, held in Boston, October 17, 1873, papers were read on "The relative number of male and female teachers desirable in our high, and grammar-schools," "Selection of teachers," and "The limits of public education." These papers were afterward discussed by the superintendents present. That on the relative number of male and female teachers called forth special interest and was terminated by the unanimous adoption of the resolution that "an increase in the relative number of male teachers would increase the efficiency of our schools."

Mr. Philbrick, superintendent of the Boston schools, by request of the association, occupied an hour in some very interesting remarks on the Vienna Exposition, especially, the educational department, and the European system of education in general.

Programme of studies adopted by the New England Association of School-Superintendents at their meeting at Boston, February 14, 1873.—The programme includes nine classes, the work of each class covering a period of one year.

The classes are numbered from one to nine, the lowest primary being the first and the highest grammar the ninth class.

The number of hours per week allotted to each study or exercise is indicated by the figure annexed, the whole number of school-hours per week being 25.

First class: Reading, 10; printing, (first half of the year,); —writing, (last half of the year,) $2\frac{1}{2}$; oral instruction, (including number, morals, and manners,) 3; drawing, 1; spelling, $2\frac{1}{2}$; music, 1; physical exercises, $1\frac{1}{2}$; and opening exercises and recesses, $3\frac{1}{2}$.

Second class: Reading, 8; writing, 2; oral instruction, (including morals and manners,) 3; number, $2\frac{1}{2}$; drawing, 1; spelling, $2\frac{1}{2}$; music, 1; physical exercises, $1\frac{1}{2}$; and opening exercises and recesses, $3\frac{1}{2}$.

Third class: Reading, 8; writing, 2; oral instruction, (including morals and manners,) $2\frac{1}{2}$; arithmetic, 3; drawing, 1; spelling, $2\frac{1}{2}$; music, 1; physical exercises, $1\frac{1}{2}$; and opening exercises and recesses, $3\frac{1}{2}$.

Fourth class: Reading, 6; writing, 2; oral instruction, (including morals, and manners, and geography,) 3; arithmetic, 4; language, 2; drawing, 1; spelling, $2\frac{1}{2}$; music, 1; physical exercises, 1; and opening exercises and recesses, $2\frac{1}{2}$.

Fifth class: Reading, 6; writing, 2; oral instruction, (including morals, and manners, and geography,) 3; arithmetic, 4; language, 2; drawing, 1; spelling, $2\frac{1}{2}$; music, 1; physical exercises, 1; and opening exercises and recesses, $2\frac{1}{2}$.

Sixth class: Reading, 4; writing, 2; oral instruction, (including morals and manners,) $2\frac{1}{2}$; geography, 3; arithmetic, 4; language, 2; drawing, $1\frac{1}{2}$; spelling, $1\frac{1}{2}$; music, 1; physical exercises, 1; and opening exercises and recesses, $2\frac{1}{2}$.

Seventh class: Reading, 4; writing, 2; oral instruction, (including morals and man-

ners,) 2; geography, 3; arithmetic, 4; language, (including grammar,) 3; drawing, 1½; spelling, 1; music, 1; physical exercises, 1; and opening exercises and recesses, 2½.

Eighth class: Reading, 4; writing, 1½; history and review of geography, 3; oral instruction, (including morals and manners,) 1½; arithmetic, 4; language, (including grammar,) 4; drawing, 1½; spelling, 1; music, 1; physical exercises, 1; and opening exercises and recesses, 2½.

Ninth class: Reading, 4; writing and book-keeping, 1½; history and review of geography, 4; oral instruction, (including morals and manners,) 1½; arithmetic, 3; language, (including grammar,) 4; drawing, 1½; spelling, 1; music, 1; physical exercises, 1; and opening exercises and recesses, 2½.

INTERNATIONAL ACADEMY OF NATURAL SCIENCES.

The opening exercises of this association were held in the city of New York, November 3, 1873. The inaugural address was by Dr. Howard Crosby, chancellor of the University of the City of New York. He stated that the aims of the institution were to have a double organization, one in Boston, one in New York; to give its students a thorough scientific training under the best instructors, both American and European; to organize, after a preparatory course of lecture-room- and school-instruction, a system of travel, under competent professorial charge, and thus to establish a system of objective teaching.

A communication on the claims of science in systems of education for females was presented by Dr. West of the Brooklyn Female Seminary. Other matters connected with the idea of the academy were brought forward, as follows: by Prof. George N. Bigelow, A. M., "Travel as a means of teaching;" by Rev. John T. Bigelow, D. D., "Methods of teaching;" by Prof. R. M. Labberton, LL.D., "The history of nations as a branch of natural science;" by William Henry Goodyear, "Art and esthetic culture;" and by Dr. A. Leue, of Rostock University, Germany, "The peculiarities of German schools."

SPECIAL ARTICLES.

ART-EDUCATION.

[By Prof. C. O. Thompson, Worcester, Massachusetts.]

DRAWING.

Art-education embraces all those appliances and methods of training by which the sense of form and proportion is developed. It is successful when the student unerringly discriminates between what is ugly and what is beautiful, and expresses his ideas of form in drawing as readily as ideas of other sorts on the written page.

The interests of art-education in Massachusetts center at present in the work undertaken and vigorously prosecuted by Mr. Walter Smith. This gentleman holds a commission from the city of Boston as general supervisor of drawing in the public schools, and one from the State of Massachusetts as State-director of art-education. He was formerly a South Kensington art-master at Leeds, England.

The plan of instruction for the schools is very simple. The teachers assemble at stated intervals, and the lesson is given them by Mr. Smith, which they are to reproduce in their schools. For the teachers of the State at large, this work is done at teachers' institutes.

The scheme of instruction for graded public schools is set forth in the following table:

Scheme of instruction in drawing suggested for graded public schools in Massachusetts, complying with the act of 1870 *concerning industrial drawing.* (*Arranged by Walter Smith, State-director of art-education, Massachusetts.*)

Schools.	Classes.	Time given per week.	Number of lessons per week.	Length of lesson.	Drawing on—	Taught by—
		Hrs.		*Mins.*		
1. Primary schools..	6, 5, 4	2	4	30	Slates.....	Regular teachers.
2. Primary schools..	*3, 2, 1	2	4	30	Paper in blank-books ..	Do.
3. Grammar-schools.	*6, 5, 4	2	3	40	Paper in blank-books and text-books.	Do.
4. Grammar-schools.	*3, 2, 1	2	3	40	Paper in blank-books and text-books.	Do.
5. Latin and high schools.	* Lower classes..	2	2	60	Paper in blank-books and text-books.	Do.
6. Latin and high schools.	* Higher classes..	2	2	60	Paper in blank-books and on sheets.	Special instructors.
7. Normal schools ..	* All the classes..	2	2	60	Paper in blank-books ..	Do.

Subjects taught, and order of lessons for each week.—The figures 1, 2, 3, 4, signify the first, second, third, and fourth lesson in each week.

Where two alternative subjects are named, one is to be taken one week and another the following week.

Reference to a text-book means that whatever drawing-book is in use in the schools shall be drawn from, as a distinct exercise.

All the classes marked thus * are to draw upon the blackboard, when the lesson is suitable to such an exercise; one-third of the class to draw each lesson, so that the whole class will have drawn upon the board every three lessons.

1. Free-hand-outline from cards, charts, and blackboard-lessons, the first copies. Memory-lessons, drawing previous exercises from memory. Definition of plane-geometry, to be learned by heart, and illustrations drawn. Dictation-lessons of right-line-figures and simple curves.

Order of lessons: 1. From cards or charts. 2. From blackboard. 3. Memory and dictation, alternately. 4. Geometric definitions.

2. The more advanced copies in cards, charts, and blackboard-lessons. Memory- and dictation-lessons, (without illustrations.) Object-lessons, illustrated by drawings. Geometric definitions, drawn on a large scale.

Order of lessons: 1. From cards or charts. 2. From blackboard. 3. Memory and dictation, alternately. 4. Object-lessons and geometric definitions, alternately.

3. Free-hand-outlines of ornament and objects, from blackboard. Lessons in text-book. Map-drawing. Memory- and dictation-lessons. Geometric exercises, plane-geometry, up to 50 problemso f constructional figures.

Order of lessons: 1. Objects from blackboard and drawing from text-book, alternately. 2. Memory-drawing and dictation-exercises, alternately. 3. Geometric and map-drawing, alternately.

4. Free-hand-outline-drawing, from solid models. Geometric drawing, up to the end of the course. Design in geometric forms, from the blackboard. Memory-drawing. Map-drawing. Dictation-lessons.

Order of lessons: 1. Model-drawing, from object. 2. Geometric and memory-drawing, alternately. 3. Map-drawing and design, alternately.

5. Model- and object-drawing, with exercises in perspective, drawn by the free hand. Object-lessons, illustrating historic art and architecture. Shading from models and copies. Harmony and mixture of colors. Design from natural foliage.

Order of lessons: 1. Model-shading and object-lessons, alternately. 2. Lessons in color and exercises in design, alternately.

6. Perspective by instruments. Shading in chalk and color, from models and natural objects, and foliage. Design in color and shadow. Projection. Lectures on painting, sculpture, and architecture.

Order of lessons: 1. Perspective and projection, alternately. 2. Painting or shading and design, alternately.

7. Object-drawing and design. Ornamental design. Historic lessons. Advanced dictation- and memory-lessons. Lessons in teaching drawing. Perspective, advanced. Designing blackboard-examples.

Order of lessons: 1. Object-drawing and design, alternately. 2. Perspective and dictation- or memory-lessons, alternately. 3. Lessons in teaching drawing, occasionally.

The results so far obtained, though necessarily meager, are very encouraging. A large majority of teachers in the State will second the resolution recently adopted by a convention of London school-masters: "That half the time previously given to writing had been given to drawing, with the result that the writing had been better, and the power of drawing was a clear gain." This was in 1852, when England was beginning the series of experiments in art-education which has culminated in South Kensington.

EVENING-SCHOOLS FOR ADULTS.

The law requires all towns of more than 10,000 inhabitants to provide free instruction in drawing for mechanics and artisans and all others who may desire it. The law has been in force two years, and nearly all the towns included in its provisions have established evening-drawing-schools. An exhibition was held in Boston in May, 1872, when drawings from the different classes were exhibited, and great interest was thus awakened in the subject.

The report of the committee, C. C. Perkins, W. R. Ware, and Walter Smith, appointed to examine the drawings, affirms the entire success of the scheme, as judged by practical benefits, and suggests the necessity of large provision of models and art-examples for future classes.

GENERAL IDEA.

The general grounds of public polity upon which these classes are deemed necessary and expedient have been thoroughly traversed. They belong in the same category as public libraries and reading-rooms. The library is needed as a force to influence the faculties which the school has wakened and partially trained and to guide them towards truth and justice. The drawing-school is needed to carry forward the art-training, begun in schools, to large and beneficent results in quickened invention and improved taste. If this art-training has been neglected in school, the drawing-class offers the community a chance to rectify the mistake. Drawing is regarded in this movement, not as an accomplishment for a few gifted individuals, but as a necessity in the future for every first-rate artisan.

WHO ATTEND THESE CLASSES.

Two sorts of pupils have appeared in them: First, those who are disposed to undertake a general art-training, so as to learn to draw from models, free hand, without reference to any immediate practical benefit. In this class are teachers, engravers, architects, stone-cutters, and others. The main point in the training of such persons is discipline of the sense of form and proportion by carefully-studied exercises. The second class consists of artisans of all sorts, mainly machinists and carpenters, who have no time, or think they have none, for sheer art-training, but want a knowledge of instrumental drawing which will be of immediate use in business. Statistics of the Worcester class of 1870 show some interesting results. The class numbered 145—136 men and 9 women. In respect of age, there were one over 60, two between 50 and 60, four between 40 and 50, twenty-eight between 30 and 40, sixty-one between 20 and 30, and forty-nine under 20. In respect of occupation, there were, of machinists, 42; carpenters, 26; pattern-makers, 7; architects, 4; while the others represented thirty different trades and occupations.

More than half the class walked two miles to get the lessons, two-thirds of them were usually in their seats a half hour before the lesson began, and three-fourths of them were present at the last lesson as punctually as at the first.

In 1871 there were 250, representing as great a variety of age and occupation as the first class. Other towns in the State have a similar record.

TESTIMONY TO THE NEED OF ART-EDUCATION.

The statistics just given furnish strong evidence of the widely-felt need of these drawing-classes. Other corroborative evidence is abundant. Mr. E. P. Morgan, mechanic engineer of the Saco Water-Power Machine-Shop, says: "Through the inability of our workmen to understand a working-drawing, hundreds of dollars are

lost every year in this establishment." Commenting on this, Mr. Bartholomew, of Boston, says: "What is true in this case is true of our manufacturing-establishments all over the land. The time lost in doing that which must be done again because of error, the loss of material and of power, the wear and tear of tools to no good purpose, the time of engineers and foremen spent in explaining drawings which would have been understood at a glance had the workmen been instructed in drawing, and the time consumed in listening to these explanations cost the country, it is safe to say, millions of dollars annually."

Mr. C. H. Morgan, superintendent of the Washburn & Moen Manufacturing Company, Worcester, Massachusetts, says: "When a boy, I was one of a class of thirteen who spent all their leisure time in studying drawing. At the present time every one of that class has attained to an important position, either as manufacturer or manager; and each has owed his power to seize the opportunity of his advancement to his knowledge of drawing."

Prof. C. O. Thompson, of the Worcester Free Institute, says: "It is estimated that the productive efficiency of every machine-shop would be increased 33 per cent. if every journeyman could read any common working-drawing and work by it."

Prof. Bail, of Yale College, says: "At the conclusion of a lesson in drawing, gray-haired mechanics have often almost overpowered me with thanks, saying, 'This lesson is worth hundreds of dollars to me,' or 'I shall work better all my life for this.'"

Abundant evidence of the same sort is contained in a pamphlet entitled Papers on Drawing, issued by the Massachusetts board of education in 1870.

It is an important consideration that progress in ability to read a drawing is vastly more rapid than in skill to make one.

PLAN.

The plan pursued varies but little in the different towns. The whole number of lessons averages thirty each winter. All beginners have ten lessons in free hand. There are three lessons in horizontal and vertical lines, and plain and ornamental forms composed of those lines; three lessons in curves; two lessons in perspective; two lessons in review of all these.

An important point here is, not to dwell on the mere practice of drawing straight lines. All drawing consists of lines, and these may as well be drawn in some relation one to another as isolated. After the preliminary ten lessons there will be some persons in this class who will prefer to devote themselves to free-hand-work. Let such form a class and go on. They can begin at the sixteenth lesson, drawing from objects. Others will insist on instruction in "drawing to a scale," as it is called; *i. e.*, making plans, elevations, and projections. In the instruction of these persons, a good part of the time is spent in learning the elements of descriptive geometry; *i. e.*, the method of representation of any object in horizontal and vertical projections in any position. Each lesson occupies an hour and a half.

An important fact here is that ordinary mechanics and artisans need not be reduced to the barren labor of copying either drawings or machines. It is possible to give them clear notions of the principles by which all solid objects are represented on a flat surface. This is, in fact, the only hopeful kind of instruction for them.

Copying, in any strict sense, should not be allowed in any of these classes. The pupils should see the teacher work at the blackboard. The *process* is the important thing for them, rather than the result. The difference between this method and working from copies is exactly analogous to that between translating a page of Latin with or without the aid of a translation.

After the first winter in any town there will arise a necessity for an advanced class in free-hand-drawing, the same in mechanic drawing, and in certain cases for instruction in special branches, as carpentering, ship-construction, &c.

AUXILIARIES.

Teachers.—It is found that good draughtsmen do not necessarily make good teachers. Attendance at a technic school or a normal class, at least, is indispensable. A good teacher commands $10 an evening for his services.

Models.—Sets of models for the free-hand-classes and for schools are made, after designs by Walter Smith, at the work-shop of the Worcester school. A collection of models for the mechanic classes can be obtained for the asking in any large manufacturing-town. It will consist mainly of patterns and castings of parts of machines. Good models are indispensable.

Utensils.—The town furnishes a room, warmed and lighted, and equips it with tables and models. The pupil provides drawing-board, paper, instruments, &c.

Books.—For teachers, Mr. Walter Smith has published his address at Lewistown, before the American Institute of Instruction; The Teachers' Companion, designed to accompany the models; and Art-Education, or Lowell Lectures of 1871. He is preparing a series of text-books on free-hand, perspective, and model-drawing. Teachers of

mechanic drawing will get very valuable aid from a set of lessons given at the Ecole de Dessin in Paris, by MM. Petitcolui and Chaumont.

Art-museums.—The great need beyond all others, the great result which all this work, at present so interesting, is to accomplish, is the establishment of an art-museum at every important manufacturing-center. Such a museum is in progress at Boston. When it is completed, art-education will begin in earnest.

STATE NORMAL ART-SCHOOL.

This institution was established by legislative action in 1873, it having become evident that, if drawing was to be successfully taught in the public schools, provision must be made for the training of competent teachers.

Its specific aim is to prepare teachers for the industrial drawing-schools of the State, who may also superintend instruction in drawing in the public schools. In the future it may be necessary to provide for high skill in technic drawing and fine-art-culture, but the immediate pressing demand is for teachers who know thoroughly the elementary subjects and can teach them with fair intelligence. This demand the school will aim to supply by providing, at the outset, training in elementary studies only, making this, however, as complete and practical as circumstances will admit.

Conditions of admission.—For the first year connection with the public schools or with the industrial evening-classes in the State will be a condition of admission. But if this class of applicants should not fill the school, the complement will be made up of the most promising candidates resident in the State who declare their intention to become teachers of drawing. If there is still room, others, residents or non-residents, may be admitted. In every instance, however, an examination in free-hand-drawing will precede admission, and only those who show an aptitude for drawing, with some proficiency in its elements, can be received.

Course of instruction.—The course for the first year only is determined. During this year there will be careful individual instruction in free-hand-drawing, painting, and designing. Instrumental industrial drawing will be taught by lectures, with blackboard-illustrations, which method will also be pursued in the instruction in architecture, machine-drawing, orthographic projection, isometric projection, projection of shades and shadows, geometric drawing, and perspective.

The school-year.—The school-year, which began November 6, 1873, will terminate May 9, 1874, the sessions for ordinary students being on Mondays, Tuesdays, Thursdays, and Fridays of each week, from 9 a. m. to 2 p. m., and from 3 to 5 and 7 to 9 p. m. Students engaged in teaching drawing are required to attend four of these sessions per week, and those not so engaged eight sessions per week. For teachers of the State normal schools, a special session is held on Wednesday of each week, from 3 to 5 p. m.

Examinations and diplomas.—To secure permission to be examined for a diploma, each student must submit twenty-four exercises, the subjects of which are indicated in a printed list of diploma-works. These exercises are to show whether the student possesses the manipulative skill necessary to teach drawing. If they should be approved, the student will be allowed to offer himself for the diploma-examination held at the close of the annual session. This being passed satisfactorily, a diploma will be given testifying to the scientific and artistic qualifications of the holder to give instruction in elementary drawing.

Should a student fail to pass on any subject, he may present himself again at a subsequent examination, the subjects already passed being recorded in his favor; but he cannot receive the diploma of the school until all the subjects given out for examination have been passed successfully.

Demand for such a school.—Four months after the opening of the school two hundred applications for admission had been received. The superintendent, indeed, estimates that if all the needed conveniences were given, such a school must open next year with five hundred pupils. He says that he has in his desk applications from many colleges and universities in several States for accomplished teachers of art, to which he is unable to make any favorable response from lack of present trained *matériel*, and fears that such *matériel* cannot be prepared in less than four years with the instrumentality already in his hands.

He expresses the hope that America may yet have an institution kindred with the great industrial art-schools of European states, which may, through its graduates, affect the value and beauty of every branch of industry.

ON THE INSTRUCTION OF DEAF MUTES.

[By E. M. Gallaudet, Ph. D., LL. D.]

In reviewing the history of deaf-mute-instruction, we discover that controversies begun in a former century have become the inheritance of recent times.

Disciples of Heinicke still contend earnestly for the principles and practice of their master and the successors of De l'Epée and Sicard urge the superiority of their system with equal vigor.

There are skilled instructors who can scarcely be patient in their condemnation of the folly of attempting to impart the power of oral speech to congenital mutes, while others may be found who inveigh with ignorant bitterness against the use of pantomimic gestures or the manual alphabet.

Until the beginning of the last decade, this controversy was practically confined to Europe.

In this country, for a period of nearly fifty years, the so-called French system, based upon the methods of De l'Epée and Sicard, had held almost undisputed sway. The ideas of Heinicke, which had ruled in Germany for more than a century, found no acceptance in America. And while institutions for the moral, intellectual, and industrial training of deaf mutes were multiplied, it was nowhere really attempted to teach them to use their vocal organs or to understand the oral utterances of others.

About seven years ago, the efforts of certain benevolent and public-spirited citizens of Massachusetts resulted in the establishment in that State of a school in which the process of teaching deaf mutes to speak and to read from the lips was to have full and careful trial.

To Miss Harriet B. Rogers, who opened this school at Chelmsford, and has since perfected it at Northampton, the credit is due of having initiated and measurably completed this important undertaking.

The results attained by Miss Rogers and her efficient corps of assistants having recently passed under our observation, we venture to present in this paper some of the impressions we received and certain conclusions to which we were led.

The principal questions upon which our investigations at Northampton were intended to throw light were the following:

(1) May deaf mutes acquire such a degree of fluency and readiness in oral utterance and lip-reading as shall compensate for the time and labor necessarily involved in imparting these powers to such as are absolutely without them?

(2) Do deaf mutes, educated in and by articulation, acquire the power of using correct written language more rapidly and perfectly than those educated under the system which makes large use of the language of signs and the manual alphabet, discarding articulation?

(3) Is it desirable or important to attempt to teach the entire number of deaf mutes to speak and read from the lips?

(4) Is it practicable or desirable to dispense with the language of signs and the manual alphabet in the instruction of deaf mutes?

In the discussion of these questions it is proposed to consider semi-mutes and the semi-deaf as forming classes quite distinct from deaf mutes, properly so called.

The term semi-mute includes all such as have acquired the power of oral speech, and consequently the ability to think in language, before losing their hearing.

The semi-deaf are those who possess sufficient hearing to enable them to comprehend and imitate vocal utterances without the aid of the eye, while they are too deaf to understand ordinary oral discourse.

These classes of persons, usually regarded in civil law as deaf mutes, and hence entitled, when of teachable age, to admission as pupils into schools for the deaf and dumb, differ so widely from other deaf mutes in their intellectual status and capacity for acquiring the power of using written or spoken language, as to demand an entirely distinct consideration.

In all the essential elements of deaf-mutism, considered either from a physiologic or psychologic point of view, the semi-deaf and semi-mute are not deaf mutes at all. And we incline to the opinion that if their education during their earlier years could be carried on in separate classes the interests of all concerned would be advanced. To avoid misconception, then, when we wish to include these exceptional classes we will use the words "deaf mutes of all sorts," limiting the ordinary term "deaf mute" to those who are actually such in the strict signification of the words.

In the examinations we were enabled to make of pupils at the Northampton school, we gathered a decisively affirmative answer to the first question we have proposed. Deaf-mute children of the age of 15 and under, who had been taught for six years,

were able to speak with a degree of fluency and distinctness not difficult to be understood by a stranger. They could also read from the lips of a stranger with readiness, and with but few occasions for repetition. The time and labor involved in making these acquirements did not seem to have been greater than their very high value would warrant. That so much can be predicated of all deaf mutes must not, however, be supposed. It is not claimed by Miss Rogers that all can be trained in articulation and lip-reading as successfully as those we particularly examined. And our impressions, derived from somewhat extended observations of articulating-schools in Europe, that the number that may be expected to succeed in oral utterance and lip-reading is a decided minority, taking into account "deaf mutes of all sorts," was fully confirmed at Northampton.

The utterance of many pupils was so indistinct and imperfect as to be understood only when most closely attended to, while that of others was, to a stranger's ear, hardly more than gibberish. And yet nearly or quite all of this could be comprehended by the teachers.

Passing to our second question, we are led to give a negative answer, and this rather unexpectedly, for we had been disposed to the contrary view before visiting the Northampton school.

We were permitted to examine two deaf mutes placed before us as the best illustrations that could be afforded of the success of Miss Rogers's training.

A boy of 15, born totally deaf, who had been under instruction six years, wrote as follows, in reply to written questions:

"Will you please tell me some of the pleasant things you did during your last vacation?"

"I went to the sea-shore and staied there for one day—I have been in bathing. I played with my friend the games were "Hide and Seek," Tag and croquet. Almost every day I swimmed with the boys. I helped my friend raking hay in the meadow. I visited my grandFather and Cousins. I have gathered some apples and setted the trap for wood-chuck. I have not caught it. My friend caught six wood-chucks last summer. I drove the cattle to the pasture from the barn."

"Tell me of your excursion to Mount Tom."

"I went with the children to Mount Tom and we have a pic-nic. We ate some sandwiches, pears, cakes and crackers."

"What did you see on the mountain?"

"I went in the house on the top of the mountain and saw many different kinds of stiffed birds and live rattlesnakes, owls and young foxes."

The other deaf mute, whose proficiency in ordinary written language I was permitted to test, had been under instruction six years, was born totally deaf, and was a girl of eleven and a half years of age.

The principal questions and answers in our written conversation were as follows:

"What did you do with yourself during your last vacation?"

"On July 22 we went home. We are very glad because we go home. I went to Boston. My brother met me at Boston Albany depot. I was very glad to see him. My brother put me in another cars. I go alone in the cars. I went at four o'clock and I go home to East Dennis at half-past six o'clock. My Father and mother met me at the depot. I was glad to see them. They were glad that I was safe from Boston to South Dennis. Then they brought me home. I was hungry and sleepy. My mother gave me some supper. Then I go to bed. The next day my mother and I went to Grandfather's house to stay the afternoon."

"Do you think Northampton is a pretty place?"

"Yes."

"Why do you think it is pretty?"

"Because in the summer the trees have very many leaves, many beautiful things hung in the stores and the grass is green. It look very beautiful."

"Tell me a little about your excursion up Mount Tom."

"I went with the large children when Miss Rogers went to Europe. We went in the cars to Mount Tom. We walk very long way to the house in Mt. Tom—There are two snakes in the store some boys killed. We saw an owl. It has two eye-lids. Some of the children trouble it. It is very cool in Mount Tom. Then we came home in the cars from Mt. Tom to Northampton."

Those who are familiar with the written compositions of deaf mutes will observe in the specimens we have transcribed substantially the same errors as are found in the writing of pupils taught "under the system which makes large use of the language of signs and the manual alphabet, discarding articulation."

The misuse of tense and number in verbs, the omissions of articles and pronouns, the defects of punctuation, the mistakes as to the plurals of nouns, are all such as will be recognized by every teacher of the deaf and dumb; and we are of opinion that in the paragraphs we present these "deaf-mutisms" are more numerous than would appear in similar productions from pupils of equal intelligence and similar standing in our older institutions.

This conclusion must not, however, be taken as implying that, on the whole, results of the six years' instruction to the two pupils we are considering are to be counted as of less value than those they would have been likely to have secured in the same length of time in a first-class non-articulating-school, for these two deaf mutes had acquired what they would have entirely failed to secure under the old system, a degree of facility in oral speech and lip-reading of unquestionable value as a means of communication in society and in the general business of life. Their utterances, though peculiar, were easily understood. They read from the lips of a stranger with readiness. They conversed with pleasure at the table.

When the importance of this accomplishment is fairly weighed, we are led to pronounce the aggregate value of the six years' training in these two cases as higher than any results that have come to our notice under the system which entirely discards articulation. This conclusion is in accordance with expectations we had been led to entertain by what appeared in an examination of European schools in 1867, and sustains the opinions recorded in a report we had the honor to make at that time.

That there may be no misapprehension as to the scope of the judgment just announced, it should be said that it applies only to such deaf mutes as the two whose attainments we have under discussion. Their success is by no means to be taken as proving what may be done with the mass of deaf mutes. That they are to be regarded as exceptional cases is sustained by an authority no less distinguished than that of Moritz Hill, of Weissenfels, Germany, now retired from his profession after a half-century of successful labor in teaching the deaf and dumb strictly on the system which makes articulation the prominent feature.

Mr. Hill, in 1867, expressed the following opinions in answer to queries presented to him by the writer of this paper:

"Out of 100 pupils, 85 are capable, when leaving the school, of conversing on commonplace-subjects with their teachers, family, and intimate friends. Sixty-two can do so easily.

"Out of 100 pupils, 11 can converse readily with strangers on ordinary subjects. Many others learn to do this after quitting school." *

Eleven per cent. only of deaf-mutes of all sorts, including, therefore, the semi-mute and the semi-deaf, are claimed by one of the greatest of living teachers of articulation as "being able to converse readily with strangers on ordinary subjects" when they leave school. Allowing that double this number "learn to do this after quitting school," by reason of their increased intercourse with strangers, we have remaining 67 per cent., or a full two-thirds majority, of deaf mutes of all sorts, who, after all the help that can be given them in schools founded on the articulation-basis, can never hope to do more in oral speech than "converse on commonplace-subjects with their teachers, family, and intimate friends;" and in this number we include 15 per cent. who cannot hope to do even so much as this.

Commenting on these facts in our report of 1867 we expressed ourselves as follows, and the conviction then recorded remains unchanged:

"We are inclined seriously to question the desirableness of continuing instruction in speech during a series of years when no higher result can be expected than to enable the pupil to converse on commonplace-subjects with his teachers, family, and intimate friends; for with the instructor he has always the much easier and equally precise language of signs or the manual alphabet, while the family and intimate friends can with little effort acquire facility in dactylology; and this their interest in their mute friends will naturally lead them to do."

A negative answer to our third question will follow naturally from what has already appeared in the discussion of the first two inquiries.

And at the same time we cannot too strongly urge the importance of teaching articulation and lip-reading to all who give fair promise of attaining success therein; and, lest some deaf-mute, capable of securing this valuable acquisition, should fail of doing so through inadvertence, the capacity of all should be experimentally ascertained before he or she is pronounced hopelessly dumb.

That the semi-deaf and the semi-mute should have the benefit of thorough instruction in speech- and lip-reading does not require argument, and their advantages, other things being equal, over the congenitally and totally deaf are very great in this feature of their education.

In the Northampton school, as in many European institutions where articulation is made a prominent feature, it is attempted to dispense with the language of signs, and the use of the manual alphabet is forbidden.

We think this is a mistaken policy, persistence in which cannot fail to involve serious disadvantages.

In this opinion, so far as it relates to the sign-language, we are sustained by Mr. Hill, to whom we have already referred.

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* According to statistics gathered recently in this country, the semi-mute and semi-deaf, taken together, constitute about 10 per cent. of the aggregate body of deaf mutes of all sorts.

In his well-known work, Der gegenwärtige Zustand des Taubstummen-Bildungswesens in Deutschland, Mr. Hill presents the following unequivocal declarations, in speaking of those who pretend that in the "German method" every species of pantomimic language is proscribed:

"Such an idea must be attributed to malevolence or to unpardonable levity. This pretense is contrary to nature and repugnant to the rules of sound educational science. If this system were put into execution, the moral life, the intellectual development of the deaf and dumb would be inhumanly hampered. It would be acting contrary to nature to forbid the deaf mute a means of expression employed by even hearing and speaking persons. * * * It is nonsense to dream of depriving him of this means until he is in a position to express himself orally. * * * Even in teaching, itself, we cannot lay aside the language of gestures, (with the exception of that which consists in artificial signs and in the manual alphabet, two elements proscribed by the German school,) the language which the deaf-mute brings with him to school, and which ought to serve as a basis for his education. To banish the language of natural signs from the school-room, and limit ourselves to articulation, is like employing a golden key which does not fit the lock of the door we would open, and refusing to use the iron one made for it. * * * At the best it would be drilling the deaf mute, but not molding him intellectually or morally. Where is the teacher who can conscientiously declare that he has discharged his duty in postponing moral and religious education until he can impart it by means of articulation?

"Although the use of the language of pantomime acts, in several respects, in an unfavorable manner on the teaching of articulation, it ought to be remembered that institutions for the deaf and dumb are not created solely to impart this latter kind of instruction: their object is much more extensive, and they have to meet wants which depend on education taken in its entirety."

We would direct especial attention to the closing sentence quoted from Mr. Hill and his clear statement of the true object of institutions for the deaf and dumb.

We learned from Miss Rogers that a means of communication between her pupils and their teachers, as well as among themselves, by writing in the air had come into use. This was regarded as more desirable than the manual alphabet, for the reason (and this was the only one given) that it could easily be resorted to as a means of communication between deaf mutes and those who had never learned the manual alphabet.

That writing in the air may often be found a convenient means of communication between deaf mutes and speaking people when no other can be resorted to, we are ready to admit; but to accept it in a school for the education of deaf mutes as a substitute for the manual alphabet seems to us hardly more reasonable than to prefer an artificial limb to a natural one, or to choose the little child's method of printing letters rather than the free and rapid swing of an accomplished penman.

By using the finger-alphabet arranged for one hand, words may be intelligibly expressed with a rapidity four times as great as that of the fastest writing. Greater precision, too, will be secured in using dactylology than in air-writing, and we can see no possible impediment to progress in articulation growing out of the use of the manual alphabet that would not equally attach to writing in the air.

It is admitted by Miss Rogers, as by all disciples of Heinicke, that "natural signs" must be used to a certain extent, even in articulating-schools. It is to the "language of signs" that most teachers of articulation take exception, the use of which they prohibit in their schools.

We are disposed to believe that the usefulness and efficiency of the Northampton Institution and all similar schools would be increased by the judicious introduction of the "language of signs" among teachers and pupils, and we trust we commit no breach of courtesy when we ask if the judgment of those who have been familiar with this much-abused medium of communication from their infancy, who have used it for a life-time of intimate intercourse with deaf mutes, may not be as well entitled to respect as the *ipse dixit* of such as have never attempted to learn the language, much less to master it.

We must not close this paper without mentioning the name of the late John Clarke, esq., of Northampton, through whose munificent benefactions, amounting to more than two hundred thousand dollars, the school of Miss Rogers has been sustained on a more liberal scale than most of the older institutions in this country. The institution very properly bears the name of its most prominent patron, and will be known as the Clarke Institution for Deaf Mutes.

In noting the results of the systems of instruction pursued in the Clarke Institution, it would be premature to undertake to speak with any fullness of the Bell method of visible speech.

This important invention is due to Prof. A. Melville Bell, formerly of Edinburgh, and has been introduced into this country by his son, A. Graham Bell, lately appointed professor of vocal physiology in the Boston University.

The process provides for a representation of sounds, not as in the usual alphabets, by arbitrary symbols, but by actual symbolic illustrations of the action of the vocal organs.

The invention has been adopted by Miss Rogers, and early results indicate a marked success as probably in store for the future.

Other schools for the deaf and dumb besides that at Northampton are making trial of the visible-speech-method, and a convention in the interest of its general introduction was held in January, 1874, at Worcester, Massachusetts.

This meeting seems to have been little more than an effort to bring the Bell method into public notice, and few results or reports of results were presented.

Teachers of deaf mutes, generally, are disposed to accept this new process of teaching articulation to the deaf as an important contribution to the existing means of educating this class of persons, and it is believed that within a very few years it will find wide acceptance and approval.

FURTHER INTERESTING FACTS.

The following interesting facts respecting the correspondence between the sign-language of the deaf mutes and that used by the wild Indians of the plains were kindly communicated by William Welsh, esq., of Philadelphia:

Two large tribes of Indians, the Cheyennes and the Arapahoes, formerly together, separated, one-half going to Indian Territory; the other half are roaming Indians, chiefly in the western part of Wyoming Territory. The latter have never come in contact with civilization, not having even seen corn-planting. A delegation from this tribe recently visited Washington, Philadelphia, and New York.

When they were in Philadelphia an effort was made to ascertain the measure of correspondence between the sign-language of these Indians and the educated deaf mutes. The Indians have a sign-language by which they are enabled to communicate with each other in all important particulars, although, from the diversity of their tongues, they are unable to understand a word of the spoken language. These Indians were first brought in contact with the deaf mutes at the Academy of Music, where a striking correspondence between the sign-languages was discovered, but the Indians were too diffident to speak much. A private interview was arranged between them and the principal of the Deaf and Dumb Institution, a male teacher, and five young women, who are pupils in the institution.

At the tea-table they became interested in each other by finding that they had the same signs in common for coffee, milk, sugar, and other things on the table. The Indians have no sign for tea, because it was not used by them, but pointing to the tea made a sign that it was coffee made from leaves. Two hours were afterward spent in social intercourse mutually agreeable, the deaf mutes understanding almost everything that the Indians described in sign-language, and with which the Indians were familiar. The Indians were delighted to find that educated people could speak to them in the sign-language, which seemed to reach their hearts more thoroughly than the spoken language. It made the Indians so happy that after retiring to their rooms they spent a long time singing, for joy, although they had not sung before, except just after they had left home. They view these girls and their teachers as their friends, and wish them to go and live with them, feeling that they have hearts in common as well as a language in common.

Mr. William Welsh, who had arranged this interview, had desired to test the similarity of the sign-language, and asked Mr. Edgerton Crouter, who was present, to note down the signs they had in common, and received a letter, from which the following is an extract, in reply:

* * * * * * *

"At the recent interview between several of our pupils and the delegation of Indians visiting the city under your care, it was found that they make signs identical or strikingly similar to those made by deaf mutes for the following list of words:

Love.	Bullet.
Hatred or dislike.	Scissors.
Fear.	Looking-glass.
Truth.	Cold.
Falsehood.	Warm.
Death.	Lightning.
Anger.	Thunder.
Astonishment.	Coffee.
Sorrow.	Milk.
Hunger.	Sugar.
Sun.	Butter.
Moon.	Earth or ground.
Stars.	Grass.
Night.	River.
Darkness.	Tobacco.
Sun-rising.	Snow-shoes.

Sun-setting.
Noon.
Sleeping.
Eating—satisfying hunger.
Drinking.
Counting.
Dancing.
Tree—woods.
Buffalo.
Cow.
Horse—riding on horseback.
Mule.
Fish.
Bird.
Snake.
Dog.
Deer.
Fire.
Rain.
Snow.
Gun, gunpowder.
Foot.
Corn.
Lodge-house.
God, or Great Spirit.
To swim.
To dance.
To separate.
To pay attention.
To sew.
To cook.
To enter.
To climb.
To break.
To cry.
To go.
To come.
To speak.
To exchange.
To steal.
To see.

"No doubt this list could have been very much extended had time permitted. Their communications in signs were quite readily understood by the children."

INDUSTRIAL TRAINING FOR GIRLS, WITH PRACTICAL LESSONS IN HOUSEHOLD-ECONOMIES, AS TAUGHT IN GERMANY.

[By J. Fred. Myers, Washington, D. C.]

A Russian publicist of intelligence and high standing, who had devoted many years of his life to projects of reform in his native land, (all of which had been unsuccessful,) finally discovered that the real mission of a philanthropist in that empire lay in the introduction of a more liberal and thorough system of education among the masses, and his chief regret seemed to be that he had made this discovery too late in life to take full advantage of the knowledge so dearly purchased.

Not Russia alone, but all European nations are agitating this vital question, because neither civil nor political institutions can progress faster than the educational system of the nation will bear. It is, therefore, unquestionably one of the most assuring symptoms of the prosperity of mankind in the future, that there are in the present era so many distinguished and philosophic minds engaged in the field of educational inquiry. Educational literature, already large, is annually increasing by the acquisition of books, pamphlets, and periodicals. In addition to this, the local press of the United States very generally gives a column each week to the discussion and advancement of educational interests. Yet, notwithstanding these increasing activities, the full importance of the subject is rarely comprehended, for the safety of the republic and the foundation of order, as well as the solution of the intricate problems of social science and of political and domestic economy, are dependent thereon. Education is conceded to be, by even the bitterest opponents to its introduction among the masses, the supporting pillar of all political and religious institutions. Though much has been written, educational science is still in its infancy, and the discussion of its methods has not exhausted the theme. In fact, the science of education is so extended in its scope, that, as an astronomer can only observe an infinitesimal part of the horizon at one time, so a thorough view of the educational field can only be obtained by separate discussions of its various phases; and it is only a portion of one of these we are about to bring under examination.

In a recent tour through Europe, our attention was particularly directed to the question whether a special training for female pupils in our public schools would be of advantage. We waive that branch of the inquiry which would discuss the propriety or the desirability of educating both sexes (subsequently to the age of 14 years) in separate apartments. Whether the sexes are trained in separate apartments or together, it is evident the general course of life and future destiny of the average man and woman are radically different. Exceptions there are; for women are sometimes found filling creditably the places of men. Some have already graduated from universities, with honor, as doctors of medicine, as ministers of the gospel, and as lawyers and professors. The masses of women, however, cannot, any more than the masses of men, become members of the learned professions, but will have to engage in manual labor and business-pursuits. To all who choose to become, and are capable of becoming, graduates of universities, the doors of such institutions should be open; and the question on entering and graduating should not be What is the sex of the scholar? but What are the mental attainments?

SPECIAL TRAINING AS TEACHERS.

One of the curious blunders which so many writers make when comparing the sexes is that they compare the best woman with the average man, instead of comparing the best with the best or the average with the average. The destiny of the average woman is to become, in the capacity of wife, mother, or daughter, the superintendent of the household; nor does it matter, in principle, whether this involves the doing of household-work with her own hands or through the agency of servants. Upon the average woman also devolve the education and training of children, the households where the father takes the charge of the education of the children being exceedingly rare. Thus, if education means the development of the mental and moral powers of the individual to their utmost usefulness in life, girls ought to be so taught as to enable them to manage the children of the household successfully and secure both the affection and obedience of the little ones intrusted to their care. If this is correct, it follows that in all our higher educational institutions, such as, for instance, our union- or high schools, and in our academies, special instruction should be given upon these topics, and the advanced female pupils should be detailed as teachers to the primary schools, under the guardianship of the regular teachers, so that they may have some experience in the practical management of children.

In Germany the Kindergarten-schools are considered invaluable aids for this purpose; so much so that princesses and ladies of the highest nobility engage in them as

amateur teachers, for the chief purpose of learning how to obtain control over their own children; for these ladies realize, more fully than those who are born in the ordinary walks of life, what a delicate and responsible task it is so to fortify children in character that they may be able to resist the innumerable temptations which high station and riches always bring. Instruction in the art of teaching and controlling children will, therefore, be of great advantage, not merely to women who expect to become professional teachers, (and a very large number in the United States teach for a greater or less period,) but to all, in enabling them to become successful instructors and controllers of their own children, in case the future should bring with it these blessings.

FEMALE-HANDIWORK.

The average woman is placed in a position where a thorough knowledge of needle-work will be a source of comfort when presiding over the family.

In the common schools of Germany two afternoons in each week are set apart for the instruction of girls, by a competent person, in the art of sewing, the pupils beginning, as early as 6 years of age, with sewing through paper. They are also taught to knit, each child furnishing its own material and keeping the product of its labor. When they have learned to hem, the next step is mending. Neat mending will be found to require much greater care and skill than is generally supposed, and much wearing-apparel is thrown aside because the owner does not possess the necessary knowledge to mend it in a skillful manner. From plain sewing, mending, and knitting, the pupil advances to fine needle-work, tatting, and crocheting. Some of the tapestry-work of the older pupils is often so beautiful in design and so artistic in execution as to challenge general admiration. We saw some of this work at the Vienna Exposition, in the female-handiwork-department, which fell short only of the master-works of the Middle Ages in flexibility and expression.

The average woman becomes the wife of the mechanic and the working man, and a complete knowledge of sewing is to her a great source of comfort as well as of profit, and enables the family to save a sufficient amount to secure a home and protection against poverty when age, with its incidental weaknesses, draws nigh. Therefore, as our common schools are intended more especially for the average children of our country, the teaching of the art of needle-work, which might also be extended to learning the use of the sewing-machine, ought not to be neglected. At present our girls are either compelled to pick up a knowledge of this useful art by piecemeal or become apprentices to some dress-maker or milliner, which, for various reasons, is rarely practicable. Instruction in needle-work in the school would encourage economy and industry and become a solid benefit to many households. The higher branches of artistic needle-work would, as they have in centuries gone by, afford pleasant occupation to the wealthy classes, who are suffering from *ennui*.

Since nearly all the teachers of female pupils in our common schools are ladies, it seems to us that it would increase the interest of both teachers and pupils if two half-days were set apart for instruction in sewing, mending, and knitting. It certainly would be popular with parents, who would quickly perceive the advantage which the product of the labor and the increased diligence and skill of the children would bring to the household.

DOMESTIC ECONOMY TAUGHT AS A SCIENCE.

Another most important and useful branch of instruction is the delivery of lecture-conversations upon the science of domestic economy. We are witness to-day to events where men, supposed to be worth millions of dollars, are stricken with bankruptcy as with the palsy, and reduced to poverty; and the evil results of such a calamity are often needlessly increased by an utter ignorance on the part of wives and daughters of the purchasing value of money and its uses as applied to household-affairs.

We were present in the Köhler Kindergarten, at Gotha, at several of these interesting lectures, in which the professor discussed with his pupils every phase of domestic economy; and for the purpose of affording to American teachers the opportunity of fathoming its scope and simply as an illustration of method, and *not* for the absolute value of the suggestions, we shall quote the lectures in detail.

"Young ladies," says the professor, "suppose that you had to keep house, either as a wife or as a daughter, and that the family consisted of two grown members and three children, and that the income was $1,200 a year, how would you spend it to the greatest advantage and comfort? If you had to reside in a rented dwelling, what kind of a house could you afford to lease? What proportion of this $1,200, in justice to all other necessities and requirements, should be expended for rent? What number of rooms are essential? Would a garden be an advantage; and, if so, how large? What are the prices of house-rent in the city of Gotha?"

This field of inquiry seemed to be entirely new, and few pupils were prepared to answer. The professor then said: "Make inquiries; let us know how many rooms a family so circumstanced could afford, so as not to intrench too largely upon other necessary expenditures."

The next inquiry of importance is the question of nourishment. The professor said: "Ladies, for to-day's dinner," many of the pupils being boarders, "as you know, we had rice-soup, beef, and vegetables for the first course, sausage and potatoes for the second, and pudding for dessert; can you tell me what was the cost of that dinner per person?" They could not. "What is the price of beef; what is the price of potatoes?" They did not know. "For to-day I will excuse you; but when we take up this subject again you must be better informed. Inquire of your mothers or friends, for it is of importance to you to know the value of the necessaries of life."

Coming back to the initial point, the annual income, the conversational lecture involved a thorough sifting of the details. Its chief value lay in its minute examination, so that every pupil could make either an additional inquiry or relevant suggestion. After a thorough canvass of the house-rent-question, the conclusion was reached that a family, with the income specified, could afford $150 per annum for house-rent in that city. In other words, after surveying the whole field, the conclusion was reached that $150 house-rent would be a proper proportion of the whole expenditure and that any considerable increase of expenditure in that direction would tend to diminish the comfort of the family in matters equally essential.

The discussions of the question of proper nourishment and its relations to price, health, and comfort were continued through a number of sessions. Not merely were the prices brought forward, but the questions What kinds of food contain the most nourishment? How to secure a reasonable variety consistently with economy, and How various dishes can be prepared and waste prevented were treated in the same suggestive and familiar manner. In fact, these conversations were so genial, and withal so dignified, so pleasant, and, for girls, so interesting, that the pupils looked forward to them with anticipations of both pleasure and profit. Questions were submitted by pupils, and the zest with which the discussion was followed up showed that not merely was the topic in itself congenial, but that they appreciated its important relations to their future welfare. After a final and exhaustive review, it was determined that, with the existing prices of food in the city of Gotha, a family with the income stated could afford to spend $300 a year for food.

The next great question was the one of clothing. How shall we be clothed? The consideration of What are the chief requisites for clothing? brought out a number of answers. The first one—Germany being a cold country—was, quite naturally, that it should afford the requisite warmth and protection in winter. This was followed by the suggestions that it should be suited to the seasons; that it should be handsome in appearance; unchangeable in color; of firm and durable texture. The wearing-apparel of the grown members of the household was first considered, and the cost of silk, woolen, linen, cotton, broadcloth, and cassimere was discussed. The relations of colors to each other and their correspondence with the complexion of the wearer were also discussed, and in this field the ladies were able to contribute many interesting observations.

It was finally concluded, after a number of conversations, carried on twice a week, that $300 per year would clothe the family in a neat and respectable manner. Incidentally the question of making over garments was brought up, and, strange as it may seem to us, that part of the question which treated of the limits to which remaking and turning can be carried with advantage, was brought prominently forward, for in that country careful women often go the extreme of repairing and making over garments when they no longer pay for the labor expended on them.

One feature upon which the professor dwelt most emphatically was the ever-recurring incidental or extraordinary expenses of the family; and this is a matter of importance to both sexes and to all classes. The breaking of a pitcher does not happen every day, but in the aggregate there is an ever-recurring wear and tear of furniture and household-goods, which, as these articles must be replaced at irregular periods, constitute what are called incidental or extraordinary expenses, though they are as truly ordinary expenses as any others. The keeping in repair of furniture and other household-necessaries requires an average expenditure of $100 per annum, and $50 more may well be kept in reserve to meet the demands for literary and religious expenditures and to provide for sickness, family-presents, amusements, &c. In a growing family $50 must be set apart for educational purposes, and the father may be considered an economic man if $50 suffices for his incidental expenses, particularly if—as is the case with most Germans—he is addicted to the use of wine and tobacco. Fifty dollars are also needed for fuel, the economic use of which and the various kinds to be used formed an interesting and profitable topic. Finally the expenditures foot up as follows:

For house-rent	$150
For clothing	300
For food	300
For special expenditures	100
For extraordinary expenditures	50
For education	50

For fuel	$50
For incidentals	50
Total	1,050

This leaves about $150 as a savings-fund, and is as little as ought to be saved in times of prosperity; for as children grow larger, and it may be desirable to send a son to the university, and as the family may increase and times may change, no man ought to spend regularly a larger portion of his income than is here set forth.

But many men in Germany have not an income of $1,200. The great majority must live on $800, and even less. Let us, then, consider the question how a similar family can live on $800, remain out of debt, and be comfortable and respectable. The first question is, "Where can we retrench?" We must at once cut down the rent to $80 per annum. We must retrench in the article of food, but the reduction here must not be too great, because a certain amount and quality are absolutely necessary to keep the family in good working condition. It will cost us $250, at least. Then, we must dress plainly; we must use simple, strong woolen goods. This will enable us to reduce this expenditure to $180. Thus all the household-expenses are revised, and, while re-enforcing previous lessons, these new discussions give to them a pleasant variety. These careful and well-digested reviews of the various phases of domestic economy are exceedingly attractive to the pupils, in part, doubtless, because they can ventilate the theories—which nearly every young woman cherishes in her heart—of domestic life.

In this manner a young woman becomes so thoroughly acquainted with the demands and details of domestic economy that she has well-defined ideas, based upon reality and reflection. Far from encouraging the husband or father—the purchasing power of whose income she knows—in extravagance, or in the waste of money in some particular direction, to the diminution of other necessary comforts, she will be prepared to resist temptation herself and to give sufficient reasons why the income should not be misdirected. Instead of looking upon marriage as a New Jerusalem, where troubles cannot intrude, she is prepared to bear her share of its great responsibilities and to assume a portion of its ever-increasing cares. Thus the woman becomes self-poised, firm in character, ready to adapt herself to the varying changes of fortune and to meet with courage the vicissitudes of life. Her children will also be taught that frugality and economy, with the careful use of clothing and household-goods, furnish the only sure way to prosperity.

Is not the average woman, when thus thoroughly equipped with a large store of practical information, better fitted to be a successful wife and mother than if her time had been taken up exclusively with the study of geometry and botany? Will she not be prepared to avoid the dangers of the bankruptcy of her husband and the terrible and harrowing course of "keeping up appearances," in which every comfort is sacrificed to the supposed requirements of social position?

We all know that the happiness of married life is worn out by the ever-recurring annoyances of little things. "Empty pots are filled with contention" is a proverb, in substance, of many nations, and the divorce-courts are often called in as a last resort—and a most terrible one they are—when the struggle between impecuniosity on the one hand and desires for extravagant expenditure on the other have turned the love of early days into gall and wormwood.

In view of these facts, so common that they must have come under the observation of all, it is to be hoped that these features of special female-education will receive full and fair discussion, so that these new studies, with such modifications as experience shall suggest, may be introduced into our high schools and academies for advanced female pupils.

We are the more certain that these methods are deserving of recognition and adoption because the schools of the city of Gotha enjoy a high reputation upon the continent. The seminary for the education of male teachers and the common schools, under the zealous care of School-Director Dr. Möbius, and the Kindergarten-seminary, under Dr. Köhler, have earned so great a reputation that pupils from Greece, Russia, Hungary, and England, in increasing numbers, are being matriculated. This reputation for thorough and useful training is, moreover, based upon an unselfish devotion and a love for the cause as rare as it is delightful.

STATISTICAL TABLES

RELATING TO

EDUCATION IN THE UNITED STATES.

TABLE I.—PART 1.—*Statistics of the school-systems of the States and Territories, showing the United States*

Number.	Names of States and Territories.	Date of report.	SCHOOL-POPULATION.					
			Between ages of—	Total number.	Sex.		Number under 6 years of age.	Number over 16 years of age.
					Male.	Female.		
1	Alabama	1873	5–21	403,735	204,416	199,319	.....	.....
2	Arkansas	1872	5–21	194,314	.....	.....	.....	.....
3	California	1873	5–15	141,610	71,828	69,782	.....	.....
4	Connecticut	1873	4–16	131,748	.....	.....	21,958	3,642
5	Delaware	1873	5–21	47,825	.....	.....	.....	.....
6	Florida	1873	4–21	74,838	.....	.....	2,500	4,000
7	Georgia	1873	6–18	343,635	174,333	169,302	.....	.....
8	Illinois	1873	6–21	909,828	.....	.....	.....	.....
9	Indiana	1872	6–21	631,549	325,959	305,590	.....	.....
10	Iowa	1873	5–21	491,344	252,485	238,859	.....	.....
11	Kansas	1873	5–21	184,957	95,156	89,801	.....	.....
12	Kentucky	1873	6–20	427,523	.....	.....	.....	.....
13	Louisiana	1873	6–21	280,384	.....	.....	.....	.....
14	Maine	1873	4–21	225,179	.....	.....	.....	.....
15	Maryland	1873	e5–20	276,120	138,813	137,307	.....	.....
16	Massachusetts	1873	5–15	287,090	.....	.....	.....	.....
17	Michigan	1873	5–20	421,322	.....	.....	.....	.....
18	Minnesota	1873	5–21	196,075	100,036	96,039	.....	*h*53,688
19	Mississippi	1872	5–21	317,264	.....	.....	.....	.....
20	Missouri	1873	5–21	673,493	346,600	326,893	.....	167,052
21	Nebraska	1873	5–21	63,108	33,195	29,913	.....	.....
22	Nevada	1873	6–18	5,675	2,859	2,816	.....	.....
23	New Hampshire	1873	4–21	73,554	38,529	35,025	.....	.....
24	New Jersey	1873	5–18	286,444	142,430	144,014	.....	.....
25	New York	1873	5–21	1,560,829	.....	.....	.....	.....
26	North Carolina	1873	6–21	348,603	179,715	168,888	.....	.....
27	Ohio	1873	6–21	991,708	506,506	485,202	0	236,965
28	Oregon	1873	4–20	*m*38,670	19,391	18,049	.....	.....
29	Pennsylvania	1873	6–21	1,200,000	.....	.....	.....	.....
30	Rhode Island	1873	4–15	42,000	.....	.....	.....	.....
31	South Carolina	1873	6–16	230,102	116,916	113,186	.....	.....
32	Tennessee	1873	6–18	427,443	.....	.....	.....	.....
33	Texas	1873	6–18	280,000	.....	.....	.....	.....
34	Vermont	1872	5–20	84,946	.....	.....	.....	.....
35	Virginia	1873	5–21	424,107	216,366	207,741	.....	.....
36	West Virginia	1873	6–21	*m*171,793	69,130	64,226	.....	.....
37	Wisconsin	1873	4–20	436,001	222,590	213,411	*n*76,000	*n*75,000
38	Arizona	1873	6–21	1,660	836	824	.....	.....
39	Colorado	1873	5–21	14,417	7,617	6,800	.....	.....
40	Dakota	1873	5–21	7,500	.....	.....	.....	.....
41	District of Columbia	1873	6–17	31,671	14,971	16,700	.....	.....
42	Idaho	1873	5–21	3,213	1,657	1,556	.....	.....
43	Montana	1873	4–21	3,517	.....	.....	.....	.....
44	New Mexico	1873	.....	23,000	.....	.....	.....	.....
45	Utah	1873	4–16	27,178	13,590	13,588	.....	.....
46	Washington	1872	4–21	9,949	.....	.....	.....	.....
47	Wyoming	1873	5–20	1,100	500	600	.....	.....
48	Indian (*p*)	1873	6–16	10,923	.....	.....	.....	.....

* Schools corresponding in scope of instruction with public schools.
a Minimum legal term, 3 months.
b Including those over 15.
c Between 5 and 15 years of age.
d Thirty counties not reported.
e The *legal* school-age is over 6 and under 21.
f Imperfect.
g Many reported twice; actual number about two-thirds of this.

enrollment, attendance, number, and duration of schools, &c., from replies to inquiries made by Bureau of Education.

PUBLIC SCHOOLS.				Number of pupils in private schools.*	NUMBER OF TEACHERS IN PUBLIC SCHOOLS.			AVERAGE SALARY OF TEACHERS PER MONTH.		
Number enrolled.	Average attendance.	Numb'r of schools.	Average duration of school in days.		Male.	Female.	Total.	Male.	Female.	Number.
103,615	73,927	2,650	.....	.....	1,796	854	2,650	$40 00	$40 00	1
.....	32,863	.....	*a*	.....	.....	.....	2,035	60 00	40 00	2
*b*107,593	*b*69,461	1,868	134	*c*12,507	882	1,454	2,336	84 28	63 37	3
114,805	67,599	1,638	173	9,029	715	2,240	2,955	67 01	34 09	4
18,790	.....	349	146	.....	.....	.....	.....	.....	.....	5
18,000	14,400	500	102	3,493	150	350	500	35 00	35 00	6
*d*76,157	*d*32,240	*d*1,735	66	23,597	.....	.....	.....	.....	.....	7
655,508	329,799	11,620	151	45,464	8,765	12,029	20,794	52 92	40 51	8
459,451	286,301	9,100	166	.....	7,430	4,816	12,246	.....	.....	9
347,572	204,204	8,816	130	12,132	6,091	10,193	16,284	36 28	27 68	10
121,690	71,062	4,004	107	.....	2,206	2,469	4,675	38 43	30 64	11
240,000	.....	5,521	110	.....	.....	.....	5,521	.....	.....	12
57,433	34,000	864	90	18,078	865	611	1,476	50 00	50 00	13
122,442	103,548	4,283	112	.....	1,904	4,094	5,998	34 28	15 16	14
130,324	59,001	1,742	283	.....	1,079	1,476	2,555	39 86	39 86	15
283,872	202,882	5,305	168	22,001	1,028	7,421	8,449	93 65	34 14	16
324,615	170,000	5,521	142	*f*5,854	3,010	8,940	*g*11,950	51 94	27 13	17
124,583	54,895	.....	132	3,240	*i*1,219	*i*1,419	*i*2,638	*i*36 90	*i*29 08	18
148,780	125,000	4,650	165	7,050	.....	.....	4,800	51 32	51 32	19
389,956	122,136	6,879	.....	22,117	5,821	3,803	9,624	42 43	31 43	20
37,872	.....	1,863	85	737	1,046	1,176	2,222	39 60	33 80	21
3,848	3,322	.....	260	519	29	47	76	116 53	88 73	22
69,874	47,759	2,496	106	2,613	527	3,296	3,823	40 78	23 84	23
179,443	87,840	1,480	193	36,163	907	2,224	3,131	65 92	36 61	24
1,036,999	503,240	*k*11,995	175	171,689	.....	.....	18,295	*l*49 53	*l*49 53	25
146,737	97,830	3,311	50	.....	.....	.....	2,690	30 00	25 00	26
704,018	407,917	14,543	140	4,268	9,789	12,110	21,899	41 00	29 00	27
.....	15,329	642	90	912	.....	.....	607	47 54	43 70	28
834,020	511,418	16,305	146	45,000	7,944	11,145	19,089	42 69	34 92	29
28,245	22,435	719	179	8,000	112	646	758	75 72	41 97	30
85,594	.....	2,081	120	.....	1,439	935	2,374	33 78	32 06	31
169,679	.....	3,949	.....	.....	3,254	364	3,618	32 04	32 04	32
129,542	83,000	1,842	210	.....	.....	.....	2,207	57 00	57 00	33
70,904	.....	2,503	180	.....	671	3,544	4,215	.....	.....	34
160,859	91,175	3,696	165	.....	2,434	1,323	3,757	32 00	32 00	35
81,100	61,244	2,857	80	.....	2,443	639	3,082	34 00	28 89	36
281,708	*n*180,185	5,540	150	18,020	1,765	4,116	5,881	43 66	27 34	37
333	.....	.....	.....	149	.....	.....	.....	100 00	100 00	38
7,455	7,214	180	111	702	107	134	241	62 00	51 00	39
3,500	.....	100	.....	.....	.....	.....	.....	30 00	30 00	40
16,770	13,000	.....	200	6,759	26	245	271	91 66	62 50	41
2,196	891	51	.....	.....	.....	.....	.....	.....	.....	42
1,818	909	90	83	149	50	49	99	68 41	68 41	43
7,102	.....	164	.....	.....	.....	.....	196	.....	.....	44
15,839	11,663	246	198	.....	174	173	347	*o*47 59	*o*24 14	45
5,928	.....	196	120	.....	.....	.....	.....	.....	.....	46
.....	.....	8	200	100	.....	.....	.....	150 00	70 00	47
9,026	.....	285	.....	.....	172	185	357	.....	.....	48

h Over 15 years.
i Winter-schools.
k School-districts.
l Average for all teachers; average in cities, $78.17; in rural districts, $36.39.
m Sex not reported in all cases.
n Estimated.
o Average pay for actual school-time.
p From report of board of Indian commissioners.

TABLE I.—PART 2.—*Statistics of the school-systems of the States and Territories, showing the States Bureau*

Number.	Names of States and Territories.	Date of report.	ANNUAL INCOME.					
			From taxation.	Interest on permanent fund.	Revenue from other funds.	Proceeds of sales of lands.	From other sources.	Total.
1	Alabama	1873	.....	$146,089	$344,515	.....	.....	$490,604
2	Arkansas	1872	$367,378	2,904	7,684	.....	$27,498	405,464
3	California	1873	1,423,719	81,795	362,525	$103,778	579,962	2,551,779
4	Connecticut	1873	1,203,842	131,748	57,060	.....	50,017	1,442,667
5	Delaware	1873	163,284	29,113	.....	.....	.....	192,397
6	Florida	1873	75,000	14,873	13,587	2,759	10,000	116,219
7	Georgia	1873	108,992	.....	1,440	.....	150,000	260,432
8	Illinois	1873	6,675,097	487,731	.....	.....	2,096,613	9,259,441
9	Indiana	1872	1,482,279	531,561	1,552,353	.....	115,580	3,681,773
10	Iowa	1873	3,898,702	275,789	.....	.....	345,197	4,519,688
11	Kansas	1873	931,958	44,519	519,344	150,791	216,486	1,863,098
12	Kentucky	1873	838,000	79,620	26,800	.....	18,701	963,121
13	Louisiana	1873	493,845	44,834	.....	.....	139,644	678,373
14	Maine	1873	849,775	19,361	139,472	.....	171,104	1,179,712
15	Maryland	1873	1,093,721	59,146	0	0	245,740	1,398,607
16	Massachusetts	1873	3,839,053	180,000	93,360	.....	43,641	4,206,054
17	Michigan	1873	2,561,133	196,176	.....	.....	1,182,219	3,939,528
18	Minnesota	1873	814,891	173,060	.....	.....	105,755	1,093,706
19	Mississippi	1872	1,089,685	.....	.....	.....	152,623	1,242,308
20	Missouri	1873	1,145,384	291,817	353,113	.....	.....	1,790,314
21	Nebraska	1873	111,018	17,862	7,659	47,733	614,388	798,660
22	Nevada	1873	.....	.....	.....	.....	.....	.....
23	New Hampshire	1873	434,150	23,491	23,701	.....	21,185	502,527
24	New Jersey	1873	2,426,705	70,363	.....	.....	.....	2,497,068
25	New York	1873	10,305,397	335,000	.....	35,662	580,836	11,256,895
26	North Carolina	1873	212,363	.....	63,301	.....	133,130	408,794
27	Ohio	1873	6,739,344	231,276	501,583	.....	223,400	7,705,603
28	Oregon	1873	71,152	32,419	81,400	.....	45,640	230,611
29	Pennsylvania	1873	7,548,149	.....	.....	.....	700,000	8,248,149
30	Rhode Island	1873	556,250	30,000	.....	.....	15,111	601,361
31	South Carolina	1873	449,968	.....	.....	.....	.....	449,968
32	Tennessee	.....	.....	.....	.....	.....	.....	.....
33	Texas	1873	1,092,915	.....	.....	.....	51,619	1,144,534
34	Vermont	1872	415,432	116,678	.....	.....	.....	532,110
35	Virginia	1873	850,000	83,000	.....	.....	90,000	1,023,000
36	West Virginia	1873	693,059	15,378	15,550	.....	55,004	778,991
37	Wisconsin	1873	1,810,096	168,755	.....	.....	649,176	2,628,027
38	Arizona	1872	4,942	.....	.....	.....	907	5,849
39	Colorado	1873	137,557	.....	.....	.....	120,000	257,557
40	Dakota	1873	22,000	.....	.....	.....	.....	22,000
41	District of Columbia	1873	220,514	.....	.....	.....	.....	220,514
42	Idaho	1873	20,129	.....	.....	.....	12,884	33,013
43	Montana	1873	31,350	0	.....	0	1,811	33,161
44	New Mexico	1873	.....	.....	.....	.....	.....	58,621
45	Utah	1873	12,885	.....	.....	.....	114,592	127,477
46	Washington	1872	.....	.....	.....	.....	.....	.....
47	Wyoming	1873	12,000	0	.....	0	5,000	17,000
48	Indian	1873	*j*41,180	.....	.....	.....	28,294	69,474

a Not paid out of school-fund.
b Salaries of school-superintendents are included in those of teachers; county superintendents are paid from county-revenues.
c Includes repairs.
d Includes fuel and care of fires.
e Tuition paid in academies and private schools.

income, expenditure, and permanent school-fund, from replies to inquiries made by the United of Education.

ANNUAL EXPENDITURE.										Amount of school funds.	Number.
Permanent.		Current.									
Sites and buildings.	Libraries & apparatus.	Salaries of superintendents.	Salaries of teachers.	Fuel and light.	Rent.	Repairs.	Stationery and school-books.	Miscellaneous.	Total.		
		$40,000							$490,604		1
$55,913		30,000	$355,624						441,537	$55,000	2
374,069	$29,245	*a*	1,434,367					$275,675	2,113,356	1,417,500	3
319,025	7,945	20,000	888,871	$110,202		$65,224		117,169	1,528,446	2,043,375	4
									192,397		5
10,000		5,000	72,389	1,000	$3,000	10,000	$10,000		111,389	281,785	6
									223,667		7
952,075	59,695	102,546	4,473,518	641,818	32,530	454,846		2,542,410	9,259,438	6,382,000	8
561,813			2,183,601	814,483					3,559,897	8,395,135	9
1,163,954	20,129	*b*	2,248,676	228,150	17,372	160,003		391,168	4,229,452	3,294,742	10
515,071	33,873	68,500	716,056		*c*51,504			79,812	1,464,816	3,017,589	11
									963,121	1,628,123	12
19,033	14,768	23,500	551,461	30,632	42,966	13,420		28,044	723,824		13
153,695		24,139	690,834		93,897				962,565	312,975	14
197,387		31,440	889,476		22,751		69,526	143,485	1,354,065	315,370	15
1,010,521	8,504	121,005	*d*3,889,053			405,588	75,000	*e*731,568	6,241,239	2,127,653	16
*c*597,006			1,765,069					786,809	3,148,884	3,124,471	17
203,711		27,357	*f*541,836	123,947				45,482	942,333	2,907,624	18
176,947		117,741	564,536					257,792	1,136,986	1,950,000	19
294,456	24,326		1,320,957	45,118	8,082	56,593		31,369	1,780,901	7,273,882	20
341,255	5,745		272,225					132,676	751,901	18,914,308	21
									98,468	104,000	22
*c*111,604								*g*390,923	502,527	47,192	23
500,715	5,600	18,675	1,618,523	79,230	9,000	160,000	29,600	50,000	2,471,343	805,033	24
*c*2,005,415	325,281	157,000	7,532,137					1,237,061	11,256,894	3,029,513	25
25,100			158,129					8,445	191,674	2,187,564	26
1,437,655		131,956	4,305,801					1,097,987	6,973,399	3,562,992	27
			154,943			2,352		35,977	193,272	452,724	28
1,753,812		75,286	4,325,797	326,100				1,829,510	8,310,505		29
171,292		10,000	318,361		*c*103,158				602,811	45,000	30
8,559			333,790		3,199			23,883	369,431		31
											32
44,063			993,997	6,578	29,251			19,025	1,092,914		33
85,724		7,646	397,166	37,665		22,571		24,499	575,271		34
122,965	12,960	45,296	625,900			*h*		143,296	950,417	1,500,000	35
		7,943	402,418		1,772	10,046		54,691	476,870	305,849	36
307,934	10,143	7,200	1,417,394					350,741	2,093,412	2,389,488	37
500			3,401		507	717	403		5,529		38
155,579	1,800	1,200	71,258					22,461	252,298	137,507	39
									22,000		40
59,472		3,000			12,000				298,281		41
*i*5,866	319		19,446					1,549	27,180		42
	0								33,161	0	43
									58,621		44
44,582			82,895						127,477		45
			44,007						44,007		46
	0										47
									*k*126,868		48

f Not including salaries in normal schools.
g Includes salaries, &c.
h Included under sites and buildings.
i Includes repairs and furniture.
j Amount paid by Government; from report of board of Indian commissioners.
k Cost of schools; from same.

TABLE II.—*School-statistics of cities, (including villages of 2,500 inhabitants and over,) for 1873, from replies to inquiries made by the United States Bureau of Education.*

[The asterisk (*) indicates that the statistics are taken from last year's Report.]

Number.	Names of cities or towns and State.	Name of superintendent.	Population.	Legal school-age.	Number of children of school-age.	Number of school-population under 6 years of age.	Number of school-population over 16 years of age.	Number of children enrolled in schools.	Number enrolled under 6 years of age.	Number enrolled over 16 years of age.	Number of weeks in scholastic year.	Primary schools.				
												Number of—	Teachers.		Pupils.	
													Male.	Female.	Number enrolled.	Average attendance.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	*Huntsville, Ala	A. W. McCullough	4,907	5–21	1,800	.....	.....	700	40	45	....	2	2	1	135	.....
2	*Mobile, Ala	E. R. Dickson	32,034	5–21	18,044	.....	.....	5,299	.....	.....	40	16	8	46	3,024	.....
3	Montgomery, Ala	Henry M. Bush	15,000	5–21	3,327	.....	.....	878	.....	.....	41	8	....	8	473	363
4	Opelika, Ala	William J. McKennie	4,800	5–21	715	.....	.....	300	.....	.....	40	4	2	2	275	220
5	Selma, Ala	William C. Ward	8,000	5–21	2,067	.....	.....	1,039	.....	.....	40	2	4	14	737	.....
6	Little Rock, Ark	J. R. Rightsell	20,000	5–21	8,089	774	1,386	1,898	182	144	38	2	....	12	1,018	910
7	Los Angeles, Cal	William T. Lucky	10,000	6–18	2,125	678	264	1,020	.....	44	40	5	1	4	420	384
8	Marysville, Cal	T. H. Steel	6,000	6–20	1,014	.....	120	864	.....	55	42	5	1	5	346	273
9	Nevada City, Cal	B. T. K. Preston, principal of high school	3,500	5–15	702	125	150	508	21	25	40	2	....	2	136	107
10	Oakland, Cal	F. M. Campbell	15,387	*a*5–15	3,002	401	0	2,288	0	75	44	8	1	30	1,305	1,091
11	Petaluma, Cal	F. T. Maynard	4,000	6–18	.....	.....	.....	576	0	50	40	8	....	8	334	283
12	Sacramento, Cal	S. C. Denson	15,000	6–15	5,000	1,000	200	5,000	50	100	....	10	0	20	350	325
13	San Francisco, Cal	J. H. Widber	175,000	6–15	32,387	22,082	.....	25,948	0	800	44	34	8	314	15,565	13,277
14	San José, Cal	James O. Hawkins	12,000	*a*5–15	*b*1,800	172	.....	1,689	0	20	40	10	0	10	675	450
15	Santa Clara, Cal	N. Palmer	2,500	*a*5–15	512	250	70	290	.....	39	40	3	....	3	194	182
16	Stockton, Cal	George S. Ladd	11,585	6–15	1,775	779	400	1,824	0	176	40	16	1	15	807	720
17	Vallejo, Cal	Nathaniel B. Klink	6,000	5–15	1,293	1,000	.....	1,122	0	20	40	4	1	7	380	350
18	Bridgeport, Conn	A. H. Abernethy, acting visitor	25,000	4–16	5,882	1,560	31	4,500	1,500	31	42	.....	.....	.....	.....	.....
19	Bristol, Conn	Leverett Griggs	3,790	4–16	897	200	50	888	150	50	40	12	....	12	325	290
20	Greenwich, Conn	M. L. Mason, secretary board of school-visitors	7,672	4–16	1,946	250	50	1,578	100	40	40	.....	.....	.....	.....	.....
21	Groton, (township,) Conn	W. H. Potter, chairman board of school-visitors	5,124	4–16	1,200	150	39	1,150	.....	39	40	5	0	5	1,100	.....
22	Hamden, Conn	Oliver W. Treadwell	3,028	4–16	713	101	0	601	58	6	40	14	0	14	601	488
23	*Hartford, Conn	C. R. Fisher, acting visitor	37,180	4–16	9,128	.....	.....	5,787	.....	.....	40	.....	.....	.....	.....	.....
24	Litchfield, Conn	C. B. Andrews, secretary board of school-visitors	4,200	4–16	667	150	100	623	100	30	30	.....	.....	.....	.....	.....
25	Manchester, Conn	R. R. Dimock, acting school-visitor	4,223	*4–16	1,125	175	41	938	60	41	38	4	0	4	294	105

26	Meriden, Conn	C. H. S. Davis, acting school-visitor	11,000	4-16	2,749	300	.....	1,836	.....	.....	40	8	0	10	.....	.....
27	Middletown, Conn	Henry E. Sawyer	6,923	4-16	1,538	300	0	1,301	76	56	42	3	0	8	292	242
28	New Haven, Conn	Ariel Parish	54,000	4-16	12,264	2,198	0	8,807	450	0	40	.....	.....	.....	.....	.....
29	New London, Conn	Ralph Wheeler	10,000	4-16	2,172	350	0	2,199	300	160	41	5	0	7	420	200
30	New Milford, Conn	C. A. Ladd, secretary board of education	3,586	4-16	795	300	100	700	300	50	30	*d*20	7	13	700	500
31	Norwich, Conn *c*	James Greenwood, chairman board of education of central district; H. P. Arms, chairman board of education of Town-street district.	16,353	4-16	1,925	*e*230	0	1,201	*e*131	*e*17	42	16	0	16	596	445
32	Plainfield, Conn	William J. Hyde, acting visitor	4,521	4-16	1,180	100	.....	855	25	10	30	1	0	1	60	40
33	Plymouth, Conn	L. D. Baldwin, acting visitor	4,149	4-16	1,060	200	50	980	150	50	36	5	0	5	250	130
34	Portland, Conn	C. A. Sears, chairman board of school-visitors	5,760	4-16	1,084	.....	.....	952	.....	3	40	4	0	4	244	169
35	Southington, Conn	Heman R. Tinslow	4,314	4-16	1,330	200	.....	900	100	75	36	.....	.....	.....	.....	.....
36	Stamford, Conn	John Day Ferguson	9,714	4-16	2,369	415	0	1,774	125	72	40	.....	.....	.....	.....	.....
37	*Stonington, (borough,) Conn	A. J. Foster	3,804	4-16	300	.....	.....	300	.....	.....	.....	6	0	4	150	.....
38	Thompson, Conn	Stephen Ballard, acting visitor	6,313	4-16	895	236	60	639	210	60	30	.....	.....	.....	.....	.....
39	Vernon, Conn	Gelon W. West	5,446	4-16	1,485	300	.....	1,504	275	46	34	7	0	7	642	297
40	Wallingford, Conn	Everett O. Fisk	3,676	4-16	589	25	109	426	19	18	40	3	0	3	126	89
41	Waterbury, Conn	M. S. Crosby	15,000	4-16	3,550	250	23	2,830	190	23	40	10	0	12	1,041	746
42	Westport, Conn	L. S. Stevens, acting visitor	3,361	4-16	828	150	54	858	116	54	40	10	5	6	708	301
43	Wilmington, Del	David W. Harlan	30,841	6-21	.....	.....	.....	5,920	0	96	42	13	0	64	4,952	2,730
44	Georgetown, D. C	J. Ormond Wilson	*f*8,113	6-17	2,086	0	.....	758	0	24	40	4	0	6	.....	.....
45	Washington, D. C	.....do	*f*73,731	6-17	17,403	0	.....	8,935	0	69	40	61	0	61	4,214	2,902
46	Key West, Fla	James W. Locke	8,000	6-21	1,500	350	250	496	0	10	40	.....	.....	.....	.....	.....
47	St. Augustine, Fla	Oliver Bronson	1,800	6-21	601	93	.....	337	.....	.....	38	2	.....	3	120	86
48	*Tallahassee, Fla	Josephus Anderson, county-superintendent	2,023	6-21	500	.....	.....	450	.....	.....	.....	4	0	4	200	.....
49	Atlanta, Ga	B. Mallon	21,789	6-18	9,438	.....	.....	3,594	0	155	42	.....	.....	.....	.....	.....
50	Augusta, Ga	A. H. McLaws	19,896	6-18	4,757	.....	.....	.....	.....	.....	44	19	4	15	1,115	873
51	Columbus, Ga	George M. Dews	8,648	6-18	2,610	0	334	1,080	0	15	39	3	0	9	760	624
52	Macon, Ga	B. M. Zettler	19,000	6-18	6,560	.....	1,090	882	10	70	40	.....	.....	.....	.....	.....
53	Savannah, Ga	W. H. Baker	28,235	6-18	7,031	0	.....	2,740	.....	.....	40	5	.....	15	935	870
54	Alton, Ill	E. A. Haight	12,000	6-21	2,590	.....	.....	1,211	0	10	42	6	0	6	.....	.....
55	Amboy, Ill	H. A. Smith	3,500	6-21	1,345	125	.....	680	5	16	39	4	0	5	343	292
56	Anna, Ill	W. C. Smith	1,900	6-21	410	100	105	321	10	98	40	2	0	2	125	119
57	Aurora, Ill	W. B. Powell	12,000	6-21	4,049	2,000	1,100	2,831	0	349	40	13	1	13	1,189	820
58	Belleville, Ill	Henry Raab	12,000	6-21	4,549	2,307	1,500	1,539	0	45	42	17	0	17	1,099	881
59	Bloomington, Ill	Samuel D. Gaylord	22,346	6-21	4,981	2,757	1,762	3,247	0	462	36	26	0	26	1,872	1,684
60	*Bushnell, Ill	.....	2,003	6-21	650	.....	.....	525	.....	.....	40	6	0	6	365	.....
61	Canton, Ill	A. B. Leaman	4,000	6-21	1,375	725	400	1,019	0	200	36	4	0	4	233	196
62	Carbondale, Ill	Henry T. Wright	2,000	6-21	540	359	100	300	0	50	26	4	1	3	160	146
63	Centralia, Ill	W. D. Hall	5,000	6-21	1,452	300	250	807	0	22	36	3	0	3	.....	.....
64	Champaign, Ill	Sandford Richards, treasurer	6,000	6-21	2,012	132	200	1,100	37	112	.....	.....	.....	.....	.....	.....
65	Chicago, Ill	Josiah L. Pickard	367,396	6-21	88,219	.....	.....	44,091	0	.....	40	13	0	141	23,465	19,988
66	Danville, Ill	J. G. Shedd	5,902	6-21	1,976	1,202	305	1,621	0	70	39	14	0	14	1,094	508
67	Decatur, Ill	E. A. Gostman	10,000	6-21	2,498	.....	200	2,124	0	200	36	8	1	7	758	401
68	Dixon, Ill	E. C. Smith	4,055	6-21	1,152	700	348	995	0	148	36	4	0	4	296	267
69	Elgin, Ill	C. F. Kimball	6,989	6-21	2,187	0	638	997	0	26	40	7	0	7	585	518
70	*El Paso, Ill	D. C. Smith	1,564	6-18	720	.....	.....	720	.....	15	48	3	.....	1	162	.....
71	Evanston, Ill	O. E. Haven	3,500	6-21	1,036	360	.....	520	0	10	40	3	0	3	186	145
72	Freeport, Ill	Charles C. Snyder	9,000	6-21	2,770	.....	.....	1,534	0	85	40	10	0	10	735	666

a By State law; by city-ordinance, none under 6.
b City-school-age; 1,972 State.
c Includes central and Town-street districts.
d Includes intermediate and mixed.
e Includes central district only.
f Reports only white population and schools.

TABLE II.—*School-statistics of cities, &c.*—Continued.

Number.	Names of cities or towns and State.	Name of superintendent.	Population.	Legal school-age.	Number of children of school-age.	Number of school-population under 6 years of age.	Number of school-population over 16 years of age.	Number of children enrolled in schools.	Number enrolled under 6 years of age.	Number enrolled over 16 years of age.	Number of weeks in scholastic year.	Primary schools.				
												Number of—	Teachers.		Pupils.	
													Male.	Female.	Number enrolled.	Average attendance.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
73	Galena, Ill	S. Hayes	7,019	6-21	2,469	1,003	.....	732	0	.....	40	7	0	7	351	272
74	Galesburg, Ill	J. B. Roberts	12,100	6-21	3,572	1,685	.....	2,224	0	50	38	.....	.....	.....	.....	.....
75	Jacksonville, Ill	David H. Harris	10,000	6-21	2,787	1,100	1,000	1,600	1,500	100	38	7	0	7	400	300
76	Joliet, Ill	Charles J. Parker	12,030	5-20	3,552	1,982	608	2,176	49	55	40	7	0	22	1,604	751
77	Kankakee, Ill	A. E. Rowell	6,000	6-21	1,704	0	300	854	0	90	40	7	0	7	525	297
78	Kewanee, Ill	Leonard Dwight Carver	4,000	6-21	1,037	468	300	750	0	100	36	5	0	5	263	241
79	*La Salle, Ill	T. R. Grow	5,200	6-21	1,500	.....	.....	830	.....	.....	40	3	0	9	.....	.....
80	Lemont, Ill., (district No. 3)	A. G. Lane	3,000	6-21	.....	.....	.....	436	0	13	42	2	2	3	95	65
81	Lincoln, Ill	Levi T. Regan	5,000	6-21	1,484	776	400	1,134	.....	80	40	4	0	7	491	290
82	Litchfield, Ill	L. M. Hastings	4,438	6-21	1,440	857	.....	763	0	90	38	4	0	4	276	236
83	Macomb, Ill	M. Andrews	3,500	6-21	956	0	0	828	0	138	40	4	0	5	350	421
84	Mendota, Ill	A. J. Sawyer	5,000	6-21	959	250	350	710	0	95	37	4	0	4	295	288
85	Moline, Ill	W. H. Russell	6,000	6-21	1,184	820	600	850	0	75	32	6	0	6	360	340
86	Monmouth, Ill	Almus Kidder	6,237	6-21	1,735	538	455	1,543	0	18	40	.....	.....	.....	.....	.....
87	Morris, Ill	H. H. C. Miller	3,500	6-21	1,149	700	275	1,020	0	100	40	6	0	9	600	400
88	Olney, Ill	D. Edmiston	3,300	6-21	1,095	500	.....	882	.....	.....	37	3	0	3	.....	.....
89	Ottawa, Ill	Will Jenkins	8,721	6-21	3,602	1,921	1,600	2,080	0	350	40	12	0	12	801	601
90	Paris, Ill	Alfred Harvey	5,000	6-21	1,237	457	300	916	0	72	40	6	0	6	391	209
91	Pekin, Ill	George Colvin	9,000	6-21	.....	.....	.....	820	0	40	36	7	1	6	350	309
92	Peoria, Ill	J. E. Dow	22,849	6-21	7,787	3,469	.....	3,352	.....	.....	40	.....	.....	.....	.....	.....
93	Peru, Ill	Gerald B. Stockdale	5,002	6-21	1,619	766	.....	938	0	67	40	7	0	7	465	419
94	Princeton, Ill	C. P. Snow	4,000	6-21	1,100	250	225	950	0	200	39	2	0	6	347	250
95	Quincy, Ill	Thomas W. Macfall	24,000	6-21	11,800	2,500	1,500	3,500	0	50	40	11	0	22	.....	.....
96	Rockford, Ill	J. H. Blodgett, principal West High School	11,049	6-21	3,910	0	.....	2,770	0	300	40	.....	.....	.....	.....	.....
97	Rock Island, Ill (*f*)	J. F. Everett	10,375	6-21	3,122	1,735	1,356	2,268	0	50	36	6	0	6	667	379
98	Rushville, Ill	John P. Rous	2,000	6-21	650	.....	.....	450	.....	.....	36	2	0	2	.....	.....
99	Shelbyville, Ill	Jephthah Hobbs	2,500	5-21	860	.....	.....	590	31	50	36	5	0	5	338	256

100	Springfield, Ill	Andrew M. Brooks	20,000	6-21	5,041	2,250		2,641	0		40	17	0	17		
101	*Sterling, Ill	H. P. French	3,998	6-21							40	6	0	6		
102	Warsaw, Ill	John T. Long	4,500	6-21	1,521	483	312	988		94	40	6	0	6	266	241
103	Waukegan, Ill	Henry S. Pratt	5,200	6-21	2,000			1,050	0	60	40	4	0	4	250	190
104	Anderson, Ind	Justin N. Study	3,126	6-21	1,000		400	650	0	150	32	3	0	3	260	230
105	Columbus, Ind	Andrew H. Graham	5,500	6-21	1,175			579	0	40	36	2	0	2	225	195
106	Connersville, Ind	Jason L. Rippetoe	3,073	6-21	803		209	615	0	75	36	4	0	4	300	265
107	Elkhart, Ind	John K. Watts	6,050	6-21	1,382		200	1,033	0	90	36	7	0	7	690	388
108	Evansville, Ind	Alexander M. Gow	21,830	6-21	11,843			3,883	0	154	40	18	0	25	1,484	1,428
109	Fort Wayne, Ind	James H. Smart	25,000	6-21	8,777	0	2,160	2,682	0	291	40	30	0	30	1,783	1,094
110	Franklin, Ind	E. W. Thompson	2,767	6-21	950	0		623	10	54	36	4	0	4	284	253
111	Goshen, Ind	D. D. Luke	3,350	6-21	1,116		240	699		113	38	4	1	4	343	310
112	Greencastle, Ind	George W. Lee	4,000	6-21	1,168			559		30	40	3	0	3	238	198
113	*Indianapolis, Ind	A. C. Shortridge	48,244	6-21	15,680			6,355			40	66	0	66	4,158	
114	Jeffersonville, Ind	Oliver H. Smith	10,000	6-21	2,606		575	1,200		115	38	14	1	13	900	712
115	*Kendallville, Ind		2,164	6-21				618				4	0	4	185	
116	Lafayette, Ind	J. T. Merrill	20,000	6-21	5,990	0	1,803	2,450	0	160	40	a27	3	24	1,993	1,788
117	La Porte, Ind	B. L. Swift	8,000	6-21	2,672		382	1,100		45	40	10	0	5	550	323
118	Lawrenceburg, Ind	E. H. Butler	4,300	6-21	1,600	800	600	850		75	38	4	0	4	300	275
119	Logansport, Ind	George C. Shepard	12,000	6-21	3,000		400	1,154		80	38	9	0	9	546	424
120	*Madison, Ind	Charles E. Emmerick	10,709	6-21	4,590					176	40	6	0	28	1,731	
121	Michigan City, Ind	S. E. Miller	5,237	6-21	1,754		250	768	0	30	36	5	1	4	419	289
122	New Albany, Ind	H. B. Jacobs	19,321	6-21	7,114	365	3,368	3,237	92	287	36	19	0	19	1,134	987
123	Peru, Ind	George C. Manning	5,500	6-21	1,426			802	0	50	38	4	0	4	465	242
124	Richmond, Ind	John Cooper	15,000	6-21				1,589			36	13	0	13	637	533
125	Seymour, Ind	John W. Caldwell	3,000	6-21	806			583	0		36	4	1	3	316	161
126	*Shelbyville, Ind	W. A. Boles	2,731	6-21	875			679				2	1	10	469	
127	South Bend, Ind	D. A. Ewing	10,000	6-21	2,765		673	1,500		392	32	6	0	6	330	319
128	Terre Haute, Ind	William H. Wiley	16,204	6-21	6,013	0	1,000	3,158	0	200	40	29	0	29	2,212	1,423
129	Valparaiso, Ind	W. H. Banter	3,000	6-21	1,080			619			36	3	0	3	166	149
130	*Vincennes, Ind	Anson W. Jones	5,440	6-21	2,194			1,123		200	40	8	4	15		
131	Wabash, Ind	David W. Thomas	4,000	6-21	1,053		350	775	0	59	37	3	0	3	276	162
132	Burlington, Iowa	Robert Saunderson	23,147	5-21	5,537	377	1,052	1,788	293	109	40					
133	Cedar Falls, Iowa	Melvin F. Arey	3,070	5-21				652	37	54	36	5	0	5	383	362
134	Cedar Rapids, Iowa	T. H. Smith	8,000	5-21				1,276			36	13	0	13		
135	Clinton, Iowa	Henry Sabin	7,000	5-21	2,425	350	500	1,878	250	78	40	12	0	12	840	540
136	Council Bluffs, Iowa	A. Armstrong	10,020	5-21	2,250			1,600	300	40	40	7	0	7	439	
137	Des Moines, Iowa	J. H. Thompson	15,135	5-21	2,534			1,654			38	15	1	14	1,176	
138	Dubuque, Iowa	Thomas Hardie, secretary	23,000	5-21	7,782			2,880			40	8	0	21		
139	Fairfield, Iowa	J. K. Sweeney	2,409	5-21	896	112	200	675	39	20	36	4	0	4	275	248
140	Fort Dodge, Iowa	A. W. Stuart	3,333	5-21	1,116	92	216	825			40					
141	Glenwood, Iowa	H. J. Rockwell	1,800	5-21	599	150	120	410	16	33	36	2	0	2	198	120
142	Keokuk, Iowa	W. W. Jamieson	14,000	5-21	5,718	500	300	2,369	200	150	38					
143	McGregor, Iowa	J. F. Dutton	3,000	5-21	890	800	700	350	22	22	40	4	0	4		
144	Maquoketa, Iowa	W. H. Fort, principal	2,742	5-21	709	50	200	645	50	40	40	4	0	4	233	230
145	Marshalltown, Iowa	W. P. Burdick	3,661	5-21	1,201	102	257	739	70	15	36	5	0	5	330	290
146	Mt. Pleasant, Iowa	Edwin Van Cise, secretary board of directors	4,245	5-21	1,523			1,044			40	4	0	5	422	214
147	Muscatine, Iowa	F. M. Witter	6,718	5-21	2,530	400	500	1,400	200	300	40	4	0	4	250	225
148	Oskaloosa, Iowa	William Lytle	5,000	5-21	1,400	197	500	1,016	90	260	36	7	0	7	490	463
149	Ottumwa, Iowa	Wilson Palmer	7,000	5-21	2,101	269	422		826		40	6	0	6		

a Includes intermediate.

TABLE II.—*School-statistics of cities, &c.*—Continued.

Number.	Names of cities or towns and State.	Name of superintendent.	Population.	Legal school-age.	Number of children of school-age.	Number of school-population under 6 years of age.	Number of school-population over 16 years of age.	Number of children enrolled in schools.	Number enrolled under 6 years of age.	Number enrolled over 16 years of age.	Number of weeks in scholastic year.	Primary schools.				
												Number of—	Teachers.		Pupils.	
													Male.	Female.	Number enrolled.	Average attendance.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
150	Sioux City, Iowa	Sterne Rogers	5,000	5-21	1,100	.....	.....	800	.....	.....	40	6	0	7	420	370
151	Waterloo, Iowa	C. W. von Coelln	2,853	5-21	727	57	144	548	34	51	36	3	0	3	260	250
152	Waverly, Iowa	John Valentine	2,660	5-21	822	42	180	612	35	54	39	4	0	4	227	185
153	*Winterset, Iowa	Henry C. Cox	1,485	5-21	557	.....	.....	445	80	50	36	4	0	4	.....	.....
154	Atchison, Kans	R. H. Jackson	13,500	5-21	2,653	.....	.....	1,212	123	45	40	9	0	9	782	401
155	Baxter Springs, Kans	Adams Philo	4,000	5-21	600	100	100	500	75	100	40	1	0	1	120	95
156	Emporia, Kans	A. N. Hanna	3,000	5-21	612	100	60	375	0	18	36	6	0	6	261	224
157	Fort Scott, Kans	R. B. Dilworth	5,000	5-21	1,384	200	200	1,248	100	50	36	8	0	8	725	298
158	Lawrence, Kans	William C. Rote	11,000	5-21	2,509	100	450	1,808	40	69	40	8	1	7	411	368
159	Leavenworth, Kans	P. J. Williams	28,420	5-21	6,548	.....	.....	3,778	.....	.....	40	25	0	25	1,363	1,203
160	Ottawa, Kans	William Wheeler	3,600	5-21	1,049	75	200	700	33	34	38	4	1	3	286	221
161	*Paola, Kans	A. C. Farnham	1,811	5-21	786	.....	.....	647	.....	.....	40	4	1	3	356	.....
162	Topeka, Kans	W. H. Butterfield	7,981	5-21	2,455	200	600	1,639	.....	57	36	7	1	6	460	228
163	*Wyandotte, Kans	O. C. Palmer	2,940	5-21	1,217	.....	.....	701	.....	20	40	3	3	6	322	.....
164	Bowling Green, Ky	T. J. Smith, county-commissioner	7,000	6-20	796	150	225	755	80	150	40	0	.....	.....	.....	.....
165	Covington, Ky	John W. Hall	25,000	6-20	8,938	.....	.....	3,203	.....	.....	40	.....	.....	.....	.....	.....
166	Maysville, Ky	G. W. Martin, president board of education	5,000	6-20	1,480	0	427	472	.....	5	40	3	0	6	276	233
167	*Newport, Ky	William H. Jones	15,087	6-20	5,897	.....	.....	2,100	.....	17	42	28	1	27	1,367	.....
168	Paducah, Ky	T. N. Wells	10,000	6-20	1,500	0	200	850	4	10	42	5	0	5	324	245
169	Paris, Ky	Benjamin D. Best	5,000	6-20	511	300	120	185	.....	8	40	1	1	3	155	143
170	Bâton Rouge, La	George P. Davis, secretary of board	7,500	6-21	1,647	195	275	431	45	75	36	5	1	4	311	155
171	Carrollton, La	E. S. Stoddard	4,300	6-21	1,414	.....	175	979	.....	10	40	2	0	6	372	201
172	New Orleans, La	Charles W. Boothby	191,418	6-21	67,272	6,985	.....	20,263	.....	650	40	20	4	44	2,071	1,720
173	Auburn, Me	E. N. Fernald, of committee	8,000	4-21	2,400	.....	.....	1,297	.....	.....	36	8	0	8	323	275
174	Bangor, Me	C. P. Roberts	18,289	4-21	5,296	300	1,300	3,267	125	150	37	18	0	24	1,300	1,150
175	Bath, Me	Samuel F. Dike	7,714	4-21	2,997	300	350	1,716	236	290	40	10	0	18	919	746
176	Belfast, Me	Wooster Parker	6,000	4-21	1,735	290	485	950	90	150	36	2	0	2	215	168

177	Biddeford, Me	Edwin Stone, chairman of committee	10,000	4-21	4,050	300	900	1,580	200	100	40	17	0	17	765	740
178	*Calais, Me	W. J. Corthell	5,944	4-21	2,571			1,561	86	107	40	10	0	10	894	
179	Camden, Me	J. P. Wellman, secretary school-committee	1,560	4-21	500	38	56	409	28	42	30	2	0	3	176	147
180	Eastport, Me	Joseph M. Livermore, secretary of committee	4,000	4-21	1,650	300	350	600	150	140	40	4	0	5	365	200
181	Ellsworth, Me	John B. Redman	6,000	4-21	2,000	250	500	1,700	200	400	36	5	0	5	250	200
182	Farmington, Me	D. C. Heath	4,000	4-21	967	60	200	528	30	80		1	0	1	44	26
183	Gardiner, Me	W. S. Jones, commissioner	5,000	4-21	1,200	1,000	200	860	700	160	36	5	0	5	237	185
184	Hallowell, Me	A. R. Crane, of committee	4,000	4-21	814	100	200	600			35	8	0	8	400	320
185	Lewiston, Me	Thomas Tash	18,000	4-21	5,726	500	1,800	2,574	200	150	40	19	0	19	1,079	815
186	Portland, Me	L. B. Smith, chairman school-committee	31,418	4-21	9,646	1,639	2,341	6,831	450	314	40	a12	2	55	5,130	3,750
187	Rockland, Me	A. L. Tyler	7,074	4-21	2,502	312	575	1,588	192	132	33	13	0	15	751	586
188	Thomaston, Me	D. J. Sterrett, agent for schools	3,300	4-21	953						33	3	0	4		
189	Baltimore, Md	William R. Creery	302,839					28,329	250	356	42	70	7	330	14,406	12,164
190	Adams, Mass	W. W. Spaulding	13,500	5-15	2,487	300	500	2,640	200	150	39					
191	Amesbury, Mass	Joseph Merrill, secretary of board	6,000	5-15	1,000			947			40	9	0	9	486	411
192	Amherst, Mass	W. D. Herrick	4,044	5-15	711	75	120	849	50	120	38	9	0	9	318	275
193	Andover, Mass	S. H. Boutwell, secretary	5,000	5-15	726	65	40	771	56	35	38	4	0	6	225	190
194	Athol, Mass	H. A. Stearns, secretary	4,500	5-15	605			616			40	b11	0	11	300	270
195	Attleboro', Mass	John Whitehill, chairman of board	7,500	5-15	1,511			1,497			40	5	0	7	415	312
196	Barnstable, Mass	Nath. Hinckley, chairman	4,793	5-15	852	88	30	889	88	30	33	8	0	8	289	233
197	Blackstone, Mass	R. Booth, secretary	5,441	5-15	1,135						36					
198	Boston, Mass	John D. Philbrick	250,701	5-15	48,001	4,800	0	44,974	2,542		40	340	1	340	14,790	13,418
199	Bridgewater, Mass	Philander D. Leonard	4,000	5-15	683	30	0	660	14	6	36	3	0	3	160	125
200	Brookline, Mass	W. T. Reid	7,000	5-15	1,200	150	0	1,159	70	40	40	15	0	15	519	477
201	Cambridge, Mass	E. B. Hale	45,000	5-15	8,260	1,300		7,133	1,150		40	19	0	73	3,465	2,879
202	Canton, Mass	Frederic Endicott	3,850	5-15	850	115	0	717	100	100	40	7	0	7	509	290
203	Charlestown, Mass	B. F. Tweed	29,000	5-15	7,133		0	5,154	0	398	42	39	0	39	1,870	1,646
204	Chelsea, Mass	T. P. Cheever, chairman committee	18,547	5-15	3,192			3,148	1	212	40	8	0	23	1,415	1,180
205	Chicopee, Mass	H. Hitchcock, chairman committee	9,965	5-15	2,118	100	75	1,691			40					
206	Clinton, Mass	Franklin Forbes, chairman committee	6,000	5-15	1,027			1,144			42					
207	Danvers, Mass	W. W. Eaton, chairman committee	5,600	5-16	1,674	160	350	1,070	69	25	40	7	0	7	368	289
208	Dartmouth, Mass	Jesse Tucker, chairman committee	3,367	5-15	518			617	67	50	31	3	0	3	99	58
209	Deerfield, Mass	E. Buckingham, chairman committee	3,632	5-15	678	100	40		703		24	14	0	14		
210	East Hampton, Mass	M. L. Gaylord, chairman committee	4,000	5-15	846	125		736	150	15	36	13	0	20	630	370
211	Fall River, Mass	William Connell, jr	40,000	5-15	6,894	900	50	7,218	850	50	40	32	0	41	3,106	1,723
212	Fitchburg, Mass	E. A. Hubbard	13,000	5-15	2,186	200	0	2,114	151	84	40	25	0	25	1,118	1,058
213	Framingham, Mass	James W. Brown	5,209	5-15	925	90	0	817	100	26	36	6	0	7	327	295
214	Gardner, Mass	James Emerson, for committee	3,333	5-15	684	68	0	674	47	52	40	6	0	6	282	243
215	Great Barrington, Mass	H. C. Joyner, chairman committee	4,500	5-15	903	100	100	794	70	70	36	3	0	3	150	100
216	Greenfield, Mass	J. F. Moors, chairman committee	3,589	5-15	659	50	30	535	50	30	38	11	0	11	358	271
217	Hingham, Mass	A. G. Jennings	5,000	5-14	726	25		681	44	46	40	6	0	6	280	217
218	Holliston, Mass	Robert G. Johnson	3,073	5-15	645			628				3	0	3		
219	Holyoke, Mass	George R. Chase	14,460	5-15	2,565	225	150	1,008	108	25	40	5	0	12	520	423
220	Hopkinton, Mass	J. A. Woodbury, secretary	5,000	5-16	1,050			1,169			34					
221	Hudson, Mass	George S. Rawsin, for committee	4,009	5-15	839	100	30	779	64	30	40	4	0	5	385	228
222	Ipswich, Mass	Aaron Cogswell, chairman committee	3,500	5-15	569	62		473	31	46	40	3	0	5	208	173
223	Lawrence, Mass	Gilbert E. Hood	33,000	5-15	5,141	600		c4,167	300	127	40	23	0	32	2,233	1,787
224	Lee, Mass	Alexander Hyde, chairman committee	4,100	5-15	849	50	40	720	40	40	40	13	0	13	676	449
225	Leominster, Mass		3,894	5-15	700	90	35	789	70	35	40	3	0	3	158	138
226	Lowell, Mass	Charles Morrill	45,000	5-15	6,728	700	275	7,424	750	350	40	54	0	54	3,448	3,103

a Includes intermediate. *b* Seven mixed. *c* Not including evening-schools.

TABLE II.—*School-statistics of cities, &c.*—Continued.

Number.	Names of cities or towns and States.	Name of superintendent.	Population.	Legal school-age.	Number of children of school-age.	Number of school-population under 6 years of age.	Number of school-population over 16 years of age.	Number of children enrolled in schools.	Number enrolled under 6 years of age.	Number enrolled over 16 years of age.	Number of weeks in scholastic year.	Primary schools.				
												Number of—	Teachers.		Pupils.	
													Male.	Female.	Number enrolled.	Average attendance.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
227	Lynn, Mass	William P. Sargent, secretary	30,000	5–15	6,808	.....	.....	6,190	392	25	42	49	0	49	2,938	2,527
228	Marblehead, Mass	W. B. Brown	8,000	6–21	1,537	.....	80	1,446	0	57	43	10	0	10	843	674
229	Marlboro', Mass	W. Burdett, of committee	9,000	5–15	2,160	300	.....	1,850	200	30	40	19	0	19	1,308	1,046
230	Medford, Mass	J. A. Hervey	5,717	5–16	1,193	180	42	1,108	95	42	41	7	0	7	334	256
231	Monson, Mass	C. Hammond, chairman committee	3,600	5–15	555	.....	.....	606	.....	.....	32	12	0	12	397	291
232	Nantucket, Mass	William H. Macy, chairman committee	4,120	5–15	583	.....	.....	568	45	25	42	a4	0	4	232	.....
233	Natick, Mass	James McManus, secretary committee	8,000	5–15	1,403	200	75	1,200	150	40	35	9	0	9	150	140
234	Needham, Mass	Henry B. Scudder, secretary committee	3,607	5–15	829	.....	.....	906	17	44	40	10	0	10	566	326
235	New Bedford, Mass	Henry F. Harrington	23,436	5–15	3,790	500	.....	3,553	314	235	41	13	0	39	1,696	1,355
236	Newburyport, Mass	Isaac P. Noyes, secretary school-board	12,598	5–15	2,414	.....	.....	1,856	140	40	44	14	0	21	860	673
237	Newton, Mass	Horace Willard	16,500	5–16	2,780	.....	.....	2,493	210	158	40	8	0	24	.....	.....
238	Palmer, Mass	B. M. Fullerton, chairman committee	3,631	5–15	844	.....	.....	544	.....	.....	36	15	4	11	237	170
239	Peabody, Mass	Amos Merrill, chairman committee	8,000	5–15	1,503	110	40	1,399	70	40	41	14	0	14	640	420
240	Pittsfield, Mass	John M. Brewster	13,000	5–15	2,722	700	2,022	2,105	326	1,579	40	11	0	11	526	425
241	Provincetown, Mass	B. F. Hutchinson	3,862	5–15	782	100	75	801	75	50	40	5	0	5	346	276
242	Quincy, Mass	Asa Wellington, of committee	8,400	5–15	1,687	200	50	1,730	200	50	43	15	0	15	998	686
243	Rockport, Mass	N. F. S. York	3,900	5–15	787	150	250	806	100	200	36	6	0	9	422	349
244	Salem, Mass	Augustus D. Small	25,000	5–15	5,240	.....	.....	3,296	.....	.....	42	42	0	42	1,937	1,743
245	Salisbury, Mass	A. H. Fielden	9,000	5–15	767	60	0	624	45	14	40	8	0	8	278	207
246	Sandwich, Mass	Louis H. Marvel	3,694	5–15	783	175	180	793	170	117	40	3	0	3	172	141
247	Southbridge, Mass	George N. Hartwell, secretary school-committee	6,000	5–15	1,053	.....	.....	737	.....	.....	.....	9	0	9	.....	.....
248	Springfield, Mass	A. P. Stone	30,000	5–15	4,399	400	.....	4,614	350	150	40	12	0	47	1,986	1,887
249	Stoneham, Mass	B. A. Fowler, secretary committee	5,500	.....	914	.....	.....	864	.....	.....	39	7	0	8	410	317
250	Taunton, Mass	W. W. Waterman	20,000	5–15	3,573	.....	.....	2,496	.....	.....	40	20	0	22	1,571	864
251	Uxbridge, Mass	L. C. Wheeler, chairman committee	3,300	5–15	583	100	90	537	75	60	32	3	0	3	140	110
252	Wakefield, Mass	I. Kimball	6,000	5–15	1,061	200	.....	1,014	30	50	40	....	0	3	154	90
253	Ware, Mass	W. M. Ayres, chairman committee	4,300	5–15	745	25	176	657	10	116	34	8	0	8	429	292
254	Weymouth, Mass	Arthur G. Lewis	10,000	5–21	1,937	.....	.....	1,750	180	43	40	13	0	13	642	574

255	Williamstown, Mass	John Bascom, of committee	3,000	5–15	653	85	50	753	65	58	37	11	1	10	613	312
256	Woburn, Mass	E. H. Davis	10,000	5–15	1,800	300	250	2,000	150	100	40	17	0	23	850	700
257	Worcester, Mass	A. P. Marble	52,000	5–15	7,681	1,200	.....	6,729	855	128	41	58	0	61	2,760	2,498
258	Adrian, Mich	W. H. Payne	10,000	5–21	3,025	500	800	1,474	75	150	40	10	0	10	701	410
259	Ann Arbor, Mich	Walter S. Perry	8,000	5–20	2,258	126	514	1,788	175	295	40	5	0	13	848	595
260	Battle Creek, Mich	S. Montgomery	7,000	5–20	1,581	90	365	1,383	55	215	40	10	0	10	647	422
261	Bay City, Mich	D. C. Scoville	15,000	5–20	3,706	514	413	3,625	320	185	40	19	0	21	1,765	961
262	Big Rapids, Mich	D. E. Wilber	3,700	5–20	642	32	80	476	56	44	40	5	0	5	261	212
263	Cold Water, Mich	David Bemiss	5,000	5–20	1,212	75	250	1,075	45	48	40	7	0	7	519	321
264	Corunna, Mich	H. C. Baggerly	1,600	5–20	507	30	132	562	18	58	40	2	0	2	161	111
265	Detroit, Mich	Duane Doty	100,000	5–20	32,409	3,220	6,983	12,007	0	250	40	90	0	90	5,500	5,300
266	East Saginaw, Mich	H. S. Tarbell	17,500	5–20	4,733	615	957	2,798	350	50	40	26	0	26	2,107	1,344
267	Flint, Mich	Zelotes Truesdel	8,200	5–20	2,347	180	360	1,566	84	145	40	9	0	11	750	520
268	Grand Haven, Mich	Albert Hardy	5,340	5–20	1,340	200	150	1,014	136	35	40	3	0	9	764	450
269	Grand Rapids, Mich	A. J. Daniels	23,000	5–20	6,682	.....	.....	4,398	.....	.....	40	11	0	46	.....	.....
270	*Hillsdale, Mich	C. G. Robertson	3,518	5–20	1,050	.....	.....	850	50	50	40	6	0	6	360	.....
271	Ishpeming, Mich	F. P. Mills, director	6,103	5–20	1,050	94	75	813	44	62	40	4	1	4	400	250
272	Jackson, Mich	John L. Mitchell, director	16,000	5–20	3,400	.....	.....	2,575	.....	.....	40	8	0	14	985	850
273	Kalamazoo, Mich	Austin George	10,000	5–20	3,304	200	500	1,626	110	101	40	18	0	18	963	811
274	Lansing, Mich	E. V. W. Brokau	7,800	5–20	1,823	350	450	1,409	283	79	40	7	0	7	521	318
275	*Lapeer, Mich	F. M. Hamilton	1,772	5–20	784	.....	.....	613	30	36	40	6	0	6	.....	.....
276	Manistee, Mich	W. B. Horton	5,000	5–20	1,046	83	115	809	70	100	40	6	0	6	509	400
277	Marshall, Mich	Henry N. French	5,125	5–20	1,533	.....	.....	1,076	.....	.....	40	8	0	8	502	480
278	Monroe, Mich	A. M. Webster	6,000	5–20	1,628	.....	.....	410	26	45	40	2	0	2	196	113
279	Muskegon, Mich	O. B. Curtis	8,000	5–20	2,460	100	400	1,500	75	50	40	12	0	12	845	500
280	Niles, Mich	C. B. Thomas	5,000	5–20	1,630	100	225	1,075	75	95	40	10	0	10	695	483
281	Owosso, Mich	T. J. Harding, secretary board of education	2,065	5–20	814	58	192	727	42	110	40	7	0	7	509	284
282	Plymouth, Mich	C. D. Gregory, principal	1,000	5–20	432	50	63	327	50	22	40	1	0	2	119	78
283	Pontiac, Mich	Joseph C. Jones	4,730	5–20	1,143	79	128	1,009	37	103	40	8	0	8	576	368
284	Port Huron, Mich	John C. Magill	7,848	5–20	2,705	560	861	1,529	103	42	40	10	0	10	1,008	509
285	Saginaw, Mich	Charles D. Hine	7,456	6–20	2,425	500	500	1,746	54	38	40	19	2	19	.....	.....
286	St. Clair, Mich	James T. Aulls	2,000	5–20	941	65	100	428	.....	.....	40	2	0	2	111	82
287	Wyandotte, Mich	J. H. Bishop	4,001	5–21	1,252	.....	.....	992	45	13	40	6	0	6	710	345
288	Ypsilanti, Mich	G. M. Clayberg	6,000	5–20	1,465	116	354	799	49	45	40	7	0	7	392	330
289	Du Luth, Minn	W. H. Hatch	4,500	5–21	890	75	100	6	60	20	40	5	1	4	362	245
290	Faribault, Minn	George N. Baxter	5,000	5–21	1,774	100	510	1,129	60	60	36	6	0	6	320	240
291	Hastings, Minn	C. S. Campbell	3,458	5–21	1,014	120	203	890	31	34	32	6	0	6	503	300
292	Mankato, Minn	A. P. Tukey	6,000	5–21	1,674	200	350	1,125	150	175	32	4	0	6	350	327
293	Minneapolis, Minn	Orson V. Tousley	17,000	5–21	5,211	.....	.....	2,298	0	290	40	22	0	22	1,460	1,146
294	Owatonna, Minn	C. W. Hall	3,000	5–21	784	68	153	542	37	21	36	3	0	3	203	174
295	Red Wing, Minn	O. Whitman	4,260	5–21	1,410	120	275	1,026	67	50	36	8	0	8	737	376
296	Rochester, Minn	C. H. Roberts	4,500	5–21	1,319	50	200	945	0	150	38	9	0	9	540	500
297	St. Anthony, Minn	V. J. Walker, secretary board of education	7,412	5–21	2,259	195	414	914	.....	.....	40	8	0	8	492	426
298	*St. Paul, Minn	George M. Gage	20,030	5–21	9,500	.....	.....	4,000	700	200	40	34	1	35	2,200	.....
299	Winona, Minn	F. M. Dodge	9,200	5–21	2,765	250	943	1,523	80	50	40	10	0	10	875	607
300	Vicksburg, Miss	Charles E. Bent	12,413	5–21	3,759	500	1,200	1,000	30	40	40	9	1	8	420	330
301	Cape Girardeau, Mo	James Barkley	5,000	.....	1,800	.....	.....	550	.....	.....	40	.....	.....	.....	.....	.....
302	Chillicothe, Mo	J. T. Chambers	5,000	6–21	900	.....	250	710	.....	25	32	10	3	7	488	368
303	Hannibal, Mo	J. F. Hamilton	12,000	5–21	3,947	286	946	1,745	91	82	40	.....	0	10	.....	340
304	*Independence, Mo	A. Carroll	3,184	5–21	1,150	.....	.....	600	50	50	36	4	0	4	200	.....
305	Jefferson City, Mo	E. P. Lawkin	7,000	5–21	2,044	200	300	956	50	20	40	3	0	3	350	300

a Includes intermediate.

TABLE II.—*School-statistics of cities &c.*—Continued.

Number.	Names of cities or towns and States.	Name of superintendent.	Population.	Legal school-age.	Number of children of school-age.	Number of school population under 6 years of age.	Number of school population over 16 years of age.	Number of children enrolled in schools.	Number enrolled under 6 years of age.	Number enrolled over 16 years of age.	Number of weeks in scholastic year.	Primary schools.				
												Number of—	Teachers.		Pupils.	
													Male.	Female.	Number enrolled.	Average attendance.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
306	Kansas City, Mo	John R. Phillips	32,286	5–21	6,636	300	200	4,259	253	180	40	a10	b11	42	4,138	2,134
307	Lexington, Mo	W. F. Bahlmann, principal high school	5,000	5–21	1,771	.....	.....	1,138	.....	.....	40	4	0	4	290	243
308	Louisiana, Mo	George L. Osborne	5,481	5–21	1,532	100	400	1,053	13	28	32	5	0	5	631	311
309	Macon, Mo	A. E. Wardner	5,128	5–21	1,172	123	498	827	70	70	36	5	0	5	432	270
310	Sedalia, Mo	G. W. Reudy	7,000	5–21	1,905	143	300	1,121	143	89	40	6	0	6	581	339
311	St. Joseph, Mo	Edward B. Neely	26,000	5–21	6,187	500	1,450	2,867	144	101	40	22	2	20	1,601	1,120
312	St. Louis, Mo	William T. Harris	375,000	5–21	127,000	14,152	28,305	38,078	513	3,152	40	63	4	344	25,349	14,768
313	Westport, Mo	Wyatt Webb, secretary board of education	1,200	5–21	577	.....	.....	255	8	5	40	2	1	1	130	100
314	Nebraska City, Neb	E. Huber	6,500	5–21	1,300	.....	.....	905	.....	.....	40	4	0	4	246	.....
315	Omaha, Neb	A. F. Nightingale	20,000	5–21	3,724	297	837	2,241	184	92	40	16	0	16	.....	.....
316	Austin, Nev	John R. Williamson	5,000	6–18	277	257	100	271	0	58	48	5	2	3	.....	.....
317	Hamilton, Nev	H. S. Herrick	3,000	6–18	432	131	73	303	0	61	46	c8	0	8	240	202
318	Claremont, N. H	W. B. T. Smith	5,000	4–21	1,215	50	200	592	45	10	36	4	0	4	.....	.....
319	*Concord, N. H	W. M. Chase, secretary school-board	12,241	6–16	.....	.....	.....	1,833	.....	.....	38	12	0	12	505	.....
320	Dover, N. H	T. E. Sawyer, chairman committee	9,294	4–14	2,087	415	95	1,887	310	75	36	19	0	19	1,344	896
321	Keene, N. H	George A. Wheelock, chairman b'd of education	6,500	4–21	1,350	.....	.....	1,421	43	75	36	13	0	13	781	554
322	Manchester, N. H	Joseph G. Edgerly	25,000	5–21	4,500	.....	.....	3,500	200	150	46	19	0	21	1,964	705
323	Nashua, N. H	Clinton S. Averill	12,000	5–21	3,000	200	900	2,211	156	702	39	9	1	19	801	727
324	Rochester, N. H	Henry Kimball, chairman of board	4,500	4–21	1,200	400	500	1,093	78	47	36	4	0	5	261	198
325	Atlantic City, N. J	E. S. Reed	1,500	5–20	475	40	35	415	25	35	40	1	0	1	80	70
326	Boonton, N. J	George Webb	7,000	5–18	1,681	120	300	509	100	1	40	4	1	3	329	237
327	Bridgeton, N. J	Robert W. Elmer	7,000	5–18	2,253	.....	.....	1,506	.....	.....	42	9	1	9	700	450
328	Burlington, N. J	James Watts, district-clerk	7,500	5–18	1,630	149	113	830	51	24	44	1	0	4	362	197
329	Camden, N. J	William Fewsmith	30,000	5–18	8,236	547	588	6,399	22	49	43	32	1	31	2,904	1,637
330	Elizabeth, N. J	John Young	24,000	5–18	6,389	620	350	2,530	105	29	42	22	0	22	1,794	840
331	Gloucester, N. J	H. A. M. Smith	4,300	5–18	1,326	104	209	775	.....	18	43	2	0	2	241	126
332	Harrison, N. J	David I. Kerr	5,000	5–18	1,466	.....	.....	610	.....	20	41	1	1	3	256	132

333	Hoboken, N. J.	Lewis M. Drew	25,000	5-18	7,035	.....	.....	3,893	231	75	45	6	0	15	1,392	835
334	Jersey City, N. J.	William L. Dickinson	100,000	5-18	30,758	2,366	4,732	19,574	1,958	500	44	20	0	140	.....	.....
335	Lambertville, N. J	George H. Larison	4,308	5-18	1,949	.....	.....	546	.....	.....	44	1	2	10	546	312
336	Millville, N. J	G. C. Smith	9,000	5-18	2,183	400	300	1,509	300	75	40	11	0	11	480	400
337	Newark, N. J	George B. Sears	120,000	5-18	30,045	2,055	3,605	15,090	0	250	42	20	5	114	10,844	5,876
338	New Brunswick, N. J	Henry B. Pierce	18,000	5-18	4,862	.....	.....	2,038	121	3	42	20	0	20	1,485	862
339	Orange, N. J	Israel H. Gerry	9,343	5-18	2,576	250	400	1,271	165	125	40	3	0	13	581	465
340	Paterson, N. J	John Laird	40,000	5-18	11,684	.....	.....	9,357	.....	.....	44	10	2	59	2,804	2,112
341	Phillipsburg, N. J.	Samuel Freeman	8,000	5-18	2,200	236	217	1,710	198	25	40	5	1	7	716	500
342	Plainfield, N. J	C. H. Stillman	5,095	5-18	1,424	90	191	.....	61	73	42	1	0	5	255	180
343	Rahway, N. J	G. W. Treat	7,000	5-18	1,822	185	112	1,306	80	5	40	.....	.....	8	.....	.....
344	Rockaway, (township,) N. J.	Thomas B. McGrath, district-clerk	6,445	5-18	1,629	175	92	1,495	175	92	.....	.....	.....	.....	.....	.....
345	Trenton, N. J	Cornelius Shepherd	25,000	5-18	7,929	600	1,200	3,454	200	50	40	.....	.....	.....	.....	.....
346	Auburn, N. Y	Benjamin B. Snow	17,233	*d*5-20	4,765	275	1,075	3,075	.....	117	40	3	0	5	266	232
347	Bath, N. Y	C. F. Kingsley, secretary of board	2,500	5-21	827	260	150	725	50	75	41	2	0	2	150	130
348	Binghamton, N. Y	George L. Farnham	15,000	5-21	3,972	255	858	2,446	167	121	41	7	0	19	1,381	806
349	Brooklyn, N. Y	Thomas W. Field	450,000	5-21	156,000	10,000	48,000	77,350	4,800	2,600	42	.....	.....	.....	.....	.....
350	Buffalo, N. Y	J. N. Larned	150,000	5-21	38,000	3,000	10,000	21,211	1,500	1,000	40	.....	.....	.....	.....	.....
351	Canandaigua, N. Y	Levi N. Beebe	4,862	5-21	1,714	225	400	1,080	30	125	42	5	0	5	450	212
352	Candor, N. Y	H. F. Booth, secretary of board	1,000	5-21	386	.....	.....	248	.....	.....	42	1	0	1	.....	.....
353	Catskill, N. Y	James Barkley	6,000	5-21	1,100	84	160	900	60	20	42	6	0	7	500	440
354	Cohoes, N. Y	Oliver P. Steves	22,000	5-21	9,504	500	2,000	2,600	100	20	44	17	0	20	1,115	947
355	Dunkirk, N. Y	David H. Carver	9,000	5-21	2,400	250	400	1,350	130	115	40	5	0	12	550	470
356	Flushing, N. Y	Sherman Williams, principal	8,000	5-21	1,787	125	200	703	45	12	40	1	0	5	409	236
357	Fort Edward, N. Y	D. C. Farr	3,200	5-21	1,006	150	100	600	100	20	42	2	0	3	200	150
358	Fulton, N. Y	H. B. Chamberlin, secretary board of education	6,000	.....	1,630	275	390	1,239	275	390	40	3	0	3	480	420
359	Geddes, N. Y	James W. Hooper, commissioner	4,300	5-21	1,370	360	200	970	140	70	40	2	0	10	520	430
360	Geneva, N. Y	William H. Vrooman	7,000	5-21	2,432	400	800	1,427	150	500	40	4	1	7	700	500
361	Gloversville, N. Y	Henry A. Pratt, principal	6,000	5-21	1,707	130	500	1,056	69	63	40	1	0	7	640	372
362	Green Island, N. Y	George H. Quay, principal	5,500	5-21	1,288	100	300	900	100	100	44	.....	.....	.....	.....	.....
363	Greenwich, N. Y	C. J. Doughty, commissioner (?)	2,600	5-21	390	150	240	270	10	50	39	2	0	2	97	70
364	Hancock, N. Y	C. Rood, jr., president board of education	1,000	5-21	255	26	48	215	12	21	42	.....	.....	.....	.....	.....
365	Hudson, N. Y	Cyrus Macy	10,000	5-21	3,509	.....	.....	1,828	100	40	44	3	0	6	.....	.....
366	Islip, N. Y	C. C. Smith, trustee	4,597	5-21	316	.....	.....	202	.....	.....	44	.....	.....	.....	.....	.....
367	Ithaca, N. Y	John Strowbridge, principal	10,000	5-21	2,283	.....	.....	1,414	42	12	40	3	0	6	644	307
368	Lansingburg, N. Y	James C. Comstock	8,000	5-21	2,572	.....	.....	602	.....	.....	42	3	0	6	364	297
369	Lockport, N. Y	James Ferguson	13,000	5-21	3,976	1,100	900	2,858	149	156	41	*e*5	0	26	2,092	1,076
370	Long Island City, N. Y	Alanson Palmer	12,003	5-21	4,476	320	1,600	1,817	85	14	42	.....	.....	.....	.....	.....
371	Middletown	H. Warren	9,000	5-21	2,028	1,200	1,000	1,590	.....	100	42	5	0	14	1,250	1,000
372	Morrisania, N. Y	John L. Burnett, president board of education	25,000	5-21	10,060	.....	.....	6,580	.....	.....	44	4	0	17	.....	.....
373	Newburg, N. Y	R. V. K. Montfort	18,000	5-21	5,887	400	2,000	3,505	153	91	40	5	0	26	1,541	1,186
374	New Rochelle, N. Y	R. C. Fisher, present board of education	4,000	5-21	1,297	100	400	450	29	6	44	1	0	5	274	202
375	New York, N. Y	Henry Kiddle	942,292	4-21	250,353	.....	.....	244,036	.....	.....	43	109	0	1,322	134,640	59,970
376	Niagara Falls, N. Y	J. F. Trott, secretary board of education	3,500	5-21	1,263	100	250	942	.....	75	40	1	0	3	200	150
377	Oneida, N. Y	L. H. Bircheye	3,260	5-21	1,052	85	225	764	110	40	40	2	0	2	225	128
378	Oswego, N. Y	V. C. Douglass	22,000	5-21	8,812	.....	.....	4,862	.....	.....	40	11	0	29	2,229	1,406
379	Owego, N. Y	A. J. Babb	4,756	5-21	1,549	150	300	1,036	.....	.....	42	4	0	6	318	.....
380	Painted Post, N. Y	E. H. Smith	1,000	5-21	307	100	100	269	.....	30	40	.....	0	1	80	60
381	Peekskill, N. Y	S. R. Knapp, district-clerk	7,000	5-21	2,985	600	500	2,037	450	200	80	2	0	4	300	280
382	Port Chester, N. Y	.....	3,800	5-21	960	.....	.....	420	.....	0	44	.....	.....	.....	.....	.....

a Including intermediate and grammar. *b* Including three special teachers of German. *c* All mixed. *d* By local regulation, 6-21. *e* Includes intermediate.

TABLE II.—*School-statistics of cities, &c.*—Continued.

Number.	Names of cities or towns and States.	Name of superintendent.	Population.	Legal school-age.	Number of children of school-age.	Number of school-population under 6 years of age.	Number of school-population over 16 years of age.	Number of children enrolled in schools.	Number enrolled under 6 years of age.	Number enrolled over 16 years of age.	Number of weeks in scholastic year.	Primary schools.				
												Number of—	Teachers.		Pupils.	
													Male.	Female.	Number enrolled.	Average attendance.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
383	Poughkeepsie, N. Y	Richard Brittain, clerk	20,080	5–21	5,900	521	1,350	.....	420	109	42	5	0	15	558	459
384	Rochester, N. Y	Sylvenus A. Ellis	70,000	5–21	27,068	2,500	2,000	10,198	987	157	40	19	0	63	4,627	4,303
385	Rome, N. Y	O. C. Harrington	10,000	5–21	2,893	200	200	1,706	112	61	41	7	0	9	980	528
386	Saratoga Springs, N. Y	L. L. Packard	9,500	5–21	2,368	200	300	1,505	150	113	42	5	0	7	746	401
387	Schenectady, N. Y	S. B. Howe	13,500	a5–21	4,550	600	500	2,213	0	100	42	11	0	11	1,226	760
388	Seneca Falls, N. Y	Charles A. Hawley	7,000	5–21	2,085	.....	.....	1,670	.....	.....	42	6	0	6	.....	.....
389	Sing Sing, N. Y	J. Irvin Gorten, principal	5,500	5–21	1,563	.....	.....	875	50	37	44	1	0	4	245	202
390	Syracuse, N. Y	Edward Smith	50,826	5–21	16,180	1,275	6,410	8,014	373	326	40	15	0	77	3,866	2,751
391	Troy, N. Y	David Beattie	50,000	5–21	17,372	1,500	1,500	8,300	954	38	42	16	1	62	5,119	2,803
392	Utica, N. Y	Andrew McMillan	30,000	7–21	10,121	800	2,500	4,119	.....	225	40	14	0	31	2,337	1,474
393	Waterford, N. Y	P. E. Wager	3,500	5–21	1,374	.....	.....	750	.....	.....	42	4	0	6	450	380
394	Watertown, N. Y	Daniel G. Griffin	9,700	5–21	2,947	140	900	2,004	120	450	40	8	0	16	920	547
395	Whitehall, N. Y	E. A. Martin, president board of education	5,000	5–21	2,840	450	1,080	870	40	120	42	6	0	6	550	300
396	Charlotte, N. C	J. B. Boone	7,000	6–21	1,556	.....	.....	625	.....	.....	40	2	3	5	380	.....
397	Wilmington, N. C	Henry B. Blake	16,000	6–21	4,000	0	3,200	800	0	.....	32	4	0	4	260	220
398	Akron, Ohio	S. Findley	14,000	6–21	3,631	.....	1,047	2,149	0	225	40	20	0	20	1,423	992
399	Alliance, Ohio	W. H. Dressler	5,000	6–21	1,566	900	368	823	0	152	40	4	0	9	577	484
400	Bellaire, Ohio	A. Wendell Melville	5,100	6–21	1,960	.....	.....	750	0	40	38	5	1	4	410	334
401	Bellefontaine, Ohio	Charles W. Oakes	3,200	6–21	1,065	.....	340	853	.....	65	36	11	0	11	784	460
402	Canton, Ohio	Daniel Worley	11,000	6–21	2,907	.....	672	1,647	.....	77	40	15	1	14	852	713
403	Cincinnati, Ohio	John Hancock	216,239	6–21	87,322	0	20,174	27,718	0	553	42	338	43	332	19,222	16,647
404	Circleville, Ohio	C. S. Smart	5,407	6–21	2,563	.....	.....	1,472	.....	80	40	7	0	7	873	.....
405	Chillicothe, Ohio	J. H. Brenneman	10,000	6–21	3,445	513	515	2,007	34	82	42	15	1	14	920	828
406	Cleveland, Ohio	Andrew J. Rickoff	92,829	6–21	36,601	0	8,328	15,085	0	187	40	0	.....	.....	.....	.....
407	Columbus, Ohio	Robert W. Stevenson	40,149	6–21	10,514	0	2,473	6,216	0	383	40	64	3	59	4,427	3,257
408	Dayton, Ohio	Samuel C. Wilson	30,473	6–21	13,407	0	3,153	5,194	0	305	41	55	8	47	2,715	2,411
409	Findlay, Ohio	William S. Wood	4,000	6–21	1,008	0	200	746	0	50	36	9	0	9	415	338

410	Fremont	W. W. Ross	6,000	6-21	2,088	120	400	1,050	0	30	40	6	0	6	417	268
411	Gallipolis, Ohio	J. S. Wilson	5,000	6-21	1,702	0	338	867	.....	338	38	8	1	7	397	378
412	Hamilton, Ohio	Alston Ellis	11,081	6-21	5,627	.....	1,119	1,616	.....	62	40	12	2	10	923	597
413	Ironton, Ohio	A. M. Van Dyke	9,000	6-21	2,763	535	385	1,630	0	247	39	21	3	20	1,275	887
414	Lancaster, Ohio	George W. Welsh	6,000	6-21	1,800	150	200	920	0	87	42	8	0	8	460	437
415	Lima, Ohio	G. W. Walker	6,000	6-21	1,749	.....	467	1,134	0	57	38	8	0	8	556	484
416	Mansfield, Ohio	John Simpson	10,030	5-21	2,648	.....	628	1,425	0	.....	36	10	0	10	.....	.....
417	Marietta, Ohio	.....	5,218	6-21	2,022	.....	.....	1,393	.....	129	40	15	1	14	768	.....
418	Massillon, Ohio	D. P. Pratt	7,000	6-21	1,925	0	323	769	.....	30	40	5	0	7	398	314
419	Middletown, Ohio	A. G. Wilson	3,500	6-21	1,140	80	320	692	.....	20	40	9	1	10	633	422
420	Mt. Vernon, Ohio	Richard B. Marsh	6,500	6-21	1,492	0	139	1,017	0	45	40	5	0	5	360	287
421	Newark, Ohio	J. C. Harper	10,000	6-21	2,250	400	768	1,468	0	108	38	14	0	14	875	780
422	Newburg, Ohio	A. S. Hardy	6,000	5-21	1,434	300	212	850	60	32	40	9	0	9	631	475
423	New Philadelphia, Ohio	Joseph Welty	3,500	6-21	1,100	0	304	713	0	57	38	7	0	7	397	235
424	Norwalk, Ohio	Henry A. Farwell	5,000	6-21	1,737	150	300	936	45	38	40	6	0	6	398	288
425	Painesville, Ohio	E. E. Spalding	4,000	6-21	1,252	.....	434	740	.....	55	40	5	0	6	243	188
426	Piqua, Ohio	William Carter	7,500	6-21	2,400	.....	900	1,000	.....	50	36	12	0	12	726	600
427	Pomeroy, Ohio	W. Watkins	6,000	6-21	2,000	1,000	382	1,420	0	46	40	.....	3	17	1,385	811
428	Portsmouth, Ohio	J. F. Lukens	10,592	6-21	3,877	0	.....	1,832	0	29	40	23	2	21	1,511	962
429	Salem, Ohio	W. D. Henkle	4,036	5-21	1,402	90	420	800	.....	80	40	4	0	4	311	216
430	Sandusky, Ohio	U. T. Curran	16,000	6-21	4,771	1,000	1,354	2,000	0	150	40	10	2	19	1,250	1,080
431	Springfield, Ohio	J. A. Jackson	16,000	6-21	4,047	.....	1,063	2,120	0	100	40	18	0	18	.....	.....
432	Steubenville, Ohio	Martin R. Andrews	11,500	6-21	3,870	0	960	1,937	0	31	40	14	0	14	1,092	664
433	Tiffin, Ohio	H. B. Furness	6,500	6-21	2,356	200	647	1,019	0	17	40	11	0	11	697	534
434	Toledo, Ohio	D. F. De Wolf	44,000	6-21	10,860	1,086	.....	6,603	0	272	40	68	6	63	5,193	3,316
435	Urbana, Ohio	A. C. Deuel	5,000	6-21	1,791	.....	444	1,002	.....	112	40	6	0	6	450	270
436	Warren, Ohio	J. C. Barney	3,457	6-21	1,438	.....	.....	.....	.....	.....	38	5	0	5	395	192
437	Wooster, Ohio	I. M. Clemens	7,000	6-21	2,839	.....	507	1,229	119	40	40	12	0	12	686	509
438	*Xenia, Ohio	George S. Ormsby	6,377	5-21	2,300	.....	.....	1,252	.....	99	40	16	0	16	782	.....
439	Youngstown, Ohio	R. McMillan	15,000	6-21	.....	.....	.....	2,100	0	150	38	24	2	23	1,578	1,369
440	Zanesville, Ohio	Alva T. Wiles	16,342	5-21	5,015	288	1,468	2,797	0	154	40	25	0	25	1,508	1,016
441	Portland, Oreg	S. W. King	10,000	4-20	2,660	400	650	1,331	120	100	42	3	1	9	535	400
442	Allentown, Pa	R. K. Buehrle	18,000	6-21	.....	.....	.....	3,115	.....	20	40	13	0	13	1,050	602
443	Altoona, Pa	John Miller	15,000	6-21	3,000	.....	.....	1,894	0	10	36	22	0	25	1,594	1,254
444	Ashland, Pa	Samuel Davis	6,200	6-21	.....	0	.....	1,416	0	9	41	5	0	5	528	332
445	Beaver Falls, Pa	Rebecca Forbes, principal	4,238	6-21	650	300	50	552	0	14	35	4	0	4	286	260
446	Bristol, Pa	J. G. Krichbaum	4,500	6-21	800	0	230	560	0	5	42	4	0	4	240	195
447	Carbondale, Pa	Matthew G. Neary	10,000	6-21	3,000	2,000	.....	1,628	0	42	32	6	1	10	1,085	721
448	Carlisle, Pa	C. P. Hurarich, secretary school-board	6,650	6-21	.....	.....	.....	956	.....	.....	40	6	0	6	337	294
449	Chambersburg, Pa	J. N. Snider, secretary school-board	7,000	6-21	.....	.....	.....	1,360	.....	.....	40	7	0	7	590	477
450	Chester, Pa	A. A. Meader	10,000	6-21	.....	.....	.....	1,200	0	31	40	14	.....	14	759	.....
451	Conshohocken, Pa	Samuel Swenk	5,000	6-21	900	400	200	475	0	25	43	2	0	2	120	108
452	Corry, Pa	V. G. Curtis	10,000	6-21	1,250	.....	.....	850	.....	35	40	4	0	4	270	200
453	Easton, Pa	William W. Cottingham	10,987	6-21	.....	.....	.....	2,064	0	300	40	13	0	13	804	.....
454	Erie, Pa	H. S. Jones	30,000	6-21	5,900	0	0	3,700	0	560	40	24	3	30	2,500	1,322
455	Harrisburg, Pa	D. S. Barns	25,000	6-21	.....	.....	.....	5,060	0	70	42	24	4	29	2,361	1,459
456	Hazleton, Pa	A. Prince Supplee	6,500	6-21	2,200	0	700	1,127	0	17	40	10	0	10	945	465
457	Johnstown, Pa	B. H. Patterson	6,028	6-21	.....	.....	.....	.....	.....	.....	35	.....	.....	.....	.....	.....
458	Lebanon, Pa	J. T. Nitrauer	6,727	6-21	2,100	.....	600	1,434	.....	300	40	13	1	12	684	418
459	Lockhaven, Pa	A. N. Raub	7,500	6-21	1,500	.....	368	1,532	.....	22	32	6	0	8	469	265

a Six years and upwards, by city-ordinance.

TABLE II.—*School-statistics of cities, &c.*—Continued.

Number.	Names of cities or towns and State, and Territories.	Name of superintendent.	Population.	Legal school-age.	Number of children of school-age.	Number of school-population under 6 years of age.	Number of school-population over 16 years of age.	Number of children enrolled in schools.	Number enrolled under 6 years of age.	Number enrolled over 16 years of age.	Number of weeks in scholastic year.	Primary schools.				
												Number of—	Teachers.		Pupils.	
													Male.	Female.	Number enrolled.	Average attendance.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
460	Mahanoy City, (borough), Pa	William L. Balentine	7,000	6-21	1,100	1,000	100	1,054	.....	20	48	5	0	5	494	450
461	Meadville, Pa	George W. Haskins	7,300	6-21	2,000	0	.....	1,236	0	55	36	4	0	4	445	274
462	Minersville, Pa	T. W. Danenhower	5,000	6-21	1,050	150	120	934	0	34	43	3	0	3	383	236
463	New Brighton, Pa	Luther Fuller, principal	4,500	6-21	1,300	400	500	700	0	25	36	5	0	5	400	325
464	New Castle, Pa	W. W. Aiken	8,000	6-21	1,700	.....	.....	1,469	20	20	35	6	1	6	495	.....
465	Norristown, Pa	J. K. Gotwals	10,753	6-21	3,100	.....	.....	2,188	0	92	43	a16	0	16	1,438	863
466	*Philadelphia, Pa	H. W. Haliwell, secretary school-board	674,022	6-21	.....	.....	.....	84,000	.....	.....	43	295	.....	.....	60,872	.....
467	Phœnixville, Pa	H. F. Leister, principal	6,000	6-21	.....	.....	500	1,229	0	50	40	2	0	9	752	594
468	Pittsburg, Pa	George J. Luckey	121,215	6-21	29,000	0	6,280	20,282	0	350	40	141	0	141	8,597	7,031
469	Plymouth, Pa	H. C. Magee	7,000	6-21	1,100	400	200	875	0	75	30	5	0	5	440	352
470	Pottsville, Pa	B. F. Patterson	14,125	6-21	4,627	0	1,500	2,500	0	60	40	20	0	20	1,200	1,080
471	Reading, Pa	Thomas Severn	38,950	6-21	8,000	1,215	3,000	5,835	0	100	40	70	1	69	3,865	3,017
472	St. Clair, Pa	George Rodgers	6,000	6-21	.....	.....	.....	.....	9	24	39	4	3	7	423	347
473	Scranton, Pa	Joseph Roney	45,000	6-21	6,000	.....	.....	3,666	0	30	42	27	0	27	2,162	1,176
474	Shamokin, Pa	J. J. John	6,060	6-21	1,875	800	300	1,175	40	.....	32	7	1	6	670	360
475	Sharon, Pa	Charles W. Townsend	6,000	6-21	1,200	0	50	873	0	11	34	7	0	7	532	433
476	South Bethlehem, Pa	J. A. Campbell	4,000	6-21	1,000	400	200	800	0	20	43	7	2	5	450	280
477	Tamaqua, Pa	Robert F. Ditchburn	7,000	6-21	1,700	.....	.....	1,553	.....	7	40	3	0	3	573	.....
478	Titusville, Pa	Henry C. Bosley	11,000	6-21	2,000	.....	.....	.....	0	200	40	6	0	7	465	404
479	Washington, Pa	W. C. Lyne	4,300	6-21	800	0	395	667	0	28	40	3	0	3	256	220
480	Williamsport, Pa	M. U. Horton	16,030	6-21	4,500	0	700	3,035	0	50	32	19	0	19	1,540	1,000
481	York, Pa	W. H. Shelley	11,003	6-21	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
482	Bristol, R. I	R. S. Andrews	5,500	6-16	1,350	.....	.....	746	56	28	40	4	0	7	345	294
483	Newport, R. I	Thomas H. Clarke	12,521	5-16	2,625	624	200	2,104	250	100	40	14	0	14	550	440
484	Providence, R. I	Daniel Leach	68,904	5-16	.....	.....	.....	9,000	.....	.....	41	30	0	70	4,000	3,700
485	* Warwick, R. I	Ira O. Seamans	10,453	4-21	3,936	.....	.....	1,740	236	28	40	8	0	8	363	.....
486	Woonsocket, R. I	Charles J. White	12,500	5-16	2,106	210	0	845	170	15	40	.....	.....	.....	.....	.....

487	Charleston, S. C	E. Montague Grimké	48,956	6-16				5,166	0		40	3	0	33	2,714	1,335
488	Chattanooga, Tenn	H. D. Wyatt	12,000	6-18	2,387	1,000	3,000	1,200		40	40	0				
489	Knoxville, Tenn	Alexander Baird, jr	8,682	6-18	1,654	700	150	1,010	7	20	40	6	1	9	551	465
490	Memphis, Tenn	Aaron Pickett	50,000	6-20	13,393			5,205			43					
491	Murfreesboro', Tenn	George W. Jarman	4,850	6-21	1,375			638			40	2	1	1	94	81
492	Nashville, Tenn	S. Y. Caldwell	27,080	6-18	8,370	2,000	900	3,722	0	200	40	12	0	22	1,739	1,175
493	Shelbyville, Tenn	John R. Dean	4,000	6-21	650	0		500	0		40	5	2	3	330	295
494	*Brownsville, Tex	Ed. Downey, secretary school-board	4,905		892			550			44	2	1	3	350	
495	*Houston, Tex	Henry Cline	9,382	6-18	2,971						42					
496	Jefferson, Tex	A. A. Tesham, president board of trustees	12,000	6-18	1,500		200	500		30	17					
497	Burlington, Vt	Henry L. Dodge	14,378	5-20	3,114	220	802	825	60	200	40	5	0	9	271	255
498	Middlebury, Vt	James L. Slade, jr	3,086	5-20	792	300	200	560	50	105	38	2	0	2	110	94
499	Northfield, Vt	R. A. Greene	4,000	6-18	650	275	200	700	100	125	36	16	7	12	600	550
500	St. Albans, Vt	T. A. Kinney	7,014	5-21	1,562	340	200	872	180	30	40	8	0	13	676	495
501	Alexandria, Va	Richard L. Carne	13,570	5-21	4,208	207	876	957	12	10	44	10	1	9	665	303
502	*Fredericksburg, Va	John Howison	4,046	5-20	1,179			214	4	3	36	4	0	4	130	
503	Lynchburg, Va	A. F. Biggers	12,020	5-21	3,418	180	900	1,610	65	450	43	7	1	11	770	425
504	Norfolk, Va	William W. Lamb	20,000	5-21	6,182			1,329	0	250	43	*b6*	4	20	1,329	842
505	Petersburg, Va	Sidney H. Owens	18,950	5-21	6,758			2,133			42		0	14	1,213	503
506	Portsmouth, Va	James F. Crocker	10,492	5-21	2,741			911	27	20	42					
507	Richmond, Va	James H. Binford	51,038	5-21	18,086	1,064	6,020	5,325	600	25	38	66	5	64	3,800	2,649
508	Staunton, Va	John J. Ludd	7,000	5-21	1,000	400	600	600	250	350	36	6	2	4	250	200
509	Winchester, Va	William H. Gold	4,600	5-21	1,177	100	200	473	16	36	40	2	1	1	141	70
510	Charlestown, W. Va	William L. Wilson	1,800	6-21	622		150	132	0	25	40	3	2	1	132	115
511	Parkersburg, W. Va	W. C. Falconer	6,000	6-21	1,980			1,200			36		0	7	400	325
512	Wheeling, W. Va	Francis S. Williams	25,235	6-21	8,604	0	2,500	3,700	0	125	42	*c*9	1	30	1,630	1,396
513	*Appleton, Wis	A. H. Conkey	4,518	4-20	1,890			1,600	500	252	40	4	0	4	318	
514	Beaver Dam, Wis	John Mayne	3,200	4-20	1,400	228	273	637	25	52	40	4	0	4	265	178
515	Beloit, Wis	P. L. Wright	5,000	4-20	1,505	300	400	923	150	100	40	3	0	5	360	275
516	Fond du Lac, Wis	C. A. Hutchins	14,250	4-20	5,469			3,475			40	29	0	29	1,222	1,052
517	Green Bay, Wis	A. H. Ellsworth	9,000	4-20	2,118			993			40	9	0	9	428	408
518	Janesville, Wis	Warren D. Parker	8,789	4-20	3,534	767	1,190	1,674	611	1,063	36	11	0	11	642	513
519	Kenosha, Wis	J. B. Jilson	4,877	4-20	1,912			745			38	6	0	6	275	250
520	La Crosse, Wis	J. W. Weston	11,000	4-20	3,365	610	800	2,065	475	650	40	8	0	10	640	560
521	Madison, Wis	Samuel Shaw	10,000	5-20	3,797			2,000			37	8	0	8		
522	Manitowoc, Wis	Michael Kirwan	5,168	4-20	2,471			1,318			40	7	0	7		
523	Milwaukee, Wis	Frederic C. Law	90,000	4-20	29,155			11,224			40					
524	Mineral Point, Wis	William H. Curry	3,276	4-20	1,350	450	250	577	111	103	36	4	0	4	313	287
525	Monroe, Wis	N. C. Twining	5,000	4-20	1,133			859			36	9	2	7	569	540
526	Oshkosh, Wis	H. B. Dale	16,000	4-20	4,641	530	740	2,553	100	200	40	9	0	19	600	450
527	*Racine, Wis	D. W. Emerson, county-superintendent	9,880	4-20	3,916			2,316	177	146	40	17	0	18	969	
528	Sheboygan, Wis	M. G. Kimball	6,000	4-20	2,409	300	250	1,071	150	30	40	3	0	3	475	440
529	Watertown, Wis	Theodore Bernhard	7,000	4-20	3,642	650	866	1,294	0	32	40	7	1	6	389	330
530	Denver, Colorado Ter	Frank C. Garbutt, district-superintendent	18,000	5-21	*d*1,943	195	175	1,013	155	31	40	8	0	8	565	510
531	Ephraim, Utah Ter	P. M. Farlane, secretary board of trustees	1,260	4-16	360	26		225	6			3	2	1	225	150
532	Logan City, Utah Ter	C. O. Card	2,000	6-16	1,000	100	200	700	50	100	36	4	3	3	150	100
533	*Mt. Pleasant, Utah Ter	L. Larsen, clerk school-board	1,346	4-16	325			292		15	44	4	3	3	292	

a Includes intermediate, middle or seconday schools.
b These are primary and grammar combined.
c Including one ungraded school for colored children.
d This comprises only about three-fourths of the number. There is no city-system.

TABLE II.—*School-statistics of cities, &c.*—Continued.

Number.	Intermediate schools.					Grammar-schools.					High schools.					Evening-schools.					Normal schools or departments.					Total in graded school-system.				
		Teachers.		Pupils.			Teachers.		Pupils.			Teachers.		Pupils.			Teachers.		Pupils.			Teachers.		Pupils.			Teachers.		Pupils.	
	Number of—	Male.	Female.	Number enrolled.	Average attendance.	Number of—	Male.	Female.	Number enrolled.	Average attendance.	Number of—	Male.	Female.	Number enrolled.	Average attendance.	Number of—	Male.	Female.	Number enrolled.	Average attendance.	Number of—	Male.	Female.	Number enrolled.	Average attendance.	Number of—	Male.	Female.	Number enrolled.	Average attendance.
	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46
1						2	2	3	210			3	0	130													7	4	475	
2						4	8	13	1,050		3	2	4	253												23	18	63	4,327	
3	3		3	240	123	2	2	1	255	145	0					0					0					13	2	11	878	631
4	2	2	2	105																										
5																										2	4	14	737	
6	1	2	6	610	510	1	2	1	210	182	1	2	1	60	49	0					0					5	6	20	1,898	1,651
7	5	1	4	275	256	2	1	1	145	125	1	1	0	48	33	0					0					13	4	11	896	798
8	3	1	2	134	115	2	1	1	82	75	1	1	0	20	18	*a*1	1	0	12	12	0					11	4	8	582	481
9	3		3	245	213	1		2	73	62	1	1	0	54	47	0					0					8	1	7	508	429
10						4	4	17	705	531	1	2	1	78	70	0					0					13	7	49	2,088	1,692
11	2	0	2	103	90	2	1	1	100	92	1	1	0	39	37	0					0					13	2	11	576	502
12	5	0	10	300	280	1	1	12	600	550	1	1	2	110	96	1	1	0	50	30	0					*b*19	3	45	1,410	1,281
13	0					12	29	100	4,833	4,375	2	8	9	365	339	1	22	4	867	541	0					49	*c*67	427	*d*21,630	18,530
14	11	1	10	735	479	3	0	3	170	131	2	2	1	89	60	0					0					*e*27	*f*4	24	1,689	1,140
15						2		2	66	58	1	1	0	30	26	0					0					6	1	5	290	266
16	6	2	5	384	331	7	7	0	367	284	1	2	0	84	72	0					0					27	11	18	1,542	1,407
17						3	4	5	387	358	1	2	0	38	34	1	2		70	64	0					9	9	12	942	863
18																										11	9	66	4,500	2,800
19	1		1	80	60	3	2	4	225	200						1	1		30	30						17	4	14	888	580
20																										19	11	17	1,578	721
21	1	1	0			1	0	1	50	40	1	0	5			0					0					8	1	11	1,100	700
22	0					0					0					0					0					14	0	14	601	488
23						*g*10					1	10	4	365		2	3	7	559							13				
24																										20	3	17	623	
25	3	0	3	395	202	*h*4	2	2	249	133	0					0					0					16	3	*i*13	938	440
26	20	1	19			5	5	1																		33	6	30	1,828	1,393
27	2	0	4	143	119	1	0	5	167	142	1	4	4	112	101	0					0					7	4	21	1,301	604
28						7	7	28	850	807	1	2	8	310	300	2	7	4	250	165	0					*j*23	*k*14	*l*175	8,807	6,849
29	16	0	17	1,154	739	2	2	4	300	240	2	1	4	117	103	2	1	9	159	109	0					27	4	41	2,150	1,391
30																										*m*22	7	13	700	500
31	6	0	6	176	142	2	1	3	163	139																25	2	28	1,201	813

32	14	9	6	795	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	15	9	7	855	.....
33	17	4	13	730	400	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	22	4	18	980	530
34	13	4	13	737	490	.....	.....	.....	.....	.....	1	1	1	30	25	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	18	5	18	1, 011	684
35	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	2	0	80	50	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	*n*12	6	13	980	652
36	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	16	6	25	1, 774	907
37	.....	.....	.....	.....	.....	2	1	2	.....	.....	1	.....	.....	45	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
38	3	0	3	100	75	13	5	8	539	286	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	16	5	11	639	361
39	7	0	7	464	241	7	1	1	333	183	1	1	1	65	43	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	22	2	22	1, 504	764
40	3	0	3	149	117	2	0	2	95	71	1	1	1	36	29	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	9	1	9	426	306
41	*o*25	0	25	1, 430	1, 034	4	1	4	264	198	1	1	2	95	85	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	2	43	2, 830	1, 879
42	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	10	5	6	708	301
43	.....	.....	.....	.....	.....	3	1	17	968	625	0	.....	.....	.....	.....	4	0	13	339	175	1	2	0	65	36	21	3	94	6, 324	3, 506
44	4	0	4	.....	.....	2	1	1	.....	.....	0	.....	.....	.....	.....	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	10	2	11	758	561
45	40	0	40	2, 697	1, 912	32	6	26	2, 024	1, 603	0	.....	.....	.....	.....	0	.....	.....	.....	.....	1	0	1	20	20	154	10	132	8, 935	6, 417
46	*p*2	2	7	*q*496	450	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	2	7	496	450
47	2	1	2	217	100	.....	.....	.....	.....	.....	0	.....	.....	.....	.....	0	.....	.....	.....	.....	0	.....	.....	.....	.....	4	1	5	337	186
48	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	2	3	100	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6	2	7	300	.....
49	.....	.....	.....	.....	.....	75	5	45	3, 293	2, 512	2	3	4	301	240	0	.....	.....	.....	.....	0	.....	.....	.....	.....	10	7	50	3, 594	2, 731
50	8	2	6	430	265	0	.....	.....	.....	.....	0	.....	.....	.....	.....	0	.....	.....	.....	.....	0	.....	.....	.....	.....	27	5	23	1, 545	1, 138
51	0	.....	.....	.....	.....	3	2	3	240	192	1	0	1	50	21	1	1	0	30	17	1	1	0	20	12	9	2	14	1, 080	866
52	.....	.....	.....	.....	.....	5	4	17	836	674	1	1	0	46	41	0	.....	.....	.....	.....	0	.....	.....	.....	.....	*s*6	5	17	882	715
53	5	2	11	760	620	4	3	7	640	580	3	5	4	405	364	0	.....	.....	.....	.....	0	.....	.....	.....	.....	17	*t*11	*u*39	2, 740	2, 109
54	7	0	7	.....	.....	3	.....	.....	.....	.....	3	1	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	19	1	18	.....	.....
55	2	0	2	132	114	2	2	0	115	112	1	1	1	90	80	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	9	3	8	680	598
56	1	0	1	67	62	1	0	1	59	56	1	1	1	70	64	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	5	1	5	321	301
57	10	0	12	789	544	7	1	9	660	461	2	3	2	175	129	0	.....	.....	.....	.....	1	2	0	25	25	33	7	36	2, 831	1, 980
58	9	1	8	381	342	5	3	2	196	178	2	2	0	79	72	0	.....	.....	.....	.....	0	.....	.....	.....	.....	33	7	28	1, 539	1, 240
59	19	0	19	1, 128	1, 056	3	.....	3	142	120	1	0	2	105	70	0	.....	.....	.....	.....	0	.....	.....	.....	.....	49	0	*v*50	3, 247	2, 830
60	.....	.....	.....	.....	.....	1	0	1	70	.....	1	1	1	90	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	8	1	8	525	.....
61	10	0	13	490	443	1	0	2	78	74	1	1	2	55	53	0	.....	.....	.....	.....	0	.....	.....	.....	.....	16	1	21	856	765
62	1	0	1	40	38	1	0	1	42	40	1	1	1	60	53	0	.....	.....	.....	.....	0	.....	.....	.....	.....	7	2	6	300	277
63	6	1	5	.....	.....	2	0	2	.....	.....	1	1	1	.....	.....	0	.....	.....	.....	.....	0	.....	.....	.....	.....	12	2	10	702	621
64	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	*w*2	2	14	1, 100	900
65	.....	.....	.....	.....	.....	21	19	374	7, 226	6, 378	1	10	11	667	549	0	.....	.....	.....	.....	1	1	3	130	89	36	30	529	44, 091	27, 004
66	6	0	6	353	216	2	0	2	110	62	1	1	2	64	43	0	.....	.....	.....	.....	0	.....	.....	.....	.....	23	2	24	1, 621	829
67	8	0	8	592	388	7	1	7	588	450	1	1	3	186	146	0	.....	.....	.....	.....	0	.....	.....	.....	.....	24	3	25	2, 124	1, 386
68	6	0	6	401	369	3	0	3	194	160	2	2	1	104	87	0	.....	.....	.....	.....	0	.....	.....	.....	.....	16	2	14	995	883
69	8	0	8	372	305	2	0	4	160	133	1	1	2	80	70	0	.....	.....	.....	.....	0	.....	.....	.....	.....	18	1	21	997	826
70	.....	.....	.....	.....	.....	2	1	1	82	.....	1	1	0	15	.....	2	1	.....	24	.....	.....	.....	.....	.....	.....	8	3	2	283	.....
71	3	0	3	194	154	2	0	2	140	110	0	.....	.....	.....	.....	0	.....	.....	.....	.....	0	.....	.....	.....	.....	8	1	8	520	409
72	8	0	8	466	428	2	0	4	190	164	1	2	2	145	92	0	.....	.....	.....	.....	0	.....	.....	.....	.....	21	2	24	1, 536	1, 351

a Private.
b One colored; not specified.
c Also 9 male and 3 female teachers of music, &c.
d Average monthly enrollment.
e One school for colored children, with 20 enrolled and 16 average attendance.
f One music-teacher, also.
g Five graded and 5 ungraded schools.
h Also 5 mixed schools.
i Also 5 in mixed schools.
j Eleven not specified, and 2 training schools.
k Including 1 professor of vocal music.
l Including 1 professor of drawing.
m Two not specified.
n Eleven not specified.
o Includes 13 not graded.
p Also primary, white and colored.
q One hundred and eighty-eight colored.
r Includes primary and intermediate schools.
s Also teachers' school.
t One special.
u Two special.
v Also 6 female principals.
w Probably school-houses; schools not specified.

TABLE II.—*School-statistics of cities, &c.*—Continued.

Number.	Intermediate schools.					Grammar-schools.					High schools.					Evening-schools.					Normal schools or departments.					Total in graded school-system.				
	Teachers.		Pupils.			Teachers.		Pupils.			Teachers.		Pupils.			Teachers.		Pupils.			Teachers.		Pupils.			Teachers.		Pupils.		
	Number of—	Male.	Female.	Number enrolled.	Average attendance.	Number of—	Male.	Female.	Number enrolled.	Average attendance.	Number of—	Male.	Female.	Number enrolled.	Average attendance.	Number of—	Male.	Female.	Number enrolled.	Average attendance.	Number of—	Male.	Female.	Number enrolled.	Average attendance.	Number of—	Male.	Female.	Number enrolled.	Average attendance.
	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46
73	6	1	5	237	196	2	1	1	78	70	1	2	1	66	58	0					0					16	*a*4	14	732	596
74											1		2			1	3	3	130	59	0					10	3	25	2,224	1,391
75	19	0	19	760	440	8	1	7	370	200	4	1	3	125	115	0					0					38	2	36	1,655	1,195
76	2	0	6	330	183	2	0	4	151	70	1	1	2	91	49	0					0					12	1	36	2,176	1,053
77	0					3	0	3	237	160	1	2	1	90	58	0					0					11	2	11	854	515
78	4	0	4	223	211	3	0	3	182	171	1	1	2	82	61	0					0					13	1	14	750	684
79						1	1	2			2	1	2			3										9				
80						1	1	2	181	157	0					0					0					3	3	5	276	222
81	3	1	5	373	220	2	1	2	190	118	1	1	2	80	62	0					0					10	3	16	1,134	660
82	3	0	3	186	165	2	0	2	111	93	1	1	1	40	35	0					0					10	1	10	613	529
83	4	0	4	250	217	2	1	1	110	95	1	1	1	80	56	0					0					11	2	11	828	620
84	5	1	4	250	235	2	0	2	85	80	2	2	0	80	76	0					0					13	3	10	710	679
85	6	0	6	250	237	2	0	2	80	75	1	1	2	40	38	0					*b*					15	1	16	730	690
86																0					0					22	5	18	1,378	1,294
87	2	0	3	150	90	2	0	2	75	50	1	1	1	46	40	0					0					11	1	15	871	580
88	3	0	3			3	0	3			1	0	1	70		0					0					10	0	10	882	574
89	8	1	7	707	601	8	*c*3	6	397	336	1	1	1	91	72	1	*d*1	0	84	77	0					30	4	26	2,080	1,688
90	4	0	4	263	184	1	0	3	145	103	1	0	2	117	78	0					0					12	0	15	916	574
91	6	1	5	300		1	0	1	40	39	1	1	0	40	39	1	1	1	50		0					16	4	13	870	780
92																										6	48	3,495	2,400	
93	3	0	3	185	159	4	0	4	228	211	1	2	2	63	60	0					0					15	2	16	938	900
94	2	0	2	117	102	2	0	2	135	126	1	3	5	300	275	0					0					7	3	15	899	753
95	11	0	14	*c*3, 102	*c*1, 676	4	0	4	258	163	1	3	4	140	111	0					0					26	3	44	3,500	1,979
96																											3	48	2,500	2,000
97	8	0	8	452	300	7	0	8	423	292	1	0	2	68	41	2	1	1	120	69	0					24	2	25	1,730	1,091
98	4	0	4			2		2			1	1	1			0					0					9	1	9	450	
99	2	1	1	110	97	2	0	2	95	74	1	0	1	61	50	0					0					10	1	9	590	475
100	15	0	15			4	4	0			1	2	5			0					0					37	6	37	2,641	1,849
101						8	2	6			1	1	2	71												17	3	14		
102	4	0	4	243	228	3	1	2	220	212	1	1	1	60	58	0					1	1	1	30	29	14	3	14	789	740
103	4	0	4	180	150	2	0	2	90	70	1	1	1	50	47	0					0					11	1	11	570	457

104	5	1	4	250	230	2	1	1	110	100	1	1	0	30	28	0					0					11	3	8	650	590
105	3	1	4	251	234	1	0	1	62	54	1	0	1	41	38	0					0					7	1	8	579	521
106	2	0	2	140	125	2	0	2	102	86	1	1	0	63	32	0					0					9	1	8	605	508
107						4	0	4	294	180	1	1	2	49	43	0					0					12	1	13	1,033	611
108	19	0	25	1,140	1,088	13	2	15	683	662	1	1	2	86	82	0					0					51	3	67	3,393	3,260
109						10	0	12	498	324	1	3	2	90	50	0					0					*f*45	*g*7	*g*49	2,682	1,687
110	3	0	3	181	158	2	0	2	91	73	1	1	1	67	57	0					0					10	1	10	623	542
111	4	0	4	217	195	1	0	1	70	60	1	0	2	69	59	0					0					10	1	11	699	524
112	4	0	4	188	164	2	0	2	88	82	1	1	0	45	41	0					0					10	1	9	559	485
113	41	4	37	2,197							1	4	4	252		8	3	5	292		1	0	2	16		125	11	114	6,917	
114	3	0	3	201	170						1	3	1	91	74	0					0					18	4	17	1,192	956
115						2	0	2	63		1	1	1	52												7	1	7	300	
116						7	0	7	300	298	1	4	2	52	48	1	3	1	105	60	0					*h*36	10	34	2,450	2,194
117	5	0	5	300	199	1	0	5	240	160	1	3	1	80	70	0					0					17	3	16	1,170	754
118	4	0	4	350	300	2	0	2	125	100	1	1	1	75	65	0					0					11	1	11	850	740
119	8	0	8	385	280	3	0	3	139	109	1	0	4	84	70	0					0					21	*i*1	24	1,154	883
120											1	1	2	97		2	0	2	40											
121	4	0	4	250	180	1	0	1	54	46	1	1	2	56	35	0					0					11	2	11	779	550
122	15	3	12	714	621	8	4	4	375	324	2	2	3	184	171	0					0					44	9	38	2,407	2,103
123	2	0	2	150	95	1	0	1	65	42	1	1	2	82	65	0					0					8	1	9	762	444
124	11	0	11	348	335	7	0	7	310	290	1	0	3	90	88	0					0					32	0	34	1,385	1,246
125	1	0	1	93	52	1	0	1	86	52	1	1	2	92	56	0					0					7	2	7	583	321
126						1	1	2	60		1	1	1	26												4	3	13	555	
127	12	0	12	670	638	4	1	3	385	344	1	2	1	115	97	0					0					23	3	22	1,500	1,398
128						16	8	24	850	572	1	1	3	96	76	0					0					46	9	56	3,158	2,071
129	3	0	3	168	153	3	0	3	185	106	1	2	0	100	94	0					0					10	2	9	619	502
130		1	3	151							2	5	1	100		1	1	0	26								10	19		
131	4	0	4	263	188	2	0	2	100	65	1	2	1	44	35	0					0					*j*11	2	10	683	450
132											1	4	2	173	167	0					0					9			1,788	1,588
133	2	0	2	96	92	2	0	2	89	83	1	2	2	84	83	0					0					10	2	11	652	622
134	8	0	8			3	0	3			1	0	2			0					1	1	1	25	20	26	1		1,276	
135	9	0	9	637	400	4	0	4	220	160	1	0	2	83	49	0					0					*k*28	0	27	1,780	1,149
136						2		4	293		3	3	2	105		0					0					5	13	837	
137						7	1	6	343		1	2	1	135		0					0					23	4	21	1,654	
138	8	2	17			4	4	14			1	1	4			0					0					21	7	56	2,880	2,268
139	2	0	2	115	104	2	0	2	90	80	1	1	0	45	39	0					0					9	1	8	525	471
140																0					0					1	1	10	825	547
141	2	0	2	87	40	1	1	0	74	56	1	1	0	51	47	0					0					6	2	4	410	263
142											1	3	2	103	93	0					0					31	9	37	2,369	1,987
143	2	0	2			2		2			1	3	1			0					0					9	3	9	349	310
144	2	0	2	120	92	1	0	1	70	66	1	1	0	54	50	0					0					8	1	7	645	411
145	4	0	4	270	250	2	0	2	105	100	1	1	1	35	35	0					0					12	*l*2	12	740	675
146	4	0	6	382	271	2	0	3	120	82	1	1	2	94	82	0					0					11	1	16	1,018	649

a Also 1 male German-teacher.
b Class of 14 ladies fitting for teachers.
c One included in intermediate.
d Principal of high school.
e These also comprehend primary.
f These totals include 3 German schools, with 2 male and 3 female teachers, and 311 enrolled and 217 average attendance. There is also a training-school.
g Includes 2 special.
h Includes intermediate.
i Professor of music.
j One German school, with 1 teacher.
k Includes 2 ungraded schools, with 2 female teachers, and 88 enrolled and 50 average attendance.
l One teacher of German.

TABLE II.—*School-statistics of cities, &c.*—Continued.

Number.	Intermediate schools.					Grammar-schools.					High schools.					Evening-schools.					Normal schools or departments.					Total in graded school-system.				
		Teachers.		Pupils.			Teachers.		Pupils.			Teachers.		Pupils.			Teachers.		Pupils.			Teachers.		Pupils.			Teachers.		Pupils.	
	Number of—	Male.	Female.	Number enrolled.	Average attendance.	Number of—	Male.	Female.	Number enrolled.	Average attendance.	Number of—	Male.	Female.	Number enrolled.	Average attendance.	Number of—	Male.	Female.	Number enrolled.	Average attendance.	Number of—	Male.	Female.	Number enrolled.	Average attendance.	Number of—	Male.	Female.	Number enrolled.	Average attendance.
	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46
147	7	1	6	430	400	2	2	3	250	225	1	2	1	112	105	0					0					a14	5	14	1,400	1,250
148	5	2	3	300	275	3	1	2	160	134	1	2	0	60	55	0					0					16	5	12	1,010	927
149	4	0	4			4	1	3			1	1	1			0					0					15	2	14		
150	3	0	4	175		2	1	1	90	70	1	2	1	40	32	0					0					12	3	13	785	635
151	2	0	2	109	90	2	0	2	90	72	1	1	1	87	61	0					0					8	1	8	548	423
152	2	0	2	140	115	2	2	0	84	75	1	1	2	120	105	0					1	1	1	20	18	10	4	9	591	498
153						3	0	3			1	1														8	1	8	445	
154	5	1	4	280	169	3	0	3	125	77	1	0	1	25	17	0					0					18	1	17	1,212	664
155	1	0	1	80	75	1	0	1	90	85	1	1	1	100	95	0					1	1	0	25	25	b5	1	4	390	375
156	c3	0	3	110	100											0					0					9	0	9	371	324
157	5	2	3	374	187	2	0	2	138	63	1	1	0	56	27	0					0					16	3	13	1,298	575
158	9	2	7	405	364	6	3	3	255	235	1	1	3	71	68	1	2	2	120	80	0					25	9	22	1,262	1,115
159	0					11	1	10	406	392	1	1	2	70	62	0					0					37	2	37	1,839	1,657
160	4	1	3	269	213	2	0	2	125	100	1	1	1	30	25	0					0					11	3	9	710	559
161						3	2	1	223		1	1	1	67												8	4	5	647	
162	13	2	11	1,179	584	1	0	2	80	44	1	1	0	40	23	0					0					22	4	19	1,759	879
163						1	1	2	107		1	2	0	32												5	6	8	461	
164	2	2	3	250	175	0					0					0					0					2	2	3	250	175
165																0					0						5	51	3,203	2,377
166	3	3	0	119	104	1	1	0	53	47	0					0					0					7	4	6	448	384
167	2	0	2	82		1	1	1	41																	31	3	33	1,490	
168	5	1	4	254	205	3	1	2	187	144	1	1	2	85	73	0					0					14	3	13	850	667
169	1	1	0	26	24	0					0					0					0					2	2	3	181	167
170	2	1	1	120	61	0					0					0					0					7	2	5	431	216
171	1	1	1	51	28	0					0					0					0					3	1	7	423	229
172	18	6	91	4,726	3,923	33	16	240	12,950	10,748	3	6	11	516	445	0					0					74	32	386	20,263	16,836
173	d24	0	24	591	480	2	1	5	231	204	1	2	1	100	95	0					0					35	3	38	1,245	1,054
174	15	0	15	700	575	8	1	9	500	425	1	1	4	150	125	0					0					e42	2	52	2,650	2,275
175	2	0	3	87	72	4	2	10	631	577	1	2	2	110	108	0					0					17	4	33	1,747	1,503
176	1	0	2	105	100	2	0	4	216	200	1	1	1	90	85	0					0					6	1	9	624	553
177	5	0	5	250	240	2	2	2	190	180	1	1	2	75	70	0					0					25	3	26	1,280	1,230

178						7	2	6	726		1	1	2	85																
179	2	0	2	98	81	1	0	1	64	57	1	1	0	61	55	0					0					6	1	6	399	340
180	2	1	3	185	140	1	1	1	90	75	1	1	1	60	40	0					0					8	3	10	700	455
181	15	0	15			4	0	4	200	175	1	1	1	50	42	0					0					*f*26	1	25		
182	1	0	1	35	25	1	0	1	40	28						0					0					23	10	13	528	419
183	7	0	7	304	240	3	0	5	249	205	1	1	2	80	70	1		1	50	30	0					17	2	19	920	730
184	2	0	2	100	80	1	0	1	50	40	1	1	1	50	40	0					0					12	1	12	600	480
185	9	0	9	541	413	1	1	8	406	355	1	1	3	134	127	0					0					*g*30	2	39	2, 160	1, 710
186						7	4	26	1, 265	1, 049	1	3	12	436	422	0					0					20	9	93	6, 831	5, 221
187	4	0	5	288	244	5	1	6	257	217	1	1	2	90	84	0					0					*h*23	2	28	1, 386	1, 131
188	2	0	2			1	1	1			1	1	1			0					0					*i*11	2	12		
189						39	30	181	8, 756	7, 271	3	12	20	1, 115	1, 007	11	28	8	1, 666	1, 177	0					123	77	539	25, 943	21, 619
190																										39	5	40	2, 640	1, 602
191	12	1	11	300	275						4	0	4	161	133	0					0					25	5	20	947	819
192	4	0	4	114	109	5	0	6	156	145	1	1	2	56	54	0					0					19	1	21	644	583
193	12	0	13	360	314	2	0	4	126	110	1	1	2	70	65	0					0					19	1	25	781	679
194	4	0	4	150	135	2	0	2	75	68	1	1	1	55	50	0					0					18	1	18	580	523
195	2	0	2	130	111	4	1	4	250	225	2	2	2	125	119	0					0					*j*13	3	15	920	767
196	10	0	10	314	253	6	3	3	237	187	1	1	0	80	71	0					0					25	4	21	920	744
197																														
198	0					37	68	398	19, 267	17, 973	6	31	35	1, 688	1, 596	14	41	85	2, 885	1, 536	1	1	4	57	52	398	142	862	38, 687	34, 575
199	1	0	1	54	46	13	4	13	300	260	1	1	1			0					0					18	5	18	660	
200	0					18	2	16	477		1	2	2	83		1	1	2	80	20	0					35	5	35	1, 159	
201	0					7	7	78	3, 325	2, 774	1	5	6	343	279	6	6	13	343	190	1	0	1	20	15	34	*k*20	161	7, 496	6, 137
202	4	0	4	132	112	5	3	2	148	120	1	1	1	28	25	3	3	2	162	77	0					20	7	16	879	624
203	3	0	3	122	103	5	10	55	2, 783	2, 611	1	3	5	229	220	3	4	2	150	94	0					51	17	104	5, 154	4, 674
204	0					3	2	33	1, 573	1, 438	1	2	3	160	157	2	2	1	154	74	0					14	6	62	3, 302	2, 849
205																										25	4	29	1, 691	981
206																														
207	4	0	4	194	162	8	3	11	430	342	1	1	1	76	70	0					0					20	4	23	1, 068	863
208	14	3	17	414	240	2	1	2	70	42	1	3	0	34	27	0					0					20	7	22	617	367
209	3		3			2		2			2	2	1			0					0					21	5	20		
210	0					2	0	2	67	43	1	0	1	37	29	0					0					16	0	23	734	442
211	26	1	30	2, 342	1, 085	3	3	11	923	591	1	2	2	162	150	4	5	8	250	195	0					66	11	92	6, 783	3, 744
212	9	0	9	340	320	3	3	9	528	516	1	4	2	128	120	0					0					38	7	45	2, 114	2, 014
213	10	0	10	332	306	3	0	5	118	110	2	2	2	100	97	0					0					21	2	24	877	808
214	4	0	4	212	187	3	0	3	122	111	1	1	0	58	50	0					0					14	1	13	674	591
215	3	0	3	150	125	2	1	1	87	80	1	1	0	57	45	0					0					*l*9	2	7	444	350
216	1	0	2	117	98	0					1	1	3	82	75	1	1	1	60	43	0					14	2	17	617	487
217	5	0	5	174	156	5	5	0	170	136	2	2	2	101	92	0					0					18	7	13	735	602
218	2	0	2			3	0	3			1	1	1	50		0					0					*m*15	1	15	628	469
219	9	0	9	297	243	1	1	3	138	122	1	1	1	45	44	0					0					16	2	25	1, 000	832

a Two ungraded, not specified.

b Also 1 school for colored children, with 1 female teacher, and 36 enrolled and 30 average attendance.

c Includes grammar.

d Mixed and ungraded.

e Also 12 suburban schools, with 12 female teachers, and 300 enrolled and 225 average attendance; and 1 select school, with 1 male and 4 female teachers, and 300 enrolled and 275 average attendance.

f Includes 1 apprentice-school.

g Also 15 rural or ungraded schools, with 15 female teachers, and 411 enrolled and 356 average attendance; and 1 practice-school, with 1 female teacher, and 10 enrolled and 10 average attendance.

h Also 1 miscellaneous school, with 1 male and 1 female teacher, and 116 enrolled and 75 average attendance; and 1 mixed school, with 1 female teacher, and 16 enrolled and 9 average attendance.

i Four mixed.

j Also 15 mixed schools, with 1 male and 14 female teachers, and 570 enrolled and 492 average attendance.

k Including teachers of music and writing.

l Also 12 mixed schools, with 2 male and 10 female teachers, and 330 enrolled and 250 average attendance.

m Six are not specified.

TABLE II.—*School-statistics of cities, &c.*—Continued.

Number.	Intermediate schools.					Grammar-schools.					High schools.					Evening-schools.					Normal schools or departments.					Total in graded school-system.				
		Teachers.		Pupils.			Teachers.		Pupils.			Teachers.		Pupils.			Teachers.		Pupils.			Teachers.		Pupils.			Teachers.		Pupils.	
	Number of—	Male.	Female.	Number enrolled.	Average attendance.	Number of—	Male.	Female.	Number enrolled.	Average attendance.	Number of—	Male.	Female.	Number enrolled.	Average attendance.	Number of—	Male.	Female.	Number enrolled.	Average attendance.	Number of—	Male.	Female.	Number enrolled.	Average attendance.	Number of—	Male.	Female.	Number enrolled.	Average attendance.
	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46
220																														
221	5	0	5	222	184	3	0	3	133	127	1	1	1	70	67	0										22	2	21	1,085	898
222	2	0	2	95	82	1	1	1	45	40	1	1	1	46	59	0					0					13	1	14	828	606
223	16	0	17	641	534	21	3	21	1,076	922	1	2	4	157	142	2	1	22	575	384	0					7	2	9	394	334
224	2	1	1	81	71	0					2	1	2	92	81	0					0					63	6	96	4,682	3,769
225	10	0	10	360	309	2	0	2	116	101	1	1	2	105	91	0					0					17	2	16	849	691
226	0					a9	8	48	3,592	3,269	1	3	5	384	377	5	0	57	1,130	689	0					16	1	17	739	639
227	0					42	4	42	2,259	2,033	1	2	3	172	158	7	7	44	884	526	0					64	11	107	7,424	6,749
228	5	0	5	277	241	3	1	6	278	256	1	1	1	48	44	0					0					99	13	138	6,253	5,244
229	6	0	6	118	94	6	2	6	345	276	1	1	2	79	72	5	5	5	397	259	0					19	2	22	1,446	1,215
230	8	0	8	345	273	4	4	4	297	258	1	2	1	87	78	1	2	0	45	18	0					37	6	38	2,247	1,738
231	2	0	2	100	58	2	0	2	117	55	1	2	2	56	31	0					0					21	8	20	1,108	883
232						3	0	3	96		1	1	1	42		0					0					17	2	18	670	435
233	15	0	15	950	900	7	2	7	900	175	1	1	1	55	50	0					0					b8	1	8	370	
234	0					6	0	7	268	198	2	2	0	72	52	0					0					32	3	32	1,355	1,265
235	0					4	4	31	1,258	1,063	1	2	7	261	240	3	2	10	170	137	1	0	4	6	6	18	2	17	906	576
236	1	1	7	447	303	6	3	9	417	338	2	3	3	219	184	2	0	8	127	81	0					c22	8	91	3,391	2,808
237	0					8	4	39			1	3	5			1	6	0			0					25	7	48	2,070	1,579
238	2	0	2	84	69	3	3	0	85	62	1	1	0	26	15	0					0					18	13	68	2,493	2,000
239	0					16	3	16	682	537	1	1	2	71	58	0					0					21	8	13	432	316
240	23	0	25	1,249	985	3	2	6	230	195	1	1	2	100	70	2	5	2	358	210	0					34	4	32	1,393	1,015
241	6	0	6	278	243	1	1	1	82	60	1	1	1	55	45	0					0					40	8	46	2,463	1,885
242	5	0	5	377	276	6	5	6	486	372	1	1	1	95	57	0					d1	1	0	50	42	14	3	13	801	666
243	1	0	2	95	78	3	0	5	203	177	1	0	2	60	57	0					0					27	6	27	1,956	1,391
244	0					27	4	24	1,203	1,133	1	2	4	156	153	4	4	4			0					11	0	18	780	661
245	6	0	6	178	138	1	0	1	39	33	3	3	0	116	93	0					0					74	10	74	3,296	3,029
246	3	0	3	146	112	e16	7	9	387	289	1	1	0	48	39	1	1	0	52	37	0					18	3	15	711	471
247	8	0	8	214	143	2	0	2	72	63	1	1	1	43	39	0					0					24	9	15	805	618
248	9	1	9	250	225	6	5	51	1,902	1,864	1	3	5	191	183	2	3	2	225	215	0					20	1	20	737	548
249	4	0	4	183	148	3	0	4	177	152	1	1	1	54	53	1	1	2	89	45	2	0	2	40	33	30	12	114	4,614	4,374
250	13	0	14	864	575	12	4	12	648	537	1	2	1	122	105	4	7	7	423	275	0					18	2	21	953	749
																										50	13	56	3,628	2,356

251	1	0	1	39	32	2	0	2	66	57	1	1	0	33	32	0					0					*f*7	1	6	278	231
252		0	5	194	154	2	0	2	93	83	1	1	1	51	47	0					0						1	11		
253	2	0	2	110	68	1	1	0	56	36	1	1	1	63	41	1	1	1	60	45	0					13	3	12	718	482
254	14	0	14	564	513	9	5	7	457	415	2	2	1	93	86	0					0					38	7	35	1,756	1,587
255	2	0	2	70	53	2	0	2	90	65	1	0	1	45	29	0					0					16	1	15	818	459
256	9	1	9	475	375	8	3	7	400	325	1	2	2	150	130	1	2	0	125	70	0					36	8	41	2,003	1,609
257	30	0	30	1,282	1,192	36	5	37	1,479	1,398	1	3	6	280	284	10	4	10	545	439	0					*g*125	12	145	6,728	5,814
258	10	0	10	566	379	4	0	4	178	138	1	2	3	128	109	0					0					25	2	27	1,574	1,036
259	5	0	6	313	207	1	0	6	322	236	1	3	4	305	247	0					0					12	3	29	1,788	1,255
260	9	0	9	402	275	4	0	4	226	139	2	1	3	108	68	0					0					25	1	26	1,763	904
261	6	3	5	840	421	2	1	2	330	197	1	1	3	90	63	0					0					28	5	31	3,025	1,612
262	2	0	2	138	115	1	0	1	64	51	1	0	1	15	14	0					0					9	0	9	478	392
263	8	0	8	334	268	2	0	2	104	76	1	2	2	118	82	0					0					18	2	19	1,075	747
264	2	0	2	142	75	1	0	1	79	50	1	1	1	100	51	0					1	1	0	72	45	7	2	6	554	432
265	35	0	40	2,000	1,850	30	2	43	1,100	1,000	1	3	6	300	275	0					0					156	5	179	8,900	8,425
266	8	2	6	410	268	3	1	4	206	173	1	1	2	75	46	0					0					38	4	38	2,798	1,831
267	7	0	7	450	310	4	0	4	220	172	1	3	1	146	128	0					0					21	3	23	1,566	1,130
268	2	0	2	142	103	1	0	1	57	41	1	1	2	50	36	0					0					7	1	14	1,013	630
269	3	0	10			2	3	3			1	2	2			1	3	1	317	127	0					18	8	62	4,300	2,534
270	6	0	6	350							1	2	2	130							0					13	2	14	840	
271	2	1	3	300	225	1	0	1	70	60	1	1	0	43	35	0					0					8	3	8	813	570
272	6	0	9	800	700	4	1	9	550	500	2	5	3	240	175	0					0					20	6	35	2,575	2,275
273	9	0	9	389	350	3	0	4	136	118	1	2	2	88	79	0					0					31	2	33	1,576	1,358
274	7	1	11	619	374	5	0	5	204	146	1	1	2	65	40	0					0					20	2	25	1,409	878
275						2	0	2			1	1	1													9	1	9		
276	3	0	3	200	160	1	0	1	60	55	1	1	2	60	56	0					0					11	1	12	829	671
277	6	0	6	250	235	2	0	2	57	52	1	1	3	67	64	0					0					17	1	19	876	831
278	1	0	1	94	52	1	0	1	88	50	1	1	0	32	21	0					0					5	1	4	410	236
279	4	0	4	400	270	1	0	1	80	45	1	1	1	75	50	0					0					18	1	18	1,400	845
280	3	0	3	180	126	2	0	2	120	84	1	1	2	80	56	0					0					16	1	17	1,075	749
281	1	0	1	64	46	1	0	1	56	42	1	1	2	98	59	0					0					10	1	11	727	431
282	1	0	1	70	59	1	0	1	51	42	1	1	1	87	64	0					0					4	1	5	327	243
283	2	0	2	134	92	2	0	4	157	103	2	2	1	147	87	0					0					14	2	15	1,014	650
284	6	1	5	381	186	1	0	3	94	62	1	2	0	45	34	0					0					18	3	18	1,529	791
285	5	0	6			1	0	2			1	2	0			1	3	0	53	48	0					27	7	27	1,746	1,284
286	2	0	2	93	69	1	0	1	31	30	1	1	1	40	33	0					0					6	1	6	275	214
287	2	0	2	132	82	1	0	1	90	47	1	1	1	60	36	0					0					10	1	10	992	510
288	5	1	4	214	176	3	1	2	118	99	1	2	1	75	68	0					0					16	4	14	799	673
289	2	1	1	190	110	1	0	1	80	40	1	1	1	40	25	0					0					9	3	7	672	420
290	4	0	4	250	200	2	0	2	145	120	1	1	0	30	26	0					0					13	1	12	745	586
291	2	0	2	128	90	3	0	3	188	136	1	1	1	42	30	0					0					12	1	12	861	556
292	5	0	6	250	235	2	0	4	140	127	1	0	1	50	45	0					0					12	0	17	890	732
293	10	0	10	640	560	2	1	2	125	100	1	0	2	73	60	0					0					35	1	36	2,298	1,866
294	3	0	3	139	122	2	2	0	79	72	1	2	0	48	44	0					0					9	4	6	469	412
295	5	0	5	291	186	2	0	2	93	60	1	1	1	38	22	0					0					16	1	16	1,159	644

a Do not form part of city-school-system.
b Also 3 mixed schools, with 4 teachers and 70 scholars.
c There are also 7 rural ungraded schools, with 1 male and 6 female teachers, and 162 enrolled and 105 average attendance.
d Three months in the year.
e Includes 13 mixed.
f Also 10 mixed schools, with 1 male and 9 female teachers, and 259 enrolled and [illegible] average attendance
g Also 12 ungraded schools, with 1 male and 12 female teachers, and 372 enrolled and 331 average attendance.

TABLE II.—*School-statistics of cities, &c.*—Continued.

Number.	Intermediate schools.					Grammar-schools.					High schools.					Evening-schools.					Normal schools or departments.					Total in graded school-system.				
	Number of—	Teachers.		Pupils.		Number of—	Teachers.		Pupils.		Number of—	Teachers.		Pupils.		Number of—	Teachers.		Pupils.		Number of—	Teachers.		Pupils.		Number of—	Teachers.		Pupils.	
		Male.	Female.	Number enrolled.	Average attendance.		Male.	Female.	Number enrolled.	Average attendance.		Male.	Female.	Number enrolled.	Average attendance.		Male.	Female.	Number enrolled.	Average attendance.		Male.	Female.	Number enrolled.	Average attendance.		Male.	Female.	Number enrolled.	Average attendance.
°	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46
296	0	.....	.....	.....	.....	5	0	5	350	200	1	1	1	55	50	0	.....	.....	.....	.....	0	.....	.....	.....	.....	15	1	15	945	750
297	4	0	4	230	210	4	1	3	148	126	1	1	0	40	35	0	.....	.....	.....	.....	0	.....	.....	.....	.....	17	2	15	910	797
298	.....	.....	.....	.....	.....	11	4	14	975	.....	1	3	3	119	.....	1	1	0	43	.....	.....	.....	.....	.....	.....	47	9	51	3,300	.....
299	7	0	7	403	304	3	0	3	156	129	1	2	2	89	68	0	.....	.....	.....	.....	0	.....	.....	.....	.....	21	2	22	1,523	1,108
300	8	1	7	350	280	5	1	6	220	170	0	.....	.....	.....	.....	0	.....	.....	.....	.....	0	.....	.....	.....	.....	22	3	21	990	780
301	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
302	2	0	2	138	85	1	0	1	35	28	1	1	0	35	23	1	1	0	14	12	0	.....	.....	.....	.....	15	5	10	710	513
303	.....	0	8	.....	254	.....	3	8	.....	241	1	1	0	41	25	0	.....	.....	.....	.....	0	.....	.....	.....	.....	8	4	26	1,745	860
304	.....	.....	.....	.....	.....	8	1	7	350	.....	1	1	0	50	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
305	2	0	2	200	150	2	0	2	161	130	1	1	0	20	20	0	.....	.....	.....	.....	0	.....	.....	.....	.....	8	1	7	731	600
306	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	2	2	121	90	0	.....	.....	.....	.....	0	.....	.....	.....	.....	11	13	44	4,259	2,224
307	4	1	3	278	238	4	3	1	131	112	1	2	0	64	56	0	.....	.....	.....	.....	0	.....	.....	.....	.....	13	6	8	763	649
308	4	1	3	264	190	2	0	2	116	81	1	1	2	42	26	0	.....	.....	.....	.....	0	.....	.....	.....	.....	12	2	12	1,053	608
309	3	1	2	243	158	2	1	3	135	104	1	1	1	17	14	0	.....	.....	.....	.....	0	.....	.....	.....	.....	11	3	11	827	546
310	6	0	6	350	244	3	0	3	154	112	1	2	0	36	27	0	.....	.....	.....	.....	0	.....	.....	.....	.....	16	2	15	1,121	722
311	12	3	9	820	656	5	1	7	315	252	1	3	1	131	120	0	.....	.....	.....	.....	0	.....	.....	.....	.....	40	*a*10	*b*38	2,867	2,148
312	55	3	127	7,168	4,161	32	41	81	2,756	1,279	6	13	25	1,267	792	18	27	98	4,015	1,915	1	2	9	177	113	175	90	684	40,732	23,028
313	2	1	1	90	71	2	2	0	85	71	0	.....	.....	.....	.....	0	.....	.....	.....	.....	0	.....	.....	.....	.....	6	4	2	305	242
314	6	0	6	324	.....	5	1	4	248	.....	2	1	1	87	.....	0	.....	.....	.....	.....	0	.....	.....	.....	.....	17	2	15	905	.....
315	11	1	10	.....	.....	4	2	2	.....	.....	1	3	2	64	59	0	.....	.....	.....	.....	0	.....	.....	.....	.....	32	6	30	2,241	1,400
316	.....	1	3	.....	90	2	1	1	.....	75	1	1	0	.....	45	0	.....	.....	.....	.....	0	.....	.....	.....	.....	.....	.....	.....	271	.....
317	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	.....	.....	.....	.....	0	.....	.....	.....	.....	8	0	8	240	202
318	2	.....	2	.....	.....	2	1	1	.....	.....	1	1	2	.....	.....	0	.....	.....	.....	.....	0	.....	.....	.....	.....	*c*9	2	9	.....	.....
319	11	0	14	643	.....	.....	.....	.....	.....	.....	1	1	2	120	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	24	1	28	1,178	.....
320	10	1	9	180	122	8	0	8	263	205	1	1	2	96	91	0	.....	.....	.....	.....	0	.....	.....	.....	.....	38	2	38	1,883	1,314
321	13	0	13	573	490	2	0	2	88	78	1	1	1	86	77	0	.....	.....	.....	.....	0	.....	.....	.....	.....	29	1	29	1,528	1,199
322	9	0	9	718	354	6	6	18	1,258	726	2	1	3	203	121	1	2	3	200	75	0	.....	.....	.....	.....	*d*37	9	54	4,343	1,981
323	10	0	13	335	299	2	1	7	313	299	1	1	3	102	99	2	2	3	218	135	0	.....	.....	.....	.....	24	5	45	1,771	1,439
324	2	0	3	109	88	2	1	2	150	105	1	1	1	81	53	0	.....	.....	.....	.....	0	.....	.....	.....	.....	*c*9	2	11	601	441
325	3	0	3	180	150	1	1	0	65	50	1	1	0	30	25	0	.....	.....	.....	.....	0	.....	.....	.....	.....	6	2	4	355	295
326	0	.....	.....	.....	.....	4	0	4	130	100	1	1	1	50	40	0	.....	.....	.....	.....	0	.....	.....	.....	.....	9	2	8	509	377

327	3	0	7	425	300	3	3	3	381	200	0					0					0					15	4	19	1,506	950
328	3	0	5	207	101	2	1	3	261	114	0					0					0					6	1	12	830	412
329	26	1	25	1,789	1,052	14	5	9	662	483	0					3	2	1	174	73	0					75	9	66	5,529	3,245
330	0					10	0	10	656	528	3	2	3	80	69	8	*f*2	*f*6	488	134	0					43	2	35	3,018	1,571
331	4	0	4	372	193	2	1	1	162	137	0					0					0					8	1	7	775	456
332																										1	1	3	256	132
333	6	0	12	868	607	6	4	21	1,188	902	0					1	3	5	397	275	1	2	0	48	40	20	9	53	3,893	2,659
334	0					15	13	88			1	4	4	152	147	8	16	27	2,812	792	1	8	2	180	160	45	41	261	16,762	8,320
335	7	2	5	335	190	2	2	0	38	35	3	2	1	80	67	0					0					13	8	16	999	604
336	3	0	3	135	100	3	1	2	120	100	1	3	2	120	100		7	5	415	3,000	0						11	23	1,270	1,000
337	0					12	13	67	3,895	2,574	1	5	6	351	279	6	19	8	1,103	563	1	4	1	112	79	40	46	196	16,305	9,371
338	5	0	5	301	229	4	0	4	171	129	1	1	1	81	62	0					0					30	1	30	2,038	1,282
339	2	0	5	235	212	2	1	5	190	171	1	2	1	30	27	1	2	4	215	148	0					9	5	28	1,251	1,023
340	0					6	4	19	543	405	1	1	4	93	70	4	5	17	533	395	1	2	1	60	60	22	14	100	4,033	3,042
341	6	2	7	580	395	3	3	2	327	235	1	2	1	87	59	0					0					15	8	17	1,710	1,189
342	1	0	4	170	160	1	1	3	167	150	1	2	3	107	103	0					0					4	3	15	699	613
343			3				4	3																		5	4	14		
344																										12	5	12	1,495	997
345																										9	6	34	2,000	1,750
346	0					*g*5	0	35	1,656	1,442	1	2	3	197	187	0					0					9	2	43	2,119	1,861
347	4	0	4	160	140	1	0	1	40	36	4	1	3	90	80	0					0					11	1	10	440	386
348	3	1	12	706	493	2	2	5	207	195	1	2	2	80	54	0					0					13	5	38	2,374	1,548
349																					0					48	34	881	77,350	
350											1	6	8	498	281	12	13	51	2,485	1,647	0					50	38	332	21,211	10,432
351	3	2	1	330	155	1	1	0	50	30	0					0					0					9	3	6	830	397
352	2	0	2			1	1	1			1	1	0			0					0					5	2	4		
353	1	0	1	85	60	1	0	3	160	116	1	1	1	70	50	0					0					9	1	12	815	666
354	4	0	4	165	138	1	0	2	85	72	1	1	2	35	33	8	0	16	1,200	1,020	0					31	*h*1	44	2,600	2,210
355	4	0	8	500	425	1	0	4	130	100	1	1	2	70	48	0					0					11	1	26	1,350	1,043
356	1	0	3	294	147	1	1	2	52	44	0					0					0					3	1	10	755	427
357	2	0	2	200	175	4	0	4	150		1	1	1	60	50	0					0					9	1	10	610	
358	2	0	4	670	534	1	1	2	242	180	0					0					0					6	1	9	1,392	1,134
359	2	0	5	270	210	1	1	5	180	153	0					0					0					5	1	20	970	790
360	2	0	5	370	350	3	0	3	150	130	1	3	1	140	126	0					0					10	4	16	1,360	1,106
361	1	0	3	227	137	1	0	2	124	70	1	1	1	65	31	0					0					4	1	13	1,056	610
362																										1	1	9	900	550
363	2	0	2	102	102	1	1	1	60	59	1	1	1	60	59	0					0					6	2	6	319	280
364																														
365	3	0	6			4	2	11			0					0					0					10	2	23	1,828	1,052
366																														
367	1	0	7	441	210	1	1	5	329	225	0					0					0					5	1	18	1,414	742
368	3	0	4	133	115	2	0	3	97	90	1	1	0	8	8	0					0					9	1	13	602	510
369	0					1	0	6	397	248	1	4	4	399	178	0					0					7	4	36	2,888	1,502
370																										3	3	29	1,817	1,470
371	0					2	0	4	250	198	1	2	0	95	70	0					0					8	2	18	1,595	1,268
372	0					3	4	36			0						1	3	425	210	0					7	5	56	6,580	4,443

a One teacher of penmanship.
b One teacher of drawing.
c Report says, 25 district-schools, including primary and intermediate, with 1 male and 24 female teachers.
d There are also 8 suburban schools.
e Also 17 mixed schools, with 8 male and 20 female teachers, and 492 enrolled and 308 average attendance.
f Day-teachers also.
g Includes intermediate.
h Also 1 teacher of vocal music.

TABLE II.—*School-statistics of cities, &c.*—Continued.

Number.	Intermediate schools.					Grammar-schools.					High schools.					Evening-schools.					Normal schools or departments.					Total in graded school-system.				
		Teachers.		Pupils.			Teachers.		Pupils.			Teachers.		Pupils.			Teachers.		Pupils.			Teachers.		Pupils.			Teachers.		Pupils.	
	Number of—	Male.	Female.	Number enrolled.	Average attendance.	Number of—	Male.	Female.	Number enrolled.	Average attendance.	Number of—	Male.	Female.	Number enrolled.	Average attendance.	Number of—	Male.	Female.	Number enrolled.	Average attendance.	Number of—	Male.	Female.	Number enrolled.	Average attendance.	Number of—	Male.	Female.	Number enrolled.	Average attendance.
	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46
373	0	....	.....	.....	.....	3	3	9	512	395	1	3	2	143	125	1	1	3	309	168	0	....	....	.....	.....	10	7	40	2,505	1,874
374	0	....	.....	.....	.....	1	1	4	176	148	0	....	.....	.....	.....	0	....	.....	.....	.....	0	....	....	.....	.....	2	1	9	455	350
375	*a* 9	6	36	1,965	803	102	374	706	63,941	33,980	*b* 45	7	176	21,806	8,302	32	142	216	19,550	9,160	3	12	27	2,434	1,395	300	541	2,483	244,336	111,610
376	1	0	3	150	100	1	1	0	180	80	0	....	.....	.....	.....	0	....	.....	.....	.....	0	....	....	.....	.....	3	1	6	530	330
377	2	0	3	203	119	2	2	2	315	175	0	....	.....	.....	.....	0	....	.....	.....	.....	0	....	....	.....	.....	6	2	7	743	422
378	6	0	21	1,599	975	2	1	13	683	462	1	1	2	90	59	1	0	2	.....	.....	0	....	....	.....	.....	*c* 21	2	67	4,601	2,992
379	5	0	5	291	.....	.....	.....	3	132	.....	.....	1	4	139	.....	0	....	.....	.....	.....	0	....	....	.....	.....	....	1	18	880	532
380	....	0	1	85	65	1	1	1	104	80	0	....	.....	.....	.....	0	....	.....	.....	.....	0	....	....	.....	.....	....	1	3	269	205
381	2	2	4	200	185	2	4	6	900	600	0	....	.....	.....	.....	0	....	.....	.....	.....	0	....	....	.....	.....	7	7	19	2,037	1,331
382	....	....	.....	.....	.....	....	....	.....	.....	.....	....	....	.....	.....	.....	....	....	.....	.....	.....	....	....	....	.....	.....	1	1	5	420	230
383	6	0	13	793	612	3	0	10	278	229	1	1	3	125	104	0	....	.....	.....	.....	0	....	....	.....	.....	15	1	41	1,754	1,404
384	19	0	53	3,311	2,893	12	10	28	1,524	1,417	1	4	4	208	202	2	9	0	528	492	0	....	....	.....	.....	53	23	148	10,198	9,307
385	5	0	8	404	250	1	1	4	246	144	1	1	4	76	57	0	....	.....	.....	.....	0	....	....	.....	.....	14	2	25	1,706	979
386	5	0	6	349	180	3	3	3	297	169	1	2	2	102	58	0	....	.....	.....	.....	0	....	....	.....	.....	14	5	18	1,495	808
387	8	0	8	535	321	2	0	5	317	201	2	2	5	135	100	0	....	.....	.....	.....	0	....	....	.....	.....	23	2	29	2,213	1,382
388	12	2	10	.....	.....	0	....	.....	.....	.....	1	1	2	.....	.....	0	....	.....	.....	.....	0	....	....	.....	.....	19	3	18	1,670	783
389	1	0	4	154	132	1	0	4	97	88	0	....	.....	.....	.....	1	1	3	72	60	0	....	....	.....	.....	4	1	15	568	482
390	15	0	59	2,623	1,898	6	5	21	916	681	1	4	6	209	144	1	3	0	220	70	0	....	....	.....	.....	*d* 38	12	163	7,834	5,544
391	12	4	41	2,190	1,422	9	9	20	880	604	1	2	2	111	87	4	4	15	400	325	0	....	....	.....	.....	42	20	140	8,700	5,241
392	13	....	24	1,277	811	1	1	9	470	323	1	6	2	125	88	1	2	0	130	60	0	....	....	.....	.....	*e* 30	9	66	4,419	2,756
393	*f* 2	0	4	220	178	0	....	.....	.....	.....	1	1	3	80	72	0	....	.....	.....	.....	0	....	....	.....	.....	7	1	13	750	610
394	5	0	14	630	382	3	0	5	285	193	1	2	2	169	100	0	....	.....	.....	.....	0	....	....	.....	.....	17	2	37	2,004	1,222
395	2	0	4	240	150	1	1	2	80	50	0	....	.....	.....	.....	0	....	.....	.....	.....	0	....	....	.....	.....	*g* 9	1	12	870	590
396	....	....	.....	.....	.....	....	....	2	40	.....	0	....	.....	.....	.....	0	....	.....	.....	.....	0	....	....	.....	.....	4	5	6	420	.....
397	4	0	8	360	320	3	1	5	180	.....	0	....	.....	.....	.....	0	....	.....	.....	.....	0	....	....	.....	.....	11	1	17	809	710
398	0	....	.....	.....	.....	7	1	11	624	456	1	0	3	102	81	0	....	.....	.....	.....	0	....	....	.....	.....	28	1	34	2,149	1,529
399	0	....	.....	.....	.....	2	1	2	202	159	1	1	1	44	35	0	....	.....	.....	.....	0	....	....	.....	.....	7	2	12	823	678
400	0	....	.....	.....	.....	4	1	4	191	176	0	....	.....	.....	.....	0	....	.....	.....	.....	0	....	....	.....	.....	9	2	8	601	530
401	0	....	.....	.....	.....	0	....	.....	.....	.....	2	1	2	69	35	0	....	.....	.....	.....	0	....	....	.....	.....	13	1	12	853	495
402	5	3	3	259	213	1	0	3	104	96	1	1	2	59	54	0	....	.....	.....	.....	0	....	....	.....	.....	22	*h* 6	*i* 23	1,274	1,076
403	83	29	62	4,093	3,701	0	....	.....	.....	.....	20	11	11	863	787	70	41	36	3,467	2,838	1	1	4	73	62	512	*j* 125	*k* 445	27,718	24,035

404	5	1	4	335	.....	4	2	3	215	.....	2	1	1	56	.....	0	.....	.....	.....	.....	0	.....	.....	.....	.....	18	4	15	1,479	.....
405	16	1	15	701	630	2	2	2	103	81	1	1	2	59	51	0	.....	.....	.....	.....	0	.....	.....	.....	.....	34	5	33	1,783	1,590
406	0	.....	.....	.....	.....	*b*23	0	213	14,681	9,341	3	8	7	404	336	3	5	1	430	230	0	.....	.....	.....	.....	29	13	221	15,515	9,507
407	0	.....	.....	.....	.....	33	4	31	1,595	1,388	1	3	4	194	160	0	.....	.....	.....	.....	0	.....	.....	.....	.....	98	10	94	6,216	4,705
408	0	.....	.....	.....	.....	26	2	24	2,076	964	6	3	3	205	178	3	3	0	176	109	1	0	2	22	19	91	16	76	5,194	3,581
409	0	.....	.....	.....	.....	4	0	5	198	167	1	1	1	33	27	0	.....	.....	.....	.....	1	1	1	38	32	15	2	16	684	564
410	5	0	5	358	219	1	0	2	117	64	1	0	2	73	44	0	.....	.....	.....	.....	0	.....	.....	.....	.....	13	0	15	965	595
411	4	0	4	209	185	2	1	1	100	90	1	1	1	70	65	0	.....	.....	.....	.....	0	.....	.....	.....	.....	15	3	13	767	698
412	8	3	5	468	346	4	3	1	182	137	1	0	2	43	34	0	.....	.....	.....	.....	0	.....	.....	.....	.....	25	8	18	1,616	1,114
413	*m*3	1	2	300	247	0	.....	.....	.....	.....	1	1	0	55	44	0	.....	.....	.....	.....	0	.....	.....	.....	.....	25	5	22	1,630	1,178
414	4	0	4	260	247	4	2	2	200	180	1	1	1	55	44	0	.....	.....	.....	.....	0	.....	.....	.....	.....	17	3	15	975	908
415	6	0	6	318	277	4	0	4	170	150	1	1	2	90	81	0	.....	.....	.....	.....	0	.....	.....	.....	.....	19	1	20	1,134	992
416	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
417	.....	.....	.....	.....	.....	2	2	0	213	.....	1	1	1	65	.....	0	.....	.....	.....	.....	0	.....	.....	.....	.....	18	4	15	1,046	.....
418	4	1	3	192	153	1	1	1	87	80	1	0	1	37	33	0	.....	.....	.....	.....	0	.....	.....	.....	.....	*n*12	2	12	714	580
419	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	2	0	59	32	0	.....	.....	.....	.....	0	.....	.....	.....	.....	10	3	10	692	454
420	8	0	8	445	357	2	0	2	101	74	1	1	2	111	69	0	.....	.....	.....	.....	0	.....	.....	.....	.....	16	1	17	1,017	787
421	0	.....	.....	.....	.....	9	0	8	501	460	3	2	2	102	94	0	.....	.....	.....	.....	0	.....	.....	.....	.....	26	2	24	1,478	1,234
422	0	.....	.....	.....	.....	4	0	4	219	182	0	.....	.....	.....	.....	0	.....	.....	.....	.....	0	.....	.....	.....	.....	13	0	13	850	657
423	4	.....	4	215	141	1	0	1	53	40	1	0	1	47	43	0	.....	.....	.....	.....	0	.....	.....	.....	.....	13	0	13	712	459
424	3	0	4	229	147	3	1	4	230	161	1	0	2	79	52	0	.....	.....	.....	.....	0	.....	.....	.....	.....	13	1	16	936	640
425	4	0	4	130	104	1	0	2	125	97	1	1	2	52	40	0	.....	.....	.....	.....	0	.....	.....	.....	.....	11	1	14	550	429
426	4	1	3	167	140	2	1	1	107	89	1	0	1	70	65	0	.....	.....	.....	.....	0	.....	.....	.....	.....	19	2	17	1,070	894
427	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	1	1	35	23	0	.....	.....	.....	.....	0	.....	.....	.....	.....	.....	4	18	1,420	834
428	0	.....	.....	.....	.....	7	0	7	422	308	1	1	1	89	60	0	.....	.....	.....	.....	0	.....	.....	.....	.....	31	3	29	2,022	1,330
429	4	0	4	265	182	2	0	3	151	102	1	1	1	73	49	0	.....	.....	.....	.....	0	.....	.....	.....	.....	11	1	12	800	549
430	6	1	7	655	580	0	.....	.....	.....	.....	1	0	3	95	82	0	.....	.....	.....	.....	0	.....	.....	.....	.....	17	*o*7	29	2,000	1,742
431	10	2	10	.....	.....	3	0	3	.....	.....	1	1	2	68	52	0	.....	.....	.....	.....	0	.....	.....	.....	.....	32	3	33	2,120	1,295
432	8	3	5	452	311	2	1	3	205	163	1	1	2	88	63	0	.....	.....	.....	.....	0	.....	.....	.....	.....	25	*o*6	*o*25	1,937	1,201
433	0	.....	.....	.....	.....	6	2	4	265	196	1	0	2	57	35	0	.....	.....	.....	.....	0	.....	.....	.....	.....	18	2	17	1,019	765
434	0	.....	.....	.....	.....	19	3	28	1,222	887	2	3	6	188	135	2	3	12	172	110	0	.....	.....	.....	.....	91	15	109	6,775	4,448
435	6	3	3	355	199	2	0	2	110	76	1	0	2	87	56	0	.....	.....	.....	.....	0	.....	.....	.....	.....	15	3	13	1,002	601
436	5	0	6	264	255	1	0	3	125	98	1	0	3	69	55	0	.....	.....	.....	.....	0	.....	.....	.....	.....	12	0	17	853	600
437	1	0	5	281	188	1	0	4	173	116	1	1	2	89	57	0	.....	.....	.....	.....	0	.....	.....	.....	.....	15	1	23	1,229	870
438	.....	.....	.....	.....	.....	2	0	2	78	.....	1	2	1	72	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	19	2	19	932	.....
439	0	.....	.....	.....	.....	0	.....	.....	.....	.....	1	2	1	60	55	4	2	2	90	80	0	.....	.....	.....	.....	29	6	26	1,728	1,504
440	19	3	16	902	678	5	1	9	239	176	1	3	2	148	123	0	.....	.....	.....	.....	0	.....	.....	.....	.....	50	7	52	2,797	1,983
441	3	0	4	384	300	3	3	3	412	380	1	3	1	126	95	.....	.....	.....	.....	.....	0	.....	.....	.....	.....	10	7	17	1,457	1,175
442	16	0	16	903	592	25	13	12	1,077	706	2	4	2	75	63	0	.....	.....	.....	.....	0	.....	.....	.....	.....	56	17	43	3,105	1,963
443	0	.....	.....	.....	.....	4	2	2	175	162	4	1	0	31	28	0	.....	.....	.....	.....	0	.....	.....	.....	.....	30	3	27	1,700	1,444

a These are colored-schools.
b These are corporate schools, under the immediate care of private corporations of an eleemosynary character, subject, however, to the supervision of the board of education and participating in the apportionment of the school-fund.
c Also, 1 unclassified school, with 1 male and 1 female teacher, and 261 enrolled and 88 average attendance.
d Also, 2 ungraded schools, with 4 male teachers, and 180 enrolled and 85 average attendance.
e Also, 1 ungraded school, with 1 female teacher, and 50 enrolled and 48 average attendance.
f Includes grammar.
g Also, 1 ungraded school, with 1 female teacher, and 50 enrolled and 35 average attendance.
h Includes teacher of penmanship.
i Includes teacher of vocal music.
j Also, 9 special teachers.
k Also, 3 special teachers.
l Includes primary.
m Includes grammar.
n Includes 1 irregular day-school, with 1 male teacher, and 55 enrolled and 34 average attendance.
o One special teacher.

TABLE II.—*School-statistics of cities, &c.*—Continued.

Number.	Intermediate schools.					Grammar-schools.					High schools.					Evening-schools.					Normal schools or departments					Total in graded school-system.				
	Number of—	Teachers.		Pupils.		Number of—	Teachers.		Pupils.		Number of—	Teachers.		Pupils.		Number of—	Teachers.		Pupils.		Number of—	Teachers.		Pupils.		Number of—	Teachers.		Pupils.	
		Male.	Female.	Number enrolled.	Average attendance.		Male.	Female.	Number enrolled.	Average attendance.		Male.	Female.	Number enrolled.	Average attendance.		Male.	Female.	Number enrolled.	Average attendance.		Male.	Female.	Number enrolled.	Average attendance.		Male.	Female.	Number enrolled.	Average attendance.
	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46
444	6	1	6	682	424	2	1	1	153	101	2	2	0	53	36	0	.....	.....	.....	.....	0	.....	.....	.....	.....	15	4	12	1,416	893
445	4	0	4	206	190	2	0	2	59	51	0	.....	.....	.....	.....	0	.....	.....	.....	.....	0	.....	.....	.....	.....	10	0	10	551	501
446	2	0	2	106	80	1	0	22	63	50	1	1	1	46	33	0	.....	.....	.....	.....	0	.....	.....	.....	.....	8	1	9	455	358
447	3	1	2	244	160	2	1	2	224	129	1	1	1	75	48	0	.....	.....	.....	.....	0	.....	.....	.....	.....	12	4	15	1,628	1,058
448	11	5	6	552	504	0	.....	.....	.....	.....	2	1	1	67	65	1	2	0	49	41	0	.....	.....	.....	.....	20	8	13	1,005	904
449	7	1	6	378	303	5	2	3	277	249	3	1	2	125	107	0	.....	.....	.....	.....	0	.....	.....	.....	.....	22	4	18	1,370	1,206
450	7	0	7	272	.....	2	0	5	118	.....	1	1	1	60	.....	0	.....	.....	.....	.....	0	.....	.....	.....	.....	24	1	27	1,200	.....
451	4	0	4	250	225	2	0	2	70	63	1	1	0	35	33	0	.....	.....	.....	.....	0	.....	.....	.....	.....	9	1	8	475	429
452	8	0	8	350	300	4	0	4	150	140	2	0	2	80	70	0	.....	.....	.....	.....	0	.....	.....	.....	.....	18	0	18	850	710
453	18	9	9	899	.....	3	3	2	184	.....	2	2	2	177	.....	0	.....	.....	.....	.....	0	.....	.....	.....	.....	36	14	26	2,064	1,417
454	11	1	10	800	570	3	0	6	250	190	1	2	2	150	98	0	.....	.....	.....	.....	0	.....	.....	.....	.....	39	6	48	3,700	2,180
455	21	9	18	1,313	892	6	3	4	364	301	2	1	5	140	91	0	.....	.....	.....	.....	0	.....	.....	.....	.....	a58	17	56	4,178	2,643
456	3	0	3	226	123	2	2	0	96	59	1	1	0	48	27	0	.....	.....	.....	.....	0	.....	.....	.....	.....	16	3	13	1,315	674
457	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	17	1	16	1,187	758
458	8	3	5	340	212	8	4	4	346	231	2	2	0	67	47	0	.....	.....	.....	.....	0	.....	.....	.....	.....	31	10	21	1,434	908
459	12	5	7	695	425	4	3	1	177	112	1	1	1	81	50	0	.....	.....	.....	.....	0	.....	.....	.....	.....	23	9	17	1,422	852
460	5	1	4	326	280	2	1	1	89	83	1	1	0	36	32	0	.....	.....	.....	.....	0	.....	.....	.....	.....	b14	3	10	945	845
461	8	0	8	445	322	5	0	5	215	156	1	0	3	90	61	1	1	0	37	15	0	.....	.....	.....	.....	19	1	20	1,232	828
462	3	0	3	297	149	2	1	1	115	63	1	1	0	64	21	0	.....	.....	.....	.....	0	.....	.....	.....	.....	c9	2	7	859	469
463	2	0	2	125	100	3	0	3	150	125	1	1	0	15	12	0	.....	.....	.....	.....	0	.....	.....	.....	.....	11	1	10	690	562
464	8	1	7	543	.....	5	1	4	178	.....	2	0	2	50	40	0	.....	.....	.....	.....	0	.....	.....	.....	.....	24	3	19	1,266	924
465	7	0	7	334	250	10	0	10	381	314	1	1	0	36	34	0	.....	.....	.....	.....	0	.....	.....	.....	.....	34	1	33	2,189	1,461
466	.....	.....	.....	.....	.....	58	.....	.....	13,227	.....	2	18	10	1,102	.....	.....	.....	.....	8,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
467	2	1	5	370	322	1	1	2	104	91	0	.....	.....	.....	.....	0	.....	.....	.....	.....	0	.....	.....	.....	.....	5	2	16	1,226	1,007
468	71	0	71	3,423	2,779	62	4	58	2,058	1,753	1	12	4	281	252	47	21	26	1,717	1,042	1	0	2	60	50	323	37	302	16,136	12,907
469	5	2	3	325	260	2	1	1	80	70	1	1	0	30	27	1	1	0	18	18	0	.....	.....	.....	.....	14	5	9	893	727
470	14	1	13	700	630	4	2	7	320	300	1	2	1	70	68	2	2	0	120	112	0	.....	.....	.....	.....	41	7	41	2,410	2,190
471	30	0	30	1,263	1,037	11	0	11	467	428	1	4	4	240	228	0	.....	.....	.....	.....	1	2	0	60	55	113	7	114	5,935	4,765
472	4	.....	.....	296	142	1	0	1	53	43	1	1	0	30	25	1	1	0	100	70	0	.....	.....	.....	.....	11	5	8	902	557
473	18	0	18	923	500	5	0	5	196	112	1	1	1	36	23	5	1	4	369	164	0	.....	.....	.....	.....	56	2	55	3,686	1,975
474	4	3	1	345	167	3	2	1	115	65	1	1	0	45	25	0	.....	.....	.....	.....	0	.....	.....	.....	.....	15	7	8	1,175	617

475	4	0	4	235	207	2	0	2	70	63	1	1	1	29	26	0					0					14	1	14	866	729
476	4	3	1	280	220	2	2	0	70	60	0					0					0					13	7	6	800	560
477	6	0	6	573		4	1	3	335		1	1	0	72		0					0					14	2	12	1,553	
478	5	0	5	271	232	4	0	4	210	188	1	1	3	81	78	0					0					16	1	19	1,027	902
479	5	1	4	302	264	2	0	2	91	84	1	1	0	19	18	0					0					11	2	9	668	586
480	17	5	12	1,051	554	8	3	5	382	278	3	2	1	62	43	0					0					47	10	37	3,035	1,875
481						2	1	1	121	111	1	2	1	86	83	0					0						9	30	2,049	1,644
482	3	0	3	137	118	3	0	3	107	89	1	1	1	46	42	2	1	4	138	85	0					13	1	18	773	629
483	7	0	7	304	270	8	2	6	344	305	1	3	2	61	55	2	2	5	205	40	0					3	7	34	1,464	1,110
484	24	0	50	2,000	1,750	7	7	54	2,760	2,450	1	4	8	350	330	7	10	50	2,650	1,400	0					69	21	232	11,700	9,630
485						8	5	3	205																						
486																										22	9	25	1,053	843
487	2	0	14	910	465	3	4	21	1,465	708	0					0					0					8	4	68	5,089	2,508
488	0					*d*6	6	11	1,200	1,020	0					1	1	2	35	30	0					7	7	13	1,235	1,050
489	3	0	3	141	120	4	0	4	198	168	2	1	2	114	92	0					0					15	2	18	1,004	845
490																										62	9	57	5,205	2,522
491	4	2	2	106	85		5	2	198	170		4	4	240	210	0					0						12	9	638	546
492	10	2	18	1,100	743	7	7	12	768	519	1	3	1	115	77	0					0					30	12	53	3,722	2,514
493	0					2	0	2	100	93	1			41		0					0					8	2	6	471	
494						1	1	1	35		1	1	0	15		1	2	0	50												
495																										14	5	21	1,228		
496																										13	10	3	500		
497	7	0	10	290	265	1	0	4	112	104	1	1	2	90	86	1	0	1	48	25	0					15	1	26	811	735
498	10	2	8	320	256	1	0	1	55	47	1	1	0	50	48	0					0					14	3	11	525	445
499	0										1	1	4	95	82	0					0					17	8	16	695	632
500	4	0	4	146	98	0					1	2	1	50	36	0					0					13	2	18	872	539
501	2	1	1	103	71	4	2	2	189	121	0					0					0					16	4	12	957	555
502						2	1	1	56																	6	1	5	187	
503	0					4	5	3	737	377	2	4	1	103	87	0					0					13	10	15	1,610	889
504																										6	4	20	1,329	842
505		0	7	554	289		1	4	353	289	1	1	2	123	78	0					0						2	27	2,243	1,179
506																											4	9	911	425
507	0					28	5	29	1,476	813	1	1	2	49	44	0					0					95	11	95	5,325	3,497
508	4	1	3	125	100	2	1	1	75	65	1	1	1	150	125	0					0					13	5	9	600	490
509	3	2	1	206	103	2	1	1	126	66	0					0					0					7	4	3	473	239
510	0					0					0					0					0					3	2	1	152	115
511		0	4	180	145		3	3	220	180	1	1	1	40	30	0					0						4	15	840	680
512	7	0	20	695	597	7	7	7	244	200	0					0					0					23	8	57	2,569	2,223
513	4	0	6	610							4	3	1	120																
514	4	1	3	177	161	2	0	2	79	73	1	1	0	39	36	0					0					11	2	9	500	448
515	2	0	4	200	175	2	0	4	200	170	1	1	2	90	80	0					0					8	1	15	850	700
516	8	2	6	351	322	4	0	4	219	205	1	2	3	150	138	0					0					42	4	42	1,942	1,717
517	2	0	2	76	66	1	0	1	47	42	1	1	1	54	50	0					0					13	1	13	605	566
518	9	0	9	553	392	3	0	3	133	116	1	1	4	90	84	0					0					24	1	27	1,418	1,105
519	2	0	2	90	80	2	0	2	100	90	1	2	1	130	115	0					0					11	2	11	595	535
520	8	0	9	580	450	6	3	5	320	270	1	1	2	75	60	0					0					23	4	26	1,615	1,340

a This number includes 5 ungraded schools, with 5 male and 2 female teachers, and 482 enrolled and 264 average attendance.

b One ungraded school, with 1 male teacher, and 101 enrolled and 82 average attendance.

c Also 1 ungraded school kept for 3 months, with 1 male teacher, and 50 enrolled and 29 average attendance.

d Includes primary.

TABLE II.—*School-statistics of cities, &c.*—Continued.

Number.	Intermediate schools.					Grammar-schools.					High schools.					Evening-schools.					Normal schools or departments.					Total in graded school-system.				
		Teachers.		Pupils.			Teachers.		Pupils.			Teachers.		Pupils.			Teachers.		Pupils.			Teachers.		Pupils.			Teachers.		Pupils.	
	Number of—	Male.	Female.	Number enrolled.	Average attendance.	Number of—	Male.	Female.	Number enrolled.	Average attendance.	Number of—	Male.	Female.	Number enrolled.	Average attendance.	Number of—	Male.	Female.	Number enrolled.	Average attendance.	Number of—	Male.	Female.	Number enrolled.	Average attendance.	Number of—	Male.	Female.	Number enrolled.	Average attendance.
	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46
521	6	0	6	.....	.....	8	....	8	.....	.....	1	1	4	.....	.....	0	....	....	.....	.....	0	....	....	.....	.....	23	1	26	.....	.....
522	4	....	4	.....	.....	3	....	3	.....	.....	0	....	....	.....	.....	0	....	....	.....	.....	0	....	....	.....	.....	14	0	14	1,318	.....
523	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	21	38	127	11,224	7,100
524	2	0	2	91	77	1	0	2	104	85	1	1	1	69	54	0	....	....	.....	.....	0	....	....	.....	.....	8	1	9	577	503
525	3	0	3	471	317	3	0	3	240	228	1	2	1	103	90	0	....	....	.....	.....	0	....	....	.....	.....	16	4	14	1,383	1,175
526	2	4	19	1,250	1,000	2	0	7	300	265	1	2	5	250	225	0	....	....	.....	.....	0	....	....	.....	.....	21	6	59	2,400	1,940
527	7	4	3	453	.....	.....	.....	.....	.....	.....	1	1	2	102	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	25	5	23	1,544	.....
528	2	2	1	450	375	1	0	2	95	90	1	1	1	75	70	0	....	....	.....	.....	0	....	....	.....	.....	7	3	7	1,095	975
529	5	2	3	250	235	4	2	2	320	280	1	1	2	150	95	1	1	0	94	50	1	1	1	15	15	19	8	14	1,309	1,025
530	4	0	4	293	258	3	1	2	140	120	1	1	0	15	14	0	....	....	.....	.....	0	....	....	.....	.....	16	2	14	1,013	902
531	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	2	1	225	150
532	2	3	0	200	175	1	1	0	30	25	1	1	1	125	100	7	5	2	200	175	1	1	0	40	35	16	14	6	745	610
533	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	2	0	48	.....	.....	.....	.....	.....	.....	6	5	3	340	.....

TABLE II.—*School-statistics of cities, &c.*—Continued.

[× signifies yes; 0 signifies no; .... signifies that there are no returns..]

Number.	Names of cities or towns and States.	Private schools.					Total of all schools.					Number of students preparing for college.	Number of students preparing for scientific course in college.	Is Latin taught?	Is Greek taught?	Number of pupils in German.	Number of pupils in French.	Number of pupils in drawing.	Total income.	Total expenditure.	Annual salary of superintendent.	Annual salaries of teachers in primary schools.			
			Teachers.		Pupils.			Teachers.		Pupils.												Male.		Female.	
		Number of—	Male.	Female.	Number enrolled.	Average attendance.	Number of—	Male.	Female.	Number enrolled.	Average attendance.											Minimum.	Maximum.	Minimum.	Maximum.
	1	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70
1	Huntsville, Ala	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	$4,500	$4,500	....	....	a$40	....	$30
2	Mobile, Ala	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	53,253	....	....	....	a65	....	65
3	Montgomery, Ala	14	4	16	560	....	27	6	27	1,438	....	0	0	0	0	0	0	473	11,465	7,665	....	a$60	100	$40	50
4	Opelika, Ala	....	....	....	....	....	....	....	....	....	....	....	....	×	×	....	....	20	4,000	....	....	....	....	....	....
5	Selma, Ala	....	....	....	....	....	2	4	14	737	....	....	....	×	×	0	....	....	12,659	....	....	....	....	....	....
6	Little Rock, Ark	5	5	2	310	160	10	11	22	2,208	1,811	5	....	×	0	25	17	220	58,559	52,991	$2,640	....	....	665	950
7	Los Angeles, Cal	6	8	10	300	250	19	12	21	1,196	1,048	....	....	×	×	....	....	1,196	22,964	24,514	500	700	1,000	700	1,000
8	Marysville, Cal	10	1	15	282	259	21	5	23	864	740	3	3	×	×	25	30	532	15,542	12,438	600	1,000	1,000	500	800
9	Nevada City, Cal	0	....	....	....	....	8	1	7	508	429	1	0	0	0	0	0	0	8,580	7,537	....	....	....	600	....
10	Oakland, Cal	3	8	11	498	400	16	15	60	2,586	2,092	....	65	×	×	301	115	2,586	96,343	89,574	2,500	1,200	....	780	1,200
11	Petaluma, Cal	....	....	....	....	....	13	2	11	576	502	7	3	×	×	....	....	42	9,577	9,516	....	....	....	450	600
12	Sacramento, Cal	4	4	10	....	....	23	7	53	4,000	3,500	30	20	×	×	700	50	4,000	....	202,010	1,200	....	....	500	800
13	San Francisco, Cal	....	....	....	....	....	49	67	427	21,630	18,530	....	....	×	×	4,538	6,789	....	730,982	618,909	4,000	600	930	600	930
14	San José, Cal	....	....	....	....	....	27	4	24	1,689	1,140	0	0	0	0	0	0	....	46,762	164,767	1,000	....	a80	....	....
15	Santa Clara, Cal	3	1	2	75	....	9	2	7	385	....	....	....	0	0	0	0	25	8,504	8,080	100	....	....	700	....
16	Stockton, Cal	3	1	2	200	....	30	12	20	1,742	....	36	8	×	×	0	0	751	97,455	72,579	900	750	....	750	....
17	Vallejo, Cal	3	1	3	180	150	12	10	15	1,122	1,013	2	....	×	×	....	5	....	26,214	22,342	400	....	a100	50	80
18	Bridgeport, Conn	11	8	12	350	....	22	17	78	4,850	....	....	....	×	....	25	....	....	60,259	60,979	....	....	....	....	....
19	Bristol, Conn	....	....	....	....	....	17	4	14	888	580	4	....	×	×	....	....	....	8,151	....	158	....	....	360	....
20	Greenwich, Conn	5	2	4	125	100	24	13	21	1,703	821	10	10	×	×	....	6	6	13,343	16,093	....	....	....	....	....
21	Groton, (t'w'p,) Conn	4	0	3	65	45	12	1	14	1,165	745	....	....	×	0	0	6	....	8,000	9,516	600	....	....	a20	45
22	Hamden, Conn	3	0	6	60	....	17	0	20	661	....	....	....	....	....	....	....	....	6,156	6,360	....	....	....	....	....
23	Hartford, Conn	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	165,121	191,974	....	....	....	....	....
24	Litchfield, Conn	....	....	....	....	....	20	3	17	623	....	....	....	....	....	....	....	....	4,474	....	....	....	....	....	....
25	Manchester, Conn	....	....	....	....	....	16	3	13	938	440	....	....	×	0	0	4	....	7,827	9,027	....	....	....	a32	40
26	Meriden, Conn	4	0	4	500	....	37	6	34	2,328	....	....	....	×	×	80	12	....	36,486	30,840	600	....	....	400	450
27	Middletown, Conn	5	0	....	....	....	12	4	21	1,301	604	....	....	×	×	0	4	1,301	27,345	22,611	2,500	....	....	400	400
28	New Haven, Conn	....	....	....	....	....	23	14	175	8,807	6,849	0	3	×	0	225	0	8,807	197,717	149,444	3,000	550	1,200	350	500

TABLE II.—*School-statistics of cities, &c.*—Continued.

Number.	Names of cities or towns and States and Territory.	Private schools.					Total of all schools.					Number of students preparing for college.	Number of students preparing for scientific course in college.	Is Latin taught?	Is Greek taught?	Number of pupils in German.	Number of pupils in French.	Number of pupils in drawing.	Total income.	Total expenditure.	Annual salary of superintendent.	Annual salaries of teachers in primary schools.			
			Teachers.		Pupils.			Teachers.		Pupils.												Male.		Female.	
		Number of—	Male.	Female.	Number enrolled.	Average attendance.	Number of—	Male.	Female.	Number enrolled.	Average attendance.											Minimum.	Maximum.	Minimum.	Maximum.
	1	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70
29	New London, Conn	2	0	2	40	32	29	4	43	2,190	1,423	6	2	×	×	0	8	0	$26,923	$26,865	$400	.....	.....	$275	$350
30	New Milford, Conn	3	1	4	75	50	23	8	17	775	550	0	4	0	0	5	8	.....	6,564	7,077	.....	.....	.....	.....	.....
31	Norwich, Conn	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	0	0	0	0	0	0	32,497	22,613	2,000	.....	.....	400	550
32	Plainfield, Conn	2	0	3	71	.....	17	9	10	926	.....	.....	.....	×	×	.....	.....	.....	5,605	.....	.....	.....	.....	.....	a40
33	Plymouth, Conn	1	0	1	45	40	23	4	19	1,025	570	.....	.....	×	×	.....	.....	.....	9,878	10,150	.....	.....	.....	270	330
34	Portland, Conn	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	×	0	.....	.....	.....	8,263	8,414	.....	.....	.....	1,096	.....
35	Southington, Conn	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	7	2	×	×	.....	.....	.....	9,000	9,021	150	.....	.....	300	350
36	Stamford, Conn	13	8	19	500	450	29	14	44	2,274	1,357	0	.....	×	0	.....	.....	400	20,761	23,075	250	.....	.....	320	500
37	*Stonington, (bor.,) Conn	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
38	Thompson, Conn	1	0	1	20	18	17	5	12	659	379	8	.....	0	0	.....	.....	.....	4,554	6,699	.....	.....	.....	.....	.....
39	Vernon, Conn	1	0	1	12	10	23	2	23	1,514	774	8	.....	×	×	20	.....	700	18,818	18,887	300	.....	.....	340	360
40	Wallingford, Conn	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	1	×	0	7	0	67	7,524	7,677	1,200	.....	.....	400	400
41	Waterbury, Conn	4	1	14	370	342	44	3	57	2,200	2,221	8	11	×	×	.....	.....	298	46,369	53,437	2,000	.....	.....	300	400
42	Westport, Conn	5	1	4	150	120	15	6	10	858	421	.....	.....	×	.....	.....	.....	.....	5,628	694	a131	$38	$66	35	45
43	Wilmington, Del	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	×	0	85	0	4,500	63,399	60,151	1,800	.....	.....	360	550
44	Georgetown, D. C	21	.....	.....	.....	869	31	.....	.....	.....	1,430	0	0	0	0	0	0	0	20,975	25,580	1,000	.....	.....	400	650
45	Washington, D. C	93	.....	.....	5,414	.....	227	.....	.....	14,349	.....	0	0	0	0	253	0	14,349	173,053	289,375	2,000	.....	.....	550	750
46	Key West, Fla	4	0	8	225	200	6	2	15	721	650	2	.....	×	.....	.....	.....	.....	8,900	8,600	.....	.....	.....	.....	.....
47	St. Augustine, Fla	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	0	0	0	0	0	20	2,293	.....	.....	.....	.....	.....	850
48	*Tallahassee, Fla	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4,655	.....	.....	.....	.....	a50
49	Atlanta, Ga	4	3	1	95	75	14	10	51	3,689	2,806	30	15	×	×	0	.....	3,689	57,206	50,056	2,500	.....	.....	450	550
50	Augusta, Ga	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	23,000	.....	1,800	a40	40	40	40
51	Columbus, Ga	6	3	9	369	262	15	5	23	1,449	1,128	.....	.....	×	0	0	0	591	12,607	12,607	1,925	.....	.....	300	500
52	Macon, Ga	5	2	3	145	130	11	7	20	1,027	845	12	0	×	×	0	12	250	19,393	19,393	2,000	.....	.....	.....	.....
53	Savannah, Ga	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	×	×	54	120	.....	63,067	62,050	2,800	.....	.....	450	600
54	Alton, Ill	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6	.....	×	×	25	.....	.....	25,017	12,600	2,000	.....	.....	350	400
55	Amboy, Ill	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	0	0	0	0	0	0	10,730	6,144	.....	.....	.....	225	405
56	Anna, Ill	0	.....	.....	.....	.....	5	1	5	321	301	4	1	0	0	0	0	90	4,866	3,580	a100	40	100	40	.....

57	Aurora, Ill	2	5	2	380	146	35	12	38	3,211	2,126	10	.....	×	×	296	0	3,211	50,398	32,134	2,500	500	500	320	500
58	Belleville, Ill	4	2	12	868	.....	37	9	40	2,407	.....	.....	.....	0	0	1,264	.....	1,539	30,000	28,745	1,700	.....	.....	300	450
59	Bloomington, Ill	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	8	20	×	×	75	0	3,247	73,437	60,919	2,000	.....	.....	360	540
60	*Bushnell, Ill	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	a40
61	Canton, Ill	1	0	1	20	17	17	1	22	876	782	0	0	0	0	12	0	876	16,811	14,844	1,400	.....	.....	297	405
62	Carbondale, Ill	0	.....	.....	.....	.....	7	2	6	300	277	3	0	×	.....	0	0	0	5,429	5,028	700	a60	60	45	45
63	Centralia, Ill	0	.....	.....	.....	.....	12	2	10	703	621	0	0	×	0	90	0	200	8,693	7,358	1,200	.....	.....	360	400
64	Champaign, Ill	0	.....	.....	.....	.....	2	2	14	1,100	900	.....	.....	0	0	.....	.....	.....	33,739	22,315	.....	.....	.....	.....	.....
65	Chicago, Ill	69	128	204	14,496	.....	105	158	733	58,587	.....	43	0	×	×	3,974	56	34,300	713,240	736,190	4,000	.....	.....	450	750
66	Danville, Ill	1	1	0	120	65	24	3	24	1,741	894	2	0	×	×	6	6	0	27,646	23,926	1,500	.....	.....	360	540
67	Decatur, Ill	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	0	×	0	0	0	500	35,500	21,431	1,800	.....	.....	260	600
68	Dixon, Ill	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	0	×	0	10	4	225	21,365	21,911	1,400	.....	.....	405	.....
69	Elgin, Ill	1	1	6	170	144	19	2	27	1,167	970	3	.....	×	0	0	0	0	18,577	14,576	1,500	.....	.....	350	450
70	*El Paso, Ill	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	a40
71	Evanston, Ill	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	10	5	×	0	.....	.....	520	8,358	1,037	1,800	.....	.....	a60	65
72	Freeport, Ill	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	14	10	×	×	36	0	0	23,960	17,999	1,800	.....	.....	360	450
73	Galena, Ill	11	6	16	846	.....	27	10	30	1,578	.....	.....	.....	×	0	85	.....	.....	11,732	8,985	1,200	.....	.....	250	250
74	Galesburg, Ill	2	0	2	75	50	12	3	27	2,299	1,441	.....	.....	×	0	40	0	2,229	33,109	34,267	1,800	.....	.....	400	480
75	Jacksonville, Ill	7	22	25	1,080	675	45	24	57	2,735	1,870	10	6	×	×	30	10	1,200	39,200	34,510	1,800	.....	.....	400	500
76	Joliet, Ill	5	3	10	1,006	478	17	4	46	3,182	1,531	20	1	×	×	0	0	1,604	24,235	23,164	1,800	.....	.....	300	600
77	Kankakee, Ill	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	1	×	×	29	5	.....	19,062	22,785	1,200	.....	.....	350	350
78	Kewance, Ill	0	.....	.....	.....	.....	13	1	14	750	684	6	0	×	×	0	0	0	16,523	11,123	1,500	.....	.....	a35	40
79	La Salle, Ill	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
80	Lemont, Ill	2	1	1	90	60	5	4	6	366	282	0	0	0	0	0	0	366	.....	7,430	.....	.....	.....	.....	500
81	Lincoln, Ill	2	2	0	75	60	12	5	16	1,209	720	3	4	×	.....	.....	.....	.....	15,290	15,204	1,100	.....	.....	450	500
82	Litchfield, Ill	1	0	3	150	120	11	1	13	763	649	.....	.....	×	0	.....	.....	613	35,505	33,736	1,650	.....	.....	a50	60
83	Macomb, Ill	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	×	×	.....	.....	.....	12,320	9,009	1,500	.....	.....	350	350
84	Mendota, Ill	1	0	2	60	50	14	3	12	770	729	10	4	×	0	50	.....	110	11,923	7,575	1,200	.....	.....	a30	50
85	Moline, Ill	2	2	0	200	140	17	3	16	930	830	5	0	×	×	0	2	400	67,903	38,864	1,800	.....	.....	a50	55
86	Monmouth, Ill	1	0	1	46	35	23	5	19	1,424	1,329	0	0	0	0	0	0	0	21,938	14,997	.....	.....	.....	a40	60
87	Morris, Ill	3	1	7	250	175	14	2	22	1,121	755	8	2	×	0	7	.....	650	10,551	8,105	1,500	.....	.....	a30	40
88	Olney, Ill	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	10	.....	×	0	.....	.....	.....	13,556	9,831	1,350	.....	.....	a40	45
89	Ottawa, Ill	3	2	4	400	250	32	6	30	2,480	1,938	10	7	×	×	.....	.....	700	29,331	29,331	1,500	.....	.....	375	375
90	Paris, Ill	0	.....	.....	.....	.....	12	0	15	916	574	2	18	×	×	0	0	0	12,627	12,682	1,500	.....	.....	315	405
91	Pekin, Ill	1	1	0	60	.....	17	5	13	930	.....	0	0	×	0	0	0	0	.....	.....	1,500	a55	.....	55	.....
92	Peoria, Ill	.....	.....	.....	1,350	.....	.....	.....	.....	4,845	.....	13	.....	×	×	35	0	4,845	48,010	42,354	2,220	.....	.....	350	550
93	Peru, Ill	2	2	0	98	.....	17	4	16	1,036	.....	0	0	×	0	108	0	37	18,596	17,876	2,000	.....	.....	300	375
94	Princeton, Ill	1	0	1	40	30	8	3	16	939	783	6	.....	×	×	30	0	300	28,256	20,245	1,500	.....	.....	315	405
95	Quincy, Ill	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	×	×	300	0	3,500	49,566	49,566	1,500	.....	.....	400	500
96	Rockford, Ill	4	1	15	270	200	.....	4	63	2,770	2,200	5	5	×	×	.....	.....	.....	57,730	49,074	.....	.....	.....	320	400
97	Rock Island, Ill	8	6	2	548	325	32	8	27	2,278	1,416	20	.....	×	×	30	.....	.....	26,767	26,334	1,600	.....	.....	450	450
98	Rushville, Ill	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	×	×	.....	.....	.....	.....	4,000	1,500	.....	.....	a35	.....
99	Shelbyville, Ill	1	3	.....	30	20	11	4	9	620	495	.....	.....	×	0	.....	.....	.....	12,670	12,987	1,500	.....	.....	360	450
100	Springfield, Ill	0	.....	.....	.....	.....	37	6	37	2,241	1,849	8	.....	×	×	93	15	.....	51,843	49,667	2,000	.....	.....	a35	75
101	Sterling, Ill	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
102	Warsaw, Ill	2	2	0	199	170	16	5	14	988	910	18	12	×	×	111	0	100	11,466	12,955	1,500	.....	.....	300	400
103	Waukegan, Ill	0	.....	.....	.....	.....	11	1	11	570	457	10	6	×	×	4	0	570	8,790	7,163	100	.....	.....	280	320
104	Anderson, Ind	0	.....	.....	.....	.....	11	3	8	650	590	20	.....	×	0	.....	.....	0	5,422	6,039	1,080	.....	.....	a35	40
105	Columbus, Ind	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6	.....	×	0	26	.....	.....	8,873	1,231	1,400	.....	.....	405	450
106	Connersville, Ind	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	7	8	×	×	.....	.....	95	10,764	5,360	1,500	.....	.....	360	450

TABLE II.—*School-statistics of cities, &c.*—Continued.

Number.	Names of cities or towns and States.	Private schools.					Total of all schools.					Number of students preparing for college.	Number of students preparing for scientific course in college.	Is Latin taught?	Is Greek taught?	Number of pupils in German.	Number of pupils in French.	Number of pupils in drawing.	Total income.	Total expenditure.	Annual salary of superintendent.	Annual salaries of teachers in primary schools.			
		Number of—	Teachers.		Pupils.		Number of—	Teachers.		Pupils.												Male.		Female.	
			Male.	Female.	Number enrolled.	Average attendance.		Male.	Female.	Number enrolled.	Average attendance.											Minimum.	Maximum.	Minimum.	Maximum.
	1	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70.
107	Elkhart, Ind											1		×	×	6		250	$20,564	$19,470	$1,600			$360	$360
108	Evansville, Ind											5	8	×	0	707	0	0						260	500
109	Fort Wayne, Ind											13		×	×	341	8	250	83,745	52,004	2,500			360	450
110	Franklin, Ind	0					10	1	10	623	542	12	3	×	0	13		557	5,661	6,352	1,200			360	495
111	Goshen, Ind											4		×		10	2		11,231	7,510	1,500		$400	300	400
112	Greencastle, Ind	0					10	1	9	559	485	45	35	×	×				8,367		1,200			400	450
113	*Indianapolis, Ind																								a33
114	Jeffersonville, Ind											10		×	×	150			20,119	16,525	1,500			a35	40
115	*Kendallville, Ind																		7,319	39,525					
116	La Fayette, Ind											5		×	×	300	0	2,450	84,770	42,494	1,800	$650		500	
117	La Porte, Ind	4	2	6	400	231	21	5	22	1,570	985	5	1	×	×	50	4		10,500	13,209	1,300			300	480
118	Lawrenceburg, Ind	2	0	6	300	250	13	1	17	1,150	990	12		×	0	195		300	9,400	7,490	1,500			a35	45
119	Logansport, Ind											11	0	×	×	223	0	1,154	25,644	24,795	1,500			300	400
120	*Madison, Ind																		14,342	26,575					a10
121	Michigan City, Ind											0	0	0	0	150	0		14,321	42,214	1,200		720		324
122	New Albany, Ind	7	5	10	665	625	51	14	48	3,072	2,728	36		×		202			32,211	23,455	1,000			295	325
123	Peru, Ind													×	0	20		6		6,250	1,400			400	400
124	Richmond, Ind													×	0	25	0		46,073	22,034	1,800	300	600	460	450
125	Seymour, Ind													×	×	0	0	0	7,981		1,400	180	180	390	390
126	*Shelbyville, Ind																		13,561	12,005			a40		40
127	South Bend, Ind											2	0	×	×	10	0	500	9,010	14,980	1,000			a40	40
128	Terre Haute, Ind											10	10	×	×	388	0	112	58,874	55,369	2,000			350	500
129	Valparaiso, Ind											10	6	×	0	75		400			1,500				300
130	*Vincennes, Ind																		15,000	15,700			400	350	500
131	Wabash, Ind	1	1	1	40	35	12	3	11	723	485	4	0	×	0	93	0	0	11,125	12,152	1,200			400	500
132	Burlington, Iowa	13	4	19	1,000	600	22			2,788	2,188			×	0	150		600	69,651	65,900	1,800			400	400
133	Cedar Falls, Iowa	1	1				11	3	11					×	0				10,968	9,531	1,200			270	360
134	Cedar Rapids, Iowa	1	0	1			27	1						×	0			1,276	33,834	32,505	1,800			a45	50

135	Clinton, Iowa													×	0	127			32,676	24,902	1,600			a35	40
136	*Council Bluffs, Iowa																		23,803	21,992					450
137	Des Moines, Iowa													×	0			1,176	42,031	46,894	1,800		570	285	512
138	Dubuque, Iowa											6		×	×	60			41,825	40,308				a25	40
139	Fairfield, Iowa	3	2	2	150	140	12	3	10	675	611	8	12	×	0	0	0		9,076	8,253	1,100			a35	
140	Fort Dodge, Iowa											10		×	0	0	5	0	16,443	12,139	1,400			350	600
141	Glenwood, Iowa	3	1	4	140	118	9	3	8	550	381								7,429	6,383					a40
142	Keokuk, Iowa	0					31	9	37	2,369	1,987			×	×	100	0	0	39,400	31,707	1,800			a50	60
143	McGregor, Iowa	0					9	3	9	349	310	8	1	×	×	0		0	10,172					350	400
144	Maquoketa, Iowa											0		×	0	0	0	400	5,531	5,531				350	400
145	Marshalltown, Iowa													×	0	42			14,899	16,069	1,500			a40	50
146	Mt. Pleasant, Iowa	0					11	1	16	1,018	649			×	×	4	4		13,508	10,669				a30	42
147	Muscatine, Iowa	4	2	2	235		18	7	16	1,635		6		×		45		50		29,200	200			300	400
148	Oskaloosa, Iowa											40	24	×	0	68		175		10,650	1,200			a50	50
149	Ottumwa, Iowa	5	4	8	180		20	6	22					×	0	0	0		18,719	12,050	1,500			450	650
150	Sioux City Iowa	0					12	3	13	785	635	5		×	0	100	2	635	20,827	10,581	1,600			a35	80
151	Waterloo, Iowa	0					8	1	8	548	423			×	×	14	0	0	16,896	14,167	1,400			a35	45
152	Waverly, Iowa	1	1	2	40	32	11	5	11	631	512	12		×	0	60	0	212	10,804	8,700	1,500			450	450
153	*Winterset, Iowa																		6,286	40,200					a31
154	Atchison, Kans	2			100		20			1,312				×	×	34			26,685	21,175	1,500			55	55
155	Baxter Springs, Kans											6		0	0	0	0	40	5,043	5,043	1,400			500	
156	Emporia, Kans	0					9	0	9	371	324			×	0	0	0		10,420	7,768	1,200			405	540
157	Fort Scott, Kans											1		×	×	5				31,024	1,500			a60	
158	Lawrence, Kans	0					25	9	22	1,262	1,115	5	5	×	0	205	0	742	36,946	39,629	1,500	500	550	500	550
159	Leavenworth, Kans											2	2	×	×	38	0	684	74,449	57,663				a40	55
160	Ottawa, Kans	2	0	2	30	25	13	3	11	740	584	8	5	×	0			550	9,686		1,000			450	450
161	*Paola, Kans																		42,634	66,158			a50	40	50
162	Topeka, Kans																		25,117	22,505	1,200	495		495	
163	*Wyandotte, Kans																			35,420					a54
164	Bowling Green, Ky	10	11	15	505	400	12	13	18	755	575	40	15	×	×	15	21	50	1,786	1,786					
165	Covington, Ky													×	×	133	0	0		38,600	1,800			a40	60
166	Maysville, Ky	10	5	10	450	400	17	9	16	898	784			0	0				8,422	6,749				350	450
167	*Newport, Ky																		32,994	26,457					
168	Paducah, Ky	4	3	3	165	135	18	6	16	1,015	802	0	0	×	×	300	0	0	17,066		2,000			400	
169	Paris, Ky	12	6	13	375	300	14	8	16	556	467								3,820	12,264	1,400				1,800
170	Baton Rouge, La	10	2	8	450	300	17	4	13	881	516	0	0	0	0	0	0	0	2,850	2,850		a50	50	45	50
171	Carrollton, La	7	4	7	456	300	10	5	14	879	529	0	0	0	0	300			8,256	7,848				a50	80
172	New Orleans, La	34			13,779		108			34,042				×	×	0	516	516	285,486	433,819	4,000	600	900	600	900
173	Auburn, Me	2	1	1	50	40	37	4	39	1,295	1,094	18		×	×	0	15	323	14,320	54,977				300	300
174	Bangor, Me	4	0	9	500	425	46	2	61	3,150	2,700	8	3	×	×		53		5,500	34,263	1,000			333	333
175	Bath, Me	3	0	3	63	56	20	4	26	1,810	1,559	12		×	×	0	42		16,570	21,112	800			160	320
176	Belfast, Me																6	10	11,729	6,475	200			300	
177	Biddeford, Me	1	0	1	20		26	3	27	1,300		5	0	×	×	0	23	0	23,621	17,500	650				350
178	*Calais, Me																		12,130	16,523					330
179	Camden, Me	0					6	1	6	399	340	0	0	×	×	0	4	0	2,041	1,994				210	
180	Eastport, Me	2	0	2	60	45	10	3	12	760	500	10		×	×		30		6,600	18,250	0			240	280
181	Ellsworth, Me	1	0	1	25	20	27	1	26			5	3	×	×	15	30		10,000						288
182	Farmington, Me	3	5	8	160	150	26	15	21	688	569	5		×	×	20	20	20	3,350	4,350		400		200	
183	Gardiner, Me	1	0	1	20	17	18	2	20	940	747	5	2	×	×		6		9,366	9,832					225
184	Hallowell, Me	0					12	1	12	600	480	2		×	×				4,600					225	

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			Teachers.		Pupils.			Teachers.		Pupils.												Male.		Female.	
		Number of—	Male.	Female.	Number enrolled.	Average attendance.	Number of—	Male.	Female.	Number enrolled.	Average attendance.											Minimum.	Maximum.	Minimum.	Maximum.
	1	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70
185	Lewiston, Me	1	2	1	60	50	31	4	40	2,220	1,760	10	.....	×	×	.....	.....	2,220	$28,796	$32,166	$2,000	.....	.....	$250	$325
186	Portland, Me	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	8	.....	×	×	×	0	76	5,000	69,250	69,500	.....	.....	400	500
187	Rockland, Me	0	.....	.....	.....	.....	23	2	28	1,386	1,131	.....	4	×	×	.....	.....	600	13,554	12,287	800	.....	.....	231	270
188	Thomaston, Me	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5,358	.....	.....	.....	.....	.....	.....
189	Baltimore, Md	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	×	×	121	46	5,762	492,111	547,911	3,000	$800	$1,000	408	468
190	Adams, Mass	0	.....	.....	.....	.....	39	5	40	2,640	1,602	10	.....	×	×	0	0	500	33,571	38,275	2,200	.....	.....	390	.....
191	Amesbury, Mass	0	.....	.....	.....	.....	25	5	20	947	819	2	2	×	×	.....	1	161	8,145	12,488	.....	.....	.....	150	191
192	Amherst, Mass	3	.....	3	30	.....	22	1	24	674	.....	8	0	×	×	0	20	0	12,838	11,519	1,700	.....	.....	256	.....
193	Andover, Mass	2	0	2	20	18	21	1	27	801	687	4	0	×	×	0	19	0	10,465	12,750	450	.....	.....	.....	360
194	Athol, Mass	2	0	2	30	25	20	1	20	610	548	5	1	×	×	.....	.....	500	6,515	13,725	.....	.....	.....	215	270
195	Attleboro', Mass	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6	.....	×	×	0	0	920	16,651	41,299	.....	.....	.....	280	400
196	Barnstable, Mass	0	.....	.....	.....	.....	25	4	21	920	744	.....	.....	×	×	.....	.....	.....	10,263	37,768	.....	.....	.....	173	371
197	Blackstone, Mass	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
198	Boston, Mass	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	×	×	200	1,700	37,458	1,082,987	1,836,703	4,500	.....	.....	600	800
199	Bridgewater, Mass	0	.....	.....	.....	.....	18	5	18	660	.....	4	2	×	×	0	8	60	9,311	9,645	.....	.....	.....	324	324
200	Brookline, Mass	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	.....	×	×	.....	.....	1,159	40,731	.....	3,000	.....	.....	600	700
201	Cambridge, Mass	19	.....	.....	543	.....	53	.....	.....	8,039	.....	80	.....	×	×	.....	250	7,133	235,706	235,706	3,000	.....	.....	500	700
202	Canton, Mass	0	.....	.....	.....	.....	20	7	16	879	624	0	0	×	0	0	5	600	12,705	12,650	500	.....	.....	280	320
203	Charlestown, Mass	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	20	.....	×	×	0	125	5,154	116,319	154,155	.....	.....	.....	575	625
204	Chelsea, Mass	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	0	×	×	26	50	3,302	64,709	69,488	.....	.....	.....	550	625
205	Chicopee, Mass	3	2	8	415	350	28	6	37	2,106	1,331	3	.....	×	×	0	25	.....	25,149	24,625	.....	.....	.....	400	400
206	Clinton, Mass	1	0	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	×	×	.....	20	.....	16,434	16,686	.....	.....	.....	.....	350
207	Danvers, Mass	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	0	×	0	0	23	1,068	12,880	12,529	.....	.....	.....	225	370
208	Dartmouth, Mass	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	×	0	.....	.....	.....	5,874	5,619	.....	170	201	170	201
209	Deerfield, Mass	0	.....	.....	.....	.....	21	5	20	.....	.....	1	0	×	×	0	15	.....	6,421	5,749	.....	.....	.....	145	206
210	East Hampton, Mass	1	0	1	15	12	17	0	24	749	454	0	.....	×	0	0	3	749	8,570	7,492	.....	.....	.....	270	324
211	Fall River, Mass	2	0	3	90	68	68	11	95	6,873	3,812	0	.....	×	×	0	50	5,000	61,300	173,713	2,000	.....	.....	350	475
212	Fitchburg, Mass	1	0	1	23	22	39	7	46	2,137	2,036	12	0	×	×	0	31	.....	33,650	35,800	2,500	.....	.....	300	340

213	Framingham, Mass	0					21	2	24	877	808	8	5	×	×	0	25	200	14,335	14,650	650				345
214	Gardner, Mass	0					14	1	13	674	591	0	0	×	×	0	8	616	5,505					216	270
215	Great Barrington, Mass	1	1	0	25	20	10	3	7	469	370	12		×	×	15	0	200	8,567	8,550	150			210	360
216	Greenfield, Mass	2	0	6	50	43	16	2	23	667	530	0	0	×	0	0	0	100	7,725	38,090		400		400	
217	Hingham, Mass	1	0	1	20	18	19	7	14	755	620			×	×	0	16		14,000	13,961	500				425
218	Holliston, Mass	0					15	1	15	628	469	2		×	×						300			224	256
219	Holyoke, Mass	1			800	650	17			1,800	1,482	7	0	×	×	0	11	500	25,801	19,557	1,600			360	360
220	Hopkinton, Mass											4		×	×				8,800					300	300
221	Hudson, Mass	2	0	2	70	50	15	1	16	898	656	2		×	×	10	20		6,894	7,228				297	330
222	Ipswich, Mass	1	1	4	64	59	8	3	13	458	393	0	0	×	×	3	10	42	6,353	7,430				1,120	1,280
223	Lawrence, Mass	9	0	11	1,000	800	72	6	107	5,682	4,569	15	10	×	×	50	43	5,107	63,912	83,852	3,000			425	550
224	Lee, Mass	1	0	1	20	18	18	2	17	869	619	6	0	×	×	0	20	100	7,073	26,320		320	400	240	400
225	Leominster, Mass	0					16	1	17	739	639	4	0	×	×	0	0	739	8,430						300
226	Lowell, Mass													×	×			7,140	109,199	95,923	2,500			400	600
227	Lynn, Mass	8	2	14	350	315	107	15	152	6,603	5,559	25	25	×	×	0	36	6,253	88,281	186,925				400	600
228	Marblehead, Mass	2	1	1	40	35	21	3	23	1,486	1,250	3	3	×	×	0	17	100	15,963	19,924				300	400
229	Marlboro', Mass	3	0	4	100	85	40	6	42	2,347	1,823	4	0	×	×	0	12	1,000	21,644	21,650				288	360
230	Medford, Mass	0					21	8	20	1,108	883	2	0	×	×	0	45	1,063	25,505	25,505	800			500	600
231	Monson, Mass	1	0	1	35	30	18	2	19	705	465	1	1	×	×	0	10		5,036	5,439				180	240
232	Nantucket, Mass	1	1	3	125		9	2	11	493		0		×	×		35		6,569	31,895				300	300
233	Natick, Mass	1	0	1	25	20	33	3	33	1,380	1,285	3	1	×	×	0	10	100	14,450	14,450				340	375
234	Needham, Mass											5	0	×	×	0	20		14,550	14,000				360	400
235	New Bedford, Mass	20	2	24	319	260	42	10	115	3,710	3,068	6	2	×	×	0	36	2,500	76,150	83,050	2,500			475	525
236	Newburyport, Mass	2	0	2	40	35	27	7	50	2,110	1,614	5		×	×		50		30,490	68,385				350	400
237	Newton, Mass	6	12	17	280	233	24	25	85	2,773	2,233	39	12	×	×	21	80	2,493	95,858	134,435	3,000			550	650
238	Palmer, Mass	0					21	8	13	432	316	5	0	×	×	0	6		5,622	6,029				315	325
239	Peabody, Mass	0					31	4	32	1,393	1,015	2	0	×	×	0	30	759	28,838	29,000				400	500
240	Pittsfield, Mass											5		×	×	10	8		23,207	28,602	2,000			273	390
241	Provincetown, Mass											1		×	×		6	801	7,594	6,845	400			250	250
242	Quincy, Mass	4	2	5	150	120	31	8	32	2,106	1,511			×	×	0	50		28,420	66,533				450	450
243	Rockport, Mass	0					11	0	18	780	661	0	0	×	0	0	15	20	4,990	5,605	390				252
244	Salem, Mass													×	×	25	100	3,476	70,007	70,007	2,500			500	600
245	Salisbury, Mass	0					18	3	15	711	471	10		×	×			328	7,411	7,603				243	270
246	Sandwich, Mass	1	0	1	21	16	25	9	16	805	618	0	0	×	×	0	0		8,217	7,789	200			200	270
247	Southbridge, Mass	1	1	1	100		21	2	21	837				×	×		5		8,133						
248	Springfield, Mass	14	3	13	220	190	44	15	127	4,834	4,564	48	14	×	×	0	24	4,423	177,425	161,700	3,500			450	650
249	Stoneham, Mass											3		×	×		15	953	15,255	15,000				375	425
250	Taunton, Mass	4	1	5	139	104	54	14	61	3,767	2,460	3		×	×		25		42,750	49,942	2,000			450	475
251	Uxbridge, Mass	0					7	1	6	278	231	1		×	×	5	0		7,272	13,045				264	300
252	Wakefield, Mass	0						1	11			3	0	×	×	0	11		9,539	15,971				400	400
253	Ware, Mass											5		×	×	0	5		7,648	7,925				240	360
254	Weymouth, Mass	0					38	7	35	1,756	1,587			×	×	0	13		22,014	22,549	1,500			300	300
255	Williamstown, Mass																		5,950					240	440
256	Woburn, Mass	2	3	1	100	75	38	11	42	2,100	1,675	5	1	×	×	30	30	2,000	30,575	73,200	1,800			350	500
257	Worcester, Mass	6	9	20	1,000	850	131	21	165	7,728	6,661	30	10	×	×	0	225	3,502	176,496	173,526	1,900			500	500
258	Adrian, Mich	6	4	2	450	300	31	6	29	2,024	1,336	15	6	×	×	19	24	0	37,066		2,000			360	
259	Ann Arbor, Mich	3	1	7	350	200	15	4	36	2,138	1,455	168	45	×	×	35	68	145	31,121	31,121	2,000			325	350
260	Battle Creek, Mich	2	2	1	135	98	27	3	27	1,518	1,002	45	38	×	0	30	16		34,947	16,351	2,000			300	550
261	Bay City, Mass	3	2	3	300	200	31	7	34	3,325	1,842	20	8	×	0	200	12	75	57,842	53,000	2,500			450	550
262	Big Rapids, Mich											10	4	×	×	8	4		8,025	6,800	1,300			360	400
263	Cold Water, Mich											10	2	×	×	7	11	12	15,344	17,028	1,500			340	340
264	Corunna, Mich												5	×	0	10	8	129	7,005	3,732	1,400			240	240

TABLE II.—*School-statistics of cities, &c.*—Continued.

Number.	Names of cities or towns and States.	Private schools.					Total of all schools.					Number of students preparing for college.	Number of students preparing for scientific course in college.	Is Latin taught?	Is Greek taught?	Number of pupils in German.	Number of pupils in French.	Number of pupils in drawing.	Total income.	Total expenditure.	Annual salary of superintendent.	Annual salaries of teachers in primary schools.			
			Teachers.		Pupils.			Teachers.		Pupils.												Male.		Female.	
		Number of—	Male.	Female.	Number enrolled.	Average attendance.	Number of—	Male.	Female.	Number enrolled.	Average attendance.											Minimum.	Maximum.	Minimum.	Maximum.
	1	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70
265	Detroit, Mich	50	10	65	4,000	3,500	206	15	244	12,900	11,925	25	50	×	×	50	50	12,900	$285,953	$125,778	$3,000	.....	.....	$300	$525
266	East Saginaw, Mich	2	0	6	250	200	40	4	44	3,040	2,031	4	3	×	×	587	4	2,723	56,342	44,997	3,000	.....	.....	360	400
267	Flint, Mich	2	0	2	121	71	23	3	25	1,687	1,201	6	2	×	×	4	12	500	27,567	87,462	2,000	.....	.....	340	460
268	Grand Haven, Mich	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	2	×	×	12	.....	300	17,611	13,526	2,000	.....	.....	240	480
269	Grand Rapids, Mich	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	×	×	.....	.....	4,300	88,849	86,278	2,250	.....	.....	360	800
270	Hillsdale, Mich	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
271	Ishpeming, Mich	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	0	0	0	.....	.....	40	41,085	43,538	.....	$1,200	$1,200	600	600
272	Jackson, Mich	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	8	4	×	×	15	12	300	38,500	28,075	.....	.....	.....	350	450
273	Kalamazoo, Mich	2	0	2	50	42	33	2	35	1,626	1,401	20	12	×	×	7	0	.....	39,154	25,023	1,600	.....	.....	360	360
274	Lansing, Mich	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	7	4	×	×	15	8	1,409	19,847	19,155	1,500	.....	.....	325	400
275	*Lapeer, Mich	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	7,125	6,885	.....	.....	.....	.....	*a*28
276	Manistee, Mich	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	×	.....	.....	.....	20	17,613	17,613	.....	.....	.....	450	450
277	Marshall, Mich	2	1	3	200	150	19	2	22	1,076	981	4	0	×	×	21	9	600	30,264	21,279	1,600	.....	.....	.....	325
278	Monroe, Mich	10	.....	.....	.....	.....	15	.....	.....	.....	.....	14	6	×	×	0	0	.....	4,093	3,452	.....	.....	.....	300	300
279	Muskegon, Mich	3	2	5	400	300	21	3	23	1,800	1,145	0	0	×	0	0	0	0	20,115	17,350	1,500	.....	.....	350	425
280	Niles, Mich	1	1	0	50	30	17	2	17	1,125	779	8	5	×	×	10	0	695	10,223	10,223	1,800	.....	.....	300	400
281	Owosso, Mich	0	.....	.....	.....	.....	10	1	11	727	431	4	.....	×	×	19	8	284	16,523	15,364	1,600	.....	.....	320	400
282	Plymouth, Mich	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	0	×	0	1	2	0	3,574	2,855	.....	.....	.....	.....	500
283	Pontiac, Mich	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	27	12	×	×	18	14	0	28,745	27,010	1,550	.....	.....	320	360
284	Port Huron, Mich	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	×	×	4	.....	.....	25,048	24,448	1,500	.....	.....	400	400
285	Saginaw, Mich	4	3	3	.....	.....	31	10	30	.....	.....	1	.....	×	0	396	8	150	50,006	37,508	2,000	800	1,000	325	450
286	St. Clair, Mich	2	1	1	153	.....	8	2	7	428	.....	1	.....	×	×	.....	.....	.....	4,970	.....	.....	.....	.....	320	320
287	Wyandotte, Mich	3	3	0	150	100	13	4	10	1,142	610	3	0	×	×	7	0	.....	16,715	14,318	1,200	.....	.....	275	300
288	Ypsilanti, Mich	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	10	4	×	×	10	19	.....	13,400	14,476	1,800	.....	.....	350	500
289	Du Luth, Minn	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	.....	×	×	.....	.....	.....	8,890	8,980	1,200	*a*70	70	45	45
290	Faribault, Minn	.....	6	7	300	290	.....	7	19	1,045	876	.....	.....	×	×	.....	.....	.....	21,830	21,894	1,200	*a*60	90	35	60
291	Hastings, Minn	3	.....	.....	.....	.....	15	.....	.....	.....	.....	0	1	×	×	.....	.....	.....	12,076	9,825	1,200	.....	.....	.....	400
292	Mankato, Minn	1	0	2	175	140	13	0	19	1,065	872	5	15	×	0	250	.....	300	11,901	13,936	1,300	.....	.....	300	400

293	Minneapolis, Minn	6	3	4	460	350	41	4	40	2,758	2,216	45	10	×	×	60		1,200	68,068	47,300	2,500			400	650
294	Owatonna, Minn	2	1	2	103	82	11	5	8	572	494	5		×	0	43	0	469	7,795	25,355	1,100				315
295	Red Wing, Minn	0					16	1	16	1,159	644	0	0	×	0	10	0	1,026	12,704	11,743	1,500			405	425
296	Rochester, Minn	0					15	1	15	945	750			×	×	12	9	600		12,957	1,600			475	475
297	St. Anthony, Minn	0					17	2	15	910	797			×	0			722	19,334	17,367	500			400	400
298	*St. Paul, Minn																					416	458		
299	Winona, Minn	0					21	2	22	1,523	1,108	6	0	×	×	230	15	300	33,770	20,450	2,000			500	550
300	Vicksburg, Miss	8	2	6	250	200	30	5	27	1,240	980	0	0	×	0	200	0	0	35,981	44,503	1,125			500	500
301	Cape Girardeau, Mo													0	0					36,500	1,200	a60	120	30	50
302	Chillicothe, Mo	2	1	4	140	125	17	6	14	850	638			×	0				11,277	16,200	500	160	360	320	360
303	Hannibal, Mo	7	2	13	475	350	15	6	30	2,220	1,210	4		×	×		5		34,573	25,873	1,500			500	400
304	*Independence, Mo																								
305	Jefferson City, Mo	4	3	2	225	190	12	4	9	956	790			0	0	160		400	13,955	39,485	1,500			500	500
306	Kansas City, Mo	6	4	19	560	360	17	17	63	4,819	2,584	8		×	×	1,000	8	4,259	117,036	115,971	2,000	550	550	450	750
307	Lexington, Mo	5	9	14	420		18	15	22	1,183				×	×	123			12,416	9,748				450	500
308	Louisiana, Mo	0					12	2	12	1,053	608	10		×	0			1,000	11,706	11,439	2,000			240	400
309	Macon, Mo	2	4	1	75	54	13	7	12	902	600	4	2	×	0	6		329	12,364	12,121	1,600			240	320
310	Sedalia, Mo	2	1	1	50	40	18	3	16	1,171	762	12	6	×	×	74	6	600	17,500	18,360	1,500			500	500
311	St. Joseph, Mo	7	4	11	600	480	47	14	49	3,467	2,628	50	30	×	×	405	97	1,887	56,677	46,268	2,500	360	625	360	625
312	St. Louis, Mo	72	183	184	17,346	12,341	247	273	868	58,078	35,369	32	40	×	×	11,838	51	34,063	733,925	665,578	4,000			500	1,200
313	Westport, Mo													×					8,000	3,439		400		400	
314	Nebraska City, Nebr													×		25			13,092	12,886	600			450	500
315	Omaha, Nebr	5			274		37			2,515				×	×	30	0	2,515	96,993	95,567	2,400			650	750
316	Austin, Nev											10	8	0	0	0	0	40	5,021	3,399					
317	Hamilton, Nev													0	0			30	9,626						
318	Claremont, N. H											0	0	×	0				5,800						
319	*Concord, N. H																								
320	Dover, N. H	1	1	1	57	51	39	3	39	1,940	1,365	3		×	×		31	1,607	22,434	22,575					288
321	Keene, N. H	3	0	3	43	43	32	1	32	1,571	1,242	0		×	0	0	34	1,282	16,071	2,537	230				288
322	Manchester, N. H		1	14	1,200			10	68	5,543		8	2	×	×	0	25	3,500	47,945	91,671	1,800			350	450
323	Nashua, N. H	1	1	1	90	63	25	6	46	1,861	1,502	5		×	×		6	216	33,244	28,728	1,600	350	425	350	425
324	Rochester, N. H	0					9	2	11	601	441	8	0	×	×	0	0	0	7,745	7,745				210	288
325	Atlantic City, N. J	1	0	1	40	30	7	2	5	395	320			×					5,833	5,527				425	
326	Boonton, N. J											0	0	×	0	0	0	180	7,230	6,581	1,300	800	800	275	550
327	Bridgeton, N. J	1	0	2	30		16	4	21	1,536				×	0			500	19,264	11,641				300	350
328	Burlington, N. J	6	0	7	290	150	12	1	19	1,120	562								11,313	7,530				265	265
329	Camden, N. J	19	8	21	870	650	94	17	87	6,399	3,895	0	0	0	0	0	0	6,399	66,642	63,676	823	600	600	350	500
330	Elizabeth, N. J	40	7	42	2,560	1,300	83	9	77	5,518	2,871	0	0	×	0	68	0	758	32,000	72,009	350			300	650
331	Gloucester, N. J																		11,728	4,291					360
332	Harrison, N. J	2	1	3	944	500	3	2	6	1,210	632	0	0	0	0	100		100	28,260	19,906				480	480
333	Hoboken, N. J	12	8	20	1,420	1,032	32	17	73	5,313	3,691		6	0	0	420	0	150	67,054	67,054	a150			40	50
334	Jersey City, N. J											10		×	×	553	50	153	261,000	238,641	3,500			360	1,200
335	Lambertville, N. J	7	2	5	335	190	20	10	21	1,334	794	7	3	×	×	30	14	80	6,491			600	1,100	300	500
336	Millville, N. J		1	2	125	75		12	25	1,395	1,075			×	×			75	26,031	42,500	300			350	500
337	Newark, N. J											8	4	×	×	1,000	0	10,844	173,997	270,301	2,500	1,000	1,200	300	600
338	New Brunswick, N. J		4	22	1,062	700		5	52	3,100	1,982	0	2	×	0	0	0	420	30,561	30,691	2,500			300	700
339	Orange, N. J													×	×	0	15	670	20,438	19,101				350	350
340	Paterson, N. J											0	0	0	0	0	0	0	67,123	65,102	2,500			375	600
341	Phillipsburg, N. J	2	0	2	75	50	17	8	19	1,785	1,239	36	29	×	×	0	0		21,594	21,594	1,200	500		200	400
342	Plainfield, N. J	5	1	4	130	120	9	4	19	849	733	2	2	×	0	25	0	389	19,565	18,279				200	500

TABLE II.—*School-statistics of cities, &c.*—Continued.

Number.	Names of cities or towns and States.	Private schools.					Total of all schools.					Number of students preparing for college.	Number of students preparing for scientific course in college.	Is Latin taught?	Is Greek taught?	Number of pupils in German.	Number of pupils in French.	Number of pupils in drawing.	Total income.	Total expenditure.	Annual salary of superintendent.	Annual salaries of teachers in primary schools.			
		Number of—	Teachers.		Pupils.		Number of—	Teachers.		Pupils.												Male.		Female.	
			Male.	Female.	Number enrolled.	Average attendance.		Male.	Female.	Number enrolled.	Average attendance.											Minimum.	Maximum.	Minimum.	Maximum.
	1	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70
343	Rahway, N. J	8	3	5	250		13	7	19										$16,518	$16,518	$500			$150	$500
344	Rockaway, N. J													0	0				17,598	16,790					
345	Trenton, N. J																		43,708	34,935	600			500	
346	Auburn, N. Y	4	3	11	550	450	13	5	54	2,669	2,311	12		×	×				48,802	48,793	1,500			350	450
347	Bath, N. Y											10		×	×	12	12		9,298	9,336	1,800			350	350
348	Binghamton, N. Y	4	3	26	671	476	17	8	64	3,045	2,024	23	3	×	×	27	3	900	58,631	58,979	2,000			290	500
349	Brooklyn, N. Y											0	0	0	0	0	0	18,000	934,118	972,767	5,000			400	1,600
350	Buffalo, N. Y	50			10,268	7,815	100			31,479	18,247	8	6	×	×	1,000	27	31,479	388,148	286,118	3,000			400	800
351	Canandaigua, N. Y	6	6	6	250	110	15	9	12	1,080	507	0	0	0	×	0	0	0	7,548	7,478				325	420
352	Candor, N. Y.											1	1	×	×			50	2,499	2,413				200	200
353	Catskill, N. Y	1	0	1	20	15	10	1	13	835	615	20	15	×	×	3	8	28	9,567	9,567	1,500			350	400
354	Cohoes, N. Y	3	0	8	884	363	34	1	52	3,484	2,573	4	0	×	×	0	8	1,400	53,098	30,191				375	475
355	Dunkirk, N. Y	4	1	8	400	300	15	2	34	1,750	1,343	4	0	×	×	0	15	0	22,050	21,475	2,000			300	375
356	Flushing, N. Y	5	5	7	436		8	6	17	1,191		0	0	0	0	0	0	127	12,526	20,504	1,500			550	550
357	Fort Edward, N. Y											4		×	×			100	6,743		1,200			315	
358	Fulton, N. Y											6					47	570	10,605	10,232				320	400
359	Geddes, N. Y													×	×	20		400	10,334	11,016				200	500
360	Geneva, N. Y	9	3	8	200	170	19	7	24	1,560	1,276	20	4	×	×	30	20	60	20,699	14,148			$500	200	300
361	Gloversville, N. Y	0					4	1	13	1,056	610			×	0				13,152	13,143				400	480
362	Green Island, N. Y	0					1	1	9	900	550	0	0	0	0	0	0	0	11,934	10,490					
363	Greenwich, N. Y	0					6	2	6	319	280	6	1	×	×	0	4	10	3,788	3,286					336
364	Hancock, N. Y	0										0	0	×	×	0	0	0	3,100	7,084				420	420
365	Hudson, N. Y	5	1	8	401	350	15	3	31	2,229	1,402	0	0	0	0	0	0	100	14,906	10,041				250	300
366	Islip, N. Y																		1,975	1,969					
367	Ithaca, N. Y											0	0	0	0	0	0	1,414	11,648	12,099	1,500			400	500
368	Lansingburg, N. Y	4	2	7			13	3	20			0	0	0	0	0	0	26	14,377	13,975	1,600			150	500
369	Lockport, N. Y	5	1	7	370	175	12	5	47	3,258	1,677			×	×	65	25	75	47,877	30,128	1,200			420	600
370	Long Island City, N. Y.	7	1	6	228		10	4	35	2,045				0	0	0	0	60	26,545	25,409	500	$400	700		

371	Middletown, N. Y	1	0	3	59	50	9	2	21	1,654	1,318	6	.....	×	×	12	15	50	20,919	19,810	.....	.....	.....	350	500
372	Morrisania, N. Y	7	.....	.....	420	.....	14	.....	.....	7,000	.....	0	0	0	0	210	0	30	67,393	57,440	.....	.....	.....	.....	.....
373	Newburg, N. Y	17	.....	.....	1,000	842	27	.....	.....	3,505	2,716	5	.....	×	×	.....	10	.....	54,672	54,672	1,800	.....	.....	350	650
374	New Rochelle, N. Y	6	2	9	275	190	8	3	18	725	540	0	0	0	0	0	0	176	19,057	16,457	.....	.....	.....	350	700
375	New York, N. Y	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	0	19,347	1,609	.....	3,586,629	3,270,237	5,500	.....	.....	500	1,800
376	Niagara Falls, N. Y	5	0	9	.....	.....	8	1	15	.....	.....	0	0	0	0	0	0	100	5,177	5,247	.....	.....	.....	400	250
377	Oneida, N. Y	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6	3	×	0	.....	.....	.....	6,768	26,471	.....	.....	.....	240	626
378	Oswego, N. Y	9	.....	.....	1,812	.....	30	.....	.....	6,413	.....	0	0	0	0	0	0	.....	54,971	67,991	.....	.....	.....	400	525
379	Owego, N. Y	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	20	.....	×	×	14	25	300	12,326	12,346	.....	.....	.....	.....	400
380	Painted Post, N. Y	0	.....	.....	.....	.....	.....	1	3	269	205	0	0	×	0	.....	.....	0	2,671	2,671	.....	.....	.....	.....	409
381	Peekskill, N. Y	5	5	7	265	150	12	12	26	2,302	1,481	0	0	×	0	0	80	4	21,746	18,074	.....	.....	1,200	900	1,200
382	Port Chester, N. Y	5	2	4	250	.....	6	3	9	670	.....	.....	.....	×	0	.....	.....	420	5,215	.....	.....	.....	.....	450	500
383	Poughkeepsie, N. Y	9	6	13	680	575	24	7	54	2,434	1,979	.....	.....	×	0	0	0	.....	42,922	31,521	.....	.....	.....	325	425
384	Rochester, N. Y	30	20	35	6,474	5,211	83	43	183	16,672	14,518	7	4	×	×	438	47	9,307	235,888	151,674	2,500	.....	.....	350	500
385	Rome, N. Y	3	1	6	400	.....	17	3	31	2,106	.....	22	10	×	×	3	28	.....	21,475	21,475	1,400	.....	.....	240	400
386	Saratoga Springs, N. Y	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	×	×	0	21	1,495	31,496	24,027	1,500	.....	.....	300	400
387	Schenectady, N. Y	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	30	5	×	×	25	20	50	20,947	20,947	2,200	.....	.....	300	400
388	Seneca Falls, N. Y	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	0	×	×	2	6	.....	20,199	16,941	1,200	.....	.....	262	315
389	Sing Sing, N. Y	12	12	10	342	.....	16	13	22	910	.....	0	0	0	0	0	0	496	12,324	8,216	.....	.....	.....	250	375
390	Syracuse, N. Y	16	7	25	2,185	1,742	54	19	188	10,019	7,286	75	50	×	×	112	118	7,834	162,368	161,445	2,000	.....	.....	250	600
391	Troy, N. Y	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	8	7	×	×	0	12	79	138,192	111,051	.....	400	400	400	450
392	Utica, N. Y	2	4	5	300	180	32	13	61	4,719	2,936	10	7	×	×	35	44	.....	81,387	54,891	2,500	.....	.....	370	400
393	Waterford, N. Y	2	0	2	90	70	9	1	15	840	680	10	4	×	×	3	20	840	7,365	6,831	1,500	.....	.....	.....	320
394	Watertown, N. Y	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5	2	×	×	26	28	970	27,188	28,275	1,000	.....	.....	260	440
395	Whitehall, N. Y	2	0	2	90	50	11	1	14	960	550	.....	.....	×	0	5	10	.....	14,111	13,827	.....	.....	.....	336	500
396	Charlotte, N. C	6	2	5	150	.....	10	7	11	570	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
397	Wilmington, N. C	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	0	×	0	0	0	.....	13,000	.....	600	.....	.....	240	.....
398	Akron, Ohio	3	2	3	240	160	31	3	37	2,389	1,689	.....	.....	×	×	0	0	2,287	61,176	43,763	2,500	.....	.....	350	500
399	Alliance, Ohio	2	0	2	150	115	9	2	14	973	793	0	0	×	0	25	0	300	17,039	8,223	1,500	.....	.....	400	450
400	Bellaire, Ohio	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	1	×	0	0	0	40	11,276	9,811	1,200	380	380	380	380
401	Bellefontaine, Ohio	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	8	13	.....	16,137	9,319	1,200	.....	.....	377	.....
402	Canton, Ohio	2	1	5	373	323	24	7	28	1,647	1,399	.....	.....	×	0	353	.....	1,215	47,439	40,181	1,800	.....	600	350	400
403	Cincinnati, Ohio	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	13	.....	×	×	12,107	220	26,076	743,695	766,561	3,500	1,000	1,900	500	800
404	Circleville, Ohio	6	2	4	70	34	24	6	19	1,549	.....	.....	.....	×	×	55	.....	1,329	40,627	15,860	1,800	.....	.....	300	350
405	Chillicothe, Ohio	4	2	2	234	187	38	7	35	2,017	1,777	7	0	×	×	361	0	0	69,763	57,779	1,500	420	475	315	420
406	Cleveland, Ohio	19	.....	.....	7,686	.....	48	.....	.....	23,201	.....	30	.....	×	×	4,160	0	15,263	349,383	234,030	.....	.....	.....	400	650
407	Columbus, Ohio	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	15	25	×	×	1,717	26	6,022	159,803	133,267	3,000	400	600	400	600
408	Dayton, Ohio	53	.....	.....	2,380	.....	144	.....	.....	7,574	.....	26	0	×	×	983	45	0	152,983	113,230	3,000	650	1,000	400	650
409	Findlay, Ohio	4	1	3	100	80	19	3	19	784	644	0	2	×	0	40	0	415	.....	.....	1,600	.....	.....	270	360
410	Fremont, Ohio	1	0	2	155	120	14	0	17	1,120	715	0	0	×	×	80	0	1,120	22,944	18,774	1,800	.....	.....	320	375
411	Gallipolis, Ohio	1	1	2	100	.....	16	4	15	867	.....	3	.....	×	0	160	.....	.....	21,048	15,070	1,800	.....	.....	190	400
412	Hamilton, Ohio	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	11	9	×	×	597	13	1,616	40,163	24,175	2,000	700	700	450	600
413	Ironton, Ohio	3	1	3	335	267	28	6	25	1,965	1,445	6	.....	×	×	250	.....	.....	22,108	21,775	1,500	a55	75	35	50
414	Lancaster, Ohio	1	1	2	100	75	18	4	17	1,075	983	10	4	×	0	.....	.....	500	36,735	27,369	1,600	.....	.....	300	450
415	Lima, Ohio	1	1	1	200	.....	20	2	21	1,334	.....	3	0	×	×	83	2	475	23,291	15,509	1,600	.....	.....	237	380
416	Mansfield, Ohio	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	×	×	150	.....	1,400	.....	.....	.....	360	360	360	360
417	Marietta, Ohio	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5	.....	.....	.....	112	11	.....	.....	.....	.....	.....	.....	.....	.....
418	Massillon, Ohio	1	0	1	50	35	13	2	13	764	615	0	0	×	0	.....	.....	.....	18,511	10,888	1,500	.....	.....	300	400
419	Middletown, Ohio	4	0	4	180	120	14	3	14	872	574	.....	.....	×	0	279	.....	.....	13,160	14,670	1,200	.....	700	350	500
420	Mt. Vernon, Ohio	0	.....	.....	.....	.....	16	1	17	1,017	787	4	1	×	×	0	12	300	21,364	17,996	1,800	.....	.....	.....	330

TABLE II.—*School-statistics of cities, &c.*—Continued.

Number.	Names of cities or towns and States.	Private schools.					Total of all schools.					Number of students preparing for college.	Number of students preparing for scientific course in college.	Is Latin taught?	Is Greek taught?	Number of pupils in German.	Number of pupils in French.	Number of pupils in drawing.	Total income.	Total expenditure.	Annual salary of superintendent.	Annual salaries of teachers in primary schools.			
			Teachers.		Pupils.			Teachers.		Pupils.												Male.		Female.	
		Number of—	Male.	Female.	Number enrolled.	Average attendance.	Number of—	Male.	Female.	Number enrolled.	Average attendance.											Minimum.	Maximum.	Minimum.	Maximum.
	1	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70
421	Newark, Ohio	.....	.....	.....	.....	.....	...	.....	.....	.....	.....	12	.....	×	0	125	.....	250	$23,443	$21,277	$2,000	.....	.....	$350	$425
422	Newburg, Ohio	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	0	0	0	0	0	0	6,700	6,925	1,500	.....	.....	400	.....
423	New Philadelphia, Ohio	0	.....	.....	.....	.....	13	0	13	712	459	0	0	0	0	125	0	0	7,000	7,775	1,250	.....	.....	250	300
424	Norwalk, Ohio	3	1	3	275	.....	16	2	19	1,211	.....	4	0	×	×	0	0	851	20,444	18,253	1,750	.....	.....	350	400
425	Painesville, Ohio	1	.....	.....	175	.....	12	.....	.....	725	.....	0	0	×	0	0	0	0	11,589	10,265	1,800	.....	.....	300	500
426	Piqua, Ohio	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	10	20	×	×	75	0	300	.....	.....	1,800	a$35	$40	40	40
427	Pomeroy, Ohio	.....	2	4	260	180	...	6	22	1,680	1,014	0	0	×	×	200	0	50	31,491	23,453	1,500	a50	55	35	50
428	Portsmouth, Ohio	6	0	6	340	246	37	3	35	2,362	1,576	.....	.....	×	×	98	.....	.....	57,037	57,037	1,800	.....	.....	300	500
429	Salem, Ohio	3	1	2	60	40	14	2	14	860	589	2	1	×	0	4	.....	.....	16,582	11,843	.....	.....	.....	400	400
430	Sandusky, Ohio	5	3	4	500	375	22	10	33	2,500	2,117	.....	.....	×	×	900	.....	2,000	.....	41,255	2,500	.....	.....	300	400
431	Springfield, Ohio	5	2	5	285	.....	37	5	38	2,405	.....	.....	.....	×	0	374	0	2,120	74,456	52,210	1,500	.....	.....	400	550
432	Steubenville, Ohio	4	0	9	400	300	29	6	34	2,337	1,501	2	0	×	×	105	0	1,388	90,475	70,769	1,700	.....	.....	350	400
433	Tiffin, Ohio	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	0	×	0	223	0	1,019	33,458	27,018	2,000	.....	.....	300	400
434	Toledo, Ohio	7	8	20	1,873	.....	98	23	129	8,648	.....	24	40	×	×	1,606	49	6,603	175,648	146,464	3,000	500	700	425	650
435	Urbana, Ohio	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	×	×	27	7	554	83,744	29,670	1,800	.....	.....	400	400
436	Warren, Ohio	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	32,211	23,269	1,800	.....	.....	380	.....
437	Wooster, Ohio	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	×	×	.....	.....	.....	25,661	20,086	1,900	.....	.....	300	400
438	Xenia, Ohio	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	22,236	14,232	.....	.....	.....	.....	a33
439	Youngstown, Ohio	2	2	4	500	.....	31	8	30	2,238	.....	6	5	×	×	0	0	579	51,238	49,510	2,500	.....	.....	350	550
440	Zanesville, Ohio	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	×	×	.....	.....	.....	47,305	50,482	2,000	.....	.....	300	450
441	Portland, Oreg	7	8	14	500	400	17	15	31	1,957	1,575	12	.....	×	×	.....	15	.....	48,179	29,230	1,800	.....	600	.....	660
442	Allentown, Pa	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	×	×	115	.....	1,152	65,569	84,846	1,500	.....	.....	275	325
443	Altoona, Pa	6	2	12	700	651	36	5	39	2,400	2,095	7	.....	×	0	24	0	0	.....	23,926	1,000	.....	.....	a40	60
444	Ashland, Pa	0	.....	.....	.....	.....	15	4	12	1,416	893	.....	.....	×	0	52	.....	.....	12,157	8,883	1,200	.....	.....	325	325
445	Beaver Falls, Pa	1	1	6	50	40	11	2	16	601	541	.....	.....	.....	.....	.....	.....	.....	9,115	38,570	.....	.....	.....	a40	.....
446	Bristol, Pa	4	0	9	105	90	12	1	18	560	448	0	1	0	0	0	0	0	7,100	5,545	.....	.....	.....	a30	40
447	Carbondale, Pa	3	0	3	60	45	15	4	18	1,688	1,103	.....	.....	×	0	0	0	40	11,497	11,039	300	a60	.....	35	.....
448	Carlisle, Pa	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	0	0	0	186	12,478	11,629	.....	.....	.....	300	300

449	Chambersburg, Pa											0	0	×	0	0	0		14,525	13,518					350				
450	Chester, Pa	5	1	5	400	324	29	2	32	1,600		0	0	×	×	0	5	25	22,455	22,170	500			400	400				
451	Conshohocken, Pa	6	1	5	225	180	15	2	13	700	609		3	×	0	16	0	0	7,462	7,462				300					
452	Corry, Pa	4	0	4	250		22	0	22	1,100		4	10	×	0	25	10	1,100		3,895	2,000			400	400				
453	Easton, Pa													×	×	0	0	0	74,352	72,001	1,700			350	350				
454	Erie, Pa											7	4	×	×	500	12	3,700	63,684	53,471	2,000	500	600	250	450				
455	Harrisburg, Pa	11	3	17	400		69	20	73	4,578		7		×	×	229		4,578	63,908	94,042	1,500	400	600	350	450				
456	Hazleton, Pa	0					16	3	13	1,315	674	0	0	×	0	0			15,848	16,607	1,200			350	350				
457	Johnstown, Pa	2	2	3	200		19	3	19	1,387		0	0	×	0	0	0	0	16,766	15,931	760			280	280				
458	Lebanon, Pa	3	1	2	150	80	34	11	23	1,594	988			×	×				15,365	14,990	800		270		270				
459	Lockhaven, Pa	7	1	10	110	100	30	10	27	1,532	952	2		×	0	0	0	66	18,977	18,977	900			a35	35				
460	Mahanoy, Pa	0					14	3	10	945	845	3		×	0	0		36	16,260	14,781	1,000			280	280				
461	Meadville, Pa	3	1	3	105	60	22	2	23	1,337	868			×	0	80	5	0			1,800			400	400				
462	Minersville, Pa	1	0	1	25	20	10	2	8	884	489							9	8,698	5,365	1,100			270	290				
463	New Brighton, Pa	0					11	1	10	690	562	5	0	×	×	25	6	0	6,359	6,865				315	315				
464	New Castle, Pa	1	1	1	70	50	22	4	20	1,336	974			×	0				14,020	9,769			250	250	320				
465	Norristown, Pa													×	×	40	15	60	32,780	32,281	1,200			a30	40				
466	*Philadelphia, Pa																		1,379,454					a36	46				
467	Phœnixville, Pa		0	2	40			2	18	1,266		0	0	×	0	6	0	104						270	396				
468	Pittsburg, Pa													×	×	300			630,653	582,808	3,000	300	500	300	500				
469	Plymouth, Pa	1	0	1	40	30	15	5	10	933	757			×	0			422	16,100	17,485	1,000				320				
470	Pottsville, Pa	2	0	2	80	70	43	7	43	2,490	2,230	6	0	×	×	26	0	0	34,407	159,130	1,500			330	330				
471	Reading, Pa	5	3	12	950	800	118	10	126	6,885	5,565	10	5	×	×	20	10	30	102,211	102,211	1,200			300	360				
472	St. Clair, Pa											1	0	0	0	0	0	0	20,560	18,104				300					
473	Scranton, Pa	8	8	10	1,000	600	64	10	65	4,686	2,575	4		×	0	0	0	60	60,371	45,617	2,000			325	400				
474	Shamokin, Pa	1	0	1	25	15	16	7	9	1,200	632	4		0	0		5	15	7,691	7,681	1,200		400	200	280				
475	Sharon, Pa	2	2	0	10	8	16	3	14	876	737	4	2	×	×	3			9,432	9,706	1,600			320	360				
476	South Bethlehem, Pa											10	10			200		50	12,900	10,750		a40	40	35	35				
477	Tamaqua, Pa											0	0	0	0	73	0	420	17,652	74,099				200					
478	Titusville, Pa	4	3	6	500	400	20	4	25	1,527	1,302	6	1	×	×	19	18	0	35,684	33,525	2,500			400	550				
479	Washington, Pa	2	0	2	40	25	13	2	11	708	611	10		×	0	0	0	0	7,135	5,509	1,200			350	350				
480	Williamsport, Pa	7	5	17	1,200	827	54	15	54	4,235	2,702	7	3	×	×	50	0		44,331	44,331	800	320	360	320	360				
481	York, Pa	5	3	7	150			12	37	2,199		12		×	×	24	13	13	23,534	38,243	1,800	500		400					
482	Bristol, R. I	3	0	3	50		16	1	21	823		5		×	×		4		9,900	54,233	400			220	290				
483	Newport, R. I	20	5	27	640	470	23	12	61	2,104	1,210	11	8	×	×	10	56	1,464	41,993	71,315	2,000			400	440				
484	Providence, R. I																		286,493	282,966	2,500	525							
485	*Warwick, R. I																		9,468	9,223				150	300				
486	Woonsocket, R. I		2	7	700	600		11	32	1,753	1,443	2		×	×		4	40	11,581		500			350	400				
487	Charleston, S. C											0	0	0	0	0	55	2,110	66,123	61,463	1,000			400	1,000				
488	Chattanooga, Tenn	5	8	5	400		12	15	23	1,635				×				1,235	15,000	14,993	1,800			400					
489	Knoxville, Tenn		1	3	135			3	21	1,139				×	×				10,095	9,272	900		400	300					
490	Memphis, Tenn													×	×	46			87,540	86,093	2,100	1,000	1,200	600	800				
491	Murfreesboro', Tenn		1	1	58	45		13	10	696	591			×	×	0	25	35											
492	Nashville, Tenn	6	8	12	600	400	36	20	65	4,322	2,914	15	5	×	0	300	70	0	70,163	70,123	2,400			500	800				
493	Shelbyville, Tenn	1	1	3	50	45	9	3	9	521				×	×	0	0	0	18,748			250	400	250	400				
494	*Brownsville, Tex																		11,000	11,000			a75		75				
495	*Houston, Tex																					b							
496	Jefferson, Tex	5	4	1	175		18	14	4	675		20		×	×	50	20												
497	Burlington, Vt	3	1	5	325	270	18	2	31	1,136	1,005	24	12	×	×	0	15	1,136	24,000	32,200	1,000			300	690				
498	Middlebury, Vt	1	0	1	25	20	15	3	12	550	465	8	0	×	×	0	0	200	10,745	10,983					300				

TABLE II.—*School-statistics of cities, &c.*—Continued.

Number.	Names of cities or towns and States and Territories.	Private schools.					Total of all schools.					Number of students preparing for college.	Number of students preparing for scientific course in college.	Is Latin taught?	Is Greek taught?	Number of pupils in German.	Number of pupils in French.	Number of pupils in drawing.	Total income.	Total expenditure.	Annual salary of superintendent.	Annual salaries of teachers in primary schools.			
		Number of—	Teachers.		Pupils.		Number of—	Teachers.		Pupils.												Male.		Female.	
			Male.	Female.	Number enrolled.	Average attendance.		Male.	Female.	Number enrolled.	Average attendance.											Minimum.	Maximum.	Minimum.	Maximum.
	1	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70
499	Northfield, Vt											6	3	×	×		9	12		$2,500					
500	St. Albans, Vt	4	1	5	300	200	17	3	23	1,172	739	10	6	×	×	0	14	50	$11,400	11,250	$1,500			$240	$600
501	Alexandria, Va	24	18	35	934		40	22	47	1,891		0	0	0	0	0	0	0	15,262	10,017	235	$350	$350	350	350
502	*Fredericksburg, Va																		2,025	2,195			a20		20
503	Lynchburg, Va													0	0	0	0	0	7,196	8,699	400	150	200	150	200
504	Norfolk, Va													×	0				18,224	17,531	950	1,000	1,000	400	500
505	Petersburg, Va													×	×	0	70		22,819	16,312	350			a20	40
506	Portsmouth, Va													×	0	0	0	0	8,395	8,395	600	a69	70	35	50
507	Richmond, Va	52	54	91	2,304	2,000	147	65	186	7,629	5,497	0	0	×	0	527	3	0	124,126	124,126	2,000	360	450	360	450
508	Staunton, Va	10	20	20	400	350	23	25	29	1,000	840	50	50	×	×			50	9,850	15,000	1,600		415		360
509	Winchester, Va	7	11	22	250	235	14	15	25	723	474			×	×				4,000	3,925	500	300	300	300	300
510	Charlestown, W. Va	6	4	6	173	150	9	6	7	325	265								1,738	1,476		350	400		400
511	Parkersburg, W. Va		2	1	260	190		6	16	1,100	870	4	4	×							1,000				314
512	Wheeling, W. Va													×		400		123	82,161	71,230	1,200	600	600	360	360
513	*Appleton, Wis																								330
514	Beaver Dam, Wis													0	0	40			8,815	7,310	150				320
515	Beloit, Wis	1	0	5	250	175	9	1	20	1,100	875	8	1	×	×	16			19,569	18,457	100			240	400
516	Fond du Lac, Wis											1		×	×	40			66,959	58,877	1,000	300	350	300	350
517	Green Bay, Wis	5	3	6	300		18	4	19	905		0		×	0	0	0	905	18,861	10,298	400			500	500
518	Janesville, Wis	5	2	4	220	150	29	3	31	1,638	1,255	8	0	×	0	0	0	200	19,236	10,236	1,800			315	360
519	Kenosha, Wis	2	0	2	80	60	13	2	13	675	595	5		×	0	80	0		8,625	8,745	200			250	350
520	La Crosse, Wis	4	3	9	450	380	27	7	35	2,065	1,820	3	0	×	×	200	0	150	37,927	78,400	600			350	400
521	Madison, Wis	4	2	5			27	3	31			30		×	×				46,993	30,966	1,800			370	444
522	Manitowoc, Wis													0	0	100			45,911	39,809				250	450
523	Milwaukee, Wis	47			7,000		68			18,224		5		×	×	4,000			176,844	217,565	2,000				
524	Mineral Point, Wis	3	0	6	285	200	11	1	15	862	703			×	0				5,572	5,235	100			270	270
525	Monroe, Wis	2	1	1	78		18	5	15	1,461		30	1	×	×				9,645	8,516					a35
526	Oshkosh, Wis	0					21	6	50	2,400	1,940	0	0	×	×	150	0	100	46,616		700	500		300	400

527	*Racine, Wis																		19,664	19,664					260
528	Sheboygan, Wis	3	7	5	407	340	10	10	12	1,502	1,314	0		0	0	75		200	10,681	23,423	100			250	300
529	Watertown Wis											20		×	0	1,085	0		17,970	9,968	300			250	300
530	Denver, Colo	5	4	18	185		21	6	32	1,188		5	3	×	0	230	0	0	114,345	114,345	2,500			800	1,000
531	Ephraim, Utah																								
532	Logan City, Utah	1	2	0	25	22	17	16	6	770	632	10	20			50	10	12	9,500			800		500	650
533	*Mt. Pleasant, Utah																								

(*a*) These sums are monthly wages.

(*b*) There are four classes of teachers: those of the first grade are paid $100 to $110 per month, those of the second grade $75 to $90 per month, those of the third grade $50 to $75 per month, and those of the fourth grade $35 per month.

TABLE II.—*School-statistics of cities, &c.*—Continued.

[Sums marked with an *a* are monthly wages.]

Number.	Annual salaries of teachers.																											
	In intermediate schools.				Principals in grammar-schools.				Assistants in grammar-schools.				Principals in high schools.				Assistants in high schools.				Teachers in evening-schools.				Principals in normal schools.*			
	Male.		Female.		Male.		Female.		Male.		Female.		Male.		Female.		Male.		Female.		Male.		Female.		Male.		Female.	
	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.
	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98
1	.....	.....	.....	.....	.....	*a*$60	.....	$60	.....	$50	.....	.....	.....	$80	.....	$60	.....	$60	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
2	.....	.....	.....	.....	.....	*a*100	.....	75	.....	75	.....	$75	.....	150	.....	.....	.....	75	.....	$75	.....	.....	.....	.....	.....	.....	.....	.....
3	.....	.....	*a*$50	$60	$75	100	$60	65	.....	.....	.....	.....	$100	120	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
6	$1,140	$1,282	665	950	.....	1,425	.....	.....	.....	.....	.....	885	.....	1,737	.....	.....	.....	1,282	.....	1,045	.....	.....	.....	.....	.....	.....	.....	.....
7	800	1,000	800	1,000	.....	.....	.....	.....	$1,000	1,000	$1,000	1,000	2,000	2,000	$2,000	2,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
8	1,200	1,200	750	900	1,500	1,500	1,100	1,100	.....	.....	.....	.....	1,800	1,800	.....	.....	.....	.....	.....	.....	*b*	.....	.....	.....	.....	.....	.....	.....
9	.....	.....	600	800	.....	.....	400	1,000	.....	.....	.....	.....	1,250	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
10	.....	.....	.....	.....	1,800	.....	.....	.....	.....	.....	840	1,020	2,400	.....	.....	.....	$2,100	.....	$1,200	.....	.....	.....	.....	.....	.....	.....	.....	.....
11	.....	.....	550	550	1,500	1,500	.....	.....	.....	.....	700	700	1,500	1,500	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
12	.....	.....	500	800	.....	.....	1,820	.....	.....	.....	850	.....	1,900	.....	.....	.....	.....	.....	856	.....	$350	.....	.....	.....	.....	.....	.....	.....
13	.....	.....	.....	.....	2,200	2,400	2,200	2,400	840	1,200	840	1,200	3,000	3,000	3,000	3,000	1,500	2,400	1,500	2,400	.....	.....	.....	.....	.....	.....	.....	.....
14	.....	.....	*a*70	75	125	.....	.....	.....	.....	.....	80	.....	150	.....	.....	.....	100	.....	100	.....	50	.....	.....	.....	.....	.....	.....	.....
15	.....	.....	.....	.....	.....	800	.....	.....	.....	.....	700	.....	1,250	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
16	750	.....	750	.....	1,100	.....	1,100	.....	750	.....	750	.....	2,000	.....	.....	.....	1,250	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
17	.....	.....	.....	.....	.....	*a*125	.....	.....	100	125	70	80	.....	150	.....	.....	.....	125	.....	.....	85	$85	.....	.....	.....	.....	.....	.....
18	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
19	.....	.....	600	.....	1,200	.....	.....	.....	.....	.....	480	.....	1,200	.....	.....	.....	.....	.....	1,200	.....	.....	.....	.....	.....	.....	.....	.....	.....
20	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
21	*a*50	.....	50	.....	.....	.....	50	.....	.....	.....	.....	.....	850	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
22	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
23	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
24	.....	.....	.....	.....	.....	*a*183	.....	.....	.....	.....	.....	33	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
25	.....	.....	*a*40	52	75	100	40	52	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
26	.....	.....	.....	500	1,100	1,500	.....	.....	.....	.....	.....	700	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
27	.....	.....	400	550	.....	.....	.....	.....	.....	.....	400	400	.....	2,500	.....	.....	800	.....	450	600	.....	.....	.....	.....	.....	.....	.....	.....
28	.....	.....	500	600	2,500	2,500	700	750	.....	.....	750	750	.....	3,000	.....	.....	2,500	.....	1,200	.....	.....	.....	.....	.....	.....	.....	.....	.....

29	.....	.....	300	750	1,200	1,200	.....	.....	.....	.....	350	425	1,500	1,500	1,200	1,200	.....	.....	425	500	250	250	c150	c150	.....	.....	.....	.....			
30	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....			
31	.....	.....	.....	.....	1,500	.....	400	550	.....	.....	550	700	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....			
32	.....	.....	.....	.....	a35	75	30	50	.....	.....	.....	35	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....			
33	800	900	325	450	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....			
34	.....	.....	.....	.....	2,560	.....	1,320	.....	.....	.....	2,393	.....	1,200	.....	.....	.....	.....	.....	600	.....	.....	.....	.....	.....	.....	.....	.....	.....			
35	.....	.....	.....	.....	.....	800	300	350	.....	.....	.....	.....	.....	1,800	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....			
36	280	500	250	500	1,000	1,000	.....	.....	.....	.....	320	500	2,000	2,000	.....	.....	.....	.....	500	500	.....	.....	.....	.....	.....	.....	.....	.....			
37	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....			
38	.....	.....	210	375	400	500	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....			
39	.....	.....	360	400	1,000	1,000	.....	.....	.....	.....	400	400	1,400	1,800	.....	.....	.....	.....	450	450	.....	.....	.....	.....	.....	.....	.....	.....			
40	.....	.....	400	400	.....	.....	450	450	.....	.....	.....	.....	1,200	1,200	.....	.....	.....	.....	500	500	.....	.....	.....	.....	.....	.....	.....	.....			
41	.....	.....	375	400	.....	.....	450	500	.....	.....	.....	.....	2,000	2,000	.....	.....	.....	.....	550	600	.....	.....	.....	.....	.....	.....	.....	.....			
42	.....	.....	.....	.....	1,200	1,200	800	1,000	.....	.....	425	600	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....			
43	.....	.....	700	800	1,100	1,100	1,000	1,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....			
44	.....	.....	700	800	1,600	1,800	1,000	1,200	800	1,000	800	1,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....			$1,500
45	1,000	1,500	300	500	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....			
46	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....			
47	.....	.....	.....	.....	.....	1,150	.....	360	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....			
48	.....	.....	.....	.....	.....	a125	.....	60	.....	75	.....	50	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....			
49	.....	.....	550	700	1,500	1,500	600	800	.....	.....	600	700	1,600	1,800	.....	.....	1,300	1,400	900	1,200	.....	.....	.....	.....	.....	.....	.....	.....			
50	a60	60	60	60	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....			
51	.....	.....	.....	.....	450	1,000	400	500	.....	.....	350	450	.....	.....	500	600	.....	.....	450	500	.....	.....	.....	.....	.....	.....	.....	.....			
52	.....	.....	.....	.....	.....	a100	.....	70	.....	.....	50	60	.....	150	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....			
53	.....	750	500	750	1,500	1,800	700	1,000	.....	.....	650	750	1,700	2,000	.....	.....	1,100	1,600	750	900	.....	.....	.....	.....	.....	.....	.....	.....			
54	.....	.....	400	525	.....	.....	425	600	.....	.....	.....	.....	.....	.....	500	800	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....			
55	.....	.....	360	405	450	450	.....	.....	.....	.....	.....	.....	1,000	.....	.....	.....	.....	.....	405	.....	.....	.....	.....	.....	.....	.....	.....	.....			
56	.....	.....	a40	.....	.....	.....	40	.....	.....	.....	.....	.....	100	.....	.....	.....	.....	.....	40	.....	.....	.....	.....	.....	.....	.....	.....	.....			
57	.....	.....	400	500	.....	.....	800	800	750	750	400	600	1,800	1,800	.....	.....	750	750	700	700	.....	.....	.....	.....	$1,650	$1,650	.....	.....			
58	.....	600	350	500	600	1,350	500	500	.....	.....	.....	.....	1,200	1,600	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....			
59	.....	.....	360	495	.....	.....	630	675	.....	.....	450	630	.....	.....	1,000	1,000	.....	.....	630	630	.....	.....	.....	.....	.....	.....	.....	.....			
60	.....	.....	.....	.....	.....	.....	.....	a40	.....	.....	.....	.....	.....	83	.....	.....	.....	.....	.....	45	.....	.....	.....	.....	.....	.....	.....	.....			
61	.....	.....	333	405	.....	.....	.....	405	.....	.....	.....	300	.....	1,400	.....	495	.....	.....	.....	450	.....	.....	.....	.....	.....	.....	.....	.....			
62	.....	.....	45	45	.....	.....	45	45	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	50	50	.....	.....	.....	.....	.....	.....	.....	.....			
63	440	440	360	400	.....	.....	400	400	.....	.....	.....	.....	.....	1,200	.....	.....	.....	.....	.....	440	.....	.....	.....	.....	.....	.....	.....	.....			
64	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	800	1,500	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....			
65	.....	.....	.....	.....	1,900	2,200	1,900	2,200	.....	.....	450	1,000	.....	2,500	.....	.....	1,900	2,200	.....	1,000	.....	.....	.....	.....	.....	2,500	.....	.....			
66	.....	.....	450	540	.....	.....	.....	.....	.....	.....	540	540	.....	.....	.....	.....	.....	.....	540	540	.....	.....	.....	.....	.....	.....	.....	.....			
67	.....	.....	400	500	1,200	1,200	700	700	.....	.....	500	500	1,200	1,200	.....	.....	.....	.....	600	600	.....	.....	.....	.....	.....	.....	.....	.....			
68	.....	.....	405	.....	.....	.....	500	.....	.....	.....	.....	.....	1,200	.....	600	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....			
69	.....	.....	450	450	.....	.....	500	600	.....	.....	400	450	.....	.....	1,000	1,000	.....	.....	650	650	.....	.....	.....	.....	.....	.....	.....	.....			
70	.....	.....	.....	.....	.....	a75	.....	75	.....	45	.....	50	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....			
71	.....	.....	a65	70	.....	.....	75	.....	.....	.....	75	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....			
72	.....	.....	400	450	.....	.....	600	600	.....	.....	400	400	.....	.....	800	800	600	600	600	600	.....	.....	.....	.....	.....	.....	.....	.....			
73	450	450	250	250	750	750	450	450	.....	.....	.....	.....	1,200	1,200	.....	.....	450	450	500	500	.....	.....	.....	.....	.....	.....	.....	.....			
74	.....	.....	400	480	500	600	480	600	.....	.....	.....	.....	.....	.....	.....	750	.....	.....	500	.....	.....	.....	.....	.....	.....	.....	.....	.....			
75	.....	.....	400	500	1,000	1,000	800	800	.....	.....	400	500	1,200	1,200	.....	.....	.....	.....	600	700	.....	.....	.....	.....	.....	.....	.....	.....			
76	.....	.....	375	600	.....	.....	600	600	.....	.....	400	500	.....	.....	600	600	.....	.....	600	600	.....	.....	.....	.....	.....	.....	.....	.....			

*The salaries of assistants in normal schools, as reported by those cities making returns, will be found at the end of this table.

(*b*) Tuition-fees.

(*c*) For three months.

TABLE II.—*School-statistics of cities, &c.*—Continued.

Number.	Annual salaries of teachers.																											
	In intermediate schools.				Principals in grammar-schools.				Assistants in grammar-schools.				Principals in high schools.				Assistants in high schools.				Teachers in evening-schools.				Principals in normal schools.			
	Male.		Female.		Male.		Female.		Male.		Female.		Male.		Female.		Male.		Female.		Male.		Female.		Male.		Female.	
	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.
	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98
77	.....	.....	.....	.....	.....	.....	$350	$350	.....	.....	.....	.....	.....	$1, 200	.....	.....	.....	$800	.....	$400	.....	.....	.....	.....	.....	.....	.....	.....
78	.....	.....	.....	a$40	.....	.....	45	50	.....	.....	.....	.....	.....	.....	$55	$66	.....	.....	.....	50	.....	.....	.....	.....	.....	.....	.....	.....
79	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
80	.....	.....	.....	.....	.....	$1, 000	.....	500	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
81	$450	$450	$450	450	.....	.....	.....	.....	$500	$500	$550	$550	.....	.....	550	550	.....	.....	$500	500	.....	.....	.....	.....	.....	.....	.....	.....
82	.....	.....	a50	55	.....	.....	50	60	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	75	.....	.....	.....	.....	.....	.....	.....	.....
83	.....	.....	400	400	$800	800	450	450	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	500	500	.....	.....	.....	.....	.....	.....	.....	.....
84	.....	.....	a35	45	.....	.....	45	50	.....	.....	.....	.....	$900	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
85	a50	55	.....	.....	.....	.....	60	65	.....	.....	.....	.....	.....	.....	.....	75	.....	.....	.....	60	.....	.....	.....	.....	.....	.....	.....	.....
86	.....	.....	a40	55	70	80	.....	.....	.....	.....	40	50	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
87	.....	.....	a35	40	.....	.....	45	45	.....	.....	45	45	1, 500	1, 500	.....	.....	$50	50	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
88	.....	.....	a40	40	.....	.....	50	50	40	50	.....	.....	.....	.....	.....	.....	.....	.....	65	65	.....	.....	.....	.....	.....	.....	.....	.....
89	800	800	375	400	800	1, 000	500	700	.....	.....	400	440	250	250	700	700	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
90	.....	.....	360	450	.....	.....	765	765	.....	.....	450	450	.....	.....	765	765	.....	.....	585	585	.....	.....	.....	.....	.....	.....	.....	.....
91	a55	.....	55	.....	55	.....	55	.....	.....	.....	.....	.....	1, 000	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
92	.....	.....	.....	.....	1, 400	1, 400	600	650	.....	.....	350	550	2, 000	.....	.....	.....	700	.....	600	700	.....	.....	.....	.....	.....	.....	.....	.....
93	.....	.....	375	500	.....	.....	400	600	.....	.....	.....	.....	.....	750	600	700	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
94	.....	.....	405	405	.....	.....	450	495	.....	.....	.....	.....	2, 200	2, 200	.....	.....	405	1, 000	405	540	.....	.....	.....	.....	.....	.....	.....	.....
95	.....	.....	425	550	.....	.....	600	.....	.....	.....	500	550	1, 500	.....	.....	.....	1, 000	.....	650	800	.....	.....	.....	.....	.....	.....	.....	.....
96	.....	.....	.....	.....	1, 200	1, 200	.....	.....	.....	.....	400	450	1, 500	1, 500	.....	.....	.....	.....	500	800	.....	.....	.....	.....	.....	.....	.....	.....
97	.....	.....	450	450	540	450	.....	.....	.....	.....	.....	.....	.....	.....	900	.....	.....	.....	720	.....	a$25	$25	$25	$25	.....	.....	.....	.....
98	.....	.....	a40	.....	.....	.....	45	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
99	360	360	360	360	.....	.....	.....	.....	.....	.....	360	450	.....	.....	.....	.....	.....	.....	540	540	.....	.....	.....	.....	.....	.....	.....	.....
100	.....	.....	35	50	125	125	.....	.....	.....	.....	35	50	.....	1, 600	.....	.....	1, 000	1, 000	700	800	.....	.....	.....	.....	.....	.....	.....	.....
101	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
102	.....	.....	400	500	.....	.....	550	550	.....	.....	450	500	1, 500	1, 500	600	600	.....	.....	600	700	.....	.....	.....	.....	.....	.....	.....	.....
103	.....	.....	280	320	.....	.....	400	400	.....	.....	.....	.....	2, 000	.....	500	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
104	.....	a75	30	.....	.....	80	.....	50	.....	.....	.....	30	.....	900	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

105		540	360	495				495								540												
106			405	405							450	450					600	600										
107											360	405				700				405								
108			300	700	1,400	1,400	650	800			450	500	1,700	1,700					700	750								
109							750	1,200			450	800	1,500	1,800			1,000	1,200	600	1,000								
110			360	450			405				360				800		450											
111				400				600								800				500								
112			400	400			600	700						1,200														
113					*a*58	91	58	91			33	50	200				100	125	75		40	50	30		100			
114			*a*45	60										1,500				100	75									
115																												
116							800				500		1,500				900		700									
117			400	450							500	500	1,000	1,000			300	300	600	600								
118			*a*35	35			40	40							55	55												
119			350	550				500				300				900			500	600								
120						*a*70						60				40												
121			324	450				450								450				450								
122	500	700	425	475	600	850	425	600					1,440	1,500					600	700								
123			400	400			450	450							600	600			400	400								
124							500	700							1,000				500	600								
125			405	405			405	405							540	540			405	405								
126						*a*45		45						104		41												
127			40	40		75	50	50					1,900				1,000		320									
128						1,100	700	800			500	650		1,100					650	800								
129			300									300						600										
130		750		500										1,200		1,000		750										
131			400	450			650	650			450	450	950	950					450	500								
132			400	400	1,000	1,000	600	600			400	400	1,200	1,200			800	1,100	400	600							600	1,000
133				360				360								600		360		360								
134			*a*45	50			65	65							100	100			60	60					120	120		
135			40	45		80		60			45	50				60				50								
136						830		650				550		1,250		660		625		580								
137						890	570	800						1,100						650								
138	*a*50	60	25	40	150	150					40	50	180	180					45	60								
139			*a*35								35		60															
140			450	450											600	600			550	550								
141			*a*40	50		75								111														
142			*a*40	60	1,000		50	65			50		1,500						600	800								
143			450	450			500	500					1,200						500									
144			400	400			500	500					900	1,200														
145			*a*40	50			60	70			50	60				90												
146			*a*30	40			40	45			30	30		90					40	42								
147	350		300	350	800						400	500	1,000				450		450									
148	*a*50	50	50	50	50	50	50	50	50	50	50	50	75	75			50	50										
149			450	450		550	500	550						1,000						650								
150			*a*45	60	80	80	80	80			45	60	1,600	1,600			80	80	70	70								
151			*a*40								40	45							50									
152			450	450	450	600							1,500	1,500					500	500					1,500	1,500		
153								30		83						45												
154			*a*55	55				60			55	55								65								

TABLE II.—*School-statistics of cities, &c.*—Continued.

Number.	Annual salaries of teachers.																									
	In intermediate schools.				Principals in grammar-schools.				Assistants in grammar-schools.				Principals in high schools.				Assistants in high schools.				Teachers in evening-schools.				Principals in normal schools.			
	Male.		Female.		Male.		Female.		Male.		Female.		Male.		Female.		Male.		Female.		Male.		Female.		Male.		Female.	
	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.
	71	**72**	**73**	**74**	**75**	**76**	**77**	**78**	**79**	**80**	**81**	**82**	**83**	**84**	**85**	**86**	**87**	**88**	**89**	**90**	**91**	**92**	**93**	**94**	**95**	**96**	**97**	**98**
155	$500	.....	.....	.....	$500	.....	.....	.....	$400	.....	.....	.....	$1,400	.....	$500	.....	.....	.....	$500	.....	.....	.....	.....	.....	.....	.....	.....	.....
156	.....	.....	$540	$675	.....	.....	.....	$675	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
157	*a*70	.....	60	.....	.....	.....	.....	.....	.....	.....	.....	$60	80	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
158	600	$700	500	550	800	$800	$550	600	.....	.....	.....	.....	.....	$2,000	.....	.....	.....	.....	600	$650	$0	$0	$0	$0	.....	.....	.....	.....
159	.....	.....	.....	.....	.....	110	60	90	.....	.....	$45	75	.....	180	.....	.....	.....	.....	75	80	.....	.....	.....	.....	.....	.....	.....	.....
160	450	450	450	450	.....	.....	450	450	.....	.....	450	450	1,000	1,000	.....	.....	.....	.....	450	450	.....	.....	.....	.....	.....	.....	.....	.....
161	*a*50	60	.....	.....	.....	.....	.....	.....	.....	.....	40	.....	.....	104	.....	.....	.....	.....	.....	50	.....	.....	.....	.....	.....	.....	.....	.....
162	495	585	495	585	.....	.....	675	.....	.....	.....	495	.....	675	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
163	.....	.....	.....	.....	.....	*a*65	.....	70	.....	.....	.....	60	.....	100	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
164	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
165	1,200	1,200	40	60	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
166	.....	700	.....	.....	.....	1,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
167	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
168	.....	750	400	500	.....	1,000	.....	500	.....	.....	.....	500	.....	.....	.....	$1,000	.....	.....	.....	500	.....	.....	.....	.....	.....	.....	.....	.....
169	.....	1,400	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
170	*a*60	65	50	50	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
171	.....	.....	.....	.....	125	125	.....	.....	.....	.....	100	100	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
172	1,000	1,000	600	1,000	1,200	1,500	1,200	1,500	1,000	$1,000	600	1,000	2,500	.....	1,800	.....	$1,800	.....	1,500	.....	.....	.....	.....	.....	.....	.....	.....	.....
173	.....	.....	210	300	900	900	390	390	.....	.....	300	300	1,300	1,300	.....	.....	1,000	$1,000	363	363	.....	.....	.....	.....	.....	.....	.....	.....
174	333	333	.....	.....	1,000	1,000	425	475	.....	.....	333	388	1,900	1,900	.....	.....	.....	.....	475	800	.....	.....	.....	.....	.....	.....	.....	.....
175	.....	.....	160	450	700	1,200	500	600	.....	.....	250	500	.....	1,800	.....	800	500	.....	.....	400	.....	.....	.....	.....	.....	.....	.....	.....
176	.....	.....	300	.....	.....	.....	350	.....	.....	.....	.....	175	1,200	.....	.....	.....	.....	.....	.....	400	.....	.....	.....	.....	.....	.....	.....	.....
177	.....	.....	.....	375	.....	1,200	.....	.....	.....	.....	.....	400	.....	1,600	.....	.....	.....	.....	500	600	.....	.....	.....	.....	.....	.....	.....	.....
178	.....	.....	.....	.....	.....	750	.....	416	.....	.....	.....	330	.....	1,000	.....	.....	.....	.....	.....	416	.....	.....	.....	.....	.....	.....	.....	.....
179	.....	.....	240	.....	.....	.....	.....	300	.....	.....	.....	.....	525	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
180	650	.....	200	240	700	.....	.....	.....	.....	.....	240	.....	1,000	.....	.....	.....	.....	.....	280	.....	.....	.....	.....	.....	.....	.....	.....	.....
181	.....	450	.....	.....	.....	450	.....	360	.....	.....	.....	250	1,000	.....	.....	.....	.....	250	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
182	.....	.....	300	.....	.....	.....	300	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

183				300			425							1,350					600	700	$100										
184			315										1,000		400																
185			325	350	1,500	2,000					400	600	2,000						550	650											
186					1,600	2,000	750				425	450	1,800	2,500		1,000			500	800											
187			270	335	700	710	300	335			276			1,500					270	330											
188																															
189					1,296	1,500	804	900	804	900	588	672	2,200	2,750			1,800	2,000	900	1,008											
190			425								550							1,600		600											
191			280	320									1,000	1,000																	
192			306				396				288		1,400						396	504											
193		360						580				330		1,800						400											
194			285	340			350	380					1,100	1,100					400	400											
195			400	400	600	600	400	500			360	360	1,200	1,200					400	500											
196			206	387	553	660	511	660					1,000	1,000																	
197																															
198					2,600	3,200	2,000	2,000	1,700	2,000	600	1,200	3,500	4,000			2,000	3,000	1,000	2,000								$3,500	$4,000		
199			360	360	450	540	288	396					1,500	1,500					500	550											
200					2,000	2,000	1,300	1,300			600	700	2,800	2,800			1,600	1,600	700	800	233		$144								
201					2,500	2,500					500	700	4,000	4,000			1,800	2,500	700	1,000									$1,000	$1,000	
202			360	400		800		400					1,200	1,400					500	650		$110		$66							
203			700	760	2,100	2,100			1,800	1,800	575	775	3,000	3,000			2,000	2,200	700	1,000											
204						2,200		1,800			600	700		2,800					700	900		1200		400							
205			400	500	1,000	1,500					500	600	1,500	2,000					600	600											
206				400	1,500						450	500																			
207			270	300	800	1,400	370	370			240	275	1,500	1,500					600	600											
208	246	348	139	209	345	348	232	372					500	500																	
209								286					1,000	1,100						400											
210							500	500					900	900																	
211		1,200	425	475		1,500					450	500		1,700				1,500		700										
212			360	400	1,000	1,200					400	400	2,250				1,000	1,000	700	700											
213				362				400				340	1,300	1,550						600											
214			285	320			300	384						1,200																	
215			284	360	675	675	800	800					1,500	1,500																	
216			480				500				480		1,400						500		150		75								
217				425		850								1,800						600											
218			256	256			320	304					1,000	1,000					370	370											
219			360	360	1,500	1,500					400	400	1,600	1,600					560	560											
220			300	300	600	600	500	500					1,300	1,300					500	500											
221			363	363			396	396						1,200						600											
222			1,446	1,600		1,000						450		1,200						500											
223			425	550	1,600	2,400	650	650		1,200			2,500	2,500			1,500	1,500	650	750									650	650	
224	360	400	360	400									1,500	1,500	600	600															
225				360				330						1,700					400	480											
226					1,700	2,000	600	800			400	600		2,500			1,700	1,700	600	750											
227					1,800	1,800	700	800			400	600	2,400	2,400			1,700	1,700	800	800											
228			400	500		1,400		600			425	475		1,500						450											
229			288	360	1,100	1,100					480	480	1,800	1,800					550	550											
230			500	600	1,500	1,700					550	650		1,800				1,500		1,300		125									
231			240	260			300	315																							
232			300	300		1,800						300		1,800						500											
233			340	375	1,000	1,100					340	500	1,200	1,300					500	500											
234							400	480					1,000	1,300																	

TABLE II.—*School-statistics of cities, &c.*—Continued.

Number.	Annual salaries of teachers.																											
	In intermediate schools.				Principals in grammar-schools.				Assistants in grammar-schools.				Principals in high schools.				Assistants in high schools.				Teachers in evening-schools.				Principals in normal schools.			
	Male.		Female.		Male.		Female.		Male.		Female.		Male.		Female.		Male.		Female.		Male.		Female.		Male.		Female.	
	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.
	71	**72**	**73**	**74**	**75**	**76**	**77**	**78**	**79**	**80**	**81**	**82**	**83**	**84**	**85**	**86**	**87**	**88**	**89**	**90**	**91**	**92**	**93**	**94**	**95**	**96**	**97**	**98**
235	.....	.....	$400	$500	$1,500	$1,800	.....	.....	.....	.....	$475	$525	.....	$2,500	.....	.....	.....	$1,500	$650	$1,000	$410	$410	$287	$287	.....	.....	.....	$800
236	$1,300	$1,300	350	500	1,000	1,300	$500	$500	.....	.....	400	400	$2,000	2,000	.....	.....	$1,500	1,500	600	700	.....	.....	300	400	.....	.....	.....	.....
237	.....	.....	.....	.....	2,200	2,200	.....	.....	.....	.....	550	700	2,750	2,750	.....	.....	2,000	2,000	800	1,200	.....	.....	.....	.....	.....	.....	$1,000	.....
238	.....	.....	315	318	.....	375	321	321	.....	.....	.....	.....	567	585	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
239	.....	.....	.....	.....	1,300	1,650	600	600	.....	.....	500	550	1,900	1,900	.....	.....	.....	.....	600	800	.....	.....	.....	.....	.....	.....	.....	.....
240	.....	.....	.....	390	.....	1,200	.....	500	.....	.....	400	450	.....	2,000	.....	.....	.....	.....	.....	500	.....	.....	.....	.....	.....	.....	.....	.....
241	.....	.....	300	400	700	.....	.....	.....	.....	.....	250	250	1,200	.....	.....	.....	.....	.....	400	.....	.....	.....	.....	.....	$750	.....	.....	.....
242	.....	.....	475	475	1,200	1,200	475	475	.....	.....	475	475	1,400	1,400	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
243	.....	.....	.....	360	.....	.....	.....	432	.....	.....	.....	216	.....	.....	.....	$600	.....	.....	.....	396	.....	.....	.....	.....	.....	.....	.....	.....
244	.....	.....	.....	.....	1,800	1,800	1,000	1,000	.....	.....	500	750	3,000	3,000	.....	.....	1,300	1,300	650	1,000	.....	.....	.....	.....	.....	.....	.....	.....
245	.....	.....	270	315	.....	.....	520	.....	.....	.....	.....	.....	850	1,200	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
246	.....	.....	200	270	400	480	240	360	.....	.....	.....	.....	1,000	1,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
247	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,300	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
248	.....	1,400	500	550	.....	2,000	850	1,100	.....	.....	550	650	.....	2,500	.....	.....	1,300	2,000	700	700	.....	.....	.....	.....	.....	.....	.....	.....
249	.....	.....	400	425	.....	.....	500	550	.....	.....	.....	.....	.....	2,000	.....	.....	.....	.....	500	600	.....	.....	.....	.....	.....	.....	.....	.....
250	.....	.....	450	475	1,000	1,500	750	750	.....	.....	450	450	1,600	1,600	.....	.....	1,000	1,000	1,000	1,000	.....	.....	.....	.....	.....	.....	.....	420
251	.....	.....	284	284	.....	.....	300	300	.....	.....	.....	.....	1,000	1,200	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
252	.....	.....	400	520	.....	.....	600	600	.....	.....	.....	.....	.....	1,700	.....	.....	.....	.....	.....	600	.....	.....	.....	.....	.....	.....	.....	.....
253	.....	.....	330	330	.....	800	.....	.....	.....	.....	.....	.....	.....	1,200	.....	.....	.....	.....	.....	450	.....	.....	.....	.....	.....	.....	.....	.....
254	.....	.....	340	340	900	1,000	400	480	$340	$340	.....	.....	1,300	1,300	.....	.....	.....	.....	500	500	.....	.....	.....	.....	.....	.....	.....	.....
255	.....	.....	440	487	.....	.....	487	505	.....	.....	.....	.....	.....	.....	$555	629	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
256	700	.....	350	500	1,000	1,400	350	550	.....	.....	.....	.....	1,800	.....	.....	.....	1,500	.....	500	700	.....	.....	.....	.....	.....	.....	.....	.....
257	.....	.....	550	600	1,900	1,900	575	1,200	.....	.....	575	575	3,000	3,000	.....	.....	2,300	2,500	750	900	.....	.....	.....	.....	.....	.....	.....	.....
258	.....	.....	.....	360	.....	.....	.....	400	.....	.....	.....	.....	1,400	.....	.....	.....	700	.....	500	650	.....	.....	.....	.....	.....	.....	.....	.....
259	.....	.....	325	400	.....	.....	.....	475	.....	.....	400	450	.....	1,500	.....	.....	900	1,200	400	600	.....	.....	.....	.....	.....	.....	.....	.....
260	.....	.....	375	400	.....	.....	475	500	.....	.....	.....	.....	1,200	.....	.....	.....	.....	.....	550	600	.....	.....	.....	.....	.....	.....	.....	.....
261	1,000	1,000	450	550	1,000	1,000	.....	.....	.....	.....	450	450	1,500	.....	.....	.....	.....	.....	450	550	.....	.....	.....	.....	.....	.....	.....	.....
262	.....	.....	360	400	.....	.....	450	450	.....	.....	.....	.....	.....	.....	550	550	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

263			340	340			400	400					1,000	1,000					450	550																
264			240	400			400	400											700	700																
265			300	525	1,500	1,500	300	900			300	750	2,000				1,200		375	1,000																
266		480		480		1,100		700				500		1,500						700																
267			360	400			500	500			400	450	1,200	1,200			600	600	850	850																
268			480	480			480	480							600	600			600	600																
269			400	700	1,200	1,600			800	800	650	700	2,500	2,500			800	800	600	800																
270																																				
271	1,200	1,200	600	600			750	750					1,800	1,800																						
272			350	500		1,400	600	700			400	500		2,000			1,500		500	700																
273			360	380				500			400	480		1,500				500	500	700																
274	800	800	350	500			500	500					800	800					450	600																
275								28				28		125						40																
276													1,300	1,300					600	700																
277			325	350			400	400					1,600	1,600	800	800			500	600																
278			300	300			300	300					1,000	1,000																						
279			400	475			500	500							800	800	800	800																		
280			360	400							400	400			900	900			400	400																
281				320				400								600				400																
282				275				300						1,200						350																
283			360	360			400	400			360	360	1,000	1,000	700	700	800	800																		
284	400	400	400	400			600	600			400	400	1,000	1,000			500	500																		
285			375	500				550				450		1,200				800																		
286			320	320			320	320					1,200	1,200					500	500																
287			300	400							400	400			500	500																				
288			380	400	600		350	450							500		800																			
289	a60	60	45	45			45	45											45	45																
290			a40	60	50	50							60	60																						
291				400				400				400	1,200							400																
292			320	400				400			320	400				800																				
293			425	600	1,000	1,500	700	900			500	650			900	1,000			600	800																
294				360	360	405								540																						
295			425	450			450	500					800	1,000	600	700			500	600																
296											600	600																								
297			400	400	750	750	400				400		1,000	1,000																						
298						1,080				458				1,330				833		583																
299			550	550			600	600					1,200	1,200			500	500	600	600																
300	700	700			1,000	1,000																														
301																																				
302			400	400			480	480					500	500																						
303			600	400	850		850				600	500	1,250																						
304																																				
305			500	500			500	500																												
306			450	750	900	1,000	1,000	1,000			450	750	1,800	1,800			1,500	1,500	900	900																
307			550	550	800	900		550					1,100	1,100				800																		
308		440		440								400				640																				
309	560	560	320	320	560	560	520	520			320	320			520	520																				
310			500	500			600	600			500	500					700																			
311	360	625	360	625		1,200		1,200	360	625	360	625		2,000			900	1,500		900																
312	1,200	2,200	560	1,700	1,500	2,200	1,500	2,200			500	900	2,250	3,000			1,600	2,250	700	1,400	140	350	130	200	3,000	$3,000										
313	400		400		600	1,000																														
314			450	500		600		500			450	500		1,000						500																

TABLE II.—*School-statistics of cities, &c.*—Continued.

Number.	Annual salaries of teachers.																											
	In intermediate schools.				Principals in grammar-schools.				Assistants in grammar-schools.				Principals in high schools.				Assistants in high schools.				Teachers in evening-schools.				Principals in normal schools.			
	Male.		Female.		Male.		Female.		Male.		Female.		Male.		Female.		Male.		Female.		Male.		Female.		Male.		Female.	
	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.
	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98
315	.....	.....	$650	$750	$1, 300	$1, 600	$900	$900	.....	.....	$650	$750	$1, 800	$1, 800	.....	.....	$900	$900	$750	$750	.....	.....	.....	.....	.....	.....	.....	.....
316	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2, 300	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
317	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
318	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
319	.....	.....	.....	.....	.....	.....	a50	.....	.....	.....	.....	41	.....	141	.....	.....	.....	.....	54	66	.....	.....	.....	.....	.....	.....	.....	.....
320	.....	$365	.....	288	.....	.....	.....	600	.....	.....	.....	324	.....	2, 400	.....	.....	.....	.....	.....	625	.....	.....	.....	.....	.....	.....	.....	.....
321	.....	.....	.....	324	.....	.....	.....	360	.....	.....	.....	.....	.....	1, 200	.....	.....	.....	.....	.....	600	.....	.....	.....	.....	.....	.....	.....	.....
322	.....	.....	350	450	800	1, 500	.....	.....	.....	.....	350	500	.....	2, 600	.....	.....	.....	.....	450	800	.....	.....	.....	.....	.....	.....	.....	.....
323	.....	.....	350	425	1, 350	1, 350	750	750	.....	.....	400	450	1, 500	1, 500	.....	.....	.....	.....	550	550	$75	$75	$60	$60	.....	.....	.....	.....
324	.....	.....	360	.....	450	.....	270	360	.....	.....	.....	.....	1, 200	.....	.....	.....	.....	.....	360	.....	.....	.....	.....	.....	.....	.....	.....	.....
325	.....	.....	450	.....	500	.....	.....	.....	.....	.....	.....	.....	900	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
326	.....	.....	.....	.....	.....	.....	700	700	.....	.....	350	350	1, 300	1, 300	.....	.....	.....	.....	800	800	.....	.....	.....	.....	.....	.....	.....	.....
327	.....	.....	350	500	1, 200	1, 000	.....	.....	.....	.....	350	450	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
328	.....	.....	385	385	.....	1, 200	.....	800	.....	.....	300	300	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
329	$800	1, 200	400	500	1, 600	1, 600	800	800	$600	$600	500	575	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
330	.....	.....	.....	.....	1, 600	1, 600	.....	800	.....	.....	525	600	.....	.....	.....	.....	.....	.....	600	700	250	250	160	160	.....	.....	.....	.....
331	.....	.....	360	450	.....	900	.....	450	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
332	600	600	.....	.....	1, 200	1, 200	650	650	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
333	.....	.....	a45	50	140	140	100	100	125	125	50	60	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
334	.....	.....	.....	.....	2, 316	2, 316	.....	.....	.....	1, 800	360	924	3, 000	3, 000	.....	.....	1, 800	2, 000	800	1, 200	45	40	35	40	$83	$83	.....	.....
335	1, 000	1, 000	250	700	1, 000	1, 000	.....	.....	.....	.....	.....	.....	1, 000	1, 000	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	600	.....	.....
336	.....	.....	375	425	900	1, 200	.....	.....	.....	.....	375	375	1, 200	1, 200	.....	.....	.....	.....	375	375	.....	.....	.....	.....	.....	.....	.....	.....
337	.....	.....	.....	.....	1, 800	2, 000	700	800	1, 000	1, 200	450	600	2, 200	2, 600	.....	.....	1, 200	1, 500	600	900	.....	.....	.....	.....	.....	250	.....	.....
338	.....	.....	450	450	.....	.....	.....	.....	.....	.....	450	500	.....	.....	.....	.....	800	1, 000	500	1, 000	.....	.....	.....	.....	.....	.....	.....	.....
339	.....	.....	400	400	1, 500	1, 500	.....	.....	.....	.....	450	450	2, 400	2, 400	.....	.....	1, 000	1, 000	.....	.....	400	400	400	400	.....	.....	.....	.....
340	.....	.....	.....	.....	1, 100	1, 200	.....	.....	.....	.....	450	553	1, 500	1, 500	.....	.....	.....	.....	650	750	331	331	221	221	150	150	.....	.....
341	700	750	250	400	700	850	400	450	.....	.....	350	450	1, 000	1, 000	$450	$450	750	750	450	450	.....	.....	.....	.....	.....	.....	.....	.....
342	.....	.....	450	500	.....	.....	.....	.....	900	.....	500	600	2, 000	.....	.....	.....	1, 200	.....	600	800	.....	.....	.....	.....	.....	.....	.....	.....

343			350	500	900	1,200		500				500																			
344	720		350																												
345			500		1,200		650				500																				
346							650	700			350	450		1,800					1,200	500	750										
347			350	350				400					1,800	550							1,000										
348	1,000	1,000	336	800	1,400	1,600					420	650	2,500	2,500			1,000	1,000	700	700											
349					2,250	3,000	1,500	3,000			500	900										*a*45	75	35	60							
350			400	800	1,100	1,500	800	800			400	650	2,500	2,500	1,000	1,500	800	1,500	650	650											
351	500	800		450		1,200																									
352			250	300	1,000	1,000					100	100	1,000	1,000																	
353			400	500			450	600			600	600	1,500	1,500					600	600											
354			375	475			1,050				575		1,900						575												
355			350	400				600			375	400				700				650											
356			550	600			600	600																							
357			315				420				315		1,200		420																
358			300	400	1,300																										
359			200	450	1,000						200	500																			
360			300	400			400	600			250	360	800	1,260	300	700			300	400											
361			400	480							480	480	1,700	1,700					600	600											
362																															
363			420	475									1,000		500																
364			502	502									1,000	1,000																	
365			300	400	1,300	1,300	650	650			350	450																			
366																															
367			400	500		800					400	500																			
368			350	500			150	600						1,600																	
369								900				450		1,800			650	1,100	450	600											
370					1,500	1,500					400	700																			
371								800				400		1,600				1,000													
372																															
373						1,200					400	450		1,800			1,200	1,300		500		500	200	500							
374						1,600					450	750																			
375	*e*944	1,416	500	944	2,250	3,000	1,416	2,006	750	2,360	500	1,100																	2,500	4,500	
376			400		1,200																										
377			28	480	1,200	1,200					360	360																			
378			400	650	1,500	1,500	800	800			400	500	1,500	1,500					550	700											
379				400				600			400			1,800			500	600													
380				400		1,200		400																							
381	800	800	500	600	1,500	1,800	600	700	500	500	500	500																			
382			550	600	1,475		1,000																								
383			300	375			550	550			325	375	2,000						500	700											
384			350	500		1,500		700				500		2,100		1,200	1,000	1,600		800		240		160							
385			240	500	1,200	1,200					300	400	1,400	1,400					500	600											
386			300	400		1,000						400		1,000					450	550											
387			300	400			500	650			300	400	2,000	2,000			750	750	450	1,200											
388	600	750	294	315									1,400							500											
389			250	450		1,800					250	450																			
390			250	700	1,300	1,300					250	500	2,500	2,500			1,200	1,600	750	1,000	400	600									
391	400	1,400	400	550	1,000	1,400	550	550	450	450	400	450	1,800	1,800			1,400	1,400	600	1,000											
392			400	475	1,700	1,700					400	400	2,250	2,250			1,025	1,250	550	600	50	50									

(*e*) In colored schools.

TABLE II.—*School-statistics of cities, &c.*—Continued.

Number.	Annual salaries of teachers.																											
	In intermediate schools.				Principals in grammar-schools.				Assistants in grammar-schools.				Principals in high schools.				Assistants in high schools.				Teachers in evening-schools.				Principals in normal schools.			
	Male.		Female.		Male.		Female.		Male.		Female.		Male.		Female.		Male.		Female.		Male.		Female.		Male.		Female.	
	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.
	71	**72**	**73**	**74**	**75**	**76**	**77**	**78**	**79**	**80**	**81**	**82**	**83**	**84**	**85**	**86**	**87**	**88**	**89**	**90**	**91**	**92**	**93**	**94**	**95**	**96**	**97**	**98**
393	.....	.....	.....	$320	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	$600	.....	.....	.....	$500	.....	.....	.....	.....	.....	.....	.....	.....
394	.....	.....	$260	400	.....	.....	$600	$700	.....	.....	$400	$400	$1, 800	$1, 800	.....	.....	$1, 200	$1, 200	$650	900	.....	.....	.....	.....	.....	.....	.....	.....
395	.....	.....	336	504	$1, 800	.....	600	.....	.....	.....	500	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
396	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
397	.....	.....	240	.....	.....	.....	600	.....	.....	.....	240	600	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
398	.....	.....	.....	.....	900	$1, 000	500	1, 100	.....	.....	325	600	.....	.....	$1, 050	1, 400	.....	.....	.....	800	.....	.....	.....	.....	.....	.....	.....	.....
399	.....	.....	.....	.....	650	.....	.....	.....	.....	.....	400	475	700	.....	.....	.....	.....	.....	500	.....	.....	.....	.....	.....	.....	.....	.....	.....
400	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	380	425	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
401	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	700	.....	.....	.....	450	.....	.....	.....	.....	.....	.....	.....	.....	.....
402	$850	$1, 000	400	500	.....	.....	.....	850	.....	.....	.....	400	.....	1, 150	.....	.....	.....	.....	500	850	.....	.....	.....	.....	.....	.....	.....	.....
403	1, 200	2, 100	600	800	1, 800	2, 100	.....	.....	$1, 200	$1, 500	600	800	2, 200	2, 680	.....	.....	1, 800	2, 200	900	1, 200	a$45	$50	$45	$45	.....	.....	$1, 800	$2, 000
404	450	450	370	370	750	750	600	600	500	500	400	400	1, 000	1, 000	750	750	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
405	420	475	315	525	.....	1, 400	.....	.....	.....	.....	.....	600	.....	1, 500	.....	.....	.....	.....	.....	700	.....	.....	.....	.....	.....	.....	.....	.....
406	.....	.....	400	650	.....	.....	1, 200	.....	.....	.....	400	900	2, 500	3, 000	.....	.....	1, 800	2, 000	900	1, 100	.....	.....	.....	.....	.....	.....	.....	.....
407	.....	.....	.....	.....	.....	1, 000	.....	1, 000	.....	1, 000	400	700	.....	2, 000	.....	.....	1, 100	1, 400	800	1, 000	.....	.....	.....	.....	.....	.....	.....	.....
408	.....	.....	.....	.....	1, 000	1, 500	.....	1, 000	.....	.....	650	650	.....	2, 100	.....	.....	.....	1, 700	900	1, 200	.....	*	.....	.....	.....	.....	.....	1, 200
409	.....	.....	.....	.....	.....	.....	315	450	.....	.....	315	315	.....	.....	600	600	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	450	450
410	.....	.....	400	450	.....	.....	500	500	.....	.....	450	450	.....	.....	600	600	.....	.....	500	500	.....	.....	.....	.....	.....	.....	.....	.....
411	.....	.....	285	380	.....	595	525	.....	.....	850	.....	475	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
412	700	750	500	600	750	950	.....	.....	800	800	600	600	.....	.....	900	900	.....	.....	800	800	.....	.....	.....	.....	.....	.....	.....	.....
413	.....	.....	.....	.....	a60	60	50	50	.....	.....	.....	.....	1, 200	1, 200	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
414	.....	.....	300	375	900	900	450	450	.....	.....	.....	.....	1, 000	1, 000	.....	.....	.....	.....	450	450	.....	.....	.....	.....	.....	.....	.....	.....
415	.....	.....	237	327	.....	.....	475	475	.....	.....	427	427	.....	.....	700	700	700	700	600	600	.....	.....	.....	.....	.....	.....	.....	.....
416	360	450	360	405	500	.....	500	600	.....	.....	.....	.....	.....	.....	850	.....	.....	.....	500	600	.....	.....	.....	.....	.....	.....	.....	.....
417	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
418	.....	500	400	475	.....	700	.....	.....	.....	.....	.....	600	.....	.....	.....	800	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
419	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	750	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
420	.....	.....	.....	385	.....	.....	.....	440	.....	.....	.....	.....	.....	600	.....	.....	.....	.....	.....	500	.....	.....	.....	.....	.....	.....	.....	.....

421							400	525					1,000	1,200					600	700											
422							600				500																				
423			250	350			400	400							500	550															
424			400	450	800	800	400	450			450	450			800	800			600	600											
425			300	400				600				500				700				600											
426	a60	60	50	50	75	75					50	50			80	80															
427																60															
428					600	750	500	700					500							700											
429			425	500			525	525			450	450	1,500	1,500	1,000	1,000		*													
430		500			1,300						500	600			1,000	1,300			600	800											
431			550	850			850	850			600	600			1,000	1,000	800	800	700	700											
432	450	550	400	550		850					400	550		1,250					600	800											
433					750	850	400	600							800	800			650	650											
434					900	1,600	900	900	650	900	500	650	1,400	2,000			900	900	600	1,200	60	160	60	160							
435	600	700					600	600								1,000				700											
436			380	418			800				418				700				600												
437			350	400			600				400	400	1,200						500	500											
438								a45				41		100				75		50											
439					600	900		700				450		2,000				1,000		800											
440	700	850	450	450	900	900	900	900			600	600	1,500	1,500			800	1,200	700	750											
441			600	750		1,800							800	2,000				1,500		1,500											
442			330	390	700	700	400	520	550	650	330	390					900	900	400	500											
443	a60	60	50	55	75	75	60	60					100	100																	
444	700	700	350	375	750	750	500	500					1,200	1,200																	
445			a40				75				45																				
446			a33	40				45				35		100						45											
447	a70		a35		900	1,000	350	400			280	350	900	1,000					350	400											
448	550	650	360	510									700	700	600	600															
449		60	350	500		660	350	500				350		770		770		500													
450			450	450			600	600			500	550	1,000	1,000					750	750											
451			300	400			430	600						1,250																	
452			400	450			450	500							550	600			500												
453	625	640	375	400	700	800					500	500	1,150	1,150			1,000	1,000	600	600											
454		1,000	350	600			600	700			300	450	2,000				900		550	1,000											
455	600	720	350	500	720	720	600	720			400	400	1,200		900				600												
456			400	450	800	800							1,200																		
457			320	320							360	400	560	560																	
458		405		305		630		495					810	990																	
459	a40	50	40	45	65	65	65	65					75						75												
460	320	400	320	400	700	700	600	600					750	750																	
461			325	450			500	500			375	400			900	900			400	500											
462				295		890		450																							
463			360	360			405	405					1,350	1,350																	
464		350		350			300	350							400	600															
465			a35	40			70	70			40	55	120	120																	
466						151		75			40	51		226		181	61	181	61	181											
467		500	270	450		1,100					360	405																			
468	450	550	450	550	1,600	1,600	1,600	1,600	500	600	500	600	2,700	2,700	2,700	2,700	900	1,750	900	1,750	25	50	25	50							
469		500		400		500		450				350		1,000						450											
470			350	350	1,300	1,300					400	400	1,400				850		500												

* $1,200.

TABLE II.—*School-statistics of cities, &c.*—Continued.

Number.	Annual salaries of teachers.																											
	In intermediate schools.				Principals in grammar-schools.				Assistants in grammar-schools.				Principals in high schools.				Assistants in high schools.				Teachers in evening-schools.				Principals in normal schools.			
	Male.		Female.		Male.		Female.		Male.		Female.		Male.		Female.		Male.		Female.		Male.		Female.		Male.		Female.	
	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.
	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98
471	.....	.....	$340	$400	.....	.....	$500	$550	.....	.....	.....	.....	$1,800	.....	$900	.....	$1,000	$700	$700	$700	.....	.....	.....	.....	.....	.....	.....	.....
472	$600	.....	360	.....	.....	.....	550	.....	.....	.....	.....	.....	850	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
473	.....	.....	350	425	.....	.....	.....	500	.....	.....	.....	$400	.....	.....	.....	$600	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
474	400	$400	280	280	$480	$520	224	224	.....	.....	.....	.....	680	$680	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
475	.....	.....	360	360	.....	.....	400	400	.....	.....	$400	400	.....	.....	520	520	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
476	*a*50	60	33	40	65	65	35	35	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
477	.....	300	250	.....	800	.....	350	.....	.....	.....	.....	.....	900	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
478	.....	.....	500	600	.....	.....	800	800	.....	.....	600	650	.....	.....	.....	.....	.....	.....	550	1,000	.....	.....	.....	.....	.....	.....	.....	.....
479	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
480	480	520	480	520	600	800	600	800	.....	.....	536	536	1,000	1,000	.....	.....	560	560	640	640	.....	.....	.....	.....	.....	.....	.....	.....
481	500	.....	500	.....	500	.....	500	.....	.....	.....	.....	.....	1,000	.....	.....	.....	1,000	.....	600	.....	.....	.....	.....	.....	.....	.....	.....	.....
482	.....	.....	280	300	.....	.....	400	350	.....	.....	.....	.....	.....	1,200	.....	.....	.....	.....	400	.....	.....	.....	.....	.....	.....	.....	.....	.....
483	.....	.....	450	500	1,000	1,200	520	560	.....	.....	480	520	.....	3,500	.....	.....	1,500	2,000	700	900	.....	$200	.....	$120	.....	.....	.....	.....
484	.....	.....	.....	.....	2,000	.....	.....	.....	.....	.....	.....	.....	2,200	.....	.....	1,300	1,000	.....	1,000	.....	.....	.....	.....	.....	.....	.....	.....	.....
485	.....	.....	.....	.....	500	600	440	480	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
486	.....	.....	400	600	1,000	1,350	.....	600	.....	$600	.....	600	.....	1,700	.....	600	.....	.....	.....	600	.....	.....	.....	.....	.....	.....	.....	.....
487	.....	.....	400	1,000	.....	2,000	.....	1,200	.....	1,200	400	800	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
488	.....	.....	.....	.....	833	900	.....	.....	$500	.....	450	500	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
489	.....	.....	.....	400	.....	.....	.....	400	.....	.....	.....	400	.....	650	.....	650	.....	.....	.....	500	.....	.....	.....	.....	.....	.....	.....	.....
490	.....	.....	.....	.....	1,000	1,200	600	800	.....	.....	.....	.....	.....	1,300	.....	1,200	.....	.....	.....	900	.....	.....	.....	.....	.....	.....	.....	.....
491	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
492	600	750	500	800	1,000	1,600	600	800	650	1,000	500	650	.....	1,800	.....	900	1,200	1,800	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
493	250	400	250	400	.....	.....	.....	.....	400	500	400	500	1,500	1,500	.....	.....	600	600	600	600	.....	.....	.....	.....	.....	.....	.....	.....
494	.....	.....	.....	.....	.....	.....	.....	.....	.....	100	.....	100	.....	125	.....	125	.....	75	.....	75	.....	.....	.....	.....	.....	.....	.....	.....
495	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
496	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
497	.....	.....	360	600	.....	.....	1,200	.....	.....	.....	450	600	2,000	.....	.....	.....	.....	.....	500	900	.....	.....	$450	.....	.....	.....	.....	.....
498	.....	350	.....	300	.....	.....	.....	400	.....	.....	.....	.....	.....	1,500	.....	.....	.....	700	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

499														1,200		700				400										
500			320	600										800						500										
501	600	600	450	450	600	700	550	600																						
502						*a*40		20																						
503																														
504																														
505			*a*40	40			40	65					1,500	1,500					500	600										
506																														
507					900	1,125	675	675	450	540	450	540	1,125	1,125					550	650										
508		360				810		450		405		360		810		450		450		405										
509	350	400	300	300	750	800	400	400																						
510																														
511				450		630						450		1,000				450												
512			385	385	1,100	1,100	660	660			440	440																		
513					500	830		410																						
514		600		320				400					1,400																	
515			320	450				500				400		1,600	750	800			750	800										
516	600	600	400	400			500	500					1,000	1,000			700		500	650										
517			500	500			500	500					1,500	1,500	500	500														
518			315	360			360	360					1,800	1,800					405	630										
519			275	350			350	500					1,000	1,600	450	700	450	500	450	700										
520			400	450	1,200		450	500			400	400	1,800						550											
521				400			500	610					1,800																	
522			300	450			500	500																						
523														2,300				1,500		800										
524			270	270				270			270	270		900	270				270	270										
525				*a*35				40		40		40		1,300				50		40										
526			300	450			600	600			350	500	1,000	1,600					600	750										
527								810				250		1,500						520										
528	300	350					500	500	350	350				1,400						400										
529	430	430	350	350	500	550	400	450	400		400		1,200						500											
530			800	1,000		1,500					800	1,000								1,000										
531																														
532	900		600	750	1,000								1,200								$500		300	400	$1,650					
533																														

The following are the salaries of assistants in normal schools, as far as reported: Male assistants receive in St. Louis, Missouri, $1,500; in Hoboken, New Jersey, $52 per month; in New York City, $2,500 to $4,500; in Cincinnati, Ohio, $1,500. Female assistants receive in Chicago, Illinois, $900 to $1,000; in Indianapolis, Indiana, $58 per month; in Waverly, Iowa, $500; in Boston, Massachusetts, $1,000 to $1,500; in New Bedford, Massachusetts, $475; in Newton, Massachusetts, $550 to $650; in St. Louis, Missouri, $700 to $1,400; in New York City, New York, $800 to $2,400; in Cincinnati, Ohio, $800 to $1,000; in Dayton, Ohio, $800. Male and female in Wilmington, Delaware, $200; in Jersey City, New Jersey, $204; in Newark, New Jersey, $200; in Paterson, New Jersey, $100; in Pittsburg Pennsylvania, $900

Cities from which no information has been received.

State.	City.	Population, census 1870.	State.	City.	Population, census 1870.
Alabama	Eufaula	3,185	Minnesota	St. Cloud	2,161
Do	Talladega	1,933	Mississippi	Columbus	4,812
Do	Tuscaloosa*	1,689	Do	Grenada	1,887
Do	Tuscumbia	1,214	Nevada	Treasure	1,920
Florida	Jacksonville	6,912	Do	Virginia	7,048
Do	Pensacola	3,347	New Hampshire	Portsmouth	9,211
Georgia	Athens*	4,251	New Jersey	Salem	4,555
Illinois	Cairo	6,267	New York	Albany	69,422
Do	Watseka	1,551	Do	Elmira	15,863
Indiana	Crawfordsville	3,701	Do	Ogdensburg	10,076
Iowa	Davenport	20,038	North Carolina	Fayetteville	4,660
Do	Fort Madison	4,011	Do	New Berne*	5,849
Do	Independence	2,945	Do	Raleigh*	7,790
Do	Iowa City	5,914	Pennsylvania	Allegheny	53,180
Do	Lyons	4,088	Do	Columbia	6,461
Kentucky	Frankfort	5,396	Do	Lancaster	20,233
Do	Franklin*	1,808	South Carolina	Columbia*	9,298
Do	Henderson	4,171	Tennessee	Columbia	2,550
Do	Lexington	14,801	Texas	Galveston	13,818
Do	Louisville	100,753	Do	San Antonio*	12,256
Do	Owensboro'	3,437	Do	Waco*	3,008
Louisiana	Donaldsonville	1,573	Vermont	Vergennes	1,570
Maine	Augusta	7,808	Wisconsin	Portage	3,945
Maryland	Cumberland	8,056	Utah Territory	Manti	1,293
Do	Frederick*	8,526	Do	Salt Lake City*	12,854
Massachusetts	Haverhill	13,092			

* Has no system of city-schools.

TABLE III.—*Statistics of normal schools for* 1873; *from replies to inquiries made by the United States Bureau of Education.*

Number.	Name.	Location.	Date of organization.	Principal.	Annual appropriation.			Number of instructors.	Students in course.				Graduates since organization.		
					State.	County.	City.		Total.	First year.	Second year.	Third year.	Total.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	State Normal School	Florence, Ala	1873	S. P. Rice	$5,000	$0	$0	4	83	...	...	...	...	...	...
2	Normal department of Talladega College	Talladega, Ala	1871	A. A. Safford, A. M	0	0	0	...	39	8	...	...	0	0	0
3	Pine Bluff Normal Institute	Pine Bluff, Ark	1870	M. W. Martin	2,000	0	1,500	2	47	30	15	2	0	0	0
4	Normal department of Napa Collegiate Institute	Napa, Cal	1870	T. C. George, A. M	...	...	...	...	11	5	6	...	...	...	...
5	State Normal School	San José, Cal	1861	Charles H. Allen, A. M	15,000	...	...	6	124	80	44	...	...	...	...
6	Connecticut State Normal School	New Britain, Conn	1850	I. N. Carleton, A. M	12,000	0	0	7	144	...	...	...	...	...	...
7	Normal department of Delaware College	Newark, Del	1873	W. H. Purnell, A. M	3,000	0	0	6	9	7	2	...	0	0	0
8	Delaware State Normal University	Wilmington, Del	1866	John C. Harkness, A. M	0	0	0	11	224	...	...	...	15	6	9
9	Normal department of Atlanta University	Atlanta, Ga	1869	E. A. Ware, A. M	0	0	0	7	31	15	8	*a*8	4	0	4
10	Haven Normal School	Waynesboro', Ga	1873	Charles W. McMahon	...	...	...	2	...	...	...	...	...	...	...
11	Evangelical Lutheran Teachers' Seminary	Addison, Ill	1864	T. C. W. Lindemann	0	0	0	4	86	...	...	...	188	188	...
12	Southern Illinois Normal University	Carbondale, Ill	1869	...	...	...	...	...	...	...	...	...	...	...	...
13	Chicago Normal School	Chicago, Ill	1856	Edward C. Delano	0	0	6,700	6	130	...	...	...	323	...	323
14	Cook County Normal School	Englewood, Ill	1867	D. S. Wentworth	0	12,500	0	6	146	65	52	29	111	22	89
15	Normal department of Eureka College	Eureka, Ill	1855	A. M. Weston, A. M	...	...	...	6	40	40	...	...	68	47	21
16	Northwestern German-English Normal School	Galena, Ill	1868	Pro. B. F. Merten	0	0	0	5	114	80	28	6	21	17	4
17	Northwestern College *b*	Naperville, Ill	...	Rev. A. A. Smith, A. M	...	...	...	2	42	29	11	2	...	...	...
18	Normal University of the State of Illinois	Normal, Ill	1857	Richard Edwards	29,000	0	0	13	419	290	92	*c*37	221	104	117
19	Peoria County Normal School	Peoria, Ill	1868	S. H. White	0	4,650	0	4	77	69	8	...	22	2	20
20	Indiana State Normal School	Terre Haute, Ind	1870	William A. Jones	*d*17,000	0	0	11	228	119	62	47	31	7	24
21	Northern Indiana Normal School	Valparaiso, Ind	1873	H. B. Brown	0	0	0	5	106	...	...	...	...	...	...
22	Normal department of Iowa College	Grinnell, Iowa	1865	Jesse Macy, A. M	0	0	0	7	150	...	...	...	...	...	...
23	Normal department of Iowa State University	Iowa City, Iowa	1855	Rev. Stephen N. Fellows, D. D.	...	...	...	2	17	...	...	...	206	61	145
24	Normal department of Whittier College	Salem, Iowa	1867	C. C. Pickett and D. S. Wright.	0	0	0	6	174	130	44	...	26	12	14
25	Kansas State Normal School	Emporia, Kans	1865	G. W. Hoss, LL. D., president.	12,000	0	0	6	145	123	22	...	27	9	18
26	Leavenworth State Normal School of Kansas	Leavenworth, Kans	1870	John Wherrell	6,000	0	0	3	80	...	...	...	36	2	34
27	Normal department of Berea College	Berea, Ky	1868	H. R. Chittenden, A. B	0	0	0	...	17	13	2	2	1	0	1
28	Kentucky Normal School	Carlisle, Ky	1873	T. C. H. Vance	0	0	0	6	76	76	...	...	...	...	...
29	East Kentucky Normal School	Catlettsburg, Ky	1868	Mrs. N. S. Roberts	0	0	0	5	55	20	25	10	50	23	27

a Four of these are in fourth year. *b* Normal students recite in university-classes. *c* Three of these in fourth year. *d* For two years.

TABLE III.—*Statistics of normal schools for* 1873; *from replies to inquiries made by the United States Bureau of Education*—Continued.

Number.	Name.	Location.	Date of organization.	Principal.	Annual appropriation.			Number of instructors.	Students in course.				Graduates since organization.		
					State.	County.	City.		Total.	First year.	Second year.	Third year.	Total.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
30	Louisville Training School	Louisville, Ky	1871	Hiram Roberts	$0	$0	$5,700	6	36	36	....	....	35	.....	35
31	Normal department of public school	Jackson, La			.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
32	Minden High Public School	Minden, La	1873	R. B. Taylor, secretary of school-board.	2,000	2,500	0	5	193	26	148	19	0	0	0
33	Normal department of Straight University*	New Orleans, La	1869	S. S. Ashley	.....	.....	.....	4	14	4	9	1	.....	.....	.....
34	Peabody Normal Seminary	do	1868	K. R. Shaw	0	0	0	8	115	30	20	65	210	12	198
35	Eastern Maine State Normal School	Castine, Me	1867	Grenville T. Fletcher, A. M.	5,500	0	0	7	158	133	25	....	62	18	44
36	Western Maine State Normal School	Farmington, Me	1864	C. C. Rounds	5,500	0	0	8	95	71	24	....	178	56	122
37	Normal department of Maine Central Institute	Pittsfield, Me	1870	Cyrus Jordan	600	.....	.....	2	25	12	13	....	.....	.....	.....
38	Normal department of Oak Grove Seminary	Vassalboro', Me			.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
39	Howard Normal School	Baltimore, Md	1865	P. J. Doran	2,000	.....	.....	6	240	158	59	23	.....	.....	.....
40	Maryland State Normal School	do	1865	M. A. Newell	9,500	0	0	10	145	54	49	42	154	22	132
41	City Normal School *b*	Boston, Mass			.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
42	Massachusetts State Normal Art-School	do	1873	Walter Smith, director	7,500	0	0	7	124	124	.....	.....	.....	.....	.....
43	State Normal School	Bridgewater, Mass	1840	Albert G. Boyden, A. M.	12,500	0	0	8	185	89	85	11	1,216	.....	.....
44	Framingham State Normal School	Framingham, Mass	1839	Annie E. Johnson	10,000	.....	.....	11	103	54	42	7	1,940	.....	1,940
45	State Normal School	Salem, Mass	1854	D. R. Hagar, Ph. D.	11,000	.....	.....	11	240	.....	.....	.....	753	0	753
46	Westfield State Normal School *	Westfield, Mass	1839	J. W. Dickinson	12,000	0	0	9	171	66	45	60	1,300	300	1,000
47	Worcester Normal and Training School	Worcester, Mass	1868	Rebecca Jones	0	0	.....	1	15	.....	.....	.....	62	0	62
48	Michigan State Normal School	Ypsilanti, Mich	1852	Rev. Jos. Estabrook, M.A.	15,000	.....	.....	13	295	170	100	25	420	180	240
49	State Normal School at Mankato	Mankato, Minn	1868	David C. John	10,000	.....	.....	6	167	.....	.....	.....	.....	.....	.....
50	State Normal School at St. Cloud	St. Cloud, Minn	1869	Ira Moore	6,000	.....	.....	6	57	18	39	....	45	6	39
51	First State Normal School	Winona, Minn	1860	William F. Phelps	12,000	.....	.....	11	145	105	40	....	160	39	121
52	Mississippi State Normal School	Holly Springs, Miss	1873	Miss M. E. Hunter	5,000	0	0	3	76	40	18	*c*18	0	0	0
53	Normal department of Tougaloo University	Tougaloo, Miss	1871	A. J. Steele	4,500	.....	.....	6	92	50	27	15	.....	.....	.....
54	Normal Institute	Bolivar, Mo	1868	James A. Race	0	0	0	4	157	.....	.....	.....	.....	.....	.....
55	Southeast Missouri Normal School	Cape Girardeau, Mo	1873	L. H. Cheney	5,000	0	0	2	35	35	0	0	0	0	0
56	Col. of Normal Institute, University of Missouri	Columbia, Mo	1869	Erastus L. Ripley, A. M.	.....	0	0	7	103	75	20	8	23	19	4
57	Fruitland Normal Institute	Jackson, Mo	1869	J. H. Kerr, A. B., Ph. B	0	0	0	8	53	23	18	12	18	11	7
58	Normal department of Lincoln Institute	Jefferson City, Mo	1866	M. Henry Smith	5,000	0	0	7	35	25	10	....	0	0	0
59	North Missouri State Normal School	Kirksville, Mo	1871	J. Baldwin	10,000	0	0	12	*d*48	187	237	36	52	44	8
60	Normal School	St. Louis, Mo	1857	Louis Soldan	*e*	.....	.....	11	123	82	41	....	353	6	347
61	South Missouri State Normal School	Warrensburg, Mo	1871	James Johonnot	10,000	0	0	12	315	113	171	31	19	6	13

62	Nebraska State Normal School	Peru, Nebr	1867	T. J. Morgan	10,000			6	*f*55	32	15	8			
63	New Hampshire State Normal School	Plymouth, N. H	1870	Rev. H. O. Ladd, A. M.	5,000	0	600	6	63	9	54		75	15	60
64	Farnum Preparatory School	Beverly, N. J	1856	J. Fletcher Street, A. M.	1,200			8	60	18	28	14	24	4	20
65	State Normal School	Trenton, N. J	1856	Lewis M. Johnson, A. M	15,000			22	192	120	50	22			
66	New York State Normal School	Albany, N. Y	1843	Jos. Alden, D. D., LL. D.	1,800			16	324	238	86		1,896		
67	State Normal School*	Brockport, N. Y	1866	Prof. F. B. Palmer, A. M.	25,207				196				52	15	37
68	State Normal School	Buffalo, N. Y	1871	Henry B. Buckham, A. M.	18,000	0	0	11	225	170	55		22	0	22
69	State Normal and Training School	Cortland, N. Y	1869	J. H. Hoose, A. M., Ph. D.	18,000	0	0	14	390				98	14	84
70	Fredonia State Normal and Training School	Fredonia, N. Y	1866	John W. Armstrong, D.D.	*g*18,857	0	0	16	157	65	32	*h*60	118	6	112
71	State Normal School	Geneseo, N. Y	1871	Wm. J. Milne, A. M	18,000	0	0	17					14	6	8
72	Normal College	New York, N. Y	1870	Thos. Hunter, A.M., pres't	0	0	85,000	29	1,000	542	271	187	525	0	525
73	Oswego State Normal and Training School	Oswego, N. Y	1861	Edward A. Sheldon, A.M.	18,000	0	0	16	215	131	29	*i*55	550	48	502
74	State Normal and Training School	Potsdam, N. Y	1869	M. McVicar, Ph. D., LL.D	18,000	0	0	16	315				37	7	30
75	Ellendale Teachers' Institute	Little River P.-O., N. C	1872	W. E. White	0	0	0	6	94	40	54				
76	Northwestern Ohio Normal School	Ada, Ohio	1871	H. S. Lehr, A. M	0	0	0	9	194	140	48	6	0	0	0
77	Cincinnati Normal School	Cincinnati, Ohio	1868	Delia A. Lathrop				9	73		20	53	155	0	155
78	Hopedale Normal School	Hopedale, Ohio	1852	W. Brinkerhoff, A. M	0	0	0	6					49	21	28
79	National Normal School	Lebanon, Ohio	1855	Alfred Holbrook	0	0	0	17	562	457	90	15	259	193	66
80	Western Reserve Normal School	Milan, Ohio	1832	Delia Palmer	0	0	0	3	133						
81	Normal department of Mt. Union College	Mt. Union, Ohio	1846	J. A. Brush, A. M.	0	0	0	11	315	45	114	156	4,268	2,783	1,485
82	Orwell Normal Institute	Orwell, Ohio	1865	H. W. Johnson	0	0	0	3	201				13	8	5
83	Northwestern Normal School	Republic, Ohio	1870	J. Fraise Richard	0	0	0	9	317	296	18	3	21	10	11
84	Ohio Central Normal School	Worthington, Ohio	1871	H. M. Lewis, A. M., and John Ogden, A. M.	0	0	0	8	180	150	30		8	4	4
85	Normal department of Wilberforce University	Xenia, Ohio	1872	Miss M. E. McBride	0	0	0	6	57	30	20	7			
86	Normal course in Pacific University	Forest Grove, Oreg	1871	A. J. Anderson, A. M.	0	0	0	6	5	4	1		0	0	0
87	Bloomsburg State Normal School and Literary Institute.	Bloomsburg, Pa	1869	Dr. T. L. Griswold, A. M.	10,000	200	0	8	63	40	20	3	27		
88	Southwestern Normal School	California, Pa	1865	C. L. Ehrenfeld				7	289						
89	Northwestern State Normal School	Edinboro', Pa	1861	J. A. Cooper	0	0	0	10	67	44	23		120	60	60
90	Indiana Normal School of Pennsylvania *j*	Indiana, Pa	1872	Silas M. Clark, sec. of b'd.											
91	Keystone State Normal School	Kutztown, Pa	1866	Rev. A. R. Horne, A. M.	1,300			13	274	200	50	24	47	42	5
92	Central State Normal School *j*	Lockhaven, Pa		A. N. Raub, trustee											
93	Normal department of Lincoln University*	Lower Oxford, Pa	1867	J. B. Rendall	2,500			4	31	12	9	10			
94	State Normal School	Mansfield, Pa	1862	J. N. Fradenburgh, A. M., Ph. D.				10	179	80	75	24	164	69	95
95	Millersville Normal School	Millersville, Pa	1855	Edward Brooks, A. M	5,000	0	0	24	804	571	200	33	293	190	103
96	Snyder County Normal School	Selin's Grove, Pa	1873	George P. Beard	0	0	0	13	175	100	75		0	0	0
97	Cumberland Valley State Normal School	Shippensburg, Pa	1872	William Noething	0	0	0	1	28				0	0	0
98	West Chester State Normal School	West Chester, Pa	1871	George L. Maris	300	0	0	14	158	95	50	13	0	0	0
99	Rhode Island State Normal School	Providence, R. I	1871	J. C. Greenough, A. B	10,000	0	0	18	110	57	53		68	5	63
100	Normal class of Avery Institute	Charleston, S. C	1865	Mortimer A. Warren		0	0	9	79	29	29	21	25	11	14
101	Le Mayne Normal School	Memphis, Tenn	1870			0	0	5	280				0	0	0
102	Normal class of Fisk University	Nashville, Tenn	1866	A. K. Spence		0	0	13	50	26	19	5	15		15
103	Normal department of Central Tennessee College	do	1866	Rev. J. Braden, A. M.		0	0	5	66	40	26		2	2	0
104	State Normal School	Castleton, Vt	1869	R. G. Williams	1,500	0	0	3	57	49	8		36	2	34
105	Johnson Normal School	Johnson, Vt	1867	H. S. Perrigo, A. M.	1,500	150	0	8	105				126	24	102
106	State Normal School	Randolph, Vt	1867	Edward Conant	1,500	100		6	182	110	60	12	202	64	138
107	Hampton Normal and Agricultural Institute	Hampton, Va	1870	S. C. Armstrong	9,000	0	0	13	199	78	77	24	61	44	17

* From report of Bureau of Education for 1872.
b Not fully organized.
c Four of these are in the fourth year.
d Includes 21 in fourth year.
e Total from the three sources, $9,039.20.
f Also 85 inpreparatory classes.
g In 1871; varies in different years.
h Includes 28 in fourth year.
i Includes 11 in fourth year.
j Buildings not yet completed.

TABLE III.—*Statistics of normal schools for* 1873; *from replies to inquiries made by the United States Bureau of Education*—Continued.

Number.	Name.	Location.	Date of organization.	Principal.	Annual appropriation.			Number of instructors.	Students in course.				Graduates since organization.		
					State.	County.	City.		Total.	First year.	Second year.	Third year.	Total.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
108	Richmond Normal School	Richmond, Va	1867	R. M. Manly, A. M	$0	$0	$0	4	88	22	26	40	33	11	22
109	Fairmount State Normal School	Fairmount, W. Va	1869	J. G. Blair, LL. D	2,500	2,700	.....	8	78	38	40	....	30	16	14
110	Storer Normal School	Harper's Ferry, W. Va	1867	Rev. N. C. Brackett, A. M.	0	0	0	3	125	85	25	15	13	8	5
111	Marshall College	Huntington, W. Va	1867	Beauchamp Clark, A. B.	3,000	0	0	6	161	100	46	15	25	15	10
112	Teachers' class in West Virginia University	Morgantown, W. Va	1867	Alexander Martin, pres't.	.....	0	0	....	32	.....	.....	.....	79	79	.....
113	West Virginia State Normal School	West Liberty, W. Va	1870	James E. Morrow, A. M.	2,100	0	0	7	110	63	37	10	30	17	13
114	Wisconsin State Normal School	Oshkosh, Wis	1871	George S. Albee, pres't.	13,000	0	0	10	107	65	29	13	0	0	0
115	Wisconsin State Normal School	Platteville, Wis	1866	E. A. Charlton, A. M., pres't	15,000	0	0	9	130	80	35	15	69	39	30
116	Holy Family Teachers' Seminary	St. Francis, Wis	1871	Jos. Salzmann, D. D.	0	0	0	6	58	15	20	23	5	5	0
117	State Normal School	Whitewater, Wis	1868	Oliver Arey, A. M	.....	.....	.....	11	367	300	42	25	36	14	22
118	Normal Department of Howard University	Washington, D. C	1867	Marcus O. Reed	.....	.....	.....	3	26	16	10	....	.....	.....	.....
119	Normal School	do	1873	Miss Lucilla E. Smith	0	0	2,000	3	20	....	....	....	0	0	0

TABLE III.—*Statistics of normal schools for* 1873; *from replies to inquiries made by the United States Bureau of Education*—Continued.

NOTE.— × indicates an affirmative answer; 0 indicates no or none; .... indicates no returns received.

Number.	Number of years in course.	Number of weeks in scholastic year.	Volumes in library.			Number educational journals and magazines 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 music taught?		School possesses a chemic laboratory?	School possesses a philosophic cabinet and apparatus?	School possesses a museum of natural history?	School possesses a gymnasium?	Model school attached to the institution?	Students receive diplomas on completion of course?	Graduates teach in State common schools without further examination?	Scholastic year begins—	Time of anniversary
			Whole number.	Increase since October 15, 1872.	Pedagogic works.					Vocal.	Instrumental.									
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
1	3	8	1,500	.....	....	....	$0	0	0	0	0	×	×	0	0	×	×	×	First Wednesday in September	Last Thursday in June.
2	3	39	.....	.....	.....	.....	*a*	0	0	×	×	0	0	0	0	....	×	0	October 1	June.
3	.....	36	0	0	0	5	150	×	×	×	×	0	0	0	0	×	×	×	October 6	June 15.
4	2	40	.....	.....	.....	4	250	.....	.....	.....	.....	.....	.....	.....	.....	.....	×	0		
5	2	40	1,500	400	230	18	300	×	0	×	....	×	×	×	0	×	*b*	×	July	March.
6	2	40	300	.....	....	1	.....	×	×	×	....	×	×	×	.....	....	×	0	February	January and June.
7	3	40	6,000	.....	....	....	200	0	0	0	0	×	×	×	0	0	×	×	First Wednesday in September	Third Wednesday in June.
8	4	37	500	.....	25	12	170–200	×	×	×	×	0	0	0	0	....	×	.....	First Monday in September.....	Last week in May.
9	4	40	700	0	20	0	*c*	0	0	×	×	0	×	0	0	0	×	0	October 1	June 25.
10	.....	44	.....	.....	.....	....	15	0	0	×	0	0	0	0	0	0	0	.....	September 1	
11	5	40	.....	.....	300	12	100	×	×	×	×	0	×	×	0	0	×	0	.....do	June 30.
12	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		
13	2	40	100	.....	20	2	0	×	0	×	0	0	0	0	0	×	×	0	First Monday in September.....	June 30.
14	3	40	223	61	30	3	*d*	×	0	×	0	×	×	×	0	×	×	*e*0	.....do	December and June.
15	1	37	2,000	.....	30	....	200	....	.....	×	×	×	×	×	.....	....	×	0	.....do	First Thursday in June.
16	3	40	50	8	4	0	162	0	0	×	×	×	×	0	0	×	×	0	September 1	November 23.
17	3	39	.....	.....	.....	.....	.....	.....	.....	×	×	.....	.....	.....	.....	.....	.....	.....	Last Wednesday in August	Second Wednesday in June.
18	3, 4	39	1,000	100	30	0	150	×	0	×	0	×	×	×	0	×	×	0	September 8	June 25.
19	2	40	278	54	55	4	150	0	0	×	0	0	0	×	0	×	×	0	First Monday in September	June 19.
20	4	39	1,200	900	.....	....	150–300	×	0	×	×	×	×	×	0	×	×	0	First Wednesday in September	Last week in June]
21	3	44	1,200	.....	150	10	150	×	.....	×	×	.....	.....	.....	.....	×	×	0	September 9	July.
22	1, 4	40	.....	.....	63	3	200	0	0	×	0	×	×	×	0	0	0	.....	First week in September.....	July.

a Board, $2.50 per week; tuition, $1 per calendar month.
b Students receive diplomas from State-board of education.
c Board and tuition, $12 per month; tuition, $2.
d Tuition to residents of Cook County, free; non-residents, $30; board in club-houses, $15 per month.
e In the county schools.

TABLE III.—*Statistics of normal schools for* 1873; *from replies to inquiries made by the United States Bureau of Education*—Continued.

Number.	Number of years in course.	Number of weeks in scholastic year.	Volumes in library.			Number educational journals and magazines 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 music taught?		School possesses a chemic laboratory?	School possesses a philosophic cabinet and apparatus?	School possesses a museum of natural history?	School possesses a gymnasium?	Model school attached to the institution?	Students receive diplomas on completion of course?	Graduates teach in State common schools without further examination?	Scholastic year begins—	Time of anniversary.
			Whole number.	Increase since October 15, 1872.	Pedagogic works.					Vocal.	Instrumental.									
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
23	1	38	.....	.....	300	8	$200	×	×	0	0	×	×	×	0	0	×	0	September 18	July 1.
24	2	44	450	60	....	4	150	×	0	0	0	×	×	0	0	0	×	0	Third week in September	Last week in August.
25	4	40	314	0	30	....	6	×	0	×	0	×	×	0	×	×	×	×	Second Wednesday in September	Third Thursday in June.
26	3	40	700	200	2	20	220	×	×	0	0	×	×	×	0	×	×	×	First Wednesday in September	Second Friday in June.
27	3	37	.....	.....	50	0	150	0	0	×	×	×	×	0	0	0	×	0	Last Wednesday in September	First Wednesday in July.
28	3	50	1,000	.....	....	6	225	0	0	×	×	0	0	0	0	×	×	0	September 1	
29	3–5	40	500	.....	12	6	*a*	×	0	×	×	×	×	0	0	0	×	0	First Tuesday in September	June 8.
30	1	42	150	.....	15	6	0	0	0	×	0	0	×	0	0	×	×	0	First Monday in September	Last Friday in June.
31	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
32	4	40	846	846	81	26	340	×	×	×	×	×	×	0	0	×	×	0	Second Monday in February	Third Monday in June.
33	3	40	1,000	.....	....	....	9	×	.....	×	×	.....	.....	.....	.....	×	×	.....	October	June.
34	3	42	50	5	25	3	*b*	0	0	0	0	0	0	0	0	0	×	0	September 15	Last week in December.
35	2	38	1,500	12	25	3	10	×	×	×	0	0	×	×	×	0	×	0	Second Wednesday in August	Last Wednesday in May.
36	2	38	1,700	.....	30	2	90–175	×	×	0	0	×	×	0	0	×	×	0	August 26	July 3.
37	2, 3	40	340	25	....	....	22	×	.....	.....	.....	×	×	×	.....	.....	×	0	August 20	July 1.
38	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
39	.....	40	1,100	0	25	....	15	×	0	0	0	0	0	0	0	×	×	×	September	
40	2, 3	39	1,150	50	70	7	*c*75	×	×	×	×	×	×	0	0	×	×	×	September 1	Last week in May.
41	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
42	4	30	3	.....	....	0	0	×	×	0	0	0	0	0	0	0	×	0	October 1	
43	2–4	40	1,400	0	157	5	160	×	×	×	0	×	×	×	×	0	×	0	Second Tuesday in September	Second Tuesday in July.
44	2	40	1,078	20	50	0	140	×	×	×	0	×	×	0	0	×	×	0	September 4	Third Thursday in January.
45	4	40	12,400	.....	260	6	0	×	×	×	0	×	×	×	0	0	×	0	February and September	January and July.
46	2–4	40	4,500	.....	200	10	150	×	×	×	0	×	×	×	0	×	×	0	August 28	July 2.
47	1	41	50	0	50	2	.....	×	0	×	0	0	0	0	0	×	×	0	September 1	June.
48	2–4	40	2,000	100	80	20	200	×	0	×	0	×	×	×	0	×	×	×	Third Tuesday in September	Wednesday before July 4.
49	2	36	212	15	12	1	130	0	0	×	0	0	×	0	0	×	×	0	August 20	December 23 and May 22.
50	2	36	800	.....	50	....	150	×	0	×	0	0	0	0	0	×	×	0	....do	

51	2, 3	36	3, 250	25	150	6	175	×	×	×	0	×	×	×	0	×	×	0	Third Tuesday in August	Third week in May.
52	4	40	650	.....	....	2	*d*	×	0	×	×	0	0	0	0	0	×	0	September—	June.
53	4	36	2, 000	1, 000	100	5	100	×	.....	×	×	×	×	0	0	×	×	×	October —	June 3.
54	3	40	34	0	34	6	150	×	0	×	....	0	×	×	0	×	×	0	September 3	
55	2–4	40	.....	.....	.....	...	.....	×	0	×	0	0	0	0	0	0	×	0	First Monday in September	
56	4	40	10, 000	1, 000	100	4	120	×	×	×	0	×	×	×	0	×	×	0	Third Monday in September	Last Wednesday in June.
57	4	40	1, 500	73	56	7	150	×	×	×	×	×	×	×	0	0	×	0	First Monday in September	Third week in June.
58	4	36	800	300	....	0	125	×	0	×	×	0	0	0	0	0	×	0	September 22	June 5.
59	4	40	1, 300	200	150	20	20	×	×	×	×	×	×	×	×	×	×	0	First Monday in September	June 25.
60	2	40	4, 585	.....	54	0	0	×	×	×	0	0	×	×	0	0	×	0	.....do	
61	2½	40	2, 500	2, 000	40	5	172	×	×	×	×	0	×	×	0	×	×	0	Second Monday in September	June.
62	4	40	.....	.....	.....	....	100–200	×	0	×	×	×	×	0	0	×	×	×	First Thursday in September	June 23.
63	1–2	30	210	80	75	2	150	×	0	×	×	0	×	×	0	×	×	×	Second Wednesday in September	First Wednesday in May.
64	4	40	.....	.....	.....	2	4	×	×	×	×	0	×	0	0	0	×	0	September 1	April 10.
65	3	40	400	40	100	18	*e*	×	×	×	×	×	×	0	×	×	×	×	First Monday in September	Last Thursday in June.
66	2	40	.....	.....	.....	....	*d*	×	×	×	×	0	×	×	0	0	×	×	September —	
67	.....	....	750	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
68	2–4	40	2, 590	272	20	0	200	×	×	×	0	×	×	×	0	×	×	×	First Monday in September	June or July.
69	2–4	40	6, 500	10	80	0	140–160	×	0	×	....	×	×	×	...	×	×	×	First Wednesday in September	July 1.
70	2–5	40	2, 000	.....	4	0	180	×	0	×	0	×	×	×	×	×	×	×	.....do	June or July.
71	2–4	40	2, 500	.....	....	....	.....	×	×	×	×	×	×	0	0	×	×	×	.....do	July 1.
72	3	40	.....	.....	.....	.....	0	×	×	×	....	×	×	×	×	×	×	0	First Monday in September	June 30.
73	2–4	40	2, 675	250	200	0	180	×	×	×	0	×	×	×	×	×	×	×	First Wednesday in September	February 1 and July 1.
74	2–4	40	.....	.....	...	0	0	×	0	×	0	×	×	0	×	×	×	×	.....do	Do.
75	.....	....	80	.....	50	5	10	0	0	×	0	0	0	0	0	0	0	0	.....	August 25.
76	4	48	285	.....	41	15	180	×	0	×	×	×	0	0	×	×	0	0	June 17	June 14.
77	1½	42	200	.....	.....	....	0	×	×	....	×	.....	.....	.....	.....	×	×	0	First Monday in September	Next to last Friday in June.
78	4	40	1, 500	50	8	3	120–150	×	0	×	×	×	×	0	×	0	×	0	First Tuesday in September	Fourth Friday in June.
79	3	50	3, 250	250	100	35	190–240	×	0	×	×	×	0	0	0	×	×	0	September 2	August 15.
80	4	40	.....	.....	.....	....	28	×	0	×	×	×	×	0	0	0	0	0	August 1	
81	3	36	1, 135	235	115	14	130–152	×	×	×	×	×	×	0	0	×	×	0	Last Tuesday in November	October.
82	2–3	41	300	40	20	....	125–150	×	0	×	×	×	×	0	0	×	×	0	August 12	June 20.
83	3	50	800	.....	18	5	125–185	×	0	×	×	×	×	0	0	0	×	0	September 9	August 13.
84	2	46	650	.....	250	6	175–200	×	0	×	×	×	×	0	0	0	×	0	September 3	September 19.
85	3	42	4, 000	.....	.....	....	100–150	×	.....	×	×	....	0	0	0	×	×	0	Third Wednesday in August	Third Wednesday in June.
86	2	38	.....	.....	35	0	200	×	0	0	0	×	×	×	0	0	×	0	Third Wednesday in September	First Wednesday in June.
87	2–4	42	450	50	250	6	200	×	0	×	×	×	×	×	0	×	×	×	August 25	July 3.
88	3	42	.....	.....	.....	.....	.....	×	×	×	.....	.....	....	.....	.....	×	0	×	First Monday in September	Last Thursday in June.
89	2	42	2, 300	100	50	30	20	×	0	×	×	0	×	0	0	×	×	×	August 15	Do.
90	.....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
91	2	42	1, 400	50	100	25	200	×	×	×	×	×	×	0	0	×	×	×	First Monday in August	June 11.
92	.....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
93	3	36	3, 000	.....	....	2	150	×	.....	×	.....	.....	.....	.....	.....	.....	×	.....	.....	
94	3–6	42	600	25	....	4	201	×	.....	×	×	×	×	0	0	×	×	×	June 20	June 25.
95	3	42	3, 000	350	40	100	210	×	×	×	×	×	×	×	×	×	×	×	Second Monday in September	July 16.
96	2–4	42	500	500	20	12	200	×	×	×	×	×	×	×	×	×	×	×	September 1	July 3.
97	.....	20	.....	.....	10	4	100	×	0	×	0	0	0	0	0	0	0	0	April	
98	3	42	1, 200	50	35	9	210	×	×	×	×	0	×	×	0	×	×	×	September 1	Last Thursday in June.
99	2	40	1, 000	20	40	0	155	×	×	×	0	×	×	×	0	0	×	0	First Tuesday in September	Last Friday in June.

a Residents, $45; non-residents, $220.
b Senior or professional course, free; junior course, $20.
c Free to 200 State-students.
d Tuition and books free.
e Ladies, $154; gentlemen, $160.

TABLE III.—*Statistics of normal schools for 1873; from replies to inquiries made by the United States Bureau of Education*—Continued.

Number.	Number of years in course.	Number of weeks in scholastic year.	Volumes in library.			Number educational journals and magazines 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 music taught?		School possesses a chemic laboratory?	School possesses a philosophic cabinet and apparatus?	School possesses a museum of natural history?	School possesses a gymnasium?	Model school attached to the institution?	Students receive diplomas on completion of course?	Graduates teach in State common schools without further examination?	Scholastic year begins—	Time of anniversary.
			Whole number.	Increase since October 15, 1872.	Pedagogic works.					Vocal.	Instrumental.									
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
100	3	37	200	0	10	0	.....	×	0	×	0	0	0	0	0	0	×	0	First Monday in October	Third week in March.
101	3	38	.....	.....	.....	.....	$12	×	.....	×	×	0	0	0	0	×	×	0	First Monday in September	Last Saturday in May.
102	4	37	875	250	.....	.....	100	0	0	×	×	0	×	×	0	×	×	0	September 1	May 28.
103	3	36	820	275	.....	2	60–120	0	0	×	×	0	0	0	0	×	×	0	do	May 22.
104	2	40	500	20	20	2	100–200	×	0	0	×	×	×	0	0	×	×	×	First Thursday in September	Last Thursday in June.
105	1½	40	500	50	....	2	150–175	×	.....	×	×	×	×	0	0	×	×	×	August 27	January 15.
106	3	40	550	50	10	1	150	×	0	....	×	0	×	0	0	0	×	×	Second Tuesday in February	Last week in June.
107	3	36	1,190	120	42	4	90	0	0	×	0	×	×	0	0	0	×	0	October 1	June 12.
108	3	40	425	0	40	4	3	×	0	×	×	×	×	×	×	×	×	0	September 15	June 15.
109	2	40	150	40	60	20	200	×	0	×	×	×	×	0	×	×	×	×	September 9	June 25.
110	3	45	1,500	100	4	1	40–100	×	0	×	×	0	0	0	0	0	×	0	September 29	June 11.
111	2–4	40	650	500	25	9	175	×	×	×	×	×	×	0	×	0	×	×	Second Monday in September	
112	1	40	3,000	100	150	7	.....	×	0	0	0	×	×	×	0	0	×	0	First Tuesday in September	Third Wednesday in June.
113	4	38	200	0	0	0	150	×	0	×	×	0	×	0	0	×	×	×	Third Monday in September	Third Thursday in June.
114	3	40	3,300	750	20	2	163	×	0	×	×	×	×	×	×	×	×	×	Last Tuesday in August	Third Wednesday in June.
115	3	40	5,000	0	50	0	120–150	×	0	×	0	×	×	×	×	×	×	×	First Tuesday in September	Last Thursday in June.
116	3–4	43	.....	.....	.....	.....	200	×	0	×	×	0	0	0	0	0	×	0	September 1	
117	3	40	9,500	500	37	0	250	×	×	×	×	×	×	×	0	×	×	×	First Tuesday in September	June 26.
118	2	37	.....	.....	.....	.....	9	0	.....	0	×	....	.....	.....	0	×	×	.....	September 17	June 15.
119	1	40	200	.....	50	4	0	×	×	×	0	0	....	×	0	×	×	×	First Monday in September	June.

MEMORANDA.

Normal department Georgetown College, Georgetown, Kentucky, not a distinct department; Girls' High and Normal School, Boston, Massachusetts, (see Table V;) normal department McGee College, College Mound, Missouri, closed; normal department Chamberlain Institute, Randolph, New York, (see Table V.) Academies for the training of teachers' classes are annually designated by the board of regents, in accordance with the statute, which provides that the sum of $10 shall be paid to each pupil, not exceeding twenty to each academy, instructed under a course prescribed by the regents of the university, during at least one-third of the academic year in the science of common-school-teaching. The number of academies in which these classes were maintained during the year 1872–'73 was 90; number of pupils reported, 1,589—males, 590; females, 999; normal department Oberlin College, Oberlin, Ohio, not a distinct department.

TABLE IV.—*Statistics of commercial and business-colleges for* 1873; *from replies to inquiries made by the United States Bureau of Education.*

Number.	Names of colleges.	Location.	Date of charter.	Date of organization.	Names of principals.	No. of instructors.		Number of students.						Volumes in library.		Number of years in course.	Number of weeks in scholastic year.	Annual cost of tuition for each student.
						Male.	Female.	Total.	Male.	Female.	In German.	In French.	In Spanish.	Whole number.	Increase since October 15, 1872.			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	Commercial class, Saint Ignatius College	San Francisco, Cal	....	....	.....	..	..	....	....	....	....	....	....	....	....	....	....	.....
2	Heald's Business College *a*	....do	....	1864	E. P. Heald	13	2	472	423	49	26	18	2	0	0	1, 2, 3	52	$125
3	Moore's Southern Business University	Atlanta, Ga	....	1858	B. F. Moore, A. M., pres't.	5	0	198	190	8	0	0	0	0	0	....	12	60
4	The Eastman Atlanta Business College	....do	....	1871	R. J. Magee	..	..	90	80	10	....	....	....	....	....	....	52	60
5	Business course of Bowdon College	Bowdon, Ga	1857	1856	Rev. F. H. M. Henderson, pres't.	2	0	31	22	9	0	2	0	600	20	4	40	54
6	Georgia Practical Business College *b*	Macon, Ga	0	1868	B. B. Euston	3	0	300	300	0	0	0	0	0	0	5	50	.....
7	Bloomington Business University	Bloomington, Ill	0	1865	M. De La Brown	1	0	112	103	9	....	....	....	50	25	.....	31	30-50
8	Commercial course of St. Viator's College	Bourbonnais, Ill	....	1865	Rev. Th. Roy, C. S. V	9	..	60	60	....	15	94	0	300	75	3	40	40
9	H. B. Bryant's Chicago Business College	Chicago, Ill	....	1856	H. B. Bryant	7	0	525	500	25	30	0	0	.....	.....	2	52	100
10	Commercial course of St. Ignatius College	....do	1870	1870	Rev. F. Coosmans, S. J., pres't.	8	..	142	142	....	95	15	....	.....	.....	4	40	60
11	Commercial department of Eureka College	Eureka, Ill	1855	1869	A. M. Weston, pres't	5	..	45	45	....	27	....	....	.....	.....	1	36	24
12	Western Business College	Galesburg, Ill	....	1865	J. M. Martin & Bro	3	..	103	70	33	....	....	....	20	.....	1	40	50
13	Joliet Business College	Joliet, Ill	1866	1866	Homer Russell	3	..	313	288	25	0	0	0	1,000	200	2	48	25
14	Union Business College	Monmouth, Ill	....	1868	J. A. Giles	2	..	31	29	2	....	....	....	50	.....	1	50	45
15	Northwestern Business College	Naperville, Ill	....	1871	J. George Cross, A. M.	7	0	25	25	0	4	0	0	.....	.....	1	39	50
16	Cole's Business College	Peoria, Ill	....	1865	A. J. Cole	3	2	385	350	35	....	....	....	.....	.....	1	44	75
17	Gem City Business College	Quincy, Ill	....	1865	G. L. Howe & D. L. Musselman.	5	0	168	150	18	....	....	....	24	24	1	50	50
18	Arnold's Business College	Rockford, Ill	....	1866	F. E. Arnold	1	1	155	149	6	0	0	0	70	.....	.....	35	40
19	Frey's Commercial College and Telegraph Inst.	Rock Island, Ill	....	1871	Theophilus A. Frey	1	..	73	65	8	7	12	....	30	14	1, 2	48	50
20	Springfield Business College	Springfield, Ill	....	1863	S. Bogardus	3	1	84	80	4	....	....	....	160	.....	.....	50	.....
21	Evansville Commercial College and Telegraph Institute.	Evansville, Ind	1850	1850	John J. Kleiner	3	1	100	90	10	6	....	....	1,000	50	.....	50	40
22	Bryant & Stratton's Practical Business College and Telegraph Institute.	Indianapolis, Ind	....	1858	A. L. Southard & C. C. Koerner.	8	1	300	....	....	30	5	....	.....	.....	.....	....	.....
23	College of Business of Northwestern Christian University.	....do	1850	1870	C. E. Hollenbeck	4	1	50	47	3	7	....	....	.....	.....	1	39	40
24	Hall's Business College	Logansport, Ind	0	1867	E. A. Hall	2	..	101	77	24	0	0	0	.....	.....	2	....	40

a Report from the Bureau of Education for 1872.

b Closed in October, 1873.

TABLE IV.—*Statistics of commercial and business colleges for* 1873, *&c.*—Continued.

Number.	Names of colleges.	Location.	Date of charter.	Date of organization.	Names of principals.	No. of instructors.		Number of students.						Volumes in library.		Number of years in course.	Number of weeks in scholastic year.	Annual cost of tuition for each student.
						Male.	Female.	Total.	Male.	Female.	In German.	In French.	In Spanish.	Whole number.	Increase since October 15, 1872.			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
25	Notre Dame Commercial School	Notre Dame, Ind	1844	1843	L. G. Tong, M. A	3	0	150	150	....	58	12	3	.....	.....	2	40	$300
26	Terre Haute Commercial College	Terre Haute, Ind	....	1862	R. Garvin & A. W. Heinly	2	..	295	220	75	.....	.....	.....	.....	.....	.....	52	40
27	Burlington Business College and Telegraph Inst	Burlington, Iowa	....	1865	J. Bonsall	6	0	362	317	45	0	0	0	5, 282	145	1	52	75
28	Clinton Commercial College and Normal Training-School	Clinton, Iowa	....	1870	John Riley	2	1	142	106	36	.....	.....	.....	.....	.....	1	40	40
29	Bryant & Stratton's Business College	Davenport, Iowa	....	1865	D. R. Lillibridge and A. J. Montague.	6	..	249	243	6	.....	.....	.....	.....	.....	½	52	60–100
30	Baylies Commercial College	Dubuque, Iowa	1859	1858	C. Baylies	4	..	240	207	33	.....	.....	.....	250	10	2	52	65
31	Iowa Central Business College	Independence, Iowa	0	1873	D. A. McArthur	2	0	101	58	43	10	0	0	18	.....	1	44	40
32	The Baylies Mercantile College	Keokuk, Iowa	1859	1858	William H. Miller	3	..	300	.....	.....	.....	.....	.....	.....	.....	1	52	*a*40
33	Union Commercial Institute	Mt. Pleasant, Iowa	1855	1870	L. W. June	1	0	41	27	14	0	0	0	0	0	1	36	40
34	Western Business College	Leavenworth, Kans	....	1859	W. H. Skillman	2	..	171	135	36	.....	.....	.....	64	13	.....	52	*b*50
35	....do	Topeka, Kans	....	1867	M. A. Pond	1	..	205	143	62	.....	.....	.....	.....	.....	½	50	50
36	Bryant & Stratton Business College	Louisville, Ky	....	1865	J. W. Warr and J. P. Burton.	5	0	160	140	20	0	0	0	0	0	.....	.....	75
37	Commercial College of Kentucky University	Lexington, Ky	....	1869	Horace P. Perin, LL. B	4	0	80	80	0	6	.....	.....	.....	.....	1, 2, 3	40	40
38	J. W. Blackman's Commercial College	New Orleans, La	....	1865	J. W. Blackman	6	..	300	275	25	.....	.....	.....	.....	.....	.....	.....	.....
39	Soulé's Commercial College	....do	1861	1856	George Soulé, M. A	9	0	360	300	0	0	32	26	600	.....	1–3	52	125–250
40	Portland Business College	Portland, Me	....	1863	L. A. Gray	3	0	79	75	4	.....	.....	.....	.....	.....	.....	48	75
41	The Bryant, Stratton & Sadler's Business Coll	Baltimore, Md	....	1864	W. H. Sadler	7	0	389	389	0	.....	.....	.....	.....	.....	.....	20	50–75
42	Bryant & Stratton School	Boston, Mass	....	1865	H. E. Hibbard	6	3	443	404	39	0	0	0	0	0	1	38	160
43	Comer's Commercial College	....do	....	1840	George N. Comer, A. M	12	2	481	377	104	20	23	2	400	0	.....	52	150
44	Union Business College	....do	....	1849	Charles French, A. M., and C. E. Chamberlain.	5	1	466	435	31	0	0	0	.....	.....	1	48	105
45	Carter's Commercial College	Pittsfield, Mass	....	1861	E. F. Carter, A. M	2	1	35	30	5	0	0	0	0	0	12	40	125
46	Goldsmith's Bryant & Stratton Business Univ	Detroit, Mich	...	1857	J. H. Goldsmith	7	..	301	290	11	.....	.....	.....	.....	.....	½–½	.....	40
47	Mayhew Business College	....do	0	1860	Ira Mayhew, A. M	3	0	230	205	25	0	0	0	460	40	1	52	40
48	Parsons's Business College	East Saginaw, Mich	....	1868	A. C. Parsons, A. M	2	..	94	86	8	.....	.....	.....	.....	.....	1	40	75
49	Grand Rapids Business College and Telegraph Institute.	Grand Rapids, Mich	....	1866	C. G. Swensberg	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	52	50

50	Commercial and Telegraphic Department of Hillsdale College.	Hillsdale, Mich	...	1866	Alexander C. Rideout	4	..	252	211	41	....	....	...	.....	.....	¼-⅔	42	35
51	Jackson Business College	Jackson, Mich	....	1870	G. M. Devlin	3	1	156	136	20	....	....	...	50	.....	1	51	40
52	Kalamazoo Business College	Kalamazoo, Mich	....	1869	W. F. Parsons	4	..	150	144	6	....	....	...	120	112	1	52	40
53	Lansing Business College	Lansing, Mich	....	1867	H. P. Bartlett	1	..	65	50	15	....	....	...	.....	.....	.....	42	20–30
54	International Business College	St. Paul, Minn	....	1865	W. A. Faddis	6	0	246	235	11	0	0	0	200	.....	⅜	50	100
55	Spalding's Commercial College	Kansas City, Mo	1867	1865	J. F. Spalding, A. M	2	11	150	127	23	3	2	...	300	26	.....	52	*c*
56	Bryant's Business College	St. Joseph, Mo	....	1864	Thomas J. Bryant, LL. B.	2	..	353	285	68	....	....	...	350	20	.....	52	35
57	Commercial department of St. Louis University	St. Louis, Mo	1832	1829	Rev. Jos. G. Zealand, S. J.	8	0	131	131	0	87	43	0	8,000	1,000	4	43	*d*
58	Mound City Commercial College	.....do	1861	1859	Thomas A. Rice, pres't	5	0	150	150	0	0	0	0	120	.....	½	52	67
59	Jones Commercial College	.....do	....	1849	Jonathan Jones, pres't	1	12	775	700	75	....	....	...	0	0	.....	52	65
60	Carpenter, Bryant & Stratton Business and Telegraph College.	.....do	....	1859	W. M. Carpenter	6	0	269	246	23	....	....	...	.....	.....	.....	52	.....
61	Gaskell's Business College	Manchester, N. H	....	1865	George A. Gaskell	2	..	376	286	90	0	0	0	.....	.....	½-1	52	50
62	Business College	Newark, N. J	....	1865	W. C. Whitney	.....												
63	Trenton Business College	Trenton, N. J	....	1865	W. B. Allen	5	0	254	248	6	0	0	0	150	0	.....	42	60
64	Albany Business College	Albany, N. Y	....	1857	E. G. Folsom, A. M	5	..	200	180	20	....	....	...	200	.....	¼, ½, 1	52	*e*50
65	Clark's Bryant & Stratton Business College	Brooklyn, N. Y	....	1862	S. A. Clark	3	1	100	100	0	....	....	8	175	0	1	48	100
66	Commercial course of Brooklyn Collegiate and Polytechnic Institute.	.....do	1854	1855	David H. Cochran, Ph.D., LL. D., pres't.	10	0	7	7	0	0	1	0	3,000	30	1	40	100
67	Commercial department St. Joseph's College	Buffalo, N. Y	....	1861	Rev. Brother Albert	5	0	93	93	0	40	15	0	.....	.....	.....	44	40
68	Bryant's Buffalo Business College	.....do	....	1854	J. C. Bryant, M. D., pres't.	3	..	155	130	25	....	....	...	.....	.....	1–2	52	100
69	Elmira Business College	Elmira, N. Y	0	1859	A. J. Warner	1	1	64	60	4	0	0	0	0	0	½	52	45
70	Commercial dept. of St. Francis Xavier College.	New York, N. Y	1861	1847	Rev. Henry Hudson, S. J.	8	..	96	96	..	51	45	..	.....	.....	4	40	60
71	Dolbear's Commercial College	.....do	....	1835	Thomas P. Dolbear	4	1	300	250	50	....	....	...	.....	.....	1	52	250
72	Packard's Business College	.....do	....	1858	S. S. Packard	10	0	280	275	5	280	280	50	1,000	.....	1, 2	48	200
73	Paine's Business College	.....do	....	1849	Martin S. Paine	5	2	783	653	130	....	....	...	.....	.....	⅓, ½, 1	52	80–100
74	West Side Business College	.....do	....	....	.....	.....												
75	Rochester Business University	Rochester, N. Y	....	1863	L. L. Williams	5	0	308	262	46	0	0	0	0	0	½-1	52	48–100
76	Business College	Syracuse, N. Y	....	....	.....	.....												
77	Bryant & Stratton Troy Business College	Troy, N. Y	1871	1858	John R. Carnell	4	0	161	150	11	....	....	...	.....	.....	¼-½	48	.....
78	Utica Business College	Utica, N. Y	....	1862	H. B. McCleary and Thos. Shields.	4	1	200	175	25	6	0	0	75	.....	1	52	50
79	Business College	.....do	....	....	.....	.....												
80	Commercial department of Wake Forest College	Forestville, N. C	....	1869	Prof. L. R. Mills, A. M	1	0	8	8	0	0	0	0	0	0	1	40	30
81	Akron Business College	Akron, Ohio	....	1866	O. S. Warner	2	..	109	100	9	0	0	0	0	0	1–3	48	35–50
82	Commercial department St. Xavier College	Cincinnati, Ohio	1842	1831	Rev. L. Bushart	3	0	103	103	0	103	0	0	1,200	50	3	40	60
83	Gundry's Business College	.....do	1848	1842	John Gundry	3	..	151	150	1	....	....	...	500	60	½-2	52	50
84	Nelson's Business College	.....do	....	1853	H. Nelson and H. P. Kelley, A. M.	6	..	363	350	13	....	....	...	.....	.....	2	52	75
85	Union Business College	Cleveland, Ohio	....	1852	E. R. Felton and A. E. Bigelow.	6	..	588	562	26	....	....	...	.....	.....	½-1	52	75
86	Columbus Business College	Columbus, Ohio	....	1866	C. K. Bryan	2	1	250	200	50	....	....	...	.....	.....	1–2	42	50
87	Miami Commercial College	Dayton, Ohio	....	1860	A. D. Wilt	2	..	215	200	15	....	....	...	.....	.....	½	....	50
88	Mount Union Business College	Mt. Union, Ohio	1858	1869	E. N. Hartshorn	8	0	480	382	98	42	18	0	696	196	.....	44	30
89	Buckeye Business College	Sandusky, Ohio	0	1866	J. D. Parker	2	1	63	60	3	....	....	...	.....	.....	⅓	52	45
90	Van Sickle's Business College	Springfield, Ohio	....	1871	J. W. Van Sickle	1	..	116	96	20	....	....	...	100	.....	1	40	50
91	Toledo Business College	Toledo, Ohio	....	1869	J. B. Jordon	2	1	250	210	40	....	....	...	.....	.....	1	52	40
92	Zanesville Business College	Zanesville, Ohio	....	1866	Roll & Chognill	3	1	125	115	10	....	....	...	.....	.....	.....	.....	.....
93	Commercial department Willamette University	Salem, Oregon	1853	...	T. H. Crawford	1	..	74	55	19	....	....	0	.....	.....	.....	42	36

a Time unlimited. *b* Life-scholarship. *c* The highest priced scholarship is $75. *d* Annual cost of tuition, $50 first and second years; $60 third and fourth years.
e Tuition also $65 and $100.

TABLE IV.—*Statistics of commercial and business-colleges for* 1873, *&c.*—Continued.

Number.	Name of college.	Location.	Date of charter.	Date of organization.	Names of principals.	No. of instructors.		Number of students.						Volumes in library.		Number of years in course.	Number of weeks in scholastic year.	Annual cost of tuition for each student.
						Male.	Female.	Total.	Male.	Female.	In German.	In French.	In Spanish.	Whole number.	Increase since October 15, 1872.			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
94	Commercial course Villanova College	Delaware County, Pa	1848	1842	Very Rev. T. Galberry, O. S. A.	4	0	35	35	....	11	7	2	500	200	2	44	300
95	Bryant, Stratton & Smith International Business College.	Meadville, Pa	....	1865	A. W. Smith	4	2	.....	.....	.....	.....	.....	.....	.....	.....	2	44	*a*50
96	Bryant & Stratton Philadelphia Business College.	Philadelphia, Pa	....	1862	J. E. Soulé	6	0	387	374	13	.....	.....	.....	.....	.....	1	51	100
97	Business College	do	.....	.....	.....	...	...	...	...	...	...	...	...	.....	.....	.....	.....	.....
98	Crittenden's Commercial College	do	1855	1844	John Groesbeck	11	..	429	429	...	...	...	...	257	.....	.....	51	.....
99	Peirce's Union Business College	do	....	1865	T. Max Peirce, M. A	5	0	300	270	30	0	0	0	0	0	½	52	100
100	Union Business College	do	.....	.....	.....	...	...	...	...	...	...	...	...	.....	.....	.....	.....	.....
101	Iron City College	Pittsburg, Pa	1855	1854	J. C. Smith, A. M	8	0	350	350	0	0	0	0	100	.....	.....	52	50
102	Commercial course of St. Vincent's College	Westmoreland Co., Pa.	1870	....	Rt. Rev. B. Wimmer, O. S. B.	..	..	78	78	0	.....	.....	.....	.....	.....	.....	.....	.....
103	Warner's Bryant & Stratton Business College	Providence, R. I	....	1863	William W. Warner	6	2	125	105	20	0	0	0	.....	.....	2	52	150
104	Lebanon Business College and Telegraph Institute.	Lebanon, Tenn	1870	1873	Thomas Toney	4	0	47	47	0	0	0	0	.....	.....	.....	51	*b*50
105	Business College and Telegraph Institute, Cumberland University.	do	1842	1873	Nathan Green, (chancellor)	3	..	53	53	.....	.....	.....	.....	.....	.....	.....	.....	.....
106	Leddin's Business College	Memphis, Tenn	1867	1865	T. A. Leddin	3	..	91	87	4	.....	.....	.....	183	34	.....	52	50
107	Earhart's Business College	Nashville, Tenn	....	1865	H. P. Earhart	2	0	100	100	0	0	0	0	.....	.....	.....	52	75
108	Cundiff's Commercial College	Waco, Tex	0	1871	J. B. Cundiff, M. A	3	0	27	25	2	0	0	0	70	.....	1–2	40	75
109	Old Dominion Business College	Richmond, Va	1868	1867	G. Morris Nicol	1	0	62	62	0	.....	.....	.....	463	13	1	34	50
110	Commercial department Lawrence University	Appleton, Wis	....	1847	O. P. DeLand	...	..	93	76	17	.....	.....	.....	.....	.....	2	38	30
111	Fond du Lac Commercial College	Fond du Lac, Wis	....	1872	J. P. Silsbee	3	..	286	250	36	74	10	10	.....	.....	.....	52	.....
112	Green Bay Business College	Green Bay, Wis	0	1869	A. C. Blackman	4	0	450	400	50	0	6	0	0	0	.....	52	40
113	Janesville Commercial College	Janesville, Wis	...	1866	A. L. Reed	2	..	171	138	33	.....	.....	.....	.....	.....	½	45	40
114	Northwestern Business College	Madison, Wis	...	1865	B. M. Worthington	4	1	113	97	16	.....	.....	.....	.....	.....	.....	.....	45
115	Commercial department Milton College	Milton, Wis	1867	1867	W. C. Whitford	1	2	33	30	3	.....	.....	.....	.....	.....	3	39	27

116	Spencerian Business College	Milwaukee, Wis	1870	1863	R. C. Spencer	4	1	145	135	10	....	....	...	160	10	1	52	75
117	Commercial Business College	Washington, D. C	....	....														
118	Howard University Commercial Business School	do	....	1873	Lonsville Twitchell	6	..	45	40	5	....	7	...	200	.....	.....	40	25
119	Spencerian Washington Business College	do	....	1864	Henry C. Spencer	4	2	150	110	40	....	....	...	0	0	2	40	60
120	Morgan Business College	Salt Lake City, Utah	....	1866	J. Morgan	4	3	381	314	67	....	....	...	350	.....	.....	42	80

a Life-scholarship, $50.

b Scholarship, $50.

MEMORANDA.

Commercial department of Iowa Wesleyan University, Mt. Pleasant, Iowa, see Union Commercial Institute, (identical;) commercial department, Pass Christian College, Pass Christian, Miss., not a distinct department; commercial school, McGee College, College Mound, Mo., closed; commercial department, Trinity College, High Point, N. C., not a distinct department; commercial department, Baldwin University, Berea, Ohio, see Union Business College, Cleveland, (identical;) commercial department, Lebanon Valley College, Annville, Pa., closed; commercial department, Lincoln University, Lower Oxford, Pa., not a distinct department; commercial department, Emory and Henry College, Emory, Va., not a distinct department; business-school of Washington and Lee University, Lexington Va., suspended; commercial college, Richmond, Va., closed; telegraph-school, Richmond, Va., closed.

TABLE V.—*Statistics of institutions for secondary instruction for* 1873; *from replies to inquiries made by the United States Bureau of Education.*

NOTE.— × indicates an affirmative answer; 0 indicates "no" or "none;" .... indicates no returns.

Number.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Students.					Is drawing taught?	Is vocal music taught?	Is instrumental music taught?	Chemic laboratory.	Philosophic cabinet and apparatus.	Number of years in course.	Number of weeks in scholastic year.
									Male.	Female.	Preparing for college.	Preparing for scientific course in colleges.	Entered college from institution since close of last academic year.							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	PART I. *Schools for boys.*																			
1	Hamner Hall High School	Montgomery, Ala	....	1873	F. Key Meade	P. E	4	0	70	....	....	....	....	0	....	×	0	0	4	.....
2	Park High School	Tuskegee, Ala	....	....	Jas. F. Park, A. M	....	2	..	93	....	30	....	....	0	0	×	....	....	....	39
3	Buckley School	New London, Conn	....	1696	E. B. Jennings	Cong	2	..	60	....	58	2	4	0	×	×	0	×	4	42
4	Rural Home School	Sharon, Conn	....	1853	C. H. Shears, M. D	P. E	3	3	30	....	3	....	....	×	×	×	0	0	....	40
5	Stamford Military Institute	Stamford, Conn	....	1850	W. C. Wilcox	Cong	3	1	41	....	10	2	1	0	×	×	0	0	5	38
6	English and Classical School for Boys.	Stratford, Conn	....	1858	Rev. E. B. and S. F. Emerson, A. B.	Cong	2	1	15	....	3	1	....	×	....	×	....	....	....	41
7	English and Classical Boarding School for Boys.	Stratford, Conn	....	....	Frederick Sedgwick, A.M	Cong	1	1	20	4	....	....	....	×	×	×	0	×	....	.....
8	Wilmington Conference Academy	Dover, Del	1873	1873	Rev. J. M. Williams, A.M	M. E	2	..	26	....	10	....	....	0	0	0	0	0	3	40
9	Rugby Academy	Wilmington, Del	....	1871	S.W. Murphy, A.M., M.D	....	7	..	74	....	10	2	1	×	×	....	....	×	5	40
10	Hearn Manual-Labor School	Cave Spring, Ga	1839	1839	Palemon J. King	Baptist	1	..	30	....	3	....	1	×	0	0	0	0	7	46
11	Slade's School for Boys	Columbus, Ga	....	1866	J. J. Slade	....	2	..	23	....	....	....	5	0	0	0	×	×	4–6	39
12	Samuel Bailey Male Institute	Griffin, Ga	....	1870	Maj. W. F. Slaton, A. M	0	2	2	135	....	73	12	13	....	....	....	....	....	8	40
13	Marietta Male Academy	Marietta, Ga	....	1870	Edwin P. Cater, A. M	0	1	0	47	....	7	0	1	×	0	0	0	0	....	40
14	Collinsworth Institute	Talbotton, Ga	....	1837	Rev. J. T. McLaughlin, A. M.	M. E. S	2	..	60	....	20	10	1	....	....	....	×	×	8	40
15	Todd Seminary for Boys	Woodstock, Ill	....	1870	Rev. C. K. Todd, A. M	Presb	3	1	30	....	6	....	2	×	×	×	0	0	....	40
16	St. Mary's Academy	La Fayette, Ind	1869	1869	Brother Urban, C. S. C	R. C	5	..	300	....	100	51	10	0	0	×	0	0	3	43
17	St. Paul's Grammar School	Valparaiso, Ind	....	1862	M. O'Reilly	R. C	2	..	78	....	....	1	1	0	×	×	0	0	6	42
18	Vincennes University	Vincennes, Ind	1807	....	L. Prugh, A. M	Unden't.	3	..	60	....	2	0	....	0	×	0	0	×	3	40
19	Fairfield College	Fairfield, Iowa	....	....	Rev. A. Axline, A. M	....	..	..	150	....	....	....	....	....	....	....	....	....	....	.....
20	St. Mary's College*	St. Mary's, Kan	1869	1865	Rev. P. J. Ward, S. J	R. C	7	..	140	....	40	....	....	....	....	....	....	....	5	.....

21	St. Joseph's College and Seminary	Bardstown, Ky	1824	1819	Rev. M. M. Coghlan	R. C	7	..	62	....	30	30	31	0	×	×	0	×	....		40
22	Lexington Male High School	Lexington, Ky	....	1871	W. L. Threlkeld, A. M.		1	..	25	....	23	....	....	....	....	....	....	....	....	....	40
23	Lexington Select Male School	Lexington, Ky	0	1873	George Hunt	Baptist	1	..	17	....	6	....	....	0	0	0	0	....	....	....	40
24	New Orleans Central Boys' High School	New Orleans, La	....	1867	Rev. John Percival, D. D.		6	..	235	....	11	....	....	×	×	....	×	....	4	41	40
25	St. Aloysius Academy	New Orleans, La	1870	1869	Brother Stanislaus	R. C	5	..	140	....	....	....	6	0	×	0	0	0	....	....	40
26	St. Joseph's School for Boys	New Orleans, La	....	1861	Brother Cadoc	R. C	7	..	450	....	100	200	50	....	×	×	0	0	7	44	40
27	Abbott Family School	Farmington, Me	1872	1844	A. J. Blethen	Cong	3	1	53	....	3	3	....	×	....	×	×	×	3	38	40
28	St. Augustine's School	Portland, Me	....	1869	O. L. Billings	P. E	1	1	56	....	50	....	8	×	0	0	0	0	4	40	40
29	English, Classical, and Mathematical School for Boys.	Baltimore, Md	....	1864	George G. Carey		5	..	21	....	....	....	....	0	0	0	0	0	7	41	40
30	Newton Academy	Baltimore, Md	....	1846	Thomas Lester		4	..	60	....	....	....	....	×	....	....	....	....	....	....	40
31	Oxford School for Boys	Baltimore, Md	....	1873	W. C. Hynds	P. E	2	..	25	....	9	0	0	×	0	0	0	0	....	....	40
32	Pembroke School for Boys	Baltimore, Md	0	1863	Prof. J. C. Kinear, A. M	0	7	..	75	....	6	0	6	×	0	0	×	×	7	40	40
33	Richland School for Boys	Baltimore, Md	0	1873	William D. Martin	0	6	..	55	....	10	3	....	×	0	0	0	0	8	37	40
34	St. Joseph's Academy	Baltimore, Md	....	1842	Brother Candidian	R. C	7	..	140	....	....	....	....	×	×	×	....	....	6	....	40
35	Stewart Hall College and Commercial Institute.	Baltimore, Md	....	1866	Rev. J. N. Hank, A. M.; George S. Grape, A. M.; A. Z. Hartman, A. M.		5	..	70	....	....	....	....	0	0	0	×	×	....	....	40
36	The Boys' School of St. Paul's Parish	Baltimore, Md	1868	1868	Ralph D. Whittle	P. E	5	..	64	....	....	....	....	....	....	....	....	....	....	....	40
37	Brookville Academy	Near Brookville, Md	1815	1815	S. H. Coleman	0	1	0	21	....	10	....	5	×	0	0	×	×	4–6	40	40
38	Cambridge Male Academy	Cambridge, Md	1813	1813	J. L. Bryan	Unden'l.	3	1	126	....	....	....	3	×	0	0	0	0	....	42–43	40
39	St. Timothy's Hall*	Catonsville, Md	1846	1844		P. E	3	..	35	....	....	....	6	....	....	....	....	....	....	....	40
40	West Nottingham Academy	Colora, Md	1812	1812	George K. Bechtel, A. M.	0	3	..	54	....	4	....	2	0	0	0	0	0	2–3	41	40
41	College of St. James	Hagerstown, Md	1844	1842	Henry Onderdonk, A. M.	P. E	5	..	40	....	....	....	....	....	×	×	×	×	....	....	40
42	Boarding-School for Boys	Hoopersville, Md	....	1871	Rev. B. B. Griswold, D. D.	P. E	3	..	24	....	....	....	....	....	....	×	....	....	....	....	40
43	McDonogh Institute	Owing's Mills, Md	0	1873	William Allan	0	3	..	50	....	....	....	0	....	....	×	0	0	6	44	40
44	Borromeo Institute*	Pikesville, Md	....	1872	Miss Florence Waldron	R. C	2	..	12	....	....	....	....	....	×	×	....	....	3	42	40
45	Charlotte Hall School	St. Mary's County, Md	1774	1790	N. F. D. Browne		4	..	53	....	....	....	4	0	0	0	×	×	4	40	40
46	Upper Marlboro' Academy	Upper Marlboro', Md	1843	1843	Edward Bushell	0	1	..	45	....	6	8	5	0	0	0	0	0	....	....	44
47	Mt. Pleasant Institute	Amherst, Mass	....	1846	Henry C. Nash, A. M.	P. E	1	..	20	....	4	1	....	....	....	....	0	0	....	....	38
48	English High School	Boston, Mass	....	1821	C. M. Cumston		22	..	570	....	....	0	0	×	×	0	×	×	3	40	40
49	Highland Military Academy	Worcester, Mass	....	1856	C. B. Metcalf	0	9	..	80	....	....	....	....	×	×	×	×	×	3	39	39
50	Shattuck School	Faribault, Minn	1860	1865	Rev. James Dobbin	P. E	8	1	102	....	30	2	3	0	×	×	×	×	6	39	39
51	Pontotoc Male Academy	Pontotoc, Miss	....	1855	E. A. Tompkies	0	1	..	40	....	3	....	....	0	0	0	0	0	....	40	40
52	Kemper's Family School	Boonville, Mo	0	1844	F. T. Kemper	Presb	3	3	53	....	....	....	....	0	×	0	×	×	3	....	40
53	Hermann High School	Hermann, Mo	....	1871	Frederick Henninger	0	2	..	20	....	0	0	10	×	....	×	0	0	3	42	40
54	Select School for Males, (formerly St. Charles College.)	St. Charles, Mo	....	....	J. J. Potts, A. M.	M. E. S	..	..	30	....	....	....	....	....	....	....	....	....	....	....	40
55	St. Patrick's Academy	St. Louis, Mo	1855	1868	Brother Nicholas	R. C	12	..	225	....	21	11	8	×	×	×	0	0	....	....	40
56	Exeter High School	Exeter, N. H	....	....	Albion Burbank		1	..	30	....	....	....	....	0	×	....	×	×	3	36	36
57	Elizabeth Collegiate School	Elizabeth, N. J	1825	1825	Rev. J. C. Wyckoff	Presb	3	2	50	....	12	6	....	×	....	×	×	×	4	40	40
58	Freehold Institute	Freehold, N. J	0	1843	Rev. A. G. Chambers, A. M.	Presb	7	..	138	....	25	10	8	×	....	×	×	×	3	40	40
59	Neshanic Institute	Hillsboro', N. J	....	1870	Rev. P. D. Oakey	Presb	2	1	22	....	6	....	....	0	0	×	0	0	....	....	40
60	Classical and Commercial High School*	Lawrenceville, N. J	....	1810	S. M. Hamill	Presb	8	..	95	....	....	....	12	×	×	×	×	×	4–5	40	40
61	Montrose Classical and Military School	Montrose, So. Orange, N. J.	0	1871	Rev. Charles Wiley, D.D.	Presb	4	..	30	....	17	3	2	0	0	0	0	0	5	40	40
62	Trenton Academy	Trenton, N. J	1785	1781	George S. Grosvenor	0	2	1	100	....	....	....	1	....	....	....	×	....	....	....	40
63	Albany Academy for Boys*	Albany, N. Y	1813	1813	M. E. Gates, A. B		6	4	194	....	45	20	3	×	×	....	×	×	10	42	42
64	Christian Brothers' Academy	Albany, N. Y	....	....	Brother Hugh	R. C	9	0	180	0	21	....	5	....	×	×	....	×	6	44	44
65	Academic department, Brooklyn Collegiate and Polytechnic Institute.	Brooklyn, N. Y	1854	1855	E. P. Nichols, A. M	Non-sec.	15	2	400	....	50	....	40	×	×	0	×	×	4	40	40

TABLE V.—*Statistics of institutions for secondary instruction for* 1873, *&c.*—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Students.					Is drawing taught?	Is vocal music taught?	Is instrumental music taught?	Chemic laboratory.	Philosophic cabinet and apparatus.	Number of years in course.	Number of weeks in scholastic year.
									Male.	Female.	Preparing for college.	Preparing for scientific course in colleges.	Entered college from institution since close of last academic year.							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
66	St. Mary's School	Brooklyn, N. Y	....	1867	Brother Dominick	R. C	6	..	650	....	0	0	0	×	×	×	0	0	....	46
67	Canandaigua Academy	Canandaigua, N. Y	1795	1795	N. T. Clarke, A.M., Ph.D.	Non-sec.	6	1	166	....	30	....	4	×	×	×	×	×	4	40
68	Houghton Seminary	Clinton, N. Y	1816	1816	I. C. Gallup	Presb	2	7	93	....	....	....	....	×	×	×	×	×	4	40
69	Rural High School	Clinton, N. Y	1815	1816	A. P. Kelsey, A. M	Presb	3	1	47	....	13	2	3	×	×	×	×	×	3	37
70	S. S. Seward Institute, male department.	Florida, N. Y	1847	....	T. G. Schriver, A. M	Presb	3	4	45	....	2	....	0	×	×	×	0	×	4	40
71	Flushing Institute	Flushing, N. Y	....	....	E. A. Fairchild, A. M	....	8	..	142	....	....	....	....	×	×	×	×	×	....	40
72	Walnut Hill School	Geneva, N. Y	....	1852	Rev. Thomas D. Reed	P. E	3	..	22	....	15	....	2	0	....	×	....	×	....	38
73	Hempstead Institute	Hempstead, N. Y	....	1861	Ephraim Hinds, A. M	Non-sect.	2	2	20	3	....	....	....	×	×	×	×	....	....	42
74	St. John's School for Boys	Manlius, N. Y	....	1869	Rev. T. G. Valpey, A. M	P. E	4	..	50	....	....	....	0	....	....	....	0	0	5	40
75	Newburgh Institute	Newburg, N. Y	....	1863	Henry W. Siglar, A. B	....	3	..	42	....	10	4	2	×	×	×	0	0	5–6	40
76	Collegiate Academy	New York, N. Y	....	1864	S. A. Farrand and D. S. Everson.	Non-sect.	8	..	110	....	60	10	3	×	0	0	0	×	....	39
77	Collegiate School	New York, N. Y	...	1820	Rev. H. B. Chapin, Ph. D.	Non-sect.	9	..	80	....	10	2	6	×	0	0	0	0	7	40
78	Dr. Berthet's French Institute	New York, N. Y	....	1855	Felix Berthet	....	5	1	23	....	1	1	2	×	×	....	....	0	....	40
79	Dr. Sachs' Collegiate Institute	New York, N. Y	...	1872	Dr. Julius Sachs	Non-sect.	3	1	43	....	14	1	2	0	0	0	0	0	....	41
80	Fezandié Institute	New York, N. Y	....	1866	E. F. G. Fezandié	....	9	1	58	....	2	2	0	×	×	×	×	×	8	40
81	Holladay Collegiate Institute	New York, N. Y	0	1873	Waller Holladay	Non-sect.	4	0	14	....	11	0	....	0	0	0	0	0	....	39
82	Manhattan Academy	New York, N. Y	1864	1865	Brother Bertram	R. C	13	..	225	....	225	....	14	×	×	×	0	0	4	40
83	Murray Hill Institute	New York, N. Y	....	1863	Jos. D. Hull	Cong	5	1	50	....	15	....	3	×	0	0	0	....	....	39
84	Private school	New York, N. Y	...	1841	W. H. Leggett	....	3	1	21	....	11	....	3	×	×	....	....	....	....	40
85	Peekskill Academy	Peekskill, N. Y	1836	1836	C. J. Wright, A. M., and Robert Donald, A. M.	Non-sect.	5	..	76	....	20	10	0	×	×	×	0	×	....	40
86	Mansion Square Institute	Poughkeepsie, N. Y	....	1860	H. S. Jewett, A. M	Non-sect.	6	1	75	....	20	10	4	×	×	×	×	×	3	40
87	Pelham Institute	Poughkeepsie, N. Y	....	1866	Stewart Pelham	Non-sect.	3	2	40	....	3	0	0	×	×	×	×	×	4	40
88	Riverview Academy	Poughkeepsie, N. Y	0	1836	Otis Bisbee	Presb	6	1	65	2	6	0	0	×	×	×	×	×	....	39
89	Holbrook's Military School	Sing Sing, N. Y	....	1865	Rev. D. A. Holbrook	Presb	5	..	70	....	19	1	1	×	....	×	×	....	....	40
90	Private school	Sing Sing, N. Y	....	1867	H. H. Post	Baptist	3	1	25	1	2	0	0	0	0	0	0	0	4	44
91	Trinity College and Preparatory School	Sing Sing, N. Y	....	1873	A. Henry Austin	P. E	3	..	20	....	1	....	....	0	×	....	0	....	....	36

92	Irving Institute	Tarrytown, N. Y		1838	A. Armagreac and D. A. Rowe.		7			3	2		×	×	×			3-4	40
93	Christian Brothers' Academy	Troy, N. Y		1851	Brother Josiah	R. C	10		275	10		5	×	×	×	0	×	4	43
94	Troy Academy	Troy, N. Y	1834	1835	T. Newton Willson, A.M.	Non-sect.	4	1	140	15	10	8	×	0	0	0	×		40
95	Alexander Military Institute	White Plains, N. Y		1844	O. R. Willis, A.M., Ph.D	Presb	5	1	40	10	4	0	×	0	×	×	×	4	39
96	Mohegan Lake School	Yorktown, N. Y		1866	C. D. Morris	P. E	5		30	16	3		×	×	×	0	0		40
97	Rev. W. R. Wetmore's School for Boys	Lincolnton, N. C			Rev. W. R. Wetmore		1		18	1			0	0	0	0	0		40
98	Bingham School	Mebanesville, N. C	1864	1793	Maj. Robert Bingham	Presb	4		94	40		5	0	0	0	0	0	3	40
99	Mt. Airy High School	Mt. Airy, N. C		1859	J. F. Heitmann and P. B. Johnston.		2		50	15	5	1	0	0	0	0	0		40
100	Catawba English and Classical High School.	Newton, N. C	1853	1851	Rev. J. C. Clapp, A. B	Ref. Ger	4		68	10		3	0	0	0	×	×		36
101	Horner and Graves's School	Oxford, N. C *i*		1850	J. H. Horner, A. M., and R. H. Graves, A. M.	Non-sect.	3		90				0	0	0	×	×	5	40
102	Raleigh Academy	Raleigh, N. C		1873	J. M. Lovejoy and J. M. White.	Non-sect.	3		80				0	0	0	0	0		40
103	Reynoldson Male Institute	Reynoldson, N. C		1853	T. E. Waff	Bapt	1		20	8		2							40
104	Buckhorn Academy	Riddicksville, N. C	1840	1800	J. H. Picot, A. M	Bapt	2		60	20	10	10	×	0	0	0	×	4-6	40
105	St. Joseph's German-English Academy*	Cincinnati, Ohio		1871	Brother Arsene	R. C	8		160				×	×	×			6	41
106	St. Aloysius Seminary	Columbus, Ohio		1871	Rev. N. A. Gallagher	R. C	10		20					×	×			9	44
107	Mr. William Smith's School	Dayton, Ohio			William Smith		1		13										
108	St. Mary's Institute	Dayton, Ohio		1850	Brother M. Zehler	R. C	14		227	20	5	12	×	×	×	0	0	5	43
109	Harcourt Place Academy	Gambier, Ohio		1852	J. D. N. McKinley	P. E	3		25	10		2	0	×	×	0	0	3	40
110	Marietta Academy	Marietta, Ohio		1835	George R. Gear, M. A		2		107	90		18		×				3	39
111	Clermont Academy	New Richmond, Ohio		1850	J. K. Parker		4		72					×	×			4	36
112	Starr's Institute	Seven Mile, Ohio	1861		B. Starr, A. M	M. E	1	1	12	3			×		×	0	0		40
113	Greenway Institute	Springfield, Ohio	0	1848	S. W. Strowger	P. E	1	1	10				×						40
114	Koch & Crumbaugh's School	Toledo, Ohio		1873	E. W. E. Koch and S. C. Crumbaugh.		2		47								×		36
115	Bishop Scott Grammar and Divinity School.	Portland, Oreg		1870	R. W. Laing, M. A., LL. D	P. E	6	1	80	16	1	2	×	×	×	×	×	8	40
116	St. Michael's College	Portland, Oreg		1871	Rev. A. J. Glorieux	R. C	2		50			10	0	×	×	0	×	3	44
117	Andalusia Hall	Andalusia, Pa	0	1861	A. H. Fetterolf, A. M	P. E	5	1	30	5	2	2	×	×	×		×		40
118	Pennsylvania Military Academy	Chester, Pa	1861	1861	Col. Theo. Hyatt, A. M	Non-sect.	10		132	2	100	1	×	×	×	×	×	4	37
119	Chester Valley Academy	Downington, Pa		1870	F. Donleavy Long		4	1	40	8	2	2	×	×	×	×	×	4	40
120	Collegiate Institute	Germantown, Pa		1854	G. R. Barker, A. M	P. E	3		40				×					6	40
121	Germantown Academy	Germantown, Pa	1784	1760	William Travis, A. M	Non-sect.	5	1	87	40	4	3	×	0	0	0	×	4	42
122	Rittenhouse Boys' Grammar School	Germantown, Pa		1844	F. F. Christine, A. M	Non-sect.	1	3	160	0	0		×	×		×	×	4	43
123	English Academy of the University of Lewisburg.	Lewisburg, Pa	1847	1847	William E. Martin, A. B	Bapt	2		37	16			0	0	0	0	0	3-5	40
124	Litiz Academy	Litiz, Pa	1837	1822	F. D. Rickert and G. W. Hepp.	Morav	3	2	46	1		1	×	×	×	×	×	3-4	42
125	Cumberland Valley Institute	Mechanicsburg, Pa			A. H. Ege, A. M	Meth	3		30	5			×	×	×			3-5	40
126	Treemount Seminary	Norristown, Pa		1844	J. W. Loch, A. M		6	1	109	7	8	4	×	×	×	×	×		41
127	Academy of the Protestant-Episcopal Church.	Philadelphia, Pa	1787	1785	Rev. J. W. Robins, D. D	P. E	13		220	17		11	×	×	0	×	×	8	39
128	Broad Street Academy	Philadelphia, Pa	0	1863	Edward Ruth, A. M	R. C	7	4	103	8		3	×	×	0	0	×		40
129	Classical Institute	Philadelphia, Pa			Rev. J. W. Faires, D. D	Presb	4		72	60	0	6	×	0	0	0	0	5-8	42
130	Lauderbach Academy	Philadelphia, Pa	0	1868	H. Y. Lauderbach	Non-sect.	5	3	146				×	×		×	×		40
131	Rugby Academy	Philadelphia, Pa	0	1865	Edw. C. Smith	Non-sect.	11	1	130	50	20	12	×					9-10	40
132	Hill School	Pottstown, Pa		1851	Geo. D. Meigs, A. M	Non-sect.	4	1	45	13	6		×	×	×	0	0		40
133	Cheltenham Academy	Shoemakertown, Pa	0	1871	Rev. S. Clements, A. M	P. E	4	2	64	21	8	0	×	×	×	0	0	5	40

TABLE V.—*Statistics of institutions for secondary instruction for* 1873, *&c.*—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Students.					Is drawing taught?	Is vocal music taught?	Is instrumental music taught?	Chemic laboratory.	Philosophic cabinet and apparatus.	Number of years in course.	Number of weeks in scholastic year.
									Male.	Female.	Preparing for college.	Preparing for scientific course in college.	Entered college from institution since close of last academic year.							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
134	York County Academy	York, Pa	1799	1799	George W. Ruby	Non-sect.	2	..	60	....	4	2	4	×	0	0	0	×	....	40
135	Avery Institute*	Charleston, S. C	....	1868	M. A. Warren	A. M. A.	1	9	87	....	8	1	.....	×	×	.....	.....	.....	4	40
136	Columbia Male High School	Columbia, Tenn	....	1873	Prof. A. G. Hill, A. M.	Non-sect.	3	..	74	....	.....	.....	.....	0	0	0	0	.....	.....	40
137	Giles College	Pulaski, Tenn	0	1868	C. G. Rogers	Non-sect.	3	..	115	....	25	6	.....	0	0	....	0	0	....	40
138	St. Mary's Institute	San Antonio, Tex	.....	.....	Brother Charles Francis.	R. C	10	..	325	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
139	Vermont Episcopal Institute	Burlington, Vt	1857	1860	Rev. T. A. Hopkins, A. M	P. E	4	1	28	....	6	2	0	×	×	×	×	×	....	43
140	Rural Home School for Boys	Pownal, Vt	0	1869	Rev. J. M. Bacheldor	Non-sect.	1	..	15	1	4	....	0	×	×	×	0	0	....	40
141	Abingdon Male Academy	Abingdon, Va	.....	.....	J. B. Baker	.....	2	..	55	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	40
142	Alexandria Academy	Alexandria, Va	....	1857	J. S. Beach	.....	3	1	52	....	10	....	1	×	0	0	0	×	....	40
143	Potomac Academy	Alexandria, Va	....	1869	C. S. Taylor and J. S. Blackbourne.	P. E	2	..	37	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	40
144	Episcopal High School of Virginia	Alexandria, Va	1854	1839	Launcelot M. Blackford, A. M.	P. E	5	0	56	.....	.....	.....	1	0	0	0	0	0	6	38
145	H. F. Henry's School	Alexandria, Va	.....	1857	H. F. Henry	.....	..	..	30	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
146	St. John's Academy	Alexandria, Va	0	1833	Richard L. Carne, A. M.	R. C	4	2	69	....	10	0	2	×	0	×	0	×	6	43
147	Danville High School	Danville, Va	0	1872	T. Mitchell Bass	.....	1	..	33	....	7	....	1	0	0	0	0	0	4	42
148	St. Timothy's Home School for Boys	Herndon, Va	.....	.....	David S. L. Johnson	P. E	1	1	12	.....	.....	.....	.....	×	×	×	.....	.....	.....	.....
149	Leesburg Academy	Leesburg, Va	1800	1813	T. E. Ayres	Non-sect.	1	..	20	....	5	2	.....	0	0	0	0	0	5–6	40
150	Edgemont Private School for Boys	Whitlock P. O., Va	....	1867	T. E. Barksdale	Presb	1	..	17	3	4	....	0	0	0	0	0	0	....	38
151	Seminary of St. Francis of Sales	St. Francis P.-O., Wis	....	1856	Rev. Jos. Salzmann, D. D.	R. C	10	..	140	.....	.....	.....	40	×	×	×	0	×	5	43
152	Georgetown Institute for Males	Georgetown, D. C	....	1857	Rev. P. H. Sweet	.....	1	..	36	.....	.....	.....	.....	.....	.....	.....	×	×	4	44
153	Select Male Academy	Georgetown, D. C	....	1873	Rev. C. H. Nourse, A. M.	.....	1	..	22	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	40
154	Boys' English and Classical High School	Washington, D. C	....	1868	J. W. Hunt, A. M	N. J'alem	1	..	32	....	6	4	3	0	....	.....	.....	.....	.....	40
155	Eclectic Institute	Washington, D. C	.....	1870	L. A. Harvey	.....	1	..	24	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	40
156	Emerson Institute	Washington, D. C	....	1852	Charles B. Young	.....	5	..	100	....	40	10	12	×	×	....	×	×	6	42
157	Episcopal Institute	Washington, D. C	0	1870	Rev. F. L. Knight, D. D	P. E	4	..	39	....	10	.....	.....	0	×	....	0	0	5	40
158	Rittenhouse Academy	Washington, D. C	....	1840	O. C. Wight	.....	1	..	32	....	4	.....	.....	0	0	0	×	×	....	40
159	Roys's Academy	Washington, D. C	0	1870	Chase Roys	Non-sect.	1	..	20	....	10	1	0	×	×	0	×	×	1–6	40

160	St. Matthew's Institute	Washington, D. C		1870	Brother Tobias	R. C	8		180						×	×			7	42
161	Thompson Academy	Washington, D. C		1869	S. J. Thompson, A. M		1	1	40											40
162	Jarvis Hall Collegiate School *	Golden City, Colo		1869	Rt. Rev. G. M. Randall, D. D.	P. E	9											×	3	40
	PART II. *Schools for girls.*																			
163	Ursuline Convent*	Tuscaloosa, Ala		1866	Mme. M. C. Weed	R. C		4		30					×	×	×	×		43
164	Academy of Notre Dame	San Francisco, Cal	0	1866	Sister Aloyse	R. C		11		300					×	×	×		9	46
165	Laurel Hall	San Mateo, Cal		1864	Miss Buckmaster	P. E	2	5		35					×	×	×	×	4	40
166	Grove Hall School for Young Ladies	New Haven, Conn		1820	Edward A. Kingsley		3	7		60					×	×	×	×	4	37
167	The Misses Nott's English and French School.	New Haven, Conn		1873	L. P. and C. E. Nott	Bapt				25					×	×	×			
168	Mrs. Piatt's Boarding and Day School	Norwich, Conn		1869	Mrs. J. C. G. Piatt	Non-sect.	4	6		45					×	×	×	0	3–4	40
169	Home & Day School for Young Ladies	Stratford, Conn	0	1873	Elizabeth Wheeler	Cong		1		25					×			0	0	40
170	The Misses Robertson's Boarding and Day School.	Wilmington, Del			M. S. H. Robertson	P. E		5		35					×	×	×		5	40
171	St. Joseph's Academy	Jacksonville, Fla		1869	Mother Sidonie	R. C		8		90					×	×	×	0	0	
172	Sisters of the Holy Names*	Key West, Fla		1869	Mother M. Felicité	R. C		8		131					×	×	×		4	44
173	Inst'te of the Immaculate Conception	Belleville, Ill	1860	1859	Mary Jerome	R. C		15		400					×	×	×	0	0	14	44
174	Bloomington Female Seminary	Bloomington, Ill		1856	Rev. R. Conover	Presb	1	3		50					×	×	×	0	0	4	32
175	St. Francis Xavier's Academy	Chicago, Ill	1847	1846	Sister Mary Genevieve	R. C		23		150					×	×	×			6	40
176	Young Ladies' Seminary*	Chicago, Ill					2	2	4	26											
177	Monticello Ladies' Seminary	Godfrey, Ill	1837	1836	Harriet N. Haskell	Non-sect.		14		150					×	×	×	×	×	4	40
178	Young Ladies' Athenæum	Jacksonville, Ill	1864	1864	Miss Fanny Gaylord	Non-sect.	5	12		200					×	×	×	×	×	3–6	39
179	St. Mary's School	Knoxville, Ill	1858	1868	Rev. C. W. Leffingwell, A. M., B. D.	P. E	1	7		80					×	×	×	×	×	4	40
180	St. Mary's Institute*	Quincy, Ill		1867	Sister N. B. de Notre Dame	R. C		15		135					×	×	×				42
181	Academy of the Assumption	East South Bend, Ind			The sister directress	R. C		5		150					×	×	×	0	0		
182	St. Augustine's Day School	Fort Wayne, Ind		1846	Sister Mary Cecilia	R. C		8		320						×	×				44
183	Select School	New Albany, Ind			Miss Emma L. Baldwin			1		55											
184	St. Rose's Boarding School	Vincennes, Ind			Sister Mary Ephrem	R. C		7		278											
185	Acad'y of the Immaculate Conception	Davenport, Iowa	1869	1859	Sisters of Charity	R. C		14		235					×	×	×	×	×	12	43
186	St. Ann's Academy*	Osage Missions, Kans	1870	1871	Mother B. Hayden	R. C		8		80					×	×	×				
187	Bellewood Female Seminary	Anchorage P. O., Ky	0	1861	Rev. W. W. Hill, D. D	Presb	4	2	8	76					×	×	×	×	×	7	40
188	Nazareth Literary and Benevolent Institution.	Near Bardstown, Ky	1829	1814	Mother Frances Gardiner.	R. C		25		200					×	×	×	×	×	6	40
189	Storts Thousand-Dollar Female School.	Bowling Green, Ky	1874	1868	Thomas H. Storts	Bapt		5		105					×	×	×			6	40
190	Caldwell Female Institute	Danville, Ky		1866	Rev. L. G. Barbour, A. M.		3	6		126					×	×	×	×			40
191	Sayre Female Institute	Lexington, Ky	1856	1854	H. B. McClellan, A. M	Presb	4	4	14	105					×	×	×	×	×	3–4	40
192	Louisville Female High School	Louisville, Ky	1856	1858	George A. Chase		3	10		380					0	×	0	×	×	4	40
193	Presbyterian Female School	Louisville, Ky	1853	1854	S. B. Barton, A. M	Presb	1	4		90					×	×	0	×	×	8–10	40
194	Maysville Female College	Maysville, Ky	0	1873	Jos. V. Morton	Non-sect.	1	1	3	33							×			5	40
195	Visitation Academy	Maysville, Ky	1867	1865	Mary Magdalen Strenzel	R. C		16		60					×	×	×	×	×		
196	St. Francis Academy	Owensboro', Ky			Sister Theodora	R. C		*8		*130					×	×	×				40
197	Mt. St. Benedict's Academy	Portland, Ky	1832	1842	Sister Felicitas Webb	R. C		8		200					×	×	×	0	×		40
198	Academy of St. Catherine of Sienna	Springfield, Ky	1840	1822	Sister Regina	R. C		10		100					×	×	×	0	0	8	42
199	St. Vincent's Academy	Fairfield, La	1869	1868	Mother Mary Hyacinth	R. C		5		12					×	×	×	0	0	8	42
200	Family School for Girls, at "The Willows."	Farmington, Me	1872	1871	Lucy G. Belcher	Unden'l		7		40					×	×	×	0	0	5	39
201	Miss S. A. Jenness School for Young Ladies.	Baltimore, Md		1871	Miss Sarah A. Jenness		1	4		30					×	0	×	0	0	4	40

TABLE V.—*Statistics of institutions for secondary instruction for* 1873, *&c.*—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Students.					Is drawing taught?	Is vocal music taught?	Is instrumental music taught?	Chemic laboratory.	Philosophic cabinet and apparatus.	Number of years in course.	Number of weeks in scholastic year.
									Male.	Female.	Preparing for college.	Preparing for scientific course in college.	Entered college from institution since close of last academic year.							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
202	Mt. Vernon Institute	Baltimore, Md	....	1860	Mrs. Mary J. Jones	P. E	5	9	..	98	....	....	.....	×	×	×	×	×	10	40
203	Morison Academy	Baltimore, Md	....	....	Helen S. Fletcher	.....	2	2	....	50	....	....	.....	....	....	....	....	....	....	40
204	Roland Academy	Baltimore, Md	....	1872	Rebecca McConkey	.....	..	4	....	40	....	....	.....	×	×	×	....	....	7	.....
205	Samuel T. Lester's Seminary	Baltimore, Md	....	1871	Samuel T. Lester	Non-sect.	5	2	....	25	0	0	0	×	×	×	0	×	9	40
206	Alnwich Seminary for Young Ladies	Contee's P.-O., Md	....	....	Miss M. A. Tyson	P. E	..	..	....	....	....	....	.....	×	×	×	....	....	....	.....
207	Notre Dame, of Maryland	Govanstown Post-Office, Md.	1862	1845	Sister Mary Ildephonsa	R. C	3	24	....	100	....	....	.....	×	×	×	×	×	8	.....
208	Hagerstown Seminary for Young Ladies.	Hagerstown, Md	0	1854	Rev. John McCron, D. D	Luth	2	5	....	95	....	....	.....	×	×	×	0	0	4	42
209	Lutherville Female Seminary	Lutherville, Md	1873	1873	Rev. B. Sadtler, D. D	Luth	3	4	....	70	....	....	.....	×	×	×	×	×	4	42
210	The Hannah More Academy	Reisterstown, Md	1832	1832	Arthur J. Rich	P. E	3	6	....	52	....	....	.....	×	×	×	0	0	7	40
211	Stanmore School for Girls	Sandy Spring, Md	....	1867	Caroline H. Miller	.....	..	3	....	34	....	....	.....	×	....	×	....	×	....	39
212	Girls' High School	Boston, Mass	....	1852	S. Eliot	.....	5	24	....	640	....	....	.....	×	×	0	×	×	4	40
213	Newbury Street School	Boston, Mass	....	1872	Miss K. B. Tilden and Mrs. H. C. Badger.	.....	8	10	....	95	....	....	.....	×	0	0	×	×	14	38
214	School for Young Ladies	Boston, Mass	....	1870	Mary R. Southgate	Non-sect.	..	4	....	16	....	....	.....	×	0	0	0	0	.....	38
215	Union Park School for Young Ladies	Boston, Mass	0	1856	Henry Williams	Non-sect.	3	3	....	60	....	....	.....	×	0	0	0	×	.....	40
216	St. Joseph's Select School	Cambridgeport, Mass	....	1869	Sister St. Emilia	R. C	..	7	....	304	....	....	.....	×	×	×	....	....	7	43
217	Ipswich Female Seminary	Ipswich, Mass	1825	1826	Rev. John P. Cowles	Cong	1	5	....	75	....	....	.....	×	×	×	0	0	6	40
218	St. Patrick's Female Academy	Lowell, Mass	....	1852	Sister Désirée	R. C	..	10	....	107	....	....	.....	×	×	×	×	×	10	46
219	Misses Clark's Young Ladies' School	Ann Arbor, Mich	....	1839	Miss Mary H. Clark	P. E	1	3	....	12	....	....	.....	×	×	×	....	×	.....	40
220	St. Mary's Academy	Monroe, Mich	0	1860	Sister Mary Clotilda	R. C	..	3	....	54	....	....	.....	×	×	×	....	....	.....	44
221	St. Boniface Academy	Hastings, Minn	....	1872	Sister Seraphine	R. C	..	6	....	60	....	....	.....	×	×	×	0	0	.....	40
222	Minneapolis Female Seminary	Minneapolis, Minn	1871	1870	Mrs. B. B. Bennet and Mrs. M. B. Milligan.	Non-sect.	..	5	....	65	....	....	.....	×	0	0	0	0	5	39
223	Norwood Seminary *	St. Paul, Minn	....	1870	Mrs. W. J. Smith	.....	3	5	....	90	....	....	.....	×	×	×	×	×	4	40
224	Yazoo Seminary for Girls	Yazoo, Miss	....	....	Miss Fanny Andrews	Non-sect.	..	2	....	40	....	....	.....	0	0	0	0	0	.....	43

225	St. Vincent's Academy	Cape Girardeau, Mo	1868	1839	Sister M. Catherine	R. C		10		60				×	×	×			5				
226	St. Peter's School	Jefferson City, Mo		1868	Sister Mary Clara	R. C		3		180				×	×	×							
227	Kirkwood Seminary	Kirkwood, Mo	1868	1861	Miss Anna C. Sneed	Non-sect.		5		100				×	×	×	0	0	11	40			
228	Christian Female Institute*	Lexington, Mo	1872	1871	W. A. Buckner	Chr	4	4		77				×	×	×				40			
229	Mrs. Cuthbert's Seminary for Young Ladies.	St. Louis, Mo		1865	Mrs. Eugenia Cuthbert	Presb		10		180				×	×	×	×	×	7	40			
230	St. Louis Seminary	St. Louis, Mo	1872	1871	B. T. Blewett, A. M	Bapt	1	3		20				×	×	×	0	0	4	40			
231	Adrian Institute	Iselin, N. J		1872	Mrs. M. E. Bachler and Mrs. L. H. Mathews.	Presb	1	4		8				×	×	×	0	0		40			
232	Morris Female Institute	Morristown, N. J		1861	C. G. Hazletine	Presb	3	6		45				×	×	×	0	0	4	39			
233	Albany Female Academy	Albany, N. Y	1821	1814	Miss Louisa Ostrom		3	9		200				×	×	0	×	×		40			
234	St. Mary's School for Girls	Albany, N. Y			Sister Mary	R. C	1	10		300				×	×	×	0	0		40			
235	St. Joseph's Industrial and Parochial School.	Albany, N. Y		1865	Sister Bernardine	R. C		9		430				0	×	×	0	0		40			
236	French and English Home Academy for Young Ladies.	Babylon, N. Y			Miss A. M. C. Gannon	Non-sect.	1	3		30				×	×	×				40			
237	Academy of the Visitation	Brooklyn, N. Y	1863	1855		R. C		12		150				×	×	×	×	×	9	42			
238	St. Mary's Academy	Brooklyn, N. Y	0	1868	Sister Innocentia	R. C		7		650	0	0		×	×	×	0	0		46			
239	Ontario Female Seminary †	Canandaigua, N. Y			Benjamin Richards, A. M		3	6		143													
240	Drew Seminary and Female College	Carmel, N. Y	1866	1867	George C. Smith, A. M	Meth	3	5		70	15			×	×	×	×	×	7	38			
241	S. S. Seward Institute, (female department.)	Florida, N. Y	1846	1846	Mrs. G. W. Seward	Non-sect.		4		60				×	×	×			4	40			
242	St. Joseph's Academy	Fordham, N. Y	1863	1869	Mme. Boucher	R. C		4		25				×	×	×	0	0	5	42			
243	Hudson Young Ladies' Seminary	Hudson, N. Y		1848	Elizabeth and Sophia C. Peake.									×	×	×				40			
244	Union Hall Female Seminary *	Jamaica, N. Y	1792	1792	Mrs. James A. Fleury	Refm'd		4	5	54				×	×	×				40			
245	Jackson Institute	Morrisania, N. Y		1871	Mrs. F. I. Jackson	Non-sect.	1	5		60				×	×	×	0	0	10–12	40			
246	Chesterthorpe	Mt. Vernon, N. Y		1872	Mrs. Anna Vermilye	P. E		3		48				×	×	×	0	0		40			
247	Home School for Young Ladies	Newburg, N. Y		1862	Miss H. M. Parkhurst	Unita'n	1	3	1	6	1		0	×	×	×	0	0		39			
248	Academy of the Visitation	New Utrecht, N. Y	1869	1864	Mother M. A. Connell	R. C		12		40				×	×	×				42			
249	Academy of the Holy Cross*	New York, N. Y		1858	Sister M. B. Tingg	R. C	1	10		150				×	×	×		×	10	40			
250	Charlier Institute for Young Ladies	New York, N. Y		1868	Mr. and Mrs. E. Charlier		11	9		150				×	×	0	×	0	6–7	40			
251	D'Aerts' Institute for Young Ladies	New York, N. Y		1872	Miss Mary A. C. Phillips	Non-sect.	(10)			54				×	×	×	0	0		40			
252	French, English, and German Boarding and Day School.	New York, N. Y		1869	Mrs. Mary H. Johnson and Miss Agnes L. Jones.	Non-sect.	8	7		100				×	×	×	0	0	11				
253	English, French, and German School for Young Ladies.	New York, N. Y			Miss C. A. Hinsdale	Non-sect.		24		100				×	×	×	×	×		40			
254	English, French, and German School for Young Ladies.	New York, N. Y			Miss Haines and Mlle. de Janon.									×									
255	French Protestant Institute	New York, N. Y		1871	Mlles. Charbonnier			4		27				×	×	×				40			
356	Mlle. Tardivel's Institute for Young Ladies.	New York, N. Y	0	1866	Mlle. M. D. Tardivel du Saret.	Non-sect.	6	12	6	80				×	×	×	×	×	10	40			
257	Miss Ballow's School for Young Ladies	New York, N. Y		1848	Miss Ann A. Ballow		8	9		80				×		×			10–12	40			
258	Miss Cruttenden's Boarding and Day School.	New York, N. Y		1873	Miss Martha Cruttenden	Non-sect.	3	6		20				×	×	×				40			
259	Mrs. Froehlich's School	New York, N. Y		1867	Mrs. Froehlich	Non-sect.	9	17	12	130				×		×				40			
260	Mrs. S. Reed's Boarding and Day School.	New York, N. Y	0	1864	Mrs. Caroline G. Reed	P. E	10	11		140				×	×	×			9	40			
261	St. Vincent's Industrial School *	New York, N. Y		1856	Sister M. Beata	R. C		4		160													
262	School for Girls	New York, N. Y		1872	Anna C. Brackett			6						×	×	×				40			
263	North Granville Ladies' Seminary	North Granville, N.Y.	1862	1862	W. W. Dowd, A. M	Presb	3	5		50				×	×	×		×	4	39			

TABLE V.—*Statistics of institutions for secondary instruction for* 1873, *&c.*—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Students.					Is drawing taught?	Is vocal music taught?	Is instrumental music taught?	Chemic laboratory.	Philosophic cabinet and apparatus.	Number of years in course.	Number of weeks in scholastic year.
									Male.	Female.	Preparing for college.	Preparing for scientific course in college.	Entered college from institution since close of last academic year.							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
264	Convent of Notre Dame des Victoires	Ogdensburg, N. Y	1861	1860	Gray Nuns	R. C	..	6	....	80	....	....	.....	×	×	×	....	....	7	44
265	Brooks Seminary	Poughkeepsie, N. Y	....	1871	Mrs. Mary B. White	Non-sect.	2	8	....	80	....	....	.....	×	×	×	×	×	4	....
266	Cottage Hill Seminary for Young Ladies.	Poughkeepsie, N. Y	0	....	C. C. Wetzell	Non-sect.	4	3	....	20	3	....	.....	×	×	×	×	×	4	40
267	Female Academy of the Sacred Heart	Rochester, N. Y	1858	1855	E. White	R. C	1	12	....	....	74	....	.....	×	....	×	0	×	7	42
268	Nazareth Convent and Academy	Rochester, N. Y	....	1871	Sister Stanislaus	R. C	..	..	....	80	....	....	.....	×	....	×	....	....	.....	43
269	Riverside Seminary	Rochester, N. Y	0	1868	Mrs. Sarah L. Nott	Non-sect.	3	8	....	65	....	....	.....	×	....	×	×	×	4	40
270	Rochester Female Academy†	Rochester, N. Y	....	....	Mrs. Sarah J. Nichols	....	..	8	....	75	....	....	.....	....	....	....	....	....	.....	....
271	Rye Female Seminary	Rye, N. Y	....	1868	Mrs. S. J. Life	Presb	3	6	....	85	....	....	.....	×	....	×	×	....	4	40
272	Mrs. E. E. Clark's Seminary for Young Ladies.	Sing Sing, N. Y	....	1872	Mrs. E. E. Clark	Presb	2	3	....	16	....	....	.....	×	×	×	0	0	4	40
273	Cottage Hill Seminary for Young Ladies.	Tarrytown, N. Y	0	....	Rev. G. T. Rider, M. A	P. E	2	3	....	25	....	....	.....	×	×	×	0	0	.....	39
274	Troy Female Seminary	Troy, N. Y	1836	1821	Emily T. Wilcox	Non-sect.	..	4	....	100	0	0	0	×	×	×	×	....	.....	40
275	Yonkers Collegiate Institute	Yonkers, N. Y	....	....	T. J. Jackson	....	..	..	....	....	....	....	.....	×	×	×	....	....	.....	....
276	Ravenscroft Female School	Asheville, N. C	0	1873	Miss C. C. Buxton	P. E	..	1	....	8	....	....	.....	0	....	×	0	0	.....	40
277	Somerville Female Institute	Leasburg, N. C	....	1840	Solomon Lea	Meth	2	..	....	30	....	....	.....	0	×	×	×	0	3	40
278	Literary Institute Sisters Notre Dame	Cincinnati, Ohio	1843	1841	Sister Louise	R. C	..	16	....	230	....	....	.....	×	×	×	×	×	11	44
279	Miss E. H. Appleton's Select School	Cincinnati, Ohio	....	....	Miss E. H. Appleton	....	..	5	....	80	....	....	.....	....	....	....	....	....	.....	....
280	Hudson Ladies' Seminary	Hudson, Ohio	0	1844	Miss E. E. Metcalf	Cong	1	2	....	40	....	....	.....	×	....	....	0	0	4	39
281	Lake Erie Seminary	Painesville, Ohio	1859	1859	Miss Mary A. Evans	Non-sect.	..	11	....	116	....	....	.....	×	×	×	×	×	4	39
282	Ursuline Convent	St. Martin's, Ohio	....	1845	Sister Julia Chatfield	R. C	..	25	....	123	....	....	.....	×	×	×	×	×	7	40
283	Springfield Female Seminary	Springfield, Ohio	....	1852	J. L. Rodgers	Non-sect.	(6)	....	....	75	....	....	.....	....	....	....	....	....	4	....
284	Steubenville Female Seminary	Steubenville, Ohio	....	1829	Rev. A. M. Reid, Ph. D	Presb	..	19	....	165	....	....	.....	×	×	×	×	×	4	40
285	Putnam Female Seminary	Zanesville, Ohio	1837	1832	Miss S. L. Chapman	Presb	1	7	....	82	....	....	.....	×	×	×	×	×	6	39
286	Bellevue Ladies' Institute	Attleboro', Pa	0	1862	W. T. Seal, A. M	Presb	1	5	5	86	0	0	0	×	×	×	×	×	4	42

287	School for Young Ladies and Children.	Easton, Pa				Margaret McCarrell	Presb		4	4	30				×	×	×	0	0			40
288	Ercildoun Seminary for Young Ladies	Ercildoun, Pa			1854	Richard Darlington, jr	Friends	1	4		60				×	×	×	×	×	3		40
289	St. Benedict's Academy	Erie, Pa			1854	M. Scholastica, O. S. B	R. C		10		75				×	×	×	0	0	8		40
290	Rittenhouse Girls' Grammar School, No. 1.	Germantown, Pa			1844	Elizabeth Burrough	Non-sect.		4		174	0	0		×	×		0	×	4		43
291	Academy of Our Lady of the Sacred Heart.	Harrisburg, Pa			1869	Sister M. Clare	R. C		*8		*50											44
292	St. Xavier's Academy	Latrobe, Pa		0	1850	Sisters of Mercy	R. C		12		100	0	0	0	×	×	×	0	×	5		43
293	Linden Hall Seminary	Litiz, Pa		1863	1794	H. A. Brickenstein	Morav	2	9		70				×	×	×		×			40
294	Muncy Seminary for Young Ladies	Muncy, Pa		1856	1869	Julia Ross	P. E		(4)		36				×	×	×	0	0	4		40
295	Academy of the Sisters of Mercy*	Philadelphia, Pa		1867	1861	Mother M. P. Waldron	R. C		7		75				×	×	×			11		44
296	Aldine English and Classical Institute.	Philadelphia, Pa				Anne C. Webb and Louise T. Scott.		5	8		65			2	×	×						40
297	Washington Institute for Young Ladies	Philadelphia, Pa			1867	Miss Mary E. Clarke		2	4	5	31				×	×		0	0			
298	West Penn Square School	Philadelphia, Pa			1867	Agnes Irwin		3	12		100				×	0	0	0	0	8		40
299	Young Ladies' Institute	Philadelphia, Pa			1855	Enoch H. Supplee	P. E	4	5		50				×	×	×	×	×			40
300	Cottage Seminary for Young Ladies	Pottstown, Pa		0	1850	George G. Butler, A. M	P. E	1	4		45	0	0	0	×	×	×	0	×	4		40
301	Convent of the Sacred Heart*	Torresdale, Pa			1849	Madame S. Bondreau	R. C		17		68				×	×	×		×			40
302	St. John's Hall	Spartanburg, S. C		0	1872	J. DeWitt McCollough	P. E	1	2		9				0	×	×	0	0			40
303	Clarksville Female Academy	Clarksville, Tenn		1854	1854	Rev. J. M. Wright, A.M	Meth	1	10		110				×	×	×	0	0	5		40
304	Columbia Athenæum	Columbia, Tenn		1858	1852	Prof. R. D. Smith	Non-sect.	3	9	16	120	71	10	25	×	×	×	×	×			42
305	Corona	Lebanon, Tenn		0	1866	A. B. Stark, LL. D	M. E	2	3	4	75				0	×	×			8		40
306	Greenwood Seminary	Lebanon, Tenn		0	1851	Mrs. N. L. Lindsley	Presb		3		20				×	×	×	0	0	6		40
307	Memphis Female High School	Memphis, Tenn				Jenny M. Higbee			2		75				0	0	0	0	0	3		
308	Shelbyville Collegiate Institute	Shelbyville, Tenn			1852	Rev. T. D. Wardlaw, D.D	Presb	1	4		75				×	×	×	×	×	9		41
309	Melrose Institute	Trenton, Tenn				G. R. McGee		1	6	23	168				×	×	×					40
310	Austin Female Institute	Austin, Tex			1871	Mrs. J. N. Shepherd	Non-sect.	1	2						×	×	×	0	0			40
311	German American Young Lady's Boarding School.	Austin, Tex			1872	Miss N. Von Schenck and Miss Alice Nohl.	Non-sect.		6		53	0	0	0	×	×	×	0	0	2½		42
312	Live Oak Female Seminary	Brenham, Tex		0	1853	Rev. J. W. Miller, D. D	Presb	1	3		50	0	0	0	×	×	×	×	×	4		42
313	Clark Seminary for Young Ladies	Houston, Tex		0	1870	Horace Clark, LL. D	Non-sect.	1	4		50				×	×	×	0	×			43
314	St. Agnes Hall	Bellows Falls, Vt		0	1868	Miss Jane Hapgood	P. E	2	4		42				×	×	×	0	0	4		40
315	Convent of Our Lady of Vermont	East Rutland, Vt			1870																	
316	Boarding and Select School	St. Albans, Vt			1870	Sister St. Ursula	R. C		7		91				×	×	×	0	0	5		43
317	Academy of the Visitation	Abingdon, Va			1867		R. C		10		40				×	×	×		×	6		42
318	St. Mary's Academy	Alexandria, Va			1869	Sister Mary Leocadia	R. C		9		80					×	×			7		40
319	Ann Smith Academy	Lexington, Va				Rev. J. A. Waddell	Non-sect.	2	2		45	0	0		0	0	×	0	0			37
320	St. Mary's Academy*	Norfolk, Va		1852	1832	Sister M. A. Thomas	R. C		4		100					×	×			3		43
321	Academy of the Visitation	Richmond, Va		1867	1866		R. C		10		80					×	×			10		42
322	St. Patrick's Female Academy	Richmond, Va		1868	1869	Sister Rosalie	R. C		5		140				×	×	×	0	0			
323	Fairfax Hall	Winchester, Va			1869	Rev. Silas Billings	Presb	1	10	12	77				×	×	×	0	0	4		40
324	Morgantown Female Seminary	Morgantown, W. Va			1860	Mrs. J. R. Moore			4		81					×	×			4		40
325	St. Mary's Institute	Milwaukee, Wis		1869	1850	School Sisters of Notre Dame.	R. C	2	26		440				×	×	×	×	×	8–10		44
326	St. Catharine's Academy	Racine, Wis		0	1868	Mother M. Hyacinth, O. S. D.	R. C		8		80				×	×	×	0	0	5		44
327	Academy of the Visitation	Georgetown, D. C			1799	Sisters of the Visitation	R. C		30		140				×	×	×	×	×	7		43
328	Boarding and Day Seminary for Young Ladies.	Georgetown, D. C			1865	Mrs. General Wheeler			1		12				×	×	×					
329	Georgetown Collegiate Institute for Young Ladies.	Georgetown, D. C			1862	Miss Lucy Stephenson		3	3		33				×	×	×			6		44
330	Georgetown Female Seminary	Georgetown, D. C		0	1868	Miss S. A. Lipscomb	Non-sect.	5	6		94	0	0	0	0	×	×	0	0	9–10		41

TABLE V.—*Statistics of institutions for secondary instruction for* 1873, *&c.*—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Students.					Is drawing taught?	Is vocal music taught?	Is instrumental music taught?	Chemic laboratory.	Philosophic cabinet and apparatus.	Number of years in course.	Number of weeks in scholastic year.
									Male.	Female.	Preparing for college.	Preparing for scientific course in college.	Entered college from institution since close of last academic year.							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
331	Academy of Sacred Heart of Mary	Washington, D. C.	1870	1870	Dominican Sisters	R. C.	..	..	....	80	....	....	.....	×	×	×	....	....	....	.....
332	Academy of the Visitation	Washington, D. C.	....	1850	Sister Mary de Sales O'Hare.	R. C.	..	17	....	....	....	....	.....	×	×	×	....	×	....	43
333	Columbia Academy for Young Ladies*	Washington, D. C.	....	1872	Miss Marcelia Ball	.....	..	1	....	12	....	....	.....	×	×	×	....	....	....	.....
334	English, French, and Classical Institute.	Washington, D. C.	....	1868	Mrs. Angelo Jackson	Presb	..	4	....	25	....	....	.....	×	×	×	....	....	4	40
335	English and French School for Young Ladies.	Washington, D. C.	....	1873	Miss V. Faust	.....	..	3	....	25	....	....	.....	....	....	....	....	....	4	40
336	Memorial Hall	Washington, D. C.	....	1869	Annie E. Evans and Helen E. Williams.	Non-sect.	1	4	....	52	....	....	.....	....	×	×	....	....	....	40
337	Mt. Vernon Institute	Washington, D. C.	....	1872	Mrs. C. W. Pairo	P. E.	2	6	....	30	....	....	.....	×	×	×	0	0	....	40
338	Park Seminary	Washington, D. C.	....	1868	Mrs. Condron and Miss Smith.	.....	2	4	....	45	....	....	.....	×	....	....	×	×	6	40
339	Pinkney Institute	Washington, D. C.	....	1865	Maggie and Alice Burgess.	.....	1	2	....	21	....	....	.....	×	....	....	....	....	....	.....
340	Rosslyn Seminary	Washington, D. C.	....	1867	Miss Barbara Ross	.....	3	3	....	50	1	....	1	×	....	×	....	....	4	40
341	St. Cecelia's Academy	Washington, D. C.	....	1869	Sister H. Ambrose	R. C.	..	4	....	75	....	....	.....	×	×	×	....	....	....	.....
342	School for Young Ladies	Washington, D. C.	....	1841	Mrs. C. B. Burr	.....	..	4	....	42	....	....	.....	×	×	×	....	....	....	.....
343	School for Young Ladies and Children	Washington, D. C.	....	1863	Miss Mary Kerr	.....	..	5	....	40	....	....	.....	×	....	....	....	....	....	.....
344	Select School for Young Ladies*	Washington, D. C.	....	1865	Mrs. Vernon Dorsey	.....	..	1	....	7	....	....	.....	....	....	....	....	....	....	.....
345	Young Ladies' Boarding and Day School.	Washington, D. C.	....	1870	Laura L. and Isabella G. Osborne.	P. E.	6	7	....	70	....	....	.....	×	×	×	....	....	10	41
346	Young Ladies' School	Washington, D. C.	....	1873	Miss Lydia Fletcher	.....	..	1	....	10	....	....	.....	....	....	....	....	....	....	.....
347	Young Ladies' Seminary	Washington, D. C.	....	1856	Miss M. J. Harrover	.....	..	1	....	25	....	....	.....	×	×	×	....	....	....	.....
348	Academy of Our Lady of Light	Santa Fé, N. Mex	....	1852	Mother M. M. Hayden	R. C.	..	10	....	....	....	....	.....	×	×	×	....	....	....	42

PART III.

Schools for boys and girls.

349	Greene Springs School	Greene Springs, Ala	0	1847	Henry Tutwiler, LL. D.		2	1	49	6			4	0	0	×	×	×		39
350	Burrell School	Selma, Ala	0	1866	John M. Cumings	A. M. A.	1	6	175	225							0	×	4	32
351	Arkansas College	Batesville, Ark	1872	1872	Rev. Isaac J. Long, A. B.	Presb	2	2	40	35				0	×	×	×	×	7	40
352	Grass Valley High School	Grass Valley, Cal		1860	Prof. Irving G. Henning.		2	2	70	50	10	6	3				×	×	3	40
353	Napa Collegiate Institute	Napa City, Cal		1870	T. C. George, A. M	Meth	4	4	80	50	50	23		×	×	×	×	×	3	40
354	Vallejo High School	Vallejo, Cal		1870	C. B. Towle		2		16	24				×	×	×			3	40
355	Morgan School	Clinton, Conn	1870	1872	E. C. Winslow, A. B	Cong	2	7	118	121	3	0	0	0	×	×	0	×	13	40
356	Bacon Academy	Colchester, Conn	1801	1802	F. E. Burnette		1		20	22	6		2	0	×	0	×	×	4	40
357	Danbury Centre District Graded School	Danbury, Conn		1865	J. M. Smith		2	18	518	697				×	×	0	×	×	12	40
358	Durham Academy	Durham, Conn	1838	1842	George H. Tracy, A. M.	Non-sect.	1	2	43	35	6	0		0	0	×	×	×	3	40
359	Verner Episcopal School	East Windsor Hill, Conn		1871	Rev. J. B. Clark, A. M.	P. E	2	3	30	32	6	2			×	×			4	40
360	Mr. Hall's Family School	Ellington, Conn		1844	Edward Hall	Cong	1													39
361	Glastonbury Academy	Glastonbury, Conn	1869	1870	L. T. Brown	Cong	1	2	68	61		1		×	×	×	×	×		40
362	Goshen Academy	Goshen, Conn	1827	1823	G. W. Cole	Non-sect.	1		20	36	2			×	0	0				36
363	Greenwich Academy	Greenwich, Conn	1826	1827	William Webster	Non-sect.	1	1	18	36	9	3	3	×	×	×	0	×	4	40
364	Brainerd Academy	Haddam, Conn		1839	J. A. Brainerd	Non-sect.	1		20	15				×	0	0	×	×		44
365	Rocky Dell Institute*	Lime Rock, Conn		1864	J. H. Hurlburt		2		15	15	5						×	×		39
366	Lee's Academy	Madison, Conn	1814	1814	Joseph A. Griffin		1		16	7	0	0	2	0	0	0	0	×		
367	Senior Department Central School	Middletown, Conn	1856	1865	H. E. Sawyer		4	4	61	71			5	×	×	0	0	×	4	42
368	Mystic Bridge High School	Mystic Bridge, Conn			George O. Hopkins, A. M.		1	4	125	175	25	10		×	×	×	×	×	4	39
369	New Britain Public High School	New Britain, Conn		1850	John H. Peck, A. M.		2	2	34	47	6	3	2	×	×	0	×	×	3–4	40
370	Hillhouse High School	New Haven, Conn		1857	T. W. Curtis	Non-sect.	4	10	134	251	0	8	0	×	×	0	×	×	4	40
371	Waramaug Academy	New Preston, Conn	0	1853	G. C. Whittlesey	Cong	1		(25)					0	×		0	0		
372	Seabury Institute	Old Saybrook, Conn		1864	Rev. P. L. Shepard, A. M.	P. E	2	3	84	26	6	2	2	×	×	×	0	0	3	40
373	Rockville High School*	Rockville, Conn		1870	Randall Spaulding		1	1	20	25	7			×	×				4	34
374	Seymour High School	Seymour, Conn		1864	Arthur Kilgore		1	1	29	42				×						39
375	Stamford High School	Stamford, Conn		1872	Alden P. Beals	Non-sect.	1	1	30	32	0	0	0	0	0	0	0	0	4	40
376	Stonington Classical Institute	Stonington, Conn	0	1865	A. J. Foster	Baptist	1	1	20	15	4	0	1		×	×	×	×		44
377	Stratford Academy	Stratford, Conn	1806	1805	George B. Hurd		1		31	15					×	0	0	×		40
378	Thomaston Academy	Thomaston, Conn		1867	Joseph R. French	Non-sect.	1	1	35	27	15	4	2	0	0	0	0	0	4	40
379	East District High School	Vernon, Conn	0	1839	C. E. Raymond		1		30	28	5	0	2	×	×	0	0	×	3	34
380	Wethersfield Public High School	Wethersfield, Conn		1868	Joseph O. Hurlburt	Cong	1	1	29	39	0	0	0	×	×	0	0	0		40
381	Natchang School	Willimantic, Conn			J. B. Welch		1	2	45	40	9		1	×	×		×	×	3	42
382	Wilton Academy	Wilton, Conn		1818	Edward Olmstead	Cong	1		16	20	5									40
383	Felton Seminary	Felton, Del	1867	1868	W. E. Knox, A. B	Non-sect.	2	3	60	50	0	0	0	×	×	×	0	0	3	39
384	Middletown Academy	Middletown, Del	1826	1827	Hudson A. Wood, A. M.	Non-sect.	1	4	65	44	6	1	1	0	0	×	0	×		39
385	Milford Academy and Collegiate Institute.	Milford, Del	0	1871	W. R. Lord	Non-sect.	3	4	47	50	25	1	3	×	×	×	0	0	2–10	38
386	Smyrna Seminary	Smyrna, Del	1870	1867	W. H. Dashiell, A. B	Non-sect.	1	4	40	40	10	5	1	×	×	×	×	0		40
387	Delaware Institute	Wilmington, Del	0	1857	Milton Jackson	Non-sect.	5	4	75	50	10	9	3	×	×	×	×	×	4	39
388	Peabody Institute*	St. Augustine, Fla	1868	1869	Daniel Waterbury		3	1	70	70	12	12	6	×	×	×			11	40
389	West Florida Seminary	Tallahassee, Fla	1857	1857	James D. Wade, Mrs. S. Williams.	Non-sect.	2	2	43	50					0	0	0	×	6	40
390	Clark Theological Seminary	Atlanta, Ga		1872	Rev. James W. Lee	M. E	2	2	56	22				×	×	×	0	0		38
391	Gordon Institute	Barnesville, Ga		1872	C. E. Lambdin, A. M.; R. A. Murphy, A. M.		2	2	70	51	10			×	×	×	×	×	6	40
392	Carroll Masonic Institute	Carrollton, Ga	1871	1871	J. M. Richardson	Non-sect.	2	2	45	27				0	×	×	0	0		40
393	Hephzibah High School	Hephzibah, Ga	1862	1861	Rev. W. L. Kilpatrick	Baptist	3	2	60	55	70	2	6	×	×	×	0	×	4	40

TABLE V.—*Statistics of institutions for secondary instruction for* 1873, *&c.*—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Students.					Is drawing taught?	Is vocal music taught?	Is instrumental music taught?	Chemic laboratory.	Philosophic cabinet and apparatus.	Number of years in course.	Number of weeks in scholastic year.
									Male.	Female.	Preparing for college.	Preparing for scientific course in college.	Entered college from institution since close of last academic year.							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
394	Bradwell Institute	Hinesville, Ga	1872	1871	S. D. Bradwell		1	3	40	20				×	×	×	×	0	6	40
395	Martin Institute	Jefferson, Ga	1857	1869	J. W. Glenn	Non-sect.	2	2	80	60	8	3		0	×	×	×	0	4–8	40
396	Lewis High School	Macon City, Ga		1868	Mary E. Sands			8	(395)					×	×				7	36
397	Mt. Zion Institution	Mt. Zion, Ga	1821	1813	Rev. C. P. Berrian, D. D	Presb	1		12	11										40
398	German Evangelical Lutheran School	Addison, Ill	1849	1849	Rev. A. G. G. Francke	Lutheran	2	0	62	66	2		1	0	×	0	0	0	7	42
399	Mercer Institute	Aledo, Ill	1872	1871	J. R. Wylie		3		25	16				×	×	×	×	×	3	40
400	Jenning's Seminary	Aurora, Ill	1854	1855	Rev. C. E. Mandeville, A. M.	M. E	6	4	200	120	10	4		×	×	×	×	×	4	39
401	German Institute	Chicago, Ill			John E. Stoelke	Lutheran	2	1	100	50				×				0		42
402	Danville High School	Danville, Ill		1869	J. G. Shedd	Non-sect.	1	2	27	37	3	1	3	0	×	0	0	×	4	39
403	Irving Public School	Irving, Ill			J. H. Young	Non-sect	2	1	60	75				×	×		0		3	
404	McDonough Normal and Scientific College.	Macomb, Ill	1867	1867	Daniel Branch		1	1	94	100	4			0	×	×	0	×	3	40
405	Rock River Seminary	Mt. Morris, Ill	1841	1339	M. C. Dougherty	Meth	3	2	60	40	35	15		×	×	×	×	×	4	40
406	Mt. Zion Male and Female Seminary*	Mt. Zion, Ill					2		45	20									2–4	
407	Grand Prairie Seminary and Commercial College.	Onargo, Ill	1865	1863	John T. Dickinson, A. M	M. E	2	4	63	63			0	×	×	×	0	×	4–5	40
408	Hurty's Normal Academy	Paris, Ill	0	1870	Josiah Hurty, A. M	Presb	1	3	100	85	21	16	8	0	×	×	×	×	3	40
409	Princeton High School	Princeton, Ill	1867	1867	H. L. Boltwood		4	4	140	158	18	24	4	×	×	0	×	×	4–5	36
410	Quincy English and German College	Quincy, Ill	1856	1855	Prof. C. W. Bowen, A. M	M. E	5		75	100									4	40
411	Quincy Seminary	Quincy, Ill		1867	William Marsh	Non-sect.	1	3	(98)					×	0	0	0	0	4	40
412	Saviour's College	St. Anne, Ill	1859	1859	Charles Chiniguy	Presb	2	1	50	50	6			×	×	×	0	0	6	40
413	Shelbyville Graded School	Shelbyville, Ill	1869	1869	Jephthah Hobbs, A. M	Non-sect.	1	9	(590)		0			×	×	×	×	×	11	39
414	Friends' Bloomingdale Academy	Bloomingdale, Ind	1857	1845	Barnabas C. Hobbs, LL. D	Friends	1	3	121	67	10	7	5	0	0	0	×	×	3	37
415	John Street High School	New Albany, Ind			Prof. W. W. May		1		(20)											
416	Peru Graded School*	Peru, Ind		1860	G. G. Manning		1	2	18	48							×	×	3	39
417	Spiceland Academy	Spiceland, Ind	1872		Timothy Wilson	Friends	2	4	245	160			5	×	0	0	×	×	5	39
418	St. Paul's Academy	Valparaiso, Ind		1872	Sisters of Providence	R. C		4	52	140				×	×	×	0	0	6	42

419	Waveland Collegiate Institute	Waveland, Ind	1854	1859	J. M. Naylor, A. M	Presb	2	2	72	55	8	3	4	×	×	×	×	×	3	40
420	Burlington High School	Burlington, Iowa			George J. Gordon		3	3	(210)								×		4	
421	Denmark Academy	Denmark, Iowa	1843	1843	Henry K. Edson	Cong	2	3	124	100	6	0	0	×	×	×	0	×	4	39
422	Dubuque High School	Dubuque, Iowa		1866	W. H. Beach, A. M	Non-sect.	1	3	32	61	15		1	×	0	0	×	×	4	40
423	Mt. Pleasant High School and Female Seminary.	Mt. Pleasant, Iowa	1851	1844	Samuel L. House	Cong	3	2	100	100	(20 to 30)		0	0	0	0	0			52
424	New London Academy	New London, Iowa	1867		F. C. Wildes		1	1	30	32			0	0	0	0	0	5	36
425	Green River Academy	Elktown, Ky	1835	1835	J. A. Bourne	Non-sect.	1	2	28	30	0	0	2	0	×	×	0	0		40
426	Eminence Male and Female Seminary	Eminence, Ky		1860	B. F. Duncan, A. M	Baptist	2	2	40	60			0	×	×	0	0	4		40
427	Fleming County Seminary	Flemingsburg, Ky		1859	J. R. Hendrick	Presb	2	1	25	12	7		0	×	×	×	×	4		40
428	St. Aloysius' and St. Joseph's Academies.	Frankfort, Ky		1867	Brother Flavian, Sister Vincentia.	R. C	2	4	70	80				×	×	0				44
429	Ghent College	Ghent, Ky		1867	Dr. J. A. Reubolt, A. M	Indepen	3	2	56	27	15	25	0	×	×	×	×	5	40	
430	Harrisburg Academy	Harrisburg, Ky	1870	1870	E. Porter Thompson	Non-sect.	2	2	80	40				×	×	×	0	0	4	40
431	St. Augustine's Academy	Lebanon, Ky		1864	Sister Berlindes	R. C		7	60	80				×	×	×	0	0		40
432	Maysville Public High School	Maysville, Ky		1865	J. R. Kenyon		1		29	25				0	×	0	0	0	2	
433	St. Charles School	Paris, Ky		1869	Sister M. Berchmans	R. C		10	125	200				×	×	×	0	0		40
434	Select School	Paris, Ky		1868	Geo. Varden, D. D., Ph. D		1		17	3										42
435	Shelby Graded School	Shelbyville, Ky	1871	1871	R. W. McRery	Non-sect.	2	4	(288)					0	0	0	0	0		40
436	Simpsonville Academy	Simpsonville, Ky	1871	1871	H. F. Jordan	Baptist	2	2	73	47			1	0	×	×	0	0	2	36
437	Winchester Male and Female High School.	Winchester, Ky	0	1872	Thomas Smith	Non-sect.	3	3	20	55			4	×	×	×	0	0	0	40
438	Somerset Academy*	Athens, Me	1850		A. F. Goodnow		1	2	50	45	2					×	×			30
439	Gould's Academy*	Bethel, Me	1825	1836	S. A. Thurlow, A. B	Cong	2	3	40	80	8		2	×	0	×	×	×	3	40
440	Blue Hill Academy	Blue Hill, Me	1803	1803	Arla Bates	Non-sect.	1	0	17	14	0	0	0	0	0	0	×	×		40
441	East Maine Conference Seminary*	Bucksport, Me	1850	1851	Rev. G. Forsyth	M. E	3	3	135	81	6		1	×	×	×	×	×	4	40
442	Calais Academy and High School	Calais, Me	1850	1851	J. S. Richards	Non-sect.	1	1	35	43	6		1	×	×	0	×	×	4	38
443	Cherryfield High School	Cherryfield, Me	1829	1830	C. H. Berry, A. B		1	1	16	29	0				×				4	38
444	Corinna Union Academy	Corinna, Me	1852	1851	(Vacant)	Non-sect.	3	4	145	133				×	×	×				22
445	Westbrook Seminary	Deering, Me		1831	W. A. Post	Univ	5	4	76	80	5		7	×	0	×	×	×	3	39
446	Boynton High School*	Eastport, Me		1847	G. H. Stockbridge		1	1	14	35							×	×		
447	Ellsworth High School	Ellsworth, Me					1	1	12	39										36
448	Exeter High School	Exeter, Me	1838	1838	D. H. Sherman, A. M	Non-sect.	1	1	(100)					0	0	0	0	0		16
449	Hampden Academy	Hampden, Me	1803	1804	O. W. Rogers	Non-sect.	1	2	33	32	4	0	1	0	0	×	0	×	4	42
450	Hartland Academy	Hartland, Me	1836	1836	Amos H. Eaton	Non-sect.	1	2	120	150			0	×	×	×	×	×		39
451	Houlton Academy	Houlton, Me	1847		Miss Mattie C. Call	Cong		3	69	76				×	×	0	×	×	4	33
452	Limerick High School	Limerick, Me		1873	S. P. Meads		1	1	42	49	5	0	0	0		0		×	4	36
453	Limington Academy	Limington, Me	1848	1851	W. G. Lord	Non-sect.	1	1	100	60	4			×	×	×	0	0		22
454	Mattanawcook Academy	Lincoln, Me	1847	1847	J. B. Marsh		1		29	31				×	×		0	0		11
455	Litchfield Academy	Litchfield, Me	1845	1845	D. L. Smith	Cong	2	3	75	60		5		×	×	×	×	×		21
456	Monmouth Academy	Monmouth, Me	1803	1803	G. A. Stewart		1	1	40	50	7					×	×	×		40
457	Lincoln Academy	Newcastle, Me	1801	1804	G. M. Thurlow, A. M	Non-sect.	1	1	166	125	18		1	0	0	0	0	×		40
458	Anson Academy	North Anson, Me	1823	1823	Augustine Simmons	Non-sect.	1	1	35	40	0	0	0	0	0	0	0	0		30
459	Bridgeton Academy	North Bridgeton, Me	1808	1808	(Vacant)	Non-sect.	*2	1	*30	20	0			×	0	×		×		44
460	Harpswell Academy*	North Harpswell, Me	1859	1859	T. Spooner, jr		1	1	25	15						×				33
461	Oxford Normal Institute	South Paris, Me	1849	1849	J. B. Marston, A. B	Non-sect.	5	3	100	150	80	3	4	×	×	×	×	0	4	42
462	Thomaston High School	Thomaston, Me		1859	J. S. Frost		1	1	20	30	6	2	2	0	0	0	×	×	4	33
463	Oak Grove Seminary	Vassalboro', Me	1852	1857	R. M. Jones, A. B	Quaker	2	2	30	16	6	2	0	×	0	0	×	×	3	39
464	North Yarmouth Academy	Yarmouth, Me	1814	1814	B. Freeman, treasurer	Cong											×	×		
465	German-American Institute	Baltimore, Md	1864	1853	Fred. Knapp	Non-sect.	8	4	500	200				×	×	×	0	×		45
466	Melrose School	Baltimore, Md		1867	Miss M. Louise T. Trump	P. E		2	15	2				×						40

TABLE V.—*Statistics of institutions for secondary instruction for* 1873, *&c.*—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Students.					Is drawing taught?	Is vocal music taught?	Is instrumental music taught?	Chemic laboratory.	Philosophic cabinet and apparatus.	Number of years in course.	Number of weeks in scholastic year.
									Male.	Female.	Preparing for college.	Preparing for scientific course in college.	Entered college from institution since close of last academic year.							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
467	Zion School	Baltimore, Md	....	1836	Henry Scherb	Luth	13	3	535	228	....	....	.....	×	×	....	×	×	8	42
468	Centreville Academy	Centreville, Md	.....	.....	Rev. A. G. Harley	.....	2	..	84	56	6	12	0	×	0	0	0	0	5	40
469	Darlington Academy	Darlington, Md	1835	1836	J. M. Cooley	Non-sect.	1	1	25	28	....	....	1	0	0	0	0	0	....	42
470	Elkton Academy	Elkton, Md	1817	1818	Rev. J. E. Alexander	Non-sect.	2	2	35	25	12	2	1	0	×	×	0	0	4	40
471	Fairmount Academy	Fairmount, Md	....	....	William Merrill	.....	..	..	....	....	....	....	.....	....	....	....	....	....	....	44
472	Millington Academy	Millington, Md	....	....	Henry Tonkin	.....	1	1	58	55	....	....	.....	0	0	0	0	....	....	44
473	Evandale Home School	Port Deposit, Md	0	1870	Mrs. Robert Evans	Presb	..	2	3	15	....	....	.....	×	....	×	0	0	3	42
474	Punchard Free School	Andover, Mass	1852	1856	W. G. Goldsmith, A. M	Non-sect.	3	2	30	45	0	0	0	0	×	0	×	×	4	40
475	Powers Institute	Bernardstown, Mass	0	1856	A. J. Sanborn, A. M	Non-sect.	2	2	50	50	16	0	0	×	0	×	×	×	3	34
476	Howe School	Billerica, Mass	1853	1852	Samuel Tucker, A. M	Non-sect.	1	1	22	19	1	0	0	0	0	0	×	×	3	40
477	Hitchcock Free High School	Brimfield, Mass	1855	1855	E. W. Norwood	Non-sect.	2	2	35	52	5	....	.....	×	×	×	×	×	5	41
478	Dummer Academy	Byfield, Mass	1782	1763	E. G. Parsons	Cong	1	1	49	14	11	0	1	0	0	0	×	×	3	39
479	Chatham High School	Chatham, Mass	1869	1869	Hiram M. George	.....	1	..	31	30	....	....	.....	0	0	0	0	×	4	40
480	Deerfield Academy and High School	Deerfield, Mass	1798	....	Arthur Driver	.....	1	1	(31)	....	0	0	1	×	0	0	0	×	....	38
481	Nichols Academy	Dudley, Mass	1819	1823	M. Coggan, A. B	Non-sect.	3	4	70	93	23	10	8	....	×	×	0	×	3	40
482	Partridge Academy*	Duxbury, Mass	1829	1843	F. J. Worcester	.....	1	1	17	17	....	....	.....	....	....	....	....	....	3	40
483	Lawrence Academy	Falmouth, Mass	1835	1833	Lucien Hunt	Cong	1	2	15	20	3	0	0	0	×	×	×	×	4	36
484	Dean Academy	Franklin, Mass	1865	....	James P. Weston	Univ	4	4	....	....	....	....	6	×	×	×	0	0	3	40
485	Grafton High School	Grafton, Mass	....	....	Henry Tatlock, A. B	.....	1	2	20	30	....	....	.....	×	....	....	....	....	4	40
486	Hopkins Academy*	Hadley, Mass	1816	1817	G. H. White	Evan	1	1	18	24	4	1	.....	×	....	....	....	×	6	40
487	Derby Academy	Hingham, Mass	1784	1784	J. B. Atwood	.....	2	2	16	34	....	....	.....	×	×	×	0	0	5	40
488	Hinsdale High School	Hinsdale, Mass	....	....	Miss Mattie A. Rood	.....	..	1	10	20	1	....	.....	×	....	....	....	....	....	32
489	Leicester Academy	Leicester, Mass	1784	1784	C. A. Wetmore	Non-sect.	2	3	65	37	10	0	0	×	×	×	×	×	3	41
490	Marblehead High School	Marblehead, Mass	....	1849	W. E. Bunten	.....	1	1	15	30	3	4	.....	×	0	0	0	×	4	43
491	Medford High School	Medford, Mass	....	1835	Charles Cummings	.....	2	1	37	53	7	....	2	×	×	0	0	×	3	40
492	Peirce Academy	Middleboro', Mass	1835	1808	Willard T. Leonard, A. M	Bapt	1	3	40	30	6	0	1	×	×	0	×	×	3	39
493	Rev. P. L. Cushing's Family School	Middleboro', Mass	0	1853	Rev. and Mrs. P. L. Cushing.	Bapt	1	2	35	8	1	0	0	×	×	×	0	0	....	40

494	Milton High School	Milton, Mass	1798	1866	Sereno D. Hunt		1	1	17	19	0	0	1	×	×	0	0	×	4	40
495	Coffin School	Nantucket, Mass	1826	1826	E. B. Fox	Non-sect.	1	3	56	60	0	2	0	0	×	0	0	×	4	42
496	Friends' Academy	New Bedford, Mass	1812	1813	John Tadlow	Non-sect.	2	2	41	30	24	6	2	×	×	0	0	×	7	40
497	Putnam Free School and Brown High School.	Newburyport, Mass	1838	1848	A. H. Thompson	Non-sect.	3	5	128	190	12	....	4	×	0	0	0	×	4	43
498	South Berkshire Institute	New Marlboro', Mass	1856	1856	M. M. Tracy	Evang	3	3	42	23	6	1	0	×	×	×	×	×	4	40
499	North Bridgewater High School	North Bridgewater, Mass.	....	1864	Edward Parker, jr		1	2	41	69	7	2	1	0	×	0	×	×	4	40
500	Bristol Academy	Taunton, Mass	1792	1796	J. Russell Reed, A. B	Non-sect.	1	2	27	26	3	1	1	×	0	0	×	×	....	40
501	New Church Institute of Education	Waltham, Mass	....	1861	Benjamin Worcester	N. J'alem	3	6	25	35	5	0	2	×	×	×	×	×	....	38
502	Westminster High School	Westminster, Mass	....	1872	Miss Mattie C. Worthington		..	2	20	18	....	....	....	....	×	....	....	....	....	....
503	Wesleyan Academy	Wilbraham, Mass	1818	1818	Rev. Edward Cooke, D. D	M. E	(16)		(603)		....	....	15	....	....	....	×	×	4	40
504	Wrentham High School	Wrentham, Mass	....	1867	W. H. Putnam		1	1	30	23	2	..	....	0	0	0	....	×	3	36
505	Ann Arbor High School	Ann Arbor, Mich	1856	1856	J. N. Demmon		4	4	181	124	165	42	34	×	0	0	×	×	3	40
506	St. F. Xavier's Convent	Baraga, Mich	....	1866	Mother M. Justine	R. C	..	3	8	24	....	....	....	0	×	×	0	0	7	40
507	Detroit High School	Detroit, Mich	0	1857	Isaac M. Wellington	Non-sect.	3	6	100	184	30	6	5	×	×	0	×	×	3–4	40
508	Clarkston Union Graded School	Independence, Mich	....	1863	Peter N. Hagle	M. E	1	2	69	91	....	....	....	×	×	0	0	×	3	40
509	St. Croix Valley Academy	Afton, Minn	1868	1870	A. J. Lyon	Non-sect.	2	1	42	18	4	....	2	0	×	×	0	×	4	39
510	Caledonia Academy	Caledonia, Minn	....	1870	W. D. Belden	Non-sect.	1	1	33	25	....	....	....	×	0	×	0	0	....	36
511	Chatfield Graded School	Chatfield, Minn	....	1862	Levi Wright		1	5	190	200	....	....	....	....	....	....	....	....	....	....
512	Hokah Convent	Hokah, Minn	....	1868	Sisters of Notre Dame	R. C	..	4	30	45	....	....	....	×	×	×	....	....	5	40
513	School of the Holy Apostles	Mankato, Minn	....	1865	Sisters of Notre Dame	R. C	..	4	140	160	....	....	....	0	×	×	0	0	8	48
514	Christ Church Parish School	Red Wing, Minn	....	1859	Rev. E. R. Welles	P. E	..	2	50	44	3	....	....	....	....	×	....	....	....	40
515	Red Wing Collegiate Institute	Red Wing, Minn	1871	1871	W. P. Hood, A. M	Non-sect.	2	2	(80)		2	....	1	×	×	×	×	×	3	36
516	Assumption School	St Paul, Minn	0	1857	Rev. Anton Capser, O. S. B	R. C	4	3	230	246	17	32	26	0	×	0	0	0	....	42
517	St. Paul Home School	St. Paul, Minn	....	1847	Mrs. M. W. Brown	P. E	5	6	35	40	20	11	5	×	×	×	×	×	4–8	40
518	Columbus Union Academy*	Columbus, Miss	....	1868	J. F. Bascom	A. M. A	1	5	141	175	....	....	....	....	×	....	....	....	....	36
519	Chalmers Institute	Holly Springs, Miss	1873	....	W. A. Anderson		2	2	105	19	....	....	1	0	0	0	×	×	....	40
520	Chillicothe High School	Chillicothe, Mo	....	....	J. M. Long, A. M		1	2	36	66	....	....	....	....	×	×	....	....	....	40
521	St. Joseph's Academy	Edina, Mo	1869	1865	Sisters of Loretto	R. C	..	5	26	7	....	....	....	×	×	×	....	....	....	40
522	Grand River College	Edinburg, Mo	1858	1866	John E. Vertrees		Non-sect.	(3)		(90)	....	....	....	....	....	....	....	....	3	36
523	Lincoln Institute	Jefferson City, Mo	1866	1866	M. Henry Smith, A. M		Non-sect.	2	4	52	40	....	....	0	×	×	×	0	0	4	36
524	Liberty Public School	Liberty, Mo	....	1870	J. B. Bradley		Non-sect.	2	2	90	108	....	....	4	×	×	....	0	0	4	24
525	Johnson College, (private school)	Macon, Mo	....	....	F. A. Taylor A. M	M. E	....	1	2	19	27	....	....	....	....	....	....	....	....	....	40
526	New London Public School	New London, Mo	....	1860	G. H. Laughlin, A. M		....	3	1	80	90	....	....	4	×	0	0	0	×	3	36
527	Clinton County Institute	Plattsburg, Mo	1854	1867	Thos. J. Williamson		Christ'n	2	1	25	30	....	....	10	0	×	×	....	....	7	40
528	James Institute	St. James, Mo	....	1869	W. S. Dalrymple		Non-sect.	1	2	25	30	3	2	0	×	×	×	0	0	4	40
529	Academy of the Sacred Heart*	St. Louis, Mo.	1827	1822	Mme. E. Tucker		R. C	3	4	(90)		15	....	....	×	×	×	×	×	9	44
530	St. Louis Central High School	St. Louis, Mo	....	1852	H. H. Morgan		Non-sect.	7	7	135	220	(30)		8	×	×	0	0	×	4	40
531	Shelby High School	Shelbyville, Mo	1866	1866	J. S. Todd			2	0	28	27	7	2	0	0	×	....	0	0	3	40
532	Stewartsville Male and Female Seminary.	Stewartsville, Mo	0	1863	Rev. W. O. H. Perry, A. M		Non-sect.	1	1	59	34	30	20	6	0	×	×	0	×	6	40
533	Atkinson Academy	Atkinson, N. H	1791	1789	B. H. Weston, A. M		Non-sect.	1	1	39	30	4	....	2	×	0	0	×	×	4	40
534	Bristol High School	Bristol, N. H	0	1868	Mary F. French		Non-sect.	..	1	15	22	4	....	0	0	×	0	0	0	4	38
535	Charlestown High School	Charlestown, N. H	0	1856	Mrs. Alice Pitts			..	1	18	12	0	0	0	0	×	0	0	0	....	36
536	Stevens High School	Claremont, N. H	....	1868	A. J. Swain, A. M		Non-sect.	2	2	36	77	....	1	....	0	×	....	....	×	4	39
537	Concord High School	Concord, N. H	....	1850	J. D. Bartley, A. M			1	2	42	111	15	....	1	×	×	0	×	×	3–4	38
538	Contoocook Academy	Contoocook Vil'ge, N. H	1856	....	Rev. Chas. Hardon, A. B		Swed'b'n	1	..	26	24	....	....	....	0	0	×	0	0	....	21
539	Academic School	Conway, N. H	1828	1825	W. H. Bates, B. A		P. E	2	1	46	24	1	0	0	×	×	....	....	×	....	33
540	Pinkerton Academy	Derry, N. H	1814	1815	Geo. T. Tuttle, A. B		Cong	1	1	51	36	15	2	1	0	0	×	×	×	3	40

TABLE V.—*Statistics of institutions for secondary instruction for* 1873, *&c.*—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Students.					Is drawing taught?	Is vocal music taught?	Is instrumental music taught?	Chemic laboratory.	Philosophic cabinet and apparatus.	Number of years in course.	Number of weeks in scholastic year.
									Male.	Female.	Preparing for college.	Preparing for scientific course in college.	Entered college from institution since close of last academic year.							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
541	Franklin Academy	Dover, N. H	1818	1818	John Scales		1	1	50	40	6	....	1	....	....	....	....	....	....	40
542	Dublin High School	Dublin, N. H	....	....	J. A. Estabrooke	Orthodox	1	0	16	17	0	0	0	0	0	0	0	0	....	8–10
543	Dunbarton High School	Dunbarton, N. H	0	1815	J. B. Mills	Evang	1	1	20	15	4	1	0	0	×	×	0	0	....	22
544	Farmington High School*n	Farmington, N. H	1869	1869	E. J. Goodwin		1	1	27	30	3	1	....	....	....	....	....	....	3	40
545	Penacook Academy	Fisherville, N. H	....	1865	E. C. Allen, A. M	Non-sect.	2	2	75	63	3	....	1	×	×	×	×	×	3	38
546	Francestown Academy	Francestown, N. H	1819	1800	James E. Vose	Cong	1	2	60	41	....	....	....	×	....	....	....	....	3–4	41
547	Franklin High School	Franklin, N. H	....	....	G. L. Chandler, A. M		1	..	15	20	....	....	....	0	0	0	×	×	3	33
548	Gilmantown Academy	Gilmantown, N. H	1794	1796	J. C. Clarke	Cong	1	1	20	15	2	....	0	×	×	×	×	×	3	36
549	Conant High School	Jaffrey, N. H	....	1870	A. R. Archibald	Non-sect.	1	1	50	50	6	2	0	0	×	....	0	×	....	33
550	Kingston Academy	Kingston, N. H	1855	1856	A. H. Campbell	Non-sect.	1	0	21	21	....	....	....	0	0	0	0	0	3	36
551	Lancaster Academy	Lancaster, N. H	1828	1829	N. H. Sanborn	Non-sect.	1	..	(100)		....	....	....	....	....	×	0	×	....	40
552	Littleton Graded School	Littleton, N. H	1865	1868	Frank D. Hutchins		1	5	170	194	1	1	0	×	....	×	×	×	4	37
553	High School	Manchester, N. H	....	1846	W. W. Colburn	Non-sect.	1	4	80	120	20	....	7	×	×	0	×	×	3–4	40
554	High School	Milford, N. H	....	....	George B. French		1	1	31	31	3	....	3	0	0	0	0	0	4	36
555	Nashua High School	Nashua, N. H	....	1869	T. W. H. Hussey	Non-sect.	1	3	43	61	20	....	4	0	×	0	×	×	4	39
556	Nashua Literary Institution	Nashua, N. H	1840	1840	David Crosby, A. M	Non-sect.	1	1	40	30	4	0	1	0	0	0	0	×	....	42
557	New Hampton Literary and Biblical Institution.	New Hampton, N. H	1853	1853	Rev. A. B. Meservey, A. M., Ph. D.	F.W.Bap	5	4	174	108	....	....	6	×	×	×	×	×	2–4	40
558	New Ipswich Appleton Academy	New Ipswich, N. H	1789	1789	John Herbert	Cong	1	5	34	43	20	....	1	×	0	×	×	×	3–4	39
559	Northwood Academy	Northwood, N. H	1867	1866	Rev. E. C. Cogswell	Non-sect.	2	2	33	29	5	0	0	×	×	×	×	×	3	33
560	Blanchard Academy	Pembroke, N. H	1818	1819	Isaac Walker, A. M		1	1	(102)		....	....	....	0	0	0	0	0	3–4	39
561	Peterboro' High School	Peterboro', N. H	0	1871	T. P. Marryatt, A. B		1	1	35	45	....	....	0	0	0	0	0	×	3–4	36
562	Pittsfield Academy	Pittsfield, N. H	1830	....	D. K. Foster	Non-sect.	1	2	(100)		10	8	4	×	×	×	0	×	3	33
563	Raymond High School*	Raymond, N. H	....	1866	J. B. Clarke	Cong	1	..	30	28	2	....	....	....	....	....	....	....	....	22
564	Rochester High School	Rochester, N. H	....	1858	A. N. Marston		1	1	43	30	8	....	....	0	0	0	×	0	4	36
565	Franklin High School	Salmon Falls, N. H	....	1858	M. C. Hyde, A. M	Non-sect.	1	..	30	15	11	....	0	×	0	0	×	×	....	36
566	Great Falls High School	Somersworth, N. H	1848	1849	J. P. Dixon	Non-sect.	1	2	24	57	1	0	1	0	0	0	0	×	3–4	36

567	New Hampshire Conference Seminary and Female College.	Tilton, N. H.	1845	1845	Rev. J. B. Robinson, A.M	M. E	4	3	150	106	6	5	8	×	×	×	×	×	4	40
568	Troy High School	Troy, N. H.	0	1867	Mrs. L. B. Wright	Non-sect.		2	(50)		2		4	×	×					20
569	Clinton Grove Seminary	Weare, N. H	1871	1871	C. H. Jones	Friends	1	3	35	30	6	3	0	0	0	0	×	×	4	36
570	Christian Institute	Wolfboro', N. H.	1857	1857	J. W. Simonds	Christ'n.	1	2	68	62	0	0	0	×	0	×	0	×	3	33
571	Farnum Preparatory School	Beverly, N. J.		1856	J. F. Street, A. M		1	6	115	99	1		1	×	×	×	×	×	10	40
572	South Jersey Institute	Bridgeton, N. J	1869	1865	H. K. Trask, A. M.	Baptist	3	5	50	30	20	7	2	×	×	×	×	×	5	40
573	Camden Boarding and Day School for Young Ladies.	Camden, N. J	0	1871	Mrs. R. L. Coleman	Non-sect.	0	5	4	38	0	0	1	×	×	×	0	0		40
574	Brainerd Institute	Cranbury, N. J.	1865	1865	Rev. F. Knighton	Presb	1	1	20	40	3	2	1	×	×	×	0	0	4	40
575	Misses Hayward's English and French School.	Elizabeth, N. J		1868	Miss Julia L. Hayward	P. E		3	14	12				×	×	×	0	0		40
576	English and Classical School	Jamesburg, N. J		1873	M. Oakey	Non-sect.	1		20	10	4		0	×	×	×	0	0	4	40
577	Kingston Free School	Kingston, N. J		1871	Charles L. Stout		2		(88)								0	0		40
578	Glenwood Institute	Matawan, N. J	1860	1860	J. H. Hamilton, M. D.	Non-sect.	2	4	29	30	6	2	0	×	×	×	×	×	4	40
579	Newton Collegiate Institute	Newton, N. J	1858	1848	S. S. Stevens, A. M	Union	2	2	42	18	15	0		×	×	×	0	×	6–15	40
580	Tyng Seminary	Orange, N. J		1847	C. O. Herdsman, A. M	P. E	3	1	20	17	8	4	2	×	×	×	×	×	4	40
581	Pennington Institute	Pennington, N. J	0	1844	Albert P. Lasher	M. E	4	2	104	28				×	×	×			4	44
582	The Seminary at Ringoes	Ringoes, N. J		1869	C. W. Larison, M. D		1	2	22	11				×			×	×	3	44
583	Union Academy	Shiloh, N. J	1850	1848	G. M. Cottrell	Union	2	2	55	45	5		2	×	×	×	×	×	3	39
584	Stevensdale Institute	South Amboy, N. J	0	1868	J. H. Withington, A. M.	Non-sect.	2	2	15	12	6	2	1	×	×	×	×	×	3	40
585	Summit Institute	Summit, N. J		1872	Adrian Gory	Non-sect.	2	0	14	11	7	0		×	×	0	0	0		40
586	Hungerford Collegiate Institute	Adams, N. Y	1864	1864	A. B. Watkins, A. M	Non-sect.	6	6	97	86	15	20	5	×	×	×	×	×	3–4	39
587	Addison Free Academy and Union School.	Addison, N. Y		1868	Fox Holden	Non-sect.	1	6	(423)		1		1	×	×	0	×	×	12	41
588	Afton Union School, (academic department.)†	Afton, N. Y			E. W. Rogers		1	1	(137)											
589	Albany Free Academy	Albany, N. Y		1868	John E. Bradley		8	6	169	190	42		6	×	×	0	×	×	4	40
590	Albion Academy†	Albion, N. Y			Oliver Morehouse, A. M		2	3	(130)											
591	Phipps Union Seminary†	Albion, N. Y			Mrs. C. F. Achilles		1	6	(110)											
592	Alfred University, (academic department.)†	Alfred Centre, N. Y			Jonathan Allan, A. M		10	6	(380)											
593	Amenia Seminary	Amenia, N. Y	1835	1835	S. T. Frost	Meth	7	5	105	65	13	5	1	×	×	×	×	×	3	39
594	Amsterdam Academy*	Amsterdam, N. Y	1839	1865	C. C. Wetzell		2	6	72	59	20		3	×	×	×	×	×	3	39
595	Andes Collegiate Institute	Andes, N. Y		1873	Rev. R. J. Creswell, A. B.	Un. Preb	3	3	(118)					×		×	×	×	3	39
596	Northern New York Conference Seminary.	Antwerp, N. Y			George G. Dains, A. M	Meth	3	3	134	113	10	1		×	×	×	×	×	3	40
597	Arcade Academy and Union School	Arcade, N. Y	1863	1869	George M. Forbes		1	2	68	88	3	0	0	0	×	×	0	×		40
598	Argyle Academy	Argyle, N. Y	1841		W. L. Klein, B. S	Non-sect.	1	1	36	50			0	×	0	0	0	×		40
599	Attica Union School and Academy	Attica, N. Y	1867	1867	T. B. Lovell A. M		1	5	164	186	6	3	2	×		×	×	×	4	40
600	Auburn Academic High School	Auburn, N. Y	1866	1866	J. E. Myer, A. M	Non-sect.	2	3	70	130	30		7	0	0	×	×	×	4	40
601	Augusta Academy	Augusta, N. Y	1833	1834	C. E. Allen	Non-sect.	1	1	15	18	5		5	0		×	×	×		42
602	Aurora Academy	Aurora, N. Y	1832		C. W. Meruth, A. M	Non-sect.	3	2	110	115	6		0			×	×	×	3–4	40
603	Cayuga Lake Academy	Aurora, N. Y	1801	1798	Charles Kelsey, A. M	Non-sect.	1	3	30	32	8	2	3	×	×	×	×	×	2–5	40
604	Bay View Institute	Babylon, N. Y		1870	L. Homer Hart	Presb	3	1	32	16	8	2	3	×	×	×	0	0	3	40
605	Baldwinsville Free Academy	Baldwinsville, N. Y	1864	1864	A. E. Lasher	Non-sect.	1	3	60	100	20	30	4	×	×	0	×	×	2–3	40
606	Batavia Union School	Batavia, N. Y	1862	1862	Gardner Fuller, A. M		2	6	250	235			1	×		×		×		40
607	Haverling Union Free School	Bath, N. Y		1868	L. D. Miller, A. M	Presb	1	9	325	400	6	2	5	0	0	0	×	×	3	41
608	Genesee Valley Seminary	Belfast, N. Y	1857	1857	M. E. Crowell		1	3	25	51	2			0	×	×	×	×		39
609	Belleville Union Academy	Belleville, N. Y	1826	1826	Henry Carver	Union	2	6	61	83	10	0	0	×	×	×	×	×	3	40
610	Central High School, (academic department.)	Binghamton, N. Y	0	1861	E. S. Frisbee, A. M	Presb	2	3	38	44	23	3	2	0	×	0	×	×	4	42

TABLE V.—*Statistics of institutions for secondary instruction for* 1873, *&c.*—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Students.					Is drawing taught?	Is vocal music taught?	Is instrumental music taught?	Chemic laboratory.	Philosophic cabinet and apparatus.	Number of years in course.	Number of weeks in scholastic year.
									Male.	Female.	Preparing for college.	Preparing for scientific course in college.	Entered college from institution since close of last academic year.							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
611	Brookfield Academy	Brookfield, N. Y	1847	1847	J. H. Messinger	.....	1	1	13	23	....	....	.....	×	×	×	....	×	....	39
612	Carroll Park School	Brooklyn, N. Y	0	1870	Mrs. D. A. Dunning	Non-sect.	1	8	10	40	2	....	.....	×	×	×	0	0	....	40
613	Lockwood's New Academy	Brooklyn, N. Y	....	1870	John Lockwood	Friends	8	9	226	149	6	0	0	×	0	0	×	×	5	40
614	Remsen-street School, and Kindergarten.	Brooklyn, N. Y	1853	1854	Miss I. S. Cragin	Non-sect.	1	5	32	28	....	....	.....	×	×	×	....	×	8	40
615	Central High School	Buffalo, N. Y	....	1865	Ray T. Spencer	...do	6	8	140	230	20	14	8	×	×	....	×	×	4	41
616	Gilbertsville Academy and Collegiate Institute.	Butternuts, N. Y	1841	1840	Rev. Abel Wood, A. M.	Cong.	2	2	39	33	15	....	2	×	0	0	×	×	3	39
617	Cambridge Academy	Cambridge, N. Y	1815	....	William Faulkner	Presb	1	3	37	60	1	....	1	0	....	×	....	....	3	42
618	Ames Academy	Canajoharie, N. Y	1837	1837	S. H. Dodge, secretary	.....	....	....	.....	.....	0	0	0	.....	.....	.....	×	×	....	42
619	Canastota Free Union School	Canastota, N. Y	....	1870	Aaron White, A. M	Meth.	1	4	(300)		3	....	1	×	0	0	0	×	3	41
620	Candor Union School and Academy	Candor, N. Y	....	1868	L. D. Farnham	.....	1	4	(55)		1	1	2	×	0	0	×	×	12	42
621	Canisteo Academy	Canisteo, N. Y	1868	1868	Ira Sayles	Non-sect.	1	2	76	103	0	0	0	0	0	0	0	×	....	40
622	Canton Union School	Canton, N. Y	1841	1842	A. P. Stowell	Meth.	2	6	200	250	40	15	4	0	0	0	×	×	5	40
623	Carthage Union School	Carthage, N. Y	....	1870	Rev. J. D. Houghton	Non-sect.	1	6	158	176	8	....	2	×	×	0	×	×	3	40
624	Catskill Union School and Free Academy.	Catskill, N. Y	1856	1856	James Barkley	Non-sect.	1	12	390	410	20	15	7	×	×	0	×	×	4	42
625	Champlain Union School and Academy	Champlain, N. Y	1871	---	Herbert C. Adams	.....	1	2	40	60	....	....	.....	0	0	×	0	0	3	30
626	Chappaqua Mountain Institute	Chappaqua, N. Y	1870	....	S. C. Collins, A. M.	Friends	2	2	87	20	....	....	4	×	0	0	0	×	4	40
627	New York Conference Seminary and Collegiate Institute.	Charlotteville, N. Y	1851	1851	Rev. Solomon Sias, A. M. M. D.	Non-sect.	4	3	160	85	12	4	6	×	×	×	×	×	3	40
628	Chester Union Free School	Chester, N. Y	....	....	William Simpson	.....	1	..	(42)		....	....	.....	....	×	×	×	×	3	42
629	Chili Seminary	Chili, N. Y	....	....	B. T. Roberts	Meth.	1	3	....	....	4	0	0	×	×	×	0	×	....	40
630	Yates Union School	Chittenango, N. Y	1843	1871	A. H. Bedee	Non-sect.	1	6	125	175	....	....	.....	×	×	....	×	×	3	42
631	Cincinnatus Academy	Cincinnatus, N. Y	1857	....	E. C. Wheeler	.....	1	2	60	40	....	....	.....	....	....	×	×	×	4	.....
632	Clarence Classical Union School	Clarence, N. Y	....	....	Herman C. De Groat	.....	1	1	(104)		....	....	.....	....	....	....	....	....	....	.....
633	Clinton Liberal Institute	Clinton, N. Y	1832	1832	F. L. Backus, A. B.	Univ.	2	7	56	34	8	3	.....	×	×	×	×	×	4	.....

634	German, English, and French Boarding and Day School.	College Point, N. Y	....	....	Pauline Walther	Prot	1	3	12	26	....	....	.....	×	×	×	0	0	....	40
635	Corning Free Academy	Corning, N. Y	1859	1859	H. A. Balcam, A. M	Non-sect.	2	2	(117)		....	....	4	×	×	0	×	×	3	42
636	Coxsackie Academy	Coxsackie, N. Y	1837	1843	Alex. Reynolds		1	1	35	35	1	....	.....	×	.....	.....	.....	.....	.....	44
637	Croton Institute	Croton-on-the-Hudson, N. Y.	....	1873	Miss Fannie A. Sedgwick	Ref. D'ch	1	4	5	13	....	....	.....	×	×	×	.....	.....	4	40
638	Dansville Seminary	Dansville, N. Y	1857	1857	W. H. Truesdale	Non-sect.	2	3	60	70	9	0	0	0	×	×	×	×	3	39
639	Delaware Academy	Delhi, N. Y	1820	1820	William Wight, A. B	Presb	2	2	47	44	8	....	1	×	0	×	×	×	3	42
640	Deposit Academy†	Deposit, N. Y	....	....	R. L. Thatcher, A. M		1	4	(114)		....	....	.....	.....	.....	.....	.....	.....	.....	.....
641	De Ruyter Institute *n*	De Ruyter, N. Y	1847	1846	C. H. Maxson, president board of trustees.	7th-day Baptist.	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	×	×	.....
642	Aurora Academy*	East Aurora, N. Y	1832	1833	C. W. Merritt, A. M		3	2	132	130	4	....	4	....	×	×	×	×	3–4	40
643	East Bloomfield Seminary†	East Bloomfield, N. Y	....	....	Isaac Jennings		1	2	(133)		....	....	.....	.....	.....	.....	.....	.....	.....	.....
644	East Hamburg Friends' Institute	East Hamburg, N. Y	1872	1869	H. B. Farmer	Friends	1	2	43	23	2	....	.....	×	0	0	×	×	4	40
645	Marshall Seminary†	Easton, N. Y	....	....	Thomas D. Smedley		1	2	(90)		....	....	.....	.....	.....	.....	.....	.....	.....	.....
646	Rural Seminary	East Pembroke, N. Y	1856	1856	Eugene S. Loomis	Non-sect.	3	2	28	38	0	0	0	×	×	×	0	×	2–3	42
647	Starkey Seminary	Eddytown, N. Y	1841	1842	Professor B. F. McHenry, A. M.	Non-sect.	2	4	83	59	10	4	3	×	×	×	×	×	3	42
648	Monroe Collegiate Institute*	Elbridge, N. Y	1839	1839	T. K. Wright, A. M		2	2	98	64	5	1	3	×	....	×	×	×	4	42
649	Elizabethtown Union School and Academy.	Elizabethtown, N. Y	0	1866	J. W. Chandler	Non-sect.	1	2	66	68	5	0	0	×	0	×	×	×	....	40
650	Ellington Union School, (academic department.)†	Ellington, N. Y	....	....	P. T. Burke		1	2	(158)		....	....	.....	.....	.....	.....	.....	.....	.....	.....
651	Elmira Free Academy†	Elmira, N. Y	....	....	J. Dorman Steele, Ph. D		2	4	(149)		....	....	.....	.....	.....	.....	.....	.....	.....	.....
652	Fairfield Academy	Fairfield, N. Y	....	....	W. H. Reese, A. M	Non-sect.	4	5	61	48	9	....	.....	×	×	×	×	×	3–5	39
653	Erasmus Hall Academy	Flatbush, N. Y	1787	1787	Rev. Eli T. Mack, A. M	Reformed	3	2	65	35	6	....	.....	×	×	×	×	×	....	42
654	Forestville Free Academy	Forestville, N. Y	1866	1866	O. E. Branch		2	7	190	140	6	3	2	×	×	....	×	×	4	40
655	Ft. Covington Union Free School, (academic department.)	Ft. Covington, N. Y	....	1864	G. W. F. Smith		1	4	108	100	2	....	.....	0	0	0	×	×	3	42
656	Ft. Plain Seminary and Collegiate Institute.	Ft. Plain, N. Y	1853	1853	Rev. A. Mattice, A. M	Reformed	3	4	25	15	....	....	.....	×	×	×	×	×	3	40
657	Delaware Literary Institute	Franklin, N. Y	1835	1835	George W. Briggs, A. M		6	4	120	116	12	4	2	×	×	×	×	×	3	42
658	Ten Broeck Free Academy	Franklinville, N. Y	1862	1867	W. M. Benson, A. M	Non-sect.	3	5	145	160	4	0	0	×	×	×	×	×	3	39
659	Friendship Academy†	Friendship, N. Y	....	....	W. H. Pitts, A. M		1	3	(128)		....	....	.....	.....	.....	.....	.....	.....	.....	.....
660	Falley Seminary	Fulton, N. Y	1857	1850	Rev. James Gilmour, A. M	Presb	1	2	35	38	4	6	1	×	×	×	×	×	3	40
661	Genesco Academy*	Genesco, N. Y	1827	1829	Rev. J. Jones, D. D	Presb	2	2	43	16	8	....	1	×	×	×	....	×	4	41
662	Geneva Classical and Union School	Geneva, N. Y	1839	1839	W. H. Vrooman, A. M	Presb	4	8	280	250	20	4	8	×	×	×	×	×	3–4	40
663	Glen's Falls Academy	Glen's Falls, N. Y	1842	1841	J. S. Cooley, A. M	Non-sect.	3	6	100	163	6	....	.....	×	0	×	×	×	3–4	40
664	Gloversville Union School, (academic department.)	Gloversville, N. Y	....	1870	Henry A. Pratt, A. B		1	1	28	42	0	0	0	0	0	0	0	0	....	40
665	Gouverneur Seminary	Gouverneur, N. Y	1829	....	M. H. Fitts, A. B	Non-sect.	3	6	100	140	3	0	2	×	×	×	×	×	3	.....
666	Greenville Academy	Greenville, N. Y	1816	1816	E. D. Coonly	Non-sect.	1	1	(76)		....	....	.....	0	0	0	0	×	....	44
667	Greenwich Union Free and Graded School.	Greenwich, N. Y	1868	1868	C. J. Doughty	Non-sect.	1	5	(158)		....	....	.....	×	×	×	×	×	5	.....
668	Groton Union Free School	Groton, N. Y	....	1872	A. N. Fitch, Ph. D		1	3	80	100	....	....	.....	....	×	×	....	×	....	42
669	Half-Moon Academy	Half-Moon, N. Y	....	....	Rev. Richard Davies	Non-sect.	1	2	18	21	....	3	.....	×	×	×	....	×	....	42
670	Hamburg Union School and Academy	Hamburg, N. Y	1864	1870	A. R. Wightman		1	4	100	100	10	....	0	0	×	×	0	×	9	40
671	Andrew J. Qua's School	Hartford, N. Y	1868	1869	A. J. Qua		1	..	19	27	....	....	.....	×	×	×	×	×	4	39
672	Hartwick Seminary	Hartwick, N. Y	1816	1816	Rev. Jas. Pitcher, A. M	Luth	4	1	50	25	2	....	.....	×	×	×	×	×	4	40
673	Hastings Commercial and Collegiate Institute.	Hastings-on-Hudson, N. Y.	....	1869	O. W. Starr	P. E	1	1	12	3	1	....	.....	0	....	×	0	0	....	40
674	Mountain Institute	Haverstraw, N. Y	0	1853	L. Wilson, A. M	Non-sect.	1	1	46	13	....	....	.....	×	×	....	×	×	....	42

TABLE V.—*Statistics of institutions for secondary instruction for* 1873, *&c.*—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Students.					Is drawing taught?	Is vocal music taught?	Is instrumental music taught?	Chemic laboratory.	Philosophic cabinet and apparatus.	Number of years in course.	Number of weeks in scholastic year.
									Male.	Female.	Preparing for college.	Preparing for scientific course in college.	Entered college from institution since close of last academic year.							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
675	Holland Patent Union School, (academic department.)	Holland Patent, N. Y.	0	1870	Jas. H. Brinsmaid, A. M.	Non-sect.	1	3	85	75	10	4	0	×	×	×	0	×	4	40
676	Holley Union School and Academy	Holley, N. Y	1868	1868	Abel Stilson	Non-sect.	1	3	90	110	0	0	.....	×	0	0	× ×	....	40	
677	Homer Academy	Homer, N. Y	1819	1819	C. H. Verrill, A. M	Non-sect.	2	5	190	180	3	....	.....	....	.....	.....	× ×	× × ×	3	40
678	Hoosick Falls Union Free School	Hoosick Falls, N. Y	1843	1863	Julia M. Dewey	Presb	....	7	(600)		....	.....	.....	×	0	0	0	× × ×	12	40
679	Hudson Academy	Hudson, N. Y	1807	1805	Rev. H. R. Schermerhorn, A. M.	Reform'd	3	3	50	30	....	....	.....	×	×	×	×	× ×	6	40
680	Huntington Union School	Huntington, N. Y	1857	1858	C. H. Peck	Cong	2	11	(165)		2	....	2	0	× ×	....	×	×	4	42
681	Union School and Academy	Ilion, N. Y	.....	.....	V. G. Curtis, A. B	.....	1	11	200	330	4	2	2	×	× ×	×	0	×	4	40
682	Jamestown Union School and Collegiate Institute.	Jamestown, N. Y	1863	1865	Samuel H. Albro, A. M.	.....	6	14	691	693	.....	.....	.....	×	×	×	.....	.....	3–4	41
683	Johnstown Union School	Johnstown, N. Y	....	1869	W. S. Snyder	.....	2	8	395	375	2	2	3	×	×	....	×	×	....	40
684	Jordan Academy	Jordan, N. Y	1841	1841	Wm. Harkins, B. S., B. L.	.....	1	2	90	35	30	25	1	0	× ×	×	0	× ×	4	42
685	Keeseville Union Free School	Keeseville, N. Y	....	1870	E. F. Bullard, A. M.	.....	1	8	200	300	15	....	1	×	× ×	× ×	0	× ×	4	40
686	Lansingburg Academy	Lansingburg, N. Y	.....	.....	C. T. P. Smith	Non-sect.	2	2	55	40	9	1	2	0	× ×	× ×	0	× ×	....	40
687	Lawrenceville Academy	Lawrenceville, N. Y	1859	1860	W. W. Thompson, A. M.	.....	3	4	64	79	31	0	12	×	× ×	× ×	×	× ×	4	42
688	Le Roy Academic Institute*	Le Roy, N. Y	1864	1864	E. H. Russell	.....	4	4	182	118	12	6	3	×	× ×	× ×	.....	.....	.....	40
689	Liberty Normal Institute	Liberty, N. Y	1847	1848	M. B. Hall	.....	3	3	40	46	....	.....	.....	×	× ×	× ×	×	×	....	40
690	Genesee Wesleyan Seminary	Lima, N. Y	1832	1832	Geo. H. Bridgman, A. M.	M. E	6	6	141	244	....	.....	.....	×	× ×	× ×	×	× ×	3	39
691	Academy at Little Falls	Little Falls, N. Y	1844	1844	W. F. Bridge	.....	1	1	36	34	2	0	0	×	0	0	×	× ×	....	40
692	Lockport Union School	Lockport, N. Y	1850	1848	A. B. Evans, A. M.	.....	4	4	176	163	27	....	4	×	0	0	×	× ×	4	41
693	Lowville Academy	Lowville, N. Y	1808	1808	Rev. G. C. Waterman, A. M	None	1	3	40	53	10	5	3	×	×	×	×	× ×	3	39
694	Lyons Union School and Academy	Lyons, N. Y	1846	1846	T. H. Roberts	.....	3	11	350	394	5	....	4	×	.....	.....	×	× ×	9	42
695	McGrawville Union School and Acad'y	McGrawville, N. Y	1864	1864	Cyrus A. Peake	.....	1	3	85	112	5	1	1	0	×	×	×	× ×	4	40
696	Macedon Academy	Macedon, N. Y	1845	1842	A. J. Nellis	Non-sect.	1	4	34	46	6	....	0	×	×	×	×	× ×	3	39
697	Franklin Academy†	Malone, N. Y	.....	.....	Wm. S. Aumock, A. M	.....	1	1	(84)		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
698	Marion Collegiate Institute	Marion, N. Y	1855	1855	W. H. Sloane	Bapt	2	2	150	100	4	....	.....	×	×	×	×	×	4	40
699	Martin Institute†	Martinsburg, N. Y	....	....	Henry P. Mott	.....	1	3	(70)		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
700	Massena Union Free School	Massena, N. Y	.....	.....	W. F. Ball	.....	1	4	20	33	4	1	.....	.....	.....	.....	0	×	3	39

701	Mayville Union School	Mayville, N. Y	1834	1867	T. J. Pratt	Meth	1	4	39	50				×	×	0	×	×	3	40
702	Mechanicville Academy	Mechanicville, N. Y	1861	1861	Rev. B. D. Amcs, A. M	Non-sect.	2	5	73	80	4	3	0	×	×	×	×	×	3	39
703	Medina Free Academy*	Medina, N. Y	1850	1850	M. H. Paddock, A. M		1	2	50	50	12					×	×	×	2-5	40
704	Mexico Academy	Mexico, N. Y	1826	1828	S. M. Coon, A. M	Non-sect.	2	4	60	100	8	0	0	×	0	×	×	×	3	39
705	Middleburg Academy	Middleburg, N. Y	1818	1818	Ceylon Otis	Non-sect.	1	1	30	42	4	0		×	×	0	×	×	3	42
706	Wallkill Acad. and Union Free School*	Middletown, N. Y	1867		H. Warren, A. M		2	18	708	758	10		5				×	×	4	42
707	Montgomery Academy	Montgomery, N. Y	1791	1791	Benjamin C. Nevins	Presb	1	2	25	35	3	0	0	×	×		×	×		42
708	Moravia Union Free School and Academy.	Moravia, N. Y		1868	C. O. Roundy, A. M		1	1	35	41			1				×	×		
709	Mt. Morris Union Free School	Mt. Morris, N. Y		1857	B. Lewis		2	4	80	70	10			0	×	0	×	×	4	36
710	Naples Academy	Naples, N. Y		1859	C. H. Davis	Non-sect.	2	4	50	53	1			×	×	×	×	×	3	40
711	Nassau Academy	Nassau, N. Y			A. B. Wiggin, A. M	Non-sect.	1	3	30	30	6	3	3	×	×	×	×	×	9	39
712	Newark Union School and Academy	Newark, N. Y		1849	A. W. Norton	Non-sect.	1	8	(648)		2	1	1	0	0	0	×	×	3	42
713	New Berlin Academy	New Berlin, N. Y	1843	1843	J. M. Sprague, A. B	Non-sect.	1	4	68	72	4		2	×	×	×	0	×	3	39
714	New Paltz Academy	New Platz, N. Y			Dr. H. M Bauscher, A. B.	Ref'd	3	2	75	36	3	4	2	×	×	×	×	×	4	40
715	Cooper Union Evening School for Advancement of Arts and Sciences.	New York, N. Y	1857	1859	Fitzgerald Tisdall, jr	Non-sect.	20	3	1143	205				×	0	0	×	×	5	28
716	Franco-American Young Ladies' Collegiate Institute and Kindergarten.	New York, N. Y		1873	Hector Carlos, Ph. D	Luth'n	1	2	2	8				×	×	0	0	0		40
717	Friends' Seminary	New York, N. Y		1861	Hugh Foulke	Friends	7	9	89	66			1	×	0	0	0	×	11	40
718	Girard Institute	New York, N. Y		1872	Paul E. Girard	Non-sect.	5	1	45	20	5	0		×	×	×	0	0		40
719	Norwich Academy	Norwich, N. Y	1862	1854	H. L. Ward, A. M	Non-sect.	3	2	120	140	8	2	2	×	0	×	×	×	3	40
720	Nunda Academy	Nunda, N. Y	1867	1867	D. J. Sinclair	Non-sect.	1	3	55	88	4		2	×	0	×	×	×	3	39
721	Cary Collegiate Seminary	Oakfield, N. Y	1845	1845	Rev. J. R. Coe	P. E	2	5	94	61	17	2	0	×	0	×	×	×	3	40
722	Ogdensburg Educational Institute†	Ogdensburg, N. Y			W. H. Faulkner		2	2	(112)											
723	Onondaga Academy	Onondaga, N. Y	1813	1812	O. W. Sturdevant	Non-sect.	1	5	98	103	2	0	0	×	×	×	×	×	3	40
724	Owego High School	Oswego, N. Y		1853	C. W. Richards		1	2	20	70			1	×	×	0	0	×	3	40
725	Sisters of St. Ann	Oswego, N. Y		1867	Sister M. Louise	R. C		7	125	324			5	×	×	×			6	44
726	Oswego Free Academy	Owego, N. Y		1869	A. J. Robb		1	3	76	97	20		2	×			×	×	4	42
727	Oxford Academy	Oxford, N. Y	1794	1793	Rev. F. B. Lewis, A. M	P. E	2	4	62	73	1	1	1		×	×		×	3	42
728	Palmyra Classical Union School†	Palmyra, N. Y			C. M. Hutchins, A. M		1	4	(356)											
729	Penn Yan Academy*	Penn Yan, N. Y	1857	1857	B. Lewis		2	2	109	91	34			×	×	×	×	×	3	42
730	Perry Academy	Perry, N. Y	1853	1852	Rev. E. Wildman		1	6	157	132				×	×	0				39
731	Evans Academy*	Peterboro', N. Y	1853		E. R. Payson		1	1	20	30								×		42
732	Phelps Union and Classical School	Phelps, N. Y	1865	1865	C. R. Dryer		2	5	155	206	3	1	0	×	0	0	×	×		40
733	Pike Seminary*	Pike, N. Y	1856	1857	W. P. Morgan	F. W. B	3	3	150	100	12	5			×	×	×	×	3	39
734	Plattsburg High School	Plattsburg, N. Y	1828	1829	Oscar Atwood, A. M		2	1	26	24	15	4		×	×	0	0	×	4	40
735	Pompey Academy	Pompey, N. Y	1811	1803	H. F. Henderson	Presb	1		15	14					×		0	0	4	40
736	Port Byron Free School and Academy	Port Byron, N. Y	1857	1858	D. D. Van Allen, A. M	Union	1	5	150	175	10		2	×	0	0	×	×	4	40
737	Port Jervis Union School	Port Jervis, N. Y		1868	A. B. Wilson		2		15	34	0	0	0	0	×	0	×	×	3	40
738	Franklin Academy and Union School	Prattsburg, N. Y	1824	1823	A. J. Osborn	Non-sect.	1	5	150	170	6	2	2	×	×	×	0	0	4	42
739	Pulaski Academy	Pulaski, N. Y	1854	1854	Sebastian Duffy, A. M	Non-sect.	2	4	100	100	10	4	3	×	×	×	×	×	5	39
740	Chamberlin Institute	Randolph, N. Y	1846	1851	Rev. J. T. Edwards, A.M	Meth	7	4	124	136	20	10	2	×	×	×	×	×	3	42
741	Red Creek Union Seminary	Red Creek, N. Y	1867	1867	F. E. Murphey	Non-sect.	2	2	26	31	5			0	0	×	0	×	3	39
742	De Garmo Institute	Rhinebeck, N. Y	0	1863	J. M. De Garmo, A. M	Non-sect.	5	5	74	69	6	3	2	×	×	×	×	×	4	40
743	Rochester Free Academy	Rochester, N. Y	1862	1857	Rev. N. W. Benedict	Bapt	4	4	68	171	60	0	5	0	0	0	×	×	4	40
744	Academic department Union Free School.	Rome, N. Y		1869	A. G. Benedict		1	4	26	50	22	10	4	0	0	0	×	×	3	41
745	Rushville Union School†	Rushville, N. Y			J. R. Gordon, A. B		1	3	(207)											
746	Washington Academy	Salem, N. Y	1791	1785	J. A. McFarland, A. M		1	8	200	250	15	10		×	×	×	×	×	3	40
747	Sandy Hill Union School and Academy	Sandy Hill, N. Y	1868	1868	W. McLaren, A. M	Non-sect.	1	10	353	313			0	×			0	×	12	40
748	Academic department Union School	Saratoga, N. Y	1867	1867	L. S. Packard		2	2	45	51		0	0	×	0	0	0	×	3	42

TABLE V.—*Statistics of institutions for secondary instruction for* 1873, *&c.*—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Students.					Is drawing taught?	Is vocal music taught?	Is instrumental music taught?	Chemic laboratory.	Philosophic cabinet and apparatus.	Number of years in course.	Number of weeks in scholastic year.
									Male.	Female.	Preparing for college.	Preparing for scientific course in college.	Entered college from institution since close of last academic year.							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
749	Sauquoit Academy	Sauquoit, N. Y.	0	1846	Prof. D. W. Horning		1	2	11	17	0	0	0	0	....	×	×	×	....	39
750	Schoharie Academy Union Free School	Schoharie C. H., N. Y.	1837	1837	N. La F. Bachmann, A.B.	Non-sect.	2	2	73	96	0	0	0	0	0	....	×	×	3	42
751	Sherburne Union High School	Sherburne, N. Y.	....	1866	Louis Dembinski, A. M.	Non-sect.	1	3	123	131	5	3	1	0	×	0	0	×	....	39
752	Skaneateles Union School and Academy	Skaneateles, N. Y.	....	1866	Rev. W. C. Bowen, M. A.	Non-sect.	2	4	168	161	1	....	2	×	×	×	×	×	13	40
753	Sodus Academy	Sodus, N. Y.	1855	....	Elisha Curtiss, A. B.	Non-sect.	1	4	75	79	5	....	....	....	×	×	×	×	3	42
754	Rogersville Union Seminary	South Dansville, N. Y.	1852	1850	D. D. Babcock	Non-sect.	2	2	38	40	8	....	0	0	×	×	×	×	4	39
755	Spencertown Academy	Spencertown, N. Y.	....	....	Rev. A. H. Sloat	Presb.	1	1	39	31	....	....	....	....	×	×	....	×	....	40
756	Griffith Institute	Springville, N. Y.	1827	1827	J. W. O'Brien		1	2	21	47	1	....	....	....	×	×	....	×	....	42
757	Mountain Institute	Suffern, N. Y.	....	1863	T. W. Suffern	Presb.	2	7	40	20	3	....	3	0	×	×	0	0	5	42
758	Syracuse High School	Syracuse, N. Y.	....	1856	Samuel Thurber	Non-sect.	5	6	120	160	75	50	5	×	×	0	×	×	4	40
759	Troy High School	Troy, N. Y.	0	1854	Henry A. Pierce	Non-sect.	2	2	34	77	7	8	1	×	×	....	×	×	3	42
760	Trumansburg Academy	Trumansburg, N. Y.	1854	1854	Fox Holden	Non-sect.	1	1	26	31	4	5	0	0	0	0	0	×	....	42
761	Unadilla Academy	Unadilla, N. Y.	1850	1850	J. H. Willet		1	1	35	35	5	1	....	....	....	....	0	0	....	42
762	Friends' Academy	Union Springs, N. Y.	1862	1862	Elijah Cook, jr	Friends.	2	3	37	36	....	....	....	×	0	0	×	×	3	40
763	Utica Academy	Utica, N. Y.	1814	1853	G. C. Sawyer, A. M		6	3	40	72	12	....	4	0	×	0	×	×	4	40
764	Vernon Academy†	Vernon, N. Y.	....	....	Randal Pease, A. B		1	1	....	....	....	....	....	....	....	....	....	....	....	....
765	Walton Academy and Union School	Walton, N. Y.	1854	1854	Strong Comstock	Non-sect.	1	5	80	89	8	0	0	×	×	×	×	×	3	42
766	Warrensburg Academy	Warrensburg, N. Y.	1860	1853	L. L. Lawrence, A. B.	Non-sect.	2	3	70	83	10	5	0	0	×	×	×	×	3	42
767	Warsaw Union Free School	Warsaw, N. Y.	0	1853	S. M. Dodge		2	2	50	55	3	....	....	×	×	0	×	×	....	40
768	Warwick Institute and Union Free School.	Warwick, N. Y.	1854	1852	N. H. Dumond		1	6	145	170	....	....	4	×	×	×	0	×	4	42
769	Waterford Union School	Waterford, N. Y.	....	....	P. E. Wager		1	3	31	41	10	4	....	×	×	....	×	×	4	42
770	Waterloo Union School	Waterloo, N. Y.	1853	1853	J. S. Boughton		2	9	245	260	12	....	....	×	×	0	×	×	3	40
771	Watertown High School†	Watertown, N. Y.	....	....	Hamilton Smith, A. M., LL. B.		2	2	(193)		....	....	....	....	....	....	....	....	....	....
772	Watkins Academy and Union School	Watkins, N. Y.	1863	1863	J. L. Mack	Non-sect.	1	8	343	375	0	0	0	×	....	....	0	×	10	41
773	Waverley Union High School	Waverly, N. Y.	....	1871	H. H. Hutton, M. A.	Meth.	1	9	38	54	4	....	1	×	×	....	×	×	4	40
774	Westfield Academy and Union School	Westfield, N. Y.	1837	1837	J. S. Fosdick, M. A.	Non-sect.	2	4	101	109	....	0	1	0	×	×	×	×	3	42
775	West Hebron Union Free School	West Hebron, N. Y.	1855	1855	J. C. Gray		1	4	55	70	1	....	....	×	×	×	0	0	....	42

776	Westport Union Free School	Westport, N. Y.	1865	1865	L. B. Newell, A. B.		1	2	85	68	10	4	0		0	0	×	×	4	36
777	West Winfield Academy†	West Winfield, N. Y.					2	3	(183)											
778	Whitestown Seminary	Whitestown, N. Y.	1845		J. S. Gardner, A.M, Ph.D	F. Bapt.	5	6	249	154	20	10	6	×		×	×	×	4	39
779	Whitney's Point Union School and Academy.	Whitney's Point, N. Y.	1865	1865	C. N. Cunningham		1	4	94	99	2			×		×	×	×	12	40
780	Wilson Union School	Wilson, N. Y.		1869	E. A. Greene A. M.		1	7	173	141	7	1	1	0	0	0	×	×	4	42
781	Windsor Union School,‡ (academic department.)	Windsor, N. Y.			A. W. Cooper		1	2	(149)											
782	West Winfield Academy	Winfield, N. Y.	1851	1859	A. K. Goodin, A. B		3	2	120	106	6			×	×	×	×	×	4	41
783	Leavenworth Institute	Wolcott, N. Y.	1856	1856	John T. Cochran	Non-sect.	1	4	175	211	9	6		0	0	0	×	×		42
784	Woodhull Academy*	Woodhull, N. Y.			M. M. Baldwin, A. M.		2	3	60	80	2			×	×	×		×		39
785	Yates Academy†	Yates, N. Y.			L. R. Holroyd		1	2	(99)											
786	Belvidere Academy	Belvidere, N. C.		1836	W. A. Symmes	Friends	1	1	40	30	10		1							40
787	Cary Female Seminary	Cary, N. C.		1873	Rev. J. H. Page	Meth.	1	1	50	25				×	×	×	0	0	4	40
788	Indian Ridge Male and Female Acad'y.	Carrituck Co., N. C.	0	1841	L. H. Babb	Bapt.	2		46	32	16	6	21	0	×	0	0	6		40
789	East Bend Academy	East Bend, N. C.		1867	Rev. M. Baldwin, A. B.	Bapt.	1	1	72	18	3		0	0	0	0	0	0		42
790	Graham High School	Graham, N. C.		1865	Rev. W. S. Long, A. M., Rev. D. A. Long, A. M.	Christ'n.	2	1	30	19	25	20	5	×	×	×	0	0	6	40
791	Mills River Academy	Henderson Co., N. C.	0	1817	Richard H. Lewis	Non-sect.	1	1	25	35	3	0	0	0	0	0	0	0	4	40
792	Newbern Academy	New Berne, N. C.	1766		G. W. Neal	Non-sect.	1	3	95	96	3		3	0	0	0	×	×	4	40
793	New Garden Boarding School	New Garden, N. C.	1835	1837	G. N. Hartley, A. B	Friends	2	2	51	28			0	0	0	0	×	×	4	40
794	Locust Hill Seminary	Pittsboro', N. C		1860	Rev. K. B. Sutton, A. M.		1	3	11	42	0	0	0	×	×	×	0	×	4	40
795	Sylvan High School	Snow Camp, N. C		1866	D. M. Thompson	Friends	1	1	48	40			2	0	0	0	0	0		40
796	Rev. D. Morrelle's English and Classical School.	Wilmington, N. C.		1859	Rev. Daniel Morrelle	P. E.	1		8	3	6					×	0	×		39
797	Williston Academy and Normal School	Wilmington, N. C.	0	1873	Miss Ella E. Roper			5	25	36				0	×	×	0	0		32
798	Yadkinville School*	Yadkinville, N. C		1865	J. D. Johnson		1	1	25	20										20
799	Albany Enterprise Academy	Albany, Ohio		1863	Rev. J. R. Bowles	Non-sect.	1	1	32	22										42
800	Grand River Institute	Austinburg, Ohio	1831		J. Tuckerman		2	3	148	136	25		4	×	×	×	×	×	3	39
801	Beverly Academy	Beverly, Ohio		1840	J. G. Adams, A. B	Cumb. Presb.	1	1						0	×	×	0	×	3	39
802	Fayette Normal School	Bloomingburg, Ohio		1873	T. M. Withgott		2		8	20					×	×	×	×		36
803	Central College Academy	Central College, Ohio	0	1873	F. A. Wilber	Presb.	3	1	33	26	8	0		0	×	×	0	×	3	39
804	Williams Centre Academy	Centre, Ohio			W. H. Lane		(2)		(65)											
805	Cheshire Academy*	Cheshire, Ohio		1859		F. W. B.	1	1	36	30								×		39
806	Geauga Seminary	Chester, Ohio	1842	1842	Mrs. Theodore Wilder			3	27	50				×	×	×	0	0		35
807	Hughes High School	Cincinnati, Ohio	1851	1851	Vacant		6	5	170	265				×	×		×	×	4	41
808	St. Mary's Academy	Cincinnati, Ohio					(10)		(170)											
809	School of Design, (University of Cincinnati.)	Cincinnati, Ohio		1873	Thomas S. Noble		3	1	171	130				×					4	37
810	Cleveland Academy	Cleveland, Ohio		1861	E. H. Votaw	Non-sect.	3	5	56	112	8	2	4	×	×	0	0	×	12	40
811	Ewington Academy	Ewington, Ohio	1857	1857	George Cherington		1	1	55	65				×	×	×	0	0		38
812	Select School	Galena, Ohio			L. D. Evans		(2)		(120)											
813	Gallia Academy	Gallipolis, Ohio	1811	1811	E. W. Chase	Non-sect.	1	2	53	48	5		3	0		×	×	×	3	40
814	Goshen Seminary	Goshen, Ohio		1869	W. O. Hopkins		1		35	26										38
815	Vermillion Institute	Hayesville, Ohio			J. McC. Martin	Presb.	4		(96)		20			0	0	0	0	0		40
816	Atwood Institute	Lee, Ohio			J. W. Wood	F. W. B.	1	2	125	140			3	0	×	×	0	0		32
817	Lexington Male and Female Seminary	Lexington, Ohio	0	1851	Rev. R. Galley, A. M	U. Presb.	2				10			0	×	×	0	0	4-6	40
818	Madison Seminary	Madison, Ohio	1846	1846	C. A. Hebbard, B. S	Non-sect.	1	2	26	30	3	3	0	×	×	×	×	×	4	36
819	Mansfield Seminary*	Mansfield, Ohio	1860	1860	Joseph Lindley, A. M	P. E.	2	3	30	60				×	×	×	×	×	6	39
820	Morning Sun Academy	Morning Sun, Ohio	1855	1852	R. J. Miller		2		16	16	10	4	3	0	×	0	×	×		38
821	Madison Academy	Mt. Perry, Ohio		1871	James White	Non-sect.	1	1	30	20	12		1	×	×	×			3	39

TABLE V.—*Statistics of institutions for secondary instruction for* 1873, *&c.*—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Students. Male.	Students. Female.	Preparing for college.	Preparing for scientific course in college.	Entered college from institution since close of last academic year.	Is drawing taught?	Is vocal music taught?	Is instrumental music taught?	Chemic laboratory.	Philosophic cabinet and apparatus.	Number of years in course.	Number of weeks in scholastic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
822	Friends' Boarding School	Mt. Pleasant, Ohio	....	1837	Barclay Stratton	Friends	2	2	24	29	....	....	.....	0	0	0	×	×	....	40
823	New Hagerstown Academy	New Hagerstown, Ohio	1838	1837	B. M. Price	Presb	1	1	34	45	....	....	4	0	×	×	0	0	....	36
824	Preparatory Department of Oberlin College.	Oberlin, Ohio	1833	1834	R. T. Cross	Cong	..	..	257	284	....	....	.....	×	×	×	....	....	....	36
825	De Camp Institute	Pagetown, Ohio	0	1859	C. H. Dixon, A. B		1	..	30	35	....	1	.....	0	0	0	0	0	....	38
826	Pierpoint Academy *n*	Pierpont, Ohio	0	1868	Vacant	Non-sect.	..	..	....	....	....	....	.....	....	....	....	0	0	....	42
827	Fairfield Academy*	Pleasantville, Ohio	....	1860	T. C. Reade		(4)		28	17	....	....	.....	....	....	....	....	....	....	38
828	Bartlett Academy	Plymouth, Ohio	....	1873	W. J. Cook		1	1	20	22	....	....	.....	0	×	....	0	×	....	40
829	Select School	Pomeroy, Ohio	....	....	Rev. U. L. Meyer	Luthr	1	..	(40)		....	....	.....	....	....	....	....	....	.....	.....
830	Portsmouth Young Ladies' Seminary	Portsmouth, Ohio	1867	1867	John T. Daniel, A. M	Non-sect.	5	2	20	57	20	....	.....	....	....	×	×	×	6	36
831	Racine Academy	Racine, Ohio	....	....	Riley Harpold		(4)		(227)		....	....	.....	....	....	....	....	....	.....	.....
832	Sandusky City High School*	Sandusky, Ohio	....	....	E. S. Wellington, A. B		1	2	37	80	1	....	.....	×	×	....	....	....	3–4	40
833	Savannah Academy	Savannah, Ohio	1858	1858	Rev. S. T. Boyd, A. M	Presb	4	3	83	74	....	....	5	×	×	×	×	×	6	40
834	Smithville High School	Smithville, Ohio	1866	1865	J. B. Eberly	U. B	4	1	184	83	75	50	27	0	×	×	0	×	6	42
835	Salem Academy	South Salem, Ohio	....	1843	T. J. Hague, A. M	Presb	1	3	21	28	10	1	3	×	×	×	0	×	5	40
836	Select School	Sunbury, Ohio	....	....	R. D. Robinson		1	..	(40)		....	....	.....	....	....	....	....	....	.....	.....
837	Carleton College	Syracuse, Ohio	....	....	J. B. Tombes		(4)		(75)		....	....	.....	....	×	×	....	....	....	42
838	Tallmadge Central Union School	Tallmadge, Ohio	0	1871	B. B. Loughead	Cong	1	1	60	50	....	....	.....	0	×	0	0	0	.....	.....
839	Ursuline Convent	Tiffin, Ohio	....	1863	Sister Ignatius	R. C	..	10	150	350	....	....	.....	....	×	×	....	×	....	43
840	Twinsburg Institute	Twinsburg, Ohio	0	1828	Samuel Bissell	Presb	1	1	(20)		0	0	0	0	×	×	0	×	....	40
841	Westminster Academy	Waterford, Ohio	....	1869	Rev. Robert Morrison	Presb	3	2	50	23	10	....	3	....	×	×	0	×	3	39
842	Western Reserve Seminary	West Farmington, Ohio	1855	1855	F. O. Reeve, A. B		4	4	(312)		....	....	.....	0	×	×	0	....	3	40
843	Canaan Academy	Windsor, Ohio	1842	1842	J. W. Cummings, B. A	Non-sect.	2	1	48	60	10	....	2	0	0	×	0	0	....	34
844	Rayen High School	Youngstown, Ohio	....	1866	E. A. Gregory	Non-sect.	2	1	28	35	3	....	2	0	0	0	×	×	3	38
845	Umpqua Academy	Wilbur, Oreg	1857	1854	I. G. Herron	Meth	1	3	45	41	....	....	.....	×	×	×	×	....	5	38
846	Beaver College and Musical Institute	Beaver, Pa	1853	1853	Rev. Riley T. Taylor, D.D	M. E	4	6	60	146	6	4	2	×	×	×	×	×	4	40
847	Bellefonte Academy	Bellefonte, Pa	1820	....	Rev. James P. Hughes, A. M.	Non-sect.	4	2	40	30	20	10	12	0	×	×	×	0	7	40

848	Boalsburg Academy*	Boalsburg, Pa					1	1	42	15	4		2								40
849	Kallynean Academy	Boyertown, Pa		1866	I. B. Haukey, A. M	Non-sect.	3	1	74	19	4	7	2	×	×	×	×	×	4		44
850	Mt. Pleasant Seminary	Boyertown, Pa		1850	L. M. Koons, A. M		2	1	60	90	1		3	×	×	×	×		3		43
851	Witherspoon Institute	Butler, Pa	1849	1851	Rev. W. I. Brugh, A. M	Presb	3	3	93	86				0	×	×	0	×			40
852	Mary Institute	Carlisle, Pa	1865	1860	Mrs. S. H. Windsor	P. E	(7)		14	36				×	×	×	0	0	4		40
853	Young Ladies' Seminary	Carlisle, Pa			M. S. Gibson		1	5	5	24				×	×	×			7		40
854	Doylestown English and Classical Seminary.	Doylestown, Pa	0	1867	Benjamin Smith, M. A	Non-sect.	5	8	127	63	12	2	1	×	×	×	×	×	3		40
855	Easton Academy	Easton, Pa		1872	Reuben H. Trach	Luth'n	2		38	9	3										44
856	Elder's Ridge Academy	Elder's Ridge, Pa	0	1847	Rev. Alex. Donaldson, D. D.	Presb	2	0	30	15	18	0	5	0	0	0	0	0	3		40
857	West Branch High School	Jersey Shore, Pa	1852	1852	J. P. Sherman	Presb	1	2	25	23			0	×	×	×	0	0			40
858	Mt. Dempsey Institute*	Landisburgh, Pa			Lewis B. Kerr		1		26	15											
859	Greenwood Seminary	Millville, Pa		1851	R. Harlan Whitacre	Non-sect.	1	1	30	35				0	0	0	0	0			44
860	Laird Institute	Murrysville, Pa			G. M. Spargrove	Non-sect.	2		18	11	11		3	0			×				40
861	Young Ladies' Academy	Philadelphia, Pa		1853	Miss Mary Ann Fisher	P. E		1	20	20				×	×	×					43
862	Missionary Institute	Selin's Grove, Pa	1859	1859	P. Born	Luth'n	4	2	100	25	32		10	0	×	×	×	×			39
863	Smithport Graded School	Smithport, Pa	1867	1868	B. R. Train		1	2	54	58				0	0	0			3		36
864	Stewartstown English and Classical Institute.	Stewartstown, Pa		1856	R. S. Maxwell	Non-sect.	1	2	28	35				×	0	×					40
865	Susquehanna Collegiate Institute	Towanda, Pa	1853	1854	E. E. Quinlan	Presb	3	3	75	75	15	1	6	×	×	×	×	×	3		40
866	Unionville Institute*	Unionville, Pa			J. W. Harvey		3	3	40	35				×	×	×	×				36
867	Wellsboro' Union School	Wellsboro', Pa	1825	1825	P. H. Edick, A. B	Baptist	1	8	185	220	20	0	2	×	×	×	0	0	8		42
868	Williamsport Dickinson Seminary	Williamsport, Pa	1856	1848	Rev. W. Lee Spottswood, D. D.	M. E	7	4	125	75			2	×	×	×	×	×	4		40
869	Luzerne Presbyterial Institute	Wyoming, Pa	1849	1849	Mary L. Reeve	Presb		1	29	37											44
870	New England Yearly Meeting Boarding School of Friends.	Providence, R. I		1819	A. K. Smiley, A. M	Friends	7	6	142	75	15		3	×	0	0	×	×	4		40
871	St. Bernard's Academy	Woonsocket, R. I		1869	Sister M. Stanislaus	R. C	0	5	40	70			5	×	×	×	0	0			40
872	Jones' Academy	Columbia, Tenn		1869	G. B. Elliott		1		19	12	14					×			6		40
873	Culleoka Institute	Culleoka, Tenn	1868	1868	W. R. Webb, A. M	M. E. S	1	2	92	53	25	1	2	0	×	×	0	0	4		40
874	Greenville Graded School	Greenville, Tenn	1834	1833	O. M. Brabson		3	2	131	116	22		10	0	×	×	0	0			41
875	Huntingdon Male and Female Academy	Huntingdon, Tenn		1871	A. V. Clark	Non-sect.	2	1	40	36	20		7	×	0	0	0	0			40
876	McKenzie Male and Female College	McKenzie, Tenn	1871	1868	Irby & Randle	Non-sect.	2	3	83	94	27			×	×	×	×	×	4		40
877	Freedman's College	Maryville, Tenn			Yardley Warner, pres't	Friends	2	1	88	78							0	0	3		44
878	Le Moyne Commercial School*	Memphis, Tenn		1871	J. H. Barnum	A. M. A	1	6	92	122				×	×	×			4		35
879	Mt. Pleasant Institute	Mt. Pleasant, Tenn		1873	J. P. Hamilton	Baptist	1	2	39	36				×	0	×	0	0	4–10		
880	Spring Hill Female Academy	Spring Hill, Tenn			John C. Redman	Non-sect.	1	2	35	30				0	0	×	0	0	3		40
881	Riverside Academy	Dallas, Tex	0	1873	M. W. Martin		1	0	50	10	9			×	×	0	0	0	5		39
882	Barnes Institute	Galveston, Tex	0	1870	A. G. Marment	Non-sect.	1	1	13	26	0	0	0	×	×	×	0	0			40
883	Alburg Springs Academy	Alburg Springs, Vt	0		Henry Babcock		1		12	21				0	0	0	0	0			
884	Goddard Seminary	Barre, Vt	1870	1870	F. M. Howes, A. B	Univ	5	5	105	69			3	×	×	×	×		2–4		40
885	Barre Academy	Barre, Vt	1849	1850	J. S. Spaulding, A. M., LL. D.	Cong	3	4	103	75	30	5	8	×	×	×	×	×	3		40
886	Barton Academy and Graded School	Barton, Vt	1854	1855	Miss E. M. Gleason	Non-sect.		4	50	100				0	0	0	0	0			33
887	Barton Landing Graded School	Barton Landing, Vt	0	1863	C. C. Bridgman	Non-sect.	1	1	40	45				×	×	×	0	0	4		33
888	Bellows Falls Public High School*	Bellows Falls, Vt			H. L. Cheeseman		1	4	30	20	3								3		36
889	Bradford Academy and Union High School.	Bradford, Vt	1820	1820	Thomas Martin	Non-sect.	1	3	110	90	5	1	1	×	×	×	×	×	5		39
890	Brandon Graded School	Brandon, Vt			J. S. Cilley, A. M		1	10	(585)					×					3		36
891	Bristol Academy	Bristol, Vt	1853	1853	B. M. Weld		1	4	57	45	8			0	×	×	0	0	3		33
892	Chester Academy *n*	Chester, Vt	1813	1814	J. S. Chapman, A. B	Cong	1	3	53	61					×		×	×			

TABLE V.—*Statistics of institutions for secondary instruction for 1873, &c.*—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Students.					Is drawing taught?	Is vocal music taught?	Is instrumental music taught?	Chemic laboratory.	Philosophic cabinet and apparatus.	Number of years in course.	Number of weeks in scholastic year.
									Male.	Female.	Preparing for college.	Preparing for scientific course in college.	Entered college from institution since close of last academic year.							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
893	Derby Academy	Derby, Vt	1840	1839	Geo. F. Stackpole, A. B.	Baptist.	1	2	48	33	6	....	.....	×	....	×	....	....	4	33
894	Orleans Liberal Institute	Glover, Vt	1851	1851	E. M. Vittum	Univ.	1	1	25	30	....	....	0	0	0	....	0	×	....	32
895	Hardwick Academy *n*	Hardwick, Vt	1860	1861	Vacant	Non-sect.	1	1	(100)		....	....	.....	×	....	×	0	0	....	33
896	Jericho Academy	Jericho, Vt	....	....	Austin Hazen	Non-sect.	1	1	14	9	0	....	.....	....	....	....	0	0	....	43
897	Jonesville Academy *	Jonesville, Vt	....	....	B. T. Holcomb, A. M	....	1	2	25	16	9	....	1	....	....	....	....	....	....	33
898	Londonderry Academy *n*	Londonderry, Vt	1852	1852	A. M. Altbee	....	....	....	....	....	....	....	.....	....	....	....	....	....	....	....
899	Black River Academy	Ludlow, Vt	1845	1845	S. A. Giffin, A. B	Non-sect.	1	4	70	80	11	....	2	×	0	×	....	×	3–4	34
900	Lyndon Academy and Graded School	Lyndon, Vt	1872	1873	C. C. Bridgman	Non-sect.	1	3	70	70	8	0	0	×	×	×	×	×	4	36
901	Lyndon Literary Institution	Lyndon Centre, Vt	1867	1868	J. S. Brown, A. B	Free Bap	1	4	78	73	....	....	.....	....	×	×	×	×	3–4	39
902	McIndoes Falls Academy	McIndoes Falls, Vt	1851	1852	Thomas Martin	Cong.	1	1	35	50	5	0	3	×	....	×	0	0	....	44
903	Middlebury Graded School	Middlebury, Vt	....	1866	C. D. Mead	....	1	8	150	200	20	....	5	×	×	×	0	0	14	39
904	People's Academy and Morrisville Graded School.	Morrisville, Vt	1847	1847	George A. Gates	Non-sect.	1	4	60	65	5	....	.....	0	×	×	0	×	3	33
905	Beeman Academy	New Haven, Vt	1869	1870	A. E. Leavenworth, A. M	Cong.	2	1	39	56	10	0	2	0	×	×	×	×	3	40
906	Northfield Graded School	Northfield, Vt	1872	1870	A. R. Savage, B. A	....	1	7	162	199	8	....	.....	....	....	×	×	×	4	35
907	Norwich Classical and English Boarding School.	Norwich, Vt	1867	1867	E. L. Richardson, B. A	Cong.	2	3	47	23	6	3	7	×	0	×	0	0	3	39
908	Caledonia County Grammar-School	Peacham, Vt	1795	1797	C. A. Bunker, A. M	Non-sect.	2	3	96	72	7	0	1	×	....	×	×	×	....	40
909	Rutland High School	Rutland, Vt	1867	1867	Judah Dana, A. M	Non-sect.	1	2	36	57	13	3	1	×	×	×	×	×	3	39
910	St. Johnsbury Graded School	St. Johnsbury, Vt	....	1862	W. H. Galbraith	....	1	9	200	200	2	2	5	×	×	0	0	×	11	38
911	St. Johnsbury Academy	St. Johnsbury, Vt	1843	....	Rev. H. T. Fuller, A. M	Non-sect.	4	4	78	74	40	10	9	×	×	×	×	×	4	40
912	Newton Academy	Shoreham, Vt	1811	1811	John Avery	Non-sect.	1	1	50	75	....	....	.....	×	....	×	0	0	....	40
913	Swanton Academy and Graded School	Swanton Falls, Vt	1851	....	W. A. Learned	Non-sect.	2	7	93	102	7	....	0	0	×	×	0	×	3	39
914	Thetford Academy and Boarding Sch'l.	Thetford, Vt	1819	1820	Daniel Turner, jr., A. M	Cong.	2	2	60	45	10	2	3	×	×	×	×	×	3	42
915	Underhill Academy	Underhill, Vt	....	1852	E. F. Garvin	Non-sect.	1	1	30	23	1	....	.....	×	0	×	0	×	....	44
916	Green Mountain Perkins Academy	Woodstock, Vt	1848	1849	E. H. Aldrich, A. B	Univ.	7	1	47	37	7	4	3	×	×	×	0	×	3	35
917	Yeates Lower School	Belleville, Va	1731	1731	R. L. Brewer	Non-sect	1	1	30	28	6	0	0	0	0	0	0	0	4	44
918	Berryville High School	Berryville, Va	....	1872	M. W. Jones	Non-sect.	1	2	60	50	10	....	2	0	0	0	0	0	....	40

919	Lonoak Institute	Bruceltown, Va		1870	Rev. J. P. Hyde, A. M	M. E	2	3	35	34	2	1		0	×	×	×	×	4	40
920	Oakland Institute*	Doe Hill, Va	1872	1871	W. K. McGreer	Meth	4	1	63	28						×			3-5	41
921	Elk Creek Academy*	Elk Creek, Va		1869	F. R. Cornett	Meth	1		20	10	10		1						4	40
922	Holy Neck Seminary	Holy Neck, Va	0	1856	Rev. C. A. Apple	Non-sect.	1		23	8	8	0	0	0	0	0	0	0	5	40
923	Yeates Upper School†	Lordsville, Va		1755	A. P. Gomer		1		24	22										43
924	Union Academy	Spout Spring, Va	1840	1840	C. H. Chilton	Non-sect.	1		30	20			3	0	0	0	0	0		40
925	Suffolk Collegiate Institute	Suffolk, Va	1872	1871	Joseph King, A. B., and J. H. Wright, A. M.	Christ'n	2	2	40	25				×		×	0	×	5	40
926	Oak Hill Institute*	Wadesville, Va		1860	Rev. J. P. Hyde		1	2	(70)											
927	Clarksburg Graded School	Clarksburg, W. Va	1867		D. C. Louchery	Non-sect.	3	4	120	102	20		15		×		0	0		40
928	St. Alphonsus School	Wheeling, W. Va		1861	Sisters of St. Joseph	R. C	0	6	100	220				0	×	0				44
929	St. Joseph's Academy	Wheeling, W. Va		1865	Rev. Mother Mary de Chantal	R. C	0	10	37	115				×	×	×	0	0	8	44
930	St. Joseph's Cathedral School	Wheeling, W. Va		1848	Sisters of St. Joseph	R. C	0	5	75	170				0	×	0				44
931	St. Mary's School	Wheeling, W. Va		1869	Sisters of St. Joseph	R. C	0	4	68	80				0	0	0				
932	St. Vincent's School	Wheeling, W. Va		1855	Sisters of St. Joseph	R. C	0	2	30	56				0	0	0				44
933	Albion Academy and Normal Institute	Albion, Wis		1854	Rev. A. R. Cornwall, A.M		7	3	(181)						×					
934	Waupaca County Academy *p*	Baldwin's Mills, Wis	1871	1873	L. W. Bliss	Non-sect.														
935	Evansville Seminary	Evansville, Wis	1855	1855	Rev. G. S. Bradley, A. M	F. W. B	2	3	75	60				×		×	×	×	3	38
936	Jefferson Liberal Institute	Jefferson, Wis	1866	1866	Prof. Elmore Chase, A. M	Univ	4	2	42	38	4			×	×	×	0	×	3	39
937	German and English Academy	Milwaukee, Wis	1853	1851	P. Engelmann and W. Schlicek.	Non-sect.	8	8	216	104				×	×		×	×		44
938	Patch Grove Academy	Patch Grove, Wis		1864	C. R. Newcomb	Non-sect.	1	1	21	34				×	×	×	×	×	3	36
939	Rochester Seminary	Rochester, Wis	1867	1867	J. H. Gould	F. W. B	2	3	55	32	9		2	×	×	×	×	×	4	38
940	River Falls Institute	River Falls, Wis		1871	M. E. Cady, A. M		2	1	40	20	5	0	0	×	0	0	0	0		38
941	Carroll College	Waukesha, Wis		1846	W. L. Raukin	Presb	2	1	50	45										40
942	Select School and Kindergarten	Washington, D. C		1871	Miss Mary Perley			3	20	40				×	×	×				40
943	St. Mary's Academy	Denver, Colo		1864	Mother M. Joanna	R. C		11	35	113	5		1	×	×	×			5-7	41
944	Wyoming Institute	Laramie, Wyo	1871	1871	Rev. D. J. Pierce	Baptist	1	2	21	18	2		1	×	×	×	0	×	4	40

Notes for statistics of institutions for secondary instruction.

* From report of Bureau of Education for 1872.

† From report of the Regents of the University of the State of New York for 1872; the number of students is the total for the year.

a Total expense per annum.
b Annual expense for tuition.
c Annual expense for board and lodging.
d Annual expense for board and lodging, and tuition in English branches.
e Per month.
f Annual State-appropriation.
g County-appropriation.
h Apparatus.
i To be transferred to Hillsboro' in January, 1874.
j Apparatus and school-furniture.
k Scholars from Byfield Parish pay only $7.
l To residents of Hingham $1.50.
m For non-residents; free to residents.
n Suspended at present.
o In bonds.
p School not yet organized.
q Collegiate department of the university is not yet organized.

TABLE V.—*Statistics of institutions for secondary instruction for* 1873; *&c.*—Continued.

[The notes, the references to which will be found in this part of the table, will be found on the preceding page.]

Number.	Name.	Library.		Average annual expenses.					Corporate property, &c.					Scholastic year begins—
		Number of volumes.	Increase since October 15, 1872.	Lodging.	Board.	English branches.	Classic course.	Modern languages.	Amount of property of corporation.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
	1	21	22	23	24	25	26	27	28	29	30	31	32	33
	PART I. *Schools for boys.*													
1	Hamner Hall High School	0	.....	*a*$330	.....	*b*$100	.....	.....	.....	$20,000	.....	.....	.....	October 1.
2	Park High School	150	.....	*c*150	.....	40	$50	$50	.....	3,000	.....	.....	.....	September 15.
3	Buckley School	50	5	.....	.....	0	0	0	$50,000	10,000	$4,000	$300	$2,200	September, first Monday.
4	Rural Home School	500	.....	*d*350	.....	.....	20	40	.....	.....	.....	.....	.....	October, first Monday.
5	Stamford Military Institute	300	.....	*d*450	.....	.....	50	50	.....	25,000	.....	.....	15,000	September 15.
6	English and Classical School for Boys	.....	.....	*a*300	.....	.....	.....	5	.....	.....	.....	.....	.....	Sept., second Wednesday.
7	English and Classical Boarding School for Boys.	200	.....	*a*400	.....	.....	.....	.....	.....	10,000	0	0	3,000	
8	Wilmington Conference Academy	0	0	*a*200	.....	.....	.....	.....	.....	53,000	.....	.....	.....	September, first Monday.
9	Rugby Academy	200	.....	*e*200	.....	60	75	30	.....	.....	.....	.....	.....	September, first Monday.
10	Hearn Manual-Labor School	0	.....	*e*250	*e*$10	35	45	.....	7,500	5,500	7,500	525	525	September, first Monday.
11	Slade's School for Boys	0	.....	*a*210	.....	.....	.....	.....	.....	5,000	.....	.....	.....	October 1.
12	Samuel Bailey Male Institute	.....	73	*c*200	.....	30	40	.....	25,000	19,500	0	0	3,500	September 1.
13	Marietta Male Academy	0	.....	*c*200	.....	*b*60	.....	.....	.....	5,000	0	0	1,200	August.
14	Collinsworth Institute	300	.....	*c*140	.....	30	40	20	.....	5,000	.....	.....	.....	August, first Monday.
15	Todd Seminary for Boys	525	25	*a*400	.....	.....	.....	.....	.....	20,000	.....	.....	.....	September, first Tuesday.
16	St. Mary's Academy	45	10	*c*200	.....	24	20	10	.....	15,000	25,000	2,000	0	September 1.
17	St. Paul's Grammar School	200	.....	*d*150	.....	.....	0	10	.....	3,000	.....	.....	.....	September, first Monday.
18	Vincennes University	0	0	.....	.....	9–12	12	.....	7,000	7,000	48,000	4,800	500	September, first Monday.
19	Fairfield College	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	September, second Monday.
20	St. Mary's College*	1,200	.....	*a*150	.....	.....	.....	.....	.....	.....	.....	.....	.....	September, first Monday.
21	St. Joseph's College and Seminary	8,000	0	*a*160	.....	.....	.....	.....	1,800	20,000	0	0	8,000	September, first Monday.
22	Lexington Male High School	.....	.....	.....	.....	*b*80	.....	.....	.....	.....	.....	.....	.....	September, first Monday.

23	Lexington Select Male School					*b*80								September 1.
24	New Orleans Central Boys' High School													
25	St. Aloysius Academy	300							8,000				4,000	October, first Monday.
26	St. Joseph's School for Boys	400	200						20,000	20,000		3,000		September 1.
27	Abbott Family School	600	0			*a*350				30,000			17,000	September.
28	St. Augustine's School	978	172	*c*100		(60)							9,760	September 1.
29	English, Classical, and Mathematical School for Boys.	0	0			(130)		30						September 15.
30	Newton Academy	300								15,000				September 15.
31	Oxford School for Boys	200	0							15,000				September 8.
32	Pembroke School for Boys	1,000	50	150	250	(130)		32		25,000				September, second Monday.
33	Richland School for Boys	0	0	*c*325		*b*130				10,000				September 15.
34	St. Joseph's Academy													September.
35	Stewart Hall Collegiate and Commercial Institute.													
36	The Boys' School of St. Paul's Parish	500	500	*a*150-200		*b*20-*n*50							7,000	
37	Brookville Academy			*a*250		(25–40)		10		8,500		*f*600	0	September 15.
38	Cambridge Male Academy	0	0			0	20	10	800	800	0	*f*571		September.
39	St. Timothy's Hall*	3,000		*a*350										September 15.
40	West Nottingham Academy	0	0	*c*145		32	50	30	7,000	7,000	0	*f*500	1,530	September, first Monday.
41	College of St. James	11,000		*a*300			40	40						September.
42	Boarding School for Boys			*a*350										September 11.
43	McDonogh Institute	75	75						790,009	110,000	680,000	40,800		September 1.
44	Borromeo Institute*	50				12	25	25						September, first Monday.
45	Charlotte Hall School	800		*c*150		28	28	5		15,000				September, first Monday.
46	Upper Marlboro' Academy	350	0			0	0	0		3,000		*f*800	*g*300	September 15.
47	Mt. Pleasant Institute	300		*a*310						25,000			7,000	September 10.
48	English High School	*1,300	0											Sept., second Monday.
49	Highland Military Academy	800		*a*430						75,000				September 10.
50	Shattuck School	500	10	*d*350		*		16	85,000	80,000	0	0	18,082	September 18.
51	Pontotoc Male Academy	0		(*c*12)		30–40	50			10,000				Sept., first Monday.
52	Kemper's Family School	1,000		*a*300						11,000				September 25.
53	Hermann High School	0		(*c*15)		30	20			6,000			1,000	September 1.
54	Select School for Males (formerly St. Charles College.)								20,000	15,000				
55	St. Patrick's Academy	1,560								60,000			6,500	September 1.
56	Exeter High School	0				0								September.
57	Elizabeth Collegiate School	500		*a*400		*b*100			70,000	70,000			6,000	September 8.
58	Freehold Institute	2,000		*a*400		50–60	80–100	40		50,000			22,000	Sept., first Tuesday.
59	Neshanic Institute			*a*350		50	60			14,000			6,300	September.
60	Classical and Commercial High School*	3,000		*a*450										September.
61	Montrose Classical and Military School			*a*500		120	140	140		17,000	0	0	4,000	September.
62	Trenton Academy					32	48		11,500		11,500	1,000	3,400	Sept., first Monday.
63	Albany Academy for Boys*	‡1,021				76–88	76–88		‡96,956	‡94,106			‡12,538	Sept., second Monday.
64	Christian Brothers' Academy	500	100			48	48	48		67,000		5,000		September 1.
65	Academic department Brooklyn Collegiate and Polytechnic Institute.	3,000	30			*d*110				153,840	0	0	43,975	September 17.
66	St. Mary's School	0								80,000				September 1.
67	Canandaigua Academy	1,200	10	*a*300		40	40	30	30,000	18,000	12,000	840	4,500	September 4.
68	Houghton Seminary	1,000	75	*d*300		28	28	20		35,000				Sept., second Thursday.
69	Rural High School	875	0	*e*50		*b*15				24,000	6	0	0	September 10.
70	S. S. Seward Institute, male department	2,000	0	*a*300					20,000	22,000	20,000	1,400		September 8.

TABLE V.—*Statistics of institutions for secondary instruction for 1873, &c.*—Continued.

Number.	Name.	Library.		Average annual expenses.					Corporate property, &c.					Scholastic year begins—
		Number of volumes.	Increase since October 15, 1872.	Lodging.	Board.	English branches.	Classic course.	Modern languages.	Amount of property of corporation.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
	1	21	22	23	24	25	26	27	28	29	30	31	32	33
71	Flushing Institute			*a*$100										September 9.
72	Walnut Hill School	25,000		*a*300						$20,000				September 11.
73	Hempstead Institute	250		*a*250						15,000				November 1.
74	St. John's School for Boys	300		*a*400						5[illegible],000	$0	$0		Sept., first Wednesday.
75	Newburg Institute	350	25	*a*400						30,000			$8,000	Sept., second Tuesday.
76	Collegiate Academy	0	0			*b*$225				*h*200				Sept., last Wednesday.
77	Collegiate School	0	0			110	$150	$20						September.
78	Dr. Berthet's French Institute	350												September 22.
79	Dr. Sachs' Collegiate Institute	0				*b*140								September 15.
80	Fezandié Institute	400								35,000			10,513	Sept., third Tuesday.
81	Holladay Collegiate Institute	0				150–200	300	50	0		0	0		September 22.
82	Manhattan Academy	2,000	800	*c*225		50				75,000			25,000	September 1.
83	Murray Hill Institute	0		*c*700		200–300	300–350		0		0	0	14,000	September 22.
84	Private School					*b*175								Sept., third week.
85	Peekskill Academy	750		*a*400		*b*160			$50,000	50,000	0	0	5,000	September 10.
86	Mansion Square Institute	1,500	100	*a*400				40		50,000			25,000	September 10.
87	Pelham Institute	0		*c*300		50	40	40		12,000				September 9.
88	Riverview Academy	0		*a*600-800					0	75,000	0	0	24,000	September.
89	Holbrook's Military School	100		*a*500					30,000				30,000	September.
90	Private School	100	0	*a*400						12,500			2,000	September 1.
91	Trinity Collegiate and Preparatory Sch'l			*a*150		*b*50			0					September 1.
92	Irving Institute	1,000		*a*300										September
93	Christian Brothers' Academy	1,000				50				20,000				September 1.
94	Troy Academy	150	3			56	64			20,000	0	0	5,000	September 1.
95	Alexander Military Institute	1,000		*a*500						30,000			15,000	September 17.
96	Mohegan Lake School	300	50	*a*600						30,000				Sept., second Tuesday.
97	Rev. W. R. Wetmore's School for Boys	0				20–40	48							Jan., second Monday.
98	Bingham School			*c*170		*b*125								June.

99	Mt. Airy High School	0	0		$100	2	3	3		1,800				August 18.
100	Catawba English and Classical High School.	4,000	0	18	72	30	40	45	6,000	6,000	0	0	1,800	July, third Monday.
101	Horner and Graves's School	300		a300					10,000	40,000			6,000	January.
102	Raleigh Academy	0		c192		50	60							July.
103	Reynoldson Male Institute			e11		17	22						800	October, first Monday.
104	Backhorn Academy	1,800	100	c125		40	50	20		2,000			2,500	October 3.
105	St. Joseph's German-English Academy*	1,500		a250		48		20						Sept., first Tuesday.
106	St. Aloysius Seminary	2,000	850	a150						10,000				September 1.
107	Mr. William Smith's School													
108	St. Mary's Institute	450		a160-175						130,000			32,000	Sept., first Monday.
109	Harcourt Place Academy	450		a400						20,000			8,000	Nov., first Wednesday.
110	Marietta Academy	800				b30								September 4.
111	Clermont Academy	92		c144		b30								
112	Starr's Institute	500		a250						3,000				September 1.
113	Greenway Institute	250		a300						18,000				Sept., second Monday.
114	Koch & Crumbaugh's School	50				b75								
115	Bishop Scott Grammar and Divinity School.	2,800	1,550	a300		30-50	30-60	30		50,000	7,000	840	13,200	Sept., first Monday.
116	St. Michael's College	150	60							6,000				August.
117	Andalusia Hall	500	100	a300				20-30		20,000			7,000	September.
118	Pennsylvania Military Academy	1,200	100	a550					100,000	110,000	0	0	0	September 10.
119	Chester Valley Academy	500		c200		(75)		40		20,000				Sept., first Wednesday.
120	Collegiate Institute					b100			10,000					Sept., second Monday.
121	Germantown Academy	250	0	a500		60	80	20		50,000			4,500	September 8.
122	Rittenhouse Boys' Grammar School	150	0							25,866				January 1.
123	English Academy of the University of Lewisburg.	140		c147		27								Sept., first Thursday.
124	Litiz Academy	500	55							5,000			10,000	August 25.
125	Cumberland Valley Institute	500		e180		30-36	4	10		18,000				Sept., second Monday.
126	Treemount Seminary	1,000		d260			16	20		30,000				September.
127	Academy of the Protestant-Episcopal Church.					100				40,000	15,000	1,000	18,676	September 15.
128	Broad Street Academy	400	0			(130)		100		30,000	0	0	10,400	Sept., first week.
129	Classical Institute	0				(60)		10						September.
130	Lauderbach Academy	300	50			b80-120		20	0	h5,000	0	0	12,000	September 15.
131	Rugby Academy					110	110	20					14,000	September.
132	Hill School	2,000		c254		51	51	30		30,000				Sept., second Wednesday.
133	Cheltenham Academy			a400				20						Sept., second Wednesday.
134	York County Academy	0		a200					13,000	10,000	3,000	200	2,300	Aug., fourth Monday.
135	Avery Institute*	175				8	8							October 1.
136	Columbia Male High School					50	15	15		10,000				September 8.
137	Giles College	0				20	30	30		10,000				August.
138	St. Mary's Institute	1,000			e15	e1-2				30,000				
139	Vermont Episcopal Institute	3,687	64	a495					43,000	33,000	10,000	600	11,340	September 1.
140	Rural Home School for Boys	0		a400						8,000	0	0		September 3.
141	Abingdon Male Academy			a220		40	10	10		15,000				September 1.
142	Alexandria Academy	150	0	c250		b36-60							1,500	Sept., second Monday.
143	Potomac Academy			c240		50	10	10						Sept., third week.
144	Episcopal High School of Virginia	0	0	c230		b100							13,500	September 24.
145	H. F. Henry's School					b24-48	12	12						September.
146	St. John's Academy	1,000	0	50	150	32-50		20		8,000	0	0	3,000	Sept., first Monday.

TABLE V.—*Statistics of institutions for secondary instruction for* 1873, *&c.*—Continued.

Number.	Name.	Library.		Average annual expenses.					Corporate property, &c.					Scholastic year begins—
		Number of volumes.	Increase since October 15, 1872.	Lodging.	Board.	English branches.	Classic course.	Modern languages.	Amount of property of corporation.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
	1	21	22	23	24	25	26	27	28	29	30	31	32	33
147	Danville High School	0	.....	*c*$150	.....	$40	$50	.....	$0	$0	$0	$0	$1,000	September 1.
148	St. Timothy's Home School for Boys	.....	.....	*a*225	.....	.....	.....	.....	.....	.....	.....	.....	.....	October, first Monday.
149	Leesburg Academy	0	0	*c*200	.....	40	60	$15	.....	9,000	.....	.....	.....	September.
150	Edgemont Private School for Boys	.....	.....	*c*175	.....	*b*50	.....	.....	.....	.....	.....	.....	.....	September 1.
151	Seminary of St. Francis of Sales	5,000	.....	*a*200	.....	.....	.....	.....	.....	.....	.....	.....	20,000	September 1.
152	Georgetown Institute for Males	.....	.....	.....	.....	32	48	.....	.....	.....	.....	.....	.....	Sept., first Monday.
153	Select Male Academy	300	.....	*c*200	.....	72–80	100	.....	.....	.....	.....	.....	.....	September 8.
154	Boys' English and Classical High School	.....	.....	.....	.....	84	84	.....	.....	.....	.....	.....	2,400	Sept., first Monday.
155	Eclectic Institute	.....	.....	.....	.....	40	.....	.....	.....	.....	.....	.....	.....	Sept., second Monday.
156	Emerson Institute	.....	.....	.....	.....	80	80	80	.....	25,000	.....	.....	.....	Sept., second Wednesday.
157	Episcopal Institute	100	.....	.....	.....	(50–70)	.....	25	.....	.....	.....	.....	1,400	Sept., second Wednesday.
158	Rittenhouse Academy	.....	.....	.....	.....	(100)	.....	.....	.....	7,000	.....	.....	3,200	Sept., second Monday.
159	Roys's Academy	20	.....	.....	.....	*b*60	.....	.....	.....	.....	0	0	1,000	Sept., first Monday.
160	St. Matthew's Institute	.....	.....	.....	.....	*b*60	.....	.....	3,500	3,500	.....	.....	7,500	Sept., first Monday.
161	Thompson Academy	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	Sept., first Monday.
162	Jarvis Hall Collegiate School*	1,200	.....	.....	$250	.....	.....	.....	.....	.....	.....	.....	.....	September 4.
	PART II.													
	Schools for girls.													
163	Ursuline Convent*	1,560	.....	*a*360	.....	50	30	30	.....	.....	.....	.....	.....	September 1.
164	Academy of Notre Dame	1,000	.....	*a*260	.....	.....	.....	.....	.....	20,000	.....	.....	.....	August, first Monday.
165	Laurel Hall	250	.....	*a*400	.....	.....	.....	.....	.....	.....	.....	.....	.....	August 1.
166	Grove Hall School for Young Ladies	2,000	.....	*c*400	.....	*b*75	.....	.....	.....	25,000	.....	.....	12,000	September 17.
167	The Misses Nott's English and French School.	.....	.....	*a*500	.....	(70)	.....	36	.....	.....	.....	.....	.....	September 24.
168	Mrs. Platt's Boarding and Day School	2,000	800	*a*600	.....	.....	.....	.....	.....	20,000	.....	.....	.....	September 17.
169	Home and Day School for Young Ladies	25	.....	*c*275	.....	25	30	50	0	6,000	.....	.....	2,000	September 9.
170	Misses Robertson's Boarding and Day School.	900	.....	*d*400	.....	.....	.....	30	.....	.....	.....	.....	.....	Sept., second Wednesday.
171	St. Joseph's Academy	300	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	October 1.

172	Sisters of the Holy Names*	200		a200										Sept., first Monday.
173	Institute of the Immaculate Conception	150	50							80,000				September 1.
174	Bloomington Female Seminary	1,000		c160		24	8	20		12,000			2,500	Sept., first Tuesday.
175	St. Francis Xavier's Academy			c200		50	100	150						September 1.
176	Young Ladies' Seminary*													
177	Monticello Ladies' Seminary	3,600	0	a300						200,000			40,000	September 14.
178	Young Ladies' Athenæum	500				(40)		40		30,000	0	0	10,000	September 10.
179	St. Mary's School	600		a360					50,000	50,000	0	0	16,000	September.
180	St. Mary's Institute*			a175										Sept., first Monday.
181	Academy of the Assumption	0												
182	St. Augustine's Day School	0	0							15,000			3,000	Sept., first Monday.
183	Select School													
184	St. Rose's Boarding School													
185	Academy of the Immaculate Conception	400	50	c140		20	16	16						Sept., first Monday.
186	St. Ann's Academy*													September 1.
187	Bellewood Female Seminary	3,300		c200		50		30		35,000			10,000	September 1.
188	Nazareth Literary and Benevolent Institution.	2,000	300	a154-300							0			Sept., first Monday.
189	Storts Thousand-Dollar Female School	550		c170		b30-50			20,000	20,000				Sept., first Monday.
190	Caldwell Female Institute			c240		40-60	20	40		90,000				September.
191	Sayre Female Institute	600	50	c240		60		40	0	100,000	0	0	12,000	Sept., second Monday.
192	Louisville Female High School	150								120,000				Sept., first Monday.
193	Presbyterian Female School	0	0			80-100	20	25	0	60,000	0	0	5,000	Sept., first Monday.
194	Maysville Female College			c200		b25-40								Sept., first Monday.
195	Visitation Academy	650		a255		15-50	24	24						September 1.
196	St. Francis Academy			c140		36		10						Sept., first Monday.
197	Mt. St. Benedict's Academy	1,000	75	c180				10	0	30,000	10,000	700	0	September 1.
198	Academy of St. Catherine of Sienna	2,000		d180				40						Sept., first Monday.
199	St. Vincent's Academy	300	30		e20	e5				25,000		300	5,500	September 15.
200	Family School for Girls, at "The Willows."	350	100	a400					45,000	42,000				September 3.
201	Miss S. A. Jenness School for Young Ladies.	0				(70)		32						September 20.
202	Mt. Vernon Institute			a550				50		50,000				September 18.
203	Morison Academy													September 18.
204	Roland Academy													September 20.
205	Samuel T. Lester's Seminary	0	0	c150		b30-120	24	24		10,000	0	0	1,765	Sept., second Monday.
206	Alnwich Seminary for Young Ladies			d250										September 15.
207	Notre Dame, of Maryland	1,200		a220				25	320,000	270,000				Sept., first Monday.
208	Hagerstown Seminary for Young Ladies	650	0	c160		50	0	10		40,000	0	0	12,500	September 1.
209	Lutherville Female Seminary	1,000	100	c170		(50)		20		50,000			15,000	Sept., first Thursday.
210	The Hannah More Academy	100		30	200	(40)		25		15,000	4,000			Sept., second Wednesday.
211	Stanmore School for Girls	630		c185		40	16	16		12,000				October 1.
212	Girls' High School	2,000								300,000				September.
213	Newbury-street School					b200				30,000			16,000	October 1.
214	School for Young Ladies	25				150	200	200					1,800	October 1.
215	Union Park School for Young Ladies	25				b150							9,500	September 22.
216	St. Joseph's Select School													September 1.
217	Ipswich Female Seminary	1,200		*a240						10,000	0	0	1,500	
218	St. Patrick's Female Academy	600		a150										Sept., first Monday.
219	Misses Clark's Young Ladies' School	3,327	27	a240		20				10,000				Sept., first Monday.
220	St. Mary's Academy	250		a144										September 1.

TABLE V.—*Statistics of institutions for secondary instruction for* 1873, *&c.*—Continued.

Number.	Name.	Library.		Average annual expenses.					Corporate property, &c.					Scholastic year begins—
		Number of volumes.	Increase since October 15, 1872.	Lodging.	Board.	English branches.	Classic course.	Modern languages.	Amount of property of corporation.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
	1	21	22	23	24	25	26	27	28	29	30	31	32	33
221	St. Boniface Academy			*a*$120				$10						September, first Monday.
222	Minneapolis Female Seminary	350	50			*b*$50				$16,000				Sept., first Wednesday.
223	Norwood Seminary *					64		48						September 10.
224	Yazoo Seminary for Girls					30–60	$60	60	$5,000	5,000	$0	$0		Sept., second Monday.
225	St. Vincent's Academy	700		*d*150		20	4	16						September, first Monday.
226	St. Peter's School													September 1.
227	Kirkwood Seminary	400		*d*200-250				24		30,000	0	0		September, first Monday.
228	Christian Female Institute *					*b*34–54								September, first Monday.
229	Mrs. Cuthbert's Seminary for Young Ladies.	1,000	200	*a*600						*j*10,000			$24,000	Sept., second Monday.
230	St. Louis Seminary			*c*200		*b*100	15	15		20,000				Sept., first Wednesday.
231	Adrian Institute	200		*a*400				40		40,000				September 24.
232	Morris Female Institute			*c*320		80	20	40	30,000					September 18.
233	Albany Female Academy	6,000	0			*b*55					6,000		12,000	September 17.
234	St. Mary's School for Girls	350	75								0	0		September, first Monday.
235	St. Joseph's Industrial and Parochial School.	200							20,000	30,000				September, first Monday.
236	French and English Home Academy for Young Ladies.			*a*300				20						Sept., second Monday.
237	Academy of the Visitation	800	100			*b*40–80		32						September 1.
238	St. Mary's Academy	0	0						0	80,000	0	0		September.
239	Ontario Female Seminary †	950								25,399			5,599	
240	Drew Seminary and Female College	3,000		*c*260		*b*35–50			75,000	75,000	0	0	20,000	August 13.
241	S. S. Seward Institute, (female department.)	200	0	*d*300			12	12		12,000	10,000	700	5,000	September 15.
242	St. Joseph's Academy					*b*60–144				35,000				September, first Monday.
243	Hudson Young Ladies' Seminary			*a*300		40		16						September second Monday,
244	Union Hall Female Seminary *													

245	Jackson Institute	250		*a*500								5,000	September 20.
246	Chesterthorpe			*a*400		*b*20–100							September 15.
247	Home School for Young Ladies	275	12	*c*250		50	30	40		12,000			Sept., fourth Wednesday.
248	Academy of the Visitation	500		*d*250				32					September, first Monday.
249	Academy of the Holy Cross*	400		*a*220									September, first Monday.
250	Charlier Institute for Young Ladies					*b*100–200							September 21.
251	D'Aerts' Institute for Young Ladies	100		*a*700–800		*b*200				90,000			September 18.
252	French, English, and German Boarding and Day School.			*a*500–900		*b*160–225							September 25.
253	English, French, and German School for Young Ladies.	1,500		*a*800									September 22.
254	English, French, and German School for Young Ladies.			*a*900		*b*150–250							Sept. fourth Wednesday,
255	French Protestant Institute			*a*800		*b*200–275							September 25.
256	Mlle. Tardivel's Institute for Young Ladies.	600	100	*c*500		*b*100–275							September 17.
257	Miss Ballow's School for Young Ladies					*b*150		60					September 25.
258	Miss Cruttenden's Boarding and Day School.			*a*800		*b*80–200							September 25.
259	Mrs. Froehlich's School	645		*a*600		*b*100							September 17.
260	Mrs. S. Reed's Boarding and Day School.			*a*800		*b*100–250				200,000			September 24.
261	St. Vincent's Industrial School*	325											September, first Monday.
262	School for Girls			*a*1,000		*b*100–200							September 24.
263	North Granville Ladies' Seminary	800		*c*330		30		20	50,000	50,000			September 16.
264	Convent of Notre Dame des Victoires	*225		*a*125						20,000		2,500	September 1.
265	Brooks' Seminary	400		*a*400		40–60	10	10		75,000			
266	Cottage Hill Seminary for Young Ladies.	300		*a*400				60		30,000			September.
267	Female Academy of the Sacred Heart	500	60	*d*226			40	32		100,000			Sept., first Wednesday.
268	Nazareth Convent and Academy	400	52	*a*260					35,000	40,000			September 1.
269	Riverside Seminary			*a*320				32		*b*500			Sept., second Wednesday.
270	Rochester Female Academy†	201							8,009	7,760		2,870	
271	Rye Female Seminary	1,000		*d*350		60	10	10		55,000			September 15.
272	Mrs. E. E. Clark's Seminary for Young Ladies.	400		*d*400			20	40		25,000			September 20.
273	Cottage Hill Seminary for Young Ladies.	2,000	0	*a*650		*b*100		60					Sept., third Wednesday.
274	Troy Female Seminary	1,565	0			56–80		40	80,000	80,000	0	0	Sept., third Wednesday.
275	Yonkers Collegiate Institute			*a*500		50–175		60					September 17.
276	Ravenscroft Female School	0		*e*15		*e*3	16	16		1,500			September 1.
277	Somerville Female Institute			*c*120		20	10	10		1,000		600	February.
278	Literary Institute of Sisters of Notre Dame.	700											September, first Monday.
279	Miss E. H. Appleton's Select School	200									0	0	
280	Hudson Ladies' Seminary			*a*250						2,500			September 3.
281	Lake Erie Seminary	1,400		*a*153					110,000			13,635	September 4.
282	Ursuline Convent			*a*200							0		September, first Monday.
283	Springfield Female Seminary	500				*b*30–50					0	0	September 1.
284	Steubenville Female Seminary	3,000		*c*175		20–36	20	20		50,000			September 11.
285	Putnam Female Seminary	2,500	114	*c*160		32–45		30		40,000			September 11.
286	Bellevue Ladies' Institute	400		*a*250		30–50		30		25,000			September, first Monday.
287	School for Young Ladies and Children			*c*300		32–48	24	40					September 12

TABLE V.—*Statistics of institutions for secondary instruction for* 1873, *&c.*—Continued.

Number.	Name.	Library.		Average annual expenses.					Corporate property, &c.					Scholastic year begins—
		Number of volumes.	Increase since October 15, 1872.	Lodging.	Board.	English branches.	Classic course.	Modern languages.	Amount of property of corporation.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
	1	21	22	23	24	25	26	27	28	29	30	31	32	33
288	Ercildoun Seminary for Young Ladies	400	40	*c*$120	.....	$2	$0	$10	.....	$15,000	.....	$300	$8,000	October 1.
289	St. Benedict's Academy	1,200	0	*a*150	.....	.....	.....	20	.....	.....	.....	.....	.....	September, first Monday.
290	Rittenhouse Girls' Grammar School, No. 1.	0	.....	.....	.....	.....	.....	.....	.....	25,866	.....	.....	.....	January 1.
291	Academy of Our Lady of the Sacred Heart.	.....	.....	*c*100	.....	90	.....	20	.....	.....	.....	.....	.....	September, first Monday.
292	St. Xavier's Academy	5,000	.....	*d*200	.....	.....	20	20	.....	150,000	.....	.....	.....	September 1.
293	Linden Hall Seminary	2,000	.....	*d*250	.....	.....	.....	50	.....	.....	.....	.....	.....	September 1.
294	Muncy Seminary for Young Ladies	50	.....	*a*250	.....	*b*40	.....	.....	.....	.....	.....	.....	.....	September, first week.
295	Academy of the Sisters of Mercy*	300	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	September, first Monday.
296	Aldine English and Classical Institute	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	September.
297	Washington Institute for Young Ladies	.....	.....	.....	.....	40–80	24	24	.....	.....	.....	.....	.....	September.
298	West Penn Square School	60	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	Sept., third Thursday.
299	Young Ladies' Institute	3,000	.....	.....	.....	.....	.....	.....	.....	35,000	.....	6,000	.....	Sept., third Wednesday.
300	Cottage Seminary for Young Ladies	500	.....	*c*200	.....	50	.....	30	.....	25,000	.....	.....	.....	Sept., second Thursday.
301	Convent of the Sacred Heart*	1,800	.....	*a*250	.....	.....	.....	.....	.....	.....	.....	.....	.....	Sept., first Wednesday.
302	St. John's Hall	.....	.....	*c*160	.....	40	10	20	.....	.....	.....	.....	0	February 10.
303	Clarksville Female Academy	.....	.....	*c*180	.....	50	25	30	.....	50,000	$500	50	.....	September, first Monday.
304	Columbia Athenæum	10,000	1,000	*c*180	.....	10–50	30	30	$150,000	125,000	.....	.....	.....	September, first Monday.
305	Corona	1,200	100	*c*180	.....	30–66	.....	25	.....	13,000	.....	.....	6,000	September, first Monday.
306	Greenwood Seminary	3,000	.....	*c*220	.....	20–60	20	.....	.....	20,000	.....	.....	.....	September, first Monday.
307	Memphis Female High School	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
308	Shelbyville Collegiate Institute	.....	.....	*c*160	.....	54	20	30	.....	1,600	0	0	7,000	September, first Monday.
309	Melrose Institute	.....	.....	*c*180	.....	24–52	20	20	.....	.....	.....	.....	.....	September, first Monday.
310	Austin Female Institute	0	.....	*c*200	.....	.....	20	20	.....	.....	.....	.....	.....	September 1.
311	German-American Young Ladies' Boarding School.	294	.....	*a*300	.....	*d*30–60	.....	.....	.....	.....	.....	.....	.....	September 1.
312	Live Oak Female Seminary	0	0	*a*200	.....	.....	.....	.....	.....	10,000	0	0	0	February, second Monday.

313	Clark Seminary for Young Ladies	500		c200		50		20						September 1.
314	St. Agnes Hall	500	25	a300				20		10,000				September 24.
315	Convent of Our Lady of Vermont													
316	Boarding and Select School									7,000				September, first week.
317	Academy of the Visitation	110		c160		40		20		10,000			8,000	September 1.
318	St. Mary's Academy			d200			20	20						September, first Monday.
319	Ann Smith Academy	0	0			b45-55							1,800	September 15.
320	St. Mary's Academy*	100				50		20			300			September 1.
321	Academy of the Visitation	1,000		c200		64	30	30		20,000				September, first Monday.
322	St. Patrick's Female Academy	*150											1,803	September 1.
323	Fairfax Hall	400		c200		b20-50				10,000				September 15.
324	Morgantown Female Seminary	823	23	c180		24-36		20		12,000			3,362	September, first Monday.
325	St. Mary's Institute	1,500	30	a190		6-24	28-48	20		100,000			20,000	September, first Monday.
326	St. Catharine's Academy	2,000		a200						18,000				September 1.
327	Academy of the Visitation	5,500		a300		32-60		20						September, first Monday.
328	Boarding and Day Seminary for Young Ladies.			d250		24-50								September, first Monday.
329	Georgetown Collegiate Institute for Young Ladies.	150				65-75		25						September 9.
330	Georgetown Female Seminary	250		c260		20-75	32	32		4,000				September 16.
331	Academy of Sacred Heart of Mary													September 1.
332	Academy of the Visitation	550				b32-60		20						September.
333	Columbia Academy for Young Ladies*													
334	English, French, and Classical Institute.			90	$180	60	20	40						September, second Monday.
335	English and French School for Young Ladies.													September 15.
336	Memorial Hall					50		24						September, first Monday.
337	Mt. Vernon Institute	700	200	a550		b140				j500				September 20.
338	Park Seminary					90	20	24						September 10.
339	Pinkney Institute					80								September, first Monday.
340	Rossiyn Seminary			c350		(64)		40						September.
341	St. Cecelia's Academy													September, first Monday.
342	School for Young Ladies													
343	School for Young Ladies and Children					60								September, second Monday.
344	Select School for Young Ladies*													
345	Young Ladies' Boarding and Day School			a300		24-72								September.
346	Young Ladies' School													
347	Young Ladies' Seminary													
348	Academy of Our Lady of Light	500	50	c200				30						November 1.
	PART III. *Schools for boys and girls.*													
349	Greene Springs School	3,000	12	a255		b60								September, last Monday.
350	Burrell School	0								7,500				October 1.
351	Arkansas College	0		e15	e12	e3	e5	e5	10,000	10,000				February, first Monday.
352	Grass Valley High School	300		50	200	12				15,000				September, first Monday.
353	Napa Collegiate Institute	300	300	c175		50	60	40	25,000	25,000		13,000	12,000	August.
354	Vallejo High School	50	2											July.
355	Morgan School	175				12-24	24	24	70,000	60,000	50,000	3,500	3,542	September.

TABLE V.—*Statistics of institutions for secondary instruction for* 1873, *&c.*—Continued.

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		Number of volumes.	Increase since October 15, 1872.	Lodging.	Board.	English branches.	Classic course.	Modern languages.	Amount of property of corporation.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
	1	21	22	23	24	25	26	27	28	29	30	31	32	33
356	Bacon Academy	300	0			$27	$36		$16,000	$12,000	$16,000	$1,500	$38	September 1.
357	Danbury Centre District Graded School	150												September, first Monday.
358	Durham Academy	1,000	150	$40	$200	28	44	$18	4,500	4,500			2,000	September, first Monday.
359	Verner Episcopal School			*a*450						10,000				September.
360	Mr. Hall's Family School	*200		*a*450										September.
361	Glastonbury Academy	0		*c*200		24	30	36		8,000				April 1.
362	Goshen Academy			*c*180		27			3,400	2,000	1,400	120	1,230	September 1.
363	Greenwich Academy	200	0	*a*400		40	40	25	6,000	10,000	0	0	3,500	September 15.
364	Brainerd Academy			*a*225		24			16,000	13,000	3,000	200	0	December 1.
365	Rocky Dell Institute*			*a*450										Sept., second Wednesday.
366	Lee's Academy	0	0			24	6	3	0	500	0	0	760	October 27.
367	Senior Department Central School	1,000												September 1.
368	Mystic Bridge High School									20,000			200	September 1.
369	New Britain Public High School	150	8											April 14.
370	Hillhouse High School					0	0	0						September 1.
371	Waramaug Academy													September, first Monday.
372	Seabury Institute	200	50	50	200	20	40	20		20,000			10,000	Sept., second Monday.
373	Rockville High School*	500												September 1.
374	Seymour High School													September 1.
375	Stamford High School	200	30							40,000				September, first Monday.
376	Stonington Classical Institute	60	5			40	50	50	0	0	0	0	1,090	September, first Monday.
377	Stratford Academy	0				28	40							September, first Monday.
378	Thomaston Academy	50	18	60	200	*b*50			15,000	15,000	0	0		August, last Monday.
379	East District High School	500	0							40,000			11,118	September 1.
380	Wethersfield Public High School	0	0							5,000	12,000	840	760	September 1.
381	Natchang School	70	5			*b*29								March 30.
382	Wilton Academy			*a*350									1,800	May, first Monday.
383	Felton Seminary	300	0		150	30	15	15	10,000	8,000			150	September 1.

384	Middletown Academy	250		*a*240		34	45	6	20,000	12,000	8,000	400		September 10.
385	Milford Academy and Collegiate Institute.	0				11	13	13					2,200	September.
386	Smyrna Seminary					40	40	20	5,000	5,000			3,500	September 1.
387	Delaware Institute	2,200	50	*c*195		65	65	21		12,000	0	0	7,500	September, first Monday.
388	Peabody Institute*	500				0								October 1.
389	West Florida Seminary	0				0				10,000		3,000		October 1.
390	Clark Theological Seminary	570		*c*90		(9)				12,000				October 1.
391	Gordon Institute	200		*c*200		40	50	20		5,000			4,200	September 1.
392	Carroll Masonic Institute	0				*b*52				6,000				February, first Thursday.
393	Hephzibah High School	120	0	*c*150		50	60			10,000	0	0	5,000	August 28.
394	Bradwell Institute	150	150	(*c*13)		*e*3	*e*4	*e*4	20,000	25,000				January, first Monday.
395	Martin Institute		45	(*c*11)		20–40	40		20,000	3,000	17,000	1,200	2,600	January 20.
396	Lewis High School									5,000				October 1.
397	Mt. Zion Institution													January, first Monday.
398	German Evangelical Lutheran School	0				*b*6				7,000	0	0	1,000	September 1.
399	Mercer Institute	25				*b*32			2,500	2,600			2,000	September, first Monday.
400	Jenning's Seminary	300		*c*190		24	30	15		100,000				August 25.
401	German Institute					*b*1–1.50								September 15.
402	Danville High School	0	0			*b*34			0					Sept., second Monday.
403	Irving Public School													
404	McDonough Normal and Scientific College.	75		*c*140		24	27						1,200	November 25.
405	Rock River Seminary	2,000	0	14	120	50	50	50		60,000			7,000	September, first Monday.
406	Mt. Zion Male and Female Seminary*	200	*a*170											
407	Grand Prairie Seminary and Commercial College.	600	20	*c*140–160		24	24	10	40,000	20,000	20,000	2,000	2,737	August 26.
408	Hurty's Normal Academy	400		40	160	28	36	36	4,000	4,000			3,000	September 9.
409	Princeton High School	425	75	40	160	24	30	30	63,000	63,000	500		6,900	September, first Monday.
410	Quincy English and German College	700			*c*20	*b*36–48			72,000	72,000				
411	Quincy Seminary			*c*160		*b*30–50				25,000	0	0		September, first Monday.
412	Saviour's College	1,000	100			0				15,000	0	0		September, first Monday.
413	Shelbyville Graded School	170	64			0				60,000				September, first Monday.
414	Friends' Bloomingdale Academy	1,000	500			*b*18–30			6,000	7,500			3,000	September 26.
415	John-street High School	0	0			*b*100				*h*700	0	0		
416	Peru Graded School*													September 9.
417	Spiceland Academy	1,500	500	*c*130		30	34	34	12,000	9,000	3,000	680	6,720	September 1.
418	St. Paul's Academy	0	0	*d*135				10		7,000				September, first Monday.
419	Wayeland Collegiate Institute	500	12	*c*140		26	32	32		20,000			1,500	September 9.
420	Burlington High School													
421	Denmark Academy	500		*c*150		25	30	15		25,000	2,000	150	3,000	August, last Wednesday.
422	Dubuque High School	250	50				0			15,000			4,300	September, first Monday.
423	Mt. Pleasant High School and Female Seminary.	150	0			35	40	0		10,000	0	0	2,500	
424	New London Academy	300	15	*c*108		15	15	15	6,000	6,000				September, first Monday.
425	Green River Academy	0		*c*160		15	25	25		2,500	0	0	800	September, first Monday.
426	Eminence Male and Female Seminary			*c*160		40	20	20		6,000			3,500	September, first Monday.
427	Fleming County Seminary			*c*180		(50)		10		2,000			1,600	Sept., second Monday.
428	St. Aloysius and St. Joseph's Academies.	200	50							17,250				September, first Monday.
429	Ghent College	260		*c*160		44	54		20,000	20,000		300	3,600	September 1

TABLE V.—*Statistics of institutions for secondary instruction for* 1873, *&c.*—Continued.

Number.	Name.	Library.		Average annual expenses.					Corporate property, &c.					Scholastic year begins—
		Number of volumes.	Increase since October 15, 1872.	Lodging.	Board.	English branches.	Classic course.	Modern languages.	Amount of property of corporation.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
	1	21	22	23	24	25	26	27	28	29	30	31	32	33
430	Harrisburg Academy	0	.....	*c*$140	.....	$30	$40	$40	$6,000	$6,000	.....	.....	.....	September, first Monday.
431	St. Augustine's Academy	200	.....	.....	.....	*b*10–30	.....	.....	.....	6,000	.....	.....	.....	September, first Monday.
432	Maysville Public High School	150	.....	.....	.....	30	.....	.....	.....	5,000	.....	.....	.....	September, first Monday.
433	St. Charles School	125	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	September 1.
434	Select School	.....	.....	.....	.....	*b*100	.....	.....	.....	.....	.....	.....	.....	.....
435	Shelby Graded School	.....	.....	.....	.....	*b*30–40	.....	.....	.....	35,000	$11,000	$1,000	$4,860	September, first Monday.
436	Simpsonville Academy	.....	.....	*c*150	.....	28	10	10	.....	4,500	.....	.....	2,500	August, last Monday.
437	Winchester Male and Female High School.	0	0	*c*200	.....	*b*30–60	.....	.....	.....	8,000	.....	.....	.....	September 1.
438	Somerset Academy*	.....	.....	.....	.....	10	15	15	.....	.....	8,000	.....	.....	August.
439	Gould's Academy	200	5	*c*120	.....	20	22	22	10,000	6,000	4,000	.....	.....	Sept., second Tuesday.
440	Blue Hill Academy	100	.....	.....	.....	*b*10–14	.....	.....	.....	.....	10,000	600	175	October 1.
441	East Maine Conference Seminary*	1,500	.....	30	$160	20	30	30	.....	.....	30,000	.....	.....	August.
442	Calais Academy and High School	30	7	*c*152	.....	*b*20	.....	.....	10,000	6,000	4,000	250	.....	April.
443	Cherryfield High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	200	100	August, last week.
444	Corinna Union Academy	*400	.....	.....	.....	.....	.....	.....	2,600	2,500	2,000	160	.....	August, last week.
445	Westbrook Seminary	978	50	*c*150	.....	17	23	22	105,000	80,000	25,000	1,500	.....	August 18.
446	Boynton High School*	175	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	August, last Monday.
447	Ellsworth High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	September, first Monday.
448	Exeter High School	.....	.....	.....	.....	6	9	.....	600	.....	500	30	0	September.
449	Hampden Academy	400	0	.....	.....	16	20	18	.....	5,000	.....	.....	.....	September, first Monday.
450	Hartland Academy	0	0	.....	.....	15–19	22	22	6,000	5,000	1,000	60	1,200	August, second Monday.
451	Houlton Academy	600	25	.....	.....	16	16	16	.....	.....	.....	.....	.....	September, first Monday.
452	Limerick High School	0	0	.....	.....	0	0	0	.....	.....	2,500	150	1,425	August.
453	Limington Academy	160	.....	.....	.....	.....	.....	.....	5,000	4,000	1,000	60	750	August, last Wednesday.
454	Mattanawcook Academy	0	.....	.....	.....	.....	.....	.....	2,500	.....	.....	150	270	September 2.
455	Litchfield Academy	400	.....	.....	.....	18–12	10–15	9–13	4,500	3,000	1,500	90	.....	
456	Monmouth Academy	400	.....	*a*175	.....	.....	.....	.....	3,000	3,000	.....	.....	.....	

457	Lincoln Academy					16–20	24	24	10,300	3,000	10,300	618	0	September, first Monday.
458	Anson Academy	125	80			9–12	15	15	6,000	2,000	4,000	320	201	September.
459	Bridgeton Academy	200	0			16	24	8–16	14,000	6,000	14,000	800	0	
460	Harpswell Academy*					12	13							Sept., first Wednesday.
461	Oxford Normal Institute	200	0	100	250	20	24	24		15,630	0	0	3,000	September, first Tuesday.
462	Thomaston High School									7,000				April.
463	Oak Grove Seminary	500	0		136	*b*18								September, first Tuesday.
464	North Yarmouth Academy	800	40						2,600	16,000	2,600	200	200	
465	German-American Institute	500								50,000				September 1.
466	Melrose School	50											800	September 9.
467	Zion School	1,400	52			*b*26							17,492	September 1.
468	Centreville Academy			*a*200						3,000				October 1.
469	Darlington Academy	0	0	*c*168		15	30			2,000	0	0	1,050	September 1.
470	Elkton Academy	0		*c*200		39	40		8,000	8,000		*f*500	2,209	September 1.
471	Fairmount Academy				*c*13–15	8	12	12						September 1.
472	Millington Academy	0								3,000		*f*200		September 1.
473	Evandale Home School			*d*200		40		20						September 10.
474	Punchard Free School	86	6			0	0	0	90,000	30,000	60,000	3,800	0	May.
475	Powers Institute	3,000	40	*c*136		*b*24			18,000	17,500	7,500	600	400	August, last Wednesday.
476	Howe School	200				*b*6			28,000	7,000	21,000	1,400	275	August, last week.
477	Hitchcock Free High School	800	200			0	0	0	86,277	10,000	76,277	5,000	0	August 18.
478	Dummer Academy	400	185		175	*b*21			16,000	5,000		1,200	270	August, last Tuesday.
479	Chatham High School	50												September 1.
480	Deerfield Academy and High School	*400	0											
481	Nichols Academy	400	40	*a*250-300				75	20,000	35,000	6,000	420	1,000	August 20.
482	Partridge Academy*					4	4	4						September, first Monday.
483	Lawrence Academy			*c*180		18	24	24	13,000	3,000	10,000	1,000	533	September, first Monday.
484	Dean Academy	0		*c*160		18	30	30	280,000	200,000	180,000	12,600		Sept., first Wednesday.
485	Grafton High School													September 1.
486	Hopkins Academy*										30,000			August, last week.
487	Derby Academy	400	10	40	250	*b*16			40,000	10,000		2,200	400	August, last Thursday.
488	Hinsdale High School									2,000			500	
489	Leicester Academy	200	0	12	164	27	5	5	36,000	10,000	26,000	1,800	2,556	August 26.
490	Marblehead High School													December, first Monday.
491	Medford High School	200								20,000				September, first Monday.
492	Peirce Academy	500	0			30	42	42	25,000	15,600	11,000	650		August, last Monday.
493	Rev. P. L. Cushing's Family School	1,000		*c*240		*d*40–60				7,000				September 15.
494	Milton High School	50	0			0			7,000	6,000	1,000	360		March 24.
495	Coffin School	631	0			6	6	6	40,000	12,000	28,000	2,500	600	September 1.
496	Friends' Academy	600	0			*b*75–150			3,000	20,000	3,000	210	400	September, first Monday.
497	Putnam Free School and Brown High School.	300				0	0	0	105,000	40,000	41,351	2,861	0	September, first Monday.
498	South Berkshire Institute	500	0	*c*225		30	33	15	10,000	25,000	0	0	7,000	September 9.
499	North Bridgewater High School													September, first Monday.
500	Bristol Academy	100				*b*40			25,000	15,000	10,000	800	2,100	September 1.
501	New Church Institute of Education	100	75	*c*240		75	120	100		25,000	8,000	600	7,000	September.
502	Westminster High School													
503	Wesleyan Academy	6,000		*c*170		*b*30			230,000		70,000	4,000		August, third Wednesday.
504	Wrentham High School													April 1.
505	Ann Arbor High School	700	40			18	24	24		50,000			6,000	August, last Monday.
506	St. F. Xavier's Convent									4,000	1,500	500	1,200	September 1.
507	Detroit High School	100				*b*30			0	30,000	0		0	September 1.

TABLE V.—*Statistics of institutions for secondary instruction for 1873, &c.*—Continued.

Number.	Name.	Library.		Average annual expenses.					Corporate property, &c.					Scholastic year begins—
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	1	21	22	23	24	25	26	27	28	29	30	31	32	33
508	Clarkston Union Graded School	1				$16				$2,500			$2,186	October, last Monday.
509	St. Croix Valley Academy	275	25			30	$36	$15		10,000	$0	$0	1,728	September.
510	Caledonia Academy			*c*$108		*b*24–30				2,500				September, third Tuesday.
511	Chatfield Graded School													
512	Hokah Convent			*c*120						10,000				September 1.
513	School of the Holy Apostles			*a*100						10,000				September 1.
514	Christ Church Parish School					(12)				3,500				September, first Monday.
515	Red Wing Collegiate Institute	200		*a*275		*b*46				30,000				September 17.
516	Assumption School	521	143						$25,000			1,500		September 1.
517	St. Paul Home School	875	78	75	$280	60	50	50		20,000			3,000	September, first Monday.
518	Columbus Union Academy*	200												October, first Monday.
519	Chalmers Institute					50	60			5,000				September 1.
520	Chillicothe High School					*b*20–50								September 22.
521	St. Joseph's Academy	200								12,000				September 1.
522	Grand River College				*c*8–12	*b*21–33				10,000				
523	Lincoln Institute	800	300	18	72	0	0	0	33,000	25,000	0	0	6,000	September 22.
524	Liberty Public School	2	0							30,000	0	0	5–10,000	April 3.
525	Johnson College				*c*14	*b*22–42		0						September.
526	New London Public School				126	*b*24–32				6,000			600	October, first Monday.
527	Clinton County Institute	*200		*c*200		42	50	50		12,000			3,500	September 13.
528	James Institute	0			140	26	40	20					2,170	September 8.
529	Academy of the Sacred Heart*	2,000					40	40						September, first Tuesday.
530	St. Louis Central High School					0	0	0		75,289				September, first Monday.
531	Shelby High School				125	*b*10–20				5,000	0	0		September 1.
532	Stewartsville Male and Female Seminary.	0		40	80	20	40	20		4,300	0	0	0	September, first Monday.
533	Atkinson Academy	800	5			*b*22			16,000	10,000	4,000	250	750	September 1.
534	Bristol High School					0				5,000	0	0	0	April, last Monday.

535	Charlestown High School	0				20	20	20	4,000	0	0	600	March, last Thursday.
536	Stevens High School	2,300				*b*21				10,000	800		September.
537	Concord High School	416	41			0	0	0	50,000				September, first Monday.
538	Contoocook Academy	0				6–9		5	4,000				August, last week.
539	Academic School	3	3			16	21	9	2,000	1,200	800	40	900	September 17.
540	Pinkerton Academy	325	48			21	21	21	25,000	5,000	20,000	1,200	1,000	August 25.
541	Franklin Academy					20	24	24	7,000					August.
542	Dublin High School	0	0			0	0	0						September 8.
543	Dunbarton High School	0	0						2,200				300	Aug., second Wednesday.
544	Farmington High School*													April.
545	Penacook Academy	50	0	10	150	21	27	27					1,500	September 2.
546	Francestown Academy	200		15	145	20	24	24	11,000	2,000	11,000	660	860	August 18.
547	Franklin High School	250												September 1.
548	Gilmanton Academy	600		*c*108–144		12	15	15	15,000	2,000	13,000	600	500	August, last Tuesday.
549	Conant High School	0			160	15	21	21	7,000	16,000	8,000			August 25.
550	Kingston Academy	0		*a*200–250						2,000	3,000	180		September.
551	Lancaster Academy	0		*c*120–140		18	24	24		4,500	3,000	180	600	September 1.
552	Littleton Graded School	0				15	18	18		30,000			3,513	August, last Wednesday.
553	High School	225				0				50,000	0	0		September, first Monday.
554	High School	0								12,000			2,000	September 1.
555	Nashua High School	300												August, last Monday.
556	Nashua Literary Institution	0							5,000	5,000	0	0	1,200	December.
557	New Hampton Literary and Biblical Institution.	4,000		*c*130		*b*22–26				30,000	20,000	1,200		August 25.
558	New Ipswich Appleton Academy	500				18	24	24	25,000	10,000	25,000	2,500	1,100	August 19.
559	Northwood Academy	500	15	*c*115		15	18	6		3,000	700	50	1,200	August, last Wednesday.
560	Blanchard Academy	309		*a*210		19	21	6		5,000	6,844	438	500	August, last Wednesday.
561	Peterboro' High School	0				0	0	0		*h*2,000			1,295	August.
562	Pittsfield Academy	0		33–66	99–165	18	21	30	10,000		1,500	90		September 1.
563	Raymond High School*			20	65	8	10	10						September.
564	Rochester High School	0	0	*a*173						3,000				April 14.
565	Franklin High School	0	0							8,300				April 1.
566	Great Falls High School		0							24,000				September, third Monday.
567	New Hampshire Conference Seminary and Female College.	1,200	13	40	80	21	27	7	55,000	45,000	10,000	1,000	7,468	August, third Wednesday.
568	Troy High School													
569	Clinton Grove Seminary	0	0	*c*150		16	(19)			6,000	0	0	2,400	August, last Tuesday.
570	Christian Institute	0	0	*c*150		20	24	24	25,000	10,000	15,000	400		September, first Tuesday.
571	Farnum Preparatory School					4	7	10		40,000	20,000	1,200	5,200	September.
572	South Jersey Institute	450	200	*a*250					75,000	75,000	0	0	14,000	Sept., first Wednesday.
573	Camden Boarding and Day School for Young Ladies.	0		*c*320		60	10	25	0	0	0	0	0	September 8.
574	Brainerd Institute	0		*a*320						10,000				September.
575	Misses Hayward's English and French School.	250	50	*a*200		*b*50–100							2,000	Sept., third Wednesday.
576	English and Classical School	0		*c*100		40–50	60	75–90		10,000				September 24.
577	Kingston Free School	0				0				5,000				
578	Glenwood Institute	300	100	*c*300		45	15	15	15,000	20,000	0	0	1,200	Sept., first Wednesday.
579	Newton Collegiate Institute	200	0	*a*250				25			0	0	0	September 10.
580	Tyng Seminary	800	150	*a*340				40	6	20,000	0	0	0	Sept., second Monday.
581	Pennington Institute	2,200	1,600	*a*230		80			0	40,000			10,000	August 28.
582	Rutgers Female Seminary at Rutgers	500		*c*100		52	40			5,000				August 11.

TABLE V.—*Statistics of institutions for secondary instruction for* 1873, *&c.*—Continued.

Number.	Name.	Library.		Average annual expenses.					Corporate property, &c.					Scholastic year begins—
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	1	21	22	23	24	25	26	27	28	29	30	31	32	33
583	Union Academy	0	0	.....	$117–156	$18–24	$24	$24	$10,000	$10,000	.....	$250	.....	September 3.
584	Stevensdale Institute	0	.....	*a*$200–250	.....	360	.....	.....	.....	50,000	$0	0	$5,000	Sept., second Monday.
585	Summit Institute	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	September 15.
586	Hungerford Collegiate Institute	1,100	125	*c*195	.....	27	33–36	33–36	.....	60,000	.....	.....	12,729	September 9.
587	Addison Free Academy and Union School.	300	.....	41	164	9–15	18–20	18–20	.....	11,664	.....	.....	.....	August 1.
588	Afton Union School, (academic department.)†	132	.....	.....	.....	.....	.....	.....	5,925	5,870	.....	.....	1,812	
589	Albany Free Academy	1,800	250	.....	.....	*m*60	.....	.....	.....	.....	.....	.....	.....	September 1.
590	Albion Academy†	625	.....	.....	.....	.....	.....	.....	15,324	15,324	.....	.....	2,538	
591	Phipps Union Seminary†	571	.....	.....	.....	.....	.....	.....	16,106	14,106	.....	.....	2,131	
592	Alfred University, (academic department.)†	5,106	.....	.....	.....	.....	.....	.....	142,600	80,000	.....	.....	8,589	
593	Amenia Seminary	1,800	16	*a*360	.....	.....	.....	.....	42,000	33,000	0	0	18,000	September, second week.
594	Amsterdam Academy*	500	.....	.....	.....	40	15	15	†39,300	39,300	.....	.....	12,026	September.
595	Andes Collegiate Institute	300–400	.....	*a*200	.....	.....	.....	.....	.....	18,430	.....	.....	.....	September 3.
596	Northern New York Conference Seminary.	400	.....	19	100	21	33	33	.....	34,866	0	.....	.....	August 25.
597	Arcade Academy and Union School	400	1	40	120	16	20	20	10,000	10,000	.....	.....	2,768	September 1.
598	Argyle Academy	942	0	.....	.....	24	30	30	5,385	3,750	.....	.....	1,160	September 17.
599	Attica Union School and Academy	400	0	.....	.....	18	24	24	24,581	23,488	.....	.....	3,353	September, first Monday.
600	Auburn Academic High School	*350	.....	30	120	22	28	.....	.....	31,656	.....	.....	13,928	September, first Monday.
601	Augusta Academy	221	0	42	84	15	18	18	.....	3,152	0	0	500	September 1.
602	Aurora Academy	649	.....	.....	.....	16	22	28	.....	20,000	.....	.....	3,500	July 1.
603	Cayuga Lake Academy	2,735	5	*c*300	.....	28	32	20	23,891	17,341	6,000	430	2,792	Sept., second Tuesday.
604	Bay View Institute	200	20	*a*300	.....	.....	.....	.....	.....	6,000	.....	.....	.....	September 8.
605	Baldwinsville Free Academy	450	40	.....	.....	21	24	24	.....	20,000	.....	.....	.....	September, first Monday.
606	Batavia Union School	2,600	250	.....	.....	24	30	30	.....	18,000	.....	.....	4,318	September 1.

607	Haveling Union Free School	107	38							40,000			9,298	September 1.
608	Genesee Valley Seminary	333	2							6,135			1,700	September 10.
609	Belleville Union Academy	730	0		120	18–24		(30)		20,329	0	0		September 1.
610	Central High School, (academic department.)	2,589	302			*b*20			101,137	101,137	0	0	7,146	September 2.
611	Brookfield Academy	150				15–18	24		3,450	3,450				September 1.
612	Carroll Park School	700		*c*450–500		*b*140							7,000	September 15.
613	Lockwood's New Academy	315	315			70	20	20					23,295	September.
614	Remsen-street School and Kindergarten.					*b*64–160								September, third week.
615	Central High School	775	116			0			50,000	50,000				September, first Monday.
616	Gilbertsville Academy and Collegiate Institute.	478	9		156	24	27	27	8,898	6,485	2,413	168	1,923	August.
617	Cambridge Academy	1,262		*c*168		24	30	30	7,380	8,036			1,275	September 3.
618	Ames Academy								3,126	2,754	372	26		September.
619	Camastota Free Union School	303	85			0				4,000	0	0	3,256	September 1.
620	Candor Union School and Academy	345	86						10,097	9,651			2,547	July 14.
621	Canisteo Academy	150	0	*c*120		30	30	30		19,000			4,800	July 15.
622	Canton Union School	1,000	1		160	18	18	18						August 25.
623	Carthage Union School	303	5			18	21	21		12,543			4,673	September, first Monday.
624	Catskill Union School and Free Academy.	1,500	25			12	30	28	10,000	42,000			9,567	September 1.
625	Champlain Union School and Academy	277	0	30	120	18	21			4,500			450	October 1.
626	Chappaqua Mountain Institute	346	340	*d*250			20	20		51,000				September 9.
627	New York Conference Seminary and Collegiate Institute.	1,200	50		140	15	30	20		9,000				September 1.
628	Chester Union Free School	726	5							6,418			1,100	September 1.
629	Chili Seminary			*c*120		24	30	30			0	0		September 1.
630	Yates Union School	851		*c*168		18	24	6		20,000	0	0	5,000	September 1.
631	Cincinnatus Academy	338				16–24	24			5,000			1,026	June 26.
632	Clarence Classical Union School†	382							21,934	6,106			2,570	
633	Clinton Liberal Institute	1,632							76,205	39,725	36,650	852	16,370	
634	German, English, and French Boarding and Day School.			*a*450		*b*80–100	30	50						September 15.
635	Corning Free Academy	3,000				0				75,000			45,792	September, first Monday.
636	Coxsackie Academy	150	0			*m*12	3	3		3,500			1,200	July 10.
637	Croton Institute			*d*400		*b*40–50		40		25,000				September 18.
638	Dansville Seminary	1,000				12–30	10	2	15,000	15,000			2,800	September 9.
639	Delaware Academy	1,434	4	*c*224		21	30	15	31,135	29,041	4,825	280	2,940	August, last Monday.
640	Deposit Academy†	147							9,202	8,752			1,334	
641	De Ruyter Institute*n*	500								25,000	10,000	700		
642	Aurora Academy*	649				19–50	24	28–50	†17,048	17,048			3,039	August.
643	East Bloomfield Seminary†	717							7,741	7,125			1,273	
644	East Hamburg Friends' Institute	54	8	*c*162		28	6	6	12,237	11,402			3,207	September 4.
645	Marshall Seminary†	244							9,040	7,000			3,053	
646	Rural Seminary	555				19	30	30		5,198				August 15.
647	Starkey Seminary	1,525			126	21	29	29	32,256	21,397	10,000		4,770	September 1.
648	Monroe Collegiate Institute*	830				18–21	24	24	†41,453	25,753			3,068	August 20.
649	Elizabethtown Union School and Academy.	202	2			18	24	24		5,438		*f*700	175	September 1.
650	Ellington Union School, (academic department.)†	250							5,556	5,394			2,032	

TABLE V.—*Statistics of institutions for secondary instruction for* 1873, *&c.*—Continued.

Number.	Name.	Library.		Average annual expenses.					Corporate property, &c.					Scholastic year begins—
		Number of volumes.	Increase since October 15, 1872.	Lodging.	Board.	English branches.	Classic course.	Modern languages.	Amount of property of corporation.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
	1	21	22	23	24	25	26	27	28	29	30	31	32	33
651	Elmira Free Academy†	594							$33,503	$32,181			$6,921	
652	Fairfield Academy	5,000				$9	$11	$11						August 26.
653	Erasmus Hall Academy	3,000		c$300		48-60	72	32	25,000	28,369				September, first Monday.
654	Forestville Free Academy	400	25	30	$120–160	15	21	21		13,738			6,000	August 18.
655	Fort Covington Union Free School, (academic department.)	400				m12–24			5,550	3,950	$1,600	$112	2,900	September 1.
656	Fort Plain Seminary and Collegiate Institute.	250		a320		b24–60			26,000	26,140				September, first Tuesday.
657	Delaware Literary Institute	1,800	12	18	168	30	40	40		35,000			5,060	September, first Tuesday.
658	Ten Broeck Free Academy	500	225	25	135	24	26	26	75,000	24,500	50,000	3,500	1,400	August 26.
659	Friendship Academy†	199							10,552	10,552			4,406	
660	Falley Seminary	726	0	20	140	27	40	15	15,000	20,000	0	0	7,000	September, first Monday.
661	Genesco Academy*	3,000				25	30	21	‡41,610	30,910	10,700		1,997	September 2.
662	Geneva Classical and Union School	2,000	500				20	20		38,000			20,699	September 1.
663	Glens Falls Academy	437	33			18	24	30		10,475			3,497	September, first Monday.
664	Gloversville Union School, (academic department.)	236	25			m21	m21			25,000				September, first Monday.
665	Gouverneur Seminary	700	0			b24–33			11,990	11,250	19,500	1,320	1,830	August.
666	Greenville Academy	386	0	c176		20	24	32	3,700	3,225	146	10	1,000	
667	Greenwich Union Free and Graded School.	300							‡8,940	8,300	0	0	4,284	
668	Groton Union Free School	400	50			5	8	8	7,500	7,500			2,112	August 15.
669	Half-Moon Academy	200				18	15	15		2,755				September, first Monday.
670	Hamburg Union School and Academy	325			160	20	20	20		20,000				September 25.
671	Andrew J. Qua's School	150		c156		19	24	12	3,000	5,000			1,000	September 1.
672	Hartwick Seminary	2,000		c140		b29				40,000	14,000	900	1,260	September 9.
673	Hastings Commercial and Collegiate Institute.			a400		60	40	40		10,000			2,500	September 13.

674	Mountain Institute	200		*c*280		30								September 1.
675	Holland Patent Union School, (academic department.)	500	0			24		(30)			2,500	0	0	500	September 1.
676	Holley Union School and Academy	400				18	18	18	6,000	6,009			3,000	September 1.
677	Homer Academy	2,500				24	27	2		50,000				September, first Monday.
678	Hoosick Falls Union Free School	657	0							11,200	0	0	6,000	September 1.
679	Hudson Academy	250		*c*300		40	20	24		25,000				September, first Tuesday.
680	Huntington Union School	670				*b*20–32				16,000			9,199	September, first Monday.
681	Union School and Academy	177												September, first Monday.
682	Jamestown Union School and Collegiate Institute.	*1,155				*m*12–24								August 26.
683	Johnstown Union School	1,200	162			0				25,000			9,500	October 1.
684	Jordan Academy	450	80			15	18	18	360,000	6,075				August 25.
685	Keeseville Union Free School	800	25			18	24			10,000			5,000	September, first Monday.
686	Lansingburg Academy	420	1			20–28	40	40	14,301	4,828	9,000	1,290	1,640	September 3.
687	Lawrenceville Academy	4,000	97	*c*126		5–8	8		13,000	6,700	3,000	200	3,500	August 26.
688	Le Roy Academic Institute*	500							‡33,669	31,177			9,600	September, first Tuesday.
689	Liberty Normal Institute	400		*d*180			5	5	3,300	3,300				September, first Monday.
690	Geneseo Wesleyan Seminary	4,000				0			50,000	40,000			9,900	August 21.
691	Academy at Little Falls	492		9	160	24	30	15	50,000	50,000	0	0	1,850	August, last Monday.
692	Lockport Union School	273				24	31	33	23,000	21,348			11,218	September 9.
693	Lowville Academy	2,275	102	15	150	24	30	30	69,225	30,100	15,000	1,050		August 1.
694	Lyons Union School and Academy	839	100			*b*15–24	24	24		13,000			8,500	September 1.
695	McGrawville Union School and Acad'y.	200	40			5–7	3	8	15,000	15,000			2,150	July 15.
696	Macedon Academy	250		*c*136		*b*27–56			5,049	5,040	0	0	1,937	August 27.
697	Franklin Academy†	1,190							51,900	48,900			4,058	
698	Marion Collegiate Institute	500				18	27	27		10,000			1,200	September 1.
699	Martin Institute‡	69							5,708	5,708			1,567	
700	Massena Union Free School	350	150	*c*136		18	3	3	20,000	20,000				August.
701	Mayville Union School	425	0			5	6	6	19,790	19,515	0	0	3,402	September 1.
702	Mechanicville Academy	255	0	*c*180		27	42	39	5,700	6,659	0	0		September, first Monday.
703	Medina Free Academy*	775				5	8	8	‡8,803	8,803			2,476	September, first week.
704	Mexico Academy	1,147	18	7		*b*18–30			16,972	15,498	0	0	3,000	July 8.
705	Middleburg Academy	943	0	*c*168		27	21	24	9,000	6,000	3,500	245		September 15.
706	Wallkill Acad. and Union Free School*	1,000				15	27	27	‡11,000	11,000			4,970	September 1.
707	Montgomery Academy	516	0	84	116	31	42	21	7,950	6,850	0	0	1,100	August 1.
708	Moravia Union Free School and Acad'y.	526	21							17,000				August 25.
709	Mt. Morris Union Free School	150				7	7	7	541,000	7,000			5,000	October 28.
710	Naples Academy	999				19	28	28		39,000			1,209	August 27.
711	Nassau Academy	103	25	*a*300		30	36	24	3,400	4,800			3,500	Sept., first Wednesday.
712	Newark Union School and Academy	689							‡13,246	‡12,723			‡5,139	September 1.
713	New Berlin Academy	343		*c*150		15	24	21	4,400	4,400			2,500	September 1.
714	New Paltz Academy	622		*c*300		36	50	60	7,500	7,500				September 10.
715	Cooper Union Evening School for Advancement of Arts and Sciences.					0			*o*100,000	1,500,000		48,435	8,301	October, first Monday.
716	Franco-American Young Ladies' Collegiate Institute and Kindergarten.													September 9.
717	Friends' Seminary					*b*70–120		20						September 9.
718	Girard Institute	200								*h*700			8,000	Sept., third Monday.
719	Norwich Academy	834				8	10	10		13,098			3,686	August 25.
720	Numda Academy	302	0			21	30	30		13,236			1,943	September 1.
721	Cary Collegiate Seminary	763	20	*a*300		24	30	15	44,857	25,438	20,000	1,430	2,422	September 1.

TABLE V.—*Statistics of institutions for secondary instruction for* 1873, *&c.*—Continued.

Number.	Name.	Library.		Average annual expenses.					Corporate property, &c.					Scholastic year begins—
		Number of volumes.	Increase since October 15, 1872.	Lodging.	Board.	English branches.	Classic course.	Modern languages.	Amount of property of corporation.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
	1	21	22	23	24	25	26	27	28	29	30	31	32	33
722	Ogdensburg Educational Institute†	3,142							$0,511	$0,511			$3,496	
723	Onondaga Academy	1,000	0	c$160		$24	$27	$27	15,900	3,300	$1,600	$112	2,198	August 18.
724	Oswego High School	*4,030				27								February 11.
725	Sisters of St. Ann									20,000			1,400	September 1.
726	Owego Free Academy	1,250								10,500	0	0	1,000	September.
727	Oxford Academy	1,157	67	a300		24	36	36	13,365	9,450	13,500	961	2,679	August 18.
728	Palmyra Classical Union School†	1,147							18,173	16,148			4,697	
729	Penn Yan Academy*	500		10–40	$80–120	21	24	24	†16,580	16,580			5,429	August 26.
730	Perry Academy	930	0						23,500	22,000	0	0	3,650	September 20.
731	Evans Academy*	300				18	24	24	†24,703	9,621	15,082		1,006	September, first Monday.
732	Phelps Union and Classical School	520	5			0				6,100			4,529	September 1.
733	Pike Seminary*	340				20	24	24	†8,964	8,964			1,145	August 28.
734	Plattsburg High School	*400				20	20	20						September.
735	Pompey Academy	275				20	6	6	5,400	5,500	800	56	350	September.
736	Port Byron Free School and Academy	1,010	30			m18	m24	m24		20,000			500	September 1.
737	Port Jervis Union School	219	0				m31						1,000	September, first Monday.
738	Franklin Academy and Union School	1,000		9	126	21	24	24	10,000	10,000		200	2,000	August 18.
739	Pulaski Academy	500		15	97	30	30	30	15,000	20,000			3,500	August 18.
740	Chamberlin Institute	800	600	a200		15	6	6	114,692	66,400	42,291	2,960	1,000	August 20.
741	Red Creek Union Seminary	176	3	c136		25	30	30	12,405	11,325				June 20.
742	De Garmo Institute			a300–325		50	60	21		27,800	0	0	12,500	September 15.
743	Rochester Free Academy	*5,800				m30				161,417	0	0	7,489	September, first Monday.
744	Academic department Union Free School.	963	20	c164		24	30	30		18,900				September 1.
745	Rushville Union School†	300							16,560	15,385			4,401	
746	Washington Academy	2,000	40	c250		24	30	30	32,000	32,000			8,000	September 1.
747	Sandy Hill Union School and Academy	200	0	c160–200		28	8	8	200,000	28,630	0	0	6,300	September 8.
748	Academic department Union School	200	200			0				20,000				September, first Monday.
749	Sauquoit Academy	106				6–8	10			4,929	0	0		September 15.

750	Schoharie Academy Union Free School.	617	0			15–21				10,941				August 30.
751	Sherburne Union High School	700	50			3–5	6	6		15,000			2,400	October 1.
752	Skaneateles Union School and Academy	795	40			10	16	16		12,278			4,200	August, last week.
753	Sodus Academy	450				24	30	35	4,123	4,123			1,829	August.
754	Rogersville Union Seminary	200	0	18	108	21	27	27	9,000	9,000	0	0		September 1.
755	Spencertown Academy	123§								13,142			1844	September, first Monday.
756	Griffith Institute	185							18,550	8,450	10,000	700	2,418	August 27.
757	Mountain Institute	0	0		240	30		30		10,000				September, first Monday.
758	Syracuse High School	400	149			*bm*34				127,680			16,700	September, first Monday.
759	Troy High School	578	0			*bm*60			30,914	30,364	0	0		September 1.
760	Trumansburg Academy	438	0			*b*15–23			6,755	6,532	0	0	743	September 1.
761	Unadilla Academy	500				6	10			2,500			1,250	September 1.
762	Friends' Academy	450		*a*210					25,000	26,375			10,058	September 16.
763	Utica Academy	447	27			*bm*30				69,387			8,597	September, first Monday.
764	Vernon Academy†	458							3,600	3,600			103	
765	Walton Academy and Union School	513	0			24	30	30	10,000	10,000	0	0	3,678	August 25.
766	Warrensburg Academy	250	10			12–24	32		5,000	5,000			2,500	September 2.
767	Warsaw Union Free School	850	0			*m*18	*m*18	*m*18	39,000	36,500				September 16.
768	Warwick Institute and Union Free School.	675	4	*c*168		24	24			8,025			4,000	September 1.
769	Waterford Union School	250		*c*210		15	15	15		12,140			2,896	September, first Monday.
770	Waterloo Union School	1,104	2			15	20	20		18,250			8,486	September 1.
771	Watertown High School†	1,855							20,498	20,498			5,443	
772	Watkins Academy and Union School	606	33			*b*12–32				19,431	0	0	8,760	October 1.
773	Waverly Union High School	400	0			*m*9–24				19,000			9,925	October 1.
774	Westfield Academy and Union School	1,431				15	21	9	64,700	60,413	0	0	15,173	August, last Monday.
775	West Hebron Union Free School	90	26			15	18	18		3,800			950	September 2.
776	Westport Union Free School	450	5	*c*144		15	1	1		3,000			650	September, first Monday.
777	West Winfield Academy†	553							14,622	14,622			3,920	
778	Whitestown Seminary	2,000				30	36	44	96,000	96,000			17,774	August.
779	Whitney's Point Union School and Academy.	147	4			18	24	21	15,000	13,000			4,163	October 1.
780	Wilson Union School	871	13	16	126	20	24	24		5,012			906	August 25.
781	Windsor Union School,† (academic department.)	681							5,195	5,195			1,691	
782	West Winfield Academy	550			164	22	25		12,000	14,000				August 20.
783	Leavenworth Institute	506								10,000			2,000	August, second Tuesday.
784	Woodhull Academy*	150		10	100	18	21	21	14,805	4,805			2,861	August.
785	Yates Academy†	578							4,592	4,592			1,206	
786	Belvidere Academy	150			110	24	16	8		1,500			1,000	October, first Monday.
787	Cary Female Seminary	0	0	*c*120		20–32	36–40	36–40		2,500				August, first Thursday.
788	Indian Ridge Male and Female Acad'y.	0	0			30	45	50	0	1,500	0	0	0	Sept., second Monday.
789	East Bend Academy	0		*c*80–100		20–25	30–40	40–50		500			800	July, fourth Monday.
790	Graham High School	0			100	35	45	45		3,000			1,700	August 25.
791	Mills River Academy	0		*c*80		50	150	120						August, first Monday.
792	Newbern Academy	0	0			0								September 22.
793	New Garden Boarding School	1,000	15	*a*150–169					12,000	15,000	10,000	500	7,000	November 10.
794	Locust Hill Seminary			*c*125		*b*30–50				2,200			1,500	January, first Monday.
795	Sylvan High School				100	21	16			3,000				August 20.
796	Rev. D. Morrelle's English and Classical School.	2,500				55	75			5,000				October, first Monday.

TABLE V.—*Statistics of institutions for secondary instruction for* 1873, *&c.*—Continued.

Number.	Name.	Library.		Average annual expenses.					Corporate property, &c.					Scholastic year begins—
		Number of volumes.	Increase since October 15, 1872.	Lodging.	Board.	English branches.	Classic course.	Modern languages.	Amount of property of corporation.	Value of grounds, buildings and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
	1	21	22	23	24	25	26	27	28	29	30	31	32	33
797	Williston Academy and Normal School	0	0	.....	.....	*e*$1	.....	.....	.....	$5,000	$0	$0	.....	October, first Monday.
798	Yadkinville School*	.....	.....	$10	$70	20	$25	.....	.....	.....	.....	.....	.....	January, first Monday.
799	Albany Enterprise Academy	175	100	.....	.....	.....	.....	.....	.....	20,000	.....	.....	$1,200	September, first Tuesday.
800	Grand River Institute	850	50	.....	.....	.....	.....	.....	$30,000	15,000	15,000	.....	.....	August, third week.
801	Beverly Academy	0	0	.....	.....	21–30	30	.....	22,500	20,150	2,250	352	.....	September, first Monday.
802	Fayette Normal School	.....	.....	.....	.....	27	30	.....	.....	20,000	.....	.....	.....	September, third Monday.
803	Central College Academy	500	0	*c*140	.....	24	30	.....	15,000	15,000	0	0	.....	August 26.
804	Williams Centre Academy	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
805	Cheshire Academy*	.....	.....	.....	.....	25	30	$35	.....	.....	.....	.....	.....	July 1.
806	Geauga Seminary	.....	.....	.....	.....	18	21	21	.....	.....	.....	.....	.....	
807	Hughes High School	1,500	.....	.....	.....	.....	.....	.....	.....	72,000	.....	2,076	.....	September, first Monday.
808	St. Mary's Academy	650	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
809	School of Design, (University of Cincinnati.)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	September, third Monday.
810	Cleveland Academy	.....	0	.....	.....	81	81	40	.....	.....	.....	.....	.....	Sept., second Monday.
811	Ewington Academy	.....	.....	.....	.....	13	21	.....	.....	2,000	.....	.....	600	August 5.
812	Select School	45	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
813	Gallia Academy	300	.....	.....	.....	24	30	.....	.....	16,700	11,000	.....	2,100	September.
814	Goshen Seminary	.....	.....	.....	.....	25	.....	.....	.....	1,500	.....	.....	500	Sept., second Monday.
815	Vermillion Institute	.....	.....	8–10	120	12	15	.....	.....	.....	0	0	1,500	November 1.
816	Atwood Institute	.....	.....	6	144	24	28	28	.....	12,000	.....	.....	.....	August.
817	Lexington Male and Female Seminary	.....	.....	*c*20	.....	20	26	.....	.....	.....	.....	.....	.....	April 1.
818	Madison Seminary	0	0	35	90	18	20	12	5,000	5,000	0	0	1,000	August.
819	Mansfield Seminary*	300	.....	.....	.....	*b*71	.....	.....	.....	.....	.....	.....	.....	September 9.
820	Morning Sun Academy	500	0	.....	.....	30	36	.....	3,000	.....	0	0	.....	September 1.
821	Madison Academy	.....	.....	19	136	24	27	.....	.....	5,000	.....	.....	1,000	September 1.
822	Friends' Boarding School	160	.....	*c*102	.....	.....	.....	.....	15,000	15,000	5,000	300	.....	October.
823	New Hagerstown Academy	400	0	10	108	7	10	.....	.....	2,000	.....	500	.....	September 3.

824	Preparatory department of Oberlin College.	.....	.....	27	100	18	.....	.....	.....	.....	.....	.....	.....	September, first week.
825	Do Camp Institute	0	.....	.....	.....	15	3	.....	.....	1,500	.....	.....	.....	August 2.
826	Pierpont Academy *n*	0	0	.....	.....	.....	.....	.....	3,000	3,000	0	0	0	
827	Fairfield Academy*	400	.....	*a*125–175	.....	.....	.....	.....	.....	.....	.....	.....	.....	
828	Bartlett Academy	.....	.....	.....	.....	24–28	.....	.....	.....	5,000	.....	.....	.....	September 1.
829	Select School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
830	Portsmouth Young Ladies' Seminary	100	100	36	144	66	66	30	.....	30,000	.....	.....	6,028	September 9.
831	Racine Academy	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
832	Sandusky City High School*	500	.....	.....	.....	18	18	18	.....	.....	.....	.....	.....	September.
833	Savannah Academy	900	.....	*c*150	.....	*b*30	.....	.....	15,000	15,000	.....	.....	.....	August.
834	Smithville High School	400	50	21	84	22	28	25	8,000	12,000	.....	.....	350	August 5.
835	Salem Academy	200	.....	40	120	20	(27)	.....	.....	5,000	1,000	50	1,000	September, first Monday.
836	Select School	.....	.....	.....	.....	*b*24	.....	.....	.....	.....	.....	.....	.....	
837	Carleton College	800	.....	.....	.....	*b*21–30	.....	.....	40,000	.....	.....	.....	.....	Sept., first Wednesday.
838	Tallmadge Central Union School	0	.....	.....	.....	.....	.....	.....	7,000	7,000	0	0	.....	
839	Ursuline Convent	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	September 1.
840	Twinsburgh Institute	600	0	*c*120	.....	10	14	14	.....	9,000	0	0	.....	November, third Monday.
841	Westminster Academy	1,200	25	10	120	24	30	.....	3,500	3,000	.....	.....	1,000	Sept., second Wednesday.
842	Western Reserve Seminary	1,000	.....	20–25	.....	18	21	10	.....	30,000	.....	.....	2,000	August 19.
843	Canaan Academy	300	.....	.....	.....	16	20	20	.....	2,500	.....	.....	.....	August, second Monday.
844	Rayen High School	0	0	.....	.....	0	.....	.....	100,000	30,000	70,000	7,619	80	September 1.
845	Umpqua Academy	500	.....	.....	.....	.....	.....	.....	.....	3,000	.....	.....	1,200	September 1.
846	Beaver College and Musical Institute	300	0	.....	*c*200	50	58	25	50,000	50,000	0	0	6,000	September.
847	Bellefonte Academy	50	.....	*c*200	.....	50	50	40	.....	25,000	.....	.....	.....	Sept., first Wednesday.
848	Boalsburg Academy*	150	.....	.....	.....	20–24	28	.....	.....	.....	.....	.....	.....	October 28.
849	Kallynean Academy	1,200	200	*c*140–160	.....	5–8	5–8	5–8	.....	.....	.....	.....	.....	August, first Monday.
850	Mt. Pleasant Seminary	600	.....	*c*160	.....	20	28	24	.....	10,000	.....	.....	2,000	August, first Monday.
851	Witherspoon Institute	400	.....	.....	.....	25	30	.....	.....	12,000	.....	.....	.....	November, first Monday.
852	Mary Institute	.....	.....	*a*300	.....	.....	.....	.....	.....	.....	.....	.....	.....	Sept., first Wednesday.
853	Young Ladies' Seminary	.....	.....	*a*350	.....	*b*100	.....	.....	.....	.....	.....	.....	.....	September 11.
854	Doylestown English and Classical Seminary.	*c*200	.....	*c*200	.....	54	.....	.....	.....	40,000	.....	.....	12,000	September 8.
855	Easton Academy	.....	.....	.....	.....	35	50	.....	.....	*h*35	.....	.....	.....	August.
856	Elder's Ridge Academy	600	0	.....	.....	20	30	10	.....	2,500	0	0	450	Sept., first Wednesday.
857	West Branch High School	150	.....	*c*160	.....	30–40	30	26	3,000	18,000	.....	.....	.....	Sept., first Wednesday.
858	Mt. Dempsey Institute*	.....	.....	.....	.....	*b*20	.....	.....	.....	.....	.....	.....	.....	
859	Greenwood Seminary	.....	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
860	Laird Institute	.....	.....	.....	.....	20	30	30	.....	*h*400	.....	.....	800	October 27.
861	Young Ladies' Academy	.....	.....	*a*300	.....	40	.....	.....	.....	.....	.....	.....	.....	September, first Monday.
862	Missionary Institute	2,500	.....	12	117	27	33	.....	.....	25,000	.....	.....	.....	August 20.
863	Smithport Graded School	20	0	.....	.....	.....	.....	.....	35,000	2,000	1,500	.....	900	June 1.
864	Stewartstown English and Classical Institute.	.....	.....	*c*150	.....	30	40	.....	.....	2,500	.....	.....	.....	September 1.
865	Susquehanna Collegiate Institute	200	100	*c*160	.....	30	42	45	.....	25,000	.....	.....	3,500	August 25.
866	Unionville Institute*	200	.....	*a*200	.....	.....	.....	.....	.....	.....	.....	.....	.....	October 1.
867	Wellsboro' Union School	0	.....	.....	.....	15	6	10	.....	30,000	.....	.....	.....	September 13.
868	Williamsport Dickinson Seminary	2,000	.....	17	159	25	35	12	.....	50,000	0	0	20,000	August 28.
869	Luzerne Presbyterial Institute	.....	.....	.....	.....	20	.....	.....	.....	.....	.....	.....	.....	April.
870	New England Yearly Meeting Boarding School of Friends.	3,000	100	*a*100-300	.....	.....	10	10	850,000	725,000	125,000	7,525	43,000	Sept., first Wednesday.
871	St. Bernard's Academy	.....	.....	.....	.....	*b*30	.....	.....	.....	.....	.....	.....	.....	September 1.

TABLE V.—*Statistics of institutions for secondary instruction for* 1873, *&c.*—Continued.

Number.	Name.	Library.		Average annual expenses.					Corporate property, &c.					Scholastic year begins—
		Number of volumes.	Increase since October 15, 1872.	Lodging.	Board.	English branches.	Classic course.	Modern languages.	Amount of property of corporation.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	
	1	21	22	23	24	25	26	27	28	29	30	31	32	33
872	Jones Academy					$20–50	$60			$3,000				September 1.
873	Cullcoka Institute	325	30			40	(30)		$500	500	$0	$0	$3,000	September 1.
874	Greenville Graded School	258								5,000			1,800	September, first Monday.
875	Huntingdon Male and Female Academy	0	0			25	40		1,200	1,200	0	0	1,500	September, first Monday.
876	McKenzie Male and Female College	550	25	c$120		42	42	$20	10,000	10,000			4,000	September, first Monday.
877	Freedman's College	200							28,000	26,000				September, first Monday.
878	Le Moyne Commercial School*										11,000			September 1.
879	Mt. Pleasant Institute	0								4,000	0	0	1,500	
880	Spring Hill Female Academy	0	0	c(12)		33	43	43		2,000	0	0	1,000	September 1.
881	Riverside Academy	0				31–36	45	45						June 15.
882	Barnes Institute	169								5,000			1,606	October 1.
883	Alburg Springs Academy	0								3,000	0	0		
884	Goddard Seminary	500	300	c160		20			80,000	80,000			15,000	Sept., first Wednesday.
885	Barre Academy	560		a165-170		25	28			20,000			2,000	August.
886	Barton Academy and Graded School	0								7,000		83	1,625	Sept., first Wednesday.
887	Barton Landing Graded School	0								8,000				September 4.
888	Bellows Falls Public High School*													March.
889	Bradford Academy and Union High School.	1,106	50			m18	m24	m24	7,500	2,800	3,640	400	325	August, last Tuesday.
890	Brandon Graded School					m5-10							5,895	September, first Monday.
891	Bristol Academy	0				20	30			2,000				September.
892	Chester Academy *n*									2,500	0	0	0	August.
893	Derby Academy			15	$100	16	21	21						September, first Tuesday.
894	Orleans Liberal Institute	35	0			7–11	10–13		1,500	1,500			50	September 3.
895	Hardwick Academy *n*	0	0	a132		12				3,000	0	0		September 1.
896	Jericho Academy									1,200			600	September 3.
897	Jonesville Academy*													September, first Monday.
898	Londonderry Academy *n*									1,000				

899	Black River Academy	100	100	*c*120		20	20	20	100,000	10,000			2,000	August, third Wednesday.
900	Lyndon Academy and Graded School	200	0			18	24	12	23,000	14,000				March 1.
901	Lyndon Literary Institution	150		*c*125		*b*24				25,000	5,000	300		August, fourth Tuesday.
902	McIndoes Falls Academy	0		15	154	4	5	5	5,000	5,000	2,000	120	50	
903	Middleburg Graded School	0				18	30			60,000		120	4,500	September 1.
904	People's Academy and Morrisville Graded School.	300				5	1	2–4						
905	Beeman Academy	0	0	40	100	20–24	27–30	12	15,000	3,580	11,420	685	1,122	August, third Monday.
906	Northfield Graded School	25	5	30	105	28	24	30	5,000				2,000	August 23.
907	Norwich Classical and English Boarding School.	200		10–15	130	21	27	12		3,500	0	0	1,800	August, last Tuesday.
908	Caledonia County Grammar-School			*c*120–140		9	12	6	24,000	8,000	16,000	800	800	September, first Tuesday.
909	Rutland High School	1,300	10			0								September 1.
910	St. Johnsbury Graded School	*100								35,000				September 1.
911	St. Johnsbury Academy	500	20	30	175	24	30	30	110,000	100,000	10,000	600	6,000	August, last Tuesday.
912	Newton Academy	0	0			15	21		4,000	4,000	0	0	692	April.
913	Swanton Academy and Graded School	0												August 18.
914	Thetford Academy and Boarding School	500	0		147	20	24	12	15,000	10,000	5,000	300	90	September 1.
915	Underhill Academy	0	0	25	144	12–15	24			2,000				September 1.
916	Green Mountain Perkins Academy	1,100	65	25	122	18	21	12	14,000	2,000	12,000	700	650	August, last Thursday.
917	Yeates Lower School	0		*c*180		25	36	10	10,000	4,000	6,000	360	0	October, first Monday.
918	Berryville High School												2,000	September, first Monday.
919	Lonoak Institute	200		*c*160		24	30	6		2,500			3,000	Sept., second Monday.
920	Oakland Institute*			*a*215										September, first Thursday.
921	Elk Creek Academy*			15	45	25	30							September.
922	Holy Neck Seminary	0	0	40	70	20–30	40–50	10		2,000			650	September 15.
923	Yeates Upper School*													October 1.
924	Union Academy	0	0			18–27	36	18	0	2,000	0	0	450	September 15.
925	Suffolk Collegiate Institute	0			125	40	60	60		3,000				September 15.
926	Oak Hill Institute*													
927	Clarksburg Graded School					20				10,000				September.
928	St. Alphonsus School	400				*b*8							950	September, first Monday.
929	St. Joseph's Academy	600				30		25		30,000			5,200	September, first Monday.
930	St. Joseph's Cathedral School					0								September, first Monday.
931	St. Mary's School					*b*8							400	
932	St. Vincent's School					6							100	September, first Monday.
933	Albion Academy and Normal Institute								56,506	51,506	5,000			
934	Waupaca County Academy *p*	600												
935	Evansville Seminary	300		*c*114		19	22	22	13,000	13,000	2,500	250		August, last Tuesday.
936	Jefferson Liberal Institute	300	100			21–30	6	6	32,000	32,000		1,500	17,000	September 10.
937	German and English Academy	600		*c*240		*b*46			42,000	36,000	6,000	600	10,000	March 1.
938	Patch Grove Academy					*b*25				8,000				September, first week.
939	Rochester Seminary	500	50	19	95	18–24	24			6,600	0	0	1,615	September.
940	River Falls Institute	0				36	42	42		3,000			1,500	September 2.
941	Carroll College					*b*18–25								September 1.
942	Select School and Kindergarten					32								September 1.
943	St. Mary's Academy	300							40,000	10,000	1,000			September 1.
944	Wyoming Institute	25		*c*300		30	30	16		5,000				Sept., first Wednesday.

List of institutions for secondary instruction from which no information has been received.

Name.	Location.
PART I.—*Schools for boys.*	
La Fayette High School	ChambersC.-H., Ala
Montgomery Male High Sch'l	Montgomery, Ala.
Collegiate and Commercial Institute and Home School for Boys.	New Haven, Conn.
Hillard Institute	Forsyth, Ga.
La Grange High School	La Grange, Ga.
Fletcher Institute	Thomasville, Ga.
Mt. Vernon English and Classical School.	Wash'ton Heights, Ill.
Forest Academic, Collegiate, and Military Institute.	Anchorage P.-O., Ky.
Danville Collegiate Institute	Danville, Ky.
Somerset Collegiate Institute	Harrodsburg, Ky.
Howard Institute	Mathew's Store P.-O., Md.
St. Thomas Home School	Owing's Mills, Md.
Sedgwick Institute	Great Barrington, Mass.
Macon Male School	Macon, Minn.
Omaha Collegiate Institute	Omaha, Nebr.
Boys' High School	Portsmouth, N. H.
Mr. Young's Classical School for Boys.	Elizabeth, N. J.
St. Mary's Seminary for Boys.	Flushing, N. Y.
Lyons Collegiate Institute	New York, N. Y.
Home Institute	Nyack, N. Y.
Classical School	Rochester, N. Y.
Jackson Military Institute	Parrytown, N. Y.
Yonkers Military Institute	Yonkers, N. Y.
McNeill Turner High School	Shelby, N. C.
Wentworth Male Academy	Wentworth, N. C.
PART II.—*Schools for girls.*	
St. Anne's Academy	Fort Smith, Ark.
St. Mary's Academy	Little Rock, Ark.
Home Institute	San Francisco, Cal.
School of the Holy Cross	Santa Cruz, Cal.
Golden Hill Seminary for Young Ladies.	Bridgeport, Conn.
St. Margaret of Cootona	E. Winsted, Conn.
Fair Haven Seminary	Fair Haven, Conn.
Academy of Our Lady of the Sacred Heart.	Hartford, Conn.
Boarding and Day School for Young Ladies.	New Haven, Conn.
Family and Day School for Young Ladies.	New Haven, Conn.
Gothic Hall	Stamford, Conn.
Miss Weston's French and English School.	Waterbury, Conn.
Convent of Mary Immaculate	Key West, Fla.
Academy of the Immaculate Conception.	Atlanta, Ga.
St. Mary's Academy	Augusta, Ga.
Academy of St. Vincent de Paul.	Savannah, Ga.
Ursuline Academy	Alton, Ill.
Loretto Academy	Cairo, Ill.
Champaign Female Seminary	Champaign, Ill.
Académie Favarger	Chicago, Ill.
Benedict Academy	Chicago, Ill.
Dearborn Seminary	Chicago, Ill.
Edgeworth School	Chicago, Ill.
Institute of the Infant Jesus.	Quincy, Ill.
Our Lady of the Sacred Heart	Fort Wayne, Ind.
St. Ignatius School	La Fayette, Ind.
St. Joseph Academy	South Bend, Ind.
Bardstown Female Academy.	Bardstown, Ky.
Mt. Olivet School	Gethsemane, Ky.
Calvary Academy	Lebanon, Ky.
Loretto Academy	Loretto, Ky.
Academy of St. Vincent de Paul.	Morganfield, Ky.
St. Vincent's Academy	Union County, Ky.
Convent of the Presentation	Marksville, La.
St. Hyacinth's Academy	Monroe, La.
Ursuline Order	New Orleans, La.
Boarding and Day School for Young Ladies.	Baltimore, Md.
French and English School	Baltimore, Md.
Miss Furlong's Select School	Baltimore, Md.
English, French, and German Family and Day School.	Boston, Mass.
Prospect Hill School for Young Ladies.	Greenfield, Mass.
Sheffield High School	Sheffield, Mass.
Family and Day School for Young Ladies.	Springfield, Mass.
Convent of Our Lady of La Salette.	Sault Ste. Marie, Mich.
Academy of St. Mary	Hokah, Minn.
St. Joseph's Academy	St. Paul, Minn.
St. Paul's Female Seminary	St. Paul, Minn.
Bethlehem Academy	Holly Springs, Miss.
Acad'y of St. Frances de Sales.	Ste. Genevieve, Mo.
Brownell Hall	Omaha, Nebr.
Girls' High School	Portsmouth, N. H.
English and French Boarding and Day School.	Elizabeth, N. J.
Misses Wreaks' Day School	Jersey City, N. J.
St. Elizabeth's Academy	Madison, N. J.
St. Joseph's Academy	Madison, N. J.
Model Schoolfor Young Ladies	Red Bank, N. J.
St. Elizabeth's Convent	Allegany, N. Y.
English and French Boarding and Day School.	Astoria, N. Y.
St. Joseph's Academy	Brooklyn, N. Y.
St. Joseph's Academy	Buffalo, N. Y.
Church Boarding and Day School.	Elmira, N. Y.
Macgregor Hall	Flushing, N. Y.
St. Joseph's Academy	Flushing, N. Y.
Home Schoolfor Young Ladies	Ithaca, N. Y.
Family Sch'l for Young Ladies	Newburg, N. Y.
Dr. Van Norman's Classical School.	New York, N. Y.
English and French Boarding and Day School	New York, N. Y.
English and French School	New York, N. Y.
English and French School for Young Ladies.	New York, N. Y.
Gardner Institute	New York, N. Y.
German-American Institute for Young Ladies.	New York, N. Y.
Jackson Institute	New York, N. Y.
Mme. De Valentia's Institute	New York, N. Y.
Mme. O. da Silva's School	New York, N. Y.
Mlle. Rostan's School	New York, N. Y.
Miss Burgess School	New York, N. Y.
Mrs. Bleeker's School	New York, N. Y.
Primary, Progressive, and Finishing School.	New York, N. Y.
Seabury Seminary	New York, N. Y.
Academy of Sisters of Mercy	Rochester, N. Y.
St. Patrick's School	Rochester, N. Y.
Keble School	Syracuse, N. Y.
Home Institute	Tarrytown, N. Y.
Charlotte Institute for Young Ladies.	Charlotte, N. C.
Putnam Seminary	Putnam, Ohio.
Academy of the Sacred Heart.	Salem, Oreg.
St. Xavier's Academy	Beatty's P.-O., Pa.
Bishopthorp	Bethlehem, Pa.
Boarding and Day School for Young Ladies.	Germantown, Pa.
Believue Ladies' Institute	Mechanicsburg, Pa.
Academy of the Assumption.	Philadelphia, Pa.
Convent of the Society of the Holy Child Jesus.	Philadelphia, Pa.
Logan Square Seminary	Philadelphia, Pa.
St. Joseph's Academy	Philadelphia, Pa.
St. Vincent's Seminary	Philadelphia, Pa.
Wallace Street Seminary for Young Ladies.	Philadelphia, Pa.
Catholic Female Seminary	Sharon Hill, Pa.
Academy of the Sacred Heart.	Newport, R. I.
Academy of Our Lady of Mercy.	Charleston, S. C.

List of institutions for secondary instruction, &c.—Continued.

Name.	Location.
Ursuline Institute	Columbia, S. C.
Academy of Our Lady of Mercy.	Sumter, S. C.
St. Stephen's School	Willington, S. C.
Academy of the Immaculate Conception.	Jackson, Tenn.
Convent of the Incarnate Word.	Brownsville, Tex.
Ursuline Academy	Laredo, Tex.
Ursuline Academy	San Antonio, Tex.
Convent of the Incarnate Word.	Victoria, Tex.
Boarding and Select School of Sisters of Notre Dame.	St. Albans, Vt.
Boarding and Day School for Young Ladies.	Harrisonburg, Va.
English and French School for Young Ladies.	Washington, D. C.
Park Hill Female Seminary	Tahlequah, Ind. Ter
PART III.—*Schools for boys and girls.*	
Southwood Select School	Talladega, Ala.
Bentonville High School	Bentonville, Ark.
Baptist Seminary	Fort Smith, Ark.
Lutheran High School	Fort Smith, Ark.
Methodist High School	Fort Smith, Ark.
Napa Seminary	Napa City, Cal.
Vallejo Public School	Vallejo, Cal.
Frederica High School	Frederica, Del.
Georgetown Academy	Georgetown, Del.
Laurel Academy	Laurel, Del.
Lewes Academy	Lewes, Del.
Milton Academy	Milton, Del.
Edgeworth School	Chicago, Ill.
Lake Forest Academy	Lake Forest, Ill.
Fowler Institute	Newark, Ill.
Public Graded School	Yates City, Ill.
High School	Kokoma, Ind.
Hartford Collegiate Institute.	Hartford, Kans.
Wetmore Institute	Irving, Kans.
Carlisle Academy	Carlisle, Ky.
Falmouth Academy	Falmouth, Ky.
School of Parish of the Good Shepherd.	Frankfort, Ky.
Christian Academy	Hustonville, Ky.
Orphans' School	Midway, Ky.
Minerva High School	Minerva, Ky.
Nicholasville Academy	Nicholasville, Ky.
Harrisburg Academy	Owen County, Ky.
Owen High School	Owenton, Ky.
Sharpsburg Male and Female Academy.	Sharpsburg, Ky.
White Haven High School	White Haven, Ky.
Hebrew Education Society	New Orleans, La.
Patten Academy	Patten, Me.
Church Hill Academy	Church Hill, Md.
Milton Academy	Philopolis P.O., Md.
Hanover Academy	Hanover, Mass.
West Schools	Marlboro', Mass.
Hale High School	Stow, Mass.
School of Observation	Westfield, Mass.
German Catholic Academy	Hokah, Minn.
Fair Lawn Institute	Jackson, Minn.
Select School	Mankato, Minn.
Groveland Seminary	Wasioga, Minn.
Crystal Springs Institute	Crystal Sp'gs, Miss.
Langston Institute	Holly Springs, Miss.
Van Rensselaer Academy	Hydeburg, Mo.
Summit Institute	Marshfield, Mo.
Ingleside Academy	Palmyra, Mo.
Male and Female Seminary	Palmyra, Mo.
Antrim High School	Antrim, N. H.
Chester Academy	Chester, N. H.
Dover High School	Dover, N. H.
Keene Academy	Keene, N. H.
Keene High School	Keene, N. H.
Landaff High School	Landaff, N. H.
McCollom Institute	Mt. Vernon, N. H.
Rollingsford High School	Rollingsford, N. H.
Walpole High School	Walpole, N. H.
West Jersey Academy	Bridgeton, N. J.
Ames Academy	Ames, N. Y.
Monticello Academy	Monticello, N. Y.
Mt. Holly Institute	Mt. Holly, N. J.
Oneida Seminary	Oneida, N. Y.
Ovid Union School	Ovid, N. Y.
Palatine Bridge Union School	Palatine Bridge, N. Y.
Bird's Nest Cottage Home School.	Rhinebeck, N. Y.
Mt. Pleasant Academy	Sing Sing, N. Y.
Hartford Academy	South Hartford, N. Y.
Rock Spring Seminary	Dry Ponds, N. C.
Hicksville Academy	Haysville, N. C.
Sylvan High School	Jackson's Creek, N. C.
Kernersville High School	Kernersville, N. C.
Bloomingburg Academy	Bloomingb'g, Ohio.
Canton Academy	Canton, Ohio.
Delhi Station Grammar-School	Delhi, Ohio.
Harlem Springs Academy	Harlem Springs, Ohio.
Plains Seminary	Tupper's Plains, Ohio.
Andalusia Institute	Andalusia, Pa.
Columbia High School	Columbia, Pa.
Loller Academy	Hatboro', Pa.
Milnwood Academy	Shade Gap, Pa.
York High School	York, Pa.
Carolina Female Seminary	Lexington Court-House, S. C.
Mosheim Institute	Mosheim, Tenn.
Clear Spring Academy	Rheatown, Tenn.
Public Free School	Shelbyville, Tenn.
High School	Burton, Tex.
High School	Owensville, Tex.
High School	San Antonio, Tex.
Orleans County Grammar-School.	Brownington, Vt.
Academy	Fairfax, Vt.
New Hampton Institute	Fairfax, Vt.
Lamoille Central Academy	Hyde Park, Vt.
Morgan Academy	Morgan, Vt.
Westfield Grammar-School	Westfield, Vt.
St. Mary's Academy	Charlestown, W. Va.
Lakeside Seminary	Oconomowoc, Wis.
St. Joseph's Academy	Steilacoom, Wash.

MEMORANDA.

Name.	Location.	Remarks.
Theodore Hunter's School	Montgomery, Ala	Not found.
Tuskegee High School	Tuskegee, Ala	See Park High School, (identical.)
Batesville Academy	Batesville, Ark	Merged in Arkansas College.
Soulesbury Institute	Batesville, Ark	Closed.
Washington High School	Bethesda Springs, Ark	Not found.
California Military Academy	Oakland, Cal	See Table VI.
Oakland High School	Oakland, Cal	See Table VI.
Hartford Public High School	Hartford, Conn	See Table VI.
Hopkins Grammar-School	New Haven, Conn	See Table VI.
Bartlett High School	New London, Conn	See Buckley School, (identical.)
Norwich Free Academy	Norwich, Conn	See Table VI.
Stamford Institute for Boys	Stamford, Conn	See Stamford Military Inst., (identical.)
Connecticut Literary Institution	Suffield, Conn	See Table VI.
Woodstock Academy	Woodstock, Conn	See Table VI.
Taylor and Jackson's Academy	Wilmington, Del	See Delaware Institute, (identical.)
Graham Seminary	Chicago, Ill	Not found.
Chicago Academy	Chicago, Ill	Not found.
English and Classical School	Chicago, Ill	Not found.
Palmer's Academy	Chicago, Ill	Not found.
Seminary of the Sacred Heart	Chicago, Ill	See Table VII.
Ewing University	Knoxville, Ill	Name changed to St. Mary's School.
Christian Brothers' Academy	La Salle, Ill	Closed.
Onarga Institute	Onarga, Ill	Closed.
St. Mary's Academic Institute	St. Mary's of the Woods, Ind.	See Table VII.
Addison Collegiate Institute	Irving, Iowa	Not found.
Seminary of the Assumption	Topeka, Kans	Closed.
St. Teresa's Academy	Concordia, Ky	Not found.
Bethlehem Academy	Elizabethtown, Ky	See Table VI.
St. Simeon's Academy	New Orleans, La	Declines answering.
Auburn High School	Auburn, Me	See Table VI.
Nichol's Latin School	Lewiston, Me	See Table VI.
Maine Central Institute	Pittsfield, Me	See Table VI.
Franklin Family School	Topsham, Me	See Table VI.
Waterville Classical Institute	Waterville, Me	See Table VI.
Academy of the Visitation	Baltimore, Md	See Table VII.
Washington Academy	Baltimore, Md	Not found.
Cambridge Female Seminary	Cambridge, Md	See Table VII.
Rockville Academy	Rockville, Md	See Table VI.
Shrewsbury Academy	Shrewsbury, Md	Closed.
Phillips Academy	Andover, Mass	See Table VI.
Chauncey Hall School	Boston, Mass	See Table VI.
Bridgewater Academy	Bridgewater, Mass	See Table VI.
Cambridge High School	Cambridge, Mass	See Table VI.
Concord High School	Concord, Mass	See Table VI.
Williston Seminary	East Hampton, Mass	See Table VI.
Lawrence Academy	Groton, Mass	See Table VI.
Lancaster Academy	Lancaster, Mass	Closed.
Monson Academy	Monson, Mass	See Table VI.
Oakland Hall School	Needham, Mass	Closed.
West Newton English and Classical School.	West Newton, Mass	See Table VI.
Warren Academy	Woburn, Mass	See Table VI.
Worcester Academy	Worcester, Mass	See Table VI.
Convent of the Sacred Heart	Hancock, Mich	Closed.
Hope College	Holland City, Mich	See Table VI.
Convent of the Blessed Sacrament	Hokah, Minn	See Hokah Convent, (identical.)
Sisters of Notre Dame	Mankato, Minn	See School of the Holy Apostles, (identical.)
Academy of the Sisters of St. Joseph	Mendota, Minn	Closed.
German Catholic School	St. Paul, Minn	See Assumption School, (identical.)
Mrs. Brown's School	St. Paul, Minn	See St. Paul's Home School, (identical.)
Female Seminary	Yazoo, Miss	See Yazoo Seminary for Girls.
Cassville Institute	Cassville, Mo	Closed.
Woodland School	Independence, Mo	Closed.
Female Seminary	Jefferson City, Mo	Closed.
Institute of the Holy Innocents	Jefferson City, Mo	See St. Peter's School, (identical.)
High School	Pleasant Hope, Mo	Suspended.
Male and Female Academy	New London, Mo	Is now New London public school.
Bath Academy	Bath, N. H	Is now public graded school.
Kimball Union Academy	Meriden, N. H	See Table VI.
New London Literary and Scientific Institute.	New London, N. H	See Table VI.
St. Paul's School	St. Paul, N. H	Not found.
St. Mary's Hall	Burlington, N. J	See Table VII.
Peddie Institute	Hightstown, N. J	See Table VI.
Angelica Academy	Angelica, N. Y	Closed.
Black River Conference Seminary	Antwerp, N. Y	See Northern New York Conference Seminary, (identical.)
Claverack Academy and Hudson River Institute.	Claverack, N. Y	See Table VI.
Central New York Conference Seminary.	Cazenovia, N. Y	See Cazenovia Seminary, Table VI, (identical.)

MEMORANDA—Continued.

Name.	Location.	Remarks.
Fort Edward Collegiate Institute	Fort Edward, N. Y	See Table VI.
Grammar-School of Madison University.	Hamilton, N. Y	See Colgate Academy, Table VI, (identical.)
Ithaca Academy	Ithaca, N. Y	See Table VI.
Clinton Grammar-School	Clinton, N. Y	See Rural High School, (identical.)
Fairfield Seminary	Fairfield, N. Y	See Fairfield Academy, (identical.)
St. Joseph's Literary Institution	Jackson, N. Y	Closed.
Kingston Academy	Kingston, N. Y	See Table VI.
Anthon Grammar-School	New York, N. Y	See Table VI.
Columbia Grammar-School	New York, N. Y	See Table VI.
University Grammar-School	New York, N. Y	See Table VI.
East Genesee Conference Seminary	Ovid, N. Y	Closed.
Schenectady Union School	Schenectady, N. Y	See Table VI.
Seneca Falls High School	Seneca Falls, N. Y	Closed.
St. John's School	Sing Sing, N. Y	See Table VI.
Webster Academy	Webster, N. Y	Gives no statistics.
Chickering Classical and Scientific Institute.	Cincinnati, Ohio	See Table VI.
Curran & Kuhn's Boys' Academy	Cincinnati, Ohio	Not found.
Mt. Pleasant Academy	Kingston, Ohio	Closed.
Kingsville Academy	Kingsville, Ohio	Closed.
Central Ohio County Seminary	Maumee City, Ohio	Closed.
Third Street Seminary	Steubenville, Ohio	Suspended.
Chambersburg Academy	Chambersburg, Pa	See Table VI.
Wyoming Seminary	Kingston, Pa	See Table VI.
Academy and Graded School	McKeesport, Pa	Closed.
Nazareth Hall	Nazareth, Pa	See Table VI.
Hallowell Select High School	Philadelphia, Pa	See Table VI.
St. Joseph's Academy	Pottsville, Pa	A parish school.
Classical Academy	Reading, Pa	Closed.
Providence Conference Seminary	East Greenwich, R. I	See East Greenwich Academy, Table VI, (identical.)
Lapham Institute	North Scituate, R. I	See Table VI.
Bedford Male and Female Seminary	Shelbyville, Tenn	Now public free school.
Castleton Seminary	Castleton, Vt	See Table VI.
Burr & Burton Seminary	Manchester, Vt	See Table VI.
Lydon Graded School	St. Johnsbury, Vt	See St. Johnsbury graded school, (identical.)
Green Mountain Institute	Waterbury Center, Vt	See Table VI.
West Randolph Academy	West Randolph, Vt	Closed.
Preston and Ohio Institute	Blacksburg, Va	Closed.
Montgomery Male Academy	Christiansburg, Va	Merged in public schools.
Danville Male Academy	Danville, Va	Closed.
Masonic School	Richmond, Va	Closed.
Milwaukee Academy	Milwaukee, Wis	See Table VI.
Select School for Young Ladies, (Mrs. S. M. McDonald.)	Georgetown, D. C	Not found.
De Beaulieu Institute	Washington, D. C	Closed.
The Misses Wotherspoons' School	Washington, D. C	Not found.

TABLE VI.—*Statistics of preparatory schools, including schools for secondary instruction having preparatory departments, for* 1873; *from replies to inquiries made by the United States Bureau of Education.*

[NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... signifies no returns received.]

Number.	Name.	Location.	Date of charter.	Date of organization	Principal.	Religious denomination.	Number of instructors.	Students.							
								Number of students in classic department.	Number of students in scientific department.	Number in English department, (exclusive of classic and scientific.)	Age required for admission.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.	Completed course at close of last academic year, and did not enter other institutions.	Number of scholarships.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	Oak Mound School	Napa, Cal	....	....	....	....	....	....	....	....	....	....	....	....	....
2	California Military Academy	Oakland, Cal	0	1865	D. McClure, superintendent	Non-sectarian	10	....	a133	....	12	7	....	5	0
3	Oakland High School	do	0	1869	J. B. McChesney	Undenom	6	76	49	0	14	....	2	4	0
4	Hartford Public High School b	Hartford, Conn	1798	1847	S. M. Capron, A. M	0	14	267	....	0	12	8	3	36	0
5	Collegiate Institute	New Haven, Conn	....	1834	Prof. William R. Russell, A. M.	....	20	a178	....	....	....	....	....	....	....
6	Hopkins Grammar-School	do	....	1660	W. L. Cushing, A. M., rector	....	9	46	38	118	11	....	....	....	....
7	Norwich Free Academy*	Norwich, Conn	1854	1854	William Hutchison, A. M	....	6	a121	....	....	....	4	....	8	....
8	South Norwalk Military Institute	South Norwalk, Conn	....	....	....	....	....	....	....	....	....	....	....	....	....
9	Connecticut Literary Institution	Suffield, Conn	1833	1833	J. A. Shores, A. M	Baptist	6	56	21	120	13	4	....	3	....
10	Woodstock Academy	Woodstock, Conn	1802	1801	William Edward Davidson	Congregational	7	19	....	28	....	2	1	1	0
11	South Georgia Male Institute	Dawson, Ga	1873	....	Thomas B. Russell	M. E. South	3	50	14	43	c	0	5	0	4
12	St. Francis Solanus College	Quincy, Ill	1873	1859	Rev. Anselmus Müller, O. S. F., president.	Roman Catholic	12	62	....	28	10	....	5	....	....
13	Winnetka Institute	Winnetka, Ill	1872	1871	B. L. Dodge	Undenom	4	12	18	10	12	0	0	0	0
14	Bethlehem Academy	Elizabethtown, Ky	....	....	....	....	....	....	....	....	....	....	....	....	....
15	Auburn High School	Auburn, Me	....	1869	George E. Gay	....	3	37	23	....	c	6	3	6	....
16	Nichols Latin School	Lewiston, Me	1855	1857	L. G. Jordan, A. M	Free Baptist	4	51	....	....	....	10	....	0	....
17	Maine Central Institute*	Pittsfield, Me	1866	1866	G. B. Files	Free-Will Bapt	8	a225	....	....	....	1	....	....	....
18	Franklin Family School	Topsham, Me	....	1857	R. O. Linsley*	Congregational	4	14	5	15	....	4	1	16	0
19	Classical Institute	Waterville, Me	1841	1841	J. H. Hanson, LL. D	Baptist	5	101	46	100	c	18	0	7	0
20	Lebanon Academy	West Lebanon, Me	....	....	....	....	....	....	....	....	....	....	....	....	....
21	Friends' Elementary and High School	Baltimore, Md	....	1864	Eli M. Lamb	Friends	13	20	....	219	....	4	....	23	....
22	Rockville Academy*	Rockville, Md	1805	1807	J. D. Abrahams	....	4	a40	....	....	....	2	....	3	....
23	Phillips Academy	Andover, Mass	1780	1778	Rev. C. F. P. Bancroft, A. M	Undenom	8	155	97	0	0	43	6	16	....

24	Chauncey Hall School	Boston, Mass	0	1828	Cushings and Ladd							5	10			
25	Classical School	do		1866	George W. C. Noble, A. M	Undenom	5	70			10	6				
26	Classical and Mathematical School	do	0	1842	William H. Brooks, A. M	Non-sectarian	2	10	4	1	*c*	0	0	3	0	
27	English and Classical School	do			W. C. Welte, A. M											
28	Latin Grammar School, (public)	do		1635	Francis Gardner, A. M		14	194			12	20	0	3		
29	Private Eng. and Clas. School for Boys	do		1860	William N. Eayrs, A. B		6	7	42		10	4	2			
30	Private Latin School	do		1872	Henry S. Mackintosh, A. M		4	21			9				0	
31	Bridgewater Academy	Bridgewater, Mass	1799	1800	Joshua E. Crane, jr	Non-sectarian	3	20	9	36	12	3	1	5	0	
32	Cambridge High School	Cambridge, Mass		1846	Lyman R. Williston, A. M		11	38		*d*333	*c*	12	3	20		
33	Concord High School	Concord, Mass			Charles Almy, jr		2	31	14			1				
34	Williston Seminary	Easthampton, Mass	1841	1841	Marshall Henshaw, A. M	Congregational	9	100		120	13	25	6	20		
35	Lawrence Academy	Groton, Mass	1793	1793	Rev. James Fletcher, A. M	do	5	98	182	40	14	2	1	8	0	
36	Monson Academy	Monson, Mass	1804	1806	Rev. Charles Hammond, A. M	Undenom	5	91		55	*c*	2	1		1	
37	Adams Academy	Quincy, Mass		1872	William R. Dimmock, LL. D	do	5	60		17						
38	Greylock Institute	S'th Williamst'n, Mass.														
39	Edwards Place School	Stockbridge, Mass	0	1855	Ferdinand Hoffmann, A. M	Non-sectarian	6	*a*40			12	4	3	7		
40	West Newton Eng. and Clas. School	West Newton, Mass	1855	1854	Nathaniel T. Allen, A. M	Undenom	15	15	22	80	8	2	8	10	0	
41	Warren Academy	Woburn, Mass	1827	1827		Congregational										
42	Worcester Academy	Worcester, Mass	1834	1834	J. D. Smith	Baptist	8	86	36			2	2	2	10	
43	Preparatory dep't of St. Louis Univ	St. Louis, Mo	1832	1829	Rev. Jos. G. Zealand, S. J	Roman Catholic	2	*a*45			10				0	
44	Austin Academy	Centre Stafford, N. H														
45	St. Paul's School	Concord, N. H	1855	1856	Rev. Henry A. Coit, D. D	Prot. Episcopal	10	155			12				3	
46	Phillips Exeter Academy	Exeter, N. H	1781	1783	Albert C. Perkins	Undenom	4	156		0	13					
47	Kimball Union Academy	Meriden, N. H	1813	1815	Rev. L. A. Austin, M. A	Congregational	9	80	*a*108		14	12	8	9	2	
48	New London Lit. and Scientific Inst*	New London, N. H	1853	1853	L. E. Warren	Baptist	10	70		70			6	3		
49	Peddie Institute	Hightstown, N. J	1865	1864	H. A. Pratt, A. M	do	8	7	6			7		3		
50	Stevens High School	Hoboken, N. J	0	1870	Edward Wall, A. M	Undenom	7		18	15	*c*		7		0	
51	Princeton Preparatory School	Princeton, N. J		1873			3	38								
52	Brooklyn Coll. and Polytechnic Inst	Brooklyn, N. Y	1854	1855	Fitz Gerald Tisdale, jr	Undenom	10	29			*c*	4	2	0	0	
53	Cazenovia Seminary	Cazenovia, N. Y	1825	1824	Rev. W. S. Smyth, A. M	Meth. Episcopal	16	170	218	194	14	18	0	8	0	
54	Claverack Academy and Hudson River Institute.	Claverack, N. Y	1854	1854	Rev. Alonzo Flack, A. M	Undenom	29	288	332	39	12	6	4	4	0	
55	Fort Edward Collegiate Institute	Fort Edward, N. Y	1854	1854	Rev. Jos. E. King, D. D., Ph. D	Non-sectarian	15	185	154	314	*c*	8	6	15		
56	Colgate Academy	Hamilton, N. Y	1853	1832	Francis W. Towle	Baptist	5	59	2		12	17				
57	Cook Academy	Havana, N. Y	1872	1870	Charles Fairman	do	8	40	100	30		0	0	0	0	
58	Ithaca Academy	Ithaca, N. Y			Wesley C. Ginn, A. M	Undenom	8	42		242		18		5		
59	Mr. Kinné's School	do	0	1869	William Kinné, M. A	do	2			0	*c*	0	9	4	0	
60	Kingston Academy	Kingston, N. Y	1795	1774	Charles Curtis		4	65	25	0	12	8	11	15	0	
61	Anthon Grammar-School	New York, N. Y		1854	George C. Anthon, A. M		13	37		113		2	5	9		
62	Charlier Inst. for Young Gentlemen	do		1855	Prof. Elie Charlier	Undenom	255	80		130		80				
63	Columbia Grammar-School	do	0	1763	Dr. R. S. Bacon, A M., LL. B., and B. H. Campbell, A. M.	do	14	57	60	40	7	14	4	8	0	
64	Preparatory Scientific School	do		1872	Alfred Colin, M. E	do	6	1	6	8	9		2	1		
65	University Grammar-School	do	0	1837	Moses M. Hobby, A. M		8	13	3	47	*c*	6				
66	Schenectady Union School*	Schenectady, N. Y			Samuel B. Howe, A. M		6	*a*125								
67	Union Classical Institute	do	1844	1844	Prof. Benjamin Stanton		5	46		79		4		3		
68	St. John's School	Sing Sing, N. Y		1869	Rev. J. B. Gibson, D. D	Prot. Episcopal	7	*a*70				3	2	3		
69	De Veaux College	Suspens'n Bridge, N. Y	1853	1857	Rev. G. Herbert Patterson	do	6	*a*51		0		19			20	
70	Rev. M. R. Hooper's Academy	Yonkers, N. Y	0	1867	Rev. M. R. Hooper, A. M	Undenom	6	48	2	50		2				

* From Report of the Commissioner of Education, 1872.
a Includes English department.
b As Hartford Grammar-School, which was founded in 1639.
c None specified.
d United with classic.

TABLE VI.—*Statistics of preparatory schools, including schools for secondary instruction having preparatory departments, &c.*—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Number of instructors.	Students.							
								Number of students in classic department.	Number of students in scientific department.	Number in English department, (exclusive of classic and scientific.)	Age required for admission.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.	Completed course at close of last academic year, and did not enter other institutions.	Number of scholarships.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
71	Chickering Institute	Cincinnati, Ohio	0	1855	J. B. Chickering, A. M		13	76	198	75	....	7	3	4	....
72	Preparatory dept. of Oberlin College	Oberlin, Ohio	1833	1834	Rev. R. Theodore Cross, A. M	Congregational	44	484	.....	541	14	33	.....	.....	0
73	Collegiate Inst. and Normal School	Oxford, Ohio	0	1873	R. H. Bishop, A. M	Undenom	2	44	.....	.....	15	.....	.....	.....	0
74	Chambersburg Academy	Chambersburg, Pa	1797	1796	J. H. Shumaker, Ph. D	do	5	55	*a*36	.....	14	7	5	3	0
75	Easton Classical and Math. Institute	Easton, Pa	....	1870	B. F. Stern, A. M	Reformed	2	11	3	18	*b*	....	.....	.....	....
76	Wyoming Seminary	Kingston, Pa	1844	1844	D. Copeland	Methodist	18	55	185	.....	12	6	0	2	....
77	Cumberland Valley Institute	Mechanicsburg, Pa	....	....			.....	.....	.....	.....	.....	.....	.....	.....	.....
78	Nazareth Hall	Nazareth, Pa	1863	1785	Rev. Eugene Leibert, A. M	Moravian	15	.....	.....	125	9	.....	.....	.....	....
79	Fewsmith's Clas. and Math. School	Philadelphia, Pa	....	1857	William Fewsmith		4	48	48	.....	9	6	5	6	....
80	Hallowell Select High School	do	0	1862	George Eastburn, M. A	Undenom	10	14	47	.....	10	5	4	2	0
81	East Greenwich Academy	East Greenwich, R. I	1802	1803	Rev. F. D. Blakeslee, A. B	Meth. Episcopal	14	60	.....	92	*b*	4	0	4	10
82	Lapham Institute	North Scituate, R. I	1861	1862	George N. Ricker, A. M	Free Baptist	5	116	.....	.....	14	3	.....	7	....
83	English and Classical High School	Providence, R. I	0	1864	Charles B. Goff	Undenom	12	53	53	83	10	10	0	6	0
84	University Grammar-School	do	....	1764	Merrick Lyon, A. M	Baptist	6	65	.....	.....	....	7	0	10	0
85	Castleton Seminary	Castleton, Vt	1787	1787	R. G. Williams	Congregational	10	122	4	108	8	2	1	1	....
86	Burr and Burton Seminary	Manchester, Vt	1832	1833	H. H. Shaw, A. M	do	6	92	40	50	*b*	....	4	6	....
87	Green Mountain Institute*	Waterbury, Vt	1863	1869	C. A. Mooers	Baptist	6	30	.....	175	....	1	1	2	....
88	Kenmore University High School	Amherst C.-H., Va	....	1872	H. A. Strode	Undenom	2	42	23	1	11	1	0	0	....
89	Bellevue High School	Bellevue P. O., Va	....	1866	W. R. Abbot	do	3	26	8	.....	12	5	.....	.....	1
90	Hanover Academy	Hanover County, Va	0	1850	Hilary P. Jones, M. A	do	3	30	.....	.....	10	....	.....	2	....
91	Norwood High School	Norwood, Va	....	1865	William D. Cabell	Orthodox	6	43	84	37	12	12	0	0	3
92	Wayland University	Beaver Dam, Wis	....	....	E. F. Stearns	Baptist	6	7	6	.....	....	2	0	2	0
93	Milwaukee Academy	Milwaukee, Wis	....	1864	Albert Markham	Undenom	6	46	39	0	*b*	5	1	2	0

* From Report of the Commissioner of Education, 1872.

a Includes English department.

b None specified.

TABLE VI. *Statistics of preparatory schools, including schools for secondary instruction having preparatory departments, &c.*—Continued.

Number.	Name.	Number of years in course.	Has the institution a chemic laboratory?	Has the institution a cabinet of natural history?	Has the institution a philosophic cabinet and apparatus?	Has the institution a gymnasium?	Number of volumes in library.	Increase in library since October 15, 1872.	Annual cost of tuition.	Average cost of board and lodging per annum.	Endowments, &c.				Scholastic year begins—
											Total amount of scholarship-funds.	Amount of endowment.	Annual income of endowment-funds.	Value of grounds and buildings.	
	1	16	17	18	19	20	21	22	23	24	25	26	27	28	29
1	Oak Mound School														
2	California Military Academy	4	×	×	×	×	*1,500			$350	$0	$0	$0	$85,000	July 29.
3	Oakland High School	3	0	×	×	0	400	80	$40	275	0	0	0	40,000	First Monday after July 4.
4	Hartford Public High School *a*	4	×	0	×	×	1,700	200	60	240	0	30,000	2,000	175,000	About May 15.
5	Collegiate Institute								63	447					September 11.
6	Hopkins Grammar-School	5							60						September 11.
7	Norwich Free Academy*	4	×		×		3,000		12–42			90,000			September, second week.
8	South Norwalk Military Institute														
9	Connecticut Literary Institution	3	×	×	×	0	1,000	0	30	150	1,500	22,000	1,250	100,000	August, last Wednesday.
10	Woodstock Academy	4	×	0	×	0	500	200	21–30	136	0	16,000	1,000	25,000	August, last Tuesday.
11	South Georgia Male Institute	4	0	0	0	0	0	0	40	180	0	0	0	12,000	August 25.
12	St. Francis Solanus College	6	0	×	×	0	2,100		30	150				35,000	September, first Monday.
13	Winnetka Institute	4	0	0	0	0	0	0	50	275	0	0	0	30,000	September 10.
14	Bethlehem Academy														
15	Auburn High School	4	×	0	×	0	50							30,000	September, first Monday.
16	Nichols Latin School	3							27	125		*b*	*b*		August 18.
17	Maine Central Institute*	2–4	×				225			120		12,000			August 22.
18	Franklin Family School	4	0				1,800				0	0	0	15,000	September, second Wednesday
19	Classical Institute	3, 4	0	×	×	0	50		20–24	160	0	0	0	6,500	September, first Monday.
20	Lebanon Academy														
21	Friends' Elementary and High School	4	0		×		2,650		100					11,000	September, first Monday.
22	Rockville Academy*														September 1.
23	Phillips Academy	3	×	×	×	×	2,600		60		20,200	93,500	4,242	100,000	Last Wednesday in August.

* From Report of the Commissioner of Education, 1872.
a As Hartford Grammar School, which was founded in 1639.
b School is owned and supported by Bates College.

TABLE VI.—*Statistics of preparatory schools, including schools for secondary instruction having preparatory departments, &c.*—Continued.

Number.	Name.	Number of years in course.	Has the institution a chemic laboratory?	Has the institution a cabinet of natural history?	Has the institution a philosophic cabinet and apparatus?	Has the institution a gymnasium?	Number of volumes in library.	Increase in library since October 15, 1872.	Annual cost of tuition.	Average cost of board and lodging per annum.	Endowments, &c.				Scholastic year begins—
											Total amount of scholarship-funds.	Amount of endowment.	Annual income of endowment-funds.	Value of grounds and buildings.	
	1	16	17	18	19	20	21	22	23	24	25	26	27	28	29
24	Chauncy Hall School	7	0	0	0	0	.....	.....	$200	.....	.....	.....	.....	*a*	Second Monday in September.
25	Classical School	6	.....	.....	.....	.....	.....	.....	200	.....	$0	$0	$0	.....	September.
26	Classical and Mathematical School	*b*	0	0	0	0	0	0	200	.....	0	0	0	.....	Do.
27	English and Classical School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
28	Latin Grammar-School, (public)	6	0	0	×	0	5,000	.....	200–250	.....	.....	.....	200	.....	September, first Monday.
29	Private Eng. and Clas. School for Boys	4, 6	×	×	×	×	350	.....	160	.....	.....	.....	.....	.....	September 22.
30	Private Latin School	4	0	0	0	0	12	.....	200	.....	0	0	0	.....	October 1.
31	Bridgewater Academy	4	×	0	×	0	600	.....	40	$200	0	3,000	250	$20,000	September 1.
32	Cambridge High School	4, 5	×	×	×	0	3,000	.....	52	.....	.....	.....	.....	80,000	First Monday in September.
33	Concord High School	4	×	0	×	0	.....	.....	.....	.....	.....	.....	.....	.....	Do.
34	Williston Seminary	3, 4	×	×	×	×	2,000	0	60	253	10,000	100,000	7,000	170,000	Last Wednesday in August.
35	Lawrence Academy	3, 4	×	0	×	0	2,500	0	19, 22	175	.....	80,000	3,000	60,000	August 26.
36	Monson Academy	3	×	0	×	0	1,800	0	21–27	200	2,000	26,000	2,300	20,000	Last Wednesday in August.
37	Adams Academy	4	0	0	0	×	4,000	.....	100	273	.....	.....	.....	40,000	September, first Wednesday.
38	Greylock Institute	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
39	Edwards Place School	4–6	0	0	0	×	400	.....	.....	*e*600	.....	0	0	25,000	September 17.
40	West Newton Eng. and Clas. School	4	×	×	×	×	250	.....	40–200	350	0	0	0	20,000	Second Wednesday in September.
41	Warren Academy	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
42	Worcester Academy	3, 4	×	0	×	×	300	.....	50–75	175	10,000	100,000	7,000	100,000	September 1.
43	Preparatory dep't of St. Louis University	4, 6	.....	.....	.....	.....	.....	.....	.....	.....	0	.....	.....	.....	.....
44	Austin Academy	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
45	St. Paul's School	6	.....	×	×	×	1,500	.....	.....	*e*500	14,000	.....	.....	100,000	First Thursday in September.
46	Phillips Exeter Academy	4	0	0	0	0	.....	.....	60	.....	.....	225,000	9,000	133,000	First Wednesday in September
47	Kimball Union Academy	4	×	×	×	×	3,000	500	20	110	1,000	38,000	2,600	25,000	Last Wednesday in August.
48	New London Lit. and Scientific Institute*	3–4	×	.....	×	.....	1,500	.....	24–36	.....	.....	.....	.....	.....	August 27.
49	Peddie Institute	.....	×	×	×	0	.....	.....	50	200	.....	0	0	150,000	First Wednesday in September.
50	Stevens High School	6	*c*	.....	*c*	.....	0	0	150	.....	0	0	0	.....	September 17.

51	Princeton Preparatory School	.....	.....	.....	.....	×	.....	.....	100	*c*500	.....	30, 000	.....	26, 000	September, second Wednesday.
52	Brooklyn College and Polytechnic Inst	2	0	×	×	0	0	0	110	400	0	0	0	153, 841	September 17.
53	Cazenovia Seminary	3	×	×	×	×	3, 000	0	21–33	160	0	0	*d*	100, 000	August 1.
54	Claverack Academy and Hudson River Inst.	4	×	0	×	×	1, 327	62	50	350	0	0	0	42, 627	September 8.
55	Fort Edward Collegiate Institute	3	×	×	×	×	1, 200	200	52	160	.....	.....	.....	90, 000	August 28.
56	Colgate Academy	3	0	.....	×	×	800	140	29	120	.....	30, 000	1, 800	60, 000	September.
57	Cook Academy	3	0	0	×	0	.....	.....	30	141	0	45, 135	3, 189	150, 000	July 1.
58	Ithaca Academy	3, 4	×	.....	×	....	541	.....	24, 30	.....	.....	.....	.....	.....	September, first Monday.
59	Mr. Kinné's School	.....	0	0	×	0	600	.....	100	*c*500	0	0	0	20, 000	September.
60	Kingston Academy	3	×	0	×	0	795	15	25	285	0	10, 000	700	40, 000	First Monday in September.
61	Anthon Grammar-School	4	×	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	55, 000	September 7.
62	Charlier Institute for Young Gentlemen	8–10	×	.....	×	....	2, 500	.....	150–300	400–500	.....	.....	.....	400, 000	September 20.
63	Columbia Grammar-School	5	×	0	×	0	0	0	.....	.....	0	0	0	40, 000	September 15.
64	Preparatory Scientific School	3	.....	.....	×	.....	.....	.....	150–300	.....	.....	.....	.....	.....	Third Monday in September.
65	University Grammar-School	.....	0	0	0	0	.....	.....	48–128	.....	.....	0	0	0	September 15.
66	Schenectady Union School*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
67	Union Classical Institute	3	.....	.....	×	...	3, 000	10	36	.....	.....	.....	.....	20, 000	August 27.
68	St. John's School	6	×	0	×	×	1, 000	500	.....	*e*600	.....	.....	.....	7, 000	Tuesday after September 15.
69	De Veaux College	6	0	×	0	×	1, 000	.....	.....	*e*400	.....	190, 645	11, 000	74, 000	First Wednesday in September.
70	Rev. M. R. Hooper's Academy	5	0	0	0	×	.....	.....	80–160	400	.....	0	0	.....	September 15.
71	Chickering Institute	5	×	×	×	×	500	0	100	.....	.....	.....	.....	50, 000	Do.
72	Preparatory department Oberlin College	3	×	×	×	×	.....	.....	18	130	.....	.....	.....	.....	First week in September.
73	Collegiate Institute and Normal School	3	.....	.....	.....	.....	.....	.....	32–40	180	.....	0	0	100, 000	September 10.
74	Chambersburg Academy	4	0	×	0	0	500	0	40–60	*e*300	0	0	0	40, 000	First Tuesday in September.
75	Easton Classical and Mathematical Institute	.....	.....	.....	.....	.....	.....	.....	80	.....	.....	.....	.....	.....	First Monday in September.
76	Wyoming Seminary	3	×	0	×	0	500	.....	26	160	.....	0	0	185, 900	September 3.
77	Cumberland Valley Institute	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
78	Nazareth Hall	.....	×	×	×	×	5, 000	0	.....	280	.....	.....	.....	50, 000	August 27.
79	Fewsmith's Classical and Math. School	6	×	.....	×	0	150	.....	106	.....	.....	.....	.....	.....	Second Monday in September.
80	Hallowell Select High School	5	×	×	×	×	175	.....	100	.....	.....	0	0	.....	Do.
81	East Greenwich Academy	3	0	×	×	0	2, 000	.....	30	157	.....	0	0	80, 000	August 19.
82	Lapham Institute	4	×	×	×	0	500	0	33	150	.....	10, 000	600	15, 000	August 20.
83	English and Classical High School	8	×	0	×	×	1, 000	.....	108	300	0	0	0	0	September, first Monday.
84	University Grammar-School	4	0	0	0	0	0	0	120–180	200	0	0	0	.....	Do.
85	Castleton Seminary	4	×	0	×	0	500	.....	20–40	250	.....	30, 000	300	30, 000	First Thursday in September.
86	Burr and Burton Seminary	3	×	×	×	0	2, 000	.....	40	210	10, 000	40, 000	12, 000	25, 000	August.
87	Green Mountain Institute*	3, 4	×	.....	×	....	184	.....	.....	.....	.....	.....	.....	.....	September.
88	Kenmore University High School	4, 5	0	0	0	0	.....	.....	60–100	220	.....	.....	.....	9, 000	September 15.
89	Bellevue High School	5	×	0	×	×	1, 500	.....	.....	*e*375	.....	.....	.....	25, 000	Do.
90	Hanover Academy	.....	×	.....	0	....	800	50	.....	*e*315	.....	.....	.....	15, 000	October 1.
91	Norwood High School	.....	×	0	0	×	300	.....	100	250	.....	.....	.....	20, 000	September 15.
92	Wayland University	2, 3, 4	0	0	0	0	2, 000	.....	26	78	.....	.....	.....	.....	September 10.
93	Milwaukee Academy	4	0	×	×	×	.....	.....	60	200	0	0	0	50, 000	First Monday in September.

* From Report of the Commissioner of Education, 1872.
a Buildings destroyed by fire May 30, 1873

b None specified.
c Uses that of the Stevens Institute of Technology.

d From other sources, $28,009.
e Includes tuition.

TABLE VII.—*Statistics of institutions for the superior instruction of women, for 1873; from replies to inquiries made by the United States Bureau of Education.*

[NOTE.— .... indicates that no reply has been received; 0 signifies none.]

Number.	Name.	Location.	Date of charter.	Date of organization.	President or principal.	Religious denomination.	Corps of instruction.		Preparatory department.		Collegiate department.				
							Male.	Female.	Instructors.	Students.	No. of students in regular course.	No. of students in special or partial course.	No. of post-graduate students.	Total number of students.	No. of scholarships.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	Florence Synodical Female College	Florence, Ala	1850	1847	Prof. J. D. Anderson, A. M.	Presb	1	5	1	19	91	....	....	91	0
2	Huntsville Female Seminary	Huntsville, Ala	1829	1829	Rev. H. R. Smith, A. M	Presb	2	4	2	40	62	....	....	62	....
3	Huntsville Female College	Huntsville, Ala	1852	1852	Rev. G W. F. Price	M. E. South.	5	11	2	54	84	8	....	92	0
4	Judson Female Institute	Marion, Ala	1836	1836	R. H. Rawlings, A. M	Baptist	4	8	1	24	86	14	9	109	....
5	Marion Female Seminary	Marion, Ala	1836	1836	J. K. Thompson, A. M		3	5	2	25	97	5	....	102	....
6	Centenary Female College	Summerfield, Ala	1842	1841	Rev. A. D. McVoy, A M	M. E. South.	1	6	1	10	65	3	2	70	0
7	Alabama Central Female College	Tuscaloosa, Ala	1857	1858	Rev. John F. Lanneau, A. M.	Baptist	3	5	6	.....	48	4	2	52	0
8	Tuskaloosa Female College	Tuscaloosa, Ala	....	1870	B. F. Larrabee, A. M	M. E. South.	2	14	2	23	120	7	3	130	....
9	Alabama Conference Female College	Tuskegee, Ala	1857	1858	Rev. H. D. Moore	M. E. South.	2	5	1	38	73	7	2	82	0
10	Young Ladies' Seminary	Benicia, Cal	....	1852	Rev. C. H. Pope	Cong	4	4	2	30	42	....	2	44	....
11	College of Notre Dame	San José, Cal	1868	1851	Sister Marie Cornelie	R. C	2	21	8	350	36	....	....	36	0
12	School for Young Ladies	Farmington, Conn	....	....			.....	.....	.....	.....	.....	.....	.....	.....	.....
13	Hartford Seminary	Hartford, Conn	1835	1825	T. J. Andrews	Non-sect	7	8	.....	.....	.....	.....	.....	130	....
14	Young Ladies' High School	New London, Conn	1855	1855	Miss Marion A. Greene		.....	3	0	0	....	....	....	74	....
15	Congregation de Notre Dame*	Waterbury, Conn	....	1869	Rev. James Lynch	R. C	.....	7	.....	84	52	....	....	52	....
16	Young Ladies' Institute	Windsor, Conn	....	1867	Miss J. S. Williams	Episcopal	1	5	.....	.....	.....	.....	.....	60	....
17	Wesleyan Female College	Wilmington, Del	1854	1837	Rev. John Wilson, A. M	Methodist	5	8	2	75	56	6	....	62	0
18	Furlough Masonic Female College*	Americus, Ga	1856	1857	Rev. D. S. T. Douglas, A. M		3	5	.....	38	57	10	....	67	10
19	Southern Masonic Female College	Covington, Ga	....	....	Rev. J. N. Bradshaw	Non-sect	2	6	1	35	66	23	....	89	....
20	Andrew Female College	Cuthbert, Ga	1853	1855	A. H. Flewellen, A. M	Methodist	2	5	.....	45	85	....	....	85	....
21	Bethel Female College	Cuthbert, Ga	....	....	William B. Seals	Baptist	2	4	2	25	62	17	....	79	....
22	Dalton Female College	Dalton, Ga	....	....	Rev. W. A. Rogers, A. M		.....	.....	4	40	50	....	....	50	....
23	Monroe Female College	Forsyth, Ga	1850	1840	R. T. Asbury	Baptist	3	6	2	82	71	....	....	71	....
24	Griffin Female College	Griffin, Ga	1848	1848	A. B. Niles, A. M	Non-sect	4	3	2	43	106	2	....	108	....
25	Hamilton Female College *a*	Hamilton, Ga	1854	1854	J. H. Lovelace, A. M		.....	.....	.....	.....	.....	.....	.....	.....	.....
26	La Grange Female College	La Grange, Ga	1847	1847	J. T. Johnson	M. E. South.	4	1	1	32	43	....	....	43	....
27	Southern Female College	La Grange, Ga	1845	1845	I. F. Cox, A. M	Baptist	4	5	2	40	109	....	3	112	....

28	Lumpkin Masonic Female College	Lumpkin, Ga													
29	Montpelier Institute for Young Ladies	Macon, Ga													
30	Wesleyan Female College	Macon, Ga	1836	1839	Rev. E. H. Myers, D. D	M. E. South	5	8			222	3	225	4
31	Georgia Female College	Madison, Ga	1849	1850	Rev. G. Y. Browne, A. M	Baptist	1	4	4	20	25	3	28	0
32	College Temple	Newman, Ga	1853	1853	M. P. Kellogg, A. M	Non-sect	1	5	1	30	72		72	
33	Perry Female College	Perry, Ga												
34	Rome Female College	Rome, Ga	1857	1856	Rev. J. M. M. Caldwell	Presb	4	5	2	51	102	4	106	0
35	Le Vert College	Talbotton, Ga	1856	1856	V. E. Mauget	Methodist	2	2	1	16	39	8	47	
36	West Point Female College	West Point, Ga	1870	1867	A. P. Mooty, A. M	Union	2	3	1	40	88		88	
37	Seminary of the Sacred Heart	Chicago, Ill	1870	1858	Mme. M. J. Bourke	R. C		27			110	10	120	
38	Woman's College, Northwest'n University	Evanston, Ill	1869	1873	Miss F. E. Willard	Methodist	2	9		*b*87	119		119	
39	Almira College	Greenville, Ill	1859	1860	Rev. J. B. White, A. M	Baptist	1	8			60	43	103	
40	Illinois Female College	Jacksonville, Ill	1847	1847	W. H. De Motte, A. M	M. E	4	8	2	30	86	7	93	
41	Jacksonville Female Academy	Jacksonville, Ill	1835	1830	Gilbert Thayer, A. M	Presb	2	12	2	33	110	25	9	144
42	Ferry Hall, Lake Forest University	Lake Forest, Ill		1869	E. P. Weston, A. M	Presb	5	10	5	60	75		75	0
43	St. Angelo's Academy	Morris, Ill	1867	1857	Sister Frances	R. C		10					190	
44	Mt. Carroll Seminary	Mt. Carroll, Ill	1852	1853	Mrs. F. A. W. Shimer	Non-sect	2	10					200	
45	Rockford Female Seminary	Rockford, Ill	1846	1850	Miss Anna P. Sill	Cong & Presb	4	12	3	51	55	30	4	89
46	Moravian Seminary for Young Ladies	Hope, Ind	1851	1866	Rev. F. R. Holland	Moravian	2	8					75	0
47	Logansport Female College	Logansport, Ind	1870	1870	Rev. Daniel Rice, D. D	Presb	1	7	3	11	46	2	7	55
48	De Pauw Female College	New Albany, Ind	1866	1846	Rev. Erastus Rowly, D. D	M. E	1	5	1	17	84		84	
49	St. Mary's Academic Institute	St. Mary's of the Woods, Ind.	1846	1840	Mother Anastasie	R. C		19					180	
50	Mt. Pleasant Female Seminary	Mt. Pleasant, Iowa	1864	1863	Jane M. Belden	Presb					55		55	
51	College of the Sisters of Bethany	Topeka, Kans	1860	1872	Rt. Rev. T. H. Vail, D. D	P. E	3	6	3	48	11	16	27	
52	Bowling Green Presbyterian Female College.	Bowling Green, Ky	1872	1871	Prof. S. M. Gaines	Presb	1	5	2	30	70	1	71	
53	Franklin Female College	Franklin, Ky	1868	1869	G. M. Edgar	Non-sect	3	3	2	43	47	0	0	47
54	Georgetown Female Seminary	Georgetown, Ky	1869	1869	J. J. Rucker	Baptist	2	7	2	35	40		40	
55	Allen Lodge Female College	Glasgow, Ky	1853	1853	W. J. Barbee, M. D	Non-sect	1	2	2	70	30		30	0
56	Daughters College	Harrodsburg, Ky		1856	J. A. Williams	Non-sect	1	7					140	
57	Lebanon Baptist Female College	Lebanon, Ky	1868	1868	Jas. Rice, A. M	Baptist	2	3	2	12	30	8	38	0
58	Hocker Female College	Lexington, Ky		1869	Robert Graham, A. M	Christian	4	5	2	16	80	3	4	87
59	Lexington Female College	Lexington, Ky	1868	1868	Rev. R. Ryland, D. D	Baptist	3	3	1	25	57		57	0
60	St. Catherine's Academy*	Lexington, Ky			Sister Lucy	R. C		6		100				
61	Kentucky College	Near Louisville, Ky		1873	A. E. Sloan	Non-sect	5	6					55	
62	Logan Female College*	Russellville, Ky	1856	1856	Rev. W. H. Lee, D. D	M. E	2	5		50	62		62	
63	Shelbyville Female College	Shelbyville, Ky	1849	1839	W. H. Stuart	South'n Pres	2	3	1	30	33		33	
64	Stanford Female College	Stanford, Ky	1870	1870	Mrs. S. C. Trueheart	Non-sect	3	4	1	10			80	
65	Silliman Female Collegiate Institute	Clinton, La	1865	1854	E. H. Fay, A. M	Presb	1	5	1	25	39	2	41	10-14
66	Maine Wesleyan Seminary and Female College.	Kent's Hill, Me	1821		H. P. Torsey, LL. D	M. E	6	6			694		694	
67	Baltimore Academy of the Visitation	Baltimore, Md	1838	1837	Mother Mary Leonard Neall	R. C		22	6	48	105		105	
68	Baltimore Female College	Baltimore, Md	1849	1849	N. C. Brooks, LL. D	Methodist	5	5	1	16	88		88	25
69	Burkittsville Female Seminary	Burkittsville, Md	1867	1866	Rev. W. C. Wire, A. M	Lutheran	1	4	2	25	37		37	
70	Cambridge Female Seminary	Cambridge, Md			J. F. Baugher, A. M	Non-sect	2	3		13	48		48	5
71	Patapsco Female Institute	Ellicott City, Md												
72	Frederick Female Seminary	Frederick, Md	1840	1840	J. H. Hackelton	Non-sect	3	4	3	12	61	3	64	8
73	Abbott Female Academy	Andover, Mass	1829	1828	Miss Philena McKeen	Non-sect	4	8	0	0	195	52	247	1

From Report of the Commissioner of Education, 1872. *a* Building destroyed by fire during early part of 1872; new building will be completed and session resumed Jan. 27, 1874.
b Does not include primary school and Kindergarten.

TABLE VII.—*Statistics of institutions for the superior instruction of women for* 1873, *&c.*—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	President or principal.	Religious denomination.	Corps of instruction.		Preparatory department.		Collegiate department.				
							Male.	Female.	Instructors.	Students.	No. of students in regular course.	No. of students in special or partial course.	No. of post-graduate students.	Total number of students.	No. of scholarships.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
74	Lasell Female Seminary	Auburndale, Mass	1851	1851	C. W. Cushing	M. E	2	9	.....	.....	40	.....	.....	40	0
75	Gannett Institute	Boston, Mass	....	1853	Rev. George Gannett, A. M	.....	12	8	.....	11	70	.....	1	71	....
76	Notre Dame Academy*	Boston Highlands, Mass.	1865	1854	Sister M. Aloysius	R. C	.....	9	.....	.....	.....	.....	.....	.....	....
77	Bradford Academy	Bradford, Mass	1804	1803	Miss Abby H. Johnson	Cong	6	12	.....	51	132	4	....	136	....
78	Wheaton Female Seminary	Norton, Mass	1834	1835	Mrs. C. C. Metcalf	Cong	3	10	.....	.....	102	.....	3	105	....
79	Maplewood Institute for Young Ladies	Pittsfield, Mass	1850	1841	Rev. C. V. Spear, A. M	Cong	6	4	.....	.....	138	.....	.....	138	....
80	Mt. Holyoke Female Seminary	South Hadley, Mass.	1836	1837	Miss Julia E. Ward	Non-sect	5	30	0	0	271	.....	.....	271	....
81	Oread Institute	Worcester, Mass	1850	1850	Harris R. Greene, A. M	Non-sect	3	10	2	24	99	12	1	112	0
82	Michigan Female Seminary	Kalamazoo, Mich	1863	1867	Miss Jeannette Fisher	Presb	.....	8	0	0	56	.....	.....	56	....
83	Young Ladies' Seminary and Collegiate Institute.	Monroe, Mich	1851	1850	Rev. E. J. Boyd, A. M	.....	1	7	1	22	72	9	12	93	....
84	St. Mary's Hall	Faribault, Minn	....	1866	Rt. Rev. H. B. Whipple, D. D	P. E	2	9	.....	.....	104	.....	.....	104	....
85	Whitworth Female College	Brookhaven, Miss	1860	1859	Rev. H. F. Johnson, A. M	Methodist	5	6	2	56	145	1	....	146	0
86	Central Female Institute	Clinton, Miss	1854	1853	Rev. Walter Hillman, LL. D	.....	3	7	4	85	34	7	....	41	....
87	Columbus Female Institute*	Columbus, Miss	1847	....	Rev. J. F. Tarrant, A. M	.....	8	8	.....	52	73	.....	.....	73	....
88	Franklin Female College	Holly Springs, Miss	1873	1870	W. Clark, A. M	P. E	1	4	2	30	60	.....	0	60	8
89	Meridian Female College	Meridian, Miss	1867	1865	L. M. Stone	Baptist	2	5	1	28	80	.....	.....	80	....
90	Union Female College	Oxford, Miss	1854	....	R. J. Guthrie	Cumb. Presb	3	6	2	60	100	5	2	107	....
91	Chickasaw Female College	Pontotoc, Miss	1850	1850	P. F. Witherspoon	Presb	2	6	2	43	50	.....	.....	50	....
92	Sharon Female College*	Sharon, Miss	1832	1834	Mrs. M. D. Proctor, M. A	Methodist	1	3	.....	17	29	.....	.....	29	....
93	Christian College	Columbia, Mo	1851	1851	J. K. Rogers, A. M	Disciples	5	5	.....	.....	.....	.....	.....	154	....
94	Stephens Female College	Columbia, Mo	1857	1857	Rev. E. S. Dulin, D. D., LL. D	Baptist	3	10	.....	82	100	.....	.....	100	....
95	Howard Female College	Fayette, Mo	1859	1859	Miss Ann E. Cooper	M. E. South	.....	5	.....	.....	63	.....	.....	63	....
96	Independence Female College	Independence, Mo	1871	1871	French Strother	.....	2	5	1	15	35	.....	.....	35	....
97	St. Teresa's Academy	Kansas City, Mo	....	1865	Sister Mary Di Pazzi	R. C	.....	17	.....	.....	90	.....	.....	90	....
98	Liberty Female College*	Liberty, Mo	....	....	J. W. Murphy	Baptist	1	2	.....	.....	.....	.....	.....	.....	....
99	Ingleside Female College	Palmyra, Mo	1872	....	Mrs. P. A. Baird	Non-sect	(4)	.....	.....	.....	50	.....	.....	50	....
100	Lindenwood College for Young Ladies	St. Charles, Mo	1870	....	Rev. J. H. Nixon, D. D	Presb	2	3	2	25	35	.....	.....	35	....

101	Academy of the Visitation*	St. Louis, Mo		1833	Mother M. A. Russel	R. C			25		105			105	
102	Mary Institute, Washington University	St. Louis, Mo	1853	1859	C. S. Pennell		2		13	157	125		13	138	
103	Ursuline Academy	St. Louis, Mo	1847	1848	Very Rev. H. Muehlsieppin	R. C			20		187	8	5	200	
104	Adams' Female Academy	East Derry, N. H	1823	1827	Rev. L. L. Parker	Orthodox			3	3	12				0
105	Robinson Female Seminary	Exeter, N. H	1868	1869	Eben S. Stearns	Non-sect			9						
106	Tilden Seminary	West Lebanon, N. H	1868	1853	Hiram Orcutt, A. M	Non-sect		3	10		116			116	3
107	Bordentown Female College	Bordentown, N. J	1853	1851	Rev. J. H. Brakeley, A. M., Ph. D	Independent		4	4		109			109	0
108	Ivy Hall	Bridgeton, N. J		1861	Miss Ada L. Howard	Non-sect		2	7	5	23	30	6	36	0
109	St. Mary's Hall	Burlington, N. J	1846	1837	Rev. E. K. Smith, A. M	P. E		8	20			215	2	217	
110	Pennington Seminary and Female Collegiate Institute.	Pennington, N. J	1854	1840	J. A. Dilks	Methodist		5	4			181		181	
111	Delacove Institute*	Trenton, N. J		1867	Miss R. G. Hunt	Episcopal			8		28	29		29	
112	Academy of the Sacred Heart*	Albany, N. Y	1861		S. Jones	R. C		3	24			170		170	
113	St. Agnes School	Albany, N. Y	1871	1870	Rt. Rev. W. C. Doane, S. T. D	P. E		5	14			170		170	3
114	Young Ladies' Institute	Albany, N. Y		1842	Miss M. M. Skerritt	Presb			7		*50				
115	Brooklyn Heights Semin'y for Young Ladies	Brooklyn, N. Y		1851	Charles E. West, M. D., LL.D	Cong		9	12			167		167	
116	Packer Collegiate Institute	Brooklyn, N. Y	1853	1845	A. Crittenden, A. M., Ph. D	Non-sect		3	33		65	697		697	55
117	Buffalo Female Academy	Buffalo, N. Y	1851	1851	Rev. A. T. Chester, D. D	Non-sect		3	6			141		141	17
118	Holy Angel's Academy *	Buffalo, N. Y	1864	1861	Sister M. J. Phelan	R. C			4		40	60		60	
119	St. Clare's Academy	Buffalo, N. Y		1860	Mother M. A. Brennan	R. C			10	4	40	49		49	
120	Ontario Female Seminary	Canandaigua, N. Y	1825	1825	B. Richards, A. M	Cong		4	6		98	42	18	60	0
121	Elmwood Seminary	Glen's Falls, N. Y		1860	Miss A. Taylor				10		*135				
122	Academy of Mt. St. Vincent	Kingsbridge, N. Y	1845	1847	Mother M. Regina	R. C		7	29				2	220	
123	St. Joseph's Academy*	Lockport, N. Y	1866		Sister Emilie	R. C			10		80	53		53	
124	Academy of the Sacred Heart*	Manhattanville, N. Y	1851		A. Hardey	R. C		10	20					325	
125	Jane Grey Seminary	Mt. Morris, N. Y	1869	1868	Rev. L. Van Bokkelen, D. D	P. E		1	3			34		34	
126	English, French, and German School	New York, N. Y			Madame C. Mears										
127	Marguerite Institute	New York, N. Y													
128	Rockland Female Institute	Nyack, N. Y													
129	D'Youville Academy	Plattsburg, N. Y	1871	1860	Sister Mary of the Sacred Heart	R. C			5	2	80	50	6	2	58
130	Poughkeepsie Collegiate Institute	Poughkeepsie, N. Y		1848	Prof. G. W. Cook, A. M	Non-sect		5	7						120
131	Poughkeepsie Female Academy	Poughkeepsie, N. Y	1836	1836	Rev. D. G. Wright, A. M	P. E		6	9	1	25	100			100
132	Asheville Female College	Asheville, N. C	1854	1869	Rev. J. S. Kennedy, A. M	M. E. South		2	4	2	35	43	0	0	43	0
133	Greensboro' Female College	Greensboro', N. C	1838	1846	T. M. Jones	Methodist		4	5	1	25	99			99
134	Davenport Female College	Lenoir, N. C	1858	1858	W. M. Robey	M. E. South		3	3	1	15	35			35
135	Louisburg Female College	Louisburg, N. C	1854	1872	William Royall	Non-sect		2	3	1	20	30			30
136	Chowan Baptist Female Institute	Murfreesboro', N. C	1849	1848	Rev. A. McDowell	Baptist		3	7	1	16	48	41	1	90	0
137	Wesleyan Female College	Murfreesboro', N. C	1852	1855	Rev. W. G. Starr, A. M	Methodist		3	5	1	12	100		3	103	0
138	Raleigh Female Seminary	Raleigh, N. C	1871	1868	F. P. Hobgood, A. M	Baptist		3	5	2	40	32			32	0
139	St. Mary's School	Raleigh, N. C		1841	Rev. A. Smedes, D. D	P. E		2	8		10	90			90	5
140	Salem Female Academy	Salem, N. C	1866	1804	Rev. M. E. Grunert	Moravian		2	23			199			199	
141	Simonton Female College	Statesville, N. C	1857		Rev. S. Taylor Martin	Presb		2	5	1	18	38			38	0
142	Wilson Collegiate Semin'y for Young Ladies	Wilson, N. C	1869	1869	W. and J. D'B. Hooper	Non-sect		2	5			28	27		27	a9
143	Cincinnati Wesleyan College	Cincinnati, Ohio	1842	1842	Rev. L. H. Bugbee, D. D	M. E		5	13	5	67	110	30	4	144	0
144	Cincinnati Young Ladies' Seminary*	Cincinnati, Ohio		1851	Rev. G. M. Maxwell, D. D	Presb									175
145	Mt. Auburn Young Ladies' Institute	Cincinnati, Ohio	1853	1853	J. R. Newell	Non-sect		3	9	5	63	72			72	3
146	Cleveland Female Seminary	Cleveland, Ohio	1853	1854	S. N. Sanford, A. M	P. E		7	14	2	34	146	10		156	
147	Ohio Female College	College Hill, Ohio	1848	1848	Rev. W. W. Colmery	Non-sect		6	9	3	22	63	5	17	85	0
148	Cooper Seminary	Dayton, Ohio	1845	1844	Mrs. B. G. Galloway	Presb		1	7	1	28	100	17		117	
149	Ohio Wesleyan Female College	Delaware, Ohio	1853	1853	William Richardson	M. E		2	5						160	

* From Report of the Commissioner of Education, 1872.

a By subscription for year 1873.

TABLE VII.—*Statistics of institutions for the superior instruction of women for* 1873, *&c.*—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	President or principal.	Religious denomination.	Corps of instruction.		Preparatory department.		Collegiate departm'nt.				
							Male.	Female.	Instructors.	Students.	No. of students in regular course.	No. of students in special or partial course.	No. of post-graduate students.	Total number of students.	No. of scholarships.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
150	Glendale Female College	Glendale, Ohio	1854	1854	Rev. L. D. Potter, D. D	Presb	3	9	.....	29	80	....	12	92	0
151	Granville Female College	Granville, Ohio	1834	1834	Rev. G. H. Webster, A. M	Presb	2	8	2	30	38	10	3	51	2
152	Young Ladies' Institute	Granville, Ohio	....	1815	Rev. D. Shepherdson	Baptist	1	8	.....	.....	100	.....	.....	100	....
153	Highland Institute	Hillsboro', Ohio	1860	1857	Miss E. L. Grand-Girard	Non-sect	1	7	1	6	44	....	7	51	....
154	Hillsboro' Female College	Hillsboro', Ohio	1856	1839	Rev. J. McD. Mathews, D. D	M. E	2	4	1	10	41	16	....	57	....
155	Oberlin College, (ladies' department)	Oberlin, Ohio	1834	1833	Mrs. A. A. F. Johnston	Cong	10	5	.....	284	133	33	....	166	....
156	Oxford Female College	Oxford, Ohio	1854	....	Rev. R. D. Morris, D. D	Presb	3	6	.....	6	79	25	....	104	....
157	Western Female Seminary	Oxford, Ohio	....	1855	Miss Helen Peabody		.....	14	.....	.....	160	.....	.....	160	....
158	St. Helen's Hall	Portland, Oregon	....	1869	Rt. Rev. B. W. Morris	P. E	.....	8	.....	.....	.....	.....	.....	136	....
159	Allentown Female College	Allentown, Pa	1867	1867	Rev. W. R. Hofford, A. M	Reformed	4	4	4	60	27	.....	.....	27	0
160	Moravian Seminary for Young Ladies	Bethlehem, Pa	1863	1749	Rev. Francis Wolle	Moravian	6	25	.....	*230	.....	.....	.....	.....	.....
161	Blairsville Ladies' Seminary	Blairsville, Pa	....	1851	Rev. J. Jewett Parks, A. M	Presb	.....	6	.....	.....	.....	.....	.....	52	....
162	Wilson Female College	Chambersburg, Pa	1869	1869	Rev. G. D. Archibald	Presb	7	6	.....	33	54	29	....	83	12
163	Pennsylvania Female College	Collegeville, Pa	1853	1853	James W. Sunderland, LL.D	Non-sect	4	8	.....	*115	*25	*12	....	*37	....
164	Mme. Clement's French Protestant School	Germantown, Pa	....	1857	Madame Clement	P. E	3	8	2	20	39	9	7	55	0
165	University Female Institute	Lewisburg, Pa	1846	1852	Miss H. E. Spratt	Baptist	.....	9	2	49	69	5	....	74	6
166	Irving Female College	Mechanicsburg, Pa	1857	1856	Rev. T. P. Ege, A. M	Methodist	2	4	2	13	38	0	0	38	0
167	Brooke Hall Female Seminary	Media, Pa	0	1855	Maria L. Eastman	P. E	.....	12	1	3	.....	.....	.....	50	4
168	Oakland Female Institute	Norristown, Pa	0	1845	Rev. J. G. Ralston, D. D., LL.D.	Presb	5	7	.....	28	74	....	0	74	....
169	Academy of Notre Dame	Philadelphia, Pa	1866	1856	Sister Julia	R. C	.....	12	.....	.....	.....	.....	.....	150	....
170	Chegary Institute	Philadelphia, Pa	....	1814	Madame D'Hervilly		.....	.....	.....	.....	.....	.....	.....	.....	.....
171	Chestnut Street Female Seminary	Philadelphia, Pa	....	1850	Miss M. L. Bonney and Miss H. A. Dillaye.	Non-sect	10	10	.....	.....	.....	.....	.....	75	....
172	Ingleside Seminary	Philadelphia, Pa	....	1854	Mrs. Gertrude J. Cary	Presb	12	10	.....	.....	.....	.....	.....	60	....
173	School for Young Ladies	Philadelphia, Pa	....	....			.....	.....	.....	.....	.....	.....	.....	.....	.....
174	Pittsburgh Female College	Pittsburg, Pa	1854	1855	Rev. I. C. Pershing, D. D	M. E	8	16	6	143	72	69	5	146	55
175	Washington Female Seminary	Washington, Pa	1836	1836	Mrs. S. R. Hanna	Non-sect	2	8	.....	.....	.....	.....	0	101	0
176	Cottage Hill College	York, Pa	1868	....	Rev. O. Perinchief	P. E	1	3	.....	.....	.....	.....	.....	40	....

177	Columbia Female College	Columbia, S. C	1854	1856	Rev. S. B. Jones	M. E. South.	3	6	0	0	101	6	1	108	0
178	Due West Female College	Due West, S. C	1861	1860	J. J. Bonner		3	4	1	30	72			72	
179	Greenville Baptist Female College	Greenville, S. C	1854	1854	Prof. C. H. Judson	Baptist	4	5	2	30	65			65	
180	Williamston Female College	Williamston, S. C		1872	Rev. Samuel Lander, A. M.	Non-sect	2	7	1	32	62	5	1	68	
181	Tennessee Female College	Franklin, Tenn	1856	1857	W. J. Vaughn	Methodist	1	6						113	
182	Jackson Female College	Jackson, Tenn													
183	Cumberland Female College	McMinnville, Tenn	1851	1851	Prof. A. M. Burney, A. M.	Cumb. Presb	8	2	2	81	43		2	45	10
184	Mrs. Haile's Memphis Female Seminary *.	Memphis, Tenn		1873	Mrs. A. D. Haile		3	2							
185	State Female College	Near Memphis, Tenn	1859	1858	Rev. C. Collins, D. D	Methodist	4	10						215	0
186	Soule Female College	Murfreesboro', Tenn	1852	1852	Rev. D. D. Moore	M. E. South.	3	3							0
187	W. E. Ward's Seminary for Young Ladies.	Nashville, Tenn	1869	1865	Rev. W. E. Ward, D. D.	Non-sect	3	13	1	30	216	46	8	270	
188	Fairmount College for Young Ladies	Sewanee Mt., Tenn													
189	Washington Female College	Washington Co., Tenn.			Rev. W. B. Rankin, A. M	Presb	1	1	1	60	12			12	
190	Mary Sharp College	Winchester, Tenn	1850	1850	Z. C. Graves, LL.D.	Baptist	4	5	1	20	134	43		177	0
191	Female Collegiate Institute	Austin, Tex													
192	Bryan Female Seminary	Bryan City, Tex		1873	Rev. W. H. Vernor	Non-sect	2	1		15	38			38	0
193	Chappell Hill Female College	Chapel Hill, Tex	1853	1853	Rev. E. D. Pitts, A. M	M. E. South.	1	3	2	34	54	3	3	60	0
194	Female College	Dallas, Tex			Rev. W. H. Scales										
195	Galveston Female Seminary	Galveston, Tex		1873	T. J. Girardeau	Non-sect	4	3						81	
196	Ursuline Academy*	Galveston, Tex		1847	Mother Saint Pierre	R. C	3	10		60					26
197	Paine Female College	Goliad, Tex													
198	Andrew Female College	Huntsville, Tex	1855	1857	S. D. Sanders, A. M., M. D.	M. E. South.	0	4	2	60	50	0	1	51	0
199	Female College	Independence, Tex													
200	Lamar Female Seminary	Paris, Tex	1871	1866	Rev. O. P. Stark	Non-sect	1	3	2	75	6			6	
201	Nazareth Convent	Victoria, Tex		1866	Mme. de Ste. Claire	R. C	0	9						*100	*10
202	Waco Female College	Waco, Tex													
203	Vermont Methodist Seminary and Female College.	Montpelier, Vt	1865	1869	Rev. J. C. W. Coxe, A. M	M. E	6	5		51	40	30		70	
204	Ripley Female College	Poultney, Vt													
205	Martha Washington College	Abingdon, Va	1855	1855	R. W. Jones, A. M	M. E. South.	5	5	1	26	55			55	0
206	Hollins Institute	Botetourt Springs, Va.	1843	1842	C. S. Cocke, A. M	Baptist	4	8	1	15	115			115	0
207	Danville Female College	Danville, Va		1859	S. W. and I. T. Averett	Baptist	3	3	1	12	39			39	
208	Roanoke Female College*	Danville, Va	1860	1850	Rev. John L. Johnson	Baptist	3	4			55			55	
209	Farmville Female College	Farmville, Va		1873	Rev. Paul Whitehead	M. E. South	4	3						53	
210	Petersburg Female College	Petersburg, Va	1854	1853	Mrs. F. M. Wright	Methodist	5	2						50	0
211	Southern Female College	Petersburg, Va	1863	1862	W. T. Davis, A. M		3	4			74			74	
212	Richmond Female Institute	Richmond, Va	1852	1852	Jno. Hart, M. A	Baptist	4	4	2	17	71			71	0
213	Augusta Female Seminary*	Staunton, Va		1861	Miss M. J. Baldwin	Presb	10	12		200					
214	Mozart Institute	Staunton, Va	1872	1873	Rev. R. H. Phillips	Non-sect	2	2	0	0	13			13	0
215	Staunton Female Seminary	Staunton, Va													
216	Virginia Female Institute	Staunton, Va	1844	1848	Rev. R. H. Phillips	P. E	9	12	3	15	147		4	151	3
217	Wesleyan Female Institute	Staunton, Va	1850	1850	Rev. W. A. Harris	Methodist	4	8	3	135					
218	Suffolk Female Institute	Suffolk, Va													
219	Parkersburg Female Acad. of the Visitation	Parkersburg, W. Va	1866	1864	Sr. M. Bernardine McElroy	R. C		8						80	
220	Wheeling Female College	Wheeling, W. Va	1865	1865	Rev. W. H. Morton, A. M	Non-sect	4	9	3	75	127	10	2	139	
221	Wisconsin Female College	Fox Lake, Wis		1862	Miss M. H. Henry	Cong. & Pres		6					4	70	7
222	Milwaukee Female College	Milwaukee, Wis		1849	Mary Mortimer			6		74	44			44	
223	St. Clair Academy*	Sinsinawa Mound, Wis	1852	1848	Sister M. Emily	R. C		20		40				125	

* From Report of the Commissioner of Education, 1872.

TABLE VII.—*Statistics of institutions for the superior instruction of women, for* 1873, *&c.*—Continued.

Number.	Name.	No. of years in collegiate course.	No. of weeks in scholastic year.	Volumes in library.		Cost of—			Corporate property, &c.					Date of commencement in 1874.
				Whole number.	Increase since October 15, 1872.	Board and lodging per annum.	Tuition per annum in preparatory course.	Tuition per annum in regular course.	Amount of property of corporation.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income of productive funds.	Receipts for the last year from all other sources.	
	1	16	17	18	19	20	21	22	23	24	25	26	27	28
1	Florence Synodical Female College	4	40	1,200	0	$200	$30	$60		$2,500				June, 2d Thursday.
2	Huntsville Female Seminary	4	40	3,000		200	30	50–60		20,000				June, 2d week.
3	Huntsville Female College	5	40	1,000	0	180	40	60	$50,000		$0	$0	$15,000	June 10.
4	Judson Female Institute	5	39	3,000		180	35	50	100,000	100,000			23,500	June 24.
5	Marion Female Seminary	4	38	1,000	0	180	39	54		20,000				June, last Thursday.
6	Centenary Female College	4	38-40	1,000	100	144	32–45	60		2,500	0	0	10,000	June 24.
7	Alabama Central Female College	4	36	0	0	153	30–40	50		200,000				
8	Tuskaloosa Female College	4–5	40	1,500	500	160	50	60		35,000	0	0		June 30.
9	Alabama Conference Female College	5	40	400	0	200	40	50	0	75,000	4,000	400	525	June 10.
10	Young Ladies' Seminary	4	40			320	50	50		30,000				May 27.
11	College of Notre Dame	5	46	2,000		275	60	60						
12	School for Young Ladies													
13	Hartford Seminary		40	80		*a*500	10–15	20–30	4,000		0			September, 1st Wed.
14	Young Ladies' High School	4	42	30					0		0	0	42	July 3.
15	Congregation de Notre Dame*	4	42	975		260	30	45						July.
16	Young Ladies' Institute	4	39			300	30	75						July, 1st Wednesday.
17	Wesleyan Female College	4	40	3,600	100	180	50	60		60,000	0	0	18,000	June 18.
18	Furlough Masonic Female College*	4	40			150–200	40	50						June.
19	Southern Masonic Female College	4	40	500		200	30	60	21,000	21,000				June 24.
20	Andrew Female College	4	40	500		140	30–45	60						June, 4th Wednesday.
21	Bethel Female College	4	40			150	45	60		15,000				June 17.
22	Dalton Female College					112	36	50						
23	Monroe Female College	4	40	1,000		242		62		12,000	500			January, 4th Monday.
24	Griffin Female College	4	40	1,000	150	200	40	50	10,000	10,000	0	0	5,600	June, last Wednesday.
25	Hamilton Female College													January 27.
26	La Grange Female College	4	40			200	30–50	60	10,000	10,000				July 3.
27	Southern Female College	4	38			160	30–40	60		30,000	0	0		June, last Wednesday.

28	Lumpkin Masonic Female College													
29	Montpelier Institute for Young Ladies													
30	Wesleyan Female College	5	40	1,500	50	225		90		125,000				July 14.
31	Georgia Female College	4	40	0	0	160	50	60	25,000	25,000	0	0	5,575	June 26.
32	College Temple	4	40	5,000		165-200	25-40	50-75		50,000				June, last Wednesday.
33	Perry Female College													
34	Rome Female College	4	40	500	0	200	30-40	50		15,000	0	0	5,850	June 11.
35	Le Vert College	5	40	300	0	150	32-42	52	7,500	7,500				July, 1st Wednesday.
36	West Point Female College	4	38	200		135	53	63		8,000				July 15.
37	Seminary of the Sacred Heart	9	40	2,500	500	*a*180			40,000	180,000				June 30.
38	Woman's College, Northwest'n University	4	39			250	39	45	140,000					June 25.
39	Almira College	4	40	1,500	300	160	32	40	102,000	83,000			12,209	June 17.
40	Illinois Female College	4	40	2,000		190	24	40	60,000	60,000			15,000	June, 1st Thursday.
41	Jacksonville Female Academy	4	40	800		185	40	40	50,000	50,000			18,000	June 3.
42	Ferry Hall, Lake Forest University	4	40	1,000		360	60	60	200,000	100,000	0	0		June 24.
43	St. Angelo's Academy	5	40	400		160	50	75	20,000	20,000			10,000	June 1.
44	Mt. Carroll Seminary	6	37	2,000	150	208	24	30		50,000				June, 1st Wednesday.
45	Rockford Female Seminary	4	40	2,000		124	28	36	60,000	53,562	5,000		19,469	June 24.
46	Moravian Seminary for Young Ladies	3	43	550	50	*a*180	25	25		40,000			8,041	June, last Wednesday.
47	Logansport Female College	5	40	1,000	0	180	30	42	20,000	18,000	0	0	4,400	June 19.
48	De Pauw Female College	4	40	1,000	0	200	32	40		50,000			8,000	June 11.
49	St. Mary's Academic Institute	4-5	42	3,000		*a*230								June, last Wednesday.
50	Mt. Pleasant Female Seminary	4	40	500	15	140	24	32	20,000	20,000	0	0	7,700	June 17.
51	College of the Sisters of Bethany	3	40	1,500		225	30	45						June 17.
52	Bowling Green Presbyterian Female College.	4	40			170	30-34	40-50		13,000				June, 1st Tuesday.
53	Franklin Female College		40			160	20-40	50-80	25,000	25,000	0	0		June 13.
54	Georgetown Female Seminary	5	40			200	40-80	60		25,000				June 10.
55	Allen Lodge Female College	3	40	0		150	30	40		5,000	0	0		September 1.
56	Daughters College	4	40	3,000	50	250	50	50		35,000				June 15.
57	Lebanon Baptist Female College	4	40			200	30	50		10,000	0	0	35,000	June, 1st Thursday.
58	Hocker Female College	4	40	1,000	100	250	41-55	65		100,000			17,500	June 11.
59	Lexington Female College	3	40	0		200	40	50-60		15,000			6,600	June 6.
60	St. Catherine's Academy*													
61	Kentucky College	4	36			250	80	100	40,000	40,000				June 11.
62	Logan Female College*	4	40	200		170	30	40-50						
63	Shelbyville Female College	4	40	1,000		200	30	40		20,000				June 8.
64	Stanford Female College	4	40	500		180	40	50		14,000			2,250	September 9.
65	Silliman Female Collegiate Institute	4	40	250	0	180	30	50	60,000	40,000	20,000	1,600	1,600	
66	Maine Wesleyan Seminary and Female College.	4	39	1,600		140	18	18	140,000	90,000	40,000	2,500	8,000	June 4.
67	Baltimore Academy of the Visitation	8	42	3,200			39	55-75						June 19.
68	Baltimore Female College	4	41	3,750	25	275	40-60	60-125		60,000	0			June, 3d Thursday.
69	Burkittsville Female Seminary	3	40	500		200	20	30	50,000	16,000				June, 3d Thursday.
70	Cambridge Female Seminary	3	40	500		220	32	48		10,000		6500	3,000	June 18.
71	Patapsco Female Institute													
72	Frederick Female Seminary	4	40	625	0	180	44	54		100,000	20,000	1,200		June 24.
73	Abbott Female Academy	4	40	1,381	28	240		36		34,000	0	0	27,800	September 4.
74	Lasell Female Seminary	4	37	2,000	0	210	90	90	50,000	50,000	0	0	20,000	September 24.
75	Gannett Institute	4	40	3,500		300	100-125	200		100,000				September 17.

* From Report of the Commissioner of Education, 1872.

a Including tuition.

b Annual State-appropriation.

TABLE VII.—*Statistics of institutions for the superior instruction of women for* 1873, *&c.*—Continued.

Number.	Name.	No. of years in collegiate course.	No. of weeks in scholastic year.	Volumes in library.		Cost of—			Corporate property, &c.					Date of commencement in 1874.
				Whole number.	Increase since October 15, 1872.	Board and lodging per annum.	Tuition per annum in preparatory course.	Tuition per annum in regular course.	Amount of property of corporation.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income of productive funds.	Receipts for the last year from all other sources.	
	1	16	17	18	19	20	21	22	23	24	25	26	27	28
76	Notre Dame Academy*		40	1,000		*a*$200								
77	Bradford Academy	4	38	1,922		260	$45–60	$60		$150,000				
78	Wheaton Female Seminary	4	39	2,500	75	210		45		75,000	$0			July 1.
79	Maplewood Institute for Young Ladies	4	40	1,000	75	350	50	75		50,000				September 19.
80	Mt. Holyoke Female Seminary	4	39	8,782	800	*a*150				262,200	39,440	$2,730		July 2.
81	Oread Institute	4	39	1,500		240	60	80	$50,000	60,000	0	0	$2,500	Sept., 2d Wednesday.
82	Michigan Female Seminary	4	40	500	100	*a*160				75,000	0	0	8,000	July 1.
83	Young Ladies' Seminary and Collegiate Institute.	4	38	1,200	0	260		32	10,000	25,000				June 11.
84	St. Mary's Hall		40	350		*a*350								June 23.
85	Whitworth Female College	4	40			*a*240–265				40,000			30,000	June 30.
86	Central Female Institute	4–5	40	1,000	100	195	30–40	50		25,000			12,000	June 25.
87	Columbus Female Institute*			250		180		40–60						
88	Franklin Female College	4	40	250	10	160	15–20	25–30	15,000	10,000	0	0	7,000	June 18.
89	Meridian Female College	4	36	50		153	36	45	100,000	10,000	4,000		3,500	June 10.
90	Union Female College	4	40			200	20–40	60		40,000			16,000	June.
91	Chickasaw Female College	4	40	2,000		175	30–40	50		30,000				July 2.
92	Sharon Female College*	4	40			200	40	60						
93	Christian College	4	40			200	30	40–50	50,000		0	0		September 15.
94	Stephens Female College	4	40	500				22–125	65,000	45,000		0	10,400	June 11.
95	Howard Female College	*b*	40			140	46	56		15,000				June.
96	Independence Female College	4	40			240	30	40–50	20,000	25,000			5,000	September, 2d Monday.
97	St. Teresa's Academy	6	40	400		150	30	40					14,000	June 29.
98	Liberty Female College*	4	40			225	27	50						
99	Ingleside Female College	4	40			144		40		10,000				September 1.
100	Lindenwood College for Young Ladies	4	40	1,000	200	200	40	50		40,000		2,000		June, 1st Thursday.
101	Academy of the Visitation*			2,000		*a*307								
102	Mary Institute, Washington University	5	40	500	50		125	160						June 11.

103	Ursuline Academy			2,000	150	*a*150								
104	Adams Female Academy	4	39	700	50	200	25	21	5,330	1,000	4,300	250	300	Aug., last Wednesday.
105	Robinson Female Seminary	3	39			194		30	300,000	100,000	200,000		1,600	June 17.
106	Tilden Seminary	4	40	200	0	*a*220–300				40,000	0	0		June 21.
107	Bordentown Female College	3	40	1,000		200	30	30	30,000	35,000	0	0		June 24.
108	Ivy Hall	4	37	1,000		*a*350				17,000	0		10,800	September 17.
109	St. Mary's Hall	4	40	2,000		*a*450		100–180						July 16.
110	Pennington Seminary and Female Collegiate Institute.	3–4	40	2,000	0	*a*250				100,000				July 9.
111	Delacove Institute*	2	40			*a*400								
112	Academy of the Sacred Heart*	6		1,000		*a*200								
113	St. Agnes School		40	300		225	75	100						June, 2d Wednesday.
114	Young Ladies' Institute	9	41			240								Sept., 1st Wednesday.
115	Brooklyn Heights Semin'y for Young Ladies	4	40	10,000		450		170		60,000	0	0	40,000	
116	Packer Collegiate Institute		40	3,096	100–200	475			{ 350,000 } { 400,000 }		35,600	2,450	56,000	June 18.
117	Buffalo Female Academy	3	40	1,214	3	300		64–96	54,662	54,239	400	24	7,283	June 11.
118	Holy Angels Academy*	2	40	500		150	12	24						
119	St. Clare's Academy	6	40	386	100	150				35,000				July 26.
120	Ontario Female Seminary	3	40	2,000	50	250	25	30–65	25,673	25,673	0	0	4,696	June 18.
121	Elmwood Seminary	4	40			300	30	50		20,000				July 2.
122	Academy of Mt. St. Vincent	9	40	2,000		*a*295				300,000				June 25.
123	St. Joseph's Academy*	4–5	42	100		200	16	32–40						
124	Academy of the Sacred Heart*	6		3,000		*a*300								
125	Jane Grey Seminary		40			*a*300	30	40	18,000				7,000	June 27.
126	English, French, and German School													
127	Marguerite Institute													
128	Rockland Female Institute													
129	D'Youville Academy	7	42	100		130	16	24					2,570	June, last Thursday.
130	Poughkeepsie Collegiate Institute	4	40	500		*a*370				50,000			30,000	June 18.
131	Poughkeepsie Female Academy	4	42	1,800		350	32	40–60		30,000	0	0		June 23.
132	Asheville Female College	4	40	300	0	150	32	40		30,000	0	0	5,000	August 6.
133	Greensboro' Female College	4	40							65,000				June, 1st Thursday.
134	Davenport Female College	4	40	500		120		50–100		20,000				June 1.
135	Louisburg Female College	4	40	300		160	30	50		10,000				July 15.
136	Chowan Baptist Female Institute	4	40	500	0	108	40	50		35,000	0	0		July, 1st Wednesday.
137	Wesleyan Female College	4	40	0		108	40	50	30,000	30,000	0	0		June 17.
138	Raleigh Female Seminary	4	40	1,000	0	170	50	70		30,000	0	0		June 7.
139	St. Mary's School		41	2,200		*a*319								June.
140	Salem Female Academy	6–7	42	3,500		*a*200								May, last week.
141	Simonton Female College	4	40	300	0	150	30	50–160						June 22.
142	Wilson Collegiate Semin'y for Young Ladies	3	40	1,000	0	160	40	60	0	0	0	0	3,500	June, last Thursday.
143	Cincinnati Wesleyan College	4	38	1,000	150	230	30–80	100		225,000	0	0	32,000	June 11.
144	Cincinnati Young Ladies' Seminary*		40	5,000		*a*300								
145	Mt. Auburn Young Ladies' Institute	4	40	2,000	0	*a*400	80	105	0	120,000	0			June 12.
146	Cleveland Female Seminary	4	40	1,000		*a*250–350	40–50	48–72	150,000	150,000			31,000	June 16.
147	Ohio Female College	4	36	2,500	150	*a*350	50	70	225,000	225,000			42,000	June 4.
148	Cooper Seminary	4	40	1,300		200	40	50						June 13.
149	Ohio Wesleyan Female College	4	36	2,000		135	15	18–30	200,000					
150	Glendale Female College	4	40	2,300	105	250	40	50		75,000			23,000	June 11.

* From Report of the Commissioner of Education, 1872.

a Including tuition.

b Optional.

TABLE VII.—*Statistics of institutions for the superior instruction of women for* 1873, *&c.*—Continued.

Number.	Name.	No. of years in collegiate course.	No. of weeks in scholastic year.	Volumes in library.		Cost of—			Corporate property, &c.					Date of commencement in 1874.
				Whole number.	Increase since October 15, 1872.	Board and lodging per annum.	Tuition per annum in preparatory course.	Tuition per annum in regular course.	Amount of property of corporation.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income of productive funds.	Receipts for the last year from all other sources.	
	1	16	17	18	19	20	21	22	23	24	25	26	27	28
151	Granville Female College	4	40	0	0	$170	$15	$30	.....	$15,000	$0	$0	.....	June 17.
152	Young Ladies' Institute	4	41	1,000	.....	*a*200	.....	.....	.....	.....	.....	.....	.....	September 12.
153	Highland Institute	4	39	500	.....	200	18	36	.....	25,000	.....	.....	.....	June 17.
154	Hillsboro' Female College	4	39	600	.....	190	30	40	.....	50,000	.....	.....	.....	June 4.
155	Oberlin College, (ladies' department)	4	36	.....	.....	165–200	9–18	9–18	.....	.....	.....	.....	.....	August 4 and 5.
156	Oxford Female College	4	40	2,000	.....	250	40	40	.....	100,000	.....	.....	$18,000	June, 3d Wednesday.
157	Western Female Seminary	4	38	1,495	89	*a*165	.....	.....	.....	.....	.....	.....	.....	June 18.
158	St. Helen's Hall	5	40	359	.....	250	36	50	.....	25,000	.....	.....	.....	September, 1st week.
159	Allentown Female College	3	40	250	.....	210	32–36	40–50	.....	45,000	.....	.....	8,000	June 26.
160	Moravian Seminary for Young Ladies	.....	40	4,700	200	285	40	40	.....	110,000	.....	.....	79,000	June 28.
161	Blairsville Ladies' Seminary	3	40	500	.....	170	20	40	.....	20,000	.....	.....	.....	June, last Wednesday.
162	Wilson Female College	4	40	900	.....	240	60	60	.....	80,000	20,000	1,200	20,000	June 24.
163	Pennsylvania Female College	4	42	2,500	.....	150	40	50	.....	25,000	.....	.....	.....	June, last Thursday.
164	Mme. Clement's French Protestant School	4	40	600	50	450	80	100–125	.....	70,000	.....	.....	15,000	June 15.
165	University Female Institute	3	40	1,000	50	140	30	36	.....	50,000	.....	.....	16,520	June, last Tuesday.
166	Irving Female College	4	40	2,000	.....	220	50	80	.....	30,000	0	0	.....	June 17.
167	Brooke Hall Female Seminary	4	40	500	120	*a*450	.....	.....	.....	75,000	30,000	{ 7,000 / 9,000 }	.....	September 9.
168	Oakland Female Institute	3	40	11,500	100	260	30	50	.....	160,000	.....	.....	15,000	June 17.
169	Academy of Notre Dame	4	40	3,500	.....	250	80	80	.....	145,000	.....	.....	.....	September 7.
170	Chegary Institute	.....	.....	.....	.....	*a*600	100	150	.....	.....	.....	.....	.....	June 20.
171	Chestnut Street Female Seminary	.....	38	1,000	.....	*a*1,000	.....	.....	.....	.....	.....	.....	.....	June 16.
172	Ingleside Seminary	4	40	.....	.....	*a*600	.....	.....	.....	.....	.....	.....	.....	June 17.
173	School for Young Ladies	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
174	Pittsburgh Female College	4	42	550	50	225	50	70	.....	110,000	23,350	1,376	14,147	June 25.
175	Washington Female Seminary	3	42	800	0	204	30	42	.....	16,400	0	0	.....	June 25.
176	Cottage Hill College	4	40	.....	.....	*a*250	40	40	.....	25,000	.....	.....	.....	Sept., 3d Thursday.
177	Columbia Female College	5	39	300	.....	175	.....	50	.....	50,000	0	0	15,000	June 30.

178	Due West Female College	4	40	300	50	150	20	40		15,000			5,000	July, 1st Thursday.
179	Greenville Baptist Female College	4-5	40	0	0	160	40	60-100	$15,000	15,000	0	0	4,000	June, 4th Wednesday.
180	Williamston Female College	4	40	500	50	150	20-25	40-50	20,000	20,000				July 2.
181	Tennessee Female College	4	40	600		160	50	60		25,000				June 10.
182	Jackson Female College													
183	Cumberland Female College	4	41	400		150	24-40	50		20,000			3,500	June 11.
184	Mrs. Haile's Memphis Female Seminary*													
185	State Female College	4	40	1,500		200	40	60		80,000	0	0		Sept., 1st Monday.
186	Soule Female College		40			180	50	60	30,000	30,000	0	0	10,000	June 11.
187	W. E. Ward's Seminary for Young Ladies	5	40	3,000	50	280	60	80		75,000			40,000	June 9-11.
188	Fairmount College for Young Ladies													
189	Washington Female College	4	40	300		140	20	30		8,000				June, 3d Thursday.
190	Mary Sharp College	4	41	1,000	100	160-180	40	60		20,000	0	0	13,000	June 14.
191	Female Collegiate Institute													
192	Bryan Female Seminary	4	40	0		250-300	30	40		3,000				Sept., 1st Monday.
193	Chappell Hill Female College		40	500	0	200	35-45	55	8,500	8,500	0	0	5,417	June 24.
194	Female College													
195	Galveston Female Seminary	3	40	0		350		60						
196	Ursuline Academy*	2	40	641		*a*160								
197	Paine Female College													
198	Andrew Female College	4	40	0	0	150	30	40-50		10,000	0	0	3,200	Sept., 1st Monday.
199	Female College													
200	Lamar Female Seminary	3	40	800		175	40	50		20,000				June, 3d Wednesday.
201	Nazareth Convent		*42	200		120	20	30		15,000	0	0		
202	Waco Female College													July.
203	Vermont Methodist Seminary and Female College.	3	42	700	80	126	40	50	80,000	80,000			5,500	July 2.
204	Ripley Female College													
205	Martha Washington College	4	40	1,250	150	150	40	60	5,000	40,000			22,000	June 24.
206	Hollin's Institute	3	40	0		165	25	60	60,000	60,000	0	0	25,000	June 25.
207	Danville Female College	4	40			160	50	160		25,000			7,359	June 15.
208	Roanoke Female College		38			150	40	50						
209	Farmville Female College	4	40			170	40	80		7,500				July 1.
210	Petersburg Female College		40		300	165	30-50	50-110	20,000	20,000	0	0		June.
211	Southern Female College	4	40	1,000		180	40-50	50-80	20,000	15,000				June 22 and 23.
212	Richmond Female Institute		38	600		250	45	70	60,000	60,000	0	0	8,500	June 29.
213	Augusta Female Seminary*		40	600		220	50	80						
214	Mozart Institute	2	50			*b*100				40,000	42,000	0	0	June 17.
215	Staunton Female Seminary													
216	Virginia Female Institute	4	40	500	0	190	36-45	60	65,000	65,000	0	0	30,000	June, 2d Wednesday.
217	Wesleyan Female Institute					180	35	60		60,000				June 24.
218	Suffolk Female Institute													
219	Parkersburg Female Academy of the Visitation.	7	40	500		200	20	35						June 29.
220	Wheeling Female College	4	40	300		180	32	40	35,000	35,000			12,000	June 25.
221	Wisconsin Female College	3	40	600	100	162	26	26				470		September.
222	Milwaukee Female College						45	60	40,000	40,000		600	5,037	
223	St. Clair Academy*	4	42	1,000		240								

* From Report of the Commissioner of Education, 1872. *a* Including tuition. *b* Per quarter.

TABLE VII.—*Memoranda.*

Name.	Location.	Remarks.
East Alabama Female College	Tuskegee, Ala	Closed.
Tuskegee Female College	Tuskegee, Ala	See Alabama Conference Female College, (identical.)
Female College of the Pacific	Oakland, Cal	Closed.
Cuthbert Female College	Cuthbert, Ga	See Andrew Female College, (identical.)
Marietta Female College	Marietta, Ga	Closed.
Major Female College	Bloomington, Ill	Closed.
Evanston College for Ladies	Evanston, Ill	Name changed to Woman's College of the Northwest University, June, 1873.
Quincy Female Seminary	Quincy, Ill	See Table V.
Episcopal Female Seminary	Topeka, Kans	See College of the Sisters of Bethany, (identical.)
Michigan Female College	Lansing, Mich	Closed.
Wells College	Aurora, N. Y	See Table VIII.
Elmira Female College	Elmira, N. Y	See Table VIII.
Ingham University	Le Roy, N. Y	See Table VIII.
Rutgers Female College	New York, N. Y	See Table VIII.
Convent of Notre Dame des Victoires	Ogdensburg, N. Y	See Table V.
Vassar College	Poughkeepsie, N. Y	See Table VIII.
Concord Female College	Statesville, N. C	Closed.
Susquehanna Female College	Selin's Grove, Pa	Changed into a normal school. See Table III.
Jonesboro' Female College	Jonesboro', Tenn	Closed.
Staunton Baptist Female Institute	Staunton, Va	Closed.

TABLE VIII.—*Statistics of universities and colleges for* 1873, *from replies to inquiries made 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.	Corps of instruction.		Number of students unclassified.	Students in preparatory department.		Collegiate department.				
							Whole number.	Endowed professorships.		Male.	Female.	Number of students.	Freshman.		Sophomore.	
													Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	Southern University	Greensboro', Ala	1858	1859	M. E. South	Rev. A. S. Andrews, D. D	6	....	....	153	....	128	....	....	....	....
2	Howard College	Marion, Ala	1837	1837	Baptist	Col. J. T. Murfee	6	0	....	40	....	96	....	....	....	....
3	Spring Hill College	Near Mobile, Ala	1832	1829	Roman Catholic	Rev. John Montillot, S. J	22	....	125	....	....	....	....	....	....	....
4	Talladega College	Talladega, Ala	1869	1869	Am. Miss. Ass'n.	A. A. Safford	13	0	....	18	7	....	....	....	....	....
5	University of Alabama	Tuscaloosa, Ala	....	1831	Non-sectarian	N. T. Lupton, A. M	12	....	....	....	....	131	....	....	....	....
6	Cane Hill College	Boonsboro', Ark	1853	1868	Cumb. Pres	Rev. F. R. Earle, A. M	3	....	....	101	....	23	....	....	....	....
7	St. John's College of Arkansas	Little Rock, Ark	1850	1859	Masonic	O. C. Gray, A. M	6	0	....	50	....	71	....	....	....	....
8	Missionary College of St. Augustine	Benicia, Cal	1868	....	Prot. Episcopal	Rev. W. P. Tucker, A. M	5	....	....	67	....	25	....	....	....	....
9	St. Vincent's College	Los Angeles, Cal	1869	1867	Roman Catholic	Rev. James McGill, C. M	4	....	....	....	....	60	....	....	....	....
10	University of California	Berkeley, Cal	1868	1869	Non-sectarian	D. C. Gilman, A. M	20	0	200	0	0	....	....	....	....	....
11	St. Ignatius College*	San Francisco, Cal	1859	1855	Roman Catholic	Rev. Jos. Bayma, S. J	19	....	....	300	....	150	50	....	75	....
12	St. Mary's College	San Francisco, Cal	1871	1863	Roman Catholic	Bro. Justin	11	....	....	216	....	56	28	....	16	....
13	University College	San Francisco, Cal	1859	1859	Presbyterian	Rev. Wm. Alexander, D. D	7	....	....	....	....	90	....	....	....	....
14	Franciscan College	Santa Barbara, Cal	1868	1868	Roman Catholic	Rev. J. J. O'Keefe, O. S. F	7	0	....	....	....	....	....	....	....	....
15	Santa Clara College	Santa Clara, Cal	1855	1851	Roman Catholic	Rev. A. Varsi	27	....	....	....	....	200	....	....	....	....
16	University of the Pacific	Santa Clara, Cal	1852	1852	Meth. Episcopal	Rev. A.S.Gibbons,A.M.,M.D.	7	0	....	(102)		34	4	7	5	4
17	College of Our Lady of Guadalupe	Santa Inez, Cal	1846	1844	Roman Catholic	Bro. Paschal Doran, O. S. F	6	....	....	30	....	40	....	....	....	....
18	Pacific Methodist College	Santa Rosa, Cal	1862	1862	Methodist, South	A. L. Fitzgerald, A. M	10	....	....	109	99	52	15	17	6	5
19	California College	Vacaville, Cal	1871	1870	Baptist	A. S. Worrell, A. M	4	....	....	60	40	50	....	....	....	....
20	Hesperian College	Woodland, Cal	1869	1861	Christian	J. M. Martin	13	0	....	55	60	28	7	10	5	4
21	Trinity College	Hartford, Conn	1823	1823	Prot. Episcopal	*a*Rev. Abner Jackson, D. D., LL. D.	17	3	....	....	....	94	28	....	21	....
22	Wesleyan University	Middletown, Conn	1831	1831	Methodist		14	*b*7	....	....	....	186	48	1	48	4

*From Report of the Commissioner of Education, 1872. *a* Dead. *b* Partially.

TABLE VIII.—*Statistics of universities and colleges for* 1873, *&c.*—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	Denomination.	President.	Corps of instruction.		Number of students unclassified.	Students in preparatory department.		Collegiate department.				
							Whole number.	Endowed professorships.		Male.	Female.	Number of students.	Freshman.		Sophomore.	
													Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
23	Yale College	New Haven, Conn	1701	1700	Congregational	Rev. Noah Porter, D. D., LL. D	22	6	....	....	....	512	125	....	90	....
24	Delaware College	Newark, Del	1867	1870	Non-sectarian	W. H. Purnell, A. M	6	0	45	....	....	17	3	....	4	....
25	University of the State of Georgia	Athens, Ga	1784	1801	Non-sectarian	Rev. A. A. Lipscomb, D. D., LL. D.	19	a1	....	....	....	317	....	....	....	....
26	Atlanta University	Atlanta, Ga	1867	1869	Non-sectarian	E. A. Ware, A. M	10	0	....	37	....	15	8	....	7	....
27	Bowdon College	Bowdon, Ga	1857	1856	Non-sectarian	Rev. F. H M. Henderson, A. B	2	0	....	0	0	22	6	3	5	0
28	Mercer University	Macon, Ga	1838	1838	Baptist	Rev. A. J. Battle, D. D	6	0	....	0	0	160	....	....	....	....
29	Emory College	Oxford, Ga	1836	1837	M. E. South	Rev. O. L. Smith, D. D	7	....	....	199	....	103	18	....	22	....
30	Abingdon College	Abingdon, Ill	1855	....	Disciples	J. W. Butler, A. M	7	a2	....	45	32	130	....	....	....	....
31	Shurtleff College	Alton, Ill	1835	1832	Baptist	Rev. A. A. Kendrick, D. D	12	a5	....	70	62	62	23	3	18	5
32	Illinois Wesleyan University	Bloomington, Ill	1850	1850	Meth. Episcopal.	Rev. Samuel Fallows, D. D	11	3	....	110	45	103	25	12	25	5
33	St. Viator's College	Bourbonnais Grove, Ill	....	1865	Roman Catholic	Rev. Peter Beaudoin	14	....	....	....	....	35	....	....	....	....
34	Blackburn University	Carlinville, Ill	1838	1867	Presbyterian	Rev. J. W. Bailey, D. D	13	4	....	97	44	116	42	19	5	1
35	Carthage College	Carthage, Ill	1870	1870	Lutheran	Rev. D. L. Tressler, A. M	7	0	....	100	45	53	28	12	4	6
36	Chicago University	Chicago, Ill	....	1859	Baptist	Rev. J. C. Burroughs, D. D., LL. D.	15	....	....	149	....	b98	27	....	18	....
37	St. Ignatius College	Chicago, Ill	1870	1870	Roman Catholic	Rev. F. Coosemans	13	0	....	40	....	165	67	....	53	....
38	Eureka College	Eureka, Ill	1855	1856	Christian	A. M. Weston, A. M	6	....	....	133	73	74	....	....	....	....
39	Northwestern University	Evanston, Ill	1851	1855	Meth. Episcopal.	C. H. Fowler, A. M., D. D	18	2	....	175	139	c183	63	8	30	6
40	Northern Illinois College	Fulton, Ill	....	1866	Non-sectarian	Rev. W. D. F. Lummis, A. M.	4	....	....	30	34	....	....	....	....	....
41	Knox College	Galesburg, Ill	1837	1838	Presb. and Cong.	Vacant	11	0	....	121	68	48	17	5	5	0
42	Lombard University	Galesburg, Ill	1855	....	Universalist	Rev. William Livingston, A. M., (acting.)	6	....	....	14	9	32	9	1	2	4
43	Illinois College	Jacksonville, Ill	1835	1830	Congregational	Rev. J. M. Sturtevant, D. D., LL. D.	9	4	....	111	....	39	16	....	7	....
44	McKendree College	Lebanon, Ill	1835	1828	Meth. Episcopal.	Rev. Robert Allyn, D. D	6	a2	....	119	35	167	62	13	36	5

45	Lincoln University	Lincoln, Ill	1866	1866	Cumb. Presby.	Rev. A. J. McGlumphy, D. D.	7			175	125							
46	Monmouth College	Monmouth, Ill	1857	1856	United Presby.	Rev. D. A. Wallace, D. D., LL. D.	9			66	72	87	25	2	15	4		
47	Northwestern College	Naperville, Ill	1865	1861	Evangelical	Rev. A. A. Smith, A. M.	10			21	6	30	7	2	4	4		
48	Augustana College	Paxton, Ill	1865	1860	Evang. Luth'an	Rev. T. N. Hasselquist	4	1		39		20	11		7			
49	College of the Sacred Heart of Jesus	Ruma, Ill			Roman Catholic	Rev. W. Cluse	6					50						
50	St. Joseph's Ecclesiastical College	Teutopolis, Ill		1861	Roman Catholic	Very Rev. P. M. Klosterman, O. S. F.	7			36		33	14		10			
51	Westfield College	Westfield, Ill	1865	1865	United Brethren in Christ.	Rev. S. B. Allen, A. M.	8	0		104	75	51	20	11	8	2		
52	Wheaton College	Wheaton, Ill	1855	1858	Orthodox Cong.	Rev. J. Blanchard	14	a3		137	93	46	6	5	5	13		
53	Indiana University	Bloomington, Ind	1828	1828	Non-sectarian	Rev. Cyrus Nutt, D. D., LL. D.	11	0		54	20	174	36	8	39	8		
54	Wabash College	Crawfordsville, Ind	1833	1832	Presbyterian	Rev. J. F. Tuttle, D. D.	11			180		88	30		24			
55	Concordia College	Fort Wayne, Ind	1853	1840	Evang. Luth'an	Otto Hanser, (director)	6					94	23		19			
56	Fort Wayne College	Fort Wayne, Ind	1847	1846	Meth. Episcopal.	Rev. R. D. Robinson, A. M.	12											
57	Franklin College	Franklin, Ind	1844	1844	Baptist	Rev. W. T. Stott, A. M.	6			25	10	17	5		5	1		
58	Indiana Asbury University	Greencastle, Ind	1837	1837	Meth. Episcopal.	Rev. Reuben Andrus, D. D.	9	8		146	44	195	62	21	32	8		
59	Hanover College	Hanover, Ind	1833	1827	Presbyterian	Rev. G. C. Heckman, D. D.	10	3		30		86	28		22			
60	Hartsville University	Hartsville, Ind	1851	1852	United Brethren in Christ.	Rev. David Shuck, A. M	8			156	50	93	50	18	8	5		
61	Northwestern Christian University	Indianapolis, Ind	1850	1854	Christian	Rev. O. A. Burgess, A. M.	8	1		91	29	61	30	9	10	1		
62	Union Christian College	Merom, Ind	1859	1858	Christian	Rev. Thomas Holmes, D. D.	7	0		89	45	e29	3	1	1			
63	Moore's Hill College	Moore's Hill, Ind	1854	1854	Meth. Episcopal.	Rev. F. A. Hester, D. D.	5					175						
64	University of Notre Dame du Lac	Notre Dame, Ind	1844	1842	Roman Catholic	Rev. A. Lemonnier	15			191		42	14		12			
65	Earlham College	Richmond, Ind	1859	1859	Friends	Joseph Moore, A. M.	8			64	45	59	15	17	11	2		
66	Ridgeville College	Ridgeville, Ind	1867	1867	Free-Will Bapt	Rev. S. D. Bates, A. M.	6		21	97	52	5	3		2			
67	St. Meinrad's College	St. Meinrad, Ind		1860	Roman Catholic	Rev. I. Hobie, O. S. B.	6			45		21	2		3			
68	Burlington University	Burlington, Iowa	1852	1852	Baptist	L. E. Wortman, A. B.	5					63						
69	Norwegian Luther College	Decorah, Iowa	1865	1861	Lutheran	Rev. Laur. Larson	7	0		124		46	19		12			
70	Upper Iowa University	Fayette, Iowa	1857	1858	Methodist	Rev. J. W. Bissell, A. M., (vice-president.)	11			60	50	55	25		14			
71	Iowa College	Grinnell, Iowa	1847	1847	Congregational	Rev. G. F. Magoun, D. D.	18	d5		57	19	42	15	1	9			
72	Humboldt College	Humboldt, Iowa		1869	Non-sect	Rev. S. H. Tait	4					75						
73	Simpson Centenary College	Indianola, Iowa	1867		Meth. Episcopal.	Rev. Alexander Burns, D. D.	10	0		111	55	72						
74	Iowa State University	Iowa City, Iowa	1857	1860	Non-sectarian	George Thacher	8			94	59	146	34	17	39	14		
75	German College	Mt. Pleasant, Iowa				Rev. R. Havighorst, (vice-president.)	4					12						
76	Iowa Wesleyan University	Mt. Pleasant, Iowa	1855		Meth. Episcopal.	Rev. John Wheeler, D. D.	12			60	33	127	28	17	22	22		
77	Cornell College	Mt. Vernon, Iowa	1857	1857	Meth. Episcopal.	Rev. W. F. King, D. D.	16	3		150	100	75	20	15	11	4		
78	Penn College	Oskaloosa, Iowa		1873	Friends	J. W. Woody	5	0		62	68	26	9	8	1	2		
79	Central University of Iowa	Pella, Iowa	1853	1854	Baptist	Rev. L. A. Dunn, D. D.	8			58	59	32	12	9	3	2		
80	Whittier College	Salem, Iowa	1873	1873	Friends	Henry Dorland	4	0		82	81							
81	Tabor College	Tabor, Iowa	1854	1866	Congregational	Rev. W. M. Brooks, A. M.	9	4		81	71	30	2	10	7	5		
82	St. Benedict's College	Atchison, Kans	1868	1859	Roman Catholic	Very Rev. Giles Christoph, O. S. B.	7			95		15						
83	Baker University	Baldwin City, Kans	1857	1857	Meth. Episcopal.	S. S. Weatherby, A. M	5	0				20	5	2	3	2		
84	Highland University	Highland, Kans	1858	1857	Presbyterian	(No president)	6	1		92	53	25	7	5	2	1		
85	State University	Lawrence, Kans	1864	1864	Non-sectarian	John Fraser, A. M	11	0		81	77	f77	14	16	8	2		

a Partially.
b Includes 24 in partial courses.
c Includes 19 in selected studies.
d Three are but partially endowed.
e Includes 16 in irregular course.
f Includes 26 in selected studies.

TABLE VIII.—*Statistics of universities and colleges for* 1873, *&c.*—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	Denomination.	President.	Corps of instruction.		Number of students unclassified.	Students in preparatory department.		Collegiate department.				
							Whole number.	Endowed professorships.		Male.	Female.	Number of students.	Freshman.		Sophomore.	
													Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
86	Lane University	Lecompton, Kans	1865	1865	United Brethren in Christ	N. B. Bartlett	2	....	....	40	30	3	3	....	....	....
87	St. Mary's College	St. Mary's, Kans	....	....	Roman Catholic	Rev. F. H. Stuntebeck, S. J	9	0	....	121	....	....	....	....	....	....
88	Washburn College	Topeka, Kans	1865	1865	Congregational	Rev. Peter McVicar, M. A., D. D.	3	0	....	21	4	6	2	....	3	....
89	Berea College	Berea, Ky	....	1858	....	Rev. E. H. Fairchild	5	0	....	....	....	14	4	....	3	....
90	Centre College	Danville, Ky	1819	1822	Presbyterian	Ormond Beatty, LL. D	6	0	....	60	15	54	14	....	12	....
91	Cecilian College	Elizabethtown, Ky	1867	1860	Roman Catholic	H. A. Cecil	11	....	....	100	....	....	....	....	....	....
92	Eminence College	Eminence, Ky	1857	1857	Discip. of Christ	W. S. Giltner	8	0	....	(45)	....	66	(22)		(17)	
93	Kentucky Military Institute	Farmdale, P. O., Ky	1847	1846	Non-sectarian	Col. R. T. P. Allen, A. M., C.E	6	0	....	17	0	78	29	....	17	....
94	Georgetown College	Georgetown, Ky	1829	....	Baptist	Rev. Basil Manly, jr., D. D	7	....	....	28	....	80	....	....	....	....
95	Warrendale College	Georgetown, Ky	....	1865	Christian	Harry Turner	3	....	....	17	45	52	7	17	....	7
96	Kentucky University, (department of literature and the arts.)	Lexington, Ky	1857	1858	Christian	H. H. White, A. M.	8	5	....	....	....	134	....	....	....	....
97	Concord College	New Liberty, Ky	1866	1854	Baptist	J. T. Wallace, A. M	5	....	....	68	54	29	5	8	6	4
98	Bethel College	Russellville, Ky	1856	1856	Baptist	Leslie Waggener, chairman of faculty.	6	4	....	28	....	52	....	....	....	....
99	St. Mary's College	St. Mary's, Ky	1837	1821	Roman Catholic	Rev. Louis Elena, C. R., LL.D	10	....	....	....	....	84	....	....	....	....
100	Louisiana State University	Bâton Rouge, La	....	1860	Non-sectarian	Davis F. Boyd	7	0	....	82	....	58	....	....	....	....
101	St. Charles College	Grand Côteau, La	1852	1837	Roman Catholic	Rev. Jos. Boduit, S. J	14	....	....	8	....	74	....	....	....	....
102	Centenary College of Louisiana	Jackson, La	1825	1825	M. E. South	Rev. C. G. Andrews, A. M	6	....	....	100	....	24	15	....	4	....
103	Leland University	New Orleans, La	1870	1873	Baptist	Rev. S. B. Gregory	6	0	....	....	....	80	....	....	....	....
104	New Orleans University	New Orleans, La	1873	1873	Meth. Episcopal	Rev. J. S. Leavitt, A. M	6	....	....	....	....	210	....	....	....	....
105	Straight University	New Orleans, La	1869	1869	Congregational	S. S. Ashley, (acting)	4	....	....	16	12	11	3	3	3	2
106	St. Mary's Jefferson College	St. James, La	1861	1864	Roman Catholic	Rev. Father Bigot, S. M	15	....	....	130	....	112	....	....	....	....
107	Bowdoin College	Brunswick, Me	1794	1798	Congregational	Joshua L. Chamberlain, LL.D	20	0	....	....	....	137	44	....	31	....

108	Bates College	Lewiston, Me	1863	1863	Free Baptist	Rev. O. B. Cheney, D. D	10	6	....	....	....	106	34	2	32	....
109	Colby University	Waterville, Me	1820	1820	Baptist	Rev. H. E. Robins, D. D	7	2	....	....	....	59	21	4	12	....
110	St. John's College	Annapolis, Md	1784	1789	Non-sectarian	J. M. Garnett, A. M	9	0	....	72	....	68	28	....	17	....
111	Washington College	Chestertown, Md	....	1783	Non-sectarian	W. J. Rivers	3	....	....	....	....	....	....	....	....	....
112	Rock Hill College	Ellicott City, Md	1865	1867	Roman Catholic	Rev. Brother Bettelin	22	....	....	105	....	27	15	....	8	....
113	St. Charles College	Near Ellicott City, Md	1830	1848	Roman Catholic	Rev. S. Ferté, S. S., D. D	11	....	....	....	....	185	....	....	....	....
114	Frederick College	Frederick, Md	1797	1797	Non-sectarian	G. C. Deaver, A. M	3	0	....	100	....	23	....	....	....	....
115	Mt. St. Clement's College	Ilchester, Md	....	1853	Roman Catholic	Rev. Michael Holans	14	....	....	40	....	120	....	....	....	....
116	Western Maryland College	Westminster, Md	1868	1867	Meth. Prot	Rev. J. T. Ward, D. D	13	....	....	15	15	72	10	10	4	....
117	Amherst College	Amherst, Mass	1825	1821	Congregational	Rev. Wm. A. Stearns, D. D., LL. D.	20	9	....	....	....	303	94	....	86	....
118	Boston College	Boston, Mass	1863	1864	Roman Catholic	Rev. Robert Fulton, S. J	8	0	....	....	....	130	....	....	....	....
119	Boston University	Boston, Mass	....	1873	....	Rev. W. F. Warren, D. D	6	....	....	....	....	20	16	4	....	....
120	Harvard College	Cambridge, Mass	1642	1638	Non-sectarian	Charles W. Eliot, LL. D	35	13	....	....	....	706	217	....	170	....
121	Tufts College	Medford, Mass	1852	1855	Universalist	Rev. A. A. Miner, D. D	11	5	....	....	....	62	23	....	11	....
122	Williams College	Williamstown, Mass	1793	1793	Congregational	Paul A. Chadbourne, D. D., LL. D.	13	6	....	....	....	136	41	....	44	....
123	College of the Holy Cross	Worcester, Mass	1865	1843	Roman Catholic	Rev. I. B. O. Hagan, S. J	14	0	....	40	....	145	....	....	....	....
124	Adrian College	Adrian, Mich	1859	1859	Methodist	Rev. G. B. McElroy, D. D	10	1	....	75	38	31	7	2	8	....
125	Albion College	Albion, Mich	1861	1864	Meth. Episcopal	Rev. G. B. Jocelyn	7	....	....	53	65	34	16	5	6	2
126	University of Michigan	Ann Arbor, Mich	....	1841	Non-sectarian	J. B. Angell, LL. D	28	0	....	....	....	393	102	20	113	8
127	Hillsdale College	Hillsdale, Mich	1855	1855	Free-Will Bapt.	Rev. Daniel M. Graham, D. D	24	6	....	223	185	186	34	30	29	32
128	Hope College	Holland City	1866	1863	Reformed Dutch	Philip Phelps, jr	7	....	....	80	28	20	3	....	7	....
129	Kalamazoo College	Kalamazoo, Mich	1855	1855	Baptist	Rev. Kendall Brooks, D. D	8	0	....	112	92	23	9	1	1	2
130	Olivet College	Olivet, Mich	1859	1859	Cong. and Presb.	J. H. Hewitt, A. M., (acting)	13	4	....	60	40	54	8	8	7	6
131	University of Minnesota	Minneapolis, Minn	1868	1868	....	W. W. Folwell, A. M	15	....	....	168	64	44	21	5	6	4
132	Carleton College	Northfield, Minn	....	1866	Congregational	Rev. J. W. Strong, D. D	9	0	....	63	45	7	1	1	3	0
133	St. John's College	St. Joseph, Minn	1857	1856	Roman Catholic	Rev. Alexius Edelbrook, O. S. B.	12	....	....	46	....	a44	8	....	6	....
134	Mississippi College	Clinton, Miss	1830	1850	Baptist	Rev. W. S. Webb, A. M	9	....	....	52	....	46	22	....	9	....
135	University of Mississippi	Oxford, Miss	1844	1848	Non-sectarian	Rev. J. N. Waddel, D. D., LL. D.	17	....	....	50	....	130	70	....	25	....
136	Pass Christian College	Pass Christian, Miss	1866	1866	Roman Catholic	Brother Leonidian	14	0	....	20	....	60	30	....	15	....
137	Madison College *b*	Sharon, Miss	1850	1851	Non-sectarian	J. S. Robinson, A. M	2	....	....	....	....	50	....	....	....	....
138	Tougaloo University	Tougaloo, Miss	1871	1869	Union	J. R. Nutting	13	0	....	78	70	*c*	....	....	....	....
139	Christian University	Canton, Mo	1853	1856	Christian	B. H. Smith	8	1	....	....	....	160	40	35	26	25
140	St. Vincent's College	Cape Girardeau, Mo	1843	1844	Catholic	Rev. Antony Verrina, C. M	15	0	....	113	....	....	....	....	....	....
141	McGee College	College Mound, Mo	....	1853	Cumb. Presb	Rev. J. B. Mitchell, D. D	10	....	....	136	36	63	....	....	....	....
142	University of Missouri	Columbia, Mo	1839	1840	Non-sectarian	Daniel Read, LL. D	31	....	....	....	....	417	....	....	....	....
143	Central College	Fayette, Mo	1855	1870	M. E. South	Rev. J. C. Wells, A. M., M. D	6	....	....	30	....	100	....	....	....	....
144	Westminster College	Fulton, Mo	....	1853	Presbyterian	Rev. N. L. Rice, D. D	5	....	....	....	....	75	....	....	....	....
145	Lewis College	Glasgow, Mo	1865	1865	Meth. Episcopal	J. C. Hall, A. M	4	....	....	....	....	65	....	....	....	....
146	Lincoln College	Greenwood, Mo	1870	1870	United Presb	Rev. Randal Ross	4	0	....	12	30	....	....	....	....	....
147	Hannibal College	Hannibal, Mo	1869	1869	M. E. South	Rev. Leo Baier, A. M	6	0	....	45	30	41	6	6	6	6
148	Woodland College	Independence, Mo	....	1869	Christian	W. A. Buckner	4	....	....	35	45	....	....	....	....	....
149	William Jewell College	Liberty, Mo	1849	1853	Baptist	Rev. Thos. Rambaut, LL. D., S. T. D.	7	....	....	115	....	....	....	....	....	....
150	St. Paul's College	Palmyra, Mo	1848	1844	Prot. Episcopal	Rev. J. A. Wainwright, A. M., M. D.	5	....	....	33	....	....	....	....	....	....
151	St. Joseph College	St. Joseph, Mo	1872	1867	Roman Catholic	Brother Agatho	9	....	....	100	....	92	33	....	21	....

a Includes 9 in fifth year.

b Temporarily suspended.

c Classic department not organized.

TABLE VIII.—*Statistics of universities and colleges for* 1873, *&c.*—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	Denomination.	President.	Corps of instruction.		Number of students unclassified.	Students in preparatory department.		Collegiate department.				
							Whole number.	Endowed professorships.		Male.	Female.	Number of students.	Freshman.		Sophomore.	
													Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
152	College of the Christian Brothers.*	St. Louis, Mo	1855	1859	Roman Catholic	Rev. Brother James	25	....	....	450	....	39	18	....	8	....
153	St. Louis University	St. Louis, Mo	1832	1829	Roman Catholic	Rev. Jos. G. Zealand, S. J.	13	0	269	....	....	67	33	....	15	....
154	Washington University	St. Louis, Mo	1853	....	Non-sectarian	Rev. W. G. Eliot, D. D.	22	....	....	325	....	34	11	....	7	4
155	Drury College	Springfield, Mo	1873	1873	Congregational	Nathan J. Morrison	6	....	....	40	41	....	....	....	....	....
156	Doane College	Crete, Nebr.	1872	1873	Congregational	(Vacant)	2	....	....	14	15	5	5	....	....	....
157	University of Nebraska	Lincoln, Nebr.	1869	1871	Non-sectarian	A. R. Benton, A. M., LL. D.	6	....	....	54	23	26	10	7	4	1
158	Nebraska College	Nebraska City, Nebr.	1868	1865	Prot. Episcopal	Rev. John McNamara, D. D.	9	0	....	62	....	....	....	....	....	....
159	Dartmouth College	Hanover, N. H	1769	1770	Congregational	Rev. Asa. D. Smith, D. D., LL. D.	23	4	....	....	....	262	82	....	70	....
160	Burlington College	Burlington, N. J	1846	1846	Prot. Episcopal	Right Rev. W. H. Odenheimer, D. D.	9	0	....	54	....	....	....	....	....	....
161	Rutgers College	New Brunswick, N. J	1770	1770	Reformed Dutch	Rev. W. H. Campbell, D. D., LL. D.	13	....	....	....	....	124	24	....	39	....
162	College of New Jersey	Princeton, N. J	1746	1746	Evan. Protestant	Rev. J. McCosh, D. D., LL. D	18	7	....	38	....	397	99	...	117	....
163	Seton Hall College	South Orange, N. J	1861	1856	Roman Catholic	Rt. Rev. M. A. Corrigan, D. D.	16	....	....	80	....	70	....	....	....	....
164	Alfred University	Alfred, N. Y	....	1836	Baptist	Rev. J. Allen	16	6	....	....	....	165	38	18	26	35
165	St. Bonaventure College	Allegany, N. Y	....	1859	Roman Catholic	R. F. Theophile, O. S. F	9	....	....	40	....	80	....	....	....	....
166	St. Stephen's College	Annandale, N. Y	1860	1860	Prot. Episcopal	Rev. R. B. Fairbairn, D. D	6	0	....	20	....	51	12	....	10	....
167	Wells College	Aurora, N. Y	1868	1868	Non-sectarian	(Vacant)	8	....	....	....	10	53	....	7	....	9
168	Brooklyn College and Polytechnic Institute	Brooklyn, N. Y	1854	1855	Non-sectarian	D. H. Cochran, Ph. D., LL. D.	10	0	....	....	....	41	31	....	7	....
169	St. John's College	Brooklyn, N. Y	....	1870	Roman Catholic	Rev. J. T. Landry, C. M	6	....	....	....	....	120	....	....	....	....
170	St. Francis College	Brooklyn, N. Y	....	....	Roman Catholic	Brother Peter	14	0	....	....	....	215	55	....	25	....
171	Canisius College	Buffalo, N. Y	....	1870	Roman Catholic	Henry Behrens, S. J	14	....	....	7	....	107	....	....	....	....
172	St. Joseph's College	Buffalo, N. Y	....	1861	Roman Catholic	Rev. Brother Frank	12	....	....	150	....	295	100	....	95	....
173	St. Lawrence University	Canton, N. Y	1856	1856	Universalist	Rev. A. G. Gaines	6	1	....	....	....	39	6	2	8	4
174	Hamilton College	Clinton, N. Y	1812	1812	Presbyterian	Rev. Samuel G. Brown, D. D., LL. D.	12	8	....	....	....	142	33	....	34	....

175	Elmira Female College	Elmira, N. Y.	1855	1855	Presbyterian	Rev. A. W. Cowles, D. D	11		8		90	56		16		15
176	Hobart College	Geneva, N. Y	1822	1824	Prot. Episcopal	Rev. M. Rensselaer, D. D	7	4				34	7		10	
177	Madison University	Hamilton, N. Y	1846	1820	Baptist	Rev. E. Dodge, D. D., LL. D	14	4				100	28		24	
178	Cornell University	Ithaca, N. Y	1865	1868	Non-sectarian	Hon. Andrew D. White, LL.D	46	0				451	141	13	112	9
179	Ingham University	Le Roy, N. Y	1857	1859	Presbyterian	Rev. Lucius D. Chapin, A. M.	15		50		75	44		13		7
180	College of City of New York	New York, N. Y	1847	1866	Non-sectarian	Alexander S. Webb, LL. D	33	0		592		333	154		93	
181	College of St. Francis Xavier	New York, N. Y	1861	1847	Roman Catholic	Rev. H. Hudon, S. J	30	0		349		80	24		22	
182	Columbia College	New York, N. Y	1754	1754	Prot. Episcopal	F. A. P. Barnard, S. T. D., LL. D., L. H. D.	8	1				127	33		45	
183	Manhattan College	New York, N. Y	1863	1863	Roman Catholic	Brother Paulian	10	0				80	28		25	
184	Rutgers Female College	New York, N. Y	1867	1867	Non-sectarian	Edwards Hall, M. D., *pro tem*	12				29	27		7		3
185	University of City of New York	New York, N. Y	1831	1831	Non-sectarian	Howard Crosby, D. D., LL. D., (chancellor.)	13	*a*3				*b*8	24		24	
186	Vassar College	Poughkeepsie, N. Y	1861	1865	Non-sectarian	John H. Raymond	38				166	238		72		54
187	University of Rochester	Rochester, N. Y		1850	Baptist	M. B. Anderson, LL. D	9	3				160	53		39	
188	Union College	Schenectady, N. Y	1795	1795	Union	Rev. E. Nott Potter, D. D., S. T. D.	14	9				135	39		29	
189	Syracuse University	Syracuse, N. Y	1870	1871	Meth. Episcopal	Alexander Winchell, LL. D., (chancellor.)	9	0				118	39	9	31	11
190	University of North Carolina *c*	Chapel Hill, N. C	1789	1795	Non-sectarian	Solomon Pool										
191	Davidson College	Davidson College, N. C.	1838	1837	Presbyterian	Prof. J. R. Blake, A. M., (chairman.)	7					*d*114	26		22	
192	Rutherford Male and Female College	Excelsior, N. C	1870	1871	Non-sectarian	Rev. R. L. Abernethy, A. M.	11					216	116	20	28	10
193	North Carolina College	Mt. Pleasant, N. C	1859	1859	Lutheran	Rev. L. A. Bikle, A. M	6			108		23	6		6	
194	Trinity College	Trinity, N. C	1853	1853	M. E. South	Rev. B. Craven, D. D	5	0		46		94	27		37	
195	Wake Forest College	Wake Forest, N. C	1837	1838	Baptist	Rev. W. M. Wingate, D. D	7	0		30		50				
196	Buchtel College	Akron, Ohio	1871	1872	Universalist	Rev. S. H. McCollester, A. M.	13	3		65	60	16	8		3	2
197	Ohio University	Athens, Ohio	1804	1820	Non-sectarian	Rev. W. H. Scott, A. M	5			50	6	44	19	1	10	
198	Baldwin University	Berea, Ohio	1856	1856	M. E. South	Rev. W. D. Godman, D. D	6	2		111	72	56	16	7	11	2
199	German Wallace College	Berea, Ohio	1864	1864	Meth. Episcopal	Rev. William Nast, D. D	6	0	36	25	2	26	10	4	5	1
200	McCorkle College	Bloomfield, Ohio	1873	1873	Presbyterian	Rev. William Ballantine	3	1		22	18	12	8		2	
201	Mt. St. Mary's of the West	Cincinnati, Ohio		1851	Roman Catholic	Rev. F. J. Pabisch, D. D., LL. D.	6	0				48	25		17	
202	St. Xavier College	Cincinnati, Ohio	1842	1831	Roman Catholic	Rev. L. Bushart, S. J	17			106		67				
203	Farmers' College of Hamilton County	College Hill, Ohio	1845	1852	Non-sectarian	J. S. Lowe	4			28	7	5	2	3		
204	Capital University	Columbus, Ohio	1852		Evang. Lutheran	Rev. J. A. Schulze	6					80				
205	Ohio Wesleyan University	Delaware, Ohio	1842	1844	Methodist	Rev. F. H. Newhall, D. D	11	5				194	57		45	
206	Kenyon College	Gambier, Ohio	1824	1825	Prot. Episcopal	Prof. Eli T. Tappan, A. M	8	*e*3		20		51	18		14	
207	Denison University	Granville, Ohio	1832	1831	Baptist	Rev. F. O. Marsh, A. M., (acting.)	9			119		71	30		18	
208	Hiram College	Hiram, Ohio	1867	1867	Disciples	B. A. Hinsdale, A. M	9	2		160	126	34	5	2	12	3
209	Western Reserve College	Hudson, Ohio	1826	1827	Non-sectarian	Rev. Carroll Cutler, D. D	9			43	4	52	15		16	
210	Ohio Central College	Iberia, Ohio	1854	1854	United Presb	E. F. Reid	5	0		54	25	33	25	2	6	
211	Marietta College	Marietta, Ohio	1835	1835	Non-sectarian	Rev. I. W. Andrews, D. D	9			107		93	23		18	
212	Mt. Union College	Mt. Union, Ohio	1858	1846	Meth. Episcopal	Rev. O. N. Hartshorn, LL. D	16	3		295	143	379	159	66	66	16
213	Franklin College	New Athens, Ohio	1825	1825	United Presb	A. F. Ross, LL. D	8	*e*1	121			27	10	2	6	1
214	Muskingum College	New Concord, Ohio	1837		Non-sectarian	Rev. David Paul, D. D	3			75	32					
215	Oberlin College	Oberlin, Ohio	1834	1833	Congregational	Rev. Jas. H. Fairchild, D. D	19	1		228	14	139	34	5	34	5
216	Richmond College	Richmond, Ohio	1835	1835	Non-sectarian	L. W. Ong, A. M	8			(31)		67				
217	One-Study University	Scio, Ohio	1866	1859	Meth. Episcopal	A. D. Lee, A. M	7	0				204	60	30	40	25

* From Report of the Commissioner of Education, 1872. *a* Partially. *b* Includes 22 in partial course. *c* Exercises suspended since 1871. *d* Includes 19 scientific students. *e* One is but partially endowed.

TABLE VIII.—*Statistics of universities and colleges for* 1873, *&c.*—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	Denomination.	President.	Corps of Instruction.		Number of students unclassified.	Students in preparatory department.		Collegiate department.				
							Whole number.	Endowed professorships.		Male.	Female.	Number of students.	Freshman.		Sophomore.	
													Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
218	Wittenberg College	Springfield, Ohio	1844	1845	Evang. Lutheran	Rev. Samuel Sprecher, D. D.	7	....	65	....	....	77	22	....	27	....
219	Heidelberg College	Tiffin, Ohio	1850	1850	Reformed	Rev. G. W. Willard, D. D.	6	1	....	68	10	61	22	7	14	3
220	Urbana University	Urbana, Ohio	1850	1851	New Church	Rev. Frank Sewall, A. M	4	....	....	17	....	8	4	....	2	....
221	Otterbein University	Westerville, Ohio	1847	1849	United Brethren in Christ	Rev. H. A. Thompson, D. D.	7	4	....	102	50	51	10	7	12	1
222	Geneva College	West Geneva, Ohio	....	....	Covenanters	Rev. H. H. George	7	....	....	....	....	124	....	....	....	....
223	Willoughby College	Willoughby, Ohio	1864	1865	Methodist	Lewis T. Kirk	7	....	....	75	80	....	....	....	....	....
224	Wilmington College	Wilmington, Ohio	....	1871	Friends	Lewis A. Estes	4	....	....	76	65	16	6	5	....	....
225	University of Wooster	Wooster, Ohio	1868	1866	Presbyterian	Rev. A. A. E. Taylor, D. D.	10	....	....	45	....	151	27	7	43	12
226	Wilberforce University	Near Xenia, Ohio	1863	1863	African M. Epis.	Rt. Rev. Daniel A. Payne, D.D	9	0	....	30	15	11	6	1	4	....
227	Xenia College	Xenia, Ohio	1850	1851	Meth. Episcopal.	William Smith, A. M	8	....	....	21	27	105	36	18	14	20
228	Antioch College	Yellow Springs, Ohio	1859	1859	Non-sectarian	....	7	5	23	48	39	22	9	2	3	1
229	Corvallis College	Corvallis, Oreg	1868	....	M. E. South	B. L. Arnold	4	....	....	....	....	125	....	....	....	....
230	Pacific University	Forest Grove, Oreg	1853	1853	Non-sectarian	Rev. S. H. Marsh, D. D.	5	....	....	60	40	5	....	1	2	....
231	McMinnville College	McMinnville, Oreg	....	1859	Baptist	Mark Bailey, A. M	5	....	....	119	97	8	3	5	....	....
232	Christian College	Monmouth, Oreg	1856	1865	Christian	T. F. Campbell	8	0	....	131	74	115	30	14	25	8
233	Willamette University	Salem, Oreg	1853	1851	Meth. Episcopal.	T. M. Gatch, A. M	7	0	....	130	112	50	10	2	3	....
234	Muhlenberg College	Allentown, Pa	1867	1867	Lutheran	Rev. F. A. Muhlenberg, D. D.	5	....	....	37	....	48	12	....	14	....
235	Lebanon Valley College	Annville, Pa	1867	1867	United Brethren.	L. H. Hammond, A. M.	7	....	....	61	37	35	10	6	4	3
236	Dickinson College	Carlisle, Pa	1783	1783	Meth. Episcopal.	Rev. J. A. McCauley, D. D.	6	0	....	....	....	87	20	....	23	....
237	Lafayette College	Easton, Pa	1826	1831	Presbyterian	Rev. W. C. Cattell, D. D.	25	2	....	....	....	262	95	....	91	....
238	Ursinus College	Freeland, Pa	1868	1869	Reformed	Rev. J. H. A. Bomberger	6	....	....	53	....	39	12	....	12	....
239	Pennsylvania College	Gettysburg, Pa	1832	1832	Lutheran	Rev. Milton Valentine, D. D.	10	4	....	50	....	75	18	....	18	....
240	Haverford College	Haverford College, Pa.	1833	1833	Friends	S. J. Gummere, A. M	5	....	....	....	....	49	10	....	18	....
241	Franklin and Marshall College	Lancaster, Pa	1853	1853	German Ref'm'd.	Rev. J. W. Nevin, D.D., LL.D	7	1	....	51	....	79	16	....	21	....
242	St. Vincent's College	Near Latrobe, Pa	1870	1846	Roman Catholic	Rt. Rev. B. Wimmer, O. S. B.	24	....	....	315	....	154	83	....	31	....

243	University at Lewisburg	Lewisburg, Pa	1847	1847	Baptist	Rev. J. R. Loomis, LL. D	6	2	....	73	123	62	19	....	23	....
244	St. Francis College	Loretto, Pa	1862	1849	Roman Catholic	Rev. D. J. Devlin	8	....	....	41	....	40	....	....	....	....
245	Lincoln University	Lower Oxford, Pa	1854	1853	Presbyterian	Rev. I. N. Rendall, D. D	9	4	10	81	....	94	37	....	20	....
246	Allegheny College	Meadville, Pa	1817	1815	Methodist Epis.	Rev. George Loomis, D. D	6	3	....	35	5	64	20	7	11	5
247	Mercersburg College	Mercersburg, Pa	1865	1865	Reformed	Rev. E. E. Higbee, D. D	6	0	....	47	....	53	....	....	....	....
248	Palatinate College	Myerstown, Pa	1868	....	Reformed	Rev. G. W. Aughinbaugh, D. D	5	....	....	134	47	....	....	....	....	....
249	Westminster College	New Wilmington, Pa	1852	1852	United Presb	Rev. E. T. Jeffers, D. D	5	0	....	32	15	79	19	....	14	....
250	La Salle College	Philadelphia, Pa	1863	....	Roman Catholic	Brother Noah	9	....	....	110	....	66	30	....	6	....
251	St. Joseph's College	Philadelphia, Pa	1852	1851	Roman Catholic	Rev. Jos. Ardia	1	....	....	37	....	....	....	....	....	....
252	University of Pennsylvania	Philadelphia, Pa	1755	1749	Non-sectarian	C. J. Stillé, LL. D., (provost)	13	....	....	....	....	*a*89	31	....	13	....
253	Western University of Pennsylvania	Pittsburg, Pa	1819	1822	Non-sectarian	Geo. Woods, LL. D., (chancellor)	15	*b*3	....	142	....	40	13	....	5	....
254	Swarthmore College	Swarthmore, Pa	1864	1869	Friends	Edward H. Magill, A. M	19	0	10	109	67	80	28	15	7	9
255	Villanova College	Villanova P.-O., Pa	1848	1846	Roman Catholic	Very Rev. T. Galberry, O. S. A.	10	0	....	....	....	38	14	....	12	....
256	Washington and Jefferson College	Washington, Pa	1802	1802	Presbyterian	Rev. George P. Hays, D. D	9	1	....	134	....	96	28	....	33	....
257	Waynesburg College	Waynesburg, Pa	1850	1850	Cumb. Presb	Rev. A. B. Miller, D. D	10	....	....	116	76	97	16	22	10	15
258	Brown University	Providence, R. I	1764	1765	Baptist	Rev. E. G. Robinson, S. T. D., LL. D.	13	2	....	....	....	212	67	....	53	....
259	College of Charleston	Charleston, S. C	1775	1789	Non-sectarian	N. R. Middleton	6	....	....	35	....	....	....	....	....	....
260	University of South Carolina	Columbia, S. C	1801	1802	Non-sectarian	Annual chairman of faculty	8	....	....	70	....	61	....	....	....	....
261	Furman University	Greenville, S. C	1850	1851	Baptist	Rev. James C. Furman, D. D	4	....	....	....	....	50	....	....	....	....
262	Claflin University	Orangeburg, S. C	1869	1870	Methodist Epis	Rev. A. Webster, D. D	6	....	....	14	....	....	....	....	....	....
263	Wofford College	Spartanburg C.-H., S. C	1851	1853	M. Epis. South	Rev. A. M. Shipp, A. M., D. D.	6	....	....	60	....	103	31	....	30	....
264	Newberry College	Walhalla, S. C	1858	1858	Lutheran	Rev. J. P. Smeltzer, D. D	4	0	....	74	....	14	6	....	7	....
265	Mt. Zion College	Winnsboro', S. C	1785	....	Non-sectarian	Robert H. Clarkson	1	0	....	43	....	....	....	....	....	....
266	East Tennessee Wesleyan University	Athens, Tenn	1867	1867	Methodist Epis	Rev. J. A. Dean, D. D	7	0	....	....	....	35	17	8	4	2
267	King College	Bristol, Tenn	1868	1868	Presbyterian	Rev. James D. Tadlock	4	*c*2	....	31	....	28	10	....	8	....
268	Stewart College	Clarksville, Tenn	1856	1856	Presbyterian	Rev. J. B. Shearer, D. D	6	....	65	....	....	50	....	....	....	....
269	Greenville and Tusculum College*	Greenville, Tenn	1868	1868	....	Rev. W. S. Doak, A. M	6	1	....	66	21	12	4	....	5	....
270	West Tennessee College	Jackson, Tenn	1844	....	....	Rev. E. L. Patton, A. M	4	....	100	....	....	....	....	....	....	....
271	East Tennessee University	Knoxville, Tenn	1840	1869	Non-sectarian	Rev. T. W. Humes, S. T. D	11	0	....	75	....	43	25	....	7	....
272	Cumberland University	Lebanon, Tenn	1842	1842	Cumb. Presb	Nathan Green, chancellor	11	....	....	87	....	102	25	....	35	....
273	Maryville College	Maryville, Tenn	1842	1819	Presbyterian	Rev. P. M. Bartlett, D. D	8	....	....	64	56	24	6	....	5	....
274	Christian Brothers' College	Memphis, Tenn	1872	1871	Roman Catholic	Brother Maurelian	12	0	....	122	....	37	16	....	11	....
275	Union University	Murfreesboro', Tenn	1846	1848	Baptist	Rev. Charles Manly, D. D	4	....	....	....	....	115	32	....	31	....
276	Central Tennessee College	Nashville, Tenn	1866	1866	Methodist Epis	Rev. J. Braden, A. M	6	....	....	....	....	16	....	....	....	....
277	Fisk University	Nashville, Tenn	1866	1866	Non-sectarian	A. K. Spence, A. M	13	0	415	....	....	9	3	2	2	2
278	University of Nashville	Nashville, Tenn	1785	....	Non-sectarian	E. Kirby Smith, (chancellor)	9	....	....	179	....	44	....	....	....	....
279	University of the South	Sewanee P.-O., Tenn	1858	1868	Protestant Epis	Gen. J. Gorgas, (vice-chanc'r)	13	....	....	138	....	116	....	....	....	....
280	Hiwassee College	Near Sweetwater, Tenn	1850	1849	M. Epis. South	Rev. J. H. Brunner, A. M	4	....	....	85	....	30	14	....	9	....
281	Texas Military Institute	Austin, Tex	....	1868	Non-sectarian	Col. J. G. James	7	0	....	0	0	100	75	....	19	....
282	St. Joseph's College	Brownsville, Tex	....	1868	Roman Catholic	F. Molloy	5	....	....	....	....	60	....	....	....	....
283	University of St. Mary	Galveston, Tex	1856	1860	Roman Catholic	Bro. John Chrysostom, C. S. C.	11	....	....	150	....	100	20	....	30	....
284	Texas University	Georgetown, Tex	1856	1873	M. Epis. South	Rev. F. A. Mood, A. M., D. D., (regent.)	5	....	....	32	21	19	13	....	6	....
285	Henderson College	Henderson, Tex	1871	1871	Non-sectarian	O. H. Cooper	5	0	....	53	47	....	....	....	....	....
286	Austin College	Huntsville, Tex	1849	1850	Presbyterian	Rev. S. M. Luckett, A. M	4	....	....	90	....	....	....	....	....	....
287	Baylor University	Independence, Tex	1845	1845	Baptist	W. Carey Crane, D. D., LL. D.	6	*b*2	....	....	....	81	....	....	....	....
288	Salado College	Salado, Tex	1866	1869	Non-sectarian	J. L. Smith, A. M	5	0	....	91	68	36	12	2	4	6
289	Coronal Institute	San Marcos, Tex	....	1868	Methodist	Rev. R. H. Belvin	4	0	....	....	....	61	13	15	8	9

* From Report of the Commissioner of Education, 1872. *a* Includes 14 in partial course. *b* Partially. *c* One is but partially endowed.

TABLE VIII.—*Statistics of universities and colleges for* 1873, *&c.*—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	Denomination.	President.	Corps of instruction.		Number of students unclassified.	Students in preparatory department.		Collegiate department.				
							Whole number.	Endowed professorships.		Male.	Female.	Number of students.	Freshman.		Sophomore.	
													Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
290	Trinity University	Tehuacana, Tex	1870	1870	Cumb. Presb	W. E. Beeson, D. D	12	0	....	88	89	134	39	28	33	22
291	Waco University	Waco, Tex	1861	1861	Baptist	Rev. R. C. Burleson, D.D	12	*a*1	....	166	125	....	....	....	....	....
292	Marvin College	Waxahachie, Tex	....	1869	Methodist	Rev. Josiah M. Pugh, A. M.	8	0	....	58	67	45	19	18	7	1
293	University of Vermont	Burlington, Vt	1783	1801	Non-sectarian	M. H. Buckham, A. M	9	1	....	....	....	55	17	3	10	4
294	Middlebury College	Middlebury, Vt	1796	1797	Congregational	....	6	*b*3	....	....	....	52	12	....	17	....
295	Norwich University, (military)	Northfield, Vt	1834	1834	Prot. Episcopal	Rev. Malcolm Douglass, D.D.	5	....	....	6	....	24	8	....	13	....
296	Randolph Macon College	Ashland, Va	1830	1832	M. Epis. South	Rev. J. A. Duncan, A.M., D.D.	12	....	....	....	....	234	....	....	....	....
297	University of Virginia	Near Charlottesv'e, Va.	1819	1824	Non-sectarian	J. F. Harrison, M. D., (chairman of faculty.)	15	....	....	....	....	....	....	....	....	....
298	Emory and Henry College	Emory, Va	1839	1838	M. Epis. South	Rev. E. E. Wiley, D. D	7	0	....	180	....	104	30	....	29	....
299	Hampden Sidney College	Hampden Sidney, Va	1783	1775	Presbyterian	Rev. J. M. P. Atkinson, D.D.	5	0	....	....	....	85	27	....	27	....
300	Washington and Lee University	Lexington, Va	1871	1871	....	Gen. G. W. C. Lee	20	*c*	....	....	....	198	....	....	....	....
301	Richmond College	Richmond, Va	1840	1840	Baptist	B. Puryear, A.M., (chairman of faculty.)	7	0	....	....	....	168	....	....	....	....
302	Roanoke College	Salem, Va	1853	1853	Lutheran	Rev. D. F. Bittle, D. D	10	....	....	55	....	111	40	....	37	....
303	College of William and Mary	Williamsburg, Va	1693	1698	Prot. Episcopal	Benj. S. Ewell	5	....	....	48	....	20	....	....	....	....
304	Bethany College	Bethany, W. Va	....	1841	Christian	W. K. Pendleton	6	*a*4	....	....	....	117	61	....	15	....
305	West Virginia College	Flemington, W. Va	1868	1868	Free-Will Bapt.	Rev. W. Colegrave, A. M	4	0	....	40	7	1	1	....	....	....
306	West Virginia University	Morgantown, W. Va	1867	1867	Non-sectarian	Rev. Alex. Martin, D. D	5	....	....	48	....	38	15	....	10	....
307	Lawrence University	Appleton, Wis	1847	1847	Methodist	Rev. Geo. M. Steele, D. D	11	0	....	167	114	74	22	8	9	9
308	Beloit College	Beloit, Wis	1846	1847	Cong. and Presb.	Rev. A. L. Chapin, D. D	11	*d*6	....	93	....	56	29	....	13	....
309	Galesville University	Galesville, Wis	1854	1859	Methodist	Rev. Harrison Gilliland, D.D.	5	0	105	....	....	35	10	8	12	1
310	University of Wisconsin	Madison, Wis	1848	1849	Non-sectarian	Prof. John Bascom, A. M	15	0	....	35	....	45	12	1	9	3
311	Milton College	Milton, Wis	1867	1867	Baptist, (7th-day)	Rev. W. C. Whitford, A. M.	8	0	....	70	55	78	25	14	16	10
312	St. John's College	Prairie du Chien, Wis	....	1865	Roman Catholic	Brother Oliver	16	0	....	120	....	95	25	....	30	....

313	Racine College	Racine, Wis	1852	1852	Prot. Episcopal	Rev. James DeKoven, D. D.	18	0		185		66	14		18		
314	Ripon College	Ripon, Wis	1855	1863	Congregational	Rev. W. E. Merriman, A. M.	10	0		151	121	55	6	3	15	5	
315	Pio Nono College	St. Francis Stat'n, Wis.		1871	Roman Catholic.	Rev. Dr. J. Salzmann	5			50		50	20		20		
316	Northwestern University	Watertown, Wis	1864	1865	Lutheran	Rev. Aug. F. Ernst, A. M	7	1		122	10	23	14		4		
317	Georgetown College	Georgetown, D. C	1815	1789	Roman Catholic.	Rev. P. F. Healy, S. J	20	1		120		42	11		9		
318	Columbian University	Washington, D. C	1821	1822	Baptist	James C. Welling, LL. D	11			80		40					
319	Gonzaga College	Washington, D. C	1858	1858	Roman Catholic	James Clark	8										
320	Howard University	Washington, D. C	1867	1866	Non-sectarian	M. Langston, (acting presd't)	7		60			36	14		14	1	
321	National Deaf-Mute College	Washington, D. C	1864	1864	Non-sectarian	E. M. Gallaudet, Ph.D., LL.D.	8			45		21	7		5		
322	University of Deseret	Salt Lake City, Utah	1850	1869		John R. Park, M. D	5			129	214						
323	Washington Territorial University	Seattle, Wash	1860	1872		E. K. Hill	3			27	23						
324	Holy Angels College	Vancouver City, Wash.		1865	Roman Catholic.	Rev. L. D. G. Schram	2			43							

a Partially. *b* Two are but partially endowed. *c* Several partially endowed. *d* Five are but partially endowed.

TABLE VIII.—*Statistics of universities and colleges for* 1873, *&c.*—Continued.

Number.	Collegiate department.					Number of scholarships.	Number of fellowships.	Number of years in course.	Number of weeks in scholastic year.	Cost of—		Volumes in library.		Corporate property, &c.							Time of commencement in 1874.
	Junior.		Senior.		Number of post-graduates.					Tuition per annum.	Board per month.	Whole number.	Increase since October 15, 1872.	Amount of property of corporation.	Value of grounds, buildings, and apparatus.	Amount of endowment.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	Aggregate amount of scholarship funds.	
	Male.	Female.	Male.	Female.																	
	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37
1	....	....	....	....	.....	....	....	3	40	$70	$10–18	2,000	70	.....	$90,000	$51,000	$51,000	$4,000	$5,500	.....	July 1.
2	....	....	....	....	.....	....	....	4–5	40	80	10	1,000	20	.....	75,000	0	0	0	0	.....	June 19.
3	....	....	....	....	.....	....	....	....	....	*a*300	.....	*5,000	.....	.....	120,000	.....	.....	.....	.....	.....	
4	....	....	....	....	0	....	....	4	39	9	10	0	.....	.....	50,000	0	.....	.....	.....	.....	October 1,
5	....	....	....	....	.....	....	....	4	40	50	16	3,000	500	$450,000	150,000	300,000	300,000	24,000	.....	.....	July, second Wednesday.
6	....	....	....	....	.....	....	....	4	40	50	12	100	1	.....	5,000	.....	.....	.....	.....	.....	
7	....	....	....	....	0	1	0	4	40	50	16	.....	100	.....	50,000	105,000	35,000	3,500	6,500	$0	June 24.
8	....	....	....	....	.....	0	0	3	40	60–100	28	1,700	200	.....	30,000	.....	.....	.....	30,000	.....	June 4.
9	....	....	....	....	.....	....	....	....	....	*a*250	.....	1,000	.....	.....	7,520	0	.....	.....	.....	.....	
10	....	....	....	....	.....	0	0	4	40	(*g*)	17–40	10,500	5,000	†1,027,454	650,000	.....	.....	.....	.....	0	
11	15	....	10	....	.....	....	....	4	42	.....	.....	5,200	.....	.....	.....	.....	.....	.....	.....	.....	
12	9	....	3	....	0	....	....	4	43	*a*250	.....	3,000	1,000	25,000	200,000	.....	.....	.....	60,000	.....	June.
13	....	....	....	....	.....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	June 1.
14	....	....	....	....	.....	....	....	6	42	200	20	2,600	.....	.....	.....	0	.....	.....	.....	.....	
15	....	....	....	....	.....	....	....	6	40	*a*350	.....	12,000	.....	.....	.....	.....	.....	.....	.....	0	May 28.
16	4	4	3	3	82	....	....	4	42	48	20	2,000	.....	.....	42,000	40,000	35,000	3,200	4,700	.....	June, first week.
17	....	....	....	....	.....	....	....	42	42	125	12	500	.....	.....	.....	.....	.....	.....	.....	.....	June 11.
18	....	8	1	....	34	....	....	4	40	60	30	500	30	30,000	30,300	2,200	.....	.....	11,000	.....	August 17.
19	....	....	....	....	.....	....	....	....	....	50–70	20	1,000	.....	30,000	35,000	.....	.....	.....	.....	.....	May 21.
20	....	2	....	....	.....	....	....	4	36	45–65	20	160	.....	40,000	30,000	10,000	10,000	1,000	4,000	.....	
21	25	....	20	....	0	47	0	4	38	500	16–26	15,000	250	1,000,000	700,000	300,000	300,000	16,000	7,000	50,000	May 8.
22	48	....	37	....	2	....	....	4	38	*d*33	11–20	24,606	1,813	853,000	533,300	320,000	347,756	27,620	11,154	.....	July 2.
23	145	....	152	....	60	....	1	4	37	.....	.....	83,000	.....	*e*699,703	.....	.....	*e*612,521	.....	*f*107,427	.....	June 25.
24	4	....	6	....	0	....	....	4	49	60	16–20	6,000	.....	60,000	50,000	81,000	81,000	4,680	2,000	0	June 25.
25	....	....	....	....	.....	*g*296	0	3	42	100	12–25	22,200	.....	268,000	.....	372,000	.....	.....	33,000	.....	June, first Wednesday.
26	....	....	....	....	0	1	0	4	40	18	10	700	0	100,000	100,000	0	.....	.....	26,000	300	
27	5	1	2	0	0	0	0	4	40	54	12	600	20	(4,000)		0	.....	0	1,500	0	June 25.
28	....	....	....	....	.....	*h*	....	4	40	60	12	8,000	.....	350,000	160,000	190,000	190,000	15,500	3,000	.....	July 8.
																					July 1.

29	37	....	26	....	.....	....	....	4	42	75	15–20	3,000	.....	.....	.....	18,000	18,000	1,300	7,000	.....	July.
30	.....	.....	.....	.....	.....	.....	.....	4	37	30–40	14	.....	.....	.....	75,000	20,000	.....	.....	.....	.....	June 4.
31	9	....	4	....	7	.....	.....	4	40	48	8–20	4,000	200	147,112	47,000	56,016	37,427	3,700	29,574	.....	June 3.
32	18	4	11	3	0	0	0	4	40	32	20	2,000	100	150,000	150,000	100,000	60,000	4,000	4,270	0	June 18.
33	.....	.....	.....	.....	.....	.....	.....	6	40	40	15	600	124	21,600	24,000	.....	.....	.....	7,100	.....	July 1.
34	23	11	12	3	.....	.....	.....	4	38	25	10	1,200	.....	.....	90,000	200,000	90,000	8,500	6,000	.....	June, second Thursday.
35	1	2	....	....	0	0	0	4	35	25	2	1,000	200	.....	50,000	30,000	30,000	3,000	2,500	.....	May 8.
36	11	....	18	....	.....	.....	.....	4	39	70	10–12	.....	.....	.....	.....	.....	.....	.....	.....	.....	
37	30	....	15	....	0	0	0	6	50	60	.....	8,500	1,000	300,000	200,000	0	.....	.....	0	0	Sept., first Monday.
38	.....	.....	.....	.....	.....	.....	.....	4	37	30	16	2,000	.....	60,000	60,000	20,000	20,000	1,000	.....	.....	June, fourth Thursday.
39	23	4	29	1	1	.....	.....	4	38	45	20	28,600	1,600	1,495,632	356,500	282,833	648,612	23,800	14,803	.....	June 25.
40	.....	.....	.....	.....	.....	.....	.....	.....	40	32–40	16	1,000	40	.....	131,000	22,000	22,000	2,200	.....	.....	June 20.
41	13	1	7	0	.....	0	0	4	39	30	16–20	6,000	0	.....	130,000	170,000	100,000	10,000	7,000	0	June 25.
42	3	5	5	3	.....	.....	.....	4	40	33	18	43,500	100	.....	80,000	100,000	100,000	8,000	2,600	.....	June 17.
43	9	....	7	....	0	*j*11	....	4	38	36	20–25	7,000	.....	372,000	135,000	126,000	126,000	12,100	4,500	.....	June 4.
44	20	6	22	3	2	1	0	4	39	24	10–20	8,500	450	175,000	75,000	30,000	28,000	2,500	4,250	.....	June, second Thursday.
45	.....	.....	.....	.....	.....	.....	.....	6	40	.....	16	2,000	.....	187,000	75,000	120,000	160,000	.....	.....	.....	
46	18	1	20	2	0	.....	.....	.....	.....	30	16–18	1,850	.....	.....	40,000	59,000	.....	.....	.....	.....	June 18.
47	7	2	4	....	1	.....	.....	4	39	18	14	600	.....	.....	50,000	91,000	.....	4,919	4,204	.....	June, second Wednesday.
48	2	....	....	....	.....	.....	.....	4	40	30	10	7,000	.....	39,000	10,000	11,000	.....	.....	.....	.....	June, third week.
49	.....	.....	.....	.....	.....	.....	.....	5	43	30	17	.....	.....	.....	.....	.....	.....	.....	.....	.....	
50	6	....	3	....	.....	.....	.....	5	43	20	16	.....	.....	.....	.....	.....	.....	.....	.....	.....	June.
51	5	2	2	1	0	0	0	4	40	24	26	325	25	8,000	35,000	70,000	25,000	2,500	3,234	0	June 17.
52	3	2	9	3	.....	.....	.....	4	39	30	10–20	3,000	.....	60,000	.....	29,000	29,000	2,500	.....	.....	
53	36	7	32	8	.....	.....	.....	4	39	*g*	20	7,000	500	250,000	143,000	107,000	107,000	7,500	25,000	.....	July 2.
54	12	....	22	....	.....	.....	.....	2–4	40	30	10–25	7,500	.....	400,000	150,000	180,000	160,000	15,000	5,000	17,000	June, fourth Wednesday.
55	37	....	15	....	.....	0	0	6	40	24	5	3,500	100	.....	150,000	.....	.....	.....	.....	0	September 1.
56	.....	.....	.....	.....	.....	.....	.....	5	42	25–50	12–20	300	.....	75,000	75,000	.....	.....	.....	.....	.....	June.
57	2	....	1	3	.....	.....	.....	4	40	24	12	1,000	.....	87,000	40,000	47,000	47,000	2,820	1,500	.....	June 17.
58	31	5	31	4	.....	.....	0	6	40	10	22	12,000	.....	175,000	175,000	152,000	152,000	12,000	4,000	152,000	June 25.
59	15	....	21	....	.....	.....	.....	6	37	*g*	3–4	7,500	300	145,000	100,000	130,000	110,000	9,000	16,000	.....	June 11.
60	5	1	6	....	.....	.....	.....	4	36	15–21	13	604	250	.....	22,000	30,000	.....	2,100	1,400	.....	June 11.
61	6	....	5	....	.....	.....	.....	4	39	24	5	5,000	.....	440,000	300,000	140,000	120,000	8,000	1,500	.....	Sept., second Wednesday.
62	3	2	1	2	0	0	0	4	39	18–24	10–14	400	100	175,000	65,000	110,000	85,000	4,380	1,200	0	June 3.
63	.....	.....	.....	.....	.....	.....	.....	5–6	40	36	12	414	23	.....	43,600	15,000	8,500	700	3,500	.....	June 10.
64	5	....	11	....	4	.....	.....	4–6	45	*a*300	.....	12,000	.....	.....	253,000	0	.....	.....	.....	.....	June, last Wednesday.
65	4	0	8	2	0	.....	.....	4	39	50–60	12	3,600	.....	.....	94,000	55,000	.....	5,000	29,600	0	July 1.
66	.....	.....	.....	.....	.....	.....	.....	4	36	21	13	500	5	36,000	30,000	5,500	4,000	240	1,700	5,500	
67	5	....	11	....	.....	.....	.....	4	42	30	15	4,500	500	.....	.....	.....	.....	.....	.....	.....	June, last Thursday.
68	.....	.....	.....	.....	.....	.....	.....	3	40	40	4	2,000	30	{ 50,000 { 60,000	30,000 40,000	} 20,000	13,000	1,300	1,800	.....	June 13.
69	11	....	4	....	0	0	0	4	42	*g*	7	2,030	.....	80,000	80,000	0	0	0	14,500	0	June 11.
70	11	....	4	1	.....	.....	.....	4	38	30	12–15	1,000	.....	70,000	40,000	35,000	20,000	2,000	4,500	.....	June 25.
71	7	....	10	....	0	6	0	3–7	40	15–22	4	4,500	175	200,000	75,000	90,000	110,000	8,750	4,000	9,000	July 1.
72	.....	.....	.....	.....	.....	.....	.....	4	41	7	16	1,000	1,000	80,000	80,000	.....	.....	.....	.....	.....	
73	.....	.....	.....	.....	.....	.....	.....	4	40	36	12	.....	.....	.....	40,000	70,000	50,000	20,000	7,500	0	June 10.
74	19	3	17	3	2	.....	.....	4	38	*g*	12–20	6,000	1,000	.....	300,000	220,000	220,000	22,000	10,980	.....	July 1.

* From Report of the Commissioner of Education, 1871.
† Not including contract-price of 98,976 acres of agricultural college-land.
a Including board.
b Tuition-fees remitted to all indigent pupils.
d Tuition in most cases free.
e From report of the treasurer for the year ended May 31, 1873.
f Total receipts for all departments, (from the same.)
g Free.
h Tuition free to twelve students from Macon and to sons of clergymen.
i Also 1,000 pamphlets.
j One is but partially endowed.

TABLE VIII.—*Statistics of universities and colleges for* 1873, *&c.*—Continued.

Number.	Collegiate department.					Number of scholarships.	Number of fellowships.	Number of years in course.	Number of weeks in scholastic year.	Cost of—		Volumes in library.		Corporate property, &c.							Time of commencement in 1874.
	Junior.		Senior.		Number of post-graduates.					Tuition per annum.	Board per month.	Whole number.	Increase since October 15, 1872.	Amount of property of corporation.	Value of grounds, buildings, and apparatus.	Amount of endowment.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	Aggregate amount of scholarship funds.	
	Male.	Female.	Male.	Female.																	
	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37
75									40	$15	$10–16				$15,000	$21,000					June.
76	11	12	10	5				4	40	*a*	14–15	3,000			50,000	65,000			$8,000		June 17.
77	7	5	12	1	0	150	0	4	38	25	15	4,000		$147,000	60,000	87,000	$65,000	$5,000	4,200	$0	June 25.
78								4	38	30	8–14	804		100,000	25,000			1,000	8,000	0	
79	3	1	1	1				4	42	24	12	2,000	500	65,000	50,000	15,000	15,000	1,500	3,500		June, second week.
80								2	44	30	6–12	500	70			0					September 3.
81	4	1	1		0	0	0	4	37½	25	8–10	3,250	920	100,000	35,000	65,000	55,000	4,500	43,000	0	June 8 to 10.
82								5	44	40	15	2,000		35,000	12,000		0	0	8,000	0	June 26.
83	2	1	3	2		0	0	6	39	30	12–16	500	200		30,000		0	0	3,000	0	June 11.
84	2	5		3		5		4	39	36	14	5,000		60,000	20,000	25,000	25,000	2,000		3,500	June 10.
85	2	3	2	4	0	0	0	4	40	10	15–25	1,500	150		217,000		10,300	713	27,522	0	June 9.
86					8	110		4	39	24	12			15,000	15,000	11,000	11,000	1,100	900		September, first Wednesday.
87						0	0	3	44	30	15	1,800			150,000	0			20,000	0	September, first Monday.
88			1		5			4	36	27	20	2,000		80,000	70,000	31,000	31,000	3,720	1,500		June, third Wednesday.
89	3		4		0		0	4	37	10	8–9	1,500		115,000	91,000	24,000	19,000	1,330	29,000	*b*210	July 1.
90	18		10		2	0	0	4	40	40	20	7,000	100	250,000	70,000	180,000	180,000	11,000	2,800	2,000	June 18.
91								4	40	50	15				20,000						
92	(16)		(11)			0	0	4	40	36–50	20	1,500	50		50,000				15,000		June 10.
93	20		12		0	0	0	4	40	100	25	3,000	100		75,000	0				0	June, first Thursday.
94								5	40	50	20				80,000	125,000					June 11.
95		18		3					40	30–50	20	300			15,000						June.
96					1			4	40	5	20–25	20,000		100,000	100,000	200,000	200,000	12,000	1,370		June 11.
97		6						5	40	30	16			15,000	1,200						June 5.
98								5	40	6	16	1,000	0	176,000	20,000		91,000	5,460	3,000		June 11.
99								5	42	*c*200		*800		8,000							
100					0	0	0	4	40	80	20	11,000	0	138,782	55,700	138,000	138,000	8,280	15,695		June, last Wednesday.
101									43	50	25	4,000									October 6.
102	4		1					4	40	60	20	5,000			100,000			10,000			July, second Wednesday.

103	....	....	....	....	0	....	....	3	36	9	7	200	200	70,000	70,000	0	0	0	8,000	.....	October 1.
104	....	....	....	....	.....	.....	.....	4	36	10	10	300	100	40,000	40,000	.....	.....	.....	3,000	.....	June 4.
105	....	....	....	....	0	....	0	3	38	9	15–25	2,500	100	.....	36,000	.....	.....	.....	.....	.....	June.
106	....	....	....	....	.....	.....	.....	....	40	*c*300	.....	.....	.....	.....	40,000	.....	.....	.....	.....	.....	
107	33	....	29	....	0	25	0	4	38	75	12	35,000	500	264,252	95,868	.....	110,000	7,996	46,456	25,500	July 9.
108	18	....	19	....	.....	13	....	4	38	36	12	4,500	390	300,000	100,000	200,000	200,000	12,000	50,000	18,000	June 17.
109	14	1	7	....	0	70	....	4	39	30	12	10,500	500	325,000	125,000	200,000	200,000	14,000	1,000	51,000	July, fourth Wednesday.
110	15	....	8	....	.....	.....	.....	3–7	42	75	20	4,000	1,000	.....	200,000	.....	.....	.....	*d*15,000	.....	July, first Wednesday.
111	....	....	....	....	.....	.....	.....	4	42	40–60	16	*1,000	.....	.....	.....	.....	.....	.....	.....	.....	
112	0	....	4	....	.....	0	0	8	40	*c*200	.....	6,500	100	.....	32,000	.....	.....	.....	.....	.....	June, last Thursday.
113	....	....	....	....	.....	.....	.....	6	42	*c*180	.....	4,060	60	.....	.....	.....	.....	.....	.....	900	July 1.
114	....	....	....	....	.....	.....	.....	....	44	25–100	20–35	2,500	.....	15,000	.....	800	.....	.....	2,000	.....	June, last Tuesday.
115	....	....	....	....	.....	.....	.....	10	46	.....	.....	9,000	1,000	.....	.....	.....	.....	.....	.....	.....	September 1.
116	3	11	8	8	.....	.....	.....	3–4	42	35–60	18	*2,500	.....	.....	33,000	.....	.....	.....	.....	0	June, third Thursday.
117	57	....	66	....	0	150	0	4	38	90	12–20	39,000	1,292	1,100,000	500,000	600,000	550,000	33,000	28,000	220,000	July 9.
118	....	....	....	....	0	0	0	7	35	60	.....	5,000	500	0	500,000	0	0	0	.....	0	June, last Thursday.
119	....	....	....	....	.....	.....	.....	4	36	60	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
120	155	....	164	....	.....	92	....	4	37	*c*350–580	.....	136,000	.....	*e*2,305,684	.....	.....	.....	*e*261,902	.....	.....	September 24.
121	15	....	13	....	0	27	....	4	39	60	14–18	13,000	500	1,044,430	149,716	.....	598,147	37,741	9,423	30,000	June 17.
122	20	....	31	....	.....	24	0	4	39	75	10–24	15,000	.....	500,000	200,000	.....	300,000	20,000	10,000	85,000	July 1.
123	....	....	....	....	.....	0	0	7	42	275	27	8,000	200	300,000	150,000	0	0	0	30,000	0	June, last Tuesday.
124	7	1	5	1	.....	.....	.....	4	40	15	12	400	75	7,750	3,500	100,000	60,000	4,000	3,002	.....	June 18.
125	1	2	0	2	.....	.....	.....	7	38	*a*	10–21	1,500	.....	290,994	83,385	207,609	188,035	8,221	3,304	0	June 24.
126	65	7	77	1	8	0	0	4	40	10	.....	22,700	800	443,000	.....	.....	.....	.....	51,000	0	June 24.
127	21	16	15	9	.....	.....	.....	4	40	*a*	12	4,500	500	240,000	120,000	120,000	100,000	10,000	5,000	0	June 18.
128	6	....	4	....	.....	.....	.....	4	38	36	12–14	1,200	.....	.....	30,000	60,000	50,000	3,500	7,000	.....	June, fourth Wednesday.
129	2	2	3	3	.....	.....	.....	4	38	18	12	2,250	50	180,000	100,000	80,000	80,000	.....	5,470	10,000	June 17.
130	6	6	8	5	.....	.....	.....	4	37	15–21	10–14	5,000	200	83,000	.....	70,000	65,000	6,050	4,000	.....	June 20.
131	6	....	2	....	.....	.....	.....	4	38	*a*	2–6	6,000	200	.....	80,000	.....	150,000	8,000	28,000	.....	June 18.
132	0	0	1	1	.....	0	0	4	39	24	11	1,772	695	119,756	45,300	66,634	56,000	6,160	19,037	0	June 30.
133	4	....	16	....	.....	.....	.....	5	40	180	18	1,000	100	80,000	50,000	.....	14,000	.....	.....	.....	September 7.
134	8	....	7	....	.....	.....	.....	5	40	60	17	2,000	.....	.....	75,000	40,000	30,000	3,000	7,000	.....	June 25.
135	17	....	18	....	3	117	0	4	36	*f*50	15–20	5,000	400	200,000	.....	.....	.....	50,000	11,700	.....	June, last Thursday.
136	10	....	5	14	.....	0	0	5	40	80	25	3,000	0	.....	120,000	0	10,000	1,000	0	0	July 23.
137	....	....	....	....	.....	.....	.....	4	40	55	15	1,000	.....	.....	10,000	.....	.....	.....	.....	.....	
138	....	....	....	....	.....	.....	.....	4	36	9	10	2,000	1,000	32,725	30,725	0	2,725	220	14,235	.....	June 30.
139	15	11	4	4	6	.....	.....	5	40	40	15	600	50	.....	100,000	25,000	.....	.....	10,000	.....	May 22.
140	....	....	....	....	.....	.....	.....	5	44	285	28	5,550	.....	.....	.....	0	.....	.....	.....	0	September 1.
141	....	....	....	....	.....	.....	.....	4	42	20–50	14	500	25	.....	35,000	.....	.....	.....	.....	.....	June 25.
142	....	....	....	....	.....	.....	.....	4	40	20	4–8	7,000	.....	.....	.....	.....	.....	.....	43,600	30,000	June 24.
143	....	....	....	....	.....	.....	.....	4–6	40	50	2–4	.....	.....	.....	40,000	100,000	60,000	4,800	3,790	.....	July, last Thursday.
144	....	....	....	....	.....	.....	.....	3–4	39	40–50	3–4	2,500	.....	.....	20,000	86,000	86,000	6,500	8,500	.....	September, second Monday.
145	....	....	....	....	.....	.....	.....	4	38	32	16	4,000	.....	75,000	.....	.....	.....	.....	.....	.....	June 17.
146	....	....	....	....	.....	.....	.....	....		30	10	1,000	100	6,000	5,000	.....	0	0	1,200	.....	June, last Friday.
147	7	10	....	....	0	0	0	5	40	40–50	25	200	10	.....	8,000	.....	0	0	5,200	0	June 10.
148	....	....	....	....	.....	.....	.....	....	40	50	16	.....	.....	20,000	20,000	.....	.....	.....	.....	.....	
149	....	....	....	....	.....	.....	.....	....	40	40	2–4	5,000	.....	175,000	75,000	100,000	.....	6,000	2,000	.....	September 3.

* From Report of the Commissioner of Education, 1872.

b Annual receipts.

a Free.

c Including board.

d Appropriation by legislature.

e Includes, library, observatory, and Bussey funds.

f Free to students residents of the State.

TABLE VIII.—*Statistics of universities and colleges for* 1873, *&c.*—Continued.

Number.	Collegiate department.					Number of scholarships.	Number of fellowships.	Number of years in course.	Number of weeks in scholastic year.	Cost of—		Volumes in library.		Corporate property, &c.							Time of commencement in 1874.
	Junior.		Senior.		Number of post-graduates.					Tuition per annum.	Board per month.	Whole number.	Increase since October 15, 1872.	Amount of property of corporation.	Value of grounds, buildings, and apparatus.	Amount of endowment.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	Aggregate amount of scholarship-funds.	
	Male.	Female.	Male.	Female.																	
	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37
150	....	....	....	....	....	....	....	....	40	$40	$16	2,000	.....	$20,000	$15,000	$15,000	.....	.....	$600	.....	June 10.
151	19	....	19	....	.....	0	0	4	44	16–40	22	501	111	.....	0	.....	.....	.....	.....	$0	September 1.
152	6	....	7	....	.....	....	....	4	40	.....	24	10,000	.....	.....	.....	.....	.....	.....	.....	.....	Wednesday before the last Thursday in June.
153	10	....	9	....	0	0	0	6	45	60	22	24,000	.....	.....	.....	0	.....	.....	.....	0	September 2.
154	5	....	7	....	.....	40	....	4	40	100	.....	2,000	.....	500,000	200,000	.....	.....	.....	80,000	40,000	June, second Thursday.
155	....	....	....	....	.....	....	....	4	39	45	14–20	.....	.....	100,000	25,000	.....	.....	.....	.....	.....	June 25.
156	....	....	....	....	.....	....	....	....	39	21	8–12	200	.....	25,000	.....	.....	.....	.....	.....	.....	June 26.
157	2	....	2	....	.....	....	....	4	39	*a*	10–18	1,200	.....	.....	160,000	.....	.....	$15,000	.....	.....	June 24.
158	....	....	....	....	2	0	0	10	40	50	23	1,500	45	20,000	23,000	0	$0	0	13,000	7,000	June 29.
159	46	....	64	....	1	110	0	4	38	70	10–16	22,300	.....	600,000	160,000	440,000	400,000	28,000	22,153	89,000	June 25.
160	....	....	....	....	.....	....	....	3–9	40	90–150	30	3,000	.....	.....	50,000	0	.....	.....	10,000	.....	July 15.
161	29	....	32	....	0	....	....	4	36	75	24–32	5,500	500	.....	.....	.....	.....	.....	.....	.....	June 17.
162	80	....	101	....	7	62	6	4	38	75	12–30	30,000	12,000	.....	550,000	750,000	850,000	54,500	25,500	64,000	June 24.
163	....	....	....	....	16	....	....	7	41	*b*400	.....	8,000	.....	.....	.....	.....	.....	.....	.....	.....	June 25.
164	13	18	8	9	12	....	....	4	39	30	12	3,300	.....	.....	70,000	70,000	60,000	4,000	4,500	.....	July 1.
165	....	....	....	....	.....	....	....	6	40	190	19	1,000	.....	.....	.....	.....	.....	.....	.....	.....	June, last Tuesday.
166	12	....	17	....	.....	....	....	4	37	*b*225	.....	2,000	50	0	140,000	0	0	0	23,000	10,000	June 18.
167	....	20	....	6	.....	0	....	4	40	*b*300	.....	877	.....	.....	196,995	.....	.....	.....	22,988	.....	June, second Wednesday.
168	2	....	1	....	0	....	....	....	....	160	4	3,000	30	.....	153,840	0	0	0	.....	.....	June 20.
169	....	....	....	....	.....	....	....	....	42	80	.....	150	.....	100,000	150,000	.....	.....	.....	10,000	.....	June 24.
170	75	....	60	....	.....	....	....	4	40	75	.....	13,970	2,185	100,000	100,000	0	0	0	33,796	16,105	September, first Monday.
171	....	....	....	....	.....	....	....	6	45	*b*200	.....	3,498	1,498	.....	.....	.....	.....	.....	.....	.....	June.
172	70	....	30	....	.....	....	....	....	44	20–50	22	3,000	.....	60,000	.....	.....	.....	.....	.....	.....	June.
173	6	3	1	1	1	8	0	4	40	30	15	891	75	61,259	38,650	51,904	51,904	1,779	1,531	0	June, last Wednesday.
174	43	....	33	....	2	50	....	4	38	60	12–18	16,000	250	614,000	350,000	.....	264,000	18,000	.....	50,000	July 2.
175	....	12	....	13	.....	....	....	4	40	*b*300	.....	4,000	900	270,000	180,000	.....	80,000	5,600	30,000	30,000	June 18.
176	13	....	4	....	.....	20	....	4	38	50	16–20	12,000	565	281,173	39,385	222,888	206,126	16,914	1,854	39,042	June 18.

177	28	....	20	....	.....	50	0	4	39	30	12	8,750	916	415,000	115,000	300,000	300,000	19,000	5,882	50,000	June 17.
178	82	4	87	3	10	512	0	4	40	45	10–25	37,000	1,300	3,600,000	693,000	2,752,500	1,102,500	80,035	25,000	0	June 25.
179	....	17	....	7	.....	0	....	4	40	*b*200	.....	2,000	20	120,000	120,000	*c*	0	0	24,237	.....	September 12.
180	47	....	39	....	5	0	5	5	38	*a*	.....	22,000	200	200,000	275,500	150,000	.....	.....	162,953	0	June, last Thursday.
181	20	....	14	....	14	16	....	4	40	60	.....	16,000	450	400,000	.....	.....	0	0	36,084	780	June 29.
182	23	....	26	....	.....	17	2	4	31	100	6–10	16,420	56	3,785,470	400,000	0	3,785,470	206,677	0	0	June, last Wednesday.
183	16	....	11	....	0	0	0	4	40	60	30	9,600	3,000	.....	345,300	0	0	0	62,343	0	June.
184	....	11	....	6	0	0	0	4	40	200	45	2,100	12	.....	.....	.....	.....	.....	20,000	0	June 24.
185	17	....	13	....	.....	.....	3	4	39	*a*	.....	3,124	76	575,850	383,000	192,850	192,850	38,000	1,664	.....	July.
186	....	44	....	42	4	*d*19	....	4	40	*b*300	.....	8,624	500	875,577	594,576	.....	281,000	19,670	169,590	.....	June 24.
187	33	....	33	....	.....	56	0	4	39	75	16–20	12,000	.....	559,682	256,857	477,671	121,529	9,554	8,356	62,050	July 1.
188	32	....	35	....	0	30	0	4	39	45	12–20	18,000	100	1,000,000	150,000	600,000	300,000	21,000	11,000	60,000	June, fourth Wednesday.
189	17	4	4	3	2	0	0	4	39	60	16–20	5,000	1,500	616,187	300,000	316,187	200,000	14,000	2,505	0	June 25.
190	....	....	....	....	.....	.....	....	4	40	40	8–10	21,700	.....	.....	150,000	.....	.....	.....	.....	.....	
191	28	....	19	....	.....	.....	....	4	38	50	10–15	7,000	.....	235,000	150,000	90,000	85,000	7,000	7,000	.....	June, last Thursday.
192	20	8	10	4	.....	.....	....	4	40	15–40	8–10	2,000	.....	.....	3,000	.....	.....	.....	3,000	.....	Jan., second Wednesday.
193	6	....	5	....	.....	.....	....	4	40	40	10	830	25	.....	15,000	11,000	.....	.....	3,000	.....	May, last Thursday.
194	21	....	9	....	.....	.....	....	4	42	66	10–13	9,000	.....	35,000	30,000	0	.....	.....	7,200	.....	June, second Thursday.
195	....	....	....	....	1	6	0	6	40	70	10–12	8,000	100	100,000	25,000	70,000	30,000	2,400	5,200	0	June, fourth Thursday.
196	2	....	1	....	.....	12	....	4	40	30	20	1,000	.....	.....	200,000	100,000	40,000	.....	.....	12,000	July, second Wednesday.
197	7	....	6	1	.....	1	....	4	37	30	7–14	7,500	.....	.....	50,000	70,000	.....	4,200	2,327	.....	September 2.
198	2	6	6	6	.....	300	....	7	39	*a*	10	560	.....	182,500	42,500	62,000	59,000	5,900	1,100	4,000	June 18.
199	5	0	1	0	0	475	0	4	41	9	7–14	600	50	90,836	34,090	12,000	36,000	3,837	2,867	24,000	
200	....	....	2	....	.....	.....	....	6	39	35	11	76	.....	16,700	8,000	7,760	7,760	640	755	.....	June 30.
201	6	....	....	....	.....	0	0	7	42	*a*	15	14,168	750	.....	170,700	0	0	0	21,000	0	June 24.
202	....	....	....	....	.....	.....	....	7	40	60	.....	12,000	50	.....	150,000	.....	.....	.....	.....	.....	June 24.
203	....	....	....	....	.....	1000	....	4	40	20	20	2,000	.....	100,000	40,000	60,000	60,000	3,600	.....	100,000	June 24.
204	....	....	....	....	.....	0	....	6	....	30	10	3,000	.....	.....	100,000	.....	.....	.....	10,000	.....	June 24.
205	48	....	44	....	0	0	0	4	38	30	18–25	10,000	100	415,000	177,000	234,000	234,000	16,000	2,500	.....	June 25.
206	9	....	10	....	.....	5	0	4	38	30	12–16	2,970	400	460,000	125,000	100,000	200,000	14,000	5,000	.....	June 25.
207	15	....	8	....	.....	.....	....	4	30	34	7–15	11,000	275	.....	100,000	190,000	140,000	.....	.....	0	June 25.
208	2	....	10	....	.....	.....	....	4	40	33	14–16	2,500	.....	100,000	20,000	80,000	35,000	3,000	4,000	.....	June 18.
209	9	....	12	....	0	.....	....	7	39	45	9–16	10,000	.....	303,000	103,000	200,000	180,000	12,700	.....	.....	July 1.
210	....	....	....	....	.....	.....	....	4	40	10	10–12	569	69	15,000	15,000	0	0	0	3,000	.....	
211	30	....	22	....	0	28	0	4	38	38	10–16	25,000	1,000	240,000	126,000	114,000	90,000	.....	.....	.....	July 1.
212	26	5	43	4	3	0	0	4	36	39	10–16	3,675	175	413,625	162,500	251,125	.....	25,650	.....	0	July 23.
213	5	....	3	....	.....	.....	....	4–5	40	40	10	3,000	400	.....	10,000	.....	.....	.....	4,000	.....	September 16.
214	....	....	....	....	.....	.....	....	4	32	24–30	8–10	1,000	50	20,000	20,000	.....	.....	.....	.....	.....	September 1.
215	31	2	25	3	.....	....	0	4	36	9	9–12	11,000	150	400,000	193,500	115,351	146,000	11,319	11,133	.....	August 5.
216	....	....	....	....	.....	.....	....	4	....	36	12	.....	.....	.....	.....	.....	.....	.....	.....	.....	June 24.
217	18	5	20	6	.....	.....	....	5	43	43	12–16	900	.....	25,000	30,000	0	0	0	5,000	0	June 20.
218	17	....	11	....	.....	.....	....	4	40	30	10–12	6,000	.....	10,000	55,000	175,000	.....	.....	.....	.....	June, last Thursday.
219	5	....	8	2	.....	.....	....	4	39	17–26	15	5,000	.....	.....	35,000	90,000	50,000	3,000	1,500	.....	June 18.
220	2	....	....	....	.....	.....	....	4	40	60	20	5,000	.....	.....	.....	.....	20,000	1,500	4,000	.....	July 1.
221	8	8	4	1	0	0	0	4	40	24	12–14	1,000	200	100,000	.....	75,000	40,000	3,500	3,000	0	June 4.
222	....	....	....	....	.....	.....	....	6	40	150–200	10–12	500	.....	.....	.....	.....	.....	.....	.....	.....	
223	....	....	....	....	.....	.....	....	....	40	20	.....	3,000	.....	50,000	75,000	.....	.....	.....	.....	.....	June 25.
224	2	3	....	....	.....	.....	....	4	40	40	16	125	.....	.....	50,000	.....	.....	.....	.....	.....	June 27.
225	25	9	28	0	.....	.....	....	4	36	45	18–30	1,800	200	.....	134,000	212,000	160,000	13,000	.....	.....	June 24.
226	....	....	....	....	.....	.....	....	4	42	14–20	6	4,000	80	60,000	60,000	10,000	10,000	600	3,000	2,300	June, third Wednesday.

a Free. *b* Including board. *c* Annual appropriation by the county. *d* Eighteen are half-scholarships.

TABLE VIII.—*Statistics of universities and colleges for* 1873, *&c.*—Continued.

Number.	Collegiate department.					Number of scholarships.	Number of fellowships.	Number of years in course.	Number of weeks in scholastic year.	Cost of—		Volumes in library.		Corporate property, &c.							Time of commencement in 1874.
	Junior.		Senior.		Number of post-graduates.					Tuition per annum.	Board per month.	Whole number.	Increase since October 15, 1872.	Amount of property of corporation.	Value of grounds, buildings, and apparatus.	Amount of endowment.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	Aggregate amount of scholarship-funds.	
	Male.	Female.	Male.	Female.																	
	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37
227	....	5	....	12	.....	.....	.....	4	40			300	.....	.....	$25,000	.....	.....	.....	.....	.....	
228	1	3	1	2	0	0	0	4	37	37	9–16	5,000	100	$178,068	75,000	$100,000	$103,068	$9,184	$7,255	$0	June 24.
229	.....	.....	.....	.....	.....	.....	.....	4–6	40	30	18	.....	.....	.....	5,000	5,000	.....	.....	.....	.....	June 24.
230	.....	.....	2	.....	.....	.....	.....	4	40	45	12–20	5,000	.....	89,000	20,000	64,000	64,000	6,000	2,000	.....	June 15.
231	.....	.....	.....	.....	.....	22½	.....	4	40	25	10–15	65	65	.....	5,000	10,000	.....	.....	3,000	11,250	June, first Wednesday.
232	21	9	8	0	0	41	.....	4	40	18–40	15	110	82	20,000	20,000	20,000	16,000	1,600	1,800	20,000	June 26.
233	7	9	6	13	.....	24	.....	4	39	45	18	5,000	.....	80,000	50,000	30,000	30,000	3,000	5,000	30,000	September, first Monday.
234	8	.....	14	.....	.....	16	.....	4	40	45	15	1,200	.....	100,000	.....	44,000	.....	2,500	5,500	16,000	June 25.
235	2	3	5	2	.....	.....	.....	4	40	40	16	.....	.....	50,000	40,000	.....	.....	.....	20,000	.....	June, last Thursday.
236	28	....	16	....	3	....	0	4	40	6	12–18	27,878	400	.....	225,000	210,000	206,000	14,050	292	.....	June, second Thursday.
237	40	....	36	....	1	.....	.....	4	39	45	14	8,200	200	.....	.....	.....	.....	.....	.....	.....	June, fourth Thursday.
238	8	....	7	....	.....	.....	.....	4	40	40–48	14	6,000	.....	30,000	33,000	.....	.....	.....	3,600	.....	July 1.
239	24	....	15	....	.....	.....	.....	4	39	50	13	18,850	350	.....	110,000	100,000	100,000	6,455	5,225	.....	June 25.
240	10	....	11	....	0	.....	.....	4	39	a425	.....	8,712	250	.....	150,000	90,700	90,700	5,004	18,048	.....	June 25.
241	28	....	14	....	.....	.....	0	4	39	39	18	13,000	50	230,000	95,000	135,000	80,000	5,200	1,400	.....	June 30.
242	26	....	14	....	.....	.....	.....	6	40	a180	.....	13,000	1,000	.....	.....	.....	.....	.....	.....	.....	June 25.
243	7	....	3	....	0	0	0	4	40	36	4	5,000	200	295,000	150,000	126,000	126,000	8,700	28,442	0	September, first Monday.
244	.....	.....	.....	.....	.....	.....	.....	5	43	.....	.....	3,000	.....	.....	.....	.....	.....	.....	.....	.....	June 24.
245	19	....	18	....	.....	8	....	4		.....	.....	3,500	.....	220,000	125,000	.....	.....	6,885	15,226	.....	September 1.
246	5	1	14	1	.....	.....	.....	4		.....	.....	12,000	16	.....	178,500	175,000	.....	9,350	.....	.....	June, third Wednesday.
247	.....	.....	.....	.....	4	0	0	7	39	a200	.....	2,000	300	60,000	.....	18,000	6,000	360	5,000	0	June 25.
248	.....	.....	.....	.....	.....	.....	.....	.....	42	32	17	600	.....	.....	30,000	.....	.....	.....	5,000	.....	June.
249	20	....	25	1	0	.....	.....	4	38	25	16	3,000	.....	.....	25,000	96,000	70,000	5,680	1,900	.....	June 11.
250	30	....	10	....	.....	0	0	6	44	80	.....	1,500	250	30,000	155,000	0	.....	.....	.....	0	June 18.
251	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	June.
252	19	....	12	....	.....	15	....	4	40	150	.....	20,000	10,000	741,083	.....	.....	.....	.....	.....	.....	
253	10	....	12	....	1	0	0	4	40	100	16–25	2,200	25	175,000	185,000	135,625	135,625	11,134	49,451	.....	June, last Thursday.
																			29,391	0	June 25.

254	8	5	3	5	4	...	...	4	40	100	25	2,000	...	...	450,000	15,000	15,000	1,000	20,000	...	June 17.
255	8	...	4	...	6	0	0	4	44	...	*b*30	3,000	500	...	250,000	...	...	5,000	30,000	...	September, first Monday.
256	26	...	9	...	...	...	...	4	39	24	10	10,000	...	75,000	75,000	200,000	189,000	11,500	3,000	...	July 1.
257	6	8	12	8	1	...	...	4	40	20	2–4	1,500	200	25,000	*c*1,200	50,000	40,000	2,000	3,500	30,000	September 2.
258	44	...	48	...	3	58	0	4	36	75	...	40,000	500	...	1,500,000	...	700,000	45,000	18,407	57,806	June 24.
259	...	...	...	...	...	16	...	4	40	40	...	8,000	...	...	50,000	200,000	...	14,000	...	...	March, last Tuesday.
260	...	...	...	...	...	...	...	...	38	*d*	10–20	30,000	...	500,000	500,000	...	75,000	500	27,500	...	June.
261	...	...	...	...	0	...	...	4	40	65	15–16	...	...	...	50,000	150,000	150,000	...	...	...	June 24.
262	...	...	...	...	...	...	...	4	32	10	...	500	...	...	40,000	...	...	...	...	...	June 5.
263	28	...	14	...	...	...	...	4	40	60	15	15,000	100	...	100,000	...	...	...	7,300	...	June, last Wednesday.
264	1	...	...	7	...	...	...	4	42	30–45	12	4,000	...	...	...	0	...	1,200	2,500	...	June, last Thursday.
265	...	...	...	...	...	...	...	...	40	50	16	...	...	20,000	15,000	...	...	...	...	...	
266	3	0	1	0	0	0	0	4	40	46–50	12	2,000	25	20,000	20,000	0	0	0	4,000	0	May 27.
267	4	...	6	...	...	...	...	4	40	40–50	12–15	...	...	...	16,000	39,000	30,000	1,800	...	...	
268	...	...	...	...	...	...	...	...	40	40–70	15	2,000	500	...	...	40,000	...	...	...	...	June, first Thursday.
269	1	...	2	...	...	...	...	4	40	...	9	5,000	...	...	...	...	...	...	...	...	June, first Wednesday.
270	...	...	...	...	...	...	...	...	40	30–60	20–25	...	...	...	30,000	40,000	...	...	6,000	...	June, third Wednesday.
271	4	...	7	...	0	...	...	4	40	30–36	10	1,200	...	125,000	126,000	50,000	9,000	...	0	0	June 17.
272	18	...	24	...	...	...	...	4	40	65	16–20	3,500	...	...	30,000	60,000	...	...	...	...	June 4.
273	6	...	7	...	...	...	...	...	40	20	8–12	2,000	...	60,000	50,000	13,500	13,500	800	...	...	May, last Thursday.
274	6	...	4	...	...	...	...	5	40	72	20–23	155	...	40,000	...	...	...	...	...	...	May.
275	28	...	24	...	...	...	...	3	40	50–60	15	5,000	...	25,000	25,000	30,000	...	...	...	...	June, second Thursday.
276	...	...	...	...	...	...	...	4	36	9	10	820	275	...	40,000	...	...	...	4,620	0	May 22.
277	...	...	...	...	...	...	...	4	37	8–10	10	875	250	...	60,000	...	...	...	...	...	May 28.
278	...	...	...	...	44	21	...	...	40	60–100	20	11,000	50	...	150,000	100,000	100,000	6,000	...	2,000	September, first Monday.
279	...	...	...	...	...	...	...	4–8	40	100	16	4,500	650	...	150,000	...	...	...	18,000	...	August 6.
280	4	...	3	...	...	...	...	4	40	30	10	620	200	...	12,000	0	...	...	...	...	May 31.
281	3	...	3	...	0	5	0	4	40	75	20	1,000	72	...	75,000	0	0	0	...	4,500	June, second week.
282	...	...	...	...	...	...	...	...	40	*a*200	20	...	...	15,000	15,000	15,000	...	...	9,000	...	September 1.
283	25	...	25	...	...	...	...	6	40	60	30	400	60	...	150,000	...	...	...	40,000	...	September, second Tuesday.
284	...	...	...	...	...	...	...	4	43	50	13	...	...	157,000	42,000	115,000	...	...	...	...	July 21.
285	...	...	...	...	...	...	...	4	40	60	12	...	...	...	...	...	...	...	...	...	
286	...	...	...	...	...	...	...	4	40	50	16	3,000	300	...	20,000	6,000	...	...	...	...	June 18.
287	...	...	...	...	0	0	0	3–6	40	30–60	12	1,300	50	...	33,000	21,000	12,000	1,000	2,000	0	June, second Wednesday.
288	8	1	2	1	...	0	0	4–8	43	40–51	12–15	0	0	...	...	0	...	0	0	...	June.
289	5	7	4	...	...	...	...	4	40	20–40	15	...	...	...	20,000	...	0	0	0	...	June, last Thursday.
290	3	4	1	4	8	...	...	4	40	40	15	1,500	...	106,000	34,000	40,000	15,000	700	7,200	...	June 18.
291	...	...	...	...	...	...	...	...	40	33–53	...	...	...	40,000	18,223	10,633	...	...	6,000	...	
292	...	...	...	...	0	0	0	4	40	50	15	...	...	...	20,000	0	0	0	5,000	0	June 18.
293	9	2	10	0	0	15	0	4	39	45	20	15,000	450	250,000	130,000	200,000	200,000	12,000	10,000	...	July 9.
294	10	...	13	...	...	48	...	4	38	65–70	14	12,000	200	280,000	100,000	180,000	180,000	12,600	2,384	48,000	July 15.
295	...	...	3	...	...	0	0	4	36	*a*300	...	3,500	300	20,000	...	0	0	0	3,500	0	June 25.
296	...	...	...	...	...	...	...	5	40	75	12	10,000	100	50,000	40,000	25,000	25,000	1,800	20,000	...	June 24 and 25.
297	...	...	...	...	...	...	...	...	37	...	20	40,000	...	...	...	...	...	...	...	...	October 1.
298	23	...	22	...	...	...	...	...	40	60	10–20	4,580	0	...	130,000	...	...	...	...	...	June 17.
299	14	...	17	...	0	0	0	4	40	60	14–17	6,600	200	...	75,000	85,000	82,000	5,000	...	0	June 11.
300	...	...	...	...	2	12	2	3–5	41	100–115	20–25	10,000	...	...	150,000	200,000	200,000	...	14,000	...	June 25.
301	...	...	...	...	0	0	0	3–5	39	70	10–15	6,000	500	...	100,000	200,000	100,000	8,000	10,000	0	July 1.
302	21	...	13	...	7	...	...	4	40	60	10	8,000	1,000	60,000	40,000	...	...	...	12,000	...	June, third Wednesday.
303	...	...	...	...	...	15	...	4	38	30	10–18	6,000	...	...	60,000	75,000	60,000	4,200	1,000	6,000	July 4.

a Including board. *b* Including tuition. *c* Apparatus. *d* Free.

TABLE VIII.—*Statistics of universities and colleges for* 1873, *&c.*—Continued.

Number.	Collegiate department.					Number of scholarships.	Number of fellowships.	Number of years in course.	Number of weeks in scholastic year.	Cost of—		Volumes in library.		Corporate property, &c.							Time of commencement in 1874.
	Junior.		Senior.		Number of post graduates.					Tuition per annum.	Board per month.	Whole number.	Increase since October 15, 1872.	Amount of property of corporation.	Value of grounds, buildings, and apparatus.	Amount of endowment.	Amount of productive funds.	Income from productive funds.	Receipts for last year from all other sources.	Aggregate amount of scholarship-funds.	
	Male.	Female.	Male.	Female.																	
	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37
304	15	....	26	....	2	16	0	4	38	$40	$8–16	2,000	0	$15,000	$250,000	$100,000	.....	$6,000	$8,000	$8,000	June, third Thursday.
305	.....	.....	.....	.....	.....	.....	.....	4	40	32	10	500	0	15,000	15,000	0	$0	0	.....	.....	July.
306	6	....	7	....	0	....	0	4	40	30	12–16	3,000	100	150,000	.....	.....	.....	b16,000	1,000	.....	June, third Wednesday.
307	12	2	10	2	0	0	0	4	38	21	15–18	6,500	.....	198,203	125,350	.....	67,523	3,508	6,338	.....	June, last Thursday.
308	5	....	9	....	0	24	0	4	39	36	10–20	7,130	87	225,000	92,000	90,000	115,000	10,500	7,000	12,000	July 1.
309	0	2	0	2	0	0	0	2–4	39	21–27	12	4,500	10	35,000	12,000	10,000	10,000	900	2,150	0	June 25.
310	13	1	6	....	0	....	....	4	38	18	8	6,000	1,200	.....	.....	.....	216,519	15,186	.....	.....	June 18.
311	6	3	2	2	.....	.....	.....	2–6	39	24–33	7–14	1,800	300	43,575	34,900	4,225	4,225	200	2,830	.....	July 1.
312	20	....	20	....	0	.....	.....	.....	48	a230	.....	3,800	1,105	.....	.....	0	.....	.....	.....	.....	June 30.
313	16	....	18	....	.....	.....	.....	4	39	a427	.....	2,800	300	0	200,000	0	.....	.....	75,329	26,000	July 8.
314	6	4	11	5	0	0	0	4	39	24	10	3,000	.....	115,000	65,000	50,000	38,000	3,800	.....	0	June, last Wednesday.
315	10	.....	.....	.....	.....	.....	.....	.....	42	a180	.....	.....	.....	.....	50,000	.....	.....	.....	.....	.....	September 1.
316	4	....	1	....	1	.....	.....	4	40	30	12	2,000	200	65,000	35,000	30,000	.....	.....	7,500	.....	June, last Wednesday.
317	8	....	14	....	0	.....	.....	4–7	44	a325	.....	30,000	.....	.....	400,000	0	0	0	.....	0	June, last Thursday.
318	.....	.....	.....	.....	.....	.....	.....	4	40	60	18	5,750	750	350,000	.....	.....	.....	.....	.....	.....	June, last Wednesday.
319	.....	.....	.....	.....	.....	.....	.....	7	44	48	.....	10,000	.....	300,000	300,500	0	.....	.....	.....	.....	September, first Monday.
320	5	....	1	1	.....	.....	.....	4	37	9	13	7,850	.....	1,051,164	.....	.....	100,000	24,000	8,500	.....	
321	6	....	3	....	.....	.....	.....	2–4	39	150	.....	1,021	317	.....	.....	0	.....	.....	.....	.....	
322	.....	.....	.....	.....	.....	.....	.....	3	40	40	32	2,020	795	.....	.....	.....	.....	.....	.....	.....	
323	.....	.....	.....	.....	.....	.....	.....	4	40	20–30	16–20	125	.....	65,000	50,000	.....	15,000	2,000	1,000	.....	
324	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	650	200	.....	.....	.....	.....	.....	.....	.....	September 1.

a Including board.

b Appropriation by legislature.

Colleges from which no information has been received.

Name.	Location.	Name.	Location.
La Grange College	La Grange, Ala	Shaw University	Holly Springs, Miss.
Petaluma College	Petaluma, Cal	Jefferson College*	Washington, Miss.
San Rafael College	San Rafael, Cal	Thayer College	Kidder, Mo.
Washington College*	Washington Corners, Cal.	Martin Luther College	Buffalo, N. Y.
Christ's College	Montpelier, Ga	St. John's College*	Fordham, N. Y.
Parsons College*	Cedar Rapids, Iowa	Harlem Springs College	Harlem Springs, Ohio.
College of the Immaculate Conception.*	New Orleans, La	St. Louis College	Louisville, Ohio.
Jefferson College.	St. Michael, La	Oregon State University	Eugene City, Oreg.
Loyola College*	Baltimore, Md	Philomath College	Philomath, Oreg.
Mt. St. Mary's College	Emmittsburg, Md	Maimonides College	Philadelphia, Pa.
Borromeo College	Pikesville, Md	Knoxville University†	Knoxville, Tenn.
Semple-Broaddus College	Centre Hill, Miss	Franklin College	Nashville, Tenn.
		St. Mary's College	San Antonio, Tex.

* Known to be in existence. †Not yet organized.

MEMORANDA.

Name.	Location.	Remarks.
McKenzie College	Batesville, Ark	Closed.
Union College	San Francisco, Cal	Not in existence.
Sonoma College	Sonoma, Cal	Charter withdrawn and college closed in 1872.
Oglethorpe University	Atlanta, Ga	Suspended in 1873.
St. Aloysius College	East St. Louis, Ill	Suspended in 1873.
Freeport College	Freeport, Ill	Closed.
Mendota College	Mendota, Ill	Closed in 1870, to be re-opened in 1874.
Quincy College	Quincy, Ill	See Table V.
Jubilee College	Robin's Nest, Ill	See Table X.
St. Patrick's College	Ruma, Ill	Merged in the College of the Sacred Heart of Jesus.
Dunkard College	Bourbon, Ind	Suspended indefinitely.
Salem College	Bourbon, Ind	Closed.
Brookville College	Brookville, Ind	Closed.
Howard College	Kokoma, Ind	Suspended in 1873.
Valparaiso College	Valparaiso, Ind	Changed into Northern Indiana Normal School, see Table III.
Griswold College	Davenport, Iowa	Suspended in 1873.
Fairfield College	Fairfield, Iowa	See Table V.
Augusta College	Augusta, Kentucky	Closed.
Thomson University	Baldwin, La	Merged in New Orleans University.
Mt. Lebanon University	Mt. Lebanon, La	Merged in a male and female school in 1872.
Calvert College	New Windsor, Md	Temporarily suspended.
College of St. Philip Néri	Detroit, Mich	Closed.
Oakland College	Oakland, Miss	Merged in Alcorn University, see Table IX.
Alcorn University	Jackson, Miss	See Table IX.
Jefferson City College	Jefferson, City, Mo	Closed.
Johnson Male and Female College	Macon City, Mo	Suspended.
Bethel College	Palmyra, Mo	Changed to Ingleside Female Seminary, see Table VII.
St. Charles College	St. Charles, Mo	See Table V.
Congregational College	Fontanelle, Nebr	Suspended.
St. Louis College	New York, N. Y	Not in existence.
St. Joseph's College	Rhinecliff, N. Y	Closed.
Ohir College	Iredell County, N. C	Closed and merged in an academy.
Miami University	Oxford, Ohio	Suspended.
Oregon College	Oregon City, Oreg	Closed.
Avery College	Allegheny City, Pa	Suspended.
Andalusia College	Andalusia, Pa	See Table V.
Moravian College	Bethlehem, Pa	See Table X.
Lehigh University	South Bethlehem, Pa	See Table IX.
Jonesboro' College	Jonesboro', Tenn	Not in existence.
Virginia Military Institute	Lexington, Va	See Table IX.
St. John's College	Norfolk, Va	See Table X.
St. Vincent's College	Wheeling, W. Va	See Table V.
Wayland University	Beaver Dam, Wis	Closed as such. Continued as a preparatory school for Chicago University, see Table VI.
Carroll College	Waukesha, Wis	See Table V.
Santa Fé University	Santa Fé, N. Mex	Closed.

TABLE IX.—PART I.—*Statistics of schools of science (mining, engineering, agricultural, &c.) for 1873, endowed by the national land-grant; from replies to inquiries made by the United States Bureau of Education.*

Number.	Name.	Location.	Date of charter.	Date of organization.	President.	Corps of instruction.		Preparatory department.			Scientific department.								
						Resident professors.	Other instructors.	Instructors.	Stud'ts.		Total number of students.	Number in regular course.							
									Male.	Female.		First year.		Second year.		Third year.		Fourth year.	
												Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1	Agricultural and Mechanical College of Alabama.	Auburn, Ala	1872	1872	Rev. I. T. Tichenor	6	...	....	....	....	102	....	....	....	....	....	....	....	....
2	Arkansas Industrial University	Fayetteville, Ark	1872	1872	Gen. A. W. Bishop, A. M.	4	1	1	(188)		40	20	....	12	3	....	....	....	....
3	Agricultural, Mining, and Mechanical Arts College, (University of California.)	Berkeley, Cal	1868	1869	Daniel C. Gilman, A. M.	a20	....	0	0	0	....	....	....	....	....	....	....	....	....
4	Sheffield Scientific School of Yale College	New Haven, Conn	....	1846	Rev. N. Porter, D.D., LL.D.	15	16	....	....	....	242	82	....	66	....	37	....	....	....
5	Agricultural department of Delaware College.	Newark, Del	1867	1870	W. H. Purnell, A. M.	6	0	....	....	....	21	3	7	5	3	1	....	....	....
6	Florida *b*																		
7	Georgia State College of Agriculture and Mechanic Arts.	Athens, Ga	1872	1872	William Le Roy Brown	8	3	0	0	0	95	35	....	25	....	26	....	15	....
8	North Georgia Agricultural College *c*	Dahlonega, Ga																	
9	Illinois Industrial University	Urbana, Ill	1867	1867	J. M. Gregory, LL. D	10	2	7	....	....	412	115	32	92	28	50	11	25	2
10	Purdue University, (Agricultural College *b*).	La Fayette, Ind	....	....	Richard Owen, D.D., LL.D.	....	....	....	....	....	....	....	....	....	....	....	....	....	....
11	Iowa State Agricultural College	Ames, Iowa	1858	1868	A. S. Welch, LL.D	9	8	0	0	0	263	97	51	31	17	24	7	4	12
12	Kansas State Agricultural College	Manhattan, Kan	1863	1863	J. A. Anderson	11	3	1	74	39	107	18	5	10	4	1	2	5	1
13	Agricultural and Mechanical College, (Kentucky University.)	Lexington, Ky	1866	1866	James K. Patterson, A. M	9	....	2	67	....	181	....	....	....	....	....	....	....	....
14	Agricultural and Mechanical College of Louisiana. *b*																		
15	Maine State College of Agriculture and Mechanic Arts.	Orono, Me	1865	1868	Rev. C. F. Allen, D. D	7	4	....	....	....	103	32	2	40	1	20	0	6	1
16	Maryland Agricultural College	College Station, Prince George's County, Md.	1856	1858	Gen. Samuel Jones	5	1	2	....	....	130	....	....	....	....	....	....	....	....
17	Massachusetts Agricultural College	Amherst, Mass	1863	1867	William S. Clark, Ph. D	9	9	....	....	....	95	22	....	27	....	22	....	12	....

18	Massachusetts Institute of Technology	Boston, Mass	1861	1861	J. D. Runkle, Ph. D., LL.D.	20	16	....	....	....	353	131	....	92	....	69	....	56	....
19	Michigan State Agricultural College	Lansing, Mich	1855	1857	T. C. Abbott, LL.D	6	4	0	0	0	143	52	....	24	....	22	....	17	....
20	College of Agriculture and the Mechanic Arts,*d* (University of Minnesota.)	Minneapolis, Minn	1851	1868	W. W. Folwell, A. M	....	....	....	....	....	....	....	....	....	....	....	....	....	....
21	College of Agriculture and Mechanic Arts.	Oxford, Miss	....	1871	Rev. J. N. Waddel, D. D.	10	....	1	3	0	....	....	....	....	....	....	....	....	....
22	Alcorn University	Rodney, Miss	1871	1872	Rev. H. R. Revels, D. D., G. C. Swallow, LL. D., dean.	6	....	5	179	....	....	....	....	....	....	....	....	....	....
23	Missouri Agricultural and Mechanical Col.	Columbia, Mo	1870	1870	D.Read, LL.D., president; C. P. Williams, Ph. D., director.	8	3	2	....	....	138	93	19	19	0	0	0	7	0
24	Missouri School of Mines and Metallurgy	Rolla, Mo	1870	1871	D. Read, LL. D., president.	6	1	1	47	6	30	13	....	6	....	3	....	....	....
25	Agricultural College, (University of Nebraska.)	Lincoln, Neb	....	1872	S. R.Thompson, A.M., dean.	2	....	2	....	....	....	....	....	....	....	....	....	....	....
26	College of Agriculture,*b* (University of Nevada.)	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
27	New Hampshire College of Agriculture and Mechanic Arts, (Dartmouth Col.)	Hanover, N. H	1866	1868	Rev. A. D. Smith, D. D., LL. D.	2	11	....	....	....	21	....	....	....	....	....	....	....	....
28	Scientific School of Rutgers College	New Brunswick, N. J	1864	1865	Rev. W. H. Campbell, D.D., LL.D.	10	1	0	0	0	50	23	....	10	....	15	....	....	....
29	College of Agriculture and Mechanic Arts,	Ithaca, N. Y	1865	1868	Rev. A. D. White, LL.D	20	23	0	0	0	406	128	11	100	8	69	3	75	2
30	Agricultural and Mechanical College, (University of North Carolina)*e*	Chapel Hill, N. C	1789	1795	Solomon Pool	....	....	....	....	....	....	....	....	....	....	....	....	....	....
31	Ohio Agricultural and Mechanical College	Columbus, Ohio	1870	1873	Edward Orton	7	0	0	0	0	....	....	....	....	....	....	....	....	....
32	Corvallis State Agricultural College	Corvallis, Oreg	1868	....	B. L. Arnold	4	....	....	....	....	44	....	....	....	....	....	....	....	....
33	Pennsylvania State College*f*	Agricultural Coll. P.-O., Pa	1855	1859	Rev. J. Calder, D. D.	8	....	3	66	22	62	23	....	22	2	6	0	9	....
34	Agricultural and scientific department, Brown University.*g*	Providence, R. I	....	....	Rev. E. G. Robinson, D. D., LL. D.	....	....	....	....	....	....	....	....	....	....	....	....	....	....
35	South Carolina Agricultural College and Mechanical Institute, (Claflin Univ.)	Orangeburg, S. C	1872	1872	Rev. A. Webster, D. D	3	1	3	45	48	105	16	11	....	....	....	....	....	....
36	Tennessee Agricultural College, (East Tennessee University.)	Knoxville, Tenn	1869	1869	Rev. T. W. Humes, S. T. D.	7	4	4	92	0	39	23	0	11	0	5	0	....	....
37	Agricultural and Mechanical College of Texas.	Bryan, Texas	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
38	University of Vermont and State Agricultural College.	Burlington, Vt	1865	1865	M. H. Buckham, A. M	6	1	0	0	0	36	9	2	5	2	4	0	7	0
39	Virginia Agricultural and Mechanical Coll.	Blacksburg, Va	1872	1872	C. L. C. Minor, M. A	6	....	....	....	....	157	....	....	....	....	....	....	....	....
40	Hampton Normal and Agricultural Inst	Hampton, Va	1870	1870	Rev. George Whipple	....	22	2	12	8	180	....	....	50	28	51	26	12	12
41	Agricultural department of West Virginia University.	Morgantown, W. Va	1867	1867	Rev. Alex. Martin, D. D	5	0	3	70	0	44	22	0	3	0	0	0	6	0
42	College of Arts, (University of Wisconsin)	Madison, Wis	1858	1866	Prof. Jno. Bascom, A. M	10	....	4	42	30	244	58	19	33	17	15	9	19	14
43	United States Military Academy	West Point, N. Y	....	....	Col. Thos. H. Ruger, sup't	42	....	....	....	....	217	74	....	56	....	44	....	43	....
44	United States Naval Academy	Annapolis, Md	....	....	Rear-Admiral J. L. Worden, sup't.	11	46	....	....	....	280	116	....	56	....	40	....	29	....

a Includes professors in classic department.
b College not yet established.
c Statistics included in those of the Georgia State College of Agri. and Mech. Arts.
d No separate organization.
e Suspended since 1871.
f Formerly called the Agricultural College of Pennsylvania.
g No separate organization.

TABLE IX.—PART I.—*Statistics of schools of science (mining, engineering, agricultural, &c.) for* 1873, *&c.*—Continued.

Number.	Name.	Scientific department.		Number of State-scholarships.	Number of other free scholarships.	Number of years in course.	Number of weeks in scholastic year.	Annual cost of tuition.	Volumes in library.		Corporate property, &c.					Date of commencement in 1874.
		Number in partial course.	Number of post-graduates.						Whole number.	Increase since October 15, 1872.	Amount of endowment or of productive funds.	Amount of property of corporation.	Value of grounds, buildings, and apparatus.	Income from productive funds.	Receipts for last year from all other sources.	
	1	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
1	Agricultural and Mechanical College of Alabama.	....	1	130	...	4	40	$50	.....	.....	$223,500	.....	$50,000	$17,800	$3,000	July 8.
2	Arkansas Industrial University	5	0	115	35	4	40	.....	150	.....	130,000	$225,000	*a*	10,400	50,000	July 3.
3	Agricultural, Mining, and Mechanical Arts College, (University of California.)	....	....	0	0	4	39	0	10,500	5,000	179,709	.....	.....	5,370	.....	July 22.
4	Sheffield Scientific School of Yale College	20	37	.....	....	3	....	150	.....	.....	.....	*b*281,225	.....	.....	.....	June 23.
5	Agricultural department of Delaware College.	2	0	30	0	3	40	60	6,000	.....	81,000	60,000	50,000	4,860	2,000	June, first Wednesday.
6	Florida *c*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
7	Georgia State College of Agriculture and Mechanic Arts.	0	0	219	50	4	44	100	13,000	200	243,000	.....	225,000	27,000	29,000	August, first Wednesday.
8	North Georgia Agricultural College *d*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
9	Illinois Industrial University	55	2	0	0	4	36	0	9,000	300	319,000	849,980	.....	28,000	15,077	June 6.
10	Purdue Univer'y, (Agricultural College *d*[1])	.....	.....	.....	.....	.....	.....	.....	.....	.....	340,000	650,000	170,000	19,000	79,000	
11	Iowa State Agricultural College	19	1	0	0	4	38	0	3,000	100	720,000	945,000	225,000	35,000	0	March 4.
12	Kansas State Agricultural College	60	1	.....	....	6	39	0	3,000	70	185,469	457,807	76,888	23,000	8,000	June 24.
13	Agricultural and Mechanical College, (Kentucky University.)	.....	.....	300	....	4	40	*e*0	20,000	.....	165,000	.....	275,000	9,900	7,089	June 11.
14	Agricultural and Mechanical College of Louisiana. *c*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
15	Maine State College of Agriculture and Mechanic Arts.	1	....	.....	....	4	38	0	1,500	600	124,000	.....	150,000	8,000	22,000	August 5.
16	Maryland Agricultural College	.....	....	60	....	4	40	0	.....	.....	112,200	50,000	100,000	6,747	*f*6,000	September 15.
17	Massachusetts Agricultural College	10	2	0	1	4	39	75	4,000	100	250,000	500,000	250,000	15,000	10,000	July 15.
18	Massachusetts Institute of Technology	....	5	0	6	4	35	200	2,000	.....	200,000	500,000	.....	.....	49,000	
19	Michigan State Agricultural College	25	3	....	....	4	39	*g*0	2,800	125	*h*207,500	.....	.....	11,039	15,500	November 12.

20	College of Agriculture and the Mechanic Arts,h^1 (University of Minnesota.)	....	....	0	0	2.6	38	0	.....	.....	160,181	.....	.....	8,478	.....	
21	College of Agriculture and Mechanic Arts	....	....	118	0	4	36	0	5,000	400	.....	.....	200,000	50,000	.....	Last Thursday in June.
22	Alcorn University	....	....	.....	.....	4	40	$i0$	5,000	.....	134,900	....	100,000	9,852	i^1 50,000	June, third Wednesday.
23	Missouri Agricultural and Mechanical Col.	0	0	.....	.....	4	40	20	200	50	.....	.....	.....	9,000	.....	June 24.
24	Missouri School of Mines and Metallurgy.	8	0	0	0	3	40	20	1,200	780	j100,000	.....	k12,000	12,500	300	June 17.
25	Agricultural College, (University of Nebraska.)	....	....	.....	.....	2.4	39	0	75	.....	.....	.....	.....	.....	.....	June 24.
26	College of Agriculture,c (University of Nevada.)	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
27	New Hampshire College of Agriculture and Mechanic Arts, (Dartmouth Col.)	1	0	12	38	3	30	30	1,200	200	138,000	.....	73,625	4,800	17,000	April 15.
28	Scientific School of Rutgers College	0	2	40	0	4	36	75	5,000	500	l	l	l	l	6,960	June 17.
29	College of Agriculture and Mechanic Arts, &c., (Cornell University.)	....	10	512	....	4	40	45	.....	.....	.....	.....	.....	.....	.....	June 25.
30	Agricultural and Mechanical College, (University of North Carolina.)l^1	....	....	.....	.....	4	40	40	.....	.....	.....	.....	150,000	.....	.....	
31	Ohio Agricultural and Mechanical College.	30	....	200	....	4–6	40	24	.....	.....	500,000	350,000	300,000	30,000	.....	
32	Corvallis State Agricultural College	....	....	4	.....	.....	40	30	.....	.....	.....	.....	.....	.....	5,000	June 15.
33	Pennsylvania State College m^1	....	0	....	3	4	40	0	2,000	0	500,000	500,000	300,000	30,000	14,000	July 30.
34	Agricultural and scientific department, Brown University.h^1	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
35	South Carolina Agricultural College and Mechanical Institute, (Claflin Univ.)	78	....	.....	.....	4	32	0	500	.....	.....	.....	40,000	.....	.....	June 5.
36	Tennessee Agricultural College, (East Tennessee University.)	0	0	275	3	4	40	36	.....	.....	396,000	.....	.....	22,500	.....	June 17.
37	Agricultural and Mechanical College of Texas.	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
38	University of Vermont and State Agricultural College.	7	0	0	15	4	39	45	15,000	450	143,000	.....	.....	8,580	.....	July 9.
39	Virginia Agricultural and Mechanical Coll.	....	....	132	....	3	40	30	.....	.....	225,000	.....	.....	.....	.....	Second Wednesday in Aug.
40	Hampton Normal and Agricultural Inst ..	0	1	100	....	3	37	0	1,190	120	40,000	120,000	100,000	2,500	65,500	October 1.
41	Agricultural department of West Virginia University.	13	0	36	0	4	40	30	3,000	100	110,000	.....	80,000	6,600	2,000	Third Wednesday in June.
42	College of Arts, (University of Wisconsin) .	58	2	100	48	4	38	18	6,000	1,200	225,309	.....	200,000	15,771	29,444	June 18.
43	United States Military Academy	....	....	.....	.....	4	52	.....	.....	.....	.....	.....	.....	.....	.....	
44	United States Naval Academy	m39	....	.....	.....	4	52	.....	.....	.....	.....	.....	.....	.....	.....	

a Buildings are not completed.
b From report of the treasurer for the year ended May 31, 1873.
c College not yet established.
d Statistics included in those of the Georgia State College of Agricul. and Mech. Arts.
d^1 Will open for the reception of students March 1, 1874.
e $5 for non-residents.
f Annually from the State
g Free to State students; $20 for others.
h Also 171,074 acres of land.
h^1 No separate organization.
i Non-residents, $15.
i^1 Annual appropriation in State-warrants worth 80 cents on the dollar.
j Also 8,000 acres of land.
k Apparatus.
l Reported with classic department.
l^1 Suspended since 1871.
m^1 Formerly called the Agricultural College of Pennsylvania.
m Cadet-engineers.

TABLE IX.—PART II.—*Statistics of schools and of collegiate departments of science, (mining, engineering, &c.,) for 1873, not endowed with the national grant of lands; from replies to inquiries made by the United States Bureau of Education.*

Number.	Name.	Location.	Date of charter.	Date of organization.	President.	Corps of instruction.		Preparatory department.			Scientific department.								
						Resident professors.	Other instructors.	Instructors.	Stud'ts.		Total number of students.	Number in regular course.							
									Male.	Female.		First year.		Second year.		Third year.		Fourth year.	
												Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1	Illinois Agricultural College	Irvington, Ill	1861	1866	Rev. A. C. Hillman	4	....	2	97	59	58	30	25	2	....	....	....	1	....
2	Scientific department of Bowdoin College	Brunswick, Me	....	1872	J. L. Chamberlain, LL. D.	*a*	*a*	....	....	....	78	30	0	20	0	18	0	10	0
3	Lawrence Scientific School, (Harvard University.)	Cambridge, Mass	....	1848	C. W. Eliot, LL. D	16	6	....	....	....	42	....	....	....	....	....	....	....	....
4	Worcester County Free Institute of Industrial Science.	Worcester, Mass	1865	1868	C. O. Thompson, A. M., principal.	8	2	....	16	....	105	....	....	53	0	29	0	20	0
5	Polytechnic dep't of Washington Univ	St. Louis, Mo	1853	1857	Rev. W. G. Eliot, D. D	11	1	....	....	....	38	11	....	9	....	10	....	6	....
6	Chandler Scientific Dep't Dartmouth Coll.	Hanover, N. H	....	1852	Rev. A. D. Smith, D. D., LL. D.	12	8	0	0	0	84	31	....	14	....	16	....	18	....
7	Thayer School of Civil Engineering, Dartmouth College.	Hanover, N. H	....	1871	R. Fletcher, A. M., prof. of civil engineering.	2	1	0	0	0	7	4	0	1	0	....	....	....	....
8	Stevens Institute of Technology	Hoboken, N. J	1870	1871	Henry Morton, Ph. D	7	0	5	35	....	70	30	0	24	0	16	0	....	....
9	J. C. Green School of Science	Princeton, N. J	....	1873	Rev. J. McCosh, D. D., LL. D.	6	....	0	0	0	14	13	....	....	....	....	....	....	....
10	Brooklyn Collegiate and Polytechnic Inst.	Brooklyn, N. Y	1854	1855	D. H. Cochran, Ph. D., LL. D.	10	0	....	43	0	47	25	0	12	0	4	0	2	0
11	School of Mines of Columbia College	New York, N. Y	1754	1864	F. A. P. Barnard, S. T. D., L. H. D.	10	7	8	44	0	118	68	0	17	0	10	0	....	0
12	Department of Science, University of City of New York.	New York, N. Y	....	1871	H. Crosby, D. D,, LL. D	8	0	....	....	....	94	28	0	28	0	15	0	23	0
13	Engineering School of Union College	Schenectady, N. Y	....	1845	Rev. E. N. Potter, D. D	8	....	....	....	....	35	....	....	....	....	....	....	....	....
14	Rensselaer Polytechnic Institute	Troy, N. Y	1826	1824	Hon. James Forsyth	7	6	....	....	....	209	88	....	53	....	39	....	18	....
15	Scientific dep't of Denison University *a*	Granville, Ohio	1831	1831	F. O. Marsh, acting	4	1	3	64	....	6	....	....	4	....	2	....	....	....
16	Scientific dep't of Oberlin College	Oberlin, Ohio	1834	1833	Rev. J. H. Fairchild, D. D	6	5	....	....	....	*b*214	32	63	8	28	5	25	3	17
17	Toledo University of Arts and Trades *c*	Toledo, Ohio	....	....		....	....	....	....	....	....	....	....	....	....	....	....	....	....

18	Scientific dep't of Willamette University*	Salem, Oreg	....	1851	T. M. Gatch, A. M	5	....	....	....	....	79	17	10	12	12	8	12	2	6
19	Scientific dep't of Villanova College	Bryn Maur, Pa	1848	1842	Very Rev. T. Galberry, O. S. A.	4	2	2	30	0	60	15	....	10	....	9	....	6	....
20	Pardee Scientific Dep't, Lafayette College	Easton, Pa	1826	1865	Rev. W. C. Cattell, D. D	16	9	0	0	0	*e*	....	....	....	....	....	....	....	....
21	Franklin Institute	Philadelphia, Pa	1824	1824	Coleman Sellers	*d*	....	....	....	....	*d*	....	....	....	....	....	....	....	....
22	Polytechnic College of State of Pennsylvania.	Philadelphia, Pa	....	....		....	....	....	....	....	....	....	....	....	....	....	....	....	....
23	Scientific dep't of University of Pennsylvania.	Philadelphia, Pa	1755	1872	J. P. Leslie, LL. D., dean	13	3	....	....	....	126	39	....	39	....	9	....	7	....
24	Wagner Free Institute of Science	Philadelphia, Pa	....	1855	William Wagner, LL. D	10	0	....	....	....	900	....	....	....	....	....	....	....	....
25	Scientific School of Lehigh University	South Bethlehem, Pa	1866	1866	H. Coppée, LL. D	6	8	....	....	....	147	50	0	38	0	17	0	15	0
26	Scientific dep't of University of Virginia	Charlottesville, Va	....	1819	J. P. Harrison, M.D., chairman of faculty.	....	....	....	....	....	317	....	....	....	....	....	....	....	....
27	Scientific dep't of Washington and Lee University.	Lexington, Va	....	....	Gen. G. W. C. Lee	....	....	....	....	....	46	....	....	....	....	....	....	....	....
28	Virginia Military Institute	Lexington, Va	1839	1839	F. H. Smith, LL. D	12	7	....	....	....	260	....	....	....	....	....	....	....	....
29	New Market Polytechnic Institute	New Market, Va	1870	....	Prof. Ben. Hyde Benton	....	....	....	....	....	....	....	....	....	....	....	....	....	....

* From Report of the Commissioner of Education, 1872.
a Reported with classic department.
b Includes ladies' department.
c Not yet organized.
d Instruction is given by lectures; there are no regular classes.

TABLE IX.—PART II.—*Statistics of schools and of collegiate departments of science, (mining, engineering, &c.,) for* 1873, *&c.*—Continued.

Number.	Name.	Scientific department.		Number of State-scholarships.	Number of other free scholarships.	Number of years in course.	Number of weeks in scholastic year.	Annual cost of tuition.	Volumes in library.		Corporate property, &c.					Date of commencement in 1874.
		Number in partial course.	Number of post-graduates.						Whole number.	Increase since October 15, 1872.	Amount of endowment or of productive funds.	Amount of property of corporation.	Value of grounds, buildings, and apparatus.	Income from productive funds.	Receipts for last year from all other sources.	
	1	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
1	Illinois Agricultural College	.....	.....	.....	10	4	40	.....	500	.....	$30,000	$75,000	$25,000	$1,500	$2,500	July 3.
2	Scientific department of Bowdoin College	0	0	.....	.....	4	38	.....	.....	.....	.....	.....	.....	.....	.....	July 9.
3	Lawrence Scientific School, (Harvard University.)	.....	.....	.....	.....	4	.....	$150	.....	.....	.....	228,784	.....	.....	*a*20,813	June 24.
4	Worcester County Free Institute of Industrial Science.	0	3	20	3	3½	42	100	500	100	367,000	200,000	.....	24,000	1,400	July 29.
5	Polytechnic dep't of Washington Univ	2	0	0	.....	4	40	100	.....	.....	.....	.....	.....	.....	.....	June 13.
6	Chandler Scientific Dep't, Dartmouth College.	5	.....	*b*	0	4	40	60	1,200	500	120,000	.....	.....	8,000	4,000	June 24.
7	Thayer School of Civil Engineering, Dartmouth College.	0	2	0	0	2	40	60	2,000	50	71,000	.....	*c*1,700	3,500	3,612	June 24.
8	Stevens Institute of Technology	0	.....	.....	7	4	38	75	7,000	1,000	650,000	500,000	500,000	40,000	5,000	September 17.
9	J. C. Green School of Science	.....	1	.....	.....	3	38	125	.....	.....	200,000	.....	125,000	7,000	.....	June 24.
10	Brooklyn Collegiate and Polytechnic Inst.	0	4	0	0	4	40	160	3,000	30	0	.....	153,841	.....	6,130	June 20.
11	School of Mines of Columbia College	23	0	0	.....	3	34	200	4,000	300	0	.....	*c*87,750	0	0	June.
12	Department of Science, University of City of New York.	.....	.....	.....	.....	4	41	0	.....	.....	*d*	*d*	*d*	*d*	*d*	June 20.
13	Engineering School of Union College	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
14	Rensselaer Polytechnic Institute	11	.....	.....	.....	4	40	200	3,000	200	.....	100,000	75,000	.....	30,000	June 17.
15	Scientific dep't of Denison University *d*	.....	.....	.....	.....	3	40	.....	.....	.....	.....	.....	.....	.....	.....	Last Thursday in June.
16	Scientific dep't of Oberlin College	33	0	0	0	4	36	9	*d*	*d*	*d*	*d*	*d*	*d*	*d*	August 5.
17	Toledo University of Arts and Trades *e*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
18	Scientific dep't of Willamette University*	.....	.....	.....	.....	4	39	36	.....	.....	40,000	.....	.....	.....	.....	.....
19	Scientific dep't of Villanova College	20	0	0	0	4	44	300	2,000	500	0	.....	250,000	5,000	30,000	September, first Monday.
20	Pardee Scientific Dep't, Lafayette College	.....	.....	0	.....	4	39	45-75	8,000	200	.....	.....	.....	.....	.....	July 1.
21	Franklin Institute	.....	.....	.....	.....	.....	.....	.....	15,000	.....	.....	60,000	.....	.....	10,394	

22	Polytechnic College of State of Pennsylvania.	....	....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	
23	Scientific dep't of University of Pennsylvania.	27	5	....	....	4	40	150	6,000	.....	.....	.....	.....	.....	.....	June, last Thursday.
24	Wagner Free Institute of Science	....	....	0	0	10	26	0	15,500	.....	300,000	500,000	.....	.....	.....	March 15.
25	Scientific School of Lehigh University	20	7	0	....	*f*4	40	0	2,000	0	750,000	.....	500,000	.....	.....	June 27.
26	Scientific dep't of University of Virginia	....	....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	
27	Scientific dep't of Washington and Lee University.	....	....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	
28	Virginia Military Institute	....	9	....	....	....	....	100	3,000	.....	50,000	300,000	.....	2,500	22,000	July 4.
29	New Market Polytechnic Institute	....	....	....	....	....	....	45–75	.....	.....	0	2,000	*c*1,800	.....	.....	

* From Report of the Commissioner of Education, 1872.
a Total income.
b Students are aided from the general fund of the college.
c Apparatus.
d Reported with classic department.
e Not yet organized.
f Five years for mining.

MEMORANDA.

The following scientific departments are omitted from the table, as they are included in the general statistics of the universities and colleges to which they belong and have no distinct organization:

Name.	Location.	Name.	Location.
Scientific department of St. Mary's College	San Francisco, Cal.	Scientific department of Hillsdale College	Hillsdale, Mich.
Scientific department of Blackburn University	Carlinville, Ill.	Scientific department of McGee College	College Mound, Mo.
Scientific department of St. Meinrad's College	St. Meinrad, Ind.	Scientific department of Mt. Union College	Mt. Union, Ohio.
Scientific department of Cornell College	Mt. Vernon, Iowa.	Scientific department of Otterbein University	Westerville, Ohio.
Scientific department of University of Michigan	Ann Arbor, Mich.	Scientific department of Cumberland University	Lebanon, Tenn.

TABLE X.—*Statistics of schools of theology for* 1873; *from replies to inquiries by the United States Bureau of Education.*

Number.	Name.	Location.	Date of charter.	Date of organization.	Denomination.	President.	Corps of instruction.			No. of students.		
							Resident professors.	Other instructors.	Endowed professorships.	In regular course.	Present students who have received an academic or other degree.	Graduates at the commencement of 1873.
	1	2	3	4	5	6	7	8	9	10	11	12
1	Howard College School of Theology	Marion, Ala	.....	.....	Baptist	J. T. Murfee	6	0	0	12	.....	6
2	Pacific Theological Seminary	Oakland, Cal	a1872	1866	Congregational	Rev. Joseph A. Benton, D. D., senior professor.	2	5	2	13	2	3
3	Theological Seminary of San Francisco	San Francisco, Cal	1872	1871	Presbyterian	Rev. W. Alexander, D. D	4	.....	4	7	6	1
4	Theological Institute of Connecticut	Hartford, Conn	1834	1834	Congregational	Rev. William Thompson, D. D., senior professor.	4	1	4	17	10	9
5	Berkeley Divinity School	Middletown, Conn	1854	1854	Protestant Episc'l	Rev. John Williams, D. D., LL. D., dean.	5	.....	.....	34	.....	.....
6	Theologic department of Yale College	New Haven, Conn	1745	1822	Congregational	Rev. Noah Porter, D. D., LL. D	7	1	.....	101	86	21
7	Theologic department of Shurtleff Coll	Alton, Ill	.....	.....	Baptist	Rev. A. A. Kendrick, D. D	4	.....	2	12	7	.....
8	Theologic department, Blackburn Univ.*	Carlinsville, Ill	1838	1867	Presbyterian	Rev. John W. Bailey, D. D	2	2	.....	13	11	.....
9	Baptist Union Theological Seminary	Chicago, Ill	1865	1867	Baptist	Rev. George W. Northrup, D. D	4	1	.....	49	17	16
10	Chicago Theological Seminary	Chicago, Ill	1855	1855	Congregational	(Faculty on an equality)	5	1	55	42	34	22
11	Presbyterian Theological Seminary of the Northwest.	Chicago, Ill	1857	1858	Presbyterian	Professors, in rotation	4	1	4	29	.....	5
12	Biblical department of Eureka College	Eureka, Ill	1855	1864	Christian	A. M. Weston, A. M	2	.....	.....	22	1	7
13	Garrett Biblical Institute	Evanston, Ill	1855	1855	Methodist Episc'l	Has no president	4	12	4	68	19	9
14	United Presbyterian Theological Seminary of the Northwest.	Monmouth, Ill	1867	1839	United Presbyt'n	Rev. Alex. Young, D. D., LL. D	3	0	1	12	12	6
15	Augustana Theological Seminary	Paxton, Ill	1860	1860	Evangelical Luth'n	Rev. T. N. Hasselquist, D. D	1	2	.....	13	12	9
16	Jubilee College	Robin's Nest, Ill	1847	1841	Protestant Episc'l	H. J. Whitehouse, D. D., LL. D	1	.....	.....	.....	.....	.....
17	Theologic school of Hartsville Univ	Hartsville, Ind	.....	.....	United Brethren	Rev. David Shuck, A. M	1	.....	.....	c5	.....	.....
18	Wartburg Seminary	Casstown, Iowa	1867	1857	Lutheran	Prof. Sigmund Fritschel	3	.....	1	30	7	8
19	German Presbyterian Theological School of the Northwest.	Dubuque, Iowa	1871	1870	Presbyterian	Rev. Jacob Couzett	2	2	.....	8	.....	.....

20	Swedish Lutheran Mission Institute	Keokuk, Iowa		1873	Lutheran		2	1		24		
21	Department of Theology of Iowa Wesleyan University.	Mt. Pleasant, Iowa	1855		Methodist Episc'l	Rev. John Wheeler, D. D	1	1		7		
22	St. Joseph's Seminary and College	Bardstown, Ky	1824	1819	Roman Catholic	Rev. M. M. Coghlan	5	3	0		0	2
23	Danville Theological Seminary	Danville, Ky	1854	1853	Presbyterian	Stephen Yerkes, senior professor	4		4	2	1	0
24	Western Baptist Theological Institute	Georgetown, Ky	1840		Baptist	Rev. Basil Manly, jr., D. D	2			22		
25	Bible College of Kentucky University	Lexington, Ky	1865	1865	Christian	Rev. Robert Milligan, A. M	3	1		88	2	5
26	Theologic school of Bethel College	Russellville, Ky	1868	1868	Baptist	Dr. W. W. Gardner	1			c14		
27	Biblical department, New Orleans Univ.	New Orleans, La	1873	1873	Methodist	Rev. I. S. Leavitt, A. M	3		0	23		0
28	Bangor Theological Seminary	Bangor, Me	1814	1820	Congregational	Rev. Enoch Pond, D. D	4	1	4	37	7	6
29	Theologic school of Bates College	Lewiston, Me	1863	1870	Free Baptist	Rev. O. B. Cheney, D. D	4	1		18	7	
30	St. Mary's Seminary	Baltimore, Md	1860	1791	Catholic	Very Rev. I. P. Dubreul, D. D	6			70		15
31	Theologic department of Mt. St. Mary's College.*	Emmittsburg, Md			Roman Catholic	Rev. John McCaffrey, D. D	4			25		
32	Woodstock College	Woodstock, Md	1867	1868	Roman Catholic	Rev. A. M. Paresce, S. J	11			102		
33	Andover Theological Seminary	Andover, Mass	1807	1808	Congregational	Rev. John L. Taylor	7	3	7	68	60	22
34	Boston University School of Theology	Boston, Mass	1869	1847	Meth. Episcopal	Rev. Jas. E. Latimer, D. D., dean	5	9		95	51	16
35	Divinity School of Harvard University	Cambridge, Mass	1836	1816	Undenom	Rev. Charles W. Eliot, LL. D	6	1	5	22		
36	Episcopal Theological School	Cambridge, Mass	1867	1867	Episcopal	Rev. John S. Stone, D. D., dean	4		*4	12	6	4
37	Tufts College Divinity School	College Hill, Mass	1852	1867	Universalist	Rev. A. A. Miner, D. D	4	6		15	4	6
38	Newton Theological Institution	Newton, Mass	1826	1825	Baptist	Rev. Alvah Hovey, D. D	5	1	5	71	55	17
39	New Church Theological School	Waltham, Mass		1866	New Jerusalem	Rev. Thomas Worcester	2	1	0		1	27
40	Theologic department, Adrian College *d*	Adrian, Mich			Methodist							
41	Theologic department, Hillsdale College	Hillsdale, Mich	1855	1870	Free-Will Baptist	Rev. Daniel M. Graham, D. D	4			10	2	4
42	Augsburg Seminary	Minneapolis, Minn		1869	Evangelical Luth'n	Rev. A. Weenaas, A. M	2	3	*1	63		2
43	Theologic department, St. John's College	St. Joseph Minn	1857	1856	Catholic	Alexius Edelbrook	3	0	0	19	3	11
44	St. Vincent's College	Cape Girardeau, Mo	1843	1844	Catholic	Very Rev. Antony Verrina, C. M	15	1	0	c19	3	
45	Theologic school of Westminster College*	Fulton, Mo			Presbyterian	Rev. Nathan L. Rice, D. D	3			6		
46	Jeremiah Vardeman School of Theology, (William Jewell College.)	Liberty, Mo		1869	Baptist	Rev. Thomas Rambaut, LL. D	5			43		
47	German Evangelical Lutheran Concordia College.	St. Louis, Mo	1853	1839	Evangelical Luth'n	C. F. W. Walther	5	1		201		40
48	Theologic school, Nebraska College	Nebraska City, Neb			Prot. Episcopal	Rev. John McNamara, D. D	1			4		
49	Drew Theological Seminary	Madison, N. J	1867	1867	Methodist	Rev. John F. Hurst, D. D	6	10	5	103	11	36
50	German Theological School of Newark	Bloomfield, N. J	1871	1869	Presbyterian	Rev. Charles E. Knox	2	3	0	23	1	0
51	Theological Seminary of the Reformed Church in America.	New Brunswick, N. J	1770	1810	Reformed Church	David D. Demerest, professor, secretary of faculty.	4	1	4	29	25	8
52	Theological Seminary of the Presbyterian Church, at Princeton.	Princeton, N. J	1822	1812	Presbyterian	Rev. Charles Hodge, D. D., senior professor, librarian.	6	1		97	94	36
53	Theological Seminary of Auburn	Auburn, N. Y	c1820	1820	Presbyterian	Rev. E. A. Huntington	5		5	36	29	18
54	Dr. Tallmage's Lay School	Brooklyn, N. Y			Congregational							
55	Martin Luther College	Buffalo, N. Y	1869	1853	Lutheran	Rev. J. A. A. Grabau	3	3				
56	St. Lawrence Theological School	Canton, N. Y	1856	1858	Universalist	Rev. Ebenezer Fisher, D. D	3	0	2	20		7
57	De Lancey Divinity School	Geneva, N. Y		1860	Episcopalian	Rev. James Rankin, D. D., rector	1	4	1		4	
58	Hamilton Theological Seminary	Hamilton, N. Y	1819	1820	Baptist	Rev. Ebenezer Dodge, D. D., LL. D., senior professor.	4	0	1	41	38	12
59	Hartwick Seminary *f*	Hartwick Sem., N. Y	1816	1816	Lutheran	Rev. T. T. Titus, A. M., professor	1			5		1
60	Newburg Theological Seminary	Newburg, N. Y	1835	1804	United Presbyter'n	James Harper, acting president	2	1	0	12	12	3

* From Report of the Commissioner of Education, 1872.

a Re-incorporation.

b One, fully; four, in part.

c These are also included in the regular college-course.

d Not yet fully organized.

e Re-incorporation, 1857.

f Reported with classic seminary.

TABLE X.—*Statistics of schools of theology for* 1873, *&c.*—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	Denomination.	President.	Corps of instruction.			No. of students.		
							Resident professors.	Other instructors.	Endowed professorships.	In regular course.	Present students who have received an academic or other degree.	Graduates at the commencement of 1873.
	1	2	3	4	5	6	7	8	9	10	11	12
61	General Theological Seminary of the Protestant Episcopal Church.	New York, N. Y	1820	1817	Prot. Episcopal	Rev. George F. Seymour, D. D	2	3	2	76	59	22
62	House of the Evangelists	New York, N. Y	1870	1870	Non-sectarian	Rev. S. H. Tyng, jr., D. D	2			36		2
63	Union Theological Seminary	New York, N. Y	1836	1836	Presbyterian	Rev. Wm. Adams, D. D., LL. D	6	5	6	116	100	42
64	Seminary of Our Lady of Angels	Niagara City, N. Y	1863	1856	Roman Catholic	Rev. Robert E. V. Rice, C. M	4		0	44	9	19
65	Rochester Theological Seminary	Rochester, N. Y	1850	1850	Baptist	Rev. Augustus H. Strong, D. D	6	1	4	58	27	427
66	St. Joseph's Provincial Seminary	Troy, N. Y		1864	Roman Catholic	Very Rev. Henry Gabriels	6			88		
67	Trinity College, theologic department	Trinity College, N. C	1853	1866	Meth. Epis. South	Rev. B. Craven, D. D	3	0		17		
68	German Methodist Episcopal Seminary of German Wallace College.	Berea, Ohio	1864	1864	Meth. Episcopal	Rev. William Nast, D. D	2	9	0	25	0	8
69	Theological Seminary of St. Charles Borromeo.	Carthagena, Ohio		1860	Roman Catholic	Rev. Henry Drees, D. D	3	4	10			
70	Lane Theological Seminary	Cincinnati, Ohio	1828	1829	Presbyterian	L. J. Evans, professor	5		4	54	51	5
71	Mt. St. Mary's of the West*	Cincinnati, Ohio		1851	Roman Catholic	Rev. E. J. Pabisch, D. D., C. L. D., LL. D.	4			45		
72	St. Mary's Theologic Seminary	Cleveland, Ohio		1849	Roman Catholic	Rev. N. A. Moes	3	5		28		
73	Theological Seminary of the Evangelical Lutheran Joint Synod of Ohio.	Columbus, Ohio	1830	*1830	Evangelical Lutheran.	Rev. William F. Lehmann	2	4	0	30	14	0
74	Union Biblical Seminary	Dayton, Ohio		1871	United Brethren	Rev. Lewis Davis, D. D	3			23		
75	Theologic department, Oberlin College	Oberlin, Ohio	1834	1833	Congregational	Rev. James H. Fairchild, D. D	6	4		46	29	8
76	Theologic department, Wittenberg College.	Springfield, Ohio	1845	1845	Evangelical Lutheran.	Rev. Samuel Sprecher, D. D	2		3	10	7	
77	Heidelberg Theological Seminary*	Tiffin, Ohio	1839	1851	Reformed	Rev. J. H. Good, D. D	2		2	23	19	
78	Theologic school, Wilberforce University.	Xenia, Ohio	1863	1863	African Methodist Episcopal.	Rt. Rev. Daniel A. Payne, D. D	2		0	20	1	0
79	Theological Seminary*	Xenia, Ohio		1794	United Presbyter'n.	Rev. S. Wilson, D. D	3			15		

80	Theological Seminary of the United Presbyterian Church.	Allegheny City, Pa.	----	1825	United Presbyter'n	Rev. A. D. Clark, D. D.	3	.....	.....	31	.....	17
81	Western Theological Seminary of the Presbyterian Church.	Allegheny City, Pa.	----	1825	Presbyterian	Rev. M. W. Jacobus, D.D., LL.D., senior professor.	4	3	5	78	.....	20
82	Moravian College and Theological Seminary.	Bethlehem, Pa	1864	1807	Moravian	Rt. Rev. Edmund de Schweinitz, S. T. D.	3	.....	.....	29	.....	200
83	Theologic department, Ursinus College	Freeland, Pa	1868	1869	German Reformed	J. H. A. Bomberger	3	0	1	10	3	5
84	Theological Seminary	Gettysburg, Pa	1827	1826	Lutheran	Rev. J. A. Brown, D. D., chairman of faculty.	3	3	3	41	36	7
85	Theological Seminary*	Lancaster, Pa.	1824	1825	Reformed	Rev. E. V. Gerhart, D. D	3	.....	.....	27	25	.....
86	Yeates Institute*a*	Lancaster, Pa.	----	----	Protestant Episco'l.	.....	.....	.....	.....	.....	.....	.....
87	Philadelphia Theological Seminary of St. Charles Borromeo.	Lower Merion, Pa.	1838	1833	Roman Catholic	Rev. James F. Wood, D. D	10	0	0	36	.....	.....
88	Meadville Theological School	Meadville, Pa.	1844	1844	Unitarian	Rev. Abiel A. Livermore	4	7	.....	18	1	5
89	Theologic department, Lincoln University.	Oxford, Pa	1871	1853	Presbyterian	Rev. I. N. Rendall, D. D	5	.....	.....	7	.....	.....
90	Philadelphia Divinity School of the Protestant Episcopal Church.	Philadelphia, Pa	1862	1862	Protestant Episcopal.	Rev. David R. Goodwin, D. D., LL. D., dean.	5	0	4	30	15	11
91	Theological Seminary of the Evangelical Lutheran Church.	Philadelphia, Pa	----	1864	Evangelical Lutheran.	Rev. Charles F. Schaeffer, D. D., chairman of faculty.	5	1	4	48	.....	15
92	St. Michael's Seminary	Pittsburg, Pa	----	1845	Roman Catholic	Rev. S. Wall	3	15	.....	50	.....	.....
93	Missionary Institute	Selin's Grove, Pa.	1859	1859	Evangelical Luth'n	Rev. H. Ziegler, D. D., superin't	3	4	1	11	.....	4
94	Crozer Theological Seminary	Upland, Pa	1857	1858	Baptist	Rev. Henry G. Weston, D. D.	5	.....	.....	42	.....	11
95	Theological Seminary of the General Assembly of the Presbyterian Church in the United States.	Columbia, S. C	1832	1829	Presbyterian	Rev. George Howe, D. D., LL. D., chairman of faculty.	5	0	0	56	49	9
96	Southern Baptist Theological Seminary	Greenville, S. C	1850	1859	Baptist	Rev. Jas. P. Boyce, D. D., LL. D.	5	0	.....	67	25	5
97	Theologic department, Cumberland University.	Lebanon, Tenn.	1844	1854	Cumberland Presbyterian.	Nathan Green, chancellor	2	.....	.....	47	.....	4
98	Theologic department, Central Tennessee College.	Nashville, Tenn.	1866	1866	Methodist Episcopal.	J. Braden, A. M.	1	1	0	12	.....	.....
99	Baylor University	Independence, Tex.	1845	1867	Baptist	Rev. Wm. C. Crane, D. D., LL. D	1	3	0	11	0	0
100	Theological Seminary of the Protestant Episcopal Church.	Near Alexandria, Va.	1854	1823	Protestant Episcopal.	Rt. Rev. John Johns, D. D., LL. D.	4	2	2	141	.....	6
101	Union Theological Seminary of the General Assembly.	Hampden Sidney, Va.	1859	1825	Presbyterian South	Rev. R. L. Dabney, LL. D., chairman of faculty.	4	0	4	60	.....	22
102	St. John's Theological Seminary	Norfolk, Va.	----	.....	Roman Catholic	Rev. M. O'Keefe	2	.....	.....	4	.....	.....
103	Richmond Institute	Richmond, Va	----	1868	Baptist	Rev. Charles H. Corey, A. M	2	2	0	75	.....	.....
104	Theological Seminary of the General Synod of the Evangelical Lutheran Church in North America.	Salem, Va.	----	1830	Lutheran	Rev. S. A. Repass	1	2	.....	11	10	.....
105	St. Vincent's College	Wheeling, W. Va	----	1866	Catholic	J. Mullen	5	.....	.....	20	.....	.....
106	Mission House	Hermann, Wis.	1868	1867	Reformed	H. Aug. Muehlmeier	3	3	.....	30	1	3
107	Seminary of St. Francis of Sales	St. Francis, Wis.	----	1856	Catholic	Rev. Jos. Salzmann, D. D	11	.....	.....	53	.....	26
108	Nashotah House	Nashotah Mission, Wis	1847	1845	Protestant Episco'l	A. D. Cole	5	0	1	28	8	19
109	Theologic department, Howard University.	Washington, D. C.	1867	1871	Union Evangelical.	John B. Reeve, dean	3	3	.....	28	.....	.....
110	Wayland Seminary	Washington, D. C.	----	1865	Baptist	Rev. G. M. P. King	3	4	.....	50	.....	12

* From report of Bureau of Education for 1872.

a Not yet in operation.

TABLE X.—*Statistics of schools of theology for* 1873, *&c.*—Continued.

Number.	Name.	Number of alumni.	Number of years in course.	Volumes in library.		Annual cost of tuition.	Corporate property, &c.					Date of commencement in 1874.
				Whole number.	Increase since October 15, 1872.		Amount of property of corporation.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from all other sources.	
	1	13	14	15	16	17	18	19	20	21	22	23
1	Howard College School of Theology	150	4, 5	1,000	20	$80	.....	$75,000	$0	$0	.....	June 19.
2	Pacific Theological Seminary	7	3	2,000	140	0	$125,000	75,000	46,000	5,520	.....	May 23.
3	Theological Seminary of San Francisco	2	3	3,000	400	0	125,000	.....	.....	.....	.....	June 15.
4	Theological Institute of Connecticut	*330	3	7,000	.....	0	.....	.....	.....	.....	.....	May, fourth Thursday.
5	Berkeley Divinity School	*162	.....	14,000	.....	0	.....	.....	.....	.....	.....	
6	Theologic department of Yale College	.....	3	2,000	.....	0	*a*309,984	.....	.....	.....	.....	May, second Thursday.
7	Theologic department of Shurtleff College	50	3	1,000	250	0	.....	.....	50,434	5,000	.....	June 13.
8	Theologic department, Blackburn Univ*	4	3	1,000	.....	0	.....	.....	200,000	.....	.....	
9	Baptist Union Theological Seminary	53	3	4,000	3,000	0	200,000	90,000	110,000	*b*25,459	.....	June, second Thursday.
10	Chicago Theological Seminary	153	3	5,000	150	0	370,000	128,850	204,050	17,761	$40,944	April 29.
11	Presbyterian Theological Seminary of the Northwest.	320	3	8,000	100	0	.....	200,000	168,620	33,313	.....	September 5.
12	Biblical department of Eureka College	68	2	1,000	.....	0	.....	60,000	20,000	1,000	.....	June 4.
13	Garrett Biblical Institute	142	3	4,000	500	.....	400,000	100,000	300,000	27,500	1,200	June 2.
14	United Presbyterian Theological Seminary of the Northwest.	222	3	2,442	242	0	0	0	6,000	629	2,164	March 25.
15	Augustana Theological Seminary	87	.....	*7,000	.....	0	.....	.....	.....	.....	.....	June.
16	Jubilee College	27	4	3,000	50	324	35,000	.....	.....	.....	.....	
17	Theologic school of Hartsville University	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
18	Wartburg Seminary	30	16	3,120	120	0	.....	6,000	7,366	389	2,982	September 1.
19	German Presbyterian Theological School of the Northwest.	.....	3	700	*100	0	.....	20,000	17,000	1,000	.....	April, first Tuesday.
20	Swedish Lutheran Mission Institute	.....	4	.....	.....	20	.....	.....	.....	.....	.....	
21	Department of theology of Iowa Wesleyan University.	.....	2	.....	.....	*15	.....	.....	.....	.....	.....	

22	St. Joseph's Seminary and College	62	5	8,000	3,000	160	1,800	20,000	0	0	8,000	June, last Tuesday.
23	Danville Theological Seminary	180	3	7,500	*500	0	203,000	24,000	189,000	11,500	.....	April, last Thursday.
24	Western Baptist Theological Institute	.....	.....	.....	.....	0	48,000	0	.....	.....	.....	June 11.
25	Bible College of Kentucky University	38	4	.....	.....	0	.....	.....	.....	.....	.....	June 11.
26	Theologic school of Bethel College	.....	.....	*1,000	.....	.....	.....	.....	.....	.....	.....	
27	Biblical department of New Orleans Univ.	.....	3	.....	.....	0	.....	.....	.....	.....	.....	June 4.
28	Bangor Theological Seminary	530	3	15,000	200	0	170,000	50,000	170,000	10,000	1,000	June 23.
29	Theologic school of Bates College	.....	.....	2,000	*1,800	0	.....	.....	.....	.....	.....	June 16.
30	St. Mary's Seminary	72	4½	.....	.....	250	.....	.....	.....	.....	.....	June 30.
31	Theologic department of Mt. St. Mary's College.*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
32	Woodstock College	102	7	20,200	200	60	.....	150,000	.....	.....	40,000	September 9.
33	Andover Theological Seminary	2,780	3	31,700	1,410	0	750,000	190,000	530,000	44,000	.....	July 2.
34	Boston University School of Theology	649	3	5,000	100	0	.....	.....	.....	.....	.....	May, last Wednesday.
35	Divinity School of Harvard University	.....	3	16,000	.....	50	146,737	.....	.....	.....	b19,609	June 23.
36	Episcopal Theological School	15	3	1,000	.....	0	320,000	220,000	100,000	6,500	4,500	June, third Wednesday.
37	Tufts College Divinity School	11	3, 4	.....	.....	0	.....	.....	.....	.....	.....	June 10.
38	Newton Theological Institution	.....	3	12,070	335	0	450,000	125,000	300,000	21,000	1,360	June 9.
39	New Church Theological School	30	.....	650	75	0	27,000	.....	27,000	.....	625	
40	Theologic department, Adrian College c	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
41	Theologic department, Hillsdale College	4	3	1,000	500	0	.....	.....	.....	.....	.....	June 18.
42	Augsburg Seminary	26	5	1,100	100	0	.....	10,000	.....	.....	2,500	June.
43	Theologic department, St. John's College	19	4	400	50	200	.....	30,000	800	0	.....	September 7.
44	St. Vincent's College	.....	5	5,500	.....	285	.....	.....	.....	.....	0	
45	Theologic school of Westminster College*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
46	Jeremiah Vardeman School of Theology, (William Jewell College.)	.....	.....	*3,000	.....	0	40,000	.....	25,000	2,000	.....	June 23.
47	German Evangelical Lutheran Concordia College.	201	3, 4	4,400	50	.....	.....	60,000	.....	.....	10,000	September 1.
48	Theologic school, Nebraska College	.....	.....	.....	.....	280	.....	.....	.....	.....	.....	
49	Drew Theological Seminary	54	3	15,000	*5,000	0	.....	400,000	250,000	17,500	.....	September 18.
50	German Theological School of Newark	0	3	300	.....	0	.....	14,000	14,000	953	6,600	June 25.
51	Theological Seminary of Reformed Church in America.	600	4	16,000	*1,000	0	420,000	200,000	220,000	12,000	.....	May 20.
52	Theological Seminary of the Presbyterian Church, at Princeton.	2,964	3	24,096	716	0	.....	.....	.....	.....	.....	April, last Wednesday.
53	Theological Seminary of Auburn	1,000	3	9,000	200	0	336,000	100,000	230,000	16,000	47,835	May 7.
54	Dr. Tallmage's Lay School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
55	Martin Luther College	.....	.....	1,200	.....	.....	.....	.....	.....	.....	.....	
56	St. Lawrence Theological School	73	3	7,000	140	0	93,587	22,500	66,780	4,674	40,026	June 25.
57	De Lancey Divinity School	22	.....	100	34	0	.....	0	20,797	1,400	0	
58	Hamilton Theological Seminary	625	2	10,000	.....	0	85,000	50,000	30,000	2,000	19,032	June 17.
59	Hartwick Seminary *d*	.....	3	*2,000	.....	0	.....	.....	.....	.....	.....	June 24.
60	Newburg Theological Seminary	*e*20	3, 4	3,450	50	0	44,000	35,000	41,000	2,800	2,000	March, last Wednesday.
61	General Theological Seminary of the Protestant Episcopal Church.	788	3	14,616	118	0	666,513	542,000	.....	.....	*f*25,538	June 26.
62	House of the Evangelists	6	.....	325	.....	300	30,000	.....	.....	.....	13,213	
63	Union Theological Seminary	1,048	3	33,000	*3,000	.....	70,000	600,000	.....	.....	.....	May.
64	Seminary of Our Lady of Angels	225	4	3,000	150	262	200,000	145,000	.....	.....	12,000	June 24.

* From Report of the Commissioner of Education, 1872.
a From report of the treasurer for the year ended May 31, 1873.
b Total income.
c Not yet fully organized.
d Reported with classic seminary.
e Number of alumni since 1867.
f Estimated income for 1873–'74.

TABLE X.—*Statistics of schools of theology for* 1873, *&c.*—Continued.

Number.	Name.	Number of alumni.	Number of years in course.	Volumes in library.		Annual cost of tuition.	Corporate property, &c.					Date of commencement in 1874.
				Whole number.	Increase since October 15, 1872.		Amount of property of corporation.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from all other sources.	
	1	13	14	15	16	17	18	19	20	21	22	23
65	Rochester Theological Seminary	440	3	9,000	880	$0		$75,000	$225,000			May 19.
66	St. Joseph's Provincial Seminary	110	4	8,000	*3,000	225						June, last Thursday.
67	Trinity College, theologic department	30	3	1,000	*700	0						June, second Wednesday.
68	German Methodist Episcopal Seminary of German Wallace College.	43	3	400	40	9	$12,044	30,000	12,000	$1,000	0	June 25.
69	Theological Seminary of St. Charles Borromeo.	39	13	4,000	400			8,000				June 25.
70	Lane Theological Seminary	600	3	12,000	0	0	415,000	150,000	250,000	16,000	0	May 14.
71	Mt. St. Mary's of the West*	45	3	10,000		160						
72	St. Mary's Theological Seminary	28	5			200						September 1.
73	Theological Seminary of the Evangelical Lutheran Joint Synod of Ohio.	150	3	3,500	*1,000	0		80,000			$4,000	
74	Union Biblical Seminary		3			0						May 13.
75	Theologic department, Oberlin College	287	3	11,000	150	*0			30,473			August 5.
76	Theologic department, Wittenberg College	129	2	6,000		0						June, last Thursday.
77	Heidelberg Theological Seminary*	120	2 3	3,000		0			25,000			
78	Theologic school, Wilberforce University	10	4			0		60,000	2,300	141		June, last Thursday.
79	Theological Seminary*			2,000		100			50,000			
80	Theological Seminary of the United Presbyterian Church.	500	3	2,500		0		45,000	30,000			March, last Wednesday.
81	Western Theological Seminary of the Presbyterian Church.	1,075	3	14,630	2,500	0		150,000	264,664	17,500		April 22.
82	Moravian College and Theological Seminary		5	4,564		200	43,477	7,387	35,707	2,240	4,615	July 1.
83	Theologic department, Ursinus College	7	2	4,000		0		30,000	22,000	1,356	0	June 25.
84	Theological Seminary	500	3	11,000	50	0	150,000	60,000	90,000	5,500	5,600	June, fourth Tuesday.
85	Theological Seminary*	288	3	8,000		0			80,000			

86	Yeates Institute *a*						30,000	0			
87	Philadelphia Theological Seminary of St. Charles Borromeo.	128	4	10,000		300					June 22.
88	Meadville Theological School	150	3	12,000	500	0	141,000	25,000	113,000	6,050	2,843	June 25.
89	Theologic department, Lincoln University		3			26						May 7.
90	Philadelphia Divinity School of the Protestant Episcopal Church.	107	3	5,000	40	0						June 18.
91	Theological Seminary of the Evangelical Lutheran Church.	77	3	3,000	100	0	114,306	43,000	114,306	7,646	2,000	May 27.
92	St. Michael's Seminary	83	9	4,000	400	200		50,000			20,000	September 1.
93	Missionary Institute	56	3	2,500		30		25,000	20,000	1,200		June, first Thursday.
94	Crozer Theological Seminary	42	3	*6,000			400,000	175,000	228,000			May, second Wednesday.
95	Theological Seminary of the General Assembly of the Presbyterian Church in the United States.	420	3	18,846	148	0	208,850	30,000	145,000	10,231	4,636	
96	Southern Baptist Theological Seminary	330		6,000		0			*b*			May 2.
97	Theologic department, Cumberland University.	28	2	3,000			20,000	15,000	15,000	1,000		June 4.
98	Theologic department, Central Tennessee College.		2	825	*c*375	0		40,000	0	0	0	May 22.
99	Baylor University	0	2, 3	*450	0	0					0	June, second Wednesday.
100	Theological Seminary of the Protestant Episcopal Church.	50	3	6,000		0	120,000	125,000	120,000	8,000	7,000	
101	Union Theological Seminary of the General Assembly.	520	3	8,300	350	0	300,000	70,000	200,000	12,000	0	April 12.
102	St. John's Theological Seminary											
103	Richmond Institute			1,200	200	0		40,000	7,000			May 15.
104	Theological Seminary of the General Synod of the Evangelical Lutheran Church in North America.		3		500	0	7,200					Thursday before Trinity Sunday.
105	St. Vincent's College	20	4	3,000			20,000					July, first Monday.
106	Mission House	40	5	1,800	160			10,000	600		3,306	
107	Seminary of St. Francis of Sales	53	4	5,000		161						September 1.
108	Nashotah House	157	3	6,000	500		120,000	90,000	30,000	3,000	30,000	May 14.
109	Theologic department, Howard University		3	600	600	0						June 16.
110	Wayland Seminary	80	3	500	*100	0		15,000				May, last Wednesday.

* From Report of the Commissioner of Education, 1872. *a* Not yet in operation. *b* Raising an endowment. *c* Number of alumni since 1867.

MEMORANDA.

Name.	Location.	Remarks.
Theologic department of Mercer University	Macon, Ga	Not a distinct department.
Scandinavian Theological Seminary	Chicago, Ill	A department of the Baptist Union Theologic Seminary.
Theologic department of Griswold College	Davenport, Iowa	Suspended in 1873.
Theologic department of Georgetown College	Georgetown, Ky	See Western Baptist Theologic Institute, (identical.)
Thomson's Biblical Institute	New Orleans, La	Merged in New Orleans University.
Theologic school, Ohio Wesleyan University	Delaware, Ohio	Not a distinct department.
Theological Seminary	Gambier, Ohio	Suspended in 1873.
New Hampton Theological Institute	Fairfax, Vt	Suspended.

TABLE XI.—*Statistics of schools of law for* 1873; *from replies to inquiries by the United States Bureau of Education.*

Number.	Name.	Location.	Date of charter.	Date of organization.	President or dean.	Corps of instruction.		Number of students.		
						Resident professors.	Non-resident professors and instructors.	In regular course.	Present students who have received an academic or other degree.	Graduates at commencement of 1873.
	1	2	3	4	5	6	7	8	9	10
1	Law-school of Yale College	New Haven, Conn	1745	1826	Francis Wayland, A. M., dean	5	.....	46	11	15
2	Law-department, University of Georgia	Athens, Ga	.....	1867	W. L. Mitchell, A. M	3	.....	17	.....	12
3	Law-department, University of Chicago*	Chicago, Ill	.....	1859	Hon. Henry Booth, LL. D., dean	4	.....	28	.....	.....
4	Law-department, McKendree College	Lebanon, Ill	1835	1859	Henry H. Horner, A. M	1	0	7	1	1
5	Indiana University	Bloomington, Ind	1820	1839	Rev. Cyrus Nutt, D. D., LL. D	3	.....	45	15	24
6	Law-school, Northwestern Christian University	Indianapolis, Ind	1850	*1854	C. P. Jacobs	3	0	*a*	.....	6
7	Law-department, University Notre Dame	Notre Dame, Ind	1844	1869	Rev. A. Lemonnier, S. S. C	1	.....	8	.....	.....
8	Law-department, Iowa State University	Iowa City, Iowa	1866	1865	William G. Hammond, LL. D., dean	2	4	85	.....	55
9	Law-department, Iowa Wes. University *b*	Mt. Pleasant, Iowa	.....	*1871	Rev. John Wheeler, D. D	2	1	11	.....	1
10	Law College, Kentucky University	Lexington, Ky	1865	1865	Hon. M. C. Johnson, LL. D	3	.....	26	.....	15
11	Law-department, University of Louisiana	New Orleans, La	.....	1847	Carleton Hunt, dean	4	0	39	.....	9
12	Boston University School of Law	Boston, Mass	1867	1872	Hon. George S. Hillard, LL. D., dean	2	10	54	22	23
13	Law-school of Harvard University	Cambridge, Mass	.....	1817	C. C. Langdell, A. M., dean	3	2	138	84	30
14	University of Michigan	Ann Arbor, Mich	.....	1858	Hon. T. M. Cooley, LL. D., dean	1	3	331	.....	123
15	Law-department, University of Mississippi	Oxford, Miss	.....	1854	John N. Waddel, D. D., LL. D	1	0	7	3	9
16	Law College, University of State of Missouri	Columbia, Mo	1871	1872	Hon. Philemon Bliss	3	3	32	5	6
17	Law-department, Washington University	St. Louis, Mo	1853	1867	G. M. Stewart, dean	7	3	36	14	18
18	Albany Law School, Union University	Albany, N. Y	1851	1851	Prof. Isaac Edwards	5	0	102	*c*	76
19	Law-school, Hamilton College	Clinton, N. Y	.....	.....	Rev. Samuel G. Brown, D. D., LL. D	2	.....	9	.....	.....
20	Columbia College Law School	New York, N. Y	1858	1858	F. A. P. Barnard, S. T. D., LL. D., L. H. D	3	3	404	156	139
21	Department of law, Univers'y City of New York	New York, N. Y	*1831	1859	Hon. H. E. Davies, LL. D	6	0	32	.....	28
22	Trinity College	Trinity, N. C	1853	1867	Rev. B. Craven, D. D	2	.....	25	3	3
23	Law-school, Cincinnati College	Cincinnati, Ohio	1819	1833	J. Bryant Walker, dean	4	0	55	.....	21
24	Ohio State and Union Law College	Cleveland, Ohio	1856	1856	Hon. John Crowell, LL. D	4	4	.....	.....	.....
25	Law-school, Wilberforce University	Xenia, Ohio	1863	1863	Right Rev. D. A. Payne, D. D	2	0	1	.....	0
26	Law-department, University of Pennsylvania	Philadelphia, Pa	1850	.....	.....	5	.....	62	.....	.....
27	Law-department, Lincoln University	West Chester, Pa	1854	1870	Hon. Joseph J. Lewis, provost	6	.....	2	.....	.....
28	Law-department, Univers'y of South Carolina *d*	Columbia, S. C	1801	1868	.....	4	.....	16	.....	5

29	Law-department, Cumberland University	Lebanon, Tenn	1842	1847	Nathan Green, chancellor	2	.....	103	30	68
30	Law-department, University of Virginia	Charlottesville, Va	1819	1824	John B. Minor, LL. D	2	.....	84	.....	.....
31	Washington and Lee University *d*	Lexington, Va	1871	1871	Gen. G. W. C. Lee	2	.....	* 17	.....	.....
32	Law-school, Richmond College *d*	Richmond, Va	1840	1868	William A. Maury, LL. B., sen. professor	2	0	.....	.....	9
33	Law-department, University of Wisconsin	Madison, Wis	1868	1868	P. L. Spooner	7	.....	23	10	24
34	Columbian University Law School	Washington, D. C	1821	1864	James C. Welling, LL. D	4	2	140	.....	44
35	Howard University law-department *d*	Washington, D. C	1867	1869	John M. Langston, dean	3	0	35	20	16
36	Law-school, Georgetown University	Washington, D. C	1815	1870	Rev. P. F. Healy, S. J	.....	4	56	.....	23
37	Law-school, National University*	Washington, D. C	1870	1870	W. B. Wedgewood, LL.D., vice-chancellor	3	3	98	30	.....

* From Report of the Commissioner of Education, 1872.
a Law-school suspended for one year.
b No separate property or organization.
c More than half the number of students.
d Reported with the university.

TABLE XI.—*Statistics of schools of law for* 1873, *&c.*—Continued.

Number.	Name.	Number of alumni.	Volumes in library.		Annual cost of tuition.	Corporate property, &c.						Date of commencement in 1874.
			Whole number.	Increase since October 15, 1872.		Amount of endowment.	Amount of property of corporation.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from all other sources.	
	1	11	12	13	14	15	16	17	18	19	20	21
1	Law-school of Yale College	.....	7,000	.....	$90	.....	.....	.....	.....	.....	.....	June 25.
2	Law-department, University of Georgia	63	700	153	120	.....	.....	.....	.....	.....	.....	August 5.
3	Law-department, University of Chicago*	.....	.....	.....	75	.....	.....	.....	.....	.....	.....	
4	Law-department, McKendree College	.....	350	.....	21	0	.....	.....	.....	.....	$200	Second Thursday in June.
5	Indiana University	283	*2,000	.....	0	.....	.....	.....	.....	.....	.....	July 2.
6	Law-school, Northwestern Christian Univ	*46	0	.....	30	0	.....	.....	.....	.....	.....	
7	Law-department, University Notre Dame	.....	*400	.....	*300	.....	.....	.....	.....	.....	.....	
8	Law-department, Iowa State University	193	2,500	*500	50	*a*	.....	*a*	*a*	*a*	.....	June 30.
9	Law-department, Iowa Wes. University *b*	15	.....	.....	30	.....	.....	.....	.....	.....	.....	June 16.
10	Law College, Kentucky University	.....	3,000	30	50	0	.....	.....	.....	.....	.....	January 28.
11	Law-department, University of Louisiana	450	.....	.....	100	*c*	.....	.....	0	0	.....	
12	Boston University School of Law	66	1,200	*200	*d*100	.....	.....	.....	.....	.....	.....	First Wednesday in June.
13	Law-school of Harvard University	.....	15,000	.....	*e*150	.....	$36,782	.....	.....	.....	*f*22,915	
14	University of Michigan	1,350	3,000	.....	10	*g*	.....	.....	.....	.....	.....	March 25.
15	Law-department, University of Mississippi	114	500	.....	50	*h*2,000	.....	.....	.....	.....	.....	Last Thursday in June.
16	Law College, University of State of Missouri	6	1,000	.....	40	*g*	.....	.....	.....	.....	.....	Second Wednesday in April.
17	Law-department, Washington University	65	3,000	.....	80	0	.....	.....	.....	.....	.....	Second Monday in May.
18	Albany Law School, Union University	1,305	2,000	*500	130	0	.....	0	0	0	.....	May 20.
19	Law-school, Hamilton College	.....	.....	.....	60	.....	.....	.....	.....	.....	.....	
20	Columbia College Law School	930	4,000	.....	100	0	.....	0	0	0	35,390	May 13.
21	Department of law, Univ. City of New York	245	2,000	.....	100	0	0	0	0	0	.....	May 14.
22	Trinity College	15	.....	.....	50	.....	.....	.....	.....	.....	.....	Second Thursday in June.
23	Law-school, Cincinnati College	1,253	0	.....	*i*60	.....	.....	.....	.....	.....	.....	Third Wednesday in April.
24	Ohio State and Union Law College	*431	3,000	.....	90	.....	.....	.....	.....	.....	.....	
25	Law-school, Wilberforce University	0	*50	0	0	0	*a*	$60,000	*a*	*a*	*a*	
26	Law-department, Univ. of Pennsylvania	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	June 26.
27	Law-department, Lincoln University	.....	190	.....	50	.....	.....	.....	.....	.....	.....	June 17.
28	Law-department, University of So. Carolina *a*	.....	.....	.....	0	.....	.....	.....	.....	.....	.....	June 30.

29	Law-department, Cumberland University	800	600		120							June 4.
30	Law-department, University of Virginia				80							
31	Washington and Lee University *a*											June 25.
32	Law-school, Richmond College *c*	40	0		80						1,600	July 1.
33	Law-department, University of Wisconsin	91	500		30							June 18.
34	Columbian University Law School	625	*500		80							June 10.
35	Howard University, Law department *a*	44	500	100	40							February 27.
36	Law-school, Georgetown University	33			80							June 3.
37	Law-school, National University*	31										

* From Report of the Commissioner of Education, 1872.
a Reported with the university.
b No separate property or organization.
c Property of the university belongs to the State.
d $100 for the first year, $50 for second and third.
e $150 for the first year, $100 for second, and $50 for any subsequent year.
f Total income.
g Maintained by appropriation of funds from the university.
h Annual appropriation.
i $60 for the first year, $30 for second year.

MEMORANDA.

Name.	Location.	Remarks.
New Orleans Law School	New Orleans, La	See law-department, University of Louisiana, (identical.)
Law School, St. Lawrence University	Canton, N. Y	Suspended.
Law-department, Dickinson College	Carlisle, Pa	Not a distinct department.
Law-department, Western University of Pennsylvania	Pittsburg, Pa	Suspended.
Law-department, Baylor University	Independence, Tex	Suspended in 1873.

TABLE XII.—*Statistics of schools of medicine, of dentistry, and of pharmacy for* 1873; *from replies to inquiries by the United States Bureau of Education.*

Number.	Name.	Location.	Date of charter.	Date of organization.	President or dean.	Corps of instruction.		Number of students—			Number of alumni.	Number of years in course.	Number of weeks in scholastic year.
						Resident professors.	Other instructors.	In regular course.	Who have received an academic or other degree.	Graduated at the commencement of 1873.			
	1	2	3	4	5	6	7	8	9	10	11	12	13
	I.—MEDICAL AND SURGICAL.												
	1. *Regular.*												
1	Medical College of Alabama	Mobile, Ala	1860	1860	William H. Anderson, M. D	9	.....	85	.....	33	400	2	24
2	Medical department University, of California	San Francisco, Cal	1864	*a*1873	R. B. Cole, M. D., dean	15	3	.....	.....	60	60	1	44
3	Medical College of the Pacific, (University of Pacific.)*	San Francisco, Cal	.....	1858	Henry Gibbons, jr., M. D., dean	9	3	28	1	.....	54	2	21
4	Medical department Yale College	New Haven, Conn	1745	1813	C. A. Lindsley, M. D., dean	8	1	32	9	3	.....	2	....
5	Atlanta Medical College	Atlanta, Ga	1854	1855	J. G. Westmoreland, M. D., dean	9	.....	115	.....	15	1,000	2	17
6	Medical College of Georgia	Augusta, Ga	1831*	1832	L. A. Dugas, M. D., LL. D., dean	8	4	135	.....	15	1,228	1	16
7	Savannah Medical College	Savannah, Ga	1838	1852	Juriah Harris, M. D., president; W. Duncan, M. D., dean.	12	0	86	.....	4	150	2	16
8	Chicago Medical College, (medical department of Northwestern University.)	Chicago, Ill	1859	1859	N. S. Davis, A. M., M. D., dean	16	3	130	.....	43	397	2, 3	35
9	Rush Medical College	Chicago, Ill	1837	*1843	J. W. Freer, M. D	10	12	196	.....	66	1,601	3	36
10	Woman's Hospital Medical College	Chicago, Ill	1870	1870	W. G. Dyas, M. D., F. R. C. S	16	.....	32	.....	6	9	3	20
11	Medical College of Evansville	Evansville, Ind	1846	*b*1872	G. B. Walker, M. D., dean	9	2	47	.....	7	70	*c*1	20
12	Medical department, Indiana University	Indianapolis, Ind	1869	1869	G. W. Mears, M. D	12	.....	107	.....	48	110	2	20
13	Medical department, Iowa State University	Iowa City, Iowa	.....	1869	W. F. Peck, M. D., dean	3	8	70	.....	31	50	2	20
14	College of Physicians and Surgeons	Keokuk, Iowa	1849	1850	J. C. Hughes, M. D., dean	6	4	150	50	54	800	2	16
15	Louisville Medical College	Louisville, Ky	1869	1869	E. S. Gaillard, M. D., LL. D., dean	10	2	217	.....	57	200	1	24
16	Medical department, University of Louisville	Louisville, Ky	1837	1837	J. M. Bodine, M. D., dean	8	7	253	.....	78	2,207	2	20
17	Medical department, University of Louisiana	New Orleans, La	1835	1834	T. G. Richardson, M. D., dean	7	3	136	.....	51	1,569	2	21
18	Medical School of Maine, Bowdoin College	Brunswick, Me	1820	1820	Joshua L. Chamberlain, LL. D	3	8	58	5	14	1,093	2	16
19	Medical department, University of Maryland	Baltimore, Md	1807	1807	J. J. Chisholm, M. D., dean	11	1	114	114	46	.....	2	20
20	Medical department, Washington University	Baltimore, Md	1833	*b*1867	C. W. Chancellor, M. D	9	.....	.....	.....	39	.....	.....	20
21	Medical school, Harvard University	Boston, Mass	.....	1782	Calvin Ellis, M. D., dean	22	7	175	66	.....	.....	3	....
22	Medical department, University of Michigan	Ann Arbor, Mich	.....	1849	Abram Sager, M. D., dean	5	0	357	.....	91	1,125	2	22

23	Detroit Medical College	Detroit, Mich	1868	.....	E. W. Jenks, M. D	9	6	74	17	14	131	3	24
24	Medical College, University of State of Missouri	Columbia, Mo	1839	1873	Jos. G. Norwood, M. D., LL. D	5	2	34	1	.....	.....	2	40
25	Kansas City College of Physicians and Surgeons	Kansas City, Mo	1869	1869	S. S. Fadd, M. D	8	1	11	0	6	22	2	21
26	Missouri Medical College	St. Louis, Mo	1840	1840	John S. Moore, M. D	10	6	103	.....	30	1,000	2	20
27	St. Louis Medical College	St. Louis, Mo	1832	1841	J. T. Hodgen, M. D	9	8	196	.....	61	1,275	3	20
28	Dartmouth College, medical department	Hanover, N. H	.....	1796	C. P. Frost, M. D., dean	1	10	52	11	21	1,213	3	42
29	Albany Medical College, Union University	Albany, N. Y	1839	1859	James McNaughton, M. D	8	6	102	...	25	1,592	3	20
30	Long Island College Hospital	Brooklyn, N. Y	1858	1860	T. L. Mason, M. D., president; S. G. Armor, M. D., dean.	5	15	97	.....	42	429	1	36
31	Medical department, University of Buffalo	Buffalo, N. Y	1846	1846	Julius F. Miner, M. D., dean	5	4	56	3	40	744	3	20
32	Bellevue Hospital Medical College	New York, N. Y	1861	1861	Isaac E. Taylor, M. D	16	4	185	.....	167	1,370	1	38
33	College of Physicians and Surgeons	New York, N. Y	1807	1807	T. T. Sabine, M. D., dean; Edward Delafield, M. D.	22	14	386	.....	99	.....	3	....
34	Free Medical College for Women	New York, N. Y	1871	1871	Frederick R. Marvin, M. D	11	3	47	0	6	6	c2	26
35	Medical department, University of New York	New York, N. Y	.....	1841	John W. Draper, M. D., LL. D	7	24	115	.....	65	3,123	3	34
36	Women's Medical College of the New York Infirmary.	New York, N. Y	1864	1864	Emily Blackwell, M. D., secretary of faculty.	.....	21	30	.....	6	22	3	35
37	College of Physicians and Surgeons, Syracuse University.	Syracuse, N. Y	.....	1872	Frederick Hyde, M. D	10	4	26	.....	6	6	3	40
38	College of Physicians and Surgeons *d*	Wilmington, N. C	1871	1872	H. S. Norcum, M. D., dean	3	2	.....	.....	.....	.....	.....	.....
39	Medical College of Ohio	Cincinnati, Ohio	1819	1819	James Graham, M. D	10	2	234	.....	94	2,000	3	33
40	Cincinnati College of Medicine and Surgery	Cincinnati, Ohio	1851	1851	D. D. Bramble, M. D	8	4	108	27	52	1,042	3	40
41	Miami Medical College	Cincinnati, Ohio	1852	1852	John A. Murphy, M. D	9	2	165	.....	58	455	3	22
42	Cleveland Medical College	Cleveland, Ohio	1843	1843	John Bennitt, M. D	10	3	50	.....	29	1,167	2	20
43	Medical department University of Wooster	Cleveland, Ohio	1867	1869	G. C. E. Weber, M. D. dean	8	4	90	20	28	.....	.....	20
44	Starling Medical College and Hospital	Columbus, Ohio	1847	1847	Francis Carter, M. D., dean	8	3	52	.....	16	2,200	3	20
45	Medical department, Willamette University	Salem, Oreg	1865	1866	H. Carpenter, M. D., dean	10	2	14	2	5	61	3	26
46	Medical department, Lincoln University	Oxford, Pa	1854	1870	E. C. Hine, M. D., dean	8	.....	6	.....	.....	.....	3	37
47	Jefferson Medical College	Philadelphia, Pa	1825	1824	J. B. Biddle, M. D., dean	.....	19	462	.....	149	6,201	2	40
48	Medical department, Univ'y of Pennsylvania	Philadelphia, Pa	1749	1765	R. E. Rogers, M. D., dean	7	13	338	.....	.....	9,000	2	20
49	Woman's Medical College of Pennsylvania	Philadelphia, Pa	1850	1850	Rachel L. Bodley, A. M	8	5	60	.....	15	166	2	32
50	Medical College, State of South Carolina	Charleston, S. C	1833	1833	R. A. Kinloch, M. D	.....	7	60	50	12	.....	c2	20
51	University of South Carolina, medical department	Columbia, S. C	1801	1868	Vacant	3	1	8	1	4	.....	....	36
52	Department medicine and surgery, University of Nashville.	Nashville, Tenn	1785	1850	T. B. Buchanan, M. D	9	1	235	.....	69	1,534	1	22
53	Texas Medical College and Hospital	Galveston, Tex	1873	1873	Greensville Dowell, M. D., president of faculty.	5	3	....	.....	9	203	....	16
54	Medical department, Vermont University	Burlington, Vt	1791	1809	Peter Collier, M. D	12	9	56	5	23	*527	2	16
55	Medical department, University of Virginia	Charlottesville, Va	1819	1819	James L. Cabell, M. D., professor	5	.....	58	.....	.....	.....	.....	.....
56	Medical College of Virginia	Richmond, Va	1851	1851	J. B. McCaw, M. D., dean	8	7	44	13	14	875	2	35
57	Medical department, Georgetown University	Washington, D. C	1815	1851	Johnson Eliot, M. D., dean	7	4	65	.....	21	320	3	20
58	Medical department, Howard University	Washington, D. C	1867	1867	Gideon S. Palmer, M. D., dean	7	3	18	7	5	20	3	21
59	National Medical College, medical department Columbian University.	Washington, D. C	1821	.....	John C. Riley, M. D., dean	12	1	55	.....	10	392	3	22

* From Report of the Commissioner of Education, 1872.

a Chartered as Toland Medical College in 1864; adopted by the university in 1873.

b Re-organization.

c Two courses and three years' study.

d Not yet in operation.

TABLE XII.—*Statistics of schools of medicine, of dentistry, and of pharmacy for* 1873, *&c.*—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	President or dean.	Corps of instruction.		Number of students.			Number of alumni.	Number of years in course.	Number of weeks in scholastic year.
						Resident professors.	Other instructors.	In regular course.	Who have received an academic or other degree.	Graduates at the commencement of 1873.			
	1	2	3	4	5	6	7	8	9	10	11	12	13
	2. *Eclectic.*												
60	Bennett College of Eclectic Medicine & Surg'y.	Chicago, Ill	1869	1868	A. L. Clark, M. D	12	.....	130	.....	33	120	.....	.....
61	Eclectic Medical College of City of New York	New York, N. Y	1865	1865	R. S. Newton, M. D., dean	6	1	37	.....	21	171	3	32
62	Eclectic Medical Institute	Cincinnati, Ohio	1845	1843	J. M. Scudder, M. D., dean	7	.....	143	.....	68	1, 732	.....	30
	3. *Homeopathic.*												
63	Hahnemann Medical College and Hospital of Chicago.	Chicago, Ill	1857	1860	A. E. Small, M. D	14	2	65	10	40	287	2, 3	24
64	New England Female Medical College *a*	Boston, Mass	1850	1848	Rev. W. F. Warren, D. D	11	22	26	.....	8	101	3	36
65	School of medicine, Boston University	Boston, Mass	1869	1873	I. T. Talbot, M. D., dean	11	22	67	.....	.....	.....	3	36
66	Homeopathic Medical College of Missouri	St. Louis, Mo	1857	1858	E. C. Franklin, M. D., dean	9	4	39	.....	11	100	3	22
67	New York Homeopathic Medical College	New York, N. Y	1861	1861	J. W. Dowling, M. D	13	6	102	.....	36	420	3	40
68	New York Medical College and Hospital for Women.	New York, N. Y	1863	1863	Mrs. C. S. Lozier, M. D., dean	0	16	25	3	9	74	3	28
69	Homeopathic Hospital College	Cleveland, Ohio	1849	1849	N. Schneider, M. D., dean	13	4	65	.....	34	614	2, 3	21
70	Hahnemann Medical College of Pennsylvania	Philadelphia, Pa	1848	1849	H. N. Guernsey, M. D., dean	.....	22	110	.....	50	908	3	21
	II.—DENTAL.												
71	New Orleans Dental College	New Orleans, La	1867	1867	James S. Knapp, D. D. S	6	5	43	4	45	.....	2	17
72	Baltimore College Dental Surgery	Baltimore, Md	1839	1840	F. J. S. Gorgas, D. D. S., M. D	6	3	60	.....	27	709	2	20
73	Maryland Dental College of Baltimore	Baltimore, Md	1873	1873	R. B. Winder, D. D. S., M. D	8	27	17	6	.....	.....	2	24
74	Boston Dental College	Boston, Mass	1868	1868	I. J. Wetherbee, D. D. S	6	4	20	.....	7	47	.....	16
75	Dental school, Harvard University	Boston, Mass	.....	1867	T. B. Hitchcock, M. D., D. M. D., dean	9	5	28	1	5	44	*b*2	19
76	Missouri Dental College	St. Louis, Mo	1865	1865	C. W. Rivers, D. D. S., dean	8	4	17	.....	5	49	2	20
77	New York College of Dentistry	New York, N. Y	1865	1865	F. Abbott, M. D., dean	6	11	40	.....	10	68	2	20

78	Ohio College of Dental Surgery	Cincinnati, Ohio	1844	1845	J. Taft, D. D. S., dean	7	0	62	.....	.....	240	2	20
79	Pennsylvania College of Dental Surgery	Philadelphia, Pa	1856	1856	E. Wildman, D. D. S., dean	6	11	70	4	28	485	2	17
80	Philadelphia Dental College	Philadelphia, Pa	1863	1863	J. H. McQuillan, M. D., D. D. S., dean	7	13	91	.....	49	267	2	36
81	American Dental College	Austin, Tex	1873	1873	E. C. Wise, D. D. S	6	0	.....	.....	.....	.....	2	12
	4. Pharmaceutic.												
82	Chicago College of Pharmacy	Chicago, Ill	1859	1859	Prof. A. G. Bartlett, dean	4	0	50	.....	3	12	2	42
83	School of pharmacy, Iowa Wesleyan University	Mt. Pleasant, Iowa	.....	.....	Rev. J. Wheeler, D. D.	.....	.....	6	.....	.....	1	1	40
84	Louisville College of Pharmacy	Louisville, Ky	1873	1870	C. Lewis Diehl	3	.....	25	.....	5	.....	2	.....
85	Maryland College of Pharmacy	Baltimore, Md	1841	1840	J. F. Hancock, pres't; J. B. Baxley, dean.	3	1	65	3	8	115	2	24
86	Massachusetts College of Pharmacy	Boston, Mass	1852	1823	S. L. Colcord	2	1	83	.....	6	35	2	26
87	School of pharmacy, University of Michigan	Ann Arbor, Mich	.....	1868	A. B. Prescott	5	3	68	7	9	86	2	36
88	St. Louis College of Pharmacy	St. Louis, Mo	1865	1864	C. Habicht, pres't; Theo. Fay, M. D., dean	3	0	42	.....	7	50	2	22
89	College of Pharmacy, City of New York	New York, N. Y	1831	1829	William Hegeman	3	1	127	4	33	198	2	24
90	College of pharmacy, Baldwin University	Berea, Ohio	.....	1865	W. D. Godman, D. D	3	1	3	.....	4	29	1	12
91	Cincinnati College of Pharmacy	Cincinnati, Ohio	1850	1849	J. F. Judge, M. D	3	.....	153	.....	10	10	2	20
92	Philadelphia College of Pharmacy	Philadelphia, Pa	1822	1821	D. Parrish	.....	4	256	.....	94	966	2	22
93	Tennessee College of Pharmacy	Nashville, Tenn	1872	1872	J. B. Lindsley, M. D	5	.....	20	1	.....	.....	2	20
94	National College of Pharmacy	Washington, D. C	1872	1872	W. S. Thompson	.....	3	35	3	4	4	2	20

a Now connected with Boston University.

b Two courses and three years' study.

TABLE XII.—*Statistics of schools of medicine, of dentistry, and of pharmacy for* 1873, *&c.*—Continued.

Number.	Name.	Volumes in library.		Amount of—			Corporate property, &c.					Date of commencement in 1874.
		Whole number.	Increase since October 15, 1872.	Matriculation-fee.	Graduation-fee.	Annual cost of tuition.	Amount of property of corporation.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from all other sources.	
	1	14	15	16	17	18	19	20	21	22	23	24
	I.—MEDICAL AND SURGICAL.											
	1. *Regular.*											
1	Medical College of Alabama	500	0	$25	$30	$0	$175,000	$75,000	$0	$0	$0	March 20.
2	Medical department, University of California	.....	.....	5	40	130	15,000	65,000	.....	.....	.....	June 1.
3	Medical College of the Pacific, (University of Pacific.)*	.....	.....	5	40	140	.....	.....	.....	.....	.....	
4	Medical department, Yale College	.....	.....	5	25	100	*a*21,332	.....	.....	.....	.....	June 25.
5	Atlanta Medical College	500	*300	5	25	.....	.....	20,000	.....	.....	.....	March 4.
6	Medical College of Georgia	5,000	0	5	30	105	.....	.....	0	0	.....	March 1.
7	Savannah Medical College	3,000	0	5	30	105	.....	5,000	.....	.....	1,105	March 1.
8	Chicago Medical College, (medical department of Northwestern University.)	0	0	5	20	50	.....	75,000	0	0	4,000	March 10.
9	Rush Medical College	.....	.....	5	25	.....	.....	.....	.....	.....	.....	February 13.
10	Woman's Hospital Medical College	.....	.....	5	20	50	.....	*b*	.....	.....	.....	February 27.
11	Medical College of Evansville	100	50	5	25	50	.....	*c*1,000	0	0	1,000	March 1.
12	Medical department, Indiana University	.....	.....	10	25	25	.....	20,000	.....	.....	10,000	February 27.
13	Medical department, Iowa State University	300	300	5	25	20	.....	*d*5,000	.....	.....	.....	March 4.
14	College of Physicians and Surgeons	.....	.....	5	30	20	.....	75,000	.....	.....	7,000	February 20.
15	Louisville Medical College	.....	.....	5	30	120	1,500	.....	.....	.....	.....	March 1.
16	Medical department, University of Louisville.	4,000	0	5	30	70	.....	200,000	.....	.....	15,000	October 6.
17	Medical department, University of Louisiana	2,500	0	5	30	140	.....	200,000	0	0	.....	March, third week.
18	Medical School of Maine, Bowdoin College	4,000	50	5	20	75	.....	20,000	.....	.....	4,125	July 9.
19	Medical department, University of Maryland.	*3,500	.....	5	20	131	.....	.....	.....	.....	.....	March 1.
20	Medical department, Washington University	.....	.....	5	20	65	.....	.....	.....	.....	.....	

21	Medical school, Harvard University	2,000		5	30	200	47,123				*e*30,865	
22	Medical department, University of Michigan			*f*10	0	10						March 25.
23	Detroit Medical College			5	25	40	20,000	20,000				First Wednesday in March.
24	Medical College, University State of Missouri.			10	20	40						June 24.
25	Kansas City College of Physicians and Surgeons.	75		5	20	65	32,000	30,000	1,000	100	600	March 3.
26	Missouri Medical College			5	20	65		55,000			8,000	March 15.
27	St. Louis Medical College	1,500	150	5	20	140	40,000	50,000			15,381	March 13.
28	Dartmouth College, medical department	1,400	300	5	25	117		25,000	0	0	3,500	June 25.
29	Albany Medical College, Union University	4,566	20	5	25	100	36,300		50,000		6,372	January 28.
30	Long Island College Hospital			5	25	140						Last week in June.
31	Medical department, University of Buffalo	*500	20	5	25	*g*75	20,000	20,000			5,570	Febuary 24.
32	Bellevue Hospital Medical College	0		5	30	140	10,000					March 1.
33	College of Physicians and Surgeons	500	10	5	30	140		200,000	0	0	37,834	March 2.
34	Free Medical College for Women	0		5	15	0	26,500	26,500			4,500	April.
35	Medical department, University New York			5	30	145		50,000			16,300	February 17.
36	Women's Medical College of the New York Infirmary.			5	30	45	40,000	*d*2,500		2,500	4,500	Last week in March.
37	College of Physicians and Surgeons, Syracuse University.	600		5	20	100	2,000				1,269	February 4
38	College of Physicians and Surgeons *h*											
39	Medical College of Ohio	2,000		5	25	40					11,000	March 1.
40	Cincinnati College of Medicine and Surgery.	500	51	5	25	55	30,000	30,000				March 4.
41	Miami Medical College			5	25	40		40,000			7,700	March 1.
42	Cleveland Medical College	2,000	20	5	30	50	100,000		0	0	4,000	February 18.
43	Medical department, University of Wooster			5	25	55		40,000			6,000	March 1.
44	Starling Medical College and Hospital	300		5	30	60		100,000			5,000	March 1.
45	Medical department, Willamette University			5	30	110					4,000	
46	Medical department, Lincoln University			5	25	140						June 19.
47	Jefferson Medical College			5	30	140	60,000					March 11.
48	Medical department, Univ'y of Pennsylvania*			5	30	140						
49	Woman's Medical College of Pennsylvania			5	30	120	111,625		99,625	5,977	4,035	March 12.
50	Medical College, State of South Carolina			20	30	0		20,000				First week in March.
51	University of South Carolina, medical dep't.			0	15	0						June 30.
52	Department medicine and surgery, University of Nashville.			5	30	50		100,000	0	0		October 1.
53	Texas Medical College and Hospital	30		5	20	140						December 1.
54	Medical department, Vermont University			5	25	70		30,000	0	0	3,800	July 9.
55	Medical department, University of Virginia					110						
56	Medical College of Virginia	800		5	30	125		50,000			3,000	March 1.
57	Medical department, Georgetown University			5	30	140		20,000	2,000		5,000	First Monday in October.
58	Medical department, Howard University			5	25	*i*40						October 1.
59	National Medical College, medical department of Columbian University.			5	30	135						March

* From Report of the Commissioner of Education, 1872.

a From report of the treasurer for the year ended May 31, 1873.

b The building is on the lot belonging to the Chicago Hospital for Women and Children, and is worth over $30,000.

c Books and apparatus.

d Apparatus.

e Total income.

f $10 if from the State; $25, if from elsewhere.

g General ticket; perpetual ticket, $125.

h Not yet in operation.

i For two years.

TABLE XII.—*Statistics of schools of medicine, of dentistry, and of pharmacy for* 1873, *&c.*—Continued.

Number.	Name.	Volumes in library.		Amount of—			Corporate property, &c.					Date of commencement in 1874.
		Whole number.	Increase since October 15, 1872.	Matriculation-fee.	Graduation-fee.	Annual cost of tuition.	Amount of property of corporation.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from all other sources.	
	1	14	15	16	17	18	19	20	21	22	23	24
	2. *Eclectic.*											
60	Bennett College of Eclectic Medicine and Surgery.	*5,000	.....	$5	$25	*a*$50	$25,000	$25,000	$20,000	$1,800	$6,000	May 25.
61	Eclectic Medical College City of New York.	.....	.....	5	30	150	.....	*b*500	.....	.....	2,392	June 27.
62	Eclectic Medical Institute	.....	.....	5	25	*a*70	60,000	80,000	.....	.....	.....	May 23.
	3. *Homeopathic.*											
63	Hahnemann Medical College and Hospital of Chicago.	300	.....	5	30	85,105	100,000	100,000	0	0	13,000	March 19.
64	New England Female Medical College *c*	15,000	1,000	5	30	100	.....	100,000	.....	.....	.....	March 4.
65	School of medicine, Boston University	1,500	1,000	5	30	100	.....	.....	.....	.....	.....	March 4.
66	Homeopathic Medical College of Missouri	100	15	5	30	65	1,000	.....	.....	.....	2,000	March 3.
67	New York Homeopathic Medical College	300	.....	5	30	100	5,000	.....	.....	.....	8,000	February 27.
68	New York Medical College and Hospital for Women.	250	14	5	10	75	80,000	70,000	10,000	650	2,800	March 17.
69	Homeopathic Hospital College	1,000	50	5	30	.....	.....	50,000	.....	.....	8,781	February.
70	Hahnemann Medical College of Pennsylvania.	2,500	500	5	30	100	.....	*b*4,000	.....	.....	.....	March 4.
	II.—DENTAL.											
71	New Orleans Dental College	0	0	5	30	100	1,000	*b*1,000	0	0	1,600	March 23.
72	Baltimore College Dental Surgery	.....	.....	5	30	120	6,000	6,000	.....	.....	.....	March 1.
73	Maryland Dental College of Baltimore	.....	.....	5	30	120	.....	3,000	.....	.....	.....	March 4.
74	Boston Dental College	.....	.....	5	30	100	.....	0	.....	0	1,400	

75	Dental school, Harvard University			5	30	150		18,000			3,500	February 13.
76	Missouri Dental College	50		5	30	100		*d*			1,200	
77	New York College of Dentistry	0	0	5	30	100	0	*b*5,000	0	0	3,922	March 1.
78	Ohio College of Dental Surgery	100	0	5	30	105	20,000	20,000	0	0	1,800	October 14.
79	Pennsylvania College of Dental Surgery			5	30	100					10,234	March 2.
80	Philadelphia Dental College			5	30	100		*b*13,500			12,050	February.
81	American Dental College			5	30	120						April 15.
	4. Pharmaceutic.											
82	Chicago College of Pharmacy	1,800	150	2	5	36	15,000	*b*8,000	0	0	2,800	October 1.
83	School of pharmacy, Iowa Wesleyan Univ'y			35	5							
84	Louisville College of Pharmacy	*100		5	10	30	1,000		500	30	700	First Monday in October.
85	Maryland College of Pharmacy	250	100	4	10	*e*						Third week in March.
86	Massachusetts College of Pharmacy	400	25	4	10	45	3,000	*b*1,000	2,000	140	3,050	May.
87	School of pharmacy, University of Michigan			20–35	5	0						June 26.
88	St. Louis College of Pharmacy			2	5	30			0	0	1,200	October.
89	College of pharmacy, City of New York	700	200	2	5	36	25,000	*b*4,000	16,000	850	4,000	March 19.
90	College of pharmacy, Baldwin University			45	5	45		*b*500			300	February 19.
91	Cincinnati College of Pharmacy	100	100	5	10	30	3,000	*b*2,000			2,100	March 10.
92	Philadelphia College of Pharmacy	2,300	150	*f*2	10	36		60,000			7,707	March 12.
93	Tennessee College of Pharmacy	50	50	5	10	36		*b*2,000				March.
94	National College of Pharmacy			5	15	35		*b*400			1,650	

* From Report of the Commissioner of Education, 1872.
a Per session.
b Apparatus.
c Chartered as Toland Medical College in 1864; adopted by the university in 1873.
d Connected with St. Louis Medical College.
e $36 for first course; $51 for second.
f Two dollars for pupils of members; four dollars for pupils of non-members.

MEMORANDA.

Name.	Location.	Remarks.
Toland Medical College	San Francisco, Cal	Adopted as medical department University of California, January, 1873.
Mississippi College of Pharmacy	Jackson, Miss	Not in existence.
Medical College of Kansas City	Kansas City, Mo	No information concerning it.
Medical department Cumberland University	Memphis, Tenn	No information concerning it.

TABLE XIII.—PART 1.—(*Universities, colleges, &c.*)—*Degrees conferred in* 1873 *by universities, tion of*

[The following are the explanations of abbreviations used in this table: L. B., Bachelor of Letters; of Liberal Arts; M. E. L., Mistress of English Literature; M. L. L., Mistress of Liberal Learning; M., Master of Science; B. C. E., Bachelor of Civil Engineering; C. E., Civil Engineer; B. Agr., Bache Civil and Mining Engineer; D. E., Dynamic Engineer; B. Arch., Bachelor of Architecture; M. Sc., Ph. B., Bachelor of Philosophy; Ph. D., Doctor of Philosophy; Mus. B., Bachelor of Music; Mus. D., M. B., Bachelor of Medicine; M. D., Doctor of Medicine; D. D. M., Doctor of Dental Medicine; LL. B.,

NOTE.—0 shows that no degrees were con

Number.	Institutions and locations.	ALL CLASSES. All degrees.		LETTERS.					SCIENCE.	
					A. B.		A. M.		Sc. B.	
		In course.	Honorary.	In course, L. B.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.
	1	2	3	4	5	6	7	8	9	10
1	Agricultural and Mechanical Coll., Auburn, Ala	.....	*a*7	....	.....	....	....	....	.....	.....
2	Southern University, Greensboro', Ala	8	.....	....	3	....	3	....	.....	.....
3	Howard College, Marion, Ala	12	.....	....	2	....	....	....	4	.....
4	Spring Hill College near Mobile, Ala	4	.....	....	4	....	....	....	.....	.....
5	Talladega College, Talladega, Ala	0	0	....	.....	....	....	....	.....	.....
6	University of Alabama, Tuscaloosa, Ala	6	0	....	.....	....	1	....	3	.....
7	Cane Hill College, Boonsboro', Ark	2	.....	....	2	....	....	....	.....	.....
8	St. John's Coll. of Arkansas, Little Rock, Ark	3	0	....	2	....	....	....	.....	.....
9	Missionary College of St. Augustine, Benicia, Cal	3	.....	....	.....	....	....	....	3	.....
10	University of California, Oakland, Cal	72	0	....	4	....	....	....	8	.....
11	St. Ignatius College, San Francisco, Cal	3	.....	....	2	....	1	....	.....	.....
12	St. Mary's College, San Francisco, Cal	6	.....	....	2	....	1	....	3	.....
13	University College, San Francisco, Cal	15	.....	....	.....	....	....	....	.....	.....
14	Santa Clara College, Santa Clara, Cal	5	.....	....	.....	....	1	....	4	.....
15	University of the Pacific, Santa Clara, Cal	8	.....	....	3	....	1	....	4	.....
16	Coll. of our Lady of Guadalupe, Santa Inez, Cal	0	0	....	.....	....	....	....	.....	.....
17	Pacific Methodist College, Santa Rosa, Cal	4	1	....	1	....	3	....	.....	.....
18	California College, Vacaville, Cal	0	0	....	.....	....	....	....	.....	.....
19	Hesperian College, Woodland, Cal	0	0	....	.....	....	....	....	.....	.....
20	Trinity College, Hartford, Conn	34	4	....	17	....	15	....	2	.....
21	Wesleyan University, Middletown, Conn	65	9	....	34	....	31	4	.....	.....
22	Yale College, New Haven Conn	235	13	....	112	....	43	9	.....	.....
23	Delaware College, Newark, Del	3	0	....	.....	....	....	....	3	.....
24	Georgetown University, Georgetown, D. C	37	2	....	11	....	3	1	.....	.....
25	Columbian University, Washington, D. C	62	5	1	2	....	1	1	4	.....
26	Howard University, Washington, D. C	23	.....	....	2	....	....	....	.....	.....
27	Gonzaga College, Washington, D. C	.....	.....	....	.....	....	....	....	.....	.....
28	National Deaf-Mute College, Washington, D. C	3	0	....	3	....	....	....	.....	.....
29	University of the State of Georgia, Athens, Ga	61	.....	....	23	....	4	....	1	.....
30	Atlanta University, Atlanta, Ga	0	0	....	.....	....	....	....	.....	.....
31	Bowdon College, Bowdon, Ga	4	3	....	2	....	2	2	.....	.....
32	Mercer University, Macon, Ga	4	3	....	.....	....	4	2	.....	.....
33	Emory College, Oxford, Ga	30	6	....	24	....	6	3	.....	.....
34	Abingdon College, Abingdon, Ill	22	.....	....	7	....	....	....	15	.....
35	Shurtleff College, Alton, Ill	5	3	....	3	....	2	2	.....	.....
36	Illinois Wesleyan University, Bloomington, Ill	14	2	....	5	....	5	....	4	.....
37	St. Viator's College, Bourbonnais Grove, Ill	0	0	....	.....	....	....	....	.....	.....
38	Blackburn University, Carlinville, Ill	19	4	....	5	....	4	1	7	.....
39	Carthage College, Carthage, Ill	0	0	....	.....	....	....	....	.....	.....
40	Chicago University, Chicago, Ill	26	7	....	14	....	....	3	2	.....
41	St. Ignatius College, Chicago, Ill	1	0	....	.....	....	1	....	.....	.....
42	Eureka College, Eureka, Ill	12	.....	....	3	....	....	....	2	.....
43	Northwestern University, Evanston, Ill	68	1	....	12	....	6	....	.....	.....
44	Northern Illinois College, Fulton, Ill	0	0	....	.....	....	....	....	.....	.....
45	Knox College, Galesburg, Ill	6	1	....	3	....	2	....	1	.....
46	Lombard University, Galesburg, Ill	10	0	4	3	....	3	....	.....	.....
47	Illinois Agricultural College, Irvington, Ill	1	.....	....	.....	....	....	....	.....	.....
48	Illinois College, Jacksonville, Ill	12	1	....	3	....	2	....	7	.....
49	McKendree College, Lebanon, Ill	27	4	....	5	....	6	2	9	.....
50	Lincoln University, Lincoln, Ill	.....	.....	....	.....	....	....	....	.....	.....
51	Monmouth College, Monmouth, Ill	39	2	....	15	....	20	....	4	.....
52	Northwestern College, Naperville, Ill	2	.....	....	1	....	....	....	1	.....
53	Augustana College, Paxton, Ill	0	0	....	.....	....	....	....	.....	.....

(*a*) Not specified.

colleges, scientific and other professional schools, and by schools for the superior instruction of women.

A. B., Bachelor of Arts; A. M., Master of Arts; B. L. A., Bachelor of Liberal Arts; M. L. A., Mistress of Liberal Arts; L. A., Laureate of Arts; L. C., Laureate of Arts; A. S., Sister of Arts; Sc. B., Bachelor of Science; Sc. D., Doctor of Science; B. S. A., Bachelor of Agriculture; D. S. A., Doctor of Agriculture; B. M. E., Bachelor of Mining Engineering; M. E., Mining Engineer; C. & M. E., Civil and Mining Engineer; B. Sc., Bachelor of Science; M. Sc., Mistress of Science; L. Sc., Laureate of Science; D. Sc., Doctor of Science; Mus. B., Bachelor of Music; Mus. M., Mistress of Music; Mus. D., Doctor of Music; Mis. Mus., Mistress of Music; D. B., Bachelor of Divinity; D. D., Doctor of Divinity; M. B., Bachelor of Medicine; M. D., Doctor of Medicine; LL. B., Bachelor of Laws; LL. D., Doctor of Laws; D. C. L., Doctor of Civil Law.]

ferred; .... indicates none returned.

SCIENCE.								PHILOSOPHY.				ART.		THEOLOGY.		MEDICINE.			LAW.			
Sc. M.								Ph. B.		Ph. D.												
In course.	Honorary.	In course, B. C. E. & C. E.	In course, B. Agr.	In course, B. M. E. & M. E.	In course, B. Arch.	In course, C. & M. E.	In course, D. E.	In course.	Honorary.	In course.	Honorary.	In course, Mus. B.	Honorary, Mus. D.	In course, D. B.	Honorary, D. D.	In course, M. B.	In course, M. D.	In course, D. D. M.	In course, LL. B.	Honorary, LL. D.	Honorary, D. C. L.	Number.
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	
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....	....	2	....	....	....	....	2	29	....	8	....	....	....	21	1	....	3	....	15	3	....	22
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b Number of graduates reported.

TABLE XIII.—PART 1.—(*Universities, colleges, &c.*)—*Degrees*

Number.	Institutions and locations.	ALL CLASSES. All degrees. In course.	ALL CLASSES. All degrees. Honorary.	LETTERS. In course, L. B.	LETTERS. A. B. In course.	LETTERS. A. B. Honorary.	LETTERS. A. M. In course.	LETTERS. A. M. Honorary.	SCIENCE. Sc. B. In course.	SCIENCE. Sc. B. Honorary.
	1	2	3	4	5	6	7	8	9	10
54	St. Joseph's College, Teutapolis, Ill	0	0	....	.....	....	....	....	.....	.....
55	College of the Sacred Heart of Jesus, Ruma, Ill.	.....	.....	....	.....	....	....	....	.....	.....
56	Westfield College, Westfield, Ill	5	0	....	1	....	....	....	2	.....
57	Wheaton College, Wheaton, Ill	8	0	....	8	....	....	....	.....	.....
58	Indiana University, Bloomington, Ind	100	*a*6	....	12	....	7	....	8	.....
59	Wabash College, Crawfordsville, Ind	22	.....	....	19	....	....	....	3	.....
60	Concordia College, Fort Wayne, Ind	0	0	....	.....	....	....	....	.....	.....
61	Fort Wayne College, Fort Wayne, Ind.	0	0	....	.....	....	....	....	.....	.....
62	Franklin College, Franklin, Ind	.....	3	....	.....	....	....	....	.....	.....
63	Indiana Asbury University, Greencastle, Ind.	42	1	....	19	....	12	....	11	.....
64	Hanover College, Hanover, Ind	10	13	....	6	....	....	6	4	.....
65	Hartsville University, Hartsville, Ind	6	.....	....	.....	....	....	....	6	.....
66	Northwestern Christian University, Indianopolis, Ind	11	.....	....	5	....	....	....	.....	.....
67	Union Christian College, Merom, Ind	3	0	....	2	....	....	....	1	.....
68	Moore's Hill College, Moore's Hill, Ind	5	2	....	1	....	2	1	2	.....
69	University of Notre Dame du Lac, Notre Dame, Ind	14	2	....	4	....	3	....	4	.....
70	Earlham College, Richmond, Ind	14	0	....	4	....	1	....	9	.....
71	Ridgeville College, Ridgeville, Ind	2	.....	....	1	....	....	....	1	.....
72	St. Meinrad's College, St. Meinrad, Ind	.....	.....	....	.....	....	....	....	.....	.....
73	Iowa State Agricultural College, Ames, Iowa	15	.....	....	.....	....	....	....	15	.....
74	Burlington University, Burlington, Iowa	0	0	....	.....	....	....	....	.....	.....
75	Griswold College, Davenport, Iowa	7	0	....	7	....	....	....	.....	.....
76	Norwegian Luther College, Decorah, Iowa	5	.....	....	3	....	1	....	1	.....
77	Upper Iowa University, Fayette, Iowa	4	.....	....	.....	....	....	....	4	.....
78	Iowa College, Grinnell, Iowa	4	3	....	2	....	2	1	.....	.....
79	Humboldt College, Humboldt, Iowa	.....	.....	....	.....	....	....	....	.....	.....
80	Simpson Centenary College, Indianola, Iowa	12	0	....	1	....	6	....	5	.....
81	Iowa State University, Iowa City, Iowa	105	2	....	16	....	....	....	.....	.....
82	German College, Mt. Pleasant, Iowa	0	0	....	.....	....	....	....	.....	.....
83	Iowa Wesleyan University, Mt. Pleasant, Iowa.	22	5	....	4	....	10	2	6	.....
84	Cornell College, Mt. Vernon, Iowa	15	3	....	3	....	4	2	8	.....
85	Penn College, Oskaloosa, Iowa	.....	.....	....	.....	....	....	....	.....	.....
86	Central University of Iowa, Pella, Iowa	2	.....	....	.....	....	2	....	.....	.....
87	Whittier College, Salem, Iowa	10	0	....	.....	....	....	....	10	.....
88	Tabor College, Tabor, Iowa	8	0	....	7	....	1	....	.....	.....
89	St. Benedict's College, Kans	0	0	....	.....	....	....	....	.....	.....
90	Baker University, Baldwin City, Kans	3	.....	....	2	....	....	....	1	.....
91	Highland University, Highland, Kans	4	3	....	1	....	3	....	.....	.....
92	State University, Lawrence, Kans	4	0	....	3	....	....	....	.....	.....
93	Lane University, Lecompton, Kans	.....	.....	....	.....	....	....	....	.....	.....
94	Kansas State Agricultural College, Manhattan, Kans	4	.....	....	2	....	....	....	2	.....
95	Washburn University, Topeka, Kans	0	0	....	.....	....	....	....	.....	.....
96	St. Mary's College, St. Mary's, Kans	0	0	....	.....	....	....	....	.....	.....
97	Berea College, Berea, Ky	3	.....	....	3	....	....	....	.....	.....
98	Centre College, Danville, Ky	22	6	....	15	....	7	1	.....	.....
99	Cecilian College, Elizabethtown, Ky	3	1	....	3	....	....	....	.....	.....
100	Eminence College, Eminence, Ky	4	0	....	4	....	....	....	.....	.....
101	Kentucky Military Institute, Farmdale Post-Office, Ky	13	2	....	11	1	....	1	.....	.....
102	Georgetown College, Georgetown, Ky	7	0	....	3	....	....	....	4	.....
103	Warrendale College, Georgetown, Ky	.....	.....	....	.....	....	....	....	.....	.....
104	Kentucky University, Lexington, Ky	25	.....	....	4	....	1	....	.....	.....
105	Concord College, New Liberty, Ky	1	.....	....	.....	....	....	....	1	.....
106	Bethel College, Russellville, Ky	0	0	....	.....	....	....	....	.....	.....
107	St. Mary's College, St. Mary's, Ky	.....	.....	....	.....	....	....	....	.....	.....
108	Louisiana State University, Baton Rouge, La	63	0	....	4	....	1	....	3	.....
109	St. Charles College, Grand Côteau, La	.....	.....	....	.....	....	....	....	.....	.....
110	Centenary College of Louisiana, Jackson, La	1	1	....	1	....	....	1	.....	.....
111	Leland University, New Orleans, La	0	0	....	.....	....	....	....	.....	.....

a Includes four honorary degrees in medicine.

conferred in 1873 *by universities, colleges, &c.*—Continued.

SCIENCE.								PHILOSOPHY.				ART.		THEOLOGY.		MEDICINE.			LAW.			
Sc. M.								Ph. B.		Ph. D.												
In course.	Honorary.	In course, B. C. E. & C. E.	In course, B. Agr.	In course, B. M. E. & M. E.	In course, B. Arch.	In course, C. & M. E.	In course, D. E.	In course.	Honorary.	In course.	Honorary.	In course, Mus. B.	Honorary, Mus. D.	In course, D. B.	Honorary, D. D.	In course, M. B.	In course, M. D.	In course, D. D. M.	In course, LL. B.	Honorary, LL. D.	Honorary, D. C. L.	Number.
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	
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b Number of graduates reported. *c* Includes five degrees of master in pharmacy.

TABLE XIII.—PART 1.—(*Universities, colleges, &c.*)—

Number.	Institutions and locations.	ALL CLASSES. All degrees. In course.	ALL CLASSES. All degrees. Honorary.	LETTERS. In course, L. B.	LETTERS. A. B. In course.	LETTERS. A. B. Honorary.	LETTERS. A. M. In course.	LETTERS. A. M. Honorary.	SCIENCE. Sc. B. In course.	SCIENCE. Sc. B. Honorary.
	1	2	3	4	5	6	7	8	9	10
112	New Orleans University, New Orleans, La	0	0	....	.....	....	....	....	.....	.....
113	Straight University, New Orleans, La	4	2	....	.....	....	....	1	2	.....
114	St. Mary's Jefferson College, St. James, La	.....	.....	....	.....	....	....	....	.....	.....
115	Bowdoin College, Brunswick, Me	71	.....	....	40	....	17	....	.....	.....
116	Bates College, Lewiston, Me	33	4	....	19	....	14	1	.....	.....
117	Maine State College of Agricultural and Mechanical Arts, Orono, Me	7	.....	....	.....	....	....	....	3	.....
118	Colby University, Waterville, Me	13	8	....	10	....	3	3	.....	.....
119	St. John's College, Annapolis, Md	8	3	....	8	....	....	1	.....	.....
120	Washington College, Chestertown, Md	5	.....	....	5	....	....	....	.....	.....
121	Rock Hill College, Ellicott City, Md	1	0	....	1	....	....	....	.....	.....
122	St. Charles College, Md	.....	.....	....	.....	....	....	....	.....	.....
123	Frederick College, Md	.....	.....	....	.....	....	....	....	.....	.....
124	Mt. St. Clement's College, Md	.....	.....	....	.....	....	....	....	.....	.....
125	Western Maryland College, Westminster, Md.	9	4	....	9	....	....	....	.....	.....
126	Amherst College, Amherst, Mass	72	6	....	54	....	18	2	.....	.....
127	Massachusetts Agricult'l Coll., Amherst, Mass.	13	.....	....	.....	....	....	....	13	.....
128	Boston College, Boston, Mass	0	0	....	.....	....	....	....	.....	.....
129	Boston University, Boston, Mass	39	.....	....	.....	....	....	....	.....	.....
130	Massachusetts Inst. of Technology, Boston, Mass	14	.....	....	.....	....	....	....	14	.....
131	Harvard University, Cambridge, Mass	*b*221	.....	....	129	....	....	....	7	.....
132	Tufts College, Medford, Mass	24	.....	....	13	....	....	....	.....	.....
133	Williams College, Williamstown, Mass	27	13	....	22	....	5	7	.....	.....
134	College of the Holy Cross, Worcester, Mass	10	0	....	10	....	....	....	.....	.....
135	Worcester Free Institute of Industrial Science, Worcester, Mass	18	.....	....	.....	....	....	....	18	.....
136	Adrian College, Adrian, Mich	11	0	....	3	....	2	....	3	.....
137	Albion College, Albion, Mich	11	2	....	.....	....	8	....	.....	.....
138	University of Michigan, Ann Arbor, Mich	*c*206	2	....	40	1	20	....	12	.....
139	Hillsdale College, Hillsdale, Mich	42	2	....	10	....	7	....	21	.....
140	Hope College, Holland City, Mich	6	0	....	6	....	....	....	.....	.....
141	Kalamazoo College, Kalamazoo, Mich	0	0	....	.....	....	....	....	.....	.....
142	Michigan State Agricult'l Coll., Lansing, Mich.	10	.....	....	.....	....	....	....	5	.....
143	Olivet College, Olivet, Mich	15	0	....	8	....	3	....	4	.....
144	University of Minnesota, Minneapolis, Minn	2	0	....	2	....	....	....	.....	.....
145	Carleton College, Northfield, Minn	0	0	....	.....	....	....	....	.....	.....
146	St. John's College, St. Joseph, Minn	13	.....	....	5	....	8	....	.....	.....
147	Mississippi College, Clinton, Miss	3	1	....	3	....	....	....	.....	.....
148	University of Mississippi, Oxford, Miss	24	0	....	13	....	2	....	.....	.....
149	Pass Christian College, Pass Christian, Miss	3	1	....	2	....	1	....	.....	.....
150	Madison College, Sharon, Miss	0	0	....	.....	....	....	....	.....	.....
151	Tougaloo University, Tougaloo, Miss	0	0	....	.....	....	....	....	.....	.....
152	Christian University, Canton, Mo	8	3	....	2	....	....	2	6	.....
153	St. Vincent's College, Cape Girardeau, Mo	7	0	....	4	....	3	....	.....	.....
154	McGee College, College Mound, Mo	6	5	....	4	....	1	1	.....	2
155	Univ. of the State of Missouri, Columbia, Mo	29	12	....	19	....	....	1	.....	.....
156	Central College, Fayette, Mo	4	0	....	1	....	2	....	.....	.....
157	Westminster College, Fulton, Mo	9	.....	....	6	....	....	....	3	.....
158	Lewis College, Glasgow, Mo	.....	.....	....	.....	....	....	....	.....	.....
159	Lincoln College, Greenwood, Mo	0	0	....	.....	....	....	....	.....	.....
160	Hannibal College, Hannibal, Mo	0	0	....	.....	....	....	....	.....	.....
161	Woodland College, Independence, Mo	.....	.....	....	.....	....	....	....	.....	.....
162	William Jewell College, Liberty, Mo	2	1	....	2	....	....	....	.....	.....
163	St. Paul's College, Palmyra, Mo	0	0	....	.....	....	....	....	.....	.....
164	Drury College, Springfield, Mo	.....	.....	....	.....	....	....	....	.....	.....
165	St. Joseph College, St. Joseph, Mo	*d*6	0	....	.....	....	....	....	.....	.....
166	St. Louis University, St. Louis, Mo	6	0	....	3	....	3	....	.....	.....
167	Washington University, St. Louis, Mo	24	0	....	3	....	....	....	.....	.....
168	Doane College, Crete, Nebr	.....	.....	....	.....	....	....	....	.....	.....
169	University of Nebraska, Lincoln, Nebr	2	.....	....	.....	....	....	....	.....	.....
170	Nebraska College, Nebraska City, Nebr	2	4	....	1	....	....	2	1	.....
171	Dartmouth College, Hanover, N. H	125	14	....	72	....	17	9	13	.....
172	Burlington College, Burlington, N. J	.....	1	....	.....	....	....	....	.....	.....

a Number of graduates reported.

b Includes one doctor of sciences.

Degrees conferred in 1873 *by universities, colleges, &c.*—Continued.

SCIENCE.								PHILOSOPHY.				ART.		THEOLOGY.		MEDICINE.			LAW.			Number.
Sc. M.								Ph. B.		Ph. D.												
In course.	Honorary.	In course, B. C. E. & C. E.	In course, B. Agr.	In course, B. M. E. & M. E.	In course, B. Arch.	In course, C. & M. E.	In course, D. E.	In course.	Honorary.	In course.	Honorary.	In course, Mus. B.	Honorary, Mus. D.	In course, D. B.	Honorary, D. D.	In course, M. B.	In course, M. D.	In course, D. D. M.	In course, LL. B.	Honorary, LL. D.	Honorary, D. C. L.	
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	
										1	1					1						112
																	14					113
											1				1					1		114
		4													3					2		115
															1					1		116
											1				3					2		117
															1					1		118
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											1				3					2		120
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				2						2				4			41	5	30			131
		4						1						6								132
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8		11						15						4	2		*a*91			1		138
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	3		5								2				1				5	5		155
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		3																				166
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								2														168
		2													2							169
															2		*a*21			3		170
														*d*1								171
																						172

c Includes nine degrees of pharmaceutic chemist. *d* Not specified. *e* Honorary.

TABLE XIII.—PART 1.—(*Universities, colleges, &c.*)—

Number.	Institutions and locations.	ALL CLASSES. All degrees. In course.	ALL CLASSES. All degrees. Honorary.	LETTERS. In course, L. B.	LETTERS. A. B. In course.	LETTERS. A. B. Honorary.	LETTERS. A. M. In course.	LETTERS. A. M. Honorary.	SCIENCE. Sc. B. In course.	SCIENCE. Sc. B. Honorary.
	1	2	3	4	5	6	7	8	9	10
173	Rutgers College, New Brunswick, N. J.	52	13	....	26	....	19	....	.....	.....
174	College of New Jersey, Princeton, N. J	152	7	....	74	....	78	1	.....	.....
175	Seton Hall College, South Orange, N. J.	12	1	....	7	....	5	1	.....	.....
176	Alfred University, Alfred, N. Y.	11	1	....	6	....	5	....	.....	.....
177	St. Bonaventure College, Allegany, N. Y	.....	.....	....	.....	....	.....	....	.....	.....
178	St. Stephen's College, Annandale, N. Y.	17	0	....	15	....	2	....	.....	.....
179	Brooklyn Collegiate and Polytechnic Institute, Brooklyn, N. Y	2	.....	....	1	....	....	....	1	.....
180	St. Francis College, Brooklyn, N. Y.	0	0	....	.....	....	....	....	.....	.....
181	St. John's College, Brooklyn, N. Y.	0	0	....	.....	....	....	....	.....	.....
182	Canisius College, Brooklyn, N. Y	.....	.....	....	.....	....	....	....	.....	.....
183	St. Joseph's College, Brooklyn, N. Y	0	0	....	.....	....	....	....	.....	.....
184	St. Lawrence University, Canton, N. Y.	15	.....	....	2	....	....	....	6	.....
185	Hamilton College, Clinton, N. Y.	56	9	....	38	1	7	2	.....	.....
186	Hobart College, Geneva, N. Y.	21	1	....	13	....	6	....	2	.....
187	St. John's College, Fordham, N. Y.	13	.....	....	9	....	4	....	.....	.....
188	Madison University, Hamilton, N. Y.	58	5	....	33	....	7	2	.....	.....
189	Cornell University, Ithaca, N. Y	98	.....	3	17	....	1	....	45	.....
190	College of City of New York, New York, N. Y.	38	.....	....	14	....	2	....	22	.....
191	College of St. Francis Xavier, New York, N. Y.	21	0	....	13	....	8	....	.....	.....
192	Columbia College, New York, N. Y	183	10	....	20	....	17	3	.....	.....
193	Manhattan College, New York, N. Y.	0	0	*c*	.....	....	....	....	.....	.....
194	University City of New York, New York, N. Y.	118	11	....	6	....	4	1	5	.....
195	University of Rochester, Rochester, N. Y.	35	3	....	20	....	12	....	2	.....
196	Union College, Schenectady, N. Y.	110	13	....	18	....	11	4	.....	.....
197	Syracuse University, Syracuse, N. Y.	24	2	....	3	....	7	1	2	.....
198	Rensselaer Polytechnic Institute, Troy, N. Y.	21	.....	....	.....	....	....	....	.....	.....
199	University of North Carolina, Chapel Hill, N. C.	0	.....	....	.....	....	....	....	.....	.....
200	Davidson College, Davidson College, N. C	28	.....	....	26	....	2	....	.....	.....
201	Rutherford Male and Female College, Excelsior, N. C	5	4	....	3	....	....	2	2	.....
202	North Carolina College, Mt. Pleasant, N. C.	5	1	....	5	....	....	....	.....	.....
203	Trinity College, Trinity, N. C.	17	1	....	9	....	5	....	.....	.....
204	Wake Forest College, Wake Forest, N. C.	7	0	....	1	....	....	....	.....	.....
205	Buchtel College, Akron, Ohio	4	1	....	.....	....	....	....	4	.....
206	Ohio University, Athens, Ohio	11	1	....	6	....	4	1	1	.....
207	McCorkle College, Bloomfield, Ohio	.....	.....	....	.....	....	....	....	.....	.....
208	Baldwin University, Berea, Ohio	*d*21	3	....	3	....	6	1	8	.....
209	German Wallace College, Berea, Ohio	2	2	....	1	....	1	....	.....	.....
210	Mt. St. Mary's of the West, Cincinnati, Ohio	0	0	....	.....	....	....	....	.....	.....
211	St. Xavier's College, Cincinnati, Ohio	12	.....	....	9	....	3	....	.....	.....
212	Farmers' College, College Hill, Ohio	0	0	....	.....	....	....	....	.....	.....
213	Capital University, Columbus, Ohio	13	.....	....	7	....	6	....	.....	.....
214	Ohio Wesleyan University, Delaware, Ohio	75	5	....	45	....	30	3	.....	.....
215	Kenyon College, Gambier, Ohio	16	0	....	9	....	7	....	.....	.....
216	Denison University, Granville, Ohio	8	0	....	4	....	2	....	2	.....
217	Hiram College, Hiram, Ohio	12	.....	....	6	....	2	....	4	.....
218	Western Reserve College, Hudson, Ohio	22	0	....	15	....	7	....	.....	.....
219	Ohio Central College, Iberia, Ohio	0	0	....	.....	....	....	....	.....	.....
220	Marietta College, Marietta, Ohio	15	3	....	10	....	5	1	.....	.....
221	Mt. Union College, Mt. Union, Ohio	13	6	....	5	....	4	4	2	.....
222	Franklin College, New Athens, Ohio	2	5	....	2	....	....	1	.....	.....
223	Oberlin College, Oberlin, Ohio	32	1	....	21	....	10	1	1	.....
224	Miami University, Oxford, Ohio	.....	2	....	.....	....	....	....	.....	.....
225	One-Study University, Scio, Ohio	18	0	....	5	....	....	....	13	.....
226	Wittenberg College, Springfield, Ohio	16	.....	....	.....	....	16	....	.....	.....
227	Heidelberg College, Tiffin, Ohio	7	.....	....	3	....	....	....	4	.....
228	Urbana University, Urbana, Ohio	0	0	....	.....	....	....	....	.....	.....
229	Otterbein University, Westerville, Ohio	5	2	....	1	....	1	....	3	.....
230	Westfield College, Westfield, Ohio	3	.....	....	1	....	....	....	2	.....
231	Geneva College, West Geneva, Ohio	.....	.....	....	.....	....	....	....	.....	.....
232	Willoughby College, Willoughby, Ohio	.....	0	....	.....	....	....	....	.....	.....

a Honorary.
b Number of graduates reported.

Degrees conferred in 1873 *by universities, colleges, &c.*—Continued.

SCIENCE.								PHILOSOPHY.				ART.		THEOLOGY.		MEDICINE.			LAW.			Number.
Sc. M.								Ph. B.		Ph. D.												
In course.	Honorary.	In course, B. C. E. & C. E.	In course, B. Agr.	In course, B. M. E. & M. E.	In course, B. Arch.	In course, C. & M. E.	In course, D. E.	In course.	Honorary.	In course.	Honorary.	In course, Mus. B.	Honorary, Mus. D.	In course, D. B.	Honorary, D. D.	In course, M. B.	In course, M. D.	In course, D. D. M.	In course, LL. B.	Honorary, LL. D.	Honorary, D. C. L.	
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	
6	....	*a*5	....	....	....	....	....	....	....	1	....	....	....	....	6	....	....	....	....	2	....	173
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....	....	19	2	3	1	....	....	6	....	....	....	....	....	*b*12	3	....	....	....	....	....	....	188
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1	....	2	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	193
1	....	....	....	....	....	....	....	....	....	....	3	....	....	....	5	....	74	....	26	1	1	194
....	....	5	....	....	....	....	....	....	....	....	....	....	....	....	3	....	....	....	....	....	....	195
5	....	....	....	....	....	....	....	....	....	1	....	....	....	....	2	....	....	....	*b*76	7	....	196
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c The class is preparing for examination next year in higher-grade-studies.
d Includes 4 graduates in pharmacy.

TABLE XIII.—PART 1.—(*Universities, colleges, &c.*)—

Number.	Institutions and locations.	ALL CLASSES. All degrees. In course.	ALL CLASSES. All degrees. Honorary.	LETTERS. In course, L. B.	LETTERS. A. B. In course.	LETTERS. A. B. Honorary.	LETTERS. A. M. In course.	LETTERS. A. M. Honorary.	SCIENCE. Sc. B. In course.	SCIENCE. Sc. B. Honorary.
	1	2	3	4	5	6	7	8	9	10
233	Wilmington College, Wilmington, Ohio									
234	University of Wooster, Wooster, Ohio	41	1		13					
235	Wilberforce University, near Xenia, Ohio	6	5		4			2	2	
236	Antioch College, Yellow Springs, Ohio	4	0		3		1			
237	Corvallis College, Corvallis, Oreg	4			4					
238	Pacific University, Forest Grove, Oreg	3			1				2	
239	McMinnville College, McMinnville, Oreg									
240	Christian College, Monmouth, Oreg	9	0		5				4	
241	Willamette University, Salem, Oreg	19			4				10	
242	Muhlenberg College, Allentown, Pa	26	0		19		7			
243	Lebanon Valley College, Annville, Pa	2	1		1		1			
244	Dickinson College, Carlisle, Pa	18	3		18			1		
245	Agricultural College of Pennsylvania, Centre County, Pa	5							5	
246	Lafayette College, Easton, Pa	41	11		29	2		2	5	
247	Ursinus College, Freeland, Pa		2							
248	Pennsylvania College, Gettysburg, Pa	31	2		15		16	1		
249	Haverford College, Haverford, Pa	8			8					
250	Franklin and Marshall College, Lancaster, Pa	19	9		14		5	2		
251	St. Vincent's College, near Latrobe, Pa	4			3		1			
252	University at Lewisburg, Lewisburg, Pa	16	5		10		3	2	3	
253	Lincoln University, Lower Oxford, Pa	11			11					
254	Allegheny College, Meadville, Pa	27	1		15		12	1		
255	Mercersburg College, Mercersburg, Pa	7	4		7			1		
256	Palatinate College, Myerstown, Pa									
257	Westminster College, New Wilmington, Pa	33	1		21				12	
258	La Salle College, Philadelphia, Pa	0	0							
259	St. Joseph's College, Philadelphia, Pa									
260	University of Pennsylvania, Philadelphia, Pa	161	2		25		13		11	
261	Polytechnic College of Pennsylvania, Philadelphia, Pa	19			17		2			
262	Wagner Free Institute of Science, Philadelphia, Pa	6	1				1			
263	Western University of Pennsylvania, Pittsburg, Pa	15	2		7		4		4	
264	Lehigh University, South Bethlehem, Pa	55								
265	Swarthmore College, Swarthmore, Pa	6	0		6					
266	Villanova College, Villanova P.-O., Pa	4			4					
267	Washington and Jefferson College, Washington, Pa	14	8		4		7		2	
268	Waynesburg College, Waynesburg, Pa	6	4				6	2		
269	Brown University, Providence, R. I	59	7		30		19	3		
270	College of Charleston, Charleston, S. C	7			5		2			
271	University of South Carolina, Columbia, S. C	13	3		1		3			
272	Furman University, Greenville, S. C	5	3		1		1			
273	Claflin University, Orangeburg, S. C									
274	Wofford College, Spartanburg C.-H., S. C	18	0		15		3			
275	Newberry College, Walhalla, S. C	4					4			
276	Mt. Zion College, Winnsboro', S. C	0	0							
277	East Tennessee Wesleyan University, Tenn	1	1		1					
278	King College, Bristol, Tenn	14	0		14					
279	Stewart College, Clarksville, Tenn	3	2		3					
280	Greenville and Tusculum College, Greenville, Tenn	5	2		2		3			
281	West Tennessee College, Jackson, Tenn									
282	East Tennessee University, Knoxville, Tenn	6	0		4				2	
283	Cumberland University, Lebanon, Tenn	84	3		15		5		1	
284	Maryville College, Maryville, Tenn	7			7					
285	Christian Brothers' College, Memphis, Tenn									
286	Union University, Murfreesbo', Tenn	6	1		2		4	1		
287	Central Tennessee College, Nashville, Tenn	0	0							
288	Fisk University, Nashville, Tenn									
289	University of Nashville, Nashville, Tenn	72			2		1			

a Number of graduates reported.

Degrees conferred in 1873 *by universities, colleges, &c.*—Continued.

SCIENCE.								PHILOSOPHY.				ART.		THEOLOGY.		MEDICINE.			LAW.			
Sc. M.								Ph. B.		Ph. D.												
In course.	Honorary.	In course, B. C. E. & C. E.	In course, B. Agr.	In course, B. M. E. & M. E.	In course, B. Arch.	In course, C. & M. E.	In course, D. E.	In course.	Honorary.	In course.	Honorary.	In course, Mus. B.	Honorary, Mus. D.	In course, D. B.	Honorary, D. D.	In course, M. B.	In course, M. D.	In course, D. D. M.	In course, LL. B.	Honorary, LL. D.	Honorary, D. C. L.	Number.
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	
																						233
																	a28			1		234
															3							235
																						236
																						237
																						238
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																						240
																	a5					241
																						242
															1							243
															1					1		244
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		6		1											5					2		246
															2							247
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										5					1		99		8	1		260
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		1		2																		264
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																						278
															1					1		279
																				2		280
																						281
																						282
		1												4	3		12		46			283
																						284
																						285
																						286
																						287
																	69					288
																						289

b Includes two degrees of analytic chemist.

TABLE XIII.—PART 1.—(*Universities, colleges, &c.*)—

Number.	Institutions and locations.	ALL CLASSES. All degrees. In course.	ALL CLASSES. All degrees. Honorary.	LETTERS. In course, L. B.	LETTERS. A. B. In course.	LETTERS. A. B. Honorary.	LETTERS. A. M. In course.	LETTERS. A. M. Honorary.	SCIENCE. Sc. B. In course.	SCIENCE. Sc. B. Honorary.
	1	2	3	4	5	6	7	8	9	10
290	University of the South, Sewanee P.-O., Tenn	.....	*a*3	....	.....	....	....	....	.....	.....
291	Hiwassee College, near Sweetwater, Tenn	0	0	....	.....	....	....	....	.....	.....
292	Texas Military Institute, Austin, Tex	0	0	....	.....	....	....	....	.....	.....
293	St. Joseph's College, Brownsville, Tex	0	0	....	.....	....	....	....	.....	.....
294	University of St. Mary, Galveston, Tex	1	1	....	1	....	....	1	.....	.....
295	Texas University, Georgetown, Tex	.....	.....	....	.....	....	....	....	.....	.....
296	Austin College, Austin, Tex	.....	.....	....	.....	....	....	....	.....	.....
297	Henderson College, Henderson, Tex	.....	.....	....	.....	....	....	....	.....	.....
298	Baylor University, Independence, Tex	2	3	....	2	....	....	....	.....	.....
299	Salado University, Salado, Tex	1	0	....	.....	....	....	....	.....	.....
300	Trinity University, Tehuacana, Tex	4	0	....	4	....	....	....	.....	.....
301	Waco University, Waco, Tex	.....	.....	....	.....	....	....	....	.....	.....
302	Marvin College, Waxahachie, Tex	0	0	....	.....	....	....	....	.....	.....
303	University of Vermont, Burlington, Vt	43	.....	....	12	....	....	....	2	.....
304	Middlebury College, Middlebury, Vt	9	4	....	9	....	....	2	.....	.....
305	Norwich University, (military,) Northfield, Vt	11	2	....	.....	....	....	1	10	1
306	Randolph Macon College, Ashland, Va	1	3	....	.....	....	1	....	.....	.....
307	University of Virginia, near Charlottesville, Va	44	.....	....	1	....	3	....	2	.....
308	Emory and Henry College, Emory, Va	24	2	....	19	....	3	2	2	.....
309	Hampden Sidney College, Hampden Sidney, Va	7	2	....	7	....	....	2	.....	.....
310	Washington and Lee University, Lexington, Va	31	7	10	8	....	5	....	.....	.....
311	Richmond College, Richmond, Va	9	3	....	.....	....	....	....	.....	.....
312	Roanoke College, Salem, Va	20	1	....	11	....	9	....	.....	.....
313	College of William and Mary, Williamsburg, Va	2	8	....	1	....	1	....	.....	.....
314	West Virginia College, Flemington, W. Va	0	0	....	.....	....	....	....	.....	.....
315	West Virginia University, Morgantown, W. Va	13	.....	....	7	....	....	....	6	.....
316	Lawrence University, Appleton, Wis	12	1	....	.....	....	5	1	7	.....
317	Beloit College, Beloit, Wis	23	2	....	13	....	10	....	.....	.....
318	University of Wisconsin, Madison, Wis	46	2	....	5	....	....	....	3	.....
319	Milton College, Milton, Wis	4	1	....	2	....	1	1	.....	.....
320	St. John's College, Prairie du Chien, Wis	0	0	....	.....	....	....	....	.....	.....
321	Racine College, Racine, Wis	22	3	....	17	....	5	....	.....	.....
322	Ripon College, Ripon, Wis	12	0	....	5	....	....	....	7	.....
323	Pio Nono College, St. Francis Station, Wis	.....	.....	....	.....	....	....	....	.....	.....
324	Northwestern University, Watertown, Wis	6	.....	....	6	....	....	....	.....	.....
325	University of Deseret, Salt Lake, Utah	.....	.....	....	.....	....	....	....	.....	.....
326	Washington Territorial Univ'y, Seattle, Wash	.....	.....	....	.....	....	....	....	.....	.....
327	Holy Angel's College, Vancouver, Wash	.....	.....	....	.....	....	....	....	.....	.....

a Not specified.

Degrees conferred in 1873 *by universities, colleges, &c.*—Continued.

SCIENCE.								PHILOSOPHY.				ART.		THEOLOGY.		MEDICINE.			LAW.			
Sc. M.								Ph. B.		Ph. D.												
In course.	Honorary.	In course, B. C. E. & C. E.	In course, B. Agr.	In course, B. M. E. & M. E.	In course, B. Arch.	In course, C. & M. E.	In course, D. E.	In course.	Honorary.	In course.	Honorary.	In course, Mus. B.	Honorary, Mus. D.	In course, D. B.	Honorary, D. D.	In course, M. B.	In course, M. D.	In course, D. D. M.	In course, LL. B.	Honorary, LL. D.	Honorary, D. C. L.	Number.
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	
																						290
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		3						3									b23					303
															2							304
1																						305
															3							306
		3				3											14		18			307
																						308
																						309
		4		1				3							5					2		310
															2				b9	1		311
												1			1							312
															4					4		313
																						314
																						315
																						316
															2							317
								14											b24	2		318
1																						319
																						320
															2					1		321
																						322
																						323
																						324
																						325
																						326
																						327

b Number of graduates reported.

TABLE XIII.—PART 2.—*Degrees conferred in professional schools not connected with universities and colleges.*

Number.	Institutions and locations.	Degrees, of all classes, in course.	THEOLOGY.		MEDICINE.			LAW.	
			In course, D. B.	Honorary, D. D.	In course, M. B.	In course, M. D.	In course, D. D. M.	In course, LL. B.	Honorary, LL. D.
	SCHOOLS OF THEOLOGY.								
1	Pacific Theological Seminary, Oakland, Cal	3	3	....	....	....	....	....	....
2	Theological Seminary of San Francisco, Cal	1	1	....	....	....	....	....	....
3	Theological Institute of Connecticut, Hartford, Conn	9	9	....	....	....	....	....	....
4	Baptist Union Theological Seminary, Chicago, Ill	16	16	....	....	....	....	....	....
5	Chicago Theological Seminary, Chicago, Ill	22	22	....	....	....	....	....	....
6	Presbyterian Theological Seminary of the Northwest, Chicago, Ill	5	5	....	....	....	....	....	....
7	Garrett Biblical Institute, Evanston, Ill	9	9	....	....	....	....	....	....
8	United Presbyterian Theological Seminary of the Northwest, Monmouth, Ill	6	6	....	....	....	....	....	....
9	Augustana Theological Seminary, Paxton, Ill	9	9	....	....	....	....	....	....
10	Wartburg Seminary, Casstown, Iowa	8	8	....	....	....	....	....	....
11	St. Joseph's Seminary and College, Bardstown, Ky	2	2	....	....	....	....	....	....
12	Bangor Theological Seminary, Bangor, Me	6	6	....	....	....	....	....	....
13	St. Mary's Seminary, Baltimore, Md	15	15	....	....	....	....	....	....
14	Andover Theological Seminary, Andover, Mass	22	22	....	....	....	....	....	....
15	Newton Theological Institution, Newton Centre, Mass	17	17	....	....	....	....	....	....
16	Augsburg Seminary, Minneapolis, Minn	2	2	....	....	....	....	....	....
17	St. Joseph's Theological Seminary, St. Joseph, Mo	11	11	....	....	....	....	....	....
18	German Evangelical Lutheran Concordia College, St. Louis, Mo	40	40	....	....	....	....	....	....
19	Drew Theological Seminary, Madison, N. J	36	36	....	....	....	....	....	....
20	Theological Seminary of the Reformed Church in America, New Brunswick, N. J	8	8	....	....	....	....	....	....
21	Theological Seminary of the Presbyterian Church, Princeton, N. J	36	36	....	....	....	....	....	....
22	Theological Seminary of Auburn, Auburn, N. Y	18	18	....	....	....	....	....	....
23	Hartwick Seminary, Hartwick Seminary Post-Office, N. Y	1	1	....	....	....	....	....	....
24	Newburg Theological Seminary, Newburg, N. Y	3	3	....	....	....	....	....	....
25	German Theological Seminary of the Protestant Episcopal Church, New York, N. Y	22	22	....	....	....	....	....	....
26	House of the Evangelists, New York, N. Y	2	2	....	....	....	....	....	....
27	Union Theological Seminary, New York, N. Y	42	42	....	....	....	....	....	....
28	Seminary of Our Lady of Angels, Niagara, N. Y	19	19	....	....	....	....	....	....
29	Lane Theological Seminary, Cincinnati, Ohio	5	5	....	....	....	....	....	....
30	Theological Seminary of the United Presbyterian Church, Allegheny City, Pa	17	17	....	....	....	....	....	....
31	Western Theological Seminary of the Presbyterian Church, Allegheny City, Pa	20	20	....	....	....	....	....	....
32	Theological Seminary of the Evangelical Lutheran Church, Gettysburg, Pa	7	7	....	....	....	....	....	....
33	Meadville Theological School, Meadville, Pa	5	5	....	....	....	....	....	....
34	Divinity School of the Protestant Episcopal Church, Philadelphia, Pa	11	11	....	....	....	....	....	....
35	Theological Seminary of the Evangelical Lutheran Church, Philadelphia, Pa	15	15	....	....	....	....	....	....
36	Missionary Institute, Selin's Grove, Pa	4	4	....	....	....	....	....	....
37	Crozer Theological Seminary, Upland, Pa	11	11	....	....	....	....	....	....
38	Theological Seminary of the General Assembly of the Presbyterian Church, Columbia, S. C	9	9	....	....	....	....	....	....
39	Southern Baptist Theological Seminary, Greenville, S. C	5	5	....	....	....	....	....	....
40	Protestant Episcopal Theological Seminary of Virginia, Fairfax County, Va	6	6	....	....	....	....	....	....
41	Union Theological Seminary, Prince Edward County, Va	22	22	....	....	....	....	....	....
42	Mission Institute, Herman, Wis	3	3	....	....	....	....	....	....
43	Seminary of St. Francis of Sales, St. Francis Post-Office, Wis	20	20	....	....	....	....	....	....
44	Nashotah House, Summit, Wis	19	19	....	....	....	....	....	....
45	Wayland Seminary, Washington, D. C	12	12	....	....	....	....	....	....
	SCHOOL OF LAW.								
46	Law-school of Cincinnati College, Cincinnati, Ohio	21	....	....	....	....	....	21	....

TABLE XIII.—PART 2.—*Degrees conferred in professional schools, &c.*—Continued.

Number.	Institutions and locations.	Degrees, of all classes, in course.	THEOLOGY.		MEDICINE.			LAW.	
			In course, D. B.	Honorary, D. D.	In course, M. B.	In course, M. D.	In course, D. D. M.	In course, LL. B.	Honorary, LL. D.
	SCHOOLS OF MEDICINE.								
47	Medical College of Alabama, Mobile, Ala	33	.....	.....	.....	33	.....	.....	.....
48	Atlanta Medical College, Atlanta, Ga	15	.....	.....	.....	15	.....	.....	.....
49	Savannah Medical College, Savannah, Ga	4	.....	.....	.....	4	.....	.....	.....
50	Rush Medical College, Chicago, Ill	66	.....	.....	.....	66	.....	.....	.....
51	Woman's Hospital Medical College, Chicago, Ill	6	.....	.....	.....	6	.....	.....	.....
52	Hahnemann Medical College and Hospital, Chicago, Ill	40	.....	.....	.....	40	.....	.....	.....
53	Bennett College of Eclectic Medicine and Surgery, Chicago, Ill	33	.....	.....	.....	33	.....	.....	.....
54	Chicago College of Pharmacy, Chicago, Ill	3	.....	.....	.....	.....	.....	.....	.....
55	Medical College of Evansville, Evansville, Ind	7	.....	.....	.....	7	.....	.....	.....
56	College of Physicians and Surgeons, Keokuk, Iowa	54	.....	.....	.....	54	.....	.....	.....
57	Louisville Medical College, Louisville, Ky	57	.....	.....	.....	57	.....	.....	.....
58	Medical department of the University of Louisville, Louisville, Ky	78	.....	.....	.....	78	.....	.....	.....
59	Louisville College of Pharmacy, Louisville, Ky	5	.....	.....	.....	.....	.....	.....	.....
60	New Orleans Dental College, New Orleans, La	45	.....	.....	.....	.....	45	.....	.....
61	Medical department, University of Maryland, Baltimore, Md	46	.....	.....	.....	46	.....	.....	.....
62	Medical department, Washington University, Baltimore, Md	39	.....	.....	.....	39	.....	.....	.....
63	Baltimore College of Dental Surgery, Baltimore, Md	27	.....	.....	.....	.....	27	.....	.....
64	Maryland College of Pharmacy, Baltimore, Md	8	.....	.....	.....	.....	.....	.....	.....
65	New England Female Medical College, Boston, Mass	8	.....	.....	.....	8	.....	.....	.....
66	Boston Dental College, Boston, Mass	7	.....	.....	.....	.....	7	.....	.....
67	Massachusetts College of Pharmacy, Boston, Mass	6	.....	.....	.....	6	.....	.....	.....
68	Detroit Medical College, Detroit, Mich	14	.....	.....	.....	14	.....	.....	.....
69	Kansas City College of Physicians and Surgeons, Kansas City, Mo	6	.....	.....	.....	6	.....	.....	.....
70	Missouri Medical College, St. Louis, Mo	30	.....	.....	.....	30	.....	.....	.....
71	St. Louis Medical College, St. Louis, Mo	61	.....	.....	.....	61	.....	.....	.....
72	Homœopathic Medical College of Missouri, St. Louis, Mo	11	.....	.....	.....	11	.....	.....	.....
73	Missouri Dental College, St. Louis, Mo	5	.....	.....	.....	.....	5	.....	.....
74	St. Louis College of Pharmacy, St. Louis, Mo	7	.....	.....	.....	.....	.....	.....	.....
75	Albany Medical College, Albany, N. Y	25	.....	.....	.....	25	.....	.....	.....
76	Long Island College Hospital, Brooklyn, N. Y	42	.....	.....	.....	42	.....	.....	.....
77	Medical department, University of Buffalo, Buffalo, N. Y	40	.....	.....	.....	40	.....	.....	.....
78	Bellevue Hospital Medical College, New York, N. Y	167	.....	.....	.....	167	.....	.....	.....
79	College of Physicians and Surgeons, New York, N. Y	97	.....	.....	.....	97	.....	.....	.....
80	New York Free Medical College for Women, New York, N. Y	6	.....	.....	.....	6	.....	.....	.....
81	Woman's Medical College of the New York Infirmary, New York, N. Y	6	.....	.....	.....	6	.....	.....	.....
82	New York Medical College and Hospital for Women, New York, N. Y	9	.....	.....	.....	9	.....	.....	.....
83	New York Homeopathic Medical College, New York, N. Y	36	.....	.....	.....	36	.....	.....	.....
84	Eclectic Medical College of the City of New York, N. Y	21	.....	.....	.....	21	.....	.....	.....
85	New York College of Dentistry, New York, N. Y	10	.....	.....	.....	.....	10	.....	.....
86	College of Pharmacy of the City of New York, N. Y	33	.....	.....	.....	.....	.....	.....	.....
87	Medical College of Ohio, Cincinnati, Ohio	94	.....	.....	.....	94	.....	.....	.....
88	Cincinnati College of Medicine and Surgery, Cincinnati, Ohio	52	.....	.....	.....	52	.....	.....	.....
89	Miami Medical College, Cincinnati, Ohio	58	.....	.....	.....	58	.....	.....	.....
90	Cleveland Medical College, Cleveland, Ohio	29	.....	.....	.....	29	.....	.....	.....
91	Starling Medical College, Columbus, Ohio	16	.....	.....	.....	16	.....	.....	.....
92	Homeopathic Hospital College, Cleveland, Ohio	34	.....	.....	.....	34	.....	.....	.....
93	Eclectic Medical Institute, Cincinnati, Ohio	68	.....	.....	.....	68	.....	.....	.....
94	Cincinnati College of Pharmacy, Cincinnati, Ohio	10	.....	.....	.....	.....	.....	.....	.....
95	Jefferson Medical College, Philadelphia, Pa	149	.....	.....	.....	149	.....	.....	.....
96	Woman's Medical College of Pennsylvania, Philadelphia, Pa	15	.....	.....	.....	15	.....	.....	.....
97	Hahnemann Medical College of Philadelphia, Pa	50	.....	.....	.....	50	.....	.....	.....
98	Pennsylvania College of Dental Surgery, Philadelphia, Pa	28	.....	.....	.....	.....	28	.....	.....
99	Philadelphia Dental College, Philadelphia, Pa	49	.....	.....	.....	.....	49	.....	.....
100	Philadelphia College of Pharmacy, Philadelphia, Pa	94	.....	.....	.....	.....	.....	.....	.....
101	Medical College, State of South Carolina, Charleston, S. C	12	.....	.....	.....	12	.....	.....	.....
102	Texas Medical College and Hospital, Galveston, Tex	9	.....	.....	.....	9	.....	.....	.....
103	Medical College of Virginia, Richmond, Va	14	.....	.....	.....	14	.....	.....	.....
104	National College of Pharmacy, Washington, D. C	4	.....	.....	.....	.....	.....	.....	.....

TABLE XIII.—PART 3.—*Degrees conferred in*

[The following are the explanations of abbreviations used in this table: L. B., Graduate in Letters; of Liberal Arts; M. E. L., Mistress of English Literature; M. L. L., Mistress of Liberal Learning; B. Sc., Mistress of Science; L. Sc., Laureate of Science; Mis. Mus., Mistress of Music.]

Number.	Institutions and locations.	All degrees.		
		In course.	Honorary.	L. B.
1	Florence Synodical Female College, Florence, Ala	7	.....	.....
2	Centenary Female College, Summerfield, Ala	13	.....	.....
3	Tuscaloosa Female College, Tuscaloosa, Ala	1	.....	.....
4	Alabama Conference Female College, Tuskegee, Ala	6	.....	.....
5	College of Notre Dame, San José, Cal	3	.....	.....
6	Wesleyan Female College, Wilmington, Del	6	.....	.....
7	Southern Masonic Female College, Covington, Ga	7	.....	.....
8	Andrew Female College, Cuthbert, Ga	11	.....	.....
9	Bethel Female College, Cuthbert, Ga	6	.....	.....
10	Monroe Female College, Forsyth, Ga	14	.....	.....
11	Griffin Female College, Griffin, Ga	14	.....	.....
12	La Grange Female College, La Grange, Ga	5	.....	.....
13	College Temple, Newnan, Ga	5	2	.....
14	Eureka College, Eureka, Ill	1	1	.....
15	Lombard University, Galesburg, Ill	4	.....	.....
16	Illinois Female College, Jacksonville, Ill	12	.....	.....
17	Ferry Hall, Lake Forest, Ill	7	.....	.....
18	McKendree College, Lebanon, Ill	1	.....	.....
19	Monmouth College, Monmouth, Ill	10	.....	.....
20	Wheaton College, Wheaton, Ill	3	.....	.....
21	Iowa College, Grinnell, Iowa	2	.....	.....
22	Iowa Wesleyan University, Mt. Pleasant, Iowa	7	.....	.....
23	De Pauw Female College, New Albany, Ind	5	.....	.....
24	Highland University, Highland, Kans	1	.....	.....
25	Daughters' College, Harrodsburg, Ky	11	.....	.....
26	Lebanon Baptist Female College, Lebanon, Ky	1	.....	.....
27	Lexington Female College, Lexington, Ky	8	.....	.....
28	Shelbyville Female College, Shelbyville, Ky	7	.....	.....
29	Silliman Female Collegiate Institute, Clinton, La	2	.....	.....
30	Maine Wesleyan Seminary and Female College, Kent's Hill, Me	8	.....	.....
31	Baltimore Female College, Baltimore, Md	9	1	.....
32	Whitworth Female College, Brookhaven, Miss	11	.....	.....
33	Franklin Female College, Holly Springs, Miss	10	.....	.....
34	Union Female College, Oxford, Miss	9	.....	.....
35	Chickasaw Female College, Pontotoc, Miss	9	.....	.....
36	Lindenwood College for Young Ladies, St. Charles, Mo	2	.....	.....
37	McGee College, College Mound, Mo	3	.....	.....
38	Stephen's College, Columbia, Mo	8	.....	.....
39	Bordentown Female College, Bordentown, N. J	6	.....	.....
40	Pennington Seminary and Female Collegiate Institute, Pennington, N. J	2	.....	.....
41	Wells College, Aurora, N. Y	1	.....	.....
42	Elmira Female College, Elmira, N. Y	14	.....	.....
43	Ingham University, Leroy, N. Y	5	.....	.....
44	Rutgers Female College, New York, N. Y	8	.....	1
45	Vassar College, Poughkeepsie, N. Y	49	.....	.....
46	Asheville Female College, Asheville, N. C	6	.....	.....
47	Cincinnati Wesleyan College, Cincinnati, Ohio	18	.....	.....
48	Ohio Wesleyan Female College, Delaware, Ohio	32	.....	.....
49	Highland Institute, Hillsboro', Ohio	8	.....	.....
50	Hillsboro' Female College, Hillsboro', Ohio	3	.....	.....
51	Heidelberg College, Tiffin, Ohio	2	.....	.....
52	Xenia College, Xenia, Ohio	12	.....	.....
53	Pacific University, Forest Grove, Oreg	2	.....	.....
54	Wilson Female College, Chambersburg, Pa	5	.....	.....
55	Irving Female College, Mechanicsburg, Pa	6	.....	.....
56	Pittsburg Female College, Pittsburg, Pa	6	.....	.....
57	Columbia Female College, Columbia, S. C	5	.....	.....
58	Due West Female College, Due West, S. C	7	.....	.....
59	Williamston Female College, Williamston, S. C	4	.....	.....
60	Cumberland Female College, McMinnville, Tenn	6	.....	.....
61	Soule Female College, Murfreesboro', Tenn	12	.....	.....
62	W. E. Ward's Seminary for Young Ladies, Nashville, Tenn	36	.....	.....
63	Mary Sharp College, Winchester, Tenn	21	.....	.....
64	Chappell Hill Female College, Chapel Hill, Tex	9	.....	.....
65	Andrew Female College, Huntsville, Tex	7	.....	.....
66	Wheeling Female College, Wheeling, W. Va	12	.....	.....
67	Lawrence University, Appleton, Wis	7	.....	.....
68	Galesville University, Galesville, Wis	2	.....	.....
69	Milton College, Milton, Wis	2	.....	.....

a Number

schools, &c., for the superior instruction of women.

A. B., Graduate in Arts; A. M., Mistress of Arts; B. L. A., Graduate in Liberal Arts; M. L. A., Mistress L. C., Laureate of Arts; A. L., Laureate of Arts; A. S., Sister of Arts; M. Sc., Mistress of Science;

A. B.	A. M.		B. L. A.	M. L. A.	M. E. L.	M. L. L.	L. C.	A. L.	A. S.	M. Sc.	B. Sc.	L. Sc.	Mis. Mus.	Mistress of arts and sciences.	Number.
	In course.	Honorary.													
.....	.....	.....	.....	4	.....	.....	.....	.....	.....	.....	.....	.....	3	.....	1
.....	11	.....	.....	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	2
.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3
.....	.....	.....	.....	.....	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	4
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	.....	.....	.....	5
2	.....	.....	.....	.....	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	6
7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	7
.....	*a*	.....	.....	.....	.....	.....	.....	.....	.....	*a*	.....	.....	.....	*a*	8
.....	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	9
14	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	10
.....	14	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	11
.....	.....	.....	.....	.....	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	12
.....	5	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	13
.....	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	14
.....	.....	.....	.....	.....	.....	.....	.....	4	.....	.....	.....	.....	.....	.....	15
.....	.....	.....	.....	6	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	16
.....	.....	.....	.....	.....	.....	.....	7	.....	.....	.....	.....	.....	.....	.....	17
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	18
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	10	.....	.....	.....	.....	19
.....	.....	.....	.....	.....	.....	.....	.....	.....	3	.....	.....	.....	.....	.....	20
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	.....	.....	.....	.....	21
2	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	1	.....	.....	.....	22
.....	.....	.....	.....	.....	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	23
1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	24
11	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	25
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	26
8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	27
.....	7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	28
.....	.....	.....	.....	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	29
6	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	30
3	1	1	.....	.....	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	31
.....	.....	.....	.....	.....	11	.....	.....	.....	.....	.....	.....	.....	.....	.....	32
.....	7	.....	.....	.....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	33
9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	34
9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	35
.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	36
.....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	37
.....	8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	38
.....	.....	.....	.....	.....	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	39
.....	.....	.....	.....	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	40
.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	41
13	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	42
3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	.....	43
7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	44
47	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	45
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6	46
9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	9	.....	.....	.....	47
a	.....	.....	.....	*a*	*a*	.....	.....	.....	.....	.....	.....	.....	*a*	.....	48
.....	.....	.....	.....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	49
.....	.....	.....	.....	.....	2	.....	.....	.....	.....	.....	.....	.....	1	.....	50
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	.....	.....	.....	.....	51
.....	.....	.....	.....	.....	9	3	.....	.....	.....	.....	.....	.....	.....	.....	52
.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	53
1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	.....	.....	.....	54
6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	55
.....	.....	.....	.....	1	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	56
.....	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	57
7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	58
.....	.....	.....	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	59
.....	5	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	60
.....	2	.....	.....	.....	10	.....	.....	.....	.....	.....	.....	.....	.....	.....	61
.....	36	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	62
18	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	63
.....	.....	.....	.....	.....	9	.....	.....	.....	.....	.....	.....	.....	.....	.....	64
.....	.....	.....	.....	.....	7	.....	.....	.....	.....	.....	.....	.....	.....	.....	65
.....	.....	.....	.....	.....	12	.....	.....	.....	.....	.....	.....	.....	.....	.....	66
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	4	.....	.....	.....	67
.....	.....	.....	.....	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	68
.....	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	1	.....	.....	69

not given.

TABLE XIV.—*Summary of examinations for admission to the United States Military and Naval Academies for the year* 1873.

States and Territories.	UNITED STATES MILITARY ACADEMY.										UNITED STATES NAVAL ACADEMY.									
	Candidates.	Accepted, total.	Rejected.								Candidates.	Accepted, total.	Rejected.							
			Total.	On what account.									Total.	On what account.						
				Physical disability.	For deficiency in—									Physical disability.	For deficiency in—					
					Reading.	Writing and orthography.	Arithmetic.	Geography.	Grammar.	History.					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	9	2	7	3	0	2	2	2	4	2	0	0	0	0	0	0	0	0	0	0
Arkansas	4	2	2	0	2	2	1	1	1	1	2	0	2	0	0	0	2	0	0	0
California	2	1	1	0	0	0	1	0	0	0	4	2	2	0	0	0	2	1	1	0
Connecticut	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Delaware	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	1	0	1	0
Florida	1	1	0	0	0	0	0	0	0	0	1	0	1	0	0	1	1	1	0	0
Georgia	4	2	2	1	0	0	0	1	1	1	6	3	3	0	1	2	2	2	2	0
Illinois	16	8	8	2	0	1	0	2	6	1	12	4	8	1	1	3	7	6	7	0
Indiana	6	5	1	0	0	0	1	0	0	0	4	3	1	0	1	1	0	1	1	0
Iowa	6	3	3	1	0	2	2	2	1	2	5	1	4	0	0	1	4	2	2	0
Kansas	2	2	0	0	0	0	0	0	0	0	2	2	0	0	0	0	0	0	0	0
Kentucky	7	2	5	1	1	2	2	4	3	3	4	3	1	0	0	1	0	1	0	0
Louisiana	3	0	3	1	0	2	2	2	2	0	3	0	3	0	0	0	2	1	1	0
Maine	2	2	0	0	0	0	0	0	0	0	3	3	0	0	0	0	0	0	0	0
Maryland	5	3	2	0	1	0	1	2	2	2	5	3	2	0	0	2	2	2	2	0
Massachusetts	6	3	3	0	0	2	1	3	2	0	7	3	4	0	0	2	2	3	4	0
Michigan	7	4	3	0	0	1	0	2	1	0	7	4	3	0	0	1	2	2	1	0
Minnesota	2	2	0	0	0	0	0	0	0	0	2	2	0	0	0	0	0	0	0	0
Mississippi	4	3	1	0	0	0	1	1	0	1	4	2	2	1	0	1	1	1	1	0
Missouri	11	7	4	1	0	2	1	3	3	2	9	3	6	0	0	3	6	3	4	0
Nebraska	2	1	1	0	0	0	1	1	0	1	0	0	0	0	0	0	0	0	0	0
Nevada	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0
New Hampshire	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
New Jersey	4	4	0	0	0	0	0	0	0	0	4	2	2	0	0	2	2	2	2	0
New York	16	10	6	0	0	3	3	4	5	4	18	9	9	2	0	3	5	4	5	0
North Carolina	11	5	6	1	0	2	1	3	2	2	5	2	3	0	0	0	3	3	2	0
Ohio	12	7	5	0	0	1	0	4	2	0	12	5	7	0	0	4	6	5	5	0
Oregon	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0
Pennsylvania	15	9	6	0	0	2	1	5	5	1	12	8	4	0	0	4	2	2	3	0
Rhode Island	1	0	1	0	0	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0
South Carolina	3	1	2	1	0	0	1	0	1	0	2	1	1	0	0	0	1	1	1	0
Tennessee	12	7	5	0	1	1	3	3	5	3	4	2	2	0	0	1	2	1	1	0
Texas	3	1	2	1	0	0	0	1	0	1	4	4	0	0	0	0	0	0	0	0
Vermont	1	1	0	0	0	0	0	0	0	0	1	0	1	0	0	0	1	0	0	0
Virginia	4	3	1	0	0	0	1	0	0	0	7	2	5	0	0	2	5	1	2	0
West Virginia	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Wisconsin	5	4	1	0	0	0	1	1	0	0	6	5	1	0	0	0	0	0	0	0
Arizona	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Colorado	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	1	0	1	0
Dakota	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dist. of Columbia	0	0	0	0	0	0	0	0	0	0	2	0	2	0	0	1	1	1	1	0
Idaho	1	1	0	0	0	0	0	0	0	0	1	0	1	0	0	0	1	0	0	0
Montana	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	1	1	1	1	0
New Mexico	1	1	0	0	0	0	0	0	0	0	1	0	1	0	1	1	1	1	1	0
Utah	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	1	0	1	0
Washington	1	1	0	0	0	0	0	0	0	0	1	0	1	0	0	1	1	0	0	0
Wyoming	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Foreign	0	0	0	0	0	0	0	0	0	0	*a*1	1	0	0	0	0	0	0	0	0
At Large	13	8	5	0	0	3	2	2	3	2	22	12	10	0	0	8	8	5	8	0
Total	205	118	87	13	5	28	30	49	50	29	190	94	96	5	4	46	76	53	61	0

a Japanese student.

TABLE XV.—*Statistics of libraries for* 1873; *from replies to inquiries by the United States Bureau of Education.*

NOTE.—For detailed statistics of other libraries, see Report of the Commissioner of Education, 1872.

[.... indicates no answer; × signifies an affirmation; 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 annually donated.	Number of volumes in library.
						Amount.	Annual income.	Amount.	Source.		
	1	2	3	4	5	6	7	8	9	10	11
1	St. Mary's Library Association	San Francisco, Cal	1867	Archbishop Alameny	0	$1,000	.....	.....	.....	.....	1,600
2	Odd-Fellows' Library	Stockton, Cal	.....	Odd-Fellows	0	0	$0	$0	0	.....	2,000
3	Allis Circulating Library	Birmingham, Conn	1852	George C. Allis	0	0	0	.....	.....	.....	2,000
4	Bridgeport Library	Bridgeport, Conn	1850	Bridgeport Library Asso'n.	0	0	0	.....	.....	$10	9,000
5	Connecticut Historical Society	Hartford, Conn	1825	.....	0	.....	.....	0	0	0	14,000
6	Y. M. C. A. Library	Meriden, Conn	1866	Y. M. C. Association	.....	.....	.....	.....	.....	2,000	1,540
7	Y. M. C. A. Library *a*	Middletown, Conn	1868	Y. M. C. Association	.....	900	63	0	0	.....	1,000
8	Rose Library	Wethersfield, Conn	1866	Chauncy Rose	0	1,500	105	0	0	0	1,600
9	Yale College Library	New Haven, Conn	1700	.....	Yale College	*b*51,000	.....	.....	.....	1,250	*c*99,500
10	New Castle Library Company	New Castle, Del	....	.....	0	5,000	300	0	0	0	6,000
11	Smyrna Library Association	Smyrna, Del	1858	Citizens	0	0	0	0	0	200	2,102
12	College Temple	Newnan, Ga	1853	M. P. Kellogg	College Temple	0	0	0	0	.....	5,000
13	Georgia Historical Society	Savannah, Ga	1839	Georgia Historical Society	0	0	0	0	0	0	8,500
14	Aurora Library Association	Aurora, Ill	1864	Geo. S. Bangs, Eugene Canfield, A. G. McDole, *et al.*	.....	0	0	0	0	.....	2,500
15	Free Theological Lib'ry of Chicago	Chicago, Ill	1870	E. W. Hegstenberg	Chicago University	.....	.....	.....	.....	.....	10,000
16	Young Men's Library Association	Galesburg, Ill	....	.....	.....	.....	.....	.....	.....	.....	4,129
17	Springfield Library Association	Springfield, Ill	1866	Stock-company	0	0	0	0	0	500	4,500
18	State Library	Springfield, Ill	1818	State	0	0	0	500	State-appropr'n	0	*d*9,746
19	Evansville Library Association	Evansville, Ind	1850	Joint-stock-association	0	30,000	3,000	0	0	500	4,500
20	Public Library of Indianapolis	Indianapolis, Ind	1872	School-commissioners	City-schools	0	0	12,000	Municipal	.....	13,500
21	Young Men's Library Association	Clinton, Iowa	....	Stock-company	0	0	0	0	0	0	1,200
22	Davenport Library Association	Davenport, Iowa	1866	Young men	0	0	0	0	0	1,000	2,500
23	Young Men's Library	Dubuque, Iowa	1866	The Round Table	0	0	0	0	0	0	8,000
24	Odd-Fellows' Library No. 3	Keosauqua; Iowa	1846	Keosauqua Lodge No. 3, I. O. O. F.	0	.....	0	0	0	0	1,000
25	Library Association	Lawrence, Kans	1865	J. S. Boughton	.....	.....	.....	1,000	Town-tax	.....	2,000

a Library closed at present. *b* Includes $12,000, permanent fund of Sheffield Scientific School. *c* Includes the libraries of the Linonian and Brothers' Societies, of the Sheffield Scientific School, and of the divinity-, law-, and medical schools. *d* Also 28,356 surplus copies of United States and State-publications.

TABLE XV.—*Statistics of libraries for* 1873, *&c.*—Continued.

Number.	Name.	Location.	When founded.	By whom founded.	With what educational institution connected.	Permanent fund.		Annual receipts from taxation or appropriation.		Amount annually donated.	Number of volumes in library.
						Amount.	Annual income.	Amount.	Source.		
	1	2	3	4	5	6	7	8	9	10	11
26	Public Library of Kentucky	Louisville, Ky	1871	Legislature of Kentucky							45,000
27	Odd-Fellows' Library	Newport, Ky	1868	I. O. O. F. of Newport	0	$0	$0	$0	0	$0	1,500
28	St. Croix Library	Calais, Me	1866	Citizens	0	0	0	0	0	0	2,200
29	Town Library	Castine, Me	1801	Thirty-five citizens	0	0	0	75	Town-tax		1,500
30	City Library	Ellsworth, Me	1856	Young ladies	0	0	0	200	Municipal	0	1,048
31	Portland Institute and Public Library.	Portland, Me	1867	Corporation	0	0	0	1,200	Municipal	600	15,000
32	Richmond Library Association	Richmond, Me	1868	Citizens	0	0	0	0	0	50	1,400
33	Ladies' Library	Thomaston, Me	1830	Ladies of Thomaston							1,800
34	Naval Academy	Annapolis, Md	....	Congress of United States	United States Naval Academy.			2,000	Congressional appropriation.	0	15,728
35	Young Men's Christian Association Library.	Baltimore, Md	1853	Young Men's Christian Association.	0			0	0	4,000	2,000
36	College of St. James	College of St. James, Md.	....								11,000
37	Public Library	Arlington, Mass	1835	Dr. Benjamin Learned		100	6	1,000	Town-appropriation.		3,200
38	Sturgis Library	Barnstable, Mass	1863	William Sturgis	0	17,500	1,400	0	0	0	4,050
39	Boston Library Society	Boston, Mass	1794	Citizens	0	12,000	1,800	0	0	0	20,000
40	General Theological Library	Boston, Mass	1860	Charles Burroughs, Luther Farnham, John C. Hayden, and others.	0		4,500			1,000	11,000
41	Handel and Haydn Library	Boston, Mass	1815	Thos. S. Webb, A. Winchester, Nath'l Tucker, and M. S. Parker.	0	10,000	900	0	0	0	21,000
42	Massachusetts Historical Society	Boston, Mass	1791	Ten gentlemen	0	55,000		0	0		21,000
43	Mercantile Library	Boston, Mass	1820	Merchants' clerks	0	15,000	1,000	0	0	3,500	20,211
44	New Church Library	Boston, Mass	....	New Church Union							2,000
45	Holton Public Library	Brighton, Mass	1864	James Holton	0			4,471	Town-tax	0	10,312
46	Public Library	Brookline, Mass	1857	Town	0	10,000	700	5,000	Town-appropriation.	1,000	16,000
47	Public Library	Chelsea, Mass	1870	City	0	0	0	2,500	Municipal appropriation.		5,400

48	Bigelow Free Public Library	Clinton, Mass.	1873	Bigelow Library Association.	0	0	0	a500	Town-appropriation.	0	4,727
49	Public Library	Concord, Mass	1851	Town	0	14,000	980	950	Town-tax and appropriation.		10,500
50	Reading Association	Deerfield, Mass	1841	Citizens	0	0	0			30	2,000
51	Public Library	Fall River, Mass	1859	City	0	0	0	3,500	Municipal appropriation.	0	10,678
52	Public Library	Fitchburg, Mass	1859	City	0	0	0	1,200	Municipal appropriation.	0	9,676
53	Atlantic Cotton Mills Library	Lawrence, Mass		Atlantic Cotton Mills	0	0	0				2,800
54	Pacific Mills Library	Lawrence, Mass	1854	Pacific Mills Corporation	0	0	0	0	0	0	6,000
55	Public Library	Leicester, Mass	1861		0	0	0	300	Town-taxation	0	2,900
56	Public Library	Leominster, Mass	1856	Town	0	5,000	350	1,250	Town and county tax.	0	
57	City Library	Lowell, Mass	1844	City	0	0	0	2,581	Municipal appropriation and State-tax.	0	16,000
58	Public Library	Lunenburg, Mass	1852	Town	0	500	30	100	Town-tax	0	1,650
59	Town Library	Milford, Mass	1858								3,738
60	Free Library	Newton, Mass	1870	Hon. J. Wiley Edmunds and other citizens.	0	0	0	0	0	b	9,362
61	Public Library	Sherborn, Mass	1860	Citizens				150	Town-appropriation.		1,834
62	Fay Library	Southboro', Mass	1851	Hon. Francis B. Fay	0	1,500	100	0	0		3,185
63	Public Library	Stoneham, Mass	1859	Town		100	6	1,300	Town-appropriation.		4,320
64	Town Library	Westboro', Mass	1857		0	0	0	300	Town-appropriation.	0	2,000
65	American Antiquarian Society	Worcester, Mass	1812	Isaiah Thomas		78,000	5,800				53,000
66	Ladies' Library	Adrian, Mich.	1868	Ladies of Adrian		600	60				1,865
67	Public School Library	Adrian, Mich	1868	Board of education	Public schools			0	0		1,750
68	Albion College Library	Albion, Mich		Authorities of Wesleyan Female Seminary.	Albion College		200				2,000
69	Ladies' Library Association	Flint, Mich	1851	Ladies	0	0	0	0	0		2,095
70	Public School Library	Grand Rapids, Mich			Public schools			2,215	Municipal tax and appropriation.		6,000
71	State Library	Lansing, Mich		State legislature	0	0	0	c5,000	State-appropriation.	0	
72	Ladies' Library Association	Marshall, Mich	1869	Ladies	0	300	30	0	0	0	1,600
73	City Library	Monroe, Mich	1840		0			150	Municipal appropriation.	100	1,672
74	Academy of Science	St. Louis, Mo	1856			0	0	0	0		3,000
75	Town Library	Bristol, N. H	1840	Town	0	0	0	200	Town appropriation.	0	1,500
76	Public Library	Lancaster, N. H	1869	Subscribers	0	0	0	0	0		1,650
77	Apprentices' Library	Morristown, N. J			0	0	0	0	0	0	1,200
78	Morristown Library and Lyceum	Morristown, N. J	1866	Citizens	0						1,200
79	Newark Library Association	Newark, N. J	1847	Joint-stock-company	0	d100,000	5,000	0	0	0	20,000
80	Dennis Library	Newton, N. J	1873	Alfred E. Dennis, esq.		2,500	1,175				2,626

a For purchase of books; town also pays all expenses.

b Since 1868, $56,688.25 has been raised by subscription.

c For two years.

d In real estate.

TABLE XV.—*Statistics of libraries for* 1873, *&c.*—Continued.

Number.	Name.	Location.	When founded.	By whom founded.	With what educational institution connected.	Permanent fund.		Annual receipts from taxation or appropriation.		Amount annually donated.	Number of volumes in library.
						Amount.	Annual income.	Amount.	Source.		
	1	2	3	4	5	6	7	8	9	10	11
81	Y. M. C. A. Library	Trenton, N. J	1856	Y. M. C. A	0	$0	$0	$0	0	$50	$3, 500
82	Pilesgrove Library Association	Woodstown, N. J	1860	Lavinia Reed	0	0	0	0	0	.....	.....
83	Mercantile Library	Brooklyn, N. Y	1857	Citizens	.....	35, 000	5, 000	0	0	.....	47, 000
84	Y. M. C. A. Library	Brooklyn, N. Y	.....	.....	.....	.....	.....	.....	.....	9, 000	7, 000
85	Buffalo Historical Society	Buffalo, N. Y	1862	Citizens	0	4, 531	311	0	0	0	4, 300
86	Normal School Library	Fredonia, N. Y	1843	Trustees of Fredonia Acad.	State Normal School	0	0	0	0	0	2, 000
87	Library of Cornell University	Ithaca, N. Y	1865	Hon. Ezra Cornell	Cornell University	.....	a5, 000	0	0	.....	37, 000
88	Union School District Library	Lockport, N. Y	1848	.....	Public schools	.....	.....	305	City- and town-appropriation.	.....	3, 800
89	Newburg Free Library	Newburg, N. Y	1852	Board of education	Free schools	.....	.....	913	Municipal and State approp'n.	.....	8, 573
90	American Eclectic, (medical)	New York, N. Y	1869	A. Sutton & Mr. Brotherhead	0	0	0	.....	.....	.....	30, 000
91	American Institute Library	New York, N. Y	1833	Members of Am. Institute	0	0	.....	.....	.....	.....	10, 500
92	Cooper Union	New York, N. Y	1859	Peter Cooper, esq	Cooper Union	.....	.....	0	.....	.....	11, 300
93	Public Library	Poughkeepsie, N. Y	.....	.....	.....	.....	.....	230	State-approp'n	500	8, 188
94	Academic departm't, Union School	Saratoga, N. Y	1867	Act creating Union School	Union School	0	0	150	Taxation and appropriation.	0	1, 100
95	Seminary of Our Lady of Angels	Suspension Bridge, N. Y.	1857	.....	Seminary of Our Lady of Angels.	0	0	0	0	0	3, 000
96	Library of Court of Appeals	Syracuse, N. Y	1849	State of New York	0	.....	1, 100	b1, 400	State and county appropriation.	0	7, 000
97	School District Library	Utica, N. Y	1838	State	Common schools	.....	.....	931	City- and State-tax and appr'n.	0	5, 260
98	State Library	Raleigh, N. C	1831	State	0	0	0	500	State-approp'n	.....	23, 000
99	Longview Library	Carthage, Ohio	1860	.....	.....	.....	.....	.....	.....	0	2, 070
100	Cincinnati Law Library	Cincinnati, Ohio	1847	Bar of Cincinnati	0	0	0	0	0	0	8, 500
101	Historical and Philosophical Soc'y	Cincinnati, Ohio	1831	.....	0	8, 276	96	0	0	315	4, 609
102	Mendenhall's Circulating Library	Cincinnati, Ohio	1854	E. Mendenhall	.....	.....	.....	.....	.....	.....	6, 000
103	Theological and Religious Library Association.c	Cincinnati, Ohio	1863	.....	.....	8, 000	560	.....	.....	.....	4, 158
104	Ohio School Library	Circleville, Ohio	1858	.....	Union school	.....	.....	.....	.....	.....	1, 350
105	Cleveland Library Association	Cleveland, Ohio	1848	Popular subscription	0	26, 600	1, 862	0	0	1, 000	11, 000

106	Public Library and Reading-room.	Columbus, Ohio	1872	City, by common council	0	0	0	2,000	Taxation	0	2,805
107	State Board of Agriculture	Columbus, Ohio	1860	John H. Kippart	0	0	0	0	0	0	1,400
108	Zanesville Athenæum	Zanesville, Ohio	1827	Alex. Harper, Charles B. Goddard, and six others.	0		1,000	0	0		10,000
109	Doylestown Library	Doylestown, Pa	1855	Stock-company	0		200	0	0	100	2,200
110	Easton Library Association	Easton, Pa	1811	Citizens	School-dist. of Easton	0	0	72	City-approp'n	0	4,569
111	Library of the Delaware County Institute of Science.	Media, Pa	1833	Dr. Geo. Smith, M. Painter, and John Evans.	0	0	0	0	0		1,800
112	Academy of Fine Arts	Philadelphia, Pa	1806	Seventy-one citizens	Pennsylvania Academy of Fine Arts.	0	0	0	0	0	500
113	Byberry Library	Philadelphia, Pa	1793	Citizens	0	0	0	0	0	0	2,340
114	Franklin Institute	Philadelphia, Pa	1824	Sam'l V. Merrick, William Keating, and others.	Franklin Institute			0	0		15,000
115	Girard College	Philadelphia, Pa			Girard College	0	0				5,683
116	Mechanics' Institute	Philadelphia, Pa	1852	Young Man's Institute of Philadelphia.	Young Man's Institute.			0	0	100	2,500
117	German Library Association	Pittsburg, Pa	1851		0	0	0	0	0	0	4,000
118	Union Library Company of Upper Merion.	Upper Merion, Pa	1852	Citizens	0	0	0	0	0	0	1,600
119	Warren Library Association	Warren, Pa	1871	Young Men's Christ'n Ass'n	0					1,000	1,200
120	Westtown Boarding School	Westtown, Pa	1799	Society of Friends	Westtown Boarding School.	0	0	0	0	0	2,602
121	Wyoming Athenæum	Wilkesbarre, Pa	1839	Former officers	0	0	0	0	0	0	1,400
122	Wyoming Law and Library Ass'n	Wilkesbarre, Pa	1866					500	Appropriation		1,168
123	Wyoming Hist'l & Geolog'l Society	Wilkesbarre, Pa	1858	Citizens		10,000					3,000
124	Perrin's Circulating Library	Providence, R. I	1820	George Dana	0	0	0	0	0		6,000
125	St. Francis Xavier's Academy	Providence, R. I	1852	Sisters of Mercy	St. Xavier's Academy						2,000
126	Pawcatuck Library Association	Westerly, R. I	1847	Stockholders	0	0	0	0	0		4,500
127	Medical Society of South Carolina	Charleston, S. C	1789	Medical men of Charleston							1,800
128	Athenæum Library	Columbia, Tenn	1852	Rev. Franklin G. Smith, M. A	Columbia Athen'm						10,000
129	Galveston Mercantile Library	Galveston, Tex	1870	Chamber of commerce	0	0	0	0	0		7,682
130	Bowden Literary Society	Tyler, Tex	1871	H. Chilton, M. Scott, H. G. Robertson, and H. Jennings.	0	18,000	2,400	0	0	1,200 3,500	9,870
131	State Library	Richmond, Va	1823	State	0		3-5,000	0	0	0	33,000
132	Madison Institute	Madison, Wis	1853		0	0	0	0	0	0	3,200
133	State Agricultural Society	Madison, Wis	1851	State Agricultural Society							1,500
134	State Library	Madison, Wis	1836	Legislature of Ter. of Wis		0	0	2,100	State-appro'n	0	10,478
135	Young Men's Association	Milwaukee, Wis	1847	Young men	0	0	0	0	0		12,000
136	Public School Library	Racine, Wis	1857	Board of education	Public schools	0	0	0	0	0	1,400
137	Racine College Library	Racine, Wis			Racine College		*d*500				3,000
138	Post-Office Department	Washington, D. C	1862	United States Government	0	0	0	0	0	0	6,000
139	Coast-Survey Office	Washington, D. C									
140	Library of House of Representatives	Washington, D. C	1789	United States Congress							120,000
141	Library of Treasury Department	Washington, D. C									8,355
142	Public School Library	Central City, Colo	1872	Miners & Mechanics' Inst.	Public school					400	1,200
143	Territorial Library	Denver, Colo		Legislature		0	0	0	0		2,500
144	University-schools of Colorado	Golden City, Colo	1869	G. A. Jarvis, N. Matthews, and the legislature.	University-schools	10,000		3,000	Appropriation		1,547

a Annually appropriated. *b* Also insurance on $10,000. *c* The library is temporarily deposited with the public library. *d* Annual college-appropriation.

TABLE XV.—*Statistics of libraries for* 1873, *&c.*—Continued.

Number.	Name.	Number of pamphlets in library.	Number of manuscripts in library.	Annual increase in—								Number of publications taken.							Number of volumes not in English language.	Number of volumes in ancient classic 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.
				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	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
1	St. Mary's Library Association	300	250	.....	.....	.....	.....	.....	.....	50	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	R.
2	Odd-Fellows' Library	0	.....	*a*0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	.....	.....	.....	.....	.....	C.
3	Allis' Circulating Library	40	.....	200	.....	.....	.....	200	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	20	C.
4	Bridgeport Library	.....	1	43	.....	.....	.....	.....	.....	15	.....	28	4	8	10	9	4	.....	50	.....	.....	.....	.....	C. & R.
5	Connecticut Historical Society	20, 000	.....	.....	.....	.....	.....	.....	.....	59	298	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	R.
6	Y. M. C. A. Library	50	.....	.....	.....	.....	.....	600	.....	75	.....	42	.....	11	21	9	.....	6	.....	.....	.....	.....	.....	C. & R.
7	Y. M. C. A. Library *b*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	C. & R.
8	Rose Library	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	6	0	1	.....	6	.....	.....	0	.....	.....	.....	.....	C. & R.
9	Yale College Library	25, 000	.....	.....	.....	.....	.....	*c*800	.....	*c*1, 000	*c*1, 200	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	C. & R.
10	New Castle Library Company	500	0	100	12	0	20	100	32	0	0	1	5	0	0	1	5	0	0	0	0	0	75	C.
11	Smyrna Library Association	10	0	100	.....	25	0	125	.....	.....	.....	0	0	0	0	0	0	0	0	0	0	0	204	C.
12	College Temple	100	25	.....	.....	.....	.....	.....	.....	.....	.....	6	0	2	1	4	0	.....	100	25	20	5	100	R.
13	Georgia Historical Society	500	.....	400	50	50	12	350	0	50	50	34	13	15	9	17	6	0	100	.....	.....	0	500	C. & R.
14	Aurora Library Association	0	0	.....	.....	.....	.....	200	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	100	C. & R.
15	Free Theological Libr'y of Chicago	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	250	.....	.....	.....	.....	R.
16	Young Men's Library Association	.....	.....	150	.....	.....	.....	150	.....	.....	.....	12	9	.....	.....	12	.....	.....	.....	.....	.....	0	500	C. & R.
17	Springfield Library Association	.....	0	500	.....	0	0	300	0	200	.....	.....	0	20	6	8	4	.....	.....	.....	0	0	300	C. & R.
18	State Library	.....	0	150	25	0	0	25	0	15	0	0	0	14	6	4	0	.....	155	5	150	0	.....	R.
19	Evansville Library Association	500	0	500	100	0	50	350	50	400	.....	30	4	12	8	4	2	.....	0	0	.....	0	400	C. & R.
20	Public Library of Indianapolis	.....	0	.....	.....	.....	.....	.....	.....	.....	.....	64	31	1	23	59	10	12	500	0	500	0	.....	C. & R.
21	Young Men's Library Association	.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	C. & R.
22	Davenport Library Association	.....	0	0	.....	.....	.....	.....	.....	.....	.....	0	0	1	.....	.....	.....	.....	3	0	3	0	70	C. & R.
23	Young Men's Library	200	.....	600	.....	0	.....	600	.....	.....	.....	25	5	4	6	30	4	.....	.....	.....	.....	.....	500	C. & R.
24	Odd-Fellows' Library No. 3	.....	0	.....	.....	.....	.....	.....	.....	.....	.....	0	0	0	0	0	0	0	0	.....	.....	.....	.....	R.
25	Library Association	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	C. & R.
26	Public Library of Kentucky	2, 000	.....	.....	.....	.....	.....	.....	.....	.....	.....	39	61	12	500	50	10	1	10, 000	200	.....	.....	2, 000	*d*C. & R.
27	Odd-Fellows' Library	93	0	200	.....	.....	.....	.....	.....	.....	.....	6	.....	0	3	3	0	.....	45	0	45	0	75	C. & R.
28	St. Croix Library	.....	.....	300	.....	.....	.....	300	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	0	0	0	0	100	C. & R.
29	Town Library	50	0	50	10	0	0	50	0	.....	10	0	0	0	0	0	0	0	5	3	.....	.....	75	C. & R.
30	City Library	.....	.....	.....	.....	.....	.....	150	.....	0	9	0	0	0	0	0	0	0	0	0	0	0	37	C.
31	Portland Institute and Pub. Libr'y	.....	.....	.....	.....	.....	.....	500	.....	700	.....	23	10	.....	12	15	6	.....	.....	.....	.....	.....	.....	C. & R.

32	Richmond Library Association	.....	0	110	.....	.....	.....	80	.....	30	.....	0	0	0	1	0	0	0	0	0	0	0	.....	C. & R.
33	Ladies' Library	50	.....	.....	.....	.....	.....	150	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	C. & R.
34	Naval Academy	300	0	700	12	400	12	1,050	.....	50	12	32	38	2	24	32	6	6	1,000	.....	1,000	6	3,000	R.
35	Young Men's Christian Association Library.	200	.....	.....	50	.....	.....	.....	.....	.....	25	60	5	7	30	20	7	.....	.....	.....	.....	.....	30	C. & R.
36	College of St. James	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	R.
37	Public Library	0	0	.....	.....	.....	.....	.....	.....	.....	.....	0	0	0	0	0	0	0	0	0	0	0	200	C. & R.
38	Sturgis Library	0	0	.....	.....	.....	.....	.....	.....	.....	.....	0	0	0	0	0	0	0	0	0	0	0	.....	C. & R.
39	Boston Library Society	.....	0	.....	.....	.....	.....	{ 500 { 800	}	.....	.....	16	10	.....	.....	.....	.....	.....	1,600	.....	.....	.....	.....	C.
40	General Theological Library	11,000	10	800	1,000	200	20	200	0	800	1,000	75	6	1	45	22	17	5	500	100	300	25	200	C. & R.
41	Handel and Haydn Library	.....	0	0	0	0	0	.....	.....	0	0	0	0	0	0	0	0	0	0	.....	.....	.....	.....	R.
42	Massachusetts Historical Society	37,000	*e*1,000	300	700	.....	.....	.....	.....	300	700	5	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	C. & R.
43	Mercantile Library	.....	0	.....	.....	.....	.....	400	100	50	50	28	14	25	56	12	2	.....	.....	.....	.....	0	.....	C. & R.
44	New Church Library	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	10	4	1	4	9	.....	.....	300	.....	.....	.....	50	C. & R.
45	Holton Public Library	319	.....	*f*1,030	*f*330	.....	.....	919	117	112	213	21	2	0	6	16	2	.....	.....	.....	.....	1	.....	C. & R.
46	Public Library	.....	.....	*f*1,000	.....	.....	.....	.....	.....	.....	.....	44	19	2	19	32	10	.....	.....	.....	.....	.....	.....	C. & R.
47	Public Library	.....	0	.....	.....	.....	.....	350	.....	100	.....	14	7	0	8	5	1	0	50	0	50	0	.....	C. & R.
48	Bigelow Free Public Library	300	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	1	.....	.....	.....	1	.....	.....	.....	C. & R.
49	Public Library	1,500	6	.....	.....	.....	.....	200	.....	125	100	15	4	2	4	8	5	.....	74	6	68	0	1,000	C. & R.
50	Reading Association	.....	.....	30	.....	.....	.....	.....	.....	.....	.....	9	.....	.....	1	8	1	.....	.....	.....	.....	.....	.....	C. & R.
51	Public Library	.....	.....	.....	.....	.....	.....	*g*1,295	.....	*g*66	.....	8	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	C. & R.
52	Public Library	0	0	.....	.....	.....	.....	{ 300 { 500	}	.....	50	2	5	0	2	1	4	.....	0	0	0	0	70	C. & R.
53	Atlantic Cotton Mills Library	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	C. & R.
54	Pacific Mills Library	0	0	250	0	.....	.....	250	0	.....	0	47	3	22	13	15	0	0	0	0	0	0	.....	C. & R.
55	Public Library	300	8	*h*180	41	15	5	77	0	118	46	0	0	0	0	0	0	0	0	0	0	0	181	C. & R.
56	Public Library	.....	0	.....	.....	.....	.....	400	.....	20	.....	30	.....	5	20	25	5	.....	5	0	5	0	350	C. & R.
57	City Library	.....	0	.....	.....	.....	.....	524	100	42	89	11	0	2	3	5	1	2	0	0	0	0	.....	C. & R.
58	Public Library	500	0	125	50	0	0	110	0	15	50	3	0	0	0	3	0	0	0	0	0	0	300	C. & R.
59	Town Library	58	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	454	C. & R.
60	Free Library	.....	.....	*i*1,041	.....	28	.....	438	.....	631	.....	18	6	20	11	12	4	1	62	5	53	4	585	C. & R.
61	Public Library	.....	.....	.....	.....	.....	.....	80	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	C.
62	Fay Library	0	0	75	.....	0	.....	75	.....	.....	.....	0	.....	0	0	0	0	0	0	0	0	0	.....	C. & R.
63	Public Library	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	13	.....	.....	6	7	.....	.....	0	0	.....	.....	.....	C. & R.
64	Town Library	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	0	0	0	0	0	0	0	0	.....	C. & R.
65	American Antiquarian Society	.....	.....	.....	.....	.....	.....	*k*3	87	546	3,413	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	R.
66	Ladies' Library	.....	.....	241	.....	.....	.....	210	.....	31	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	100	C.
67	Public School Library	0	0	200	.....	50	.....	250	.....	0	0	5	.....	.....	.....	.....	.....	.....	0	0	0	0	.....	C. & R.
68	Albion College Library	500	.....	.....	.....	.....	.....	.....	.....	150	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	R.
69	Ladies' Library Association	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5	0	.....	1	4	.....	.....	6	.....	.....	.....	100	C. & R.
70	Public School Library	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	2	7	19	.....	.....	.....	.....	.....	.....	.....	.....	C. & R.
71	State Library	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	15	.....	3	10	18	1	.....	.....	.....	.....	.....	.....	R.
72	Ladies' Library Association	0	.....	.....	.....	.....	.....	200	.....	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	C. & R.
73	City Library	300	.....	100	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	200	.....	.....	.....	100	C. & R.

a No increase for last two years.
b Library closed at present.
c Increase from June, 1872, to June, 1873; average annual increase for last five years, 3,200 volumes and 2,800 pamphlets.
d Is only used for reference until the completion of the catalogue.
e Volumes.
f Total increase, American and foreign.
g In 1872.
h The increase is for 1872.
i The increase is for 1873.
k The increase is for six months.

TABLE XV.—*Statistics of libraries for* 1873, *&c.*—Continued.

Number.	Name.	Number of pamphlets in library.	Number of manuscripts in library.	Annual increase in—								Number of publications taken.							Number of volumes not in English language.	Number of volumes in ancient classic 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.
				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	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
74	Academy of Science	.....	0	33	166	67	334	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	R.
75	Town Library	700	300	100	.....	.....	.....	100	.....	.....	.....	0	0	.....	.....	.....	.....	.....	20	.....	.....	.....	40	C.
76	Public Library	150	0	100	.....	0	0	100	.....	.....	.....	3	.....	.....	.....	3	.....	.....	0	0	0	0	50	C.
77	Apprentices' Library	500	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	R.
78	Morristown Library and Lyceum	500	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	R.
79	Newark Library Association	.....	0	.....	.....	.....	.....	1, 500	.....	100	.....	40	10	0	10	30	10	.....	250	125	.....	.....	.....	C. & R.
80	Dennis Library	150	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5	13	17	1	5	6	.....	.....	.....	.....	C. & R.
81	Y. M. C. A. Library	150	0	75	.....	0	0	50	0	25	0	12	0	5	6	6	0	0	0	0	0	0	110	C. & R.
82	Pilesgrove Library Association	.....	.....	50	.....	.....	.....	38	.....	12	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	100	C. & R.
83	Mercantile Library	5, 000	.....	3, 500	.....	300	.....	3, 500	.....	300	400	170	100	47	89	95	22	17	3, 300	300	3, 000	.....	10	C.
84	Y. M. C. A. Library	0	0	.....	.....	.....	.....	.....	.....	.....	.....	59	5	13	24	15	5	6	.....	.....	.....	.....	3, 000	C. & R.
85	Buffalo Historical Society	4, 427	120	.....	.....	.....	.....	.....	.....	.....	.....	2	0	4	0	0	2	.....	.....	.....	.....	.....	0	C. & R.
86	Normal School Library	500	0	.....	.....	0	0	.....	.....	6	12	0	0	0	0	0	0	0	.....	.....	.....	.....	.....	R.
87	Library of Cornell University	10, 000	100	400	1, 000	1, 200	100	1, 400	200	200	900	16	82	.....	26	31	31	20	.....	.....	.....	.....	0	C. & R.
88	Union School District Library	40	.....	50	.....	.....	.....	.....	.....	.....	.....	9	.....	.....	.....	8	.....	1	0	0	0	0	106	C. & R.
89	Newburg Free Library	.....	.....	.....	.....	.....	.....	250	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6, 000	C. & R.
90	American Eclectic, (medical)	1, 000	.....	700	.....	150	.....	.....	.....	.....	.....	15	20	0	15	18	.....	2	5, 000	50	5, 000	.....	280	C. & R.
91	American Institute Library	300	.....	.....	.....	.....	.....	.....	.....	.....	.....	16	20	8	10	18	8	.....	350	.....	350	.....	1, 000	C.
92	Cooper Union	657	0	.....	.....	.....	.....	625	75	463	135	52	11	66	126	116	5	30	630	23	605	3	5, 000	C. & R.
93	Public Library	40	.....	.....	.....	.....	.....	.....	.....	.....	.....	16	24	.....	10	24	5	1	.....	.....	.....	.....	1, 420	R.
94	Academic departm't, Union School	0	.....	50	.....	25	.....	75	.....	.....	.....	6	.....	.....	1	5	.....	.....	.....	.....	.....	.....	.....	C. & R.
95	Seminary of Our Lady of Angels	.....	0	.....	.....	.....	.....	a50	.....	0	0	6	2	1	5	2	2	1	1, 500	1, 200	300	50	100	C. & R.
96	Library of Court of Appeals	.....	0	200	0	75	0	275	0	0	0	3	2	1	1	1	0	0	20	0	0	0	.....	C. & R.
97	School District Library	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	100	R.
98	State Library	1, 000	.....	.....	.....	.....	.....	500	0	200	200	20	4	4	10	2	5	3	.....	.....	.....	.....	665	C. & R.
99	Longview Library	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5	2	.....	.....	.....	.....	.....	.....	.....	193	.....	.....	R.
100	Cincinnati Law Library	0	0	350	.....	75	.....	425	.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	C. & R.
101	Historical and Philosophical Soc'y	11, 997	b32	.....	.....	.....	.....	2	0	2, 112	6, 268	0	0	0	0	0	0	0	75	0	75	0	.....	R.
102	Mendenhall's Circulating Library	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	C.
103	Theological and Religious Library Association.c	1, 301	.....	.....	.....	.....	.....	.....	.....	.....	.....	66	37	.....	36	47	19	1	.....	.....	.....	.....	.....	C. & R.

104	Ohio School Library	150																		20	20			50	C. & R.
105	Cleveland Library Association							500				27	8	17	18	18	6	1							C. & R.
106	Public Library and Reading-room	84										85	12	22	24	21	4	15	290					33	C. & R.
107	State Board of Agriculture	0	0									12	9	0	12	9	0		200				0	1, 400	R.
108	Zanesville Athenæum											12		10	4	12									C. & R.
109	Doylestown Library	0	0									0	0	0	0	0	0	0						150	C. & R.
110	Easton Library Association		0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0		C. & R.
111	Library of the Delaware County Institute of Science.	300	0	100	50	0	0	75	0	25	50	1	0	0	0	2	0	0	20	0					C. & R.
112	Academy of Fine Arts																								
113	Byberry Library	100	0	30	0	0	0	30		10		0	0	0	0	0	0	0		0	0	0	500		C.
114	Franklin Institute					168		222				102	67										15, 000		C. & R.
115	Girard College	0	0																218						R.
116	Mechanics' Institute	500		600				400		200		10		10	12	10							340		C.
117	German Library Association		0	20		600		580		30		5	14	2	15	1	0	1	3, 750	1	3, 750	0	1, 000		C. & R.
118	Union Library Company of Upper Merion.	150	0	40		10		50	0			0	0	0	0	0	0	0	2		2	0	300		C. & R.
119	Warren Library Association	0																							C. & R.
120	Westtown Boarding School											4				2	2		0	0	0	0	456		R.
121	Wyoming Athenæum	0	0									0	0	0	0	0	0	0	0	0	0	0			C.
122	Wyoming Law and Library Ass'n																								R.
123	Wyoming Hist'l & Geolog'l Society																		300						R.
124	Perrin's Circulating Library			450								0	0	0	0	0	0	0	0	0	0	0	0		C.
125	St. Francis Xavier's Academy	0		20		20		40		0	0	3	0		1	2			30	0	30		200		R.
126	Pawcatuck Library Association	250	0																						C. & R.
127	Medical Society of South Carolina	250																	598	124	474	0			R.
128	Athenæum Library											40		1	30	6	3		1, 400	300	500	100	1, 500		R.
129	Galveston Mercantile Library	1, 493		379	89			236		143	89	67	13	4	34	44	6		600		500		200		C. & R.
130	Bowden Literary Society	465	75	375	29	142	3	501	10	16	22	8	3	2	1	5	2	0	894	420	315	159	1, 124		R.
131	State Library			1, 000	100	300		700		400		6	0			5	1		1, 000	250	700	0	1, 500		R.
132	Madison Institute	0	0	400		0	0	310		90		0	0	0	0	0	0	0	0	0	0	0	162		C. & R.
133	State Agricultural Society	500		50	20	40	20			90	40	15		2	10	3			500						R.
134	State Library	400	0			120		244	0	317		6	6	0	2	3	6	1	173	7	137	0	207		R.
135	Young Men's Association												7	22	28	19	7	3	50						C.
136	Public School Library	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	200	C. & R.
137	Racine College Library	500		*d*460				400							6	10	5			200	200	20	200	C. & R.
138	Post-Office Department	800	0	100		0	0	8	0	80		0	0	0	0	0	0	0	30	6	25	0	30	C. & R.
139	Coast-Survey Office																								R.
140	Library of House of Representatives																								R.
141	Library of Treasury Department							1, 100						2		9	5		150				700	C. & R.
142	Public School Library	400																							C. & R.
143	Territorial Library	500								300		0	0	5	15	2	1		0	0	0	0			R.
144	University-schools of Colorado	369	2	250	67	3	0	0	0	250	67	0	0	0	2	0	0	0		17	0	9	84	C. & R.	

a Books and pamphlets.
b Volumes.
c Includes the libraries of the Linonian and Brothers' Societies, of the Sheffield Scientific School, and of the divinity-, law-, and medical schools.
d Total increase, American and foreign, purchased and donated.

TABLE XV.—*Statistics of libraries for* 1873, *&c.*—Continued.

Number.	Name.	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.	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.	Percentage of books borrowed.			Sets of patents.			Number of volumes printed before A. D. 1500.	Number of volumes in bibliographic collection.
																Juvenile.	English, prose, fiction.	Grave, literary, or scientific.	United States.	British.	French.		
	1	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56
1	St. Mary's Library Association																						
2	Odd Fellows' Library	0	9	Sub.		55	0	$6 00			1	2		0	0				1	0	0	0	
3	Allis Circulating Library	0	8½	Sub.	4,000		×	5 00	Payment of subscription	0	1	2					5						
4	Bridgeport Library	0	9	Sub.		325	×	3 00			2	2							1				
5	Connecticut Historical Society								Membership														
6	Y. M. C. A. Library	0	9½	Sub.	200		×	2 00		0	1	2	125				50						
7	Y. M. C. A. Library *a*																						
8	Rose Library	0		Sub.		50	×	2 00		0	2	2		30								0	
9	Yale College Library			Free.																			
10	New Castle Library Company	0	0	Sub.	50	40	×	3 00	For use of subscribers; stockholders, ministers, and judges of courts, free.	0	2	2	25	0	0		66	34	1	0	0	0	100
11	Smyrna Library Association	0	8	Sub.	150	125	×	2 00	Payment of subscription	0	1	3	52			1	66	33	1	0	0	0	
12	College Temple	0	9	Free.	100	0	0	0		7–20	1	1				25	40	35	0	0	0	0	
13	Georgia Historical Society	0	10	Sub.	150	300	×	5 00			2		*b*	50					0	0	0	*c*	0
14	Aurora Library Association	×	7	Sub.	500	350	×	2 00	Paym'nt of annual fees of $2	6		2		500			60	40	0	0	0	0	50
15	Free Theological Lib'ry of Chicago			Free.																			
16	Young Men's Library Association	0		Sub.		200	×	3 00	Payment of dues	0	2	2	400	100		25	60	10	1	0	0	0	
17	Springfield Library Association	0	10	Sub.	500	300	×	5 00	Good behavior and payment of dues.	0	2	1, 2				14	50		0	0	0	0	
18	State Library	0							For the executive and legislature only.		2	2							1	0	0		
19	Evansville Library Association	0	9	Sub.	350	550	×	3 00	Payment of subscription	0	2	2		150	200	40			0	0	0	0	
20	Public Library of Indianapolis	×	9	Free.	3,950				Certificate of citizenship and good character.	0	1	2	2,125			21	57		1	0	0	0	200
21	Young Men's Library Association			Sub.			×	2 00	Payment of subscription	0	1	2							0	0	0	0	0
22	Davenport Library Association	0	9	Sub.	100	140	×	3 00	Payment of dues	0	1	2	45	20		10	90	10	0	0	0	0	
23	Young Men's Library	0	9	Sub.		300	×	3 00		0	1	2	300		300	0	75	25	0	0	0		
24	Odd-Fellows' Library No. 3	0		Free.	100	0		0	Membership			2							0	0	0	0	0

25	Library Association	×	9	Sub				2	50	Payment of dues	0		1							1						
26	Public Library of Kentucky	×	10	Free.	10,000					Conformity to rules					500	1,000	50	35	15	1	0	0	1			
27	Odd-Fellows' Library	×	9	Sub		300	0	1	00	Annual fee of $1 and compliance with rules.	0	1	2	275	50	60	5	75	20	0	0	0	0	0		
28	St. Croix Library	0		Sub		130	0	2	00	Payment of subscription		1, 2	2		100	150	10	80	10	0	0	0	0	0		
29	Town Library	0	8	Free.	800			0		Free to all citizens	10	1	4	300			15	25	25	0	0	0	0	0		
30	City Library	0	*d*8	Sub	43	28	×	1	00			2	2							0	0	0	0	0		
31	Portland Institute and Public Library.	0	9	Free and sub.	*c*700	400	×	2	00	Free to public-school-teachers and life-members; fee of $2 a year to citizens and $3 to non-residents.	14	2	2	634						0	0	0				
32	Richmond Library Association	0		Sub	100	67	×	1	00	Members, $1 a year; others, 5 and 10 cents a week.	0	1	2	95	0	0	10	60	20	1	0	0	0			
33	Ladies' Library	0		Sub		150	×					2	3	300						0						
34	Naval Academy	0	5			0	0	0		Free to officers and students at the academy.	14	4	1		100					0	0	0	0	300		
35	Young Men's Christian Association Library.		10	Free.	650					Free to members of the association.	18	1	2	200	400	200				0	0	0	0	60		
36	College of St. James																									
37	Public Library	0	8	Free.	900					Compliance with regulations.	0	1	2	300			33⅓	50	16⅔	1	0	0				
38	Sturgis Library	0		Free.		0				Free to residents		1	1	140	0		33	50		0	0	0	0			
39	Boston Library Society			Sub			×	5	00	Annual fee of $3 to shareholders; $5 to others.		3	1–5							0	0	0	0			
40	General Theological Library	0		Sub		650	0	5	00	Members, $2 per annum; others, $5 per annum.	0	2	2, 4	769					100					1		
41	Handel and Haydn Library																									
42	Massachusetts Historical Society	0																		0	0	0				
43	Mercantile Library	0	10	Sub	1,800	1,800	×	2	00	Payment of subscription	14	2	2		500	1,000				0	0	0	0	0		
44	New Church Library	0	9	Free.	2,000	0		0		0	0	2	6	23	60					0	0	0				
45	Holton Public Library	0	9	Free.				0		Free to residents	14	1	2	1 080	160	800				1	0	0	0			
46	Public Library	0	9	Free.		0		0		Free to residents	12	1	1, 2	769						0	0	0	0			
47	Public Library	0	9	Free.		0				Free to all citizens	14	1	2	900			25	75	25	1	0	0	0			
48	Bigelow Free Public Library	0	9	Free.						Free to residents	14	1	2							1	0	0	0			
49	Public Library	0		Free	667	0				Free to residents		1	1–4	550	25	100	25	40	35				0	31		
50	Reading Association	0		Sub		32	×	2	00	Payment of subscription	0		2							0	0	0	0	0		
51	Public Library	0	9	Free.	5,987					Free	14	1	2	118						1	0	0				
52	Public Library	0	9	Free.	2,600			0		Citizenship and bond	16	1	2	577	1,100			75	25	0	0	0	0			
53	Atlantic Cotton Mills Library	0		Free.						Free to operatives			3							1	0	0				
54	Pacific Mills Library	0	9	Free.				52		For use of operatives who pay one cent a week.	15	1	2	450	50		30	33	26		0	0	0	0		
55	Public Library	0		Free.	390	0	0	0		Fine for detention of books and replacing of injured or lost books.	16	1	1–4	52	0	0	16	33		0	0	0	0			
56	Public Library	0		Free.		0		0		Free to citizens	16	2	2	365			10	25	10	0	0	0	0	p.*c*20		
57	City Library	0	9	Sub		1,232	×	50		Suitable reference and care of books.	0	1	1–4	954	60	150	76		5	1	0	0	0	0		
58	Public Library	0	9	Free.	350	0				Compliance with rules	14	2	2	87	70	125	20	40	40	0	0	0	0	0		
59	Town Library		9	Free.	1,325					Free to residents	14	1	2–4							0				225		
60	Free Library	0	8	Free.		254	0			Free	12	1	1, 2	844			-	81½	18½	1	0	0	0	18		

a Library closed at present. *b* 1,000 volumes annually. *c* Cicero's works, of 1492. *d* Open on Saturday evenings only. *e* Families.

TABLE XV.—*Statistics of libraries for* 1873, *&c.*—Continued.

Number.	Name.	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.	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.	Av'ge weekly number of books used by readers at library.	Percentage of books borrowed.			Sets of patents.			Number of volumes printed before A. D. 1500.	Number of volumes in bibliographic collection.
																Juvenile.	English, prose, fiction.	Grave, literary, or scientific.	United States.	British.	French.		
	1	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56
61	Public Library	.....	9	Free.	.....	.....	.....	.....	.....	14	1	2	150	75	.....	.....	.....	.....	.....	.....	.....	.....	.....
62	Fay Library	0	8	Free.	237	0	.....	$0 00	Residence in town	14	1	3	132	.....	.....	.....	.....	.....	1	0	0	0	0
63	Public Library	0	9	Free.	2,000	.....	.....	.....	.....	.....	1	2	.....	.....	.....	.....	88	12	0	0	0	0	.....
64	Town Library	0	8	Free.	700	0	.....	0	Free to all citizens	.....	2	1–3	192	200	400	.....	.....	.....	.....	0	0	0	.....
65	American Antiquarian Society	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	0	0	.....	.....
66	Ladies' Library	.....	.....	Sub.	.....	.....	0	3 00	Payment of dues	.....	1	2	110	.....	.....	.....	.....	.....	0	0	0	0	.....
67	Public School Library	0	.....	Free.	.....	.....	.....	.....	Free to teachers in public schools and pupils in high and grammar-schools, and to citizens over 21 years of age.	21	1	2	.....	.....	.....	.....	.....	.....	0	0	0	0	.....
68	Albion College Library	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
69	Ladies' Library Association	0	.....	Sub.	600	150	×	2 00	Payment of dues	0	2	2	.....	.....	.....	.....	50	12	1	0	0	0	.....
70	Public School Library	.....	8	Free.	3,000	.....	.....	.....	Written agreement for care of books or deposit of money.	10	1	2	1,154	700	.....	33⅓	33⅓	33⅓	0	0	.....	.....	.....
71	State Library	0	9	.....	.....	.....	.....	.....	Free for reference to all	.....	3	1½	.....	.....	.....	.....	.....	.....	1	0	0	0	.....
72	Ladies' Library Association	0	8	Sub.	.....	294	0	1 00	Payment of $1	.....	1	2	125	.....	.....	25	50	20	1	.....	.....	0	.....
73	City Library	0	.....	Free.	.....	.....	×	.....	.....	10	2	2	200	100	200	.....	.....	15	1	.....	.....	.....	6
74	Academy of Science	.....	10	.....	.....	.....	.....	10 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
75	Town Library	×	.....	Sub.	1,000	.....	×	50	.....	.....	2	2	.....	.....	40	7	40	50	0	0	0	3	.....
76	Public Library	.....	.....	Sub.	a70	70	×	3 00	Ownership of stock or $3 per annum.	.....	2	2	60	.....	.....	25	33	42	1	0	0	0	0
77	Apprentices' Library	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	0	0	.....
78	Morristown Library and Lyceum	.....	10	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
79	Newark Library Association	0	10	Sub.	1,196	997	.....	3 00	Stockhold's having 5 shares, free; others, $3 per annum.	0	2, 3	1½	931	.....	.....	16	50	25	1	0	0	1	.....
80	Dennis Library	0	9	Sub.	250	250	×	2 00	Payment of dues	.....	1, 2	2	250	10	12	.....	70	30	0	.....	.....	.....	.....

81	Y. M. C. A. Library	0	9	Sub.	12,000	200	×	2 00	Annual subscription of $2	0	1	2	200	250	250		50	50	0	0	0	0					
82	Pilesgrove Library Association		7½	Sub.	75	75	0	75		0	1	3	35			2	10	5									
83	Mercantile Library	×	10	Sub.		3,000	×	5 00	Payment of one quarter's subscription in advance.	14	1	1, 2	2, 308	300	500	67		33	1	0	0	0					
84	Y. M. C. A. Library	0	10	Sub.	4,000	4,500		2 00	Membership		1	2	1,800			25		25	1	0	0	0	170				
85	Buffalo Historical Society	0		Free.		287	×	5 00	Books not to be taken from the room.	0										0	0	0					
86	Normal School Library	0	0	Free.	300	0			Payment for all damages	0	1 or 2	2	500						1	0	0	0					
87	Library of Cornell University	0		Free.		0				16				1,000					1	1	0	24	698				
88	Union School District Library	0	0	Free.	600						1	3	500			30	75	25	1	0	0	0					
89	Newburg Free Library	0	8⅓	Free.					Free to all residents		1	2	300						1	0	0						
90	American Eclectic, (medical)	0	9	Sub.		1,200	×	6 00		0	2	2	1,000	500		15	70	15									
91	American Institute Library	0	10	Free.					Members in good standing		1	2							1	1							
92	Cooper Union	×	10	Free.	397,728	0	0	0	Correct deportment	15	0	0		7,650	2,484		66	20	1	0	0	0					
93	Public Library	0	9	Free.					Residence in city		1	2	667	500			75		1								
94	Academic departm't, Union School	0	0	Free.					Free to all residents	0	1	3	100	500	100	60	40		1	0	0	0					
95	Seminary of Our Lady of Angels																		0	0	0	0	200				
96	Library of Court of Appeals	0		Free.		0	0	0	Free to all	0	0	0	0			0	0	0	1	0	0	0	0				
97	School District Library	0	9	Free.	10,000				Proper use of books			2	20	300	20	50	75	25				0					
98	State Library			Free.		0			For State-officers, members of legislature, &c.		2	1½	83	200	50		75	10	1	0	0						
99	Longview Library	0	0						For employés and inmates of the asylum.		b	1								0	0	20					
100	Cincinnati Law Library	0	0	Sub.		185	0	10 00	Payment of subscription										0	0	0	0					
101	Historical and Philosophical Soc'y	0	0			78		10 00	For members of the society				2	3					0	0	0	0	28				
102	Mendenhall's Circulating Library			Sub.		300	0	4 00	Payment of subscription		1	1					100	0	0	0	0						
103	Theological and Religious Library Association.c	×	10	Free.		0		0	Subject to the rules of the Public Library.	0	1	2							0	0	0						
104	Ohio School Library	0	0	Free.	300	0		0	Good care of books	12	1	2	30														
105	Cleveland Library Association	0	9	Sub.	600	300	×	3 00	Payment of subscription	0	1	2										0					
106	Public Library and Reading-room	×	10	Free.					Good care of books	15	2	2	350	300	450	40	5	10	0	0	0	0	249				
107	State Board of Agriculture	0				0		0	Membership in State-board					18		0	0	100	0	0	0	0					
108	Zanesville Athenæum	×	9	Sub.		200	×	5 00			2	2															
109	Doylestown Library	0				120			Purchase of stock		2	2	175	100					1	0	0	0					
110	Easton Library Association	0	0	Sub. and free.	300	6	×	2 00	Free to schools; payment of subscription by others, and good care of books.	0		2							0	0	0	0	0				
111	Library of the Delaware County Institute of Science	0		Sub.	150	150	×	2 00 and 3 00	Members pay $2 per annum; others pay $3 per annum.	15	2	4	25						0	0	0	0	0				
112	Academy of Fine Arts	0																									
113	Byberry Library	0	0	Sub.	44	44	×	1 25	Annual paym't subscript'n	0	2	1	30	0	0	0			1	0	0	0	100				
114	Franklin Institute	×	10	Sub.		1,400	0	5 00	Fee of $3 per annum to stockholders and $5 to other members.		2	2		250			100	1	1	1							
115	Girard College								For use of officers of college		b																
116	Mechanics' Institute	0	10	Sub.	1,200	300	0	1 50	Members of Young Men's Institute Philadelphia.	18	2	2		200						0	0	0					
117	German Library Association	×	10	Sub.	350	350	×	4 00	Membership in society		3	4	115	80	120				0	0	0	0					

a Families. *b* No limit. *c* The library is temporarily deposited with the public library.

TABLE XV.—*Statistics of libraries for* 1873, *&c.*—Continued.

Number.	Name.	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.	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.	Percentage of books borrowed.			Sets of patents.			Number of volumes printed before A. D. 1500.	Number of volumes in bibliographic collection.
																Juvenile.	English, prose, fiction.	Grave, literary, or scientific.	United States.	British.	French.		
	1	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56
118	Union Library Company of Upper Merion.	0	8	Sub.	100	50	×	$1 00	Payment of subscription	0	2	4	20	.....	.....	20	10	10	0	0	0	0	.....
119	Warren Library Association	0	9	Sub.	300	.....	.....	.....	.....	.....	1	2	.....	.....	.....	15	.....	.....	0	0	0	0	.....
120	Westtown Boarding School	.....	.....	.....	.....	.....	.....	.....	For use of school	9	1	1	.....	.....	.....	.....	.....	.....	0	0	0	.....	.....
121	Wyoming Athenæum	0	9	.....	.....	70	×	2 00	For use of stockholders on annual payment of $1 a share.	0	1	3	.....	.....	.....	.....	.....	.....	0	0	0	0	.....
122	Wyoming Law and Library Ass'n	.....	.....	.....	.....	60	.....	5 00	For use of members	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
123	Wyoming Hist'l & Geolog'l Society	0	10	Sub.	.....	.....	.....	5 00	Membership	.....	1	.....	.....	.....	.....	.....	.....	100	0	0	0	0	.....
124	Perrin's Circulating Library	0	7	Sub.	4, 500	.....	.....	3 00	Payment of subscription	.....	1	2	600	.....	.....	12	75	.....	0	0	0	0	0
125	St. Francis Xavier's Academy	.....	.....	.....	80	.....	.....	.....	For use of school	.....	.....	.....	.....	.....	.....	5	.....	.....	.....	.....	.....	0	.....
126	Pawcatuck Library Association	0	9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
127	Medical Society of South Carolina	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	½–2	.....	.....	40	40	50	10	1	0	0	0	.....
128	Athenæum Library	0	.....	Sub.	.....	200	0	2 00	For use of members of Columbia Athenæum.	.....	1	2	.....	.....	.....	.....	.....	.....	0	0	0	20	.....
129	Galveston Mercantile Library	0	8	Sub.	15, 009	673	0	5 00	Subscript'n or membership.	12	1	1, 2	.....	250	.....	20	50	30	1	0	0	0	.....
130	Bowden Literary Society	×	12	Free and sub.	8, 857	29	×	.....	.....	.....	0	.....	0	80	285	.....	2	98	0	0	0	8	106
131	State Library	0	.....	Free	.....	0	.....	.....	For use of State-officers	.....	2	2	.....	.....	.....	0	.....	.....	1	0	0	1	.....
132	Madison Institute	0	9	Sub.	250	300	0	2 00	Prepayment of subscription	14	1	2	.....	75	150	.....	75	25	0	0	0	0	.....
133	State Agricultural Society	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
134	State Library	0	9	Free	.....	.....	.....	.....	Good behavior	.....	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
135	Young Men's Association	0	.....	Sub.	1, 200	0	.....	.....	.....	.....	2	2	.....	500	.....	0	0	100	1	0	0	0	14
136	Public School Library	0	0	Free	100	0	0	0	Citizenship	0	1	2	.....	13	.....	30	70	.....	.....	0	0	0	.....
137	Racine College Library	0	9½	.....	70	.....	.....	.....	.....	.....	2	2	.....	.....	.....	60	20	10	0	0	0	0	0
138	Post-Office Department	0	0	Free	100	0	.....	0	For employés in P.-O. Dep.	0	3	6	.....	.....	0	0	0	9	1	0	0	0	20

139	Coast-Survey Office								In connection with United States Coast-Survey.																				
140	Library of House of Representatives	0							For use of members of Congress.																				
141	Library of Treasury Department	0	0	Free					For all officers and employés of Department.	1	2	400				75	25	0						600				
142	Public School Library	0	0	Sub.				2 00	Residence in city	10	1	2	40	50	50	50			0									
143	Territorial Library	0	0		500														1									
144	University schools of Colorado	0	0	Free	86	0		0	Free to members of institutions and residents.	0	2	2		11		0	24	7	1	0	0	1	0					

TABLE XV.—*Statistics of libraries for* 1873, *&c.*—Continued.

Number.	Name.	Chief librarian.		Readers and borrowers are invited to nominate books for purchase.	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 or employés.	Total annual cost of administration.	Remarks.
		Name.	How chosen.		Printed.	Manuscript.	Alphabetic, by authors.	Alphabetic subjects.	Subject or classed.	Of pamphlets, maps, &c.							
	1	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72
1	St. Mary's Library Association	Thomas Finn															
2	Odd-Fellows' Library	C. F. Rea	Stockholders	×	0	0	×	×	0	0	0		0	×	1	$96	
3	Allis Circulating Library	George C. Allis		×	×		×		0		×		×	0	3		Specialty, novels.
4	Bridgeport Library	Mrs. J. E. G. Clarke	Directors		×			×	0				0	0	2	680	
5	Connecticut Historical Society	J. Hammond Trumbull, president.			0	×	×			×	0	1825	×	0			Specialty, American history.
6	Y. M. C. A. Library	R. L. Whitehead		×	×	0		×		0	0	1866	×	0	1	1,200	
7	Y. M. C. A. Library *a*	H. E. Sawyer, president Y. M. C. A.															
8	Rose Library	F. Hamner		×	0	0	×						0	0	1	300	
9	Yale College Library	Addison Van Name	Coll.-corporation			×	×	×	×				×	×	2		
10	New Castle Library Company	Alexander B. Cooper	Directors	0	×	0	0	0	×	×	0		0	0	2	100	
11	Smyrna Library Association	Alice Haffecker	Trustees	×	0	×		×	×	0	0		0	0	1	150	
12	College Temple	M. P. Kellogg, M. A			0	×	×		0	×	0	1853		0			
13	Georgia Historical Society	William Harden	Georgia Hist. Soc	×	0	×	×	×	0	0	0	1868	×	×	2	1,250	
14	Aurora Library Association	Kate Quackenbush	Ballot	×	×	0	0	0	×	0	0	1864	0	×	2		
15	Free Theological Lib'ry of Chicago	W. W. Evarts, jr., sec'y															
16	Young Men's Library Association	M. Everest		×	0	×	0		0	0	0		0	0	1	331	Specialty, public documents.
17	Springfield Library Association	Miss E. G. Seaman	Directors	×	×	0	×	×	×	0	0		0	0	2	720	
18	State Library	George H. Harlow	Elected by people		×		×		0	0	0	1870	0				
19	Evansville Library Association	Lou. Scantlin	Directors	×	×	×	0	×	0	0	0		0	0	1	1,500	
20	Public Library of Indianapolis	Charles Evans	Library committee.	×	×	×	×	×	0				0	0	6		
21	Young Men's Library Association	L. P. Allen, director		0	×	0	0	0	0	0	0		0		1		
22	Davenport Library Association	Miss Allen	Library committee.	0	0	×	0	×	×	0	0		0	0	2	1,000	
23	Young Men's Library	Martha Chaddock		×	0	×	×	×	0		0		0	0	2	2,000	
24	Odd-Fellows' Library No. 3	D. W. Anthony	Elected by lodge	0	0	×	0	0	0	0	0		×	0	0	0	

25	Library Association	Mrs. J. C. Trask	City-council	×	0								0	0	1			
26	Public Library of Kentucky	P. A. Towne	Trustees	×	0							×		×	0	7	10,000	
27	Odd-Fellows' Library	C. A. Hallam, secretary	Directors	×	×	×	×	0	×	×				b	0	0	0	
28	St. Croix Library	Mary J. Arnold	Directors	×	0	0	0				0	1821	0	0	×	1	200	
29	Town Library	P. J. Hooke	Ballot	×	×	×	×		×	0	0		0	0	0	0	52	
30	City Library	Miss Addie True	Mayor and council.	0	0	×		×			0		0	0	1	260		
31	Portland Institute and Pub. Libr'y.	Edward A. Noyes	Directors	×	×	×	×	×	0	0	0		0	×	4	2,750		
32	Richmond Library Association	William H. Stuart	Association	×	0	×	×	0	0	0	0	1871	0	0	2	0		
33	Ladies' Library	Miss Clara Creighton		×	0	×					0		0					
34	Naval Academy	Thomas Karney, officer in charge.	Supt. Naval Acad.	×	0	×	×	×	×	×	0	1845	×	0	4	4,040		
35	Young Men's Christian Association Library.	Charles C. Bartgis	Officers of association.	×	×	0	0	×	×	0	0		0	0	2	1,500		
36	College of St. James	Henry Onderdonk			0	0												
37	Public Library	Lizzie J. Newton	Com. of trustees	×	×		×	×			0		0	0	1	1,000		
38	Sturgis Library	Mrs. Freeman	Trustees	×	0	×	×	×	0	0	0	1860	×	0	1			
39	Boston Library Society	A. J. Nye		×	0	×	×	×	0	0	0		×	0	1			
40	General Theological Library	Rev. Luther Farnham	Directors	×		×	×	×	×	×	0		0	0	2	2,500	Specialty, theology and religion.	
41	Handel and Haydn Library	Loring B. Barnes, president.															It is exclusively a library of music.	
42	Massachusetts Historical Society	Samuel A. Green	Society	0	×	×	×		×	×	0		×	×	2			
43	Mercantile Library	W. W. Messer	Board of government.	×	×	×	×	×	0	0	0	1820	0	0	4	5,500		
44	New Church Library	Richard Ward	Committee	×	0	×		×	0	0			0	0	2	3,000	Specialty, New Church books.	
45	Holton Public Library	Webster F. Warren	Board of trustees	×	×	×	×	×	×	0	0		0	0	3	4,471		
46	Public Library	Mary A. Bean	Trustees	×	×	×							0	0	4	5,000		
47	Public Library	M. J. Simpson	Trustees	×	×	×	×	×	0	0	0		0	0	3	1,200		
48	Bigelow Free Public Library	Geo. W. Weeks, secretary board of trustees.	Trustees	×	×	×	×	×		0			0	0	2			
49	Public Library	E. Fannie Whitney	Trustees	×	0	×	×		×		0		×	×	3	1,000		
50	Reading Association	Martha G. Pratt	Association	×	0	×	0	0			0		0	0	1	0		
51	Public Library	William R. Ballard	Trustees	×	×	×	×	×	0	0	0		0	0	1	3,908		
52	Public Library	Prescott C. Rice	Trustees	×	×	×	×	×	0	0	0	1860	0	0	3	500		
53	Atlantic Cotton Mills Library	D. M. Spooner		×	0	×	0	0	0		0		×	0				
54	Pacific Mills Library	O. D. Rideout		×	×	0	×		×		0		0	0	1	500		
55	Public Library	S. Eliza Whittemore	Directors	×	×	×	×	×	×	0	0		0	0	3	75		
56	Public Library	J. M. Bronson	Library-committee	0	×	0	×	×		0	0		0	0	3			
57	City Library	Marshall H. Clough	City-council	×	×	0	×	×	0	0	0		0	×	2	1,000		
58	Public Library	S. D. King	Library-committee	×	×	×	×	×	0	0	0		0	0	1	100		
59	Town Library	George P. Smith	Trustees	0	×		×			0			0	0	1			
60	Free Library	Hannah P. James	Managers	×	×	×	×	×	0	0	0		×		3	4,228		
61	Public Library	George B. Hooker	Directors	×	×	×												
62	Fay Library	Mrs. H. F. Webster	Trustees	×	×	0	×		0	0	0		0	0	1	125		
63	Public Library	Mary E. Hill	Trustees		×	0		×		0	0		0	0	2	800		
64	Town Library	Jane S. Preston	Trustees	×	×	×		×	×	0	0		0	0	1			
65	American Antiquarian Society	S. F. Haven			0						0		0	×	2			
66	Ladies' Library	Mrs. A. Howell	Directors	×	×	0	0	×	×		0	1846	0	0	3	195		
67	Public School Library		Board of education.	×	×	0	0	×	×		0		0		1	100		

a Library closed at present.

b Building is owned by a lodge of the Independent Order of Odd-Fellows.

TABLE XV.—*Statistics of libraries for 1873, &c.*—Continued.

Number.	Name.	Chief librarian.		Readers and borrowers are invited to nominate books for purchase.	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 or employés.	Total annual cost of administration.	Remarks.
		Name.	How chosen.		Printed.	Manuscript.	Alphabetic, by authors.	Alphabetic subjects.	Subject or classed.	Of pamphlets, maps, &c.							
	1	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72
68	Albion College Library	M. W. Darling			0	0											
69	Ladies' Library Association	Mrs. R. J. S. Page	Association	×	×	×	×	×	×	×	0		×		10		
70	Public School Library		Board of education.	×	×		×		×		0		0	0	2	$2,035	
71	State Library	Mrs. Harriet A. Tenney	Governor	0	×	0	0	0	×	0			0	0	2		
72	Ladies' Library Association	Kittie E. Mitchell	Association	×	×	×	0	0			0		0	×	12	320	Specialty, law.
73	City Library	John Davis	City-council	×	×	0		×					0	0	1	100	
74	Academy of Science	John Jay Bailey			0	×		×									
75	Town Library	I. S. Chase, M. D	Selectmen	0	0	0	0	0		0	0		0		1	10	
76	Public Library	Isabel Heywood	Directors	×	×		×		0	0	0		0	0	1	40	
77	Apprentices' Library	W. J. Babbitt, treasurer Union Railroad.		0	×	0	0	×		0	0		0				
78	Morristown Library and Lyceum	W. J. Babbitt, secretary.			×	0					0	1866					
79	Newark Library Association	William E. Layton	Directors	×	×	×	×	×	×	0	0	1847	×	0	4	4,200	
80	Dennis Library	Rev. Myron Barrett	Stockholders	×	×	×	×	×	×	0	0	1867	×	0	3	400	
81	Y. M. C. A. Library	Edward Hollies, (acting.)	Association	×	×	0		×	×	0	0		0	0	2	900	
82	Pilesgrove Library Association	William Z. Hilcraft	Directors	×	0	×	0	0	×				×	0	1	10	
83	Mercantile Library	S. B. Noyes	Board of directors.	×	0	×					0		×	0	9	14,000	
84	Y. M. C. A. Library	S. S. Giddings	Board of directors.	×	×	0	×	×	0	0	0		0	0	6		
85	Buffalo Historical Society	George S. Armstrong	Society	0	0	×	×	×	0	×	0		0	×	2	1,500	
86	Normal School Library	Mrs. Kate B. Burchard	Prin. normal sch'l.	0	0	×	0		0	0	0		0	0	0	0	
87	Library of Cornell University	Willard Fiske	Trustees	×	×	×	×		×	×	0	1865		0	3		
88	Union School District Library	James Ferguson	Board of education.		×	0	×						0	0	2		
89	Newburg Free Library	R. V. R. Montfort	Board of education.	×	×		×		×	0	0		×	0	2	1,500	
90	American Eclectic, (medical)			×	×	×	×	×	×	×			0			5,000	
91	American Institute Library	John W. Chambers	Directors	×	×	×	×		×		0		0	×	2		Specialty, manufactures, science & art.

92	Cooper Union	Oran W. Morris	Trustees	×	0	×	×		0	0	0	1857	×	×	8	4,836		
93	Public Library	Russell P. Osborne	Board of education.	×	×		×	×							2	2,194		
94	Academic departm't, Union School.	L. S. Packard	Board of education.	0	×	0		×	0	0	0		0		2	150		
95	Seminary of Our Lady of Angels			0	0	×	×	0	0	0	0			0				
96	Library of Court of Appeals	R. Woolworth	State-b'd of regents	×	×	0	×	×	×	0	0		0	0	2	1,500		
97	School District Library	Eliza S. Dutton	School-comm'rs	×	×			×	×		0	1838	0	0	2	375		
98	State Library	Thomas R. Purnell	Governor		×	0	×	×		×	0		0	×	2	1,000		
99	Longview Library			0	0		×	×	0	0	0							
100	Cincinnati Law Library	M. W. Myers	Trustees		0	×	×		0		0	1851	0	×	1	1,800		
101	Historical and Philosophical Soc'y	Julius Dexter	Society	0	0	×	×	×		0	×		0	0	1	481	Specialty, American history exclusively.	
102	Mendenhall's Circulating Library	E. Mendenhall				×	×	×	0								Specialty, fiction.	
103	Theological and Religious Library Association.*a*	S. M. Burnard		×	0	×	×	0	0	0						300		
104	Ohio School Library	C. S. Smart, supt. schools		×	0	×	0	0	×	×	0		0	0				
105	Cleveland Library Association	Miss S. E. Chamberlin	Directors	×	0	×	×	×	×	0			0	0	2			
106	Public Library and Reading-room	J. L. Grover	Trustees	×	×	0		×	×	0	0		0	×	2	980		
107	State Board of Agriculture	John H. Kippart	Elected by board	0	0	0	0	0	0	0	0		0	0	0	0		
108	Zanesville Athenæum	Mrs. C. C Beatty	Elected by board		×	×	×				0		×	0	2			
109	Doylestown Library	Thomas Hughes	Directors	×	0	×	0	0	0	0	0		0	×	1	0		
110	Easton Library Association	Samuel H. Knowles	Board of control	×	×	×	×	×	0	0	0		×	0	2	0		
111	Library of the Delaware County Institute of Science.	Clara B. Miller	Ballot	×	0	×	0	0	0	0	0		×	×	3	300	Specialty, scientific works.	
112	Academy of Fine Arts					×					0		*b*	×				
113	Byberry Library	Watson Comly	Directors	0	×	×	×	×	0	0	0	1793	×	0	1	0		
114	Franklin Institute	William H. Wahl	Annually elected	×	×	×	×	×	×	×	×		×	0	4	513	Strong in civil and mechanic engineering.	
115	Girard College	Henry W. Arey, secretary of college.				×			×				0	×				
116	Mechanics' Institute	Annie Harkness		×	×			×	×		0		×	0	2	1,200		
117	German Library Association	Paul Sylla	Society	×	0	×	×	0	×	0	0		0	0	1	800		
118	Union Library Company of Upper Merion.	Sallie E. Roberts	Company	×	×	0		×	×	0	0		0	0	1	25		
119	Warren Library Association	W. V. Hazeltine	Executive com'tee.	×	×	0	×	×	0		0		0	0				
120	Westtown Boarding School	Aaron Sharpless, sup't			×													
121	Wyoming Athenæum	Robert L. Ayers	Directors	×	×	0		×	×	0	0		0	0	1			
122	Wyoming Law and Library Ass'n	G. R. Bedford, secretary			0	0	0	0	0	0			0				Specialty, law.	
123	Wyoming Hist'l & Geolog'l Society	Dr. Charles F. Ingham	Annually elected			×			×	×	0		0	0	1	300	Specialty, coal.	
124	Perrin's Circulating Library	Daniel Perrin		0	×	×	×			0	×				1		Specialty, fiction.	
125	St. Francis Xavier's Academy				0	×		×			0							
126	Pawcatuck Library Association	Irving Maxson	Board of directors.	×	×	×	×	×	×	0	0		×	0	4	700		
127	Medical Society of South Carolina	H. W. De Saupun, jr., M.D	Society		×		×		0	0				0				
128	Athenæum Library	Prof. Robert D. Smith	Managers	×		0	0	0	×	0	0	1858	×	0	1			
129	Galveston Mercantile Library	Emily F. Carnes		×	×	×	×	×	×	×	0		0	0	3	1,200	Specialty, works relating to Texas.	
130	Bowden Literary Society	N. Scott	Bowden Literary Club.	×	0	×	×	×	0	0	×		0	0	3	3,800	Specialty, English oratory.	

a The library is temporarily deposited with the public library.
b A building is now being constructed which, with the ground, will cost $400,000; $285,000 have been subscribed.

TABLE XV.—*Statistics of libraries for* 1873—Continued.

Number.	Name.	Chief librarian.		Readers and borrowers are invited to nominate books for purchase.	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 or employés.	Total annual cost of administration.	Remarks.
		Name.	How chosen.		Printed.	Manuscript.	Alphabetic, by authors.	Alphabetic subjects.	Subject or classed.	Of pamphlets, maps, &c.							
	1	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72
131	State Library	James McDonald		×	0	0	×		0	×	0			0	3		Secret'y of library-committee is, *ex officio*, chairman.
132	Madison Institute	Miss M. A. Mayers	Executive com.	×	0	×	×	×	0	0	0		0	0	1	$600	
133	State Agricultural Society	W. W. Field, secretary			0	0	0		0	0	0	1868	0	0	0	0	Specialty, books on agriculture.
134	State Library	O. M. Conover	Governor	×	×		×		×		0			×	2	1,000	Specialty, law.
135	Young Men's Association	Edwin Upson	Directors	×	×	×	×	×		×	0		0	0	3	3,000	
136	Public School Library	D. W. Emerson	Board of education	0	×	0	0	×	×	0	0		×	0	0	0	
137	Racine College Library	Jno. J. Elmendorf, S. T. D	Trustees	×	0	×	×	×	0					0	1	250	
138	Post-Office Department	John Meigs	Postmaster-General	0	0	0	0	0	0	0	0		0	×	0	0	Specialty, Government-publications.
139	Coast-Survey Office	J. E. Hilgard															Specialty, professional works, tables of refer'ce, &c.
140	Library of House of Representatives	John J. Piatt			0	0									4		Specialty, legislative and executive history of U. S.
141	Library of Treasury Department	S. A. Johnson	Secretary Treasury	×	×		×	×						×			
142	Public School Library	John L. Jerome			0	×	×	×									
143	Territorial Library	George T. Clark									0		0	0	1	1,200	
144	University schools of Colorado	Rev. Richard Harding	Bishop of Colorado	0	0	×	×	0	0	×	0		0	×	1	0	Specialty, theology & mental philosophy.

MEMORANDA.

Name.	Location.	Remarks.
Hegstenberg Library	Chicago, Ill	See Free Theological Library, (identical.)
Young Men's Christian Association Library.	Louisville, Ky	Merged in the Public Library of Kentucky.
Mechanics' Association Library	Gardiner, Me	See Gardiner Public Library, (identical.)
Dorchester Antiquarian and Historical Society Library.	Boston, Mass	Merged in Boston Public Library.
Town Library	Boston, Mass	Not in existence.
Roxbury Mechanics' Institute Library.	Boston, Mass	Not in existence.
Dow & Co.'s Library	Lawrence, Mass	Closed.
Young Men's Christian Association Library.	Middleboro', Mass	Closed.
Mercantile Library	Pittsfield, Mass	Not in existence.
Town Library	Woburn, Mass	Closed.
Edgeworth Female Seminary Library.	Greensboro', N. C	Closed.
Athenæum, Agricultural, and Mechanics' Institute Library.	Lancaster, Pa	See Linnæan Library, (identical.)
St. Benedict's Academic Library	St. Mary's, Pa	Small and private.
Slatersville Library	Slatersville, R. I	Identical with library at North Smithfield.
Houston Lyceum Library	Houston, Tex	Not in existence.

TABLE XVI.—*Statistics of increase in libraries for* 1873; *from replies to inquiries by the United States Bureau of Education.*

NOTE.—Detailed statistics of these libraries were given in the report for 1872.

[.... signifies no returns; 0 signifies none.]

Number.	Name.	Location.	Chief librarian.	Increase in—								
				American.		Foreign.		Purchased.		Donated.		Manuscripts.
				Books.	Pamphlets.	Books.	Pamphlets.	Books.	Pamphlets.	Books.	Pamphlets.	
	1	2	3	4	5	6	7	8	9	10	11	12
1	Little Rock Mercantile Library	Little Rock, Ark.	Ernest Jennings	85	6	0	0	85	.....	0	6	.....
2	Odd Fellows' Library	Petaluma City, Cal.	Miss P. L. Colby	120	.....	0	.....	.....	.....	.....	.....	.....
3	Mechanics' Institute Library	San Francisco, Cal.	G. C. Hurlbut	800	80	456	15	1,206	95	50	0	0
4	Mercantile Library	San Francisco, Cal.	A. E. Whitaker, act'g lib.	a3,683	.....	.....	.....	3,336	.....	347	.....	.....
5	Odd Fellows' Library	San Francisco, Cal.	George A. Carnes	2,000	.....	800	.....	2,453	.....	347	.....	.....
6	Young Men's Christian Association	San Francisco, Cal.	Rev. H. Cox, D. D	a500	.....	.....	.....	.....	.....	500	.....	.....
7	Douglas Library	Canaan, Conn	Charles Gillette	25	.....	.....	.....	25	.....	.....	.....	.....
8	Danbury Library	Danbury, Conn	C. H. Sanford	300	0	0	0	300	0	0	0	0
9	Watkinson Library of Reference	Hartford, Conn	J. Hammond Trumbull	a1,087	a220	.....	.....	1,040	.....	47	220	0
10	Bill Library	Ledyard, Conn	Edmund Spicer	174	10	0	0	0	0	174	10	0
11	New Britain Institute	New Britain, Conn	Ida J. Fenn	190	50	.....	.....	186	.....	4	50	.....
12	Library of American Oriental Society	New Haven, Conn	Addison Van Name	a150	.....	.....	.....	.....	.....	.....	.....	.....
13	Otis Library	Norwich, Conn	H. B. Buckingham	168	3	132	.....	255	3	45	.....	.....
14	Silas Bronson Library	Waterbury, Conn	H. F. Bassett	1,042	408	490	5	1,383	13	149	400	0
15	Wilmington Institute	Wilmington, Del.	A. F. Wilmans	294	19	1,176	.....	1,031	0	111	19	0
16	Georgia State Library	Atlanta, Ga	Joel Brouham	500	.....	0	0	.....	.....	.....	.....	.....
17	Alton Public Library	Alton, Ill	Miss Mary Douglass	50	24	0	0	.....	0	15	24	0
18	Belleville Saengerbund and Liberal Society's Library.	Belleville, Ill	Henry Raab	96	17	221	0	119	0	118	17	0
19	Chicago Public Library	Chicago, Ill	W. B. Wickersham, (act'g)	2,918	967	3,082	1,755	1,424	0	4,376	2,722	0
20	Young Men's Christian Association Library.	Chicago, Ill	C. Dale Armstrong	256	6	.....	4	50	.....	100	10	.....
21	Mercantile Library	Peoria, Ill	Mrs. S. B. Armstrong	440	0	1,200	0	1,600	0	40	0	0
22	Quincy Library	Quincy, Ill	Eleanora D. Simmons	93	25	3	.....	29	.....	67	25	.....
23	Whitcomb and College Circulating Libraries.	Greencastle, Ind	John C. Ridpath	100	.....	.....	.....	.....	.....	100	.....	.....
24	Indiana State Library	Indianapolis, Ind.	Mrs. Sarah A. Oren	402	100	20	22	31	36	391	86	.....
25	Madison Library Association	Madison, Ind.	James Siddall	40	10	0	0	47	.....	3	10	0

26	Public Library of Burlington	Burlington, Iowa	Mrs. A. M. Morgan	148	0	0	0	102	0	47	0	0
27	Iowa State Library	Des Moines, Iowa	Mrs. Ada North	548	89	24	27	560		12	20	
28	Jefferson County Library Association	Fairfield, Iowa	A. T. Wells	344	350	0	0	190	0	154	350	0
29	State Historical Society of Iowa	Iowa City, Iowa	Fred'k Lloyd, cor. sec.	380	72	1	0	0	0	381	72	14
30	Keokuk Library Association	Keokuk, Iowa	J. Henry Westcott, sec'y	125				125				
31	Kansas State Library	Topeka, Kans	David Dickinson	581		27		151		9		
32	Louisville Law Library	Louisville, Ky	John R. M. Polk	100	50	12	0	120	0	6	50	0
33	Louisville Library Association	Louisville, Ky	E. G. Booth	1,711	8	200	0	1,899	0	12	0	0
34	New Orleans Young Men's Christian Association Free Library.	New Orleans, La	John T. Sawyer	15	15	0	0	0	0	15	15	0
35	Bangor Library Association	Bangor, Me	Miss Ellen J. Adams	576	29		5	556		20		
36	Bangor Mechanics' Association Library	Bangor, Me	Daniel Holman	250	20			210		20	20	
37	Gardiner Public Library	Gardiner, Me	Mrs. S. H. Heath	250				250		0	0	
38	Hallowell Social Library	Hallowell, Me		44	0	0	0	44	0	0	0	0
39	Mechanics' Library	Portland, Me	J. B. Thorndike	100	52	0	0	100	0	0	52	0
40	Saco Athenæum	Saco, Me	George A. Emery	58	17	0	0	46	0	12	17	0
41	Skowhegan Library Association	Skowhegan, Me	M. D. Johnson	9	25			9				
42	Maryland State Library	Annapolis, Md	John H. T. Magruder	400		150		0	0	0	0	0
43	The Library Company of the Baltimore Bar.	Baltimore, Md	Pierre G. Phillips	105		55	0	160	0			0
44	Maryland Institute Library	Baltimore, Md	A. F. Lusby	445	36	13	6	401		41	42	
45	Mercantile Library Association	Baltimore, Md	John W. M. Lee	1,140		24		1,083		81		
46	Odd Fellows' Library	Baltimore, Md	John Shatten	371	0	0	0	368	0	3	0	0
47	Peabody Institute	Baltimore, Md	N. H. Morison, LL. D., provost.	989	341	1,997	0	2,368	172	618	169	3
48	Beverly Public Library	Beverly, Mass	Joseph D. Tuck	212	0	0	0	202	0	10	0	0
49	American Academy of Arts and Sciences	Boston, Mass	Edmund Quincy	63	318	125	1,088	8	391	180	917	
50	Boston Public Library	Boston, Mass	Justin Winsor	*b*50,000	*b*25,000			45,000	2,000	5,000	23,000	
51	Boston Young Men's Christian Union	Boston, Mass	John F. Locke	149	30			47		102	*c*30	
52	Congregational Library	Boston, Mass	I. P. Langworthy	588	5,270			20		568	5,270	2
53	Library of the Boston Athenæum	Boston, Mass	C. A. Cutter	*a*3,652	*a*2,862			3,174	234	478	2,628	
54	Library of the New England Historical Genealogical Society.	Boston, Mass	John Ward Dean, A. M.	*a*1,046	*a*5,999			0	0	1,046	5,999	174
55	Library of the Young Men's Christian Association.	Boston, Mass	J. E. Gray	15		0		0	0	15		0
56	Mechanic Apprentices' Library	Boston, Mass	John H. Kearns	5,000	25							
57	Roxbury Athenæum	Boston, Mass	Sarah E. Pitts	170	170			150	76	20	94	
58	Social Law Library	Boston, Mass	F. W. Vaughan	387	98	215	33	488	12	114	119	
59	State Library	Boston, Mass	Samuel C. Jackson, acting librarian.	851	389	371	85	948	142	274	332	0
60	Treadwell Library, Massachusetts General Hospital.	Boston, Mass	Norton Folsom, M. D.	10	0	100	0	87	0	13	0	0
61	Merrick Public Library	Brookfield, Mass	M. J. W. Carkin	220				182		38		
62	Dana Library	Cambridge, Mass		605	5	23	2	559	2	69	3	0
63	Charlestown Public Library	Charlestown, Mass	C. S. Cartée	804	166	196	0	1,009	0	374	166	0
64	Peabody Library, (branch)	Danvers, Mass	A. S. Howard	350	9	78		399		29	9	
65	Peabody Library	Georgetown, Mass	Richard Tenney	200	10	0		150	0	50	10	0
66	Sawyer Free Library	Gloucester, Mass	Jos. S. Stevens, jr., supt.	308				298	0	10		0
67	Groton Public Library	Groton, Mass	Charles Woolley, jr	80	34	16	4	96			38	

a Total increase, American and foreign. *b* Total increase; by consolidation with the Charlestown and Brighton Public Libraries, 26,000 volumes and 5,000 pamphlets are added.
c About thirty volumes.

TABLE XVI.—*Statistics of increase in libraries for* 1873, *&c.*—Continued.

Number.	Name.	Location.	Chief librarian.	Increase in—								
				American.		Foreign.		Purchased.		Donated.		Manuscripts.
				Books.	Pamphlets.	Books.	Pamphlets.	Books.	Pamphlets.	Books.	Pamphlets.	
	1	2	3	4	5	6	7	8	9	10	11	12
68	Harvard Public Library	Harvard, Mass	Mrs. A. M. Harrod	100				100		20		
69	Public Library Association	Hinsdale, Mass	G. T. Plunkett	180	11		0	180		50	11	0
70	Lancaster Town Library	Lancaster, Mass	Alice G. Chandler	531	80	83	0	453	0	161	80	0
71	Lawrence Free Public Library	Lawrence, Mass	William I. Fletcher	2, 314		1, 565		3, 800	2	89	60	
72	Middlesex Mechanics' Association	Lowell, Mass	Mary E. Sargent	323								
73	Lynn Free Public Library	Lynn, Mass	Jacob Batchelder	*a*806	152	827	6	1, 591		42	152	
74	Millbury Town Library	Millbury, Mass	John Hopkins, trustee	367		69		414		22		
75	New Bedford Free Public Library	New Bedford, Mass	R. C. Ingraham	2, 000	413	1, 000	20	2, 504	20	496	413	0
76	Newburyport Public Library	Newburyport, Mass	Hiram A. Tenney	275	63	114		243		146	63	
77	Newton Athenæum	Newton, Mass	Phineas Allen	300		100		320		80		
78	Northampton Public Library	Northampton, Mass	Caroline S. Laidley	600		1, 000		1, 450		150		
79	Northboro' Free Library	Northboro', Mass	Joshua J. Johnson, corresponding secretary.	250		0	0	200	0	50	13	0
80	North Bridgewater Public Library	N. Bridgewater, Mass	Miss M. F. Southworth	300				300				
81	Appleton Library	North Brookfield, Mass.	Rev. G. H. De Bervoise	50	25			35	5	15	20	
82	Oxford Free Public Library	Oxford, Mass	Richard Sanford	0	0	0	0					
83	Peabody Institute Library	Peabody, Mass	Theodore M. Osborne	463		131		561		33		
84	Phillips Free Public Library	Phillipston, Mass	Mrs. T. H. Chaffin	168	15			160		8	15	
85	Berkshire Athenæum	Pittsfield, Mass	E. G. Hubbel	500	100			400		100		
86	Public Library	Quincy, Mass	Cora I. Young	1, 057	50	432	0	1, 489	0	41	50	0
87	Essex Institute	Salem, Mass	William P. Upham	552	5, 834	80	1, 071			632	6, 905	
88	Arms Library	Shelburne Falls, Mass	J. A. Richmond	200	0		0	200	0	0	0	0
89	City Library Association	Springfield, Mass	Rev. William Rice	1, 055		308		1, 273		90		0
90	Jackson Library	Stockbridge, Mass.	Miss J. L. Barnum	102		3	0	90		12	6	0
91	Swampscott Town Library	Swampscott, Mass	Curtis Merritt	*b*240				200		40		
92	Goodenow Library	South Sudbury, Mass	Richard R. Horr	400				400				
93	Taunton Public Library	Taunton, Mass	Edwin Manley	995	52	0	0	923	0	72	52	0
94	Waltham Public Library	Waltham, Mass	Andrew J. Lathrop	356	27	0	0	310	0	46	27	0
95	Wayland Free Public Library	Wayland, Mass	James S. Draper	165	136		4	124	0	41	140	0
96	Westfield Athenæum	Westfield, Mass	Sewall Lamberton	364		144		468		40		
97	Town Library	Westford, Mass	T. A. Bean	155	35	0	0	153	5	2	30	

98	Weston Town Library	Weston, Mass	John Coburn	235				182		53		
99	West Roxbury Free Library	West Roxbury, Mass	C. Cowing	62	0	0	0	62	0	0	0	0
100	Winchendon Public Library	Winchendon, Mass	Mrs. Wheeler Poland	175	52	0	0	156	0	19	52	0
101	Winchester Library	Winchester, Mass	A. Chapin, trustee	250		75		375				
102	Free Public Library	Worcester, Mass	Samuel S. Green	1,498		1,576		2,936		138		
103	Worcester County Mechanics' Library	Worcester, Mass	Mrs. F. J. Thurston	*b*255				253		2		
104	Worcester Dist. Medical Society Library	Worcester, Mass	Lewis S. Dixon, M. D	45	12	80	20	125	32	0	0	
105	Detroit Mechanics' Society	Detroit, Mich	John Farrar									
106	Public Library of City of Detroit	Detroit, Mich	Henry Chaney, sup't	532	110	178	23	488	10	222	123	0
107	Ladies' Library Association	Kalamazoo, Mich	Mrs. D. B. Webster	133	210	34	0	167	0	28	0	5
108	Minnesota Historical Society	St. Paul, Minn	J. F. Williams	176	370	64	24	97	8	143	386	
109	St. Paul Library	St. Paul, Minn	Mary S. Creek	250	250	0	0	205	52	45	200	0
110	Mississippi State Library	Jackson, Miss	I. N. Osborn	150	150					150	150	
111	St. Charles Catholic Library	St. Charles, Mo	James Holmes	109	20	11		63		57	20	
112	Law Library Association	St. Louis, Mo	George W. Gustorf	175	75			229		19		
113	Public School Library	St. Louis, Mo	John Jay Bailey	2,209	398	571		2,173	0	607	398	0
114	St. Louis Mercantile Library	St. Louis, Mo	John N. Dyer	1,850	150	420	200	1,895	575	375		
115	Nebraska State Library	Lincoln City, Nebr	Guy A. Brown	1,025	513			587		438	513	
116	Ketchum Library	Bristol, N. H	Rev. Silas Ketchum	100	200	10	75	91	2	9	273	*c*3
117	Charlestown Social Library	Charlestown, N. H	Samuel Webber	15	0		0	15	0	0	0	0
118	Concord Public Library	Concord, N. H	Frederick S. Crawford	78	16			42		36	16	
119	New Hampshire Historical Society's Library.	Concord, N. H	Samuel C. Eastman	200	300					200	300	
120	State Library	Concord, N. H	William H. Kimball	648	62	92	12	141	0	173	17	0
121	Juvenile and Social Library	Dublin, N. H	M. D. Mason	37	4	0	0	37	0	1	4	0
122	Town Library	Exeter, N. H	B. Marvin Fernald	300						50		
123	Franklin Library Association	Franklin, N. H	Annie Nesmith	68	74			53		15	74	
124	Hollis Social Library	Hollis, N. H	Levi Abbot	83				79		4		
125	Manchester City Library	Manchester, N. H	S. N. Bell, treasurer of board of trustees.	*b*1,446	*b*208			617	0	829	208	0
126	Portsmouth Athenæum	Portsmouth, N. H	Susan E. Christie	14	6	72	4	49		37	10	0
127	Portsmouth Mercantile Library Association.	Portsmouth, N. H	C. A. Hazlett	*b*100				90	0	10	0	0
128	Manufacturers' and Village Library	Somersworth, N. H	Emory J. Randall	150				150				
129	Library of Young Men's Christian Association.	Bridgeton, N. J	L. Logue	207	5	0	0	130	0	77	5	0
130	New Jersey Historical Society	Newark, N. J	W. A. Whitehead, corresponding secretary.	180	286	0	0	30	0	150	286	45
131	Hertzog Hall Library	New Brunswick, N. J	S. M. Woodbridge	100				100				
132	Young Men's Christian Association Library	New Brunswick, N. J	C. B. Stout, chairman of library-committee.									
133	Dudley Observatory	Albany, N. Y	G. W. Hough	18	8	40	76	5		53	84	
134	State Library	Albany, N. Y	S. B. Woolworth, LL.D., sec'y b'd of trustees.	*b*2,535				1,263		1,272		
135	Young Men's Association	Albany, N. Y	Dwight Adams	*b*714								
136	Young Men's Christian Association	Albany, N. Y	Charles A. Lansing		250		200					
137	Grosvenor Library	Buffalo, N. Y	Arthur Benedict	1,764	50	1,236	10	1,632	0	1,368	60	0
138	Mechanics' Institute	Buffalo, N. Y	William M. Bloomer	475	73			434	2	41	71	
139	Young Men's Association	Buffalo, N. Y	William Ives	548	25	120		618	0	50	25	0
140	Flushing Library Association	Flushing, N. Y	Andrew Scott	*b*200	0		0	200	0		0	0

a In ten months. *b* Total increase, American and foreign. *c* Volumes.

TABLE XVI.—*Statistics of increase in libraries for* 1873, *&c.*—Continued.

Number.	Name.	Location.	Chief librarian.	Increase in—								
				American.		Foreign.		Purchased.		Donated.		Manuscripts.
				Books.	Pamphlets.	Books.	Pamphlets.	Books.	Pamphlets.	Books.	Pamphlets.	
	1	2	3	4	5	6	7	8	9	10	11	12
141	Wadsworth Library	Geneseo Village, N. Y.		126				112		14		
142	Hornell Library	Hornellsville, N. Y.	Miss Ella Truesdell	500	100			450		50	100	
143	Franklin Library Association	Hudson, N. Y	John C. Du Bois, M. D., chairman library-com.	697				455		242		
144	American Bible Society Library	New York, N. Y	Joseph Holdick	*a*49				3		46		
145	Apprentices' Library	New York, N. Y	Jacob Schwartz, jr	2,500			0	2,450		50		0
146	Astor Library	New York, N. Y	Ed. R. Straznicky, M. D.	*a*2,375				1,861		514		0
147	City Library	New York, N. Y	C. L. Mather		0		0	0		0		
148	Mercantile Library Association	New York, N. Y	W. T. Peoples	3,570	181	1,350	22	4,605	0	319	203	0
149	New York Society Library	New York, N. Y	W. S. Butler	1,101	140	467	8		4	473	144	0
150	Washington Heights Library	New York, N. Y	John MacMullen	209	476	25	0	63	0	171	476	0
151	Young Men's Christian Association	New York, N. Y	Reuben B. Pool	379		1,606		1,348		637		
152	Oswego City Library	Oswego, N. Y	Arba Leonard	182				180		2		
153	Public-School Library	Oswego, N. Y	Arba Leonard	579				579				
154	Public-School Central Library	Rochester, N. Y	S. A. Ellis	441		224		665				
155	Rochester Athenæum and Mechanics' Association.	Rochester, N. Y	Mrs. C. B. Ayers	400		500		1,000		80	20	
156	Central Library	Syracuse, N. Y	William McCarthy	*a*1,148				739		409		
157	Troy Young Men's Association	Troy, N. Y	F. H. Stevens	*a*356				207		149		
158	Akron Library Association	Akron, Ohio	T. A. Noble	57	10			27	0	30	10	0
159	Mt. St. Mary's Seminary	Cincinnati, Ohio	Dr. B. H. Engbers	*a*792				2		790		1
160	Public Library	Cincinnati, Ohio	William F. Poole	*a*10,059	*a*1,555			9,185	469	874	1,086	
161	Library of the Turner Society	Cincinnati, Ohio	A. Leuzer	32		50		50		32		
162	Young Men's Mercantile Library	Cincinnati, Ohio	M. Hazen White	782		103		731	0	154		0
163	Circleville Public Library	Circleville, Ohio	E. B. Bander	*a*220		0	0	200	0	20	0	0
164	Cleveland Public Library	Cleveland, Ohio	L. M. Oviatt	1,500	10	2,500	10	3,900	0	100	26	0
165	Ohio State Library	Columbus, Ohio	S. G. Harbaugh									
166	Sturges Library	Delaware, Ohio	W. F. Whitlock	150	100					150		
167	Young Men's Library	Norwalk, Ohio	Miss Sophia Rowland	150	100	0	0					
168	Sidney Library Association	Sidney, Ohio	W. P. Stowell	150	5	10	0	160		0		0
169	Excelsior Library	Springfield, Ohio	George M. Grau	31	19	3		10	16	24	3	
170	Springfield Public Library	Springfield, Ohio										
171	Library Association	Portland, Oreg	Henry A. Oxer	1,040	80	200		1,770	30	70	50	

172	Allegheny Public School Library	Allegheny, Pa	C. W. Benney	510	25	0	0	500	0	10	25	0
173	Altoona Mechanics' Library, &c	Altoona City, Pa	F. D. Casanave	124	25	0	0	104		20		
174	City Library, Young Men's Christian Association.	Erie, Pa	H. S. Jones	200	48	0	48	200		0		
175	Fallsington Library Company	Fallsington, Pa	Lottie G. Moore	5	10	0	0	0	0	5	10	0
176	Friends' Library and Reading-Room	Germantown, Pa	William Kite	79	0	489	0	25	0	543	0	0
177	Cassel's Library	Harleyville, Pa	Abrm. H. Cassel	60	30	15	12	72	18	3	24	4
178	State Library	Harrisburg, Pa	O. H. Miller	1,084	80			673	19	401	61	
179	Union Library Company	Hatboro', Pa	Samuel S. Comly, direc'r.	121	48					2		
180	Law Library Association	Lancaster, Pa	D. G. Eshleman	20	0	0	0	14	0	6	0	0
181	Mechanics' Library	Lancaster, Pa	Peter McConowry	200		30		230		22		
182	Philo-Franklin Society Library	Meadville, Pa	M. A. Bailey	12		20		32				
183	Norristown Library Company	Norristown, Pa	A. F. Day, treas. lib. co	0	0	0	0	0	0	0	0	0
184	Apprentices' Library Company	Philadelphia, Pa	Miss Mary A. Harper, and Miss S. T. Newlin.	1,260		0	0	1,119		141		0
185	Athenæum of Philadelphia	Philadelphia, Pa	Louis K. Lewis	370	80	57		415		12	80	
186	Baptist Historical Society	Philadelphia, Pa	Howard Malcolm, D. D., president.	62		157		170		49		27
187	Brotherhead Library	Philadelphia, Pa	William Brotherhead	2,000		700		2,000				
188	Carpenters' Company of Philadelphia	Philadelphia, Pa	Richard H. Betts, sec'y	1,500						27		
189	Library Company of Philadelphia	Philadelphia, Pa	Lloyd P. Smith	a1,500								
190	Mercantile Library	Philadelphia, Pa	John Edmands	a15,000	500					80		
191	Moyamensing Literary Institute	Philadelphia, Pa	William J. Reed, sec'y	152	84	0	0	119	0	33	84	0
192	Pennsylvania Historical Society	Philadelphia, Pa	James Shrigley	543	1,109			15	0	528	1,109	63
193	Pennsylvania Hospital	Philadelphia, Pa	Alexander D. Stockton	26	207	20	391	43	588	3	10	0
194	Southwark Library	Philadelphia, Pa	C. C. Murray	75				75				
195	Young Men's Christian Association Library.	Philadelphia, Pa	Thomas Marshall	112	0	0	6	112	0	0	6	0
196	Young Men's Mercantile Library	Pittsburg, Pa	Geo. E. Appleton, A. M	a1,506	a233			1,125	0	333	333	0
197	Young Men's Christian Association Library.	Bristol, R. I	F. G. Morley	139				116		29		
198	East Greenwich Free Library	East Greenwich, R. I	Joseph Eastman	124	84				84	124		
199	Foster-Manton Library	Foster Centre, R. I	Mowry P. Arnold	25	1	0	0	10	0	15	1	0
200	Kingston Library	Kingston, R. I	J. A. Rose		50			0			50	
201	Lonsdale Library	Lonsdale, R. I	Miss Harriet Kilburn	115								
202	People's Library	Newport, R. I	Elma M. Dame	1,007	328	41		171		836	328	
203	Redwood Library and Athenæum	Newport, R. I	Benjamin H. Rhoades	a491	a535			271		220	535	
204	Slatersville Reading-Room and Library	North Smithfield, R. I	Elmer M. Ray	30				30				
205	Pawtucket Library Association	Pawtucket, R. I	Annie T. Greene	59		36		95		35		
206	Association of Mechanics and Manufacturers.	Providence, R. I	Walter F. Brown	150	3	25	0	150		25	2	
207	Franklin Lyceum	Providence, R. I	Henry W. Allen	131	0	0	0	120	0	11	0	0
208	Library of the Union for Christian Work	Providence, R. I		120				100		20		
209	Providence Athenæum	Providence, R. I	J. D. Hedge	456	120	230	15	504	25	182	110	0
210	Harris Institute Library	Woonsocket, R. I	Mrs. Ellen M. Bosworth	240	292	8	102	234	190	14	102	
211	State Library	Columbia, S. C	Adolph Fininger	369	48	0	0			21	6	0
212	State Library	Nashville, Tenn	Mrs. Paralee Haskell	1,000	300		3	100	200	30	100	
213	Young Men's Association	Burlington, Vt	Elihu B. Taft	138		169		297				
214	State Library	Montpelier, Vt	H. A. Huse	a600				b275		25		
215	Peabody Library	Post Mills Village, Vt	Harvey Dodge	25	0	0	0		0	25	0	0

a Total increase, American and foreign.

b 300 were added by exchange.

TABLE XVI.—*Statistics of increase in libraries for* 1873, *&c.*—Continued.

Number.	Name.	Location.	Chief librarian.	Increase in—								
				American.		Foreign.		Purchased.		Donated.		Manuscripts.
				Books.	Pamphlets.	Books.	Pamphlets.	Books.	Pamphlets.	Books.	Pamphlets.	
	1	2	3	4	5	6	7	8	9	10	11	12
216	St. Johnsbury Athenæum	St. Johnsbury, Vt	William W. Thayer	*a*377								
217	Alexandria Library	Alexandria, Va	J. S. Blackburn, sec'y	100	76		48	100	124			
218	Petersburg Library Association	Petersburg, Va	W. L. Baylor	107				107				
219	Young Men's Association	Janesville, Wis	Wheeler Bowen, chairman library-committee.	0	0	0	0					
220	Seminary of St. Francis	Lake, Wis	T. Rainer			50						
221	State Historical Society	Madison, Wis	Daniel S. Durrie	2,166	1,528		0	1,591	71	575	1,457	
222	Agricultural Department	Washington, D. C	John B. Russell	240	50	60	50	175	0	125	50	0
223	Library of Congress	Washington, D. C	A. R. Spofford	*a*12,407	*a*5,436			6,249	450	514	550	13
224	United States Naval Observatory	Washington, D. C	J. E. Nourse, professor, United States Navy.	15	11	104	150	55	0	64	161	0
225	Patent-Office Library	Washington, D. C	William B. Taylor	151	98	381	58	532			34	
226	Senate Library	Washington, D. C	George S. Wagner									
227	Signal-Office, United States Army	Washington, D. C	Lieutenant Henry Jackson, A. S. O.	100	20	700	30	700	20	100	30	5
228	State Department	Washington, D. C	John J. Chew	200		100		200		100		
229	Statistical Bureau	Washington, D. C	E. T. Peters	101	248	81	95					0
230	Surgeon-General's Office	Washington, D. C	Captain John S. Billings	*a*5,500	*a*8,000			4,000	5,000	1,500	3,000	6
231	War Department	Washington, D. C	P. O. Hagan	380		90						
232	Washington City Library	Washington, D. C	W. H. Olcott	2,937				2,877		60		
233	Library of Washington Territory	Olympia, Wash	I. N. Mossman	125	25	0		0	0	125	25	0

a Total increase, American and foreign.

TABLE XVI.—*Statistics of increase in libraries for* 1873, *&c.*—Continued.

Number.	Name.	Location.	Gifts of works of art.		Additions of endowment funds during the year.	Other gifts of money during the year.	New buildings.	
			No.	Kind.			Number and purpose.	Value.
	1	2	13	14	15	16	17	18
1	Little Rock Mercantile Library	Little Rock, Ark						
2	Odd Fellows' Library	Petaluma City, Cal			$0	$0	0	$0
3	Mechanics' Institute Library	San Francisco, Cal	0	0	0	0	0	0
4	Mercantile Library	San Francisco, Cal	0	0	0	0	0	0
5	Odd Fellows' Library	San Francisco, Cal			12,300	1,563		
6	Young Men's Christian Association	San Francisco, Cal				12,000		
7	Douglas Library	Canaan, Conn						
8	Danbury Library	Danbury, Conn	0	0	0	0	0	0
9	Watkinson Library of Reference	Hartford, Conn	0	0	0	0	0	0
10	Bill Library	Ledyard, Conn	0		87	0	0	0
11	New Britain Institute	New Britain, Conn	1	Chromo	10,000	500		
12	Library of American Oriental Society	New Haven, Conn						
13	Otis Library	Norwich, Conn				535		
14	Silas Bronson Library	Waterbury, Conn	0	0	0	0	0	0
15	Wilmington Institute	Wilmington, Del	0	0	0	0	0	0
16	Georgia State Library	Atlanta, Ga	15					
17	Alton Public Library	Alton, Ill	0	0	0	10	0	0
18	Belleville Saengerbund and Liberal Society's Library.	Belleville, Ill	6	1 bust, 2 paintings, 3 portraits	500	70	0	0
19	Chicago Public Library	Chicago, Ill	1	Photograph of Lorenzo Ghiberti's celebrated Gates in Florence.	0	0	0	0
20	Young Men's Christian Associat'n Library	Chicago, Ill					Farwell Hall, (Y. M. C. A. B.)	60,000
21	Mercantile Library	Peoria, Ill	0	0	0	0	0	0
22	Quincy Library	Quincy, Ill						
23	Whitcomb and College Circulating Libraries.	Greencastle, Ind						
24	Indiana State Library	Indianapolis, Ind	23	17 pictures, 3 war-relics, 3 Indian relics.		1,000		
25	Madison Library Association	Madison, Ind	0	0	0	0	0	0
26	Public Library of Burlington	Burlington, Iowa	0	0	0	0	0	0
27	Iowa State Library	Des Moines, Iowa	2	Engravings				
28	Jefferson County Library Association	Fairfield, Iowa						

TABLE XVI.—*Statistics of increase in libraries for* 1873, *&c.*—Continued.

Number.	Name.	Location.	Gifts of works of art.		Additions of endowment funds during the year.	Other gifts of money during the year.	New buildings.	
			No.	Kind.			Number and purpose.	Value.
	1	2	13	14	15	16	17	18
29	State Historical Society of Iowa	Iowa City, Iowa	508	Engravings				
30	Keokuk Library Association	Keokuk, Iowa						
31	Kansas State Library	Topeka, Kans				$300		
32	Louisville Law Library	Louisville, Ky	0	0	$0	0	0	$0
33	Louisville Library Association	Louisville, Ky	0			25		
34	New Orleans Young Men's Christian Association Free Library.	New Orleans, La	0	0	0	0	0	0
35	Bangor Library Association	Bangor, Me	2	Steel engraving and portrait				
36	Bangor Mechanics' Association Library	Bangor, Me						
37	Gardiner Public Library	Gardiner, Me						
38	Hallowell Social Library	Hallowell, Me	0		0	0	0	0
39	Mechanics' Library	Portland, Me	0	0	0	0	0	0
40	Saco Athenæum	Saco, Me	0	0	0	0	0	0
41	Skowhegan Library Association	Skowhegan, Me						
42	Maryland State Library	Annapolis, Md	0	0	0	0		
43	The Library Company of the Baltimore Bar.	Baltimore, Md	0	0	0	0	0	0
44	Maryland Institute Library	Baltimore, Md						
45	Mercantile Library Association	Baltimore, Md						
46	Odd Fellows' Library	Baltimore, Md	0	0	0	898		
47	Peabody Institute	Baltimore, Md	0	0	0	0	0	0
48	Beverly Public Library	Beverly, Mass	0	0	0	1,000	0	0
49	American Academy of Arts and Sciences	Boston, Mass			1,000			
50	Boston Public Library	Boston, Mass	3	1 marble, 2 paintings	9,000	0	Roxbury and Brighton Br	100,000
51	Boston Young Men's Christian Union	Boston, Mass					Buildings and grounds	
52	Congregational Library	Boston, Mass	1,002	2 portraits, 1,000 photographs		25,000	Library-building	
53	Library of the Boston Athenæum	Boston, Mass				1,976		
54	Library of the New England Historical Genealogical Society.	Boston, Mass	0	0	871	525	0	0
55	Library of the Young Men's Christian Association.	Boston, Mass	0	0	0	0	0	0
56	Mechanic Apprentices' Library	Boston, Mass						

57	Roxbury Athenæum	Boston, Mass						
58	Social Law Library	Boston, Mass						
59	State Library	Boston, Mass	2	Marble busts	0	0	0	0
60	Treadwell Library, Massachusetts General Hospital.	Boston, Mass	0	0	0	0	0	0
61	Public Library	Brookfield, Mass						
62	Dana Library	Cambridge, Mass	2	Chromos	1,000	0	0	0
63	Charlestown Public Library	Charlestown, Mass	0	0	0	100	0	0
64	Peabody Library, (branch)	Danvers, Mass						
65	Peabody Library	Georgetown, Mass	0	0	0	0	0	0
66	Sawyer Free Library	Gloucester, Mass	4	Oil-paintings	5,000	0	0	0
67	Groton Public Library	Groton, Mass						
68	Harvard Public Library	Harvard, Mass				100		
69	Public Library Association	Hinsdale, Mass						
70	Lancaster Town Library	Lancaster, Mass	0	0	0	0	0	0
71	Lawrence Free Public Library	Lawrence, Mass						
72	Middlesex Mechanics' Association	Lowell, Mass						
73	Lynn Free Public Library	Lynn, Mass						
74	Millbury Town Library	Millbury, Mass				832		
75	New Bedford Free Public Library	New Bedford, Mass	0	0	0	0	0	0
76	Newburyport Public Library	Newburyport, Mass						
77	Newton Athenæum	Newton, Mass						
78	Northampton Public Library	Northampton, Mass					Library and Memorial Hall in old building.	70,000
79	Northboro' Free Library	Northboro' Mass	0	0	0	0	0	0
80	North Bridgewater Public Library	N'th Bridgewater, Mass	0	0	0	0	0	0
81	Appleton Library	North Brookfield, Mass.			200			
82	Oxford Free Public Library	Oxford, Mass						
83	Peabody Institute Library	Peabody, Mass	0	0	0	0	0	0
84	Phillips Free Public Library	Phillipston, Mass						
85	Berkshire Athenæum	Pittsfield, Mass						
86	Public Library	Quincy, Mass	0	0				
87	Essex Institute	Salem, Mass						
88	Arms Library	Shelburne Falls, Mass	0	0	0	0	0	0
89	City Library Association	Springfield, Mass	2	Pictures	0	31,000		
90	Jackson Library	Stockbridge, Mass	0	0	0	0	0	0
91	Swampscott Town Library	Swampscott, Mass				800		
92	Goodenow Library	South Sudbury, Mass						
93	Taunton Public Library	Taunton, Mass	0	0	0	3,330	0	0
94	Waltham Public Library	Waltham, Mass	0	0	0	0	0	0
95	Wayland Free Public Library	Wayland, Mass	0	0	0	0	0	0
96	Westfield Athenæum	Westfield, Mass				1,000		
97	Town Library	Westford, Mass			100			
98	Weston Town Library	Weston, Mass			100			
99	West Roxbury Free Library	West Roxbury, Mass	0	0	0	0		
100	Winchendon Public Library	Winchendon, Mass	0	0	0	0	0	0
101	Winchester Library	Winchester, Mass						
102	Free Public Library	Worcester, Mass			500	11,000		
103	Worcester County Mechanics' Library	Worcester, Mass			0	0	0	0
104	Worcester Dist. Medical Society Library	Worcester, Mass	0	0	0	0	0	0
105	Detroit Mechanics' Society	Detroit, Mich					Mechanics' Hall	100,000
106	Public Library of City of Detroit	Detroit, Mich	0			1,151	0	0

TABLE XVI.—*Statistics of increase in libraries for* 1873, *&c.*—Continued.

Number.	Name.	Location.	Gifts of works of art.		Additions of endowment-funds during the year.	Other gifts of money during the year.	New buildings.	
			No.	Kind.			Number and purpose.	Value.
	1	2	13	14	15	16	17	18
107	Ladies' Library Association	Kalamazoo, Mich						
108	Minnesota Historical Society	St. Paul, Minn						
109	St. Paul Library	St. Paul, Minn	1	Steel-engraving				
110	Mississippi State Library	Jackson, Miss						
111	St. Charles Catholic Library	St. Charles, Mo						
112	Law Library Association	St. Louis, Mo						
113	Public School Library	St. Louis, Mo	250	Autotypes from European galleries.	$5,900	$9	0	$0
114	St. Louis Mercantile Library	St. Louis, Mo						
115	Nebraska State Library	Lincoln City, Nebr						
116	Ketchum Library	Bristol, N. H	0	0	0	0	0	0
117	Charlestown Social Library	Charlestown, N. H	0	0	0	0	0	0
118	Concord Public Library	Concord, N. H				500		
119	New Hampshire Historical Society's Library.	Concord, N. H				2,500	Library	5,000
120	State Library	Concord, N. H	0	0	0	800	0	
121	Juvenile and Social Library	Dublin, N. H	0	0	0	45	0	0
122	Town Library	Exeter, N. H				500		
123	Franklin Library Association	Franklin, N. H						
124	Hollis Social Library	Hollis, N. H				109		
125	Manchester City Library	Manchester, N. H	0	0	5,000	0		
126	Portsmouth Athenæum	Portsmouth, N. H	0	0	0	0	0	0
127	Portsmouth Mercantile Library Association.	Portsmouth, N. H	0	0	0	0	0	0
128	Manufacturers' and Village Library	Somersworth, N. H						
129	Library of Young Men's Christian Association	Bridgeton, N. J	0	0	0	120	0	0
130	New Jersey Historical Society	Newark, N. J	0	0	0	0	0	0
131	Hertzog Hall Library	New Brunswick, N. J					Gardner A. Sage, library in progress.	
132	Young Men's Christian Association Library.	New Brunswick, N. J						
133	Dudley Observatory	Albany, N. Y						

134	State Library	Albany, N. Y.	0	0	0	4,000	0	0
135	Young Men's Association	Albany, N. Y.						
136	Young Men's Christian Association	Albany, N. Y.						
137	Grosvenor Library	Buffalo, N. Y.	0	0	0	0	0	0
138	Mechanics' Institute	Buffalo, N. Y.						
139	Young Men's Association	Buffalo, N. Y.	0	0	5,000		0	0
140	Flushing Library Association	Flushing, N. Y.	0	0	0	0	0	0
141	Wadsworth Library	Geneseo Village, N. Y.	6	Large photographs				
142	Hornell Library	Hornellsville, N. Y.						
143	Franklin Library Association	Hudson, N. Y.						
144	American Bible Society Library	New York, N. Y.						
145	Apprentices' Library	New York, N. Y.		0	0	0	0	0
146	Astor Library	New York, N. Y.	0	0	0	2,000	0	0
147	City Library	New York, N. Y.	0	0	0	0	0	0
148	Mercantile Library Association	New York, N. Y.	0	0	0	0	0	0
149	New York Society Library	New York, N. Y.	0	0	0	0	0	0
150	Washington Heights Library	New York, N. Y.	6	Engravings	0	48	0	0
151	Young Men's Christian Association	New York, N. Y.	a20	Engravings, designs, and lithographs.		2,000		
152	Oswego City Library	Oswego, N. Y.						
153	Public School Library	Oswego, N. Y.						
154	Public School Central Library	Rochester, N. Y.						
155	Rochester Athenæum and Mechanics' Association.	Rochester, N. Y.			200			
156	Central Library	Syracuse, N. Y.						
157	Troy Young Men's Association	Troy, N. Y.						
158	Akron Library Association	Akron, Ohio	0	0	0	0	0	
159	Mt. St. Mary's Seminary	Cincinnati, Ohio		Some works on and of Holbein				
160	Public Library	Cincinnati, Ohio						475,000
161	Library of the Turner Society	Cincinnati, Ohio						
162	Young Men's Mercantile Library	Cincinnati, Ohio	a4	Thorwaldsen's works	750	50		
163	Circleville Public Library	Circleville, Ohio	0.	0	0	0	0	0
164	Cleveland Public Library	Cleveland, Ohio	0		500	0	0	0
165	Ohio State Library	Columbus, Ohio				2,000	Two galleries and new alcoves.	12,000
166	Sturges Library	Delaware, Ohio						
167	Young Men's Library	Norwalk, Ohio						
168	Sidney Library Association	Sidney, Ohio	0	0	0	0	0	0
169	Excelsior Library	Springfield, Ohio	1	Portrait of S. Sprecher, D. D	b1,500	100		
170	Springfield Public Library	Springfield, Ohio						
171	Library Association	Portland, Oreg.	0	0	0	0	0	0
172	Allegheny Public School Library	Allegheny, Pa	0	0	0	1,000		
173	Altoona Mechanics' Library, &c	Altoona City, Pa						
174	City Library, Young Men's Christian Association.	Erie, Pa			0	500	0	0
175	Fallsington Library Company	Fallsington, Pa	0	0	0	0	0	0
176	Friends' Library and Reading-Room	Germantown, Pa	0	0			Hall for library and reading-room.	15,000
177	Cassel's Library	Harleyville, Pa.						
178	State Library	Harrisburg, Pa.						
179	Union Library Company	Hatboro', Pa	0	0	0	0	0	0

a Volumes.

b Total endowment-fund.

TABLE XVI.—*Statistics of increase in libraries for* 1873, *&c.*—Continued.

Number.	Name.	Location.	Gifts of works of art.		Additions of endowment-funds during the year.	Other gifts of money during the year.	New buildings.	
			No.	Kind.			Number and purpose.	Value.
	1	2	13	14	15	16	17	18
180	Law Library Association	Lancaster, Pa	0	0	$0	$0	0	$0
181	Mechanics' Library	Lancaster, Pa						
182	Philo-Franklin Society Library	Meadville, Pa						
183	Norristown Library Company	Norristown, Pa						
184	Apprentices' Library Company	Philadelphia, Pa			0	0		
185	Athenæum of Philadelphia	Philadelphia, Pa						
186	Baptist Historical Society	Philadelphia, Pa		Ancient wooden communion-service. Chinese and Burman idols.	0	216	0	0
187	Brotherhead Library	Philadelphia, Pa						
188	Carpenters' Company of Philadelphia	Philadelphia, Pa						
189	Library Company of Philadelphia	Philadelphia, Pa	0	0	0	0	0	0
190	Mercantile Library	Philadelphia, Pa						
191	Moyamensing Literary Institute	Philadelphia, Pa	0	0	0	0	0	0
192	Pennsylvania Historical Society	Philadelphia, Pa		Oil-paintings, engravings, printing-press of the time of the American Revolution.				
193	Pennsylvania Hospital	Philadelphia, Pa	0		0	0	0	0
194	Southwark Library	Philadelphia, Pa						
195	Young Men's Christian Association Library.	Philadelphia, Pa	0	0	0	60,000	Lot purchased	180,000
196	Young Men's Mercantile Library	Pittsburg, Pa	0	0	0	0	0	0
197	Young Men's Christian Association Library.	Bristol, R. I				250		
198	East Greenwich Free Library	East Greenwich, R. I						
199	Foster-Manton Library	Foster Centre, R. I	0	0	0	0	0	0
200	Kingston Library	Kingston, R. I				40		
201	Lonsdale Library	Lonsdale, R. I		Case of 36 stuffed birds		157		
202	People's Library	Newport, R. I						
203	Redwood Library and Athenæum	Newport, R. I	1	Crayon-portrait of Senator H. B. Anthony.		275		
204	Slatersville Reading-Room and Library	North Smithfield, R. I						
205	Pawtucket Library Association	Pawtucket R. I						

206	Association of Mechanics and Manufacturers.	Providence, R. I						
207	Franklin Lyceum	Providence, R. I	0	0	0	0	0	0
208	Library of the Union for Christian Work	Providence, R. I						
209	Providence Athenæum	Providence, R. I		A mural fountain on the athenæum-grounds.	300			
210	Harris Institute Library	Woonsocket, R. I						
211	State Library	Columbia, S. C	0			0	0	0
212	State Library	Nashville, Tenn	44	4 portraits, 40 relics		2, 500		
213	Young Men's Association	Burlington, Vt						
214	State Library	Montpelier, Vt				500	0	0
215	Peabody Library	Post Mills Village, Vt	0	0	0	0	0	0
216	St. Johnsbury Athenæum	St. Johnsbury, Vt						
217	Alexandria Library	Alexandria, Va						
218	Petersburg Library Association	Petersburg, Va						
219	Young Men's Association	Janesville, Wis				5		
220	Seminary of St. Francis	Lake, Wis						
221	State Historical Society	Madison, Wis						
222	Agricultural Department	Washington, D. C	0	0	0	1, 500	0	0
223	Library of Congress	Washington, D. C	0	0	0	13, 000	0	0
224	United States Naval Observatory	Washington, D. C	0	0	0	0	0	0
225	Patent-Office Library	Washington, D. C						
226	Senate Library	Washington, D. C						
227	Signal-Office, United States Army	Washington, D. C						
228	State Department	Washington, D. C			0			
229	Statistical Bureau	Washington, D. C	0	0	0	0	0	0
230	Surgeon-General's Office	Washington, D. C	0	0	0	0	0	0
231	War Department	Washington, D. C						
232	Washington City Library	Washington, D. C			600	400		
233	Library of Washington Territory	Olympia, Wash	0	0	0	0	0	0

TABLE XVII.—PART 1.—*Statistics of museums of natural history for*

[NOTE.—× signifies yes;

Number.	Name of proprietor.	Location.	Curators.	When founded.	Nature of collections in natural history.
1	Wesleyan University	Middletown, Conn.	Prof. Wm. North Rice. G. Brown Goode.	1850	General
2	Sheffield Scientific School metallurgic and mineralogic collection.	New Haven, Conn.	Prof. J. G. Brush, A. M.	....	Metallurgy and mineralogy.
3	Yale College Peabody Museum.	....do	Prof. O. C. Marsh, A. M.	....	General
4	Prof. Daniel C. Eaton's Herbarium.	....do	Prof. Daniel C. Eaton.	1856	Botanic
5	Illinois Museum of Natural History.	Normal, Ill	S. A. Forbes	1858	General
6	University of Notre Dame.	Notre Dame, Ind	Prof. Joseph C. Carrier.	1848	....do
7	Griswold College	Griswold, Iowa	Prof. D. S. Sheldon	1861	Mineralogy, conchology, &c.
8	Iowa State University	Iowa City, Iowa	Prof. Chas. A. White.	....	Geology and zoölogy.
9	Tabor College	Tabor, Iowa	Prof. J. E. Todd	1869	General
10	Amherst College, cabinets of natural history, (including the Hitchcock Ichnological Museum, the Shepard Cabinet, the Adams Zoölogical Cabinet, and the Gilbert Museum of Indian Relics.)	Amherst, Mass	Prof. Edward Hitchcock.	1821	....do
11	Boston Society of Natural History.	Boston, Mass	Alpheus Hyatt	1830	....do
12	Harvard College, Gray's Herbarium.	Cambridge, Mass.	Prof. A. Gray	1863	Botanic
13	Museum of Comparative Zoölogy.	....do	Alex. Agassiz	1859	Zoölogic and paleontologic.
14	Berkshire Athenæum	Pittsfield, Mass	E. G. Hubbel	1871	General
15	Peabody Academy of Science.	Salem, Mass	.....	1868	....do
16	Williams College	Williamstown, Mass.	Prof. Sanborn Tenney.	....	....do
17	University of Michigan	Ann Arbor, Mich.	.....	1838	General, (including medical and art.)
18	New Hampshire Philomathic and Antiquarian Society.	Contoocook, N. H.	H. A. Fellows	1859	General, (including, also, art and historic relics.)
19	Dartmouth College	Hanover, N. H	Prof. C. H. Hitchcock, Ph. D.	1840	General
20	New York State Museum of Natural History.	Albany, N. Y.	James Hall	1843	....do

1873, *from replies to inquiries by the United States Bureau of Education.*

0 signifies no or none.]

Income.		Expenditures.		Employés.		Visitors.			Having regular lectures.	Printed catalogues.	
Amount.	Source.	Amount.	Purpose.	Number.	Titles.	General.	College- and school-students.	Special scientists.			Number.
$1,850 100 1,950 56,200	Endowment... Donations..... Total for past year. Total for last five years.	$1,525 150 175 100 1,950 56,200	Salaries and wages. For vertebrates For bottles, &c Alcohol, &c Total for last year. Total for past five years.	2 1 1	Scientific men... Curator of paleontology and mineralogy. Curator of zoölogy, botany, and ethnology.	1,500	500	....	80	0	1
.....	.....	3,000	Not stated	...	.....	.....	.....	.....	....	×	2
.....	.....	.....	.....	...	.....	2,000	.....	.....	×	×	3
.....	Personal	100 150 1,000	For wages ..... For plants ..... Total for five years	1	Curator of botany	.....	.....	.....	.....	.....	4
.....	State-appropriations.	.....	.....	...	.....	.....	.....	.....	.....	.....	5
0	.....	150 93	All purposes .... For bottles, &c ..	2	Scientific men.....	1,500	.....	.....	.....	0	6
.....	.....	.....	.....	...	.....	100	.....	.....	0	0	7
.....	.....	.....	.....	...	.....	200	.....	.....	×	0	8
150	.....	150	For specimens	...	.....	.....	.....	.....	40	0	9
.....	.....	150 150 31 300	For vertebrates For other animals For bottles, alcohol, &c. For building and repairs.	...	.....	1,800	*a*	*b*	..	0	10
14,461 1,455 1,215 130 18,532	Endowment... Donations .... Members' fees. Admission fees Total for past year.	5,775 2,043 2,718 17,190	Salaries and wages. Collections..... Building and repairs. Total for past year.	4 2 27	Scientific men, (paid.) Laborers, (paid).. Curators of departments, (not paid.)	130,000	.....	.....	40	*c*	11
1,000	Endowment	1,000	All purposes	2 1	Scientific men... Laborer	.....	.....	.....	100	0	12
10,500 25,000 125,000	Endowment... State-appropriation. Donations.....	36,000 55,000	Salaries and wages. Collections.....	14 3 12 22 1	Scientific men... Laborers ..... Women ..... Curators of departments. Curator	.....	.....	10	230	*c*	13
.....	.....	.....	.....	...	.....	.....	.....	.....	0	0	14
.....	.....	.....	.....	...	.....	40,000	.....	.....	×	×	15
500	Total for last year	500	Vertebrates.....	0	.....	1,200	300	1	100	0	16
.....	University-funds	550	Salaries and wages.	1 1	Scientific man... Laborer—boy ...	10,000	250	3	....	*c*	17
425 24	Donations..... Members' fees	449	All purposes	0	.....	.....	.....	.....	0	*d*	18
.....	Subscriptions ...	.....	.....	...	.....	500	.....	.....	×	×	19
12,500	State-grants...	9,500 700	Salaries and wages. Vertebrates.....	5 2 4	Scientific men... Janitor and ass't janitor. Women	75,000	.....	.....	0	*c*	20

a Many. *b* A few. *c* Partial. *d* In preparation.

TABLE XVII.—PART 1.—*Statistics of museums of*

Number.	Name of proprietor.	Location.	Curators.	When founded.	Nature of collections in natural history.
21	Buffalo Society of Natural Sciences.	Buffalo, N. Y	A. R. Grote	1861	General
22	Madison University	Hamilton, N. Y	Prof. L. M. Osborn	1868	do
23	School of Mines, Columbia College.	New York, N. Y	Prof. I. S. Newbery	1866	do
24	Vassar College	Poughkeepsie, N. Y	Prof. James Orton, A. M.	1864	do
25	University of Rochester	Rochester, N. Y	Prof. Henry A. Ward, A. M.	1860	Lithology, phenomenal geology, and paleontology.
26	Ohio Wesleyan University	Delaware, Ohio	Prof. Edward T. Nelson, A. M., Ph. D.	1859	General
27	Academy of Natural Sciences of Philadelphia.	Philadelphia, Pa	Standing committees.	1812	do
28	The Wagner Free Institute of Science.	do	Wm. Wagner, LL. D., president.	1855	The whole field of science.
29	Brown University	Providence, R. I	J. W. P. Jenks	1871	General
30	Cutting's Museum	Lunenburg, Vt	Dr. Hiram A. Cutting, owner.	1852	do
31	Middlebury College	Middlebury, Vt	Henry M. Seeley		do
32	State Cabinet and Museum of Natural History.	Montpelier, Vt	Hiram A. Cutting, A. M., M. D.	1854	Natural history of Vermont.
33	University of Wisconsin	Madison, Wis	Prof. Roland Irving	1850	Zoölogy, geology, and metallurgy.
34	United States Department of Agriculture, Agricultural and Economic Museum.	Washington, D. C	Townsend Glover	1864	Birds, insects, fruits, grains, fibers, economic substances, &c.
35	United States Department of Agriculture, Herbarium.	do	Geo. Vasey, botanist	1869	Botanic
36	United States National Museum, Smithsonian Institution.	do	Prof. Spencer F. Baird.	1846	
	ANATOMIC MUSEUMS.				
37	Medical School of Yale College.	New Haven, Conn			Anatomic
38	Army Medical Museum	Washington, D. C	Asst. Surg. Geo. A. Otis, U. S. A.		do
39	Harvard College Museum of Comparative Anatomy.	Cambridge, Mass			do
40	Harvard College, Warren Anatomical Museum.	do	Prof. J. B. S. Jackson, M. D.		do
41	Vassar College, Anatomical Cabinet.	Poughkeepsie, N. Y	Prof. Adelia C. Avery, M. D.	1864	do
42	College of Physicians and Surgeons of Syracuse University.	Syracuse, N. Y	Prof. Wm. T. Plant, M. D.	1872	do
43	Medical School State of South Carolina.	Charleston, S. C	Prof. Geo. E. Trescot, M. D.	1832	do

Paartial. b Supported by

natural history for 1873, *&c.*—Continued.

Income.		Expenditures.		Employés.		Visitors.			Having regular lectures.	Printed catalogues.	
Amount.	Source.	Amount.	Purpose.	Number.	Titles.	General.	College- and school-students.	Special scientists.			Number.
$1,500	Members' fees, donations, and lectures.	$1,470	Collections	1 1 11	Scientific man Woman Curators, (unp'd)	2,000			×	0	21
	Subscriptions					2,000			×	×	22
600	College-funds	600	Collections	0					200	0	23
						800			100	0	24
						4,000			60	×	25
400	Endowments	400	Collections	1	Curator of mineralogy.						
1,500	Donations	1,500	Casts								
		2,500	Buildings and repairs.	1	Curator of all other.				50	0	26
2,875	Members' fees										
841	Admission-fees	6,168	Librarian, janitor, &c.	1	Janitor	8,000			0	*a*	27
1,870	Special funds										
b	*b*					*c*	*c*		150	0	28
		1,000	Salaries and wages.								
3,000	Donations	1,200	Glass cases	1	Scientific man					0	29
		85	Bottles, alcohol, &c.								
150	Owner										
50	Donations	250	Collections	1	Woman	300	150	10	0	0	30
50	Legacies										
									0	0	31
200	State-grant	200	Curator	1	Curator	5,000	200	12	0	0	32
									0	0	33
4,500	United States appropriat'n.	3,000	Collections	3	Scientific men						
		1,500	Casts of fruit	2	Women	50,000			0		34
				1	Messenger						
1,000	do	200	Plants						0	0	35
									0	0	36
									×		37
									0	×	38
									×	×	39
									×	×	40
									50		41
									×		42
									×		43

Mr. Wagner.

c Very many.

TABLE XVII.—PART 2.—*Statistics of museums of*

	Names.	ANIMALS.							
		Vertebrates.		Articulates.		Mollusks.		Molluscoids.	
		Species.	Specimens.	Species.	Specimens.	Species.	Specimens.	Species.	Specimens.
1	Wesleyan University	1,330	2,600	660	1,890	7,045	80,560	145	900
2	Herbarium of Prof. Daniel C. Eaton.								
3	University of Notre Dame								
4	Tabor College	116	159	223	912	438	2,848	83	750
5	Amherst College		700		5,000	*a*6,000	8,000		43
6	Boston Society Natural History	7,573	16,387	700	3,650	Many.	Many.	43	1,200
7	Harvard College, Gray's Herbarium.								
8	Williams College	250	550	120	330	454	1,012	4	12
9	University of Michigan *d*								
10	New Hampshire Philomathic and Antiquarian Society's Museum.		108		505		538		
11	New York State Museum of Natural History.		2,450		1,408		87,905	With mollusks.	
12	Buffalo Society Natural Sciences	770	2,612	1,770	6,212	3,054	9,510	10	400
13	School of Mines, Columbia Col'ge	282	1,462	287	989	2,800	21,500	202	5,154
14	Ohio Wesleyan University		480	80			5,500		3,735
15	Academy of Natural Sciences of Philadelphia.		27,000			14,161	76,479	With mollusks.	
16	The Wagner Free Institute of Science. *e*	A large number		A large number			250,000		
17	Brown University	Uncounted.		Uncounted.		Uncounted.		Uncounted.	
18	Cutting's Museum	79	314	200	1,500	375			
19	Middlebury College		190		665		1,920		
20	State Cabinet and Museum of Natural History.	220	350		1,500	60	300		
21	United States Department of Agriculture, Agricultural and Economic Museum.		*f*1,000						
22	United States Department of Agriculture, Herbarium.								

a These belong to the Shepard collection, which includes, besides, 2,000 species of fossils, 5,000 geologic specimens and 239 meteorites. Fifteen thousand of the 25,000 mineral specimens belong to the Shepard collection.

b Not classified.

e Ichnolites.

natural history, &c.—Continued.

ANIMALS.						PLANTS.				MINERALS.		
Echinoderms.		Coelenterates.		Protozoans.		Phanerogams.		Cryptogams.				
Species.	Specimens.	Species.	Specimens.	Species.	Specimens.	Species.	Specimens.	Species.	Specimens.	Species.	Specimens.	
110	500	125	475	30	100	2,200	6,200	190	520	300	8,000	1
.....	.....	.....	.....	.....	.....	12,000	20,000	4,200	20,000	.....	.....	2
.....	.....	.....	.....	.....	.....	8,000	.....	425	.....	200	.....	3
32	237	51	430	51	60	85	150	65	102	75	.....	4
*a*100	111	.....	174	With coelenterates.		*ab*7,000	4,000	.....	1,000	*c*150	25,000 9,000	5
400	3,000	145	1,600	.....	.....	21,367	87,545	1,342	4,691	.....	3,000	6
.....	.....	.....	.....	.....	.....	70,000	275,000	With phanerogams.		.....	.....	7
50	100	50	100	.....	.....	1,300	7,000	.....	.....	250	2,500	8
.....	.....	.....	.....	.....	.....	8,897	42,894	With phaner'ms		.....	.....	9
.....	.....	.....	15	.....	.....	.....	201	.....	16	.....	749	10
.....	776	212	800	24	81	.....	4,740	.....	2,662	.....	2,040	11
12	50	5	25	33	80	6,800	14,200	1,200	3,000	700	5,000	12
170	650	200	700	210	280	30,000	75,000	2,500	6,100	1,000	.....	13
.....	1,125	.....	50	.....	10	.....	38	.....	75	300	4,200	14
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	15
A large number		A large number		A large number		.....	280,000	With phanerogams.		.....	230,000	16
Uncounted		Uncounted....		Uncounted		None..	None..	None..	None..	300	.....	17
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4,000	18
22	.....	40	.....	4	.....	500	1,500	.....	.....	.....	1,000	19
.....	.....	.....	.....	.....	.....	None..	None..	None..	None..	.....	5,000	20
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	21
.....	.....	.....	.....	.....	.....	20,000	.....	1,500	.....	.....	.....	22

d The returns simply indicate 10,825 entries of animals, representing 45,383 specimens; 8,897 entries of plants, and 42,894 specimens; 13,948 entries in the geologic record, and 40,565 specimens; and 629 entries of 798 archæologic specimens.

e The Wagner Free Institute of Science has, besides these, 750 anatomic preparations and 280,000 fossils.

f Birds, all mounted.

TABLE XVIII.—PART 1.—*Statistics of museums of art and archæology for 1873; from replies to inquiries by the United States Bureau of Education.*

Number.	Name of museum.	Location.	By whom owned.	When founded.	By whom founded.	Amount of endowment.	Income for past year.		Expenditures for past year.	
							Amount.	Source.	Amount.	Object.
1	The Yale School of the Fine Arts.	New Haven, Conn	Corporation of Yale College.	1864	Augustus Russell Street.	$38,000	$5,930 1,300	Endowments.. All other.....	$5,870 601 700	Salaries and wages. Rent, repairs, &c. Collections.
2	Notre Dame Museum.....	Near South Bend, Ind.	Congregation (or order) of the Holy Cross.	1848	A board of trustees.....	0	.....	.....	100	
3	Fine-arts-department of the Public Library.	Boston, Mass....	City of Boston.....	1852	City of Boston.....	.....	0	.....	0	
4	Gray Collection of Engravings.	Cambridge, Mass.	Harvard University...	1856	Frances Calley Gray	19,155	1,355 95	Endowments.. All other.....	500 17 846	Salaries and wages. Rent, repairs, &c. Collections.
5	Peabody Museum of American Archæology and Ethnology.	....do	.....do	.....	George Peabody.....	150,000	.....	.....	.....	
6	New Hampshire Philomathic and Antiquarian Society's Museum.	Contocook, N. H	New Hampshire Philomathic and Antiquarian Society.	1859	The Philomathic Club...	0	426 24	Donations..... All other.....	45 405	Rent, repairs, &c. Collections.
7	Metropolitan Museum of Art.	New York, N. Y.	Corporation of Museum	1870	Citizens of New York...	200,000	15,000	Municipal grant	5,500 15,000 1,300	Salaries and wages. Rent. Collections.
8	National Academy of Design.	....do	Corporation of Academicians.	1826	Artists of New York....	50,000	3,000 700 16,300	Endowment... Donations..... All other.....	22,000	All purposes.
9	Art Museum of Rochester....	Rochester, N. Y.	Rochester University..	.....	.....	.....	200	Subscription	200	Collections.
10	Western Reserve & Northern Ohio Historical Society and Museum.	Cleveland, Ohio	Department of Cleveland Library Association.	1867	Cleveland Library Association.	10,000	300	All sources....	150 150	Salaries and wages. Rents, repairs, &c.
11	The Historical Society of Pennsylvania.	Philadelphia, Pa.	Historical Society of Pennsylvania.	1824	.....	.....	.....	.....	.....	
12	Park Gallery of Art.....	Burlington, Vt..	University of Vermont and State Agricultural College.	1873	Trustees of University..	.....	.....	.....	.....	
13	Corcoran Art-Gallery.....	Washington, D.C.	Board of nine trustees.	1869	W. W. Corcoran.....	1,000,000	50,000	Endowment.....	50,000	Collections.

TABLE XVIII.—PART 1.—*Statistics of museums of art, &c.*—Continued.

Number.	Name of museum.	Location.	Admission.	Number of visitors last year.	Number of special rooms for study.	Course of study in connection with the museum.	No. of professors and instructors.	Lectures delivered.	
								Number.	Subject.
1	The Yale School of the Fine Arts.	New Haven, Conn	Free to all students; the public pay a fee of 25 cents.	8,000	5 for drawing-schools 4 painting-rooms 3 exhibition-rooms 2 library-rooms	Schools of drawing, painting, sculpture, and architecture.	4	24	The principles and means of art; the history of art. $2 per course,
2	Notre Dame Museum	Near South Bend, Ind.	Unrestricted	1,200	1				
3	Fine-arts-department of the Public Library.	Boston, Mass		*a*	0	0	0	0	
4	Gray Collection of Engravings.	Cambridge, Mass.	Appointments to visit the collection are made by note to the curator.	100	0	0	0	0	
5	Peabody Museum of American Archæology and Ethnology.	do	At present restricted; to be soon open to the public.		0	None at present	0		
6	New Hampshire Philomathic and Antiquarian Society's Museum.	Contocook, N. H.	Unrestricted	*b*	0	0	0		
7	Metropolitan Museum of Art.	New York, N. Y.	Free one day each week; other days 25 cents charged.	65,000	0	0	0	0	
8	National Academy of Design.	do	The public pay an entrance-fee of 25 cents.	35,000	6 rooms and alcoves	Antique school, life-school, and painting-school.	3		Annual course on art subjects. Free.
9	Art-Museum of Rochester	Rochester, N. Y.					1	25	Art.
10	Western Reserve and Northern Ohio Historical Society and Museum.	Cleveland, Ohio		2,000	0	0	0	0	
11	The Historical Society of Pennsylvania.	Philadelphia, Pa.	Free to all applicants	4,500		0	0	0	
12	Park Gallery of Art	Burlington, Vt.				No collections as yet	1		Art.
13	Corcoran Art-Gallery	Washington, D. C.	Open every day; free two days.	*c*	None at present	None at present		0	

a Not given. *b* Unknown. *c* Just opened.

TABLE XVIII.—PART 2.—*Statistics of museums of art and archæology.*

Name of museum and location.	Sculpture and carving.				Ceramics, &c.	Paintings, engravings, &c.			Coins, gems, jewelry, &c.	
	Statuary and busts.	Relievos, ancient and modern.	Carvings in iron and wood.	Ancient inscriptions in stone and metal.	Ceramics, glass, and mosaics.	Paintings in oil and water.	Engravings and etchings.	Photographs, lithographs, drawings, &c.	Gold and silver ware and coins and medals.	Gems, cameos, and enamels.
Yale School of Fine Arts, New Haven, Conn	42	91	1	1	.....	225	18	360	.....	.....
Notre Dame Museum, South Bend, Ind	55	11	7	5	29	18	1,671	1,876	390	18
Athenæum Gallery, Boston, Mass	.....	.....	.....	.....	.....	212	.....	A number	.....	.....
Fine-arts-department, Public Library, Boston, Mass	13	0	0	0	0	9	a8,000	A few	Few medals	0
Museum of Fine Arts, Boston, Mass	14	.....	1	.....	160	6	.....	10 vols.	932	.....
Gray Collection of Engravings, Cambridge, Mass	.....	.....	.....	.....	.....	.....	6,000	.....	.....	.....
Peabody Museum of Archæology and Ethnology, Cambridge, Mass.	A number	.....	A number	A number	A number	.....	.....	.....	.....	.....
Art-Gallery Univ. of Michigan, Ann Arbor, Mich	A number	.....	.....	.....	.....	A number	A number	A number	1,350	.....
New Hampshire Philomathic and Antiquarian Society, Contocook, N. H.	4	4	6	0	93	5	432	97	442	91
Museum of Fine Arts, Cornell Univ., Ithaca, N. Y	A number	.....	.....	.....	.....	A number	Many	Many	2,900	.....
Metropolitan Museum of Art, New York, N. Y	b1,000	.....	0	.....	b12,000	178	0	0	b200	.....
National Academy of Design, New York, N. Y	170	.....	.....	.....	.....	400	500	c	.....	.....
Woman's Art School, Cooper Union, New York, N. Y.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Art-Gallery, Vassar College, Poughkeepsie, N. Y	A number	.....	.....	.....	.....	500	.....	A number	.....	.....
Art-Museum, Rochester Univ., Rochester, N. Y	A few	.....	.....	.....	.....	10	Say 300	A number	.....	.....
Art-Museum, Syracuse University, Syracuse, N. Y	1	A number	.....	.....	.....	.....	Over 1,000	c	.....	.....
West. Reserve and N. Ohio Hist. Soc., Cleveland, O	.....	9	12	6	4	4	121	57	318	2
Academy of Fine Arts, Philadelphia, Pa	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Historical Society of Pennsylvania, Philadelp'a, Pa.	8	.....	.....	.....	.....	85	Hundreds	Many	Several 100	.....
School of Design for Women, Philadelphia, Pa	71	30	.....	.....	.....	Many	Many	Many	.....	.....
Park Gallery of Art, Burlington, Vt	d	d	d	d	.....	.....	.....	.....	.....	.....
Corcoran Art-Gallery, Washington, D. C	180	.....	.....	.....	18	100	.....	.....	30	.....

a Including Tosti collection. *b* Di Cesnola. *c* See engravings. *d* Lately founded; has no collection yet.

TABLE XVIII.—PART 2.—*Statistics of museums of art and archæology*—Continued.

Name of museum and location.	Miscellaneous.									
	Illuminated manuscripts.	Rare specimens of binding and printing.	Specimens of armor and weapons.	Costumes.	Laces.	Tapestries.	Chinese and Japanese curiosities.	North American Indian relics.	Other Indian relics.	Egyptian antiquities, &c.
Yale School of Fine Arts, New Haven, Conn										
Notre Dame Museum, South Bend, Ind		10	20			9	21	36		
Athenæum Gallery, Boston, Mass										
Fine-arts-department, Public Library, Boston, Mass	0	About 100	0	0	0	0	A few	0		
Museum of Fine Arts, Boston, Mass			28			Gobelin, 4				2,000
Gray Collection of Engravings, Cambridge, Mass										
Peabody Museum of Archæology and Ethnology, Cambridge, Mass.			A number	A number				Many	Many	
Art-Gallery Univ. of Michigan, Ann Arbor, Mich										
New Hampshire Philomathic and Antiquarian Society, Contocook, N. H.	2	228	42	20	0	1	39	58		
Museum of Fine Arts, Cornell Univ., Ithaca, N. Y										
Metropolitan Museum of Art, New York, N. Y										
National Academy of Design, New York, N. Y										
Woman's Art School, Cooper Union, New York, N.Y										
Art-Gallery, Vassar College, Poughkeepsie, N. Y										
Art-Museum, Rochester Univ., Rochester, N. Y								A number	A number	
Art-Museum, Syracuse University, Syracuse, N. Y										
West. Reserve and N. Ohio Hist. Soc., Cleveland, O		6	41	3			36	800		
Academy of Fine Arts, Philadelphia, Pa										
Historical Society of Pennsylvania, Philadelp'a, Pa		Several	4					Many		
School of Design for Women, Philadelphia, Pa										
Park Gallery of Art, Burlington, Vt										
Corcoran Art-Gallery, Washington, D. C										

TABLE XIX.—*Statistics of institutions for the deaf and dumb for 1873; from replies to inquiries by the United States Bureau of Education.*

Number.	Name.	Location.	Year of foundation.	Under what control.	Principal.	Instructors.		
						Total number.	Number of semi-mutes.	Number of deaf mutes.
	1	2	3	4	5	6	7	8
1	Alabama Institution for Deaf, Dumb, and Blind	Talladega, Ala	1860	State	J. H. Johnson, M. D	5	0	3
2	Arkansas Deaf-Mute Institute	Little Rock, Ark	1868	Directors	E. P. Caruthers, M. A	4	0	2
3	Institution for the education of the Deaf and Dumb and the Blind	Oakland, Cal	1860	State	Warring Wilkinson, M. A	*a*6	0	1
4	American Asylum for the Deaf and Dumb	Hartford, Conn	1817	Directors	Edward C. Stone, M. A	18	1	4
5	Whipple's Home School for Deaf Mutes	Mystic River, Conn	1869	Private	J. and Z. C. Whipple	3	0	0
6	Georgia Institution for the Deaf and Dumb	Cave Spring, Ga	1845	Trustees	W. O. Conner	4	1	1
7	Illinois Institution for the Education of the Deaf and Dumb	Jacksonville, Ill	1837	State	Phillip G. Gillett, M. A., LL. D	15	2	....
8	Indiana Institution for Educating the Deaf and Dumb	Indianapolis, Ind	1844	State	Rev. Thomas MacIntyre, M. A	15	5	2
9	Iowa Institution for the Deaf and Dumb	Council Bluffs, Iowa	1855	Trustees	Rev. Benjamin Talbot, M. A	7	0	3
10	Asylum for the Deaf and Dumb	Olathe, Kans	1866	Trustees	Louis H. Jenkins, M. A	5	0	2
11	Deaf and Dumb Asylum	Ossawatomie, Kans	....	....	....	....	....	....
12	Kentucky Institution for the Education of Deaf Mutes	Danville, Ky	1823	State	John A. Jacobs	5	1	2
13	Louisiana Institution for the Education of the Deaf and Dumb	Bâton Rouge, La	1855	State	J. A. McWhorter, M. A	5	1	1
14	Maryland Institution for the Education of the Deaf and Dumb	Frederick, Md	1867	State	Charles W. Ely, M. A	9	2	2
15	Institution for the Colored Blind and Deaf Mutes	Baltimore, Md	1872	*b*	F. D. Morrison	3	1	....
16	Boston Day-School for Deaf Mutes	Boston, Mass	1869	School-board	Miss Sarah Fuller	4	0	....
17	Clarke Institution for Deaf Mutes	Northampton, Mass	1867	Private	Miss Harriet B. Rogers	7	0	....
18	Michigan Institution for the Deaf and Dumb and the Blind	Flint, Mich	1851	Trustees	Egbert L. Bangs, M. A	10	1	3
19	Minnesota Institution for the Deaf and Dumb and Blind	Faribault, Minn	1863	State	J. L. Noyes, M. A	6	2	2
20	Mississippi Institution for the Deaf and Dumb	Jackson, Miss	1871	Trustees	John L. Carter, M. D	3	1	1
21	Missouri Asylum for the Education of the Deaf and Dumb	Fulton, Mo	1851	State	William D. Kerr, M. A	8	0	3
22	St. Bridget's Institution for Deaf and Dumb	St. Louis, Mo *c*	1860	R. C. O. board	Sister Stanislas	1	....	1
23	Nebraska Institution for the Deaf and Dumb	Omaha, Nebr	1869	State	R. H. Kinney, M. A	3	....	1
24	School of Articulation, Cayuga Lake Academy	Aurora, N. Y	1871	Private	Mrs. A. M. Kelsey	1	0	....
25	Le Couteulx St. Mary's Institution for the Instruction of the Deaf and Dumb.	Buffalo, N. Y	1854	Trustees	Sister Mary A. Burke	6	....	1
26	Institution for Mutes, St. Joseph of the Sacred Heart	Fordham, N. Y	1870	Private	Madame Boucher	3	0	....
27	Institution for Improved Instruction of Deaf-Mutes	New York, N. Y	1867	Association	D. Greenberger	6	....	....

28	New York Institution for the Instruction of the Deaf and Dumb	New York, N. Y	1817	Corporation	Isaac L. Peet, LL. D	31	9	8
29	North Carolina Institution for the Deaf and Dumb and the Blind	Raleigh, N. C	1845	State	John Nichols	12	0	3
30	Ohio Institution for the Education of the Deaf and Dumb	Columbus, Ohio	1827	State	G. O. Fay, M. A	23	1	10
31	Institution for the Deaf and Dumb	Salem, Orog	1870	State	William S. Smith	2	1	1
32	Pennsylvania Institution for the Deaf and Dumb	Philadelphia, Pa	1821	Directors	Joshua Foster	14	0	3
33	Day-School for Deaf and Dumb	Pittsburg, Pa	1869	Municipal	Archibald Woodside	1		1
34	Institution for Education of Deaf, Dumb, and Blind	Cedar Springs, S. C *c*	1849	State	N. F. Walker	3		2
35	Tennessee School for Deaf and Dumb	Knoxville, Tenn	1844	Trustees	J. H. Ijams, B. A	7	1	2
36	Institution for the Education of the Deaf and Dumb	Austin, Tex	1856	Trustees	J. Van Nostrand, M. A	2		2
37	Institution for the Education of the Deaf and Dumb and the Blind.	Staunton, Va	1839	State	Charles D. McCoy	6	1	3
38	West Virginia Institution for the Deaf, Dumb, and Blind	Romney, W. Va	1870	Regents	S. R. Lupton, M. D	6	0	1
39	Wisconsin Institute for the Education of the Deaf and Dumb	Delavan, Wis	1852	Trustees	George L. Weed, M. A	9	1	1
40	Columbia Institution for the Deaf and Dumb	Washington, D. C	1857	National	E. M. Gallaudet, Ph. D., LL. D	11	3	1
41	National Deaf-Mute College *d*	Washington, D. C						

a For both departments.

b Under control of a committee of the boards of directors of the Maryland Institution for the Instruction of the Blind and the Maryland Institution for the Instruction of the Deaf and Dumb.

c From Report of the Commissioner of Education, 1872.

d A department of Columbia Institution; its statistics are included in those of that institution.

TABLE XIX.—*Statistics of institutions for the deaf and dumb for* 1873, *&c.*—Continued.

NOTE.—× signifies yes and indicates the branches taught and also the possession of a laboratory, cabinet, or museum; 0 signifies no or none; .... signifies no return.

Number.	Number of inmates at date of last report.			Number under instruction during the year.			Average number of years spent in institution by pupils.	Total number who have received instruction.	Number of graduates who have become teachers.	Branches taught.					Is agriculture taught?	Laboratory.*	Philosophical cabinet.*	Natural-history-museum.*	Number of volumes in library.	Increase since October 15, 1872.	Number of buildings connected with institution.	Number of acres of land owned by institution.	Value of buildings and grounds.	Annual State appropriation.	Income.	Expenditure.
	Male.	Female.	Total.	Male.	Female.	Total.				Articulation.	Common English.	Natural philosophy.	Physiology.	Chemistry.												
	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
1	29	41	70	20	40	60	4	114	3	....	×	×	....	....	×	0	0	0	200	0	5	94	$40,500	$18,000	$18,000	$15,000
2	39	33	72	41	34	75	2	95	0	×	×	×	....	....	×	0	0	0	39	0	3	92½	60,000	*a*34,000	*a*34,000	15,200
3	38	20	58	44	23	67	6	116	0	....	×	×	×	×	×	0	×	×	300	.....	4	130	275,000	36,000	38,000	35,000
4	134	91	225	171	109	280	7	2,000	44	....	×	×	....	....	0	0	×	×	2,700	200	4	17	250,000	*b*	71,635	77,391
5	.....	.....	.....	6	3	9	.....	11	.....	×	×	....	....	....	0	0	0	0	.....	.....	.....	.....	.....	*b*	.....	.....
6	27	34	61	29	34	63	3	215	3	....	×	....	....	....	0	0	0	0	800	50	2	12	40,000	13,000	13,000	15,500
7	135	159	294	136	160	296	6	900	10	....	×	....	....	....	×	0	×	×	1,000	.....	10	50	250,000	70,000	70,000	73,000
8	189	118	307	183	121	304	7	981	18	....	×	....	....	....	0	×	×	0	2,165	15	6	120	550,000	58,500	77,156	75,986
9	58	42	100	74	61	135	3.86	335	4	....	×	....	....	....	0	0	0	×	290	50	4	90	170,000	28,000	29,885	29,750
10	.....	.....	65	43	25	68	.....	93	0	....	×	....	....	....	0	0	0	.....	.....	.....	1	176	31,000	16,000	16,600	.....
11	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
12	45	33	78	48	39	87	5	580	10	....	×	×	×	....	×	×	0	0	800	.....	4	54	100,000	17,780	20,280	20,312
13	38	20	58	39	23	62	7	*c* 201	4	....	×	×	×	....	....	0	×	0	300	20	3	10	250,000	*d*40,000	20,000	20,000
14	52	33	85	62	37	99	.....	130	1	....	×	×	×	×	0	0	0	×	2,000	20	2	12	150,000	25,000	25,000	.....
15	3	3	6	7	11	18	.....	18	0	....	....	×	....	....	0	0	0	0	.....	.....	2	.....	12,000	10,000	10,000	10,000
16	20	27	47	26	32	58	.....	84	.....	....	×	....	....	....	0	0	0	0	0	.....	.....	.....	.....	.....	.....	.....
17	31	26	57	38	31	69	.....	.....	.....	....	×	....	....	....	0	×	....	×	258	.....	5	11	100,000	*e*	31,715	22,645
18	.....	.....	.....	*f* 93	*f* 78	*f* 171	8	.....	.....	×	×	×	×	....	0	0	0	0	700	100	5	94	300,000	37,500	37,500	37,500
19	40	26	66	47	25	72	5	127	2	....	×	....	....	....	0	0	×	0	550	15	3	54	100,000	16,000	16,000	16,000
20	20	17	37	24	22	46	.....	53	.....	....	×	....	....	....	0	0	0	0	0	0	1	6	50,000	15,000	15,000	14,000
21	66	70	136	89	90	179	6	449	3	....	×	....	....	....	×	0	×	0	600	.....	5	48	140,000	*f* 17,250	38,100	38,100
22	.....	11	11	.....	25	25	.....	30	.....	....	×	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
23	12	11	23	15	14	29	.....	42	.....	....	×	....	....	....	0	0	0	0	0	0	1	10	18,000	*g*31,000	*g*31,000	.....
24	.....	.....	.....	3	4	7	.....	7	0	×	×	....	....	....	0	×	×	0	2,735	0	1	2	12,000	0	.....	.....
25	27	31	58	37	35	72	6	142	.....	....	×	....	....	....	.....	.....	.....	.....	300	30	4	1	46,000	⅞,335	16,702	16,702

26	.....	.....	.....	.....	27	27	.....	33	.....	....	×	....	....	....	0	0	0	0	.....	.....	2	6	35,000	0	.....	.....
27	40	40	80	40	37	77	4	114	.....	....	×	....	....	....	0	0	0	0	162	81	3	0	.....	*k*	21,301	23,618
28	296	217	513	348	248	596	5 4-5	2,512	66	....	×	....	....	....	×	0	×	×	2,306	280	12	28	800,000	145,928	156,828	173,426
29	76	56	132	62	45	107	8	314	6	....	×	....	....	....	0	0	0	0	150	.....	6	5	70,000	40,000	40,000	26,400
30	228	163	391	250	183	433	4½	1,385	.....	....	×	....	....	....	0	0	×	×	1,800	200	.....	10	800,000	80,000	.....	78,306
31	18	14	32	14	14	28	3	32	0	....	×	....	....	....	0	0	0	0	47	.....	.....	.....	.....	4,500	.....	.....
32	116	110	226	129	130	259	5	1,400	9	....	×	....	....	....	0	0	×	×	5,000	0	2	2	300,000	*i*54,733	*j*15,113	*j*46,188
33	20	17	37	22	27	49	.....	62	.....	....	×	....	....	....	0	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4,500
34	7	8	15	11	11	22	6	.....	.....	....	×	....	....	....	....	....	.....	.....	.....	.....	.....	157	.....	.....	10,000	.....
35	60	42	102	73	42	115	3⅓	*k*191	0	..	×	....	....	....	×	0	0	0	66	.....	4	7	100,000	*l*5,000	.....	22,726
36	19	10	29	22	11	33	.....	92	1	....	×	....	....	....	0	0	0	0	0	0	2	*m*57½	30,000	15,000	15,000	14,999
37	45	41	86	52	41	93	6	397	5	....	×	....	....	....	0	0	×	0	1,500	25	10	40	150,000	*n*40,000	*n*42,783	*n*37,437
38	33	22	55	35	25	60	2	72	0	....	×	....	×	....	0	0	0	0	0	0	2	16	50,000	25,000	.....	20,679
39	82	62	144	102	74	176	5	377	.....	....	×	....	....	....	0	×	×	0	500	.....	2	36½	110,000	38,000	.....	35,355
40	100	16	116	92	16	108	.....	266	21	....	×	×	×	×	0	×	×	×	1,021	317	14	100	500,000	*o*48,000	51,240	48,000
41	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

* From Report of the Comm'r of Education, 1872.
a In State-scrip, worth 40 per cent.
b $175 for each pupil.
c Register destroyed during the war; 201 known.
d In warrants, worth about $20,000.
e $250 per pupil, for those who cannot pay.
f Also $150 for each pupil.
g For two years.
h $300 for each State-pupil.
i Includes $6,335 from New Jersey and Delaware.
j For nine months.
k Since re-organization in 1866.
l For salaries; also an appropriation per capita.
m Also 98,301 acres of public lands.
n For both departments.
o Congressional appropriation.

TABLE XX.—*Statistics of institutions for the blind for* 1873; *from*

NOTE.—.... indicates no return; × indicates the

Number.	Name.	Location.	Year of foundation.	Superintendent.	Belonging to State or corporation.	Estimated value of its property.
	1	2	3	4	5	6
1	Institution for the Deaf, Dumb, and Blind.	Talladega, Ala..	1867	J.H. Johnson, M.D.	State	$40, 000
2	Institution for the Education of the Blind.	Little Rock, Ark	1859	Otis Patten	State	50, 000
3	Institution for the Deaf, Dumb, and Blind.	Oakland, Cal....	1860	Warring Wilkinson, M. A.	State	275, 000
4	Academy for the Blind.....	Macon, Ga	1852	Wm. D. Williams .	Corporat'n	75, 000
5	Institution for the Education of the Blind.	Jacksonville, Ill.	1849	Jos. Rhoads, M. D.	State	80, 000
6	Institution for the Education of the Blind.	Indianapolis, Ind	1847	W. H. Churchman.	State	500, 000
7	Iowa College for the Blind	Vinton, Iowa....	1853	S. A. Knapp, M. A.	State	250, 000
8	Institution for the Blind	Wyandotte, Kan	1866	J. D. Parker, Ph. D	State	30, 000
9	Institution for the Education of the Blind.	Louisville, Ky ..	1842	B. B. Huntoon.....	State	90, 000
10	Institution for the Instruction of the Blind and Industrial Home for the Blind.	Bâton Rouge, La	1871	P. Lane	State	.....
11	Institution for the Instruction of the Blind.	Baltimore, Md ..	1853	F. D. Morrison	Corporat'n	350, 000
12	Perkins Institution and Massachusetts Asylum for the Blind.	Boston, Mass..	1829	S. G. Howe, M. D ..	Corporat'n	369, 084
13	Institution for the Deaf, Dumb, and Blind.	Flint, Mich	1851	E. L. Bangs, M. A..	State	*f*275, 000
14	Institution for the Deaf, Dumb, and Blind.	Faribault, Minn.	1863	J. L. Noyes, M. A..	State	10, 000
15	Institution for the Blind	Jackson, Miss...	1847	Theo. Whitfield...	State	15, 000
16	Institution for the Education of the Blind.	St. Louis, Mo ...	1851	Jas. M. Workman.	State	80, 000
17	State Institution for the Blind	Batavia, N. Y ...	1867	Asa D. Lord, M. D.	State	280, 000
18	N. Y. Institution for the Blind....	New York, N. Y	1831	William B. Wait..	Corporat'n	338, 972
19	Institution for the Deaf, Dumb, and Blind.	Raleigh, N. C ...	1851	John Nichols	State	70, 000
20	Institution for the Education of the Blind.	Columbus, Ohio .	1837	G. L. Smead, M. A.	State	500, 000
21	Oregon School for the Blind.....	Salem, Oreg.....	1873	*h*	State	.....
22	Institution for the Instruction of the Blind.	Philadelphia, Pa	1833	William Chapin....	Corporat'n	195, 000
23	Institution for the Education of the Deaf, Dumb, and Blind.*f*	Cedar Spr'gs, S.C	1855	N. F. Walker*f*	State	.....
24	Tennessee School for the Blind....	Nashville, Tenn .	1846	J. M. Sturtevant ..	Corporat'n	75, 000
25	Institution for the Blind.....	Austin, Tex.....	1857	E. M. Wheelock...	State	25, 000
26	Institution for the Education of the Deaf, Dumb, and Blind.	Staunton, Va ...	1839	Charles D. McCoy.	State	*a*150, 000
27	Institution for the Deaf, Dumb, and Blind.	Romney, W. Va.	1870	S. R. Lupton, M. D.	State	50, 000
28	Institution for the Education of the Blind.	Janesville, Wis .	1850	T. H. Little, A.M..	State	163, 000

a For both departments.
b Average receipts.
c In State-warrants for three years.
d Including receipts for construction.

replies to inquiries by the United States Bureau of Education.

employment taught; 0 signifies nothing or none.

Average annual receipts for five years.	Average annual receipts from regular sources for five years.	Average annual expenditure for five years.	Average annual ordinary expenditures.	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.	Employments taught.					Volumes in library.	Number.
										Broom-making.	Mattress-making.	Cane-seating.	Sewing.	Fancy work.		
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
$18,000	$18,000	$15,000	.....	$18,000	$0	30	25	8	1	×	....	×	....	....	0	1
18,175	18,175	18,202	$13,583	16,000	.....	97	40	13	5	×	×	×	×	×	70	2
50,000	27,000	50,000	30,000	30,000	2,000	79	32	*a*29	0	....	....	....	....	....	300	3
11,080	11,080	11,000	11,000	11,000	0	136	44	8	4	×	×	×	....	....	1,300	4
20,000	20,000	20,000	20,000	20,000	0	450	66	15	0	×	....	....	....	....	300	5
39,307	39,307	38,482	31,270	*b*39,307	0	469	101	27	5	×	....	×	×	....	.....	6
18,000	18,000	18,000	24,000	24,000	0	295	93	32	11	×	×	×	×	×	.....	7
8,000	8,000	8,000	.....	8,000	.....	52	30	10	2	×	×	×	....	....	50	8
20,924	16,924	17,554	15,648	16,000	160	299	59	19	7	0	×	×	....	....	477	9
*c*50,000	8,000	10,000	.....	*c*50,000	0	32	24	4	1	×	×	×	....	....	100	10
30,000	14,500	21,200	14,200	12,500	1,700	132	51	10	5	×	....	....	×	....	125	11
*d*103,238	44,302	*e*101,479	41,112	30,000	13,799	842	180	55	33	×	×	×	×	×	1,000	12
*f*45,179	*f*44,978	*f*46,598	*f*30,752	37,500	.....	*f*354	*f*157	*f*41	....	....	....	....	....	....	.....	13
3,500	3,500	3,500	4,000	*a*20,000	0	22	15	2	1	....	....	....	....	×	50	14
7,500	6,000	.....	.....	*g*10,000	.....	155	19	9	2	×	×	×	....	....	172	15
.....	.....	21,000	.....	21,000	0	322	93	27	25	×	×	....	×	×	300	16
41,000	.....	40,962	.....	.....	.....	233	145	32	2	×	.....	.....	×	×	500	17
83,844	53,512	82,784	54,045	37,214	20,611	1,065	185	53	9	×	×	×	×	×	300	18
40,000	.....	40,000	40,000	40,000	0	126	65	9	4	×	×	×	....	....	500	19
*d*91,371	91,371	91,371	31,371	91,371	0	762	97	30	4	×	×	×	×	×	200	20
.....	.....	.....	.....	2,000	.....	7	7	1	.....	.....	.....	.....	.....	.....	0	21
73,886	72,443	71,499	70,043	33,500	8,840	803	194	74	39	×	×	×	×	×	700	22
.....	.....	.....	.....	*f*10,000	.....	.....	*f*14	*f*2	*f*1	....	....	....	....	....	.....	23
16,000	12,000	11,600	10,000	9,500	6,500	132	38	6	3	×	....	×	×	×	968	24
12,000	12,000	12,000	12,000	12,000	0	160	30	3	2	×	....	×	×	×	250	25
*a*41,541	*a*39,774	*a*41,453	*a*39,201	*a*40,000	0	198	40	5	3	×	×	×	....	....	1,500	26
.....	.....	.....	25,000	25,000	.....	19	13	2	1	×	....	....	....	....	58	27
31,087	30,004	31,154	19,870	30,004	1,082	199	59	19	1	×	....	×	×	×	.....	28

e Including expenditures for construction.
f From Report of the Commissioner of Education, 1872.
g In State-warrants.
h Under control of State-board of education.

TABLE XXI.—*Statistics of orphan-asylums for* 1873; *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.
	1	2	3	4	5	6	7
1	Church Home for Orphans	Mobile, Ala	1864	1863	Denominational	Sister Harriet	Episcopal.
2	Industrial School	San Francisco, Cal	1858	1859	City and county	Geo. F. Harris	Unsectarian.
3	Ladies' Protection and Relief Society	San Francisco, Cal	1854	1853	Benevolent	Mrs. M. M. Soulé	Unsectarian.
4	Pacific Hebrew Orphan Asylum and Home Society	San Francisco, Cal	1871	1871	Corporate	Mrs. Martin	Hebrew.
5	St. Boniface Orphan Asylum	San Francisco, Cal	.....	1866	Denominational	Catharine Gross	Roman Catholic.
6	Male Orphan Asylum	San Rafael, Cal	.....	1855	Denominational	Rev. Peter Birmingham	Roman Catholic.
7	Fitch's Home	Darien, Conn	1864	1864	Charitable	Miss M. J. Davis	Unsectarian.
8	Hartford Orphan Asylum	Hartford, Conn	1833	1819	City and corporate	Geo. E. Sanborn	Undenominational.
9	Hebrew Widows' and Orphan Society	Hartford, Conn	1864	1864	Denominational	Jacob Mandlebaun	Jewish.
10	Soldiers' Orphans' Home	Mansfield, Conn	1864	1866	.....	John B. Carpenter	
11	New Haven Orphan Asylum	New Haven, Conn	1833	1833	City	Mrs. L. A. Kingsley	Unsectarian.
12	Children's Hospital of District of Columbia	Washington, D. C	1870	1870	Corporate	Miss A. C. McGruder	Unsectarian.
13	Church Home of the Epiphany	Washington, D. C	.....	1871	Denominational	Miss Janette Shriver	Protestant Episcopal.
14	National Home for Destitute Women and Children, (colored.)	Washington, D. C	1863	1863	National	Eliza Heacock	Union.
15	National Soldiers' and Sailors' Orphans' Home	Washington, D. C	1866	1866	Corporate	Mrs. I. T. Corlew	
16	St. Ann's Infant Asylum	Washington, D. C	1863	1863	Denominational	Sister Agnes	Roman Catholic.
17	St. John's Hospital for Children	Washington, D. C	1871	1870	Religious	Sister Lilly	Protestant Episcopal.
18	St. Joseph's Male Orphan Asylum	Washington, D. C	1855	1856	Corporate	Sister M. Irene	Roman Catholic.
19	Washington City Orphan Asylum	Washington, D. C	.....	1815	.....	Mrs. R. M. Bigelow	
20	Appleton Church Home	Macon, Ga	.....	1870	Religious	Sister Margaret	Episcopal.
21	Chicago Nursery and Half-Orphan Asylum	Chicago, Ill	.....	1860	Corporate	Mrs. E. L. Hobson	Unsectarian.
22	Foundlings' Home	Chicago, Ill	1872	1871	Undenominational	George E. Shipman	
23	Home of the Friendless	Chicago, Ill	1859	1858	Corporate	Mrs. J. Grant	Undenominational.
24	News-Boys' and Boot-Blacks' Association	Chicago, Ill	1869	1868	Undenominational	W. B. Billings	Unsectarian.
25	Protestant Orphan Asylum	Chicago, Ill	1849	1848	Corporate	Mrs. Bigelow	Protestant.
26	Uhliche Orphan Asylum	Chicago, Ill	1867	1869	Denominational	Henry Muhlke	German Evangelical.
27	Colored Orphan Asylum	Indianapolis, Ind	1871	1871	Benevolent	Jane Trueblood	Friends.
28	German Orphan Asylum	Andrew, Iowa	1864	1863	Denominational	Rev. John Rembold	Evangelical Lutheran.
29	Protestant Orphan Asylum	Leavenworth, Kans	1865	1866	Corporate	M. J. Brown	Evangelical Protesta't.
30	Episcopal Orphan Asylum for Girls	Louisville, Ky	1837	1835	County	Mrs. E. H. Bly	Protestant Episcopal.
31	Orphanage of the Good Shepherd, for boys	Louisville, Ky	1871	1870	Corporate	Rev. James Craik	Protestant Episcopal.
32	St. Joseph's Orphan Asylum	Louisville, Ky	1851	1849	Denominational	S. Pacomia	Roman Catholic.
33	Mount Carmel	New Orleans, La	1869	.....	Religious	Mother Teresa	Roman Catholic.
34	Annapolis Orphan Asylum	Annapolis, Md	1828	1828	Corporate	Mr. Richardson	Protestant Episcopal.
35	Boys' Home	Baltimore, Md	1867	1866	City	Sumner J. Lincoln	Unsectarian.

36	Home of the Friendless	Baltimore, Md		1854	Denominational		Protestant.
37	Orphans' Home, (German)	Baltimore, Md	1863	1863	Corporate	Francis Gleichmann	Independent.
38	St. Anthony's Orphan Asylum	Baltimore, Md	1860	1854	City	Maximus Lingruber	Roman Catholic.
39	St. Francis Orphan Asylum for Colored Children	Baltimore, Md	1867	1829	Educational	Sister M. L. Noel	Roman Catholic.
40	St. Mary's Female Orphan Asylum	Baltimore, Md	1818		Charitable	Sister M. Stella	Roman Catholic.
41	St. Vincent's Male Orphan Asylum	Baltimore, Md	1840	1840	Denominational	Brother James	Roman Catholic.
42	Home for Friendless Children	Easton, Md	1870	1871	Corporate	Miss L. W. Tiffey	Protestant Episcopal.
43	Boston Female Asylum	Boston, Mass	1803	1800	City	Mrs. Bartlett	Unsectarian.
44	Church Home for Orphans and Destitute Children	Boston, Mass	1858	1855	Corporate	Miss Dexter	Protestant Episcopal.
45	House of the Guardian Angel	Boston, Mass	1851	1851	Denominational	Jas. D. Judge	Roman Catholic.
46	St. Vincent's Orphan Asylum	Boston, Mass	1843	1840	Denominational	Sister Ann Alexis	Roman Catholic.
47	Protectory of Mary Immaculate	Lawrence, Mass		1868	Denominational	Sister M. A. Fernand	Roman Catholic.
48	City Orphan Asylum	Salem, Mass	1871	1866	Denominational	Sister Mary	Roman Catholic.
49	Seamen's Widow and Orphan Association	Salem, Mass	1841	1838	City	Mrs. Bradbury	Unsectarian.
50	Home for the Friendless	Detroit, Mich	1862	1862	Undenominational	Mrs. M. Stewart	Protestant.
51	Industrial School	Detroit, Mich	1868	1858	Corporate	Mrs. C. Campbell	
52	St. Anthony's Male Orphan Asylum	Detroit, Mich	1867	1867	Denominational	Sister M. Gertrude	Roman Catholic.
53	St. Vincent's Orphan Asylum	Detroit, Mich	1871	1848	Corporate	Sister M. Edmund	Roman Catholic.
54	D'Evereux Hall Orphan Asylum	Natchez, Miss	1858	1859	Benevolent	Brother Symphorian	Roman Catholic.
55	Girls' Industrial School	St. Louis, Mo	1854	1856	Corporate	Miss Burgess	Protestant.
56	Home of the Friendless	St. Louis, Mo	1853	1853	Corporate	Mrs. Ann M. Dills	Protestant.
57	Methodist Orphans' Home	St. Louis, Mo	1870	1868	Denominational	Mrs. M. A. Winter	Methodist Episcopal.
58	Mission Free School	St. Louis, Mo	1863	1838	Denominational	L. H. W. Johnson	Unitarian.
59	Protestant Orphan Asylum, (German)	St. Louis, Mo	1859	1859	Denominational	Francis H. Hackemeier	Evangelical.
60	St. Mary's Female Orphan Asylum	St. Louis, Mo	1841	1843	Corporate	Sister Aloysia	Roman Catholic.
61	New Hampshire Orphans' Home School of Industry	Franklin, N. H	1871	1871	Corporate	Rev. Daniel A. Mack	Unsectarian.
62	The Children's Friend Society	Jersey City, N. J	1864	1864	Corporate	Mrs. M. Lockwood	Protestant.
63	Newark Orphan Asylum Association	Newark, N. J	1849	1847	Corporate	Mrs. S. M. Van Bleck	Union.
64	St. Vincent's Male Orphan Asylum	Albany, N. Y	1849	1854	Denominational	Brother Auphian	Roman Catholic.
65	Cayuga Orphan Asylum	Auburn, N. Y	1852	1852	County	Jane C. Rogers	
66	Orphan Asylum	Bath, N. Y	1863	1863	Corporate	Elias Child	Protestant.
67	Industrial School, or St. Paul's Female Orphan Asylum	Brooklyn, N. Y	1834	1826	Denominational	Sister M. Constantia	Roman Catholic.
68	Orphans' Home	Brooklyn, N. Y	1860	1861	Denominational	M. May	Roman Catholic.
69	Orphans' Home of the Church Charity Foundation	Brooklyn, N. Y	1851	1851	Corporate	Sister Julia	Episcopal.
70	Roman-Catholic Asylum for Boys	Brooklyn, N. Y	1834	1826	Denominational	Sister M. Baptista	Roman Catholic.
71	Orphans' Society for the City of Brooklyn	Brooklyn, N. Y	1835	1832	Corporate	Mrs. J. B. Hutchinson	Unsectarian.
72	Buffalo German Orphan Asylum of St. Mary's German Church.	Buffalo, N. Y	1854	1853	Denominational	Elias Fred. Schaner	Roman Catholic.
73	St. John's Orphan Asylum	Buffalo, N. Y	1865	1864	Denominational	Christian Volz	Evangelical Lutheran.
74	St. Vincent's Female Orphan Asylum	Buffalo, N. Y	1849	1848	Religious	Sister Robertine	Roman Catholic.
75	Ontario Orphan Asylum	Canandaigua, N. Y	1863	1863	County	Mrs. E. W. Baldwin	Protestant.
76	Thomas Asylum for Orphans and Destitute Indian Children.	Collins, Erie County, N. Y	1855	1855	Undenominational	B. F. Hall	Protestant.
77	Orphan House of the Holy Saviour	Cooperstown, N. Y	1870	1871	Religious	Miss S. F. Cooper	Protestant Episcopal.
78	St. Mary's Orphan Asylum	Dunkirk, N. Y	1858	1858	Corporate	Sister Anastasia Donovan	Roman Catholic.
79	Southern Tier Orphan Asylum	Elmira, N. Y	1866	1866	Corporate	John B. Gale	Undenominational.
80	Orphan and Relief Asylum	Hudson, N. Y	1846	1846	Undenominational	Miss E. Jones	
81	Wartburg Orphans' Farm School	Mt. Vernon, N. Y	1869	1866	Denominational	G. C. Holls	Lutheran.
82	Colored Orphan Asylum	New York, N. Y	1838	1837	Corporate	Orville K. Hutchinson	Unsectarian.
83	Hebrew Orphan Asylum	New York, N. Y	1832	1822	Denominational	Jacob Cohen	Hebrew.
84	Home of the Friendless	New York, N. Y	1849	1834	Corporate	Miss Sarah C. Wilcox	Protestant.
85	Industrial School, Hart's Island	New York, N. Y	1868	1868	Corporate	Laurence Dumphy	Protestant.

TABLE XXI.—*Statistics of orphan-asylums for* 1873, *&c.*—Continued.

Number.	Name.	Location.	Year of incorporation.	Year of organization.	Character of foundation.	Superintendent.	Denomination.
	1	2	3	4	5	6	7
86	Leake and Watts Orphan Home	New York, N. Y.	1843	1831	Corporate	William H. Guest	Protestant.
87	New York Infant Asylum	New York, N. Y.	1865	.....	Corporate	Mrs. M. E. Palmer	Protestant.
88	New York Juvenile Asylum	New York, N. Y.	1851	.....	Corporate	E. D. Carpenter	Protestant.
89	Orphan Asylum Society of City of New York	New York, N. Y.	1807	1806	Corporate	Charles S. Pell	Protestant.
90	Orphans' Home and Asylum of Protestant Episcopal Church.	New York, N. Y.	1859	1851	Religious	Mrs. Inglee	Protestant Episcopal.
91	Protestant Half-Orphan Asylum	New York, N. Y.	1837	1836	Undenominational	Mrs. R. P. Hudson	
92	St. Joseph's Industrial School	New York, N. Y.	.....	1869	Denominational	Sister Mary Alphonsus Smythe.	Roman Catholic.
93	St. Joseph's Orphan Asylum	New York, N. Y.	1859	1859	Religious	Sister Mary Hyacintha	Roman Catholic.
94	St. Stephen's Home for Destitute Children	New York, N. Y.	.....	1868	Denominational	Sister Frances Xavier	Roman Catholic.
95	The Sheltering Arms	New York, N. Y.	1864	1864	Corporate	Rev. T. M. Peters, D. D	
96	Shelter for Respectable Girls	New York, N. Y.	.....	1871	Denominational	Sister Catharine	Protestant Episcopal.
97	Society for the Relief of the Ruptured and Crippled	New York, N. Y.	1863	1863	Corporate	James Knight, M. D	
98	Society for Relief of Half-Orphans and Destitute Children.	New York, N. Y.	1837	1835	Corporate	Mrs. R. P. Hudson	Protestant.
99	Union Home and School	New York, N. Y.	1862	1861	Corporate	Mrs. E. B. Hull	Unsectarian.
100	Wilson's Industrial School and Mission	New York, N. Y.	.....	1852	Religious	Mrs. E. G. Janeway, sec'y	Protestant.
101	Poughkeepsie Orphan House	Poughkeepsie, N. Y	1857	1857	Corporate	Mrs. Reichel	Unsectarian.
102	Children's Home	Rochester, N. Y.	1853	1854	Reformatory	S. R. Woodruff	
103	Industrial School	Rochester, N. Y.	1873	1873	Denominational	Sister Mary Claver	Roman Catholic.
104	Rochester Orphan Asylum	Rochester, N. Y.	1838	1837	Corporate	Mrs. Lucia Clements	
105	St. Mary's Orphan Asylum for Boys	Rochester, N. Y.	1864	1864	Corporate	Sister Mary Stanislaus	Roman Catholic.
106	St. Patrick's Female Orphan Asylum	Rochester, N. Y.	1845	1841	Corporate	Sister M. Evangelist	Roman Catholic.
107	House of the Good Shepherd	Stony Point, N. Y.	1870	1866	Religious	Rev. E. Gay, jr	Protestant Episcopal.
108	Onondaga County Asylum	Syracuse, N. Y.	1845	1841	Corporate	Mrs. H. M. Woods	
109	St. Vincent de Paul's Asylum	Syracuse, N. Y.	1860	1860	Corporate	Sister Titania White	Roman Catholic.
110	Troy Catholic Orphan Asylum	Troy, N. Y.	1864	1852	Denominational	Brother Candidus	Roman Catholic.
111	Troy Orphan Asylum	Troy, N. Y.	1835	1833	Corporate	Miss Eliza Doolittle	Protestant.
112	House of the Good Shepherd	Utica, N. Y.	1872	1873	Diocesan	Miss Mary Blakeslee	Episcopal.
113	St. Vincent's Male Orphan Asylum	Utica, N. Y.	1862	1862	Corporate	Brother Clementian	Roman Catholic.
114	Children's Home	Cincinnati, Ohio	1864	1864	Corporate	William S. Haydock	Undenominational.
115	Cincinnati Orphan Asylum	Cincinnati, Ohio	1832	1832	Corporate	Mrs. A. F. Perry	Protestant.
116	City Infirmary for Children	Cincinnati, Ohio	1852	.....	Charitable	Arthur Hill	Protestant.
117	German Orphan Asylum	Cincinnati, Ohio	1849	1849	Corporate	Miss M. Pfaefflin	Protestant.
118	Industrial School	Cincinnati, Ohio	.....	1866	Denominational	Mother M. Scolastica	Roman Catholic.

119	Cleveland Industrial School	Cleveland, Ohio	1865	1867	Benevolent	Robert Waterton	Protestant.
120	Cleveland Orphan Asylum	Cleveland, Ohio	1853	.....	Corporate	Mrs. Julia W. Shrink	Unsectarian.
121	Jewish Orphan Asylum	Cleveland, Ohio	1868	1868	Denominational	Louis Aufrecht	Jewish.
122	Children's Home	Dayton, Ohio	1867	1867	County	Mrs. Anna Grady	Unsectarian.
123	Ebenezer Orphan Asylum	Flat Rock, Ohio	1868	1868	Undenominational	Rev. Charles Hammer	Evangelical.
124	Children's Home	Marietta, Ohio	1867	.....	County	S. D. Hart, M. D	Undenominational.
125	Orphan's Home, (Protestant)	Toledo, Ohio	.....	1867	Undenominational	Miss J. A. McConnell	Unsectarian.
126	Orphan's Home, (German Lutheran)	Toledo, Ohio	1860	1860	Corporate	Charles Beckel	Evangelical Lutheran.
127	Soldier and Sailors' Orphans' Home	Xenia, Ohio	1870	1870	State	Dr. L. D. Griswold	Protestant.
128	McIntire Children's Home	Zanesville, Ohio	1865	1865	Corporate	Mrs. A. W. Ely	Undenominational.
129	Pittsburg and Allegheny Home for the Friendless	Allegheny, Pa	1860	1860	Undenominational	Mrs. E. J. Neel	Protestant.
130	Protestant Orphan Asylum	Allegheny, Pa	1834	1832	Denominational	Mrs. E. McKelvey	Protestant.
131	St. Joseph's Orphan Asylum	Allegheny, Pa	1853	1853	State	Sister Mary Zitta	Roman Catholic.
132	Soldiers' Orphans' School	Bridgewater, Pa	1868	1868	State	James Stitzer	Unsectarian.
133	St. Paul's Orphan Home	Butler, Pa	1868	1867	Denominational	Rev. J. B. Thompson	Reformed German.
134	Whitehall Soldiers' Orphan's School	Camp Hill, Pa	.....	1866	State	J. A. Moore	Unsectarian.
135	Soldiers' Orphan School	Cassville, Pa	.....	1865	State	A. L. Goss	Unsectarian.
136	Soldiers' Orphan School	Chester Springs, Pa	1868	1868	State	Prof. W. E. Caveny	Unsectarian.
137	Soldiers' Orphans' School	Dayton, Pa	.....	1866	State	Hugh McChandless	Unsectarian.
138	Orphans' Home and Asylum for the Aged, &c	Germantown, Pa	1860	1858	Denominational	George F. Gardner	Evangelical Lutheran.
139	Soldiers' Orphan School	Hartford, Pa	1865	1865	State	Hon. J. P. Wickersham	Unsectarian.
140	Home for Friendless Children of City and County of Lancaster.	Lancaster, Pa	1860	1859	Corporate	Miss Ellen Spense	
141	Pressler Orphan Home	Loisville, Pa	1868	1867	Denominational	Rev. P. Willard, A. M	Evangelical Lutheran.
142	Soldiers' Orphan School	McAllisterville, Pa	.....	1864	State	J. H. Smith	Methodist.
143	Soldiers' Orphan School	Mansfield, Pa	.....	1867	State	F. A. Allen	Unsectarian.
144	Soldiers' Orphan School	Mercer, Pa	1867	1868	State	John G. White	Unsectarian.
145	Aimwell School Association	Philadelphia, Pa	1859	1796	Denominational	Miss E. S. Loury, secretary	Friends.
146	Burd Orphan Asylum	Philadelphia, Pa	1860	1862	Denominational	Rev. G. J. Burton	Protestant Episcopal.
147	Catholic Home for Destitute Orphan Girls	Philadelphia, Pa	1863	1863	Denominational	William J. Power	Roman Catholic.
148	Church Home for Children	Philadelphia, Pa	1856	1856	Denominational	.....	Protestant Episcopal.
149	Home for Destitute Colored Children	Philadelphia, Pa	1856	1855	Corporate	Alex. Seelah	
150	Industrial Home for Girls	Philadelphia, Pa	1859	1857	Denominational	Mrs. Reeves	Protestant.
151	Jewish Foster Home	Philadelphia, Pa	1855	1855	Denominational	Mrs. Mary Cohen	Jewish.
152	Lincoln Institute	Philadelphia, Pa	1866	1868	State	George Leacock	Episcopal.
153	Northern Home for Friendless Children and Soldiers' Orphan Institute.	Philadelphia, Pa	1854	1853	Corporate	Levi Hopkins	Protestant.
154	Soldiers' Orphans' Institute	Philadelphia, Pa	.....	1866	State	Dr. A. Harshberger	
155	St. Stephen's Female Orphan Asylum	Philadelphia, Pa	1807	1807	Corporate	Sister Mary Gonzaga	Roman Catholic.
156	Union School and Children's Home	Philadelphia, Pa	1851	1849	Undenominational	Horatio C. Wood	
157	Western Providence Society and Children's Home	Philadelphia, Pa	1857	1854	Corporate	Mrs. John Irvin	
158	Phillipsburg Soldiers' Orphan School	Phillipsburg, Pa	1865	1866	State	Rev. W. G. Taylor	Undenominational.
159	Home for the Friendless	Scranton, Pa	1873	1871	City	Mrs. Charles H. Doud	Protestant.
160	Soldiers' Orphan School	Titusville, Pa	.....	1867	State	Gurdon S. Berry	Unsectarian.
161	Soldiers' Orphan School	Uniontown, Pa	.....	1866	State	Rev. A. H. Waters	Unsectarian.
162	Home for Friendless Children of Wilkesbarre and Luzerne County.	Wilkesbarre, Pa	1862	1862	Corporate	Miss P. Fithian	Protestant.
163	Children's Home for the Borough and County of York	York, Pa	1865	1865	County	Miss S. E. Thornbury	
164	The Orphans' Farm School	Zelienople, Pa	1857	.....	Denominational	D. L. Debendarfer	Lutheran.
165	Children's Friend Society	Providence, R. I	1836	1835	State	Miss Cordelia Toner	Protestant.
166	Providence Association for the benefit of Colored Children.	Providence, R. I	1839	1838	Charitable	Abbie Guild	Undenominational.

TABLE XXI.—*Statistics of orphan asylums for* 1873, *&c.*—Continued.

Number.	Name.	Location.	Year of incorporation.	Year of organization.	Character of foundation.	Superintendent.	Denomination.
	1	2	3	4	5	6	7
167	Providence Nursery	Providence, R. I	1872	1869	Corporate	Miss M. C. Wood	Protestant.
168	Charleston Orphan Asylum	Charleston, S. C	1790	1794	City	Miss A. K. Irving	
169	Church Home	Charleston, S. C			State	Mr. Chaplin	Protestant Episcopal.
170	Holy Communion Church Institute	Charleston, S. C	1873	1867	Denominational	John Gadsden	Episcopal.
171	Orphans' Home	Decatur, S. C			Denominational	Rev. W. B. Foote	Methodist Episcopal.
172	Carolina Orphan Home	Spartanburg, S. C	1872	1873	Corporate	Rev. R. C. Oliver	
173	Protestant House of Industry	Nashville, Tenn	1846	1842	Denominational	Mrs. Glasso	Protestant.
174	Protestant Orphan Asylum	Nashville, Tenn	1846	1845	City	Mrs. A. G. Montague	
175	Wheeling Hospital and Orphan Asylum	Wheeling, W. Va	1856	1851	Corporate	Sister Mary Stanislaus	Roman Catholic.
176	The Cradle Home	Green Bay, Wis	1872	1873	Denominational	The Bishop of Wisconsin	Episcopal.
177	Milwaukee Protestant Orphan Asylum	Milwaukee, Wis	1850	1850	State	Miss M. P. Mason	
178	Taylor Orphan Asylum	Racine	1867	1872	Corporate	Miss M. J. Weston	Protestant.
179	St. Aemilianus Orphan Asylum	Town Lake, Wis	1850	1846	Corporate	N. Reinhart	Roman Catholic.
180	St. Mary's Orphan Asylum	Waukesha County, Wis		1859	Denominational	Sister M. Caroline	Roman Catholic.

TABLE XXI.—*Statistics of orphan-asylums for* 1873, *&c.*—Continued.

Number.	Name.	No. of assistants.	Total number of inmates since foundation.	Conditions of admission.		How supported.	Income.	Expenditure.
				Age.	Other conditions.			
	1	8	9	10	11	12	13	14
1	Church Home for Orphans	4	50	Under 10		Contribution	$1,322	$1,184
2	Industrial School	22	1,507	Under 18		Appropriation by city and county		
3	Ladies' Protection and Relief Society	5				Appropriation and contribution		15,000
4	Pacific Hebrew Orphan Asylum and Home Society	3	28	3		Appropriation and contribution	10,000	9,000
5	St. Boniface Orphan Asylum	1	300	Under 16	All orphans, foundlings, &c.	Appropriation and contribution	1,560	1,560
6	Male Orphan Asylum	12		6–18		Charitable contribution	35,000	35,000
7	Fitch's Home	3	89	4–14	Soldiers' orphans	Donation and State-appropriation	5,544	5,544
8	Hartford Orphan Asylum	5	2,400	3–12		Endowment, appropriation, and contribution.	12,000	12,000
9	Hebrew Widows' and Orphan Society					Contribution from members		
10	Soldiers' Orphans' Home	4	147	14	All poor and destitute children.	Appropriation and contribution	4,049	5,142
11	New Haven Orphan Asylum	11	1,100	2–10	Free from contagious disea's	Contribution	1,700	1,300
12	Children's Hospital of District of Columbia	3			Requiring medical and surgical attention.			
13	Church Home of the Epiphany					Contribution	5,958	5,761
14	National Home for Destitute Women and Children, (colored.)	3	591	10 mos.–12 years		Appropriation and contribution	3,890	3,890
15	National Soldiers' and Sailors' Orphans' Home	1		6–16		Appropriation by Congress	15,149	15,108
16	St. Ann's Infant Asylum	7	885	Under 5		Contribution		
17	St. John's Hospital for Children	4	92		Sickness and need	Charitable contribution		
18	St. Joseph's Male Orphan Asylum	7	402	5–12		By voluntary contribution		
19	Washington City Orphan Asylum			2–12		By voluntary contribution		
20	Appleton Church Home	1	25	2–12		Endowment and subscription	2,000	2,000
21	Chicago Nursery and Half-Orphan Asylum	10		Under 14		Endowment and contribution	10,000	10,000
22	Foundlings' Home	25	583	0		Contribution		
23	Home of the Friendless	10	19,000		Need of shelter	Contribution		
24	News-Boys' and Boot-Blacks' Association	1			Homeless	Contribution		
25	Protestant Orphan Asylum	11	1,983	1–16	Extreme poverty and desertion.	Contribution	24,466	21,590
26	Ubliche Orphan Asylum	9	66	Every age		Contribution	5,730	2,500
27	Colored Orphan Asylum	2	58	Under 14		Appropriation and contribution	1,258	1,236
28	German Orphan Asylum	6	100			Contribution	1,880	2,400
29	Protestant Orphan Asylum	1	106	Under 15		Contribution	1,000	1,000
30	Episcopal Orphan Asylum for Girls	2	468	Under 18	Orphans or destitute	Endowment and contribution	4,783	4,763

TABLE XXI.—*Statistics of orphan-asylums for* 1873, *&c.*—Continued.

Number.	Name.	No. of assistants.	Total number of inmates since foundation.	Conditions of admission.		How supported.	Income.	Expenditure.
				Age.	Other conditions.			
	1	8	9	10	11	12	13	14
31	Orphanage of the Good Shepherd, for boys	4	43	6–18	Guardian to relinquish all control.	Contribution	$3,000	$3,000
32	St. Joseph's Orphan Asylum	4	.....	Unlimited	.....	Contribution	11,500	7,000
33	Mount Carmel	13	222	6–14	.....	Contribution	.....	.....
34	Annapolis Orphan Asylum	....	50	3–18	.....	Subscription and contribution	7,000	6,000
35	Boys' Home	1	460	10–20	.....	Appropriation and contribution	.....	.....
36	Home of the Friendless	....	1,160	0	Entirely friendless	Appropriation and contribution	7,000	7,000
37	Orphans' Home, (German)	4	300	From 2 years	.....	By German General Society	3,500	3,500
38	St. Anthony's Orphan Asylum	14	930	2–12	.....	Contribution	7,702	7,618
39	St. Francis Orphan Asylum for Colored Children	30	73	From 3 years	.....	Collections	1,172	1,172
40	St. Mary's Female Orphan Asylum	7	1,000	3–12	.....	Contribution	7,900	9,566
41	St. Vincent's Male Orphan Asylum	2	875	7–12	.....	Endowment and contribution	6,500	6,400
42	Home for Friendless Children	1	15	3–8	Free from contagious disea's	Contribution	.....	.....
43	Boston Female Asylum	8	976	3–10	.....	Subscription and contribution	13,092	12,535
44	Church Home for Orphans and Destitute Children	1	.....	4–8	.....	Contribution	10,000	10,000
45	House of the Guardian Angel	6	5,129	7–15	Orphanage and destitution	Appropriation and contribution	23,130	23,755
46	St. Vincent's Orphan Asylum	15	2,629	1–16	.....	Collection and donation	15,485	16,850
47	Protectory of Mary Immaculate	7	385	From 18 months	.....	Contribution	.....	.....
48	City Orphan Asylum	5	225	From 18 months	.....	Donations and industry	8,000	8,000
49	Seamen's Widow and Orphan Association	2	384	From 3 years	Protestant parentage and residents of Salem.	Interest and contribution	11,110	2,825
50	Home for the Friendless	2	3,000	Male sunder 10, females from 5 mos	.....	Contribution	5,278	2,830
51	Industrial School	2	.....	Any age	Poverty	Contribution	3,634	2,711
52	St. Anthony's Male Orphan Asylum	7	250	2–12	.....	Collections from Roman Catholic churches.	.....	.....
53	St. Vincent's Orphan Asylum	7	1,560	Any age	Orphans and half orphans	Charitable contribution	.....	.....
54	D'Evereux Hall Orphan Asylum	5	175	.....	Destitute male children	Endowment and donation	6,000	6,000
55	Girls' Industrial School	4	2,000	3–12	.....	Donation and contribution	6,000	5,460
56	Home of the Friendless	6	500	.....	.....	Endowment and contribution	7,950	6,753
57	Methodist Orphans' Home	....	.....	Under 16	Destitute orphans	Contribution	.....	.....
58	Mission Free School	1	1,600	Any age	Needy	Contribution and endowment	4,000	4,000
59	Protestant Orphan Asylum, (German)	4	268	9 mos. to 10 yrs	.....	Pay and contribution	5,000	5,000
60	St. Mary's Female Orphan Asylum	13	2,105	5–12	.....	Contribution	9,000	9,000
61	New Hampshire Orphans' Home School of Industry	5	75	1–14	.....	Contribution	8,683	8,651

62	The Children's Friend Society	2	161	4–10		Contribution		
63	Newark Orphan Asylum Association	5	456	Under 10		Donation and subscription	7,175	7,175
64	St. Vincent's Male Orphan Asylum	4	728	7–14		Appropriation and contribution	12,719	12,673
65	Cayuga Orphan Asylum	6	1,248	2–12		Appropriation, endowment, and contribution.	5,839	5,839
66	Orphan Asylum	4	65	5–9		Donation and endowment	18,100	18,100
67	Industrial School, or St. Paul's Female Orphan Asylum.	20	1,470	3–15		Voluntary contribution		
68	Orphans' Home		100			Contribution	14,140	13,990
69	Orphans' Home of the Church Charity Foundation	3		4–10		Voluntary contribution		
70	Roman-Catholic Asylum for Boys	14	1,620	4–12		Voluntary contribution	51,974	51,940
71	Orphans' Society for the City of Brooklyn		2,375	3–12		State-appropriation and contribution.	50,989	63,304
72	Buffalo German Orphan Asylum of St. Mary's German Church.	4	343	Under 16	Must belong to St. Mary's congregation.	Contribution	2,000	1,800
73	St. John's Orphan Asylum	5	91	2–12		Contribution and appropriation	9,300	9,253
74	St. Vincent's Female Orphan Asylum	10	1,081	Over 5		Labor of inmates and appropriation		
75	Ontario Orphan Asylum	6	235	Under 12	Free from imbecility	Contribution and donation	9,097	9,000
76	Thomas Asylum for Orphans and Destitute Indian Children.	7	371	Under 12	Orphan and destitute Indian children.	Indian Bureau and State of New York.	9,745	9,659
77	Orphan House of the Holy Saviour	5	24	3–12	Poverty	Contribution	1,521	1,725
78	St. Mary's Orphan Asylum	3	135	Over 2		Voluntary contribution	2,024	2,674
79	Southern Tier Orphan Asylum	7	451	Under 13		Appropriation, endowment, and contribution.	12,363	4,538
80	Orphan and Relief Asylum	3		Under 14		Appropriation and contribution	7,327	7,112
81	Wartburg Orphans' Farm School	4	71	6–10		Contribution	6,311	6,289
82	Colored Orphan Asylum	7	1,931	2–9	From the State of New York	Appropriation, endowment, and subscription.	46,964	28,503
83	Hebrew Orphan Asylum	2	474	Over 5	Must be orphans or half orphans.	Contribution	70,658	69,285
84	Home of the Friendless	16	18,450			Contribution and appropriation	62,651	62,643
85	Industrial School, Hart's Island	10	3,593	12–16	Minor offenses	County and city appropriations	34,000	34,000
86	Leake and Watts Orphan Home	28	1,257	3–12		Endowment		
87	New York Infant Asylum			Under 2		Donations and subscriptions	10,167	9,553
88	New York Juvenile Asylum	27	16,909	7–14	Truancy and disobedience	Donations and appropriations	97,000	97,000
89	Orphan Asylum Society of City of New York	5	2,056	Under 10		Legacies, appropriations, and subscriptions.	53,041	52,725
90	Orphans' Home and Asylum of Protestant Episcopal Church.	3	653	3–18		Voluntary contribution	20,505	20,505
91	Protestant Half-Orphan Asylum	16	3,829	4–10	They must be healthy	Voluntary contribution	16,868	18,364
92	St. Joseph's Industrial School	13	472	Over 3		Donations, &c	27,697	27,654
93	St. Joseph's Orphan Asylum	14	950	Over 3	None except orphans	Contribution and endowment	19,584	17,234
94	St. Stephen's Home for Destitute Children	6		3–10		Contribution	5,668	5,668
95	The Sheltering Arms	15	575	Over 2		Voluntary contribution	28,911	28,503
96	Shelter for Respectable Girls		600		Homeless and friendless	Subscription and contribution *a*	3,974	3,974
97	Society for the Relief of the Ruptured and Crippled	10	24,735	4–14	Must be curable	Appropriation and contribution	42,000	25,750
98	Society for Relief of Half Orphans and Destitute Children.	16	3,289	4–12		Contribution and appropriation from public-school-fund.	20,000	20,000
99	Union Home and School	24	3,373		Must be soldiers' or sailors' children.	Contribution and appropriation	47,976	40,223

a Board of girls $2 per week.

TABLE XXI.—*Statistics of orphan-asylums for* 1873, *&c.*—Continued.

Number.	Name.	No. of assistants.	Total number of inmates since foundation.	Conditions of admission.		How supported.	Income.	Expenditure.
				Age.	Other conditions.			
	1	8	9	10	11	12	13	14
100	Wilson's Industrial School and Mission	.....	.....	.....	.....	Contribution and donations	$11, 839	$11, 449
101	Poughkeepsie Orphan-House	.....	.....	.....	.....	Appropriations and donations	21, 667	21, 667
102	Children's Home	6	791	5–17	.....	City-tax and contribution	8, 445	6, 811
103	Industrial School	5	20	Under 12	.....	Industry of inmates	.....	.....
104	Rochester Orphan Asylum	10	1, 750	Under 12	.....	Appropriation and contribution	7, 486	7, 347
105	St. Mary's Orphan Asylum for Boys	14	636	3–14	.....	Donations and contributions	.....	.....
106	St. Patrick's Female Orphan Asylum	8	949	15 mos. 15 years	.....	Appropriation and contribution	.....	4, 713
107	House of the Good Shepherd	3	157	All ages	Poverty	Charity	7, 000	.....
108	Onondaga County Asylum	7	.....	2–14	.....	Endowment and appropriation	21, 545	21, 545
109	St. Vincent de Paul's Asylum	8	401	All ages	.....	Voluntary contributions	10, 811	26, 457
110	Troy Catholic Orphan Asylum	7	.....	5–12	.....	Appropriation and contribution	17, 036	16, 836
111	Troy Orphan Asylum	4	960	3–10	.....	Appropriation and contribution	17, 259	16, 929
112	House of the Good Shepherd	1	37	All ages	Friendless and destitute	Voluntary offerings	.....	*a* 350
113	St. Vincent's Male Orphan Asylum	2	533	4–14	.....	Contribution	9, 363	9, 596
114	Children's Home	2	1, 374	.....	Homeless and destitute children of any age.	Voluntary contributions	8, 000	8, 000
115	Cincinnati Orphan Asylum	10	16, 366	.....	Orphanage and destitution.	Endowment and contribution	10, 874	10, 272
116	City Infirmary for Children	11	523	.....	Poor and infirm of any age.	Appropriation	.....	.....
117	German Orphan Asylum	10	393	Under 14	.....	Endowment and contribution	14, 913	9, 490
118	Industrial School	11	500	Under 18	.....	Industry and charity	.....	.....
119	Cleveland Industrial School	9	5, 154	.....	.....	Appropriation and contribution	4, 800	4, 700
120	Cleveland Orphan Asylum	2	1, 890	2–10	.....	Endowment	13, 364	12, 843
121	Jewish Orphan Asylum	5	294	4–12	.....	Contribution	28, 000	25, 000
122	Children's Home	13	440	Under 16	.....	Appropriation	.....	7, 000
123	Ebenezer Orphan Asylum	11	178	2–12	.....	Endowment and contribution	14, 628	14, 899
124	Children's Home	10	292	Under 16	.....	Appropriation	.....	7, 605
125	Orphans' Home, (Protestant)	5	267	Boys 1–10, girls any age.	.....	Subscription	.....	.....
126	Orphans' Home, (German Lutheran)	2	85	From 2	.....	Industry and contribution	2, 753	2, 985
127	Soldiers' and Sailors' Orphans' Home	34	742	2–16	.....	State-appropriation	.....	.....
128	McIntire Children's Home	2	132	3–11	.....	Contribution and appropriation	2, 800	2, 800
129	Pittsburg and Allegheny Home for the Friendless	7	.....	Boys under 8, girls all ages.	.....	Contribution	9, 005	10, 289
130	Protestant Orphan Asylum	10	2, 500	.....	Orphanage and youth	Contribution and endowment	30, 753	16, 917
131	St. Joseph's Orphan Asylum	5	425	Under 12	.....	By beneficial society	5, 000	5, 000
132	Soldiers' Orphans' School	14	225	From 8	Soldiers' orphans	Appropriation	18, 731	18, 731

133	St. Paul's Orphan Home	5	63	3–16		Appropriation and contribution	5,000	5,000
134	Soldiers' Orphan School	15	523	8–16	Soldiers' orphans	Appropriation	34,143	.....
135	Soldiers' Orphans' School	23	479	Under 16	None born later than January 1, 1866.	Appropriation	17,146	.....
136	Soldiers' Orphans' School	24	410	8–16	Soldiers' orphans	Appropriation	27,243	.....
137	Soldiers' Orphans' School	13	436	Under 16	Soldiers' orphans	Appropriation	28,000	28,000
138	Orphans' Home and Asylum for the Aged, &c	4	377	Over 3	Destitution	Contribution	8,500	9,000
139	Soldiers' Orphan School	4	.....	5–16	Soldiers' orphans	Appropriation	21,000	21,000
140	Home for Friendless Children of City and County of Lancaster.	3	750	4–12		Appropriation and contribution	11,888	10,853
141	Pressler Orphan Home	3	175	Under 11		Appropriation and contribution	11,200	10,000
142	Soldiers' Orphan School	17	564	From 7	Soldiers' orphans	Appropriation	25,044	.....
143	Soldiers' Orphan School	17	320	8–16	Soldiers' orphans	Appropriation	28,000	28,000
144	Soldiers' Orphan School	6	306	Under 16	Soldiers' orphans	Appropriation	32,000	30,000
145	Aimwell School Association	3	.....	.....	.....	Appropriation and contribution	1,500	1,500
146	Burd Orphan Asylum	6	72	4–8	.....	Endowment	.....	.....
147	Catholic Home for Destitute Orphan Girls	5	558	5–15	.....	Voluntary contribution	.....	.....
148	Church Home for Children	4	.....	4–9	.....	Contribution	.....	10,000
149	Home for Destitute Colored Children	5	286	3–12	.....	Appropriation and contribution	7,155	7,040
150	Industrial Home for Girls	2	349	Under 18	Poverty	Voluntary contribution	3,056	6,094
151	Jewish Foster Home	2	500	3–8	.....	Subscription and donation	6,000	6,000
152	Lincoln Institute	5	230	4–16	.....	Appropriation and contribution	25,465	25,342
153	Northern Home for Friendless Children and Soldiers' Orphan Institute.	13	3,200	3–12	.....	Donation and contribution	69,001	69,001
154	Soldiers' Orphans' Institute	12	406	8–16	Orphans of Pennsylvania soldiers.	Appropriation	.....	47,200
155	St. Stephen's Female Orphan Asylum	7	1,727	3–7	.....	Voluntary contribution	4,000	4,000
156	Union School and Children's Home	2	2,276	2–12	Desertion or inability of parent to support.	Appropriation and contribution	.....	.....
157	Western Providence Society and Children's Home	24	500	4–10	.....	Contribution	4,858	4,080
158	Phillipsburg Soldiers' Orphan School	19	480	8–16	Soldiers' orphans	Annual State-appropriation	25,000	25,000
159	Home for the Friendless	30	76	.....	.....	Charity	1,787	2,093
160	Soldiers' Orphan School	20	418	5–16	Soldiers' orphans	Appropriation	27,346	.....
161	Soldiers' Orphan School	11	348	8–16	Soldiers' orphans	Appropriation	20,000	20,000
162	Home for Friendless Children of Wilkesbarre and Luzerne County.	8	255	3–12	.....	State-appropriation and contribution.	3,787	3,672
163	Children's Home for the Borough and County of York.	2	124	Under 12	.....	Subscription and donation	7,706	8,346
164	The Orphans' Farm School	2	140	Under 10	.....	Charity	.....	.....
165	Children's Friend Society	6	987	2–12	.....	Endowment and contribution	9,514	8,509
166	Providence Association for the benefit of Colored Children.	3	378	Over 3	.....	Contribution	.....	.....
167	Providence Nursery	6	128	1 week to 5 years	.....	Contribution	1,360	1,300
168	Charleston Orphan Asylum	15	.....	Under 12	.....	Appropriation and contribution	26,000	26,000
169	Church Home	2	.....	4–70	.....	Contribution	.....	.....
170	Holy Communion Church Institute	8	254	10–16	.....	Contribution	17,000	19,000
171	Orphans' Home	4	30	.....	.....	Contribution	.....	.....
172	Carolina Orphan Home	3	10	Under 10	.....	Endowment and contribution	1,500	1,250
173	Protestant House of Industry	3	.....	8–14	.....	Industry	2,500	2,500

a Since organization, from May to November.

TABLE XXI.—*Statistics of orphan-asylums for* 1873, *&c.*—Continued.

Number.	Name.	No. of assistants.	Total number of inmates since foundation.	Conditions of admission.		How supported.	Income.	Expenditure.
				Age.	Other conditions.			
	1	8	9	10	11	12	13	14
174	Protestant Orphan Asylum	2	600	Boys under 10, girls all ages.		Contribution and appropriation	$2,100	$2,100
175	Wheeling Hospital and Orphan Asylum	10				Contribution	6,000	7,500
176	The Cradle Home		6			Contribution		
177	Milwaukee Protestant Orphan Asylum	3	674	2–12		Contribution and appropriation	6,232	6,232
178	Taylor Orphan Asylum		33	Under 14		Endowment	10,000	7,000
179	St. Aemilianus Orphan Asylum	10	425	Under 12		Contribution	6,885	6,860
180	St. Mary's Orphan Asylum		200			Donation		

TABLE XXI.—*Statistics of orphan-asylums for* 1873, *&c.*—Continued.

Number.	Name.	Present inmates.																		Volumes in library.	Increase since Oct. 15, 1872.
		Sex.		Race.		Nativity.		Parentage.			Instruction: No. taught—					Orphanage.					
		Male.	Female.	White.	Colored.	Native.	Foreign.	Native.	Foreign.	Unknown.	Reading.	Writing.	Arithmetic.	Drawing.	Special trades.	Orphans.	Half orphans.	Foundlings.			
	1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		32	33
1	Church Home for Orphans	.....	39	39	.....	39	.....	39	.....	4	30	30	30	4	.....	35	.....	.....		.....	.....
2	Industrial School	201	57	241	17	211	47	96	160	2	258	258	258	.....	60	26	69	.....		.....	.....
3	Ladies' Protection and Relief Society	100	83	.....	.....	.....	.....	.....	.....	.....	160	160	160	.....	.....	.....	179	4		.....	.....
4	Pacific Hebrew Orphan Asylum and Home Society.	19	6	25	.....	25	.....	.....	25	.....	.....	.....	.....	.....	.....	12	13	.....		100	100
5	St. Boniface Orphan Asylum	10	9	18	1	14	5	.....	19	.....	15	14	14	.....	.....	4	14	1		.....	.....
6	Male Orphan Asylum	270	.....	270	.....	268	2	.....	.....	.....	270	270	270	270	.....	130	140	.....		1,312	100
7	Fitch's Home	26	16	42	.....	42	.....	20	9	.....	42	36	40	2	.....	14	16	.....		1,875	15
8	Hartford Orphan Asylum	38	18	56	.....	24	1	24	1	3	50	45	45	.....	.....	7	35	12		.....	.....
9	Hebrew Widows' and Orphan Society	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....
10	Soldiers' Orphans' Home	21	12	33	.....	33	.....	30	2	1	33	23	33	.....	.....	9	22	2		.....	.....
11	New Haven Orphan Asylum	66	42	108	.....	.....	.....	.....	.....	.....	88	88	43	70	.....	12	80	.....		590	50
12	Children's Hospital of the District of Columbia	16	9	21	4	18	.....	25	7	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....
13	Church Home of the Epiphany	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....
14	National Home for Destitute Women and Children, (colored.)	46	39	.....	85	85	.....	85	.....	.....	23	16	21	.....	47	33	49	.....		200	75
15	National Soldiers' and Sailors' Orphans' Home	30	28	58	0	58	0	.....	.....	.....	58	58	52	.....	.....	12	46	0		347	.....
16	St. Ann's Infant Asylum	25	30	60	.....	60	.....	.....	.....	.....	.....	.....	.....	.....	.....	10	25	25		.....	.....
17	St. John's Hospital for Children	11	13	24	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....
18	St. Joseph's Male Orphan Asylum	80	.....	80	.....	80	.....	.....	.....	.....	50	50	50	.....	.....	35	43	2		.....	.....
19	Washington City Orphan Asylum	34	43	77	.....	.....	.....	.....	.....	.....	58	24	44	4	.....	4	19	.....		.....	.....
20	Appleton Church Home	.....	20	20	.....	20	.....	20	.....	2	18	11	14	.....	.....	10	10	1		.....	.....
21	Chicago Nursery and Half-Orphan Asylum	67	66	133	.....	.....	2	2	131	.....	60	60	60	.....	25	.....	133	.....		.....	.....
22	Foundlings' Home	23	12	33	2	.....	.....	.....	.....	35	.....	.....	.....	.....	.....	.....	.....	35		.....	.....
23	Home of the Friendless	50	100	148	2	60	90	58	90	2	80	50	60	10	6	16	.....	2		.....	.....
24	News-Boys' and Boot-Blacks' Association	25	.....	25	.....	25	.....	7	5	.....	.....	.....	.....	.....	.....	13	6	.....		.....	.....
25	Protestant Orphan Asylum	48	35	79	4	83	.....	.....	.....	.....	67	40	60	.....	.....	63	20	.....		.....	.....
26	Uhliche Orphan Asylum	22	14	36	.....	28	8	2	16	.....	.....	.....	.....	.....	.....	30	6	.....		350	300
27	Colored Orphan Asylum	30	28	.....	58	58	.....	58	.....	.....	25	25	20	.....	.....	18	37	3		.....	.....
28	German Orphan Asylum	20	19	38	1	39	.....	23	16	.....	30	25	20	.....	.....	17	12	10		.....	.....

TABLE XXI.—*Statistics of orphan-asylums for* 1873, *&c.*—Continued.

Number.	Name	Present inmates.																	Volumes in library.	Increase since Oct. 15, 1872.
		Sex.		Race.		Nativity.		Parentage.			Instruction: No. taught—					Orphanage.				
		Male.	Female.	White.	Colored.	Native.	Foreign.	Native.	Foreign.	Unknown.	Reading.	Writing.	Arithmetic.	Drawing.	Special trades.	Orphans.	Half orphans.	Foundlings.		
	1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
29	Protestant Orphan Asylum	8	4	12	.....	12	.....	8	4	.....	6	2	2	.....	.....	4	6	2	.....	.....
30	Episcopal Orphan Asylum for Girls	.....	31	31	.....	31	.....	.....	.....	.....	31	31	31	.....	.....	12	18	1	.....	.....
31	Orphanage of Good Shepherd for Boys	30	.....	30	.....	30	.....	21	8	1	18	15	15	3	.....	13	17	.....	.....	.....
32	St. Joseph's Orphan Asylum	59	52	91	.....	91	.....	.....	.....	.....	.....	.....	.....	.....	.....	45	46	.....	.....	.....
33	Mount Carmel	.....	97	.....	.....	.....	.....	.....	.....	.....	60	60	60	.....	.....	.....	.....	.....	.....	.....
34	Annapolis Orphan Asylum	.....	3	3	.....	3	.....	3	.....	.....	3	3	3	.....	.....	3	.....	.....	.....	.....
35	Boys' Home	70	.....	70	.....	51	19	.....	.....	.....	70	70	70	.....	.....	42	28	.....	.....	.....
36	Home of Friendless	52	53	.....	.....	98	7	.....	.....	.....	105	105	105	.....	.....	9	50	.....	.....	.....
37	Orphans' Home, (German)	44	62	106	.....	106	.....	.....	.....	.....	.....	.....	.....	.....	.....	35	71	.....	.....	.....
38	St. Anthony's Orphan Asylum	97	90	187	.....	170	17	8	90	.....	130	100	100	18	.....	65	122	.....	250	30
39	St. Francis Orphan Asylum for Colored Children	.....	29	.....	29	29	.....	.....	.....	.....	50	50	20	.....	.....	10	16	3	.....	.....
40	St. Mary's Female Orphan Asylum	.....	120	120	.....	115	5	25	75	20	100	80	80	.....	.....	120	.....	.....	300	25
41	St. Vincent's Male Orphan Asylum	85	2	87	.....	76	11	58	29	.....	78	57	60	.....	.....	38	40	.....	374	12
42	Home for Friendless Children	1	13	14	.....	14	.....	14	.....	.....	11	11	8	.....	.....	5	9	.....	.....	.....
43	Boston Female Asylum	.....	86	.....	.....	.....	.....	.....	.....	.....	36	45	29	.....	.....	.....	.....	.....	.....	.....
44	Church Home for Orphans and Destitute Children	43	49	92	.....	72	20	.....	.....	.....	.....	.....	.....	.....	.....	11	69	.....	.....	.....
45	House of the Guardian Angel	161	.....	161	.....	144	17	64	97	.....	161	161	161	.....	.....	46	69	69	.....	.....
46	St. Vincent's Orphan Asylum	.....	217	215	2	185	32	70	147	.....	93	93	93	.....	.....	90	127	.....	.....	.....
47	Protectory of Mary Immaculate	38	59	97	.....	66	31	21	72	4	58	29	34	.....	.....	28	49	4	.....	.....
48	City Orphan Asylum	20	38	58	.....	48	10	.....	58	.....	46	40	46	.....	30	12	38	2	.....	.....
49	Seamen's Widow and Orphan Association	4	10	14	.....	14	.....	.....	.....	.....	11	11	11	11	.....	2	12	.....	.....	.....
50	Home for the Friendless	9	10	19	.....	19	.....	10	.....	9	4	2	4	.....	.....	1	18	.....	.....	.....
51	Industrial School	32	32	52	12	24	40	14	50	.....	64	64	64	.....	.....	.....	35	.....	.....	.....
52	St. Anthony's Male Orphan Asylum	73	.....	73	.....	65	8	11	61	1	69	60	40	.....	.....	51	22	.....	.....	.....
53	St. Vincent's Orphan Asylum	.....	73	73	.....	65	8	.....	.....	73	63	63	63	.....	.....	30	43	.....	.....	.....
54	D'Evereux Hall Asylum	51	.....	51	.....	51	.....	50	1	.....	51	40	40	5	.....	43	7	1	.....	.....
55	Girls' Industrial School	.....	75	75	.....	45	.....	35	.....	.....	75	60	75	.....	.....	15	25	.....	.....	.....
56	Home of the Friendless	.....	34	34	.....	12	22	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
57	Methodist Orphans' Home	10	13	23	.....	22	1	.....	.....	.....	19	16	15	1	2	14	8	1	.....	.....
58	Mission Free School	6	8	14	.....	14	.....	10	4	.....	13	7	13	.....	.....	6	8	.....	.....	.....

59	Protestant Orphan Asylum, (German)	71	68	139	.....	117	22	26	113	.....	90	90	75	.....	75	68	71	.....	.....	.....
60	St Mary's Female Orphan Asylum	1	175	176	.....	164	12	23	153	.....	162	162	162	.....	15	102	60	.....	.....	.....
61	New Hampshire Orphans' Home School of Industry.	23	11	33	1	33	1	31	2	1	26	14	23	2	.....	21	13	.....	200	150
62	The Children's Friend Society	28	24	52	.....	50	2	12	16	.....	24	20	21	.....	.....	12	40	.....	.....	.....
63	Newark Orphan Asylum Association	39	33	72	.....	68	5	52	20	.....	49	49	41	25	.....	13	54	.....	20	.....
64	St. Vincent's Male Orphan Asylum	111	.....	111	.....	92	19	8	103	.....	99	63	63	.....	.....	31	80	.....	150	33
65	Cayuga Orphan Asylum	62	29	82	9	89	2	86	5	.....	62	32	47	.....	.....	10	59	1	.....	.....
66	Orphan Asylum	.....	35	44	.....	44	.....	31	4	.....	35	35	35	.....	.....	26	9	.....	.....	.....
67	Industrial School, or St. Paul's Female Orphan Asylum.	.....	541	541	.....	504	37	.....	541	.....	450	350	450	.....	224	350	191	.....	.....	.....
68	Orphans' Home	34	20	54	.....	50	4	.....	54	.....	27	27	27	.....	.....	50	4	.....	.....	.....
69	Orphans' Home of the Church Charity Foundation.	46	22	68	.....	57	11	37	31	.....	68	30	50	.....	68	24	44	.....	.....	.....
70	Roman Catholic Asylum for Boys	335	.....	334	1	314	21	46	289	.....	330	289	289	50	.....	145	190	.....	.....	.....
71	Orphans' Society for the City of Brooklyn	156	89	245	.....	213	32	75	169	1	230	143	143	.....	.....	38	207	.....	.....	.....
72	Buffalo German Orphan Asylum of St. Mary's German Church.	21	19	40	.....	40	.....	.....	39	1	29	29	29	29	29	13	25	1	600	.....
73	St. John's Orphan Asylum	42	35	77	.....	65	12	5	61	.....	57	57	57	57	.....	49	19	.....	600	200
74	St. Vincent's Female Orphan Asylum	.....	99	99	.....	91	8	.....	.....	.....	89	81	81	.....	5	29	59	.....	.....	.....
75	Ontario Orphan Asylum	23	16	36	3	36	3	15	20	4	35	20	20	15	.....	6	31	.....	.....	.....
76	Thomas Asylum for Orphans and Destitute Indian Children.	64	39	.....	.....	103	.....	103	.....	.....	90	80	80	15	5	.....	.....	.....	262	149
77	Orphan House of the Holy Saviour	3	18	20	1	19	2	19	2	.....	20	11	16	.....	.....	3	17	.....	.....	.....
78	St. Mary's Orphan Asylum	.....	15	15	.....	13	2	.....	15	.....	14	14	14	.....	1	6	9	.....	200	40
79	Southern Tier Orphan Asylum	30	14	44	.....	42	2	37	7	.....	25	18	18	.....	.....	3	38	3	.....	.....
80	Orphan and Relief Asylum	37	16	51	2	50	3	.....	.....	.....	45	30	30	.....	.....	6	47	.....	.....	.....
81	Wartburg Orphans' Farm School	30	30	60	.....	60	.....	1	59	.....	60	50	50	50	.....	49	11	.....	400	100
82	Colored Orphan Asylum	175	96	.....	271	265	6	250	.....	.....	204	208	208	80	.....	122	145	4	300	40
83	Hebrew Orphan Asylum	139	51	190	.....	144	46	.....	102	88	178	178	164	115	21	44	145	1	518	.....
84	Home of the Friendless	47	70	123	1	78	15	27	50	16	35	20	35	.....	.....	29	41	6	560	50
85	Industrial School, Hart's Island	3,573	20	3,521	72	3,124	469	1,706	1,887	.....	2,188	1,752	.....	.....	.....	476	949	.....	.....	.....
86	Leake and Watts' Orphan Home	78	46	124	.....	119	5	31	91	2	106	51	101	.....	.....	124	.....	.....	600	50
87	New York Infant Asylum	.....	.....	146	.....	146	.....	31	90	25	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
88	New York Juvenile Asylum	554	104	633	25	595	63	150	483	25	658	540	540	46	160	42	254	.....	772	84
89	Orphan Asylum Society of City of New York	96	65	161	.....	153	8	.....	.....	.....	153	153	153	.....	.....	83	70	3	350	.....
90	Orphans' Home and Asylum of Protestant Episcopal Church.	66	75	141	.....	117	24	112	29	.....	141	118	118	.....	.....	34	107	.....	.....	.....
91	Protestant Half-Orphan Asylum	124	84	208	.....	166	42	47	161	.....	206	169	151	.....	.....	12	196	.....	471	43
92	St. Joseph's Industrial School	.....	187	187	.....	175	12	10	177	.....	160	155	155	.....	80	51	109	.....	600	200
93	St. Joseph's Orphan Asylum	99	81	180	.....	159	21	4	176	.....	171	171	171	.....	.....	102	65	1	200	.....
94	St. Stephen's Home for Destitute Children	40	60	100	.....	87	13	58	42	.....	86	86	86	.....	.....	63	37	.....	200	50
95	The Sheltering Arms	65	70	135	.....	125	10	60	75	.....	120	120	120	.....	.....	2	80	.....	450	50
96	Shelter for Respectable Girls	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
97	Society for the Relief of the Ruptured and Crippled.	360	365	725	.....	688	37	241	447	.....	725	725	725	.....	.....	90	684	.....	250	.....
98	Society for Relief of Half Orphans and Destitute Children.	121	97	218	.....	190	28	35	173	.....	216	110	109	.....	.....	9	209	.....	471	43
99	Union Home and School	134	67	201	.....	151	44	54	71	54	195	195	160	110	37	59	132	.....	.....	.....
100	Wilson's Industrial School and Mission	.....	.....	198	.....	.....	.....	.....	.....	.....	198	198	198	198	.....	.....	.....	.....	.....	.....
101	Poughkeepsie Orphan House	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
102	Children's Home	47	9	52	4	40	16	18	37	1	92	72	92	92	.....	.....	45	.....	300	.....

TABLE XXI.—*Statistics of orphan-asylums for* 1873, *&c.*—Continued.

Number.	Name.	Present inmates.																		Volumes in library.	Increase since Oct. 15, 1872.
		Sex.		Race.		Nativity.		Parentage.			Instruction: No. taught—					Orphanage.					
		Male.	Female.	White.	Colored.	Native.	Foreign.	Native.	Foreign.	Unknown.	Reading.	Writing.	Arithmetic.	Drawing.	Special trades.	Orphans.	Half orphans.	Foundlings.		
	1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
103	Industrial School	20	.....	20	.....	20	.....	12	8	.....	20	20	20	10	.....	20	.....	.....	.....	.....
104	Rochester Orphan Asylum	45	27	68	4	62	10	29	42	1	50	20	36	.....	.....	10	38	9	784	60
105	St. Mary's Orphan Asylum for Boys	153	.....	150	3	142	11	30	90	33	120	100	60	20	.....	79	74	.....	200	.....
106	St. Patrick's Female Orphan Asylum	.....	134	133	1	122	12	7	127	.....	127	50	40	.....	20	.....	.....	.....	.....	.....
107	House of the Good Shepherd	27	23	50	.....	40	10	20	25	.....	48	48	48	48	.....	6	44	.....	.....	.....
108	Onondaga County Asylum	80	42	121	1	78	44	41	67	14	100	85	103	85	1	9	64	49	.....	.....
109	St. Vincent de Paul's Asylum	.....	116	116	.....	106	10	43	73	.....	108	108	108	62	41	21	89	.....	.....	.....
110	Troy Catholic Orphan Asylum	125	.....	125	.....	111	14	9	113	3	113	56	69	44	.....	6	119	.....	275	.....
111	Troy Orphan Asylum	48	46	94	.....	90	4	56	37	1	93	40	45	.....	.....	14	57	.....	575	.....
112	House of the Good Shepherd	14	23	37	.....	32	5	20	12	5	16	14	14	8	.....	.....	.....	.....	.....	.....
113	St. Vincent's Male Orphan Asylum	59	.....	59	.....	57	2	12	47	.....	59	40	40	.....	.....	59	.....	.....	250	50
114	Children's Home	25	20	40	.....	43	2	18	27	.....	30	30	30	30	.....	5	27	2	.....	.....
115	Cincinnati Orphan Asylum	52	39	91	.....	91	.....	.....	91	.....	.....	.....	.....	.....	7	24	67	.....	.....	.....
116	City Infirmary for Children	322	283	483	40	145	414	.....	.....	.....	26	21	10	.....	.....	.....	.....	2	.....	.....
117	German Orphan Asylum	50	55	105	.....	.....	.....	.....	.....	.....	90	90	90	90	.....	81	24	.....	255	32
118	Industrial School	.....	60	60	.....	52	8	.....	60	.....	50	45	48	.....	45	10	40	.....	100	.....
119	Cleveland Industrial School	.....	.....	.....	.....	.....	.....	.....	.....	.....	280	240	280	20	.....	70	140	70	.....	.....
120	Cleveland Orphan Asylum	32	30	61	1	30	32	29	33	.....	41	26	16	41	.....	31	30	1	1,000	.....
121	Jewish Orphan Asylum	92	73	165	.....	146	19	.....	.....	.....	147	165	161	165	.....	26	139	.....	450	25
122	Children's Home	54	19	71	2	69	4	69	4	.....	35	16	16	.....	.....	10	20	4	.....	.....
123	Ebenezer Orphan Asylum	57	43	100	.....	100	.....	56	42	2	80	75	73	.....	65	38	62	.....	400	70
124	Children's Home	50	23	62	11	73	.....	70	3	.....	54	35	35	.....	.....	6	46	.....	25	.....
125	Orphans' Home, (Protestant)	22	16	36	2	.....	.....	.....	.....	1	20	20	20	.....	.....	4	34	.....	.....	.....
126	Orphans' Home, (German Lutheran)	17	18	35	.....	30	5	12	16	1	29	29	30	.....	.....	17	17	1	30	5
127	Soldiers' and Sailors' Orphans' Home	400	200	592	8	600	.....	.....	.....	.....	550	550	550	550	.....	75	526	.....	1,000	400
128	McIntire Children's Home	19	7	26	.....	26	.....	26	.....	.....	16	12	12	.....	1	2	18	2	200	30
129	Pittsburg and Allegheny Home for the Friendless.	41	26	67	.....	.....	6	.....	.....	32	28	16	15	.....	.....	5	15	.....	500	200
130	Protestant Orphan Asylum	87	59	146	.....	.....	.....	.....	.....	.....	123	73	73	60	.....	.....	.....	.....	.....	.....
131	St. Joseph's Orphan Asylum	58	40	98	.....	24	74	17	31	.....	65	65	65	65	65	50	48	.....	295	40

132	Soldiers' Orphan School	64	50	.....	114	114	.....	114	.....	.....	114	114	114	12	.....	23	91	.....	275	200
133	St. Paul's Orphan Home	29	12	41	.....	40	1	.....	4	.....	39	33	30	.....	.....	4	31	.....	.....	.....
134	Soldiers' Orphans' School	154	77	231	.....	231	.....	.....	.....	.....	231	203	196	196	.....	.....	231	.....	420	.....
135	Soldiers' Orphans' School	94	70	164	.....	164	.....	.....	.....	.....	164	164	164	.....	.....	.....	.....	.....	.....	.....
136	Soldiers' Orphan School	123	74	197	.....	.....	.....	.....	.....	.....	197	197	197	197	.....	197	175	.....	1,200	50
137	Soldiers' Orphans' School	137	88	225	.....	225	.....	225	.....	.....	225	175	175	150	.....	6	219	.....	125	125
138	Orphans' Home and Asylum for the Aged, &c	38	36	74	.....	53	15	5	48	.....	32	32	32	12	2	44	9	.....	355	.....
139	Soldiers' Orphans' School	88	63	151	.....	151	.....	151	.....	.....	151	151	140	.....	.....	140	11	.....	150	50
140	Home for Friendless Children of City and County of Lancaster.	72	32	104	.....	104	.....	.....	.....	4	83	101	90	101	.....	21	82	4	.....	.....
141	Pressler Orphan Home	125	50	175	.....	175	.....	.....	.....	.....	170	160	160	100	50	33	75	4	800	100
142	Soldiers' Orphan School	83	68	151	.....	151	.....	151	.....	.....	151	151	144	.....	1	151	.....	.....	300	.....
143	Soldiers' Orphan School	126	94	220	.....	220	.....	219	1	.....	220	220	220	220	.....	.....	220	.....	.....	.....
144	Soldiers' Orphan School	175	50	225	.....	225	.....	.....	.....	.....	225	70	225	50	30	.....	225	.....	.....	.....
145	Aimwell School Association	.....	70	70	.....	.....	.....	.....	.....	.....	70	70	70	70	.....	.....	.....	.....	.....	.....
146	Burd Orphan Asylum	.....	42	42	.....	42	.....	32	10	.....	38	38	38	.....	.....	7	35	.....	.....	.....
147	Catholic Home for Destitute Orphan Girls	.....	68	68	.....	66	2	2	66	.....	42	18	30	.....	.....	10	30	28	.....	.....
148	Church Home for Children	20	53	73	.....	73	.....	.....	.....	.....	73	73	73	.....	.....	.....	.....	.....	.....	.....
149	Home for Destitute Colored Children	25	11	.....	36	36	.....	36	.....	.....	30	30	30	.....	.....	.....	.....	.....	100	50
150	Industrial Home for Girls	.....	27	27	.....	27	.....	.....	.....	.....	27	27	27	.....	.....	.....	.....	.....	.....	.....
151	Jewish Foster Home	17	21	38	.....	38	.....	.....	38	.....	35	35	35	.....	.....	2	36	.....	.....	.....
152	Lincoln Institute	120	.....	120	.....	93	27	.....	.....	.....	110	100	101	83	.....	18	102	.....	.....	.....
153	Northern Home for Friendless Children and Soldiers' Orphans' Institute.	253	109	362	.....	342	20	.....	.....	.....	320	250	300	100	.....	22	340	.....	300	100
154	Soldiers' Orphans' Institute	140	97	237	.....	237	.....	229	.....	.....	220	220	220	220	230	.....	.....	.....	1,500	.....
155	St. Stephen's Female Orphan Asylum	.....	130	130	.....	100	.....	.....	.....	.....	110	70	70	.....	.....	95	35	.....	.....	.....
156	Union School and Children's Home	77	17	94	.....	24	60	13	79	2	70	70	69	.....	.....	51	43	.....	.....	.....
157	Western Providence Society and Children's Home	37	30	67	.....	.....	.....	.....	.....	.....	53	50	53	.....	.....	.....	.....	.....	.....	.....
158	Phillipsburg Soldiers' Orphan School	85	62	147	.....	147	.....	95	52	.....	147	147	147	20	50	147	27	.....	.....	.....
159	Home for the Friendless	.....	.....	.....	.....	.....	.....	51	25	.....	76	76	76	.....	.....	2	19	.....	.....	.....
160	Soldiers' Orphan School	99	81	178	2	180	.....	170	10	.....	180	180	180	.....	20	13	167	.....	.....	.....
161	Soldiers' Orphan School	82	58	140	.....	140	.....	.....	.....	.....	125	100	125	.....	8	6	132	.....	200	.....
162	Home for Friendless Children of Wilkesbarre and Luzerne County.	17	17	34	.....	34	.....	.....	.....	.....	30	30	33	.....	.....	1	33	.....	241	.....
163	Children's Home for the Borough and County of York.	26	34	60	.....	60	.....	53	7	.....	56	48	48	.....	.....	11	49	.....	.....	.....
164	The Orphan's Farm School	43	.....	43	.....	43	.....	.....	.....	.....	43	43	43	43	.....	43	.....	.....	.....	.....
165	Children's Friend Society	48	37	85	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	13	39	.....	.....	.....
166	Providence Association for the benefit of Colored Children.	13	20	.....	33	33	.....	33	.....	.....	32	15	15	.....	.....	5	28	.....	.....	.....
167	Providence Nursery	20	10	30	.....	35	5	10	20	.....	8	8	8	.....	.....	3	27	.....	.....	.....
168	Charleston Orphan Asylum	138	122	260	.....	253	7	.....	.....	.....	204	204	204	.....	.....	80	154	.....	1,770	.....
169	Church Home	1	20	21	.....	17	3	.....	.....	.....	7	7	7	.....	.....	1	2	.....	.....	.....
170	Holy Communion Church Institute	80	.....	80	.....	80	.....	80	.....	.....	80	80	80	.....	.....	36	23	.....	.....	.....
171	Orphans' Home	18	12	30	.....	30	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
172	Carolina Orphan Home	8	2	10	.....	10	.....	10	.....	.....	10	4	1	.....	.....	5	2	.....	.....	.....
173	House of Industry	.....	20	20	.....	20	.....	.....	.....	.....	20	20	20	.....	20	20	.....	.....	.....	.....
174	Protestant Orphan Asylum	2	16	18	.....	18	.....	18	.....	.....	.....	.....	.....	.....	.....	12	5	1	.....	.....
175	Wheeling Hospital and Orphan Asylum	16	52	66	2	56	12	30	36	2	35	35	27	.....	3	29	11	1	.....	.....
176	The Cradle Home	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
177	Milwaukee Protestant Orphan Asylum	49	37	84	2	81	5	26	60	.....	49	25	25	25	30	10	76	.....	200	20

TABLE XXI.—*Statistics of orphan-asylums for* 1873, *&c.*—Continued.

Number.	Name.	Present inmates.																	Volumes in library.	Increase since Oct. 15, 1872.
		Sex.		Race.		Nativity.		Parentage.			Instruction: No. taught—					Orphanage.				
		Male.	Female.	White.	Colored.	Native.	Foreign.	Native.	Foreign.	Unknown.	Reading.	Writing.	Arithmetic.	Drawing.	Special trades.	Orphans.	Half orphans.	Foundlings.		
	1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
178	Taylor Orphan Asylum	14	10	23	1	15	9	5	19	.....	21	16	16	.....	.....	12	7	.....	.....	.....
179	St. Aemilianus Orphan Asylum	79	.....	79	.....	79	.....	39	40	.....	60	60	50	.....	.....	50	29	.....	.....	.....
180	St. Mary's Orphan Asylum	.....	27	27	.....	27	.....	.....	.....	.....	25	25	25	.....	20	7	20	.....	150	.....

List of orphan-asylums from which no information has been received.

Name.	Location.
Female Orphans' Home	Mobile, Ala.
Industrial School for Orphans and Destitute Boys	Do.
Male Orphan Asylum and Industrial School	Do.
Sheltering Arms	Do.
Orphans' Home	Montgomery, Ala.
Auxiliary Orphan Asylum	San Francisco, Cal
Home Association	Do.
Orphan Asylum	Do.
Protestant Orphan Asylum	Do.
Roman Catholic Orphan Asylum	Do.
Roman Catholic Orphan Asylum	Denver, Colo.
Roman Catholic Orphan Asylum for Boys	Hartford, Conn.
Roman Catholic Orphan Asylum for Girls	Do.
St. Francis Orphan Asylum for Girls	New Haven, Conn.
Female Orphan Asylum	Wilmington, Del.
Industrial Home School	Washington, D. C.
St. John's Orphanage	Do.
St. Mary's Home of Industry	Do.
St. Rose's Industrial School	Do.
St. Vincent's Female Orphan Asylum	Do.
Washington Asylum	Do.
Female Orphan Asylum	Savannah, Ga.
Male Orphan Asylum	Do.
Scandinavian Orphan Asylum	Berlin, Ill.
Boys' Asylum, Roman Catholic	Chicago, Ill.
Chicago Orphan Asylum	Do.
Nursery and Half-Orphan Asylum	Do.
St. Mary's and St. Joseph's Orphan Asylum	Do.
St. Paul's Orphan Asylum	Do.
St. Vincent's House of Providence	Do.
St. Aloysius Orphan Asylum of St. Boniface Church	Quincy, Ill.
German Orphan Asylum	Indianapolis, Ind.
Home for the Friendless	Do.
Orphans' Home	Do.
Sisters of Providence	Do.
Orphan Asylum	Rensselaer, Ind.
St. Vincent's Male Orphan Asylum	Vincennes, Ind.
St. Vincent's Orphan Asylum	Leavenworth, Kans.
German Orphan Asylum	Covington, Ky.
St. John's Orphan Asylum	Do.
St. Joseph's Orphan Asylum	Do.
Orphanage of Christ Church	Louisville, Ky.
Orphan Asylum of St. Paul's Church	Do.
St. Thomas's Male Orphan Asylum	Do.
St. Vincent's Female Orphan Asylum	Do.
Protestant Episcopal Children's Home	New Orleans, La.
St. Elizabeth Home of Industry	Do.
St. Joseph's Orphan Asylum	Do.
St. Louis Female Asylum	Do.
St. Mary's Orphan Asylum	Do.
St. Theresa Female Orphan Asylum	Do.
St. Vincent's Home for Boys	Do.
Female Orphan Asylum	Portland, Me.
Baltimore Orphan Asylum	Baltimore, Md.
Children's Aid Society	Do.
Maryland Industrial School	Do.
St. Joseph's School of Industry	Do.
St. Mary's Industrial School for Boys	Do.
Boston Asylum and Farm School	Boston, Mass.
Home for Destitute Roman-Catholic Children	Do.
St. Mary's Industrial School	Dedham, Mass.
State Alms-House, (orphans' department)	Hampden County, Mass.
State Industrial School for Girls	Lancaster, Mass.
St. Patrick's Orphan Asylum	Lawrence, Mass.
State Alms-House, (orphans' department)	Plymouth County, Mass.
Home of Providence	Detroit, Mich.
House of Shelter	Do.
Protestant Orphan Asylum	Do.
Widows' and Orphans' Association	Do.
Girls' Orphan Asylum	St. Joseph, Minn.
St. Joseph's Orphan Asylum	St. Paul, Minn.
Orphan Asylum	Shakopee, Minn.
St. Mary's Orphan Asylum	Natchez, Miss.
Episcopal Orphans' Home	St. Louis, Mo.
Home of Guardian Angel	Do.
Home of the Good Shepherd	Do.
Mulanphy Orphan Asylum for Females	Do.
Orphans' Home	Do.
Orphans' Home, (colored)	Do.
Presbyterian Home	Do.
Protestant Orphans' Home	Do.

List of orphan-asylums, &c.—Continued.

Name.	Location.
St. Bridget's Half-Orphan Asylum	St. Louis, Mo.
St. Joseph's Half-Orphan Asylum	Do.
St. Mary's Roman-Catholic Orphan Asylum	Do.
St. Philomena Orphan Asylum and School	Do.
St. Vincent's German Male and Female Orphan Asylum	Do.
Orphan Asylum	Virginia City, Nev.
St. Vincent's Industrial School	Newark, N. J.
The Protestant Foster Home Society	Do.
Orphan Asylum for Girls	Paterson, N. J.
St. Mary's Orphan Asylum	South Orange, N. J.
Boys' Orphan Asylum	Albany, N. Y.
St. Thomas's Orphan Asylum	Batavia, N. Y.
Brooklyn Orphan Asylum	Brooklyn, N. Y.
Female Orphan Asylum	Do.
Orphan Asylum of the Church of the Holy Trinity	Do.
St. Joseph Female Orphan Asylum	Do.
Church Charity Foundation	Buffalo, N. Y.
Church Home	Do.
St. Joseph's Boys' Orphan Asylum	Do.
St. Mary's Orphan Asylum	Canandaigua, N. Y.
St. Mary's Orphan Asylum	Clifton, Long Island, N. Y.
St. Joseph's Orphan Asylum	Erie, N. Y.
St. Patrick's Orphan Asylum	Newburg, N. Y.
Children's Fold	New York, N. Y.
Five-Points House of Industry	Do.
Five-Points Mission	Do.
Half-Orphan Asylum	Do.
Home for Foundlings	Do.
Home for the Aged and Children	Do.
Home of Industry	Do.
House of Mercy	Do.
Industrial School of Sisters of Mercy	Do.
Institution of Reward for Soldiers' Children	Do.
New York Juvenile Guardian Society	Do.
New York Orphan Asylum	Do.
Roman-Catholic Half-Orphan Asylum	Do.
Roman-Catholic Orphan Asylum for Boys	Do.
Roman-Catholic Orphan Asylum for Girls	Do.
St. Luke's Home	Do.
St. Patrick's Female Orphan Asylum	Do.
St. Patrick's Male Orphan Asylum	Do.
St. Patrick's New Female Orphan Asylum	Do.
St. Paul's Orphan Asylum	Do.
St. Vincent de Paul's Asylum	Do.
Shepherd's Fold of Protestant-Episcopal Church	Do.
Sisters of St. Dominick's Orphan Asylum	Do.
Society for the Protection of Destitute Roman-Catholic Children	Do.
County Alms-house, (orphans' department)	Onondaga Hill, N. Y.
Juvenile Asylum	Randall's Island, N. Y.
Church Home	Rochester, N. Y.
St. Joseph's Orphan Asylum, (German)	Do.
St. Mary's Orphan Asylum	Rondout, N. Y.
Church Brotherhood	Syracuse, N. Y.
Church Sisterhood	Do.
Home of the Good Shepherd	Do.
St. Mary's Orphan Asylum	Do.
St. John's Mission and Industrial School	Do.
Syracuse Orphan Asylum	Do.
Trinity Church Mission and Industrial School	Do.
Orphan Asylum and School	Troy, N. Y.
Orphan Asylum	Utica, N. Y.
St. John's Asylum	Do.
St. John's Orphan Asylum	Do.
Cincinnati Colored Orphan Asylum	Cincinnati, Ohio.
Cincinnati Union Bethel	Do.
Home of the Friendless	Do.
House of Preservation of Children	Do.
Industrial School of Guardian Angels	Do.
News-Boys' Home	Do.
Protestant Orphan Asylum	Do.
St. Aloysius Orphan Asylum	Do.
Bethel Home	Cleveland, Ohio.
German Orphan Asylum	Do.
Home of the Friendless	Do.
Roman-Catholic Orphan Asylum	Do.
St. Joseph's Orphan Asylum	Do.
St. Mary's Female Orphan Asylum	Do.
Trinity Church Home	Do.
St. Joseph and St. Peter's Asylum	Cumminsville, Ohio.
Asylum of Franciscan Sisters	Delphos, Ohio.
Orphans' Asylum	Oberlin, Ohio.

List of orphan-asylums, &c.—Continued.

Name.	Location.
Citizens' Hospital and Orphan Asylum	Tiffin, Ohio.
St. Vincent's Orphan Asylum	Toledo, Ohio.
Church Home	Allegheny, Pa.
German Catholic Orphan Asylum	Do.
Home for the Friendless	Do.
Home of Industry	Do.
St. Joseph's Orphan Asylum	Allegheny County, Pa.
Soldiers' Orphan School	Andersonburg, Pa.
Soldiers' Orphan School	Cathedral, Pa.
Home for the Friendless, for Harrisburg and County of Dauphin	Harrisburg, Pa.
Carsville Orphan Asylum	Huntingdon, Pa.
Children's Home	Lancaster, Pa.
St. James' Orphan Asylum	Do.
Emmons Institute	Middletown, Pa.
Soldiers' Orphan School	Mt. Joy, Pa.
Asylum for Care of Colored Orphans	Philadelphia, Pa.
Educational Home for Boys	Do.
Foster Home Association	Do.
Home for Little Wanderers	Do.
Industrial Home for Girls	Do.
News-Boys' Home	Do.
Orphan Society of Philadelphia	Do.
St. John's Male Orphan Asylum	Do.
St. Vincent's Home	Do.
St. Vincent's Orphan Asylum	Do.
Union Temporary Home for Children	Do.
Allegheny County Home	Pittsburg, Pa.
Church Home	Do.
Home for the Friendless	Do.
Orphan Farm School	Do.
St. Paul's Roman-Catholic Asylum	Do.
St. Vincent's College	Do.
The Sheltering Arms	Do.
Orphans' Home	Rochester, Pa.
Soldiers' Orphan School	Water Cure, Pa.
Orphans' Home of the Shepherd of Lambs	Womelsdorf, Pa.
Childrens' Home	York, Pa.
St. Aloysius Orphan Asylum	Providence, R. I.
Shelter House	Do.
Boys' Orphan Asylum, Roman Catholic	Charleston, S. C.
Christ Church Industrial School	Do.
Girls' Orphan Asylum	Do.
St. Philip's Church Home	Do.
State Orphan Asylum for Colored Children	Do.
Momwell Orphanage	Clinton, S. C.
Palmetto Orphan Asylum	Columbia, S. C.
Canfield Colored Orphan Asylum	Memphis, Tenn.
Church Home	Do.
Leath Orphan Asylum	Do.
St. Peter's Orphan Asylum	Do.
County Asylum, (orphans' department)	Nashville, Tenn.
St. Mary's Orphan Asylum	Do.
Orphan Asylum	Burlington, Vt.
Providence Orphan Asylum	Do.
St. Mary's Orphan Asylum	Norfolk, Va.
St. Joseph's Orphan Asylum	Richmond, Va.
St. Joseph's Orphan Asylum	Milwaukee, Wis.
St. Rosa's Female Orphan Asylum	Do.
St. Genovefa Female Orphan Asylum	Vancouver, Wash.
St. Vincent's Male Orphan Asylum	Do.

TABLE XXII.—*Statistics of reform-schools for* 1873; *from replies to inquiries by the United States Bureau of Education.*

Number.	Name.	Location.	Date of establishment.	Control.	Superintendent.	ASSISTANTS.		
						Total number.	Male.	Female.
	1	2	3	4	5	6	7	8
1	State Reform School	Meriden, Conn	1853	State	Edw. W. Hatch, M. D	17	13	4
2	Connecticut Industrial School for Girls	Middletown, Conn	1868	Municipal	J. H. Eastman	6	....	6
3	State Reform School	Pontiac, Ill	1871	State	Dr. J. G. Scouller	14	8	6
4	House of Refuge	Plainfield, Ind	1868	....do	Frank B. Ainsworth	17	10	7
5	Iowa State Reform School	Eldora, Iowa	1868	....do	J. McCarty	16	9	7
6	House of Refuge	Louisville, Ky	1865	Municipal	P. Caldwell	15	12	3
7	Boys' House of Refuge	New Orleans, La	1850	....do	W. J. Starks	11	6	5
8	Maine State Reform School	Cape Elizabeth, Me	1851	State	Rev. E. W. Hutchinson	15	7	8
9	House of Refuge for Juvenile Delinquents	Baltimore, Md	1855	Municipal	R. Lincoln	17	13	4
10	House of Reformation and Instruction for Colored Children	Bowie, Md	1873	Corporate	General John W. Horn	5	3	2
11	Boston House of Reformation for Juvenile Offenders	Boston, Mass	1847	Municipal	John C. Whiton	13	11	2
12	State Industrial School for Girls	Lancaster, Mass	1856	State	Rev. Marcus Ames	17	....	17
13	State Primary School	Monson, Mass	1866	....do	Dr. H. P. Wakefield	8	1	7
14	State Reform School	Westboro', Mass	1848	....do	Allen G. Shepherd	41	22	19
15	Detroit House of Correction	Detroit, Mich	1861	City	A. Lederle	18	13	5
16	Michigan State Reform School	Lansing, Mich	1855	State	Rev. Charles Thompson	14	8	6
17	New Hampshire State Reform School	Manchester, N. H	1855	....do	E. Ingham	14	5	9
18	State Reform School	Jamesburg, N. J	1867	....do	Rev. L. U. Sheldon	10	5	5
19	Truant Home	New Lots, Kings County, N. Y	1857	City	Charles Demerest	10	3	7
20	Catholic Protectory for Boys	New York, N. Y	1863	Corporate	Brother Telrow	28	28	....
21	Catholic Protectory for Girls	New York, N. Y	1863	....do	Sister M. Helena	18	....	18
22	House of Refuge	Randall's Island, N. Y	1825	State	Israel C. Jones	51	30	21
23	Western House of Refuge	Rochester, N. Y	1846	....do	Levi S. Fulton	32	21	11
24	House of Refuge	Cincinnati, Ohio	1850	Municipal	H. A. Montfort	18	10	8
25	Protectory for Boys	Cincinnati, Ohio	1868	Brothers of St. Francis	Brother Michael Duex	17	17	....
26	State Reform School	Lancaster, Ohio	1857	State	G. E. Howe	....	....	....
27	State Girls' Industrial Home	Louis Centre, Ohio	1869	....do	John Nichols, M. D	13	5	8
28	House of Refuge, (white)	Philadelphia, Pa	1826	Board of managers	J. K. McKeever	22	10	12
29	Western House of Refuge	Pittsburgh, Pa	1854	....do	Rev. R. N. Avery	19	7	12
30	Providence Reform School	Providence, R. I	1850	Municipal	J. M. Talcott	17	8	9
31	Industrial School	Charleston, S. C	1870	....	Mary Bellinger	11	....	5
32	Vermont Reform School	Waterbury, Vt	1865	State	G. Fairbank	14	5	9
33	Girls' Reform School	Washington, D. C	1873	Board of trustees	....	....	....	....
34	Reform School of District of Columbia	Near Washington, D. C	1869	Territorial	F. W. Howe	8	4	4

TABLE XXII.—*Statistics of reform-schools for* 1873, *&c.*—Continued.

Number.	CONDITIONS OF COMMITMENT.		Number committed during the year.	Number discharged during the year.	PRESENT INMATES.																						
					Sex.		Race.		Nativity.																		
	Age.	Other conditions.			Male.	Female.	White.	Colored.	Native.	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.	Number illiterate when committed, native parentage.	Number illiterate when committed, foreign parentage.	Number could read when committed.	Number could read and write when committed.	Number taught to read.	Number taught to write.
	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
1	8–17	Crime, vagrancy, and truancy	141	160	314	....	289	25	290	24	116	198	220	208	276	....	....	....	25	120	103	40	6	175	41	162	170
2	8–16	Vagrancy and truancy	34	34	.....	75	.....	.....	.....	.....	4	14	6	10	.....	.....	.....	14	.....	.....	.....	.....	.....	.....	.....	.....	.....
3	10–16	Trial by jury and conviction of crime	152	72	152	....	139	13	130	22	18	67	129	111	.....	.....	.....	.....	.....	.....	32	27	....	37	65	25	26
4	6–16	Vagrancy, incorrigibility, viciousness, and criminality.	69	56	56	....	.....	.....	.....	.....	20	19	23	7	.....	.....	.....	.....	.....	.....	.....	.....	.....	27	22	20	27
5	Under 18	Vagrancy, incorrigibility, &c	70	37	146	11	157	....	152	5	14	63	112	87	.....	.....	.....	.....	.....	.....	.....	22	4	13	94	24	22
6	7–16	Petit larceny, vagrancy, and incorrigibility	90	63	150	24	174	....	62	25	64	37	24	29	.....	.....	.....	.....	19	34	12	14	.....	.....	.....	.....	.....
7	6–18	Larceny, vagrancy, and truancy	160	145	118	....	57	61	111	7	41	45	35	10	50	42	46	20	39	35	29	53	....	72	40	37	18
8	8–16	During minority, unless sooner discharged	46	50	140	....	134	6	42	6	18	122	115	111	.....	.....	.....	.....	.....	.....	23	.....	.....	69	38	20	69
9	8–16	Larceny, vagrancy, and truancy	110	134	293	....	293	...	105	5	11	59	85	63	.....	.....	.....	45	.....	.....	23	20	2	33	43	13	60
10	6–16	During minority	72	.....	.....	.....	.....	72	72	....	10	26	24	4	46	19	7	34	7	6	25	50	....	12	3	7	6
11	7–16	Larceny, vagrancy, and truancy	222	231	271	25	291	5	251	45	31	112	75	78	58	60	178	127	48	42	79	24	25	103	144	49	126
12	7–16	Vagrancy, viciousness, and poverty	20	40	.....	.....	98	12	105	5	21	26	31	32	9	....	....	....	25	25	50	2	3	30	75	....	35
13	3–16	Poverty and crime	251	200	376	200	546	30	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
14	7–17	During minority	226	169	311	....	299	12	284	27	15	156	80	60	.....	.....	.....	150	.....	.....	161	10	43	177	81	50	102
15	.....	.....	1, 720	1, 717	326	121	447	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	45	.....	.....	23	20	2	33	43	13	60
16	10–16	Petty crimes	99	97	222	....	210	12	83	16	38	76	59	49	.....	.....	133	.....	.....	.....	49	47	95	80	65	142	153
17	Under 17	Offenses against the laws	47	33	91	12	101	2	98	5	10	43	31	19	.....	.....	.....	.....	.....	.....	.....	19	....	48	36	19	48
18	8–16	During minority, unless sooner discharged	115	64	154	....	144	10	38	77	15	57	25	18	154	.....	.....	.....	.....	.....	38	.....	.....	120	75	30	75
19	5–14	Idleness and truancy	115	56	80	....	79	1	105	10	60	54	34	21	.....	.....	.....	.....	.....	.....	.....	71	9	51	95	60	60
20	7–14	Petty crimes	876	842	1, 293	....	1, 293	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
21	7–14	Petty crimes	234	108	.....	452	452	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
22	Under 17	Crime, viciousness, and incorrigibility	489	810	455	93	501	47	58	349	37	188	443	402	.....	.....	.....	.....	.....	.....	.....	.....	.....	89	188	234	262
23	8–16	During minority	192	116	428	...	408	20	.....	.....	19	100	147	126	.....	.....	.....	.....	.....	.....	34	.....	.....	63	94	35	35
24	7–20	During minority or will of board	328	317	175	51	186	40	192	34	55	....	102	38	.....	.....	.....	.....	71	16	31	26	25	175	76	150	..
25	5–18	Poverty and orphanage	150	33	125	....	1.4	1	117	8	60	25	10	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	25	18	80	..

TABLE XXII.—*Statistics of reform-schools for* 1873, *&c.*—Continued.

Number.	CONDITIONS OF COMMITMENT.		Number committed during the year.	Number discharged during the year.	PRESENT INMATES.																					
	Age.	Other conditions.			Sex.		Race.		Nativity.		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.	Number illiterate when committed, native parentage.	Number illiterate when committed, foreign parentage.	Number could read when committed.	Number could read and write when committed.	Number taught to read.	Number taught to write.
					Male.	Female.	White.	Colored.	Native.	Foreign.																	
	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
26	Under 16	Crime and incorrigibility	182	118	425	....	415	10	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
27	7–16	Crime, vagrancy, neglect, and exposure	15	32	....	126	115	11	126	....	40	21	53	12	....	....	....	....	....	....	....	20	....	61	45	20	80
28	....	During minority	284	248	362	77	439	....	253	31	33	132	223	226	....	....	....	....	....	....	....	....	69	100	105	439	356
29	7–20	During minority	128	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
30	Under 18	Crime, vagrancy, and truancy	113	131	175	36	198	13	194	17	13	83	60	55	....	....	....	....	....	....	....	24	1	73	30	21	53
31	5–17	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
32	Under 16	During minority	50	35	135	....	131	4	53	82	15	120	30	105	23	17	95	59	39	1	36	8	5	44	1	25	65
33	Unlimit'd	Vagrancy, vicious life, prostitution	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
34	Under 16	Until reformed or during minority	58	26	113	....	55	58	....	....	12	20	18	8	....	....	....	....	....	....	....	....	....	....	....	....	....

TABLE XXII.—*Statistics of reform-schools for 1873, &c.*—Continued.

NOTE.—× indicates the studies and trades taught.

Number.	STUDIES.								TRADES TAUGHT.																								
	Reading, spelling, writing.	Grammar.	Arithmetic.	Geography.	History.	Drawing.	Algebra.	Philosophy.	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.	Number taught a trade during the past year.	Number committed since establishment.	Percentage of discharged known to be orderly, &c.	Volumes in library.	Increase since October 15, 1872.	Average annual cost of each inmate.	Average annual earnings of each inmate.	Annual cost of institution.	Total annual earnings of institution
	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70
1	×	×	×	×	....	....	×	....	×	....	....	....	....	×	....	×	....	....	....	....	×	....	×	....	....	....	280	2,076	75	1,300	....	$160 00	$46 00	$47,942	$14,000
2	×	×	×	×	×	....	....	....	....	....	....	....	....	....	....	....	....	....	×	....	....	....	....	....	....	....	30	148	....	400	....	.....	.....	.....	.....
3	×	×	×	×	×	....	×	....	....	....	....	....	....	....	....	....	....	....	....	....	×	....	....	....	....	....	....	260	....	100	....	.....	.....	25,000	.....
4	×	×	×	×	×	....	....	....	....	....	....	....	×	×	....	×	....	....	....	....	×	....	×	....	....	....	....	451	....	.....	....	.....	.....	.....	.....
5	×	×	×	×	....	....	....	....	×	....	×	....	×	×	....	×	....	....	....	....	×	....	×	....	....	....	56	272	75	250	120	137 00	50 00	17,500	6,000
6	×	....	×	×	....	....	....	....	....	×	....	....	....	....	....	×	....	....	....	....	×	....	×	....	....	....	....	2,055	25	400	....	.....	.....	20,000	5,000
7	×	....	×	×	×	×	....	....	×	....	....	....	×	....	....	×	....	....	....	....	×	....	....	....	×	....	30	2,295	33	200	50	67 50	.....	10,815	2,900
8	×	×	×	×	×	....	....	×	....	....	....	....	....	×	....	×	....	×	....	....	×	....	×	....	....	....	....	1,370	75	1,200	100	180 94	90 94	25,231	13,731
9	×	×	×	×	×	....	×	×	....	×	....	....	....	×	....	....	....	....	....	....	×	×	....	....	....	....	....	2,400	....	1,813	....	131 61	.....	39,095	7,876
10	×	×	×	×	×	....	....	....	....	....	....	....	....	....	....	×	....	....	....	....	....	....	....	....	....	....	....	72	....	.....	....	.....	.....	.....	.....
11	×	×	×	×	×	×	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	3,318	....	678	400	135 10	.....	*a*	2,000
12	×	×	×	×	....	....	....	....	×	....	....	....	....	....	....	....	....	....	....	×	....	....	....	....	....	....	....	830	66	1,253	80	178 48	4 45	22,747	542
13	×	....	×	×	×	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	2,340	....	300	50	.....	.....	48,677	.....
14	×	×	×	×	....	....	....	×	×	....	....	....	....	×	....	×	....	....	....	....	×	....	×	....	....	....	311	4,271	60	2,642	200	121 00	39 33	56,961	11,366
15	×	....	×	×	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	10,464	....	2,200	50	.....	.....	.....	.....
16	×	....	×	×	....	....	....	....	....	....	....	....	....	×	....	....	....	....	....	....	×	....	....	....	....	....	....	1,405	7	1,600	....	145 00	40 00	31,000	8,500
17	×	×	×	×	....	....	....	....	....	....	....	....	....	×	....	....	....	....	....	....	....	....	....	....	....	....	91	744	7	300	50	182 00	62 22	24,470	16,537
18	×	×	×	×	×	×	....	....	....	....	....	....	....	×	....	×	×	....	....	×	....	....	....	....	....	....	109	428	7	500	....	.....	.....	.....	.....
19	×	×	×	×	×	....	×	....	....	....	....	....	....	×	....	×	....	....	....	....	....	....	....	....	....	....	....	2,049	33	.....	....	130 49	.....	15,000	.....
20	×	×	×	×	....	....	....	....	×	....	×	....	×	×	....	×	....	....	....	×	....	×	....	....	....	....	....	6,161	....	.....	....	134 90	.....	163,341	.....
21	×	×	×	×	....	....	....	....	×	....	....	....	....	×	×	×	....	....	×	....	....	×	....	....	....	....	....	.....	.....	.....	....	186 42	.....	53,190	.....
22	×	×	×	×	×	....	....	....	....	....	....	....	....	×	....	....	....	....	....	....	×	....	....	....	....	×	548	14,675	75	4,029	....	151 80	67 57	111,716	46,690
23	×	....	×	×	×	....	....	×	....	....	....	....	....	....	....	....	....	....	....	....	×	....	×	....	....	....	300	3,518	66	1,275	....	164 51	36 31	63,174	*b*13,946
24	×	×	×	×	×	....	....	....	×	....	....	....	....	....	....	×	....	....	×	....	×	×	....	×	....	....	....	3,137	75	630	....	148 20	.....	*c*48,919	6,677

a Total expenses, including House of Industry and Alms-House, $162,846.

b Total cash-receipts.

c Total expense for fifteen months.

TABLE XXII.—*Statistics of reform-schools for* 1873, *&c.*—Continued.

Number.	STUDIES.								TRADES TAUGHT.																					
	Reading, spelling, writing.	Grammar.	Arithmetic.	Geography.	History.	Drawing.	Algebra.	Philosophy.	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.	Number taught a trade during the past year.	Number committed since establishment.	Percentage of discharged known to be orderly, &c.	Volumes in library.	Increase since October 15, 1872.	Average annual cost of each inmate.	Average annual earnings of each inmate.	Annual cost of institution.	Total annual earnings of institution.
	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70
25	×	×	×	×	×	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	20	550	25	627	120	$150 00	.....	$15,000	.....
26	×	×	×	×	×	....	×	×	....	....	×	×	....	×	....	....	....	....	....	....	×	....	×	....	....	....	100	1,805	80	2,000	....	110 00	.....	48,000	$10,000
27	×	×	....	....	....	....	×	×	....	....	....	....	....	....	×	....	....	....	....	....	....	×	....	....	....	....	15	183	75	400	....	150 00	.....	19,863	.....
28	×	....	×	×	×	....	....	....	....	....	×	×	....	....	....	....	....	....	×	....	×	....	....	....	....	....	439	11,000	66	1,000	200	86 74	$60 65	76,101	26,868
29	×	×	×	×	×	×	....	....	×	....	....	....	....	....	×	×	....	×	....	×	×	....	×	....	....	....	....	....	....	....	....	.....	.....	121,332	4,604
30	×	×	×	×	×	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	2,133	61	2,000	250	110 87	56 17	22,618	11,233
31	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	400	....	....	....	.....	.....	350	.....
32	×	....	×	×	....	....	....	....	....	....	....	....	....	×	....	×	....	....	....	×	×	....	....	....	....	....	50	386	....	350	50	140 19	73 19	17,805	5,343
33	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	.....	.....
34	×	×	×	×	....	....	....	....	....	....	....	....	....	×	....	....	....	....	....	....	....	....	×	....	....	....	....	248	75	300	....	138 00	.....	14,116	.....

List of reform-schools from which no information has been received.

Name.	Location.	Name.	Location.
Reform and Industrial School	Bridgeport, Ill.	Catholic Reformatory for Boys	Buffalo, N. Y.
Boston Asylum and Reform School	Boston, Mass.	House of Refuge	Cleveland, Ohio.
State Reform School	St. Paul, Minn.	House of Correction	Toledo, Ohio.
Girls' Industrial Home	St. Louis, Mo.	House of Refuge, (colored)	Philadelphia, Pa.
House of Refuge	Do.	State Reform-School	Waukesha, Wis.
St. Louis Protectorate for Boys	Do.		

TABLE XXIII.—*Statistics of schools and asylums for feeble-minded children for* 1873; *from replies to inquiries by the United States Bureau of Education.*

Number.	Name.	Location.	Year of foundation.	Superintendent.	Number of instructors and other employés.	No. of inmates.			Total number of inmates since opening.	Income.	Expenditure.
						Male.	Female.	Total.			
	1	2	3	4	5	6	7	8	9	10	11
1	Connecticut School for Imbeciles	Lakeville, Conn	1858	H. M. Knight, M. D	10	32	25	57	135	$14,000	$14,000
2	Illinois Institution for Education of Feeble-minded Children.	Jacksonville, Ill	1865	Charles T. Wilbur, M. A., M. D	22	65	35	100	219	24,000	24,000
3	Kentucky Institution for Feeble-minded Children.	Frankfort, Ky									
4	Massachusetts School for Idiotic and Feeble-minded Children.	Boston, Mass	1850	S. G. Howe, M. D., general director; Mrs. M. McDonald, superintendent.	24	70	50	120	492	20,495	17,560
5	Private Institution for the Education of Feeble-minded Youth.	Barre, Mass	1848	George Brown, M. D	46	54	23	77	210	38,060	
6	Hillside School	Fayville, Mass	1870	Mmes. Knight and Green	3	4	1	5	12		
7	New York Asylum for Idiots	Syracuse, N. Y	1851	H. B. Wilbur, M. D	49	95	81	176	622	40,049	40,331
8	Ohio Asylum for Imbecile and Feeble-minded Youth.	Columbus, Ohio									
9	Pennsylvania Training-School for Feeble-minded Children.	Media, Pa	1853	Isaac N. Kerlin, M. D	59	126	97	223	692	*a*53,705	*a*53,446

a Inclusive of $2,750 received and invested for "free fund."

TABLE XXIV.—*Statistics of educational benefactions for* 1873; *from*

Organization to which intrusted.		Benefactors.	
Name.	Location.	Name.	Residence.
UNIVERSITIES AND COLLEGES.			
Missionary College of St. Augustine.	Benicia, Cal.		
University of California	Oakland, Cal	D. O. Mills, esq M. Reese, esq	San Francisco, Cal.
Trinity College	Hartford, Conn	Chester Adams	Hartford, Conn
Wesleyan University	Middletown, Conn.	Mrs. Louisa Loveland	Kensington, Conn
Yale College	New Haven, Conn.	Alumni Hon. Samuel Miller H. W. Scott Mrs. Julia J. Abbe Mrs. Edward Bull Rev. Thos. Tallman, dec'd. Henry Trowbridge Mr. Joseph E. Sheffield Mr. John J. Crooks Class of 1871. Prof. O. C. Marsh Mr. Frederick W. Stevens Mr. G. Peabody Wetmore. Anonymous donor Edward E. Salisbury Henry Farnam and others. And others Henry Ward Foote Professor Tyndall Professor Tyndall	New Haven, Conn. Hartford, Conn. Scotland, Conn New Haven, Conn. New Haven, Conn. New York, N. Y. England England
State University of Georgia	Athens, Ga	Town of Athens Friends	Athens, Ga.
Atlanta University	Atlanta, Ga.	Rev. E. E. Rogers R. R. Graves, esq	Macon, Ga Morristown, N. J.
Emory College	Oxford, Ill	Friends	
Abingdon College	Abingdon, Ill	Friends Friends Students	 Abingdon, Ill
St. Ignatius College	Chicago, Ill	Friends	
Eureka College	Eureka, Ill.	Friends Friends	
Northwestern University	Evanston, Ill.	G. H. Sisson	Chicago, Ill
Illinois College	Jacksonville, Ill.	Samuel A. Hitchcock	Brimfield, Mass
McKendree College	Lebanon, Ill.	Friends	
Lincoln College	Lincoln, Ill.	Friends	
Monmouth College	Monmouth, Ill	Friends	
Northwestern College	Naperville, Ill.		
Shurtleff College	Upper Alton, Ill	L. M. Whiting E. Gove	Quincy, Ill Quincy, Ill
Westfield College	Westfield, Ill.	Not to be named	
Wheaton College	Wheaton, Ill	Sundry persons	
Wabash College	Crawfordsville, Ind	Chauncy Rose	Terre Haute, Ind.
Franklin College	Franklin, Ind	Jonathan Allen	Ellettsville, Ind
Hanover College	Hanover, Ind	James Huston L. T. Bowen William B. Dickson	Connersville, Ind. Indianapolis, Ind. Indianapolis, Ind.
Northwestern Christian University.	Indianapolis, Ind.	Number of persons	Indianapolis, Ind., principally.
Iowa College	Grinnell, Iowa	Hon. Alpheus Hardy	Boston, Mass
Cornell College	Mt. Vernon, Iowa	Alumni and friends of the college.	
Tabor College	Tabor, Iowa	Samuel Hitchcock Various parties	Brimfield, Mass

a Not in money.

b Made up of $100,000 paid in and $67,115 pledged by the

replies to inquiries by the United States Bureau of Education.

Benefactions.						Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	Library and museum.	
$3,000	.....	$3,000	.....	.....	.....	For dining-hall.
9,500	.....	.....	.....	.....	*a*$5,000	A cabinet.
	.....	.....	.....	.....	*a*2,000	Dr. Lieber's library.
	$2,500	.....	.....	.....	.....	
60,000	60,000	.....	.....	.....	.....	
9,050	.....	2,500	.....	$2,500	.....	Memorial chapel and indigent students.
	4,000	.....	.....	.....	.....	
	*b*167,115	.....	.....	.....	.....	
	.....	.....	.....	10,000	.....	To found Douglas fellowship.
	.....	.....	.....	1,000	.....	For two annual prizes.
	.....	.....	.....	1,000	.....	For Jones scholarship.
	.....	.....	.....	2,000	.....	For Bull scholarship.
	.....	.....	.....	1,000	.....	
	.....	.....	.....	.....	300	For reference-library.
	.....	*c*	.....	.....	.....	For Sheffield Scientific School.
	1,000	.....	.....	.....	.....	For Sheffield Scientific School.
	570	.....	.....	.....	.....	For Sheffield Scientific School.
386,784	.....	.....	.....	.....	500	For Chinese and Japanese literature.
	.....	.....	.....	.....	500	For Chinese and Japanese literature.
	.....	.....	.....	.....	200	For department of political economy.
	.....	.....	.....	.....	50	For department of political economy.
	.....	.....	.....	.....	235	For cast of gates of the baptistery at Florence.
	.....	.....	.....	.....	100	
	.....	.....	.....	.....	714	
	.....	.....	.....	25,000	.....	For post-graduate-scholarship.
	.....	.....	.....	15,000	.....	For support of one or more students.
	.....	.....	.....	500	.....	For Tyndall prizes in scientific school.
	.....	160,000	.....	.....	.....	For erection of second theological hall.
28,000	.....	25,000	.....	.....	.....	To build a laboratory.
	.....	3,000	.....	.....	.....	To purchase apparatus.
7,150	.....	.....	.....	.....	150	
	6,000	.....	.....	.....	1,000	
20,000	.....	20,000	.....	.....	.....	For rebuilding.
38,000	18,000	.....	.....	.....	.....	To cancel debt.
	.....	.....	$10,000	.....	.....	Chair of sacred literature.
	.....	.....	10,000	.....	.....	Chair of ancient languages.
1,300	.....	.....	.....	.....	1,300	
23,967	*d*17,690	.....	.....	.....	.....	
	6,277	.....	.....	.....	.....	
35,000	.....	.....	35,000	.....	.....	Allan Sisson memorial chair in physics.
62,000	.....	.....	50,000	.....	.....	For two professorships.
	.....	12,000	.....	.....	.....	For dormitories.
2,500	2,500	.....	.....	.....	.....	
80,000	80,000	.....	.....	.....	.....	
12,000	12,000	.....	.....	.....	.....	
800	8,000	.....	.....	.....	.....	
	600	.....	.....	.....	.....	
11,100	.....	10,000	.....	.....	.....	For ladies' department.
	500	.....	.....	.....	.....	
8,745	8,745	.....	.....	.....	.....	
4,000	4,000	.....	.....	.....	.....	
52,000	50,000	.....	.....	.....	.....	
	2,000	.....	.....	.....	.....	
5,000	5,000	.....	.....	.....	.....	Aid of ministerial students.
	1,000	.....	.....	.....	.....	
1,384	272	.....	.....	.....	.....	
	112	.....	.....	.....	.....	
150,000	.....	150,000	.....	.....	.....	
1,000	.....	.....	.....	1,000	.....	For Hardy scholarship.
12,000	.....	.....	7,000	.....	.....	Alumnus professor of mathematics.
	.....	.....	.....	3,000	.....	Woman's chair of English literature.
	2,000	.....	.....	.....	.....	
50,000	8,000	.....	.....	.....	.....	
	*e*42,000	.....	.....	.....	.....	

alumni, for the Woolsey fund. *c* New building. *d* Pledged. *e* In sums from $1 to $5,000.

TABLE XXIV.—*Statistics of educational*

Organization to which intrusted.		Benefactors.	
Name.	Location.	Name.	Residence.
UNIVERSITIES, &C.—Continued.			
Baker University	Baldwin City, Kans		
Washburn College	Topeka, Kans	Mrs. Ichabod Washburn	Worcester, Mass
Berea College	Berea, Ky	R. R. Graves and others	Mr. Graves, Brooklyn, N. Y.
Centre College	Danville, Ky	Numerous persons	Various parts of Kentucky.
Georgetown College	Georgetown, Ky	F. C. McCalla	Scott County, Ky.
Concord College	New Liberty, Ky	Community	Near New Liberty
Centenary College of Louisiana	Jackson, La		
Bowdoin College	Brunswick, Me	Alumni of the college	
Bates College	Lewistown, Me	Benjamin E. Bates	Boston, Mass.
		William Wood	
		Friends of the college	
		Judge Redington	Rutland, Vt.
		Baptist Educat'al Society.	
Colby University	Westerville, Me		
St. John's College	Annapolis, Md	Various persons	
Johns Hopkins University	Baltimore, Md	Johns Hopkins, deceased	Baltimore, Md
Western Maryland College	Westminster, Md.	Mrs. T. S. Reese	Easton, Md
Amherst College	Amherst, Mass	Various persons	
Harvard University	Cambridge, Mass.	Subscriptions to fire-relief-fund.	
		Thomas G. Appleton	
		Nathan Appleton	
		William S. Appleton	
		Massachusetts Society for Promoting Agriculture.	
		Anonymous friends	
		John A. Blanchard, dec'd.	
		Hon. George Bancroft	
		John B. Barringer, dec'd.	Schenectady, N. Y.
		Hon. James Savage, dec'd	
		Miss Lucy Osgood, dec'd.	
		Mr. J. I. Bowditch *et al*	
		John Parker, jr., dec'd	
		Subscriptions	
		Editors of the Harvard Advocate, class of 1872.	
		F. H. Appleton	
		Hon. Wm. Whiting, dec'd.	Massachusetts
Tufts College	Medford, Mass.	Benjamin Abbott	Boston, Mass
		Mrs. Mary T. Goddard	Newton, Mass.
		N. C. Munson	Shirley, Mass
		A. C. Whitney, deceased.	Lowell, Mass.
		Gen. John E. Wool, dec'd	Troy, N. Y.
		Hon. H. G. Knight	E. Hampton, Mass
		Rev. Henry Fowler	Auburn, N. Y
Williams College	Williamst'n, Mass.	Class of 1851	
		Class of 1852	
Albion College	Albion, Mich		
University of Michigan	Ann Arbor, Mich	David Preston and others	
		Hon. Philo Parsons	Detroit, Mich.
Hillsdale College	Hillsdale, Mich	Daniel M. Harvey	Constantinople, Turkey.
		Free Baptist Convention	
Olivet College	Olivet, Mich	W. B. Palmer	Olivet, Mich
		Sundry persons	
—— College, not yet organized	Minneapolis, Minn	Charles Macalester	Philadelphia, Pa

a Pledged.

b Estimated value.

benefactions for 1873, *&c.*—Continued.

Benefactions.						Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	Library and museum.	
$10,000	$10,000					
2,000	2,000					
26,000		$26,000				Ladies' boarding-hall.
80,000	80,000					
15,000			$15,000			
500	500					
6,000	6,000					
6,000	6,000					Subscriptions of from $10 to $500.
	a100,000					
	a50,000					
206,000	50,000					Subscribed.
				$1,000		To endow female scholarships.
	5,000					
500					$500	For the library.
5,000		5,000				For new assembly-hall.
3,500,000	b3,000,000	500,000				
500	500					
1,400				1,400		
		15,330				To make good losses by Boston fire.
		5,000				For decoration of Appleton chapel.
		2,500				
		2,500				
	3,000					
	1,000					For the botanic garden.
	1,000					
			3,200			Establishment of gift of $10,000 for John Thornton Kirkland fellowship.
179,125	28,745					For chemical department of Lawrence Scientific School.
	40,000					
				6,000	6,000	
	4,200					For medical school.
				50,000		
		350				For organ in Appleton chapel.
	200					
					100	For books for Bussey Institute.
				5,000		For Eliza Farrar scholarship.
				5,000		For scholarship.
	5,000					
56,000		500				For philosophical apparatus.
					500	For books.
	c50,000					
	5,000					
	2,500					
	100					
13,635				2,500		To found a scholarship.
				1,800		To found a scholarship.
				1,000		To found Rossiter scholarship.
				500		Towards scholarships.
					235	For the library.
110,000	110,000					
500					500	
	2,500					
29,500	10,000					
	a17,000					
2,000		1,500				For ladies' department.
	500					
100,000	d100,000					

c Part in money.

d Not in money.

TABLE XXIV.—*Statistics of educational*

Organization to which intrusted.		Benefactors.	
Name.	Location.	Name.	Residence.
UNIVERSITIES, &c.—Continued.			
Carleton College	Northfield, Minn.	Miss Susan Willis	Charlestown, Mass
		Mrs. William H. Dunning	Cambridge, Mass.
		Robert Crane	New Haven, Conn.
		Charles L. Ives	New Haven, Conn.
		William Carleton	Charlestown, Mass
		Sundry persons	Minnesota
			New England
Lincoln College	Greenwood, Mo.	Various donors	
St. Paul's College	Palmyra, Mo.	Rev. T. G. Estes	St. Louis, Mo
St. Louis University	St. Louis, Mo	Charles Green, esq	St. Louis, Mo
Washington University	St. Louis, Mo	Not reported	Not reported
Drury College	Springfield, Mo.	S. T. Drury	Olivet, Mich.
		Atlantic and Pacific Railway, of Missouri, and friends in Springfield, Mo., and other places.	
Doane College	Crete, Nebr.	Thomas Doane	Charlestown, Mass
Nebraska College	Nebraska C'y, Nebr	Citizens of	Nebraska C'y, Nebr
		Miss Wolf	New York, N. Y.
Dartmouth College	Hanover, N. H.	Thaddeus Fairbanks	St. Johnsbury, Vt.
		Family of the late Edward Boylston.	Amherst, N. H.
		Estate of the late Aaron Lawrence.	Amherst, N. H.
Rutgers College	New Brunsw'k, N.J	James Suydam	New York, N. Y.
		Various donors	
		P. V. Spader	New Brunsw'k, N.J
		J. W. Schermerhorn	New York, N. Y.
College of New Jersey	Princeton, N. J.	John C. Green	New York, N. Y.
		Unnamed benefactor	
		Estate of Philip L. Van Rensselaer.	
		Estate of Ex-Chancellor Zabriskie.	
		Robt. Van Arsdale, dec'd.	Newark, N. J.
St. Stephen's College	Annandale, N. Y.	Various friends	
		Various friends	
Wells College	Aurora, N. Y.	E. B. Morgan	Aurora, N. Y.
Hamilton College	Clinton, N. Y.	Mrs. Lila Childs, (legacy)	Utica, N. Y.
Hobart College	Geneva, N. Y.	Various donors	
Madison University	Hamilton, N. Y.	John B. Trevar	New York, N. Y.
		James B. Colgate	
Cornell University	Ithaca, N. Y.	Ezra Cornell	Ithaca, N. Y.
		Henry W. Sage	Brooklyn, N. Y.
		John McGraw	Ithaca, N. Y.
		Hiram Sibley	Rochester, N. Y.
		Andrew D. White	Ithaca, N. Y.
Ingham University	Le Roy, N. Y.	Several donors	
Manhattan College	New York, N. Y.	Rev. John Brun	New York, N. Y.
Vassar College	Poughkeepsie, N. Y.	M. Winslow	Poughkeepsie, N.Y
		Alanson J. Fox	Painted Post, N.Y.
University of Rochester	Rochester, N. Y.	Hiram Sibley and six others	
Union College	Schenectady, N.Y.	James Brown, esq	New York, N. Y.
		Hon. Richardson Blatchford, LL.D.	
		Name withheld	
		Alumni Association	
Syracuse University	Syracuse, N. Y.	Various donors	
Trinity College	Trinity, N. C.		
Wake Forest College	Wake Forest, N. C.	Various donors	
Ohio University	Athens, Ohio	Citizens	Athens, Ohio
McCorkle College	Bloomfield, Ohio.	Robert McCorkle	Portland Mills, Ind
		Estate of Isaac Mills, dec'd	Portland Mills, Ind
Capital University	Columbus, Ohio		
Ohio Wesleyan University	Delaware, Ohio	Sundry persons	

a Pledged. *b* Not in money. *c* Specimens.

benefactions for 1873, *&c.*—Continued.

Benefactions.						Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	Library and museum.	
		$10,000				
					$610	
$24,587		250				
		350				For bell and fixtures.
		322				For chandeliers, lamps, &c.
		$3,055				
				a$10,000		
900		900				
1,600					*b*1,600	Eight hundred volumes.
					*c*470	Colorado minerals and fossils.
100,000	100,000					
	*d*25,000					
	*d*75,000					
100,000						
12,000	12,000					
10,000		5,000				
		5,000				
3,695						To found scholarships and towards endowing professorship.
	20,000					
71,000					5,000	For library.
				1,000		Prize in modern history and English grammar
			a$45,000			Chair of English literature and journalism.
	40,000					To endow librarianship.
				11,000		
57,500		2,500				For observatory-fund.
					1,000	For library.
				3,000		To promote charitable instruction.
23,000				10,000		For scholarships.
	13,000					
100,000	100,000					Offered for university.
68,000	68,000					For general purposes.
800	400	200			*e*200	$45 in books.
30,000	13,000					To endow Colgate Academy.
	17,000					To endow Colgate Academy.
	75,000					
	20,000					
155,000	20,000					
	20,000					
	20,000					
8,500	8,500					
3,000					*b*3,000	
7,000					1,000	For purchasing works of art.
				6,000		For scholarships.
137,773	137,733					For endowment and library-building.
					10,000	For books.
180,000					10,000	
	100,000					
			*a*60,000			For two professorships.
3,000	3,000					
6,000		6,600				
40,000	40,000					
4,000		4,000				
8,760		1,000				
	7,760					
10,000	10,000					
1,400	1,400					And for cabinet.

d In cash, lands, and stock. *e* Part in money.

TABLE XXIV.—*Statistics of educational*

Organization to which intrusted.		Benefactors.	
Name.	Location.	Name.	Residence.
UNIVERSITIES, &c.—Continued.			
Denison University	Granville, Ohio	E. E. Barney and others	Dayton, Ohio
Hiram College	Hiram, Ohio	George A. Baker Sundry persons	Cleveland, Ohio
Western Reserve College	Hudson, Ohio	H. B. Hurlbut and others	
Ohio Central College	Iberia, Ohio	Members of board of trustees of college.	
Marietta College	Marietta, Ohio	Marcus Bosworth J. Munro Brown Friends A friend	Middleport, Ohio New York, N. Y
Franklin College	New Athens, Ohio	Hon. H. D. McCarty and two others.	
Muskingum College	New Concord, Ohio		
Oberlin College	Oberlin, Ohio	Various persons	
Heidelberg College	Tiffin, Ohio	Various persons	
Urbana University	Urbana, Ohio	Various persons	
Otterbein University	Westerville, Ohio	T. Merchant Friends	
Wooster University	Wooster, Ohio	E. Quimby, jr C. L. Bragg	Cincinnati, Ohio
Wilberforce University	Xenia, Ohio	Late Chief Justice Chase	Washington, D. C.
Antioch College of Yellow Springs, Green County, Ohio.	Yellow Springs, O.	Mrs. Anna Richmond and others.	
Lebanon Valley College	Annville, Pa	Various persons	
Dickinson College	Carlisle, Pa	Henry W. Drakely	Baltimore, Md
Haverford College	Delaware Co., Pa	J. F. Whitall	Montgom'y Co., Pa.
Villanova College	Delaware Co., Pa	Late M. Cunningham	Philadelphia, Pa.
Lafayette College	Easton, Pa	George B. Markle John W. Holbrook A. Pardee	Hazelton, Pa
Pennsylvania College	Gettysburg, Pa		
Franklin and Marshall College	Lancaster, Pa	The late Lewis Audenreid Dr. J. W. Nevin	Philadelphia, Pa Lancaster, Pa
University of Lewisburg	Lewisburg, Pa	Deacon John C. Davis	Philadelphia, Pa.
Allegheny College	Meadville, Pa	Hon. J. W. Howe, deceased	Rochester, N. Y.
Mercersburg College	Mercersburg, Pa	Various persons	
Westminster College	New Wilmington	Vance Stewart, esq	Greenville, N. Y
University of Pennsylvania	Philadelphia, Pa	Asa Whitney Miss Rhoads	Philadelphia, Pa
Western University of Penn'a	Pittsburg, Pa	William Shaw and others	Pittsburg, Pa
Waynesburg College	Waynesburg, Pa		
Brown University	Providence, R. I		
Claflin University	Orangeburg, S. C	Hon. William Claflin	Boston, Mass
East Tennessee Wesleyan Univ'y	Athens, Tenn	Various persons	
King College	Bristol, Tenn	Congregation of Abingdon Presbytery.	Abingdon, Va
Central University	Knoxville, Tenn	Board of trade and citizens	Knoxville, Tenn
Cumberland University	Lebanon, Tenn	Mrs. E. C. Smith	——, Mo
Maryville College	Maryville, Tenn		
Christian Brothers' College	Memphis, Tenn	Citizens	Memphis, Tenn
Union University	Murfreesborough, Tenn.		
Fisk University	Nashville, Tenn	Jubilee Singers	Nashville, Tenn
Vanderbilt University	Nashville, Tenn	Cornelius Vanderbilt Colonel Reynolds & others	New York, N. Y Tennessee
Hiwassee College	Near Sweetwater, Tenn.	Sundry persons	
Austin College	Huntsville, Tex		
University of Vermont and State Agricultural College.	Burlington, Vt	T. W. Park	Bennington, Vt
Middlebury College	Middlebury, Vt	Late Capt. Jno. C. Baldwin Rev. B. Smith	Orange, N. J West Hartford, Vt.
University of Virginia	Near Charlottesville, Va.	Friends Isaac B. Carey	Richmond, Va

a Conditional. *b* Not in money. *c* Not yet paid in.

benefactions for 1873, *&c.*—Continued.

Benefactions.						Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	Library and museum.	
$75,000	$25,000	.....	$50,000	.....	.....	
11,500	.....	.....	10,000	.....	.....	To endow chair of mathematics.
	1,500	.....	.....	.....	.....	
1,800	.....	.....	.....	.....	$1,800	To endow library.
1,200	1,200	.....	.....	.....	.....	
	.....	.....	.....	$1,000	.....	Scholarship-endowment.
	.....	.....	.....	1,000	.....	Scholarship-endowment.
61,000	.....	.....	.....	1,000	.....	For prize-fund.
	8,000	.....	.....	.....	.....	
	*a*50,000	.....	.....	.....	.....	
650	500	.....	.....	.....	150	
10,000	.....	$10,000	.....	.....	.....	
21,000	21,000	.....	.....	.....	.....	
10,000	5,000	.....	.....	5,000	.....	
15,000	15,000	.....	.....	.....	.....	
12,000	5,000	.....	.....	.....	.....	
	7,000	.....	.....	.....	.....	
25,800	.....	.....	25,000	.....	.....	Endowment of a professorship.
	.....	.....	.....	.....	*b*800	In books for library.
10,000	10,000	.....	.....	.....	.....	
2,850	2,850	.....	.....	.....	.....	
12,000	.....	12,000	.....	.....	.....	
100	100	.....	.....	.....	.....	For poor students.
10,000	10,000	.....	.....	.....	.....	
2,000	2,000	.....	.....	.....	.....	
231,000	.....	.....	30,000	.....	.....	Endowing chair of mining-engineering.
	1,000	.....	.....	.....	.....	
	.....	*b*250,000	.....	.....	.....	In building for scientific department.
10,000	10,000	.....	.....	.....	.....	
37,000	.....	.....	35,000	.....	.....	To endow professorship.
	.....	2,000	.....	.....	.....	Towards enlarging chapel.
5,000	5,000	.....	.....	.....	.....	
10,000	*c*10,000	.....	.....	.....	.....	
500	500	.....	.....	.....	.....	To aid indigent students.
1,000	1,000	.....	.....	.....	.....	To increase endowment.
60,000	.....	.....	50,000	.....	.....	To endow Whitney professorship.
	.....	.....	.....	.....	10,000	For library.
6,225	1,125	4,100	.....	.....	1,000	
3,500	3,500	.....	.....	.....	.....	
4,000	.....	.....	.....	*d*3,000	1,000	
3,000	500	2,500	.....	.....	.....	
250	250	.....	.....	.....	.....	For tuition of preachers.
14,000	.....	.....	14,000	.....	.....	To endow Cumming-Painter professorship.
50,000	50,000	.....	.....	.....	.....	
20,000	.....	.....	.....	*b*20,000	.....	
2,700	2,700	.....	.....	.....	.....	
5,000	.....	5,000	.....	.....	.....	
13,000	13,000	.....	.....	.....	.....	
20,000	20,000	.....	.....	.....	.....	
511,300	500,000	.....	.....	.....	.....	
	11,300	.....	.....	.....	.....	To aid in purchasing site.
500	.....	500	.....	.....	.....	
5,000	5,000	.....	.....	.....	.....	
5,000	.....	5,000	.....	.....	.....	Addition for art-gallery.
2,158	1,158	.....	.....	.....	.....	Balance of legacy of $28,000.
	.....	.....	.....	1,000	.....	For scholarship.
40,400	.....	.....	.....	30,400	.....	To found twelve scholarships.
	*e*10,000	.....	.....	.....	.....	

d Pledged. *e* In land near Richmond.

TABLE XXIV.—*Statistics of educational*

Organization to which intrusted.		Benefactors.	
Name.	Location.	Name.	Residence.
UNIVERSITIES, &c.—Continued.			
Hampden Sidney College	Hampden Sidney, Va.		
Washington and Lee University.	Lexington, Va		Kentucky Missouri Louisiana Texas
Richmond College	Richmond, Va	Various donors	
Roanoke College	Salem, Va	Col. Henry Culler	Frederick City, Md
College of William and Mary	Williamsburg, Va.	Various donors	
Lawrence University	Appleton, Wis	Various donors	
Beloit College	Beloit, Wis	Rufus Dodge, esq Three friends Friends	Beaver Dam, Wis. Beloit, Wis. Beloit, Wis
Milton College	Milton, Wis.	Friends	
Ripon College	Ripon, Wis		
Howard University	Washington, D. C	Gerritt Smith Sundry persons Sundry persons	New York Philadelphia, Pa Boston, Mass
SCHOOLS OF SCIENCE, (*mining, engineering, agriculture, &c.*)			
Academy of Sciences	San Francisco, Cal.	James Lick	San Francisco, Cal.
Delaware College	Newark, Del	Col. H. S. McComb	Wilmington, Del.
Maine State College of Agriculture and Mechanic Arts.	Orono, Me	Hon. Abner Coburn	Skowhegan, Me
Massachusetts Agricultural Coll.	Amherst, Mass.	Isaac D. Farnsworth William Claflin	Boston, Mass Newton, Mass
Massachusetts Inst. of Technology	Boston, Mass	Unknown	
Scientific school, (not yet organized.)	Newburyp'rt, Mass	Wm. Wheelwright, dec'd.	Newburyp'rt, Mass
Anderson School of Nat. History	Penikese Island, Mass.	John Anderson Mr. Galloupe Mrs. Shaw	New York, N. Y Swampscott Swampscott
Worcester County Free Institute of Industrial Science.	Worcester, Mass.	Hon. George F. Hoar Hon. Stephen Salisbury	Worcester, Mass. Worcester, Mass.
Agricultural department, Dartmouth College.	Hanover, N. H	Hon. John Conant	Jaffrey, N. H
Rensselaer Polytechnic Institute.	Troy, N. Y	Late Gen. John E. Wool, U. S. A.	Troy, N. Y
Toledo Univ. of Arts and Trades	Toledo, Ohio	Jessup W. Scott	Toledo, Ohio
Hampton Normal and Agricultural Institute.	Hampton, Va		
SCHOOLS OF THEOLOGY.			
Pacific Theological Seminary	Oakland, Cal		
Theological Seminary of Oakland.	Oakland, Cal	L. A. Hitchcock, dec'd	Brimfield, Mass
Theologic depart. of Shurtleff Coll.	Alton, Ill		
Baptist Union Theological Sem'y.	Chicago, Ill	Mrs. Mulford Almon White	Evanston, Ill. Goshen, Ind.
Chicago Theological Seminary	Chicago, Ill	Numerous friends	
Presbyterian Theological Seminary of the Northwest.	Chicago, Ill	L. P. Phelps and others	Illinois
Garrett Biblical Institute	Evanston, Ill		
United Presbyterian Theological Seminary of the Northwest.	Monmouth, Ill	Congregations of United Presbyterian Church. Sundry persons Dr. Morrison, dec'd	
Wartburg Seminary	Casstown, Iowa	Sundry persons	

a Not in money. *b* In land in San Francisco. *c* Conditional.

benefactions for 1873, *&c.*—Continued.

Benefactions.						Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	Library and museum.	
$13,000	$13,000					
127,600			$25,000			To endow chair of history and political economy.
			50,000			To endow chair of applied chemistry.
			27,600			To endow chair of modern languages.
			25,000			To endow chair of applied mathematics.
						To bear the names of these States respectively.
70,000	70,000					To increase endowment and erect buildings.
500		$500				For buildings.
1,000				$1,000		To endow scholarships.
10,000	10,000					
10,000	5,000					For aid to needy students; interest only to be paid for five years.
	2,500					Increase of endowment.
		2,500				For a gymnasium.
5,228	[a]5,228					
6,000	6,000					
3,775	2,000					
			1,525			For Grebel professorship.
			250			Seven hundred and fifty dollars additional pledged for the Whittier professorship.
150,000		[a][b][c]150,000				
600			600			For modern languages.
500					$500	Also 450 books for the library.
2,500				1,500		To endow Farnsworth rhetorical medals.
				1,000		To establish Grinnell prizes for excellence in agriculture.
25,000			25,000			
200,000	200,000					To establish school.
170,000	[d]50,000					
		[a][e]20,000				
	100,000					
45,000	5,000					
			40,000			To endow chair of languages.
60,000	60,000					
15,000	15,000					
50,000	[f]50,000					
62,058	41,112	8,681		12,265		
9,841	9,841					
5,000	5,000					
1,500	1,000				500	
7,000	4,500					
	2,500					
33,153	[f]33,153					
3,000				3,000		Leander Phelps's scholarship to aid students.
500	500					
1,624	788					
	636					
	200					
2,300	2,300					

d Also gift of Penikese Island. *e* Also, large yacht well equipped *f* Part in money.

TABLE XXIV.—*Statistics of educational*

Organization to which intrusted.		Benefactors.	
Name.	Location.	Name.	Residence.
SCHOOLS OF THEOLOGY—Cont'd.			
German Presbyterian Theological School of the Northwest.	Dubuque, Iowa	Two gentlemen	Iowa
Swedish Lutheran Mission Inst.	Keokuk, Iowa		
Bangor Theological Seminary	Bangor, Me	Robert McGaw, dec'd Various donors	Merrimack, N. H.
Episcopal Theological School	Cambridge, Mass.	Benjamin T. Reed	Boston, Mass
Newton Theological Institution	Newton, Mass	Two ladies	
New Church Theological School	Waltham, Mass	Anonymous	
Theological department of Hillsdale College.	Hillsdale, Mich		
Jeremiah Vardeman School of Theology in William Jewell College.	Liberty, Mo.	A lady	Missouri
German Evangelical Lutheran Concordia College.	St. Louis, Mo.	Church-congregations	Missouri, Ohio, and other States.
German Theological School of Newark, N. J.	Bloomfield, N. J.	Individuals and churches	
Theological Seminary of the Reformed Church in America.	New Brunswick, N. J.	Jacob H. Ten Eyck, dec'd. John Clark Peter Cortelyou	Albany, N. Y N. Brunsw'k, N. J Six-Mile Run, N. J.
Theological Seminary of Auburn in the State of New York.	Auburn, N. Y.	Various persons	
St. Lawrence Theological School	Canton, N. Y.	L. A. Goodno Miss Mary Cook Mrs. Mary Glenn	Watertown, N. Y Pompey, N. Y Nyack, N. Y
De Lancey Divinity School	Geneva, N. Y	John H. Swift	New York, N. Y
Hamilton Theological Seminary	Hamilton, N. Y	Various persons	
Newburg Theological Seminary	Newburg, N. Y	Various persons	
General Theological Seminary of the Prot. Episcopal Church.	New York, N. Y	Various persons	
House of the Evangelists	New York, N. Y	Stuart Brown	New York, N. Y
Union Theological Seminary	New York, N. Y	James Brown W. E. Dodge Cis. Butler S. H. McAlpin	New York, N. Y New York, N. Y New York, N. Y New York, N. Y
Western Theological Seminary of the Presbyterian Church.	Allegheny, Pa	I. Cahill Rev. Chas. C. Beatty, D. D. Prof. M. W. Jacobus Charles Arbuthnot, esq Henry Lloyd, esq William Forsyth, esq Robert Beer	Bucyrus, Ohio Steubenville, Ohio Allegheny, Pa Allegheny, Pa Pittsburg, Pa Allegheny, Pa Pittsburg, Pa
Theological Seminary of the General Synod of the Evangelical Lutheran Church in the United States.	Gettysburg, Pa	Jacob King	Cumberland Co., Pa.
Theological Seminary	Lancaster, Pa	Mrs. John H. Smaltz	Lancaster, Pa
Meadville Theological School	Meadville, Pa	Mrs. Ward and others	
St. Michael's Seminary	Pittsburg, Pa		
Theologic'l Seminary of the General Assembly of the Presbyterian Church in the United States.	Columbia, S. C	Rev. I. W. Moore I. S. Byington William Ramsay Colonel John I. Gresham Rev. S. R. Wynkoop	Des Arcs, Ark Montgomery, Ala ——, Ky Macon, Ga New York, N. Y
Theological department of Central Tennessee College.	Nashville, Tenn	Various persons	
Union Theological Seminary	Hampden Sidney, Va.	Mrs. Rebecca Park, dec'd	——, Ky
Mission Institute	Herman, Wis	German Reformed Synod of the Northwest.	
Nashotah House	Nashotah Mission, Wis.	Miss Maria Robins, dec'd	Metuchin, N. J
SCHOOLS OF MEDICINE.			
Indiana Medical College	Indianapolis, Ind.	Jno. S. Babbs, M. D., dec'd.	Indianapolis, Ind.
Maryland College of Pharmacy	Baltimore, Md.		
New England Female Medical College.	Boston, Mass	John Templeton	Cambridge, Mass.

benefactions for 1873, *&c.*—Continued.

Benefactions.						Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	Library and museum.	
$155	$155					
300	300					
4,000	3,000					
	1,000					
30,000		$30,000				For new library-building.
3,000	2,000			$1,000		
625	625					
3,000	3,000					
2,500				2,500		To support one student.
9,000				9,000		Support of indigent pupils.
600	600					
17,500	10,000					
	5,000					
	2,500					
47,838	47,838					
4,000	1,000					
	1,000					
	2,000					
1,000	1,000					For text-books for indigent pupils.
17,839	17,839					To educate indigent students.
7,000	7,000					
3,500	3,500					
30,000	*a*30,000					
340,000			$300,000			For professorships.
			10,000			
			5,000			
			25,000			
				5,000		For two scholarships.
8,200		1,000				For library-building.
		500				
		500				
		500				
		500				
		200				
1,200	1,200					To aid students.
5,000	5,000					
5,283	5,283					
500	500					
				800		For students' fund.
5,743	500					
				443		For students' fund.
				3,000		For a scholarship.
				1,000		To complete Wynkoop scholarship.
100				100		To aid indigent students.
1,000				1,000		To found a scholarship.
2,000	2,000					
5,000	5,000					
5,000					$5,000	For medical library.
800	800					To establish departm't of analytical chemistry.
2,000	2,000					

a Not in money.

TABLE XXIV.—*Statistics of educational*

Organization to which intrusted.		Benefactors.	
Name.	Location.	Name.	Residence.
SCHOOLS OF MEDICINE—Continued.			
Kansas City College of Physicians and Surgeons.	Kansas City, Mo..	Howard M. Holden	Kansas City, Mo ..
Medical departm't of Dartmouth College.	Hanover, N. H....	State legislature	Concord, N. H.....
Cincinnati College of Medicine and Surgery.	Cincinnati, Ohio ..	M. L. Amick	Cincinnati, Ohio ..
Starling Medical College	Columbus, Ohio...	Tyne Starling	Columbus, Ohio...
Woman's Medical College of Pennsylvania.	Philadelphia, Pa..	Isaac Barton, dec'd Dr. Ann Preston, dec'd... Dr. R. I. Dodd Various others	Philadelphia, Pa .. Philadelphia, Pa .. Cabinet, Pa..... .....
Pennsylvania College of Dental Surgery.	Philadelphia, Pa ..	Charles Hamilton, dec'd...	.....
INSTITUTIONS FOR SUPERIOR INSTRUCTION OF WOMEN.			
Alabama Conference Female College.	Tuskegee, Ala	Alabama Conference	.....
La Grange Female College	La Grange, Ga....	Sundry persons	.....
Rockford Female Seminary	Rockford, Ill.....	M. S. Bebb John P. Manny and others Name withheld Graduates and friends ... Citizens Dr. D. S. Clark	Fountaindale, Ill.. Rockford, Ill..... .... Rockford, Ill..... .....
Indiana Female College	Greencastle, Ind ..	Name withheld	.....
Mount Holyoke Female Seminary.	S'th Hadley, Mass.	A. L. Williston Dr. Jonah Kittridge, deceased. Miss Phœbe W. Hazletine, deceased.	Northampton, Mass Glastenbury, Conn. .....
Meridian Female College	Meridian, Miss....	Various donors	.....
Female College, (not yet organized)	Mexico, Mo	Hon. Charles Hardin	Mexico, Mo .....
Lindenwood College for Young Ladies.	St. Charles, Mo ...	.....	.....
Adams Female College	East Derry, N. H..	Mrs. A. C. MacGregor	East Derry, N. H..
St. Agnes School	Albany, N. Y	.....	.....
Packer Collegiate Institute	Brooklyn, N. Y....	.....	.....
Ontario Female Seminary	Canandaigua, N. Y.	.....	.....
Wilson Female College	Chambersburg, Pa.	.....	.....
Pittsburg Female College	Pittsburg, Pa.....	Samuel M. Kier	Pittsburg, Pa.....
Washington Female College	Washington County, Tenn.	.....	.....
Vermont Methodist Seminary and Female College.	Montpelier, Vt....	.....	.....
Martha Washington College	Abingdon, Va.....	Various persons	.....
Hollins Institute	Roanoke County, Va.	.....	.....
Wisconsin Female College	Fox Lake, Wis....	.....	.....
INSTITUTIONS FOR SECONDARY INSTRUCTION.			
Laurel Hall	San Mateo, Cal....	William K. Garrison	New York, N. Y ..
Mill's Seminary	.....	W. H. Raymond	Oakland, Cal.....
Morgan School	Clinton, Conn.....	Charles Morgan	New York, N. Y ..
Connecticut Literary Institution.	Suffield, Conn	.....	.....
Woodstock Academy	Woodstock, Conn .	Hon. H. C. Bower *et al*.	.....
Samuel Bailey Male Institute	Griffin, Ga	Samuel Bailey	Griffin, Ga .....
Chicago Seminary	Chicago, Ill	Geo. C. Dean, deceased	Dubuque, Iowa ...
St. Mary's School	Knoxville, Ill	Hon. James Knox	Knoxville, Ill .....
Princeton High School	Princeton, Ill	William Cullen Bryant	Roslyn, N. Y.....
Waveland Collegiate Institute	Waveland, Ind....	Various persons	.....
Sayre Female Institute	Lexington, Ky....	E. D. Sayre	Lexington, Ky....
Maine Wesleyan Seminary	Kent's Hill, Me...	Mr. Bearce	Kent's Hill, Me ...
Williston Seminary	Easthampton, Mass	Samuel Williston	Easthampton, Mass

a Not in money.

benefactions for 1873, *&c.*—Continued.

Benefactions.						Object of benefaction and remarks.
Total.	Endowments and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	Library and museum.	
$1,000	.....	.....	.....	$1,000	.....	Income-prize for superiority at final examination.
5,003	.....	$5,000	.....	.....	.....	For medical building.
500	.....	.....	.....	.....	*a*$500	Specimens for museum.
35,000	$35,000	.....	.....	.....	.....	To establish a medical college.
28,300	6,500	.....	.....	.....	.....	
	3,800	.....	.....	.....	.....	
	9,000	.....	.....	.....	.....	
	9,000	.....	.....	.....	.....	
1,000	.....	1,000	.....	.....	.....	
4,000	4,000	.....	.....	.....	.....	To educate children of preachers.
1,000	1,000	.....	.....	.....	.....	
	.....	.....	.....	.....	*a*100	Plants and shells.
	.....	.....	.....	.....	*a*180	Cabinet-cases.
4,880	1,200	.....	.....	.....	.....	For department of natural science.
	.....	.....	$2,500	.....	.....	Endowment of principal's chair.
	.....	800	.....	.....	.....	Improvement of grounds.
	100	.....	.....	.....	.....	For lectures.
100,000	100,000	.....	.....	.....	.....	
	500	.....	.....	.....	.....	For indigent students.
	.....	7,500	.....	.....	.....	For science and art-gallery.
24,000	1,000	.....	.....	.....	.....	
	.....	.....	.....	15,000	.....	For scholarship-fund.
3,000	.....	3,000	.....	.....	.....	To improve buildings.
40,000	40,000	.....	.....	.....	.....	To found a female college.
1,000	500	200	.....	.....	300	
1,000	1,000	.....	.....	.....	.....	
30,000	30,000	.....	.....	.....	.....	
1,000	.....	.....	.....	1,000	.....	For a scholarship.
125	125	.....	.....	.....	.....	
300	300	.....	.....	.....	.....	
1,000	1,000	.....	.....	.....	.....	For payment of indebtedness.
2,500	2,500	.....	.....	.....	.....	For payment of indebtedness.
20,000	20,000	.....	.....	.....	.....	
16,000	16,000	.....	.....	.....	.....	To increase capacity of institution.
1,000	1,000	.....	.....	.....	.....	Out of $6,000 subscribed.
1,200	1,200	.....	.....	.....	.....	Support of indigent students.
350	350	.....	.....	.....	.....	
5,000	.....	.....	.....	5,000	.....	For two scholarships.
111,500	50,000	61,250	.....	.....	250	
15,815	.....	15,815	.....	.....	.....	For building for female-department.
10,000	*b*10,000	.....	.....	.....	.....	
1,500	1,500	.....	.....	.....	.....	To pay debts.
5,000	5,000	.....	.....	.....	.....	
14,000	.....	10,000	.....	.....	.....	To enlarge building.
	.....	4,000	.....	.....	.....	To enlarge building.
500	.....	.....	.....	500	.....	For annual prizes.
14,000	.....	14,000	.....	.....	.....	
3,400	.....	3,400	.....	.....	.....	To enlarge building.
20,000	.....	20,000	.....	.....	.....	For building Bearce Hall.
17,500	17,500	.....	.....	.....	.....	

b Part in money.

TABLE XXIV.—*Statistics of educational*

Organization to which intrusted.		Benefactors.	
Name.	Location.	Name.	Residence.
INSTITUTIONS FOR SECONDARY INSTRUCTION—Continued.			
Leicester Academy	Leicester, Mass	{ Friends {	——, Pa ——, Pa
Pierce Academy	Middleboro', Mass.	Various persons	
Worcester Academy	Worcester, Mass.	Various persons	
Stevens High School	Claremont, N. H.	Paran Stevens	New York, N. Y.
Phillips Exeter Academy	Exeter, N.H	Miss Martha Hale	Boston, Mass.
Penacook Academy	Fisherville, N. H.	John S. Brown	
Francestown Academy	Francestown, N. H	Rev. H. Brichett	New York, N. Y.
Kingston Academy	Kingston, N. H	Peter French	Kingston, N. H
Kimball Union Academy	Meriden, N. H	Various persons	
Peterboro' High School	Peterboro', N. H.	N. H. Morrison	Baltimore, Md
Christian Institute	Wolfboro', N. H.		
Princeton Preparatory School	Princeton, N. J	Henry G. Marquand	New York, N. Y.
Attica Union School and Seminary	Attica, N. Y	Hon. R. S Stevens	Attica, N. Y
Cayuga Lake Academy	Aurora, N. Y	Hon. E. B. Morgan	Aurora, N. Y.
St. Peter's Academy, (parochial school.)	Brooklyn, N. Y.	{ Congregation of St. Peter's. { Heeny's estate	Brooklyn, N. Y. Brooklyn, N. Y.
Cazenovia Seminary	Cazenovia, N. Y.	Mrs. Mary E. Nourse	Sauquoit, N. Y.
Starkey Seminary	Eddytown, N. Y.	{ Caroline Forman { Rev. George Searles	
Glen's Falls Academy	Glen's Falls	Citizens	Glen's Falls, N. Y.
Cook Academy	Havana, N. Y	Col. E. W. Cook	Havana, N. Y
Hempstead Institute	Hempstead, N. Y.	E. Hinds, A. M	Hempstead, N. Y.
Troy Female Seminary	Troy, N. Y	Citizens	Troy, N. Y.
Western Reserve Seminary	West Farmington, Ohio.	John Norris	Mesopotamia, Ohio
Bishop Scott Grammar and Divinity School.	Portland, Oreg	Citizens	Portland, Oreg.
Beaver College and Musical Institute.	{ Beaver Co., Pa.	{ John F. Draw { Various persons	Beaver, Pa.
Lake Shore Seminary	Erie, Pa	Educational convention of Erie Conference, Pa.	
Academy of Our Lady of the Sacred Heart.	Harrisburg, Pa	Various persons	
Westtown Boarding School	Westtown, Pa	{ Jesse George, deceased { William D. Cope, dec'd	{ Philadelphia, Pa
East Greenwich Academy	E. Greenwich, R. I.	Twenty-five friends	
Barnes Institute	Galveston, Tex	Am. Miss. Association	
Goddard Seminary	Barre, Vt		
Castleton Seminary	Castleton, Vt	Charles E. Jackman	Castleton, Vt
Jericho Academy	Jericho, Vt	Residents	Jericho, Vt
Lyndon Literary Institution	Lyndon Center, Vt.		
Burr and Burton Seminary	Manchester, Vt		
Leesburg Academy	Leesburg, Va	Henry T. Harrison	Leesburg, Va
Clarksburg Graded School	Clarksburg, W. Va.		
Female Seminary, (not yet organized.)	Beaver Dam, Wis.	Rufus Dodge, deceased	Beaver Dam, Wis.
Rochester Seminary	Rochester, Wis	A. J. Russell and others	Rochester, Wis
St. Mary's Academy	Denver, Col		
Wyoming Institute	Laramie City, Wyo		
LIBRARIES.			
Odd-Fellows' Library Association	San Francisco, Cal.		
Pioneer's Society	San Francisco, Cal.	James Lick	San Francisco, Cal.
Young Men's Christian Association Library.	San Francisco, Cal.	Not given	
Library of the New Britain Institute.	New Britain, Conn.		
Bill Library	Ledyard, Conn.		
Otis Library	Norwich, Conn.		
Sængerbund and Library Society.	Belleville, Ill.		
Louisville Library Association	Louisville, Ky		
Odd-Fellows' Library	Baltimore, Md		

a Pledged. *b* Not in money. *c* Part in money.

benefactions for 1873, *&c.*—Continued.

Benefactions.						Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	Library and museum.	
$25,000	$15,000					Memorial-fund in memory of Rev. Dr. Nelson.
	*a*10,000					
10,000	10,000					
50,000	50,000					
40,000	*a*40,000					
2,000				$2,000		To found a scholarship.
40		*b*$40				Chemicals and apparatus.
25	25					
3,000	3,000					
3,800	3,800					
2,000		*b*2,000				Philosophical cabinet and apparatus.
5,000	5,000					
30,000	30,000					To found the school.
5,080		5,080				
856	856					
10,000	9,750					
	250					
500	500					For tuition.
2,500	*a*1,500					
	*a*1,000					
125		125				For chemicals and apparatus.
451	451					Payment of teachers' salaries.
1,000	1,000					
50,000		50,000				
5,000	5,000					
2,875		2,875				
18,000		10,000				For buildings.
		8,000				
19,000	19,000					
2,500	*c*2,500					
15,000	10,000					
	5,000					
19,500	19,500					
1,259	1,259					
3,000	3,000					To pay debt.
500	500					
600		600				
1,500	1,500					
2,500	2,500					
1,500		*b*1,500				
800	800					
20,000	20,000					To establish a seminary
565	565					
1,000		1,000				
200		200				
3,864	3,864					
150,000		*bde*150,000				
12,000	12,000					
10,000	10,000					
87	87					
535	535					
570	570					
25	25					
898	898					

d Land in San Francisco.

e Conditional.

TABLE XXIV.—*Statistics of educational*

Organization to which intrusted.		Benefactors.	
Name.	Location.	Name.	Residence.
LIBRARIES—Continued.			
American Academy of the Arts and Sciences.	Boston, Mass		
Congregational Library	Boston, Mass		
Boston Athenæum	Boston, Mass		
Library of the New England Historic-Genealogical Society.	Boston, Mass		
Mechanic Apprentices' Library Association.	Boston, Mass		
Charlestown Public Library	Charlestown, Mass.		
Public Library	Concord, Mass	Hon. Wm. Whiting, dec'd	Massachusetts
Sawyer Free Library	Gloucester, Mass.	Mr. Sawyer	
Appleton Library	North Brookfield, Mass.		
City Library	Springfield, Mass		
Westfield Athenæum	Westfield, Mass		
Town Library	Westford, Mass		
Weston Town Library	Weston, Mass		
Free Public Library	Worcester, Mass.		
New Hampshire Historical Society Library.	Concord, N. H		
Dublin Juvenile and Social Library.	Dublin, N. H		
Hollis Social Library	Hollis, N. H		
City Library	Manchester, N. H	Oliver Dean, deceased	
Library of the Young Men's Christian Association.	Bridgeton, N. J		
Young Men's Christian Association Library.	Buffalo, N. Y		
Washington Heights Library	New York, N. Y		
Astor Library	New York, N. Y	William B. Astor	New York, N. Y
Young Men's Christian Association Library.	New York, N. Y		
Athenæum and Mechanics' Association.	Rochester, N. Y		
Young Men's Mercantile Library Association.	Cincinnati, Ohio		
Excelsior Library	Springfield, Ohio		
Young Men's Christian Association Library.	Erie, Pa		
American Baptist Historical Society Library.	Philadelphia, Pa		
Young Men's Christian Association Library.	Philadelphia, Pa		
Mercantile Library	Philadelphia, Pa	Isaiah V. Williamson	
Library at Hestonville	Philadelphia, Pa	Jesse George, deceased	Philadelphia, Pa.
Young Men's Association Library	Bristol, R. I		
Kingston Library	Kingston, R. I		
Lonsdale Library and Reading Room.	Lonsdale, R. I		
Redwood Library and Athenæum.	Newport, R. I		
Providence Athenæum	Providence, R. I		
Washington Library Company	Washington, D. C		
MUSEUMS OF NATURAL HISTORY.			
Museum of Wesleyan University	Middletown, Conn.		
Museum of the Boston Society of Natural History.	Boston, Mass		
Museum of Comparative Zoölogy at Harvard College.	Cambridge, Mass		
New Hampshire Philomathic and Antiquarian Society's Museum.	Contoocook, N. H		
Museum of Madison University	Hamilton, N. Y		
Ohio Wesleyan University Museum.	Delaware, Ohio		
Museum of Brown University	Providence, R. I		
Cutting's Museum	Lunenburg, Vt		

a Pledged.

benefactions for 1873, *&c.*—Continued.

Benefactions.						Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	Library and museum.	
$1,000	$1,000	.....	.....	.....	.....	
25,000	25,000	.....	.....	.....	.....	
1,976	1,976	.....	.....	.....	.....	
1,396	1,396	.....	.....	.....	.....	
2,000	2,000	.....	.....	.....	.....	
100	100	.....	.....	.....	.....	
1,000	.....	.....	.....	.....	$1,000	
5,000	5,000	.....	.....	.....	.....	
200	200	.....	.....	.....	.....	
31,000	31,000	.....	.....	.....	.....	
1,000	1,000	.....	.....	.....	.....	
100	100	.....	.....	.....	.....	
100	100	.....	.....	.....	.....	
500	500	.....	.....	.....	.....	
2,500	2,500	.....	.....	.....	.....	
45	45	.....	.....	.....	.....	
109	109	.....	.....	.....	.....	
5,000	5,000	.....	.....	.....	.....	
120	120	.....	.....	.....	.....	
5,000	5,000	.....	.....	.....	.....	
48	48	.....	.....	.....	.....	
2,000	2,000	.....	.....	.....	.....	
2,000	2,000	.....	.....	.....	.....	
200	200	.....	.....	.....	.....	
800	800	.....	.....	.....	.....	
100	100	.....	.....	.....	.....	
500	500	.....	.....	.....	.....	
216	216	.....	.....	.....	.....	
60,000	*a*60,000	.....	.....	.....	.....	
40,000	.....	.....	.....	.....	*b*40,000	
10,000	10,000	.....	.....	.....	.....	
250	250	.....	.....	.....	.....	
40	40	.....	.....	.....	.....	
157	157	.....	.....	.....	.....	
275	275	.....	.....	.....	.....	
300	300	.....	.....	.....	.....	To keep fountain in repair.
1,000	1,000	.....	.....	.....	.....	
100	.....	.....	.....	.....	100	
1,455	.....	.....	.....	.....	1,455	
125,000	.....	.....	.....	.....	125,000	
425	.....	.....	.....	.....	425	
100	.....	.....	.....	.....	100	
1,500	.....	.....	.....	.....	1,500	
3,000	.....	.....	.....	.....	3,000	
100	.....	.....	.....	.....	100	

b In lands in Clinton County, Pennsylvania.

TABLE XXIV.—*Statistics of educational*

Organization to which intrusted.		Benefactors.	
Name.	Location.	Name.	Residence.
INSTITUTIONS FOR THE DEAF AND DUMB.			
Kentucky Institution for the Education of Deaf Mutes.	Danville, Ky	Daniel Cozatt	Mercer Co., Ky
Maryland Institution for the Education of the Deaf and Dumb.	Frederick, Md	Mrs. Bitzenberger, dec'd	Frederick Co., Md.
Pennsylvania Institution for the Education of the Deaf and Dumb.	Philadelphia, Pa.	Jesse George, deceased Isabella B. Truman, dec'd.	Philadelphia, Pa
INSTITUTION FOR THE BLIND.			
Tennessee School for the Blind	Nashville, Tenn	Judge John M. Lee	Nashville, Tenn
MISCELLANEOUS.			
Southern States		Peabody fund	
Boston normal schools for females.	Boston, Mass	John H. Eastburn, dec'd	Boston, Mass
Boston Asylum and Farm School.	Boston, Mass	John H. Eastburn, dec'd	Boston, Mass
A freedmen's school	Not given	Withheld	
Union School and Children's Home.	Philadelphia, Pa	Deacon John C. Davis	Philadelphia, Pa

benefactions for 1873, *&c.*—Continued.

Benefactions.						Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	Library and museum.	
$500	.....	.....	.....	.....	$500	For library.
1,000	$1,000	.....	.....	.....	.....	
2,500	1,500	.....	.....	.....	.....	
	1,000	.....	.....	.....	.....	
15,000	.....	a$15,000	.....	.....	.....	
135,840	135,840	.....	.....	.....	.....	
1,000	1,000	.....	.....	.....	.....	To aid pupils.
5,000	5,000	.....	.....	.....	.....	
10,000	10,000	.....	.....	.....	.....	Given to American Baptist Home Mission Society to endow some freedmen's school.
1,000	1,000	.....	.....	.....	.....	

a Not in money.

TABLE XXV.—*Publications, educational, historic, &c., for* 1873; *compiled, from publishers' announcements, by the United States Bureau of Education.*

Name of publisher.	Place of publication.	Name of book and of author.	Size of book.	Number of pages.	Retail price per copy.
		ART.			
Jansen, McClecry & Co.	Chicago, Ill	Landscape Architecture, by W. H. P. Cleveland	12mo.		$1 50
James R. Osgood & Co.	Boston, Mass.	American Text-Book of Art-Education, by Prof. Walter Smith			
Do.	do	Gothic Forms, applied to Furniture, Decorations, &c., by B. J. Talbot			
Do.	do	A New Series of Drawing-Books, by Prof. Walter Smith			
Do.	do	Teacher's Manual of Free-hand Drawing and Designing, by Walter Smith	8vo	156	2 50
Roberts Brothers	do	Thorwaldsen, by Eugène Plon. Translated by Miss Luyster	8vo		3 50
Do.	do	Laocoön. An Essay on the Limits of Painting and Poetry. Translated from German of G. E. Lessing, by Ellen Frothingham.	16mo.		1 50
Do.	do	Thoughts about Art, by Philip G. Hammerston	8vo		6 00
D. Appleton & Co.	New York, N. Y.	Inventive Drawing, by Prof. Hermann Krusé	8vo		75
Do.	do	Drawing-Books, four numbers, by Prof. Hermann Krusé	Oblong 8vo.		Per No., 20
Do.	do	Boydell Gallery, a collection of 98 engravings illustrating the Dramatic Works of Shakespeare.	Folio		25 00
A. S. Barnes & Co	do	The Philosophy of Art, by H. Taine	16mo.		1 25
A. J. Bicknell & Co.	do	Detail, Cottage, and Constructive Architecture, by A. J. Bicknell, (with 75 plates.)	Large 4to		10 00
Do.	do	Church Architecture, by Fred. Clarke Withers, (1 vol., of 51 plates)	Large 4to		20 00
Cassell, Petter & Galpin	do	Principles of Decorative Design, by Prof. H. Dresser	Large 8vo.		3 50
Do.	do	Water-Color Painting, by R. P. Leitch			2 50
Jesse Haney & Co.	do	Book of Scrolls and Ornaments for Painters and Others, by J. H. Londolphe			1 00
Hurd & Houghton	do	A Hand-Book of Legendary and Mythological Art, by Clare E. Clement	Crown 8vo		3 25
G. P. Putnam's Sons	do	Perspective, by V. Pellegrin, M. S. A.	16mo.		1 00
Scribner, Armstrong & Co.	do	The Wonders of Sculpture. From the French of Louis Vrardot			1 50
Scribner, Wellford & Armstrong	do	Dictionary of Terms used in Architecture, &c., fourth edition, by John Weale. Edited by Robert Hunt, F. R. S.	12mo.		2 50
Slote, Woodman & Co	do	Industrial A B C Drawing-Book	12mo.		Per doz., 2 50
Do.	do	Industrial Drawing-Book, four numbers, by Frank Melville	8vo		Per doz., 2 50
D. Van Nostrand	do	Jacob's Practical Designing, by Arthur Jacob, A. B. (Science Series)	18mo.		50
John Wiley & Son	do	Elementary Free-Hand Geometrical Drawing, by Prof. S. Edw. Warren	12mo.		75
Do.	do	The Poetry of Architecture, Cottage and Villa, by John Ruskin	12mo.	246	1 50
Do.	do	Drawing for Little Folks, fourteen numbers	Oblong 8vo.		Per No., 30
Do.	do	Art-Culture, from John Ruskin. Arranged by Rev. W. H. Platt	12mo.	485	3 50
J. B. Lippincott & Co.	Philadelphia, Pa	Designs for Bridges	4to.		1 00
Porter & Coates	do	Series of Copies and Outlines for Water-Color Paintings, after John Absolom, numbers 1, 2, and 3.			Each, 25
		BIOGRAPHY.			
Estes & Lauriat	Boston, Mass.	The Story of Goethe's Life, by George Henry Lewes	Crown 8vo		2 50
Gould & Lincoln	do	Life of Rev. Dr. Hoyt, by Prof. Taylor Lewis and Dr. C. Van Lautvoord			
Henry Hoyt	do	Mozart's Early Days. From the German of Hanz Hoffmann	16mo.	157	1 00
Lee & Shepard	do	Life of Alexander von Humboldt. Translated from the German, by Jane and Caroline Lassell. 2 vols.	8vo		10 50

James R. Osgood & Co	do	Life of John Singleton Copley, by A. T. Perkins	8vo		3 00
Do	do	The Story of Goethe's Life, by G. H. Lewes	16mo		1 50
Do	do	Gallery of Great Composers	4to		10 00
Roberts Brothers	do	Thoreau, the Poet-Naturalist, by William Ellery Channing	16mo		1 50
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Schoenhof & Moeller	do	Biographies des musiciens célèbres	12mo	300	1 50
Charles W. Lever	Cambridge, Mass	Biographical Sketches of Harvard University Graduates, by B. J. L. Sibley, A. M. Vol. 1.	8vo	618	6 00
D. Appleton & Co	New York, N. Y	Memorial Address on William H. Seward, by Charles Francis Adams			25
Robert Carter & Bros	do	Life of Rev. Thomas Guthrie, D. D	18mo	171	75
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Catholic Publishing Society	do	The Life of the Most Rev. M. J. Spaulding, D. D., by J. L. Spaulding, S. T. L.	8vo	468	4 00
Harper & Brothers	do	Memoir and Letters of Sara Coleridge. Edited by her daughter	Great 8vo	528	2 50
Henry Holt & Co	do	Recent Music and Musicians, by Ignatz Moscheles. From the German, by A. D. Coleridge.	12mo	XVIII, 402	2 00
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Thomas Nelson & Son	do	Lives of British Reformers	Small 8vo		1 75
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Do	do	Frederick the Great, by Thomas Carlyle. People's edition. Vol. 4	12mo		90
Union Publishing Company	do	Life of Horace Greeley, by L. D. Ingersoll	8vo	688	5 00
Claxton, Remsen & Haffelfinger	Philadelphia, Pa	Life of Emanuel Swedenborg, by W. White, with an Introduction by Rev. B. F. Barrett.	12mo		
Charles Desilver	do	Sanderson's Biography of the Signers of the Declaration of Independence. Edited by Judge Robert T. Conrad.	Royal 8vo		
George Gebbie	do	A Biographical History of the Fine Arts, being Memoirs of the Lives and Works of Eminent Painters, Engravers, Sculptors, and Architects, by L. Spooner, M. D. 2 vols.	Imperial 8vo		10 00
J. B. Lippincott & Co	do	Life of John Adams. Edited by Hon. C. F. Adams	12mo		2 00
Do	do	Life of Dean Alford. Edited by his widow	8vo		5 00
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A. L. Bancroft & Co	San Francisco, Cal	Manual of American Ideas. Text-book for schools and colleges. By C. T. Hopkins.	12mo	325	1 50
Hammersley & Co	Hartford, Conn	Youths' Book on the Mind, by Cyril Pearl. New edition	12mo	165	1 25
S. C. Griggs & Co	Chicago, Ill	Bacon's Manual of Gesture, by Albert M. Bacon, A. M	12mo	260	1 75
John P. Morton & Co	Louisville, Ky	Fourth School Reader, by Noble Butler	Large 12mo	252	65
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Robert S. Davis & Co	Boston, Mass	New Elementary Geometry, by Benjamin Greenleaf	12mo	180	1 00
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Ginn Brothers	do	Harvard Examination Papers. Arranged by R. F. Leighton, A. M	12mo		1 25
Do	do	Hudson's School Shakespeare, by Rev. H. N. Hudson. Third series	12mo	655	2 50
Do	do	A Manual of English Literature, by Thomas Arnold, M. A	12mo	567	3 00

TABLE XXV.—*Publications, educational, historic, &c., for 1873, &c.*—Continued.

Name of publisher.	Place of publication.	Name of book and of author.	Size of book.	Number of pages.	Retail price per copy.
		EDUCATION—Continued.			
Ginn Brothers	Boston, Mass	Separate Plays of Hudson's School Shakespeare, by Rev. H. N. Hudson	12mo		Each, $0 40
Lee & Shepard	do	American Authors. Hand-Book of English Literature. By Francis H. Underwood, A. M.	Crown 8vo		2 50
Do	do	British Authors, by Francis H. Underwood, A. M.			2 50
Do	do	A General System of Botany, by E. Le Maout and J. D. Caisne	Royal 8vo	1076	25 00
Do	do	Dialogues and Dramas for Public and Private Exhibitions, by Professor Lewis B. Monroe.	12mo		1 50
Do	do	Pronouncing Hand-Book of Words often Mispronounced, by Richard Soulé and L. J. Campbell.	24mo	99	60
Do	do	The Grammar-School Speller, by Prof. B. Tweed	16mo		30
James R. Osgood & Co	do	Sex in Education, by E. H. Clarke, M. D.	16mo	181	1 25
Do	do	Enigmas of Life, by W. R. Grey	12mo		2 00
Do	do	The Odyssey of Homer, by William Cullen Bryant. Roslyn edition, 2 vols	16mo	282, 262	5 00
Naturalists' Agency	Salem, Mass	Flower Object-Lessons, by Le Maout	16mo	55	75
James M. Lent	Buffalo, N. Y	Gems of Pen Art, by Charles B. Knowlton	Oblong 8vo	36	2 00
Do	do	Practical Lessons in Penmanship, by Charles B. Knowlton	8vo	48	1 00
Martin Taylor	do	The Introductory Reading-Book, by E. C. Pomeroy	16mo	144	50
D. Appleton & Co	New York, N. Y	Education in Japan. 1 vol	12mo		1 50
Do	do	American Annual Cyclopedia and Register for 1872	8vo	839	5 00
Do	do	Baker's Guide to English Parsing	4to		20
A. S. Barnes & Co	do	Steele's "14 Weeks" in Physiology			
Do	do	Critical Writing Speller, by A. L. Barber	4to	24	20
Do	do	The Liberal Education of Woman. The Demand and the Method. By Prof. James Orton.	12mo	296	1 50
Do	do	Elementary Music Reader, by B. Jepson. Books second and third	12mo		Each, 75
Do	do	Manual of Moral Philosophy, by A. P. Peabody, D. D., LL. D	12mo	225	1 25
Do	do	Education Abroad, by B. G. Northrop, LL. D	8vo	176	1 50
Benzizer Bros	do	Lesebuch für die deutschen katholischen Schulen	12mo	120	30
Cassell, Pelter & Galpin	do	A First Sketch of English Literature, by Prof. H. Morley. Second edition			4 00
Clark & Maynard	do	First Words in English Orthography, (new edition,) by N. P. Henderson	18mo		25
Do	do	The United States Reader, (Anderson's)	12mo	414	1 50
Do	do	Anderson's Historical Reader	12mo	544	1 80
Dick & Fitzgerald	do	McBride's Comic Dialogues, by H. Elliott McBride	16mo	179	30
E. P. Dutton & Co	do	Aunt Mary's Reading Book	12mo		50
Harper & Brothers	do	New American System of Penmanship, Grammar-school series, by Warren H. Samson, three numbers.	Oblong 8vo		Per doz., 1 80
Henry Holt & Co	do	Primitive Culture, by E. B. Tylor. 2 vols	8vo		5 00
Holt & Williams	do	Essays, by Prof. James Hadley, LL. D	8vo	VII, 424	4 00
Do	do	Scintillations from the Prose Works of Heinrich Heine. Translated by S. A. Stern.	16mo	185	1 25
Do	do	Responsive Reading, by William I. Budington, D. D	16mo	190	70
Do	do	Outlines of German Literature, by Gostwick & Harrison	Large 12mo	600	2 50

Hurd & Houghton	....do	First Steps in English Literature, by A. Gilman, M. A. Seventh edition	16mo			1 00
Ivison, Blakeman, Taylor & Co	....do	American Educational Readers. New graded series			$0 25, 0	40
Do	....do	Word Primer, by William Swinton	12mo	96		20
Do	....do	Fifth Reader	12mo	336		1 50
Do	....do	First Steps in Music, Book Four, by B. G. Loomis	16mo	216		60
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James Miller	....do	Half-Hours with the Poets, from Chaucer to Tennyson	8vo	370		6 00
Do	....do	Course of English Reading, by J. A. Spencer	12mo	299		1 25
Nelson & Phillips	....do	Science of Elocution, by S. S. Hamill, A. M				1 75
P. O'Shea	....do	Elements of Logic, by Rev. S. Balmes. Translated by J. M. Spillessy, M. A	12mo			1 00
S. S. Packard & Co	....do	Packard's Business-Training and Key, by S. S. Packard	8vo	248		
G. P. Putnam's Sons	....do	The Best Reading-Hints on the Selection of Books. New and revised edition.	12mo	305		1 00
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Do	....do	A Hand-Book of Synonyms of the English Language, with definitions	16mo			1 00
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M. W. Redding & Co	....do	Antiquities of the Orient Unveiled, by M. W. Redding	8vo	421		3 50
D. & J. Sadlier & Co	....do	Metropolitan Third Reader, by a member of the Order of the Holy Cross	12mo	240		60
L. W. Schmidt	....do	Phonetic Primer and First Reader, by T. E. Heidenfeld	16mo	100		30
Scribner, Armstrong & Co	....do	Indian Bibliography, by Thomas W. Field	8vo			5 00
Do	....do	Series of Readers, (Primer, First and Second Readers,) by E. A. Sheldon			$0 20, 0 25, 0	50
Scribner, Welford & Armstrong	....do	Manual of Mythology for the use of Schools, &c., by Alex. S. Murray	12mo			3 00
Sheldon & Co	....do	Patterson's Speller and Analyzer	16mo	128		40
Do	....do	Exercise Book. Adapted to Patterson's Speller	4to			60
Taintor & Co	....do	The Critical Speller, by J. H. Zelie	16mo	96		25
University Publishing Company	....do	First Lessons in English Grammar. Holmes	16mo	160		50
William Wood & Co	....do	The Educational Year-Book, 1873	16mo	153		1 25
Woolworth, Ainsworth & Co	....do	Philosophy of Rhetoric, by John Bascom	12mo	251		1 50
Do	....do	Text-Book of Intellectual Philosophy, by J. T. Champlin, D. D. New edition.	12mo	312		1 50
Do	....do	Chapters on Intellectual Philosophy, designed to accompany Champlin's Text-Book, by J. T. Champlin.	16mo	83		10
Do	....do	Manual of Penmanship, by Payson, Dunton & Scribner	12mo	112		1 25
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Do	....do	The Eclectic System of Penmanship				10
J. H. Butler & Co	Philadelphia, Pa	School Manual of Etymology, by Epes Sargent	12mo	244		90
Do	....do	Junior Speaker, by William Oxford	12mo	216		75
Do	....do	Senior Speaker, by William Oxford	12mo	432		1 50
Cowperthwaite & Co	....do	Geographical Drawing-Book, by E. A. & A. C. Apgar	4to	28		75
Do	....do	Third Reader, by Lewis B. Monroe	16mo	224		75
Do	....do	First Reader, by Lewis B. Monroe	16mo	96		30
Claxton, Remsen & Haffelfinger	....do	Reviews and Essays on Art, Literature, and Science, by Mrs. A. L. Phelps	12mo			1 50
Do	....do	English Literature, by Henry Coppée, LL. D. 1 vol., second edition	Demy 8vo			2 25
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J. B. Lippincott & Co	....do	A New Dictionary of Poetical Quotations, by S. Austin Allibone, LL. D.	8vo	788		5 00
Do	....do	Text-Book of Physiology, by John Hughes Bennett, M. D	Crown 8vo			3 50

TABLE XXV.—*Publications, educational, historic, &c., for* 1873, *&c.*—Continued.

Name of publisher.	Place of publication.	Name of book and of author.	Size of book.	Number of pages.	Retail price per copy.
		EDUCATION—Continued.			
J. B. Lippincott & Co	Philadelphia, Pa	Macbeth. Edited by H. H. Furness, A. N. J	8vo		$3 00
T. E. Zell	do	Encyclopedia of American Literature, by E. A. & G. L. Duyckinck, (in 50 parts.) Parts 1–5.	8vo		Per part, 50
		GEOGRAPHY AND TRAVELS.			
J. H. Carmany & Co	San Francisco, Cal	All Over Oregon and Washington, by Mrs. F. F. Victor	8vo	368	2 50
Day, Egbert & Fidlar	Davenport, Iowa	Manual of Physical Geography of Iowa, by C. A. White	4to	85	75
H. S. Hyatt	Des Moines, Iowa	Resources of Iowa	16mo	160	
James R. Osgood & Co	Boston, Mass	New England. A Hand-Book for Travelers	16mo	399	2 00
D. Appleton & Co	New York, N. Y	Japan and the Japanese, by Aimée Humbert. From the French, by Mrs. C. Hoey. 1 vol.	Royal 4to		20 00
Do	do	Appletons' European Guide-Book. In 2 vols			6 50
Do	do	Appletons' Hand-Book of Southern Travel	12mo		2 00
Do	do	Physical Geography, Science Primers, by Archibald Geikil, LL. D	18mo		50
Dodd & Mead	do	Wanderings in Spain, by A. J. C. Hare	Crown 8vo		3 00
E. P. Dutton & Co	do	The Atlantic Coast-Guide	16mo	136	1 00
J. B. Ford & Co	do	New Life in New Lands. Notes of Travel across the American Continent. Grace Greenwood.	12mo	400	2 00
Harper & Bros	do	Sub-Tropical Rambles in the Land of the Aphanapteryx, by Nicholas Pike	8vo	509	3 50
Do	do	The Land of Moab, by H. B. Tristam, M. A., LL. D	Great 8vo		2 50
Do	do	Hand-Book for Travelers in Europe and the East, by W. P. Fetridge	Large 12mo	763	6 00
Henry Holt & Co	do	A Tour through the Pyrenees, by H. A. Taine. Translated by J. S. Fiske	4to	523	10 00
Hurd & Houghton	do	A Satchel-Guide for the Vacation Tourist in Europe	16mo		2 00
Thomas Nelson & Son	do	Spain and Its People. A Record of Recent Travel	12mo		3 00
G. P. Putnam's Sons	do	First Steps in Geography, by Thomas S. Fay	12mo		75
Do	do	Atlas of Scripture Geography. Constructed and engraved by E. Weller, F. R. G. S.	4to		75
Do	do	The Student's Atlas of Classical Geography, by L. Schmitz, LL. D	Imperial 8vo		1 50
Do	do	The International Atlas, by William F. Collier, LL. D., and Leonard Schmitz, LL. D.	4to		6 00
Do	do	The Collegiate Atlas	Small 4to		4 00
Scribner, Armstrong & Co	do	Siam. Compiled and arranged by Rev. George B. Bacon. 1 vol	12mo		1 50
Do	do	Guyot's Physical Geography	4to	128	2 25
Do	do	Illustrated Library of Travel. The Lake Regions of Central Africa. Compiled and arranged by Bayard Taylor.	12mo		1 50
Do	do	Life in China, by W. H. Medhurst	12mo		1 50
Scribner, Welford & Armstrong	do	The Great Lone Land. A Narrative of Travel and Adventure in the North-west of America. By Captain W. F. Butler.	Crown 8vo		3 75
Sheldon & Co	do	Paradise in the Pacific. Travel, Adventure, and Facts in the Sandwich Islands. By William R. Bliss.	16mo	207	1 25
Do	do	Short-Trip Guide to America, by Henry Morford. New edition	16mo		1 50

R. Clark & Co	Cincinnati, Ohio	Journal and Letters of Colonel John May	8vo	160	2 00
Porter & Coates	Philadelphia, Pa	New York State Illustrated	4to		
Do	do	Pennsylvania Illustrated	4to		
J. E. Potter & Co	do	The Arctic Regions by Sea and Land, by Epes Sargent	12mo	600	2 50
		HISTORY.			
S. C. Griggs & Co	Chicago, Ill	Pre-Historic Races of the United States, by J. W. Foster, LL. D	Crown 8vo	415	3 50
Dresser, McLellan & Co	Portland, Me	Young People's History of Maine, by George J. Varney			
Kelley, Piet & Co	Baltimore, Md	Catechism of History of the United States, by M. J. Kerney, esq. Enlarged and revised edition.	24mo	146	25
Turnbull Brothers	do	History of Virginia, by Mary T. Magill	12mo	275	1 25
Patrick Donahoe	Boston, Mass	Points of History	16mo	248	60
Estes & Lauriat	do	Guizot's Popular History of France. 6 vols	8vo		Per vol., 3 00
Do	do	The Early History of Mankind and Primitive Culture, by G. B. Taylor			
Ginn Brothers	do	Bible Chart of Genealogy and Chronology, by C. S. Halsey			1 00
Noyes, Holmes & Co	do	History of Warwick, Mass., by Hon. Jonathan Blake	12mo	240	2 00
James R. Osgood & Co	do	Historic Fields and Mansions of Middlesex, by S. A. Drake	8vo		5 00
B. B. Russell	do	History of Napoleon III, by John S. C. Abbott	8vo	730	3 50
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Schoenhof & Moeller	do	Petite histoire du peuple français, by Lacomb	12mo		90
A. Williams & Co	do	Memorials of the Massachusetts Society of the Cincinnati. Edited by Francis S. Drake.	Large 8vo	578	
Bryan & Co	Springfield, Mass	History of Amherst College during the First Half Century, by W. S. Tyler	8vo	671	
J. Munsell	Albany, N. Y	History of Bristol and Bremen, Me., by John Johnston	8vo	VIII, 524	3 50
D. Appleton & Co	New York, N. Y	Antiquities of the Southern Indians, particularly of the Georgia Tribes, by Charles C. Jones, jr.	8vo		6 00
Do	do	The Irish Race, In the Past and Present, by Rev. Aug. J. Thebaud, S. J. 1 vol.	8vo		3 50
Do	do	History of Greek and Roman Classical Literature, by Rev. A. Louage, C. S. C. 1 vol.	16mo		1 25
Do	do	Manners, Customs, and Dress during the Middle Ages, by Paul Lacroix. 1 vol.	8vo		12 00
A. S. Barnes & Co	do	Brief History of Texas, by D. W. C. Baker	12mo	260	1 25
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Dodd & Mead	do	Ferdinand De Soto, by John S. C. Abbott	12mo		1 50
Do	do	Peter Stuyvesant and the Early Settlement, by J. S. C. Abbott	12mo		1 50
Harper & Brothers	do	Old Rome and New Italy, by Emilio Castelar. Translated by Mrs. Arthur Arnold.	12mo	301	1 75
Do	do	The Oxford Methodists, by Rev. L. Syerman	Crown 8vo		2 50
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Do	do	Student's Hallam's Constitutional History of England. Edited by William Smith, D. C. L.	12mo		2 00
Do	do	The Treaty of Washington, by Caleb Cushing	Crown 8vo		2 00
Do	do	The Land of Moab, by H. B. Tristram, M. A., LL. D	Crown 8vo		2 50
Henry Holt	do	History of England, by Edith Thompson. Edited by Ed. A. Freeman, D. C. L.	16mo	252	1 00
Holt & Williams	do	The Early History of Mankind, by E. B. Taylor			
Do	do	A History of German Literature, by Gostick & Harrison			
Do	do	Freeman's Historical Course, vol. 2, England			
Do	do	Brief History of Texas, by D. W. C. Baker	12mo	180	1 25
Hurd & Houghton	do	Old New England Traits, by George Lunt	16mo		1 50
Do	do	The Isle of Shoals. An Historical Sketch. By J. S. Jenness	16mo		1 50

TABLE XXV.—*Publications, educational, historic, &c., for 1873, &c.*—Continued.

Name of publisher.	Place of publication.	Name of book and of author.	Size of book.	Number of pages.	Retail price per copy.
		HISTORY—Continued.			
Nelson & Phillips	New York, N. Y	Outlines of Bible History, by John F. Hurst, D. D	12mo	62	$0 50
Do	do	The Early Years of Christianity, by E. De Pressensé, D. D. Translated by Annie Harwood.	12mo	479	1 75
Thomas Nelson & Son	do	Incidents of Missionary Life Among the Waldenses	12mo		1 75
G. P. Putnam's Sons	do	Dictionary of Dates, by J. Haydn. New, 14th, English edition, by Benjamin Vincent.	8vo		9 00
Pott, Young & Co	do	History of the Christian Church, vol. 4, (A. D. 1303-1517,) by James C. Robertson, A. M.	8vo		8 00
A. D. F. Randolph & Co	do	Historic Origin of the Bible, by E. C. Bissell, A. M	12mo	432	2 50
George Routledge & Sons	do	History of the Wars of Ireland, 1641-1653	16mo		1 50
D. & J. Sadlier & Co	do	Bible History, with Maps, Tables, &c., by Rev. James O'Leary, D. D	8vo	480	2 00
Do	do	History of the Christian Church, by Right Rev. Charles Walmesley, D. D	12mo	396	1 25
Scribner, Armstrong & Co	do	History of Philosophy, by Dr. Friedrich Ueberweg. Translated by Prof. George S. Morris, A. M.	8vo		3 50
Do	do	The Reformation, by Professor George P. Fisher, D. D	8vo		3 00
Do	do	Ueberweg's History of Philosophy. Vol. 2. Translated by Professor George S. Morris. Edited by Noah Porter, LL. D.			
Scribner, Welford & Armstrong	do	The Sixth Oriental Monarchy, by George Rawlinson, A. M	8vo		6 00
E. B. Treat	do	The Great Riots of New York, from the Slave Riots of Colonial Times to the Orange Riot of 1871, by Hon. J. T. Headley.	12mo		2 00
R. Clarke & Co	Cincinnati, Ohio	Prehistoric Man, by M. F. Force	8vo	85	75
Do	do	Columbus, Ohio; its History, &c., by J. H. Studer	8vo	584	2 00
Do	do	Crawford's Expedition against Sandusky, in 1782, by C. W. Butterfield	8vo	410	3 50
Elias Barr & Co	Lancaster, Pa	The Reformed Menonite Church, by D. Musser	8vo	608	1 75
Bible and Publishing Society	Philadelphia, Pa	The Baptists; Who They Are, and What They Have Done. By Rev. George B. Taylor, D. D.	18mo	134	Paper, 20
Do	do	Struggles and Trials of Virginia Baptists, by —— Curry	18mo	71	
John Campbell & Son	do	A Brief Account of the Paper Money and Finances of the War of the American Revolution, by J. W. Shuckers.	8vo	250	3 00
Claxton, Remsen & Haffelfinger	do	History of Susquehanna County, Pa. By Emily C. Blackman	8vo	640	4 00
Do	do	Rollin's Ancient History. New edition, 4 vols	8vo		9 00
Do	do	History of Georgia, by Rev. William Bacon Stevens. 2 vols	8vo		5 00
Charles Desilver	do	History of the Indian Wars, by Trumbull	8vo	320	2 50
Lutheran Book Store	do	The Great Reformation, by Professor W. J. Mann, D. D	18mo	78	Paper, 20
J. B. Lippincott & Co	do	History of the Reign of Ferdinand and Isabella, by William H. Prescott. New and revised edition, 3 vols. Edited by John F. Kirk.	12mo	XVII, 508	2 25
Do	do	History of the Conquest of Mexico, by William H. Prescott. New and revised edition. Edited by John F. Kirk, (in 3 vols.) Vol. 1.	12mo	477	2 25
Miller's Bible and Publishing House.	do	The Voice of God. A Complete History of the Bible, by Alfred Nevin	8vo		3 50
Presbyterian Board of Publication.	do	Presbyterianism Three Hundred Years Ago, by Rev. William P. Breed, D. D.	16mo		1 00

Do	do	Ter-Centenary Book	16mo		1 25
Porter & Coates	do	Josephus' Works. Translated by William Whiston, A. M	8vo	978	3 00
Do	do	The Seven Heroes of the Seven Hills. A Child's History of Rome. By Laing	16mo		1 00
J. E. Potter & Co	do	Youths' Illustrated Bible History, by Rev. P. C. Headley. 2 vols	4to	900	3 50
		LAW.			
A. L. Bancroft & Co	San Francisco, Cal	A Treatise on the Law of Judgments, by A. C. Freeman	8vo	540	6 50
Do	do	United States Circuit and District Court Reports for the 9th Circuit, by Hon. Lorenzo Thomas. Vol. 1.	8vo		7 50
Do	do	Probate Law and Practice, by D. P. Belknap	8vo	652	7 50
J. W. Burke & Co	Macon, Ga	Hammond & Jackson's Report. Vols. 45 and 46	8vo		Per vol., 7 50
Callahan & Co	Chicago, Ill	A Treatise on the Law of Injunctions in the United States and England, by J. E. High.	8vo	580	7 50
Do	do	On Judicial Sales, by David Rorer	8vo	442	6 00
Do	do	Bissell's Reports, vol. 1, 1851–1867, by Josiah H. Bissell	8vo	636	7 50
E. B. Myers	do	Hill's Chancery Practice	8vo	850	7 50
Do	do	Rules of Practice in Courts of Record in the City of Chicago, and the Supreme Court of the State of Illinois.	8vo		1 50
Do	do	Withrow's Municipal Corporation Cases. Vol. 2			
Do	do	Haines' Treatise for Justices of the Peace, &c., by Elijah M. Haines	8vo	850	7 50
Do	do	The Highway System	12mo	200	1 50
Loring, Short & Harmon	Portland, Me	Ware's Reports, by Hon. Ashur Ware. Vol. 3	8vo	500	6 00
Little, Brown & Co	Boston, Mass	Pomeroy on Remedies, by J. N. Pomeroy, LL. D	8vo		
Do	do	Curtis on the Law of Copyright, as enacted in England and America	8vo		
Do	do	Collyer on Partnership. Edited by Hon. J. C. Perkins	8vo		
Do	do	Leading American Cases on the Law of Wills, by Isaac F. Redfield, LL. D	8vo		
Do	do	A Treatise on the Law of Guaranty and Suretyship, by J. A. L. Whittier, esq. 1 vol.	8vo		
Do	do	Taylor's Landlord and Tenant	8vo	834	7 50
Do	do	United States Statutes, 1872–'73	Royal 8vo		Paper, 2 50
Do	do	The Law of Railways, by Isaac F. Redfield, LL. D. 5th edition. 2 vols	8vo	828, 832	15 00
Do	do	Bishop's Commentaries on the Laws of Statutory Crimes	8vo		7 50
Do	do	Browne on the Law of Trade-Marks, and Analogous Subjects	8vo		6 50
Do	do	Drake on the Law of Suits by Attachment in the United States. Fourth edition.	8vo		7 50
Do	do	Hilliard on the Remedies for Torts or Private Wrongs. Second edition	8vo		
Do	do	The English Constitution, new edition, by Walter Bagehot	8vo	350	2 25
Do	do	A Treatise on the Law of Contracts, by Hon. Theophilus Parsons, LL. D. New edition, revised. 3 vols.	8vo		22 50
Do	do	Great Britain: De Gex, Fisher & Jones' Reports, by Hon. J. C. Perkins. Vols. 2 and 3.	8vo		Per vol., 5 00
Do	do	Great Britain: Clark & Finnelly's House of Lords Reports, by Hon. J. C. Perkins. Vols. 4 and 5. (In 12 vols.)	8vo		Per vol., 6 00
Do	do	Schouler on Personal Property, by James Schouler	8vo		7 50
Do	do	De Gex & Jones' Reports, vol. 2. (Also, vols. 3 and 4.)	8vo		
Do	do	Bigelow's Overruled Cases, by M. M. Bigelow	Royal 8vo		
Do	do	Story on the Law of Contracts. Revised and enlarged by Hon. E. H. Bennett. 2 vols.	8vo		15 00
Do	do	Bishop's Marriage and Divorce. Revised and enlarged by Joel Prentiss Bishop. 2 vols.	8vo		15 00
Do	do	May on Insurance, by John W. May, esq	8vo		7 50

TABLE XXV.—*Publications, educational, historic, &c., for* 1873, *&c.*—Continued.

Name of publisher.	Place of publication.	Name of book and of author.	Size of book.	Number of pages.	Retail price per copy.
		LAW—Continued.			
Little, Brown & Co	Boston, Mass	Rawle on Covenants, by W. H. Rawle, esq	8vo		$7 50
Do	do	Story on the Constitution. Edited and revised by Hon. T. M. Cooley. 2 vols.	8vo		15 00
Do	do	United States Digest, vol. 3	Royal 8vo		7 50
Do	do	Curtis on Patents, by George T. Curtis. 2 vols	8vo		15 00
Do	do	Bigelow's Leading Cases on the Law of Torts, by M. M. Bigelow. 2 vols	8vo		15 00
Do	do	Nott & Huntington's Court of Claims Report, vol. 7	8vo		5 50
Do	do	Leake on Contracts, by Stephen M. Leake	8vo		
Do	do	Clifford's Reports, vol. 3, by Hon. Nathan Clifford	8vo		
Do	do	English Chancery Reports. De Gex, Jones & Smith. 4 vols	8vo		
Do	do	Hitchcock on the Law of Judicial Sales in the United States, by Henry Hitchcock, esq.	8vo		
Do	do	Jarman on Wills, by Hon. J. C. Perkins. 2 vols	8vo		
Do	do	Lathrop on Damages, by John Lathrop, esq	8vo		
Do	do	Law Dictionary. 2 vols	8vo		
Do	do	Phillips on Liens, by Samuel L. Phillips, esq	8vo		
B. W. Sanborn & Co	Concord, N. H	Shirley's Supreme Court Reports, vol. 50	8vo		4 25
Wm. Gould & Sons	Albany, N. Y	Digest of New York Reports, by Wm. Wait, vol. 4	8vo	850	7 50
Do	do	Baylie's Questions and Answers on Law and Practice, for Students	8vo	550	5 00
W^C. Little & Co	do	Introduction to Law Studies, by Samuel Warren, D. C. L., A. M.	8vo	509	5 00
Weed, Parsons & Co	do	Revised Statutes of the State of New York	8vo	760	
Do	do	Condensed Insurance Reports, by William Barnes. Vol. 1, 1830–1853; vol. 2, 1853–1863.	8vo	1086, 1204	Per vol., 6 00
Do	do	Murray's Affirmed Cases, &c., by F. P. Murray	8vo	500	5 00
D. Appleton & Co	New York, N. Y	Introduction to Roman Law, by James Hadley, LL. D. 1 vol	16mo		1 50
Baker, Vorhees & Co	do	Abbott's New York Digest, vols. 1 and 2	L'ge roy. 8vo		Per vol., 7 50
Do	do	Gerard's Titles to Real Estate in the State of New York. Second edition, enlarged, by James W. Gerard, jr.			
Do	do	Daniel on Negotiable Instruments, by John W. Daniel, esq			
Do	do	A Digest of Law of Railways			
Do	do	Ram on Facts as Subjects of Inquiry by a Jury. Third edition, enlarged, with additional notes, &c., by John Townshend, esq.			5 00
Do	do	Leading Cases in the Law of Damages			
Do	do	Tyler's Mitford's Chancery Pleadings, with introduction, notes, &c., by Samuel Tyler, LL. D.			
Do	do	Dicey's Parties to Actions, by A. V. Dicey			
Do	do	Waterman on Trespass, by Thomas W. Waterman			
Do	do	United States Criminal Digest			
Do	do	Cyclopedia of Legal Eloquence. Argument, Opinion, &c			
Do	do	Digest of the Law of Evidence at Nisi Prius. For American practice			
Do	do	A Practical Treatise on the Law of Municipal Bonds, by W. N. Coler, vol. 1	8vo		5 00
Do	do	A Code of International Law, by David Dudley Field. Book 2. On War	8vo		2 00

Do	do	A Digest of New York Statutes and Reports, by Abbott Brothers. In 6 vols. Vols. 1 and 2.			Each, 7 50
Do	do	Changes in the Statute Laws of New York since 1858, by Joseph D. Fay	8vo	80	2 00
Do	do	Law and Practice of Bankruptcy, by Orlando F. Bump. Sixth edition	8vo		
Diossy & Co	do	Famous Cases of Circumstantial Evidence	8vo	153	2 50
Do	do	Digest of Grattan's Virginia Reports	8vo	472	8 00
Hurd & Houghton	do	Fire-Insurance Cases of England, Ireland, Scotland, and America. By E. H. Bennett.			7 50
Do	do	Protection against fire, by Joseph Bird	12mo		1 50
R. Clark & Co	Cincinnati, Ohio	Fisher's Patent Reports, by William H. Fisher, vol 1	8vo	VIII, 728	15 00
Do	do	Leading Cases on the Law of Trusts, by Peter Zinn	8vo		6 50
T. & J. W. Johnson & Co	Philadelphia, Pa	Leading Cases on Mercantile and Maritime Law, by O. D. Tudor. 2 vols	8vo	1367	15 00
Kay & Brothers	do	Federal Digest, by F. E. Brightly, esq., vol. 2, second edition	8vo		6 50
West, Johnston & Co	Richmond, Va	Homestead Act of Virginia, by Hon. Hugh L. Bond			50
Atwood & Culver	Madison, Wis	Analysis of the Constitution of the State of Wisconsin, by A. O. Wright	8vo	175	50
W. H. & O. H. Morrison	Washington, D. C	Law Students and Lawyers, by A. G. Riddle	8vo	275	2 00
		MATHEMATICS.			
Ginn Brothers	Boston, Mass	Pierce's Elements of Logarithms, by James Mill Pierce	12mo	83	1 00
A. S. Barnes & Co	New York, N. Y	Folsom's Logical Book-keeping, by I. J. Folsom	8vo		2 00
Do	do	Examination of the Demonstrations of Davies' Legendre, by Charles Davies, LL. D.	12mo	36	25
Do	do	Nature and Utility of Mathematics, by Charles Davies, LL. D	8vo		1 50
Do	do	Analytical Geometry, by Prof. William Peck, LL. D	12mo		1 75
Do	do	New Bourdon's Algebra, by Charles Davies, LL. D	8vo		2 25
Do	do	New Calculus, by Charles Davies, LL. D	8vo	228	2 00
Clark & Maynard	do	Mental Arithmetic, by James B. Thompson, LL. D	16mo	144	35
Do	do	Rudiments of Arithmetic, by James B. Thompson, LL. D	16mo	224	50
Do	do	Practical Arithmetic, by James B. Thompson, LLD	12mo	384	1 00
Holt & Williams	do	Davies' New Analytical Geometry, by Charles Davies, LL. D	8vo		2 00
Sheldon & Co	do	University Algebra, by Professor Edward Olney	8vo		2 00
Slote, Woodman & Co	do	Arithmetical Table Book, by B. D. L. Southerland	16mo	48	20
D. Van Nostrand	do	Boileau's Traverse Tables	8vo		6 00
Wilstach, Baldwin & Co	Cincinnati, Ohio	The Quadrature of the Circle, the Square Root of Two, and the Right-Angled Triangle, by William A. Myers.	12mo		2 00
Wilson, Hinkle & Co	do	Ray's Surveying and Navigation, by A. Schuyler, M. A	8vo	403	2 25
Cowperthwaite & Co	Philadelphia, Pa	Elementary Algebra, by D. B. Hagar	12mo	252	1 25
Claxton, Remsen & Haffelfinger	do	$10,000-prize Rule for the Equation of Payments, by Prof. Ware	18mo		1 25
Eldredge & Bro	do	Key to Wilson's Elementary Algebra	12mo		1 25
Sower, Potts & Co	do	New Normal Mental Arithmetic, by Prof. E. Brooks	18mo	178	38
		MECHANICS.			
Lee & Shepard	Boston, Mass	Manual for Railroad Engineers and Engineering Students, by Professor George L. Vose.	Crown 8vo	890	20 00
D. Appleton & Co	New York, N. Y	Work-Shop Appliances, by C. P. B. Shelley, C. E	12mo		1 50
J. B. Ford & Co	do	Silver and Gold. An Account of the Mining and Metallurgical Industries of the United States, by R. W. Raymond, Ph. D	8vo	556	3 50
Hurd & Houghton	do	Elements of Physical Manipulation, by Prof. Ed. C. Pickering	8vo	XII, 225	3 00
J. Murphy, Arthurs & Co	do	Reference Book of Architects, Civil Engineers, &c	4to	235	30 00

TABLE XXV.—*Publications, educational, historic, &c., for* 1873, *&c.*—Continued.

Name of publisher.	Place of publication.	Name of book and of author.	Size of book.	Number of pages.	Retail price per copy.
		MECHANICS—Continued.			
G. P. Putnam's Sons	New York, N. Y	Putnam's Advanced Science Series, (22.) Steam and the Steam-Engine. By Henry Evers, LL. D.	12mo		$1 50
Do	do	House Building. A Practical Guide. By C. J. Richardson	Crown 8vo		3 50
A. D. F. Randolph & Co	do	Report of the Hydraulic Lime of Teil, by L. F. Beckwith	8vo	78	2 00
D. Van Nostrand	do	Van Nostrand's Science Series, No. 1. Armstrong's Chimneys for Fire-places, &c. R. Armstrong, C. E.	18mo	76	50
Do	do	Van Nostrand's Science Series, No. 2. Steam-Boiler Explosions. By Zerah Colburn.	18mo		50
Do	do	Van Nostrand's Science Series, No. 4. Proportions in Pins used in Bridges. By Charles Bender, C. E.	18mo		50
Do	do	A Manual of Practical Engineering, by Capt. O. H. Ernst	12mo		5 00
Do	do	Movement of Slide-Valves by Eccentrics, by C. W. MacCord	4to		4 00
Do	do	Strains in Girders, by B. B. Stoney, M. A	Royal 8vo		15 00
Do	do	A Treatise on the Strength of Bridges and Roofs. For the use of Engineers and Students. By Samuel H. Shreve, A. M., C. E. 1 vol.	8vo	346	5 00
Do	do	Steam and the Steam-Engine, Land, Marine, and Locomotive, by Henry Evers.	8vo		1 25
John Wiley & Son	do	A Treatise on Ship-Building, Theoretical and Practical, by Theo. D. Wilson	8vo		7 50
Do	do	Treatise on Generation and Utilization of Heat through the Medium of Steam and Steam-Boilers, by Prof. W. P. Trowbridge.	8vo		
Do	do	An Elementary Course of Civil Engineering, by D. H. Mahan. Edited by Prof. De V. Wood.	8vo		5 00
Do	do	General Problems of Orthographic Projections, by Prof. S. Edward Warren			
Henry Carey Baird	Philadelphia, Pa	The Manufacture of Steel, by Frederick Overman	12mo	285	1 50
Do	do	Chemical Analysis and Assaying, by L. L. De Koninck, Dr. Sc., and E. Dietz. First American edition.	12mo		2 50
Claxton, Remsen & Haffelfinger	do	A Catechism of Steam-Engines, by Stephen Roper. Second edition	18mo	222	1 75
Do	do	Civil Engineer's Pocket Book, by John C. Trautwine. Third edition	16mo	648	5 00
T. E. Zell	do	Elderhorst's Manual of Qualitative Blowpipe Analysis and Determinative Mineralogy. Edited by H. B. Mason, Ph. D., and Charles F. Chandler, Ph. D. Fourth edition, revised and enlarged.	12mo	250	2 50
Warren Choate & Co	Washington, D. C	Formulas and Tables for Architects and Engineers, by F. Schumann, C. E	16mo	246	3 50
		MEDICINE.			
E. F. Hobart & Co	Chicago, Ill	Increasing frequency of Asthenopia, its Etiology and Treatment, by Charles S. Bull, A. M., M. D.	8vo	16	Paper, 25
Do	do	Tetanus and Tetanoid Affections, by B. Roemer, M. D	8vo		1 00
W. B. Keen, Cooke & Co	do	Clinical Lectures on Various Diseases, by Nathan S. Davis, A. M., M. D. Edited by Frank H. Davis, M. D.	12mo	250	3 00
Do	do	Civil Malpractice, by M. A. McClelland, M. D	8vo		2 00
James Campbell	Boston, Mass	The Passions in their Relations to Health and Diseases. Translated from the French by Howard F. Damon, A. M., M. D.	16mo		1 25

Do	do	Florida and South Carolina as Health Resorts, by William W. Morland, M. D.	8vo	20	25
Do	do	Histological Demonstrations, by George Harley, M. D., F. R. S. Edited by George T. Brown.	Post 8vo	268	5 00
Do	do	Questions in Anatomy, &c., by H. A. Husband, M. B	32mo	188	1 25
Do	do	Dublin Practice of Midwifery, by Henry Maunsell, M. D. Edited by Thomas Moore Madden.	16mo	315	1 75
Do	do	Hand-Book for Midwives, by H. F. Smith, B. A	16mo	138	1 75
Estes & Lauriat	do	Unconscious Action of the Brain and Epidemic Delusions, by Dr. Carpenter			
Lee & Shepard	do	Consumption and its Treatment, by Dr. Carl Both	8vo	160	2 00
A. Williams & Co	do	The Proper Treatment of Children, Medical or Medicinal, by C. E. Buckingham, M. D.	8vo	48	25
D. E. Fiske & Co	Springfield, Mass	Victims of Ignorance. A Treatise on Diseases and Deformities of Children. By George S. Stebbins, M. D.	12mo	420	2 50
Gilmore & Fiske	Ann Arbor, Mich	Questions on Anatomy, by C. L. Ford, M. D	8vo	136	1 00
American News Company	New York, N. Y	A Practical Treatise on Nervous Diseases, by F. Hollick, M. D	18mo	419	1 00
D. Appleton & Co	do	Diseases of the Ovaries, by I. Spencer Wells, F. R. S. 1 vol	8vo		4 50
Do	do	Manual of Chemical Analysis, as applied to the examination of Medicinal Chemicals, by Frederick Hoffmann, Ph. D. 1 vol.	8vo	391	3 50
Do	do	The Mineral Springs of the United States and Canada, by George E. Walton, M. D. 1 vol.	12mo	390	2 00
Do	do	Insanity in its Relations to Crime, by William A. Hammond, M. D. 1 vol	8vo		1 00
Do	do	The Cerebral Convolutions of Man, by Alex. Ecker. Translated by Robert T. Edes, M. D. 1 vol.	8vo		1 25
Do	do	Clinical Electro-Therapeutics, Medical and Surgical, by Allan McLane Hamilton, M. D.	8vo		2 00
Do	do	Manual of Midwifery, by Dr. Karl Schroeder. Translated by Dr. Charles H. Carter.	8vo		3 50
Boericke & Tafel	do	Homeopathic Veterinary Practice	8vo	658	5 00
Do	do	Treatment of Typhoid Fevers, by Constantine Hering, M. D	8vo	24	60
Do	do	Taschenbuch der Homeopathie zum Familien Gebrauch	24mo	233	75
Do	do	Guide for Making Post-Mortem Examinations, by A. R. Thomas, M. D	8vo	337	3 00
Do	do	Characteristic Materia Medica, by W. H. Burt, M. D. Second edition	Great 8vo	541	3 00
Do	do	Annual Record of Homeopathic Literature, 1873. Edited by C. G. Raue, M. D.	8vo	332	3 00
Do	do	Bonninghausen's Homeopathic Therapeia. Translated by A. Korndoerfer, M. D.	8vo	243	2 25
Do	do	Application of Homeopathy to Obstetrics, by Henry N. Guernsey. Second edition, revised and enlarged.	8vo	986	9 00
Do	do	C. Hering's Materia Medica. Vol. I	8vo	706	5 00
Do	do	Therapeutic Key, by Rev. I. D. Johnson, M. D. Second edition, enlarged	18mo	297	1 50
Carle & Grener	do	A System of Surgery, by William Todd Helmuth	8vo	1228	10 00
Clark & Maynard	do	Physiology and Hygiene, by Joseph C. Hutchinson, M. D	12mo	270	1 60
Cowan & Co	do	Health Hints	8vo	70	50
G. P. Putnam's Sons	do	Infant Diet, by A. Jacobs, M. D	12mo	59	35
W. A. Townsend	do	The Physician's Hand-Book. Revised for 1874 by William Elmer, M. D., and A. D. Elmer, M. D.	18mo	292	1 50
S. R. Wells	do	The Bath; its History and Uses in Health and Disease. By R. T. Trall, M. D.	12mo	70	50
Do	do	Digestion and Dyspepsia, by R. T. Trall, M. D	12mo		1 00
William Wood & Co	do	Report on Quarantine on the Southern and Gulf Coasts of the United States, by H. E. Brown.	8vo	117	1 25
Do	do	A Practical Treatise on the Diseases of the Ear, by D. B. St. John Roosa, M. A., M. D.	8vo	535	5 00

TABLE XXV.—*Publications, educational, historic, &c., for* 1873, *&c.*—Continued.

Name of publisher.	Place of publication.	Name of book and of author.	Size of book.	Number of pages.	Retail price per copy.
		MEDICINE—Continued.			
William Wood & Co.	New York, N. Y	Dr. C. Stellwag's Treatise on the Diseases of the Eye, by D. B. St. John Roosa, M. D.; C. S. Bull, M. D.; and C. E. Hackley, M. D. Fourth revised and enlarged edition.	8vo	915	$7 00
Do	do	On the Mechanical Treatment of Disease of the Hip-joint, by C. F. Taylor, M. D.	8vo	62	1 00
Do	do	A Year-Book of Therapeutics, Pharmacy, and Allied Sciences. Edited by H. C. Wood, jr., M. D.	8vo	377	2 50
Do	do	Treatise on Obstetrics. Second edition, by W. H. Byford, A. M	8vo	469	4 50
Do	do	Diseases of the Urinary Organs, by J. W. S. Gouley, M. D	8vo	368	3 75
Do	do	Treatise on Apoplexy, &c., by J. A. Liddell, M. D	8vo	395	4 00
Do	do	Skin Diseases, by Tilbury Fox, M. D	8vo	532	5 00
Kay & Bros	Philadelphia, Pa	Wharton & Stillé's Medical Jurisprudence, by Francis Wharton. Third edition, vol. 2, in 2 parts.	8vo		12 00
Henry C. Lea	do	Introduction to the Study of Clinical Medicine, by Octavius Sturges, M. D	12mo	127	1 25
Do	do	Hand-Book of Physiology, by William S. Kirke, M. D	12mo		3 25
Do	do	Diseases of the Prostate, by Sir Henry Thompson, F. R. C. S. Fourth edition	8vo	355	3 75
Do	do	The Students' Guide to Medical Diagnosis, by S. Fenwick, M. D., F. R. C. S	12mo	328	2 25
Do	do	A Manual of Medical Jurisprudence, by A. S. Taylor. Seventh American edition, edited by John J. Reese, M. D.	8vo	879	5 00
Lindsay & Blakiston	do	Dental Caries and its Causes, by Drs. Leber and Roltenstein. Translated by Th. H. Chandler, M. D.	8vo	104	1 50
Do	do	Aphorisms on the Mental Culture and Training of a Child; and On Other Subjects Relating to Health and Happiness. By Pye Henry Chavasse.	16mo	250	1 50
Do	do	Club Foot; its Causes, Pathology, and Treatment, by William Adams, F. R. C. S.	8vo	464	6 00
Do	do	Materia Medica for the Use of Students, by John B. Biddle, M. D	8vo		4 00
Do	do	Notes on Asthma; its Nature, Forms, and Treatment, by John C. Thorowgood, M. D.	12mo	166	1 75
Do	do	A System of Dental Surgery, by John and Charles S. Tomes	Demy 8vo	748	5 50
Do	do	A Hand-Book of Hygiene and Sanitary Science, by George Wilson, M. D	8vo		3 25
Do	do	A Hand-Book of Medical Electricity, by Herbert Tibbitts, M. D	8vo	150	2 25
Do	do	Ophthalmic Contributions, by George Strawbridge, M. D. Eighth edition	8vo	26	2 00
Do	do	Manual of Dental Mechanics, by Oakley Coles	Demy 8vo	284	2 50
Do	do	Treatise on Midwifery, by P. Cazeaux. Translated by William R. Bullock, M. D.	Royal 8vo	1100	6 50
Do	do	Manual of Midwifery for Students, by Alfred Meadows, M. D	8vo		3 00
Do	do	Contributions to Practical Surgery, by George W. Norris, M. D	8vo	318	4 00
Do	do	Pharmaceutical Lexicon, by H. V. Sweringen	8vo	VI, 576	6 00
Do	do	Lacerations of the Female Perineum, by D. Hayes Agnew, M. D	8vo		2 00
Do	do	Lectures on Diseases and Injuries of the Ear, by W. B. Dalby, F. R. C. S	12mo		1 50
Do	do	A Manual of Practical Hygiene, by E. A. Parkes, M. D., F. R. S. Fourth edition.	8vo	672	6 00

Do	do	Lectures on Madness, by Edgar Sheppard, M. D	8vo	186	2 50
Do	do	On the Preventive Treatment of Calculous Diseases and the Use of Solvent Remedies, by Sir Henry Thompson, F. R. S	12mo	72	1 00
Do	do	Lectures on Clinical Medicine, by A. Troussean. Translated from the third revised and enlarged edition, by Sir J. R. Cormack, M. D., and P. Victor Bazire, M. D. 2 vols.	8vo	925, 992	10 00
Do	do	A Treatise on the Diseases of the Eye. Third revised and enlarged edition, by J. S. Wells, M. D.	8vo	831	6 50
Do	do	The Anatomists' Vade Mecum, by E. Wilson, F. R. S., edited by George Buchanan, A. M., M. D. Ninth London edition.	Cap. 8vo	743	5 50
J. B. Lippincott & Co	do	Epidemic or Malignant Cholera, by Alfred Stillé, M. D	12mo	45	30
Do	do	Pneumatic Aspiration of Morbid Fluids, by Dr. Georges Dienlafoy	Crown 8vo		4 00
Do	do	An Essay on the Principles of Mental Hygiene, by D. A. Gorton, M. D	12mo	242	1 75
Do	do	Mineral Springs of North America, by J. J. Moorman, M. D	12mo		2 00
H. N. McKinney & Co	do	How to Acquire and Preserve Health, by C. W. Gleason, M. D	8vo	480	3 00
Do	do	The Cholera; Its History, Cause, &c., by Seth Pancoast, M. D	8vo	64	Paper, 25
James Van Holt Nash	Petersburg, Va	Clinical Reports from Private Practice, by J. H. Claiborne, M. D	8vo	175	3 00
		NATURAL SCIENCES.			
J. H. Carmany & Co	San Francisco, Cal	Marine Mammals of the Northwestern Coast of North America, by Charles M. Scammon, U. S. R. M.	Large 4to		10 00
C. C. Chatfield & Co	New Haven, Conn	New Theory of the Origin of Species, by Prof. B. G. Ferris	Crown 8vo	70	25
Do	do	Half-Hours with Modern Scientists	Crown 8vo	325	1 50
Murphy & Co	Baltimore, Md	Elements of Philosophy, by Rev. W. H. Hill, S. J	12mo	234	1 50
John Allyn	Boston, Mass	Chemical Physics, by Josiah P. Cooke	8vo	740	5 00
Do	do	Quantitative Chemical Analysis. Part 2. By Prof. Frank H. Storer, A. M	8vo	120	1 65
Estes & Lauriat	do	The Geology of the Stars, by Alexander Winchell, LL. D	Crown 8vo		25
Do	do	The Utility of Natural Phenomena, by Emile Saigey. Translated by Prof. Thomas Freeman Moses, A. M., M. D.	Crown 8vo	253	2 00
Do	do	Flower Object Lessons, or First Lessons in Botany, by B. M. Le Maout	16mo	55	75
Do	do	Half-Hours with Insects, by Prof. A. S. Packard. 12 parts			Each, 25
Do	do	Key to North American Birds, by Elliot Coues, U. S. A			
Do	do	Spectrum Analysis Explained	12mo		1 50
Do	do	Our Common Insects		200	2 50
Do	do	Half-Hour Recreations in Popular Science, No. 8, by Huxley & Tice	Crown 8vo		Paper, 25
Lee & Shepard	do	Autology: An Inductive System of Mental Science, by Rev. Dr. David H. Hamilton.	8vo		5 00
D. Lothrop & Co	do	Wonders Near Home, or Talks on Natural History, by Rev. W. Houghton	16mo		1 00
Roberts Brothers	do	Manual of Metallurgy, by Geo. H. Makins. New edition	Crown 8vo		6 50
Do	do	Chapters on Animals, by Philip G. Hammerston	8vo		6 00
Charles Reiche & Brother	do	Holden's Book of Birds, by C. F. Holden	16mo	100	Paper, 25
Naturalist's Agency	Salem, Mass	Birds of Florida, by C. J. Maynard. Part 2	4to	32	1 00
D. Appleton & Co	New York, N. Y	Natural Philosophy: An Elementary Treatise, by Prof. Deschanel			
		Part 1. Mechanics, Hydrostatics, and Pneumatics			P'r part, 1 75
		Part 2. Heat. Translation by J. D. Everett			
		Part 3. Electricity and Magnetism. 1 vol	8vo		
		Part 4. Sound and Light			
Do	do	Natural Philosophy, by Prof. Deschanel. Complete in one volume	Med. 8vo	1050	6 50
Do	do	The Coal Regions of America, by James Macfarland, A. M	8vo	700	5 00
Do	do	Electricity and Magnetism, by Fleming Jenkins, F. R. S	12mo	379	1 50

TABLE XXV.—*Publications, educational, historic, &c., for* 1873, *&c.*—Continued.

Name of publisher.	Place of publication.	Name of book and of author.	Size of book.	Number of pages.	Retail price per copy.
		NATURAL SCIENCES—Continued.			
D. Appleton & Co	New York, N. Y	Popular Lectures on Scientific Subjects, by Prof. H. Helmholtz. Translated by E. Atkinson, Ph. D. Introduction by Prof. Tyndall. 1 vol.	12mo		$2 00
Do	do	The Ocean World. From the French of Louis Figuier	8vo		3 50
Do	do	The Strength of Materials and Structures, in 2 parts, by John Anderson, C. E. 1 vol.	12mo		1 50
Do	do	The Principles of Psychology, by Herbert Spencer. Vol. 2	8vo		2 50
Do	do	Lectures on Light, by John Tyndall, LL. D	12mo		1 00
Do	do	The Expression of the Emotions in Man and the Lower Animals, by Charles Darwin, M. A., F. R. S. 1 vol.	12mo		3 50
Do	do	Reptiles and Birds. From the French of Louis Figuier	Small 8vo		3 50
Do	do	Botanical Charts, (Henslow's,) adapted for use in United States, by Eliza A. Youmans.			18 00
Do	do	Second Book of Botany, by Eliza A. Youmans	12mo	310	1 50
Do	do	Foods. Vol. 3. International Scientific Series, by Ed. Smith, M. D., LL. B	12mo	485	1 75
Do	do	Mind and Body. International Science Series, by Alex. Bain, LL. D	12mo		1 50
Do	do	The Moon: Her Motions, Aspect, Scenery, and Physical Condition, by R. A. Proctor, B. A.	12mo	394	5 00
Do	do	The Comparative Anatomy of Domesticated Animals, by A. Chanveau. Translated and edited by George Fleming, F. R. G. S. 1 vol.	8vo		6 00
A. S. Barnes & Co	do	Steele's New Chemistry, by J. Dorman Steele, A. M., Ph. D	12mo	300	1 50
Do	do	Intuitive Inquiries in Physiology, Ethics, and Ethnology, by A. H. Dana	12mo	308	1 25
E. B. Benjamin	do	American Hand-Book of Chemical and Physical Apparatus	8vo	260	1 50
Boericke & Tafel	do	Ophidous Zoölogical Arrangement of the Different Genera, by S. B. Higgins, S. A.	8vo		2 00
Robert Carter & Brothers	do	The Present World, by Wm. Arnot	12mo	252	1 25
Dodd & Mead	do	Our Common Insects, by A. S. Packard, jr	12mo	225	2 50
Do	do	The Sea and its Living Wonders, by Dr. G. Hartwig	8vo		6 00
Harper & Brothers	do	The Atmosphere. Translated from the French of C. Flammarion	8vo		6 00
Do	do	Annual Record of Science and Industry for 1872, by Prof. Spencer F. Baird	12mo		2 00
Mason, Baker & Pratt	do	Martin's Natural History. New edition	Great 8vo		3 50
Munn & Co	do	Science Record for 1873, by A. E. Beach	8vo	600	2 00
Nelson & Phillips	do	Diamonds Unpolished and Polished, by Rev. John F. Richmond	Large 16mo	249	1 25
Thomas Nelson & Son	do	Sketches of Natural History, by Mary Homitt	Small 4to		3 00
Do	do	Talks About Animals	16mo		75
Pott, Young & Co	do	The Animal Series. 4 vols	Sq. 12mo		5 00
Do	do	Natural History of Animals, by A. Romer	12mo	368	2 50
G. P. Putnam's Sons	do	Geological Stories, by J. E. Taylor, F. G. S	12mo		1 75
Do	do	Putnam's Elementary Science Series:			
		Animal Physiology, by Prof. John Angell	16mo		75
		Geology, by Prof. W. S. Davis	16mo		75
		Nautical Astronomy, by Henry Evers	16mo		75
		Chemical Analysis	16mo		75

Do	do	The Preparation and Mounting of Microscopic Objects	12mo		1 25
Do	do	Manual of Popular Physiology, by Henry Lawson, M. D	18mo		1 00
Do	do	Diamonds and Precious Stones, by Harry Emanuel, F. R. G. S	8vo		2 75
Do	do	Putnam's Science Series. Nos. 1, 2, 8, 11, 13, 17, 20, 22*a*, 22*b*, 23, 24, 25	16mo		Per No., 75
Do	do	More Worlds Than One, by Sir David Brewster, K. H., M. A., D. C. L	12mo		1 50
Do	do	The Natural History of Gems and Decorative Stones, by C. W. King, M. A	8vo		2 75
Do	do	Half-Hours with the Microscope, by Edwin Lankaster, M. D., F. R. S	18mo		1 00
Do	do	Half-Hours with the Telescope, by R. A. Proctor, B. A., F. R. A. S	18mo		1 00
Do	do	Half-Hours with the Stars, by R. A. Proctor, B. A., F. R. A. S	Demy 4to		2 25
Scribner, Armstrong & Co	do	On Outline Study of Man, by Mark Hopkins, D. D., LL. D	12mo		1 75
Do	do	Year-Book of Nature and Science, by Dr. J. C. Draper			
Do	do	Elementary Chemistry, by L. C. Cooley, Ph. D	12mo	200	1 00
University Publishing Co	do	Physical Geography, by M. F. Maury	Imperial 8vo	218	2 25
D. Van Nostrand	do	The Galvanometer and Its Uses, by C. H. Haskins	18mo		2 00
William Wood & Co	do	A Contribution to the History of Fresh-Water Algæ of North America, by H. C. Wood, jr., M. D.	4to	272	7 50
Do	do	Mind and Matter; or, Physiological Inquiries. By Sir Benj. Brodie	12mo	279	1 25
Do	do	Ganot's Elementary Treatise on Physics, by E. Atkinson. Sixth edition, revised and enlarged.	8vo	859	5 00
Henry Carey Baird	Philadelphia, Pa	Geological Evidence of the Antiquity of Man, by Sir Charles Lyell, Bart., M. A., F. R. S. 4th edition.	8vo	573	5 00
Henry C. Lea	do	Chemistry, Inorganic and Organic, by C. L. Bloxam	8vo	700	4 50
J. B. Lippincott & Co	do	An Introduction to Practical Hystology, by J. Tyson, M. D	12mo	50	75
Do	do	A Dictionary of Science, by G. F. Rodwell	8vo	694	5 00
Do	do	Comets and Meteors, by Daniel Kirkwood, LL. D	12mo	98	1 25
Do	do	Evolution of Life, by H. C. Chapman, M. D. 2d edition	12mo	193	2 75
National Publishing Company	do	Human Science, by Prof. O. S. Fowler	8vo	1211	4 50
T. B. Peterson & Brother	do	Liebig's Complete Works on Chemistry, by Justus Liebig, M. D., Ph. D	8vo		4 00
E. H. Cushing	Houston, Texas	Family Lessons on Botany and Vegetable Physiology, by Mrs. M. J. Young		192	
Do	do	Familiar Lessons on Botany, by Mrs. M. J. Young	12mo	650	2 00
		PHILOLOGY AND TRANSLATIONS.			
John P. Morton & Co	Louisville, Ky	Latin Grammar, by Henry M. Bruns, LL. D	12mo	212	1 00
Warren F. Draper	Andover, Mass.	A Grammar of the New Testament, Greek, by A. Buttman. Translated by J. H. Thayer.	8vo	494	3 50
John Allyn	Boston, Mass.	Satires of Juvenal, edited by A. J. Maclane	16mo	250	1 50
Do	do	Thirteen Satires of Juvenal, by G. A. Simcox, M. A	12mo	172	1 50
Do	do	The Electra of Sophocles. Edited by R. C. Jebb, A. M., revised by Prof. R. H. Mather.	16mo	248	1 50
Ginn Brothers	do	Shorter Course of Latin Prose, by Allen & Greenough	12mo		2 50
Do	do	Cicero: Select Orations. Edited by Allen & Greenough	12mo		1 75
Do	do	The Oedipus Tyrannus of Sophocles. Edited by John W. White, A. M			
Do	do	Allen & Greenough's Latin Selections, by J. H. Allen and J. B. Greenough	12mo	198	1 56
Lee & Shepard	do	Latin School Series, vol. 2, by F. Gardner, LL. D.; A. M. Gay, A. M.; and A. H Buck, A. M.	16mo	448	1 50
Andrews, McChain & Lyons	Ithaca, N. Y	The Shortest Road to German, by F. L. O. Roehrig	12mo	226	1 50
D. Appleton & Co	New York, N. Y	A German Primer, by Herman D. Wrage. 1 vol	12mo		40
Do	do	First German Reader, by Herman D. Wrage. One volume	12mo		50
Do	do	Cicero's Select Orations, by Albert Harkness, LL. D	12mo		1 50
A. S. Barnes & Co	do	French Pronunciation, by Rev. E. S. Joynes, A. M	18mo	100	30
Do	do	Latin Pronunciation, by Prof. Walter Blair	12mo	144	1 00

TABLE XXV.—*Publications, educational, historic, &c., for* 1873, *&c.*—Continued.

Name of publisher.	Place of publication.	Name of book and of author.	Size of book.	Number of pages.	Retail price per copy.
		PHILOLOGY AND TRANSLATIONS—Continued.			
A. S. Barnes & Co	New York, N. Y	Elementary German Reader, by Prof. James H. Worman	12mo		$1 50
Harper & Brothers	do	Language Lessons, by Prof. William Swinton, A. M. (Harper's Language Series.)	16mo	176	50
Do	do	Greek Syntax for Schools and Colleges, by Basil L. Gildersleeve, Ph. D., LL. D			
P. M. Haverty	do	Easy Lessons in Irish, by Rev. U. J. Bourke	12mo	390	1 50
F. J. Huntington & Co	do	Latin Reading Book, by Charles D. Morris, M. A	12mo		1 50
Do	do	Vocabularies to Morris's Latin Grammar, by Rev. Hall Harrison, M. A., and Rev. Robert Benton, M. A.	12mo	66	75
Mason, Baker & Pratt	do	An Analytical and Practical French Grammar, by J. G. Keetils	12mo	523	2 00
Do	do	An Elementary French Grammar, by J. G. Keetils	12mo	240	1 50
James Miller	do	Hand-Book of English Synonyms	18mo	160	75
A. D. F. Randolph & Co	do	Japanese-English and English-Japanese Dictionary, by Rev. J. C. Hepburn, M. D., LL. D., abridged.	16mo	556	3 00
Scribner, Armstrong & Co	do	Recent Exemplifications of False Philology, by Fitz Edward Hall, M. A	12mo	124	1 00
Do	do	A Prose Translation of Virgil, by Prof. Conington			
Sheldon & Co	do	Xenophon, Analysis of, by A. C. Kendrick, LL. D	12mo	XXIII, 533	2 00
Do	do	Xenophon, first four books only, by A. C. Kendrick, LL. D	12mo		1 50
Do	do	Vocabulary and Notes only, by A. C. Kendrick, LL. D	12mo		1 50
E. Steiger & Co	do	Key to Ahn's Rudiments of German Language, by Dr. P. Henn	12mo	50	25
Do	do	Ahn's First German Book, by Dr. P. Henn	12mo	64	25
Do	do	Ahn's Second German Book, by Dr. P. Henn	12mo	127	45
Do	do	Rudiments of the German Language, by Dr. P. Henn	12mo	VII, 187	65
Do	do	Method of Learning the French Language, by Dr. P. Henn	12mo	XVI, 113	40
Do	do	Key to Method of Learning the French Language, by Dr. P. Henn	12mo	IV, 55	25
Do	do	French Primer, by Dr. P. Henn	12mo	IV, 53	25
Do	do	German Reading Charts, by Dr. P. Henn	12mo		1 00
Do	do	French Reading Charts, by Dr. P. Henn	12mo		1 00
John Wiley & Son	do	Cæsar's Commentaries on the Gallic War, by C. A	12mo	239	1 25
Do	do	Cicero's Select Orations	12mo		1 25
Woolworth, Ainsworth & Co	do	Lexicon to Xenophon's Anabasis, by Prof. Alpheus Crosby	12mo		1 00
George E. Stevens & Co	Cincinnati, Ohio	Holbrook's Complete English Grammar	16mo	207	90
Wilson, Hinkle & Co	do	Latin Grammar, (eclectic-class-series,) by Prof. G. K. Bartholomew	12mo	276	1 50
Do	do	Latin Gradual, by Prof. G. K. Bartholomew	12mo	159	1 25
Do	do	Progressive and Practical Method for the Study of the French Language, by F. Duffet.	12mo	175	
Henry Carey Baird	Philadelphia, Pa	Plautus and Terence, by Rev. W. Lucas Collins, A. M	16mo		1 00
Eldredge & Brother	do	Cicero De Officiis. With notes by E. P. Crowell, A. M., (Chase and Stuart's Classical Series.)	16mo	370	1 50
Do	do	Tables of Latin Suffixes and a list of Prefixes, by A. N. Currier	12mo	35	50
Do	do	Cornelius Nepos. With notes, vocabulary, &c., by Prof. George Stuart			1 25
Do	do	Cicero's Tusculan Disputations, book first, by Prof. Thomas Chase			1 25
J. B. Lippincott	do	Latin Paradigms, Saunders	Oblong 8vo	42	1 50

Do	do	Tacitus, by William Bodham Donne	Small 12mo	194	1 00
Porter & Coates	do	The Iliad of Homer, by Edward, Earl of Derby. Edited by R. S. Mackenzie, D, C. L. Two volumes.	Great 8vo		4 00
		POLITICAL ECONOMY AND SOCIAL SCIENCE.			
Noyes, Holmes & Co	Boston, Mass	Christianity the Science of Manhood, by Rev. M. J. Savage	16mo	198	1 50
D. Appleton & Co	New York, N. Y	Hand-Book of Social Economy; or, The Worker's A B C, by Edmund About. Translated.	12mo		2 00
Do	do	Civilization Considered as a Science, by George Harris, S. S. A	12mo		1 50
A. S. Barnes & Co	do	Moral Science, by Prof. A. P. Peabody	12mo	250	1 50
Catholic Publishing Society	do	Irish Emigration to the United States, by the Rev. S. Byrne, O. S. D	12mo	165	1 25
Dodd & Mead	do	Questions of the Day, by Rev. John Hall, D. D	12mo		1 75
Holt & Williams	do	Liberty, Equality, Fraternity, by James Fitzjames Stephen, Q. C	Post 8vo		2 00
G. P. Putnam's Sons	do	Essays on Political Economy, by M. Frederick Bastiat. Third edition	12mo	234	1 00
R. Clarke & Co	Cincinnati, Ohio	The Spirit of Laws, by Baron de Montesquieu. Translated by Thomas Nugent. Two volumes.	8vo		6 00
J. B. Lippincott	Philadelphia, Pa	Mission of the North American People, Geological, Social, and Political, by William Gilpie.	8vo	217	4 50
		THEOLOGY AND RELIGION.			
Carter & Pettee	Boston, Mass	Mental Medicine, by Rev. W. F. Evans. Third edition.	12mo	216	
Colby & Rich	do	Bible Marvel Workers, Putnam	12mo	238	1 25
Estes & Lauriat	do	Murphy's Critical Commentary on Genesis. Introduction by Prof. Alvah Hovey, D. D., and preface by Rev. J. P. Thompson, D. D. One volume.	Crown 8vo		2 50
Ginn Brothers	do	Bible Chart of Genealogy and Chronology, by C. S. Halsey. Corrected price.	16 by 48		1 25
Lee & Shepard	do	Christian Ethics, by Dr. Adolf Wuttke. Translated by John P. Lacroix	12mo	726	3 50
James R. Osgood	do	Literature and Dogma, by Matthew Arnold. 1 vol	16mo		1 50
J. E. Tilton & Co	do	Eschatology; or, Scripture Doctrine of the Coming of the Lord, the Judgment, and the Resurrection. By Samuel Lee.	12mo	267	2 00
Henry A. Young & Co	do	Historical Illustrations of the Old Testament, by Rev. G. Rawlinson, M. A., with Notes and References, by Rev. H. B. Hacket, D. D.	16mo		1 25
J. M. Arnold & Co	Detroit, Mich	Lecture on the Truth of the Christian Religion, by Rev. B. F. Crocker, D. D	Great 8vo	265	1 50
Martin Taylor	Buffalo, N. Y	The Catechism of the Church	24mo	8	02
Do	do	Complete System of Sunday-school Instruction, 10 Nos., by Rev. O. Witherspoon.			10, 20
American Bible Union	New York, N. Y	The Gospel of Matthew, with Notes for the International Series of Sunday-School Lessons, by Rev. F. Johnson, D. D.	8vo	230	1 25
D. Appleton & Co	do	Stones of the Temple; or, Lessons from the Fabric and Furniture of the Church. By Walter Field, M. A.	12mo		2 50
Do	do	Commentary on Romans, by Thomas Robinson, D. D. 2 vols	12mo		3 00
Do	do	Religion and Science, by Prof. Joseph Le Conte	12mo		1 50
A. S. Barnes & Co	do	Commentary on Matthew, by Rev. Lyman Abbott. In parts for Sunday-schools. Parts 1 and 2.	8vo		Each, 25
Bible Publication Society	do	Notes on the Gospel of Mark, by George W. Clark, D. D	16mo	394	1 50
Do	do	Popular Objections to Baptist Principles and Practice, by Rev. J. L. Burrows, D. D.	24mo	52	08
Do	do	Evils of Infant Baptism, by Rev. A. Hovey, D. D	24mo	52	08
Do	do	Protestant Pedobaptism and the Doctrine of a Church, by Rev. H. Osgood, D.D.	24mo	35	06
A. K. Butts & Co	do	Influences of Christianity on Civilization, by B. F. Underwood	12mo		25
Do	do	Lectures on Buddhist's Nihilism, by F. M. Müller	12mo	16	10

TABLE XXV.—*Publications, educational, historic, &c., for* 1873, *&c.*—Continued.

Name of publisher.	Place of publication.	Name of book and of author.	Size of book.	Number of pages.	Retail price per copy.
		THEOLOGY AND RELIGION—Continued.			
A. K. Butts & Co	New York, N. Y	Materialism, by Dr. L. Büchner. Translated by Prof. A. Loos, A. M	12mo		$0 25
Do	do	The Essence of Religion. Translated by Prof. A. Loos, A. M	12mo		60
Butts & Dinsmore	do	Christianity and Materialism, by B. F. Underwood			Paper, 15
Robert Carter & Brothers	do	The Gospel in Ezekiel, by Rev. Thomas Guthrie, D. D	12mo	395	1 50
Do	do	The Church in the House; Lessons on Acts. By William Arnot	Large 12mo	546	2 50
Do	do	Synoptical Lectures on the Books of the Bible, by Rev. Donald Fraser	12mo		2 00
Do	do	Lectures on Theology, by John Dick, D. D	8vo	1124	3 00
Do	do	Thoughts on the Gospels. St. John. Vol. 3. By Rev. J. C. Ryle, M. A	12mo	16–478	1 50
Harper & Brothers	do	Cyclopædia of Biblical, Theological, and Ecclesiastical Literature. McClintock & Strong. Vol. 5.	8vo	958	5 00
Do	do	A System of Christian Rhetoric, by George W. Hervey, M. A	8vo		3 50
Hurd & Houghton	do	The Council and Infallibility, by Rev. J. H. Merle d'Aubigné, D. D. Translated by Rev. Narcisse Cyr.	16mo		10
Jewish Messenger	do	Jewish and Christian Ethics, with a Criticism on Mahometanism, by E. Benamozegh. Translated from the French.	8vo	135	1 50
Nelson & Phillips	do	Lectures on Theological Encyclopædia and Methodology, by John McClintock, D. D., LL. D. Edited by John T. Short, B. D.	12mo	200	1 50
Do	do	Universalism not of the Bible, by Rev. N. D. George. Second ed., revised	12mo	458	1 75
Do	do	Commentary on the Old Testament, vol. 3, by D. Steele, D. D., and Rev. M. S. Terry, A. M.	12mo	558	2 50
Do	do	Methodism Forty Years Ago and Now, by Rev. Newell Culver	Large 16mo	309	1 25
Thomas Nelson & Son	do	Introduction to the Knowledge of the Holy Scriptures	16mo		1 00
Do	do	Life and Times of the Apostle Peter	12mo		1 50
Pott, Young & Co	do	Story of Creation, as told by Theology and Science, by Rev. T. S. Ackland	12mo	231	75
Do	do	Scripture Doctrine of Creation, by Rev. T. R. Birks	12mo	256	75
Do	do	The Holy Catholic Church; its Divine Ideal, Ministry, and Institutions, by Ed. M. Goulburne, D. D.	12mo	349	1 50
A. D. F. Randolph & Co	do	A Commentary of Proverbs, by John Miller, of Princeton	8vo	651	4 00
Do	do	Popular Objections to Revealed Truths	12mo	347	1 75
D. & J. Sadlier	do	Catholicity and Pantheism, by Rev. J. De Concilio	12mo	376	2 00
Scribner, Armstrong & Co	do	Index to Systematic Theology, by Charles Hodge, D. D	8vo	81	1 00
Do	do	Gospel according to Matthew, twelfth revised ed., by J. P. Lange, D. D	8vo	568	3 00
Do	do	Commentary on Matthew, (Sunday-school ed.,) by John Owen, D. D., LL. D	12mo	415	1 25
Do	do	Speaker's Commentary, vol. 3, by George Rawlinson, M. A	Royal 8vo		5 00
Do	do	Commentary on Genesis, by Right Rev. E. Harold Browne, D. D	8vo		1 50
Do	do	The Speaker's Commentary, vol. 2, Joshua, by Rev. T. E. Espin, D. D			
Do	do	Judges, Ruth, and Samuel, by Right Rev. Lord Arthur Hervey, A. M	Royal 8vo		5 00
Do	do	First Kings, by Rev. George Rawlinson, M. A	Royal 8vo		5 00
Warren & Wyman	do	Sunday-School Commentary on Gospels and Acts, by Rev. J. P. Warren, D. D.	12mo	519	1 50
T. Whittaker	do	Theology and Morality, by Rev. J. Llewellyn Davies, M. A	12mo	327	2 50
Hitchcock & Walden	Cincinnati, Ohio	The Battle of Calvary, by Rev. J. W. Chaffin, A. M	12mo	236	1 25
George E. Stevens & Co	do	Design of Baptism, by James A. Kirtley	12mo	211	1 25

W. F. Draper	Cleveland, Ohio	Suggested Emendations of the Old Testament, by Elias Riggs	12mo	130	1 00
Ingham, Clarke & Co	do	Protestantism or Roman Catholicism	Crown 8vo	156	
Do	do	The Ingham Lectures	12mo	365	1 75
Claxton, Remsen & Haffelfinger	Philadelphia, Pa	Swedenborg's Works. 19 vols	8vo		32 50
Do	do	Swedenborg: the Divine Attributes, including, also, the Divine Trinity	8vo		
Do	do	Swedenborg: Angelic Philosophy of the Divine Love and Wisdom	Demy 8vo		
Do	do	An Exposition of the Prophecies of the Apocalypse, by Rev. James De Pui. Second edition.	12mo	296	1 50
J. B. Lippincott & Co	do	Reason and Redemption, by Robert Baker White, D. D	Crown 8vo		2 00
Pres. Board of Publication	do	Thoughts on the Decalogue, by Rev. Howard Crosby, D. D	16mo		90
Do	do	Love Revealed; Meditations on the Parting Words of Jesus with his Disciples. By Rev. George Bowen.	12mo		1 50
Do	do	Teacher's Commentary; Last Days of Jesus. By Rev. H. C. McCook	12mo		1 25
Smith, English & Co	do	Scripture Revelations concerning the Future State, by Richard Whateley, D. D. Fourth edition.	12mo	308	1 50
Do	do	A Commentary upon the Epistle to the Hebrews, by George Jenkins, D. D., LL. D.	12mo	516	2 00
Do	do	The Structure of the Old Testament, by Rev. S. Leathes, M. A	16mo	198	1 25
Do	do	An Expositor's Note-Book, by S. Cox	12mo	8–352	2 50
Presbyt'n Com. of Publication	Richmond, Va	The Spiritual Kingdom, by Rev. James B. Ramsey, D. D	8vo	518	3 00
		MISCELLANEOUS.			
Estes & Lauriat	do	Jerusalem, Ancient and Modern. 1 vol	8vo		1 25
Do	do	A Hand-Book of Hardy Trees, Shrubs, and Herbaceous Plants, by W. B. Helmsley. Introduction by E. S. Rand, jr.	8vo		7 50
New England Numismatic and Archæological Society.	Boston, Mass	Early Coins of America, by Sylvester S. Crosby. Part I	Imp. 4to	34	1 00
James R. Osgood & Co	do	The Kaball of the Ancient Egyptians, by George S. Felt			
Do	do	The Tourmaline; its Relations as a Gem, &c., by A. C. Hamlin, M. D	12mo		2 00
Roberts Brothers	do	The Intellectual Life, by Philip G. Hamerston	16mo		2 00
Do	do	Stories of Infinity, by Camille Flammarion. Translated by S. R. Crocker	16mo		1 50
Shepard & Gill	do	Bulbs: A Treatise on Hardy and Tender Bulbs and Tubers. By E. S. Rand, jr.	4to	357	20
Do	do	Popular Flowers, and How to Cultivate Them, by E. S. Rand, jr	12mo	208	1 25
Do	do	The Window Gardener, by Edward S. Rand, jr. New edition	16mo		1 00
D. Appleton & Co	New York, N. Y	Recent Discussions on Science, Philosophy, and Morals, by Herbert Spencer. 1 vol.	12mo		1 50
Harper & Brothers	do	The Complete Works of S. T. Coleridge, by Rev. W. G. T. Shedd, D. D. New edition. 7 vols.	12mo		10 50
	do				
Masonic Publishing Company	do	Freemasonry in the Holy Land; or, Handmarks of Hiram's Builders. By Robert Morris, LL. D.	8vo	608	5 00
John W. Masury & Son	do	American Grainer's Hand-Book	16mo		1 50
James Miller	do	Modern Diabolism, commonly called Modern Spiritualism, by M. J. Williamson	12mo		2 00
Thomas Nelson & Son	do	Famous Buildings of Modern Europe	8vo		50
G. P. Putnam's Sons	do	Modern Magic; Treating of Witchcraft, Dreams, &c., by M. Schele de Vere	Large 12mo		1 75
L. D. Robertson	do	Scottish Life and Character, by E. B. Ramsey, M. A	12mo	367	1 50
Scribner, Armstrong & Co	do	Diamonds and Precious Stones. Translated from the French	12mo		2 00
Scribner, Welford & Armstrong	do	Buckle's Posthumous Works and Remains. 3 vols	Large 8vo		22 50
Henry Carey Baird	Philadelphia, Pa	A Practical Treatise on the Manufacture of Paper, by Carl Hofmann	4to	450	15 00
Lindsay & Blakiston	do	Manual of Photography, by George Dawson, M. A. Eighth edition	16mo	276	2 00
J. B. Lippincott & Co	do	The Spiritual Delusion; its Methods, Teachings, and Effects. By Dyer D. Lum	12mo		
Presb. Board of Publication	do	Trye's Year Among the Hindoos, by Julia C. Thompson	16mo		1 25

TABLE XXVI.—*Statistics of Kindergärten for* 1873; *from replies to inquiries by the United States Bureau of Education.*

Number.	Name of conductor.	Name of teacher.	Post-office.	When founded.	Public or private.	How connected or supervised.	Number of teachers.	Number of pupils.	Between what ages.	Hours per day.	Days per week.	Weeks in session.	Weeks in year.
	1	2	3	4	5	6	7	8	9	10	11	12	13
1	W. N. Hailman	Miss Eliza Vidahl and Miss Julia Dietsch.	Louisville, Ky	.....	Private		2	47	4–7	4	5	....	40
2	Miss H. F. Sawyer	Miss H. F. Sawyer	Louisville, Ky	1872	Private		1	15	4–8	3½	5	....	40
3	Mary I. Jones	Mrs. O'Donnell	Baltimore, Md	.....	Private	Mount Vernon Institute	2	14	3–8	3	5	....	40
4	Miss Alma Kriege	Miss Mary Garland	98 Chestnut street, Boston, Mass	.....	Private		1	20	3½–7	3	5	....	40
5	Annie C. Rust	Annie C. Rust	113 Pembroke street, Boston, Mass	.....	Private		1	12	3–7	4	5	....	36
6	Harriet J. Viaux	Harriet J. Viaux	Boston, Mass	.....	Private	Public Kindergarten	1	27	3–6	3	6	....	40
7	.....	Miss Martha L. Stearns	Fitchburg, Mass	.....	Private		1	13	3–7	3	5	10	....
8	Miss M. J. Hersey	Miss M. J. Hersey	Melrose, Mass	1872	Private		1	11	4–6	3	5	10	40
9	Miss M. C. Peabody	Miss M. C. Peabody	26 Seventh street, New Bedford, Mass	.....	Private		1	13	3–7	4	5	10	40
10	Lucy B. Hunt	Lucy B. Hunt	Northampton, Mass	.....	Private		2	17	4–13	4	5	10	40
11	Nathaniel I. Allen	Charlotte W. Thurston	West Newton, Mass	.....	Private	West Newton English and Classical School.	2	14	2–8	3½	5	12	38
12	Mrs. Anna B. Knox	Mrs. Anna B. Knox	No. 1 Elm street, Worcester, Mass	1870	Private		1	14	3–7	3	5	....	40
13	Alice Matthews	Alice Matthews	Yarmouth, Mass	1872	Private		1	10	.....	3	6	13	39
14	Miss Nellie Hahn	Miss Nellie Hahn	Detroit, Mich	.....	Private	German-American Seminary	1	30	3–6	4	5	....	44
15	Fanny M. Richards	Fanny M. Richards	Detroit, Mich	.....	Private	Everett School	1	36	4–7	3½	5	....	40
16	Miss M. D. Hyde	Miss M. D. Hyde	Grand Rapids, Mich	1873	Private		1	21	3–8	3	5	....	40
17	Miss Susie E. Blow	Miss Susie E. Blow	St. Louis, Mo	1873	Public	Public schools of St. Louis	3	42	4–7	3½	5	....	40
18	Thomas J. Klaud	Miss Louise Luther	Hoboken, N. J	.....	Private	Hoboken Academy	1	42	4–6	5	4	11	44
19	Miss Emma F. Plumley	Miss Emma F. Plumley	Metuchen, N. J	.....	Private		2	30	5–7	4	5	10	40
20	Miss Julia G. Smith	Miss Julia G. Smith	Montclair, N. J	.....	Private	Mothers' Kindergarten Association	3	19	.....	3	5	10	40
21	Dr. Adolph Douai	Miss Mary Douai	29 Liberty street, Newark, N. J	.....	Private	German-English Society School under Newark School Associat'n	3	100	3½–7	3	5	....	49
22	Ida Leichhardt	Ida Leichhardt	31 Green street, Newark, N. J	.....	Private	German-English School, Beacon st.	3	85	3–7	5	5	....	48
23	Miss Kate S. French	Miss Kate S. French	New Brunswick, N. J	.....	Private		1	20	3–8	4	5	10	40
24	John Lockwood	.....	139, 141 South Oxford street, Brooklyn, N. Y.	.....	Private	With Lockwood's new academy	2	19	4–6	3	5	....	40
25	Mrs. A. W. Longfellow and Mrs. I. S. Cragin.	Mrs. A. W. Longfellow and two assistants.	158 Remsen street, Brooklyn, N. Y	.....	Private		3	34	3–7	4	5	10	40
26	Miss M. A. E. Phillips, principal of institute.	.....	26 East Fiftieth street, New York City.	1873	Private	D'Aerts' Institute	1	13	3–8	3	5	20	40
27	Mr. Gebhard	Miss Helen Douai	Eighty-fifth st., between Third and Lexington aves., New York City.	1873	.....	German-English Society-School	1	20	4–7	5	5	....	44

28	Liddy Ploeterll	Liddy Ploeterll	367–371 West Twenty-third street, New York City.		Private	Mr. Thurm's German-American Institute.	5	50	3½–12	4	5		46
29	P. W. Moeller	P. W. Moeller	336 West Twenty-ninth street, New York City.		Private		1	30	4–7	5	5		44
30	Maria Kraus	Maria Kraus, (*née* Boelté,) John Kraus.	7 Gramercy Park, New York City		Private	Miss Haines's Private Seminary	4	50	3–7	4	5		38
31	Miss E. E. Dickinson	Miss E. E Dickinson, Miss S. E. Dowd.	3 South Union street, Rochester, N. Y.		Private	Private School of Misses Dickinson and Dowd.	2	26	4–8	4	5	13	40
32	Miss E. Von Briesen	Miss E. Von Briesen and one assistant.	244 East Fifty-second street, New York City.		Private		2	75	3–6	5¼	5		44
33	H. Pfaefflin, principal		Rochester, N. Y		Private	Rochester Real-Schule	1	30	4–7	4½	5		48
34	D. A. Curtis	D. A. Curtiss	70 James street, Syracuse, N. Y		Private		1	12	3–7	3	5	10	40
35	Mrs. Mary Dressel	Mrs. Mary Dressel	444 Elm street, Cincinnati, Ohio	1874	Private	Volk's Kindergarten	1	42	3–6	6	5½		51
36	Mrs. John Ogden	Mrs. John Ogden	181 East Long street, Columbus, Ohio		Private		1	11	3–8	3	5	14	42
37	Miss Harriett B. M. Keever.	Madame Selma Von Diemer.	Philadelphia, Pa		Private		1	26	4–8	3	5	22	44
38	Madame D'Hervilly	Miss Dewing	1527–1529 Spruce st., Philadelphia, Pa	1874	Private		1		4				
39	Mrs. Charlotte B. Thomas.	Mrs. Charlotte B. Thomas.	158 Friendship street, Providence, R. I.		Private		1	24	3–7	3½	5	10	40
40	Louise Dethloffs	Louise Dethloffs and two assistants.	Milwaukee, Wis		Private		3	48	4–6	5	6		42
41	Mrs. Emma Marwedel	Miss Emma Marwedel.	1313 K street, Washington, D. C		Private		5	50	3½–12	4	5		40
42	Miss Fannie Perley	Miss Fannie Perley	70 I street, N. E., Washington, D. C.		Private	Select School of the Misses Perley	1	40	4–9	5	5	10	40

TABLE XXVI.—*Statistics of Kindergärten for* 1873, *&c.*—Continued.

No.	Occupation of pupils.	Apparatus and appliances.	Effect of the system.
	14	15	16
1	Building, laying tablets, folding paper, weaving, interlacing wooden sticks, modeling, drawing, exercises in thinking and speaking, singing, &c.; gardening.	Fröbel's "gifts"	The pupils advance in their studies with more facility than in the old system, particularly in habits of attention, concentration, and free obedience.
2	do	Fröbel's "gifts"	Do.
3	General instruction by objects and oral instruction in speaking and reading German.	Fröbel's twenty "gifts," flowers, birds, fishes, music, pictures, a piano, charts, games, gymnastics, &c.	Habitual cheerfulness; improvement in disposition, mind, and health; quick perception; habits of order and system.
4	Object-lessons and lessons from nature without books, and making forms with toys, tending plants, movement-plays.	Pots of plants and flowers	To sharpen the senses, induce skill of hand, interest the fancy, and improve mind and manners.
5	Vocal music, drawing, object-lessons, &c	Square table, blocks, paper, &c	Harmonious development.
6	Rudiments of arithmetic, drawing, geometry, games, gymnastics, playing with "gifts" of all kinds.	Fröbel's "gifts," &c	Do.
7		Checked tables, geometric blocks, planes, weaving papers, clay, &c.	
8	Elementary studies, with Fröbel's "gifts"	Fröbel's "gifts"	Harmonious development of all the faculties.
9	Building with blocks, drawing, braiding, molding, music, gymnastics, peas, games, gardening, &c.	Fröbel's "gifts"	Superior preparation for the elementary schools.
10	Fröbel's regular course	Ruled tables, "gifts," and material required by Fröbel's method.	Mental and physical development and ability for self-occupation.
11		Sewing, weaving, drawing, modeling, and pricking; ruled tables, slates, clay, sticks, blocks, colored papers, &c.	Heightened observation and thought, skill of fingers, mental and physical improvement.
12	Object-lessons and other usual exercises	Fröbel's "gifts"	Harmonious unfolding of the threefold nature of the pupils.
13	Reading, botany, physiology, and geography, by connected conversations.	Fröbel's "gifts"	Ease of movement, flexibility of limbs, and development of faculties of observation and invention.
14	Fröbel's system used as Fröbel recommends		Do.
15		Blocks, bells, sticks, drawing, weaving sticks, and peas.	Strengthens the physical system, improves the powers of thought and conversation.
16	With Fröbel's "gifts"	All the simplest of Fröbel's "gifts"	Improved manners, order, and system.
17	Foundation for mathematics, elements of drawing, knowledge of familiar objects; Fröbel's "gifts."	Fröbel's "gifts," ruled tables, blocks, maps, pictures, straws, &c.	Power over mind and body.
18	Fröbel's "gifts"		Beneficial in every way.
19		Benches and chairs, but no desks; blackboards, slates, pencils, and paper.	Physical development, interest, and enthusiasm.
20	Fröbel's regular course	Ruled tables, "gifts," and other Kindergarten-material.	Mental and physical development, quickened observation, and ability for self-occupation.
21	Kindergärten branches orally in German and English	Settees and desks, pianos, staves for gymnastics, blackboards, Prang and Calkins' Natural History Series, pictures, modeling clay, flower- and plant-boxes, vines on walls, toys, &c.	Do.

22	Singing, elementary sounds of German alphabet, combinations of letters into syllables with blocks, marching to music, sewing, folding, weaving, building, calisthenics.	Balls, blocks, triangles, rings and half rings, as recommended by Fröbel.	Quickened mental perception, preparation for higher studies strength to the muscles, and prevention of stupidity and inattention.
23	All the lessons connected with Fröbel's "gifts"	Fröbel's "gifts"	Harmonious development.
24	Miscellaneous object-lessons, with Fröbel's "gifts," calisthenics, worsted-work, &c.	Blocks, sticks, peas, paper, slates, &c	Children keep well, improve rapidly, and love the school.
25	All the lessons connected with Fröbel's "gifts"	Fröbel's "gifts"	Harmonious development.
26	Geography by stories, arithmetic by counting, blocks, angles, lines, &c., drawings on blackboard copied on slates, singing, gymnastics, cutting papers into forms, molding in wax and clay.	Fröbel's "gifts"	Habits of accuracy and an amiable and happy disposition.
27		Tables and settees, complete set of toys and playthings, and piano.	Remarkable physical health.
28	Phonetic spelling, English and German, playing with balls and figures, perforating, folding, cutting, weaving, embroidering, peaswork, modeling, singing, &c.	Fröbel's 20 "gifts," Prang's natural-history-chromos, geometric figures, seeds, minerals, insects, pictures, microscope, plants, &c.	Harmonious and rapid development, &c.
29		The usual appliances; also birds and animals	Superior to those attained by home-education.
30	Everything necessary to Fröbel's system; "gifts," including Wiseneder's apparatus for musical key.		Physical and mental development; teaches combination of knowing with doing; benefits nervous children.
31	Kindergarten-branches; also reading, writing, spelling, drawing, and numbers for pupils over 7.	All the Kindergarten-material, blackboard, numerical frame, globe, cabinet of miscellaneous specimens, pictures, plants, aquarium, and piano.	A higher physical and mental development than can otherwise be secured.
32	All the lessons connected with Fröbel's "gifts"	Fröbel's "gifts"	Harmonious development.
33	Gymnastics, drawing, singing, modeling, building with blocks, &c.	Pictures, slates, blocks, clay, &c	Keeps children out of the streets; they learn to think, and are strengthened mentally and physically.
34	The child is prepared for an intelligent use of books, regular Kindergarten-occupations, tending plants, making forms with sticks, songs, and plays.	Plants, checked tables, attractive objects, blackboard, and slates.	Most satisfactory.
35	Speaking, playing, singing, gymnastics		
36	Arithmetic, geography, natural history, botany, drawing and singing, movement-plays.	Balls, blocks, sticks, paper, cards, rings, clay, slates, and blackboards.	Harmonious development of the physical, mental, and moral nature.
37	Singing, plays, calisthenics, drawing, reading, and spelling		Admirable—physically, mentally, and socially.
38			
39	Fröbel's plays and exercises	Fröbel's "gifts" and gardens	Beneficial to mind and body.
40	All the lessons connected with Fröbel's "gifts"	Fröbel's "gifts" and gardens	Harmonious development.
41	Object- and oral lessons, phonetic spelling, English and German, and playing with "gifts" of all kinds.	All of Fröbel's "gifts"	Harmonious development of all the faculties.
42	Primary English branches and object-lessons	All of Fröbel's "gifts"	In every way beneficial.

TABLE XXVII.—*Showing improvements in school-furniture, apparatus, ventilation, &c., patented in the United States for the year ended June 30, 1873.*

Names of patentees.	Residence.	Number.	Titles of patents.
Read, Winfield S	Oakland, Cal	135,487	Improvement in blackboard-erasers.
Drasser, Charles	Chicago, Ill	136,591	Improvement in slates.
Sherwood, John B	Chicago, Ill	137,866	Improvement in school-desks and seats.
Westlake, William	Chicago, Ill	138,218	Improvement in slate-washers.
Presbrey, Charles H	Sterling, Ill	135,154	Improvement in school-desks.
Riter, John L	Brownsville, Ind	136,548	Improvement in school-furniture.
Foster, W. A	Indianapolis, Ind	128,871	Improvement in school-desks.
Cox, Sylvanus, and Fanning, William W.	Richmond, Ind	135,089	Improvement in school-desks.
Roberts, Albert E	Des Moines, Iowa	138,045	Improvement in school-desks and seats.
Venable, David S	Christiansburg, Ky.	137,263	Improvement in school-desks.
Hemenway, B. N	Rockland, Me	129,559	Improvement in school-desks.
Lancaster, I	Baltimore, Md	129,239	Improvement in joint school-seats and desks.
Martin, P	Milford, Mass	131,106	Improvement in guide and blotter for writing-books.
Piper, E. J	Springfield, Mass	138,190	Improvement in school-chairs.
Stebbins, Milan C., and Piper, E. J.	Springfield, Mass	137,732	Improvement in school-desks.
Thompson, James M., and James Cordley.	Adrian, Mich	138,714	Improvement in musical blackboards.
Childs, John W	Kansas City, Mo	139,543	Improvement in school-desks.
Keuffel, Wilhelm, and Esser, Herman.	Hoboken, N. J	138,896	Improvement in drawing-boards.
Larned, J. N	Buffalo, N. Y	131,356	Improvement in book-cover protectors.
Thorp, Thomas J	Buffalo, N. Y	135,019	Improvement in blackboards.
Barnes, H. B	New York, N. Y	130,179	Improvement in slated books.
Covell, Adelia C	New York, N. Y	139,237	Improvement in device for teaching drawing.
Hitchcock, Alonzo	New York, N. Y	139,507	Improvement in drawing-boards.
Johnson, F. G	New York, N. Y	138,583	Improvement in blackboards.
Jocelyn, Albert H	New York, N. Y	140,275	Improvement in book-covers.
Kane, Thomas H	New York, N. Y	134,550	Improvement in drawing-boards.
Roberts, E. Walter	Troy, N. Y	135,158	Improvement in slates.
Thompson, R. A	Beaver Falls, Pa	133,551	Improvement in school-desks.
Coffin, Jas. H. and George S.	Danielsville, Pa	138,005	Improvement in machinery for finishing slate-frames.
Burlock, W. L	Philadelphia, Pa	134,249	Improvement in book-covers.
Boucher, William F	Philadelphia, Pa	135,315	Improvement in transparent slate-frames.
Hickman, Francis	Reading, Pa	136,058	Improvement in slate-cleaners.
Meyer, Herman H	Denver, Colo	139,411	Improvement in drawing-boards.

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[The report proper of the Commissioner has been indexed with minuteness; the appendix has been indexed by general topics. Plentiful cross-references have been inserted.

Education, teaching, instruction, school, and a few other words of like character, will not be found among the topics; *e. g.*, instead of "Instruction in music," look for "Music, instruction in."

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