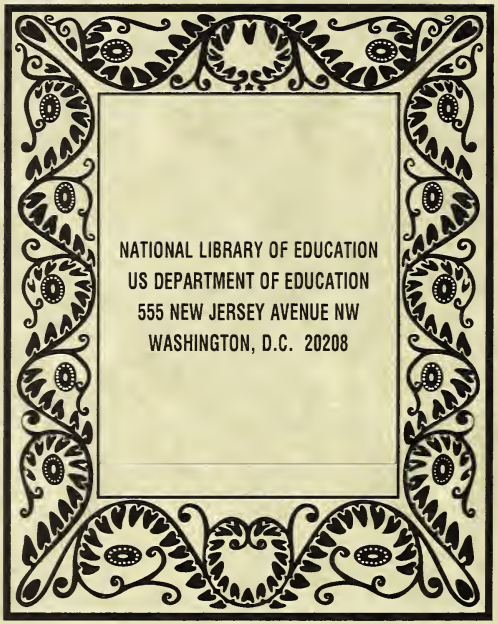

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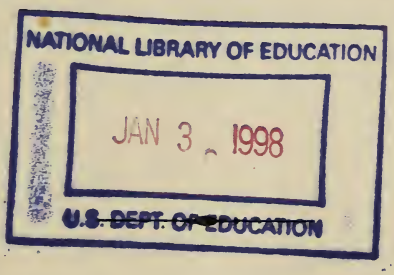
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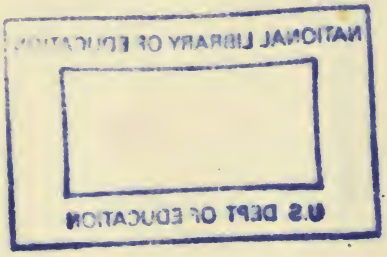
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FOR

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Report of the Commissioner of Education made to the

REPORT

OF THE

COMMISSIONER OF EDUCATION.

ERRATA.

Page 75, last line of "Secondary Instruction," 6,662 should be 7,276.

Page 88, "Other Secondary Schools," second paragraph, first line, 2,707 should be 2,913.

Page 154, "Preparatory Departments of Colleges," first line, 294 should be 156.

Page 248, "Preparatory Departments of Colleges," first line, 1,956 should be 1,999.

Page 322, last line, 183 should be 426.

Page 448, fourth line, for 9,663, read 8,663.

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REPORT.

DEPARTMENT OF THE INTERIOR, BUREAU OF EDUCATION,
Washington, D. C., November, 1875.

SIR: I have the honor to submit my sixth annual report. The appropriation for the Bureau for the fiscal year ending June 30, 1875, was $35,570; the same amount was appropriated for the year ending June 30, 1876. This is entirely inadequate to the demands of the country upon the Office. No private business firm carries on the correspondence and accomplishes the tasks imposed upon this Office with so small an expenditure; yet, in spite of the lack of adequate means, the increased skill of my assistants, the improvement in methods of business, and, above all, the hearty and universal coöperation of the educators of the country, have enabled the Office to accomplish more during the year now drawing to a close than in any previous year of its history.

WORK AND NEEDS OF THE OFFICE.

Attention is invited to its special needs, and in order to render the statement more effective, I beg to recall and submit a few illustrative facts. This Office was established on the petition and at the request of the educators of the country, a few years since, "for the purpose," as detailed in the law, "of collecting such statistics and facts as shall show the condition and progress of education in the several States and Territories, and of diffusing such information respecting the organization and management of schools and school systems, and methods of teaching, as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country."

As a means of executing this purpose, the Commissioner is required—

1st. To collect statistics and information in regard to education;

2d. To prepare annual and special reports;

3d. To publish circulars of information.

It was hardly possible at that time to anticipate in detail the work that would be required in the administration of the law.

A Commissioner and three clerks were provided, and the experiment set on foot.

Subsequently, by law, the clerks were reduced to two, and for the year ending June 30, 1870, only $6,000 were appropriated for salaries and other expenses of the Office.

At first the fear was expressed that the officers of State and city educational systems, and those charged with the care of institutions of education, might naturally be suspicious of such an office, fearing that some governmental control or supervision was contemplated.

Indeed, it is not an uncommon declaration that all Americans are educated, and know enough most certainly to direct anything in regard to education. "Why," the question is asked, "should a national office be created or sustained to consider a subject on which additional information is altogether superfluous?"

The reply to this might have been found in the fact that the Office had been created at the request of those most familiar with educational needs. No opposition from State or other educational officers has been experienced; on the contrary, the Office has been largely indebted for its usefulness and efficiency to their cordial and constant cooperation.

These officers, engaged in the various grades and phases of instruction, from that of

the Kindergarten to that of the university, freely furnish the information in their possession, sometimes at the cost of considerable effort to themselves, and with no other return than the receipt of copies of the publications of the Office and the satisfaction of having in this manner contributed to the general progress of education. Only that information is sought which is deemed important in the field of education, and which educational officers wish to give.

When the work of collecting educational statistics was begun by the Office, it was found that there was no authentic list of the colleges in the United States, or of academies, or normal schools, or schools of science, law, or medicine, or of any other class of educational institutions. The lists of nearly all grades of schools are now nearly complete. Information on all other matters relating to educational systems was equally incomplete and difficult of access.

Starting with a nomenclature that well-nigh precluded the possibility of any satisfactory comparison, either for use in our own country or elsewhere, now, year by year, purely on the voluntary principle, these institutions and systems of education, numbering in all more than 6,000, report the facts most indicative of their success or failure in terms susceptible of substantially correct inference and comparison.

The work to be provided for, therefore, is no longer a matter of conjecture. It can be seen and described.

Work of the Commissioner.—It is the work of the Commissioner to supervise and direct the business of the Office; to keep himself informed of all details in the progress of education at home and abroad; to receive the constantly increasing number of visitors seeking information on particular phases of education; to visit educational institutions and to attend educational associations, and to read and answer all communications needing his personal attention. The work of answering the large and increasing number of the class of communications just mentioned cannot be performed without the aid of one skilful and well-informed stenographic clerk, and at times two are required.

Duties of the chief clerk.—Under the chief clerk comes the general work of the Office, such as the opening, recording, and answering of the mail matter; briefing and recording of the letters received; writing and recording of letters sent; distribution of the mail to the proper sections in the Office; keeping a record of all expenditures and duplicate vouchers of the same; folding, directing, and stamping parcels or documents sent, &c. During the year 1875 more than 4,000 letters were written; 3,500 acknowledgments were made, and a large number of printed letters on routine business sent out.

The four copyists allowed by the law are engaged in this work when not detailed to copy statistics or manuscript for the several divisions preparatory to printing.

So numerous have been the interruptions in this work, caused by the various details just mentioned, that it has been impossible to keep up the permanent record of letters sent or permanent record of briefs on letters received; and the regular work of the Office has been much delayed on this account. Only press copies of letters sent have been taken, and letters received have not been recorded in books, as is usual.

The number of documents sent out during the year 1875 numbered over 7,000 bound volumes, and 95,000 pamphlets on educational subjects, published by the Office. For the discharge of these duties, though absolutely essential to the administration of the Office in answering the demands of the public, there is no force specifically provided.

This Office occupies seventeen rooms: six in the basement, four on the first floor, six on the second floor, and one on the third floor. Four rooms in the basement are occupied by furnaces, which have to be attended to in winter. Twenty-six large windows must be washed, and the wood work of at least thirteen has to be kept clean. These rooms have also to be swept, dusted, &c. For this work the law makes no present provision, and the laborer to do it is requested in my estimates.

Division of abstracts.—In the division in which the annual abstract of education in the States and Territories is made out, so great an amount of matter is received that the one clerk to whom that work is assigned is overtasked with the labor of properly condensing it. From fifty to sixty thousand pages of printed matter additional to

thousands of written returns have here to be gone over in order to prepare 400 pages of annual abstract. In addition, 200 letters conveying information drawn from these sources, and answering inquiries not answerable directly by printed documents at the command of the Office, were written in this division during the past year. Of these letters a considerable number are quite extensive discussions of the subjects treated in them. Two additional clerks of class one are needed for this work.

Statistical division.—The value of the reports of the Office largely depends on the fulness, accuracy, and systematic arrangement of the statistical material embodied in them. Hence it is necessary that the force of the statistical branch should be sufficient to do its work well and thoroughly.

While no adequate idea of the extent and variety of this work can be conveyed by a mere statement of the number of educational institutions which directly report their statistics to the Bureau, a glance at the following figures may indicate in some measure the annual increase therein since my first report was issued, in 1870:

Statement of educational institutions in correspondence with the Bureau of Education in the years named.

	1870.	1871.	1872.	1873.	1874.	1875.
States and Territories	37	37	44	48	48	48
Cities	.....	249	325	533	127	241
Normal schools	53	65	98	114	124	140
Business colleges	26	60	53	112	126	144
Kindergärten	.....	.....	.....	42	55	95
Academies	.....	638	811	944	1,031	1,467
Preparatory schools	.....	.....	.....	86	91	105
Colleges for women	33	136	175	205	209	249
Colleges	266	290	298	323	343	385
Schools of science	17	41	70	70	72	76
Schools of theology	80	94	104	140	113	123
Schools of law	28	39	37	37	38	42
Schools of medicine	63	82	87	94	99	104
Libraries, (public)	156	180	306	377	676	2,200
Museums of natural history	.....	.....	50	43	44	53
Museums of art	.....	.....	.....	22	27	27
Art schools	.....	.....	.....	.....	26	29
Deaf and dumb asylums	34	36	37	40	40	42
Blind asylums	10	26	27	28	28	29
Orphan asylums	.....	.....	77	180	269	408
Reform schools	28	20	20	34	56	67
Schools for feeble-minded	.....	8	.....	7	9	9
Total	831	2,001	2,619	3,449	3,651	6,085

The above statement relates solely to the statistical labor on the annual report. There has been a like increase of work, not shown in the annual or special reports of the Office, in answer to special and individual demands for educational statistics. These requests come from all classes of educators and school officers and from all parts of the United States and from many foreign countries, and relate to every grade of instruction and to every class of institutions. The usefulness of the Office largely depends on its ability to meet these appeals, and is diminished by inability to do so as fully as their importance merits.

In a word, while the work of the statistical branch has increased more than fourfold since 1870, there has been no corresponding increase in its clerical force under the law. While the quantity of statistical work has necessarily increased so largely, its quality has also improved, as a comparison of the earlier with the later reports shows. As the sphere of statistics enlarges in the discussion of educational questions, the demand

for specific statements of results and experiences increases; and as the study of such knowledge becomes more thorough, all statistics are more closely and intelligently scrutinized and their conclusions challenged. To keep pace with the more rigorous requirements of the present, it is clearly necessary that the clerical force should be increased.

The law recognizing this branch of the service provides only for a statistician. I have added, by detail, a clerk of class two authorized by law. This work on no fair estimate can be performed with less than the addition of another second class clerk and two copyists.

Work of the translator.—The foreign correspondence and the documents received from foreign countries contain matters of very great interest, and this Office in the nature of the case is the only medium through which their contents become generally known among American educators. Over 32,000 pages of foreign periodicals, reports, and works on education have been examined by the translator, 500 printed pages were translated in full, as well as a large number of letters in German, French, Spanish, Italian, and other languages, in a single year. The law provides for only one translator for this work, with a salary of $1,600.

Publications.—It will appear from the above statement that the labor of editing and proof-reading demanded annually imposes no small task upon the Office. In this connection it should be remembered that the utmost exactness is required in the very nature of these publications. Each figure put down against the name of a place or institution or individual is liable to be questioned at once.

A librarian needed.—Nothing is more essential to the efficiency of the Office than a well ordered collection of all publications upon education, whether in the form of periodicals, reports, catalogues, or treatises relating to its various phases. By purchase and exchange, during the past five years, the library has attained a growth of 4,500 volumes and thrice that number of pamphlets. It is hardly necessary to add that it needs the services of an expert, or that, without the aid of a competent librarian, two-thirds of the usefulness of the library is lost. There is in this country no other collection similar in character of equal extent. It therefore affords the only opportunity within the reach of American citizens for investigating many phases of this subject. But the law provides no librarian, and the volumes, so far, are only put on the shelves, entered in a list, and used in the current work. There is no catalogue. The character of the works and subjects treated requires a librarian of special qualifications, familiar with educational topics, and competent to classify, catalogue, and index the additions as they are received.

This would save much time in all the departments of the work that require the use of the library, and greatly increase its usefulness to the country. The working value of such a technical library depends almost wholly on its classification and the efficiency of its librarian.

The collection and publication fund.—Recurring now to the extracts from the law, it will be seen that the only relief from these embarrassments is the temporary employment, as assistants, of persons paid to collect information and statistics.

I have found that, by using the information in my possession, (thus imposing additional demands on the increased skill of my trained assistants, but involving no expense,) I have been enabled, by employing clerks at moderate pay, to accomplish much more than would be possible with the same amount of money if only experts were employed, eminent for their qualifications in the special subjects investigated; both of which courses are understood to be authorized in the appropriation for collecting and publishing information.

If we have not the best methods, in every particular, for doing the work required by law with the means provided, it is simply because we have not been able to devise them, and others have not suggested them.

It should be noticed that while in this way only could the regular work of the Office proper be performed at all, much in addition has been accomplished in the way of special investigation and the treatment of particular subjects by persons specially qualified.

"The relation of education to labor," "The value of common school education to common labor," "Ignorance and pauperism," "Ignorance and crime," and "The constitutional provisions for education made by the several States," and numerous other subjects which have been treated in this way, in the reports and circulars of the Office, may be mentioned as instances.

I should state here that putting the $11,000 in a single item was not at my suggestion. But gentlemen in Congress overruled my specific requests, and preferred to include the whole amount of the estimates for the various details of the work in one sum.

It will be seen from these facts that experience has shown theirs to be the wiser plan, and that the Bureau has been enabled to expend this money far more effectively than if it had been limited to specific items, to be expended without any discretion on the part of the Commissioner. This will be appreciated when the character of the work is regarded; and it is seen that intelligence, accuracy, and culture are specially required.

The advisability of making the appropriation in one sum rather than in specific items, was inferred from the experience of the Department of Agriculture, where the sum of $15,000 appropriated in this way had been found necessary.

Never before has there been manifested such a spirit of inquiry and investigation in regard to every phase of education, or such a desire for specific and accurate knowledge of our educational condition. The Office is in almost daily receipt, from university and college professors, public school officials and teachers, and eminent private citizens, of suggestions for the preparation and dissemination of documents on important educational topics of present interest, which bear witness to this spirit, to the growing usefulness of the Office, and to the expediency of increasing its efficiency. Much material for such documents—which would be of the greatest value to educators were the means afforded to prepare and place it before them—has already been gathered; and there would seem to be no question of the expediency of so increasing the Office force that such material may be made available to the educators of the country. So deeply have I felt this, and so fully have I been confirmed in this view by all educators who have looked carefully into the work; so fully have I become aware that the Office could not accomplish what is reasonably expected of it without a larger sum for these special reports—subjects of earnest, widespread inquiry—that I have asked that this amount should not only be retained but increased, and the other items specified added.

RECORDS OF EDUCATION.

No person can at any time study any phase of social science and not be impressed with the need of greater accuracy and fulness of records. The lessons of ancient and medieval history are, on this account, largely lost to mankind. This is especially true in the field of education. Only here and there do we get glimpses of school life in ancient times; as, for example, that allusion by Aristophanes in his "Clouds," to the fixed attention and determination of youth under instruction in Athens, which Mitchell translates as follows:

> No babbling then was suffered in our schools:
> The scholar's test was silence. The whole group
> In orderly procession sallied forth
> Right onwards, without straggling, to attend
> Their teacher in harmonics. Though the snow
> Fell on them thick as meal, the hardy brood
> Breasted the storm uncloaked. Their harps were strung
> Not to ignoble strains, for they were taught
> A loftier key.

Or like the following direction to pupils on the road to school in Sparta:

When they were on the public roads to walk along in silence, not to look around in any direction, but to keep their eyes on what was before their feet. You would hear no more the sound of a voice from them than from stone statues. You would have as much difficulty in turning their eyes as if they were made of brass.

Thus, in literature, and occasionally on memorials, are found expressions descriptive of the principles and methods employed in caring for the young among those ancients who rose to eminence and live in history. The passages of this character in ancient literature have never been brought together and made available for general use. Although a collection of such references would necessarily be unsatisfactory from its incompleteness, the high character of the intellectual life to which some ancient states attained suggests the great value such a work would have.

How invaluable to us would be the essential facts in the child's family, school, and social life, which have determined the character and career of the adult among the Egyptians, the Hebrews, the Assyrians, the Chinese, the Greeks, and the Romans.

If we were living only for the lessons to be communicated to a remote future by our experience, full records would be due. But more than this, the current life of a republic cannot be guided aright without them. Nor is it sufficient to place the facts within the reach of the student only. There must be present to the minds of all citizens the fulness and correctness of view which guard each against misconduct and misgovernment, and inspire all with a choice and appreciation of what is good for themselves and their country, and a disposition to preserve and defend it.

RECORDS IMPROVED BY THE CENTENNIAL CELEBRATION.

The centennial commemorations are quickening the historical spirit. Anniversaries of battles or other important events in our national history are increasing in frequency. Orations and newspapers are full of history. We may expect histories, national and local, already published, to be revised; and records of families, societies, churches, institutions, towns, and states to be searched out, studied, and published. Amid all this, it would be most anomalous, as well as perversive of the relation of facts to individual and public weal, were the quarter of a million of teachers now engaged in training the nine millions of youth in the schools of the land to be forgotten and ignored. What could more certainly foreshadow a century of darkness and evil?

There is among the workers in the educational field a clear appreciation of the truth that the value of generalization respecting education depends upon the correctness and fulness with which all essential details are embraced. Institutions and localities enter into the work with a lively sense of the fact that they, in each case, are part of the whole, and seek to discharge their responsibility with the same fidelity which they expect from this Office in working up the general results.

All who attempt to compare 1776 with 1876 in matters pertaining to the intellectual and moral training of youth are made deeply sensible of the paucity of our records. Till recently there has been little opportunity for studying, year by year, our educational condition as a nation. The best effort of an institution or system, whether of a city or State, reached little beyond itself or the circle of those directly interested. Now, each may be studied as a part of a whole.

Fortunately, the approaching Centennial Exhibition is international, and we shall be called upon to compare ourselves, not with each other only, but with the rest of the world.

Our fathers, in their Declaration of Independence, "out of a decent respect to the opinions of mankind," submitted the facts in their case "to a candid world." Now that a century has passed, we, their children, invite the world to gather at the city where their declaration was made, to put to test the results of our experiment. Those engaged in the pursuit of art, science, education, manufactures, &c., will assemble to learn the lessons there taught relating to their several callings.

Other nations will come, but not merely to study what we have to present; they will show us their triumphs, in art, science, and education, and challenge ours. Attention will not be limited to the present; the past will come in for its share of consideration. It will be a study of cause and effect; of all the main forces which are shaping civilization. However much the instructors of the young in these United States may congratulate themselves upon their opportunities and the results of their labors, they are as yet prepared to furnish but little of the exact and detailed history of their profession. How

meagre is all that the fathers of 1776 have left of this record, thus greatly reducing the value of all comparisons between their period and ours! Shall we leave the students of our history at the close of the coming century in similar embarrassment? Rather should it be our especial endeavor to bring up to date all educational history so fully and correctly that no revision may be required in the future, either near or remote. The Office has especially addressed itself to this end. Gathering information from all available sources, it has sought, for the benefit of our descendants, to bring it within reach of those undertaking this task.

When we have traced the educational causes in the past to their personal, social, civil, and religious effects, we shall have the best clew to the future that human experience can furnish us in this field of inquiry.

LEARNING THE LESSON OF OUR OWN EDUCATIONAL EXPERIENCE.

In order to a correct appreciation of the lessons of our educational history, we need to study the contributions made thereto by the early colonists—the Spaniards and Portuguese, the English Churchmen at Jamestown, the English Puritans and Pilgrims in Massachusetts, the English Catholics in Maryland, the English Quakers in Pennsylvania, the Dutch in New York, and the Swedes on the Delaware. We need to trace the condition of instruction in its different methods and forms through the several nations that contributed most to our early settlements. The period of discovery and settlement was one of increasing activity of the intellectual forces, as is evidenced by the invention of printing, the multiplication of books, the increase in the facilities of commerce, the discoveries in geography, and the multiplication of the forms of industry, and articles of trade and comfort.

The great attainments made in civilization in the Iberian peninsula, from which important colonies came to sections now embraced in the United States, would lead us to look for large contributions from that quarter. From A. D. 912 to A. D. 976, the struggles for education and progress in science were specially marked. Medicine, natural science, mathematics, and astronomy were favorite studies.

The library of Alhakem II was said to contain 400,000 volumes. Education in all grades received encouragement. Abderrahman established high schools for girls which were taught by female teachers. In Andalusia, it has been affirmed that it was difficult to find a person who could not read and write. Alhakem is said to have established at his own expense 27 schools in Cordova, where the children of indigent parents were instructed free of charge. But the expulsion of the Jews, the introduction of the inquisition, and the internal struggles which followed, witnessed a general decadence before any contributions were made from Spain to our civilization. Schools had closed, the attendance upon the universities had diminished, and education was almost entirely in the control of the church, and was directed toward its ends as then and there understood by church leaders. These seemed to have no idea of the duty of enlightening the entire people, and education was limited in all its higher benefits to the priesthood organizations controlled by the church and the wealthy families. There are, therefore, few traces of culture or efforts at teaching, and books were rare among the early Spaniards in America, while the priesthood was most active in striving for the diffusion of their religious tenets among the natives.

Very different were the educational ideas and practices of the Swedes who settled on the Delaware.* The art of printing was introduced in Sweden in 1482.

* The Swedes who came over (even the very first) all brought their ministers with them.

May 31, 1693, the Swedes in America wrote a letter to John Thelin, postmaster at Gottenburg, Sweden, in which the following occurs:

"Further, it is our humble desire that you would be pleased to send us 3 books of sermons, 12 Bibles 42 psalm-books, 100 tracts, 200 catechisms, and 200 primers."

In 1696 a much larger number of books was sent from Sweden to America; among the rest, 400 primers and 500 catechisms.—(Swedish Annals, by Rev. John Curtis Clay, Philadelphia, 1835.)

Extract from Instructions given to John Printz, governor of New Sweden, Stockholm, August 15, 1642, "to urge instruction and virtuous education of youth and children." In 1693 the total number of Swedes on the Delaware was 945.—(History of the Original Settlements on the Delaware, &c., by Benjamin Ferris, Wilmington, 1846.)

Charles X, between 1604 and 1611, established a great many popular schools, especially in Wörmland, the central portion of Sweden. Gustavus Adolphus (1611–1632) decreed that the bishops should direct the work of royal schools and seminaries where needful in the kingdom, and what course of education was most desirable to be given, how good teachers might be obtained, and that one general method of instruction be introduced.*

Schmidt quotes an old chronicler as affirming in 1637 that "there was not in this province a single peasant's child unable to read and write." Queen Christina, in 1640, decreed that a school should be established in every town of the Swedish dominions. These schools, called "Pedagogia," were originally primary schools, each with an *a b c* class, but were in course of time either abolished or became higher schools.†

The distinctive ideas and practices in regard to education among the settlers in New Amsterdam‡ or on the Hudson were no less gratifying. The struggles over the principles of the Reformation in their mother country were an immense stimulus to thought on both sides, while the appeal to the word of God made more and more necessary a knowledge of letters. Here, as elsewhere in that period, the first steps are obscure; but we find the preacher always a teacher, and the school springing up by the church. In 1575, William established the University of Leyden as a reward of the unshaken perseverance of the city, and, as the letter of foundation says, "in order that not through the lack of good education of youth in the provinces of Holland and Zealand, all morality, science, and learning should be lost, thus decreasing the honor of God and injuring the commonwealth." Ten years later the University of Frankfort was established. So great was the zeal for learning that, in the midst of war, schools were founded at Groningen, Utrecht, Harderwijk, Deventer, and Amsterdam. Schools were known as higher and lower schools, Latin schools, public schools, or great and small schools. The records of the reform ecclesiastical authorities show the deep interest taken by these organizations. In 1574 one of these resolves "that good schools are very necessary; wicked schools do a great deal of harm; that the servants of the church shall determine when schools shall be established; the schoolmaster of these schools shall receive a fixed salary; the schoolmaster shall sign a pledge to submit to the discipline of the church and to teach children the catechism and all other knowledge which is useful to them."

Early after the union of Utrecht in 1579, it was resolved "that the inhabitants of towns and villages should within six weeks find good and competent schoolmasters; and that such towns and villages as should neglect to do this should be bound to receive the schoolmasters that were sent them, (1582,) and that as far as possible a sufficient annual salary shall be paid such schoolmasters," (1584.)

The states of Holland and Friesland showed no less zeal in the cause of education, as is seen from the resolutions of 1581 and 1589. As early as March, 1581, they discussed the school question, and, in the month of December following, it was resolved to order the appointment of schoolmasters. All, either men or women, before keeping school or teaching children, were to pass an examination to show that they were competent. In the Zealand school law of 1583, education is called "the foundation of the commonwealth," so that "for the building up of a good republic and for the general well-being of the country, it is of no little importance to educate young people from their infancy in the fear of God and all useful knowledge." The preliminary order regulating education became a law in 1590. One paragraph prescribed specially that no one, either man or woman, should be allowed to teach Latin, Greek, German, French, or any other language, without having been previously examined as to competency before the magistrate. The province of Utrecht was specially careful on these several points. Perhaps the fullest school law is that of 1612. Its first article affirms that "the authorities of the city and all the towns of Utrecht shall have special care that the public or primary schools are supplied with good teachers, and that they must give good instruction." In the province of Gelderland, in 1693, a law enacted

* History of the Swedes by E. G. Geijer, translated by J. H. Turner, London, 1845.

† Schmidt's Educational Encyclopedia, Vol. VIII, Gotha, 1870.

‡ History of Education and Instruction in the Netherlands, by D. Buddingh. The Hague, 1842.

that "no schoolmaster should be appointed unless he had been examined by the clergyman in the catechism, and God's Word, and primary knowledge, and is found to have a good moral character."

The Netherlands not only sent emigrants directly to America, taking their own institutions with them, but the founders of New England, who landed on Plymouth Rock, while they were English by birth, had, during the period of their residence in the Netherlands, been taking lessons of their Dutch brethren.

The charter of the West India Company of the Netherlands, with which the work of colonization commenced, bound itself to maintain good and fit preachers, schoolmasters, and comforters of the sick. In the contract made with Rev. Gideon Shaets, when engaged as minister of Rensselaerwick, he was "to use all proper zeal there to bring both heathens and their children in the Christian religion, to pay attention to the office of schoolmaster for old and young." Again we find in another colony, that of New Austel, that Evart Paetersen was approved, after examination before the classis as schoolmaster and *zieken-trooster*, to read God's word and lead in singing.

In 1633, Adam Roelansen is mentioned as the first schoolmaster at New Amsterdam. The first direct mention that we find in the history of this colony of a public tax for the support of schools occurs in the proposed articles for the colonization and trade of New Netherlands, 1638. "Each householder and inhabitant shall bear such tax and public charge as shall hereafter be considered proper for the maintenance of schoolmasters." As an evidence of the value set upon education, it should be noted that in 1642 it was common in marriage contracts for the parties to promise to bring up their children decently, according to their ability; to keep them at school; to let them learn reading, writing, and a good trade. A record of expense in 1644 mentions a schoolmaster who should also act as precentor and sexton, at 360 florins a year.

In 1647, Governor Stuyvesant calls the attention of the council to the state of public education, to the want of proper combinations, and the absence of a school during the last three months, (evidently of public schools, for private schools had already been established.) We find in numerous instances the civil authorities of these Dutch colonies acknowledging (1) the duty of educating the young, (2) the care for the qualification of the teacher, (3) provision for the payment of his services, and (4) the provision of the school-house. When in 1653 municipal privileges were granted to New Amsterdam, the support of schools was included. In the following year, in connection with the grant of municipal privileges to Dutch towns on Long Island, a superior district court was organized, with general authority to establish schools, giving clear evidence of the purpose of the people, although we have no knowledge that schools were established.

In the spring of 1656, the first survey of New Amsterdam, or New York, was made, and it was ascertained that there were 120 houses, and 1,000 souls, and the number of children attending public schools having greatly increased, further accommodations were allowed.

In compliance with the request of the colonies, the West India Company sent, in 1659, Alexander Carolus Curtius, a Latin schoolmaster, to open an academy. He was paid a salary from the city treasury, and allowed the use of a house and garden, and permitted to charge 6 guilders per quarter for each scholar.* Curtius became very

* The following singular agreement, cited from Thompson's History of Long Island, vol. I, pp. 285–286, made between the town of Flatbush and Johannes Van Eckkelen, accepted schoolmaster and chorister, is in many respects curious and interesting:

ART. 1. The school shall begin again at 8 o'clock, and go out at 11; shall begin again at 1 o'clock and end at 4. The bell shall be rung before the school commences.

ART. 2. When school begins, one of the children shall read the morning prayer as it stands in the catechism, and close with the prayer before dinner; and in the afternoon, the same. The evening school shall begin with the Lord's Prayer, and close by singing a psalm.

ART. 3. He shall instruct the children in the common prayers; and the questions and answers of the catechism, on Wednesdays and Saturdays, to enable them to say them better on Sunday in the church.

ART. 4. He shall be required to keep his school nine months in succession, from September to June, one year with another; and shall always be present himself.

ART. 5. He shall be chorister of the church, keep the church clean, ring the bell three times before

unpopular, but under his successor, Tuych, this high school, or academy, gained such reputation that children were sent to it from Virginia, Fort Orange, and the Delaware. It may be set down that, in the colony, elementary instruction was furnished at the public expense, free; that the public, as we have seen, aided, by furnishing salary and house for the high school, while tuition was also charged. In other parts of New Netherlands, the colonies regulated the qualifications of the teacher and shared in the support, allowing tuition to be charged.*

The foregoing action on the part of the governor and council seems to have fully settled and confirmed the policy of the Dutch administration in regard to free public schools supported solely by taxation, and which, but for the reconquest by the English, might, perhaps, have continued without interruption to this day. (Annals of Public Education in New York, pp. 60 and 61.) Prior to 1700, the license to teach school had uniformly been issued by the authority of the colonial officers, but, after 1700, the municipal officers began to issue these licenses.

The first indication of school legislation by the colony of New York bears date November 27, 1702, though there is no evidence that it resulted in any school.

The free school act of 1702 expired by limitation in 1709, and there appears but little, if any, colonial action in behalf of education from that time forward, till the revolutionary war. The Society for the Propagation of the Gospel in Foreign Parts, however, contributed a number of schoolmasters. The so-called Trinity School of New York City, it is believed, traces its origin to this society.

In 1732 a public school to teach Latin, Greek, and mathematics was established in the city of New York.

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the people assemble, and read a chapter of the Bible in the church between the second and third ringing of the bell; after the third ringing, he shall read the ten commandments, and the twelve articles of our faith, and then set the psalm. In the afternoon, after the third ringing of the bell, he shall read a short chapter, or one of the psalms of David, as the congregation are assembling; afterwards he shall again sing a psalm or hymn.

ART. 6. When the minister shall preach at Brooklyn or Utrecht, he shall be bound to read twice before the congregation, from the book used for the purpose. He shall hear the children recite the questions and answers out of the catechism on Sunday, and instruct them therein.

ART. 7. He shall provide a basin of water for the administration of Holy Baptism, and furnish the minister with the name of the child to be baptized, for which he shall receive twelve stivers in wampum for every baptism, from the parents or sponsors. He shall furnish bread and wine for the communion, at the charge of the church. He shall also serve as messenger for the consistory.

ART. 8. He shall give the funeral invitations, dig the grave, and toll the bell; and for which he shall receive, for persons of fifteen years of age and upwards, twelve guilders; and for persons under fifteen, eight guilders; and if he shall cross the river to New York, he shall have four guilders more.

The school money.—1st. He shall receive, for a speller or reader, three guilders a quarter; and for a writer, four guilders, for the day school. In the evening, four guilders for a speller or reader, and five guilders for a writer, per quarter.

2d. The residue of his salary shall be four hundred guilders in wheat, (of wampum value,) deliverable at Brooklyn Ferry, with the dwelling, pasturage, and meadow appertaining to the school.

Done and agreed upon in consistory, under the inspection of the honorable constable and overseers, this 8th day of October, 1662. Signed by Casper Van Zuren and the consistory.

I agree to the above articles, and promise to observe them.

JOHANNES VAN ECKKELEN.

*The following action of the governor and council, during the temporary reoccupancy of the government of the province by the Dutch, indicates the purpose of the Dutch administration as regards the support of public schools.

At a council held in Fort William Hendrick, May 24, 1674, was considered a petition from the schout and magistrates of the town of Bergen, complaining that some of the inhabitants of their dependent hamlets "obstinately refuse to pay their quota to the support of the precentor and schoolmaster;" concerning which it was ordered that the schout "proceed to immediate execution against all unwilling debtors."

At a council held June 15, 1674, there was presented a petition from the inhabitants of Mingagquy and Pemrepogh, "requesting to be excused from contributing to the support of the schoolmaster at Bergen." In answer to this petition, the council issued the following: "* * * it is after due inquiry resolved and ordered, that the inhabitants of Pemrepogh and Mingagquy shall promptly pay their share for the support aforesaid, on pain of proceeding against them with immediate execution."

The opinions and practices prevalent in regard to education in England up to the time of English immigration to these shores are obscure or ill-defined. There was no general acknowledgment of the duty of universal education.

Oxford and Cambridge were chartered early in the thirteenth century. Eton was founded by Henry VI in 1440. During his reign and that of Elizabeth, many grammar schools were established; Rugby, by Lawrence, sheriff, in 1567, and Harrow, by John Lyon, in 1571. Nearly 2,000 parochial charity schools are said to have been founded, by the Society for the Promotion of Christian Knowledge, from 1698 to 1741. There was action, first, by the church; second, by the state; third, by the family; fourth, in large personal benefactions to education. The result is, first, family training here excellent, there indifferent, and again entirely wanting; second, church or parochial instruction; and, third, the magnificent work of the great foundations of various grades already mentioned, from which has come the perpetual flow of cultured minds that have given skill to English industry, scope to English commerce, learning to English statesmanship, and eminence to her literature and science. But with all this there was a noted limitation of culture to the few, no knowledge of even letters among the great masses, and no general belief in the idea of the obligation of the state to assume the universal education of its subjects. Taking the English colonists out of this condition of things at home and visiting them in Virginia, New England, Maryland, and Pennsylvania, we find their home ideas and practices undergoing certain modifications, and no two colonies, though coming from the same source, starting out on the work of education on exactly the same methods or precisely the same principles. There is more general accord in the characteristics exhibited in Virginia, Maryland, and Pennsylvania, at least so far as acknowledging in terms the importance of educating the young, and the action by the church and family, but in which there is wanting a comprehensive scheme, put in force by the civil power, embracing every child.

The earliest historical fragments relating to the settlement of Virginia at Jamestown indicate interest in education. Fifteen thousand acres were appropriated at the instance of Sir Edwin Sandys, president of the company, toward the endowment of a college at Henrico for the colonists and Indians. In 1619 collections in the churches of England amounted to £1,500 sterling. In 1621, persons homeward bound on the Royal James, from East India, gave over £70 toward founding a free school in Virginia, to be called the East India School.

Other benefactions followed, and Mr. George Thorpe came over as superintendent of the college, or East India School, which was situated at Charlotte. In 1621, carpenters were sent to erect buildings, and Rev. Patrick Copeland was placed at its head. But in March, 1622, the massacre followed, when Thorpe and nearly 350 men, women, and children were barbarously slain, and the efforts for the school terminated. The next movement of a general and public character was that of Rev. James Blair, D. D., which resulted in the establishment of the College of William and Mary.

In the Maryland settlement there were earnest friends of education, but they struggled against circumstances which rendered the full realization of the fruits of their efforts impossible. In April, 1671, thirty-seven years after the arrival of Lord Baltimore, the upper house of the assembly passed an act for the establishment of a school or college. This act was returned from the lower house with an amendment to the effect that the tutors or schoolmasters may be qualified according to the Reformed Church of England, or that there be two schoolmasters, one for Catholic and the other for the Protestant children, which was so unsatisfactory that twenty-three years elapsed before any further attempt at legislation was made.

In 1694 an effort was commenced which in seven years resulted in the establishment of a school near the site of the State House. It will be seen that the people began to rely almost entirely upon the private tuition of their children.

William Penn found the Swedes and their school already on the Delaware. His ideas were well expressed in his declaration, "That which makes a good constitution must keep it, viz, men of wisdom and virtue, qualities that, because they descend not

with worldly inheritance, must be carefully propagated by virtuous education of youth, for which spare no cost; for by such parsimony all that is saved is lost."

The reliance of the Quaker upon the inner light for guidance in life necessarily made the training of the young to act in accordance with that light of paramount importance. Education was confined chiefly to the family and the pay school; but history with hardly a dissenting voice accords to the English colonists of New England the credit of having developed those forms of action in reference to the education of children containing more distinct features to be adopted in the systems of the country than any others.

In Luther's robust treatment of the issues of his day, he placed great stress upon home government, the duty of the family, the duty of the church to children, criticizing the mistakes of the period as he understood them; and in his address to magistrates he brings up with conspicuous force the duty of the state to guarantee the care of the young. He observed: "Beloved rulers, if we find it necessary to expend such large sums as we do yearly upon artillery, roads, bridges, dikes, and a thousand other things of the sort in order that a city may be assured of continued order, peace, and tranquillity, ought we not to expend on the poor suffering youth therein at least enough to provide them with a schoolmaster?" We have seen how these remarkable words of Luther were wrought into the family, the church, and the state in Holland. Here the Pilgrims met them. They had left their homes for conscience' sake; for the sake of certain beliefs in which they differed from their neighbors. These opinions bore upon the destiny of the human soul. They were most concerned about God and mankind. Man created in the image of his God received for his descendants equal privileges. Each human soul was of infinite value, and all were guaranteed in their very nature equality of privileges. The state, the church, the family, the order of Providence, existed in their judgment to give to each soul an opportunity of eternal blessedness. Their Bible was the divine guide to that end. Nothing was more natural, therefore, than that they should seek the best way for the training of their children. They were themselves to a remarkable degree educated. They all were especially taught in the divine word and the idea of correct conduct, and an unusual proportion of their men were educated in the schools and universities of England. They were willing to find new things. It cannot be doubted that they got important suggestions in matters of education from Holland, but they did not imitate blindly. They adapted their action to their circumstances.

Sixteen years after the settlement of Boston, the colony of Massachusetts Bay appropriated £400 for the establishment of Harvard College, in which also the element of private benefactions appeared. In 1642 it was ordered "that the officers of every town should have a vigilant eye over their brethren that none of them should suffer so much barbarism in any of their families as not to endeavor to teach by themselves or others their children and apprentices perfectly to read the English tongue and knowledge of the capital laws." Here is civil action to secure universal education. Soon after they enacted, "To the end that learning may not be buried in the graves of our fathers, that every township increased to the number of fifty householders should bind one to teach the children;" and soon further, "that any town increased to one hundred families shall set up a grammar school, where youths can be fitted for the university." In case of neglect the penalty was affixed. Here is a philosophical recognition of the subdivision of instruction into elementary, secondary, and superior. The whole State or colony through its legislative power provides the method and makes the duty obligatory upon the town to sustain elementary and secondary instruction, while the State itself makes appropriation and requires proper aid for the university. The whole property is taxed for all the children in the different grades. It is not amiss here to note the wide effect of this action.

Maine, as is well known, was a part of Massachusetts until it became a State.

The methods of the colonies of Connecticut were closely in harmony with those of the Bay; and Roger Williams, though escaping to Rhode Island, did not leave behind

the excellencies of the institutions already founded; so that it is simply a statement of the truth to affirm that this action of Massachusetts colony substantially shaped the educational institutions of New England.

CONDITION OF EDUCATION AT THE TIME OF THE DECLARATION OF INDEPENDENCE.

Previously American institutions had been affected by (1) foreign legislation, (2) by continued immigration, and (3) general interchange of communication. Hereafter the power of direct legislation ceases. The effect of the Old World upon the New is to be that of one nation upon another, or of several upon each other: first, by immigration; second, by intercommunication.

What influence may have come from the Spanish peninsula at this period is sufficiently indicated by the following extract from a report made to the King by the minister of state, Marquis de Asinada. He affirms, "In the whole kingdom there is not a professorship of law, of natural sciences, of anatomy, and of botany. We have no good map of Spain and its provinces, and no man who could draw such a map, and we are obliged to use the very imperfect maps of Spain which we receive from the Netherlands and other provinces; so that we, to our great disgrace, do not know the right location and true distances of our cities."

Though Sweden had contributed such valuable ideas to the settlements on the Delaware, they had not fulfilled the expectations of progress.

In England, methods and administration had made little progress, and had certainly in no way kept pace with her literature and commerce. The sun of the Dutch republic was to set in darkness as that of the American republic arose.

The Huguenots, or French Pilgrims, escaping from persecution at home, brought most valuable contributions; so also the Scotch, who came bringing ideas, customs, and schools, so deeply impressed by the influence of John Knox.

Reviewing the period which elapsed between the time the colonists left their old for their new homes, to the date of the opening of the war with the mother country, and looking into the details of the condition of intelligence and the instrumentalities for education, it would be interesting to bring out fully the fragmentary records which remain. A careful study will, I think, leave the impression that, though the religious sentiments of the people made the interests of the Church prominent in education; though the interest in civil affairs encouraged the study of politics and statesmanship, so that at an early date it was declared in England that more copies of Blackstone were sold in the colonies than at home; though generally in the colonies there was felt a deep sense of the parental obligation to train up the child in the way he should go, and the home was made specially active to this end, and though there was a large number, comparatively speaking, eminent for their cultured minds, yet I think the most careful survey will leave the impression that the progress of educational improvement did not on the average keep pace with the increase of population, and that the intelligence of the generation at the opening of the War of Independence, so far as dependent upon books and schools, would not average so high as the intelligence of the first colonists. It should be remembered that church and state were substantially united in colonial action south of the Hudson.

The struggle for separation being the most severe in Virginia, and not ended until some time after the period of Independence, this union of church and state had no small effect upon the ideas and customs that prevailed in regard to training the young.

The changes in what remained of the Spanish colonies require no note. In Virginia, the successful establishment of William and Mary College exercised a most salutary influence in training the sons of the higher classes. The first building was planned by the great architect, Christopher Wren. The first commencement, in 1700, was a noted event. Several planters came in their coaches, others in sloops, from New York, Pennsylvania, and Maryland. Even Indians had the curiosity to visit Williamsburg. The College of William and Mary sent forth, together with many others prominent in the revolutionary movement, Peyton Randolph, Edmund Randolph, John Marshall, Thomas Jefferson, James Monroe, and John Tyler, governor of Virginia.

The Society for the Propagation of the Gospel was specially active in furnishing teachers in Virginia as elsewhere. The ignorance of the lowest classes was as extreme as in England. This was specially true of the several colonies in which the institutions more exactly accorded with those at home. In Maryland a statement signed by twenty-one clergymen in 1714 affirms that the case of schools is very bad. In 1717, there was an effort made to establish a school in every county. Taxes were to be levied chiefly upon furs, tobacco, and liquors; and in one law the following sources were specified: "For every Irish papist servant and every negro imported into the provinces, there were required to be paid 20 shillings each," in addition to what was paid before, to go to the establishment of such schools. Most meritorious efforts were made by individuals to found schools. Large benefactions were bestowed in lands and otherwise. In 1750, a charity work school was founded near Easton, in Talbot County, the first manual labor school in the State. In 1754, an order of the council requiring an oath of schoolmasters brought out some curious facts. For instance, in Prince George's County there were 13 teachers, one the rector of the parish, one register of wills, four convicted servants, and three indented servants. In 1763, a project to establish the college was revived without success, and among the items of revenue was to be a tax from 3 shillings to 20 shillings on bachelors. Amid these difficulties instruction was widely conducted by tutors in private families, or for the children of adjacent families. Sometimes the teachers were men of eminence and graduates of the best European universities. There was no absolute security against their ignorance, their incompetency or immorality, as is seen by an advertisement in the Maryland Gazette, of February 28, 1771:

"Ran away: a servant man from Dorchester County, who had followed the occupation of a schoolmaster; much given to drink and gambling."

And again in the same paper in February 17, 1774:

"To be sold, a schoolmaster and indented servant who has got two years to serve. Signed John Hammond, near Annapolis."

To which the following N. B. was added: "He is sold for no fault any more than we are done with him. He can learn bookkeeping, and is an excellent good scholar."

As an illustration of the pains and difficulties those encountered who sought culture for their children, I wish to instance the community at Dorchester, S. C. An act of the assembly was secured in 1724 for the establishment of a free school in the parish of St. George; and this act was transmitted to Great Britain for royal assent, some of the leading men of the colonies affirming that "the chief source of irreligion and immorality here is the want of schools; and we may justly be apprehensive that if our children continue longer to be deprived of being instructed, Christianity will of course decay insensibly, and we shall have a generation of our own as ignorant as the native Indians."

In 1776 there were 11 colleges that are still in existence. Harvard College, founded in 1638, had graduated 2,567 students. The College of William and Mary, founded in 1693, had graduated 496 students. Yale College, whose foundation dates back to 1701, had graduated, in 1776, 1,405 students. The College of New Jersey, founded in 1746, numbered its graduates up to the time of the Revolution at 567. Washington and Lee College, founded in 1749, had graduated 30; Columbia College, founded in 1754, had graduated 124; Brown University, founded in 1764, had sent out 54 graduates; Dartmouth College, founded in 1769, had graduated 43, and Rutgers, founded in 1770, numbered 13 graduates. The University of Pennsylvania was founded in 1747. Hampden Sidney College was founded in 1775.

Of the academies existing at that time there are at present nine: The Latin Grammar School, Boston, founded in 1635; the Hopkins Grammar School, New Haven, founded in 1660; Germantown Academy, 1760; Durham Academy, Byfield, Mass., 1763; Columbia Grammar School, New York, 1763; University Grammar School, Providence, 1764; Rutgers College Grammar School, 1770; Charlotte Hall School, Maryland, 1774; and Kingston Academy, 1774.

Before 1800 a dozen more colleges were founded that are still in existence, and also 28 academies.

The existence of 29 libraries in 1776 has been traced, containing 3,682 volumes.

In January, 1776, there were published the following newspapers in the thirteen colonies: In Massachusetts, 7; New Hampshire, 1; Rhode Island, 2; Connecticut, 4; New York, 4; Pennsylvania, 9—of these 2 were German and one German and English—Maryland, 2; Virginia, 2; North Carolina, 2; South Carolina, 3; Georgia, 1. There were no daily newspapers. In 1800 it is believed that 150 newspapers were published in the United States. In 1704 the Boston News-Letter, the first newspaper in the colony, was published by John Campbell, bookseller and postmaster.*

With reference to the development of principles and methods among ourselves, we must confess that the century has not been one of uninterrupted and universal progress. Unnatural parents, indifferent citizens and rulers, incompetent teachers, selfishness, vice, and crime, have here and there at times done effective work.

We cannot read the declaration of Washington, of Adams, of Jefferson, of Hamilton, and of others, their eminent compeers, without a profound impression of their thorough appreciation of the duty of education, and their conviction that the perpetuity of the blessings they sought for their country depended upon its success. We can never forget Washington's admonition to promote as an object of primary importance institutions for the general diffusion of knowledge. "In proportion as the structure of government gives force to public opinion, it is essential that public opinion should be enlightened." Jefferson sought for Virginia a system of education that should embrace, first, elementary schools; second, colleges; third, an ultimate grade for teaching the sciences in their highest degree. Though failing in part, he succeeded in the establishment of a university, which he cherished as one of the greatest honors to his name; while Hamilton, in addition to his emphatic words, was one of the first to participate in the organization of the board of regents for the State of New York, as a part of a scheme for the universal education of the people of New York.

The first great national educational act that we shall meet in the beginning of the century now closing, and the one that overshadows all others, is found in the ordinances of the Confederate Congress of 1785 to 1787. Liberty was decreed for that vast territory north of the Ohio River, the duty of education was enforced, and from the public domain sections were given for elementary and superior instruction, thus, in some measure, providing the means for the end proposed. On these acts, we may say, the history of the country turns as on a hinge. Had slavery gone into this territory and education been excluded, this last experiment in the interest of man as such, irrespective of all distinctions, free from all adventitious circumstances, would perhaps have proved a failure. The War of Independence had dealt harshly with education. The young men had been called to the field, as well as the old.† The seven years of conflict had deprived many of those who survived of all other culture save that of the march, the camp, and the battle in defence of their country. The most marked efforts observable in the early years of the century were put forth in the form and in the direction of existing instrumentalities. Before the close of the eighteenth century 23 colleges were founded, 37 academies were established, and 49 libraries, containing between 75,000 and 80,000 volumes. Slavery, which had generally existed in the country, in the more Northern States never succeeded

* It was continued by different publishers until 1776, or 72 years. It was the only paper published in Boston during the siege. In 1719 the Boston Gazette was published, and 1721 the New England Courant, by James Franklin.

† G. W. Nesmith, LL. D., an aged and eminent lawyer and friend of education, of Franklin, N. H., the well known confidential friend of Daniel Webster, furnishes the following interesting items in regard to a schoolmaster who served in the war of Independence: Daniel Parkinson, born in Ireland in 1741, landed in New York, graduated from Princeton College in 1765, went to New Hampshire and became a teacher; in 1765 enlisted in Colonel Stark's regiment and was promoted to quartermaster. His meritorious services were well known. After the war he resumed teaching, and died in Canterbury in 1820, a short time before his death preparing his own epitaph, which may still be seen on a slate head-stone and reads as follows:

"Hibernia me genuit. America nutrivit. Nassau Hall educavit. Docui, militavi, atque manibus laboravi. Sic cursum meum finivi. Nunc terra me occupavit, et quieto in pulvere dormio, quasi in gremio materno meo. Huc ades, amice mi! Aspice, et memento, ut moriendum quoque certe sit tibi. Ergo vale et cave."

in overcoming the belief that education is the duty and privilege of all men, and, on the more sterile soils, it gradually began to disappear. In the warmer climate and on the fertile soils of the South it was more profitable, and, gaining larger sway, soon began to be sensitive at the approach of intelligence to the slave. Facts and sentiments, however, remained much the same until between 1830 and 1840, when the series of State constitutional conventions occurred in which the guarantees of slavery secured stronger expression in the several constitutions, and then followed in a few decades the series of legislative enactments forbidding instruction to the slave and exerting the power of the state to keep him in darkness. While there were in these States individuals who struggled for the universal education of the white population, they labored at a disadvantage; and although here and there, in spite of untold adverse circumstances, systems of elementary instruction and schools of some efficiency were established, generally educational schemes were partially started, lacked efficiency, and resulted in schools known as pauper schools; those who had wealth relying upon instruction in the family, in the private or incorporated academy, in the college and university, for the education of their children. This supremacy of the influence of slavery seeking to strengthen and guard itself, became sensitive to any thought or action in the national councils which might, according to the judgment of its friends, in any way imperil its existence and progress. Therefore, for this period education was rarely broached in Congress, and this coöperative influence, save in the carrying out of the policy of land grants, was substantially shut off.

But while in the Southern States the educators were being put to disadvantage, in some of the Northern States a revival of education was beginning, destined to create a new era. There was a struggle to know the facts. Especially in New York and Massachusetts was it sought to secure reports from towns and cities. The national census in 1840 for the first time recognized the items of intelligence.* Something more than action by the church or the family, or legislation by the State, was seen to be necessary. That great force among us represented by voluntary organizations was brought into requisition. The subject of education was discussed in conventions and in the press. The Lancasterian impulse, which had so profoundly moved in behalf of the lower classes in England, reached to our shores, and Lancaster himself died among us, I regret to say, in poverty, and few even of our teachers know his resting place.

Light was sought from the experience of other peoples. The ideas and methods adopted in some German states had attracted attention. Prussia, that had been so terribly crushed, was seen to be rising in its rank among the nations. The secret was discovered to be education, taking to itself something of the military form, according to the ideas of the times. Every child was to be educated; every man was to be a soldier. Notable visits to Europe were made by Americans. Three reports, that by Mann, that by Bache, and that by Stowe, the one first published by Massachusetts, the other by Girard College, and the last by Ohio, have been much quoted. Another visit, however, which did not result in a report so often mentioned in our literature, yet one that had great effect upon the history of education in the country, was that of Dr. Henry Barnard, of Connecticut, especially as it enlarged his own views, and added important elements to their character and adaptation in his long course of educational labor. Not only did our own great reformers in education study foreign countries, and our teachers visit them, but our schools and colleges steadily drew on them for instructors. Germany furnished us many teachers. A marked change manifested itself in the organization of education. State supervision was inaugurated. Gideon Hawley became State superintendent of common schools for New York in 1813; Hon. Horace Mann, secretary of the board of education, Massachusetts, in 1837. Now the idea of State supervision is embodied in the educational administration of every State in the Union, some of them guarding it by the requirements of the constitution. And this idea has

*The items inquiring in regard to intelligence were inserted in the schedules by the Secretary of State on the suggestion of Hon. Henry Barnard, the first Commissioner of the United States Bureau of Education.

sought to perfect itself by adding here county supervision, there city supervision, and there town.

A second important element which manifested itself was the care for the qualification of teachers. The first State normal school was opened by Father Pierce, in Lexington, Mass., with three pupils. The normal school has been supplemented by teachers' institutes.

A third element to be noted is the attention to educational literature, school journals, and works on the philosophy and methods of education. Whatever literature we have on the subject of education has almost entirely sprung up in the last forty years.

A fourth important change is the introduction of high schools, organized, supported, and directed by civil action, which is in a certain sense going back to the original grammar school of the Massachusetts colonial education act, that had been allowed to pass measurably into desuetude, trusting to supply its place by the tuition of the academy.

Another element was the introduction of State colleges or universities. This, too, is only a return to the method adopted by Massachusetts in the establishment of Harvard College.

Another element is the introduction of technical, industrial, and scientific education. This has received an immense impulse from the act of Congress donating lands for the establishment of colleges of agriculture and the mechanic arts, the passage of which is largely due to the persistent efforts of Hon. Justin S. Morrill, of Vermont.

Still another element is the enlargement of the sphere of woman in education. Here the change is no less than a revolution, whether we consider the instruction she receives or the work she does in educational literature, or as instructor or officer.

In recounting these special elements contributive to the greater efficiency of education, we should not omit the private benefactions of our citizens to this cause.

Another and most effective element in the progress of education among us is the preparation of educational information, particularly of statistics, for use in the guidance of teachers and officers, institutions and systems. In towns, States, and the nation, we can be more certain what we are doing and what we are not doing, what we do well and what we do ill, what corrections are needed and how they are to be applied.

M. Buisson, an impartial and very competent judge, in a report to the French minister of public instruction on the educational features of the exhibition at Vienna, in 1873, observes that "the United States Bureau of Education commenced a few years ago the organization of educational statistics for the entire Union. Not one country in Europe has offered such complete and carefully prepared reports. America shows that all difficulties in preparing statistical works can be overcome by uniformity in the system."

Slavery, too, having been abolished, the slave has become both teacher and pupil. The barriers set up by slavery against universal intelligence are passing away. Statutes do not prohibit but enforce the education of colored children; the nation by the terms of the Constitution has committed its fortunes to universal male suffrage, and all national interests are now bound up with universal intelligence. Other interests, religious and patriotic, commercial and industrial, will see this fact more and more, and from sheer selfishness, if from no other motive, seek to devise the best educational measures. Constitutions may be amended, statutes enacted, officers changed, agencies for the promotion of intelligence abolished, funds perverted or cut off, teachers' salaries reduced, schools closed on the demand of ignorance, but universal education is the watchword of the party which, notwithstanding temporary drawbacks, must ultimately and completely triumph.

The voice of our country's history declares to any in these extremities, let no one despair, let no one doubt; all the success of ignorance will be temporary.

Education that a century ago in so many places was compelled to hide its head in the monastery, or under the shadow of the church, or could go only where there was wealth and was not considered in the reckoning of national forces, now is coming to the front in every progressive nation. True, the term is not always used to des-

ignate the same idea in all its fulness and robustness, naturally including every force and circumstance that unfolds, informs, nourishes, trains, directs, and strengthens the entire man from the cradle to the grave, and is, when normal and true, adapted to lift him up and draw him toward the divine and perfect, and to bring forward those customs and institutions coöperating to this result.

Considering the space in this report possible for such allusions to the past, and their necessary brevity and imperfection, the desire for completeness has constantly suggested that it would be better to omit than insert them in this unsatisfactory shape; but a sense of their possible good in any form has prevailed. Those who have time for research can omit them, or use them only as hints and complete the studies suggested by them, and thus, fully informed of the past in education, come to the examination of the condition of education in 1875.*

The provisions made for the education of the deaf and dumb and the blind, for the feeble-minded and for the reformatories for juvenile offenders are of comparatively recent origin.

SUMMARIES OF INFORMATION REPORTED TO THE BUREAU FOR THE YEAR 1875.

The plan of collecting and presenting this information is substantially the same as in previous years. The brief space already given for showing the growth of educational systems and institutions will necessarily exclude much matter usually presented in connection with the summaries drawn from the several tables in the appendix.

Statistical summary of institutions, instructors, and students, as collected by the United States Bureau of Education, for 1870, 1871, 1872, 1873, 1874, *and* 1875.

	1870.			1871.			1872.		
	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
City schools	.....	.....	.....	.....	19, 448	1, 417, 172	.....	23, 194	1, 215, 897
Normal schools	53	178	1, 023	65	445	10, 922	98	773	11, 778
Business colleges	26	154	5, 824	60	168	6, 460	53	263	8, 451
Academies	.....	.....	.....	638	3, 171	80, 227	811	4, 501	98, 929
Preparatory schools *a*	.....	.....	.....	.....	.....	.....	.....	.....	.....
Scientific and agricultural schools	17	144	1, 413	41	303	3, 303	70	724	5, 395
Colleges for women	33	378	5, 337	136	1, 163	12, 841	175	1, 617	11, 288
Colleges	266	2, 823	49, 163	290	2, 962	49, 827	298	3, 040	45, 617
Theological schools	80	339	3, 254	94	369	3, 204	104	435	3, 351
Medical schools *b*	63	588	6, 943	82	750	7, 045	87	726	5, 995
Law schools	28	99	1, 653	39	129	1, 722	37	151	1, 976

a From 1870–'72, inclusive, this class of schools was included in the table of academies.

b Including schools of pharmacy and dentistry.

c In 177 cities.

* The abstracts for 1875 contained in the appendix were prepared in the abstract division: chief, Dr. A. Shiras; assistants, Mrs. J. A. Holmes and Mrs. E. H. Disbrow. They begin for each State with a statement of the constitutional and legal provisions of education in each State, with the hope that in the future all changes can be noted and the history of administration brought out, so that the continuation of these reports will furnish a complete outline history of education in each State and Territory. I hope also to include the progress of judicial decision in regard to education. The accomplishment of this purpose will depend upon the coöperation of school officers, so far so generously accorded in all parts of the country.

Statistical summary of institutions, instructors, and students, as collected by the United States Bureau of Education, for 1870, 1871, 1872, 1873, 1874, *and* 1875—Concluded.

	1873.			1874.			1875.		
	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
City schools	.....	27, 726	1, 564, 663	.....	16, 438	976, 837	(c)	22, 152	1, 180, 880
Normal schools	114	887	16, 620	124	966	24, 405	137	1, 031	29, 105
Business colleges	112	514	22, 397	126	577	25, 892	131	594	26, 109
Academies	944	5, 058	118, 570	1, 031	5, 466	98, 179	1, 143	6, 081	108, 235
Preparatory schools *a*	86	690	12, 487	91	697	11, 414	102	746	12, 954
Scientific and agricultural schools	70	747	8, 950	72	609	7, 244	74	758	7, 157
Colleges for women	205	2, 120	24, 613	209	2, 285	23, 445	222	2, 405	23, 795
Colleges	323	3, 106	52, 053	343	3, 783	56, 692	355	3, 999	58, 894
Theological schools	110	573	3, 838	113	579	4, 356	123	615	5, 234
Medical schools *b*	94	1, 148	8, 681	99	1, 121	9, 095	106	1, 172	9, 971
Law schools	37	158	2, 112	38	181	2, 585	43	224	2, 677

a From 1870–'72, inclusive, this class of schools was included in the table of academies.

b Including schools of pharmacy and dentistry.

c In 177 cities.

So far as relates to the several classes of institutions embraced in the above summary, it can be seen at a glance how the character of the information has improved from year to year.

STATE SYSTEMS OF PUBLIC INSTRUCTION.

The diversity of ages embraced in the school censuses of the States and Territories as seen in the following table, introduces an element of uncertainty in all comparisons respecting the enrolment and the ratio of attendance in the public schools. A school census in all the States, substantially uniform in respect to ages of youth embraced therein, seems therefore eminently desirable, and it is hoped that efforts may be made to secure it.

Table showing the ages embraced in the school population of the several States and Territories.

States and Territories.	School age.	States and Territories.	School age.
Connecticut	4-16	Virginia	5-21
Utah	4-16	Colorado	5-21
Oregon	4-20	Dakota	5-21
Wisconsin	4-20	Idaho	5-21
Maine	4-21	South Carolina	6-16
New Hampshire	4-21	Indian	6-16
Montana	4-21	District of Columbia	6-17
Washington	4-21	Georgia	6-18
Massachusetts	5-15	Nevada	6-18
Rhode Island	5-15	Tennessee	6-18
California	5-17	Texas	6-18
New Jersey	5-18	Kentucky	6-20
Michigan	5-20	Arkansas	6-21
Vermont	5-20	Florida	6-21
Wyoming	5-20	Illinois	6-21
Alabama	5-21	Indiana	6-21
Delaware	5-21	Louisiana	6-21
Iowa	5-21	Maryland	a6-21
Kansas	5-21	North Carolina	6-21
Minnesota	5-21	Ohio	6-21
Mississippi	5-21	Pennsylvania	6-21
Missouri	5-21	West Virginia	6-21
Nebraska	5-21	Arizona	6-21
New York	5-21	New Mexico	7-18

TABLE I.—PART 1.—*Summary* (A) *of school age, population, enrolment, attendance, &c.*

States and Territories.	School age.	School population.	Number between 6 and 16 years of age.	Number enrolled in public schools.	Average daily attendance.	Average duration of school in days.
Alabama	5-21	406,270	.....	147,340	110,253	86.5
Arkansas	6-21	184,692	.....	73,878	42,680	.....
California	5-17	171,563	.....	130,930	78,027	149
Connecticut	4-16	134,976	112,480	120,189	68,993	176
Delaware	5-21	.....	.....	19,881	.....	140
Florida	6-21	94,522	.....	32,371	28,306	132
Georgia	6-18	394,037	.....	156,394	96,680	.....
Illinois	6-21	958,003	.....	685,676	.....	.....
Indiana	6-21	667,711	.....	502,362	300,743	120
Iowa	5-21	533,903	341,713	384,012	.....	136
Kansas	5-21	199,986	129,331	142,606	85,580	102
Kentucky *b*	6-20	437,100	.....	228,000	159,000	100
Louisiana	6-21	274,688	.....	74,846	.....	.....
Maine	4-21	221,477	.....	157,323	100,641	117
Maryland	c5-20	276,120	.....	142,992	69,259	187

a This is the *legal* school age. The school tax is distributed in proportion to the population between 5 and 20, and the school population reported is between the latter ages.

b The statistics are for white schools only. *c* The legal school age is from 6 to 21.

TABLE I.—PART 1.—*Summary* (A) *of school age, population, enrolment, attendance, &c.*—Concluded.

States and Territories.	School age.	School population.	Number between 6 and 16 years of age.	Number enrolled in public schools.	Average daily attendance.	Average duration of school in days.
Massachusetts	5–15	294, 708	.....	302, 118	216, 861	177
Michigan	5–20	448, 784	.....	343, 619	200, 000	138
Minnesota	5–21	218, 641	.....	130, 280	71, 292	120
Mississippi	5–21	318, 459	.....	168, 217	106, 894	140
Missouri	5–21	738, 431	.....	394, 780	192, 904	99
Nebraska	5–21	80, 122	.....	55, 423	.....	96
Nevada	6–18	6, 315	.....	4, 811	2, 884	.....
New Hampshire	4–21	76, 272	a55, 865	68, 751	48, 288	100
New Jersey	5–18	312, 694	.....	191, 731	98, 089	194
New York	5–21	1, 583, 064	.....	1, 059, 238	531, 835	176
North Carolina	6–21	348, 603	.....	146, 737	97, 830	50
Ohio	6–21	1, 017, 726	757, 138	712, 129	435, 349	140
Oregon	4–20	44, 661	.....	21, 518	.....	105. 5
Pennsylvania	6–21	b1, 200, 000	.....	890, 073	551, 848	151
Rhode Island	5–15	53, 316	c48, 321	38, 554	26, 163	173
South Carolina	6–16	239, 264	239, 264	110, 416	.....	100
Tennessee	6–18	426, 612	.....	199, 058	136, 805	100
Texas	6–18	313, 061	.....	c184, 705	c125, 224	78
Vermont	5–20	89, 541	.....	78, 139	50, 023	111
Virginia	5–21	482, 789	307, 230	184, 486	103, 927	112
West Virginia	6–21	179, 897	.....	115, 300	79, 002	92. 5
Wisconsin	4–20	461, 829	.....	279, 854	.....	d149
Total	.....	13, 889, 837	1, 991, 342	8, 678, 737	4, 215, 380	.....
Arizona	6–21	2, 508	.....	568	419	180
Colorado	5–21	23, 275	.....	12, 552	7, 343	116
Dakota	5–21	8, 343	.....	4, 428	.....	.....
District of Columbia	6–17	31, 671	29, 133	18, 785	13, 494	191
Idaho	5–21	4, 020	.....	3, 270	.....	.....
Montana	4–21	3, 822	2, 250	2, 215	1, 710	92
New Mexico	7–18	.....	.....	5, 151	.....	132
Utah	4–16	35, 696	29, 747	19, 273	13, 462	140
Washington	4–21	8, 350	.....	6, 699	.....	70
Wyoming	5–20	.....	.....	1, 222	.....	.....
Indian	6–16	.....	.....	3, 754	.....	.....
Total	.....	117, 685	61, 130	77, 922	36, 428	.....
Grand total	.....	14, 007, 522	2, 052, 472	8, 756, 659	4, 251, 808	.....

a The number enrolled in public schools.
b In 1873.
c Estimated.
d In the country; in 26 cities it was 195 days.

A glance at these figures impresses one, first, with the magnitude of the interest involved; secondly, with an idea of the very different opportunities for education furnished by the different States and Territories. Only one State, Delaware, and three Territories, the Indian, New Mexico, and Wyoming, do not report their school population. In the other thirty-six States and eight Territories, there were 14,007,522 children

by their several laws entitled to instruction. All the States, either by actual count, or by estimate, report the pupils enrolled in the public school system, giving a total of 8,756,659. The following named States and Territories cannot report the average attendance in their schools, a truer measure of the educational work of the year, viz: Delaware, Illinois, Iowa, Louisiana, Nebraska, Oregon, South Carolina, and Wisconsin, and the Indian Territory, and that of Wyoming, Washington, New Mexico, Idaho, and Dakota. Texas can only estimate this item. The States of Connecticut, Iowa, Kansas, Ohio, South Carolina, and Virginia, and the District of Columbia, Montana, and Utah, are able to give the school population between 6 and 16 years of age. Rhode Island gives it by estimate, and New Hampshire by the number enrolled in the public schools. It is believed that all the States and Territories, however diverse the provisions of their laws in other respects, will soon be able to draw this line and show their school population, the enrolment in public and private schools, and the average daily attendance between 6 and 16. This result obtained and taken in connection with the additional column, the average duration of schools in days, will furnish an invaluable basis for just comparisons of the work accomplished under the several systems. Only Arkansas, Georgia, Illinois, Louisiana, Nevada, and Dakota, Idaho, Wyoming, and Indian Territories, are unable to report the duration of their schools. This is a most important fact in the showing of the work done under any system, and we may be assured that the determination of the friends of education to have the school business well done, will make sure of this item everywhere at an early date. The comparison between New Jersey, the highest reported, in which the average number of days taught equals 194, and North Carolina, the lowest reported, in which the average number of days taught equals only 50, is full of significance.

TABLE I.—PART 1.—*Summary* (B) *of school age, population, enrolment, attendance, &c.*

States and Territories.	School age.	School population.	Number between 6 and 16 years of age.	Number enrolled in public schools.	Average daily attendance.	Average duration of school in days.
Alabama	5–21	406,270	*284,389	147,340	110,253	86.5
Arkansas	6–21	184,692	*138,519	73,873	42,680	.....
California	5–17	171,563	*154,406	130,930	78,027	149
Connecticut	4–16	134,976	112,480	120,189	68,993	176
Delaware	5–21	.....	.....	19,881	.....	140
Florida	6–21	94,522	*70,891	32,371	23,306	132
Georgia	6–18	394,037	*354,633	156,394	96,680	.....
Illinois	6–21	958,003	*718,502	685,676	.....	.....
Indiana	6–21	667,711	*500,783	502,362	300,743	120
Iowa	5–21	533,903	341,713	384,012	.....	136
Kansas	5–21	199,986	129,331	142,606	85,580	102
Kentucky *a*	6–20	437,100	*349,680	228,000	159,000	100
Louisiana	6–21	274,688	*206,016	74,846	.....	.....
Maine	4–21	221,477	*143,960	157,323	100,641	117
Maryland	5–20*b*	276,120	*207,090	142,992	69,259	187
Massachusetts	5–15	294,708	*294,708	302,118	216,861	177
Michigan	5–20	448,784	*336,588	343,619	200,000	138
Minnesota	5–21	218,641	*153,048	130,280	71,292	120
Mississippi	5–21	318,459	*222,921	168,217	106,894	140
Missouri	5–21	738,431	*516,901	394,780	192,904	99
Nebraska	5–21	80,122	*56,085	55,423	.....	96
Nevada	6–18	6,315	*5,683	4,811	2,884	.....

* Estimated by the Bureau.

a These statistics are for white schools only.

b The legal school age is from 16 to 21.

TABLE I.—PART 1.—*Summary* (B) *of school age, population, &c.*—Concluded.

States and Territories.	School age.	School population.	Number between 6 and 16 years of age.	Number enrolled in public schools.	Average daily attendance.	Average duration of school in days.
New Hampshire	4–21	76, 272	*a*55, 865	68, 751	48, 288	100
New Jersey	5–18	312, 694	*265, 790	191, 731	93, 089	194
New York	5–21	1, 583, 064	*1, 108, 144	1, 059, 238	531, 835	176
North Carolina	6–21	348, 603	*261, 452	146, 737	97, 830	50
Ohio	6–21	1, 017, 726	757, 138	712, 129	435, 349	140
Oregon	4–20	44, 661	*31, 282	21, 518	.....	105. 5
Pennsylvania	6–21	*b*1, 200, 000	*900, 000	890, 073	551, 848	151
Rhode Island	5–15	53, 316	*c*48, 321	38, 554	26, 163	178
South Carolina	6–16	239, 264	239, 264	110, 416	.....	100
Tennessee	6–18	426, 612	*383, 950	199, 058	136, 805	100
Texas	6–18	313, 061	*281, 754	*c*184, 705	*c*125, 224	78
Vermont	5–20	89, 541	*67, 155	78, 139	50, 023	111
Virginia	5–21	482, 789	307, 230	184, 486	103, 927	112
West Virginia	6–21	179, 897	*134, 922	115, 300	79, 002	92. 5
Wisconsin	4–20	461, 829	*323, 280	279, 854	.....	*d*149
Total	.....	13, 889, 837	10, 463, 854	8, 678, 737	4, 215, 380	.....
Arizona	6–21	2, 508	*1, 881	568	419	180
Colorado	5–21	23, 275	*16, 292	12, 552	7, 343	116
Dakota	5–21	8, 343	*5, 840	4, 428	.....	.....
District of Columbia	6–17	31, 671	29, 133	18, 785	13, 494	191
Idaho	5–21	4, 020	*2, 814	3, 270	.....	.....
Montana	4–21	3, 822	2, 250	2, 215	1, 710	92
New Mexico	7–18	.....	.....	5, 151	.....	132
Utah	4–16	35, 696	29, 747	19, 278	13, 462	140
Washington	4–21	8, 350	*5, 427	6, 699	.....	70
Wyoming	5–20	.....	.....	1, 222	.....	.....
Indian	6–16	.....	.....	3, 754	.....	.....
Total	.....	117, 685	93, 384	77, 922	36, 428	.....
Grand total	.....	14, 007, 522	10, 557, 238	8, 756, 659	4, 251, 808	.....

* Estimated by the Bureau.
a Number enrolled in public schools.
b In 1873.
c Estimated.
d In the country; in 26 cities it was 195 days.

Having given the facts as furnished, for the purpose of aiding many inquirers, the Bureau, using the ratio of the several States that report their school population between 6 and 16 to the whole school population of those several States and other data, has inserted here the estimates for the several States and Territories of the school population between 6 and 16. These figures will not only aid the investigation mentioned, but serve to illustrate the importance of this line of comparison. These extended generalizations bring out with great clearness the importance of including all facts not only in public schools, but in connection with all other instruction afforded.

TABLE I.—PART 1.—*Summary (C) of the number of teachers employed in the public schools, and the average salary of teachers per month, in the respective States and Territories.*

States and Territories.	Number of teachers employed in public schools.		Average salary of teachers per month.	
	Male.	Female.	Male.	Female.
Alabama	2,702	1,297	($27 20)	
Arkansas	1,582	740		
California	1,033	1,660	$84 93	$68 01
Connecticut	721	2,324	70 05	37 35
Delaware	(430)		(28 00)	
Florida	(796)		50 00	30 00
Georgia				
Illinois	9,288	12,330	48 21	33 32
Indiana	7,670	5,463	65 00	40 00
Iowa	6,500	11,645	36 68	28 33
Kansas	2,484	2,899	33 98	27 25
Kentucky	4,236	1,732	(49 40)	
Louisiana	797	760	37 00	37 00
Maine	1,984	4,475	37 00	18 00
Maryland	1,129	1,594	41 73	41 73
Massachusetts	1,169	8,047	88 37	35 35
Michigan	3,285	9,182	51 29	28 19
Minnesota	1,372	1,591	41 36	28 91
Mississippi	2,989	1,979	55 47	55 47
Missouri	5,904	3,747	38 00	29 50
Nebraska	1,504	1,587	38 60	33 10
Nevada	35	80	(100 56)	
New Hampshire	503	3,166	42 61	25 54
New Jersey	946	2,307	67 65	37 75
New York	7,428	22,585		
North Carolina	(2,690)		30 00	25 00
Ohio	12,306	10,186	60 00	44 00
Oregon	496	457	51 45	45 50
Pennsylvania	8,585	11,295	41 07	34 09
Rhode Island	195	861	58 18	46 17
South Carolina	1,773	1,082	31 64	29 21
Tennessee	3,125	*a*1,040	30 85	30 85
Texas	(*b*4,030)		(53 00)	
Vermont	667	3,739	45 62	25 65
Virginia	2,711	1,551	33 52	28 71
West Virginia	2,677	784	35 03	30 77
Wisconsin	(9,451)		*c*43 50	*c*27 13
Total number of teachers	(247,423)			
Arizona	6	8	100 00	100 00
Colorado	172	205	60 00	48 00
Dakota	54	154	35 00	25 00
District of Columbia	22	271	113 00	75 00
Idaho			55 00	55 00
Montana	43	56	65 00	5[illegible] 00
New Mexico	132	15		
Utah	220	238	47 00	[illegible]3 00
Washington	(220)			

a There are also 45 teachers, sex not reported. *b* Estimated. *c* In the country. In the cities the average salaries are—males, $109; females, $39.40.

TABLE I.—PART I.—*Summary* (C) *of teachers in the public schools, &c.*—Concluded.

States and Territories.	Number of teachers employed in public schools.		Average salary of teachers per month.	
	Male.	Female.	Male.	Female.
Wyoming	7	16	.....	.....
Indian	.....	.....	.....	.....
Total number of teachers	(1,839)		.....	.....
Grand total	(249,262)		.....	.....

The State of Georgia, and the Indian Territory, and Idaho are unable to report the number of teachers employed in public schools. Texas gives only an estimate. All the other States and Territories except Delaware, Florida, North Carolina, Texas, and Wisconsin, and the Territory of Washington, are able to report both the number of men and women teachers in their public schools. The total number of teachers reported in the public schools is 249,262. But, large as this number is, it is 100,000 short of the number required to teach the entire school population reported, allowing 40 scholars on the average to the teacher. No figures are more indicative of woman's triumph in spheres outside of the family. It will be noticed that in the Southern States more men are employed than women; that in the Northern Central States, the number of women is greater than the number of men, while the excess of women teachers is much the greatest in New England, especially in Massachusetts, where some are already beginning to think the interests of education have suffered by the too exclusive surrender of the work of instruction to one sex. In Massachusetts it will be noticed that there are 1,169 men and 8,047 women teachers. It will be observed that some of the States, Alabama, Delaware, Kentucky, Nevada, and Texas, report the payment of the same salaries for the same work to men and women teachers.

Statement showing monthly compensation of teachers in public schools.

States and Territories.	Male.	Female.	States and Territories.	Male.	Female.
District of Columbia	$113 00	$75 00	Vermont	$45 62	$25 65
Nevada	(100 56)		Wisconsin	43 50	27 13
Arizona	100 00	100 00	New Hampshire	42 61	25 54
Massachusetts	88 37	35 35	Maryland	41 73	41 73
California	84 93	68 01	Minnesota	41 36	28 91
Connecticut	70 05	37 35	Pennsylvania	41 07	34 00
New Jersey	67 65	37 75	Nebraska	38 60	33 10
Montana	65 00	57 00	Missouri	38 00	29 50
Indiana	65 00	40 00	Louisiana	37 00	37 00
Colorado	60 00	48 00	Maine	37 00	18 00
Ohio	60 00	44 00	Iowa	36 68	28 33
Rhode Island	58 18	46 17	West Virginia	35 03	30 77
Mississippi	55 47	55 47	Dakota	35 00	25 00
Idaho	55 00	55 00	Kansas	33 98	27 25
Texas	(53 00)		Virginia	33 52	28 71
Oregon	51 45	45 50	South Carolina	31 64	29 21
Michigan	51 29	28 19	Tennessee	30 85	30 85
Florida	50 00	30 00	North Carolina	30 00	25 00
Kentucky	(49 40)		Delaware	(28 00)	
Illinois	48 21	33 32	Alabama	(27 20)	
Utah	47 00	23 00			

The fact that the District of Columbia gives the highest average in the preceding table, is due to the limited number of country schools; the teachers are nearly all in city schools, and, therefore, their compensation should be brought into comparison with that paid in other cities.

TABLE I.—PART 2.—*Summary* (A) *of annual income and expenditure, &c.*

States and Territories.	Annual income.	Annual expenditure.					Estimated real value of sites, buildings, and all other school property.
		Sites, buildings, furniture, libraries, and apparatus.	Salaries of superintendents.	Salaries of teachers.	Miscellaneous.	Total.	
Alabama	$553,014	$100	$34,187	$489,492	.....	$523,779	.....
Arkansas	789,536	54,912	24,100	259,747	.....	*a* 750,009	$355,000
California	3,390,359	465,955	43,622	1,810,479	$381,803	2,701,863	5,068,678
Connecticut	1,592,749	220,942	20,000	1,057,242	254,399	1,552,583	.....
Delaware	192,735	.....	.....	.....	.....	.....	.....
Florida	188,952	.....	15,600	.....	.....	15,600	.....
Georgia	435,319	.....	.....	.....	.....	.....	.....
Illinois	7,860,553	1,090,574	.....	5,326,780	971,854	7,389,208	.....
Indiana	5,041,517	700,000	50,000	2,830,747	949,457	4,530,204	10,870,338
Iowa	5,035,498	1,114,683	(*b*)	2,598,440	892,626	4,605,749	8,617,956
Kansas	1,042,298	182,886	34,100	689,907	113,208	1,020,101	4,140,090
Kentucky	1,438,146	111,406	.....	.....	.....	1,559,452	*c*1,624,000
Louisiana	699,665	60,182	24,000	573,144	42,339	699,665	896,100
Maine	1,313,303	110,725	29,668	1,046,766	126,144	1,313,303	3,019,549
Maryland	1,376,046	*d*272,539	25,440	1,035,755	307,313	1,641,047	.....
Massachusetts	6,410,514	1,533,142	.....	.....	.....	7,000,000	*e*20,856,777
Michigan	4,173,551	571,109	.....	1,950,928	994,745	3,516,782	9,355,894
Minnesota	1,861,158	208,030	.....	702,662	247,755	1,158,447	2,808,156
Mississippi	1,110,248	55,000	48,650	856,950	80,000	1,040,600	1,000,000
Missouri	3,013,595	.....	.....	.....	.....	.....	6,771,163
Nebraska	292,475	*f*327,406	18,916	414,827	167,039	928,188	1,848,239
Nevada	146,181	22,723	.....	83,548	18,030	124,301	121,011
New Hampshire	621,649	264,244	.....	424,889	*g*53,721	742,854	2,258,000
New Jersey	2,311,465	549,619	28,770	1,731,816	30,780	2,340,985	6,287,267
New York	11,601,256	2,181,927	.....	7,849,667	1,569,662	11,601,256	29,928,626
North Carolina	*h*408,794	25,100	.....	158,129	8,445	*h*191,674	.....
Ohio	8,711,411	1,313,515	158,773	4,787,964	1,391,704	7,651,956	19,876,504
Oregon	86,673	3,125	2,000	.....	.....	5,125	350,000
Pennsylvania	8,798,816	2,059,465	106,050	4,640,825	2,557,587	9,363,927	24,260,789
Rhode Island	761,796	275,835	11,681	383,284	77,059	*i*747,859	2,360,017
South Carolina	489,542	22,222	.....	360,685	34,554	426,461	313,289
Tennessee	*k*740,316	44,406	19,385	582,918	42,429	*l*703,358	.....
Texas	244,879	60,081	9,233	630,334	26,588	726,236	.....
Vermont	516,252	89,789	12,643	440,526	82,089	625,057	1,339,864
Virginia	1,215,353	97,278	48,668	726,300	151,150	1,023,396	757,181
West Virginia	753,477	123,844	2,500	541,359	47,457	715,160	1,605,627
Wisconsin	2,308,187	371,496	50,000	1,350,884	241,777	2,014,157	4,979,169
Total	87,527,278	14,584,260	817,986	46,346,004	11,861,709	80,950,333	171,669,284

a Items not all reported. *b* Included in teachers' salaries. *c* Value of school-houses.
d Includes repairs in part. *e* Sites and buildings only. *f* Includes debts. *g* Estimated.
h In 1873. *i* $16,784 was expended for evening schools, (not included.)
k Includes $14,918 from sources not reported. *l* Includes $14,229 from sources not reported.

TABLE I.—PART 2.—*Summary* (A) *of annual income and expenditure, &c.*—Concluded.

States and Territories.	Annual income.	Annual expenditure.					Estimated real value of sites, buildings, and all other school property.
		Sites, buildings, furniture, libraries, and apparatus.	Salaries of superintendents.	Salaries of teachers.	Miscellaneous.	Total.	
Arizona	28,759	.....	.....	.....	.....	24,151	20,000
Colorado	254,679	76,215	7,500	102,783	31,815	218,313	474,008
Dakota	32,602	9,985	.....	18,046	4,572	32,603	24,926
Dist. of Columbia	517,610	61,123	9,520	209,368	86,568	366,579	1,114,162
Idaho	.....	.....	0	.....	.....	.....	.....
Montana	31,821	28,726	4,500	33,921	.....	67,147	60,000
New Mexico	25,473	.....	.....	15,432	3,458	18,890	.....
Utah	130,799	49,568	3,450	130,800	.....	183,818	438,665
Washington	.....	.....	.....	54,720	.....	54,720	.....
Wyoming	.....	.....	.....	16,400	.....	16,400	a32,500
Indian	99,929	.....	.....	.....	.....	.....	.....
Total	1,121,672	235,617	24,970	581,470	126,413	982,621	2,164,261
Grand total	88,648,950	14,809,877	842,956	46,927,474	11,988,122	81,932,954	173,833,545

a Value of school-houses.

In this summary is shown the large financial business transacted in connection with education in the country, representing a total income for the public schools of $88,648,950, and a total expenditure of $14,809,877 on account of buildings, furniture, libraries, and apparatus, $842,959 for supervision; for teachers' salaries, $47,927,474; for miscellaneous items, $11,988,122, and a grand total expenditure of $81,932,954, as far as can be reported; the total valuation of school property employed in this work is reported at $173,833,545. It will be noted that North Carolina has been unable to give school income for 1874 and 1875, and that Idaho, Washington, and Wyoming do not give it for 1875. The States of Delaware, Florida, Georgia, and Missouri, and the Territories of Idaho, New Mexico, Washington, Wyoming, and the Indian Territory, cannot give the expenditure for buildings; Delaware, Georgia, Illinois, Iowa, Kentucky, Massachusetts, Michigan, Minnesota, Missouri, Nevada, New Hampshire, New York, North Carolina, South Carolina, and the Territories of Arizona, Dakota, Idaho, New Mexico, Washington, Wyoming, and the Indian Territory, do not report the amount paid for supervision; and Delaware, Florida, Georgia, Kentucky, Massachusetts, Missouri, Oregon, and the Territories of Arizona and Idaho, and the Indian Territory, do not report the amount paid to teachers; while neither Delaware, Georgia, Missouri, nor Idaho, nor the Indian Territory, report the total expenditures; and Alabama, Connecticut, Florida, Georgia, Illinois, Maryland, North Carolina, Tennessee, Texas, the Indian Territory, and the Territories of Idaho, New Mexico, and Washington, neither report nor estimate the money value of sites, buildings, and other school property. This is the business of dollars and cents in which all are expected to keep an account for themselves or their employers. Can educators do their work well and do less? It should at this point be remembered that Delaware has had a State superintendent for only a single year, and that there are not a few communities that select their school officers with the notion that anybody knows enough to manage schools. The absurdity and evil consequences of this opinion become conspicuous from a glance at these generalizations,

if in view of no other consideration. But what shall we say of those who believe that these figures should not be collated, and school work thus corrected and stimulated throughout the land?

TABLE I.—PART 2.—*Summary* (B) *of per capita expenditure.*

States and Territories.	Expenditure in the year *per capita* of the school population.	Expenditure in the year *per capita* of pupils enrolled in public schools.	Expenditure in the year *per capita* of average attendance in public schools.	Expenditure in the year *per capita* of population between 6 and 16.	Expenditure in the year *per capita* of population between 6 and 16, including interest on the value of all school property.
Massachusetts	$22 00	$20 00	$30 00	.....	.....
Connecticut	11 80	12 92	22 50	$13 80	.....
District of Columbia	11 57	19 51	27 16	12 58	$14 87
Arizona	9 62	42 41	57 66	.....	.....
Colorado	9 38	17 39	29 73	.....	.....
Rhode Island	9 37	12 96	19 09	10 34	15 22
Montana	8 42	14 36	18 60	13 96	15 00
Nebraska	7 76	11 42	.....	.....	.....
Ohio	7 76	10 57	17 29	8 06	9 94
Vermont	7 04	8 89	12 60	10 02	11 11
Indiana	6 78	9 01	15 06	.....	.....
Iowa	6 75	9 38	15 99	10 53	13 67
Michigan	6 67	11 97	14 97	.....	.....
New Hampshire	6 57	7 31	10 41	8 81	11 25
New Jersey	5 85	9 55	17 97	.....	.....
Minnesota	5 74	9 29	16 98	.....	.....
Maine	5 41	7 68	12 01	.....	.....
Utah	5 15	9 53	13 69	6 18	7 63
Maryland	5 01	9 68	19 99	.....	.....
Kansas	4 28	5 93	9 99	6 61	9 67
Arkansas	4 06	10 15	17 57	.....	.....
Dakota	3 92	7 36	.....	.....	.....
Wisconsin	3 64	6 05	.....	.....	.....
West Virginia	2 92	4 68	7 19	.....	.....
Mississippi	2 84	5 38	6 83	.....	.....
Louisiana	2 45	9 40	.....	.....	.....
Florida	1 99	5 83	6 69	.....	.....
Virginia	1 93	5 05	8 96	3 03	3 15
South Carolina	1 78	3 86	.....	1 78	.....
Tennessee	1 64	3 53	5 14	.....	.....
Georgia	1 10	2 78	4 50	.....	.....
California	.....	17 09	25 82	*a*15 75	*a*18 70
Delaware	.....	.....	9 64	.....	.....

a Per capita of population between 5 and 17.

It will be observed that Massachusetts expends $22, the highest sum, *per capita* to the school population, and Georgia $1.10, the lowest; that Arizona expends the most, or $42.41 *per capita* of pupils enrolled in the public schools, and Georgia, again, the least, $2.78. Here again it is seen that if we could fill out the two columns on the basis of population between 6 and 16, we should have a more satisfactory ground of comparison.

GENERALIZATIONS BY YEARS AND BY TOPICS WITHOUT REFERENCE TO STATES.

Statistical summary showing the school population, enrolment, attendance, income, expenditure, &c., for 1871, 1872, 1873, 1874, and 1875, 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	.....
	1872	37	7	12,740,751	88,097
	1873	37	11	13,324,797	134,128
	1874	37	11	13,735,672	139,378
	1875	36	8	13,889,837	117,685
Number enrolled in public schools	1871	28	.....	6,393,085	.....
	1872	34	7	7,327,415	52,241
	1873	35	10	7,865,628	69,968
	1874	34	11	8,030,772	69,209
	1875	37	11	8,678,737	77,922
Number in daily attendance	1871	25	.....	3,661,739	.....
	1872	28	4	4,081,569	28,956
	1873	31	5	4,166,062	33,677
	1874	30	4	4,488,075	33,489
	1875	29	5	4,215,380	36,428
Number of pupils in private schools	1871	14	.....	328,170	.....
	1872	18	5	356,691	7,592
	1873	22	5	472,483	7,859
	1874	13	5	352,460	10,128
	1875	13	5	186,385	13,237
Total number of teachers	1871	26	.....	180,635	.....
	1872	33	7	216,062	1,177
	1873	35	6	215,210	1,511
	1874	35	8	239,153	1,427
	1875	36	9	247,423	1,839
Number of male teachers	1871	24	.....	66,949	.....
	1872	30	6	81,135	374
	1873	28	5	75,321	529
	1874	28	7	87,395	499
	1875	31	8	97,796	656
Number of female teachers	1871	24	.....	108,743	.....
	1872	30	6	123,547	633
	1873	28	5	103,734	786
	1874	28	7	129,049	731
	1875	31	8	132,185	963
Public school income	1871	30	.....	$64,594,919	.....
	1872	35	6	71,988,718	$641,551
	1873	35	10	80,081,583	844,666
	1874	37	10	81,277,686	881,219
	1875	37	8	87,527,278	1,121,672
Public school expenditures	1871	24	.....	61,179,220	.....
	1872	31	6	70,035,925	856,056
	1873	36	10	77,780,016	995,422
	1874	35	9	74,169,217	805,121
	1875	34	9	80,950,333	982,621
Permanent school fund	1871	19	.....	41,466,854	.....
	1872	31	1	65,850,572	64,385
	1873	28	1	77,870,887	137,507
	1874	28	.....	75,251,008	.....
	1875	28	3	81,486,158	323,236

In the above table we have summaries as reported by the Bureau for the last six years on ten items relating to public education throughout the country. They are worthy the attentive study of friends of education. Any one in possession of these facts stands on vantage ground in any study of our social or educational systems. To understand their full import we need follow them through the several reports to the last details, but, without elaboration, they carry their encouragement and admonition to every teacher and school officer in the country.

SUMMARY OF EDUCATIONAL CONDITION IN THE STATES AND TERRITORIES FOR 1875.

NEW ENGLAND STATES.

Maine, from some cause unexplained, shows a decline in both her school population and the enrolment and attendance in the public schools. There was, from 1874 to 1875, a decrease of 3,742 in the number of scholars between 4 and 21; of 4,637 in the number registered in summer schools; of 1,990 in the number registered in winter schools; and in the average attendance on the two a mean decrease of 3,269. In the estimated value of school property, also, there is a reported decrease of $59,762, although there were 104 new school-houses built in 1875, at a cost of $110,725. To offset this, however, there appear to have been 70 more teachers employed in the less attended summer schools than in 1874, and in the winter schools 164 more; while in the whole amount expended for schools, free high schools not included, there was an increase of $91,684—facts that imply fuller teaching and better support of schools, notwithstanding diminished numbers in them. Two Kindergärten show 45 children in attendance. The normal schools report 548 students and 34 graduates.

In 157 free high schools there were, for the year, 13,469 pupils, which number, with 1,249 in academies and preparatory schools or departments, gives 14,718 in secondary schools, besides 267 in business colleges, 71 in women's collegiate classes, 335 in regular collegiate classes, 115 in agricultural college classes, 65 in theological, and 97 in medical.

New Hampshire reports a decrease, from 1873 to 1875, of 1,123 in the number enrolled in public schools, and of 154 in the number of teachers for them; but an increase of 1,529 in the average attendance on public instruction, of $120,611 in the income for sustaining it, and of $243,537 in the expenditure upon it. One Kindergarten appears, with 14 attendants. In the State Normal School were 270 pupils, of whom 34 graduated. In secondary schools 10,514 students were reported, about one-half of them pursuing higher branches of study; while in Dartmouth College classes were 337, in her three schools of science, 113, and in her medical school, 84. The returns from the colleges for women are imperfect. In one business college were 333 students.

In *Vermont*, a comparison of the return for 1875 with the figures for 1874 shows an increase of 3,036 in the number of children of school age, and of 407 in the number enrolled in public schools, with an apparent decrease of 10,549* in the average daily attendance, of 396 in the number of teachers employed, and of $60,002.71 in expenditure for school purposes. The pupils in her normal schools in 1875 numbered 482; the graduates from them, 96. In 26 secondary schools 2,657 pupils were reported, 769 of them in higher studies, with no report from the State high schools. In regular collegiate classes appear 184 students; in women's college classes, 52; in agricultural college classes, 20; in those of the State medical school, 62.

In *Massachusetts*—except in the wages of teachers, which were in some places reduced—we find an advance along the whole line: 2,227 more persons of school age, 5,093 more enrolled in public schools, 6,613 more in average attendance, and 8,299 more over the school age attending the schools; all which is additional to 16,368 in evening schools and 16,650 in private schools. The number of public schools, too, increased by 126; the number of teachers by 501; the receipts for school purposes by $105,312.42; the expenditures on them, exclusive of those for erecting and repairing school houses, by

* This is the difference between the 50,023 reported total average attendance in 1874 and 39,474 reported for 1875; but in the former number may possibly have been included the attendance in private schools as well as public.

$134,918.80. Ten Kindergärten report 167 pupils. In five State normal schools there were 923 students, of whom 184 graduated, while in the normal art school 188 received instruction. In 63 incorporated academies were 7,594 pupils; and if the same ratio of attendance be allowed for 208 high schools reported, we get 25,064 more in these, making, with 2,426 in preparatory schools and preparatory departments of colleges, 36,642 in institutions for secondary training, not including 826 in business colleges. Then in regular collegiate classes were 1,618 students; in kindred classes for young women, 750, in the agricultural college, free institute of science, and institute of technology, 530; in theological studies, 326; in legal, the same number; in medical, 496; in charitable and reformatory schools, 1,952.

Rhode Island presents like encouraging statistics, showing, (if the same elements enter into the reports for 1874 and 1875,) an increase of 9,516 in school population; of 3,607 in the number enrolled in public schools; of 2,739 in average attendance; of 226 in the number of teachers employed, with a most gratifying augmentation of their monthly wages; while the receipts for the schools are $16,027 in advance of the preceding year and the expenditures upon them $73,792.21 in advance. The State Normal School had during the year 159 pupils, 26 of whom had previously taught. In secondary schools—the information in respect to which is exceedingly imperfect—there appear to have been about 2,000 pupils; in business colleges, 605; in regular collegiate classes, 255; in the State reformatory school, 197.

Connecticut holds nobly on her way, presenting an increase of 4,441 in the number enrolled in public schools, and of 4,334 in the number enrolled in schools of all kinds; though her school population was only 620 greater than in January, 1873. The percentage of enrolment in schools of all kinds reached, as respects school population, the extraordinary figure of 95.65, leaving only a percentage of 4.35 not enrolled in any school. Her receipts for public schools were $70,458 in advance of those for the school year 1873–'74; her expenditures upon them, $220,131 in advance. With six fewer public schools, there were yet forty new school houses erected, and 19 more than in the previous year reported to be in fair or good condition. Two Kindergärten report 92 children in attendance. The State Normal School had 175 pupils for the year and graduated 50. In the high schools of Hartford and New Haven—the only ones from which there are any clear statistics—were 937 pupils; in other secondary schools reported, 2,272. In the three colleges were 908 collegiate students; in Sheffield Scientific School, 224 besides; in theological schools, 155; in the Yale Law School, 84; in the medical school, 42; in charitable, industrial, and reform schools, 1,097.

MIDDLE STATES.

In *New York* we find, notwithstanding a decrease of 13,772 in school population, an enrolment of 14,874 more in public schools than in 1873–'74, with an increase of 16,610 in the average attendance; an increase also of 391 in the number of teachers, with a slight advance in wages paid them; the expenditures for schools (less the amount on hand) being $512,274, in advance of 1874, and the value of school property $712,477 in advance. In the normal departments of her eight State Normal Schools, and in that for the city of New York, were 4,021 students,* of whom 394 graduated; in teachers' classes in academies were 2,944. Respecting secondary schools information is less definite; but in the academies and union schools reporting to the regents, and in the various classes of secondary institutions reporting to this Bureau, there appear to have been 62,393 pupils, of whom perhaps 20,000 may be safely held to have prosecuted classical or higher English studies, besides 2,919 in business colleges. Then in regular college classes were reported to this Bureau 3,171; in other classes for superior instruction of women 1,179; in schools of science, 876; in schools of theology, 1,010; in schools of law, 678; in schools of medicine, 2,390; in special schools, 17,101.

New Jersey reports an increase of 14,694 in the number of children of school age (5–18) of 5,339 in the enrolment in the public schools, and of 5,907 in the enrolment in private schools. She has increased by 51 the number of her female teachers, diminishing by

* The statistics of the normal schools and teachers' classes are, for 1873–'74, covered by the reports of the State superintendent and regents of the university, available when the abstract was made out.

14 the number of males, the wages of male teachers going up $1,88 per month, those of females only 25 cents per month. She has 46 more school buildings, with a larger proportion reported good or very good, and rates the increase in the value of her school property at $286,535; while the total amount raised for maintaining her schools, exclusive of that for building school-houses, goes $71,436 beyond that raised in 1873–'74. In 12 Kindergarten schools were 510 pupils; in the State Normal School, 269; in the only city high school reported, that at Newark, 450 pupils; in other secondary institutions, 3,173, besides 706 in business colleges; in institutions for superior instruction of young women, 290; in regular collegiate classes, 718; in scientific schools of high grade, 192; in schools of theology, 294; in charitable and reformatory schools, 475.

Pennsylvania takes no annual census of her school population, and consequently cannot tell how great may be her advance from year to year in this respect nor how near she may come to overtaking this advance by the increased enrolment in her schools. She reports, however, an increase of 39,299 in the number of public school pupils, of 8,822 in the average attendance on her schools, of 553 in the roll of teachers, of 39 in the number of graded schools, and of $541,941 in expenditure for all school purposes, including cost of buildings, fuel, and contingencies, but not including a specially increased expenditure of $77,324 in Pittsburgh, nor $509,508 expended on normal schools and soldiers' orphan schools. Four Kindergärten report 88 pupils. Another State normal school, organized in 1875, brings up the number of these schools to 10, including the one in Philadelphia, the number of strictly normal students in all reaching 3,930, the number of graduates, including in these 135 in Philadelphia, 299. As far as can be judged from a collation of various reports, there were in every sort of secondary schools about 29,211 pupils, including 1,647 in business colleges. In the collegiate departments of institutions for superior instruction of young women appear 497 students; in those of the other colleges, 2,105; in scientific departments, 442; in schools of theology, 603; in schools of law, 65; in schools of medicine, 1,708; in charitable and reformatory schools, 4,707.

Delaware, now in line with other States in the possession of a new school law, a State board of education and State superintendent of free schools, presents for the first time distinct statistics of her educational condition, showing 19,881 enrolled in 369 public schools, under 430 teachers, the average salary of these teachers being $28.28 a month, and the income for the support of free schools, $192,735. In secondary schools 608 students are reported, and in her one college 41 collegiate and 34 scientific students.

In *Maryland*, as is said by the board of education, "the symptoms, on the whole, show healthy life and vigorous growth." A comparison of the statistics of 1874–'75 with those for the preceding year indicates that, without any reported increase of school population, there has been an augmentation of 7,118 in the enrolment in public schools, of 4,091 in average attendance, of 44 in the number of schools, of 34 in the number of teachers, of $37,148 in receipts for school purposes, and of $178,257 in expenditure on these, the expenditure for teachers' wages going considerably beyond the proportion of increase in their number, and indicating a gratifying augmentation of average pay. Three Kindergarten schools report 61 pupils. The State Normal School, now housed in an elegant new building, had 197 students on its roll; another, meant to train art and music teachers, had 25; a normal class connected with the Baltimore school system, 147. In high schools, academies, and preparatory schools or colleges were 5,922 pupils; in classes for superior instruction of young women, 384. In regular college classes, 558 students are reported; in scientific schools, 386; in theological, 366; in legal, 59; in medical, 380; in special, 1,114.

SOUTHERN STATES.*

Virginia, numbering 45,963 more in her school population, has enrolled, out of these, 10,611 more in her public schools, and secured an average attendance of 5,070 greater

* The trustees of the Peabody fund expend yearly on an average about $100,000 upon public schools in designated States. The effect of this aid is greatly increased by the educational efforts of the agent, Dr. Sears, and the conditions upon which it is bestowed.

than in 1873–'74; has increased by 300 the number of her teachers, and by 283 the number of her schools, retaining the same number of graded ones; has built 292 new school-houses, augmenting by $74,681 the value of her school property; and has, according to special returns from her State superintendent, increased her receipts for schools, including unexpended balances, by $210,364, her expenditures on them by $18,406. It is not claimed that the school system here has reached perfection, but the superintendent says that under it three times as many children are gathered into schools as ever were before the adoption of it. No State normal school for whites exists, but in the Hampton Institute for colored youth, to some extent aided by the State, 243 students are under training, and of 39 graduates in 1875, 36 engaged in teaching. In two other normal schools for colored people were 268 pupils. In the only public high school reported were 237 students; in other secondary schools, 1,740, including 47 in a business college. In institutions for superior instruction of young women, 1,112 students were reported, 674 in collegiate studies. College and university classes contained 1,263; collegiate scientific schools, 479; theological schools, 181; legal, 110; medical, 87; special, 171.

West Virginia has done herself credit by increasing her school enrolment and average attendance considerably beyond the increase in her school population, the figures being: increased number of children of school age, 6,435; increased enrolment, 6,944; increased average attendance, 10,705. She has added also 219 to the number of her teachers, $65,167 to the value of her school property, and $11,539 to her receipts for schools, diminishing by $16,504 her expenditure upon them. Her five normal schools had in them 557 students, of whom 85 graduated. Her schools for secondary instruction, no public high schools appearing, enrolled 1,021 students; her institutions for superior instruction of young women, 110, of whom 50 were collegiate; her three colleges, 215 in their collegiate classes.

North Carolina presents in 1875 her report of public schools for 1873–'74, exhibiting a school population of 369,960, an enrolment in her schools of 174,083, a gain in the former of 21,357, in the latter of 27,346 on 1872–'73. Then, too, she shows a gain of 709 in the number of her schools, and of 785 in the number of teachers in them; of $87,575 in her receipts for public schools, and of $105,919 in expenditures for their support.

In teachers' institutes and normal schools, about 600 were under training in 1874–'75; in secondary schools of different kinds, excluding public high schools, 2,076;* in institutions for superior instruction of young women, 580, of whom 250 were collegiate; in the collegiate classes of the newly opened State university and five colleges, 433; in the agricultural and mechanical department of the university, 10; in schools of theology, 71; in a school of law, 16; in special schools, 342.

In *South Carolina* the increase of enrolment, 9,697, has gone beyond the increase of school population, which was 9,162. The increase in school attendance was 5,678; that in the number of teachers, 228; that of the schools, 227, of which number, 118 had new school-houses. The income for schools rose $10,775 above that for 1873–'74, while the expenditures on them dropped $5,038 below the figures of the year before. The State normal school, imperfectly sustained, had in it 39 pupils; the secondary schools, 3,946; the schools for superior instruction of young women, 406, of whom 366 were in collegiate studies. The State university and five colleges numbered 357 in collegiate classes; the agricultural and mechanical college, 35; two schools of theology, 90 students; one of law, 24; one of medicine, 63.

Georgia,† with a school population reported the same as in 1874, claims to have en-

* On page 322 of the abstract, last line, there is an error of 243 in the figures for preparatory students of colleges, from one college reporting these quite late.

† Hon. Gustavus J. Orr, the State superintendent of public instruction for Georgia, has written and published in the Constitution newspaper a series of articles giving from his point of view the arguments in favor of universal education.

The friends of education in the South would find the newspaper press a most successful medium for conveying to a great number of people better ideas of education, of the injury and shame of ignorance, and the benefits of right instruction.

rolled in her public schools 47,976 more pupils, and to have secured an average attendance of 29,532 more than in that year, the attendance at private elementary schools diminishing by 294, and that at private high schools increasing by 422. An imperfect enumeration of normal pupils shows 334 in two institutions, with probably at least one-third as many more elsewhere. In different secondary institutions appear to have been, for 1874–'75, about 7,276 pupils,* besides 215 in a business college. In fifteen institutions for superior instruction of young women, were 1,364 students, of whom 894 were in collegiate studies; while in the State university and five colleges, were 536 collegiate students; in scientific institutions, 332; in theological classes, 70; in legal, 14; in medical, 256; in special, 252.

In *Florida*, from the imperfection of the returns for 1874, fourteen counties having failed then to make reports, comparison with the statistics of 1875 is difficult; but there appears to have been an augmentation of 11,175 in the enrolment of pupils in public schools and of 12,409 in the average daily attendance on these, 206 more teachers, and receipts $85,078 greater in 1875 than in 1874. The returns respecting secondary schools, imperfect in statistics, show only 520 pupils in such schools, probably not a third of the whole number, while as to superior, scientific, and special instruction information is wholly wanting.

Turning to *Alabama*,† we find, from the great imperfection of returns for 1873–'74 no basis of comparison between that year and 1874–'75, except in the matter of receipts and expenditures for public schools, those for the latter year being $159,962 in excess in the line of receipts, and $158,136 in excess in the line of expenditures. Comparing 1874–'75 with 1872–'73, we get an increase of 1,337 in the number of schools taught, of 1,311 in the number of teachers employed, of 41,347 in enrolment of pupils, and of 36,426 in average attendance, with a most refreshing improvement in the specification of the grades of schools and of the students pursuing in them different lines of study. In 1875, there were in three State normal schools and in five supported by societies, 659 students, of whom 533 are believed to be colored. Of the number of pupils in the 218 State high schools no report is made. In other secondary schools appear 495, with perhaps 131 additional; in institutions for superior instruction of young women, 946, of whom 623 were in collegiate studies. In the collegiate classes of the university and one college were 148 students; in the agricultural and mechanical college, 55, besides 33 in preparatory classes; in one school of theology, 14; in the law school of the university, 4; in the Medical College of Alabama, 50; in special schools, 202.

In *Mississippi* the report for 1875 indicates, notwithstanding a diminution of 31,354 in the number of children of school age, an enrolment of 15,432 more in the public schools; the average attendance, however, running down to 2,842 less than in 1874. The receipts for school purposes show an advance of $180,376, the expenditures going $197,997 beyond those of the preceding year. The two State normal schools for colored students had in them 351. In the absence of information respecting public high schools, only 1,292 pupils in secondary schools can be reported; 186 of them in preparatory schools of regular colleges, and 100 in a business college. In six chartered colleges for females, were 386 students; in the State university and two colleges, 177 collegiate undergraduates; in the two agricultural colleges, 22, besides 39 in preparatory classes; in one school of theology, 15 students; in two special schools, 94.

* Erroneously stated on p. 75 of abstract, last line in "Secondary Instruction," to be 6,662, from omitting 514 pupils in the high schools of Atlanta and Savannah.

† Alexander Hogg, M. A., superintendent city schools, Montgomery, Ala., has prepared and published an essay on practical education, in which he "sets forth the importance and value of physics, chemistry, geology, geography, and the study of human nature, notices the fundamental relation of mathematics, and dwells upon art and science."

"The great industrial problem to be solved by our statesmen, our educators, is this: How can we make the most of our natural resources, which, however varied and vast, are but the basis of our wealth? How can we manage to consume in home industries the larger part of our raw material, adding to its value by the magic touch of taste—of skill? This problem can only be solved by the teachers, by education for definite industrial purposes."

Louisiana appears nearly stationary, her school population being reported the same as in 1874, the enrolment in her public schools increased by only 527, that in both public and private diminished by 55; the State school receipts running $89,403 below those of the preceding year, and the expenditures going $25,946 above; the number of schools 7 less, the number of teachers 63 more. Increased efficiency is said, however, to have been attained through the organization of teachers' institutes. In public high schools only 582 pupils are reported; in other secondary schools, 1,397, including 363 in business colleges. In one woman's college were 45 students, 20 of them collegiate; in the collegiate classes of the university and three regular colleges were 62; in the State agricultural college, 68, besides 22 preparatory; while in a school of theology 15 students were reported; in one of law, 36; in three of medicine, 163; in special schools, 493.

In *Texas*, where the educational authorities had to contend against many discouragements during 1874-'75, only 97 counties out of 139 reported the statistics of the schools kept in them. There is no provision yet for the training of teachers for the State schools, nor any indication given of the existence of high schools under the State system. In other secondary schools 2,516 pupils are reported. In colleges for women were 536 students; in the collegiate classes of seven other reporting colleges, 635; in one school of theology, 12; in two medical schools, 36; and in two special schools, 99.

Arkansas, just starting afresh after a virtual suspension of her schools for 1874, begins with a new constitutional provision restricting taxation for free schools within somewhat narrow limits, and a new school law, which substitutes county examiners for circuit superintendents. She reports for 1875 an enrolment of 73,878 in her schools out of an estimated school population of 184,692; an average daily attendance in the schools of 42,630; a teaching corps of 2,322; receipts for schools amounting to $789,536, and expenditures upon them of $750,000. In the normal department of the State Industrial University, 58 students were being trained as teachers for the schools for whites; in another institution, sustained by a society, 156 were in training for the ones for colored children. Of public high school pupils no sufficient statistics are in hand, but in other secondary schools 632 are reported. In one female college 95 students are indicated, but whether collegiate or preparatory appears doubtful; in two other colleges and the university appear 74 collegiates; in two special schools, 104 pupils.

Tennessee, still struggling with great difficulties, appears, from comparison of the reports for 1874 and 1875, to have fallen behind her former self, her school population increasing by 6,228, but her school enrolment dropping from 258,577 to 199,058; the average attendance, from 161,089 to 136,805; the number of teachers, from 5,551 to 4,210; the receipts for schools, from $998,459 to $740,316, and the expenditures on them from $997,376 to $703,358. These things are to some extent explained in the report, but not sufficiently to remove the impression of a painful falling off. The school law has, however, been somewhat improved, the important element of State normal school instruction has been introduced, and some energetic superintendents have exerted themselves to train more fully the teachers of their counties, while additional normal instruction for colored teachers is being provided for by the Society of Friends. Of public high schools there is the customary lack of information; but in other secondary schools reporting to this Bureau appear 6,212, including 346 in business colleges. Seventeen institutions for superior instruction of young women report 1,467 students, 1,016 of them in collegiate studies; while in nineteen colleges and universities were 1,389 collegiates; in the agricultural college 44 students; in three schools of theology, 93; in three of law, 90; in two of medicine, 218; in special schools, 242.

In *Kentucky*, by careful sifting of figures, there appears to be an increase of 71,208 in the school population, by including for the first time the colored youth; a school enrollment increased by 36,888; an average attendance increased by 44,397; a corps of teachers greater by 1,957; school-houses numbering 1,876 more, with $909,265 advance in the value of school property. Receipts, $1,438,146, and expenditures, $1,559,452, seem also to be much increased, but there is no sure basis for comparison. The increase at

all points is due in some degree to the establishment of schools for colored children, these reaching to 340 in the year 1874-'75. There is yet no State normal school, but 140 normal pupils in two institutions, and 29 graduates from the city normal school at Louisville. In five public high schools were at least 889 pupils; in other secondary schools, 3,550. In institutions for superior instruction of young women were 637 students, apparently all in collegiate studies; in the State University and 13 colleges, 865 collegiates; in the State agricultural college, 140, with 40 preparatory; in schools of theology, 115; in schools of law, 20; in schools of medicine, 604; in special schools, 380.

NORTHWESTERN LAKE STATES.

Ohio, one of the great leaders of the West, presents for 1874–'75, through her new superintendent, an increase of 31,779 in the number of children of school age, of 4,186 in school enrolment, of 5,719 in average attendance in public schools, of 117 in the number of teachers, of 146 in the number of school-houses, of $1,046,918 in the value of these and their grounds, of $410,817 in her absolute receipts for schools, and of $98,792 in her total expenditures upon them. In private schools there appears to have been a decrease of 2,414 in the number of pupils and of 54 in the number of teachers; but the returns from these are greatly less complete, than those from public schools. Two Kindergärten report 33 pupils; eight normal schools, 3,154, of whom 530 graduated; four city training schools, 168, of whom 75 graduated. In public high schools, 27,348 pupils were reported, including 3,136 colored; in other secondary schools, including business colleges, 10,143; making 37,491 in academic studies. In thirteen colleges for women (so called) were 1,064 students, 847 of them collegiate; in thirty regular colleges, 2,432 collegiates; in three schools of science, 382 students; in thirteen schools of theology, 384; in two schools of law, 61; in twelve of medicine, 1,142; in eighteen special schools, 3,298.

Michigan, augmenting her school population by 12,090 in 1874–'75, has more than equalled this increase by an additional enrolment of 16,113 in her schools, securing an average attendance of 30,000 beyond that of 1873–'74; has employed 191 more teachers; increased by $1,250,003 the value of her school property; raised $78,775 more for the support of schools; and expended $462,163 more on them. Three Kindergärten report an attendance of 50 pupils. The State normal school enrolled 409 pupils in its normal classes and graduated 51. In public high schools 3,545 pupils were reported; in other secondary schools, 3,308; making 6,853, including 1,369 in business colleges. In two institutions for superior instruction of young women were 202 students, 156 of them collegiate; in the university and eight colleges, 756 collegiates; in the agricultural college, 156 students; in two schools of theology, 31; in one of law, 321; in five schools of medicine, 528; in nine special schools, 1,100.

In *Indiana*, Mr. Smart, successor to Mr. Hopkins, reports an advance of 12,997 in school population and a school enrolment going beyond this by reaching 13,318 above that of 1873–'74; an increase of 128 in the number of teachers, of 178 in the number of school-houses, of $854,944 in the value of school property, and of $2,830,189 in the receipts for schools, the only disappointing item being a decrease of 10,529 in average attendance. One Kindergarten school reports 25 attendants. Returns from normal schools show 2,555 pupils for 1874–'75, without classification of the strictly normal ones, except at the State normal school, where were 217, of whom 9 graduated. In public high schools at least 13,342 young persons were under training; in other secondary schools, 4,186, including 1,040 in business colleges. Two colleges for women had 115 students; nineteen other colleges, 1,533 in their collegiate classes. Two schools of science failed to report the number in their halls, but in one school of theology were 21; in one of law, 40; in three of medicine, 213; in nine special schools, 1,423.

From *Illinois* the new State superintendent, Mr. Etter, had the pleasure of returning an increased enrolment of 13,901 out of a school population 19,125 greater than in 1873–'74, (an advance of 489 in the number of teachers, and of 17 in the number of school-houses,) but the pain of showing a decrease of $33,037 in the receipts for schools

and of $476,473 in the expenditures for them. Only two Kindergarten schools appear, with 109 children. The State Normal University and five other normal schools taught 1,141 normal pupils and graduated 105. Allowing 30 pupils each to 116 public high schools reported, there must have been in them 3,480 youths, who, with 2,632 in business colleges, 2,785 in private academies, and 3,183 under secondary training elsewhere, make 12,080 academic students. Six institutions for superior instruction of young women report 348 collegiate students, with 200 unclassified; 24 colleges and universities, 1,696 collegiates; two schools of science, 413; while 486 students were engaged in theological studies in thirteen seminaries; 183 in legal ones in four law schools; 576 in medical ones in six schools of medicine; and 1,619 in ten special schools.

Wisconsin, quietly and steadily advancing, has increased her school population by 8,668; her school enrolment by 2,967; the number of her teachers by 119; the number of her school-houses by 147; her receipts for schools by $503,154, and the expenditures upon them by $170,290. Five Kindergarten schools have been established in the State and report an attendance of 290 children. Of the four State normal schools, three report 606 normal pupils. The attendance in public high schools is not given; but in other secondary schools of various kinds 4,783 academic students were reported, including 1,313 in business colleges. Three colleges for women report 228 pupils in collegiate studies; the university and nine other colleges, 749. In the scientific department of the university were 15 students; in two theological schools, 295; in one law school, 25; in seven special schools, 1,061.

Minnesota, with only 356 more children of school age in 1875 than in 1874, still succeeded in enrolling 1,278 more in her schools, added 194 more names to her list of teachers, raised for her school work $606,998 beyond 1874, and expended on that work $2,905 more. One Kindergarten reports 10 to 20 children; the three State normal schools, 688 students in normal departments and 70 graduates during the year. Different secondary schools make return of 1,542 academic students in 14 institutions. In two colleges for women were 149 students, 69 of them collegiate; in the University of the State and two colleges, 183 collegiate. The agricultural department of the university reports 7 students; three schools of theology, 77, and three special schools, 245.

MISSOURI RIVER STATES.

In *Missouri*, chief of this tier of States, the energetic superintendent is able to report an enrolment in the schools increased 23,340 from 1873 to 1875, out of a school population increased 32,614, with a school income augmented $895,933 in the same time. The average attendance in the schools appears to have diminished 17,788, notwithstanding the increased enrolment, the number of teachers also becoming 25 less, and the valuation of school property $3,343 less. The Kindergärten in St. Louis, increased to 11, report 150 pupils; the city normal school, 254; one of the State normal schools, 72 in its normal department; two others, 572 unclassified; the Lincoln Institute, for training colored teachers, an average attendance of 150 since its commencement. In two city high schools, 16 academic schools, four business colleges and the preparatory classes of nineteen other colleges, we find 4,652 secondary students. Eight institutions for superior instruction of young women report an attendance of 507, of whom 362 were in collegiate studies, the students in collegiate classes of seventeen other colleges numbering, as far as reported, 897. The kindred classes of the agricultural department of the University of Missouri, and of two other scientific schools, had in them 115; while in three schools of theology were 292; in two of law, 86; in nine of medicine, 429; in two State special schools and five orphan schools, 1,016.

Kansas, suffering greatly from a locust plague which has seriously discouraged immigration, has only advanced by 976 the number of children of school age; but has increased by 7,008 her school enrolment, by 8,194 the average attendance in State schools, by 340 the number of her teachers, and by $110,308 the estimated value of school property; showing, however, the effect of lessened prosperity by a decrease of $824,605 in receipts for school purposes, and of $303,897 in the expenditures for these.

One of her normal schools reports for 1875 a total of 250 normal pupils, with 12 graduates; two others report 473 enrolled atendants, not saying whether all are normal students or not. In her public high schools, still few and far between, 513 attendants are returned, with 196 in two business colleges, 93 in two academic schools, and 279 in preparatory schools of colleges; in all 1,081. One woman's college had 96 enrolled, while only three of eight much crippled colleges and universities report the collegiate attendance, amounting in the three to 139. The popularity of agricultural instruction, on the other hand, is shown by an enrolment of 237 students in the agricultural department of the university. The State schools for the blind and for the deaf and dumb report 140 pupils on their lists.

Iowa, not feeling as much as Kansas the effect of the locust flight, and having the advantage of a double river front, reports for 1875 a school population greater by 27,558 than in 1874; an enrolment in public schools 18,887 fuller; a force of teachers larger by 1,152; an income for school purposes $208,210 more complete, and an expenditure for schools $175,970 beyond that of the preceding year. The average attendance on the schools shows a decrease of 1,736; but the worth of her school property (according to the figures of her valued State superintendent, Abernethy, whom she is to lose) advanced $345,021. She still depends on normal classes in six colleges for training teachers for her schools, in the continued lack of a State normal school. In different secondary institutions, including eight business colleges, 8,246 youth pursued academic studies. In fifteen out of eighteen colleges, including the State university, 796 collegiate students were reported, and in similar classes of the agricultural department of the university, 306. Three schools of theology made return of 37 students; three law schools of 136; three medical of 278; seven special schools of 991.

Nebraska, a greater sufferer in some parts during 1875 than either Iowa or Kansas, still increased by 7,131 her school population, by 7,705 the enrolment in her schools, by 256 the number of her teachers, by $314,313 the value of her school property, and by $45,388 the expenditure upon her schools, though the income available for another year diminished by $542,120. Her State normal school is reported to have had an attendance of only 81 normal pupils; but in it and the State university preparatory classes were 300 secondary students; in other secondary institutions, including a business college, 295. The university and two colleges had but 46 collegiate students; the State agricultural college, 18; one school of theology, 2 attendants; two special schools, 51.

STATES ON THE PACIFIC SLOPE.*

California, the natural chief of these States, exhibits increase at all points, in school affairs, if not as much as might be hoped for from her great advantages, there being from 1874 to 1875 an advance in school population of 12,136; in school enrolment, of 13,060; in average attendance of 7,237; in the number of teachers, of 222; in the income for schools, of $1,337,755; in expenditure upon them, of $623,491; in the value of school property, of $623,538. Her State normal school had, for the year 1874–'75, an average enrolment of 237, and graduated 45. Her public schools of higher grade taught 3,253 pupils; twenty-three other secondary schools, including four business colleges and seven preparatory departments of true colleges, taught 2,702, making 5,955. Two colleges for women had 296 students, about half of them collegiate; the university and seven colleges, 775 in collegiate classes; the agricultural and mechanical department of the university, 154. Two schools of theology taught 15 students; three of medicine, 79; seventeen special schools, 2,950.

Nevada, making biennial reports, sends none for 1874–'75, and the few materials gathered from sources within reach amount to little as indications of her educational condition, except the fact that her State university has its foundations laid at Elko, and that 31 students are in training in a preparatory school for college studies.

In *Oregon* the statistics furnished indicate progress in everything but the income for

*Mrs. S. B. Cooper has rendered special aid in collecting information in regard to California, and Rev. G. H. Atkinson, D. D., in regard to Oregon and Washington Territory.

school purposes, this dropping from $204,760 to $86,673, a decrease of $118,087. The school population increased 3,763; the school enrolment, 838; the number of teachers, 93; the value of school property, $17,236. In ten secondary schools reporting were 1,143 pupils; in one institution for superior instruction of young women, 144; in the collegiate classes of four colleges, 166; in the agricultural college of the State, 150, besides 75 preparatory students; in a medical school, 23; in three special schools, 75.

THE TERRITORIES.

The following tabulated statement with respect to these exhibits at a glance their relative condition as to public schools, school population, and attendance:

Territory.	1873–'74.			1874–'75.		
	Schools.	School population.	Enrolment.	Schools.	School population.	Enrolment.
Arizona	11	2,584	343	11	2,508	560
Colorado	*302	19,309	9,995	280	23,274	11,832
Dakota	.....	6,312	4,006	172	8,343	4,423
District of Columbia†	*253	31,671	17,839	*274	31,671	18,785
Idaho	53	4,010	2,030	53	4,020	3,270
Montana	*97	3,758	1,935	*96	3,851	2,215
New Mexico	128	23,000	5,420	138	.....	5,151
Utah	*260	33,997	17,849	*296	35,696	19,278
Washington	225	11,937	7,592	219	8,350	6,699
Wyoming	10	1,100	1,000	13	.....	1,222
Indian Territory	70	.....	.....	.....	.....	‡3,754

* School rooms, exclusive of those used for recitation only.

† For the statistics of private schools I am indebted to Mr. T. C. Grey.

‡ This is the return respecting enrolment in public schools. In a table prepared under the auspices of the Indian Bureau, 4,400 Indian and half-breed children are said to be in schools maintained by the Cherokees, Chickasaws, Choctaws, Creeks, and Seminoles in the Indian Territory; 4,734 in schools maintained by the United States Government, and 412 in schools maintained by various religious denominations.

CITY SCHOOLS.

One hundred and seventy-seven cities have reported the above items in regard to their educational management with considerable fulness. I do not think any similar number of cities in any other country can report their educational condition so accurately, so much in detail. They present a study in city school management of rare value. In this summary are seen some of our triumphs and some of our greatest deficiencies in education. It shows with alarming emphasis how much remains to be done in some of our greatest centres of population before all the children of school age are brought under the elevating influence of instruction.

TABLE II.—*Summary of school statistics of*

Number.	Cities.	Estimated present population.	Legal school age.	School population.	Number of school buildings.	Number of sittings for study.	Number of teachers.	No. of days schools were taught.	Pupils.	
									Whole number enrolled.	Average daily attendance.
	1	2	3	4	5	6	7	8	9	10
1	Mobile, Ala*	45, 000	5-21	18, 044	15	.....	100	172	.....	.....
2	Los Angeles, Cal*	13, 000	6-21	2, 411	0	953	18	189	974	761
3	San Francisco, Cal	234, 000	5-17	41, 029	68	27, 163	499	212	31, 128	21, 014
4	San José, Cal	14, 000	5-21	.....	8	1, 600	33	198	2, 958	1, 302
5	Stockton, Cal*	16, 000	5-17	1, 966	8	.....	33	200	1, 568	.....
6	Greenwich, Conn	8, 000	4-16	1, 937	19	2, 300	25	200	1, 546	696
7	Hartford, Conn*	*a*37, 180	4-16	9, 620	.....	.....	131	....	6, 800	5, 224
8	Meriden, Conn*	12, 000	5-16	2, 925	12	1, 980	34	200	1, 022	909
9	New Britain, Conn	11, 000	4-16	3, 028	10	2, 200	31	196	2, 522	2, 000
10	New Haven, Conn	58, 566	4-16	12, 836	.....	8, 581	209	200	11, 490	7, 066
11	Norwalk, Conn	14, 000	4-16	3, 896	12	2, 452	46	201	2, 445	1, 707
12	Stamford, Conn	11, 000	4-16	2, 469	16	.....	31	195	1, 734	955
13	Wilmington, Del	40, 000	6-21	.....	19	5, 142	103	196	6, 288	3, 612
14	Atlanta, Ga	32, 000	6-18	10, 362	10	2, 800	56	199	3, 627	2, 378
15	Augusta, Ga	18, 000	6-18	4, 91[illegible]	19	2, 900	38	205	2, 912	2, 350
16	Columbus, Ga	8, 648	6-18	2, 455	3	.....	18	....	1, 153	816
17	Macon, Ga	15, 000	6-18	3, 442	9	1, 240	30	180	1, 723	.....
18	Savannah, Ga	29, 000	6-18	6, 919	9	2, 850	59	186	3, 577	3, 219
19	Alton, Ill	12, 000	6-21	2, 995	6	1, 100	21	200	1, 334	967
20	Belleville, Ill	12, 000	6-21	4 467	5	1, 700	36	198	1, 675	.....
21	Bloomington, Ill	22, 000	6-21	6, 579	9	1, 906	55	177	3, 216	2, 250
22	Chicago, Ill	425, 000	6-21	102, 555	48	35, 695	750	199	49, 121	32, 999
23	Decatur, Ill	10, 000	6-21	2, 595	6	1, 882	29	178	1, 878	1, 345
24	Galesburgh, Ill*	13, 000	6-21	3, 572	7	1, 750	29	185	2, 166	1, 333
25	Jacksonville, Ill	12, 000	6-21	3, 683	7	1, 580	34	183	1, 679	1, 147
26	Joliet, Ill	15, 731	6-21	3, 870	10	1, 682	42	198	2, 141	1, 824
27	Peoria, Ill	30, 639	6-21	12, 060	10	3, 162	67	192	3, 211	2, 955
28	Quincy, Ill	30, 000	6-21	.....	10	2, 500	47	195	3, 250	1, 951
29	Rock Island, Ill	12, 000	6-21	3, 321	5	1, 884	37	180	1, 884	1, 246
30	Evansville, Ind*	35, 000	6-21	12, 326	11	4, 411	90	183	4, 411	3, 545
31	Fort Wayne, Ind	24, 600	6-21	8, 620	13	3, 304	69	190	3, 368	2, 134
32	Indianapolis, Ind	100, 000	6-21	20, 723	22	7, 907	180	192	11, 013	7, 210
33	Jeffersonville, Ind	10, 000	6-21	2, 441	5	.....	24	182	1, 000	.....
34	Logansport, Ind	15, 000	6-21	3, 622	7	1, 440	30	177	1, 695	975
35	Madison, Ind	12, 000	6-21	4, 629	7	.....	36	220	1, 412	1, 200
36	Richmond, Ind	*a*9, 445	6-21	.....	6	1, 783	38	178	1, 458	1, 258
37	South Bend, Ind*	10, 000	6-21	3, 236	.....	1, 450	27	158	1, 281	1, 170
38	Terre Haute, Ind	20, 000	6-21	6, 598	.....	.....	.....	198½	3, 647	.....
39	Burlington, Iowa	25, 000	5-21	5, 933	10	3, 900	65	195	3, 027	2, 135
40	Davenport, Iowa*	24, 000	5-21	.....	9	3, 852	91	196	4, 109	3, 013
41	Des Moines, (W. side,) Ia	10, 000	5-21	2, 848	4	1, 855	23	186	1, 831	1, 170
42	Dubuque, Iowa	24, 000	5-21	8, 379	9	3, 077	64	196	2, 863	2, 449

* From Report of Commissioner of Education for 1874.

a United States Census of 1870.

cities containing 7,500 inhabitants and over.

Pupils.					Expenditures.			Average expenses *per capita* of enrolment in public schools.		
Estimated enrolment in private schools.	Estimated cash value of taxable property in the city.	Estimated real value of property used for school purposes.	Tax for school purposes on assessed valuation—mills per dollar.	Total receipts.	Permanent improvements.	Teachers' salaries.	Total expenditure.	Instruction and supervision.	Incidental expenses.	Number.
11	12	13	14	15	16	17	18	19	20	
.....	.....	$82,000	.....	$56,000	$3,448	$53,000	$56,448	$15 25	$3 57	1
306	$10,000,000	60,900	1	22,785	1,625	15,037	19,426	19 80	3 62	2
6,094	300,000,000	2,367,000	2.6	790,181	30,762	467,639	700,147	24 70	7 15	3
575	.....	134,000	.....	74,846	15,257	24,930	53,325	19 14	10 10	4
.....	6,000,000	140,853	3.5	71,802	3,088	29,204	52,563	.....	.....	5
250	4,500,000	18,350	4	14,500	.....	13,099	14,024	18 82	1 32	6
.....	.....	1,070,500	.....	189,878	.....	96,773	122,364	.....	.....	7
.....	.....	145,000	.....	37,242	23,690	22,700	56,270	.....	.....	8
100	6,000,000	87,950	20	32,947	774	19,059	27,487	10 00	3 00	9
1,500	77,124,217	497,400	15	188,185	1,200	120,186	169,322	19 00	5 18	10
186	12,000,000	132,000	4.5	46,125	350	24,505	42,457	14 00	.....	11
500	b7,761,513	.....	2.5	22,307	.....	.....	22,307	.....	.....	12
.....	.....	.....	.....	82,308	15,111	40,494	80,927	11 55	7 22	13
200	18,000,000	88,200	2.5	42,788	6	37,500	49,463	15 21	4 46	14
300	23,524,757	76,500	.....	12,000	2,469	.....	12,000	.....	.....	15
700	.....	24,000	.....	9,684	290	8,813	9,684	.....	.....	16
200	8,000,600	34,650	2	29,891	100	17,235	21,042	18 92	2 69	17
300	14,000,000	84,000	.....	56,409	305	48,225	57,423	15 12	1 89	18
420	12,000,000	69,000	5.25	22,451	2,380	9,238	22,408	11 62	2 63	19
560	5,860,203	104,600	10	29,300	867	17,772	32,140	11 25	8 37	20
600	10,000,000	230.471	.....	76,765	859	25,587	70,114	17 16	4 51	21
20,000	450,000,000	2,602,786	1.83	680,349	152,628	567,656	859,303	17 20	4 21	22
100	6,944,000	101,251	11	48,035	1,385	15,266	32,786	12 74	3 68	23
.....	6,000,000	.....	6.1	52,187	4,278	.....	25,627	.....	.....	24
500	5,597,551	169,200	9.6	42,247	4,511	19,475	34,028	18 54	4 00	25
657	.....	65,400	.....	24,925	2,842	.....	26,000	(17.90)		26
2,040	24,015,408	168,680	2.5	64,131	993	34,280	64,131	14 10	5 24	27
.....	19,000,000	234,500	2.5	47,206	3,273	24,196	44,892	13 42	4 32	28
689	6,400,000	100,300	6.5	27,316	1,031	14,908	23,588	13 24	4 34	29
.....	24,859,120	.....	.....	162,215	62,000	36,800	113,100	11 28	2 99	30
2,000	13,250,000	190,000	4.1	91,032	20,174	32,202	69,902	17 80	5 49	31
1,500	80,000,000	801,339	.....	304,728	61,859	112,054	260,145	16 91	6 75	32
350	4,000,000	62,000	.....	15,319	1,689	.....	7,085	.....	.....	33
700	b6,669,310	189,500	3.5	.....	84,789	10,575	99,474	12 69	2 37	34
2,000	6,500,000	60,000	3.5	.....	.....	.....	.....	.....	.....	35
906	.....	.....	.....	35,585	4,994	16,574	28,862	14 60	4 36	36
.....	11,463,480	154,500	5.1	28,000	.....	.....	28,000	.....	.....	37
435	b12,827,675	167,550	4.4	85,788	11,512	37,532	69,563	15 66	3 60	38
1,500	11,000,000	163,000	11	74,100	11,906	31,000	56,400	16 41	4 56	39
.....	16,000,000	263,309	23	120,345	46,655	40,321	110,653	17 96	3 74	40
300	6,698,432	217,400	14	59,510	24,228	18,017	72,636	16 51	7 19	41
1,705	9,275,655	173,000	.....	58,340	6,923	31,724	55,655	12 54	4 75	42

b Assessed valuation.

TABLE II.—*Summary of school*

Number.	Cities.	Estimated present population.	Legal school age.	School population.	Number of school buildings.	Number of sittings for study.	Number of teachers.	No. of days schools were taught.	Pupils.	
									Whole number enrolled.	Average daily attendance.
	1	2	3	4	5	6	7	8	9	10
43	Keokuk, Iowa*	13,000	5-21	4,876	9	2,325	49	190	2,369	1,860
44	Atchison, Kans	10,927	5-21	3,001	5	.....	19	170	1,428	.....
45	Covington, Ky	30,000	6-20	10,182	5	3,360	58	212	3,513	2,531
46	Lexington, Ky	15,000	*a*6-20	5,115	9	.....	30	190	1,523	1,246
47	Louisville, Ky	120,000	6-20	44,827	26	.....	317	201	17,593	11,551
48	Newport, Ky	18,000	6-20	.....	5	.....	42	218	2,545	1,880
49	New Orleans, La*	195,000	6-21	70,093	73	.....	442	187	25,215	17,193
50	Lewiston, Me	21,000	4-21	6,479	.....	3,100	68	188	3,467	2,173
51	Portland, Me	36,000	4-21	10,101	.....	5,695	111	210	5,290	4,268
52	Baltimore, Md	302,839	6-18	77,737	125	.....	706	180	45,565	24,920
53	Adams, Mass	*d*15,600	5-15	3,322	18	2,740	53	190	3,178	1,939
54	Boston, Mass	*d*341,919	5-15	60,255	148	56,111	1,296	237	53,390	43,362
55	Fall River, Mass	45,000	5-15	9,100	29	6,283	151	195	9,062	4,505
56	Fitchburgh, Mass	13,000	5-15	2,357	18	3,060	58	190	2,673	1,850
57	Haverhill, Mass	*d*14,628	5-15	2,598	28	2,700	81	196	2,898	2,457
58	Holyoke, Mass	15,750	5-15	3,231	17	1,976	46	197	2,083	1,196
59	Lawrence, Mass	35,000	5-15	5,648	22	4,185	112	194	5,631	3,550
60	Lowell, Mass	49,677	5-15	6,944	34	6,528	133	237	8,025	5,031
61	Lynn, Mass *	30,500	5-15	7,373	32	.....	158	248	5,072	4,300
62	Marlborough, Mass	8,355	5-15	2,018	11	1,750	38	195	2,040	.....
63	Newburyport, Mass	13,000	5-15	2,603	18	2,044	55	251	2,292	1,838
64	Newton, Mass	16,500	5-15	2,845	17	3,108	88	194	3,094	2,347
65	Pittsfield, Mass	12,255	5-15	2,384	25	3,098	59	189	2,109	1,464
66	Salem, Mass	26,000	5-15	4,688	18	1,561	99	192	4,513	3,124
67	Springfield, Mass	31,026	5-15	5,668	29	5,774	147	198	6,094	4,144
68	Taunton, Mass	20,429	5-15	3,846	17	3,311	87	200	4,068	2,713
69	Woburn, Mass	10,000	5-15	2,200	14	2,300	51	200	1,977	1,498
70	Worcester, Mass	*d*49,317	5-15	8,000	34	8,822	182	199½	9,666	6,588
71	Bay City, Mich	16,000	5-20	3,988	14	2,424	37	192	2,579	1,476
72	Detroit, Mich	110,000	5-21	34,593	26	11,131	221	195*	13,739	8,765
73	East Saginaw, Mich	17,000	5-20	5,120	10	2,919	50	194	3,264	2,143
74	Grand Rapids, Mich	29,400	5-20	8,400	13	4,210	73	194	5,154	2,989
75	Saginaw, Mich	10,080	5-20	2,789	6	1,526	34	195	1,788	1,009
76	Minneapolis, Minn	26,000	5-21	.....	7	3,072	57	195	3,393	.....
77	St. Paul, Minn	33,600	5-21	15,114	14	3,625	87	198	4,941	.....
78	Vicksburgh, Miss	13,000	5-18	3,000	4	1,018	25	190	1,400	1,050
79	Hannibal, Mo	12,000	5-20	3,138	6	1,575	27	173	1,888	1,231
80	Kansas City, Mo	40,000	5-21	8,144	.....	.....	60	198	4,262	2,643
81	St. Joseph, Mo	28,000	5-21	6,859	16	2,802	53	198	3,485	2,239

* From Report of Commissioner of Education for 1874.

a The legal school age for colored children is from 6 to 16.

b Assessed valuation.

statistics of cities, &c.—Continued.

Pupils.					Expenditures.			Average expenses *per capita* of enrolment in public schools.		
Estimated enrolment in private schools.	Estimated cash value of taxable property in the city.	Estimated real value of property used for school purposes.	Tax for school purposes on assessed valuation—mills per dollar.	Total receipts.	Permanent improvements.	Teachers' salaries.	Total expenditure.	Instruction and supervision.	Incidental expenses.	Number.
11	12	13	14	15	16	17	18	19	20	
100	$8,000,000	$160,500	9	$46,000	.....	$30,000	$33,835	.....	.....	43
325	2,385,396	78,260	8	18,280	$143	8,820	18,275	$10 98	$1 39	44
1,500	15,000,000	231,000	2.5	86,615	.....	37,267	73,011	(23.11)		45
.....	*b*5,143,610	34,500	3.5	16,895	.....	14,130	16,983	.....	.....	46
.....	75,024,649	847,300	4.5	279,919	14,681	*c*230,906	269,263	19 99	2 05	47
.....	*b*7,000,000	149,000	3	52,957	.....	24,657	52,518	13 42	.....	48
14,235	*b*130,913,356	686,950	2.25	290,368	30,000	375,595	516,053	22 22	6 04	49
.....	11,873,558	178,700	3.62	38,010	.....	24,779	43,043	12 32	7 48	50
1,337	45,000,000	297,300	2.68	101,081	50	59,150	83,155	13 51	4 77	51
.....	231,242,513	1,485,150	2.1	633,631	147,352	401,719	701,182	16 12	6 10	52
.....	*b*6,679,320	181,550	3.83	.....	.....	24,675	31,828	12 72	3 68	53
.....	793,767,900	7,900,200	.....	2,081,043	393,086	1,217,009	2,081,043	26 30	10 55	54
600	51,401,467	1,223,000	1.85	111,000	54,893	54,153	146,897	12 54	7 87	55
0	*b*12,518,742	207,289	2.9	37,221	8,024	31,572	53,037	19 41	6 30	56
38	13,000,000	284,500	5.05	54,000	.....	41,148	54,123	18 16	5 23	57
1,400	18,488,000	150,510	2.48	30,193	1,517	17,286	27,553	18 82	7 12	58
1,200	30,000,000	266,000	3.9	90,799	20,023	54,359	90,697	16 58	3 36	59
550	59,000,000	437,200	.65	140,894	38,133	93,432	164,872	17 24	6 16	60
300	.....	452,800	.....	107,920	1,901	81,038	106,755	18 84	.....	61
.....	.....	59,000	.....	24,139	820	16,650	23,358	.....	.....	62
320	*b*8,044,913	105,100	.....	29,473	.....	25,036	32,204	.....	.....	63
.....	28,081,445	438,900	3.5	126,525	25,900	67,701	125,320	27 00	.....	64
100	*b*8,392,127	125,000	3.09	27,507	.....	27,730	28,863	.....	.....	65
764	27,515,400	313,500	3.2	87,193	8,500	61,057	95,693	20 34	7 57	66
375	*b*39,524,572	554,483	3.4	139,800	32,235	90,668	155,045	22 41	6 91	67
216	25,000,000	186,000	2.54	60,189	9,341	37,626	60,189	14 60	4 13	68
100	*8*,756,893	175,000	4.11	45,121	8,400	28,254	45,121	20 06	4 45	69
1,200	65,689,441	899,316	3.11	153,210	9,233	110,345	153,210	17 25	4 60	70
580	8,750,000	120,000	25.7	54,448	16,773	18,300	51,177	13 62	3 61	71
*4,000	92,582,100	735,192	.....	277,329	72,581	*c*120,376	239,697	*e*12 68	.....	72
200	9,770,874	160,000	12.1	48,497	4,316	25,391	44,322	13 24	7 45	73
1,046	30,000,000	342,500	7.13	111,059	36,575	37,461	104,152	12 37	5 08	74
300	5,671,665	135,000	15	44,488	250	17,400	33,321	19 22	4 62	75
1,000	26,020,000	191,000	2.2	83,049	9,200	36,781	64,856	18 40	4 50	76
2,500	.....	300,000	.....	.....	27,000	52,700	108,600	21 00	.....	77
400	6,000,000	30,000	3.5	22,000	.....	15,693	23,016	16 80	3 87	78
300	5,000,000	44,700	6	21,726	1,030	14,478	20,636	11 76	2 60	79
.....	*b*6,900,000	200,000	10	77,686	7,299	42,850	87,023	16 21	4 87	80
805	12,000,000	117,896	7	61,484	.....	35,989	61,397	16 96	6 06	81

c Includes cost of supervision.
d State census of 1875.
e Per capita of average number belonging.

TABLE II.—*Summary of school*

Number.	Cities.	Estimated present population.	Legal school age.	School population.	Number of school buildings.	Number of sittings for study.	Number of teachers.	No. of days schools were taught.	Pupils.	
									Whole number enrolled.	Average daily attendance.
	1	2	3	4	5	6	7	8	9	10
82	St. Louis, Mo	450, 000	5-21	153, 128	52	35, 020	821	196	41, 692	27, 082
83	Omaha, Nebr	20, 000	5-21	4, 138	10	1, 741	42	191	2, 486	1, 507
84	Manchester, N. H	25, 000	5-15	5, 200	22	3, 335	73	190	2, 618	2, 295
85	Nashua, N. H	12, 600	4-17	2, 754	17	2, 780	54	192	2, 354	1, 731
86	Camden, N. J	36, 000	5-18	9, 000	.....	.....	100	230	5, 000	4, 500
87	Elizabeth, N. J	25, 000	5-18	7, 145	13	2, 513	48	201	2, 720	2, 168
88	Jersey City, N. J	*b*116, 883	5-18	38, 068	20	11, 133	263	199	18, 827	9, 583
89	Newark, N. J	120, 000	5-18	35, 125	25	12, 400	280	206	18, 197	10, 940
90	New Brunswick, N. J	18, 000	5-18	5, 075	6	2, 004	41	206	2, 395	1, 562
91	Orange, N. J	10, 500	5-18	3, 151	4	1, 100	29	200	1, 515	954
92	Paterson, N. J	39, 000	5-18	14, 028	10	5, 470	100	214	5, 733	4, 378
93	Trenton, N. J. *	25, 000	5-18	8, 332	10	2, 300	50	190	2, 500	2, 129
94	Albany, N. Y. *	*c*76, 216	.....	.....	25	8, 831	.....	....	12, 460	7, 095
95	Auburn, N. Y	20, 000	5-21	5, 021	9	2, 744	46	190	2, 419	1, 664
96	Binghamton, N. Y	16, 000	5-21	5, 059	8	2, 481	53	205	2, 686	1, 880
97	Buffalo, N. Y	150, 000	5-21	42, 000	50	18, 000	414	201	21, 200	12, 560
98	Cohoes, N. Y	20, 000	5-21	9, 607	8	1, 650	32	199	3, 175	1, 239
99	Elmira, N. Y	23, 000	5-21	5, 884	7	4, 200	78	196	4, 167	3, 088
100	Ithaca, N. Y	10, 058	5-21	2, 589	9	1, 497	31	193	*d*1, 408	1, 259
101	Kingston, N. Y. *	22, 000	5-21	2, 658	.....	.....	26	215	1, 800	.....
102	Lockport, N. Y. *	13, 500	5-21	3, 945	8	.....	41	202	3, 053	1, 538
103	Long Island City, N. Y	15, 735	5-21	4, 874	4	2, 000	38	204	3, 152	1, 766
104	Newburgh, N. Y	17, 400	5-21	5, 765	6	2, 557	51	201	2, 348	1, 887
105	New York, N. Y	1, 200, 000	4-21	.....	126	151, 818	3, 257	203	157, 298	119, 700
106	Ogdensburgh, N. Y	10, 370	5-21	4, 159	.....	.....	.....	206	1, 690	.....
107	Oswego, N. Y	22, 455	5-21	8, 845	14	4, 322	71	196	4, 134	2, 770
108	Poughkeepsie, N. Y	20, 000	5-21	6, 077	9	.....	58	196	3, 859	2, 150
109	Rochester, N. Y	*h*83, 578	5-21	36, 532	23	10, 228	214	195	12, 103	7, 344
110	Rome, N. Y	12, 000	5-21	3, 216	7	1, 500	27	194	2, 001	1, 103
111	Saratoga Springs, N. Y	9, 000	5-21	2, 600	8	1, 800	27	190	1, 713	900
112	Schenectady, N. Y	12, 900	5-21	4, 431	8	1, 744	34	202	2, 155	1, 371
113	Syracuse, N. Y	54, 099	5-21	16, 552	45	8, 230	204	197	7, 409	5, 981
114	Troy, N. Y	50. 000	5-21	17, 720	19	7, 220	140	200	7, 925	5, 050
115	Utica, N. Y	32, 500	5-21	10, 409	18	4, 086	83	196	4, 711	3, 072
116	Watertown, N. Y	10, 500	5-21	3, 031	9	2, 073	43	182	2, 032	1, 409
117	Yonkers, N. Y*	20, 000	5-21	6, 326	7	1, 500	47	200	2, 840	1, 600
118	Wilmington, N. C*	18, 000	6-21	4, 000	6	1, 000	20	156	1, 252	700
119	Akron, Ohio	16, 000	6-21	3, 809	14	2, 091	41	194	2, 318	1, 755

* From Report of Commissioner of Education for 1874.

a Assessed valuation.

b Census of 1875.

c United States Census of 1870.

d Present enrolment.

statistics of cities, &c.—Continued.

Pupils.					Expenditures.			Average expenses *per capita* of enrolment in public schools.		
Estimated enrolment in private schools.	Estimated cash value of taxable property in the city.	Estimated real value of property used for school purposes.	Tax for school purposes on assessed valuation—mills per dollar.	Total receipts.	Permanent improvements.	Teachers' salaries.	Total expenditure.	Instruction and supervision.	Incidental expenses.	Number.
11	12	13	14	15	16	17	18	19	20	
22, 654	$250, 499, 490	$2, 385, 736	4	$1, 183, 720	$64, 009	$479, 850	$1, 171, 093	$19 28	$8 15	82
389	21, 000, 000	413, 900	7	96, 072	1, 411	29, 573	66, 556	22 07	10 79	83
1, 311	21, 000, 000	280, 000	3. 5	52, 610	707	39, 436	52, 517	17 97	5 39	84
145	*a*6, 334, 632	213, 600	.....	32, 966	.....	24, 128	32, 257	13 94	4 75	85
1, 000	25, 000, 000	410, 000	4	152, 273	59, 850	45, 749	138, 059	10 36	5 91	86
2, 300	30, 000, 000	116, 500	1. 5	46, 177	1, 512	28, 953	42, 552	13 51	5 41	87
7, 530	120, 041, 488	697, 100	3. 7	235, 150	1, 000	152, 717	262, 310	20 55	6 71	88
7, 056	158, 435, 565	855, 000	2	209, 677	2, 200	122, 980	261, 616	14 15	4 82	89
1, 234	14, 000, 000	137, 300	3. 9	38, 993	5, 356	17, 610	38, 993	12 81	3 44	90
750	*a*5, 100, 000	100, 000	.....	23, 325	398	12, 925	22, 901	17 95	5 77	91
1, 200	33, 588, 000	226, 700	1. 8	94, 957	19, 997	53, 755	94, 957	13 09	4 41	92
1, 000	23, 000, 000	130, 300	2	51, 892	30, 546	26, 000	62, 428	12 21	2 76	93
.....	.....	.....	.....	343, 005	30, 493	115, 130	186, 985	.....	.....	94
1, 300	13, 650, 000	131, 000	1. 95	50, 401	2, 642	23, 219	35, 777	14 85	5 05	95
510	12, 527, 000	222, 006	16	50, 503	10, 839	26, 851	46, 311	17 52	3 64	96
10, 000	112, 000, 000	1, 091, 000	2	312, 000	61, 925	.....	312, 000	.....	.....	97
435	10, 819, 257	113, 000	7. 5	64, 092	5, 379	20, 022	33, 963	16 16	6 91	98
145	14, 000, 000	326, 000	.....	161, 116	47, 502	39, 651	118, 396	14 70	8 25	99
125	5, 500, 000	39, 500	6. 4	33, 079	17, 601	10, 640	32, 443	10 82	4 27	100
150	*a*3, 936, 901	.....	.....	34, 566	.....	.....	40, 000	.....	.....	101
358	10, 000, 000	109, 300	6. 25	48, 996	2, 654	21, 218	30, 807	14 57	3 73	102
322	20, 000, 000	49, 000	7. 5	36, 993	1, 448	26, 700	36, 993	16 42	4 53	103
1, 121	25, 000, 000	156, 000	7. 1	51, 625	6, 440	27, 603	46, 557	15 58	5 67	104
75, 000	*a*1, 100, 943, 699	10, 575, 000	2. 5	3, 653, 000	*e*94, 489	*f*2, 482, 817	*g*3, 371, 094	22 41	6 23	105
1, 265	6, 182, 775	56, 414	.....	23, 287	121	9, 253	15, 078	.....	.....	106
1, 685	*a*7, 001, 720	146, 791	7	75, 154	15, 285	36, 354	70, 194	13 12	6 71	107
650	16, 500, 000	117, 900	4. 9	42, 627	276	24, 791	35, 797	11 53	5 77	108
5, 902	61, 351, 700	526, 500	. 25	324, 383	75, 409	109, 253	235, 036	16 03	6 65	109
495	4, 840, 596	61, 600	11	29, 122	10, 306	12, 117	29, 123	12 43	3 03	110
300	15, 223, 691	55, 500	15	43, 719	8, 791	12, 265	25, 987	15 63	2 44	111
500	.....	72, 000	.....	27, 707	5, 503	13, 871	27, 708	11 57	4 61	112
1, 525	37, 277, 019	1, 157, 000	9. 4	202, 410	25, 996	88, 387	146, 192	15 11	7 65	113
2, 500	48, 000, 000	120, 000	5. 5	141, 029	19, 099	73, 088	121, 112	14 93	5 27	114
1, 000	39, 887, 000	416, 970	7. 1	108, 183	21, 585	42, 463	78, 718	14 66	3 96	115
180	20, 000, 000	89, 631	2. 6	33, 722	8, 944	17, 998	36, 996	13 47	6 23	116
700	30, 000, 000	157, 950	7	66, 094	8, 322	42, 705	63, 379	27 00	6 78	117
.....	.....	11, 200	8	.....	.....	.....	.....	.....	.....	118
450	18, 861, 582	163, 000	6	64, 216	23, 144	24, 169	57, 489	15 19	3 00	119

e Includes repairs.
f Includes cost of supervision.
g Includes $102,112 for corporate schools.
h State census of 1875.

TABLE II.—*Summary of school*

Number.	Cities.	Estimated present population.	Legal school age.	School population.	Number of school buildings.	Number of sittings for study.	Number of teachers.	No. of days schools were taught.	Pupils.	
									Whole number enrolled.	Average daily attendance.
	1	2	3	4	5	6	7	8	9	10
120	Canton, Ohio	11,500	6-21	3,155	6	1,355	34	194	1,690	1,066
121	Chillicothe, Ohio	12,000	6-21	3,344	4	1,650	41	185	1,790	1,296
122	Cincinnati, Ohio	270,000	6-21	88,842	40	27,457	612	204	30,877	23,604
123	Cleveland, Ohio	140,341	6-21	44,363	36	16,368	316	192	20,011	13,301
124	Columbus, Ohio	42,707	6-21	12,198	24	.....	139	190	7,151	5,155
125	Dayton, Ohio	33,400	6-21	11,253	11	5,098	103	197	5,512	3,611
126	Hamilton, Ohio	13,000	6-21	5,451	5	1,708	30	194	1,631	1,202
127	Mansfield, Ohio	12,000	6-21	2,800	5	1,800	30	180	1,782	.....
128	Newark, Ohio	12,000	6-21	3,384	6	.....	34	185	1,454	1,186
129	Portsmouth, Ohio	14,000	6-21	4,242	6	2,108	36	198	2,032	1,437
130	Sandusky, Ohio	16,000	6-21	6,363	12	2,250	42	195	2,469	1,838
131	Springfield, Ohio	18,000	6-21	4,536	6	.....	43	197	2,145	1,913
132	Steubenville, Ohio	14,000	6-21	4,732	6	1,700	34	197	2,181	1,606
133	Toledo, Ohio	54,000	6-21	14,541	22	6,344	126	198	7,094	4,632
134	Zanesville, Ohio	18,000	6-21	5,370	19	2,800	68	196	3,063	2,160
135	Portland, Oregon	12,500	4-20	3,256	6	416	29	208	1,450	1,280
136	Allegheny, Pa	70,000	6-18	.....	18	8,500	172	....	11,981	.....
137	Allentown, Pa	18,000	6-21	.....	8	3,500	59	....	3,612	2,283
138	Altoona, Pa	15,000	6-21	2,855	27	.....	40	172	2,105	1,768
139	Carbondale, Pa*	10,000	6-21	3,500	7	.....	20	156	1,263	987
140	Chester, Pa	14,000	6-21	3,300	13	1,875	37	186	1,875	.....
141	Danville, Pa	8,200	6-21	.....	8	.....	28	154	1,400	940
142	Erie, Pa	27,000	6-21	8,402	15	3,190	79	195	4,250	2,550
143	Harrisburgh, Pa	30,000	6-21	.....	23	5,011	91	204	4,886	2,865
144	Lancaster, Pa	25,000	6-21	4,200	22	3,150	59	197	3,114	2,348
145	Norristown, Pa	14,000	6-21	.....	5	2,160	38	201	2,401	1,569
146	Philadelphia, Pa	750,000	.....	.....	.....	.....	1,878	....	95,552	82,975
147	Pittsburgh, Pa	130,000	6-21	.....	53	25,000	416	198	17,510	14,903
148	Reading, Pa*	42,000	6-18	.....	.....	.....	122	220	6,457	4,582
149	Titusville, Pa	10,000	6-21	2,600	4	1,308	25	196	1,652	1,085
150	Wilkesbarre, (3d dist.,) Pa	.....	6-21	.....	3	1,367	26	189	1,583	1,040
151	Williamsport, Pa	18,000	6-21	.....	16	.....	57	156	3,263	2,501
152	York, Pa	13,000	6-21	2,600	9	2,160	42	179	2,288	1,866
153	Newport, R. I	14,000	5-16	2,800	9	2,001	55	194	2,072	1,593
154	Providence, R. I	c100,675	5-16	19,177	.....	.....	277	194	.....	.....
155	Warwick, R. I	11,614	4-16	.....	.....	.....	23	196	1,644	1,197
156	Woonsocket, R. I	14,000	5-16	3,236	11	1,295	25	197	1,567	988
157	Chattanooga, Tenn	12,000	6-18	2,286	.....	.....	23	195	1,674	.....
158	Knoxville, Tenn	d8,682	6-18	1,992	3	840	20	200	840	609
159	Nashville, Tenn	28,000	6-18	8,950	8	3,620	71	195	3,998	2,851

* From Report of Commissioner of Education for 1874.

a Assessed valuation.

b Includes cost of supervision.

statistics of cities, &c.—Continued.

Pupils.					Expenditures.			Average expenses *per capita* of enrolment in public schools.		
Estimated enrolment in private schools.	Estimated cash value of taxable property in the city.	Estimated real value of property used for school purposes.	Tax for school purposes on assessed valuation—mills per dollar.	Total receipts.	Permanent improvements.	Teachers' salaries.	Total expenditure.	Instruction and supervision.	Incidental expenses.	Number.
11	12	13	14	15	16	17	18	19	20	
540	$8,000,000	$75,300	5.5	$37,942	$2,895	$16,591	$28,154	$17 25	$5 23	120
411	6,000,000	150,000	6	61,867	5,050	18,930	48,358	17 10	6 87	121
16,454	360,000,000	1,880,000	3	820,623	47,748	420,234	650,676	21 10	3 64	122
9,260	219,915,831	1,384,742	4.5	497,173	60,990	211,411	350,038	16 93	5 37	123
1,561	40,000,000	535,643	5.1	263,743	35,271	81,229	170,224	17 32	4 20	124
1,703	26,300,000	326,500	5.5	173,099	14,971	72,826	126,251	20 84	8 66	125
716	6,805,098	150,300	6.25	59,623	3,962	18,923	47,308	17 41	5 60	126
300	15,000,000	171,000	5	28,000	100	14,295	23,713	.....	.....	127
200	10,000,000	80,000	7	42,244	15,182	12,539	32,909	12 08	2 55	128
232	5,762,193	158,500	5.5	38,298	576	18,041	36,196	13 80	6 93	129
2,000	10,800,000	140,290	7	65,492	24,966	17,077	52,443	10 64	3 86	130
500	*a*9,277,377	187,571	4.5	65,999	29,915	22,798	67,055	15 70	7 20	131
360	6,000,000	165,150	5.25	62,442	700	17,623	39,996	11 33	4 93	132
2,500	.....	.....	7	222,333	19,537	70,465	178,202	16 02	7 31	133
400	10,000,000	172,000	5	49,077	809	34,611	48,558	18 09	4 39	134
573	15,258,525	72,100	3.5	53,170	317	24,831	48,586	20 10	3 10	135
3,300	*a*56,562,571	962,808	4	359,025	128,185	89,971	335,692	14 16	.....	136
400	*a*11,000,000	400,000	4.5	54,000	.....	26,181	26,181	.....	.....	137
750	6,300,000	61,000	12	26,781	3,383	15,672	23,609	9 43	2 01	138
100	3,750,000	22,700	.....	12,301	3,450	6,960	11,150	7 36	45	139
200	9,186,717	100,451	5	40,221	10,109	15,386	39,916	11 35	9 94	140
.....	.....	92,000	10	.....	.....	.....	.....	.....	.....	141
1,300	22,439,977	298,500	5	96,046	23,768	30,822	77,369	12 90	5 43	142
450	17,459,565	384,291	13	81,474	8,476	44,838	91,040	16 20	4 75	143
400	*a*12,000,000	143,000	4	87,217	39,021	24,637	71,957	4 92	1 66	144
260	7,371,389	102,057	7.5	41,932	14,147	16,975	41,779	11 60	5 50	145
.....	.....	5,286,405	.....	1,669,686	73,910	31,029,902	1,634,653	.....	.....	146
.....	176,000,000	2,000,000	1.75	751,533	116,806	263,995	678,983	17 71	8 40	147
1,200	.....	358,000	10	119,201	22,862	49,421	119,202	10 88	4 37	148
200	6,200,000	103,400	15	44,316	.....	13,259	35,762	14 54	6 47	149
600	11,000,000	138,000	14	39,568	24,225	16,096	48,828	15 47	6 24	150
425	12,000,000	142,000	13	57,267	1,000	22,520	56,260	.....	.....	151
250	9,000,000	125,000	3	32,605	4,476	17,943	34,544	10 35	8 22	152
592	30,000,000	197,006	1	40,500	4,818	25,714	40,354	16 70	4 80	153
.....	121,954,700	1,000,000	.....	398,988	166,116	179,463	393,545	.....	.....	154
200	*a*10,621,300	.....	.....	11,509	.....	11,210	11,510	9 35	.....	155
750	*a*11,497,562	137,000	1.3	19,693	.....	14,431	20,177	14 95	5 26	156
225	4,216,432	16,700	.....	16,481	1,040	13,722	18,006	18 34	2 09	157
500	6,000,000	26,880	2	20,637	8,900	8,000	20,500	14 54	4 68	158
500	20,298,037	168,300	4	64,947	0	49,325	64,917	19 23	3 41	159

c By census.
d United States Census of 1870.

TABLE II.—*Summary of school*

Number.	Cities.	Estimated present population.	Legal school age.	School population.	Number of school buildings.	Number of sittings for study.	Number of teachers.	No. of days schools were taught.	Pupils.	
									Whole number enrolled.	Average daily attendance.
	1	2	3	4	5	6	7	8	9	10
160	Houston, Tex	25,000	6–18	6,551	.....	.....	50	85	2,955	.....
161	Rutland, Vt	7,500	5–20	1,514	6	.....	17	188	.....	.....
162	Alexandria, Va	14,000	5–21	4,447	4	1,050	18	191	929	824
163	Lynchburgh, Va	14,000	5–21	4,093	7	1,100	28	193	1,486	873
164	Norfolk, Va	26,000	5–21	6,244	6	1,160	24	185	1,522	915
165	Petersburgh, Va	20,000	5–21	6,758	8	1,920	29	....	2,168	1,280
166	Portsmouth, Va	11,000	5–21	3,399	3	.....	13	203	837	393
167	Richmond, Va	72,500	5–21	20,754	13	5,024	111	206	5,069	4,297
168	Wheeling, W. Va	26,266	6–21	9,015	9	3,570	68	199	4,099	2,444
169	Fond du Lac, Wis	16,000	4–20	5,993	16	2,796	47	196	3,096	1,916
170	Janesville, Wis	*b*8,789	4–20	3,571	5	1,482	30	195	1,750	.....
171	La Crosse, Wis	12,000	4–20	3,538	.....	.....	32	200	1,401	1,313
172	Madison, Wis	10,000	5–20	3,766	8	1,600	30	180	2,234	.....
173	Milwaukee, Wis	*c*100,775	4–20	33,919	20	.....	190	197	12,745	7,548
174	Racine, Wis	13,300	4–20	4,449	7	1,850	36	199	2,181	1,464
175	Denver, Colo	20,000	5–21	3,000	.....	1,443	31	190	2,100	1,509
176	Georgetown, D. C.(*d*) ..	103,000	6–17	19,489	47	9,645	173	191	11,241	8,520
177	Washington, D. C.(*d*) ..									
	Total	8,804,654	.....	1,736,430	2,642	804,066	22,152	....	1,180,880	799,146

a Assessed valuation.
b United States Census of 1870.

statistics of cities, &c.—Concluded.

Pupils.					Expenditures.			Average expenses *per capita* of enrolment in public schools.		
Estimated enrolment in private schools.	Estimated cash value of taxable property in the city.	Estimated real value of property used for school purposes.	Tax for school purposes on assessed valuation—mills per dollar.	Total receipts.	Permanent improvements.	Teachers' salaries.	Total expenditure.	Instruction and supervision.	Incidental expenses.	Number.
11	12	13	14	15	16	17	18	19	20	
.....	*a*$8, 000, 000	.....	2	$20, 019	.....	.....	.....	.....	.....	160
400	4, 000, 000	$31, 000	4	10, 725	.....	$8, 244	$10, 669	.....	.....	161
852	4, 160, 000	49, 400	2. 7	14, 369	$1, 271	7, 300	13, 579	$9 12	$2 88	162
416	8, 000, 000	43, 000	2	19, 116	250	14, 296	18, 696	17 43	3 70	163
1, 475	*a*13, 458, 421	50, 000	.....	19, 794	1, 329	13, 560	18, 419	15 43	32	164
600	*a*8, 108, 000	69, 500	1. 85	44, 209	19, 165	14, 287	38, 695	12 33	2 92	165
850	3, 012, 115	12, 500	2	9, 792	.....	6, 200	9, 006	16 70	6 00	166
4, 194	42, 018, 077	215, 000	.....	70, 044	5 337	42, 518	70, 044	13 83	2 81	167
1, 000	30, 000, 000	185, 000	3. 5	72, 897	20, 275	34, 254	65, 065	11 76	3 31	168
.....	6, 500, 000	118, 756	6. 5	52, 706	2, 462	18, 929	46, 420	10 66	3 57	169
500	4, 000, 000	108, 500	4	18, 999	0	10, 350	17, 020	9 11	3 97	170
2, 390	3, 320, 000	65, 700	.....	34, 255	76, 400	18, 000	100, 850	14 31	4 30	171
500	.....	106, 800	4	29, 845	523	12, 703	27, 882	.....	.....	172
9, 269	*a*52, 585, 664	448, 035	1. 85	217, 657	586	129, 805	157, 645	17 19	3 67	173
1, 000	10, 000, 000	69, 500	6. 4	30, 695	10, 194	17, 187	36, 965	12 42	2 16	174
350	25, 000, 000	196, 500	6	59, 000	26, 000	22, 048	62, 018	14 61	9 25	175
6, 837	88, 500, 000	801, 452	3. 7	454, 906	58, 885	126, 302	*e*503, 978	15 60	7 20	176 177
318, 096	7, 122, 490, 928	74, 231, 211	.....	25, 693, 424	3, 421, 024	13, 732, 848	24, 416, 426	.....	.....	

c City census of 1875.
d These statistics are for white schools only.
e Includes $80,818 for colored schools.

TABLE III.—NORMAL SCHOOLS.

The following is a comparative summary of schools, instructors, and pupils, reported to the Bureau for the years 1870, 1871, 1872, 1873, 1874, and 1875.

	1870	1871.	1872.	1873.	1874.	1875.
Number of institutions	53	65	98	113	124	137
Number of instructors	178	445	773	887	966	1,031
Number of students	10,028	10,922	11,778	16,620	24,405	29,105

The increase from year to year in the number of teachers under training made apparent by this summary, is full of encouragement; yet all that is accomplished is but a small fraction of what is necessary to furnish well trained teachers to all our schools. It is to be regretted that in some quarters the normal school work is so feeble and has had so limited opportunity to demonstrate its benefits, that legislation treats its demands with indifference or opposition. These figures should be studied in connection with those already given which show the school population to be educated and the amount of money involved in carrying on the public schools.

TABLE III.—*Summary of statistics of normal schools.*

States.	Number of normal schools supported by—											
	State.			County.			City.			All other agencies.		
	Number of schools.	Number of instructors.	Number of students.	Number of schools.	Number of instructors.	Number of students.	Number of schools.	Number of instructors.	Number of students.	Number of schools.	Number of instructors.	Number of students.
Alabama	2	7	199	0	0	0	0	0	0	2	11	168
Arkansas	1	2	58	.....	.....	.....	.....	.....	.....	*a*1	3	158
California	1	10	*b*390	.....	.....	.....	.....	.....	.....	.....	.....	.....
Connecticut	1	8	175	.....	.....	.....	.....	.....	.....	.....	.....	.....
Delaware	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	19	240
Georgia	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	3	334
Illinois	2	25	*c*603	2	13	320	1	5	164	3	13	292
Indiana	1	.....	.....	1	2	100	.....	.....	.....	3	22	1,671
Iowa	.....	.....	.....	.....	.....	.....	1	10	142	2	7	88
Kansas	3	20	*d*994	.....	.....	.....	.....	.....	.....	.....	.....	.....
Kentucky	.....	.....	.....	.....	.....	.....	1	.....	.....	2	13	140
Louisiana	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	6	109
Maine	4	19	543	.....	.....	.....	.....	.....	.....	.....	.....	.....
Maryland	2	13	453	.....	.....	.....	.....	.....	.....	1	8	25
Massachusetts	6	62	1,189	.....	.....	.....	1	8	76	.....	.....	.....
Michigan	1	13	411	.....	.....	.....	.....	.....	.....	.....	.....	.....
Minnesota	3	24	782	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mississippi	2	9	351	.....	.....	.....	.....	.....	.....	.....	.....	.....
Missouri	5	50	1,407	.....	.....	.....	1	14	254	2	8	210
Nebraska	1	7	282	.....	.....	.....	.....	.....	.....	.....	.....	.....
New Hampshire	1	9	155	.....	.....	.....	.....	.....	.....	.....	.....	.....
New Jersey	1	10	269	.....	.....	.....	.....	.....	.....	.....	.....	.....
New York	8	116	3,233	.....	.....	.....	1	32	925	.....	.....	.....
North Carolina	.....	.....	.....	.....	.....	.....	.....	.....	.....	*e*4	15	397
Ohio	.....	.....	.....	.....	.....	.....	1	9	78	11	74	3,170
Oregon	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	4
Pennsylvania	*f*10	121	3,869	.....	.....	.....	.....	.....	.....	2	4	148
Rhode Island	1	19	159	.....	.....	.....	.....	.....	.....	.....	.....	.....
South Carolina	1	4	39	.....	.....	.....	.....	.....	.....	1	10	436
Tennessee	1	5	.....	.....	.....	.....	.....	.....	.....	6	30	1,056
Vermont	3	22	482	.....	.....	.....	.....	.....	.....	.....	.....	.....
Virginia	1	18	243	.....	.....	.....	.....	.....	.....	1	5	108
West Virginia	5	24	560	.....	.....	.....	.....	.....	.....	1	6	174
Wisconsin	3	35	*g*847	.....	.....	.....	.....	.....	.....	2	18	180
District of Columbia	.....	.....	.....	.....	.....	.....	1	3	20	2	7	144
Utah	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	1	76
Total	70	652	17,698	3	15	420	8	81	1,659	56	283	9,328

a Receives some aid from the city.
b Also 390 in training school.
c There are also 206 preparatory students and 373 in the model schools.
d Also 86 in a model school.
e One of these schools is temporarily suspended.
f One school is not yet open.
g Also 215 in a model school.

This summary indicates that States maintain 70 normal schools, with 650 instructors, and 17,698 students; counties, 3, with 15 instructors and 422 students; cities, 8 normal schools with 81 instructors and 1,659 students; and all other agencies, 56 normal schools, with 283 teachers and 9,328 students. We see what diverse policy prevails in the different States and territories in respect to this branch of instruction.

TABLE III.—*Summary of statistics of normal schools*—Continued.

States.	Number of schools in each State.	Number of instructors.	Number of students.			Graduates in the last year.		Volumes in libraries.	
			Total.	Male.	Female.	Whole number.	Number who have engaged in teaching.	Whole number.	Average annual increase.
Alabama	4	18	367	218	149	.....	.....	500	.....
Arkansas	2	5	216	99	117	10	8	.....	.....
California	1	10	*a*390	.....	.....	46	44	1,379	200
Connecticut	1	8	175	24	151	50	40	1,000	.....
Delaware	2	19	240	169	71	.....	15	650	39
Georgia	2	3	334	194	140	.....	.....	.....	.....
Illinois	8	56	*a*1,379	410	502	134	99	8,803	100
Indiana	5	24	1,771	1,032	739	26	25	3,000	800
Iowa	3	17	230	108	122	17	13	1,100	50
Kansas	3	20	994	545	449	37	35	640	50
Kentucky	3	13	140	75	65	.....	.....	500	.....
Louisiana	4	6	109	5	104	28	15	65	5
Maine	4	19	548	177	371	34	32	1,850	.....
Maryland	3	21	478	132	346	25	24	3,320	.....
Massachusetts	7	70	1,265	160	1,105	261	88	14,659	250
Michigan	1	13	411	222	189	60	54	1,400	50
Minnesota	3	24	782	223	559	66	61	1,228	50
Mississippi	2	9	351	213	138	39	39	762	70
Missouri	8	72	1,871	930	941	224	164	4,971	50
Nebraska	1	7	282	120	162	4	4	500	50
New Hampshire	1	9	155	44	111	33	30	416	20
New Jersey	1	10	269	39	230	44	40	.....	.....
New York	9	148	*a*4,158	917	2,697	365	195	13,463	28
North Carolina	4	15	397	211	186	.....	.....	1,300	.....
Ohio	12	83	3,248	2,191	1,057	141	83	8,634	234
Oregon	1	.....	4	4	.....	.....	.....	.....	.....
Pennsylvania	12	125	4,017	2,383	1,634	166	147	11,730	525
Rhode Island	1	19	159	10	149	33	27	600	20
South Carolina	2	14	*a*475	7	32	15	.....	500	.....
Tennessee	7	35	*a*1,056	480	486	18	11	1,700	.....
Vermont	3	22	482	180	302	96	30	1,300	.....
Virginia	2	23	351	190	161	57	36	500	.....
West Virginia	6	30	734	424	310	89	60	2,925	120
Wisconsin	5	53	1,027	473	554	51	45	6,508	50
District of Columbia	3	10	164	69	95	27	27	200	.....
Utah	1	1	76	46	30	.....	4	.....	.....
Total	*b*137	1,031	*a*29,105	12,724	14,454	2,196	1,495	96,103	2,761

a Sex not reported in all cases. *b* From four of these schools no statistics have been received.

In this table we have the distribution of the normal schools among the several States, the number of students of both sexes; the number of graduates in the last year; the number who engaged in teaching, and the aids possessed by these institutions in the way of libraries.

TABLE III.—*Summary of statistics of normal schools*—Concluded.

States.	Number of schools in which drawing is taught.	Number of collections of models, casts, apparatus, &c., for free-hand drawing.	Number of schools in which vocal music is taught.	Number in which instrumental music is taught.	Number possessing chemical laboratory.	Number possessing philosophical cabinet and apparatus.	Number possessing a museum of natural history.	Number possessing a gymnasium.	Number having model schools.	Number in which students receive diplomas or certificates on completion of course.
Alabama	3	....	4	2	2	2	1	1	2	3
Arkansas	2	1	2	2	1	.....	0	.....	2	2
California	1	0	1	0	1	1	1	1	1	1
Connecticut	1	1	1	0	1	1	1	0	0	1
Delaware	1	1	2	2	1	1	1	0	1	2
Georgia	0	0	2	1	0	1	0	0	0	1
Illinois	6	1	8	3	4	6	6	.....	5	8
Indiana	3	1	4	2	1	2	1	.....	3	3
Iowa	2	1	1	1	3	3	2	.....	2	3
Kansas	3	1	2	0	2	2	1	1	3	3
Kentucky	0	0	2	2	1	1	.....	.....	1	2
Louisiana	1	0	2	1	0	0	0	0	1	2
Maine	4	2	3	1	4	3	2	1	3	4
Maryland	3	2	2	2	2	2	1	1	3	3
Massachusetts	7	6	6	.....	5	5	4	1	2	7
Michigan	1	0	1	0	1	1	1	0	1	1
Minnesota	3	2	3	.....	3	2	1	1	3	2
Mississippi	0	0	2	2	1	1	0	0	0	2
Missouri	8	4	8	3	3	6	5	0	3	8
Nebraska	1	0	1	1	1	1	0	0	1	1
New Hampshire	1	0	1	1	1	1	1	1	1	1
New Jersey	1	1	1	1	1	1	0	1	1	1
New York	9	4	9	2	9	9	7	3	9	9
North Carolina	2	1	3	2	.....	1	1	.....	1	2
Ohio	8	4	10	10	9	9	4	1	4	9
Oregon	1	.....	1	1	1	1	1	0	1	1
Pennsylvania	10	5	10	9	6	9	4	3	9	9
Rhode Island	1	1	1	0	1	1	1	0	0	1
South Carolina	2	1	2	0	.....	.....	.....	0	0	2
Tennessee	5	1	5	4	2	3	3	.....	4	5
Vermont	3	0	2	2	2	3	2	1	2	3
Virginia	1	0	2	2	1	1	.....	0	1	2
West Virginia	2	.....	5	5	1	3	.....	2	2	6
Wisconsin	5	2	5	3	4	4	5	2	4	5
District of Columbia	3	2	2	1	1	2	2	1	2	3
Utah	0	.....	0	0	.....	.....	.....	.....	.....	.....
Total	104	45	116	68	76	89	59	22	78	118

Here are presented some interesting special facts in regard to our normal schools which it was not possible to include in the previous tables. The deficiency of the several institutions in these particulars demands the most careful attention from the friends of education. This is an interesting showing of these particulars, yet we cannot describe here how unwillingly some and how liberally others of these appropria-

tions have been made. When twenty times this amount is bestowed and wisely expended on the training of teachers in the several States and Territories many of our most serious school problems will be solved and some of the most threatening evils of ignorance will be averted without further trouble.

Name of school.	Appropriation, 1875.	Appropriation *per capita* of pupils in the past year. *a*
State Normal School, Florence, Ala	$5,000 00	----
Lincoln Normal University, Marion, Ala	4,000 00	$6 00
State Normal School, San José, Cal	17,500 00	70 00
State Normal School, New Britain, Conn	12,000 00	----
Southern Illinois Normal University, Carbondale, Ill	15,000 00	37 20
Cook County Normal School, Englewood, Ill	*b*15,000 00	----
State Normal University, Normal, Ill	28,987 00	37 21
Peoria County Normal School, Peoria, Ill	*b*4,900 00	----
Eastern Iowa Normal School, Grandview, Iowa	*c*2,300 00	----
Kansas State Normal School, Concordia, Kans	*d*5,812 00	28 57
State Normal School, Emporia, Kans	12,440 00	28 00
Leavenworth State Normal School, Leavenworth, Kans	6,500 00	15 47
Eastern State Normal School, Castine, Me	7,562 00	26 85
State Normal School, Farmington, Me	6,737 00	28 79
Normal department of Maine Central Institute, Pittsfield, Me	600 00	25 00
Normal department of Oak Grove Seminary, Vassalboro', Me	600 00	25 00
Maryland State Normal School, Baltimore, Md	14,000 00	50 52
State Normal School, Bridgewater, Mass	13,000 00	62 00
Framingham State Normal School, Framingham, Mass	15,000 00	70 00
State Normal School, Salem, Mass	13,000 00	41 53
Westfield State Normal School, Westfield, Mass	14,000 00	----
Michigan State Normal School, Ypsilanti, Mich	17,200 00	----
State Normal School, Mankato, Minn	10,000 00	35 00
State Normal School, St. Cloud, Minn	9,000 00	56 00
First State Normal School, Winona, Minn	12,000 00	30 00
Mississippi State Normal School, Holly Springs, Miss	4,500 00	50 00
Tougaloo University and State Normal School, Tougaloo, Miss	4,500 00	20 00
Southeast Missouri State Normal School, Cape Girardeau, Mo	10,000 00	30 70
Normal department of Lincoln Institute, Jefferson City, Mo	5,000 00	52 08
North Missouri State Normal School, Kirksville, Mo	10,000 00	14 14
Normal School, St. Louis, Mo	*c*15,656 00	----
State Normal School, District No. 2, Warrensburg, Mo	10,000 00	24 51
Nebraska State Normal School, Peru, Nebr	12,000 00	30 00
New Hampshire State Normal School, Plymouth, N. H	*e*5,600 00	----
State Normal School, Trenton, N. J	15,000 00	55 00
New York State Normal School, Albany, N. Y	18,000 00	----
State Normal School, Buffalo, N. Y	18,000 00	100 00
State Normal and Training School, Cortland, N. Y	18,000 00	----
State Normal and Training School, Fredonia, N. Y	20,832 00	22 90
State Normal and Training School, Geneseo, N. Y	18,000 00	51 88
Female Normal College, New York, N. Y	*c*85,000 00	----
Oswego State Normal and Training School, Oswego, N. Y	19,700 00	48 52
State Normal and Training School, Potsdam, N. Y	18,000 00	----
Northwestern State Normal School, Edinboro', Pa	----	5 20
Keystone State Normal School, Kutztown, Pa	11,500 00	3 00

a Exclusive of appropriations for permanent objects. *b* County appropriation.
c City appropriation. *d* $500 of this were from the city. *e* $600 of this were from the city.

Name of school.	Appropriation, 1875.	Appropriation *per capita* of pupils in the past year. *a*
Central Normal School Association, Lock Haven, Pa	$5,000 00	.....
State Normal School, Millersville, Pa	18,000 00	$6 50
Westchester State Normal School, Westchester, Pa	.....	16 00
Rhode Island State Normal School, Providence, R. I	10,000 00	46 87
State Normal School, Columbia, S. C	10,000 00	.....
State Normal School, Castleton, Vt	1,500 00	15 00
Johnson Normal School, Johnson, Vt	1,500 00	.....
State Normal School, Randolph, Vt	1,500 00	24 00
Hampton Normal and Agricultural Institute, Hampton, Va	10,339 00	42 55
Fairmount State Normal School, Fairmount, W. Va	1,500 00	9 97
Glenville State Normal School, Glenville, W. Va	1,500 00	15 00
Marshall College, State Normal School, Huntington, W. Va	1,500 00	17 44
Shepherd College, Shepherdstown, W. Va	1,500 00	9 37
West Liberty State Normal School, West Liberty, W. Va	1,500 00	.....
State Normal School, Oshkosh, Wis	17,782 00	27 75
Wisconsin State Normal School, Platteville, Wis	17,338 00	.....
Washington Normal School, Washington, D. C	*c*2,000 00	.....
St. George Normal School, St. George, Utah	200 00	.....

a Exclusive of appropriation for permanent objects. *b* City appropriation.

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 1875:

	1870.	1871.	1872.	1873.	1874.	1875.
Number of institutions	26	60	53	112	126	131
Number of instructors	154	168	263	514	577	594
Number of students	5,824	6,460	8,451	22,397	25,892	26,109

TABLE IV.—*Summary of commercial colleges.*

States and Territories.	Number of schools.	Number of instructors.	Number of students—			Number of volumes in libraries.	Average annual increase.
			Total.	In day school.	In evening school.		
California	4	34	1,054	803	251	600	.....
Georgia	2	6	223	188	35	.....	.....
Illinois	15	56	a2,770	2,290	575	2,850	410
Indiana	8	34	1,850	1,409	441	1,200	.....
Iowa	9	37	a2,039	1,475	199	527	55
Kansas	2	4	a295	187	137	86	.....
Kentucky	2	8	362	270	92	.....	.....
Louisiana	2	13	363	280	83	520	.....
Maine	2	5	367	292	75	.....	.....
Maryland	1	8	.....	.....	.....	.....	.....
Massachusetts	5	28	1,281	830	200	.....	.....
Michigan	9	32	a1,467	1,162	322	1,650	40
Minnesota	1	6	213	186	27	136	18
Mississippi	1	8	100	100	0	800	25
Missouri	6	48	1,202	721	306	1,385	.....
Nebraska	1	3	a75	60	35	.....	.....
New Hampshire	1	2	333	.....	.....	.....	.....
New Jersey	3	20	493	323	170	600	50
New York	19	91	4,402	2,857	640	2,390	175
North Carolina	1	1	12	12	.....	.....	.....
Ohio	13	50	3,019	2,464	555	2,115	25
Oregon	1	1	64	64	.....	.....	.....
Pennsylvania	10	38	1,647	823	278	120	.....
Rhode Island	2	19	605	405	200	3,120	.....
Tennessee	2	6	346	75	28	584	.....
Virginia	1	1	47	25	22	506	.....
Wisconsin	7	31	1,333	813	220	510	10
District of Columbia	1	4	147	93	54	.....	.....
Total	131	594	b26,109	18,207	4,945	19,699	808

a Some students are in both day and evening schools.

b The students in day and evening schools are not reported separately in all cases.

However severe the financial depression of the year, these institutions, generally directed by private individuals and supported by tuition fees, show considerable increase. It is charged in some quarters that they do inferior work; again, I am desired not to recognize them in the report. A considerable number are, however, it is believed, institutions of great merit and doing a thoroughly excellent work. Certainly the field is too important to be poorly worked, and I am confident that this gathering of the facts year by year will aid in time in securing some proper recognition of the instruction given in these institutions; when this just recognition comes, the public will deal with all shams as they deserve. Our public school systems will not do their whole duty until they supply the demand which this instruction is intended to meet. This is a kind of training which cannot be carried on properly without abundant apparatus and means of illustration. A teacher to furnish a business school thoroughly in this respect requires a fortune in his own right.

Kindergärten—number of institutions, instructors, and pupils for 1873, 1874, *and* 1875.

	1873.	1874.	1875.
Number of institutions	42	55	95
Number of instructors	73	125	216
Number of pupils	1,252	1,636	2,809

TABLE V.—*Summary of Kindergärten.*

States and Territories.	Number of schools.	Number of teachers.	Number of pupils.
California	1	2	15
Connecticut	2	6	92
Illinois	5	8	109
Indiana	1	1	25
Kentucky	2	4	53
Maine	2	2	45
Maryland	3	5	91
Massachusetts	12	20	204
Michigan	3	5	80
Minnesota	1	1	18
Missouri	12	51	496
New Hampshire	1	1	14
New Jersey	13	28	505
New York	16	33	424
Ohio	4	6	78
Pennsylvania	4	10	88
Wisconsin	5	17	290
District of Columbia	7	15	157
Washington Territory	1	1	25
Total	95	216	2,809

The increase in the number of these very interesting institutions is extremely gratifying. Miss E. P. Peabody, the great expounder of Fröbel's principles and methods, is finding many warm and able coadjutors in various parts of the country. Eminent educators, who at first doubted or opposed, are now cordial supporters. They see in Fröbel's Kindergarten a promise of aid in correcting the evils so long common in dealing with the earliest years of human life. No school officer, no mother, no teacher, should be satisfied without this simple but charming method of instruction for the child. I am surprised that the managers of a single orphan asylum should suffer their children to be deprived of its benefits.

Following is a comparative summary of the number of institutions for secondary instruction making returns from 1871 to 1875, inclusive:

TABLE VI.—SECONDARY INSTRUCTION.

	1870.	1871.	1872.	1873.	1874.	1875.
Number of institutions	.....	633	811	944	1,031	1,143
Number of instructors	.....	3,171	4,501	5,058	5,466	6,081
Number of students	.....	80,227	98,929	118,570	98,179	108,235

The country has a much more distinct idea of these institutions than five years ago; as a consequence, secondary instruction, long so feeble, is greatly increasing in strength. One would push it in the direction of academies; another exclusively in the direction of high schools; another would have them only preparatory to the college course; again, one would truncate the system of public schools below this grade; another would permit high schools in the graded systems, but require tuition from the sons of the wealthy, and introduce the invidious distinction based on the wealth of the parent, which the prevailing spirit of our institutions so seduously seeks to avoid. Yet limited to no one form of organization, but giving free play to all, the great body of intelligent people in the country are growing in their disposition to make more of this grade of instruction; and while they patronize the academy or private school or preparatory school, under whatever auspices of church or society it may be founded, it is manifest that the predominating tendency in all centres of population is toward the graded system which is crowned by the high school, which gives a good course of secondary instruction fitting for the college course, so called, or for active life, as the pupil may determine. The increasing disposition of college officers to connect their college curriculum more closely with the high school course is having a most salutary effect upon all grades of instruction—superior, secondary, and elementary. It gives to the whole unity and compactness, and, as a consequence, accords to each in its sphere greater consideration. Have not learning, science, and education a unity of methods and aims? Why should not all the adherents of each be in accord and render each other mutual support?

The opponents of the public high school should consider the fact that a republic like ours would be impossible with the forty-four millions of the present or the four hundred millions of the future without it and that the grade of intelligence and virtue required in such a republic could be secured by no public system limited to elementary instruction, whatever scope might be given to institutions of higher grades separated from civil administration. Whoever wants to sink the ship of state can do it effectually if he can knock the high school out of the system of public instruction. Recognizing this, the people, from the first, have put the provisions for the high school in the bond. State judiciaries find the general course of legislation on the subject constitutional. It is specially unfortunate that in different localities the grade of instruction is so dependent upon an occasional term, taught by any one who happens to be seeking such employment. Would it not be worth the while of such localities to inquire whether their interests do not demand a permanent organization by which a provision of this grade for instruction can be made constant and receive proper safeguards?

The report of State Superintendent Briggs, of Michigan, for 1873–'74, contained an important decision of Judge Cooley, in the supreme court of the State, confirmatory of a previous one of Judge Brown, in favor of the right of the school board at Kalamazoo to establish and maintain a high school for instruction in branches beyond the ordinary grades in grammar schools. And as this was meant to be a test case for the State, as to the general right to have such schools—as the ruling is, moreover, further confirmed by the decidedly expressed opinion of Chancellor Hammond, of Iowa, to much the same effect—it may be taken as, for the time, practically ending, at the West, the long debated question as to the right of high schools to a place in both State and city systems of instruction, a thing generally admitted at the East. Henceforth, then, these links between the teaching in the lower public schools and the advanced instruction given in the colleges are likely to take a conceded place in our school systems, with only occasional questionings respecting the proportion of the school funds to be spent on them and the extent to which the studies in them may be pushed. And if the friends of high schools are discreet enough to avoid any needless excitement of such questionings, conducting the schools with as moderate expense as is consistent with effective thoroughness and allowing a generous flexibility with reference to the studies in their course, there can hardly be a doubt as to their eventual very general establishment. Already they have in Michigan and Indiana a recognized position as the proper feeders of the freshman classes in the universities of these two States, and

several other of the Western States are making movements in the same direction; while generally throughout the eastern ones the public high school is supplying a demand which it is beyond the power of the endowed or tuition schools, generally known as academies, to meet. Academies, that have attained a reputation for great thoroughness, will survive and flourish, and others will be established. Still others may continue, through an alliance with the State and city systems, such as has been effected in New York and Maine, and is being attempted now in Texas. But unless some new and now unlooked for hinderance should arise, the public high school, from its greater openness and cheapness, and from the likelihood of full equipment and firm permanence which comes out of public wealth that lies behind it, must become the ordinary means of preparation alike for the more elevated walks of business and for the advanced culture of the scientific school or university. In proportion as it does become such, there ought to be full information given respecting the number of the pupils trained in it, the ratio of these that proceed to graduation, the course of study pursued within its walls, and the extent to which this course of study may be prosecuted. On these points there has been improvement in the last two years, in the reports of both State and city superintendents of instruction. But in many cases there is room for large improvement still. A glance at the abstracts from reports of secondary training for the greater portion of our States and Territories will show in how very few of these is there any definite general information respecting either the number of the public high schools, the attendance on them, or the studies prosecuted in them. Further light in these directions would be warmly welcomed, and would greatly help to round out a report which, fairly complete as to the lower and higher stages of instruction, is still deficient in the information needed as to this important link between the two

TABLE VI.—PART 1.—

States and Territories.	Number of schools.	Instructors.		Number of students.					
		Male.	Female.	Total.	Male.	Female.	In English course.	In classical course.	In modern languages.
Alabama	3	6	.....	212	205	7	152	81	15
California	3	33	3	890	880	10	665	175	100
Connecticut	10	21	12	369	364	5	263	106	61
Delaware	2	12	2	191	169	22	121	100	40
Georgia	10	13	.....	463	457	6	329	210	8
Illinois	4	16	5	189	185	4	102	53	64
Indiana	2	9	.....	331	331	.....	81	16	23
Kentucky	4	11	.....	227	227	.....	152	138	34
Louisiana	5	17	1	591	582	9	469	34	272
Maine	1	1	1	37	37	.....	31	8	5
Maryland	20	71	6	1,007	1,000	7	626	373	298
Massachusetts	8	21	7	229	229	.....	138	90	34
Minnesota	1	9	.....	105	105	.....	83	22	18
Mississippi	5	12	.....	228	228	.....	114	50	9
Missouri	4	19	3	400	400	.....	361	81	107
New Hampshire	1	2	.....	12	12	.....	4	8	8
New Jersey	9	38	10	624	624	.....	403	195	63
New York	44	210	49	3,882	3,862	20	2,653	983	854
North Carolina	11	26	2	642	637	5	381	310	74
Ohio	7	35	1	476	476	.....	455	39	362
Oregon	2	9	1	145	145	.....	90	37	26
Pennsylvania	24	131	39	2,136	2,132	4	1,448	543	516
South Carolina	1	1	.....	27	27	.....	27	2	.....
Tennessee	4	9	.....	301	301	.....	228	109	2
Texas	1	10	0	310	310	.....	310	.....	220
Vermont	3	7	2	116	112	4	94	61	15
Virginia	13	32	6	669	655	14	362	258	123
West Virginia	1	2	.....	32	32	.....	25	6	7
Wisconsin	1	16	.....	245	245	.....	140	140	150
District of Columbia	9	23	1	539	539	.....	539	213	134
Indian Territory	1	2	1	60	60	.....	60	.....	.....
New Mexico	1	6	0	108	108	0	90	6	19
Total, Part 1	215	830	152	15,793	15,676	117	10,996	4,447	3,661
Total, Part 2	311	510	1,943	22,375	457	21,918	15,334	2,542	7,211
Total, Part 3	617	1,239	1,407	a70,067	36,978	31,601	43,613	9,201	8,157
Grand total	1,143	2,579	3,502	a108,235	53,111	53,636	69,943	16,190	19,029

a The number of each sex of 1,488

Schools for boys.

Number of students.									Property, income, &c.			
Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.	Number of schools in which drawing is taught.	Number of schools in which vocal music is taught.	Number of schools in which instrumental music is taught.	Volumes in libraries.	Average annual increase.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.
10	6	.....	.....	1	1	1	900	.....	$30,000	.....	.....	.....
37	15	11	2	3	2	2	2,200	40	181,000	.....	.....	$26,000
35	15	7	2	7	6	7	1,400	15	169,000	$50,000	$2,800	24,700
32	27	2	3	2	1	1	500	.....	50,000	.....	.....	7,600
156	52	10	6	2	1	.....	3,350	.....	55,500	6,000	450	7,884
83	13	18	7	3	3	3	1,250	50	90,000	.....	.....	26,800
13	6	.....	.....	0	1	1	500	.....	25,000	.....	.....	4,175
27	13	12	4	1	.....	.....	190	.....	26,300	.....	603	12,451
24	89	36	26	2	5	3	1,780	250	70,000	.....	.....	4,500
4	2	0	1	1	.....	1	2,270	.....	50,000	0	0	1,300
149	80	41	26	12	6	6	18,250	250	404,200	680,000	40,800	83,190
72	21	7	7	7	5	5	3,300	25	243,600	.....	.....	64,150
22	10	3	.....	0	1	1	450	25	100,000	0	0	34,000
25	23	6	.....	.....	1	1	.....	.....	32,000	.....	60	4,400
16	27	14	4	3	2	1	2,300	.....	84,000	20,000	1,200	21,150
8	0	.....	.....	1	1	1	150	.....	2,500	.....	.....	3,000
137	55	39	20	5	3	6	7,500	140	286,000	10,000	1,000	60,350
562	139	83	54	33	22	24	21,681	350	1,219,000	17,000	1,160	284,600
185	31	27	8	2	3	.....	5,700	175	106,000	7,500	450	18,250
30	31	24	8	4	2	4	5,000	500	203,500	.....	.....	16,700
35	60	15	.....	0	2	2	3,700	20	36,000	.....	.....	1,300
246	124	39	15	21	12	10	16,715	295	3,517,000	100,000	182,060	124,390
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
94	15	17	.....	1	1	.....	.....	.....	14,000	.....	.....	10,142
.....	.....	(10)		1	1	1	1,200	.....	.....	.....	.....	.....
31	4	2	.....	2	3	3	3,400	25	68,000	0	0	16,000
72	19	39	4	3	3	3	2,150	100	114,000	350	35	32,312
3	0	0	0	1	0	0	.....	.....	40,000	.....	500	1,000
.....	.....	.....	.....	.....	1	1	7,000	.....	.....	.....	.....	.....
61	23	22	10	3	1	.....	380	.....	$1,000	.....	.....	7,700
.....	.....	.....	.....	0	.....	.....	1,000	.....	12,000	.....	8,000	.....
5	0	8	0	0	1	1	600	.....	18,000	0	0	7,560
2,174	900	492	207	121	91	89	114,816	2,260	7,268,600	890,850	239,118	905,514
98	38	25	23	274	259	273	122,885	1,645	6,175,605	35,350	4,735	895,390
4,019	1,841	877	353	323	372	383	266,316	5,329	12,193,362	2,315,543	214,239	1,040,927
6,291	2,779	1,394	583	718	722	745	504,017	9,234	25,637,567	3 241,943	458,092	2,841,331

of these is not reported

Of the 1,143 institutions of this grade, it will be observed that 215 are exclusively for boys, 311 for girls, and 617 for girls and boys together. In those for boys there are 830 men and 152 women instructors; in those for girls, 510 men and 1,943 women instructors; in those for girls and boys, there are 1,239 men and 1,407 women teachers. Of the 108,235 students, the sex of 1,488 is not reported. The remaining number is nearly equally divided between the sexes, 53,111 being boys and 53,636 being girls. Sixty-nine thousand nine hundred and forty-three are reported in the English course; 16,190 in the classical; 19,029 in modern languages. Preparing for the classical course in college there are 2,174 in the schools for boys; 98 in the girls' schools, 4,019 in the mixed schools, or a total of 6,291. Preparing for the scientific course in colleges there are 900 in the boys' schools, 38 in the girls' schools, and 1,841 in the so-called mixed schools, or a total of 2,779. In 718 of these institutions drawing is taught, in 722 vocal music, and in 745 instrumental music. They have 504,017 volumes in libraries. The value of grounds, buildings, and apparatus is reported as $25,637,567, the amount of productive funds as only $3,241,943. Here is where wealth may find ample room to confer its aid, to bestow its benefactions. The income from tuition is reported at $2,841,831.

TABLE VI.—PART 2.—*Schools for girls.*

States and Territories.	Number of schools.	Instructors.		Number of students.									
		Male.	Female.	Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
Alabama	1	2	2	85	20	65	75	10	.....	5	5	1	.....
California	12	27	102	1,482	40	1,442	1,018	62	461	3	25	.....	15
Connecticut	13	19	69	722	10	712	427	51	198	3	.....	.....	.....
Delaware	1	1	4	30	.....	30	30	10	30	.....	.....	.....	.....
Florida	2	.....	22	353	.....	353	353	40	153	.....	.....	.....	.....
Georgia	3	1	9	113	4	109	113	33	36	5	.....	5	.....
Illinois	8	21	91	1,235	21	1,214	527	108	218	.....	.....	.....	.....
Indiana	3	.....	20	580	30	550	530	35	46	.....	.....	.....	.....
Iowa	1	0	4	70	20	50	.....	.....	.....	.....	.....	.....	.....
Kansas	1	.....	17	76	.....	76	50	.....	8	0	0	0	0
Kentucky	12	16	77	976	28	948	835	92	219	2	.....	.....	.....
Louisiana	6	9	35	312	0	312	302	45	210	.....	.....	.....	.....
Maine	4	3	16	146	6	140	146	55	113	.....	.....	.....	.....
Maryland	14	31	92	772	4	768	490	176	335	.....	.....	.....	.....
Massachusetts	18	27	101	993	12	981	505	84	405	9	.....	2	.....
Michigan	2	2	12	160	.....	160	140	.....	30	.....	.....	.....	.....
Minnesota	3	2	15	170	.....	170	170	6	18	2	.....	.....	.....
Mississippi	3	2	10	146	.....	146	140	16	.....	10	.....	.....	.....
Missouri	3	8	19	320	7	313	140	40	95	.....	.....	.....	.....
Nebraska	1	1	6	70	10	60	.....	.....	.....	.....	.....	.....	.....
New Hampshire	3	5	12	92	.....	92	72	15	31	2	.....	.....	.....
New Jersey	12	22	60	460	16	444	245	12	139	6	.....	.....	.....
New York	64	168	448	4,764	116	4,648	3,343	697	2,069	8	.....	2	.....
North Carolina	4	8	16	285	9	276	266	50	53	.....	.....	.....	.....
Ohio	8	2	58	1,236	4	1,232	310	79	62	2	.....	1	.....
Pennsylvania	33	51	215	1,870	37	1,833	1,234	323	767	.....	.....	.....	7
Rhode Island	2	7	7	27	.....	27	20	12	25	.....	.....	.....	.....
South Carolina	4	3	10	204	8	196	204	56	11	.....	.....	.....	.....
Tennessee	13	17	53	869	15	854	586	114	141	11	7	10	.....
Texas	4	4	24	287	.....	287	237	22	84	.....	.....	.....	.....
Vermont	4	2	20	208	.....	208	190	37	59	1	.....	.....	.....
Virginia	10	9	55	609	21	588	490	103	100	29	1	2	.....
West Virginia	3	1	6	96	.....	96	96	2	7	.....	.....	.....	.....
Wisconsin	5	7	61	717	.....	717	617	48	521	.....	.....	.....	1
Dist. of Columbia	25	23	136	1,258	10	1,248	1,108	107	551	.....	.....	.....	.....
Colorado	2	1	17	196	.....	196	188	2	16	.....	.....	.....	.....
Indian Ter	2	2	5	137	4	133	137	.....	.....	.....	.....	2	.....
New Mexico	1	.....	12	180	.....	180	.....	.....	.....	.....	.....	.....	.....
Washington	1	1	5	69	5	64	.....	.....	.....	0	0	0	0
Total part 2	311	510	1,943	22,375	457	21,918	15,334	2,542	7,211	98	38	25	23

TABLE VI.—PART 2.—*Schools for girls*—Concluded.

States and Territories.	Number of schools in which drawing is taught.	Number of schools in which vocal music is taught.	Number of schools in which instrumental music is taught.	Volumes in libraries.	Average annual increase.	Property, income, &c.			
						Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.
Alabama	0	1	1	.....	.....	$2,000	.....	.....	$1,500
California	12	12	12	6,700	160	313,000	$5,000	$500	114,220
Connecticut	11	11	12	3,975	.....	244,000	.....	.....	21,340
Delaware	1	1	1	1,000	.....	.....	.....	.....	.....
Florida	2	2	2	900	.....	.....	.....	.....	3,313
Georgia	2	3	3	.....	.....	16,000	.....	.....	5,600
Illinois	6	8	8	4,000	.....	520,000	.....	.....	64,500
Indiana	2	1	3	500	.....	55,000	.....	.....	6,500
Iowa	1	1	1	.....	.....	10,000	.....	510	1,200
Kansas	1	1	1	0	.....	30,000	.....	.....	4,000
Kentucky	10	12	11	7,400	262	428,150	.....	2,150	50,906
Louisiana	6	6	6	3,000	62	58,100	.....	.....	24,200
Maine	3	4	4	900	.....	84,000	.....	.....	5,000
Maryland	14	11	11	3,600	.....	239,600	.....	.....	75,861
Massachusetts	18	13	14	3,075	50	125,000	50	.....	34,064
Michigan	2	2	2	500	25	.....	.....	.....	2,500
Minnesota	3	2	3	175	20	78,000	.....	.....	8,275
Mississippi	2	3	2	600	.....	39,000	.....	.....	2,200
Missouri	2	3	3	1,500	100	13,500	.....	.....	27,900
Nebraska	1	1	1	1,500	.....	15,000	.....	.....	8,000
New Hampshire	2	2	3	100	.....	45,000	.....	.....	750
New Jersey	12	10	10	2,250	80	200,250	.....	.....	27,240
New York	61	54	58	24,954	265	1,736,905	30,500	1,575	157,575
North Carolina	3	3	4	400	6	78,500	.....	.....	8,500
Ohio	7	6	7	5,800	100	130,000	.....	.....	26,750
Pennsylvania	32	24	21	17,550	300	580,800	.....	.....	112,570
Rhode Island	2	2	2	500	.....	1,000	.....	.....	.....
South Carolina	.....	3	4	700	.....	37,000	.....	.....	6,200
Tennessee	9	13	13	8,200	.....	125,500	.....	.....	33,100
Texas	3	4	4	921	.....	10,000	.....	.....	5,500
Vermont	4	3	4	2,500	.....	10,000	.....	.....	3,000
Virginia	7	8	10	1,900	.....	92,800	.....	.....	14,984
West Virginia	2	3	3	3,700	.....	110,000	.....	.....	1,591
Wisconsin	5	5	5	5,250	115	235,000	.....	.....	14,551
District of Columbia	22	10	19	7,825	50	351,000	.....	.....	2,000
Colorado	2	2	2	900	50	78,000	.....	.....	16,500
Indian Ter	.....	1	1	60	.....	75,000	.....	.....	.....
New Mexico	1	1	1	.....	.....	.....	.....	.....	.....
Washington	1	1	1	50	.....	8,500	0	0	3,500
Total part 2	274	259	273	122,885	1,645	6,175,605	35,550	4,735	895,390

TABLE VI.—PART 3.—*Schools for boys and girls.*

States and Territories.	Number of schools.	Instructors.		Number of students.									
		Male.	Female.	Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
Alabama	4	7	11	470	245	225	467	40	25	29	.....	6	.....
Arkansas	5	8	5	449	248	201	386	58	10	10	5	3	.....
California	7	13	16	799	394	405	675	104	157	27	40	5	17
Connecticut	20	23	27	942	529	413	560	203	86	74	9	14	4
Delaware	9	14	14	514	288	226	361	81	50	31	8	3	5
Florida	3	4	4	167	94	73	159	39	13	12	.....	0	0
Georgia	12	20	17	1,007	539	468	873	290	71	119	25	31	11
Illinois	16	39	39	2,539	1,261	1,278	1,437	317	573	169	69	39	19
Indiana	10	16	25	1,750	927	823	453	74	43	19	17	16	9
Iowa	26	56	52	*a*3,548	1,733	1,540	2,228	403	183	260	124	91	13
Kansas	2	4	1	122	56	66	16	3	2	3	.....	.....	.....
Kentucky	25	41	52	*b*2,335	1,175	1,111	1,555	358	316	191	105	26	4
Louisiana	2	7	10	296	157	139	296	19	155	19	0	1	0
Maine	27	46	40	*c*2,420	1,163	1,157	1,504	363	272	155	25	23	4
Maryland	8	32	15	1,336	904	432	1,242	94	985	53	6	12	.....
Massachusetts	30	50	61	2,612	1,333	1,279	1,553	580	437	159	33	44	14
Michigan	2	5	5	269	151	118	217	7	251	1	.....	.....	.....
Minnesota	8	8	21	826	430	396	705	49	209	18	8	3	.....
Mississippi	8	10	17	962	501	461	464	60	26	56	15	18	2
Missouri	11	18	33	*c*827	390	337	510	73	41	75	51	4	.....
New Hampshire	31	59	57	*d*3,340	1,765	1,513	2,297	630	286	190	40	24	20
New Jersey	26	66	76	*e*2,314	1,248	875	1,313	364	321	157	69	19	16
New York	125	308	410	*f*19,451	10,490	8,720	11,350	1,876	1,862	842	328	190	71
North Carolina	16	20	19	900	502	398	607	162	76	74	50	15	9
Ohio	32	64	60	3,216	1,678	1,538	1,607	484	315	120	108	27	5
Oregon	2	3	7	265	127	138	66	39	6	2	.....	5	2
Pennsylvania	37	103	92	4,455	2,620	1,835	2,761	753	403	228	104	45	22
Rhode Island	3	11	7	269	164	105	154	130	46	32	.....	7	1
South Carolina	4	6	10	532	229	303	449	59	.....	11	4	7	.....
Tennessee	46	69	55	*g*4,278	2,270	1,838	2,875	575	144	397	403	129	75
Texas	8	17	12	1,166	601	565	1,106	129	163	103	90	10	15
Vermont	26	48	55	*h*2,617	1,191	1,126	1,548	591	96	278	39	31	5
Virginia	5	8	2	347	220	127	229	40	15	30	20	12	3
West Virginia	4	.....	25	777	285	492	777	.....	421	.....	.....	.....	.....
Wisconsin	6	23	23	965	571	394	82	118	56	34	31	17	7
Dist. of Columbia	3	.....	7	95	58	37	95	.....	15	.....	.....	.....	.....
New Mexico	1	1	2	58	29	29	55	3	0	3	0	.....	.....
Utah	6	9	22	808	402	406	581	33	27	38	15	.....	.....
Washington	1	3	1	24	10	14	.....	.....	.....	.....	.....	.....	.....
Total part 3	617	1,239	1,407	*i*70,067	36,978	31,601	43,613	9,201	8,157	4,019	1,841	877	353

a The number of each sex of 275 of these is not reported. *b* The number of each sex of 49 of these is not reported. *c* The number of each sex of 100 of these is not reported. *d* The number of each sex of 62 of these is not reported. *e* The number of each sex of 191 of these is not reported. *f* The number of each sex of 241 of these is not reported. *g* The number of each sex of 170 of these is not reported. *h* The number of each sex of 300 of these is not reported. *i* The number of each sex of 1,488 of these is not reported.

TABLE VI.—PART 3.—*Schools for boys and girls*—Concluded.

States and Territories.	Number of schools in which drawing is taught.	Number of schools in which vocal music is taught.	Number of schools in which instrumental music is taught.	Volumes in library.	Average annual increase.	Property, income, &c.			
						Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.
Alabama	1	2	2	4,000	20	$13,500	.....	.....	$5,200
Arkansas	1	3	3	.....	.....	26,000	.....	.....	6,554
California	6	6	4	1,087	40	59,200	$20,000	$2,000	19,550
Connecticut	10	10	12	4,400	390	187,500	101,500	7,820	20,963
Delaware	4	4	5	925	.....	61,000	6,200	300	11,050
Florida	.....	1	.....	1,050	.....	9,500	.....	.....	1,000
Georgia	6	6	7	2,440	309	105,600	16,200	1,800	40,450
Illinois	12	13	14	5,340	110	636,500	37,100	3,350	34,021
Indiana	3	6	5	6,650	13	115,000	45,800	6,450	17,739
Iowa	12	15	19	4,611	149	257,832	98,000	6,540	35,031
Kansas	1	2	1	100	.....	11,500	.....	.....	75
Kentucky	8	18	19	3,460	.....	196,500	4,000	180	46,313
Louisiana	0	1	1	2,000	100	35,000	0	0	10,000
Maine	10	14	13	8,248	100	317,750	143,267	7,511	18,751
Maryland	4	4	4	4,300	70	190,000	4,000	.....	16,925
Massachusetts	22	16	11	15,654	438	811,100	621,513	42,439	59,831
Michigan	1	1	1	710	10	40,000	7,000	700	7,425
Minnesota	4	6	5	1,333	.....	88,500	8,000	800	9,290
Mississippi	2	3	6	.....	.....	52,200	2,000	.....	5,300
Missouri	5	8	9	3,750	12	166,000	6,000	.....	6,870
New Hampshire	14	18	16	14,162	106	491,400	187,344	11,433	30,484
New Jersey	19	20	20	16,549	100	722,635	182,000	11,790	86,328
New York	91	79	90	111,437	2,304	4,462,521	450,769	83,365	243,269
North Carolina	6	7	8	5,700	3	56,300	10,000	600	14,050
Ohio	10	20	18	5,802	100	480,639	117,550	10,505	33,378
Oregon	2	2	2	1,250	.....	28,000	300	36	3,982
Pennsylvania	24	26	27	19,454	375	745,935	2,500	200	84,700
Rhode Island	3	1	0	3,500	75	710,000	135,000	8,300	45,054
South Carolina	2	2	1	1,700	.....	51,000	.....	.....	700
Tennessee	10	25	24	5,197	120	253,900	17,300	1,230	46,137
Texas	4	4	5	969	.....	55,000	.....	.....	13,699
Vermont	14	12	18	5,812	185	442,500	68,200	3,937	25,008
Virginia	0	1	1	.....	.....	13,550	5,000	300	3,050
West Virginia	1	2	2	1,000	.....	73,000	.....	.....	5,560
Wisconsin	4	5	4	2,276	150	153,300	11,000	1,650	18,990
Dist. of Columbia	2	2	2	.....	.....	.....	.....	.....	.....
New Mexico	0	0	0	0	.....	5,500	0	0	800
Utah	4	6	3	800	50	23,000	.....	.....	11,900
Washington	1	1	1	150	.....	45,000	8,000	1,000	1,500
Total part 3	323	372	383	266,316	5,329	12,193,362	2,315,543	214,239	1,040,927

TABLE VII.—PREPARATORY SCHOOLS.

Detailed statistics of preparatory schools will be found in Table VII of the appendix. Prior to 1873 these schools were not separated from those for secondary instruction. The following is a comparative statement of the statistics of these schools as reported to the Bureau for 1873, 1874, and 1875:

	1873.	1874.	1875.
Number of institutions	86	91	102
Number of instructors	690	697	746
Number of students	12,487	11,414	12,954

These preparatory schools are another class also doing the work of secondary instruction, but having special reference to the preparation of students for admission to our colleges. In some cases they are a part of the college organization.

TABLE VII.—*Preparatory schools.*

States and Territories.	Number of schools.	Number of instructors.	Number of students.				
			Preparing for classical course in college.	Preparing for scientific course in college.	Other students.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
Alabama	1	12	15	.....	216	.....	.....
California	5	34	53	74	283	24	8
Connecticut	6	57	427	51	586	57	20
Georgia	1	2	4	2	80	2	1
Illinois	2	23	109	40	88	15	.....
Iowa	2	8	*a*78	.....	26	.....	.....
Maine	7	34	263	22	484	36	1
Maryland	2	16	19	2	284	2	.....
Massachusetts	23	152	1,194	120	*b*1,247	164	52
New Hampshire	5	40	406	4	333	70	2
New Jersey	5	31	166	32	124	31	16
New York	17	167	563	218	1,769	104	53
Ohio	3	24	327	50	479	51	49
Pennsylvania	7	49	119	47	751	25	11
Rhode Island	5	45	230	24	538	16	3
South Carolina	2	6	11	.....	198	.....	.....
Texas	1	3	10	20	240	.....	.....
Vermont	2	18	65	17	116	13	4
Virginia	3	9	57	23	46	20	3
Wisconsin	2	12	36	32	116	13	3
Colorado	1	4	6	8	6	2	.....
Total	*c*102	746	*a*4,158	786	*b*8,010	645	226

a Includes 60 students in Burlington Collegiate Institute, unclassified.

b Includes 349 students, unclassified.

c The table contains the names of 6 schools from which no statistics have been received.

TABLE VII.—*Preparatory schools*—Concluded.

States and Territories.	Libraries.		Property, income, &c.			
	Number of volumes.	Average annual increase.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.
Alabama	300	.....	.....	$0	$0	.....
California	5,497	520	$208,000	.....	.....	$13,300
Connecticut	6,900	240	410,000	100,000	6,642	12,443
Georgia	.....	.....	10,000	.....	.....	2,100
Illinois	4,600	100	120,000	.....	.....	.....
Iowa	2,300	.....	170,000	12,500	1,250	3,150
Maine	3,840	75	99,000	10,000	600	9,050
Maryland	3,000	.....	73,000	.....	.....	1,000
Massachusetts	22,250	145	1,097,500	366,700	23,980	149,001
New Hampshire	5,325	71	299,000	173,000	11,500	11,800
New Jersey	2,030	.....	256,000	.....	.....	6,852
New York	14,214	455	1,217,757	200,393	15,610	72,986
Ohio	500	50	50,000	.....	.....	19,700
Pennsylvania	3,200	340	354,000	60,000	4,200	35,228
Rhode Island	4,500	125	246,000	100,000	7,000	28,469
South Carolina	882	.....	40,000	.....	.....	210
Texas	1,200	.....	.....	.....	.....	.....
Vermont	1,400	.....	32,000	40,000	2,000	2,000
Virginia	1,050	25	33,000	.....	.....	8,200
Wisconsin	1,500	.....	80,000	.....	.....	7,500
Colorado	2,000	50	20,000	.....	.....	1,000
Total	86,488	2,196	4,815,257	1,062,593	72,782	383,989

It will be noticed that there are in these preparatory schools 4,158 reported preparing for a classical course in college, and 786 for the scientific course. These, increased by the number in the other secondary institutions reported preparing for these courses in college, give 10,449 for the classical and 3,565 for the scientific, or a total of 14,014. The income of these preparatory schools is also chiefly from tuition. They are greatly in need of endowments.

TABLE VIII.—SUPERIOR INSTRUCTION OF WOMEN.

Statistics in detail of schools for the superior education of women will be found in Table VIII of the appendix. The following is a comparative summary of institutions, instructors, and pupils, from 1870 to 1875, inclusive:

	1870.	1871.	1872.	1873.	1874.	1875.
Number of institutions	33	136	175	205	209	222
Number of instructors	378	1,163	1,617	2,120	2,285	2,405
Number of students	5,337	12,841	11,288	24,613	23,445	23,795

Connected with these institutions are some of the marked features of our educational progress. The demand which creates them is significant. The manner of supporting them, though not always the best, we believe is steadily improving.

TABLE VIII.—*Superior instruction of women.*

States.	Number of institutions.	Corps of instruction.			Preparatory department.		Collegiate department.	
		Total.	Male.	Female.	Instructors.	Students.	Number of students in regular course.	Number of students in special or partial course.
Alabama	11	83	19	64	11	278	562	71
California	2	43	4	39	.....	130	50	.....
Connecticut	5	45	12	33	1	50	.....	.....
Georgia	20	117	44	73	15	611	1,066	32
Illinois	8	104	13	91	10	300	380	151
Indiana	3	19	5	14	3	60	104	.....
Iowa	2	25	2	23	.....	.....	.....	.....
Kentucky	18	127	38	89	23	502	864	21
Louisiana	1	4	1	3	.....	25	20	.....
Maine	1	14	9	5	.....	.....	.....	.....
Maryland	6	56	11	45	2	66	227	4
Massachusetts	10	171	57	114	2	332	688	21
Michigan	2	17	2	15	2	46	129	18
Minnesota	2	16	4	12	.....	2	69	.....
Mississippi	7	44	13	31	10	318	405	15
Missouri	11	*a*88	17	68	5	297	463	5
New Hampshire	3	26	4	22	3	135	41	23
New Jersey	4	49	16	33	1	54	81	7
New York	17	256	51	205	70	1,155	529	93
North Carolina	9	97	26	71	5	122	414	47
Ohio	13	137	36	101	2	210	710	137
Oregon	1	10	.....	10	.....	.....	.....	.....
Pennsylvania	17	225	66	159	9	508	365	122
South Carolina	4	35	13	22	3	87	335	29
Tennessee	17	*b*119	38	74	16	451	916	104
Texas	9	54	17	37	4	209	321	4
Vermont	1	8	4	4	.....	34	52	.....
Virginia	13	138	56	82	17	249	585	81
West Virginia	2	22	3	19	.....	60	.....	.....
Wisconsin	3	38	4	34	4	125	216	6
Total	222	*c*2,187	585	1,592	218	6,416	9,592	991

a Includes 3, sex not reported. *b* Includes 7, sex not reported. *c* Includes 10, sex not reported.

TABLE VIII.—*Superior instruction of women*—Concluded.

States.	Collegiate department.		Number of institutions authorized by law to confer collegiate degrees.	Libraries.		Property, income, &c.			
	Number of post-graduate students.	Total number of students in collegiate department.		Number of volumes.	Average annual increase.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.
Alabama	22	787	10	11,875	100	$486,500	$3,000	$300	$62,335
California	1	200	1	2,600	.....	20,000	.....	.....	8,000
Connecticut	1	275	.....	5,800	200	240,000	.....	.....	.....
Georgia	11	1,211	17	13,750	150	437,000	.....	.....	73,627
Illinois	3	734	6	12,398	235	512,000	4,000	380	92,360
Indiana	4	182	2	1,500	.....	115,000	.....	.....	14,953
Iowa	.....	238	2	1,400	.....	25,000	.....	.....	.....
Kentucky	6	1,321	14	8,200	105	540,000	.....	.....	89,210
Louisiana	.....	20	1	300	.....	30,000	20,000	1,600	3,500
Maine	.....	180	1	4,500	50	150,000	50,000	5,000	8,000
Maryland	.....	384	2	9,253	.....	196,000	20,000	800	22,500
Massachusetts	4	1,033	1	31,650	275	1,365,000	400,000	31,000	155,836
Michigan	9	156	1	1,000	63	100,000	0	0	15,000
Minnesota	.....	149	1	600	.....	25,000	.....	.....	3,500
Mississippi	2	422	7	3,700	60	255,000	.....	.....	38,162
Missouri	11	669	9	4,100	75	307,500	20,000	1,200	62,430
New Hampshire	17	177	2	1,910	15	145,000	161,120	14,150	5,525
New Jersey	3	326	2	4,000	.....	345,000	.....	.....	26,000
New York	19	1,661	4	31,041	450	2,119,200	40,400	2,524	135,172
North Carolina	5	745	6	5,300	.....	317,000	5,500	.....	15,000
Ohio	7	1,235	6	12,600	150	910,000	.....	.....	60,657
Oregon	.....	120	.....	.....	.....	20,000	.....	.....	.....
Pennsylvania	10	1,189	7	25,145	425	795,000	41,950	2,675	104,495
South Carolina	2	406	4	1,000	25	100,000	.....	.....	15,900
Tennessee	28	1,467	17	12,230	230	389,000	500	.....	82,150
Texas	1	536	6	1,809	.....	137,500	6,000	600	21,500
Vermont	.....	166	.....	.....	.....	80,000	.....	.....	3,500
Virginia	8	1,112	11	7,150	100	458,400	.....	.....	49,400
West Virginia	.....	50	1	600	.....	30,000	.....	.....	.....
Wisconsin	6	228	3	1,621	.....	155,000	6,200	470	24,000
Total	180	*a*17,379	144	217,023	2,708	10,805,100	778,670	60,699	1,198,712

a Classification not reported in all cases.

This table presents, in a considerable detail, the capacity and workings of these institutions for the superior instruction of women. Looking down the column of productive funds, it will be seen how feebly they are endowed. Observing the number of volumes in their libraries, we find how inadequately they are furnished with aids for research. The State of New York has the largest amount invested in grounds, buildings, and apparatus, the amount reported so invested being $2,119,200. Massachusetts is next in this particular, reporting $1,365,000, and is immediately to open two other important institutions of this character, the Smith College at Northampton, Mass., and Wellesley College at Wellesley, Mass.

Degrees conferred by institutions for the superior instruction of women.

States.	No. of degrees.	States.	No. of degrees.
Alabama	25	Nebraska	.....
Arkansas	.....	Nevada	.....
California	.....	New Hampshire	.....
Connecticut	.....	New Jersey	12
Delaware	.....	New York	.....
Florida	.....	North Carolina	11
Georgia	49	Ohio	60
Illinois	14	Oregon	.....
Indiana	5	Pennsylvania	54
Iowa	.....	Rhode Island	.....
Kansas	.....	South Carolina	43
Kentucky	21	Tennessee	141
Louisiana	7	Texas	3
Maine	.....	Vermont	.....
Maryland	13	Virginia	1
Massachusetts	.....	West Virginia	.....
Michigan	.....	Wisconsin	3
Minnesota	5		
Mississippi	23	Total	490
Missouri	.....		

By this statement of degrees reported, it appears that out of the 17,379 in attendance upon the collegiate departments of these institutions only 490 were graduated or given diplomas. This fact should be considered in all its bearings by the friends of woman's education.

TABLE IX.—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 1875, inclusive.

	1870.	1871.	1872.	1873.	1874.	1875.
Number of institutions	266	290	298	323	343	355
Number of instructors	2,823	2,962	3,040	3,106	3,783	3,999
Number of students	49,163	49,827	45,617	52,053	56,692	58,894

In connection with these instructive summaries in regard to colleges and universities in the United States, the following quotations, having reference to Harvard College, the oldest and most renowned in the country, though dry in themselves, assume special interest, and are eminently fit to be recalled as we approach the close of the first century of our nation's history.

"The court agreed to give £400 towards a school or college, whereof £200 to be paid the next year, and £200 when the work is finished, and the next court to appoint where and what building."—(Records of Massachusetts Colony, vol. I. Proceedings of October 28, 1636.)

"The college is ordered to be at Newtown."—(Records of Massachusetts Colony, vol. I. Proceedings of November 15, 1637.)

"For the college, the governor, Mr. Winthrop, the deputy, Mr. Dudley, the treasurer, Mr. Bellingham, Mr. Humfrey, Mr. Herlakenden, M MStaughton, Mr. Cotton, Mr. Wilson, Mr. Damport, Mr. Wells, Mr. Sheopard, and Mr. Peters, these or the greater part

of them, whereof Mr. Winthrop, Mr. Dudley, or Mr. Bellingham, to be always one, to take order for a college at Newtown."—(Vol. I. Proceedings of November 20, 1637.)

"It is ordered, that the college agreed upon formerly to be built at Cambridge shall be called Harvard College."—(Vol. I. Proceedings of March 13, 1638-9.)

"The ferry between Boston and Charlestown is granted to the college."—(Vol. I. Proceedings of October 7, 1640.)

"It was ordered that a letter should be sent to Mr. Humfrey to send in the £100 which is in his hand to further the college.

"Mr. Endecot, Mr. Downing, and Mr. Hawthorne are to dispose of the house which Mr. Peters bought, as they can, and return the money for the college."—(Vol. I. Proceedings of June 6, 1639.)

Gradual elevation of standard.—The elevation of the standard for admission referred to in the report for 1873, as proposed by several of the leading colleges, has gone gradually forward in 1874 and 1875. Thus Yale, since 1874, has required the candidates for admission to her course to be prepared in algebra up to the table of logarithms, instead of merely to quadratic equations, as before. The University of Michigan has added to its previous requirements, which were substantially equivalent to those of Yale, a considerable knowledge of important matters in composition and rhetoric; in physical, political, and ancient geography; a full acquaintance with Olney's Complete School Algebra and the first two parts of his geometry, including plane, spherical, and solid; with an outline of Roman history down to the battle of Actium, and of the history of the United States to the close of the revolutionary war, as well as the chief points of Greek history. Harvard in 1874 added to her demands a reasonable knowledge of English composition, and in 1875 the elements of French or German, while in 1876 the rudiments of botany, physics, chemistry, and astronomy are also to be required. Brown also proposes to raise considerably her standard of admission for that year. These advances in the terms on which students may enter college classes—not confined to the institutions mentioned, but only prominent in them—imply a correspondent advance throughout the course, prepares for it, and naturally lead to it.

More freedom in study.—A gradual increase of liberty of choice as to the studies that shall be pursued is another noticeable feature in the colleges. The old inflexible curriculum, from the Procrustean rigidity of which no one could be allowed to vary, is now rarely found. Where it exists in some department of an institution it is generally either flanked by correlated courses, any one of which may be prosecuted by a student, or is to be held to only up to a certain stated point, beyond which some measure of election is allowed as respects the studies to be followed. In southern colleges, where certain schools go to make up a full collegiate course, an almost entire freedom of choice exists as to the schools to be attended, the only restriction being that the student must exhibit proficiency in the studies of a given number in order to secure a specified degree. In western colleges, different parallel courses, any one of which may be pursued, offer the same freedom. In eastern institutions, scientific and other schools, standing beside the colleges, often give a like liberty of choice, while into the college curriculum itself it enters more and more. At Harvard, for example, an effort has been on foot to get into the freshman year all the required studies of the course, and such progress has been made in this direction that the president, in his report for 1874-'75 of the sophomore, junior, and senior years, says, "Apart from exercises in writing there now remain in those years but a few fragments of required work, namely, bits of rhetoric, history, philosophy, and political economy." By certain anticipatory examinations, too, in studies of the freshman year, a freedom from further attention to these studies is secured, with liberty to devote the time thus gained to electives not in the ordinary course. And where Harvard leads in these directions other colleges are pretty sure to follow.

Intercollegiate contests.—Correspondent with these efforts on the part of collegiate authorities to elevate their standards and increase the freedom of their youthful charge,

is a matter set on foot by college students for the promotion of literary and oratoric culture among themselves. This is a holding of intercollegiate contests in oratory, involving comparisons of excellence in thought, composition, and delivery. The first of these contests occurred at Galesburg, Ill., February 27, 1874, under the auspices of the Adelphi Society, of Knox College, the representatives of five colleges, in Illinois, Wisconsin, and Iowa, competing for two prizes offered. The first prize here was assigned to Mr. T. B. Egbert, of the Chicago University, the second to Mr. G. T. Foster, of Beloit College, Wisconsin. The same day a permanent organization, with a view to annual contests of this kind among the western colleges, was formed, and under it, in May, 1875, representatives from the colleges of six States held a second competitive exhibition, at Indianapolis, Mr. M. J. Coultas, of Illinois, taking the first prize, and Mr. T. M. Graydon, of Iowa, the second.

A kindred association, aiming at improvement, not in oratory only, but in essay writing also, was formed among the students of some eastern colleges, and prizes of considerable value offered for excellence in either of these lines. The initial contest of this association was held at the Academy of Music in New York, January 7, 1875, eleven representatives, from Cornell, Lafayette, Princeton, Rutgers, and Williams Colleges, and the University of the City of New York, participating. Dr. John Hall presided, a brilliant audience was present, and six men of high literary distinction acted as judges of the excellence attained. Mr. John C. Tomlinson, of the New York University, was awarded the first prize in oratory for an oration on "The Cid," Walter D. Edmonds, of Williams College, taking the second; while in essays the successful contestants were Mr. Allen Marquand, of Princeton, and Mr. George H. Fitch, of Cornell, the former treating quite effectively the case of "Simeon Stylites." It was subsequently arranged that a wider field should be covered in the future, a competitive examination in mathematics preceding the contest in essay writing and in oratory, the place being again the city of New York, and the time for the public exercise the 4th of January, 1876. At that time Hamilton College took the first prize for oratory, in the person of Mr. Julian M. Elliot, while Cornell carried off the lion's share throughout, taking the second place in oratory, and the first in essay writing, in mathematics, and in Greek.

It may well be hoped, as Dr. Hall said, at the first of these exhibitions in New York, that out of such healthy literary rivalry between the colleges will come "wider and more comprehensive efforts on fields of exact study and culture, by which the intelligence of the country as well as the standard of the colleges will be advanced."

TABLE IX.—*Universities*

States and Territories.	Number of colleges reporting.	Number reporting date of charter.	Number not reporting date of charter.	Number reporting only preparatory students.	Number reporting collegiate students.	Number not reporting students by classes.	Number not reporting.	Number not reporting libraries.	Years in course.				
									Number not reporting.	Number four years.	Number three years.	Number two years.	Number over four years.
Alabama	4	4	0	0	2	1	1	0	1	2	....	....	1
Arkansas	4	4	0	3	1	.....	.....	3	1	2	1	....	....
California	13	13	0	2	8	1	2	2	3	8	....	....	2
Connecticut	3	3	0	.....	3	.....	.....	0	....	3	....	....	....
Delaware	1	1	0	.....	1	.....	.....	0	....	1	....	....	....
Georgia	6	6	0	.....	6	.....	.....	1	1	4	....	....	1
Illinois	26	24	2	2	23	1	.....	7	1	23	....	....	2
Indiana	19	16	3	.....	19	.....	.....	3	....	12	....	....	7
Iowa	18	16	2	3	14	1	.....	2	....	18	....	....	....
Kansas	6	6	0	1	3	.....	2	2	2	3	1	....	....
Kentucky	14	14	0	.....	13	1	.....	3	....	9	....	....	5
Louisiana	6	6	0	2	4	.....	.....	2	1	4	....	....	1
Maine	3	3	0	.....	3	.....	.....	0	....	3	....	....	....
Maryland	8	8	0	.....	6	.....	2	2	1	5	....	....	2
Massachusetts	7	7	0	.....	7	.....	.....	1	....	6	....	....	1
Michigan	8	8	0	.....	8	.....	.....	1	....	7	1	....	....
Minnesota	3	3	0	.....	3	.....	.....	0	....	2	....	....	1
Mississippi	4	4	0	.....	3	1	.....	0	1	3	....	....	....
Missouri	20	18	2	2	17	1	.....	6	1	17	....	....	2
Nebraska	3	3	0	.....	3	.....	.....	0	....	3	....	....	....
Nevada	1	0	1	1	.....	.....	.....	1	1	.....	....	....	....
New Hampshire	1	1	0	.....	1	.....	.....	0	....	1	....	....	....
New Jersey	4	4	0	.....	4	.....	.....	0	....	2	1	....	1
New York	26	22	4	2	24	.....	.....	3	2	22	....	....	2
North Carolina	7	7	0	1	6	.....	.....	1	1	5	....	....	1
Ohio	33	33	0	2	30	.....	1	7	2	28	....	....	3
Oregon	6	6	0	2	4	.....	.....	1	....	5	....	....	1
Pennsylvania	29	28	1	1	26	1	1	7	4	21	....	....	4
Rhode Island	1	1	0	.....	1	.....	.....	0	....	1	....	....	....
South Carolina	6	6	0	.....	6	.....	.....	1	....	6	....	....	....
Tennessee	21	21	0	1	19	1	.....	7	2	18	....	....	1
Texas	12	9	3	4	7	.....	1	2	1	10	....	....	1
Vermont	3	3	0	.....	3	.....	.....	0	....	3	....	....	....
Virginia	8	8	0	.....	8	.....	.....	0	3	3	....	....	2
West Virginia	3	3	0	.....	3	.....	.....	0	....	3	....	....	....
Wisconsin	10	9	1	1	9	.....	.....	0	....	9	....	....	1
District of Columbia	4	4	0	.....	4	.....	.....	0	....	4	....	....	....
Colorado	2	2	0	1	1	.....	.....	2	....	2	....	....	....
Utah	1	1	0	1	.....	.....	.....	0	1	.....	....	....	....
Washington	1	0	1	.....	1	.....	.....	0	1	.....	....	....	....
Total	355	335	20	32	304	9	10	67	31	278	4	0	42

and colleges.

States and Territories.	Number of colleges.	Preparatory department.						Number of students unclassified.	Collegiate department.						Number of graduate students.
		Number of instructors.	Students.						Corps of instruction.	Whole number of students.	Students in classical course.		Students in scientific course.		
			Total.	Male.	Female.	Preparing for classical course.	Preparing for scientific course.				Male.	Female.	Male.	Female.	
Alabama	4	1	25	25	.....	15	10	131	48	148	.....	.....	.....	.....	...
Arkansas	4	....	*a*243	142	75	23	.....	.....	16	62	.....	.....	.....	.....	...
California	13	11	*a*895	578	207	176	378	675	168	764	167	46	91	47	11
Connecticut	3	....	.....	.....	.....	.....	....	.....	57	847	827	6	14	.....	61
Delaware	1	0	0	0	0	0	0	.....	7	40	.....	.....	.....	.....	1
Georgia	6	1	188	174	14	60	25	.....	46	528	260	12	54	.....	5
Illinois	26	45	*a*3,103	1,924	737	657	650	150	297	1,663	586	116	329	163	37
Indiana	19	50	1,840	1,434	406	839	316	95	139	1,529	741	120	342	121	4
Iowa	18	52	2,939	1,800	1,139	640	462	200	151	725	336	152	121	101	4
Kansas	6	5	279	151	128	55	84	.....	36	138	20	6	36	26	1
Kentucky	14	13	825	659	166	235	207	166	93	862	174	16	48	60	3
Louisiana	6	3	294	196	98	44	82	.....	42	62	46	5	3	.....	1
Maine	3	2	48	45	3	43	5	.....	30	335	274	11	50	.....	...
Maryland	8	37	359	347	12	195	97	.....	88	558	205	35	.....	.....	...
Massachusetts	7	5	205	205	.....	205	.....	.....	127	1,558	1,507	20	22	9	60
Michigan	8	21	1,410	737	673	177	193	.....	94	741	314	73	188	97	15
Minnesota	3	3	303	206	97	96	123	.....	41	183	91	3	70	5	...
Mississippi	4	6	186	151	35	78	17	75	25	177	64	6	14	9	4
Missouri	20	47	1,956	1,555	401	694	143	271	204	890	222	71	121	57	7
Nebraska	3	1	*a*260	154	44	73	58	.....	21	46	18	11	10	1	...
Nevada	1	1	31	15	16	.....	.....	.....	.....	.....	.....	.....	.....	.....	...
New Hampshire	1	0	0	0	0	0	0	.....	37	357	281	.....	76	.....	0
New Jersey	4	3	93	93	.....	42	38	.....	51	712	613	.....	99	.....	6
New York	26	75	2,830	2,299	531	1,456	612	.....	411	3,122	1,528	352	660	105	60
North Carolina	7	....	*a*426	274	69	168	130	.....	50	433	•264	.....	84	.....	...
Ohio	33	58	3,415	2,411	1,004	1,203	640	106	241	2,409	1,317	177	447	394	23
Oregon	6	10	761	429	332	45	97	.....	29	166	50	27	48	41	...
Pennsylvania	29	45	*a*1,727	1,484	218	674	346	310	309	2,087	1,257	51	409	42	20
Rhode Island	1	0	0	0	0	0	0	.....	15	255	255	.....	.....	.....	0
South Carolina	6	4	322	322	.....	224	6	.....	36	357	290	.....	67	.....	...
Tennessee	21	34	1,442	1,176	266	553	335	186	137	1,354	482	83	71	7	35
Texas	12	24	1,080	646	434	224	343	.....	62	635	293	140	54	53	...
Vermont	3	....	10	10	.....	.....	7	.....	22	184	115	9	13	6	...
Virginia	8	5	158	158	.....	40	25	.....	75	1,259	290	.....	.....	.....	4
West Virginia	3	3	148	141	7	32	30	.....	24	205	125	.....	75	.....	...
Wisconsin	10	35	1,359	1,007	352	327	338	.....	98	742	413	38	160	108	7
Dist. of Columbia	4	9	304	304	.....	117	74	.....	45	147	97	.....	2	.....	...
Colorado	2	....	52	31	21	22	9	.....	7	17	6	3	5	3	...
Utah	1	4	291	172	119	.....	.....	.....	4	.....	.....	.....	.....	.....	...
Washington	1	....	.....	.....	.....	.....	.....	.....	3	56	.....	.....	.....	.....	...
Total	355	613	*a*29,807	21,455	7,604	9,432	5,880	2,365	3,386	26,353	13,526	1,589	3,783	1,455	369
Number of colleges reporting	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	...

a Sex not reported in all cases.

TABLE IX.—*Universities and colleges*—Concluded.

Volumes in libraries.			Property, income, &c.					
Number in college libraries.	Average annual increase.	Number in society libraries.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.
12,000	300	2,300	$405,000	$320,000	$26,000	$55,500	.....	.....
400	.....	.....	96,000	21,500	2,150	5,100	.....	.....
39,325	45	7,280	1,524,745	844,900	236,015	150,463	$84,800	.....
122,000	.....	19,000	1,233,700	985,839	68,496	68,008	.....	$60,000
6,000	50	1,200	75,000	83,000	5,000	1,000	3,000	0
25,300	.....	10,600	555,600	543,000	41,500	19,000	8,000	300
98,552	76	13,991	2,817,400	1,562,000	114,193	105,730	.....	55,500
64,025	400	20,292	1,392,500	1,087,000	75,960	39,523	23,000	40,750
35,095	510	7,619	960,548	737,585	62,145	48,554	23,000	38,032
7,558	236	150	425,000	50,500	5,553	13,242	18,201	.....
35,350	274	10,150	761,000	768,000	32,272	60,877	278	100,000
18,700	200	2,350	355,555	138,000	.....	14,849	.....	.....
33,545	1,100	17,150	648,850	520,500	33,400	36,000	0	85,060
40,500	275	5,205	410,000	3,000,000	190,000	57,788	25,000	.....
243,584	9,290	28,000	a4,025,000	2,276,234	161,057	191,025	.....	681,258
39,300	.....	2,075	640,250	586,426	47,377	39,076	83,156	85,000
14,175	622	983	190,877	319,537	16,899	4,560	19,000	3,000
7,797	.....	3,655	374,000	48,000	4,400	6,000	28,000	.....
68,025	1,600	9,520	1,206,850	696,000	114,447	144,680	.....	75,000
3,150	200	200	181,000	33,785	2,478	8,614	20,000	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....
30,000	700	27,000	160,000	350,000	21,000	15,000	0	100,000
42,714	1,100	16,700	1,608,400	1,252,405	77,750	24,987	.....	92,185
221,132	3,565	19,700	6,545,332	8,877,018	563,152	338,313	193,987	420,392
24,700	350	32,300	450,000	330,450	7,200	30,930	7,500	.....
101,907	2,425	56,558	2,807,512	1,875,145	142,185	78,002	21,730	218,662
7,881	.....	500	195,861	163,349	15,494	13,232	5,000	67,000
123,643	2,742	66,055	4,401,000	2,034,300	148,180	231,588	.....	72,000
45,000	1,000	0	1,500,000	642,555	43,043	31,265	0	57,725
50,500	200	9,750	784,000	484,000	26,600	7,498	41,050	48,600
33,620	775	6,600	1,327,500	948,200	55,387	60,590	125	24,000
12,400	280	4,161	390,600	129,000	3,500	53,540	420	31,200
28,521	450	4,400	274,400	209,250	13,981	9,200	.....	64,500
83,580	1,250	33,600	672,000	393,000	25,780	38,878	20,000	92,485
8,080	.....	3,150	286,000	180,000	11,410	5,873	22,477	0
37,470	1,930	4,643	943,125	762,107	53,332	123,377	17,303	15,000
47,750	.....	3,100	420,000	.....	.....	529	.....	.....
.....	.....	.....	30,000	.....	.....	.....	.....	.....
2,394	94	.....	1,500	.....	.....	3,671	2,500	.....
500	.....	.....	.....	.....	.....	.....	.....	.....
1,806,173	32,039	449,937	41,076,105	33,252,585	2,453,336	2,136,062	667,521	2,527,649
288	97	159	321	189	181	254	29	65

a Includes $1,000,000, total valuation of the property of Tufts College.

This table brings into a single conspicuous view leading generalizations drawn from a large number of details found in the statistics given elsewhere in reference to these institutions. Here we see whether they have or have not preparatory departments, students in the collegiate course, graduates, students, productive funds, apparatus libraries, or aid from the State. Three hundred and fifty-five institutions are reported. Those having preparatory courses have in them 613 instructors and 29,807 students. In collegiate departments there are reported 3,386 instructors, and 26,353 students. Among the whole there are 369 graduate students. Of these, 61 are in Connecticut, 37 in Illinois, 60 in Massachusetts, 15 in Michigan, 60 in New York, 35 in Tennessee, 23 in Ohio, and 20 in Pennsylvania. These institutions report $41,076,105 invested in buildings and apparatus; $33,252,585 in permanent funds. Their receipts from tuition fees, $2,136,062; their receipts from State aid, $667,521. They report in college libraries 1,806,173 volumes; in society libraries, 449,937 volumes. These institutions are in a special sense American. The church, the state, and private individuals have made them the object of their large benefactions to education. On them has been concentrated from the earliest times the labors of our ablest educators. They have imparted eminence to our scholarship, literature, science, and statesmanship. They have been centres of learning, honesty, patriotism, and piety. As a nation we owe them for the past a debt of gratitude that future generations alone can repay. Those at work in them, and those studying in them, profoundly know best their great needs. They should have more funds with less trammel; more students, larger and better libraries, more and better apparatus; especially should they be held responsible to revise and improve their methods of instruction. It should not be true of any professor in college that his methods are inferior to those of a well trained elementary teacher. Friends and managers of these institutions would do well to see to it that a public sentiment is created which will not permit a millionaire to die without making some suitable gift to some institution of this grade.

Statistical summary of number of students in institutions for superior instruction, (not including students in preparatory departments.)

States and Territories.	Number of students in colleges.	Number of students in schools of science.	Number of students in schools for the superior instruction of women.	Total number of students reported in these institutions.
Alabama	148	55	787	990
Arkansas	62	11	.....	73
California	775	154	200	1,129
Connecticut	908	224	275	1,407
Delaware	41	34	.....	75
Florida	.....	.....	.....	.....
Georgia	533	87	1,211	1,831
Illinois	1,700	413	734	2,847
Indiana	1,533	1	182	1,716
Iowa	729	306	238	1,273
Kansas	139	237	.....	376
Kentucky	865	140	1,321	2,326
Louisiana	63	68	20	151
Maine	335	115	180	630
Maryland	558	386	384	1,328
Massachusetts	1,618	540	1,033	3,191
Michigan	756	156	156	1,068
Minnesota	183	7	149	339
Mississippi	181	32	422	635
Missouri	897	115	669	1,681
Nebraska	46	18	.....	64
Nevada	.....	.....	.....	.....
New Hampshire	357	113	177	647
New Jersey	718	192	326	1,236
New York	3,182	876	1,661	5,719
North Carolina	433	10	745	1,188
Ohio	2,432	382	1,235	4,049
Oregon	166	150	120	436
Pennsylvania	2,107	442	1,189	3,738
Rhode Island	255	.....	.....	255
South Carolina	357	35	406	798
Tennessee	1,389	44	1,467	2,900
Texas	635	.....	536	1,171
Vermont	184	20	166	370
Virginia	1,263	687	1,112	3,062
West Virginia	205	.....	50	255
Wisconsin	749	15	228	992
District of Columbia	147	.....	.....	147
Colorado	17	45	.....	62
Utah	.....	.....	.....	.....
Washington	56	.....	.....	56
Total	26,722	6,110	17,379	50,211

In connection with the statistics of superior instruction is presented the following summary of students in classical and scientific preparatory courses:

States and Territories.	Number preparing for classical course in college.			Number preparing for scientific course in college.				Total reported.
	In academies, (Table VI.)	In preparatory schools, (Table VII.)	In universities and colleges, (Table IX.)	In academies, (Table VI.)	In preparatory schools, (Table VII.)	In universities and colleges, (Table IX.)	In preparatory departments of scientific schools, (Table X.)	
Alabama	44	15	15	11	.....	10	33	128
Arkansas	10	.....	23	5	.....	.....	.....	38
California	67	53	176	80	74	378	.....	828
Connecticut	112	427	.....	24	51	.....	0	614
Delaware	63	.....	0	35	.....	0	0	98
Florida	12	.....	.....	.....	.....	.....	.....	12
Georgia	280	4	60	77	2	25	245	693
Illinois	252	109	657	82	40	650	134	1,924
Indiana	32	.....	839	23	.....	316	.....	1,210
Iowa	260	78	640	124	.....	462	29	1,593
Kansas	3	.....	55	.....	.....	84	.....	142
Kentucky	220	.....	235	118	.....	207	40	820
Louisiana	43	.....	44	89	.....	82	22	280
Maine	159	263	43	27	22	5	.....	519
Maryland	202	19	195	86	2	97	.....	601
Massachusetts	240	1,194	205	54	120	.....	.....	1,813
Michigan	1	.....	177	.....	.....	193	.....	371
Minnesota	42	.....	96	18	.....	123	.....	279
Mississippi	91	.....	78	38	.....	17	39	263
Missouri	91	.....	694	78	.....	143	224	1,230
Nebraska	.....	.....	73	.....	.....	58	15	146
Nevada	.....	.....	.....	.....	.....	.....	.....	.....
New Hampshire	200	406	0	40	4	0	.....	650
New Jersey	300	166	42	124	32	38	.....	702
New York	1,412	563	1,456	467	218	612	56	4,784
North Carolina	259	.....	168	81	.....	130	.....	638
Ohio	152	327	1,203	139	50	640	.....	2,511
Oregon	37	.....	45	60	.....	97	75	314
Pennsylvania	474	119	674	228	47	346	95	1,983
Rhode Island	32	230	0	.....	24	0	.....	286
South Carolina	11	11	224	4	.....	6	.....	256
Tennessee	502	.....	553	425	.....	335	.....	1,815
Texas	103	10	224	90	20	343	.....	790
Vermont	310	65	.....	43	17	7	.....	442
Virginia	131	57	40	40	23	25	35	351
West Virginia	3	.....	32	.....	.....	30	.....	65
Wisconsin	34	36	327	31	32	338	.....	798
District of Columbia	61	.....	117	23	.....	74	.....	275
Colorado	.....	6	22	.....	8	9	5	50
New Mexico	8	.....	.....	.....	.....	.....	.....	8
Utah	38	.....	.....	15	.....	.....	.....	53
Total	6,291	4,158	9,432	2,779	736	5,880	1,047	30,373

Summary of college entrance examinations in 1875.

Name.	Location.	Total number of candidates.	Number admitted.					Number rejected for deficiency in—				
			Without conditions.	Conditioned in—								
				Latin.	Greek.	Mathematics.	History and geography.	Latin.	Greek.	Mathematics.	History and geography.	Two or more subjects of examination.
University of California	Oakland, Cal	175	94	4	10	22	a11	0	0	0	0	8
California College	Vacaville, Cal	20	0	12	6	20	20	0	0	0	0	0
Trinity College	Hartford, Conn	29	8	15	8	17	14	....	....	1	....	....
Delaware College	Newark, Del	16	12	0	0	1	0	0	0	1	1	1
Illinois Wesleyan University.	Bloomington, Ill	72	0	35	12	0	0	20	5	0	0	0
Carthage College	Carthage, Ill	80	75	0	0	5	0	0	0	0	0	0
Shurtleff College	Upper Alton, Ill	26	6	6	5	8	.....	3	3	4	....	7
Concordia College	Fort Wayne, Ind	70	30	....	....	....	.....	....	....	....	....	....
Indiana Asbury University.	Greencastle, Ind	480	460	16	12	15	12	....	....	....	....	....
Northwestern Christian University.	Irvington, Ind	120	80	4	6	2	8	6	1	....	....	....
Central University of Iowa.	Pella, Iowa	41	31	1	3	....	.....	5	6	5	....	5
Tabor College	Tabor, Iowa	10	9	0	1	0	0	0	0	0	0	0
University of Kansas	Lawrence, Kans	43	30	7	4	2	4	5	0	0	2	3
Bowdoin College	Brunswick, Me	35	19	2	3	7	1	4	4	....	....	4
Bates College	Lewiston, Me	30	20	3	5	3	0	2	2	1	0	3
St. Charles College	Ellicott City, Md	150	63	....	....	....	.....	....	....	....	....	....
Amherst College	Amherst, Mass	94	18	38	34	47	26	....	....	....	....	5
Harvard College	Cambridge, Mass	316	98	97	110	120	49	....	....	....	....	38
Tufts College	College Hill, Mass	31	3	9	6	11	5	3	3	0	0	3
Williams College	Williamstown, Mass	64	19	16	17	11	15	....	....	....	....	4
University of Michigan	Ann Arbor, Mich	140	70	....	....	....	.....	....	....	....	....	....
Hope College	Holland City, Mich	8	6	....	2	....	.....	....	....	....	....	....
Kalamazoo College	Kalamazoo, Mich	5	4	....	....	1	.....	....	....	....	....	....
Carleton College	Northfield, Minn	7	3	2	1	2	4	0	0	0	0	0
St. Louis University	St. Louis, Mo	36	30	....	....	....	.....	....	....	....	....	6
Washington University	St. Louis, Mo	10	3	1	3	2	0	2	2	2	0	2
Rutgers College	New Brunswick, N. J	70	42	1	3	15	12	2	3	5	4	5
St. Stephen's College	Annandale, N. Y	17	13	0	1	2	0	1	1	1	0	1
St. Lawrence University.	Canton, N. Y	23	17	0	0	1	0	0	0	5	2	5
Hobart College	Geneva, N. Y	7	1	4	4	0	0	2	0	0	0	0
Madison University.	Hamilton, N. Y	30	21	4	3	4	1	....	....	....	....	....
College of the City of New York.	New York, N. Y	625	461	....	....	....	.....	....	....	33	6	125
College of St. Francis Xavier.	New York, N. Y	73	27	1	4	3	1	37	37	3	1	37
Columbia College	New York, N. Y	68	20	7	7	20	16	18	16	18	15	18
Davidson College	Davidson College, N. C	26	12	4	7	3	3	5	5	5	3	6
Trinity College	Trinity College, N. C	49	22	19	5	8	0	8	....	....	....	....
German Wallace College.	Berea, Ohio	24	24	0	0	0	0	0	0	0	0	0
St. Xavier College	Cincinnati, Ohio	300	260	4	4	6	0	14	14	16	12	10
Kenyon College	Gambier, Ohio	17	.....	8	4	6	5	0	0	0	0	0

a Twenty-six were conditioned in grammar.

Summary of college entrance examinations in 1875—Concluded.

Name.	Location.	Total number of candidates.	Number admitted.					Number rejected for deficiency in—				
			Without conditions.	Conditioned in—								
				Latin.	Greek.	Mathematics.	History and geography.	Latin.	Greek.	Mathematics.	History and geography.	Two or more subjects of examination.
Western Reserve College.	Hudson, Ohio	36	16	9	10	4	.....	2	4	0	0	2
Marietta College	Marietta, Ohio	26	12	8	5	7	0	1	1	0	0	1
Oberlin College	Oberlin, Ohio	47	15	9	10	7	15	3	4	1	....	3
Urbana University	Urbana, Ohio	9	5	3	....	2	.....	....	....	....	....	....
Corvallis College	Corvallis, Oreg	155	.....	60	6	100	100	0	0	0	0	0
Lebanon Valley College	Annville, Pa	12	7	3	2	0	.....	....	....	....	....	....
Pennsylvania College	Gettysburg, Pa	29	22	4	5	5	0	1	1	1	0	2
Thiel College	Greenville, Pa	13	3	3	3	1	.....	2	4	4	....	6
Haverford College	Haverford College, Pa	11	7	2	2	....	.....	2	2	....	....	2
Westminster College	New Wilmington, Pa	19	14	2	3	....	.....	2	2	....	1	2
Villanova College	Villanova P. O., Pa	112	70	20	20	10	.....	8	8	4	....	12
Washington and Jefferson College.	Washington, Pa	52	18	4	7	11	.....	....	1	1	....	10
Brown University	Providence, R. I	64	21	17	11	14	.....	5	7	10	....	5
College of Charleston	Charleston, S. C	12	12	....	....	....	.....	....	....	....	....	....
University of South Carolina.	Columbia, S. C	73	51	7	....	10	.....	12	....	12	....	....
Erskine College	Due West, S. C	26	24	....	....	2	.....	....	....	....	....	....
Newberry College	Walhalla, S. C	18	8	....	2	2	.....	6	6	6	....	6
Greeneville and Tusculum College.	Greeneville, Tenn	102	90	4	0	6	2	3	0	5	0	1
Southwestern Baptist University.	Jackson, Tenn	56	.....	43	38	49	26	0	0	0	0	0
East Tennessee University.	Knoxville, Tenn	.....	41	2	9	6	4	....	....	....	....	....
Mosheim Male and Female Institute.	Mosheim, Tenn	50	10	15	12	40	5	....	....	....	....	....
University of Vermont and State Agricultural College.	Burlington, Vt	28	21	3	3	0	1	1	1	0	0	1
Middlebury College	Middlebury, Vt	12	8	2	2	1	0	2	2	0	0	2
Hampden Sidney College.	Hampden Sidney, Va	83	82	....	....	....	.....	1	1	1	....	1
William and Mary College.	Williamsburg, Va	43	0	30	10	37	0	3	....	6	0	3
West Va. University	Morgantown, W. Va	11	7	1	0	2	0	1	0	0	0	1
Beloit College	Beloit, Wis	36	15	5	6	16	3	....	....	....	....	1
University of Wisconsin	Madison, Wis	91	63	10	3	8	1	3	0	6	0	7
St. John's College	Prairie du Chien, Wis	180	0	100	12	180	180	0	0	0	0	0
Ripon College	Ripon, Wis	11	4	3	1	a1	1	0	0	0	0	0
Northwestern University.	Watertown, Wis	15	13	....	....	....	.....	2	2	....	....	2
National Deaf-Mute College.	Washington, D. C	7	5	0	0	2	0	0	0	0	0	0
Total	.....	4,876	2,775	689	472	887	545	197	148	157	47	366

a One was conditioned in German.

It will be noted that out of the 4,876 candidates here reported for admission to colleges, 2,775 were admitted without conditions; more were conditioned in Greek than Latin, and more in mathematics than in any other subject; while 545 were conditioned in history and geography. It is unfortunate that our English is not included in these examinations. The manner of conducting these examinations has much to do with the sympathy and coöperation of the preparatory school and college.

TABLE X.—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 1875, inclusive. The numbers under 1873, 1874, and 1875 include the National Military and Naval Academies.

	1870.	1871.	1872.	1873.	1874.	1875.
Number of institutions	17	41	70	70	72	74
Number of instructors	144	303	724	749	609	758
Number of students	1,413	3,303	5,395	8,950	7,244	7,157

TABLE X.—PART 1.—*Schools of science.*

States.	Number.	Preparatory department.			Scientific department.				Number of State scholarships.	Number of other free scholarships.
		Instructors.	Students.		Corps of instruction.	Students.				
			Male.	Female.		In regular course.	In partial course.	Number of graduate students.		
Alabama	1	1	33	.....	6	50	5	0	42	20
Arkansas	1	1	.....	.....	9	8	3	0	219	.....
California	1	.....	.....	.....	39	139	15	.....	0	0
Connecticut	1	0	0	0	30	187	10	27	27	1
Delaware	1	0	0	0	7	33	.....	1	30	.....
Florida	*a*0	.....	.....	.....	.....	.....	.....	.....	.....	.....
Georgia	2	.....	(245)		9	86	.....	1	219	.....
Illinois	1	0	0	0	28	332	.....	3	0	0
Indiana	1	.....	.....	.....	8	.....	.....	1	.....	.....
Iowa	1	4	20	9	17	273	33	.....	0	0
Kansas	1	.....	.....	.....	15	237	.....	.....	0	0
Kentucky	1	1	40	.....	7	140	.....	0	300	0
Louisiana	1	1	22	.....	5	55	13	0	.....	0
Maine	1	0	0	0	7	110	5	.....	.....	.....
Maryland	1	0	0	0	6	47	17	0	30	0
Massachusetts	2	.....	.....	.....	45	246	120	27	0	7
Michigan	1	0	0	0	13	140	11	5	0	0
Minnesota	1	.....	.....	.....	14	7	.....	.....	.....	.....
Mississippi	2	2	39	.....	6	32	.....	.....	.....	65
Missouri	2	.....	18	.....	19	18	65	.....	.....	.....
Nebraska	1	.....	15	.....	3	18	.....	.....	.....	.....
Nevada	1	(*b*)	(*b*)	(*b*)	.....	.....	.....	.....	.....	.....
New Hampshire	1	.....	.....	.....	14	29	0	0	12	30
New Jersey	1	.....	.....	.....	11	44	2	0	40	0
New York	1	0	0	0	34	187	.....	.....	0	.....
North Carolina	1	.....	.....	.....	(*b*)	10	.....	.....	.....	.....
Ohio	1	0	0	0	11	100	.....	0	.....	.....
Oregon	1	1	50	25	4	150	.....	.....	60	.....
Pennsylvania	1	2	74	16	0	54	5	1	0	1
Rhode Island	1	.....	.....	.....	(*b*)	(*b*)	.....	0	30	.....
South Carolina	1	.....	.....	.....	2	35	.....	.....	.....	.....
Tennessee	1	(*b*)	.....	.....	(*b*)	44	.....	.....	.....	.....
Texas	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Vermont	1	0	0	0	7	19	1	0	0	17
Virginia	2	3	14	21	24	430	.....	3	100	.....
West Virginia	1	(*b*)	.....	.....	(*b*)	.....	.....	.....	.....	.....
Wisconsin	1	.....	.....	.....	6	15	0	0	0	0
Total	41	16	(641)		415	3,275	305	69	1,109	141
U. S. Military Acad'y	1	.....	.....	.....	45	307	.....	.....	.....	.....
U. S. Naval Academy	1	0	0	0	63	322	0	0	0	.....
Grand total	43	16	(641)		523	3,904	305	69	1,109	141

a Not yet established.

b Reported with classical department. (See Table IX.)

TABLE X.—PART 1.—*Schools of science*—Concluded.

States.	Libraries.			Property, income, &c.				
	Number of volumes.	Average annual increase.	Number of volumes in society libraries.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.
Alabama	1,720	260	2,500	$100,000	$250,300	$16,224	$600	$0
Arkansas	300	53	.....	140,000	130,000	10,400	2,000	.....
California	(a)	.....	.....	(a)	(a)	(a)	0	(a)
Connecticut	5,000	.....	0	.....	280,123	17,000	.....	.....
Delaware	(a)	.....	.....	(a)	(a)	(a)	(a)	(a)
Florida	.....	.....	.....	.....	.....	.....	.....	.....
Georgia	1,000	.....	.....	120,000	288,000	20,500	350	5,000
Illinois	10,600	500	.....	359,411	319,000	29,410	6,748	7,500
Indiana	800	.....	.....	300,000	360,000	21,000	0	60,000
Iowa	3,540	.....	0	400,000	500,000	40,000	0	0
Kansas	3,000	.....	150	117,591	225,691	19,799	0	13,675
Kentucky	.....	.....	200	250,000	165,000	9,900	2,600	0
Louisiana	300	.....	0	25,000	196,200	13,754	0	0
Maine	2,200	500	.....	100,000	134,400	8,264	.....	12,500
Maryland	0	.....	1,500	100,000	.....	6,000	.....	6,000
Massachusetts	4,500	100	300	250,000	500,000	32,500	3,000	0
Michigan	3,700	.....	500	231,407	231,377	16,196	0	28,602
Minnesota	(a)	.....	.....	(a)	(a)	(a)	(a)	(a)
Mississippi	50	.....	.....	28,905	198,150	15,852	.....	15,000
Missouri	1,478	370	200	35,000	.....	7,000	.....	5,000
Nebraska	150	.....	.....	(a)	(a)	(a)	(a)	(a)
Nevada	.....	.....	.....	.....	.....	.....	.....	.....
New Hampshire	1,300	50	146	106,000	110,000	6,600	180	5,000
New Jersey	(a)	.....	.....	b8,000	116,000	6,960	1,200	0
New York	(a)	.....	.....	(a)	30,000	2,100	(a)	(a)
North Carolina	.....	.....	.....	.....	.....	.....	.....	.....
Ohio	1,000	.....	200	500,000	500,000	30,000	0	0
Oregon	.....	.....	.....	5,000	.....	.....	2,000	5,000
Pennsylvania	1,800	.....	1,400	532,000	500,000	30,000	0	0
Rhode Island	(a)	.....	.....	(a)	50,000	.....	.....	.....
South Carolina	.....	.....	.....	.....	191,800	c11,508	.....	5,000
Tennessee	(a)	.....	(a)	(a)	(a)	(a)	(a)	(a)
Texas	.....	.....	.....	.....	.....	.....	.....	.....
Vermont	(a)	.....	(a)	(a)	(a)	(a)	855	0
Virginia	1,289	21	.....	233,795	306,087	33,008	560	.....
West Virginia	(a)	.....	(a)	(a)	(a)	(a)	(a)	(a)
Wisconsin	(a)	.....	(a)	(a)	(a)	(a)	(a)	(a)
Total	43,727	1,854	7,096	3,942,109	5,591,128	403,975	70,093	168,277
U. S. Military Acad'y	25,000	.....	.....	.....	.....	.....	.....	.....
U. S. Naval Academy	17,678	900	0	3,000,000	0	0	0	0
Grand total	86,405	2,754	7,096	6,942,109	5,591,128	403,975	70,093	168,277

a Reported with classical department. (See Table IX.)

b College farm for experimental purposes.

c Interest annually due on State bonds; only $5,000 were received during the year.

TABLE X.—PART 2.—*Schools of science.*

States.	Number.	Preparatory department.			Scientific department.				Number of State scholarships.	Number of other free scholarships.
		Instructors.	Students.		Corps of instruction.	Students.				
			Male.	Female.		In regular course.	In partial course.	Number of graduate students.		
Illinois	1	1	77	57	4	8	70	.....	8	0
Indiana	*a*1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Maine	*b*1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Massachusetts	3	.....	.....	.....	30	137	8	2	20	7
Missouri	1	7	206	.....	12	30	2	.....	.....	.....
New Hampshire	2	0	0	0	21	83	1	0	.....	1
New Jersey	2	4	.....	.....	20	139	1	6	.....	32
New York	4	.....	56	.....	53	336	32	14	.....	.....
Ohio	3	.....	.....	.....	1	282	.....	.....	.....	.....
Oregon	*b*1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Pennsylvania	6	1	5	.....	32	293	86	3	.....	47
Virginia	4	.....	.....	.....	25	250	.....	4	50	51
Colorado	2	.....	5	.....	8	42	3	.....	.....	.....
Total	31	13	349	57	206	1,600	203	29	78	138

States.	Libraries.			Property, income, &c.				
	Number of volumes.	Average annual increase.	Number of volumes in society libraries.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.
Illinois	500	.....	.....	$25,000	$30,000	$1,200	$1,950	$0
Indiana	.....	.....	.....	.....	186,000	.....	.....	.....
Maine	.....	.....	.....	.....	.....	.....	.....	.....
Massachusetts	2,800	80	.....	250,000	401,733	45,766	5,520	.....
Missouri	.....	.....	.....	.....	.....	.....	.....	.....
New Hampshire	2,000	.....	1,200	10,000	155,000	10,000	5,312	0
New Jersey	5,000	200	.....	650,000	700,000	54,000	6,700	.....
New York	11,998	.....	.....	76,000	25,000	.....	38,000	.....
Ohio	100	.....	.....	20,000	.....	.....	400	.....
Oregon	.....	.....	.....	.....	.....	.....	.....	.....
Pennsylvania	31,000	.....	.....	450,000	80,000	5,000	15,000	.....
Virginia	5,000	500	500	330,000	40,000	2,200	17,000	15,000
Colorado	100	.....	.....	9,030	.....	.....	200	5,000
Total	58,498	780	1,700	1,820,030	1,617,733	118,166	90,172	20,000

a Buildings not completed; classes not yet organized.
b Reported with classical department. (See Table IX.)

In studying this table, it should be observed how many items have been reported with the classical departments. Many blanks may thus be filled. So far as these institutions depend upon the grant made by Congress to establish colleges of agriculture and

mechanic arts, it would seem desirable that the conduct and manner of keeping accounts should enable its officers to present separately an exact statement, annually, with regard to the disposition and results of that grant. Could anything less meet their legal responsibility? They still need large funds; without them they can hardly attain their highest success; but what can be a better ground for securing more than clear and satisfactory evidence of the judgment with which the grants already made have been administered? There is a growing disposition to secure to these institutions abundant endowment; the great industries of the country, when clear sighted, will demand it.

Another agricultural college.—The report of the congressional Committee on Education and Labor, presented to the House in January, 1875, with reference to the agricultural colleges, bore fruit before the year was out. North Carolina—especially charged by the committee with bad faith to the Government in suffering the funds of her agricultural college to lie locked up in State securities, on which no interest was paid—in September, 1875, revived her university, and with it the long-dormant agricultural department. Ten students entered on its course of three years, in which the usual studies of such institutions are to be prosecuted. And doubtless other years will bring in successive classes, to be trained for a scientific and profitable development of the resources of that fine, but hitherto neglected, State.

The scientific schools in general.—The reports for the year indicate fair progress in most of the established scientific schools, including in these the agricultural colleges. All seem, at least, to hold their ground. Some have increased their apparatus and other means of illustration and of work. Several have added considerably to their lists of students. A few have been favored with considerable additions to their funds. Thus the Toledo University of Arts and Trades has had $2,000 given it to aid in founding a school of design for the instruction of its students. The mechanical department at Cornell University rejoices in an endowment of $30,000 from Hon. Hiram Sibley, of Rochester, for the support of the Sibley College of Mechanic Arts. The John C. Green School, Princeton, has received as a bequest from its liberal founder another $100,000 to endow a department of civil engineering. The Towne Scientific School of the University of Pennsylvania gets an assured $300,000 from the estate of the late John H. Towne for a general endowment, with a prospect of $600,000 to $700,000 more, and from Asa Whitney, esq., $50,000 to endow a Whitney professorship of dynamical engineering. And the Rose Polytechnic Institute at Terre Haute, Ind., reports the near completion of the building meant for it, which will enable it to enter fully on its work in 1876.

Summer instruction in science.—Good service was done during the summer of 1875, by professors connected with the scientific departments of Harvard, Cornell, and other colleges, in the institution of summer schools of science for the benefit of teachers and such others as could not well attend the winter schools. Harvard had three such in operation: one in chemistry, at Cambridge, under Prof. J. P. Cooke; one in botany, partly at Cambridge and partly at the sea-shore, under Assistant Professors Goodale and Farlow; and one in geology, at a camp near Cumberland Gap, in the mountains of Kentucky. Cornell, represented by Professors Comstock, Barnard, and Wilder, with the efficient aid of Dr. Wm. K. Brooks, Professor Alphonso Wood, the botanist, and others, had one at Cleveland, Ohio, called "The Kirtland School of Natural History," because the Kirtland Society of Natural Science, in Cleveland, looked after the expenses; one at Peoria, Ill., and one at Normal, in the same State, called, respectively, "The Peoria" and "Normal Summer Schools of Natural History." Each of these three was designed to give instruction in geology, botany, and zoölogy, and to illustrate the proper methods of studying such sciences. The idea carried out, with reference to this last, was that of Agassiz, that observation and analysis are the great doors to certain knowledge. Hence, while lectures were given daily on the sciences pursued, and every effort made to impart needed information on all points respecting them, reliance was especially based on careful study of specimens that illustrated each

particular line. The earths and rocks and minerals examined were subjected to the test not of the eye and hand alone, but of the microscope, the chemical bath, and the retort. Plants were analyzed from root and stalk to capsule, flower, and seed. And land and water animals were observed alike in their great general characteristic features and in their internal organizations, which only a thorough anatomy would show. The result was a hearty enthusiasm in the study on the part of all concerned, a great enlargement of existing knowledge, and the impartation of an insight into the means of improvement in that knowledge which may result in almost any measure of advance desired.

So great was the encouragement in nearly all these summer schools, that others in the same or other lines have been projected for the vacation months of 1876, though for most teachers the great school of that year must be the Centennial Exposition in Philadelphia.

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 1875, inclusive, with the number of professors and number of students:

	1870.	1871.	1872.	1873.	1874.	1875.
Number of institutions	80	94	104	110	113	123
Number of instructors	339	369	435	573	579	615
Number of students	3,254	3,204	3,351	3,538	4,356	5,234

TABLE XI.—*Statistical summary of theological seminaries.*

Denomination.	Number of seminaries.	Number of professors.	Number of students.
Roman Catholic	18	124	1,319
Presbyterian	16	80	655
Baptist	15	66	733
Protestant Episcopal	15	63	311
Lutheran	14	49	443
Congregational	8	54	334
Methodist Episcopal	8	73	372
Christian	3	5	91
Reformed	3	8	69
United Presbyterian	3	13	84
Cumberland Presbyterian	2	6	105
Free Baptist	2	8	49
Methodist Episcopal (South)	2	7	68
Reformed (Dutch)	2	9	52
Universalist	2	11	51
Unsectarian	2	10	366
African Methodist Episcopal	1	5	22
Mennonite	1	3	16
Methodist	1	3	.....
Moravian	1	3	33
New Jerusalem	1	2	2
Union Evangelical	1	3	25
Unitarian	1	7	10
United Brethren	1	3	24
Total	123	615	5,234

TABLE XI.—*Summary of schools of theology.*

States and Territories.	Number in each State.	Corps of instruction.	Endowed professorships.	Students.				Libraries.		Property, income, &c.		
				Present number.	Resident graduates.	Present students who have received a degree in letters or science.	Graduates at commencement of 1875.	Number of volumes.	Average annual increase.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.
Alabama	1	2	....	14	....	.....	....	.....	.....	.....	.....	.....
California	2	11	2	15	....	2	2	6,860	150	$50,000	$130,000	$6,000
Connecticut	3	20	8	154	1	120	52	25,000	.....	.....	247,544	15,000
Georgia	1	2	0	70	0	0	0	375	.....	9,000	0	0
Illinois	13	57	15	481	5	42	72	43,160	650	512,000	860,750	69,975
Indiana	1	6	....	21	....	.....	....	.....	.....	100,000	.....	.....
Iowa	4	8	3¾	37	....	1	3	5,891	500	155,000	55,000	1,500
Kentucky	5	14	....	115	....	18	5	11,654	.....	14,000	184,900	12,548
Louisiana	1	1	....	15	....	.....	....	.....	.....	.....	.....	.....
Maine	2	9	5	62	3	21	22	17,300	375	80,000	170,000	10,000
Maryland	5	50	....	366	....	6	6	42,000	700	162,000	3,100	212
Massachusetts	7	53	11	297	9	188	90	69,300	1,200	539,639	1,209,043	87,743
Michigan	2	8	2	31	....	6	4	1,000	100	.....	2,000	130
Minnesota	3	17	....	67	10	3	17	6,781	200	121,000	.....	.....
Mississippi	1	4	0	15	0	0	1	.....	.....	5,000	0	0
Missouri	4	26	2	292	....	.....	23	4,800	.....	40,000	40,000	2,500
Nebraska	1	5	0	2	....	1	0	800	.....	.....	.....	.....
New Jersey	4	33	11	289	5	188	65	64,054	994	930,000	990,000	66,000
New York	13	66	24	1,001	9	306	157	90,858	1,705	1,627,000	2,122,991	130,003
North Carolina	4	12	1	71	....	.....	2	1,900	.....	30,000	.....	.....
Ohio	14	66	11	371	13	97	63	53,577	662	674,000	523,450	34,512
Pennsylvania	16	78	22	589	14	145	89	96,783	1,927	774,476	1,327,823	83,596
South Carolina	2	11	....	88	2	35	51	23,884	419	65,000	160,000	9,000
Tennessee	3	11	1	93	....	2	5	3,000	.....	15,000	18,000	1,800
Texas	1	2	....	12	0	0	....	.....	.....	.....	.....	.....
Virginia	5	15	4	181	....	65	35	22,400	675	200,000	346,000	20,000
Wisconsin	2	18	1	295	....	7	....	6,000	.....	70,000	25,000	2,000
District of Columbia	2	7	...	117	....	.....	13	1,800	20	35,000	.....	.....
Colorado	1	3	....	2	....	1	5	.....	.....	10,000	.....	.....
Total	123	615	123½	5,163	71	1,254	782	599,177	10,277	6,268,115	8,415,601	552,519

TABLE XII.—SCHOOLS OF LAW.

The following is a statement of the number of schools of law reporting to this Bureau each year from 1870 to 1875, inclusive, with the number of instructors and number of students:

	1870.	1871.	1872.	1873.	1874.	1875.
Number of institutions	28	30	37	37	38	43
Number of instructors	99	129	151	158	181	224
Number of students	1,653	1,722	1,976	2,174	2,585	2,677

TABLE XII.—*Schools of law.*

States.	Number in each State.	Corps of instruction.	Students.			Libraries.		Property, income, &c.			
			Present number.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1875.	Number of volumes.	Average annual increase.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.
Alabama	2	4	4	.....	.....	.....	.....	.....	.....	.....	.....
Connecticut	1	13	84	.....	18	8,000	1,500	.....	.....	.....	.....
Georgia	1	3	14	.....	12	600	.....	.....	.....	.....	.....
Illinois	4	47	183	37	36	2,000	75	.....	.....	$4,000	$6,000
Indiana	1	3	40	.....	18	700	75	.....	.....	.....	.....
Iowa	3	25	136	25	72	2,123	100	.....	.....	.....	5,620
Kentucky	2	7	20	.....	.....	2,000	.....	.....	.....	.....	.....
Louisiana	1	4	36	.....	7	.....	.....	$15,000	.....	.....	2,000
Maryland	1	3	59	24	14	0	0	.....	$0	0	3,000
Massachusetts	2	22	326	179	89	17,100	1,000	.....	47,701	11,845	17,820
Michigan	1	5	321	.....	159	3,500	.....	.....	.....	.....	.....
Missouri	2	16	86	69	26	4,000	.....	.....	500	50	3,500
New York	4	12	678	255	124	10,300	50	.....	.....	.....	3,500
North Carolina	2	1	16	.....	.....	.....	.....	.....	.....	.....	.....
Ohio	3	10	61	18	36	988	.....	.....	.....	.....	2,853
Pennsylvania	2	15	66	3	.....	400	.....	.....	.....	.....	630
South Carolina	1	1	24	3	6	.....	.....	.....	.....	.....	.....
Tennessee	3	9	90	1	55	.....	.....	10,000	.....	.....	.....
Virginia	2	4	110	.....	20	.....	.....	.....	.....	.....	.....
Wisconsin	1	7	25	8	36	300	.....	.....	.....	.....	1,050
District of Columbia	4	13	298	1	95	300	.....	20,000	10,000	1,800	6,971
Total	43	224	2,677	623	823	52,311	2,800	45,000	58,201	17,695	52,944

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 1875, inclusive, with the number of instructors and students:

	1870.	1871.	1872.	1873.	1874.	1875.
Number of institutions	63	82	87	94	99	106
Number of instructors	588	750	726	1,148	1,121	1,172
Number of students	6,943	7,045	5,995	8,681	9,095	9,971

The following extract from a report made to the French minister of public instruction a few years since deserves special attention:

"The time required for medical studies is nominally three years, but is in reality reduced to two; for the student must spend the third year in following the civil practice of some physician in good standing, and must bring proof, by a certificate from his preceptor, that he has complied with this formality. Besides this, the year is limited to the winter session of four months. During the course of his studies the student is

not subjected to any examination. To be admitted to the degree of doctor he must be 21 years of age, and transmit to the dean of the faculty a thesis written by himself. If the thesis is considered satisfactory, the student is examined by each professor separately. The examination is not public, and is often given during a *tête-à-tête* at the residence of the professor. When all the students have been interrogated in this way, the faculty assemble, and confer on all those that have received less than three black balls the diploma of doctor. The number of candidates rejected is insignificant."

A good step well taken.—While the professional schools in general have gone on in their accustomed way, doing good work with fair fidelity, those of three prominent institutions have set an example of a most desirable advance. The Boston University, since 1874, has required from candidates for admission to its schools of theology, medicine, and law either a collegiate degree, or such examination as shall satisfy the faculty that there is an educational preparation for profitable entrance on the studies of these schools; and then, to its honor, carries them through a three-years' course in each. The University of Michigan, after some years of previous debate upon the matter, takes now the same stand with reference to admission to both its medical and dental colleges, and requires three years of study from its students in these lines in order to a certificate of graduation. And Harvard—not wont to fall behind in such reforms, while often leading—announces that from and after the beginning of the academic year 1877–'78, all candidates for the degree of Bachelor of Laws or Doctor of Medicine, who have not a collegiate diploma, must submit to an entrance examination and give evidence of some academic training. The faculty of the dental school, too, with the approval of the corporation, decided in February, 1875, that the course of instruction in the school should be enlarged; that instruction should be given throughout the academic year; that the standard of the degree should be raised, and that every candidate for it must have spent at least one continuous year in this school. President Eliot, speaking of these changes, says, justly, "The university, in taking this action, is only doing its duty to the learned professions of law and medicine, which have been for fifty years in process of degradation, through the barbarous practice of admitting to them persons wholly destitute of academic culture."

It is refreshing to find institutions so well established as these three taking unitedly so desirable a stand. And it is greatly to be hoped that other professional schools throughout the country will follow, in this particular, the lead of these; for, as President Angell truly urges, if they alone take this action, they may shut the ignorant out of their halls, but cannot shut them out of the professions.

The training school for nurses of Bellevue Hospital, New York.—In their annual report for 1876, the managers claim that "the experiment begun in May, 1873, has proved a success, and that the hope then expressed, of training respectable, intelligent women into educated, skilful nurses, has grown into a reality." The school opened with but five pupils. The course of training requires two years, and few of the applicants were willing to give so much time to the acquisition of a profession. This, one of the most serious of the early difficulties, no longer exists. As the object of the school came gradually to be understood throughout the country, applications from women, deliberately choosing this profession, and desiring to learn it thoroughly, were more numerous than could be accepted. At the date of the report there were forty pupils in the school, and others waiting for vacancies to enter. During the year more than two hundred applications for admission have been received. In May, 1875, the first class of six was graduated. A second class of seven passed their medical and surgical examination, and was graduated January 31, 1876. From this time forth the school hopes to send out, every six months, a class of trained women, who will either establish themselves in private nursing or be added by the training school (as nurses) to its corps of pupils who, during their second year, are sent out to private cases. That one of the announced aims of the founders of the training school, *i. e.*, the improvement of nursing generally throughout the country, has been accomplished, would seem to be established by the fact that the managers are constantly in receipt of communications from other cities asking for advice and help, and that trained women from the school at Bellevue have already been sent to act as head nurses in hospitals in Boston, Brooklyn, and New York.

TABLE XIII.—*Schools of medicine.*

States.	Number in each State.	Corps of instruction.	Students.			Libraries.		Property, income, &c.			
			Present number.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1875.	Number of volumes.	Average annual increase.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition and other fees.
I. MEDICAL AND SURGICAL.											
1. *Regular.*											
Alabama	2	14	50	.....	36	500	.....	$175,000	.....	.....	.....
California	2	25	39	1	27	.....	.....	75,000	$0	$0	$4,000
Connecticut	1	9	42	13	14	2,200	.....	a200,000	25,000	.....	.....
Georgia	3	37	216	.....	42	9,300	.....	115,000	0	0	7,000
Illinois	3	59	374	11	134	50	.....	49,000	.....	.....	7,968
Indiana	3	35	213	.....	33	500	25	9,500	10,000	2,000	10,500
Iowa	2	24	275	.....	105	.....	.....	75,000	.....	.....	9,000
Kentucky	5	49	568	.....	57	11,000	.....	18,500	.....	.....	14,900
Louisiana	2	19	154	2	53	3,500	.....	135,000	0	0	16,585
Maine	1	8	97	9	15	4,000	.....	25,000	2,500	150	5,297
Maryland	3	35	254	2	119	.....	.....	125,000	.....	.....	15,000
Massachusetts	1	35	192	78	.....	2,000	.....	.....	48,184	4,309	35,028
Michigan	2	26	411	17	111	1,500	.....	40,000	.....	.....	6,287
Missouri	4	36	396	20	136	1,230	25	111,200	1,000	100	24,575
New Hampshire	1	10	84	18	25	1,000	100	40,000	0	0	6,000
New York	9	162	1,729	106	549	8,600	.....	435,750	9,332	.....	55,575
Ohio	7	81	788	6	315	7,900	130	291,000	.....	.....	10,000
Oregon	1	8	23	3	7	50	.....	.....	.....	.....	2,000
Pennsylvania	3	44	1,057	.....	182	3,000	.....	120,000	64,250	4,612	48,195
South Carolina	2	8	63	.....	20	.....	.....	15,000	.....	.....	150
Tennessee	1	12	210	.....	.....	.....	.....	250,000	.....	.....	.....
Texas	1	7	23	.....	8	60	.....	500	.....	.....	3,190
Vermont	1	12	62	5	30	0	.....	15,500	0	0	4,200
Virginia	2	19	87	.....	37	1,000	.....	60,000	.....	1,500	5,000
Dist. of Columbia	3	35	111	.....	27	.....	.....	77,000	.....	.....	5,000
Total	65	899	7,518	291	2,062	57,390	280	2,457,950	160,263	12,671	296,050
2. *Eclectic.*											
Georgia	1	7	30	.....	16	500	.....	10,000	0	0	2,500
Illinois	1	12	80	25	28	500	100	100,000	.....	.....	5,000
New York	1	10	100	20	29	400	.....	26,000	0	0	3,000
Ohio	1	7	188	.....	68	.....	.....	80,000	0	0	14,928
Total	4	36	398	45	141	1,400	100	216,000	.....	.....	25,428
3. *Homœopathic.*											
Illinois	1	14	92	.....	.....	0	.....	60,000	.....	.....	6,500
Massachusetts	1	27	170	.....	30	1,500	200	150,000	50,000	2,500	6,000
Michigan	1	2	24	.....	.....	.....	.....	.....	.....	.....	.....
Missouri	3	22	19	37	16	.....	.....	400	.....	.....	2,600
New York	2	35	165	1	47	200	.....	145,000	10,000	600	14,929
Ohio	2	23	54	8	23	480	120	75,000	.....	.....	3,500
Pennsylvania	1	13	140	12	52	2,000	.....	50,000	.....	.....	9,545
Total	11	136	664	58	168	4,180	320	480,400	60,000	3,100	43,074

a Value of buildings and apparatus.

TABLE XIII.—*Schools of medicine*—Concluded.

States.	Number in each State.	Corps of instruction.	Students.			Libraries.		Property, income, &c.			
			Present number.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1875.	Number of volumes.	Average annual increase.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition and other fees
II. DENTAL.											
Louisiana	1	7	9	0	1	0	.....	$500	$0	$0	$550
Maryland	2	20	66	25	27	1,000	.....	10,000	.....	.....	10,500
Massachusetts	2	20	59	7	19	163	.....	20,000	.....	.....	7,433
Michigan	1	7	19	10	.....	.....	.....	.....	.....	.....	.....
Missouri	1	12	14	.....	6	300	50	1,000	.....	.....	1,500
New York	1	11	66	2	16	.....	.....	4,000	0	0	6,471
Ohio	1	8	28	10	6	50	.....	20,000	.....	.....	3,000
Pennsylvania	2	41	195	8	68	.....	.....	12,500	.....	.....	19,784
Texas	1	9	13	3	8	.....	.....	.....	.....	.....	.....
Total	12	135	469	65	151	1,513	50	68,000	.....	.....	49,238
III. PHARMACEUTICAL.											
California	1	4	40	.....	5	100	.....	1,000	.....	.....	590
Illinois	1	5	30	.....	9	2,500	250	15,000	0	0	2,000
Iowa	1	.....	3	.....	.....	.....	.....	.....	.....	.....	.....
Kentucky	1	3	36	.....	4	30	3	.....	1,350	80	1,690
Maryland	1	3	60	.....	14	330	.....	5,000	.....	.....	.....
Massachusetts	1	3	75	.....	6	850	50	8,000	2,500	175	3,975
Michigan	1	11	74	2	18	.....	.....	.....	.....	.....	.....
Missouri	1	3	.....	.....	.....	100	.....	500	.....	.....	1,500
New York	1	5	170	0	38	1,200	70	4,000	19,700	1,400	9,151
Ohio	2	7	84	.....	21	100	.....	1,000	.....	.....	2,700
Pennsylvania	1	3	316	.....	80	2,350	.....	76,000	16,000	1,520	.....
Tennessee	1	6	8	.....	8	.....	.....	750	.....	.....	500
District of Columbia	1	3	26	.....	5	200	.....	500	0	0	1,200
Total	14	56	922	2	208	7,760	373	111,750	39,550	3,205	23,306
TOTALS.											
Regular	65	809	7,518	291	2,082	57,390	280	2,457,950	160,266	12,671	296,050
Eclectic	4	36	398	45	141	1,400	100	216,000	.....	.....	25,428
Homœopathic	11	136	664	58	168	4,180	320	480,400	60,000	3,100	43,074
Dental	12	135	469	65	151	1,513	50	68,000	.....	.....	49,238
Pharmaceutical	14	56	922	2	208	7,760	373	111,750	39,550	3,205	23,306
Grand total	106	1,172	9,971	461	2,750	72,243	1,123	3,334,100	259,816	18,976	437,096

TABLE XIV.—UNITED STATES MILITARY AND NAVAL ACADEMIES.

In this table of the appendix will be found the statistics of examinations of candidates for admission to the United States Military and Naval Academies for the year 1875.

TABLE XV.—DEGREES.

The table of the appendix shows the number and kind of degrees conferred in course and *honoris causâ* by the universities, colleges, and professional schools in 1875. 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 7,577; honorary, 398. These were distributed as follows: In letters, 2,858 in course, 146 honorary; in science, 785 in course, 11 honorary; in philosophy, 173 in course, 20 honorary; in art, 1 in course, 4 honorary; in theology, in course 158, honorary, 138; in medicine, 2,666 in course, 7 honorary; in law, 841 in course, 68 honorary.

TABLE XV.—*Statistical summary of all degrees conferred.*

	All classes.		Letters.		Science.		Philosophy.		Art.		Theology.		Medicine.		Law.	
	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.
GRAND TOTAL	a7,577	b398	2,858	146	785	11	173	20	1	4	158	138	2,666	7	841	68
Total in classical and scientific colleges	a5,023	b393	2,409	146	750	11	167	20	1	4	93	138	781	2	727	68
Total in colleges for women	490	....	449	....	35	..	6	....	....	....	....	....	....	....	....	..
Total in professional schools	2,064	5	....	....	....	..	....	....	....	....	c65	....	1,885	5	114	..
ALABAMA	81	3	39	....	4	..	2	....	....	....	....	2	36	..	....	1
Classical and scientific colleges	20	3	14	....	4	..	2	....	....	....	....	2	....	..	....	1
Colleges for women	25	....	25	....	....	..	....	....	....	....	....	....	....	..	....	..
Professional schools	36	....	....	....	....	..	....	....	....	....	....	....	36	..	....	..
ARKANSAS	8	3	5	....	....	..	3	....	....	....	....	3	....	..	....	..
Classical and scientific colleges	8	3	5	....	....	..	3	....	....	....	....	3	....	..	....	..
Colleges for women	....	....	....	....	....	..	....	....	....	....	....	....	....	..	....	..
Professional schools	....	....	....	....	....	..	....	....	....	....	....	....	....	..	....	..
CALIFORNIA	98	3	32	1	15	..	17	1	....	....	2	1	32	..	....	..
Classical and scientific colleges	91	3	32	1	15	..	17	1	....	....	....	1	27	..	....	..
Colleges for women	....	....	....	....	....	..	....	....	....	....	....	....	....	..	....	..
Professional schools	7	....	....	....	....	..	....	....	....	....	2	....	5	..	....	..
CONNECTICUT	251	20	127	14	4	..	55	....	....	....	34	3	14	..	17	3
Classical and scientific colleges	251	20	127	14	4	..	55	....	....	....	34	3	14	..	17	3
Colleges for women	....	....	....	....	....	..	....	....	....	....	....	....	....	..	....	..
Professional schools	....	....	....	....	....	..	....	....	....	....	....	....	....	..	....	..
DELAWARE	10	1	6	....	....	4	....	....	....	....	....	....	....	..	....	1
Classical and scientific colleges	10	1	6	....	....	4	....	....	....	....	....	....	....	..	....	1
Colleges for women	....	....	....	....	....	..	....	....	....	....	....	....	....	..	....	..
Professional schools	....	....	....	....	....	..	....	....	....	....	....	....	....	..	....	..

a Includes 95 degrees not specified.

b Includes 4 degrees not specified.

c The number of graduates reported in schools of theology was 558, but in most cases diplomas only were conferred.

TABLE XV.—*Statistical summary of all degrees conferred*—Continued.

	ALL CLASSES.		LETTERS.		SCIENCE.		PHILOSOPHY.		ART.		THEOLOGY.		MEDICINE.		LAW.	
	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.
FLORIDA																
Classical and scientific colleges																
Colleges for women																
Professional schools																
GEORGIA	170	2	99	1	9		1					1	49		12	
Classical and scientific colleges	105	2	50	1	9		1					1	33		12	
Colleges for women	49		49													
Professional schools	16												16			
ILLINOIS	462	17	133	3	63		9				29	13	165		63	1
Classical and scientific colleges	270	17	119	3	63		9				2	13	40		37	1
Colleges for women	14		14													
Professional schools	178										27		125		26	
INDIANA	d153	e13	38	7	27		1					1	34		18	2
Classical and scientific colleges	d115	e13	33	7	27		1					1	1		18	2
Colleges for women	5		5													
Professional schools	33												33			
IOWA	356	10	89	3	81	1	9	1				5	105		72	
Classical and scientific colleges	270	10	89	3	81	1	9	1				5	19		72	
Colleges for women																
Professional schools	86												86			
KANSAS	9	1	5		4											1
Classical and scientific colleges	9	1	5		4											1
Colleges for women																
Professional schools																
KENTUCKY	150	10	78	6	6						5	3	61			1
Classical and scientific colleges	125	10	57	6	6						5	3	57			1
Colleges for women	21		21													
Professional schools	4												4			
LOUISIANA	72		11										54		7	
Classical and scientific colleges	52		4										41		7	
Colleges for women	7		7													
Professional schools	13												13			
MAINE	126	14	85	4	26							5	15			5
Classical and scientific colleges	126	14	85	4	26							5	15			5
Colleges for women																
Professional schools																

d Includes 35 degrees not specified.

e Includes 3 degrees not specified.

TABLE XV.—*Statistical summary of all degrees conferred*—Continued.

	All classes.		Letters.		Science.		Philosophy.		Art.		Theology.		Medicine.		Law.	
	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.
MARYLAND	e205	4	26	1	2	..	....	....	..	..	....	2	160	..	14	1
Classical and scientific colleges	e18	4	13	1	2	..	....	....	..	..	....	2	.....	..	....	1
Colleges for women	13	....	13	....	....	..	....	....	..	..	....	....	.....	..	....	..
Professional schools	174	....	.....	....	....	..	....	....	..	..	....	....	160	..	14	..
MASSACHUSETTS	492	9	231	1	74	..	5	1	..	..	35	....	55	..	92	7
Classical and scientific colleges	469	9	231	1	74	..	5	1	..	..	32	....	35	..	92	7
Colleges for women	.....	....	.....	....	....	..	....	....	..	..	....	....	.....	..	....	..
Professional schools	23	....	.....	....	....	..	....	....	..	..	3	....	20	..	....	..
MICHIGAN	503	8	109	5	81	..	23	1	..	..	2	1	129	..	159	1
Classical and scientific colleges	474	8	109	5	81	..	23	1	..	..	2	1	100	..	159	1
Colleges for women	.....	....	.....	....	....	..	....	....	..	..	....	....	.....	..	....	..
Professional schools	29	....	.....	....	....	..	....	....	..	..	....	....	29	..	....	..
MINNESOTA	27	....	15	....	8	..	....	....	..	..	4	....	.....	..	....	..
Classical and scientific colleges	18	....	13	....	5	..	....	....	..	..	....	....	.....	..	....	..
Colleges for women	5	....	2	....	3	..	....	....	..	..	....	....	.....	..	....	..
Professional schools	4	....	.....	....	....	..	....	....	..	..	4	....	.....	..	....	..
MISSISSIPPI	45	1	42	....	3	..	....	....	..	..	....	....	.....	..	....	1
Classical and scientific colleges	22	1	19	....	3	..	....	....	..	..	....	....	.....	..	....	1
Colleges for women	23	....	23	....	....	..	....	....	..	..	....	....	.....	..	....	..
Professional schools	.....	....	.....	....	....	..	....	....	..	..	....	....	.....	..	....	..
MISSOURI	246	3	45	....	16	..	1	....	..	..	....	3	158	..	26	..
Classical and scientific colleges	94	3	45	....	16	..	1	....	..	..	....	3	6	..	26	..
Colleges for women	.....	....	.....	....	....	..	....	....	..	..	....	....	.....	..	....	..
Professional schools	152	....	.....	....	....	..	....	....	..	..	....	....	152	..	....	..
NEBRASKA	1	....	.....	....	1	..	....	....	..	..	....	....	.....	..	....	..
Classical and scientific colleges	1	....	.....	....	1	..	....	....	..	..	....	....	.....	..	....	..
Colleges for women	.....	....	.....	....	....	..	....	....	..	..	....	....	.....	..	....	..
Professional schools	.....	....	.....	....	....	..	....	....	..	..	....	....	.....	..	....	..
NEVADA	.....	....	.....	....	....	..	....	....	..	..	....	....	.....	..	....	..
Classical and scientific colleges	.....	....	.....	....	....	..	....	....	..	..	....	....	.....	..	....	..
Colleges for women	.....	....	.....	....	....	..	....	....	..	..	....	....	.....	..	....	..
Professional schools	.....	....	.....	....	....	..	....	....	..	..	....	....	.....	..	....	..
NEW HAMPSHIRE	39	19	.....	12	14	..	....	....	..	..	....	3	25	1	....	3
Classical and scientific colleges	39	19	.....	12	14	..	....	....	..	..	....	3	25	1	....	3
Colleges for women	.....	....	.....	....	....	..	....	....	..	..	....	....	.....	..	....	..
Professional schools	.....	....	.....	....	....	..	....	....	..	..	....	....	.....	..	....	..
NEW JERSEY	112	20	65	6	29	1	....	1	..	..	18	6	.....	..	....	6
Classical and scientific colleges	82	20	53	6	29	1	....	1	..	..	....	6	.....	..	....	6
Colleges for women	12	....	12	....	....	..	....	....	..	..	....	....	.....	..	....	..
Professional schools	18	....	.....	....	....	..	....	....	..	..	18	....	.....	..	....	..

e Includes 3 degrees not specified.

TABLE XV.—*Statistical summary of all degrees conferred*—Continued.

	ALL CLASSES.		LETTERS.		SCIENCE.		PHILOSOPHY.		ART.		THEOLOGY.		MEDICINE.		LAW.	
	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.
NEW YORK	*f*1,144	34	264	12	82	1	8	....	..	1	3	11	643	4	124	5
Classical and scientific colleges.	*f*753	30	264	12	82	1	8	....	..	1	2	11	253	..	124	5
Colleges for women	.....	....	.....	....	....	..	....	....	..	..	....	....	.....	..	....	..
Professional schools	391	4	.....	....	....	..	....	....	..	..	1	....	390	4	....	..
NORTH CAROLINA	67	5	66	1	1	..	...	....	..	..	....	4	.....	..	....	..
Classical and scientific colleges.	56	5	55	1	1	..	....	....	..	..	....	4	.....	..	....	..
Colleges for women	11	....	11	....	....	..	....	....	..	..	....	....	.....	..	....	..
Professional schools	.....	....	.....	....	....	..	....	....	..	..	....	....	.....	..	....	..
OHIO	*g*894	*h*41	351	10	86	2	....	....	..	1	11	17	399	1	36	9
Classical and scientific colleges.	*g*430	*h*40	318	10	59	2	....	....	..	1	11	17	31	..	....	9
Colleges for women	60	....	33	....	27	..	....	....	..	..	....	....	.....	..	....	..
Professional schools	404	1	.....	....	....	..	....	....	..	..	....	....	368	1	36	..
OREGON	24	....	1	....	16	..	....	....	..	..	....	....	7	..	....	..
Classical and scientific colleges.	.....	....	.....	....	....	..	....	....	..	..	....	....	.....	..	....	..
Colleges for women	.....	....	.....	....	....	..	....	....	..	..	....	....	.....	..	....	..
Professional schools	.....	....	.....	....	....	..	....	....	..	..	....	....	.....	..	....	..
PENNSYLVANIA	*i*827	53	353	16	56	..	12	8	1	2	10	23	382	..	....	4
Classical and scientific colleges.	*i*381	53	315	16	51	..	6	8	1	2	....	23	.....	..	....	4
Colleges for women	54	....	43	....	5	..	6	....	..	..	....	....	.....	..	....	..
Professional schools	392	....	.....	....	....	..	....	....	..	..	10	....	382	..	....	..
RHODE ISLAND	70	9	70	5	....	..	....	....	..	..	....	2	.....	..	....	2
Classical and scientific colleges.	70	9	70	5	....	..	....	....	..	..	....	2	.....	..	....	2
Colleges for women	.....	....	.....	....	....	..	....	....	..	..	....	....	.....	..	....	..
Professional schools	.....	....	.....	....	....	..	....	....	..	..	....	....	.....	..	....	..
SOUTH CAROLINA	*k*107	5	63	2	....	..	....	....	..	..	....	2	20	..	6	1
Classical and scientific colleges.	*k*44	5	20	2	....	..	....	....	..	..	....	2	.....	..	6	1
Colleges for women	43	....	43	....	....	..	....	....	..	..	....	....	.....	..	....	..
Professional schools	20	....	.....	....	....	..	....	....	..	..	....	....	20	..	....	..
TENNESSEE	293	32	213	14	12	..	2	..	..	..	5	11	8	..	55	5
Classical and scientific colleges.	144	32	72	14	12	..	2	..	..	..	5	11	.....	..	55	5
Colleges for women	141	....	141	....	....	..	....	....	..	..	....	....	.....	..	....	..
Professional schools	8	....	.....	....	....	..	....	....	..	..	....	....	8	..	....	..
TEXAS	40	4	17	....	....	..	7	..	..	..	....	....	2	16	....	..
Classical and scientific colleges.	21	4	14	....	....	..	7	....	..	..	....	2	.....	..	....	2
Colleges for women	3	....	3	....	....	..	....	....	..	..	....	....	.....	..	....	..
Professional schools	16	....	.....	....	....	..	....	....	..	..	....	....	16	..	....	..

f Includes 20 degrees not specified.
g Includes 11 degrees not specified.
h Includes 1 degree not specified.
i Includes 8 degrees not specified.
k Includes 18 degrees not specified.

TABLE XV.—*Statistical summary of all degrees conferred*—Concluded.

	ALL CLASSES.		LETTERS.		SCIENCE.		PHILOSOPHY.		ART.		THEOLOGY.		MEDICINE.		LAW.	
	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.
VERMONT	66	15	29	5	7	..	....	3	..	..	....	4	30	1	....	2
Classical and scientific colleges.	66	15	29	5	7	..	....	3	..	..	....	4	30	1	....	2
Colleges for women	....	....	....	....	....	..	....	....	..	..	....	....	....	..	....	..
Professional schools	....	....	....	....	....	..	....	....	..	..	....	....	....	..	....	..
VIRGINIA	137	14	49	5	30	..	1	....	..	..	....	7	37	..	20	2
Classical and scientific colleges.	119	14	48	5	30	..	1	....	..	..	....	7	20	..	20	2
Colleges for women	1	....	1	....	....	..	....	....	..	..	....	....	....	..	....	..
Professional schools	17	....	....	....	....	..	....	....	..	..	....	....	17	..	....	..
WEST VIRGINIA	24	6	19	5	5	..	....	1	..	..	....	....	....	..	....	..
Classical and scientific colleges.	24	6	19	5	5	..	....	1	..	..	....	....	....	..	....	..
Colleges for women	....	....	....	....	....	..	....	....	..	..	....	....	....	..	....	..
Professional schools	....	....	....	....	....	..	....	....	..	..	....	....	....	..	....	..
WISCONSIN	135	12	61	4	23	6	15	....	..	..	....	2	....	..	36	..
Classical and scientific colleges.	132	12	58	4	23	6	15	....	..	..	....	2	....	..	36	..
Colleges for women	3	....	3	....	....	..	....	....	..	..	....	....	....	..	....	..
Professional schools	....	....	....	....	....	..	....	....	..	..	....	....	....	..	....	..
DISTRICT OF COLUMBIA	133	7	17	3	....	..	....	1	..	..	....	1	32	..	84	2
Classical and scientific colleges	90	7	17	3	....	..	....	1	..	..	....	1	27	..	46	2
Colleges for women	....	....	....	....	....	..	....	....	..	..	....	....	....	..	....	..
Professional schools	43	....	....	....	....	..	....	....	..	..	....	....	5	..	38	..

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 the liberal arts, 238; degrees conferred in course, 3,262; *honoris causâ*, 393. Colleges of agriculture and the mechanic arts and schools of science, 20; degrees conferred in course, 160. Colleges, &c., for the superior instruction of women, 61; degrees conferred in course, 490; *honoris causâ*, none. Total number of degrees conferred on women in institutions embraced in Tables VIII and IX of the appendix, 821; *honoris causâ*, none. Schools and departments of theology, 63; degrees* and diplomas conferred in course, 651. Schools and departments of law, 26; degrees conferred in course, 841. Schools and departments of medicine and pharmacy, 82; degrees conferred in course, 2,666.

It is impossible to indicate here the courses of study upon the completion of which these degrees or diplomas are conferred. The great difference existing between these courses appears from year to year in other parts of these annual reports, and may be found for any year by consulting the several catalogues. The material is abundant for a treatise of no small size upon the degrees annually given by these institutions in the United States. This table has special value in showing how far the various courses of study offered to students in these institutions are completed. Taken in connection with the exhibit of the students admitted and in attendance, it shows how large a number fall out by the way. It should quicken among the friends of learning a public sentiment which will encourage and demand more thorough training before the duties are assumed or the honors enjoyed which these degrees confer.

*The number of *degrees* was 158.

TABLE XVI.—LIBRARIES.

The Special Report on Public Libraries in the United States which was announced in my last annual report as in preparation by this office is well advanced toward completion, and will soon be published and ready for distribution. The Centennial Commission having recognized the importance of libraries as a part of the educational representation at the International Exhibition at Philadelphia, and having designated them as a separate class, the original plan of the work was considerably enlarged, with a view of presenting as full a survey as time and means would permit of all classes of public libraries, from the time of the establishment of the first public library in the colonies to the present. It is believed that the additional historical and statistical matter which it has thus been possible to include will add much to the usefulness and permanent value of the work, and fully compensate for the consequent delay in its publication. The report will be issued in two parts: Part I will comprise the history and statistics of the several classes of public libraries, with essays and discussions on the more important questions of library economy and management, by eminent librarians and others interested in enhancing the usefulness of libraries; Part II constitutes a practical treatise on cataloguing, entitled "Rules for a Dictionary Catalogue," prepared expressly for the report by Mr. Charles A. Cutter, librarian of the Boston Athenæum.

It is deemed proper to present here an outline of the report, with some statistics drawn from the tables showing the growth of public libraries in the country during the last one hundred years.

Outline of the Special Report on Public Libraries.—The first chapter consists of an historical survey of American public or semi-public libraries, which were established in the colonial period down to the Revolution. It has been prepared after thorough investigation, and affords a striking contrast between the literary resources of the country a century ago and those of the present, and will be read with interest by all students of our history.

Libraries are next treated of as adjuncts of common schools; the history and fortunes of common school libraries in each State where they have been established are described, and the causes pointed out which in some of the States have operated to impair their usefulness as factors in the school systems.

Separate chapters are devoted to the libraries of colleges and professional schools—theological, law, medical, and scientific—the development of each class being traced, and individual sketches given of the principal collegiate and theological libraries in the country.

The history of the origin and growth of prison and reformatory libraries in the United States is sketched; their present number, means of support, regulations, character, and extent of use described, and facts presented which testify to their importance as auxiliaries in the moral and intellectual improvement of the unfortunate, and in the reclamation of the vicious and criminal.

The institution of professorships of books and reading in our colleges, for the systematic and scientific instruction of students in the art and methods of reading and in the choice and valuation of books, is discussed, and the creation of such professorships advocated as in accordance with the spirit of the present educational movement.

A chapter is given to the libraries of the General Government, the history and condition of the Library of Congress, or National Library, being fully described by its librarian, Mr. A. R. Spofford, and sketches presented of the libraries of the several Executive Departments, and of the system of libraries of military posts, national homes for disabled volunteer soldiers, and the American Seamen's Friend Society, followed by an outline of legislation respecting copyrights and duties on books imported for public use, the distribution of public documents, and exchange of publications with foreign governments, and a description of the Smithsonian system of foreign and domestic exchanges.

An interesting chapter on historical societies is next presented, treating of their

origin, history, and present condition, educational influence and aims, and including sketches of the libraries, publications, and work of individual societies.

Free public libraries, established under general laws and sustained by town or municipal taxation, are then considered, the relations of the citizen and the State and of special communities and classes to them discussed, and a description given of their history and development in each of the States in which such libraries have been formed.

A chapter is devoted to the discussion of the educational and industrial benefits which would undoubtedly result from the establishment of art museums in connection with our public libraries, on the plan of such museums in many of the free libraries in Great Britain.

Next in order will be found contributions by librarians of wide experience on leading topics relating to the economy and administration of public libraries. These are eminently practical in their bearings, and will, it is hoped, meet the frequent applications to this Office for information on many of the subjects discussed, and lead to the establishment of libraries in communities not at present enjoying these means of cultivation and intellectual improvement.

The following are the subjects treated of in this part of the report: (1) Library buildings, with plans and descriptions for a library of one million volumes' capacity; (2) The organization and management of public libraries; (3) College library administration; (4) Library catalogues, comprising an essay on the subject, by Mr. C. A. Cutter, of the Boston Athenæum, and a chronological table of printed catalogues of American libraries, followed by descriptions of the plan of indexing and arranging a library, devised by Mr. Melvil Dewey, and in use in Amherst College Library, and of the catalogues of the Brooklyn Mercantile and New York Apprentices' Libraries, which are now in press, and an outline of the system of classification adopted in the Public School Library of St. Louis; (5) Indexing periodical and miscellaneous literature; (6) Binding and preservation of books; (7) Periodical literature and society publications; (8) Works of reference for libraries; (9) Library memoranda; (10) Titles of books; (11) Book indexes; (12) Library bibliography.

Following the subject of library reports and statistics will be found a chapter comprising sketches, prepared in the main by resident librarians, of the more important libraries of Baltimore, Boston, Brooklyn, Charleston, Chicago, Cincinnati, New York, Philadelphia, St. Louis, and San Francisco. The paper on the libraries of Charleston also notices other important libraries in the Southern States, and that on the libraries of San Francisco is followed by notices of several flourishing libraries in other places on the Pacific coast.

Library reports and statistics.—Under this head will be presented (1) a table of public or semi-public libraries in the country in the years 1776, 1800, and 1876; (2) a table showing the number and extent of public libraries, which now contain 10,000 volumes or more, in the years 1836, 1846, 1856, 1857–'58, 1863, 1874, and 1875; (3) a table showing the increase in the number of public libraries during the last one hundred years, by periods of twenty-five years each, and the number of volumes they contained in 1875; (4) a table of libraries graded according to number of volumes, showing the number of libraries in each State and Territory numbering 500 volumes and upward, classified by sizes; (5) a summary table of all public libraries in the United States numbering 300 volumes and upward, by classes and States; besides tables respecting library funds, circulation of books, &c., &c.

Growth of public libraries.—The remarkable growth of public libraries in the country is strikingly illustrated by the following items gathered from the table already mentioned: In 1776 there were, so far as known, 29 public or semi-public libraries in the thirteen American colonies, numbering in the aggregate 45,623 volumes; in 1800 the number had increased to 49, numbering in all about 80,000 volumes; now there are, including students' society libraries in colleges, 3,682 public libraries, numbering in the aggregate 12,276,964 volumes.

It is to be noted that the above totals do not include (except in a few instances,

which do not materially modify the figures given) the libraries of common schools, which contain so far as reported, a total of 1,365,407* volumes, nor the libraries of churches and Sunday schools.†

It appears from the table showing the number of public libraries established in the country during the last one hundred years, by periods of twenty-five years each, that 20 libraries were established between 1775 and 1800; 179 between 1800 and 1825; 551 between 1825 and 1850; and 2,240 between 1850 and 1875. The date of organization of more than 600 libraries which furnished statistics was not given; but it is safe to assume that most of these were established within the last twenty-five years.

Gifts and benefactions to libraries.—An effort was made to ascertain the amount of gifts and bequests by individuals to public libraries in the last one hundred years. The returns were very incomplete, but about $15,000,000 of such gifts and bequests were reported, mostly from the Eastern and Middle States. It is estimated that the total amount of benefactions to libraries by individuals in the period named would not fall short of $30,000,000, not including the value of a great number of private collections of books which have been dedicated to the public.

Illustrations of library buildings.—The report will contain illustrations of the Loganian Library, the first building in the country devoted to the uses of a public library; of the Redwood Library at Newport, R. I., built between 1748–'50; of the Wellesley College Library, (interior,) at Wellesley, Mass.; of the new library building of the College of New Jersey; of the Public Library at Concord, Mass.; of the Roxbury Branch of the Boston Public Library; of the Public Library at Northampton, Mass.; of the Public Library at Worcester, Mass.; of the Cornell Library at Ithaca, N. Y.; of the Boston Public Library, (exterior); of Bates Hall and the Reading Room for Periodicals of the Boston Public Library; of the exterior and interior of the Cincinnati Public Library; of the Lenox Library at New York, recently completed; of the Library Company of Philadelphia; of the Ridgway Library at Philadelphia, now approaching completion; and of the Apprentices' Library at Philadelphia.

The following is the table of contents of Part I of the report:

Letter of the Commissioner of Education to the Secretary of the Interior. Introduction: Chapter I, Public libraries a hundred years ago, Horace E. Scudder; II, School and asylum libraries, editors; III, College libraries, editors; IV, Theological libraries in the United States—part 1, a librarian; 2, Prof. John S. Sumner, S. J.; 3, editors; V, Law libraries, Stephen B. Griswold, LL. B.; VI, Medical libraries in the United States, J. S. Billings, assistant surgeon, U. S. A.; VII, Scientific libraries in the United States, Prof. Theodore Gill, M. D., Ph. D.; VIII, Libraries in prisons and reformatories, editors; IX, Professorships of books and reading—part 1, F. B. Perkins; 2, William Mathews, A. M.; X, Libraries of the General Government, editors; XI, Copyright, distribution, exchanges, and duties, editors; XII, State and territorial libraries, Henry A. Homes, LL. D.; XIII, Historical societies in the United States—part 1, Henry A Homes, LL. D.; 2, W. I. Fletcher; 3, editors; XIV, Young men's mercantile libraries, F. B. Perkins; XV, Young Men's Christian Associations, Cephas Brainerd; XVI, Free libraries, J. P. Quincy; XVII, Public libraries in manufacturing communities, W. I. Fletcher; XVIII, Public libraries and the young, W. I. Fletcher; XIX, How to make town libraries successful, F. B. Perkins; XX, Reading in popular libraries, Justin Winsor; XXI, Art museums and their connection with public libraries, Prof. H. S. Frieze, LL. D.; XXII, Free town libraries, editors; XXIII, Free reading rooms, W. C. Todd; XXIV, Library buildings, Justin Winsor; XXV, The organization and management of public libraries, William F. Poole; XXVI, College library administration, Prof. Otis H. Robinson; XXVII, Library catalogues, C. A. Cutter; XXVIII, Catalogues

*The reports of the State superintendents of public instruction of California, Connecticut, and New Jersey do not give the number of volumes in school libraries, consequently the school libraries of those States are not included in the above total for this class.

†According to the United States census of 1870, the church and Sunday school libraries of the country contained in the aggregate about 10,000,000 volumes.

and cataloguing—part 1, Melvil Dewey; 2, S. B. Noyes; 3, Jacob Schwartz; 4, John J. Bailey; XXIX, On indexing periodical and miscellaneous literature, Prof. Otis H. Robinson; XXX, Binding and preservation of books, A. R. Spofford; XXXI, Periodical literature and society publications, A. R. Spofford; XXXII, Works of reference for libraries, A. R. Spofford; XXXIII, Library memoranda, Justin Winsor; XXXIV, Titles of books, Prof. Otis H. Robinson; XXXV, Book indexes, F. B. Perkins; XXXVI, Library bibliography, A. R. Spofford; XXXVII, Library reports and statistics, editors; XXXVIII, Public libraries of ten principal cities, several contributors; XXXIX, General statistics of all public libraries in the United States, editors; Index.

Rules for a Dictionary Catalogue.—Part II of the report, entitled "Rules for a Dictionary Catalogue," is designed especially for the use of librarians and cataloguers, and will be published in a separate volume.

The pages of the general statistical table of libraries included in the special library report having been preserved, it is deemed expedient to reproduce them in this my annual report, in order to give the information they embody a wider circulation than would otherwise be possible.

In preparing the table it was found advisable to combine in most instances the society libraries of each college and to make but one entry for all, so that the number of libraries is apparently though not really reduced from 3,682 to 3,647, a difference of 35. The omissions in the table are as follows: 653 libraries do not report the date of organization; 2,172 libraries do not report the average annual increase of books; 2,940 do not report the extent of yearly use of the library; 1,960 do not report whether they have a permanent fund or not; 2,852 do not report a yearly income; 2,913 do not report the yearly expenditure for books, periodicals, and binding; and 3,039 do not report the amount paid yearly for salaries and incidental expenses. The totals given below do not include the statistics of eight libraries embraced in the table from which reports were received after the summary was completed.

The following is a summary of the table:

Total number of volumes	12,276,964
Total yearly additions, (1,510 libraries reporting)	434,339
Total yearly use of books, (742 libraries reporting)	8,879,869
Total amount of permanent fund, (1,722 libraries reporting)	$6,105,581
Total amount of yearly income, (830 libraries reporting)	1,308,756
Total yearly expenditures for books, periodicals, and binding, (769 libraries reporting)	562,407
Total yearly expenditures for salaries and incidental expenses, (643 libraries reporting)	682,165

The number of pamphlets reported was over 1,500,000. It should be stated, however, that a large proportion of the libraries made no return of this item.

TABLE XVII.—MUSEUMS OF NATURAL HISTORY.

Forty-four of these important aids to culture are reported. A just balancing of studies, or proper use of Kindergarten methods in modifying the present abstract method of instruction, would greatly increase the demand upon these museums and the disposition on the part of persons of wealth to endow them. The establishment of zoölogical gardens by many of the larger cities is an important step, calculated to add new interest and value to the study of natural history. Those at Cincinnati have made excellent progress. The zoölogical garden at Philadelphia, now undoubtedly the best in the United States, will attract the attention of multitudes in attendance upon the International Centennial Exhibition and greatly increase the interest in these collections among the people throughout the country.*

* The board of directors, in their report of April 27, 1876, observe: "The anticipations of the directors in regard to the increase in the number of visitors at the society's garden have been fully realized. From the 1st of March, 1875, to the 1st of March, 1876, the very large number of 419,776 persons have passed through the gates; an increase of 63,972 over the preceding year. The very great

RELATION OF ART TO EDUCATION.

In Table XVIII, Part 1, will be found a list of the art museums and art collections of colleges, historical societies, &c., in the United States. A careful analysis of these collections was given in my last annual report, pages xciii–xcvii. The collections remain substantially as then reported.

In Table XVIII, Part 2, a list of the institutions affording instruction in art is given. An abstract of the statistics of these schools was also given in my last report.

The subject of the introduction of the systematic study of drawing into the public schools of the United States, with especial reference to its bearing upon industry, which was brought prominently before the educators of the country by the legislation of the State of Massachusetts in 1870, and subsequently by that of the State of New York, continues to attract attention.

In several of the States there is a movement toward legislation upon the subject similar to that of the States named. Besides, in some single cities and towns the systematic study of drawing has been successfully introduced as a required study in the public schools for a sufficient length of time to test its feasibility, and with highly satisfactory results. An examination of the following abstracts of the several State reports will show that the introduction of this study is rapidly extending and becoming quite general. In several of the State and city reports much space is given to its consideration, though in the limited space of this report it is impossible to do more than note the fact that drawing is taught in individual cities and towns. A marked increase of interest in all matters pertaining to art education is shown throughout the country; several already possessing museums of art are making valuable additions to them, and others are forming them, while some instruction in the history of art is now given in most of the higher institutions of learning. The value of art loan exhibitions is more generally recognized. Such exhibitions are beginning to form a regular feature in most of the larger cities, and it is to be hoped that they may be adopted by smaller cities and villages. The wealth of any community in art treasures, scattered as they are among many owners, is never realized until an effort is made to concentrate them in one collection. This was notably demonstrated in England at the time of the Manchester art loan exhibition in 1857, and similar surprise has been felt at every loan exhibition in this country.

The coming Centennial Exhibition at Philadelphia may be confidently relied on both to increase the general information upon the possible application of art to industries, and to demonstrate in the case of Great Britain, Russia, and other countries the great results to be obtained by systematic, intelligent art training. The direct relation between the systematic instruction of children and youth in elementary drawing and the

attractions of the garden and its collection, added to its immediate proximity to the main railroad approaches of our city, have caused its availability as a resort for excursions from adjacent counties to become generally recognized. To add to the accommodation of this class of visitors, a place of deposit for packages, bundles, &c., has been provided, and a handsome restaurant, under the society's control, has been erected. It is expected that a siding and station will shortly be erected on the junction railroad, directly at the southern entrance, so that excursionists can be landed directly at our gates." Dr. William Camac, secretary, remarks, in a private note, that " the success of our garden is unparalleled in the history of similar institutions, and shows how much such a resort was needed. The urgent demand of the public for the immediate opening of the garden in its very infancy, and the strain upon the managers to keep up with the increasing patronage by affording additional attractions and preparing the necessarily costly buildings to accommodate the rapidly accumulating stock, have rendered it almost impossible to give that attention to the scientific and educational features, which, after all, should be the main object of such an institution. We will, however, in a short time, I trust, be able to issue periodically a scientific journal, devoted to the announcement of matters of zoölogical interest, as noted in the garden and elsewhere, and to inaugurate a series of popular lectures on the same subject. In listening to conversation held at times by visitors, apparently otherwise well-informed people, I have been amazed at the ignorance displayed by them, not only as to the habits of the various animals, but as to their very existence. Many of these persons, I was glad to find, who came at first to be only amused, returned, and, buying a guide book, made a careful tour of the garden, and studied zoölogy and geography at the same time, gaining thus a degree of practical information which no extended course of reading could ever impart."

manufactures of a country can there be studied. If the collections there demonstrate the existence of such a connection, the economic question as to the value of the study of drawing will probably be affirmatively settled.

In Boston, it is expected that the new art museum will be ready to open in 1876. In Philadelphia, the Pennsylvania Academy expects to take possession of its new building and to reopen its art schools, so long closed while the new palace of art has been in process of construction. A new institution, modelled after the famous South Kensington Art Schools and Museum, is planned in Philadelphia, to succeed the great Centennial Exhibition, just as South Kensington was the outcome of the first World's Fair in Hyde Park. This project is in the hands of enthusiastic public spirited citizens of Philadelphia, and its success may be considered as certain. In New York, a beginning has been made in Central Park toward the permanent building that is to be the home of the Metropolitan Museum, which, it is to be hoped, will, in time, develop into a school similar to that of South Kensington. In Washington, the Corcoran Art Gallery already finds its spacious rooms too small, and the trustees are contemplating additional buildings. Here also it is hoped that art instruction will eventually be given to students.

In my last report the announcement was made that the circular relating to this subject already published (Circular No. 2, 1874) was to be followed by a similar publication. The scope of the proposed publication has been enlarged, and there is now in preparation a special report upon the subject of art in the United States and its relations to education.* This is intended to comprise a brief history of the progress of art in this country, together with special and historical accounts of all the public art collections and of the institutions affording instruction in art.

In addition, a survey of the action in other countries in this matter of art education in its relation to industries, and the influence of the various world's fairs upon these relations, is designed. It is hoped in this report to comprise a clear statement of the efforts made in the United States in the direction of high and industrial art education up to 1876, and also to show what has been attempted and what accomplished in this direction by the countries of Europe. This report will seek to place in the hands of its readers a statement of what industrial art education is, what part it bears to-day in the economy of European states, and how its advantages, if it has any, are to be secured to the citizens of the United States.

The publication of this special report may be expected soon after the close of the Centennial Exhibition.

TABLE XIX.—SCHOOLS FOR THE DEAF AND DUMB.

Under Table XIX of the appendix will be found the details from which the following summary is drawn.

These institutions are no more to be classed as charities than any others established for educational purposes. With a view to promoting this understanding of them they have been treated in the descriptive text like all others.

It will be observed that 36 of the 293½ present instructors in these institutions are known as semi-mutes, and that of the graduates, 233 have been teachers therein.

* The work is still in charge of I. Edwards Clarke, A. M., who, in the use of the facilities of the office, is receiving most valuable material for its completion.

TABLE XIX.—*Statistical summary of institutions for the instruction of the deaf and dumb.*

States and Territories.	Number in each State.	Instructors.		Number under instruction during the year.			Total number who have received instruction.	Number of graduates who have become teachers.
		Total number.	Number of semi-mutes.	Total.	Male.	Female.		
Alabama	1	4	0	52	24	28	120	2
Arkansas	1	4	0	69	38	31	112	0
California	1	4	1	74	48	26	139	1
Connecticut	2	21	2	286	172	114	2,079	69
Georgia	1	5	1	60	37	23	.....	3
Illinois	2	20	1	448	262	186	1,098	10
Indiana	1	15	3	340	203	137	1,096	18
Iowa	1	9	0	178	94	84	415	4
Kansas	1	5	0	100	50	50	136	0
Kentucky	1	5	2	108	55	53	632	10
Louisiana	1	4	0	47	28	19	250	3
Maryland	2	8	1	105	70	35	178	2
Massachusetts	2	14½	0	157	81	76	229	.....
Michigan	1	10	3	197	107	90	569	.....
Minnesota	1	7	4	110	70	40	165	3
Mississippi	1	4	1	43	21	22	69	.....
Missouri	2	11	1	220	.....	.....	523	4
Nebraska	1	3	.....	44	24	20	58	.....
New York	5	43	4	831	458	373	2,934	71
North Carolina	1	7	1	132	74	58	500	.....
Ohio	1	23	2	488	281	207	1,512	.....
Oregon	1	3	0	27	15	12	37	1
Pennsylvania	2	19	2	338	183	155	1,566	11
South Carolina	1	.....	.....	.....	.....	.....	.....	.....
Tennessee	1	7	1	129	73	56	a275	0
Texas	1	3	.....	46	26	20	121	3
Virginia	1	7	1	100	57	43	431	5
West Virginia	1	5	1	63	39	24	99	0
Wisconsin	1	9	1	181	112	69	350	.....
Colorado	1	2	0	18	10	8	18	0
District of Columbia	1	12	3	96	83	13	307	22
Total	41	293½	36	5,087	2,795	2,672	16,018	233

a Since reorganization in 1866.

TABLE XIX.—*Statistical summary of institutions for the instruction of the deaf and dumb*—Concluded.

States and Territories.	Libraries.		Property, income, &c.			
	Number of volumes.	Average annual increase.	Value of grounds, buildings, and apparatus.	State appropriation for the past year.	Income for the year from tuition fees.	Expenditure for the year.
Alabama	300	.....	$40,000	a$18,000	$0	a$10,210
Arkansas	55	.....	40,000	b6,000	0	.....
California	0	.....	a100,000	a36,000	900	59,424
Connecticut	2,000	50	250,000	(c)	47,250	65,948
Georgia	1,000	.....	30,000	16,500	0	16,387
Illinois	1,450	300	400,000	75,000	.....	70,000
Indiana	3,025	150	650,000	63,000	0	62,569
Iowa	450	.....	175,000	34,000	0	34,000
Kansas	13	.....	31,500	13,400	.....	13,400
Kentucky	750	.....	175,000	17,877	0	21,444
Louisiana	300	.....	250,000	10,000	0	6,000
Maryland	2,000	.....	225,000	30,000	.....	27,583
Massachusetts	470	.....	95,000	11,030	3,292	22,732
Michigan	811	.....	375,315	a51,872	0	a48,364
Minnesota	700	70	100,000	36,000	0	29,500
Mississippi	.....	.....	50,000	15,000	0	11,000
Missouri	600	.....	140,000	d9,500	.....	43,699
Nebraska	150	.....	18,000	30,000	.....	7,000
New York	3,379	225	545,000	197,097	5,265	201,030
North Carolina	.....	.....	75,000	a45,000	0	a45,000
Ohio	3,000	100	800,000	83,000	0	79,915
Oregon	47	.....	.....	.....	0	5,000
Pennsylvania	5,000	.....	425,000	e26,748	34,588	233,657
South Carolina	.....	.....	50,000	.....	.....	.....
Tennessee	200	.....	125,000	28,500	225	26,600
Texas	.....	.....	55,000	10,000	0	10,350
Virginia	a1,600	.....	a175,000	a40,000	a1,065	a36,087
West Virginia	300	.....	a70,000	a25,000	.....	a25,310
Wisconsin	.....	.....	100,000	36,000	0	36,000
Colorado	40	.....	12,000	8,000	0	6,983
District of Columbia	2,000	.....	560,000	f77,000	1,935	80,625
Total	29,640	895	6,136,815	1,049,524	94,520	1,335,817

a For both departments.

b For salaries and contingent expenses $180 are allowed for each pupil in attendance.

c The State pays $175 annually for each pupil who is a resident of the State.

d Also $150 per annum for each pupil.

e For six months.

f Congressional appropriation.

The condition of these institutions, on the whole, is gratifying. The quality of instruction is not excelled. Originally founded as charities, the instruction they afford is coming to be acknowledged as a part of that debt owed by the present to future generations. It is an honor not to be forgotten that the National Congress, by the appropriation of public funds, established the first deaf-mute college in the world. The career of this college, under E. M. Gallaudet, its able and skilful president, fully deserves the universal commendation it receives.

The general efficiency of these institutions is greatly promoted by the publication of a journal in the interests of deaf-mutes, and an organization including the officers of institutions for their instruction in the United States and Canada.

It is unfortunate that the table indicates in any locality a deficiency in appropriation for this instruction. The facts brought out by these figures should suffice to bring any intelligent and fair-minded person to grant any just demand in this behalf.

TABLE XX.—SCHOOLS FOR THE BLIND.

Additional statistics in reference to blind asylums will be found in Table XX of the appendix, from which this summary is drawn.

TABLE XX.—*Statistical summary of schools for the blind.*

States.	Number in each State.	Number of instructors and other employés.	Number of blind employés and workmen.	Number of pupils.	Number of pupils admitted since opening.	Libraries.	
						Number of volumes.	Average annual increase.
Alabama	1	2	0	10	40	40	.....
Arkansas	1	13	3	35	107	650	.....
California	1	3	0	29	84	.....	.....
Georgia	1	11	3	54	144	800	40
Illinois	1	29	10	93	506	961	.....
Indiana	1	25	4	103	521	2,500	.....
Iowa	1	28	14	120	317	400	20
Kansas	1	11	1	40	.....	.....	.....
Kentucky	1	20	6	85	358	800	200
Louisiana	1	6	1	21	63	.....	.....
Maryland[a]	2	23	17	81	191	130	10
Massachusetts	1	48	29	150	889	735	.....
Michigan	1	(b)	.....	26	.....	.....	.....
Minnesota	1	4	1	20	32	314	35
Mississippi	1	6	1	36	.....	180	.....
Missouri	1	23	4	110	338	500	.....
New York	2	77	34	351	1,481	1,000	50
North Carolina	1	5	2	76	300	.....	.....
Ohio	1	50	4	152	868	100	.....
Oregon	1	3	.....	6	12	150	.....
Pennsylvania	1	63	67	207	885	800	.....
South Carolina	1	.....	.....	.....	.....	.....	.....
Tennessee	1	9	16	52	175	1,038	.....
Texas	1	10	0	53	.....	150	15
Virginia	1	5	3	42	208	(b)	.....
West Virginia	1	3	1	20	29	50	.....
Wisconsin	1	21	3	82	236	200	.....
Total	29	498	224	2,054	7,784	11,498	370

a Includes both departments of the Institution for the Colored Blind and Deaf-Mutes.
b Reported with deaf and dumb department. (See Table XIX and summary.)

TABLE XX.—*Statistical summary of schools for the blind*—Concluded.

States.	Property, income, &c.				
	Value of grounds, buildings, and apparatus.	Amount of State or municipal appropriation for the past year.	Receipts from other States and individuals for the past year.	Total receipts for the past year.	Total expenditure for the past year.
Alabama	(*a*)	(*a*)	$0	(*a*)	(*a*)
Arkansas	$30,000	$7,703	0	$7,941	$8,585
California	(*a*)	(*a*)	1,574	37,574	(*a*)
Georgia	75,000	13,000	130	13,130	12,601
Illinois	166,000	31,000	1,000	32,000	32,000
Indiana	525,000	32,500	0	34,262	34,182
Iowa	500,000	26,000	.....	26,320	25,600
Kansas	40,000	9,000	0	9,000	8,983
Kentucky	100,000	19,380	180	32,199	18,979
Louisiana	.....	8,000	0	8,000	6,000
Maryland *b*	275,000	32,000	2,700	43,136	38,693
Massachusetts	354,715	30,000	16,206	68,600	63,960
Michigan	(*a*)	.....	.....	(*a*)	(*a*)
Minnesota	25,000	5,000	.....	5,000	5,000
Mississippi	10,000	10,000	0	10,000	.....
Missouri	200,000	21,000	0	21,000	23,500
New York	681,552	96,768	7,785	145,501	131,370
North Carolina	(*a*)	(*a*)	0	45,000	(*a*)
Ohio	500,000	60,785	0	60,785	59,125
Oregon	*c*200	2,000	.....	2,000	2,000
Pennsylvania	201,000	39,000	7,668	85,619	85,401
South Carolina	(*a*)	.....	.....	.....	.....
Tennessee	80,000	15,000	0	30,000	31,000
Texas	45,000	10,650	.....	10,650	10,643
Virginia	(*a*)	(*a*)	.....	*d*49,949	*d*47,787
West Virginia	(*a*)	(*a*)	.....	.....	(*a*)
Wisconsin	85,000	83,000	.....	*e*88,745	*e*80,395
Total	3,893,467	551,786	37,243	866,411	725,814

a Reported with deaf and dumb department. (See Table XIX and summary.)
b Includes both departments of the Institution for the Colored Blind and Deaf-Mutes.
c Apparatus.
d For both departments.
e Sixty-one thousand dollars of this were for a new building.

These tables should be studied in connection with the preceding; the interests of the deaf and dumb and the blind are in so many cases considered as one, and treated together.

TABLE XXI.—ORPHANS' ASYLUMS, ETC.*

For further statistics concerning orphan asylums, soldiers' orphans' homes, infant asylums, miscellaneous charities, and industrial schools, reference is made to Table XXI of the appendix.

* Mrs. S. A. Martha Canfield has contined her labors with very satisfactory results in connection with the collection and dissemination of information in regard to reform schools, asylums for orphans and infants, for soldiers' and sailors' orphans, and in regard to industrial schools and miscellaneous charities. Circular No. 6, for the year, chiefly prepared by her, has been translated into French by Professor Wynen, of Antwerp, and published for the benefit of European students of its subjects.

TABLE XXI.—*Statistical summary of orphan asylums, soldiers' orphans' homes, infant asylums, miscellaneous charities, and industrial schools.*

States.	Number in each State.	Number of teachers and officers.	Total number of inmates since foundation.	Present inmates.			Libraries.		Income.	Expenditure.
				Total.	Male.	Female.	Number of volumes.	Average annual increase.		
PART 1.—*Orphan asylums.*										
Alabama	2	9	520	259	81	178	100	.....	$4,500	$4,438
California	4	25	2,590	a580	351	59	1,000	.....	38,537	56,621
Connecticut	7	58	6,212	417	219	198	3,184	75	35,000	33,067
Georgia	3	10	409	116	64	52	200	.....	9,744	14,049
Illinois	3	24	2,337	403	203	200	.....	.....	10,000	10,000
Indiana	4	14	1,104	278	218	60	.....	.....	6,590	6,284
Iowa	1	5	130	25	12	13	50	.....	2,350	2,200
Kansas	1	.....	125	125	70	55	.....	.....	.....	.....
Kentucky	6	41	850	353	215	138	1,080	30	10,000	20,869
Louisiana	3	13	673	163	73	90	200	.....	11,666	12,342
Maine	1	4	282	36	0	36	.....	.....	2,575	2,575
Maryland	8	40	9,036	618	265	353	1,434	16	35,226	36,449
Massachusetts	5	42	5,009	543	215	328	700	.....	61,122	65,593
Michigan	3	11	3,898	179	85	94	364	.....	7,000	8,600
Mississippi	1	5	207	51	51	0	200	12	4,500	4,500
Missouri	5	44	8,755	618	185	433	.....	.....	17,000	42,900
New Hampshire	1	3	126	34	24	10	400	100	3,000	3,600
New Jersey	4	21	2,799	430	255	175	1,802	.....	26,058	18,118
New York	39	222	28,463	4,192	2,264	1,928	8,167	407	419,465	437,282
North Carolina	1	7	294	105	56	49	200	.....	17,000	17,000
Ohio	12	42	21,763	964	546	418	3,358	15	92,094	99,146
Pennsylvania	23	129	13,472	a2,507	1,408	787	9,220	200	828,536	294,993
Rhode Island	2	16	2,850	199	115	84	400	.....	18,051	17,807
South Carolina	3	12	255	121	65	56	146	.....	3,800	20,500
Tennessee	3	2	700	112	39	73	800	.....	25,017	23,001
Vermont	1	13	783	89	37	52	150	.....	6,376	5,843
Virginia	2	1	46	23	4	19	50	.....	.....	.....
Wisconsin	4	35	1,772	368	138	230	300	24	9,699	22,901
District of Columbia	1	4	684	100	62	38	.....	4	10,400	10,400
Indian Territory	1	6	162	110	55	55	0	.....	23,678	12,000
Total	154	864	116,306	a14,118	7,375	6,261	33,505	883	1,739,284	1,303,078
PART 2.—*Soldiers' orphans' homes.*										
Connecticut	1	.....	147	.....	.....	.....	.....	.....	.....	.....
Illinois	1	7	1,200	242	104	138	1,200	250	51,250	51,250
Indiana	1	7	560	250	150	100	500	.....	.....	35,000
Iowa	2	46	1,976	291	156	135	2,300	225	2,500	.....
Pennsylvania	12	124	4,811	1,599	957	642	4,700	740	152,980	129,480
Total	17	184	8,694	2,382	1,367	1,015	8,700	1,215	206,730	215,730
PART 3.—*Infant asylums.*										
Illinois	1	27	1,300	58	30	28	.....	.....	.....	4,000
Michigan	2	.....	1,600	62	28	34	.....	.....	.....	.....
New York	5	27	25,411	2,231	1,124	1,107	.....	.....	.....	1,001,990
Pennsylvania	1	.....	.....	307	.....	.....	.....	.....	.....	.....
Rhode Island	1	6	175	40	24	16	.....	.....	.....	2,451

a Sex not reported in all cases.

TABLE XXI.—*Statistical summary of orphan asylums, &c.*—Concluded.

States.	Number in each State.	Number of teachers and officers.	Total number of inmates since foundation.	Present inmates.			Libraries.		Income.	Expenditure.
				Total.	Male.	Female.	Number of volumes.	Average annual increase.		
Wisconsin	1	4	.....	63	0	63	.....	.....	.....	.....
District of Columbia	1	.....	.....	55	15	40	.....	.....	.....	.....
Total	12	64	28,486	a2,816	1,221	1,288	.....	.....	.....	$1,008,441
PART 4.—*Miscellaneous charities.*										
Connecticut	3	10	200	19	.....	.....	375	50	$13,796	7,572
Georgia	1	3	32	22	0	22	100	.....	.....	2,179
Illinois	3	51	2,322	444	64	380	700	200	16,007	16,566
Indiana	1	.....	30	.....	.....	.....	.....	.....	.....	.....
Kansas	1	3	820	26	4	22	.....	20	3,800	3,503
Kentucky	1	1	28	14	0	14	.....	.....	1,185	2,243
Louisiana	2	10	1,530	262	.....	262	500	10	12,500	12,500
Maine	1	1	330	43	10	33	200	.....	4,000	4,000
Maryland	4	13	686	72	53	19	1,000	.....	13,079	19,367
Massachusetts	6	17	8,062	229	164	65	1,600	50	46,215	45,978
Michigan	1	15	265	178	145	33	460	.....	25,000	150,000
Missouri	2	2	500	13	9	4	.....	.....	8,000	3,000
New York	26	289	70,737	a26,750	1,121	1,361	6,683	295	579,019	693,728
Ohio	5	.....	2,479	888	385	503	300	30	17,412	17,412
Pennsylvania	8	21	2,310	285	32	253	200	.....	.....	4,113
Rhode Island	1	4	451	46	20	26	.....	.....	.....	.....
South Carolina	2	11	1,250	226	204	22	.....	.....	17,000	17,000
Virginia	1	.....	6	6	0	6	.....	.....	600	400
West Virginia	1	10	.....	76	13	63	.....	.....	7,000	.....
Wisconsin	1	.....	132	21	8	13	.....	.....	1,639	1,762
Total	71	461	92,170	a29,620	2,232	3,101	12,118	655	766,252	1,001,323
PART 5.—*Industrial schools.*										
Connecticut	1	.....	17	9	.....	9	.....	.....	.....	.....
Illinois	1	7	130	130	0	130	75	.....	1,500	1,500
Maryland	2	16	1,094	232	196	36	540	40	.....	.....
Massachusetts	1	2	.....	23	0	23	.....	.....	2,500	5,500
Michigan	1	2	.....	130	.....	.....	.....	.....	5,050	3,910
Missouri	1	10	2,000	75	0	75	100	.....	4,150	4,150
New York	11	149	76,486	4,410	482	3,928	3,070	.....	63,428	78,118
Ohio	1	.....	180	40	.....	40	.....	.....	.....	6,046
Pennsylvania	1	15	800	90	0	90	.....	.....	.....	.....
South Carolina	1	8	.....	60	0	60	.....	.....	.....	.....
Tennessee	1	.....	27	13	0	13	30	.....	1,772	1,615
District of Columbia	2	7	405	56	15	41	.....	.....	3,598	4,276
Total	24	216	81,139	5,268	693	4,445	3,815	40	81,998	105,115
Total Part 1	154	864	116,306	a14,118	7,375	6,261	33,505	883	1,739,284	1,303,078
Total Part 2	17	184	8,694	2,382	1,367	1,015	8,700	1,215	206,730	215,730
Total Part 3	12	64	28,486	a2,816	1,221	1,288	.....	.....	.....	1,008,441
Total Part 4	71	461	92,170	a29,620	2,232	3,101	12,118	655	766,252	1,001,323
Total Part 5	24	216	81,139	5,268	693	4,445	3,815	40	81,998	105,115
Grand total	278	1,789	326,795	a54,204	12,888	16,110	58,138	2,793	2,794,264	3,633,687

a Sex not reported in all cases.

Orphan asylums are the most numerous of all the charitable institutions devoted to the care of children. Their object and work has been stated in previous reports. The following additional information has been received from institutions in the South and West since the issue of our last report, or the publication of Circular No. 6.

The Union Society, of Savannah, was organized in 1750. This, it is now believed, was the first orphan asylum established in this country. The name Bethesda was adopted by its founders, but it was better known as the Whitefield Orphan Home. The idea first existed in the minds of Oglethorpe and Wesley, but to Whitefield, in 1739, a grant of five hundred acres of land was formally made, upon which, a few years later, buildings were erected and opened to admit the orphans of Savannah. The early records of the institution were lost during the war of the Revolution, but the work continued, and is still in successful operation.

The Protestant Orphan Asylum Society, of Mobile, Ala., among the time-honored institutions of that city, was founded in 1829, and immediately received under its control 17 destitute orphans under the age of ten years.

D'Evereux Hall, a home for Catholic orphans at Natchez, Miss., is worthy of mention. Special attention is given to gardening and farming.

The Leath Orphan Asylum, of Memphis, Tenn., has admitted 700 children since 1852, and during the past year has expended $22,000 in the erection of an additional building.

The Oxford Orphan Home, North Carolina, is under the control of the Masonic Grand Lodge of that State, and is doing a good work.

The Roman Catholic Female Orphan Asylum, of San Francisco, and St. Vincent's Male Orphan Asylum, San Rafael, California, have, during the past year, cared for nearly 700 children; the former, since 1852, has admitted 3,161.

The Synod of Alabama have an Orphans' Home at Tuskegee, with 222 inmates.

The Savannah Female Orphan Asylum is an old institution, organized in 1801. All that are admitted are retained until they are eighteen years of age. This plan was adopted by many of the asylums of an early date, but the modern idea is to retain the child in the institution no longer than may be required to find for it a more suitable home.

The State Orphan Asylum, of Columbia, S. C., was established in 1868, in Charleston, for the benefit of colored orphan and destitute children. Previous to its removal a building and grounds were purchased with an appropriation of $20,000, made by the general assembly during the session of 1872-'73.

From the Indian Territory is reported the Cherokee Orphan Asylum, established by the Cherokee Nation in 1871, for all the tribes that choose to avail themselves of its privileges. Agriculture and the mechanic arts are taught, with female industries; as many as can be are prepared for teaching. All are taught to read and write both English and Cherokee.

Among the more recent organizations in the South are the Thornwell Orphanage, Clinton, S. C.; German Baptist Bethesda, Louisville, Ky.; Protestant Orphan Asylum, New Orleans, La.; St. Alphonsus' Orphan Asylum, New Orleans, La.; La Teche Asylum, St. Mary's, La.; the Orphan Home, Decatur, Georgia, and the Appleton Church Home, Macon, Ga. The last named home is under the care of several Protestant sisters, directed by the bishop of the diocese.

Soldiers' and sailors' orphan homes.—These institutions, as indicative of their true character, are called by the sacred name of "home." The schools connected with them still continue to be, as heretofore, the most important feature and principal attraction. The necessity for these institutions is rapidly diminishing, and the question arises as to the best use to make of the buildings and property now and heretofore appropriated to this use. It has been suggested that these homes be opened to the orphan poor generally. We quote from the Iowa report:

"We believe, by the natural love and sympathy we bear to the orphan child, that we would be recreant to our duty if we omitted at this time and in this manner to press the following subject upon your serious attention. The State of Iowa, above all the

States of the Union, mainly because of her freedom from debt, can well afford to provide for and foster her indigent orphan children. The sentiment is not claimed as new. The trustees, in their biennial report of 1874, called the attention of the last legislature to it.

"The true wealth of a community is not in its storehouses of wheat and corn, nor in its factories and mechanic arts alone, but in the proper culture of its children, and in their preparation for the real and useful duties of life. It will not be denied that truancy exists to a fearful extent everywhere, and that truancy begets idleness and crime.

"Let us ask ourselves the question, how can this condition of moral delinquency be stayed? Will the constituted authorities of the State take hold of it? We believe that they should, and that they will."

The Michigan State Public School is designed for the education of those children who would otherwise be sent to the county poorhouse, and is sustained by the public school funds of the State.

Infant asylums.—These institutions are increasing in numbers and usefulness. Some admit foundlings and young mothers with their infants, others receive the infant for the day, the mother returning for it at evening and paying a small compensation for the care of the child. Some are admitted for a longer time, the time and terms agreed upon by the parties interested. Nearly every institution has some feature peculiar to itself; the main object of each is to prevent the crime of infanticide and save the lives of the children to the world.

Miscellaneous charities.—Under this head are included institutions which cannot properly be classed with the other divisions. Many of them are important and efficient instrumentalities for the amelioration of the condition of the young, both pecuniarily and educationally. A majority of these, perhaps, are sustained by the various Christian churches, while others are supported by private charity and are undenominational. Among these miscellaneous societies, institutions, and schools not mentioned in the report of this Bureau for the year 1874, are women's Christian associations, which are to be found in almost every city and town of any considerable importance. Some of these associations confine themselves to the work of providing homes and employment for friendless women and children, while others add to this labor efforts to secure their intellectual and moral improvement. Another organization, known as "Boffin's Bower," in Boston, Mass., similar to the Workingwoman's Protective Union and kindred societies in New York and elsewhere, provides employment for workingwomen through the means of an employment office or exchange, to which resort both employer and those seeking employment. The Boston institution, however, adds to this an educational and a social feature, undertaking, as it does, to organize wholesome amusements and provide a free reading room for workingwomen and girls. During the winter months warm dinners are given to all who ask for them, the number varying from seventy-five to eighty-five at the noon meal. How wide a field is offered in Boston for the laborers in this important and very necessary work is apparent from the fact that there are in the city 30,000 shop girls—nearly one-tenth of the entire population—who are engaged in more than seventy different occupations. This work was originated by a lady, and has been successfully carried on under her direction for the past six years.

The Home of the Good Shepherd, in Chicago, like institutions of the same name in other cities, sustained by the Roman Catholic Church, includes a sisterhood, an industrial school, and a reformatory.

The Holy Communion Church Institute, at Charleston, S. C., an Episcopal asylum and school for orphan and destitute boys, has in the nine years of its quite remarkable history accomplished an excellent work.

Among the newsboys' lodging-houses, which now exist in various large cities of the country, is one at New Orleans, La., founded by the Protestant Episcopal Church. It reports that it furnishes on an average 6,500 lodgings every year to white boys under twenty-one years of age, who sustain themselves by selling newspapers and other kindred occupations.

The great work carried on in New York City by the Children's Aid Society,* C. L. Brace, esq., secretary, has continued to meet greater and greater demands, and has received new assurances of its great usefulness.

Industrial schools.—Many of the reform schools are called industrial, but there is still another class of institutions, known as industrial schools, in which worthy but poor children and young women are taught useful trades and various branches of industry, to enable them to be self-supporting.

The Industrial Relief Society and Home for the Friendless, in Savannah, Ga., affords a temporary home to friendless women and girls, where they are trained by the matron in all the branches of housework and sewing. They are also taught reading, writing, and arithmetic.

The Sisters of Mercy, at Greenbush, N. Y., have opened a free industrial school, in which they teach young girls, in a practical and scientific manner, useful trades and various branches of remunerative industry, such as vest, dress, and shirt making, ornamental needle work, embroidery, &c.

The Industrial School for Girls, Boston, removes children from their miserable homes, trains them to good personal habits, and instructs them in household labor. Its object is to provide channels through which the energies and capacities of these children may turn to the profit rather than to the injury of society, and to cut off some of the sources of supply to jails and houses of correction.

St. Mary's Industrial School for Boys, near Baltimore, receives orphans and other homeless boys, and trains them to industry on its farm; also in school studies, and in the business of printing, shoemaking, tailoring, baking, domestic service, and gardening.

TABLE XXII.—REFORM SCHOOLS.

For detailed statistics of these schools reference is made to Table XXII of the appendix.

* As this report goes to press the Office has received a circular letter addressed by Mr. Brace to Dr. Wines, secretary of the National Prison Association, calling attention to objections made at a meeting of the association to the sending of homeless children to the West, on the ground that, while it was relieving New York City of vicious elements, it was pouring them into the West. He states that by the aid of their agents and of the officers of the punitive and reformatory institutions in Illinois, Indiana and Michigan, where 15,000 poor children have been placed in the past twenty-four years, these institutions have been carefully examined. Only one child sent out by that society was found in Illinois, only five, beyond doubt, in Indiana, and by a similar examination and comparison of records West and East, none was found from the society in these institutions in Michigan. This is a most gratifying showing, and should effectually dispose of the charge made against the plan of the society.

TABLE XXII.—*Summary of reform schools.*

States.	Number in each State.	Number of teachers or officers.		Number committed during the year.	Number discharged during the year.	Present inmates.			
						Sex.		Race.	
		Male.	Female.			Male.	Female.	White.	Colored.
Connecticut	2	11	21	241	229	300	98	369	29
Illinois	2	(22)		147	117	247	.....	100	.....
Indiana	2	12	14	205	120	328	134	426	36
Iowa	1	10	4	.....	.....	135	30	.....	.....
Maine	1	2	2	47	27	142	.....	138	4
Maryland	2	18	8	123	157	255	31	286	0
Massachusetts	8	*a*70	28	496	427	1,190	221	1,342	69
Michigan	2	34	15	2,399	2,443	628	102	197	23
Minnesota	1	2	4	28	25	104	6	107	3
Missouri	1	15	6	218	161	186	53	219	20
New Hampshire	1	4	8	20	9	85	25	110	0
New Jersey	1	8	4	138	114	184	.....	.....	.....
New York	10	*b*107	135	2,963	2,863	2,760	1,520	4,368	118
Ohio	6	20	27	598	528	760	232	848	61
Pennsylvania	3	3	8	96	72	112	66	26	152
Rhode Island	1	9	7	128	133	179	41	188	32
Vermont	1	4	6	.....	.....	104	.....	.....	.....
Wisconsin	1	16	14	103	101	412	0	403	9
District of Columbia	1	.....	.....	.....	.....	.....	.....	.....	.....
Total	47	*c*367	311	7,950	7,526	8,111	2,559	9,127	556

a Includes 31, sex not specified.
b Includes 14, sex not specified.
c Includes 67, sex not specified.

TABLE XXII.—*Summary of reform schools*—Concluded.

States.	Present inmates.		Number committed since establishment.	Libraries.		Annual cost of institution.	Total annual earnings of institution.
	Nativity.						
	Native.	Foreign.		Number of volumes.	Average annual increase.		
Connecticut	213	35	2,495	2,800	300	$58,259	$16,040
Illinois	124	23	1,907	150	.....	39,240	.....
Indiana	440	18	898	725	65	83,000	.....
Iowa	82	55	421	400	.....	.....	.....
Maine	42	5	1,429	1,400	.....	24,106	4,000
Maryland	250	5	2,422	2,100	.....	48,716	10,395
Massachusetts	612	154	13,235	5,813	130	113,375	22,932
Michigan	187	33	16,799	3,101	.....	.....	.....
Minnesota	.....	.....	281	850	.....	27,000	.....
Missouri	203	15	3,412	300	.....	25,000	6,500
New Hampshire	25	85	800	400	50	20,000	3,500
New Jersey	.....	.....	.....	.....	.....	.....	.....
New York	1,832	1,724	45,734	7,986	615	479,954	90,750
Ohio	813	65	6,441	3,500	185	120,135	12,200
Pennsylvania	151	1	2,837	1,700	10	25,995	5,544
Rhode Island	202	18	2,312	3,030	126	35,379	7,478
Vermont	.....	.....	.....	70	.....	.....	.....
Wisconsin	332	80	1,205	1,260	100	45,156	.....
District of Columbia	.....	.....	.....	.....	.....	.....	.....
Total	5,503	2,316	102,628	35,585	1,581	1,145,315	179,339

The condition of these schools has not changed materially since our last report. The most notable circumstance that appears in relation to reform schools is the evident tendency on the part of many toward more liberal and humane methods of management and discipline. The Connecticut State Reform School, for example, has, during the last year, exchanged its close-locked cells for an open dormitory. No lad in it has been locked up for nearly a year, except for punishment, and none have tried to take advantage of this freedom, while the improvement in their feelings and conduct has been most marked and satisfactory.

The State Reform School at Lancaster, Ohio, offers the experience of eighteen years in proof of the superiority of the plan pursued in it, that of holding the inmates without walls, cells, and bars of iron, but by making them contented and satisfied with their surroundings. "They stay," it is said, "because they have nothing to gain by leaving."

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:

TABLE XXIII.—*Summary of schools for the feeble-minded.*

	Name.	Number of instructors and other employés.	No. of inmates.			Number dismissed or improved since opening.	Income.	Expenditure.
			Male.	Female.	Total.			
1	Connecticut School for Imbeciles	12	47	38	85	.....	.....	.....
2	Illinois Asylum for Feeble-Minded Children	26	79	47	126	170	$24, 500	$24, 500
3	Kentucky Institution for Feeble-Minded Children	9	56	56	112	*a*69	22, 500	22, 500
4	Private Institution for the Education of Feeble-Minded Youth, (Barre, Mass.)	50	59	21	80	*a*208	.....	38, 564
5	Massachusetts School for Idiotic and Feeble-Minded Youth.	27	72	52	124	423	27, 289	31, 071
6	Hillside School for Backward and Peculiar Children, (Mass.)	7	7	1	8	9	.....	.....
7	New York Asylum for Idiots	52	121	89	210	450	45, 911	45, 507
8	Ohio State Asylum for Idiots	74	242	160	402	301	65, 850	65, 169
9	Pennsylvania Training School for Feeble-Minded Children.	60	133	92	225	*b*372	56, 464	57, 537
	Total	317	816	556	1, 372	2, 007	242, 514	284, 848

a All improved. *b* Since 1864; 247 of these were improved and 49 self-supporting.

It will be observed there are nine of these institutions of this interesting class, employing 317 instructors, and having a total enrolment of 1,372, males 816 and females 556. The males, it may be noted, are considerably in excess of the females treated.

TABLE XXIV.—BENEFACTIONS.

For further details respecting educational benefactions for the year 1875, reference is made to Table XXIV of the appendix.

TABLE XXIV.—*Statistical summary of benefactions, by institutions, for* 1875.

Institutions.	Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	Aid for indigent students.	Libraries and museums.	Object not specified.
Universities and colleges	$2, 703, 650	$1, 646, 173	$506, 583⅓	$102, 335⅓	$27, 000	$38, 500	$249, 960⅓	$133, 048
Schools of science	147, 112	46, 764	32, 789	50, 000	11, 390	4, 069	800	1, 300
Schools of theology	404, 356	115, 407	161, 500	5, 800	7, 000	4, 037	.....	110, 612
Schools of medicine	72, 395	1, 000	66, 071	.....	.....	.....	4, 250	1, 074
Institutions for the superior instruction of women.	217, 887	131, 900	46, 450	10, 000	25	2, 500	362	26, 650
Preparatory schools	300, 675	156, 543	113, 000	20, 000	105	10, 000	1, 022	.....
Institutions for secondary instruction—								
Schools for boys	21, 350	4, 000	12, 500	.....	.....	2, 800	50	2, 000
Schools for girls	24, 810	3, 650	14, 100	.....	5, 000	.....	900	1, 160
Schools for boys and girls.	200, 358	103, 568	56, 635	5, 000	6, 371	3, 500	975	24, 309
Institutions for the deaf and dumb.	24, 969	6, 000	.....	.....	.....	.....	.....	18, 969
Miscellaneous	9, 000	9, 000	.....	.....	.....	.....	.....	.....
Total	4, 126, 562	2, 224, 010	1, 009, 628⅓	193, 135⅓	56, 891	65, 406	258, 319⅓	319, 122

The following is a summary of the benefactions to the several classes of institutions by States:

TABLE XXIV.—*Statistical summary of benefactions, by States.*

States and Territories.	Total.	Universities and colleges.	Schools of science.	Schools of theology.	Schools of medicine.	Institutions for the superior instruction of women.
Alabama	$2,825	$2,500	.....	.....	.....	$25
Arkansas	5,680	5,000	.....	.....	.....	.....
California	13,000	.....	.....	.....	.....	.....
Connecticut	34,750	.....	.....	.....	.....	.....
Delaware	10,000	.....	.....	.....	.....	.....
Florida	500	.....	.....	.....	.....	.....
Georgia	66,713	32,713	.....	.....	.....	25,000
Illinois	388,434	228,500	.....	$97,500	$1,000	50,500
Indiana	51,600	45,100	.....	.....	1,000	5,000
Iowa	174,859	168,459	.....	2,000	.....	.....
Kansas	3,200	3,200	.....	.....	.....	.....
Kentucky	26,495	21,795	.....	.....	.....	4,700
Louisiana	12,809	11,449	.....	.....	.....	.....
Maine	307,800	243,300	$500	4,000	.....	59,000
Maryland	8,500	.....	1,000	5,000	.....	.....
Massachusetts	247,399	174,997	1,000	.....	3,000	15,150
Michigan	32,342	25,342	.....	1,000	.....	6,000
Minnesota	18,967	13,067	.....	5,000	.....	.....
Mississippi	21,000	7,000	.....	3,000	.....	.....
Missouri	184,455	162,500	.....	.....	.....	20,000
Nebraska	.....	.....	.....	.....	.....	.....
Nevada	.....	.....	.....	.....	.....	.....
New Hampshire	475,760	412,500	.....	.....	.....	1,000
New Jersey	324,961	103,400	.....	98,300	.....	.....
New York	410,421	186,578	30,000	56,417	6,574	3,762
North Carolina	33,550	23,550	.....	5,000	.....	.....
Ohio	181,030	109,680	2,000	43,000	1,250	16,100
Oregon	3,175	3,175	.....	.....	.....	.....
Pennsylvania	810,672	579,100	50,300	65,802	59,371	.....
Rhode Island	16,945	15,445	.....	.....	.....	.....
South Carolina	17,925	15,000	.....	.....	.....	900
Tennessee	42,187	28,400	.....	1,037	.....	.....
Texas	7,850	5,600	.....	.....	200	750
Vermont	25,075	15,000	.....	.....	.....	.....
Virginia	91,012	13,500	62,012	15,500	.....	.....
West Virginia	15,000	15,000	.....	.....	.....	.....
Wisconsin	40,300	28,100	.....	.....	.....	1,000
Colorado	1,300	.....	300	.....	.....	.....
District of Columbia	6,500	4,700	.....	1,800	.....	.....
Indian Territory	2,000	.....	.....	.....	.....	.....
New Mexico	500	.....	.....	.....	.....	.....
Utah	6,671	.....	.....	.....	.....	.....
Washington	2,400	.....	.....	.....	.....	.....
Total	4,126,562	2,703,650	147,112	404,356	72,395	217,887

TABLE XXIV.—*Statistical summary of benefactions, by States*—Concluded.

States and Territories.	Preparatory schools.	Institutions for secondary instruction.			Institutions for the deaf and dumb.	Miscellaneous.
		Schools for boys.	Schools for girls.	Schools for boys and girls.		
Alabama				$300		
Arkansas				680		
California				12,000	$1,000	
Connecticut	$28,500		$1,000	250	5,000	
Delaware		$10,000				
Florida				500		
Georgia		1,000		8,000		
Illinois		500	1,100	334		
Indiana				500		
Iowa				4,400		
Kansas						
Kentucky						
Louisiana		300	60	1,000		
Maine			1,000			
Maryland		2,500				
Massachusetts	52,077			1,175		
Michigan						
Minnesota				900		
Mississippi			2,000			$9,000
Missouri				1,955		
Nebraska						
Nevada						
New Hampshire	55,000	50		7,210		
New Jersey	76,100			47,161		
New York	75,423		1,350	42,177	8,140	
North Carolina		5,000				
Ohio				9,000		
Oregon						
Pennsylvania	10,050		7,900	27,320	10,829	
Rhode Island	1,500					
South Carolina	2,025					
Tennessee				12,750		
Texas				1,300		
Vermont				10,075		
Virginia						
West Virginia						
Wisconsin			7,000	4,200		
Colorado			1,000			
District of Columbia						
Indian Territory		2,000				
New Mexico				500		
Utah				6,671		
Washington			2,400			
Total	300,675	21,350	24,810	200,358	24,969	9,000

Every person of wealth before disposing of his money in aid of education should consult these tables. They indicate the localities where least is bestowed, and the class of institutions most in need.

In other countries the law of primogeniture renders possible the concentration of wealth upon a single line of descent, and traditions and customs unite to create a desire to perpetuate the family name. The absence of this law among us renders less feasible the perpetuation of family names upon any such basis as wealth. Family histories, however, among us indicate the possibility of great permanence on the condition of health of body and mind, of sound training, and wise occupation. Persons of great possessions, therefore, in seeking objects for their benefactions, not unfrequently selected institutions of learning to preserve their names to future generations. The examples of their wisdom are yearly multiplying. The effect of the hard times is seen in the reduction of the total amount of benefactions appropriated during the year now closing, the total being $4,126,562; that for 1874, $6,053,304; that for 1872, $11,226,977.

TABLE XXV.—*Summary of the number of educational publications.*

Number of firms in California	1
Illinois	5
Iowa	1
Maryland	1
Massachusetts	19
Missouri	1
New Hampshire	1
New Jersey	1
New York	61
Ohio	5
Pennsylvania	19
District of Columbia	2
Total	117
Number of books on art	28
biography	30
education	53
geography and travels	20
history	60
law	29
logic and metaphysics	3
mathematics	22
mechanics	12
medicine	53
natural sciences	42
philology and translations	36
political economy and social science	13
theology and religion	27
Total	428

TABLE XXVI.—*Summary of patents for improvements in school furniture.*

From Connecticut	2	From New Jersey	4
Illinois	4	New York	6
Indiana	4	Ohio	5
Kentucky	1	Pennsylvania	3
Maine	2	District of Columbia	2
Maryland	1	France, (Paris)	1
Massachusetts	6		
Michigan	1	Total	43
Missouri	1		

Improvements in	alphabet boards and block	1
	alphabet case	2
	letter and picture block	1
	adding machines	3
	calculating machine	1
	geographical map	1
	map exhibitor	1
	map drawer and exhibitor	1
	device for teaching music	1
	drawing board	1
	drawing pen	1
	pen	1
	pen and pencil case	1
	inkstand	1
	slate frames	4
	slate pencil attachment	1
	slate pencil sharpener	1
	pencil holder for slate frame	1
	parallel ruler	2
	eraser	2
	blackboard rubber	3
	school desks	3
	school desk and seat	1
	school and lawn seats	1
	hinge for seat arms of school desks	1
	hinge joint for school desks	1
	heating and ventilating buildings	3
	window ventilators	2
	Total	43

SUMMARY OF THE CONDITION OF EDUCATION IN OTHER COUNTRIES.*

A clearer conception of the progress of education in the several countries embraced in this summary may be obtained by noting a few prominent facts touching education in each at the beginning of the present century.

Portugal.—Pombal, the powerful prime minister in 1772, conceived the plan of establishing a primary school in every parish; 400 such schools were actually founded, but after his downfall these schools soon disappeared.

Russia.—Catharine II, in 1775, ordered the establishment of schools in all towns and villages, fixing the school fee at a minimum, but not making attendance compulsory. But as there were no teachers, no text books, no school-houses, no money, the order remained a dead letter.

Sweden.—In 1762 the clergy were urged to keep good teachers in their parishes, and in the 10 years following about 200 permanent schools were established.

Norway.—By a decree of 1741, the government urged all the parishes to establish schools, but nothing was done to enforce this decree.

Denmark.—Ever since the Reformation, numerous decrees have urged the establishment of schools by the parishes; many schools were really begun, but the general system only dates from the beginning of the nineteenth century.

Holland.—Holland had no general system of education till this century, but nearly every parish had a good primary school connected with the church.

Italy.—Italy did not exist as a nation, and in the numerous states then occupying the Italian peninsula primary education, if given at all, was almost entirely in the hands of the clergy.

* The issue of this report having been necessarily delayed, the opportunity has been improved to introduce the most recent educational intelligence from foreign countries, with a view of aiding students of education at the Centennial.

France had no system of primary education; all that was worthy of the name was given in convent or church schools.

Belgium belonged at that time to Austria.

Austria.—Maria Theresa and the reformer of Austrian education, Felbiger, waged an energetic warfare against ignorance. In 1770, 24 out of every 100 children attended school in Vienna, and 16 out of every 100 in the rest of the monarchy.

Great Britain and Ireland.—England had no public system of primary instruction, everything being left to individual effort.

Scotland had primary schools ever since the Reformation.

Prussia.—Frederick the Great took a deep interest in education, and established many primary schools and normal schools, especially in the conquered provinces.

Switzerland.—Most of the cantons possessed some sort of school system; great zeal in the cause of education was manifested, particularly in the Protestant cantons.

In this connection the two following quotations from trustworthy foreign journals are significant:

Comparative statistics of primary education in some of the states of Europe.

(From the Allgemeine Deutsche Lehrerzeitung, published at Leipzig, Germany.)

	Prussia.	Saxony.	Bavaria.	Würtemberg.	Austria.
Number of children attending public primary schools.	3,800,000	429,680	626,320	230,760	1,920,000
Number of school children to every 1,000 inhabitants.	160	168	129	126	83
Total number of teachers	54,496	5,060	9,881	3,700	46,163
Total number of male teachers	50,560	.....	.....	.....	20,904
Total number of female teachers	3,936	.....	.....	.....	25,259
One teacher to the following number of inhabitants.	441	505	492	491	500
One teacher to the following number of school children.	70	85	63	62	43
Average salary of teachers	$236	$305	$171	Minimum: $171	Minimum: $150
Average salary of male teachers	$237	.....	.....	.....	.....
Average salary of female teachers	$187	.....	.....	.....	.....
Total sum annually expended for primary schools.	$13,166,267	$1,927,980	$2,760,420	$750,000	$7,660,305
Contributed by the government	$2,970,147	$30,603	$1,092,920	$306,100	.....
Contributed by the communes	$7,734,011	.....	.....	.....	.....
Cost of primary education to each inhabitant.	$0 55	$0 75	$0 57	$0 40	$0 33
Average annual cost of a primary scholar.	$3 25	$4 50	$3 93	$3 25	$3 75
Total number of normal schools	76	16	13	4	59
One normal school to the following number of inhabitants.	316,000	160,000	374,000	450,000	391,000
Number of professors in normal schools.	500	133	99	32	581
Number of students in normal schools	4,786	1,595	824	628	3,285
Number of male students in normal schools.	.....	.....	781	.....	1,978
Number of female students in normal schools.	.....	.....	43	.....	1,307
Total sum annually expended for normal schools.	$1,082,730	$108,892	$82,242	$30,171	.....
Average annual cost of a student in a normal school.	168	68	107	48	.....

Comparative statistics of primary education in some of the states of Europe—Concluded.

	Switzerland.	Belgium.	England.	Italy.
Number of children attending public primary schools.	420,000	492,460	2,497,602	1,872,381
Number of school children to every 1,000 inhabitants	157	95	105	70
Total number of teachers	7,059	9,803	49,482	45,596
Total number of male teachers	5,680	5,265	9,651	.....
Total number of female teachers	1,379	4,538	10,511	.....
One teacher to the following number of inhabitants	378	520	478	588
One teacher to the following number of school children.	60	50	50	40
Average salary of teachers	.....	$270 80	$423	$126
Average salary of male teachers	.....	$270 60	$535	.....
Average salary of female teachers	.....	$271 00	$320	.....
Total sum annually expended for primary schools	$2,277,621	$3,274,112	$13,016,845	$4,608,129
Contributed by the government	$1,252,796	$1,428,684	$5,251,295	$46,422
Contributed by the communes	$1,024,825	$1,489,514	$679,955	$4,415,026
Cost of primary education to each inhabitant	$0 95	$0 37	$0 55	$0 17
Average annual cost of a primary scholar	$5 42	$4 30	$5 21	$2 46
Total number of normal schools	19	37	41	115
One normal school to the following number of inhabitants.	140,000	140,000	570,000	233,053
Number of professors in normal schools	.....	349	309	815
Number of students in normal schools	.....	2,334	2,975	6,130
Number of male students in normal schools	.....	1,220	1,361	4,611
Number of female students in normal schools	.....	1,014	1,614	1,519
Total sum annually expended for normal schools	.....	$233,381	$675,172	.....
Average annual cost of a student in a normal school.	.....	100	226	.....

Percentage of school population attending school.

(From Allgemeine Chronik des Volksschulwesens.)

	Percentage.		Percentage.
Saxe-Weimar	102.2	France	76.5
Nassau	100.5	England	76.2
Saxony	100.3	Belgium	66.5
Saxe-Altenburg	99.1	Mecklenburg	60.7
Würtemberg	99.0	Austria	57.3
Baden	98.1	Spain	45.3
Switzerland	95.1	Italy	31.9
Hanover	93.2	Papal States	16.1
Denmark	89.6	Turkey	10.5
Prussia, (old provinces)	87.5	Russia	5.7
Bavaria	83		

I.—Europe, Asia, and Africa.

Austria-Hungary.—*a.* Austria, constitutional monarchy: Area, 108,234 square miles; population, 20,394,980. Capital, Vienna; population, 833,855. Minister of worship and public instruction, C. von Stremayr.

The following data have been abstracted from the Allgemeine Deutsche Lehrerzeitung for 1876, Nos. 3 and 5, and from the Universitäts-Kalender for 1875–1876.

Public schools at Vienna.—The appropriation for education in the city of Vienna amounts to 2,109,790 florins in 1876, viz: 1,725,600 florins for primary education,

325,600 for middle class instruction, 48,830 for the training of teachers, and 9,750 for Kindergärten.

Superior education.—There are seven universities in the empire. Four of these, the so-called German universities, were attended as follows in 1875–1876: The University of Vienna, with 237 professors, had 3,800 students; the University of Innsbruck, 71 professors and 614 students; the University of Prague, 123 professors and 1,295 students; the University of Gräz, 78 professors and 881 students.

b. HUNGARY, constitutional monarchy: Area, 118,172 square miles; population, 15,509,455. Capital, Buda-Pesth; population, 276,476.

Number of communities, 11,552; population, 13,455,030; number of children between the ages of 6 and 15, 2,121,420; number of communal schools, 1,542; number of sectarian schools, 13,903; number of higher communal schools for boys, 6; number of higher communal schools for boys and girls, 9; number of higher burgher schools for boys, 29; number of higher burgher schools for girls, 8; number of communities without schools, 801; number of teachers of communal and burgher schools, 19,598; number of pupils in communal, burgher, middle class, and private schools, 1,443,266; number of children receiving no instruction, 678,154, or 32 per cent.

Normal schools.—Number of seminaries, 57; number of teachers, 510; number of pupils, 2,471, viz, 1,877 males and 494 females.

BAVARIA, constitutional monarchy: Area, 29,347 square miles; population, 4,863,450. Capital, Munich; population, 169,478. Minister of public instruction, Dr. von Lutz. Date of report, 1875.

PRIMARY EDUCATION.—*Deutsche Schulen:* Number of schools, 7,016; number of teachers, 10,599; number of pupils, 841,304; in this number are included pupils of Sunday and evening schools.

Common industrial schools for girls: Number of schools, 1,671; number of teachers, 1,837; number of pupils, 71,635.

Normal schools: Preparatory schools for higher normal courses: Number of schools, 35; number of students, 1,276.

Teachers' seminaries, (higher course:) Number of seminaries, 11; number of students, 786; number of professors, 94.

There are, besides, 1 seminary for Jewish candidates, 3 seminaries for the training of female teachers, and 1 seminary for the training of teachers of gymnastics.

Kindergärten and infant schools: Number, 249; of which 27 are Kindergärten: number of pupils, 24,215.

SECONDARY EDUCATION.—*Latin schools:* Number of schools, 75; number of teachers, 748; of which 553 are exclusively employed in Latin schools; number of pupils, 6,738.

Gymnasia: Number, 28; number of pupils, 2,640; number of professors, 438; of which 396 are exclusively employed in the Gymnasia.

Realgymnasia: Number, 6; number of pupils, 362; number of professors, 66.

SUPERIOR EDUCATION.—*University of Munich:* Number of professors in 1876, 116; number of stutents, winter semester 1875–'76, 1,232.

University of Würzburg: Number of professors in 1876, 67; number of students, winter semester 1875–'76, 1,019.

University of Erlangen: Number of professors, 54; number of students, winter semester 1875–'76, 429; total number of universities, 3; total number of professors, 237; total number of students, 2,680.

SPECIAL INSTRUCTION.—*Polytechnic school at Munich:* Number of professors, 49; number of students, 922.

Clerical seminaries: Number, 9; number of students, 449.

Royal lyceums: Number 8; number of professors, 67; number of students, 349.

Technological schools: Number, 36; number of students, 3,745; number of professors, 426.

Higher industrial schools: Number, 3; number of students, 189; number of professors, 46.

Central veterinary school at Munich: Number of professors, 11; number of students, 52.

Higher commercial schools: Number, 2; number of professors, 43; number of students, 553.

Schools of architecture: Number, 3; number of professors, 23; number of students, 130.

Professional evening and Sunday schools: Number, 260; number of teachers, 827; number of students, 14,501.

Schools of agriculture: Number, 4; number of professors, 76; number of students, 315.

Special agricultural courses: Number, 947; number of "hearers," 18,260.

Central school of forestry at Aschaffenburg: Number of professors, 6; number of students, 135.

Military academies and schools: Number, 4; number of instructors, 38; number of students, 246.

Schools of art: Number, 2; number of professors, 40; number of students, 475.

Miscellaneous schools for special education: Number, 102; number of pupils, 7,079.

MUSICAL INSTITUTIONS.—*Royal music school at Munich:* Number of professors, 23; number of pupils, 146.

Royal musical institute at Würzburg: Number of pupils, 184; number of professors, 12; number of musicians and singers, 180.

CHARITABLE INSTITUTIONS.—*Asylums for destitute children:* Number, 78; number of attendants, 268; number of inmates, 2,485.

Orphans' and foundlings' homes: Number, 53; number of attendants, 173; number of inmates, 1,962.

Deaf-mute asylums: Number, 12; number of teachers, 33; number of pupils, 361; viz, 192 males and 169 females.

Institutions for the blind: Number, 3; number of pupils, 129.

Institutions for cripples at Munich: Number of inmates, 33.

BELGIUM, constitutional monarchy: Area, 11,267 square miles; population, 5,087,105. Capital, Brussels; population, 400,000.

The official statistics, recently published, show that 42 per cent. of the inhabitants can neither read nor write, and that 50 per cent. of the conscripts had received no instruction whatever.—(Allgemeine Deutsche Lehrerzeitung, 1876, No. 23.)

DENMARK, constitutional monarchy: Area, 14,553 square miles; population, 1,784,741. Capital, Copenhagen; population, 180,866.

Education is widely diffused in Denmark, the attendance at school being obligatory from the age of seven to fourteen. Besides the University of Copenhagen, there are thirteen public Gymnasia or colleges in the principal towns of the kingdom, which afford a classical education, and under them are a large number of middle schools for the children of the trading and higher working classes.

Instruction at the public expense is given in the parochial schools spread all over the country, to the number, in August, 1869, of 2,940, namely, 28 in Copenhagen, 132 in the towns of Denmark, and 2,780 in the rural districts.—(Statesman's Year-Book for 1875.)

FRANCE, republic: Area, 201,900 square miles; population, 36,102,921. Capital, Paris; population, 1,851,792. Minister of worship and public instruction, Waddington.

Education in Paris.—Paris has at present 292,024 children between 2 and 14 years; registered in crèches and in public and private schools, 184,646 children; educated at home are 45,500 children; in Gymnasia and special schools are 11,147 children below the age of 14; number of children (not registered) attending school irregularly, 28,000; number of children receiving no education in 1876, 22,900; (in 1872 there were 67,500.) Of the 273 schools in Paris, 161 are conducted by secular and 112 by sectarian teachers.—(Schweizerische Lehrerzeitung, 1876, No. 31.)

GERMANY, constitutional monarchy, empire: Area, 212,091 square miles; population, 41,060,625. Capital, Berlin; population, 826,341.

Germany has no national system of education; each state manages its own educational affairs.

Technical schools in Germany and German provinces of Austria.—Schools of architecture, 34; mining schools, 25; schools of forestry, 17; schools of commerce, 108; military schools, 46; agricultural schools, 146; conservatories of music, 24; naval schools, 29; veterinary schools, 10; normal schools for gymnastics, 7; schools of surgery, 9; various technical schools, 86.—(Leipziger Illustrirter Kalender für 1877.)

Teachers' salaries in large German cities.—Munich, 1,629 mark, (one mark=25 cents, gold;) Stuttgart, 1,606 mark; Berlin, 1,560 mark; Leipzig, 1,350 mark; Danzig, 1,298 mark; Cologne, 1,230 mark; Breslau, 1,200 mark; Dresden, 1,200 mark; Königsberg, 900 mark. Nearly 12,000 male teachers in German elementary schools receive less than 700 mark.—(Allgemeine Pädagogische Rundschau, 1876, page 38.)

German universities.—The number of universities is 21, with 1,765 professors and 19,378 students, the largest being Berlin, with 3,298 students.

Secondary instruction in Prussia in 1874–'75.—Number of Gymnasia, 228; number of pupils, 74,606; number of teachers, assistants, and special teachers, 3,495. Number of Progymnasia, 33; number of pupils, 3,900. Number of Realschule, (first class,) 79; number of pupils, 31,249; number of teachers and assistants, 1,105. Number of Realschule, (second class,) 67; number of pupils, 5,902; number of teachers, 176. Total number of secondary schools, exclusive of burgher and higher burgher schools, 407; total number of pupils, 111,657.—(Allgemeine Schulzeitung, 1876, No. 14.)

Population of German States, December 1, 1875.

(Leipziger Illustrirter Kalender für 1877.)

	States.	Total population.	School population, (6–14 years.)		
			Total.	Boys.	Girls.
1	Prussia	25, 754, 083	4, 396, 738	2, 212, 999	2, 183, 739
2	Bavaria	5, 024, 832	745, 251	367, 500	377, 751
3	Saxony	2, 760, 342	448, 814	222, 805	226, 009
4	Würtemberg	1, 881, 505	295, 923	145, 131	150, 792
5	Baden	1, 506, 531	243, 567	121, 578	121, 989
6	Hesse	882, 349	141, 968	71, 089	70, 879
7	Mecklenburg-Schwerin	553, 734	92, 572	46, 935	45, 637
8	Saxe-Weimar	292, 933	48, 567	24, 735	24, 832
9	Mecklenburg-Strelitz	95, 643	15, 718	7, 870	7, 848
10	Oldenburg	319, 314	55, 972	28, 123	27, 849
11	Brunswick	327, 493	50, 920	25, 835	25, 085
12	Saxe-Meiningen	194, 494	31, 835	15, 914	15, 921
13	Saxe-Altenburg	145, 844	24, 022	11, 947	12, 075
14	Saxe-Coburg-Gotha	182, 673	29, 386	14, 775	14, 611
15	Anhalt	213, 689	36, 076	18, 191	17, 885
16	Schwarzburg-Rudolstadt	76, 676	13, 352	6, 710	6, 642
17	Sondershausen	67, 480	12, 429	6, 298	6, 131
18	Waldeck	54, 673	11, 103	5, 521	5, 582
19	Reuss-Schleiz	46, 985	8, 445	4, 244	4, 201
20	Reuss-Greiz	92, 375	16, 289	8, 167	8, 122
21	Lippe-Schaumburg	32, 941	5, 571	2, 845	2, 736
22	Lippe-Detmold	112, 442	20, 110	10, 279	9, 831
23	Lübeck, (free city)	56, 912	7, 821	3, 901	3, 920
24	Bremen, (free city)	142, 645	17, 892	9, 085	8, 807
25	Hamburg, (free city)	388, 618	44, 310	21, 956	22, 354
26	Alsace-Lorraine	1, 529, 408	259, 620	130, 400	129, 220
	Total	42, 736, 619	7, 075, 281	3, 544, 833	3, 530, 448

GREAT BRITAIN, constitutional monarchy: Area, 89,644 square miles; population, 33,098,400.—(Report of 1875.)

a. England and Wales.

Estimated school population, (2 to 15,) 7,183,538; number of schools inspected, 12,167; number of seats in schools, 2,861,319; number of pupils enrolled, 2,497,602; number of pupils present at examinations, 2,034,007; average attendance, 1,678,759; number of pupils qualified by attendance to earn grants, 1,457,075; number of pupils individually examined, 857,844; number of infants qualified by attendance to earn grants, 408,461; number of pupils individually examined in higher branches, 84,620; number of pupils who passed in one subject, 35,212; number of pupils who passed in two subjects, 26,474; number of certified teachers, 18,714; number of assistant teachers, 2,489; number of pupil teachers, 27,031.

b. Scotland.

Number of children between 5 and 13 years of age, 629,254; number of schools under school boards, 2,303; number of pupils on the rolls, 290,874; number of average attendance, 212,206; number of teachers and assistants, 3,113; number of pupil teachers, 2,475; number of sewing mistresses, 1,122.

GREECE, constitutional monarchy: Area, 19,941 square miles; population, 1,457,894. Capital, Athens; population, 44,510.

The following is an abstract of an article in the Archivo di Pedagogia, of Palermo:

Primary education in 1874.—Number of public free schools, 1,127; number of pupils, 74,561—viz, 63,156 boys and 11,405 girls; number of private schools for boys, 41; number of pupils, 3,558; number of private schools for girls, 26; number of pupils, 1,355.

Secondary education in 1874.—(Gymnasia and Hellenic schools.) Number of Hellenic schools, 136; number of teachers, 280; number of pupils, 7,646; number of Gymnasia, 18; number of professors, 120; number of pupils, 2,460.

Lycées and boarding schools.—Number of lycées and boarding schools for boys, 18; number of pupils, 748; number of boarding schools for girls, 15; number of pupils, 122.

The last named are private institutions, and subject to government inspection.

Superior education.—The university: Number of students in 1874, 1,352; number of professors, 53; number of tutors, 24.

Miscellaneous schools.—Naval schools, 5, military academy, 1; polytechnic school, 1; seminaries, 4; royal marine school, 1; total number, 12. Number professors, 85; number of students, 681.

Grand total of institutions of learning, 1,394; number of pupils and students, 93,588.

No mention is made of normal schools and educational journals.

ITALY, constitutional monarchy: Area, 112,677 square miles; population, 26,796,253. Capital, Rome; population, 244,484.

The following number of children do not attend school at present: province of Mantua, 10,868, or 31 per cent.; province of Ascoli-Picero, 11,648, or 40 per cent.; province of Bologna, 26,464, or 49 per cent.; provinces of the Campagna, 124,166, or 72 per cent.; provinces of Bari, Lecce, Potenza, and Calabria, 215,722, or 75 per cent. Number of lycées, 80; number of pupils, 5,532; number of Gymnasia, 104; number of pupils, 9,772; number of technical schools, 63; number of pupils, 6,501.—(Bolletino Ufficiale dell' Istruzione Pubblica.)

JAPAN, absolute monarchy: Area, 156,604 square miles; population, 33,579,909. Capital, Tokio, (Yedo;) population, 674,447. Acting minister of education, F. Tanaka. Date of report, 1874.

Population, (according to school report,) 33,579,909; middle school districts, 246; elementary school districts, 45,418; increase for the year, 2,967.

Schools: Public, 18,712; increase for the year, 10,710; private, 2,356.

Normal institutes: Governmental, 7; public, 45; increase for the year, 21.

Foreign language schools: Governmental, 10; public, 82; private, 21; government colleges, 21.

Whole number of colleges and schools, 20,608; increase for the year, 7,945.

Pupils of schools: Male, 1,303,300; increase for the year, 293,684; female, 421,807; increase for the year, 103,471; total, 1,725,107; increase for the year, 397,152; pupils of normal institutes, 5,022; increase for the year, 3,811.

Pupils of foreign language schools: Male, 4,969; increase for the year, 966; female, 350; increase for the year, 126; total, 5,319; increase for the year, 1,092; pupils in government colleges, 3,973; increase for the year, 62; whole number of pupils, 1,739,422; increase for the year, 402,118. Number of pupils per 100 of population, 5.18.

Teachers employed in schools.—Public: Male, 32,556; female, 457. Private: Male, 4,398; female, 210. Teachers in normal institutes, 285; teachers in foreign language schools, 247; teachers in government colleges, 245.

Foreign instructors.—English: Male, 91; female, 10. American: Male, 22; female, 2. German: Male, 23; female, 1. French: Male, 56; female, 2. Russian: Male, 1. Dutch: Male, 2. Swiss: Male, 1. Chinese: Male, 1.

Total number of foreign instructors: Male, 197; female, 15; total, 212.

Whole number of teachers: 38,365; increase for the year, 15,859.

Income.—From school fees, 301,603.32 yen; from voluntary contributions, 1,080,845.46 yen; from school district rates, 1,458,610.06 yen; from government, 272,330.17 yen; from interests of various sorts, 354,326.50 yen; from various sources, 326,407.50 yen; total annual income, 3,794,123.01 yen.

Expenditure.—Teachers' salaries, 1,295,686.63 yen; other salaries, 282,527.51 yen; expenses for inspecting and travelling, 28,269.64 yen; building and repairs, 643,536.01 yen; books and apparatus, 488,137.25 yen; fuel and lights, 170,832.56 yen; miscellaneous, 286,239.03 yen; total annual expenditure, 3,195,278.63 yen.

Expenses for government colleges and schools, 643,142.40.

Public school property.—Value of school-houses, 1,038,026.57 yen; value of school grounds, 124,580.39 yen; value of school apparatus, 413,595,61 yen; value of school books, 367,653.63 yen; amount of school funds, 3,796,392.07 yen; total, 5,740,248.27 yen.

JAVA, Dutch colony: Area, 51,336 square miles; population, 17,298,200.

Number of government schools, 53; number of pupils, 4,160, of which 2,352 receive instruction free; number of private schools, 29; number of pupils, 2,000. There are besides 73 government and 114 private schools for natives of which the number of pupils is not given.—(Allgemeine Deutsche Lehrerzeitung, 1876, No. 10.)

NETHERLANDS, constitutional monarchy: Area, 20,527 square miles; population, 3,767,263. Capital, The Hague; population, 97,565. Date of the report of the royal commissioner, 1876.

Elementary instruction.—Number of public elementary schools December 31, 1873, 2,669, viz, 2,215 ordinary elementary and 454 more extended elementary schools; number of subsidized private elementary schools, 143, viz, 30 ordinary elementary and 113 more extended elementary schools; number of non-subsidized elementary private schools, 978, viz, 406 ordinary elementary and 572 more extended elementary schools; total number of elementary schools, 3,790.

Number of pupils in public schools, 382,146, viz, 212,995 boys and 169,151 girls; number of pupils in subsidized private schools, 5,999, viz, 2,870 boys and 3,129 girls; number of pupils in non-subsidized private schools, 111,914, viz, 49,950 boys and 61,964 girls; total number of pupils, 500,059.

Number of public school teachers, assistants, and pupil teachers, 7,248, viz, 6,519 males and 729 females; number of private school teachers, assistants, and pupil teachers, 4,217, viz, 2,472 males and 1,745 females; total number of teachers, 11,465, viz, 8,991 males and 2,474 females.

Evening schools.—Number of pupils in public evening schools, 19,236; number of pupils in private evening schools, 4,555; total number, 23,791, viz, 17,736 boys and 6,055 girls; number of teachers, not given.

Repeating and Sunday schools.—Number of public schools, 102; number of subsidized private schools, 18; number of non-subsidized private schools, 121; total, 241.

Number of public school teachers, 219, viz, 215 males and 4 females; number of subsidized private school teachers, 41, viz, 40 males and 1 female; number of non-subsidized private school teachers, 313, viz, 186 males and 127 females; total number of teachers, 573, viz, 441 males and 132 females.

Number of pupils in public schools, 3,495, viz, 2,981 males and 514 females; number of pupils in subsidized private schools, 967, viz, 683 males and 284 females; number of pupils in non-subsidized private schools, 6,513, viz, 2,754 males and 3,759 females; total, 10,975, viz, 6,418 males and 4,557 females.

Total expenditures for elementary instruction in 1873, 6,558,519 florins.

Secondary instruction.—(In Holland, middle class schools.) For boys, number of day burgher schools, 5; number of evening burgher schools, 31; total, 36; number of teachers, 348; number of day school pupils, 356; number of evening school pupils, 4,148, of which 3,307 practised a trade; total, 4,504.

Industrial schools and drawing schools.—Number of schools, 32; number of teachers, 120; number of pupils, 2,500.

Higher burgher schools.—Number of schools, 49, of which 17 are government schools; number of pupils in December, 1874, 3,874, of which 73 are below 12 and 465 above 18 years of age. Number of professors in 1874, 573.

The royal polytechnic schools.—Number of professors and assistants, 25; number of students in 1874–75, 236; number of pupils in the preparatory class, 76.

There are several agricultural schools in Holland, of which the number of professors and pupils is not given.

Navigation schools.—Number of schools in 1874, 11; number of teachers, 23; number of pupils, 250.

Middle class schools for girls.—Number of schools, 7; number of pupils, 539; number of teachers, 82, viz, 41 males and 41 females.

Industrial school for girls at Amsterdam.—Number of pupils in 1874, 172; number of teachers, 15, viz, 7 males and 8 females; total annual expenditures, 12,000 florins. Total amount of expenditures for middle class schools, 1,461,400 florins.

No mention is made of superior instruction.

PORTUGAL, constitutional monarchy: Area, 36,510 square miles; population, 3,995,152. Capital, Lisbon; population, 224,063. Minister of public instruction, the minister of the interior, A. Rodrigues Sampaio. A full report on education in Portugal has kindly been transmitted to this Office by the Hon. B. Moran, United States minister at Lisbon. Date of report, December, 1875.

Primary instruction.—Number of schools, 2,244; *i. e.*, 1,910 for boys, and 334 for girls. Number of pupils, 113,097; 92,834 boys, and 2,062 girls. Number of teachers, 2,609; 2,114 males, and 495 females.

Secondary instruction.—Number of lyceums, 18, with 2,385 pupils. Number of other secondary schools, 123.

Superior instruction.—University of Coimbra, with 52 professors and 15 assistants, and 913 students, viz, theology, 39; law, 343; political economy, 6; medicine, 56; mathematics, 104; philosophy, 262; drawing, 103. Polytechnic school at Lisbon, with 174 students. Military academy, with 272 students. Polytechnic school at Oporto, with 109 students. Medico-surgical schools at Lisbon, Oporto, and Funchal, with 192 students.

Special instruction.—Academies of the fine arts at Lisbon and Oporto, with 277 students. Conservatory of Music, with 95 students. Industrial and Commercial Institution, with 388 students. Total annual expenditure for education, $1,200,000.

ROUMANIA, constitutional monarchy, (tributary to Turkey:) Area, 45,642 square miles; population, 3,864,848. Capital, Bucharest; population, 221,150.

On the 1st of September, 1875, Roumania had 2,413 public schools, of which 2,138 were supported by the state. The number of teachers was 873, of which 527 were regularly trained.

RUSSIA, absolute monarchy, empire: Area, 8,404,767 square miles; population 82,172,022. Capital, St. Petersburg; population 667,026.

Number of common schools in the European provinces, 20,376; number of pupils, 839,565, viz: 670,186 boys and 169,379 girls. Total number of children between the

ages of 6 and 14 years, 12,213,588, viz: 5,803,656 boys and 6,409,902 girls. Of these only six per cent. attended school. Number of schools in Siberia, 2,392; number of pupils, 102,922.—(Allgemeine Schulzeitung, 1876, No. 16.)

SAXONY, constitutional monarchy: Area, 6,777 square miles; population, 2,556,244. Capital, Dresden; population, 676,584. Minister of public instruction, Dr. von Gerber. Date of report, 1873.

Primary education.—(Elementary, extended elementary, and higher elementary schools. Number of public schools, 2,143 with 8,357 classes; number of teachers, 5,060, of which 233 are females; number of pupils, 429,679, viz, 212,732 boys and 216,947 girls; number of private schools, 124; number of teachers, 711; number of pupils, 4,267, viz, 4,178 boys and 4,089 girls.

Sunday and evening schools.—Number of schools, 182; number of pupils, 12,594; number of teachers, 626.

Kindergärten.—Total number, 91; number of teachers and pupils not mentioned.

Normal schools.—(Teachers' seminaries. Number of schools, 14, viz, 13 Protestant and 1 Catholic; number of teachers, 133; number of students, 1,595, of which 62 are females.

SECONDARY INSTRUCTION.—*Realschule:* Number of realschule, 20; number of teachers, 266; number of pupils, 4,144.

Gymnasia: Number of Gymnasia, 12, with 110 classes; number of professors, 225; number of pupils, 2,927.

SUPERIOR INSTRUCTION.—*The University of Leipzig:* number of professors and tutors, winter semester 1875–1876, 3,032, viz, 2,925 matriculated and 107 not matriculated.

MISCELLANEOUS INSTITUTIONS.—Saxony has excellent academies of fine arts, polytechnic, industrial, commercial, mining, drawing, agricultural, and evening schools, of which the number of teachers and pupils is not mentioned in the report.

SERVIA, principality, nominally belonging to Turkey, but semi-independent since 1856: Area, 12,600 square miles; population, 1,338,505. Capital, Belgrade; population, 26,674.

PRIMARY INSTRUCTION.—Number of schools, 507; number of teachers, 627; number of pupils, 22,756. There are besides, 15 free schools, of which the number of teachers and pupils is not mentioned.

SECONDARY INSTRUCTION.—*Gymnasia:* Number of Gymnasia, 17; number of teachers, 59; number of pupils, 546.

High school for girls: number of teachers, 26; number of pupils, 238.

SUPERIOR INSTRUCTION.—*University:* Number of professors, 17; number of students, 196.

Theological Seminary: Number of professors, 11; number of students, 279.

NORMAL SCHOOL.—Number of teachers, 11; number of pupils, 59. A library with 2,000 volumes is connected with the normal school.

INDUSTRIAL SCHOOLS.—Number of industrial schools, 11; number of teachers, 49; number of pupils, 546.

Only 15 per cent. of the conscripts examined before the war were able to read and write.—(Allgemeine Deutsche Lehrerzeitung, 1876, No. 39.)

SWEDEN, constitutional monarchy: Area, 171,749 square miles; population, 4,341,559. Capital, Stockholm, with a population of 150,446. Minister of education and ecclesiastical affairs, Gunnar Wennerberg. Date of hand-book from which these details were taken, February 19, 1876.—Swedish Handbook for the Centennial Exhibition at Philadelphia.

PRIMARY INSTRUCTION.—Total number of popular elementary schools, 8,127, of which 2,805 are stationary schools, 1,168 ambulatory schools, 4,143 infants' schools, and 11 higher elementary schools.

The total number of pupils between the ages of 9 and 14 is reported at 734,165, of which 371,622 are boys, and 562,543 girls. Of these 239,517 frequent popular stationary schools; 149,565 frequent popular ambulatory schools; 213,616 frequent popular in-

fants' schools; 288 frequent popular higher elementary schools; 29,405 frequent private schools; 9,293 frequent secondary schools; 68,682 are educated at home; total, 715,366. Number of children who, on account of natural defects and for other reasons, receive no instruction, 18,799.

The number of pupils in the popular elementary schools has increased during the last eight years by 126,743, or 26 per cent.

Total number of elementary teachers, 7,815, of which 5,039 are males and 2,776 females.

SECONDARY INSTRUCTION.—Number of preparatory schools, 96; number of pupils, 12,245; number of teachers, 967.

SUPERIOR EDUCATION.—University of Upsala, with 34 professors, 70 assistants, and 1,480 students, viz, 332 theology, 142 law, 151 medicine, 855 philosophy; University of Lund, with 29 professors and 40 assistants, and 523 students, viz, 112 theology, 54 law, 44 medicine, 313 philosophy, (the government grants for the Universities of Upsala and Lund are, for 1876, $111,000 gold;) Polytechnic School, at Stockholm, with 17 professors and 270 students; Chalmer Polytechnic School, at Göteborg, with 10 professors and 149 students; Royal Academy of Fine Arts, at Stockholm, with 22 professors and 255 students; Pharmaceutic Institute, at Stockholm, with 60 students; Royal Carolian Medico-Surgical Institute, at Stockholm, with 22 professors and 100 pupils; Forest Institute, at Stockholm, with 3 professors and 12 pupils; Veterinary Institute, at Stockholm, with 5 professors and 50 pupils; School for Midwives, at Stockholm, with 100 pupils.

SWITZERLAND, confederate republic: Area, 15,233 square miles; population, 2,669,147, (in 1870.) Capital, Berne; population, 36,001. Date of report, July, 1875.

Elementary education.—Number of schools, 5,083; number of pupils, 411,760, viz, 205,228 boys and 206,532 girls; number of teachers, 7,474, viz, 5,750 males and 1,724 females. There are besides 4,393 special female teachers for needlework, &c.

School libraries.—Number of libraries, 1,216; number of volumes, 327,297.

Normal schools.—Number of normal schools, 26; number of teachers, 182; number of students, 1,505.

Charities.—(From report of 1876,) Orphan asylums: Number, 33; number of inmates, 1,606. Institutions for destitute children: Number, 35; number of inmates, 1,209. Deaf-mute institutes: Number, 9; number of inmates, 328. Institutions for the blind and for the insane: Number, 9; number of inmates, 463.

Secondary education.—No report.

Superior education.—(From the Universitäts-Kalender,) University of Basle: Number of professors, 67; number of students, 1875–1876, 254. University of Berne: Number of professors, 70; number of students, 345, (1875–'76.) University of Zürich: Number of professors, 77; number of students, 364, (1875–'76.) Veterinary Academy at Berne: Professors, 7; students, 17, (1875–'76.)

WÜRTEMBERG, constitutional monarchy: Area, 7,675 square miles; inhabitants, 1,818,539. Capital, Stuttgart; population, 91,623. Minister of public instruction, Dr. von Gessler. Date of report, 1876, (sent in July.)

PRIMARY EDUCATION.—Number of schools not given. Number of teachers' places, 3,878, viz, 2,653 Protestant and 1,225 Catholic. Number of pupils not given.

SECONDARY EDUCATION.—*Public preparatory schools:* Number of schools, 13, with 42 classes and 2,001 pupils, viz, 1,901 natives and 100 foreigners; number of teachers not given.

Public Realschule: Number of public realschule, 81, with 234 classes; number of pupils, 7,482, viz, 5,932 Protestants, 1,184 Catholics, 355 Jews, and 11 of other denominations; number of teachers, 261.

Gymnasia and lyceums: Number of Gymnasia and lyceums, 91, with 273 classes; number of pupils, 7,482, viz, 5,593 Protestants, 1,611 Catholics, 271 Jews, and 6 of other denominations; number of teachers, 316.

SUPERIOR EDUCATION.—*University of Tübingen:* Number of students, 878, viz, 508 from Würtemberg and 370 from other countries; number of professors, 89; number of assistants, 7.

Academies of Agriculture, Forestry, &c.—Academy of Agriculture and Forestry at Hohenheim: Number of students: Winter semester 1874-'75, 84; summer semester 1875, 82; number of professors and assistants, 25.

Veterinary School at Stuttgart: Number of regular students, 26; number of students who studied anatomy only, 21; number of professors and assistants, 10.

Agricultural schools at Ellwagen, Kirchberg and Ochsenhausen: Number of pupils, 36; number of professors, 4.

School for the training of vine cultivators: Number of pupils, 13; number of teachers, 2.

Agricultural winter schools: Number of schools, 5; number of pupils, 75; number of teachers not given.

Agricultural evening schools and reading rooms for adults.—Number of schools, 983; number of pupils, 20,996. Th ese institutions have 620 libraries, with 84,438 volumes.

TECHNICAL EDUCATION.—*Polytechnic School at Stuttgart.*—Number of professors and assistants, 73; number of students, winter semester 1874-'75, 537, viz, 422 in the technical and 115 in the mathematical department. Summer semester 1875, 462 students, viz, 111 in the mathematical, and 351 in the technical department.

School of architecture at Stuttgart: Number of professors and assistants, 40; number of students, winter semester 1874-'75, 945; summer semester, 1875, 256.

Sunday and evening schools for adults: (Fortbildungsschulen). Number of schools, 153; number of pupils, 11,990; number of teachers, 644. Government contributes about $30,000 for the support of these schools.

School of fine arts at Stuttgart: Number of professors and assistants, 12; number of students, winter semester of 1874-'75, 85; summer semester of 1875, 71.

Conservatory of music at Stuttgart: Number of pupils, 576, of whom 79 were from America; number of teachers, 39; number of lessons given each week, 706.

CHARITABLE INSTITUTIONS.—*Orphan asylums:* Number of orphan asylums, 3, viz, 2 Protestant and 1 Catholic; number of inmates, 621; number of outsiders, 285; number of directors and assistants, 26; annual expenses about $61,480.

Institutions for the deaf and dumb: Number of deaf and dumb institutions, 6; number of pupils, 267.

Institutions for the blind: Number of institutions, 4; number of pupils, 96.

II.—NORTH AMERICA AND SOUTH AMERICA.

ARGENTINE CONFEDERATION, federal republic: Area, 515,700 square miles; population, 1,736,922. Capital, Buenos Ayres; population, 177,787. Minister of justice, public worship, and public instruction, Dr. D. Onesimo Leguizamon.

The last report is dated May 1, 1875, and forms one of a set kindly transmitted to this Office by the Argentine chargé d'affaires at Washington, Dr. G. Videla Dorna.

Primary instruction.—Number of children between the ages of 6 and 16, 468,937; number attending school, 112,223; proportion of children attending school to entire population, 1 in every 19.87.

Number of schools, 1,816, of which 1,327 were public, and 489 private. Number of public schools for boys, 705; for girls, 294. Number of private schools for boys, 167; for girls, 112. Number of mixed public schools, 328; number of mixed private schools, 210.

Number of pupils, 109,941, of whom 85,672 were in public schools, and 24,269 in private schools.

Number of teachers, 2,868, viz, men, 1,593, and women, 1,275. Of these, 1,828 were in public schools, and 1,040 in private schools.

Secondary instruction.—Number of colleges, 17; number of students, 453.

Superior instruction.—University: number of faculties, 5; number of students of law and political economy, 434; of medicine, 303; of mathematics, 93; of natural sciences, 100; of philosophy, 560.

Professional instruction.—1 school of agriculture, with 27 students; 1 business college, with 186 students; 2 industrial schools, with 98 students; 1 school of drawing and painting, with 50 students; 1 school of music and elocution, with 360 students; 4 normal schools, with 53 male and 321 female students.

Popular libraries.—Number of libraries, 156; number of readers in 76 of these, 77,019; number of volumes, 64,878; estimated value of books, $99,449.77; number of libraries established in 1874, 9.

BRAZIL, constitutional monarchy: Area, 3,275,326 square miles; population: 12,000,000, (estimate of the hand-book for 1876.) Capital: Rio de Janeiro; population, 274,972.

The following *résumé* has been prepared from the official hand-book published by the Brazilian government for the Exhibition at Philadelphia in 1876.

General remarks.—The organization of complete statistics relative to education throughout the empire of Brazil has been impeded by various causes, among which may be mentioned the absence of a general census, the sparseness of the population, and many others.

The results with regard to the number of schools and pupils are far from representing the truth. In the number of pupils given below, those children who receive primary instruction in industrial establishments at the expense of the proprietors are not included.

There are besides many planters, residing at a distance from towns, who prefer to have primary schools, and sometimes schools for higher branches, on their private estates, both for their own children and for their poor neighbors.

A comparison of the last statistics with those of 1872 shows an increase of 994 primary and secondary schools, and of 20,478 pupils.

The great zeal which is manifested in Brazil for the diffusion of knowledge is revealed by very striking facts, among which the following may be mentioned:

1. The establishment of night schools for adults in the capital and different provinces.
2. The arrangement of lectures on sciences, of popular courses, and of polytechnic clubs.
3. The establishment of mechanic schools for destitute children.
4. The establishment of normal schools for both sexes.
5. The establishment of popular libraries and reading rooms.
6. The large increase of the educational appropriations in the general and provincial budgets. The expenditures for education in some provinces amount to one-third of the revenue.

Compulsory attendance.—The regulations relating to compulsory attendance are only enforced in the capital of the empire and in a few provincial towns. The great distances of many dwellings from school-houses has made general compulsion hitherto impossible.

Separation of sexes.—The law forbids the admission of pupils of the two sexes into the same school. This law is strictly enforced.

Educational expenditures.—Total expenditures for public primary and secondary education, 5,252,814 milreis. (The milreis is equivalent to two shillings three pence English money.)

Primary and secondary education.—Number of primary and secondary schools, 5,890, (private schools included;) number of pupils, (those of private schools included,) 187,915; number of teachers not given in the hand-book. Teachers of public schools are examined, appointed, and paid by the general and provincial governments.

Higher religious education.—Number of (Roman Catholic) seminaries, 19; number of students, 1,368; government grants for the support of these seminaries, 115,000 milreis. (Brazilian.)

Military education.—Military subjects are taught in the following establishments, subordinate to the war department: Regimental schools, preparatory schools, the military school, the gunnery school of Campo Grande, and the depot of artillery apprentices. Number of pupils and professors not given.

Naval education.—In the marine department there are several establishments for naval education, in which a large number of young men receive a thorough training. Number of professors and pupils is not given.

Polytechnic education.—Number of polytechnic schools, 1, with one general and five special courses. Number of professors and assistants, 36; number of students, 399.

Medical education.—Number of medical faculties, 2; number of professors and assistants, 36; number of students in 1874, 950. Government grants for these two faculties annually the sum of 216,910 milreis. In 1874, 32 students of the medical school obtained the degree of doctor, and 64 of the pharmaceutical course received diplomas of capacity.

Faculties of law.—Number of faculties, 2; number of students in 1874, 406; viz: 260 at Recife and 145 at S. Paulo; number of graduates in 1874, 83; number of professors and assistants, 34; annual expenditures, 172,200 milreis.

Commercial schools.—There is one commercial institute at the capital of the empire, with a course of four years; branches of instruction are: French, English, German, arithmetic, algebra, geometry, commercial statistics, commercial law, and book-keeping. Number of students, 57; viz: 38 matriculated, and 19 not matriculated. Annual expenditures, 20,800 milreis.

Institutions for the blind.—Number of schools for the blind, 1; number of teachers and assistants, 10; number of pupils, 29; viz: 19 boys and 10 girls. Nearly all are educated at the expense of government. Annual expenditures, 63,770 milreis.

Institutions for the deaf and dumb.—Number of institutions, 1; number of pupils, 20; number of teachers and assistants, 6. Annual government grant, 54,000 milreis.

Academies of fine arts.—Number of academies, 1; number of professors, 27; number of pupils in 1875, 107; annual expenditures, 37,560 milreis.

Musical conservatory.—The conservatory is connected with the academy of fine arts, under a special director. Number of students in 1875, 108, viz, 52 males and 56 females; number of teachers not given.

Mining school.—A mining school has recently been established by government in the province of Minas Geraes, with a course of two years; number of professors and pupils not given.

Libraries.—Number of libraries, not given. Number of volumes, 460,272. Reading rooms, connected with libraries, were attended by 85,044 persons.

Museums of natural history.—Number of museums, 5; number of natural history cabinets, connected with institutions of higher learning, 7.

BRITISH COLUMBIA, British colony: Area, 213,000 square miles; population, 10,586. Capital, Victoria. Superintendent of education, John Jessop. Date of report, October 15, 1875, sent by Mr. Jessop.

School population between the ages of 5 and 16, 2,242; pupils between 5 and 16 attending school, 1,364; pupils of other ages attending school, 39; total number of pupils of all ages attending school, 1,403. Number of boys attending school, 781; number of girls attending school, 622; number of children not attending any school whatever, 289; average attendance of pupils, 862¾. Sum paid for teachers' salaries, $25,291.66; incidental expenses, $2,671.93; rent, $408; fitting up or building schoolhouses and furniture, $6,450.69; total sum expended in 1874–'75 for education, $34,822.28.

HAWAIIAN ISLANDS, constitutional monarchy: Population, 56,897. Capital, Honolulu; population, 14,852.

The following details are taken from the Hawaiian Guide-Book, published at Honolulu in 1875:

Schools.—Total number of schools, 242; total number of pupils, 7,755. Annual government expenditures for school purposes, $40,000.

The number of higher schools which have been established is not mentioned.

The Hawaiian Insane Asylum has from 25 to 40 inmates, and the reform school from 50 to 75.

Government schools throughout the islands are established chiefly for the natives, and the Hawaiian language is taught in them. In the principal towns there are good English schools, where tuition costs one dollar a week.

JAMAICA, British colony: Area, 6,400 square miles; population, 506,154. Capital, Kingston; population, 35,000. Inspector of schools, John Savage. Date of report, December 19, 1874.

Elementary schools.—Under government inspection, 500 schools with 43,135 pupils on books, and an average attendance of 25,160, and an income from government grants and school fees of £18,795. Not under government inspection, 15 schools with 579 pupils on books, and an average attendance of 382. Total of elementary schools, 515, with 43,714 pupils on books, and an average attendance of 25,542.

Government schools.—Two schools with 286 pupils on books and an average attendance of 156; income, £612; expenditure, £637.

Endowed schools.—Twenty-five schools with 1,643 pupils on books, and an average attendance of 1,188; income, £5,934; expenditure, £5,101.

Normal schools.—Seven schools, with 113 pupils on books, and average attendance of 112; income, £4,194; expenditure, £3,929.

Grand total.—Schools, 549; aggregate number of pupils on books, 45,756; average attendance of pupils, 26,998; total income, £29,555.

Estimate of the total cost of all the schools in Jamaica in 1874, £41,767.

MEXICO, Federal republic: Area, 1,030,442 square miles; population, 9,176,082. Capital, Mexico; population, 230,000.

There is no national system of public instruction, each state managing its own educational affairs. In 1875, however, the central government had (for the first time) a report prepared, giving an account, statistical and historical, of the schools in all the states. This report, as well as a manuscript abstract from it, has been transmitted to this Office by Hon. J. W. Foster, United States minister at Mexico. Date of report, March 18, 1875.

Primary schools sustained by the federal and state governments, 603; sustained by the municipalities, 5,240; by private corporations, 378; by religious associations, 117; private schools in which tuition is paid, 1,518; schools without classification, 184; total primary schools, 8,103; *i. e.*, about one primary school for each 1,110 inhabitants. Attendance during the year, 349,000, or somewhat less than one-fifth of all the children between the ages of 6 and 13. Total amount expended for primary instruction, $1,632,436, of which sum $1,042,000 was furnished by the municipalities, $417,000 by the general and state governments, and $173,000 by individuals and private corporations.

Secondary and professional schools.—Seventy-eight colleges, (54 civil and 24 ecclesiastical;) in 33 of these law is taught, medicine in 11, engineering in 9, agriculture in 2, and theology in 24; total number of students, 13,137; total expense of the government colleges, $1,100,000. Fifteen higher schools for girls, 1 school of mining, and 1 school of the fine arts.

NEW BRUNSWICK, British colony: Area, 27,105 square miles; population, 285,594. Capital, Fredericton. Chief superintendent of public instruction, Hon. Theodore H. Rand. Date of report, February 20, 1876.

Number of schools, teachers, pupils, &c.—Summer term, 1874: Number of schools, 1,052; number of teachers, 1,095; number of pupils attending, 45,561. Winter term, 1875; Number of schools, 1,053; number of teachers, 1,116; number of pupils attending, 46,039. School year ended April 30, 1875: pupils attending, 59,623.

Proportion of population at school, ages and sex of pupils, percentage of daily and full term attendance.—Summer term, 1874: Proportion of the whole population of the province attending the public schools was 1 in every 6.27. Pupils under 5 years of age,

702; between 5 and 15, 41,399; over 15, 2,960. Boys, 23,097; girls, 22,464. Grand total day's attendance registered, 2,434,791. Average monthly percentage of pupils daily present during the term, (5.65 months,) 72.88. Winter term, 1875: Proportion of the population of the province at school this term, 1 in every 6.21. Under 5 years of age, 271; between 5 and 15, 39,075; over 15, 6,693. Boys, 25,646; girls, 20,393. Grand total day's attendance registered, 2,603,972. Average monthly percentage of pupils daily present during the term, (5.9 months,) 74.84. Number of teachers and assistants, summer term, 1874, 1,095; number of teachers and assistants, winter term, 1875, 1,116.

Superior schools.—Summer term, 47 schools with 2,622 pupils; winter term, 50 schools with 3,053 pupils.

Grammar schools.—Summer term, 14 schools with 39 teachers and 1,776 pupils; winter term, 14 schools with 39 teachers and 2,027 pupils.

Provincial training and model school.—Summer term, 64 students; winter term, 66 students.

Total provincial grants in aid of public schools, $130,442.17.

NOVA SCOTIA, British colony: Area, 18,660 square miles; population, 387,800. Capital, Halifax; population, 29,582. Superintendent of education, A. S. Hunt. Date of report, March, 1875.

Number of school sections, 1,742; number of school sections having no school any part of the year, 183; schools in winter, 1,580; schools in summer, 1,733; teachers: in winter, 1,707, in summer, 1,843; number of pupils registered at school in winter, 76,349; number of pupils registered at school in summer, 81,898; number of children at school for some portion of the year, 96,029; proportion of present population at school for some portion of the year, 1 in 4; annual expenditure for primary schools, $594,038.39; number of county academies, 10, with 42 teachers and 2,239 students; number of special academies, 7, with 36 teachers and assistants, and 681 students; number of colleges, 6, with 31 professors and 197 undergraduates, and 100 in partial course; one normal school, with 4 teachers and 112 students; one model school, with 9 teachers and 700 pupils.

Total educational expenditure.—Public schools, $594,038.39; normal and model school, $4,740; special academies, $60,683; colleges, $48,008.76; total, $707,470.15.

ONTARIO, British colony: Area, 121,260 square miles; population, 1,620,851. Capital, Toronto; population, 46,092. Minister of public instruction, Hon. E. Ryerson; deputy superintendent, J. George Hodgins. Date of report, October, 1875.

Population between the ages of five and sixteen, 511,603; colleges in operation, 16; county high schools, 103; academies and private schools reported, 280; normal and model schools for Ontario, 3; total public schools in operation as reported, 4,592; total Roman Catholic separate schools, 166; grand total educational establishments in operation, 5,165; total students attending colleges and universities, 2,700; total pupils attending county high schools, 7,871; total pupils attending academies and private schools, 8,443; total students and pupils attending normal and model schools, 800; total pupils attending the public schools of Ontario, 441,261; total pupils attending the Roman Catholic separate schools, 22,786; grand total of students and pupils attending all the educational establishments, 483,861; total amount paid for the salaries of public and private school teachers, $1,647,750; total amount paid for the erection and repairs of public and separate school-houses, for libraries, apparatus, books, fuel, stationery, &c., $1,217,582; grand total paid for public and separate school teachers' salaries, the erection and repair of school-houses, and for libraries and apparatus, $2,865,332; total amount paid for high schoolmasters' salaries, $179,946; total amount paid for erection and repairs of high school houses, $63,684; amount received for other educational institutions, $478,989; grand total paid for educational purposes in Ontario, $3,587,951; total public school teachers in Ontario, 5,736; total male school teachers in Ontario, 2,601; total female school teachers in Ontario, 3,135; average number of months each public school has been kept open by a qualified teacher, including legal holidays, 11¼.

PRINCE EDWARD ISLAND, British colony: Area, 2,173 square miles; population, 94,021. Capital, Charlottetown; population, 8,807. Date of report, December, 1874.

Number of schools, 402; number of scholars in districts, the schools of which were examined, 11,248; number of boys registered, 8,545; number of girls registered, 8,019; total number of scholars registered, 16,564; total number of teachers, 365. One normal and model school, with 3 teachers, 129 students, (46 males and 83 females,) and 27 pupil teachers.

QUEBEC, British colony: Area, 210,020; population, 1,191,516. Capital, Quebec; population, 59,699. Minister of public instruction, Hon. C. B. De Boucherville. Date of report, November 19, 1875.

Number of primary schools, 4,115, with 4,561 teachers and 196,762 pupils; number of secondary schools, (colleges and academies,) 230, with 1,225 teachers and 30,448 pupils; number of universities, 3, with 76 professors and 610 students; number of special schools, 16, with 71 professors and 1,411 students; number of normal schools, 3, with 41 professors and 275 students; total sum levied for public instruction in 1874, $1,320,133.57; assessment to equal grant, $151,883.72; assessments over and above amount of grant and special assessments, $315,836.31; monthly fees, $803,113; assessments for the construction of buildings, $49,300.

UNITED STATES OF COLOMBIA, federal republic: Area, 432,400 square miles; population, 2,951,323. Capital, Bogotá; population, 50,000.

There is no federal system of education, but each of the nine states composing the union manages its own educational affairs. The minister of the interior, however, has an annual report published on the state of primary education in the whole union. From the report, dated February 15, 1876, transmitted to this Office by the Hon. William L. Scruggs, minister resident of the United States at Bogotá, the following statistics are taken:

States.	Population.	Schools for boys.	Male scholars.	Schools for girls.	Female scholars.	Total number of scholars.	Total number of schools.	Expenditure.	Percentage of population attending public schools.	Expenditure for every 100 of the population.
Antioquía	365,974	111	9,062	52	4,866	13,928	163	$66,030	3.805	$18 04
Bolivar	241,704	52	3,065	15	1,400	4,465	67	20,000	1.847	8 27
Boyaca	482,874	101	6,276	35	1,884	8,160	136	40,536	1.689	8 39
Cauca	435,078	128	6,537	31	1,920	8,457	159	49,192	1.943	12 00
Cundinamarca	409,602	154	10,015	104	5,578	15,593	258	153,322	3.806	37 43
Magdalena	85,255	20	1,479	20	1,000	2,479	40	13,496	2.907	15 83
Panamá	221,052	26	1,553	2	130	1,683	28	13,258	0.761	5 99
Santander	425,427	129	7,319	89	3,755	11,074	218	123,987	2.603	29 14
Tolima	230,891	57	3,312	11	776	4,088	68	28,958	1.770	12 54
Territories	53,466	20	789	2	102	891	22	.....	1.666	.....
Total	2,951,323	798	49,407	361	21,411	70,818	1,159	508,779	2.399	24 01

III.—AUSTRALASIA.

NEW SOUTH WALES, British colony: Area, 323,437 square miles; population, 503,981. Capital, Sidney; population, 134,755. President of the council of education, J. Smith; secretary of the council, W. Wilkins. Date of report, April 5, 1875.

Public schools, 420; provisional schools, 244; half-time schools, 122; denominational schools, 204; total number of schools, 990.

Pupils in public schools, 53,702; in provisional schools, 8,002; in half-time schools, 2,462; in denominational schools, 36,218; total number of pupils, 100,384.

Proportion of pupils in average attendance to the average number enrolled: In public schools, 65.7 per cent.; in certified denominational schools, 64 per cent.; in all schools, 65.6 per cent.

Amount of school fees: In public schools, £31,656; in provisional schools, £3,670; in half-time schools, £770; in denominational schools, £17,440; total, £53,536.

Teachers: Principal teachers, 1,002; assistant teachers, 158; pupil teachers, 304; total number of teachers, 1,464.

Annual school revenue: Balance from 1873, £12,239; parliamentary vote for 1874, 1874, £120,000; church and school estates revenue, £1,600; total, £133,839.

Annual school expenditure: Salaries of teachers, £94,573; buildings and repairs, £16,593; general management, £7,682; inspection, £7,525; training, £3,457; books, printing, and stationery, £3,136; total, £132,966.

NEW ZEALAND, British colony: Area, 102,000 square miles; population, 279,560. Capital, Auckland; population, 12,775. Superintendent of education, J. Williamson. Date of report, May 1, 1875. Date of education act, 1872, and amended act, 1874.

Number of school districts, 108; number of schools, 140; highest attendance on the roll, 8,284; average attendance, 4,929; number of teachers, 178; expenditure for educational purpeses, £20,531; annual average cost per pupil, £2 10s.; total value of school buildings, £6,000; Auckland College and Grammar School, number of teachers, 7; number of students, 164.

QUEENSLAND, British colony: Area, 673,600 square miles; population, 133,533. Capital, Brisbane; population, 19,413. Chairman of the board of education, Hon. Arthur Macalister; secretary of the board, E. Butterfield. Date of report, April 26, 1875.

Schools.—Number of schools in operation, 203; number of new schools opened, 45; number of schools closed in previous year, 5; number of applications dealt with for new schools or additions, 58; number of new vested schools completed, 40; increase in number of schools in operation, 40; number of vested schools in operation, 127; number of non-vested schools in operation, 36; number of provisional schools in operation, 40.

Teachers and pupils.—Number of teachers, including pupil teachers, 590; aggregate attendance of scholars, 29,012; average attendance, 15,045.

School finances.—Parliamentary vote for education, £72,000; local subscriptions toward school buildings, £3,117; salaries of officers of the department, £4,296; salaries of teachers, £44,606; buildings, furniture, and repairs, £29,086; total expenditure out of parliamentary vote, £77,474; total expenditure out of local subscriptions, £2,638.

SOUTH AUSTRALIA, British colony: Area, 760,000 square miles; population, 192,500. Capital, Adelaide; population, 27,208. Chairman of the board of education, John A. Hartley; secretary of the board, James Bath. Date of report, March 8, 1875.

Number of schools under control of the board, 320; number of scholars on the rolls during one month, 17,426; average attendance for one month, 13,774; average number on the rolls at each school, 54; average attendance at each school, 43; percentage of attendance to the number on the rolls during one month only, 79; number of licensed teachers: males 216, females 97, total 313; model school: average roll number of scholars for the year, 739; average daily attendance, 586; annual receipts, £33,336, annual expenditure, £31,477.

TASMANIA, British colony: Area, 26,215 square miles; population, 104,217. Capital, Hobart Town; population, 19,092. Chairman of the board of education, Henry Butler. Date of report, July 9, 1874.

Number of schools, 141; number of scholars on rolls during the year, 10,803; average number of scholars on rolls from month to month, 7,047; average attendance, 5,268; average number on rolls during the year at each school, 76.62; average number on the rolls from month to month at each school, 49.98; average attendance at each school, 37.36; percentage of attendance to the average number on rolls, 74.76; number of teachers and assistants, 154; annual income, £13,551 annual expenditure, £12,823.

VICTORIA, British colony: Area, 88,198 square miles; population in 1874, 808,437, viz, 439,159 males and 369,278 females. Capital, Melbourne; population, 54,993. Date of report, October 5, 1875. (Notes on the Colony of Victoria by Henry Heylyn Hayter, government statist of Victoria.)

PRIMARY EDUCATION.—*Number of schools:* Public, 1,111; private, 610; total, 1,721.

Number of pupils: Public, 216,144; private, 22,448; total, 238,592, viz, 122,060 boys and 116,532 girls.

Number of teachers: Public, 3,715; private, 1,509; total, 5,224.

SECONDARY EDUCATION.—(*Colleges, grammar schools, etc.*)—Number of schools, 5, (all connected with churches;) number of pupils, 1,024; number of teachers, 50; amount received from government for building, £32,493.

SUPERIOR EDUCATION.—*University of Melbourne:* Number of students in 1874, 177; number of professors not given; total expenditures in 1874, £16,393.

Industrial and art institutions: The School of Painting and Design: number of students in 1874, 196, viz, 57 males and 139 females; the Industrial and Technological Museum: number of students in 1874, 120, viz, 110 males and 10 females; the National Museum: number of visitors in 1874, 100,514.

LIBRARIES.—The Melbourne Public Library: number of volumes in 1874, 83,231; number of visitors in 1874, 239,188; the supreme court library: number of volumes in 1874, 11,365; miscellaneous libraries: number, 130; number of volumes in 1874, 174,103.

CHARITIES.—*Hospitals:* Number in 1874, 33; accommodation for 2,034 persons; total number of inmates during the year 1874, 15,047.

Asylums for aged and infirm persons: Number in 1874, 5; accommodation for 1,139 persons; total number of inmates in 1874, 1,656.

The Immigrants' Home, at Melbourne: Accommodation for 396 persons; total number of inmates during 1874, 9,436.

Orphan asylums: Number in 1874, 7; accommodation for 1,160 orphans; total number of inmates in 1874, 1,260.

Blind asylum: Accommodation for 99 persons; total number of inmates in 1874, 106.

Eye and ear asylum: Accommodation for 21 persons; total number of inmates in 1874, 143.

Deaf and dumb asylum: Accommodation for 63 persons; total number of inmates in 1874, 84.

Lunatic asylums: Number in 1874, 4; accommodation for 2,378 persons; total number of inmates in 1874, 2,914.

Industrial and reformatory schools: Number in 1874, 9; accommodation for 1,834 inmates; total number of inmates in 1874, 2,784.

Female refuges: Number in 1874, 4; accommodation for 182 persons; total number of inmates in 1874, 293.

Total receipts of the above named charities in 1874, £319,134, viz, £235,561 from government, and the remainder from private contributions and other sources; total expenditures in 1874, £319,891.

RELIGIOUS EDUCATION.—Since December 31, 1875, no monetary aid is given by the state to religious denominations. Number of clergy in 1874, 654; number of churches and other buildings of worship, 2,455; accommodation for 403,126 persons; usually attending, 285,601; number of services during the year, 199,166.

Sabbath schools: Number of Sabbath schools, 1,449; number of teachers, 12,384; number of pupils, 126,728.

General remarks on education.—The Melbourne University ranks with English universities, and its students enjoy the same privileges in the United Kingdom and in British colonies as students from universities in Great Britain.

Education act.—The education act now in existence dates from 1872. Education to be given under this act is to be purely secular and compulsory. Each child between six and fifteen years of age is required to attend at a state school for a period of sixty

days in each half year. Education in common school branches is to be free. Branches of higher instruction are allowed to be taught for the payment of one shilling per week for each branch.

EDUCATION AT THE INTERNATIONAL EXHIBITION.

The efforts of the Office to secure a proper representation of American education at the approaching Centennial International Exhibition at Philadelphia, of which mention was made in my last report, have been vigorously continued and with encouraging results. Inquiries from foreign and domestic sources have multiplied. With these many valuable suggestions have been received relating to the material for the exhibit, and the best methods to be pursued. In order to make available for the use of all the best information upon the subject, I caused to be prepared on the 15th of January, 1875, by the chief clerk of the Office, the accompanying synopsis of the proposed centennial history of American education for distribution among school officers and educators.

At the meeting of the Department of Superintendence of the National Educational Association, at Washington, D. C., January 27 and 28, 1875, an important step was taken. Hon. J. P. Wickersham, superintendent of common schools for the State of Pennsylvania, delivered an able and effective address upon American education at the Centennial Exhibition, and offered the following resolution; which was unanimously adopted:

Resolved, That a committee of five be appointed to act for this body, with the authorities of the Centennial, in perfecting a plan for the proper representation of the educational interests of the country at the approaching National Exposition at Philadelphia.

The United States Commissioner of Education, Hon. J. P. Wickersham, superintendent common schools of the State of Pennsylvania; Hon. J. D. Philbrick, of Boston, Mass.; Hon. Alonzo Abernethy, State superintendent public instruction of Iowa, and Hon. W. H. Ruffner, State superintendent public instruction of Virginia, were designated as the committee. This address and action were published in the first Circular of Information for the year. The appointment of this committee furnished greatly needed relief to the task imposed upon the Commissioner.

I immediately communicated the action of the Department of Superintendence to the Director-General, and received the following reply:

"INTERNATIONAL EXHIBITION—1876.

"UNITED STATES CENTENNIAL COMMISSION,
"OFFICE OF THE DIRECTOR-GENERAL,
"*Philadelphia, January 29*, 1875.

"MY DEAR SIR: Your note of 28th instant is received. I shall be pleased to confer with the committee of the National Educational Association any day next week you may name. Please advise me of the day and hour that will suit the convenience of the gentlemen.

"Yours, truly,

"A. T. GOSHORN,
"*Director-General.*

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

It was convenient for four members of the committee, namely, Messrs. Wickersham, Philbrick, Abernethy, and Eaton, to meet in Philadelphia Wednesday, February 3. After a discussion of the subject committed to them among themselves, they met Hon. Mr. Goshorn at the rooms of the Centennial Commission, and had a full, free, and very satisfactory conference upon the whole subject of the representation of education in the Exhibition.

The committee called attention to the action of the Department of Superintendence of the National Educational Association at the meeting a year ago, which recommended:

Synopsis of the proposed centennial history of American education—1776–1876.

Grade or kind of instruction.	The colonial period.		The homogeneous period—1776–1840.		The heterogeneous period—1840–1876.	
	Educational topics.	Influences and results.	Educational topics.	Influences and results.	Educational topics.	Influences and results.
Elementary	Tho early schools in tho colonies of Spain, England, France, and Holland briefly noticed; digest of the colonial laws respecting elementary schools; horn books; tho Now England primer; biographies of early pedagogues, &c.	Position, institutions, and attitude of the European nations which colonized North America; supremacy of Spain under Charles I and Philip II, (1516–1558;) of England under Elizabeth and James I, (1558–1632;) of France under Richelieu, (1622–1645;) of England under Cromwell, (1645–1658;) of France under Louis XIV, (1658–1704;) of England under Marlborough and Chatham, (1704–1776;) political, social, and religious institutions of the colonists; political and military events in the colonies, &c.	Tho Virginia territorial cession, and tho ordinance of 1787; history of the school land sales and of elementary schools; origin of free public schools under State authority; labors of Mann, Barnard, Sears, Emerson, and others; illiteracy of tho country in 1840, &c.; biography and bibliography.	Homogeneity of the population; comparatively small annual immigration; revolutionary war, (1775–1783;) migration to Kentucky, Indiana, Tennessee, Ohio, Mississippi, Illinois, and Alabama, (1775–1805;) Webster's spelling-book, (1783;) the Federal Constitution, (1787;) copyright law, (1790;) Whitney's cotton gin, (1793;) province of Louisiana acquired, (1803;) Oregon question, (1804–1846;) Fulton's steamer on the Hudson, (1807;) abolition of the slave trade, (1808;) War of 1812–1815; introduction of canals, (1817;) Florida acquired, (1819;) the Missouri compromise, (1820;) railroads introduced, (1827;) McCormick's reaper, (1831;) the Seminole war, (1835–1842.)	Tho progress and present condition of free elementary instruction; official supervision of public schools; improvement in school buildings, furniture, and apparatus; character and number of text books; the school reports of the country; illiteracy of the country in 1850, 1860, and 1870; instruction of the colored people and the Indians; Kindergärten; private elementary instruction.	Introduction of the electric telegraph, (1844;) Texas annexed, (1845;) war with Mexico, (1845–1848;) the Mexican cessions, (1846–1848;) the sewing machine, (1846;) the great Irish famine, (1846;) Mormon emigration to Utah, (1847;) discovery of gold in California, (1848;) emigration to the Pacific coast, (1848;) European revolutions, (1848;) great emigration from Europe, (1848 *et seq.*;) the London World's Fair, (1852;) the treaty with Japan, (1854;) the financial panic of 1857; the Atlantic telegraph, (1858;) the war and the abolition of slavery, (1861–1865;) the Austro-Prussian war, (1866;) acquisition of Alaska, (1867;) the Paris Exposition, (1867;) the Franco-German war, (1870–1871;) the Vienna Weltausstellung, (1873;) the financial panic of 1873; the heterogeneous character of the population since 1846; the character and intelligence of the immigrants; the progress of industries, of agriculture; the development of means for speedy transportation; international literature; the scientific spirit, &c.
Secondary	Early grammar schools, public and incorporate; text books; courses of instruction; biographies, bibliography; the clergy as trainers for college.		Tho progress and increase of grammar schools, academies, and seminaries; the text books, architecture; apparatus of instruction; biographies, bibliography, and statistics.		The progress of grammar schools, academies, and female schools; rise and progress of free public high schools; text books, courses of instruction, apparatus, and architecture; business colleges; bibliography, biographies, and statistics.	
Superior, *i. e.*, collegiate and professional.	Early colonial colleges, (*e. g.*, Harvard, William and Mary's, King's, Dartmouth, Princeton, Yale, &c.;) their foundation by colonial and individual action; discipline, text books, and courses of instruction in the classics, mathematics, theology, &c.; biographies and bibliography; connection of religious denominations with the colleges, &c. Early instruction in the professions, theological, legal, and medical; Ames' "Medulla."		Tho progress of collegiate instruction; text books and courses of instruction in the classics, astronomy, mathematics, physics, chemistry, political economy, mental and moral science, &c. Colleges in their denominational and public relations; libraries of colleges; bibliography, biographies, and statistics. The progress of theological, medical, and legal education; rise and progress of normal schools and of schools of dentistry and pharmacy; biographies, bibliography, and statistics.		The progress and present condition of collegiate training; rise of State universities and of colleges of agriculture and the mechanic arts; rise of colleges for women; text books and courses of instruction in mathematics, astronomy, physics, mechanics, geology, geography, zoölogy, botany, chemistry, mineralogy, agricultural science, technology, metallurgy, military and naval science, philology, political economy, social science, art, history, &c., (including in each case a history of the subject of instruction.) The progress and present condition of instruction in theology, jurisprudence, medicine, dentistry, pharmacy and pedagogies, engineering, &c.; women in the professions. Bibliography, biography, and statistics of collegiate and professional training.	
Miscellaneous	Notices of early libraries and of the bibliography of "Americana."		The progress of libraries; rise and progress of museums of science and art; instruction and care of orphans, of the blind and the deaf mute, &c. Sunday schools. Instruction in art and music. Reformatory and penal instruction. The American Institute of Instruction.		Progress and present condition of libraries; of art museums and science museums; of orphan asylums; of schools for the blind and for deaf-mutes; industrial and collegiate instruction of the unfortunate; schools for the feeble-minded, &c. Sunday schools. Schools of art and music; cheap reproductions of art-works; cheap music; &c. Progress in penology and in reformatory training. Associations for public benefit; churches; societies; the National Educational Association, &c. Tho National Bureau of Education.	
Illustrations	Engravings of early school and college buildings; portraits of educators; maps, &c.		Engravings of school and college buildings, portraits of educators; maps, charts of illiteracy in 1840, &c.		Pictures of buildings for schools, colleges, libraries, museums, asylums, &c.; portraits of educators and benefactors; maps; illiteracy charts of 1850, 1860, and 1870; diagrams of ventilating apparatus, furniture, &c.	

(1) That each State and Territory be invited to prepare a representation of its educational condition for the Centennial.
(2) That each State and Territory also be invited to prepare a historical record of its educational progress for the same purpose.
(3) That each city be invited to act with the State authorities in preparing such records, and that it present an exhibit of its own educational growth and condition.
(4) That each educational institution be invited to participate in the same way.
(5) That a census be taken in 1875. That the Commissioner of Education be requested, on behalf of the educators of this country, to correspond with the prominent educators of the world, and invite their coöperation in the matter of the Centennial.
(6) That an international educational congress be held in connection with the Centennial.

The committee expressed the satisfaction that had been felt by the different State and city educational authorities that an attempt was to be made to show the progress of education, and stated, so far as they knew, what had already been done to carry out the recommendations passed last year.

Referring to the resolution under which they were appointed, they stated to the Director-General the embarrassment now felt by the officers of the different State and city systems of education and the several institutions of learning, arising from the want of some definite plan and the need of some immediate and authoritative action.

State and city superintendents and officers of various institutions are inquiring, "What shall be the educational representation? What shall my State, my city, my institution do?"

No one now feels prepared to answer. It is a public, and not a private, interest. Its exhibition must be made largely from motives of public good, and only partially from any considerations of private profit, such as would arise from the manufacture of furniture and the publication of text books.

The plans adopted must accord with the methods of public educational action. The vast diversity of systems, institutions, and facts will require time to consider and arrange what shall be done by each and to harmonize the whole.

The committee consider themselves sent by the Department of Superintendence of the National Association only as a medium of communicating these facts and impressions from the different educational workers in the country to the Director-General, and of securing from him any communications he may wish to return to them.

The Director-General, in behalf of the commission, expressed an earnest desire that the influence of the Exhibition should be thoroughly educational, and especially that the growth of educational facilities in the United States, and their results, as shown in our country's progress, should be most successfully represented, and his gratification that this action had been taken by the Department of Superintendence of the National Educational Association. He had just written to the governors of the several States, calling attention to a class of subjects, of which education is one, and hoped that this committee would act provisionally, calling attention to the subject, gathering information, and forming plans for his consideration, until the meeting and formal action of the executive committee of the Centennial. The committee retired and agreed to act as suggested by the Director-General, Hon. A. T. Goshorn.

The act of Congress approved March 3, 1875, contained the following clause giving effect to the executive order issued January 23, 1874:

SEC. 5. To enable the Executive Departments of the Government and the Smithsonian Institution to participate in the International Exhibition of eighteen hundred and seventy-six, the following sums are hereby appropriated, namely: For the Interior Department, one hundred and fifteen thousand dollars; for the Treasury Department, five thousand dollars; for the Post-Office Department, five thousand dollars; for the Agricultural Department, fifty thousand dollars; for the Smithsonian Institution, sixty-seven thousand dollars; for the United States Commission of Food Fishes, five thousand dollars; for the War Department, one hundred and thirty-three thousand dollars; for the Navy Department, one hundred thousand dollars; for show cases, shelving, stationery, postage, telegrams, expressage, and other necessary incidental expenses, twenty-five thousand dollars; in all, five hundred and five thousand dollars; to be disbursed under the direction of the Board on Executive Departments, appointed in pursuance of the presidential order of January twenty-third, eighteen hundred and seventy-

four. And authority is hereby given to the heads of the several Executive Departments to display at the International Exhibition of eighteen hundred and seventy-six, under such conditions as they may prescribe, subject to the provisions of section seven of the act of June first, eighteen hundred and seventy-two, all such articles in store or under the control of said Departments as may be necessary or desirable to render such collection complete and exhaustive: *Provided*, That should it become necessary to erect any building or part of a building for said Exhibition, on the part of the Government, the same shall be paid for, *pro rata*, out of the sums appropriated to the several Departments, the United States Commission of Food Fishes and the Treasury and Post-Office Departments excepted, the cost of the building not to exceed one hundred and fifty thousand dollars; and at the close of the Exhibition said building shall be sold and the proceeds covered into the Treasury as miscellaneous receipts: *And provided further*, That the sums hereby appropriated shall cover the entire expense to which the United States Government shall be subjected on account of said Exhibition, except the sum appropriated in this act for printing the certificates of stock of said Exhibition; and the Board on Executive Departments is forbidden to expend any larger sum than is set down herein for each Department, or to enter into any contract or engagement that shall result in any such increased expenditure; and no money shall be taken by any Department for the purposes of this exhibition as aforesaid from any other appropriations except the one hereby made: *And further provided*, That of the sum hereby appropriated, the sum of two hundred thousand dollars shall be immediately available.

I, as Commissioner of Education, having been also designated as representative of the Department of the Interior, found my duties very greatly increased for the time. The provision of means was entirely inadequate to the end proposed. It was sought to use the funds available for the Bureau of Education in the Department exhibit, not so much to produce articles of its own for display, as to aid in appropriate ways the bringing out for view at the Exhibition the condition and appliances of education throughout the entire country. This was done, first, by gathering the most intelligent views of the plans and methods for such an exhibition; secondly, by widely disseminating among those interested Circular of Information No. 5, which contained suggestions respecting the educational exhibit at the International Centennial Exhibition, 1876. *

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* The preface to this circular is given here as explaining somewhat the scope and character of these suggestions:

"DEPARTMENT OF THE INTERIOR,
"BUREAU OF EDUCATION,
"*Washington, July* 1, 1875.

"It is apparent that a representation of education for the century of our national history, now closing, at the International Centennial Exhibition at Philadelphia in 1876, can neither be adequate nor successful without the most extensive consultation in regard to the peculiarities and manifold phases of educational systems and institutions. The interest in this department of the Exhibition will be very great to all Americans and all visitors from other countries who attempt to study the causes of our national growth and peculiarities. It should be remembered that it is a public interest, and not a source of private profit, save in reference to its aids and appliances. The producers of these articles would naturally come forward to participate in the representation, as do all other producers of articles of profit. Yet it is plain that if the educational exhibit were limited to these appliances, the impression made would be most inadequate; indeed, the value of these aids to education is best seen in connection with the results obtained in systems and institutions, in respect to which the leading motive must necessarily be, not one of pecuniary profit, but of public benefit. For the attainment of this result in the exhibit there must be time for consultation, harmony of plans, and organization. This Office, as the central educational agency in the country, has from the first definite anticipation of the Exhibition naturally been addressed for plans and information. The recent rapidly increasing interest has greatly multiplied the demands for definite plans. Officers of institutions and systems in many parts of the country have already fully determined to go forward and make some preparation for the Exhibition, and are now only waiting to know definitely what to do in each case and how to do it. This Office could have promptly projected a theoretical reply to the various inquiries. There would have been a possibility of its being the plan fitted to the facts, to be worked out with facility and success. The object of the Office, however, has not been to direct, but to represent, to ascertain what could be done, to gather from every quarter the suggestions in reference to what should be done and how to do it. In pursuance of this idea, attention was called to the subject in the Reports of 1871, 1872, 1873, and 1874.

"Our attention must be turned necessarily in two directions: First, toward the Centennial Commission, which has entire charge of the classification, and which determines what plans of classification shall be adopted for this, as for all other departments of the Exhibition. Secondly, we must consult with all those who are to participate in the Exhibition with regard to the materials they are to present

Putting the greatest stress upon the historical aspects of the occasion, the Office sought to aid, first, in securing the fullest representation possible of education, with the hope, second, that all officers and agencies would aid in bringing out the fullest results in the way of (*a*) study, (*b*) reports, and (*c*) of permanent collections of educational appliances.

In all of the results of the Exhibition it was believed that the education of the United States would receive great advantages from comparison with that of other countries and from suggestions from foreign educators. The presentation of students' work was beset with many difficulties. It was important some plan should be devised in which all could coöperate. The whole subject of the educational exhibition for the country was taken up at the meeting of the National Educational Association, at Minneapolis, Minn., August 5, 1875.

The following resolutions, containing important suggestions, were offered by Hon. J.

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and their plans of presentation. This Office has been in constant correspondence and communication with the officers of the Centennial Commission, and it is only due to say that they have from the first and always manifested a most earnest desire that everything possible should be done to render this department of the Exhibition thoroughly successful.

"With respect to the educators of the country, every means has been taken to gather full public and private expressions of interest, and to act solely and fully in coöperation with them. And while gathering these, whether from personal or organized sources, it has seemed appropriate to consult, as the special representative of them all, the National Educational Association. This association, at a meeting of its department of superintendence, in January, 1874, passed resolutions upon the subject, and, again, in January, 1875, appointed an executive committee to advise with and act through this Office. This committee has since had two meetings, at the request of the Director-General of the Exhibition, in Philadelphia, at which the plans of the Centennial Commission were carefully studied, and all indications of what could be done by the different institutions and systems of education, so far as known, were brought into consideration, and an earnest effort was made to answer the two great questions What to do? and How to do it? One thing has been manifest from the first, that, while certain outlines for a scheme could be laid down, the details must, in the necessity of the case, be announced only as the circumstances upon which they depended were more clearly unfolded in the action of the different sections interested. With a view to giving each institution and system information with regard to the purposes of other institutions and systems proposing to participate, and of putting before the eye a unified scheme to which fuller suggestions could be made, this Office prepared, in January, a 'Synopsis of the proposed centennial history of American education.' At the first meeting of the committee above mentioned with the Director-General of the Centennial in Philadelphia, it became manifest that a change in the classification there presented was essential for the unity of an educational exhibit. At the second meeting of the committee their views were given in a statement, at the request of the Director-General, and presented to the commission. The committee also agreed upon certain amplifications and specifications, which should be published as a further aid and guide to those wishing to participate in the educational exhibit, when the commission had given a final revision to its classification. The Centennial Commission have now issued their revised classification, and that part of it relating to education is herewith presented. The committee have added their embodiment of suggestions, and hereby submit it as a further step in the development of the work in hand. While in general the scheme must be executed as it is now established, it is desired that there may be the utmost freedom of suggestion with reference to the details. In the prosecution of this work it should be added that it will be impossible for this Office to perform the part assigned to it, save in and by the provision made by Congress at its last session for an exhibit by the Executive Departments. The law and executive orders connected with it are therefore published. The amount of money provided for this expenditure is a small share of the $115,000 assigned to the Interior Department. It will be obvious, on a moment's thought, how little of the vast work to be accomplished can be performed by this Office. It will be seen from what has been previously published, and, indeed, in all that has been done by this Office, how much more highly we prize the historical than the competitive elements of the Exhibition. We are thoroughly convinced that no institution, that no State or city system, can do better for itself, or can more efficiently work for the improvement of its instruction or its discipline, for the enlargement of its resources or for the increase of its attendance, than by seizing this occasion, when everybody is talking about the past of our country, to turn the attention of its constituents to the incidents of its establishment, growth, present condition, and the considerations which should determine its future plans. Moreover, we cannot fail to feel the obligation imposed upon the actors in this memorial year to leave all the facts in regard to their institutions and systems in the best possible shape for the benefit of education in the centuries of our Government which are to follow.

"Dr. Franklin B. Hough, of Lowville, N. Y., well known for his historical and statistical labors, who has already accumulated numerous and valuable data with regard to the origin and history of collegiate

H. Smart of Indiana, chairman of a special committee to draft resolutions in regard to the exhibition of educational development at the approaching Centennial at Philadelphia. They were discussed and adopted *seriatim:*

Whereas a communication has been received from the Hon. John Eaton, United States Commissioner of Education, in which the National Educational Association, now assembled, is requested to take into consideration the interests of the educational department of the coming Centennial Exposition and to make suggestions in relation thereto: Therefore,

Resolved, That we heartily second the efforts of the Commissioner to secure an adequate representation of our educational products at the Centennial, and that we will cooperate with him in every practicable way to make the enterprise a success.

Resolved, That, in accordance with the Commissioner's request, we make the following suggestions, viz:

(1) In our opinion, wall space of not less than 2,000 feet in length, with accompanying counter and floor space, will be needed for the proper display of our educational products.

(2) The amount of wall space occupied by each State should be limited to 100 feet in length.

(3) All products of the schools, executed by pupils, except such as may be classed as "special products," should be made during the month of January, 1876.

(4) We respectfully recommend that there be formed an Exposition committee, consisting of one agent appointed from each of the States and Territories represented at the Centennial, by the chief educational officer in conference with the national Commissioner of Education, whose duty it should be to coöperate with the Commissioner in the superintendence of the educational department at Philadelphia.

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education, has been invited to coöperate with this Bureau in the preparation of the exhibit of collegiate and university instruction. The following special suggestions are hereby submitted; others will be added after consultation and agreement with the officers in charge of these institutions:

"The several officers in charge of the institution for deaf-mute instruction in the country have already appointed a committee to take charge of the preparation of the representation of this department of education. The chairman of the committee is Hon. E. M. Gallaudet, president of the National Deaf-Mute College, at Washington, D. C., who should be addressed on the subject.

"The necessity of extended personal intercourse between those familiar with exhibitions and the several officers of institutions and systems has rendered it necessary for the Bureau of Education to invite Hon. John D. Philbrick to confer specially with these gentlemen in New England, and Dr. J. W. Hoyt to perform a similar work, in connection especially with colleges of agriculture and the mechanic arts, in the Mississippi Valley. Dr. L. P. Brockett, of New York, whose historical writings on the subject of education are well known, has undertaken to aid in the preparation of a historical representation of text books.

"Two hundred and forty-eight institutions for the benefit of the young, such as reformatories, asylums, industrial schools, &c., have already been visited by an agent of this Bureau, and a large collection of facts gathered with reference to their history and administration, which is now ready for the printer, and which will be made to constitute a portion of the Centennial publications upon education by this Office.

"The progress of the medical art and medical education prior to the Revolution was the subject of a recent publication by this Bureau, the material having been collected by Dr. J. M. Toner, of this city. N. S. Davis, M. D., of Chicago, Ill., is now preparing an account of medical education in the United States during the century for this Office.

"This Office has also in course of preparation a work on libraries in the United States, past and present, which will shortly appear.

"The subject of art education in the United States during the past century is also receiving attention, with a view to early publication. The attention of all the officers of systems, institutions, and associations of an educational character is specially called (1) to the desirableness of making the graduating exercises of academies, normal schools, commencements of colleges, and the several annual gatherings of alumni, of teachers, and other promoters of education, in some form commemorative of the centennial anniversary of the foundation of the Republic; (2) that the donors of funds for educational purposes be invited to mark this year by the increase of their endowments and benefactions; (3) that a special effort be made to collect at institutions, offices, and other appropriate places, busts, portraits, and other fitting memorials of eminent educators and promoters of education, and that these also, as far as expedient, be made part of the educational exhibit at Philadelphia. Other outlines of the great forces of education in the country are under advisement, and all interested are generally invited to offer suggestions.

"A considerable number of inquiries having come to the Office with regard to the form of State organizations, the Commissioner of Education takes this opportunity to suggest that, where appropriations have been made by States, and commissioners appointed to prepare the State representation for the Centennial, a committee be designated by this commission, consisting of the State school officers and

Resolved, That a committee of three be appointed to prepare and submit to General Eaton rules and regulations by which pupils and students shall be governed in the preparation of such products as may be executed by them.

Resolved, That we recommend that an international educational congress be held at some time during the Centennial Exposition, and that we also recommend that arrangements therefor be made by the United States Commissioner of Education.

Resolved, That we respectfully recommend to the Commissioner of Education that the appointment of delegates to the international congress be made through the chief educational officers of the several States and Territories.

Under the resolution to appoint a committee to prepare plans for students' work, the following able school officers were named: Hon. A. J. Rickoff, superintendent of city schools, Cleveland, Ohio; Hon. J. L. Pickard, superintendent of city schools, Chicago, Ill.; Hon. J. H. Smart, State superintendent of public instruction, Indiana. These gentlemen, after due consideration, reported a plan which was promulgated in Circular of Information No. 8.

The following is the prefatory letter to this circular of information:

DEPARTMENT OF THE INTERIOR, BUREAU OF EDUCATION,
Washington, D. C., November 27, 1875.

SIR: The desire that specimens of the actual school work of students should be shown at Philadelphia has been expressed by many educators, and this work is included in the classification furnished by the Centennial Commission.

The difficulty has been to devise a uniform plan for the preparation of students' work.

The Department of Superintendence of the National Educational Association, in session at Minneapolis in August, 1875, considered the subject, and, after full discussion, referred to a committee the preparation of a suitable schedule, in accordance with the provisions of which all such specimens of scholars' work should be prepared. It was understood that the recommendations of this committee would be accepted as the standard. Many inquiries in reference to the methods of preparing school work have been addressed to this Office. As furnishing a satisfactory answer to these inquiries, and in accordance with the requests of members of the National Educational Association, I recommend the publication, by this Bureau, of the report of this committee, with the schedule as adopted by them.

Very respectfully, your obedient servant,

JOHN EATON,
Commissioner.

Hon. Z. CHANDLER,
Secretary of the Interior.

Approved and publication ordered.

Z. CHANDLER, *Secretary.*

It is confidently believed that these rules, wisely observed, will solve difficulties in regard to students' work, and secure that degree of uniformity in results necessary for just comparison.

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others of well-known fitness, to take special charge of the State educational exhibit. This plan has already been adopted in several States with the happiest results.

"It is difficult to express in a classification or programme of arrangements all the details of the methods by which education will be illustrated; (1) as increasing the productiveness of industry; (2) as diminishing pauperism; (3) as diminishing vice and crime; (4) as increasing the public wealth; and (5) as specially qualifying man for the pursuits of life and the duties and privileges of citizenship. It is hoped that no one who has worked out any valuable material which would contribute to this end will hesitate to make it known.

"It is suggested that the several annual educational reports in the country may be made to have some special reference to the Centennial Exhibition, and so relieve other documentary statements, and that surplus copies should be furnished at the Centennial with a view to distribution.

"The duty of the educator in this matter is twofold: (1) to aid in the exhibit of educational facilities and (2) to use the material thus collected at the Centennial—nay, the Exhibition itself—for the purpose of future instruction.

"Among the further details already under special consideration are: (1) the manner of investigating and comparing the work of students so as to bring out the best results; (2) what attempts shall be made to provide special arrangements for formal visitation to the Exhibition by students of institutions of learning, under the guidance of experts, for special investigation and study of the Exhibition; (3) the arrangement of an educational congress.

"It is hoped that further special consideration will be given to these subjects at the meeting of the National Educational Association in August, at Minneapolis.

"JOHN EATON,
"*Commissioner.*"

A great obstacle was thrown in the way of the successful presentation of education by the effort of persons to control the methods of the educational exhibition who had no special acquaintance with educational affairs.

States that have become active in preparing to exhibit their products have created commissions to supervise their representations.

These commissions, though constituted of able men, skilled and competent to devise and arrange exhibitions of any or all the other products of the State, in no instance contained any one specially skilled in educational affairs. In some States the result will be no exhibition of education. In others the mistake has been discovered in season to apply the remedy, and the State commissions are inviting the coöperation of the proper school officers. In very few instances are the preparations of the exhibits of education receiving any aid from State appropriations.

Whatever is done, therefore, in most of the States will be the result of the skill and labor of the educators and the pecuniary aid of friends of education.

It is to be hoped that the next century will see some progress in dissipating the notion that persons without special training or experience in educational affairs can properly care for these important interests. No subject requires more special skill, and if the public would have the best education for its youth, public sentiment, while it encourages the participation of all concerned, according to their qualifications, must finally come to reject the idea that any one can play on the many stringed harp of the human mind, or organize or conduct institutions and systems in which it is attuned for harmony or discord for an immortal existence. Some hesitation has also been created in the preparation, by the fear which has arisen in some quarters that the Centennial Commission will not reserve sufficient space for the educational exhibit, or that they may put it in some out of the way place, (*e. g.*, a gallery,) or may break it into fragments, and thus destroy the logical effect of the exhibition. So fatal a step would seem impossible. The interest of foreign educators in what is to be accomplished is already manifested in many ways. Some foreign countries have their educational exhibits well prepared.

Dr. Lyon Playfair, M. P., late postmaster-general under Mr. Gladstone, having received from this Office the circular containing suggestions, writes commending the plan, and remarking that if it can be carried out the educational results will be greater than from any previous world's fair. M. Hippeau, a well-known French writer on education, on receipt of the circular of suggestions, published an extended communication in La République Française upon education at the Exhibition. He quotes the programme, and makes many observations worthy of special note by Americans. In reference to the Exhibition, he observes:

There will be many objects to attract the attention of foreign visitors, but we may boldly affirm that none will produce a deeper impression than the educational exhibit, and this from the following reasons: The United States have the right to feel proud of their public schools and institutions to produce enlightened and educated men for the honor and prosperity of their Republic. In direct opposition to the course pursued by countries which consider the progress of public instruction a peril to society, the Americans see in it the essential condition of their prosperity and the foundation of their country's grandeur.

And again he adds:

The idea has been suggested, and not without reason, that our workingmen should be furnished the means to go to Philadelphia, and study there the results of manufacturing industry. Have people also thought of letting our teachers derive some profit from this unique occasion to study everything the United States have done for education in the way of school organization, methods of instruction, educational apparatus, hygienic regulations, &c.? Would not the directors of our normal schools, the heads of our great institutions, find it greatly to their interest to make such studies? The government ought to understand this necessity, and the minister of public instruction at least ought to conceive this idea.

He gives his reason for expecting the success of our educational exhibit, and, explaining the agency of the Bureau of Education in promoting that success, remarks that those educators who have asked for its establishment based their request on Montesquieu's remark that "in a republic the influence of education is all powerful."

Commending the limitations of the Office, he says:

Limited though it be in its functions, the Bureau of Education nevertheless renders immense services, and in its capacity as a popularizer of the methods followed by the different States for furthering the cause of education it exercises a most beneficial influence.

Again, referring to its 8,000 special correspondents, he says:

The number of its special correspondents is not less than 8,000. When one thinks that in the United States there are more than 600,000 persons who, in the capacity of teachers, directors, inspectors, contributors to and superintendents of benevolent institutions, take a direct interest in the success of education, one will understand the difference between countries in which the citizens take care of their own affairs and those in which the government has this exclusive care. It would, no doubt, be difficult to transplant to France institutions so much opposed to our habits, and which would but little suit our national character. But nothing could be more desirable than to have established in connection with our ministry of public instruction a "bureau of education" similar to the one which renders such valuable services in the United States.

His excellency the acting minister of public instruction for Japan informs me that his government will undertake an educational exhibit. We have similar information from Ontario and other countries. The preliminary catalogue of the Belgian exhibit is received, and gives promise of great interest. Prof. Hermann Kinkelin, of Basel, who received such deserved commendation for his presentation of Swiss education at Vienna, has prepared a presentation of Swiss educational statistics for Philadelphia. The Swiss Teachers' Journal thus describes it:

These new Swiss educational statistics are given in the shape of a number of Dufour's maps of Switzerland, in which the position which each canton occupies with regard to education is illustrated by different colors in a very simple and at the same time clear and ingenious manner.

Part I of the work consists of 24 copies of a reduced Dufour map of Switzerland on the scale of 1 : 250,000.

The first seven maps, Nos. 1–7, show all the public secondary and superior schools at intervals of ten years, the last for the year 1875; and it is interesting to see how in most parts of Switzerland the colored dots increase in number from one decennial period to the next, while in other respects everything remains pretty much the same.

No. 8 shows the private schools and benevolent institutions.

No. 9 shows in different colors the time annually given to instruction in the primary schools in the various cantons, those having the shortest time being colored black and gradually getting lighter till those having the longest time are colored quite light. The lightest canton is Basel Town, which has 45½ weeks' instruction per annum. Next follow Glarus, Geneva, Zurich, and Schaffhausen, while Valais, Appenzell Interior, Grisons, and Uri are quite dark—27.5 and 24.2 weeks per annum.

No. 10 shows the total amount of time devoted to instruction during the period of school age. In this map Vaud is colored brightest, having a total of 385 weeks; while Uri is darkest, 152 weeks; (Basel Town 329 weeks, and Basel Country 300.)

No. 11 shows the arrangements regarding the separation of the sexes in the different cantons.

No. 12 shows the number of primary scholars to 1,000 inhabitants, Basel Country taking the lead with 195; (Basel Town, 66.)

No. 13 shows the average number of primary scholars to one teacher; first, Grisons, 32; Tessin, 36; Valais, 37; Basel Town, 55; Basel Country, 95; and, finally, Appenzell Exterior, 107.

No. 14 shows the number of scholars in the higher and lower secondary schools to every 10,000 inhabitants, Basel Town taking the lead with 457, the last being Appenzell Interior with 11.

No. 15 shows the number of primary teachers to every 10,000 inhabitants; first, Grisons with 48, and last Basel Town with 12.

No. 16 shows the sex of the primary teachers, giving the percentage of male teachers on the whole number of teachers; Glarus, Basel Town, and Appenzell Interior, 100 per cent.; Upper Unterwald, 25 per cent.

No. 17 shows the average annual salary of male primary teachers in francs. The lightest-colored canton is Basel Town with 2,480 francs, and the blackest Valais with 243 francs.

No. 18 shows the average annual salary of female primary teachers. Geneva, 993 francs; Valais, 220 francs.

No. 19 shows the average annual salary of all teachers, (male and female.) Basel Town, 2,199 francs; Valais, 234 francs.

No. 20 shows the average amount of school property to 1 scholar.

No. 21 shows the annual expenditure per scholar. Basel town, 54 francs 85 centimes; Uri, 5 francs 77 centimes.

No. 22 shows the annual amount expended per scholar for secondary education. Appenzell Interior, 308 francs; Lower Unterwald, 13 francs.

No. 23 shows the average annual sum expended for primary education per school. Basel Town, 3,000 francs; Valais, 228 francs.

No. 24 shows the annual sum expended for education of all grades *per capita* of the population. Basel Town, 12 francs 13 centimes; Appenzell Interior, 1 franc 30 centimes.

Part II consists of all the sheets of Dufour's great atlas of Switzerland, giving the exact location of every primary and secondary school in 1871–'72.

RESULTS TO BE DERIVED FROM THE EDUCATIONAL EXHIBIT.

I. I have mentioned among the educational results to be sought from the exhibition the establishment of educational museums or collections of educational appliances. Our deficiency in this respect is a source of constant embarrassment. Many of our teachers and school officers have no opportunity of knowing what these appliances are, or of keeping up with their improvements. It has been my desire, in conducting this Office, to secure as necessary aids to its work, and as special benefits to our systems and methods of education—

1st. An educational library, where publications upon the subject could be gathered from all quarters of the world, and such publications made available for American educators. A small sum has been annually appropriated by Congress for this purpose. The use of this, and the exchange of documents, have made the library already one of great value. I have purchased for it most of the private collection made by my predecessor, Dr. Henry Barnard. I have also desired to secure for the same purpose—

2dly. An educational museum or collection of educational appliances, but neither money nor space has been afforded for such a collection. As I have at different times mentioned, several foreign governments have invited exchange of these appliances—some have sent articles; but I have had none to return in exchange, and have not been able further to respond to that courtesy than to send the publications of the Office.

Since the announcement of the International Centennial Exhibition, I have hoped that it might afford the occasion for the organization, in connection with this Office, of a national educational museum. The cost would be slight and the benefits to our education invaluable.

The commencement of the Kensington Educational Museum under the auspices of the most enlightened English friends of education, in connection with one of the world's fairs at London, is well known. The effect upon English skill and intelligence has been incalculable.

In connection with the Vienna Exhibition, a somewhat similar movement was commenced in that city. A recent writer, referring to it as "the permanent educational exhibition," observes that "it receives universal approval, and its beneficial results surpass all expectation."

The first number of the Journal of the Educational Museum at Rome, Italy, has just been issued. From this the following remarks are translated:

This museum, as is well known, owes its origin to a visit to the World's Exposition at Vienna, made by the distinguished gentleman who now rules over the destinies of public instruction in the kingdom. It only dates its legal existence from November, 1874, called to life by the joint exertions of the minister of public instruction and the minister of industry and commerce.

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It has already been likened to a permanent exhibition. This journal will now give it the character of a permanent and at the same time circulating exhibition.

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To illustrate the collections which are in the museum and which are being formed is a much greater task than might seem at first sight. In the first place, there is no educational implement or apparatus which could not give rise to researches and observations, and form the subject of descriptions, examinations, comparisons, and manifold discussions.

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It is by this not merely intended to make an appeal to teachers or superintendents. The museum, and the Journal, its representative before the public, would not think

that it had done all the work assigned to it if it did not likewise have the coöperation of those who in a less personal, direct, or official manner are interested in the cause of education. Through the school-house, apparatus, furniture, text books, maps, charts, and other scientific and literary aids, many persons are more or less interested in education, who do not devote all their efforts to it, but whose experience will nevertheless be of great value. The general condition of our country certainly justifies all this and easily explains it; for in this regard it has various sides, and, not always unjustly, has been blamed; but this must often be ascribed to these or those persons not having exerted themselves enough, while the case would be entirely different if the people would not with all the greater zeal seek to obtain the very best that could be obtained.

Many of our educators are familiar with the successful efforts of Dr. Ryerson and his deputy, Dr. Hodgins, of Ontario, to secure these great aids to education in that province. Their example would seem of itself sufficient to secure adequate action in the United States.

Among the noted and efficient organizations of this character should be mentioned the so-called Pedagogic Museum, under the direction of the Russian ministry of war. Founded in 1864, it has become one of the most effective agencies for the promotion of general as well as military education in that empire.

II. A second educational result sought from the exhibition is the preparation of full and accurate reports on the various phases of education in the country. The efforts made to quicken, increase, and render effective the collection and publication of educational history have already been mentioned. As a result, great activity is already reported in this work. The Office is doing all in its power to generalize these results and make them available for our country and the world, and hopes to gather rich fruit from the labors and publications of experts from our own and foreign countries after the display closes.

THE EDUCATIONAL EXHIBIT AT VIENNA IN 1873.

In my previous reports mention has been made of allusions in foreign reports on the Vienna Exhibition to education in the United States. These continue to appear. One interesting report on "Primary instruction in different countries" contains the following observations of F. Jeanmaire, teacher, of Angoulême: "The United States have in the very centre of Europe exhibited a magnificent specimen of their important educational productions. In the interior of the palace we admired their collection of educational works and treatises, drawings, and penmanship exercises by the pupils with the corrections of the teacher, all very splendidly bound and grouped according to States. In the grounds a primary school-house, furnished with all the necessary material, showed to the visitors the deep interest which the American Union takes in the fundamental element of its prosperity and grandeur." This school-house, with the Swedish, he pronounces the finest in the exhibition.

A very able report to the French minister of public instruction upon the educational exhibits at Vienna, by F. Buisson, who has been charged with the task of organizing the educational statistics of the republic, contains the following noteworthy remarks respecting the educational exhibit of the United States:

The Vienna Exposition had less a universal than an Austro-German character. Other European countries were with regard to education poorly represented.

The United States of America, which had a more complete exhibit, did not, however, furnish all the details, so indispensable to a thorough and instructive study of school systems and their results. They had two educational exhibits, a school-house in the park and a section in the exposition building. Here primary and secondary education were sufficiently and carefully represented. Besides the apparatus and text books, this exhibit contained the most complete and the most instructive collection of pupils' work at the exposition. But with reference to other grades of instruction the exhibit did not furnish other information than reports from different States and various scientific associations. The American district school-house satisfied the visitor's curiosity. The building contained a hall and a large and well lighted school-room with forty seats. The interior arrangement of the building was far from making a favorable impression upon the visitor. I was surprised to find nothing that indicated this great nation's intimacy with practical school life. Rich furniture was the only object of admiration. The maps and charts, of which several seemed to be in the collection entirely by chance, gave rather an idea of great variety of means of instruction than of regular methods in teaching and of a premeditated pedagogical plan.

Only a few American States and cities exhibited plans and photographs of school-houses; but unfortunately in too small a number, and without the necessary technical, financial, and pedagogical information. The plans and relief-model of the Franklin school-house at Washington show an extreme simplicity of architecture. The outside of the building lacks all elegance and æsthetic character. A yard or a recreation room, in the basement of the school-house, substitutes the school garden, for which the Americans seem to have no necessity.

But what makes the American school-house so valuable is the great care given to its hygienic condition. Nothing is neglected that furthers the physical development of the children. Ventilation is generally combined with steam heating, and has reached such a degree of perfection that its introduction must cause enormous expense. Cloak rooms and water closets are not only very comfortably arranged, but show a thorough study and a scrupulous observation of the rules of hygiene. The results of this system surpass by far all that has been obtained by European systems.

Drawing is one of the rare branches in which American schools have not yet reached the European standard. The exhibit of the United States proved sufficiently that her schools, in so many respects superior to the European, are still beginners in the art of drawing. In some cities the drawing lessons in several school-houses is intrusted to only one teacher, and in a certain city in Ohio one teacher has charge of 74 drawing classes.

There seems to be no systematical programme for drawing in America. In most cities this important department has still to be created.

The insufficient training of teachers has hitherto been one of the greatest deficiencies in the American school system. The continual change of teachers, and the short period during which the largest number of them remain in their profession, explain sufficiently why the results are not in proportion with the generous expenditures of the country.

America has given the most striking proof that difficulties in preparing uniform statistical school reports can be vanquished.

The Bureau of Education at Washington commenced a few years ago to organize school statistics for the whole extent of the United States, and not one of the great countries in Europe offers, at the present time, an equal representation of her institutions and better facilities for obtaining reliable information with reference to education. This is so much the more remarkable, as the centralization of school administrations does not exist in the United States. All the States of the Union are entirely independent, and organize their own school systems as they please, which must cause the Bureau an increase of complications and considerable delay.

Not satisfied with collecting and publishing the results of American institutions of learning, the Bureau of Education now collects and publishes the most complete reports on European education.

Through a series of circulars,* the publication of which was commenced recently, Americans will soon know European institutions as thoroughly, or rather more thoroughly, than Europeans themselves.

It would be very desirable to have in Europe an educational statistical centre, somewhat like the United States Bureau of Education, from which reliable information could be obtained regularly.

What is needed to realize this idea? Nothing but an energetic initiative, which will be infinitely easier, cheaper, and more advantageous than the step recently made toward the adoption of a uniform postal system between the two hemispheres.

Could not five or six European countries confer on this subject with the United States—far better prepared for that kind of work than we—in order to arrange some uniform basis for the preparation of school statistics? Much good would arise from this most important enterprise. It would enable all nations to compare the results of other countries with their own, and thus discover always new and better methods in the great work of education.

HEALTH AND EDUCATION.

This subject, of vital importance, yet greatly neglected, can hardly be more forcibly presented than by the following quotations from the opinions of well-known experts expressed since the last treatment of the subject in these reports.

At a late meeting of the Michigan State board of health, Dr. Kedzie reported the following facts, ascertained by personal examination:

* Indicating the appreciation of these occasional publications by the Office is the gratifying fact that Prof. P. Wynen, of Antwerp, has translated into French and published the substance of three of them for the benefit of European readers, viz: (1) The Theory of Education in the United States, prepared by Hon. Duane Doty, then superintendent of schools for Detroit, and Hon. W. T. Harris, superintendent of city schools, St. Louis, and extensively approved by the most eminent educators in the country; (2) Statements relating to Reformatory, Charitable, and Industrial Schools for the Young, prepared by Mrs. S. A. Martha Canfield; (3) The History of the Bureau of Education, by Dr. Alexander Shiras.

In a private letter Prof. Wynen remarks, "I beg you, honored sir, not to consider this as a literary task merely, but a tribute of gratitude which I do myself the honor to offer your country for all it has done toward the amelioration of the lower classes of society."

At the new State public school building in Coldwater, he found no ventilation in the dormitories. The air was very foul, containing 14 to 16 parts of carbonic acid in 10,000 parts of air. * * * The under-floor space had no ventilation, and the original opening for that purpose was closed. The timbers underneath were covered with mould. During the year, several deaths have occurred from diphtheria. * * * The hygienic conditions, on the whole, are not good.

In the asylum for the deaf and dumb and the blind, at Flint, he found exceedingly bad air in school-rooms and dormitories. On each side of the building, the two main sewers run, and the well from which the water supply is taken may be, perhaps, contaminated thereby. There are eight water-closets to ten teachers and superintendents; one water-closet to ninety-three boys, and one to seventy girls.

The ventilation at the reform school, in the old building, is passable, but in the new part and in the hospital it is bad.—(Detroit Review of Medicine, February, 1875, p. 125.)

Dr. Thomas F. Rochester, M. D., of Buffalo, N. Y., in an inaugural address delivered at the opening of the seventieth session of the Medical Society of the State of New York, June 20, 1876, said:

We are proud of our public schools; education is free to all; but it is not, in every instance, the unmixed blessing it seems. It is acquired at too great an individual risk.

On the proudest avenue of this city (Buffalo) is a three-storied brick building. The room is heated with coal stoves; the ceiling is low; the light is but moderate; and there is no provision for ventilation. The seats are short, narrow, and close together. * * * The principal of the school, in reply to inquiries, stated that the room was always full; that three children had to sit where there was only room for two; that they were packed so tightly that it would be impossible for the children all to rise upon their feet at once; that there was no place to hang up their outer garments, even if they were wet, and that when school was dismissed, if a boy should drop his cap, he could not stop to pick it up, so great was the rush and the crush.

On the 9th of February, 1869, the school committee of the common council, with the superintendent of schools, made a tour of inspection. I make a few extracts from the report of the same: No. 7, "The primary department was found to be running over with little children, who had hardly room to breathe and stretch out their little arms." No. 11, "It is a perfect hive of children." No. 31, "The primary department has 340 scholars, but was calculated only to hold 180. They sit everywhere." No. 15, "The primary department contained 320 scholars yesterday." From 800 to 1,200 cubic feet of air is the amount of space that is required to be allotted to each individual in the United States military hospitals. In British India, each jail prisoner has, by legal enactment, 648 cubic feet of air. In public school No. 15, each poor child has but 56 cubic feet of air. * * * No wonder that scarlet fever, diphtheria, typhoid fever, and blood poisons of every description are more or less prevalent. A large proportion of these dread disorders are generated in and propagated by our public schools. * * * But acute diseases are not the only results of this criminal crowding. Tuberculosis, scrofulous and brain affections, developed at various periods, may be traced but too often to the same source. Better for society, and better for themselves would it be, that these infants were not educated at all than at such a risk. The counterpart of this picture is to be found in every large city in our land. What is the remedy? No child under ten years of age should be sent to a public school, and every school district should have a competent and well-paid medical director, who should devote himself thoroughly and conscientiously to the many hygienic duties of the position.—(Buffalo Medical and Surgical Journal, pp. 408, 409.)

The following citations embrace a summary and remarks concerning the public schools of Philadelphia, based upon the answers of physicians to printed questions, upon several general reports, and upon a chemist's report:

Formal reports upon printed blanks are made as to forty-four schools. The examinations were made in the winter and early spring, at different hours and in various weather, by eleven different physicians.

The space allowed to each pupil is too small. The average of rooms reported is 143 cubic feet per pupil. The range is from 272 down to 66, in different schools. Even with efficient ventilation, the space should not fall short of 200 or 300 cubic feet.

The percentage of carbonic acid is stated in regard to thirty-one rooms. The ratio of 0.56 in 10,000, reported in one room, is very extreme. The average for thirty-one rooms is 0.18 per cent. The examination of ten schools by a professional chemist exhibits an average of 0.1315, and a range of from 0.06 to 0.21 per cent. In these last, and in nearly all the other cases, it is expressly stated that windows were open. Two analyses of external air showed the presence of 0.0288 and 0.03205 per cent. of CO_2, the proportion normally varying somewhat with the weather and other conditions.

The schools are very generally overheated. This in spite of the almost invariably open windows.

A score of the schools examined have no system of ventilation whatever. The others have various devices and appliances, variously described.

The general reports of several observers, and the report of the chemist, agree with the tabulated returns, in representing open windows as absolutely necessary to keep the air of the school-rooms tolerable.

The atmosphere of the school-rooms is terribly bad, except when windows are kept open. Practically, there is no other means of ventilation. When some pretence to a system exists, it is usually wretchedly inadequate or wholly inoperative. Concerning the use of shafts, inlets, outlets, and valves, the teachers are usually ignorant or careless. Openings are choked with rubbish, boarded up, or kept shut by rusted valves and broken cords. In one building, air-shafts were altered into closets. In several instances teachers and pupils were made "almost sick" by a temporary closure of windows for experiments.

The rooms examined by Mr. Thomson, the chemist, are said to be very favorable specimens of our schools, being all of recent construction. Even here windows were constantly open.

Although no question is designed to elicit information as to animal emanations in the close air of the schools, some expressions used by reporters are significant. "Foul," "intolerable," and "mephitic" are words suggestive of something more than carbonic acid gas.

The chemical report already mentioned, and one of the general reports, give clear expression to what we believe to be the true relation between carbonic acid and animal exhalations in their bearings upon the fitness of air to support respiration. As both impurities arise from the presence and the breathing of living beings, both will increase and diminish together, according as the air is repeatedly inspired or freely changed and renewed. If, then, in a crowded room we find twice as much CO_2 as in one less populous, we may infer the same proportionate difference in the organic emanations. Thus the first impurity serves, in ordinary circumstances, as a measure for the second.

Moreover, it is probably true that the carbonic acid is a less noxious contamination than is the animal matter, which it roughly measures. The broken down organic substance given off from lungs and skin, in minute particles, in gaseous form, or dissolved in watery vapor, becomes when concentrated a most potent poison.

Dr. Hammond, in his work on military hygiene, calls attention to the symptoms described as attending the decease of the victims of the "Black Hole of Calcutta." These were not at all the ones characteristic of carbonic acid poisoning, but rather of profound animal poisoning.

It is not, however, therefore to be inferred that carbonic acid gas is not injurious. In the proportion of 20 parts to 10,000, it undoubtedly is very hurtful, and to be dreaded even in half that amount.

In the Hancock primary school, we find 520 poor little innocents huddled together in three rooms, each 37 feet by 35 feet, and not 9 feet high. Windows, from five to seven in each room, were open from 8 to 12 inches, while the tests showed the percentage of CO_2 to be 0.30, 0.52, and 0.56. Space for each pupil, 66 cubic feet; outlet for foul air, none; system of ventilation, none.

One of the accompanying reports contains the following:

In Philadelphia, during ten months of the year, about four and a half hours of each school day are spent in the school rooms by 90,000 children, ranging from six to seventeen years, and about 2,000 teachers. Who can possibly estimate to what extent the laws of health are violated by compelling these 92,000 persons to breathe day in and day out an atmosphere surcharged to the extent of five, six, or seven times the sum of carbonic acid that normal air contains, and then superadded to this a sum of organic impurities which may be expressed by the same numbers as indicate the excess of carbonic acid? Who can, in numbers, express the degree of violence done to health, the sum of human suffering engendered, and to what extent life may be shortened by the respiration of the unnecessarily impure atmosphere of school rooms?—(Report of the committee appointed by the board of public education to inquire into the sanitary condition of the schools of the first school district of Pennsylvania, city of Philadelphia, pp. 30–35, and p. 19.)

From "The Perils of the School Room." Read before the American Public Health Association, Philadelphia, November 13, 1874, by A. N. Bell, M. D. Sanitarian, January, 1875.

The importance of air space rests upon the absolute necessity of pure air for healthy respiration. * * * For various practical purposes, the limits of space vary from 300 to 4,000 cubic feet. * * * And *no deviation should be made on account of children.* With regard to this point, Mr. John Simon well observes: "It is to be desired that laws and regulations as to overcrowding should not proceed on the assumption that children (to any measurable extent) require less breathing space than adults. Against any

such assumption two facts have been considered: First, that even healthy children, in proportion to their respective bodily weights, are about twice as powerful as adults in deteriorating the air which they breathe; secondly, that the children will almost invariably have certain eruptive and other febrile disorders to pass through, from which adult life is comparatively exempt, and in which the requirement of space is greatly increased. And, having regard to these two considerations, I think it best that children and adults should be deemed to require equal allowances of air and ventilation."

Moreover, it should be observed that the mere space allowance should in no case detract from the absolute necessity of means for renewal, and the smaller the space, so much the more certain should be this provision. If 300 cubic feet only be allowed, the air must be changed, at the least, every twenty minutes. To neutralize the deleterious properties of respired air, and to replenish it, every person requires 2,000 cubic feet of fresh air hourly, and with less provision than this contamination is sure to follow.

The epidemic influences or constitution which some authors are wont to describe as conditions precedent to the activity of epidemic diseases, and which are believed to be periods of predisposing receptivity of specific poisons, are due in no small degree to the prevailing condition of school rooms and their congeners. As a rule, the older these conditions, the longer the period of time in which they have been tolerated, the more depressed the vital powers of their occupants and the greater their predisposing receptivity. Besides, the depressed state of the organism under such conditions is not only predisposing to epidemic diseases, but the liability to and the danger of all diseases is thereby intensified; * * * and, doubtless, much that is attributed to the season of the year supposed to be predisposing to scarlet fever, measles, whooping cough, diphtheria, and some other common affections of children, is due to the same cause. It is, at any rate, very remarkable that the beginning of the autumnal school term should be simultaneous with or speedily followed by the sickly term. There is surely something more than a mere coincidence in these relations; they stand much more like cause and effect.

Besides the danger from active and fatal disease from exposure to the conditions which have been described, all physiologists recognize the influence of depressing agents on the human organization in blunting the sensibilities, obtunding the intellect, promoting stupidity, idiocy, and physical deformity. And in this relation, at least, the "survival of the fittest" often has a painful significance, not alone confined to the present generation, but, recognizing the accepted law of inheritance, well calculated to shock the sensibilities in anticipation of the future.

The following abstract of a report on the public schools of Brooklyn, in March, 1874, by the sanitary superintendent of the board of health, is submitted as an illustration of the conditions which have now been described:

"No. 6. Registered, 983; average, 94 per cent.; 514 in primary department. Ventilators have been provided, but many of them closed and beyond reach, the cords wanting and practically useless. The heat is introduced directly upon the children. The middle rooms upon the east side of the building are so poorly lighted as to require gas burning at midday. In these rooms the air was very oppressive, and the supply through other occupied rooms.

"No. 9. Average 1,300. * * * In one of the rooms there were 126 children, the windows all closed, the ventilating shaft closed, and the hot-air registers open. Each of these children had 50 cubic feet of space.

"No. 12. One room occupied by over 30 pupils that would not properly accommodate more than 15. * * * No ventilating appliances besides the windows.

"No. 15. Constructed for 800, has 1,900. Ceilings low, air renewed only through windows. In one room 67 children, 30 cubic feet to each child.

"No. 17. * * * A small room in the primary department has 50 children in 2,450 cubic feet of space, 49 to each child. The air in all the small rooms and in all the primary rooms was quite impure to the senses.

"No. 18. Five hundred and twenty-five children on ground floor; 823 on second floor, with an average of 63 cubic feet; on each of the floors above 400 scholars; in one of the rooms on the ground floor, 32 cubic feet for each scholar. * * * Another room, 75 by 20 by 6, numbers 150 pupils, and has two openings or windows, about 24 by 30 inches each; gas burning for light.

"No. 19. Wings on each side of the building cut off six class rooms from any direct opening upon the external air or light. * * * Says the inspector: 'My last visit to this school was made about the time of closing the afternoon session. I cannot describe the condition of the atmosphere; the children seemed completely depressed, and hardly had sufficient energy to leave their places.'

"No. 22. Overcrowded. The children suffer for want of pure air. One class room, 12 by 18, has 103 scholars.

"No 23. A room 12 by 20 = 240 square feet, has 56 scholars; about 4 square feet and 27 cubic feet only to each.

"No. 29. Four hundred and twenty in the primary department and 580 in the other two, illustrating the crowding of the young children; 130 more lives must be sustained in the same cubic space in one instance than in the other.

"No. 30. * * * One room affords 29 cubic feet, another 24 to each scholar. * * * A strong draught from the open windows blows upon the children.

"Primary, No. 3. * * * In one room are 140 small children; wood stoves heat the rooms, and open windows admit cold air. Temperature in range of seats next to stove was 90°; most remote, 64°."

In an examination of sixteen of the public school rooms, and, with two or three exceptions, the same as here reported upon, (but when they were less crowded than they are at the present time,) and seven private schools in 1869, the average proportion of carbonic acid present was 1.64 volume per 1,000, or 3.3 times its normal amount. Two only, and both of these were private schools, were perfectly ventilated. One of the public school rooms had eight times the normal proportion of carbonic acid present, and more than half of them four times the normal proportion.

It is very far from my purpose to show that the school rooms of Brooklyn are more perilous than the school rooms of other cities; indeed, they are not so. In New York, the plan of construction in some of the new buildings is believed to be an improvement over any of the Brooklyn buildings; but, taking them altogether, they are about equally perilous.

Philadelphia, I am sorry to believe, is no better. With an enviable amount of house room for all other purposes, and the banner city of America for the health of her people, her school-houses, notwithstanding, are a disgraceful exception. One of these, visited during a night session, was found "crowded to the extent of less than 100 cubic feet of air space to each person," and "an offensive odor pervaded the whole school." "On descending to the cellar, the sickening odor of carbonic acid and oxide was unbearable. The cellar had evidently never been cleansed, or even aerated, since the floors were laid above. And to this hotbed of disease and death—well stocked with coal, and most likely, at the time of storage rendered more certain to evolve its deleterious gases by wetting—every teacher and pupil of this school was exposed. Nor is this, bad as it is, an exceptional case. Indeed, the evil is so general in all of our cities as to fully justify the conclusion that the examples given are examples of American school-houses generally, and of no particular city. They are a disgrace to our civilization and a shame to our humanity.

From "Preventable Sickness," by Alfred L. Carroll, M. D. Sanitarian, December, 1875, pp. 403 and 404.

Each one of us, to get his necessary allowance of oxygen, inhales about 400 cubic feet of air a day; but, in exchange for this oxygen, we exhale carbonic acid gas at the rate of two-thirds of a cubic foot an hour, thus vitiating a very much larger body of air than we actually inspire. * * * One part of it in 1,000 of air is the maximum of admixture compatible with healthfulness. We emit every hour enough carbonic acid to destroy the wholesomeness of something more than 666 cubic feet of a perfectly pure atmosphere. But the atmosphere with which nature supplies us is not perfectly pure; it already contains about 5 parts of carbonic acid in every 10,000—a little more in towns, a little less in the open country—or one-half the permissible percentage, so that, for typical respiration, every pair of human lungs requires about 1,300 cubic feet of air an hour. In other words, if a person were confined to a room 10 feet square and 13 feet high, all the air in that room should be changed every hour. The popular disregard of this essential condition of health is responsible for a vast number of diseases of debility dependent on what might be called oxygen starvation, and lessens or destroys the chances of recovery from maladies otherwise caused. Consumption, if not originally induced, is, at all events, commonly called into action by breathing "prebreathed" air. It is unknown among the nomadic tribes, who live absolutely *al fresco*, and its frequency increases just in proportion as we find people spending a greater portion of their time in a confined atmosphere, devitalized by their own respiration or that of others. * * * Not only in private homes is this cause of ill health operative, but often, to a still greater extent, in schools, where insufficient cubic space and defective ventilation impair the constitutions of hundreds of children at an age when most they need the proper materials for nutrition, of which oxygen is the most important. In the absence of sanitary supervision of schools, the compulsory education act, enforcing still further overcrowding, must strike every hygienist as an iniquitous assault on public health.

From "Nervous System as Affected by School Life," by D. F. Lincoln, M. D. Sanitarian, August, 1875, pp. 196 and 198.

As regards fresh air and other hygienic essentials of schools, the attempt is sometimes made to excuse deficiencies by saying "that the scholars are better off in school than in their own wretched houses."

This excuse is apt to prove fallacious. It is our duty to ask, when such remarks are made, "How much better off are they when in school?" Is the air at home charged with fourteen parts of impurity, for example, and that in school with only twelve or thirteen parts? Such a comparison reflects no credit upon the school; if both places are

blamable, then our duty obviously begins at the school, which we build and furnish, and to which we compel the children to come.

There are three special faults in sanitary conditions which do harm to the nervous system of those in school rooms. These are, the means employed in lighting evening schools, the undue heat of school rooms, and the excessive dryness of their atmosphere, with other impurities.

School work, if performed in an unsuitable atmosphere, is peculiarly productive of nervous fatigue, irritability, and exhaustion.

By "unsuitable" is chiefly meant "close" air, or air that is hot enough to flush the face, or cold enough to chill the feet; or that is "burnt," or infected with noxious fumes of sulphur or carbonic oxide. Very few schools are free from these faults.

From "Brain Culture in relation to the School Room," by A. N. Bell, M. D. Read by invitation before the Department of Superintendence of the National Teachers' Association, Washington, January 27, 1875. Sanitarian, March, 1875.

While the brain has not usually more than one-fortieth of the weight of the body, it receives about one-fifth of the whole volume of the blood. It is scarcely necessary to state in this connection that every organ and tissue of the body is nourished by the blood, and that upon the supply of it and the condition of it nutrition and development, for weal or for woe, depend.

During the period of growth and change of structure, the modifying influence of external conditions is most strongly marked. The constitution of the individual adapts itself to the circumstances, and becomes fixed for the lifetime. So that if a child of originally healthy constitution be subject for a considerable length of time to such injurious physical conditions as produce a tendency to disease, unless the conditions are speedily changed, the effect is to establish a constitutional weakness or disease, not only during the life of the individual, but it may be a diathesis, with hereditary qualities for several generations. * * * Changes of growth and structure are all affected by and through the circulation of the blood; its condition depends upon the air we breathe. Air is the very first element of our bodily tissues, and breathing affords three-quarters of the nourishment of our bodies.

Carbonic acid, pure, is not respirable. If an attempt be made to inhale it, the glottis closes and prevents it from entering the lungs. When diluted with twice as much or more of air, it ceases to produce that effect upon the glottis, and is permitted to enter the lungs and the blood, and acts as a narcotic poison directly upon the brain.

Brain culture is environed by the school room. Upon the condition and management of the school room depends the quality of the brain, and the brain is the soil of subsequent endowments. * * * A fruitful harvest can never come of an impoverished soil. * * * A well-cultivated brain is unquestionably the true road to exalted virtues, and the union of a sound intellect and moral power the only stable foundation of true wisdom, by which health becomes, next to eternal salvation, the most important object of life. A pure atmosphere is the first need of the school room; without it none of the vital functions can be sustained in health.

From "School Room Stunting," by A. N. Bell, M. D. Sanitarian, December, 1875, pages 412-415.

It has been variously estimated by different authorities that in early childhood from one-fifth to one-fourth of all the blood in the body is directed to the brain. * * * If the blood, passing through the lungs, does not there obtain a supply of oxygen, it takes back to the brain and other tissues carbonic acid instead, and the consequence is an arrest of the changes necessary to life and growth. If, in passing through the lungs, the blood meets with only a small supply of oxygen, or that which amounts to the same thing, air surcharged with carbonic acid, a partial arrest of vitality takes place, the vigor of the organism is diminished, the functions are depressed, and there will be a gradually increasing torpor of the mental faculties, and ultimately a stunted intellect and premature death.

It is the object of every enlightened educator to promote the right exercise of that power by which each individual ultimately becomes the director of his own conduct, the arbiter of his own destinies. The first necessity in the accomplishment of this object is the preservation of health; and the problem of education yet to be worked out is: The balance of physical forces and intellectual faculties.

That the conditions of education, as ordinarily conducted, are in terrible conflict with this balance, no careful observer will attempt to gainsay.

Nature, in some respects, can be made to deviate from her ordinary course of procedure in order to be subservient to the purposes of men. * * *. The fruit trees of our gardens may be dwarfed, and, by grafting on hardier roots, under constant nursing, be made prolific in the perpetuation of their feeble species. But leave them alone for a time, and, like the hollow-eyed, bleached, and feeble progeny of a common school room, they have no stamina—hot-house plants, destined to perish on the very threshold of life.

For high culture, for the perfection of organic development, "other foundation can no man lay than that is laid."

If a child of originally healthy constitution be subjected for a sufficient length of time to an atmosphere surcharged with carbonic acid, if it be deprived of light, if it be restrained in the physical exercise necessary for the development of its organs, if the "wants of nature" be neglected, if, above all, the want of supervision which renders these conditions common to school rooms be extended to a negligence of the virtues of school children, what else can we expect but a generation of dwarfs, a stunted progeny?

A due supply of unadulterated air to the respiratory organs is recognized as among the most important conditions of health at all ages and under all circumstances; but at no age is this so essential as during childhood. Air vitiated by respiration is not only known to be among the most active influences in promoting the spread of many fatal diseases, but on young children who may escape these diseases it exercises a powerfully depressing influence. * * * If air * * * is not supplied with a due quantity of oxygen, functional activity is obstructed, nutrition is interfered with, and the sensibilities are blunted; the brain of the child is filled with impure blood, and is not only itself depressed, but through it the whole organism is deranged; and although life may not be speedily destroyed as in extreme cases, the intelligence is stunted and mental capabilities overthrown.

Physical education should go hand in hand with mental education for both sexes, and it is the more essential in the inverse ratio to the age of the pupil; and in all cases, where practicable, physical exercise should be taken in the open air. There should be more frequent sessions, shorter periods of confinement to school rooms, and more "play." It is too commonly the case that physical exercise is looked upon as a mere relief from mental exercise; it is not regarded, as it should be, as a contribution to mental culture, as well as bodily, increasing its vigor and promoting its power.

School room crowding continues to be an evil of the greatest magnitude, and in some of our cities both private and public schools are comparable with the most odious conditions of New York tenement houses. Examples of both might be cited giving less than 50 cubic feet of air space to the scholar; and with rooms thus crowded, so situated that the sun never shines upon them; with heating appliances without any provision for moisture in the atmosphere, and so badly constructed as to be constantly contributing, not only carbonic acid, but the more deadly poison, carbonic oxide. One such, in Brooklyn, I have visited, * * * where, to make amends for the deficiency of heat from four old hot-air furnaces, there were piled around their red-hot pots quantities of iron shavings, old hoop-iron, and tin scraps—all heated red hot, and giving out their mephitic gases to rooms crowded, one of them to the extent of one pupil to every 31 cubic feet of air space; and the whole structure, including a detached building, with a registry of 1,300 children, and generally full attendance, with an average of air space per pupil throughout of less than 50 cubic feet.

I might also cite some private schools with almost equally bad appointments. * * * I am satisfied, from inquiries, that the school-houses of Brooklyn, in general, will compare favorably with the school-houses of our other large cities, but none of them is fit to be compared with anything else than with another one, or with a tenement house. They are of a piece, and only equally disgraceful to our civilization; equally inconsistent with recognized principles for the promotion of health; and both alike should give place to smaller, and proportionately more numerous, better situated, and healthy buildings.

From a "Report on School Hygiene," submitted to the board of education of the city of Elmira, by Dr. William C. Wey. Sanitarian, April, 1875.

In the matter of the coëducation of the sexes in the higher grades of school life prescribed by the board, while admitting the average mental superiority of girls, I am compelled to recognize their diminished physical capability, by reason of the assumption of functions whose maintenance and perfection call for natural and healthful development, unembarrassed by forced or even crowded intellectual culture. It has frequently fallen under my professional observation to take note of functional derangement in school girls, in whom mental advancement and physical deterioration have gone on together, as if in disregard of a law which demands full and harmonious bodily growth before the graces and accomplishments of the intellect can be cultivated. Cases of serious ill health, growing out of violation of the plainest and most imperative laws of physical growth, are quite frequently presented in the grammar schools, and increase in number and gravity as the course of instruction is pursued in the academy, and so on through a still higher scale of application. The germs of disease thus generated, instead of being extinguished with the completion of the school course, in too many instances develop and make miserable the health of individuals, and are continued in an endless heritage of mental and physical imperfections.

From "Effects of School Life Upon the Eyes of School Children," by Dr. C. R. Agnew. Sanitarian, August, 1875, page 200.

Dr. Agnew states that Herman Cohn, of Breslau, published in 1867 the results of observations made upon the eyes of 10,060 school children. He established the fact that school life in his country was damaging the eyes of scholars to a most alarming degree. He was followed by Erismann, of St. Petersburg, and others, who showed that elsewhere the same results were being produced. The broad fact was evidently demonstrated that, wherever children were brought under observation, and the effects of the use of their eyes upon minute objects carefully noted, nearsightedness, a grave malady, was found to exist; that this malady was found less frequently, and then generally only in a mild form, in young children; but that it increased rapidly in frequency and gravity as these children were pushed forward in their education from the lowest to the highest schools. Cohn, for example, found that the nearsightedness rate in village schools was less than 2 per cent.; that it had increased, however, to more than 26 per cent. in the Gymnasium; and that in the Breslau University, out of 410 students examined, not one-third had normal eyes.

Observations were recently made upon 2,884 eyes in this country. The plan followed is essentially that of Cohn, so that the results might be compared with those of so industrious and careful an observer. The sources from which the data have been drawn are the district, intermediate, normal, and high schools of Cincinnati, Ohio; the Polytechnic School in Brooklyn, New York; and the College of the City of New York.

The following is the summary of tables accompanying this paper: In the Cincinnati schools, the number of eyes examined was 1,264; in the district schools, 13.27 per cent. of the scholars were nearsighted; in the intermediate schools, 13.8 were nearsighted; and in the normal and high schools, 22.75 were nearsighted. In the academic department of the Brooklyn Polytechnic School, 9.15 were nearsighted, while in the collegiate department of the same school, 21.83 were nearsighted. In the introductory class of the New York College 21.86 per cent. of the students were nearsighted; of the freshmen, 26.2 per cent. were nearsighted; and of the sophomores, 22.72. The summary of all is that, of 2,884 eyes examined, 1,886 eyes had normal refraction, 538 were nearsighted, 227 were oversighted, and 152 astigmatic; and of 81 the refraction was not noted. Acuity of vision: 2,300 eyes had vision equal 1; 226 equal $\frac{2}{3}$; 106 equal $\frac{1}{2}$; 43 equal $\frac{2}{5}$; 49 equal $\frac{2}{7}$; 40 equal $\frac{1}{5}$; 28 equal $\frac{3}{20}$; 19 equal $\frac{1}{20}$; 8 able only to count fingers; 1 with no perception of light; 4 vision not noted.

From an editorial, "Can the Increase of Insanity and Imbecility be Stopped?" in the Detroit Review of Medicine of February, 1875, pp. 122, 124.

The following statements are made by Dr. Henry Howard, medical superintendent of the Provincial Lunatic Asylum, Canada, in the Canada Medical Journal, December, 1874: "Insanity results from some abnormal state of a part or the entire organism, body or mind, one or both."

By adducing well known facts the doctor shows that "children are of such different mental and physical organization, that there can be no system of either physical or mental education applicable to all; in fact, that what is good and wholesome to one is death to the other."

"In all schools there is a general system of education, and the principal classification is that of age. It necessarily follows that this system is injurious to the physical and mental growth of the scholars. Hence the great number of youth of both sexes who grow up weak in body and weak in mind, to swell the multitudes of the insane."

After showing that our present system of education is one of the great causes in the increase of insanity, he suggests that there should be less study, less confinement in badly ventilated rooms, and more outdoor education.

"Physicians should have a direct connection with all schools. Who but the educated physician can safely undertake the supervision of large numbers of growing organisms, and so direct their growth as to enable them to reach a healthy mental and physical manhood and womanhood. We speak whereof we know, when we say that scarcely any of the conditions for a normal, healthy education are to be found even in the best of our schools. Those who devised these schools did as well as they knew, doubtless, but they were ignorant, totally, of the first principles of body or mind building. The sole remedy is to have our schools remodeled and ever supervised by physicians."

From "Physical Culture, the best means of securing it," by H. L. Bartlett, M. D. Sanitarian, March, 1875.

Gymnasiums, as at present managed, are far from being all that is required, even for students. The great defect in all the "manly sports," so called, is that they are too violent for delicate persons, and quite inapplicable for females. Besides, they cultivate certain muscles, or groups of muscles, to the neglect of others.

The popular idea that it is injurious to the students of our colleges and universities to join in athletic sports, even of a severe character, is not borne out by facts. On the contrary, experience proves that they who are the most successful ball-players and

oarsmen are, as a rule, the best students. It is reasonable to suppose that this should be so, since study is a great tax upon the physical strength and endurance of a man, and he who has the most stamina, other things being equal, will win.

There are other causes, also, which tend in the same direction. A student who is engaged and interested in manly exercise has less inclination and less time to spend in vicious and indolent habits than he who cares for none of these things. Elevate any men or women physically, and you elevate them intellectually and morally. * * * So far, therefore, from discouraging manly exercise in students, whether academic or collegiate, the opposite course should be strenuously followed by all who have their best good at heart. But in the selection of the right kind and amount of exercise for each particular student, great care and judgment are requisite.

Here is where the present system is defective. To put all boys through the same drill is not only unscientific, but often injurious.

The law of muscular growth demands that, to make a muscle stronger to-morrow, it must be taxed to its utmost to-day. Keeping this law in view, the so-called "light gymnastics," or "calisthenics," are almost worthless. Their object seems to be to produce celerity and precision of movement rather than to develop strength. As well might you expect the throw of the weaver's shuttle or the ceaseless ply of the seamstress's needle to produce muscular growth.

Conductors of academies and colleges, finding a popular demand for gymnasiums, at once erect a structure or appropriate a room suitably furnished with all the appliances for the same, and inaugurate gymnastic exercises, without knowing the first principles of the science of physical culture, or the rules by which they should be governed in order to prove beneficial to those who are engaged in them. In fact, I am inclined to the opinion that these institutions, as at present managed, do as much harm as they do good. They are frequently conducted in poorly ventilated rooms, continued to the point of exhaustion, at least on the part of the feebler members of the class, and at a period of the day when the bodily powers have been already overtaxed by prolonged mental exertions.

From "College Sports," by Nathan Allen, M. D., LL.D. Sanitarian, September, 1875, pp. 244–247.

It is now almost twenty years since the trustees of Amherst College, finding students breaking down with ill-health, and here and there one dying prematurely, cast around to see what could be done to prevent such a state of things. After much consideration it was decided to establish a distinct department of hygiene and physical culture, and place at the head of it a thoroughly educated physician, who should give lectures on these subjects, and take charge of all exercises connected with the gymnasium, as well as of the hygiene of the institution. The trustees decided to incorporate these exercises into the regular curriculum of college duties and make it obligatory upon all students to attend upon them as much as on instruction in the mathematics or classics.

It was said that nearly all gymnasiums connected with literary institutions, both in Europe and America, had failed to accomplish the results intended or expected, for the obvious reason that these exercises were generally voluntary, and the character given them did not correspond to their importance nor to the rank which was accorded to mental acquisitions. Instead of leaving the thing to take care of itself, for students to exercise or not, at their option or convenience, without any system or instruction, the trustees here determined to place the enterprise in the position which its importance and success demanded.

Since this department was fairly established fifteen classes have graduated from the college and more than three thousand students have taken part in these exercises. The experiment has now been continued long enough to show some results. Among the changes most obvious the following must be credited to this department rather than to any other source. Very few in the college course break down in health now compared to those who once did; there has been much less sickness and mortality in college than formerly; the average health of each class is found to improve from year to year; so that when its members come to graduate we find them possessing vigorous health, strong muscles, and a large amount of vitality laid up in store to meet the battles of life. These exercises, it is admitted, afford most essential aid in a variety of ways in enforcing the discipline of the college and also in raising higher the standard of scholarship.

Gymnastics in many respects have great advantages over any other kind of physical exercise. They can be carried on daily and systematically by all, with little loss of time or risk of injury of person or to good morals. They can be directed and controlled wholly by the laws of an institution and supervised by officers of the same. * * * While they are calculated to improve the general health by producing a well balanced organization, they aim to bring all the physical forces of the system into the most favorable condition for study and mental improvement.

When gymnastics were first started here (Amherst) the objection came up that the officers of an institution had no right to make laws that would compel students to go through with such exercises; or, in other words, whose main object was to direct the

movements of the body. * * * Such officers and teachers, however, have no hesitation in making rules that require of students regular attendance on set exercises, fixed hours of study and recitations, and also an exact amount of knowledge in the text books used. These rules are enforced, are made imperative; but to comply with them certain laws of the brain must be brought into play. Now if, in order to apply in the most efficient manner these very laws of the brain, it is found necessary to exercise systematically the muscles or tissues of the body, what should make the difference? * * * If it is found that all mental training and acquisition depend upon the brain, why should not physical training come into the account?

We venture this prediction, that in no department of education will there be greater improvement for the next fifty years than in a more perfect development of the human system and harmony of function between the laws that govern both mind and body. To accomplish this, gymnastics or some other physical exercises must be made of far greater account than they have hitherto been.

From the "Gymnastics for Schools," by S. S. Putnam, M. D. Sanitarian, August, 1875.

One way in which school children may be greatly benefited is by helping them perfect the process of respiration. This was demonstrated by the work done by Professor Monroe with the children of the Boston schools. Good breathing is by no means common, and the singing teacher has always much to accomplish in this respect. Instruction in this regard may not only give vastly increased power to healthy persons, but it may save many who are affected by lung disorders from early deaths.

Herr Raag, of Berlin, says that he has found gymnastics very useful in preventing spinal curvatures.

For proper school gymnastics it is only requisite that there should be space enough about the desks to enable the pupil to advance one step and to swing the arms freely. A large hall, with a few desirable pieces of apparatus, is all that is needed for further gymnastic exercise. * * * In Europe halls are now considered absolutely necessary for the use of scholars in the public schools.

CAUSE AND PREVENTION OF TYPHOID FEVER IN SCHOOLS.

Prof. John L. Le Conte, M. D., of Philadelphia, late medical inspector United States Army, makes the following communication to the Philadelphia Medical Times of May 29, 1875:

In the beginning of January, 1875, I was requested to inspect St. Mary's Hall, Burlington, N. J., (a justly renowned school for the education of young ladies,) in order to ascertain the cause of an outbreak of typhoid disease which had occurred some weeks before.

The cause, as is usual in such cases, was easily discovered, and the means for its removal and for the prevention of its recurrence readily determined. The suggestions which I made have been fully carried out by the trustees, and I in consequence gave a certificate stating that the necessary sanitary improvements had been made, and that there was no danger of a recurrence of typhoid disease.

These facts having come to the knowledge of several friends who are interested in sanitary science, I have been requested by them to prepare a short account of the causes which led to the development of the disease, and the results of the measures adopted for its suppression. By the kind permission of the board of trustees of the school I am now authorized to do this, and I hope that the lesson will not be lost upon other institutions which are liable to similar misfortunes.

At the time that the hall was built, the water supply was obtained from two cisterns, constructed of heavy wooden curbs, lined with brick and coated with cement. They were floored with timber, and descended below the level of subterranean drainage by which spring water would enter. In order to place the floor properly, a hole was cut in each to prevent the pressure of the spring water. After the timber floor was fixed permanently, these holes were plugged, the plugs rising above the masonry bottom of the cistern. The water supply was thus made to depend entirely upon the river; and had these arrangements continued without change, I am confident that no typhoid disease would have occurred.

A year later, without the knowledge of the authorities of the school, the plugs at the bottom of the cisterns were removed. This was a capital error, but would, perhaps, have been insignificant in its results had it not been supplemented by a second, the pernicious effects of which recently manifested themselves. A year or eighteen months afterward, (1871,) privy vaults were dug outside of the building for the reception of the excreta, which up to that time were received in boxes and removed every few days.

One of these privy vaults was most inconsiderately placed about 8 or 12 feet from the water cisterns, which, as is mentioned above, had been opened to the influence of subterranean drainage. This privy vault seems to have been constructed with all the care usually exercised in the building of such receptacles; bottom and sides 9-inch brick, laid in cement, heavily and carefully covered with cement, and arched over above.

The result was naturally what any student of sanitary science would have predicted. After a certain lapse of time, (in this instance three years,) the soil around the privy vault became poisoned with the effluvia and infiltrations, and the water supply in the cisterns thus became contaminated.

Having thus described the cause of the disease, the remedy was of course evident, and of easy application. I was glad to find that it had been already recommended by the physicians of the establishment, Drs. Pugh and Ganatt, who, with admirable judgment, had, on the 18th of December, 1874, advised the disuse of the cisterns. It is a significant fact, as showing the correctness of my view, that the contiguity of the privy vault to the cisterns was the sole cause of the disease; that ten days after the water had been, by the advice of the physicians, drawn directly from the river, the last case of typhoid fever occurred, and since that time (28th of December) the school has been quite free from all similar disease.

One or two interesting facts were developed during my examination which are worthy of mention. Although numerous cases of typhoid occurred among the girls, and a smaller proportion among the teachers, not a single one of the servants was affected. On inquiring of the latter whether they drank water, the reply was that they used only tea and coffee and almost never drank between meals. The girls, on the contrary, like all children, are frequently thirsty, and drink often at intermediate hours of the day. The water consumed by the servants was, therefore, boiled, by which process the molecular activity of the putrescent matter was checked and its power as a zymos was destroyed. No more admirable instance of the efficiency of this simple remedy for the purification of contaminated water can be found.

I asked the Rev. E. K. Smith, D. D., the principal of the school, what had been the fate of those pupils who did not use tea, coffee, or milk, but drank water exclusively. He told me that, after careful inquiry at the different tables in the refectory, he ascertained that of seven absolute water drinkers, six had been attacked with typhoid.

In conclusion, I would invite the attention of my colleagues in the medical profession, and the governing authorities of schools, both public and private, to the ease with which all similar outbreaks of disease may be prevented, or, as in the present instance, speedily removed, by seeking scientific advice.

The following recommendations, if adopted, would in most cases prove effective:

1. Before the plans of the buildings are fully matured, let an expert in sanitary studies be employed to give directions to the architect in all that relates to ventilation, drainage, and water supply.

2. After the building is completed, no alterations should be made affecting these three essentials of good hygienic condition, without the suggestion of a practiced sanitarian.

3. There should be stated inspections, say twice a year, of each institution by some sanitarian of acknowledged merit, who, after close examination and the correction of any defect, would give a certificate to be published in the circular or announcement of the school.

4. On the outbreak of any zymotic disease in the institution, the advice of a sanitarian expert should at once be obtained, in order that means may be taken for its restriction, suppression, and prevention.

I may be permitted to add, that at the last visit I made to St. Mary's Hall I found the sanitary condition perfect; and I cannot too highly commend the liberal manner in which the trustees have carried out the suggestions contained in my report, thus insuring, in my opinion, the health of the scholars confided to their care.

The Scotsman of Edinburgh, August 5, 1875, states that at the late meeting of the British Medical Association, at Edinburgh, Dr. A. Stewart "narrated the case of a friend of his who went to inspect a boarding school previous to sending his two daughters there. Everything he liked well but the drain, which passed within three feet and a half of the well. When he spoke of this he was informed that the water of the well had been drunk for years, and that no disease had ever occurred. To satisfy himself he twice had samples of the water taken and analyzed, and it was found to be perfectly pure. He sent his daughters to the school, but in two or three weeks typhoid fever broke out, and of four deaths which occurred one was that of his youngest daughter. The water of the well was then found to be putrid from the sewage which had found its way into it."

UNPUBLISHED INFORMATION.

The following are some of the subjects upon which special reports have been made during the year, but not published for general distribution:

(1) A statement of the provision (or rather lack of provision) made in different portions of the Union for the practical education of workingwomen.

(2) An exhibition of the appropriations and expenditures for education in the Southern States for 1873.

(3) A reply to questions respecting educational journals in eight Southern States, with the number of days that schools were kept in these, the number of teachers employed, the average price paid them, and the amount of State school funds.

(4) An account of the extent to which manual labor of students is made obligatory in the agricultural colleges.

(5) A sketch of the provision made for colored schools and institutions open to the colored people in the United States.

(6) One respecting schools for scientific study to which teachers may resort for improvement during the summer months.

(7) One respecting the relative amounts of State and local taxation for the public schools.

(8) Legal provisions respecting moral instruction in schools.

(9) Legal provisions respecting the colored race in schools.

MEDICAL JURISPRUDENCE.

The following view of the instruction given in medical jurisprudence in the United States has been compiled from answers received by the Bureau of Education in reply to inquiries sent out:

Table relating to instruction given in medical

Name of institution.	Location.	Extent of instruction.
Medical College of Alabama	Mobile, Ala	Limited; ten or twelve lectures yearly
Medical College of the Pacific	San Francisco, Cal	Weekly lectures in preliminary course
Medical College, University of California.	San Francisco, Cal	
Medical Institution of Yale College	New Haven, Conn	Brief courses of lectures at irregular intervals.
Medical College of Georgia	Augusta, Ga	One day of each week devoted to the discussion of medical jurisprudence.
Savannah Medical College	Savannah, Ga	Sixteen to twenty lectures annually. (Chair established in 1869.)
Chicago Medical College	Chicago, Ill	Lectures in second year of course
Rush Medical College	Chicago, Ill	Lectures irregularly
Woman's Hospital Medical College	Chicago, Ill	None
Medical College of Evansville	Evansville, Ind	Forty lectures yearly
College of Physicians and Surgeons	Indianapolis, Ind	Regular lectures. (Lectureship established in 1874.)
Indiana Medical College, (Indiana University.)	Indianapolis, Ind	
Medical department of Iowa State University.	Iowa City, Iowa	Twenty lectures yearly. (Established in 1870.)
College of Physicians and Surgeons	Keokuk, Iowa	Weekly lectures during the session. (Lectureship established in 1863.)
Hospital College of Medicine	Louisville, Ky	None
Medical department University of Louisville.	Louisville, Ky	Irregular; none last term. (Chair established in the law department of the university in 1873–'74.)
Medical department University of Louisiana.	New Orleans, La	None
Medical School of Maine, (Bowdoin College.)	Brunswick, Me	Twelve lectures annually. (Chair established in 1849.)
College of Physicians and Surgeons	Baltimore, Md	Forty lectures during the session of five months. (Chair established in 1872.)
School of Medicine, (University of Maryland.)	Baltimore, Md	None
School of Medicine, (Washington University.)	Baltimore, Md	Twenty lectures last year; formerly forty annually. (Established in 1867.)
Medical School of Harvard University.	Boston, Mass	
Detroit Medical College	Detroit, Mich	About twenty-four lectures yearly. (Established in 1869; temporarily discontinued in 1874.)
Medical College, (University of Missouri.)	Columbia, Mo	A full course of lectures
Kansas City College of Physicians and Surgeons.	Kansas City, Mo	None
St. Louis Medical College	St. Louis, Mo	A few lectures in toxicology; no regular course.
New Hampshire Medical Institution, (Dartmouth College.)	Hanover, N. H	Twelve lectures yearly. (Lecturer appointed in 1838; chair established in 1857.)

jurisprudence in the United States.

Instructor.	Text books used.
Jerome Cochrane, M. D., professor of public hygiene and medical jurisprudence.	Taylor's Medical Jurisprudence.
(a)	
G. A. Shurtleff, M. D., professor of mental diseases	Maudsley's Physiology and Pathology of the Brain, Bucknill and Tuke on Insanity, and Taylor's Medical Jurisprudence.
Robert C. Eve, M. D., professor of medical jurisprudence	Taylor's Medical Jurisprudence.
Chair vacant since death of Prof. S. Cohen in 1875	Taylor's Medical Jurisprudence
H. P. Merriman, A. M., M. D., professor of medical jurisprudence and hygiene.	
James H. Etheridge, M. D., professor of materia medica and medical jurisprudence.	Elwell, Taylor, Beck, Casper.
J. E. Harper, M. D., lecturer on medical jurisprudence	Beck, Taylor, Wharton, Stillé.
Hon. J. W. Gordon, lecturer	
W. Lockhart, M. D., professor of medical jurisprudence	
John F. Dillon, LL.D., professor of medical jurisprudence	Wharton and Stillé, Beck, Elwell.
John Fyffe, A. M., lecturer on medical jurisprudence	Dean, Taylor, Beck.
Thomas W. Gibson	
Charles W. Goddard, A. M.	Tyler, Ordronaux, Beck, Wharton, and Stillé.
P. Goolrick, M. D., professor of medical jurisprudence and toxicology.	Taylor, Beck, Tanner on Poisons.
George E. Nelson, A. M., lecturer on medical jurisprudence.	Wharton and Stillé, Taylor.
Charles E. Buckingham, M. D., professor of obstetrics and medical jurisprudence.	
Joseph G. Norwood, M. D., professor of medical jurisprudence, &c.	Wharton and Stillé, Beck, Taylor, Ordronaux.
G. Baumgarten, M. D., professor of physiology and medical jurisprudence.	Taylor, Beck, Elwell
John Ordronaux, M. D., LL.D., professor of medical jurisprudence.	Ordronaux, Taylor.

a A professorship of medical jurisprudence existed from 1858 to 1864.

Table relating to instruction given in medical

Name of institution.	Location.	Extent of instruction.
Bellevue Hospital Medical College	New York, N. Y.	About sixteen lectures yearly. (Established in 1875.)
College of Physicians and Surgeons, (Columbia College.)	New York, N. Y.	Lectures; number variable. (Chair established in 1813.)
New York Free Medical College for Women.	New York, N. Y.	Lectures in senior course. (Chair established in 1872.)
Woman's Medical College of the New York Infirmary.	New York, N. Y.	None
Medical College of Syracuse University.	Syracuse, N. Y.	Fifteen to twenty lectures yearly. (Established in 1872.)
Cincinnati College of Medicine and Surgery.	Cincinnati, Ohio	
Medical College of Ohio	Cincinnati, Ohio	Subject discussed by the professors of materia medica and chemistry and by the lecturer on pathology.
Miami Medical College	Cincinnati, Ohio	Three lectures a week on insanity and mental disorders.
Cleveland Medical College	Cleveland, Ohio	
Medical department, University of Wooster.	Cleveland, Ohio	One lecture per week for fifteen weeks. (Chair established in 1864.)
Starling Medical College	Columbus, Ohio	
Medical department Willamette University.	Salem, Oreg	Twenty lectures yearly. (Established in 1867.)
Jefferson Medical College	Philadelphia, Pa	Instruction given in connection with the subject of "institutes of medicine," and in the summer course with that of toxicology. *a*
Medical department University of Pennsylvania.	Philadelphia, Pa	About thirty-six lectures yearly. Attendance upon them is not necessary for the degree of M. D. (Chair established in 1865.)
Medical College of the State of South Carolina.	Charleston, S. C	None
Medical department University of South Carolina.	Columbia, S. C	None
Medical department University of Vermont.	Burlington, Vt	Fourteen lectures yearly
Medical School, University of Virginia.	University of Virginia, Va.	Lectures and oral examinations every other day, with written examinations twice during the course. (Chair established in 1827.)
Medical department Georgetown University.	Washington, D. C.	
Medical department, Howard University.	Washington, D. C.	Twenty lectures yearly. (Chair established in 1870.)
American College of Eclectic Medicine and Surgery.	Macon, Ga	About thirty lectures each session. (Chair established in 1856.)
Bennett College of Eclectic Medicine and Surgery.	Chicago, Ill	Twenty-two lectures yearly. (Chair established in 1868.)
Eclectic Medical College of the City of New York.	New York, N. Y.	
Hahnemann Medical College and Hospital.	Chicago, Ill	

a An endowment of $5,000 has been bequeathed to the college by the late Chief-Justice Ellis Lewis, for

jurisprudence in the United States—Continued.

Instructor.	Text books used.
John P. Gray, M. D., professor of psychological medicine and medical jurisprudence.	Bucknill and Tuke, Manual of Psychological Medicine.
Samuel St. John, M. D., professor of chemistry and medical jurisprudence.	Taylor's Medical Jurisprudence.
Frederic R. Marvin, M. D., professor of medical jurisprudence and psychological medicine.	Wharton and Stillé's Medical Jurisprudence, Taylor, Beck.
.....	
William T. Plant, M. D., lecturer on medical jurisprudence.	Guy, Taylor, Wharton and Stillé, Elwell.
J. W. Underhill, M. D., lecturer on medical jurisprudence	Taylor, Elwell.
.....	
No professor; lectures delivered by the assistant physician at Longview Asylum.	
Proctor Thayer, M. D., professor of medical jurisprudence.	Taylor.
Conway W. Noble, professor of medical jurisprudence.....	Beck's Medical Jurisprudence, Elwell's Malpractice and Medical Evidence.
Hon. J. W. Baldwin, M. A., professor of medical jurisprudence.	Taylor, Beck, Wormley.
Hon. Rufus Mallory, United States district attorney, professor of medical jurisprudence.	Beck, Wharton, Taylor, Stillé.
J. Aitken Meigs, M. D., professor of "institutes of medicine" and medical jurisprudence.	
John J. Reese, M. D., professor of medical jurisprudence..	Taylor's Medical Jurisprudence, (American edition, by Reese,) Wharton & Stillé's Medical Jurisprudence, Reese's Manual of Toxicology.
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.....	
John Ordronaux, M. D., LL.D., emeritus professor of medical jurisprudence.	Ordronaux.
J. F. Harrison, M. D., professor of practice of medicine, obstetrics, and medical jurisprudence.	Taylor's Medical Jurisprudence and Beck, as text books, and other works for reference.
James E. Morgan, M. D., emeritus professor of materia medica, therapeutics, and medical jurisprudence.	
Daniel S. Lamb, M. D., professor of materia medica and medical jurisprudence.	Wood, Beck, Stillé
Washington Dessau, A. M., B. L., professor of medical jurisprudence.	Taylor, Beck.
George C. Christian, LL. B., professor of medical jurisprudence.	Elwell, Taylor, Beck.
William Archer, M. D., professor of toxicology and medical jurisprudence.	Taylor, Beck.
Charles C. Bonney, LL. D., lecturer on medical jurisprudence.	Beck, or Dean's Jurisprudence.

the foundation of a distinct chair of medical jurisprudence, to be available upon the death of his wife.

Table relating to instruction given in medical

Name of institution.	Location.	Extent of instruction.
School of Medicine of Boston University.	Boston, Mass.....	Twelve to sixteen lectures yearly. (Established in 1873.)
Homeopathic Medical College, University of Michigan.	Ann Arbor, Mich ..	Twelve lectures yearly .....
Homeopathic Medical College of Missouri.	St. Louis, Mo	Course of lectures.....
New York Homeopathic Medical College.	New York, N. Y ...	Forty lectures yearly. (Established in 1860.)
New York Medical College and Hospital for Women.	New York, N. Y ...	Ten to fifteen lectures yearly. (Chair established in 1868.)
Pulte Medical College.....	Cincinnati, Ohio ...	The lectures are on the legal relations of physicians, and are not intended to cover the entire range of medical jurisprudence.
Hahnemann Medical College of Philadelphia.	Philadelphia, Pa ...	Twelve to fifteen lectures yearly. (Chair established in 1849.)

jurisprudence in the United States—Concluded.

Instructor.	Text books used.
Hon. Edwin Wright	Ordronaux, Beck, Taylor.
Professors in the law school give lectures to all the medical students.	
*a*George M. Stewart, A. M., professor of medical jurisprudence.	Elwell, Taylor, Ordronaux, Beck.
Prof. R. H. Lyon	Beck, Taylor, or Dean on Medical Jurisprudence.
B. D. Penfield, A. M., professor of medical jurisprudence	Beck, Taylor, or Dean's Jurisprudence.
George R. Sage, lecturer on the medico-legal relations of physicians.	
Hon. J. T. Pratt	Wharton and Stillé, Guy's Forensic Medicine.

a In 1873–'74.

OMISSIONS.

It is impossible, in the space allowed for this annual report, to bring to mind so distinctly as may be desirable all the perils which threaten the well-being of education in different localities, or their preventions and remedies.

A most gratifying fact often noticeable is the interest, skill, and energy with which evils old and new are encountered. The great freedom of thought and action encourages truth in the encounter with evil. All are at liberty to follow the wisest course. Is too much money expended on buildings; are text books, or teachers, or superintendents, too frequently changed? the correction is speedily applied. Is there extravagance in dress* among pupils? good sense soon suggests the better way of economy and taste.

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* *To the girls about to graduate:*

DEAR YOUNG FRIENDS: The time for you to finish your present school course of study is near at hand. We hope you are to graduate with honor and success. Our interest and sympathy have been with you in your efforts to perform faithfully the duties that belong to your position in the first classes of your schools. To-day, we are moved to speak to you upon a matter not directly affecting your studies, but directly and seriously affecting you as young girls, at the close of one of life's experiences, and about to enter on another and quite a different one. As graduating scholars, you will stand in a place demanding more dignity of character and bearing than, as school girls, you have ever before been called upon to show. On that day, you are to come bringing in your hands the fruits of your long study; and, in a certain sense, are to render account of the way in which you have done your work. We do not forget that the day is one of great joy and happiness to you, to your parents and teachers, and to all who take an interest in you. It is a true festival day, full of mirth and congratulations, and rejoicings. Work is over for the time, and vacation is at hand. But for all that, it is no gay dance, no mere frolic to which you are summoned. In scenes like those, gay apparel finds its place. But on a day devoted to honoring those whose scholarship, culture, and character have stood the test, it seems more fitting that the girl, soon to assume the greater responsibilities that belong to young womanhood, should be simply dressed; that she should recognize that what she is doing is no trifling nor frivolous thing, but a serious and dignified act, demanding her best efforts in the highest directions. Do you not think so?

There is also another reason, and a very strong one, why you should be simply dressed, on the graduation day. It is because so many cannot afford to spend money on needless or showy attire. This year is, as you know, a peculiarly trying one, in the business world. We are all suffering more or less from the "hard times;" and many, who in more prosperous years could spend freely, are now seriously pinched. But it is true in every year, that many of us cannot afford to spend money for dress, except for the needful articles. It is only more true this year than usual. Now, for the sake of those who cannot, or ought not, to afford needless expense, we ask you all to avoid it, and thus do your part to prevent distinctions that are often painful. You may not fully know what burdens the hard times are laying upon some of your classmates and their parents; but whatever they may be, your own kind hearts will prompt you all to wish to help one another; and your delicacy of feeling will tell you that the privations, which circumstances may be bringing, will be more easily borne, if all adopt a simple style, from a conviction that it is best and happiest for all to do so. The simple dresses that are suitable for church and other similar occasions are the ones that it will please the good and wise citizens of Boston to see you wear on the day of which we are speaking. You may think it strange that we speak of the opinion of the citizens of Boston, and may be surprised that in general they should have any thought about this matter. But we assure you that very many of them have a genuine interest in it, for they have known of hardships suffered by some of the best and brightest scholars, owing to the thoughtless acts of others—acts which would have been generously avoided in many instances if the matter had been fully understood. And as we all do and ought to value the good opinion of those whom we respect, so we feel sure that you will value the commendation that will sustain you in avoiding all expenses that might come under the head of needless or extravagant.

We think we have said enough to convey to you what we mean. We trust that your good sense will approve of our suggestions, and that your willing hearts and hands will carry out what your judgment has approved.

A year ago we made a similar request of the class about to graduate from the Girls' High School. They received it most kindly, and, with a few exceptions, carried it into execution; and the result was that they gained approbation on all sides for their simple, dignified appearance, as well as for their fine scholarship and behavior. For the sake of those who may be affected by your example in the future, as well as for your own sakes, we ask you to emulate that good example to-day, believing that all for whose good opinion you care will approve, and that your own consciences will commend.

We are truly your friends,

ABBY W. MAY,
CHARLES HUTCHINS,
LUCIA M. PEABODY,
In behalf of the school committee.

BOSTON, *June* 8, 1876.

PAYMENT FOR THE SCHOOL-HOUSE IN GEORGETOWN.

Congress, at the last session, appropriated $50,865 for the payment of bills due on a school-house in Georgetown, and required the United States Commissioner of Education to supervise its payment. I have to report that this duty has been performed. Accounts presented to the amount of $50,865, duly certified by the board of education, were carefully examined, and, being found correct, were paid. No specific disbursing officer was mentioned. R. Joseph, esq., the disbursing clerk of the Interior Department, greatly to my relief, consented to undertake the responsibility. One set of vouchers was passed into the Treasury, and the other I have retained in my possession.

I have the honor to renew my recommendations of last year:

First. An increase of the permanent force of the Office. The experience of the Office indicates clearly that the collection of educational information, and publication of the same, as required by the law regulating it, cannot be properly done with the present limited clerical force.

Secondly. 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 appointment by the President; his compensation to be fixed and paid as in the case of other Federal appointees for the Territories.

Thirdly. In view of the large number of children growing up in ignorance on account of the impoverished condition of portions of the country, 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.

Fourthly. I respectfully recommend that such provision as may be deemed advisable be made for the publication of ten thousand copies of the Report of this Bureau immediately on its completion, to be put at the control of the Bureau for distribution among its correspondents, in addition to the number ordered for distribution by members of the Senate and House.

Fifthly. I also recommend that provision be made for the organization of an educational museum, and for the exchange of educational appliances.

CONCLUSION.

The year has furnished additional reasons to commend my assistants in the Office, the value of whose labors increases with their experience. Dr. Charles Warren, in addition to his duties as chief clerk, often acting in my place, has borne special responsibilities with fidelity and success.

I am under obligations to the honorable Secretary of State for aid in carrying on the correspondence of the Office with foreign countries; also to Prof. Joseph Henry, Secretary of the Smithsonian Institution, for the exchange of documents; also to the Congressional Printer; to the Chief of the Bureau of Statistics; to the Commissioner of Indian Affairs; and the Commissioner of Patents.

Acknowledging that the degree of success accorded to the labors of the Office could not have been attained without the hearty coöperation of your Department and of the President, and tendering my hearty thanks for the same,

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

JOHN EATON,
Commissioner.

Hon. Z. CHANDLER,
Secretary of the Interior.

ABSTRACTS

FROM THE

OFFICIAL REPORTS OF THE SCHOOL OFFICERS OF STATES, TERRITORIES, AND CITIES,

WITH

ADDITIONAL INFORMATION FROM VARIOUS SOURCES.

PREFATORY NOTE.

The following abstracts of education in the States and Territories are derived from a great variety of sources. First among these come reports of State officials, such as State boards of education and State superintendents of instruction; next, those of county and city superintendents, school committees, acting school visitors, and principals of State institutions. From these is derived nearly all the information given respecting elementary and special instruction, city school systems and normal schools, and much of that relating to secondary schools, as the high schools of the States and cities. What concerns private secondary schools is almost wholly from returns made by the principals of these to the Bureau of Education, supplemented by catalogues and other documents.

For the matter relating to universities, colleges, scientific and professional schools, dependence is based on the annual catalogues of these institutions, on occasional circulars issued by them, and on special returns, made usually in the autumnal and winter months, in reply to circulars of inquiry sent them by the Bureau.

In every instance, official authority only is relied upon for statements distinctly and definitely made, though sometimes a piece of interesting information from other than official sources may be given, with a reference to the quarter from which it is derived. In such cases, however, the effort is always made to verify the statement before it is committed to the press.

The matter derived from the various sources above indicated is formulated, in the abstracts of education for each State, substantially in accordance with the schedule given below.

GENERAL PLAN OF ABSTRACT.

1. STATISTICAL SUMMARY	(*a*) School population and attendance.
	(*b*) Teachers and teachers' pay.
	(*c*) School districts and schools.
	(*d*) Income and expenditure.
2. STATE SCHOOL SYSTEM	(*a*) Constitutional provisions.
	(*b*) Provisions of the school law.
3. ELEMENTARY INSTRUCTION	(*a*) Public school systems, marking specially anything new and noteworthy.
4. CITY SCHOOL SYSTEMS.	
5. TRAINING OF TEACHERS	(*a*) Normal schools and normal departments.
	(*b*) Teachers' institutes.
	(*c*) Teachers' department of educational journals.
6. SECONDARY INSTRUCTION	(*a*) Academies.
	(*b*) High schools.
	(*c*) Preparatory schools.
	(*d*) Business colleges.
7 SUPERIOR INSTRUCTION	(*a*) Colleges for males, with universities.
	(*b*) Colleges for females.
	(*c*) Resident graduate courses.
8. SCIENTIFIC AND PROFESSIONAL INSTRUCTION	(*a*) Training in scientific schools and agricultural colleges.
	(*b*) Training in theology.
	(*c*) Training in law.
	(*d*) Training in medicine.
9. SPECIAL INSTRUCTION	(*a*) Deaf, dumb, blind, &c.
	(*b*) Musical conservatories.
	(*c*) Art training beyond that in schools.
10. EDUCATIONAL CONVENTIONS	(*a*) Meetings of State associations.
	(*b*) Special meetings of teachers, school principals and superintendents.
11. NOTEWORTHY BENEFACTIONS.	
12. OBITUARY RECORD	(*a*) Brief memorials of teachers, superintendents, and other promoters of education, deceased during the year.
13. LIST OF SCHOOL OFFICIALS	(*a*) State boards of education or State superintendents.
	(*b*) County, city or town superintendents.

The statistics furnished the Bureau in answer to its circulars of inquiry are, for convenience of reference and comparison, given in tables at the conclusion of this volume, while summaries of these statistics may be found under their appropriate heads in the preceding special report of the Commissioner.

For the general courtesy with which his circulars have been replied to, alike by State and city officials, by college presidents and heads of schools, as well as for documents additional to these replies, the Commissioner of Education herewith renders his cordial thanks to all concerned.

ALABAMA.

STATISTICAL SUMMARY.

ENROLMENT AND ATTENDANCE.

Average of pupils enrolled to teachers: White schools	34
Colored schools	42
Average attendance in schools: White, 67,024; colored, 43,229	110,253
Average length of schools in days: White, 6,270; colored, 5,786	12,056
General average	86

TEACHERS AND TEACHERS' PAY.

Number of teachers employed: White schools, males, 1,669; females, 1,006	2,675
Colored schools, males, 1,002; females, 284	1,286
Total number of teachers	3,961
Average pay of teachers per month in white schools, $26.50; in colored, $27.87	
General average	$27.20

SCHOOL DISTRICTS AND SCHOOLS.

Number of school districts in the State	1,696
School population, 5 to 21 years: White, 233,733; colored, 172,537	406,270
Number of schools taught: White, 2,610; colored, 1,288	3,898
Grades of schools: Primary, white, 550; colored, 831	1,381
Intermediate, white, 976; colored, 350	1,326
Grammar, white, 875; colored, 114	989
High, white, 215; colored, 3	218
Branches taught: Orthography, white, 50,121; colored, 77,442	127,563
Geography, white, 27,397; colored, 54,546	81,943
Arithmetic, white, 41,766; colored, 17,527	59,293
Writing, white, 34,653; colored, 14,379	49,032
Reading, white, 13,866; colored, 7,477	21,343
Grammar, white, 14,070; colored, 2,450	16,520

INCOME AND EXPENDITURE.

Receipts.

Interest on sixteenth section fund at 8 per cent	$139,216 02	
Interest on valueless sixteenth section fund at 8 per cent	7,767 30	
Interest on surplus revenue fund	53,526 94	
One-fifth of the aggregate State revenue for 1873–'74	209,887 44	
		$410,397 70
Poll tax collected during fiscal year 1872–'73		80,486 66
Unapportioned balance from fund of last scholastic year (1873–'74) brought forward		603 28
Poll tax collected during year and retained in the counties		73,555 30
Total school fund for the year		565,042 94

Expenditures.

Poll tax retained in the counties and cities, and apportioned by county superintendents	$73,555 30	
Apportioned to counties and cities	476,332 29	
Appropriated to normal schools	10,000 00	
Appropriated to pay clerk of department	1,500 00	
Appropriated to contingent fund of department	1,000 00	
Appropriated to department library fund	50 00	
		562,437 59
Leaving an unapportioned balance of		2,605 35

—(From report of Hon. John M. McKleroy, State superintendent of education for 1874-'75.)

SCHOOL SYSTEM OF THE STATE.

CONSTITUTIONAL PROVISIONS.

These, as given in article XII of the new constitution of 1875, superseding that of 1868, are as follows:

"SECTION 1. The general assembly shall establish, organize and maintain a system of public schools throughout the State, for the equal benefit of the children thereof between the ages of seven and twenty-one years; but separate schools shall be provided for the children of citizens of African descent.

"SEC. 2. The principal of all funds arising from the sale or other disposition of lands or other property, which has been or may hereafter be granted or intrusted to this State, or given by the United States, for educational purposes, shall be preserved inviolate and undiminished; and the income arising therefrom shall be faithfully applied to the specific objects of the original grants or appropriations.

"SEC. 3. All lands or other property given by individuals or appropriated by the State for educational purposes, and all estates of deceased persons who die without leaving a will or heir, shall be faithfully applied to the maintenance of the public schools.

"SEC. 4. The general assembly shall also provide for the levying and collection of an annual poll tax, not to exceed one dollar and fifty cents on each poll, which shall be applied to the support of the public schools in the counties in which it is levied and collected.

"SEC. 5. The income arising from the sixteenth section trust fund, the surplus revenue fund, until it is called for by the United States Government, and the funds enumerated in sections three and four of this article, with such other moneys, to be not less than one hundred thousand dollars per annum, as the general assembly shall provide by taxation or otherwise, shall be applied to the support and maintenance of the public schools, and it shall be the duty of the general assembly to increase, from time to time, the public school fund, as the condition of the treasury and the resources of the State will admit.

"SEC. 6. Not more than 4 per cent. of all moneys raised, or which may hereafter be appropriated for the support of public schools, shall be used or expended otherwise than for the payment of teachers employed in such schools: *Provided*, That the general assembly may, by a vote of two-thirds of each house, suspend the operation of this section.

"SEC. 7. The supervision of the public schools shall be vested in a superintendent of education, whose powers, duties, term of office, and compensation shall be fixed by law. The superintendent of education shall be elected by the qualified voters of the State in such manner and at such time as shall be provided by law.

"SEC. 8. No money raised for the support of the public schools of the State shall be appropriated to or used for the support of any sectarian or denominational school.

"SEC. 9. The State University and the Agricultural and Mechanical College shall each be under the management and control of a board of trustees. The board for the university shall consist of two members from the congressional district in which the university is located and one from each of the other congressional districts in the State. The board for the Agricultural and Mechanical College shall consist of two members from the congressional district in which the college is located and one from each of the other congressional districts in the State. Said trustees shall be appointed by the governor, by and with the advice and consent of the Senate, and shall hold office for a term of six years, and until their successors shall be appointed and qualified. After the first appointment, each board shall be divided into three classes as nearly equal as may be. The seats of the first class shall be vacated at the expiration of two years, and those of the second class in four years, and those of the third class at the end of six years from the date of appointment, so that one-third may be chosen biennially. No trustee shall receive any pay or emolument other than his actual expenses incurred in the discharge of his duties as such. The governor shall be *ex officio* president and the superintendent of education *ex officio* a member of each of said boards of trustees.

"SEC. 10. The general assembly shall have no power to change the location of the State University or the Agricultural and Mechanical College as now established by law, except upon a vote of two-thirds of the members of the general assembly, taken by yeas and nays and entered upon the journals.

"SEC. 11. The provisions of this article and of any act of the general assembly, passed in pursuance thereof, to establish, organize and maintain a system of public schools throughout the State, shall apply to Mobile County only so far as to authorize and require the authorities designated by law to draw the portion of the funds to which said county will be entitled for school purposes, and to make reports to the superintendent of education as may be prescribed by law. And all special incomes and powers of taxation as now authorized by law for the benefit of public schools in said county, shall remain undisturbed until otherwise provided by the general assembly: *Provided*, That separate schools for each race shall always be maintained by said school authorities."

This new constitution, which went into effect December 6, 1875, sweeps out of existence the State board of education; restricts (article 10, sections 4, 5, 7) the power of taxation (beyond the poll tax above mentioned) to three-fourths of 1 per cent. in a State levy and one-half of 1 per cent. in a county or city levy; withdraws the one-fifth of the aggregate annual revenue of the State from its previous appropriation to the public schools, and substitutes for this an annual appropriation of $100,000 by the general assembly, with as much more as the condition of the State finances may admit. An uncertainty is thus substituted for a certainty in the income from the State for public schools; and as the general assembly, in its session of 1874–'75, struck away a portion of the regular annual school income, there seems to be a danger that the schools may suffer from this cause, unless the legislature prove more liberal than one in an embarrassed condition of affairs can be supposed to prove.

The salary of the State superintendent of education is, by the new constitution, reduced 25 per cent., in common with that of the governor and those of other executive and judicial officers.

PROVISIONS OF THE SCHOOL LAW.

The school law of 1871, with the acts of the old State board of education, remains in force till repealed by a new school law.

SCHOOL OFFICERS.

The existing officers of the educational system of the State, as far as the public schools are concerned, appear to be a State superintendent and county superintendents of education, with two school directors for each county and three trustees of schools for each township.

For the higher education there are the boards of trustees of the State Agricultural and Mechanical College and State University, with the faculties of these; and, for special instruction, the officers of the State normal schools and of the State Institution for Deaf, Dumb, and Blind.

POWERS AND DUTIES OF PUBLIC SCHOOL OFFICERS.

The State superintendent of education—elected by the qualified voters of the State, heretofore, for four years—has the general supervision of the public schools, and is to devote his time to the care and improvement of them, and to the promotion of the general interests of education in the State. He must investigate the operation of the school laws, collect information as to the arrangement of school districts, visit as far as practicable each county annually in the discharge of the duties of his office, and make annual report to the governor of the number of school districts, number of schools taught, number of persons of school age, (white and colored, male and female,) and the whole number taught in the schools. This report must contain a statement of the condition of the common schools and of the other State educational institutions, and of the amount of school funds collected and expended each year from all sources, the amount from each source being specified. He is also to prepare and distribute blank forms for school returns; to publish and circulate the laws and regulations concerning common schools; to collect and preserve in his office school books, apparatus, and works on education; to apportion the school funds among the counties according to their school population; to certify this apportionment to the State auditor, and to notify each county superintendent of the amount apportioned to his county. He may require of all school officers copies of the reports made to them by subordinates and teachers, and all other information respecting the school funds and the condition of the schools which he may deem important. With a view to the proper performance of these duties, he is to have an office at the State capitol, to be in attendance there when not absent on official duties, and to keep there special account books for each county, and special debtor and creditor accounts with each township in the State. He is to give bond in the sum of $20,000 for the faithful discharge of the duties thus imposed; and, to aid him in the discharge of them, is allowed a clerk with a salary of $1,500.

County superintendents.—The superintendent of education in each county—elected every two years by the people—is charged with the duty of seeing that in every township of his county, (each township forming a school district,) is established at least one free school, in which shall be taught the elementary English studies. He is to visit at least once in each year every free school so established, with a view to examination into the condition of the school, the progress of the pupils, and the manner in which teachers and trustees discharge their duties. He is also to attend to the quarterly payment of the school teachers of his county, taking two receipts, one for himself and one as a voucher to the State superintendent; is, for this purpose, to receive and receipt for the annual State appropriation to his county, giving bond beforehand, with good security, for twice the amount to be received. It is further his duty to organize and hold annually conventions of the teachers of his county, providing beforehand for the delivery before them of lectures upon topics connected with schools and education; to examine into the condition of school lands and school funds in the county; to take the charge of all school moneys and dispose of them according to the

law; to seek out proper beneficiaries for the free places at the university and encourage them to become students thereof; to keep an office at the county seat for the performance of official duties; to have and retain there in a bound book a statement of the amounts received and disbursed by him for educational purposes, and to make at stated times reports of his work to the State superintendent. For the performance of these duties he is entitled to 5 per cent. on all moneys received and paid out by him, and to $3 per diem while actually engaged in visiting schools, provided that the pay for visitation does not exceed $100 annually, and that the whole pay shall not be less than $300 for his entire services.

County directors.—Two of these are chosen at the same time and for the same term as the county superintendent in each county, and form with him a county board for the examination and licensing of teachers; for the confirmation of engagements between township trustees and teachers licensed by the board; for the supervision of the general interests of the free schools of the county, and for the trusteeship of funds, buildings, and other property which may be given, by bequest or otherwise, for the benefit of free education.

Township boards of trustees.—In each township there are elected biennially, on the first Saturday in April, three trustees of the free public schools, who form a township board for the management and control of the educational interests of their townships, under the supervision of the county superintendent. They are to establish and maintain one or more free schools in their jurisdiction; are to engage duly licensed teachers for them, subject to the approval of the county board; are to visit these schools at least once in each term; are, every two years, to make an enumeration of the children of school age and to report the same to the county superintendent, with specification of white and colored, boys and girls; and also are to report all their transactions with respect to school funds and school lands.

SPECIAL SCHOOL DISTRICTS.

For the cities of Mobile, Montgomery, Selma, and some others, there are special laws, providing, in the case of the first named, for a board of school commissioners of twelve members, with the county superintendent as a thirteenth; in the case of the second, for a board of education of six members, with a city superintendent; and in the case of the third, for a board of trustees of nine members, with a city superintendent. The powers and duties of these boards appear to be essentially the same with those of county directors in the first case and of township trustees in the two others, with some additions.

SCHOOLS UNDER THE STATE SYSTEM.

The schools expressly put by law under the control of the various State officers referred to are four grades of township schools—primary, intermediate, grammar, and high—the schools for whites and blacks being separate. The studies in the first of these grades embrace spelling, reading, primary arithmetic, and the first lessons in geography; those in the second, the same, continued and expanded, with the beginnings of grammar and writing; those in the third include, with the others, composition, history, etymology, and elocution; and those of the fourth, intellectual and natural philosophy, elements of algebra, chemistry, and other branches usually taught in schools of higher grade.

Three State normal schools, one for white and two for colored pupils, besides a normal department at the State University, enter into the State system; and so, also, in some sense do the State Agricultural and Mechanical College, the State University, and the State Institution for the Instruction of Deaf, Dumb, and Blind.

SCHOOL FUNDS.

The provisions respecting the State school funds, permanent and annual, may be seen in article XII, sections 2–6, of the constitution above given.

Besides these funds, however, each county may raise, by special annual levy on all taxable property, an amount not exceeding ten cents on each hundred dollars, for the support of the common schools within it and for providing and equipping schoolhouses.

ELEMENTARY INSTRUCTION.

SCHOOL PRIVILEGES ENJOYED.

The report of Superintendent McKleroy for 1874–'75, p. 6, states that "in all the counties, and in nearly every school district, one or more schools have been in operation," and "that there are but few districts where schools for each race have not existed." In those districts which, from special causes, were exceptions to the rule, the youths desiring to be sent to school have been transferred by the trustees to the schools of an adjoining district, and a proportionate amount of the fund apportioned to their township and race has been paid to the teachers of the schools to which they were transferred. "It is therefore believed that every person in the State, of school age, has had

the opportunity of attending the free public schools during the scholastic year." The tables, indeed, show that of the 406,270 persons of school age, 145,797, or about 36 per cent. of the school population, have been in these schools.

SUMMARY OF SCHOOLS.

There were in operation, during the school year 1874–'75, a total of 2,610 schools for whites, which continued an average of 90 days, or 4½ scholastic months. The attendance on these schools amounted to 91,202; the teachers in them were 2,675; the sums paid for teaching reached $282,389.87.

For the colored children there were 1,288 schools, continued for an average of 83 days, or 4¼ scholastic months, with an attendance of 54,595 pupils under 1,286 teachers, and at an expense for tuition of $207,101.92.

COST AND TIME OF TUITION.

The average cost of tuition in the white schools has been $3.09 per pupil for the term of 90 days, or 69⅜ cents per school month. In the colored schools it has been $3.79 per pupil for the term of 83 days, or 91¼ cents per school month.

"It will be readily observed," says the superintendent, "that the tuition of these pupils in private schools would have been about seven times more than it has been under our free school system. It cannot be doubted that a large number of those who have enjoyed the advantages of this public education would not otherwise have been able to receive instruction in schools. It is also a fact that the schools have been kept in operation during the past year much longer than in any previous year since the constitution of 1868 has been in force."—(Report, p. 7.)

ECONOMY IN ADMINISTRATION.

In answer to the objections sometimes ignorantly made against the expenditure of such apparently large sums upon the schools, the report goes on, (p. 9:) "There are in the State 1,696 school districts, the area of each being six miles square, except in the case of fractional townships. In each of these districts there must be at least one school for each race, while in many of them more than one for each race is required to accommodate all the children. So that, though the school fund may, in the aggregate, seem large, it will be seen that the amount to each district, or to each school, is very small, when we consider among how many districts it is to be distributed, and then subdivided between the races in those districts. The whole fund of last year was only $1.39 per capita of the school population, and only $3.87½ per capita of those enrolled in the schools; while the statistical tables show the average cost of tuition per pupil to be only 81 cents a month. This is indeed cheap education, and it demonstrates the utility and economy of a general State system of free public instruction. But for the free schools a much larger sum of money would be annually expended for tuition by those who now pay the taxes, and the benefits and blessings flowing from such expenditure would fall far short of being so general."

SERIOUS FINANCIAL TROUBLE.

The superintendent (p. 34 of his report) calls the attention of the governor to the painful fact that the general assembly at its session in 1875 reduced the rate of interest on the sixteenth section fund held by the State from 8 to 4 per cent., making a reduction of $73,491.66 in the annual school fund; and that, by the same act, a still further diminution of $58,526.94, being all the interest on the surplus revenue fund, was caused to the school fund. This reduction of $127,018.60 in the already small annual income for schools is a serious thing; all the more serious from the fact of the new constitution substituting an annual appropriation, which may be only $100,000, for the one-fifth of the whole State revenue previously assigned to schools. The superintendent therefore urges the restoration of the interest on the sixteenth section fund to at least 6 per cent., which, at the time of taking charge of the sale of sixteenth section lands, the State "forever pledged" its faith and credit for the payment of; while he thinks that as the State is the trustee of this fund for the townships it ought to so dispose of it that it may yield the schools the legal rate of interest, which in Alabama is 8 per cent.

Nor is this all. The constitutional provision changing the allowance of one-fifth of the State revenue for schools to $100,000 annual appropriation has been made to have a retroactive influence, cutting off $211,568 collected during the fiscal year ending September 30, 1875. This, added to the former great reduction, is a fearful diminution of the means for supporting public schools and threatens very serious issues to them. Already, at the date of the report, three months of the scholastic year 1875–'76 had passed, and no school had been opened in the townships, nor could be, the superintendent said, until the general assembly should appropriate such an amount as was necessary to equalize and generalize the fund and carry on the schools throughout the State.

CITY SCHOOL SYSTEMS.

The cities of Birmingham, Eufaula, Huntsville, Montgomery, and Selma report as follows in the tables appended to the State report for 1874–'75:

Birmingham.—School population, 497; enrolled in schools, whites, 211; colored, 55; total enrolment, 266; average attendance in 5 white schools and 1 colored, 247. Number of teachers employed, 5; average monthly pay of teachers in white schools, $47.50; in colored, $30. Average number of white pupils to a teacher, 53; of colored, 55. Average cost of pupil per month, 62 cents.

Eufaula.—School population, 784; enrolled in schools, whites, 127; colored, 125; total, 252; average attendance in 4 white schools and 3 colored, 159. Number of teachers, 7; average pay of these in white schools, $37.50 a month; in colored schools, $33.33. Average number of white pupils to a teacher, 32; of colored, 41. Average cost of pupil a month, 73 cents.

Huntsville.—School population, 1,653; enrolled in white schools, 199; in colored, 256; total enrolment, 455; average attendance in 5 white schools and 4 colored, 403. Teachers employed, 10; average monthly pay of these in both classes of schools, $50. Average number of white pupils to a teacher, 30; of colored, 51. Average cost of pupil per month, $1.02.

Montgomery.—School population, 3,327; enrolment in white schools, 525; in colored, 595; total enrolment, 1,120; average attendance in 9 schools for whites and 9 for colored, 880. Teachers employed, 18; average pay of these in white schools, $68.90 a month; in colored, $56.67. Average number of pupils to a teacher in white schools, 58; in colored, 65. Average cost of pupil per month, $1.23.

Selma.—School population, 2,067; enrolment in white schools, 418; in colored, 412; total enrolment, 830. Average attendance in 9 schools for whites and 5 for colored, 582. Teachers employed, 17; average pay of these in white schools, $84.86; in colored, $69.43. Average number of white pupils to a teacher, 41; of colored, 59. Average cost of each pupil per month, $1.36.

Of these cities, Birmingham, Huntsville, and Montgomery have received from the Peabody fund, respectively, $700, $1,000, and $1,500; implying, in the first case, an average daily attendance of 85 per cent. on an enrolment of 225; in the second, a like attendance on an enrolment of 300; and, in the third, such an attendance on an enrolment of 450. Two other places, Roanoke and Wetumpka, come in for an allowance from the same fund for 1876 of $300 each; implying an enrolment of 100 pupils and an average attendance of 85. The rule of the trustees, in all cases where such aid is granted, is that the people are to grade the schools and provide a teacher for every 50 pupils; and in the five cities whose statistics were first given there appears to have been such grading and provision for the white schools at least.

Mobile presents, through her superintendent, E. R. Dickson, the following report, which includes, however, the schools of the county as well as of the city. School population, 25,400; enrolment in white schools, 2,855; in colored, 2,118; total enrolment, 4,973; average attendance in 45 white and 39 colored schools, 4,862. Number of teachers, 117; average pay of these per month in white schools, $61.76; in colored schools, the same. Average number of pupils to a teacher, in white schools, 36; in colored, 54. Average cost of pupil a month, $1.75.

The average number of days the schools were taught here was 126, all having been kept open for three months or more, except two, one of which was closed earlier from want of a suitable house and the other through a mistake of the teacher.

Prompt payment of teachers has done much towards giving general satisfaction and has helped to improve the schools by imparting life and animation to the teachers.—(State report, tables 2-4, and p. 93.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

There are now in operation three State normal schools. One of these, at Florence, is for the education of white male and female teachers; the other two, at Marion and Huntsville, for the training of colored ones. At Florence there were, for the year 1874–'75, teachers, 4; pupils, 126; a library valued at $3,000; furniture and apparatus valued at $5,000, and buildings estimated to be worth $30,000. At Marion, teachers, 3; pupils, 70; furniture and apparatus valued at $300, and buildings estimated to be worth $5,000. At Huntsville, teachers, 2; pupils, 84; no reported buildings, furniture, or apparatus. The State appropriation for these schools is: Florence, $5,000; Marion, $4,000; Huntsville, $1,000.

The report of the American Missionary Association for 1875, pp. 44, 49, and 50, shows that it had under its care in that year 46 normal pupils at Talladega College, Talladega; 39 in Trinity School, Athens; 158 in the Emerson School, Mobile, and 14 in the Burrell School, Selma; making, with those in the three State institutions before mentioned, 537 under preparation for the work of teaching.

The Rust Normal School, Huntsville, Methodist Episcopal, reports also 2 instructors, 122 students and 200 volumes in library. It is for the training of colored youths.

TEACHERS' INSTITUTES.

These valuable means of improving teachers already in the field seem at last to be fairly set on foot. In four counties some incipient steps have been taken towards the formation of them, and in six others they have been held once or oftener with good and encouraging results, in one instance quite a warm enthusiasm being awakened not only among the teachers, but also among the people at the place of meeting, these begging for another session at the same place and in the same year.

(County reports in that of State superintendent.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Of these, 215 for white pupils and 3 for colored ones appear in the tables appended to the State report; but what are the studies pursued in them, or to what extent these may be carried, is not indicated, beyond what has been stated under the head of "schools," above.

PRIVATE SECONDARY SCHOOLS.

Of these, one school for boys in Tuskegee reports to the Bureau 65 pupils in an English course and 35 in a classical course, under two instructors; drawing and music not taught, no laboratory for chemical manipulations, and no philosophical cabinet or apparatus, but a library of 400 volumes. Four others, for boys and girls, at Dadeville, Collinsville, Greene Springs, and Talladega, report 280 in English courses, 50 in classical, and 25 in modern languages. Music, vocal or instrumental, is taught in all these, and the ones at Dadeville and Greene Springs have chemical laboratories and some philosophical apparatus; the latter reporting also a library of about 2,500 volumes, besides a society library of 1,500.

The one at Greene Springs sends, besides its report, a programme of daily recitations, which shows studies well up in French, Latin, Greek, mathematics and natural sciences.

PREPARATORY SCHOOL OF COLLEGE.

One college reports 25 male students in its preparatory department, 15 of them preparing for a classical and 10 for a scientific course.—(Return to Bureau of Education, 1875.)

SUPERIOR INSTRUCTION.

UNIVERSITY OF ALABAMA, TUSCALOOSA.

As at present organized, the university has two departments of instruction, the academic and professional. The academic department is arranged on the usual plan of the southern universities, in eight independent schools, of Latin, Greek, English language and literature, modern continental languages, chemistry and some related studies, natural philosophy, mathematics and astronomy, and mental and moral philosophy. These schools were all in working order in 1874–'75, but, the chair of Greek being vacant, instruction in that language had to be given by three other professors. The degrees given are those of graduate in a school, bachelor of arts, bachelor of philosophy, bachelor of science, bachelor of letters, and master of arts, all having specific conditions, based upon acquirements.

An important change in the academic department is reported, from the "college" or "close system," as it is sometimes called, to the "university" or "open system," a change which involves the grading of the courses of instruction in the several schools in such a way as to meet the wants of beginners in those schools, as well as of more advanced students. By this arrangement, any applicant over fifteen years old, who has received a common school education, may enter the schools of the university without examination in regard to any fixed standard of literary qualifications, and may elect not only any school or schools in which to study, but any grade of any school in which he can study to most advantage.

A military discipline is maintained, but so regulated as not to interfere with academic duties, while it helps to develop the manly form and bearing which mark the accomplished gentleman.

OTHER COLLEGES.

HOWARD COLLEGE, MARION.

This institution, under Baptist influences, claims, as its peculiarities: (1) A system of government which preserves order, secures good morals, stimulates to diligent study, and trains to habits of promptness, punctuality, and industry. (2) A system of rewards for the encouragement of scholarship. (3) No degrees, honors or promotions, except those based on attainments. (4) A course of study divided into ten distinct schools. (5) A mode of instruction which makes the student self-reliant, giving him

power to master and appropriate the facts and philosophy of books, and to make original investigations in any subject of thought. The degrees conferred are bachelor of science, bachelor of arts, master of arts, and civil engineer, for each of which a specific amount of preparation is presented.—(Catalogue for 1874–'75.)

SPRING HILL COLLEGE, MOBILE.

Here, under the auspices of the Society of Jesus, students are trained in a preparatory, a commercial and a classical course, this last being divided into a third, second and first grammar class, a belles-lettres class, a class in rhetoric and a graduating class. The first two of these classes seem to answer essentially to the preparatory departments of many of our colleges; the last four to our college classes proper.—(Catalogue for 1874–'75.)

SOUTHERN UNIVERSITY, GREENSBOROUGH.

(Methodist Episcopal.) Organized upon the plan of separate schools, in any one of which a student may graduate, while to obtain a degree, such as bachelor of arts, he must graduate in a prescribed number of schools. To get that of master of arts, he must go through all the schools and sustain an approved examination on a variety of designated studies.

TALLADEGA COLLEGE.

The report of the American Missionary Association, (Congregational,) by whose aid this college is largely sustained, gives the following statistics as indicative of the work it is effecting for the improvement of the colored race, of which mainly, if not wholly, its students are composed: Instructors, 12; students, college preparatory, 15; theological, 14; normal, 46; grammar, 25; intermediate, 72; primary, 75; total, 247. It may thus be seen that its collegiate classes remain yet to be formed, its operations thus far having been largely preparatory.—(Report for 1875, p. 44.)

COLLEGES FOR WOMEN.

Nine institutions for the superior instruction of young women, authorized by law to confer collegiate degrees, report, for 1875: Instructors, 80, (18 male and 62 female;) students in preparatory departments, 260; in regular collegiate classes, 530; in partial courses, 71; in post graduate courses, 22. One other claiming the same rank, but not authorized to confer degrees, reports 63 students, without any classification of them, except that one is post graduate.

These all teach music, drawing, and painting; all but one French, and 6 German also; 6 have laboratories for chemical experiments, and 7, cabinets of philosophical apparatus; 5, museums of natural history, 3, art galleries, and 4, some arrangement for physical exercise. The accomplishments are thus pretty fully provided for; the more substantial studies, to some considerable extent.—(Returns to Bureau of Education.)

Statistics of universities and colleges, 1875.

Names of universities and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
Howard College	6	0	25	77	$65,000	$0	$0	$9,000	$0	$0	a1,800
La Grange College	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Southern University	14	.....	.....	.....	100,000	20,000	2,000	.....	.....	.....	a3,500
Spring Hill College	20	.....	b131	0	120,000	.....	.....	45,000	0	0	5,000
University of Alabama	9	0	.....	71	120,000	300,000	24,000	1,500	0	0	4,000

a Includes society libraries. *b* Unclassified.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENCE.

The Agricultural and Mechanical College of the State, at Auburn, presents, as organized, four courses, one each in agriculture, engineering, science and literature; this last embracing Latin and Greek, English in its linguistic elements and literature, philo-

sophic and historical studies, and mathematics and natural science. The other courses, as detailed in the report to the State superintendent, (pp. 130, 131,) appear to be all full and good.

LAW.

In the professional department of the State University, at Tuscaloosa, and in the Southern University, at Greensborough, are law schools, graduation in the former of which admits *ipso facto* to practice in the supreme court of the State.

MEDICINE.

In the schools of the Southern University a school of medicine is included, without any specific length of course, while the Medical College of Mobile has a two years' course.

THEOLOGY.

Theological training is, in some slight degree, provided for at Howard College, at the Southern University, and at Talladega College, in which last colored students receive such instruction as is possible to prepare them for preachers to their race.—(Catalogues of colleges for 1874–'75.)

Statistics of schools for scientific and professional instruction, 1875.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
SCHOOL OF SCIENCE.									
Agricultural and Mechanical College of Alabama.	7	.....	a55	4	$100,000	$259,300	$16,224	$600	b4,220
SCHOOL OF THEOLOGY.									
Theological department of Talladega College.	2	.....	14	4	.....	.....	.....	.....	.....
SCHOOLS OF LAW.									
College of Law, Southern University.	3	.....	.....	.....	.....	.....	.....	.....	.....
School of Law, University of Alabama.	1	.....	4	1½	.....	.....	.....	.....	.....
SCHOOLS OF MEDICINE.									
College of Medicine, Southern University.	5	.....	.....	.....	.....	.....	.....	.....	.....
Medical College of Alabama	9	.....	50	2	175,000	0	0	0	500

a Also 33 preparatory students. *b* Includes society libraries.

SPECIAL INSTRUCTION.

ALABAMA INSTITUTION FOR THE DEAF AND DUMB AND BLIND, TALLADEGA.

In the deaf-mute department of this institution there are 4 instructors and 52 pupils, of whom 24 are males and 28 females. The branches taught are the "ordinary English studies and mathematics." There is a small museum of natural history and a library of 300 volumes to aid in the instruction of the pupils. Agriculture and gardening are taught.

In the department for the blind there are 2 instructors and 10 pupils, with a library of 40 volumes. No special employments taught.

The printed report for 1874 indicated the teaching of shoemaking and broom-making. Whether these are continued does not now appear.—(Report to Bureau for 1875.)

LIST OF SCHOOL OFFICIALS IN ALABAMA.

Hon. JOHN M. MCKLEROY, *State superintendent of education, Montgomery.*

COUNTY AND CITY SUPERINTENDENTS OF EDUCATION.

County.	Superintendent.	Post-office.
Autauga	T. L. Sadler	Prattville.
Baldwin	J. D. Dreisbach	Mount Pleasant.
Barbour	S. H. Dent	Eufaula.
Bibb	N. C. Lagrone	Centreville.
Blount	F. A. Hanna	Bangor.
Bullock	H. C. Tompkins	Union Springs.
Butler	J. M. Thigpen	Greenville.
Calhoun	J. C. McAuley	Jacksonville.
Chambers	T. W. Greer	Waverly.
Cherokee	John T. McDaniel	Centre.
Chilton	L. W. Frazer	Clanton.
Choctaw	S. S. Mellen	Mount Sterling.
Clarke	R. J. Woodard	Grove Hill.
Clay	A. S. Stockdale	Ashland.
Cleburne	N. G. Mulloy	Chulafinnee.
Coffee	A. McGee	Elba.
Colbert	J. Shackleford	Tuscumbia.
Conecuh	C. A. Newton	Belleville.
Coosa	John E. Hannon	Rockford.
Covington	J. D. Hudson	Andalusia.
Crenshaw	I. H. Parks	Rutledge.
Dale	W. H. Stuckey	Clopton.
Dallas	P. D. Barker	Selma.
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	I. J. Rogers	Pleasant Site.
Greene	W. G. McCracken	Eutaw.
Geneva	J. W. Hall	Geneva.
Hale	John A. Jones	Carthage.
Henry	J. W. Foster	Abbeville.
Jackson	J. S. Collins	Scottsborough.
Jefferson	J. R. Rockett	Birmingham.
Lauderdale	J. M. Weems	Florence.
Lawrence	D. C. White	Moulton.
Lee	J. F. Yarbrough	Loachapoka.
Limestone	J. G. Dement	Athens.
Lowndes	M. D. Robinson	Benton.
Macon	H. C. Armstrong	Notasulga.
Madison	W. P. Newman	Huntsville.
Marengo	R. B. Crawford	Demopolis.
Marion	E. Vickery	Pikeville.
Marshall	A. J. McDonald	Guntersville.
Mobile	E. R. Dickson	Mobile.
Monroe	T. J. Emmons	Monroeville.
Montgomery	L. A. Shaver	Montgomery.
Morgan	W. M. Wood	Hartsell Station.
Perry		
Pickens	J. M. Somerville	Bridgeville.
Pike	W. C. Menefee	Troy.
Randolph	J. M. K. Guinn	Wedowee.
Russell	J. M. Brannon	Seale Station.
Sanford	J. M. I. Guyton	Vernon.
Shelby	D. W. Caldwell	Columbiana.
St. Clair	R. F. Newton	Ashville.
Sumter	M. C. Kinnard	Livingston.
Talladega	W. L. Lewis	Talladega.
Tuscaloosa	R. S. Cox	Tuscaloosa.
Walker	J. C. Scott	Jasper.
Washington	G. M. Mott	Millry.
Wilcox	J. T. Beck	Camden.
Winston	James Hilton	Houston.
City of Birmingham	L. H. Mathews	Birmingham.
City of Eufaula	W. H. Patterson	Eufaula.
City of Huntsville	S. I. Mayhew	Huntsville.
City of Montgomery	H. M. Bush	Montgomery
City of Selma	W. C. Ward	Selma.

ARKANSAS.

STATISTICAL SUMMARY.

SCHOOL POPULATION AND ATTENDANCE.

Estimated number of persons of school age, (6 to 21)	184,692
Estimated number of males	96,096
Estimated number of females	88,596
Number enrolled in schools during school year	73,878
Average daily attendance in schools	42,680

TEACHERS AND TEACHERS' PAY.

Number of male teachers employed in 2,134 schools	1,582
Number of female teachers employed in 2,134 schools	740
Total number of teachers	2,322

Average pay of teachers not indicated.

SCHOOL SESSIONS.

The State superintendent writes: "There is no special time prescribed by law at which the schools shall commence. Those in the country usually begin about the 1st of July and close about the 1st of October, lasting three months. Some of the schools in towns open about the 1st of September, and continue nine or ten months, till the 1st of the succeeding May or June.

INCOME AND EXPENDITURE.

Receipts.

Income from two-mill State tax, $230,033; from poll tax, $122,646	$352,679 00
Income from local tax	428,997 00
Total income from State and local taxation	781,676 00
Interest on permanent fund, including rents of school lands	7,860 00
Total receipts	789,536 00

Expenditures.

On sites, buildings, and furniture	54,912 64
On salaries of superintendents	24,100 00
On salaries of teachers	259,747 08
On other things not specified	411,240 28
Total reported expenditure	750,000 00
Expenditure *per capita* of the school population	4 06
Expenditure *per capita* of pupils enrolled in schools	10 15
Expenditure *per capita* of average attendance	17 57

SCHOOL FUND AND SCHOOL PROPERTY.

Amount of available school fund	135,000 00
Amount, including portion not now available	1,222,500 00
Increase of permanent fund in the school year	68,153 00
Estimated value of sites, buildings, and other school property	355,000 00

—(From returns by Hon. George W. Hill, State superintendent, for 1875.)

SCHOOL SYSTEM OF THE STATE.

CONSTITUTIONAL PROVISIONS.

The provisions of the new State constitution of 1874, as far as they relate to education, were given in the report of this Bureau for that year, the chief one being that "the general assembly shall provide, by general laws, for the support of common schools by taxes, which shall never exceed, in any year, two mills on the dollar on all the taxable property of the State, and by a *per capita* tax of one dollar, to be annually assessed on every male inhabitant of the State over the age of twenty-one: *Provided*, That the general assembly may, by general law, authorize school districts to levy, by a vote of the qualified electors of the district, a tax not to exceed five mills on the dollar for any one year for school purposes."

PROVISIONS OF THE SCHOOL LAW.

"An act to maintain a system of free common schools for the State of Arkansas," approved December 7, 1875.

OFFICERS OF THE SCHOOL SYSTEM.

As respects the common schools, the only officers provided for under the new school law of December 7, 1875, are a board of commissioners of the school fund, a State superintendent of public instruction, county examiners, and district school directors. As respects a full system of instruction by the State, the officers of the State Industrial University and of the State institutions for deaf-mutes and for the blind, might perhaps be included, though not referred to in the school law.

POWERS AND DUTIES OF SCHOOL OFFICERS.

The board of commissioners of the school fund—composed of the governor, secretary of state and State superintendent of public instruction—is charged simply with the management and investment of the common school fund belonging to the State, and with a semi-annual settlement with the State treasurer of all accounts relating to this fund. It is required by law to invest all moneys belonging to the fund, as they accumulate, in bonds of the United States or of the State of Arkansas. The governor is president of the board and the State superintendent secretary.

The State superintendent—elected at first by a joint ballot of both branches of the general assembly—is, at the next general election, and every two years thereafter, to be elected by the qualified electors of the State. He has the general supervision of business relating to the free common schools; must have an office at the seat of government, and keep there all books, reports, documents, and other papers pertaining to his department; must furnish the county examiners with suitable questions for the examination of teachers and prepare forms for three grades of certificates to be issued by them; hold a teachers' institute annually in each judicial district of the State; arrange the programme of exercises for each of these institutes and preside thereat; prepare a list of text books to be recommended to teachers and school officers throughout the State; make annual report to the governor (on or before the first day of November in each year) of everything relating to the public schools and the school fund, with such plans as he may have matured for the improvement of both, appending to his report statistical tables, which shall show clearly the condition and results of the school system. These reports to the governor he is to have published and distributed among the various school officers, as also the acts of the general assembly relating to common schools, and the decisions of the courts respecting these. It is further his duty to make semi-annual apportionments of the moneys in the State treasury available for school purposes, distributing them to the several counties on the basis of the number of persons of school age (6 to 21) residing in these counties the first Monday of July preceding such apportionment. The law gives him power to grant State teachers' certificates, valid for life unless revoked, to any persons in the State who shall pass a thorough examination in all the branches required for a county certificate, with the addition of algebra, geometry, physics, natural history, rhetoric, mental philosophy, history, Latin, the Constitution of the United States and of the State of Arkansas, and the theory and art of teaching. His salary is $1,800, and travelling expenses not to exceed $250.

County examiners, one for a county, come in place of the former county superintendents; are to be appointed by the county court of each county at the first session after each general election; are to be of high moral character and scholastic attainments; and are to hold office till their successors are elected and qualified. Their duties are to examine and license teachers for the common schools, holding for this purpose quarterly, at the county seat, in a suitable room, to be provided by the county court, a public examination, of which at least twenty days' previous notice must be given. Persons who pass at such times a satisfactory examination in orthography, reading, writing, mental and written arithmetic, English grammar, modern geography, and history of the United States, and who are of good character and intend to teach, may receive from the examiner a certificate, ranking in grade as first, second or third, to correspond with the relative qualifications shown; the first grade holding for two years, the second for one and the third for six months in the county where given. A record is to be kept of the name, age, sex, post-office address and nativity of each person thus licensed to teach, with the date and grade of the certificate granted; and this record is to be annually reported to the State superintendent. Examiners are to encourage the inhabitants of their counties to form school districts, to establish public schools, to send their children to these, and to furnish suitable text books for their use in school. They are to direct the attention of teachers and parents to the best methods of intellectual and moral culture; to suggest feasible and improved plans for building and ventilating school-houses; to labor to excite among the people an interest in public schools; to receive the reports of subordinate school officers, and transmit to the State superintendent an abstract of these, with an annual report from themselves, which shall show

in tabular form a great variety of enumerated particulars respecting the schools. They are also to number the school districts in their counties from *one* upward; to keep in their offices a record and description of each district, and of the changes that may be made in the boundaries of each; to report to the superintendent the number of deaf-mutes, blind and insane in each district; and to appoint suitable persons to hold teachers' institutes and examine teachers in their respective counties, in case of inability to attend such institutes and examinations themselves.

District school directors—three for each school district—are directed by the new law to be elected at the first annual district meeting in August, after the passage of the act, to hold office for one, two, and three years, respectively, and afterwards one each year, to hold office for three years. Failure to accept office, in case of such election, involves for each elected director the forfeiture of $10 to the county treasury for the school fund of the district, and failure to attend to duty after acceptance involves a forfeiture of $25 to the treasury for the same purpose. The duties of directors are: (1) To have charge of the school affairs of the district, such as the care of school-houses, grounds, furniture, and other property, the purchasing or leasing of sites and hiring or erection of buildings, with the sale or exchange of school property, when so directed by a majority of the legal voters of the district; (2) to hire licensed teachers for the schools of their districts, making with them a written contract in duplicate, one to be kept by themselves and one by the teacher; (3) to procure from the county examiner, and furnish the teacher at the beginning of the term, a register for his school, requiring him to report in said register, at the close of the school term, the number of days of such term, the name and age of each pupil, the date at which each entered the school, the days that each attended, the studies each pursued, the total number of days all pupils attended, the daily average attendance, and the number of visits from directors during the term; (4) to visit the school at least once in each term, encourage the pupils in their studies, and give such advice to the teacher as may seem to be required; (5) to submit, at the annual district meeting an estimate of the expenses of the district for that year, including those of holding school for three months in the coming twelve, over and above the amount of State apportionment, and also an estimate of the expense per month of holding school beyond the term of three months, and of whatever else may be for the comfort and advancement of the school; (6) to appear for the district in all suits and actions at law brought by or against their district; (7) to draw orders on the county treasurer for the payment of wages due teachers, stating in each order the services for which it is drawn and the name of the person rendering such service; (8) to keep, through one of their number, who shall act as clerk, a record of the proceedings of all district meetings, and a book of accounts with the county treasurer and district, and have this, when approved, filed with the records of the district; (9) to report to the clerk of the county, within ten days after any school meeting, so much of its proceedings as pertains to the election of officers, and on or before the first of October in each year so much of their record, attested by the chairman of the meeting, as shows the amount of money voted for school purposes at the annual meeting; (10) to make annually, between the 1st and 10th days of September, a written report to the county examiner, verified by affidavit, of everything belonging to the school affairs of their district, failure to make such report involving liability to any damages the district may sustain from the neglect; (11) to settle, at the close of the school year, with the county treasurer; (12) to cause the public schools of their district to be closed on the days appointed for examination of teachers for their county and during the session of the teachers' institute. They have the power to suspend pupils from school for the term, at the instance of the teacher, for gross immorality, refractory conduct, insubordination or infectious disease; power also to permit persons over school age to attend school, under such regulations as they think proper; and power to permit a private school to be taught in the district school-house when it is not occupied as a public school. The only recompense provided for the performance of their duties, beyond the consciousness of well doing, appears to be that, in common with county examiners, they are exempted from working on the roads and serving on juries during their term of office.

SCHOOLS.

The minimum school term contemplated by the law is three months of twenty school days each. No State provision for grading the schools appears in the law, except it be in special city charters granted by the legislature before the passage of this act. A State industrial university now opens its doors to properly prepared pupils from the lower schools, and offers them opportunities for higher training, while special training for unfortunates is provided in State institutions for deaf-mutes and the blind.

SCHOOL FUNDS.

The common school fund of the State is derived from the sales of lands granted the State by the General Government; from money, stocks, bonds, lands, and other property now constituting the basis of any fund for purposes of education; from the proceeds of escheats, sales of estrays, unclaimed dividends or distributive shares of the

estates of deceased persons; proceeds of land sales paid over to the State by the United States with the consent of Congress; 10 per cent. of the net proceeds of the sales of all State lands; and all grants, gifts, or devises made or to be made to the State and not otherwise appropriated by the terms of the gift, grant or devise.

The annual income from this fund, with the proceeds of an annual poll tax of one dollar on each male inhabitant over twenty-one, and an appropriation from the public revenue, not to exceed two mills on the dollar of all taxable property, is to be each year apportioned to the counties for the support of public schools, and may be supplemented by an annual tax of not more than five mills on the dollar in each school district, and by the proceeds of the sale or lease of sixteenth section lands.

CITY SCHOOL SYSTEM.

LITTLE ROCK, 1874–'75.

Officers.—The board of school directors consists of six members, one-third retiring each year.

The year.—The schools opened this year under very adverse circumstances. In fact, it was long a question, with the debts against the several school funds, whether it would be sound policy to open the schools at all. But as it was necessary to maintain a school three months to enable the directors to levy a tax for their support and draw their *pro rata* from the State, they were finally opened and kept up for three months. They were then turned over to the teachers to be kept as private schools as long as there was patronage to maintain them.

Statistics.—Population, 18,000; children of school age, (5 to 21 years,) 8,079; number of buildings, 9; number of sittings, 1,420; number of children enrolled, 1,388; per cent. of attendance, 90; number of days schools were taught, 57; number of teachers employed, principals, 4; assistant teachers, 23; total, 27. The schools were not opened for the spring term; but it was determined to open them in September for a term of ten months and a corps of teachers, the equal of those of any preceding year, has been secured.—(School director's report for 1874–'75.)

TRAINING OF TEACHERS.

NORMAL DEPARTMENT OF UNIVERSITY.

As stated in the report of this Bureau for 1874, a department for the training of teachers exists in the Industrial University of the State at Fayetteville. It is designed to furnish a thorough course of instruction to all who desire to teach in the public schools. Applicants for admission must be of good moral character, and must, if males, be sixteen years of age, if females, fourteen. They must pass a satisfactory examination in common English studies, and on admission receive tuition free in a three years' course. The number of instructors is 2; of male students, 24; of female, 34; of graduates in the last scholastic year, 10, of whom 8 have engaged in teaching. Drawing and instrumental and vocal music are taught.

A training school exists in conjunction with the normal department and under the supervision of its principal, though under the immediate charge of a special preceptress. In this the students of the normal department have an opportunity to study methods and get some practice in teaching.—(Catalogue of university for 1874 and return to Bureau for 1875.)

PINE BLUFF NORMAL INSTITUTE.

This institution, at Pine Bluff, on the Arkansas River, is devoted mainly to the training of teachers for the colored schools, under the auspices of the American Missionary Society. It reports, at the close of 1875, resident instructors, 3; male students, 73; female, 83; instruction in drawing, vocal and instrumental music, and a model school to aid in instructing pupils in the art of teaching. Some of them are said by the principal to exhibit already much tact in teaching, while a number are out exercising their gifts in that line in the schools.—(Report of American Missionary Society for 1875, and return to Bureau, 1875.)

TEACHERS' INSTITUTES.

The county teachers' institutes provided for in the new school law, will afford to skilful county officers a means of steadily improving the teaching force already in the field. But as it will take some months to get the machinery of the new law in motion, notice of its working in this direction will have to be deferred to the report for 1876.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The only high schools known to be at present existent in the State are one at Van Buren and two at Little Rock. From the former no report has been received. From the latter there is a published report showing that the Sherman High School graduated its first class of 4 girls and 1 boy in 1873, gave diplomas of graduation to 3 others in 1874, and in 1874–'75 was unable, because of the political strife then agitating the city,

to carry forward to graduation the class of 6 which was preparing to come forth in 1875, the public schools having been closed December 4, 1874.

In 1872–'73 steps were taken to establish, also, a colored high school at Little Rock, and after a satisfactory examination by a special committee appointed for that purpose, 11 pupils were reported as having reached the necessary standard, and were formed into a high school class in the Union School. Of these, 9 are said to have entered in the fall and remained during the year. This high school department appears to have continued in operation till the closing of the schools, in December, 1874, but there is no record of any graduation.

PRIVATE SECONDARY SCHOOLS.

Four schools for boys and girls, claiming secondary rank, report, for 1875: Instructors, 9; pupils, 389; of whom 58 are in classical studies and 10 in modern languages, the remainder in English only. The prevailing poverty is sadly shown in the proportion of pupils to instructors, 389 to 9, a ratio of 43.2 pupils to 1 teacher. The same is indicated in the fact that in no one of these schools is drawing taught, and in only one both vocal and instrumental music. Of the other three, one gives instruction in vocal, one in instrumental, and one in neither. None of the four reports the possession of chemical or philosophical apparatus, or of a library. One, however, at Bentonville, sent 3 students to college in 1874, and had, at the date of its report, 10 preparing for a classical course at college and 5 for a scientific course.—(Returns to Bureau, 1875.)

One other apparently secondary school sends a brief circular, but no statistics and no description of its course.

PREPARATORY SCHOOLS OF COLLEGES.

In the preparatory departments of the several colleges there are reported, in all, 243 students, all supposed to be engaged in studies preliminary to a collegiate course, though only 23 are specifically so returned.—(Returns to Bureau of Education, 1875.)

SUPERIOR INSTRUCTION.

ARKANSAS INDUSTRIAL UNIVERSITY, FAYETTEVILLE.

This institution, meant to serve the purpose of both a State agricultural and mechanical college and a State university, is located in the hilly region toward the western border of the State, a situation eminently salubrious and beautiful. Still in its infancy, its preparatory students are all taught together till they reach the freshman year, after which those of the several departments continue to be taught together, so far as they pursue the same studies. The technical work only is done separately.

The grounds, buildings, and apparatus are valued at $140,000; the productive fund, at $130,000; the income from this, at $10,400; the receipts from tuition fees, at $2,000. Two hundred and nineteen State scholarships are provided for, with apparently as many in the normal department; but the number of students is not given, except 8 in the first year of the agricultural course and 3 in partial course. The number in the normal department was stated under the head of "Training of Teachers."—(Catalogue for 1874 and return for 1875.)

ARKANSAS COLLEGE, BATESVILLE,

(Presbyterian,) with 3 male instructors and 1 female, reports 54 male students and 34 female, in a course comprising a preparatory year and three collegiate years. Of these, 48 are pursuing an English course and 40 a classical one. The course seems well up, in respect to studies, though brief in its duration. Vocal and instrumental music are taught, and there is a small chemical laboratory, with some philosophical apparatus, and a library of 400 volumes.—(Catalogue and return for 1875.)

CANE HILL COLLEGE, BOONSBOROUGH.

(Cumberland Presbyterian.) Affected, like many other institutions of the State, by the financial and political embarrassments which have hindered progress, this college, chartered in 1852 and reorganized after the war, in 1868, seems rather to have retrograded than advanced during the year past, reporting only 73 preparatory students for 1874–'75, without any students in the collegiate course. Faculty, 4 in number.—(Return for 1875.)

ST. JOHN'S COLLEGE OF ARKANSAS, LITTLE ROCK.

(Masonic.) Organized on the military basis, which is popular in the Southern States, and aided by the influence of the masonic order, which has given it $5,000 in the past year, the effect of the prevailing embarrassments is still shown here, only 1 student being reported in the collegiate course, the remainder, 49, being in the preparatory course, 23 of them looking forward to collegiate studies. Faculty, 4 in number; income from productive fund, $1,800; from tuition, $600.—(Return for 1875.)

EVENING SHADE MALE AND FEMALE COLLEGE, EVENING SHADE.

This reports in its preparatory department 43 male and 52 female students, and in the freshman class of its collegiate course the same numbers of each sex, inducing the impression that the two sets are identical.—(Return for 1875.)

Statistics of universities and colleges, 1875.

Names of university and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriations.	Aggregate amount of scholarship funds.	
Arkansas College	4	....	26	62	$10,000	$3,500	$350	$2,000	.....	.....	400
Cane Hill College	4	....	73	.....	5,000	.....	.....	.....	.....	.....	....
Evening Shade College	4	...	95	.....	6,000	0	0	2,500	$0	.....	0
St. John's College of Arkansas.	4	0	49	1	75,000	18,000	1,800	600	.....	$0	....
SCHOOL OF SCIENCE.											
Arkansas Industrial University.	10	....	.....	11	140,000	130,000	10,400	2,000	.....	.....	300

SPECIAL INSTRUCTION.

ARKANSAS INSTITUTE FOR EDUCATION OF THE BLIND, LITTLE ROCK.

Officers and teachers, 8; number of blind employés, 3; students, 35. Receipts for current expenses in State scrip, $18,500, netting in currency, $6,103.50. Receipts for salaries in State scrip, $4,962.60, making about $1,600 in currency.

The above statement tells its own tale as to the financial difficulties experienced. It means simply, as interpreted by the printed report for 1875, that the officers and employés have had to work on through the year at less than one-third their nominal salaries, from the depreciation of the State scrip in which these are paid. As the report says, "The salaries of the superintendent, steward, matron, assistant matron, teachers, and physician, allowing the highest market value for scrip at the time of its payment, have averaged, in currency, only about what we pay a cook; while some of the officers have realized less than $8 per month, the amount paid a young colored girl for waiting on table and washing dishes." The devotion to their good work which has led them to hold on in useful labor for the unfortunates beneath their charge, under such extremely trying circumstances, is worthy of all praise. A necessarily shortened session and a diminution of the number of pupils from absolute inability to carry all along, have, however, been the consequences of this lessened value of State scrip.

The usual employments—mattress making, broom making, chair seating, sewing, and bead work—have been continued, the regular instruction kept up as far as practicable and a library of 400 volumes in raised print and 250 in ink print is reported.—(Report and return for 1875.)

THE ARKANSAS DEAF-MUTE INSTITUTE, LITTLE ROCK.

Four instructors and 69 pupils are reported here for 1875, making the number of deaf-mutes who have received instruction since the foundation of the institute in 1868, 112. The average number of years spent in it by pupils has been about three. The branches taught are the sign language, penmanship, arithmetic, geography, and history. A library of 55 volumes is possessed; 92 acres of land are owned by the institution; and on this land the pupils are to some extent employed, receiving a partial training in agriculture.

The State appropriation for the past year was $6,000 for salaries and contingent expenses, with $180 for each pupil in attendance. Whether this is paid in State scrip or in currency is not stated; but the former being the ordinary rule, a reduction of nearly two-thirds must probably be made from the face value of the appropriation, involving the same financial difficulty and the same necessity for personal self-denial as at the institution for the blind.—(Return for 1875.)

LIST OF SCHOOL OFFICIALS IN ARKANSAS.

COMMISSIONERS OF THE SCHOOL FUND.

Name.	Post-office.
His excellency A. H. Garland, governor	Little Rock.
Secretary of State B. B. Beavers	Little Rock.
George W. Hill, superintendent of public instruction, secretary of the board	Little Rock.

CALIFORNIA.

STATISTICAL SUMMARY.

SCHOOL POPULATION AND ATTENDANCE.

Children between 5 and 17: Males, 86,967; females, 84,596	171,563
Children enrolled in public schools	130,930
Average attendance in public schools	78,027
Children in private schools, (report of Ex-Superintendent Bolander, p. 10)	15,021
Children in no school, (report of Ex-Superintendent Bolander, p. 11)	39,646

TEACHERS AND TEACHERS' PAY.

Number of teachers employed in public schools: Males, 1,033; females, 1,660	2,693
Average pay of male teachers per month	$84 93
Average pay of female teachers per month	68 01

INCOME AND EXPENDITURE.

Receipts.

From State tax	$1,031,531 53	
From local tax	1,431,212 72	
Total from taxation		2,462,744 25
Interest on permanent fund, including rents		179,276 96
Revenue from other funds		387,761 11
Derived from other sources		360,576 98
Total receipts		3,390,359 30

Expenditures.

For sites, buildings, and furniture	421,279 36
For libraries and apparatus	44,675 74
For salaries of superintendents	43,622 00
For salaries of teachers	1,810,479 62
For fuel, light, rent, repairs, &c	381,806 62
Total expenditures	2,701,863 34
Expenditure *per capita* of pupils enrolled in public schools	17 09
Expenditure *per capita* of average attendance in public schools	28 82
Expenditure *per capita* of population between 5 and 17	15 75
Expenditure *per capita* of population between 5 and 17, including interest on the value of all school property	18 70

—(Return from Hon. E. S. Carr, State superintendent of public instruction, to Bureau of Education, 1875.)

From the report of Ex-State Superintendent Bolander for the two years beginning July 1, 1873, and ending June 30, 1875, pp. 14–19, are gleaned the following additional particulars:

DISTRICTS AND SCHOOLS.

	1874.	1875.
Total number of school districts	1,512	1,579
Number of first grade schools	718	875
Number of second grade schools	737	770
Number of third grade schools	550	545
Total number of schools	2,005	2,190

LENGTH OF SCHOOL TERMS.

Districts maintaining schools less than 6 months	568	34
Districts maintaining schools 6 months or over, but less than 8 months.	412	765
Districts maintaining schools 8 months or over	533	787
Average number of months schools were maintained	6.34	7.47

GRADES OF TEACHERS.

	1874.	1875.
Teachers holding first grade certificates	1,287	1,485
Teachers holding second grade certificates	763	802
Teachers holding third grade certificates	402	406
Teachers who have taught in the same school more than one year	329	460
Teachers who have attended county institutes	969	1,494
Teachers who are graduates of the State Normal School	248	241
Teachers who are graduates of any State normal school	264	275

VALUATION OF SCHOOL PROPERTY.

	1874.	1875.
Valuation of sites, school-houses, and furniture	$4,269,884 35	$4,879,328 39
Valuation of school libraries	127,566 13	138,564 64
Valuation of school apparatus	38,691 79	50,785 27
Total value of school property	4,436,142 27	5,068 678 30

MISCELLANEOUS SCHOOL STATISTICS.

	1874.	1875.
Districts having suitable accommodation for all pupils	1,146	1,320
Districts not having suitable accommodation for all pupils	382	324
Districts whose schools have necessaries	1,217	1,295
Districts whose schools have not these	321	329
Districts with sufficient school grounds	1,370	1,509
Districts without sufficient grounds	118	112
Districts with grounds suitably improved	369	411
Districts with grounds not suitably improved	1,159	1,220
Districts whose schools are well ventilated	1,443	1,553
Districts whose schools are not well ventilated	86	66
Districts whose schools have good furniture	531	621
Districts whose schools have passable furniture	292	416
Districts whose schools have poor furniture	700	604
Districts whose schools are well supplied with apparatus	312	501
Districts whose schools are passably supplied with apparatus	312	501
Districts whose schools are poorly supplied with apparatus	924	763
Number of schools for colored children	23	19
Number of children attending these	448	339
Number of visits to schools made by county superintendents	2,969	3,621

SCHOOL SYSTEM OF THE STATE.

CONSTITUTIONAL PROVISIONS.

The constitution of 1849 required the legislature to provide for the election by the people of a superintendent of public instruction for the encouragement of intellectual, scientific, moral, and agricultural improvement; for the creation of a school fund; for a system of common schools by which a school should be kept in each district at least three months in every year; and for the endowment of a State university.

PROVISIONS OF THE SCHOOL LAW.*

OFFICERS.

A State board of education, State superintendent of public instruction, county superintendents, city boards of education and boards of trustees of school districts, with State, county, and city boards of examination, form the official staff of the State school system.

POWERS AND DUTIES OF THESE OFFICERS.

The State board of education consists of the governor, the State superintendent, the principal of the State Normal School, and the school superintendents of San Francisco, Sacramento, Santa Clara, Alameda, Sonoma, and San Joaquin Counties. The governor is president and the State superintendent secretary of the board. It meets at the call of the secretary, not less than twice each year, and has power to adopt rules and regulations, not inconsistent with the State laws, for its own government and that of the public schools and district school libraries; to prescribe rules for the examination of teachers and a standard of proficiency which will entitle to a State certificate; to prescribe and enforce a course of study for the public schools, with a uniform series of text books, except for the county and city of San Francisco; to adopt a list of books for district school libraries; to grant, or to revoke for cause, a life diploma to a teacher; and to review a case of such revocation on appeal.

* From School Laws of 1870 and 1874, published by department of public instruction.

The State superintendent is elected by the people; holds office for four years; apportions the State school moneys to counties, cities, and school districts; sees to the printing of all school laws and needed forms for officers charged with the administration of them; is trustee, *ex officio*, of State schools for special training, and visitor of all incorporated literary institutions; must visit the schools in the different counties and inquire into their condition; must make report to the controller, by August 10 of each year, of the number of children of school age; and biennially to the governor, by November 15, preceding a session of the legislature, must report the condition of the State Normal School, of other educational institutions supported by the State, and of the public schools.

The county superintendents are elected by the people for official terms of two years each; are charged with a quarterly distribution of school moneys to each district; must visit each school in their counties at least once in each year, or forfeit $10 for each one not visited; must hold and preside over teachers' institutes and secure the attendance of competent lecturers; must, in counties containing twenty thousand inhabitants or more, devote their whole time to supervision of schools, and if in the receipt of $1,500 salary, must not even turn aside from this to teach; must make full and correct report of all school matters to the State superintendent at fixed times, or have $100 of their salaries withheld for failure. In case of difficulty about the boundaries of school districts, they may fix or change these, endeavoring to harmonize all differences.

City boards of education are charged with a general oversight of the interests of city public schools, such as the management and control of the school property, the purchase of school furniture and apparatus, the renting, repairing, and insuring of school buildings, the purchase of school lots and erection of school-houses on them, the making and receiving conveyances of property sold or purchased by them for their constituents, the employment of teachers and janitors for schools, the suspension or expulsion of pupils for misconduct, the exclusion of children under age, the enforcement of the course of study and the use of the text books prescribed by the State board of education, the furnishing books for children unable to procure them, the examination, by personal visitation, of the management, condition, and wants of each school, and the making of an annual census of school population and report of schools.

Trustees of school districts have essentially the same duties to perform, together with the appointment of district librarians and the enforcement of the rules prescribed for the government of district libraries.

The State board of examiners, consisting of the State superintendent and four professional teachers (holders of State educational diplomas) appointed by him, is authorized to recommend the most highly approved teachers to the State board of education for life diplomas, and to grant to others, according to the measure of their ascertained qualifications, State educational diplomas, valid for six years; State certificates of the first grade, valid for four years; of the second grade, valid for three years; and of the third grade, valid for two years.

County and city boards may issue like grades to the three last mentioned, valid in the counties or cities for which they act—the third grade in the counties to females only. Those of cities may also grant high school certificates, valid for six years.

SCHOOLS.

The State schools are of three grades—first, second, third—and the course of study prescribed is liberal, including, for all grades, instruction in morals and manners, and for the higher grades, in addition to ordinary branches, physiology, natural philosophy, natural history, elements of form, vocal music, and industrial drawing, with provision for a grade still more advanced. The schools are open to all white children between five and seventeen years of age, and to colored or Indian children where no separate provision is made for them. A State normal school exists for the training of teachers for these schools, and a State university, with an agricultural college attached to it.

A law making education in these schools compulsory for children between eight and thirteen for two-thirds of the school year, except in certain specifically excepted cases, went into operation July 1, 1874.

SCHOOL FUNDS.

The State school fund, according to the State controller's report to Superintendent Bolander, March 3, 1874, appears to be derived from the proceeds of lands granted the State by the General Government, from interest bearing bonds to the amount of $1,417,500 given by the State for school purposes, and from a property tax of five cents and two mills on each hundred dollars. Amount in 1875, $1,737,500.

From this fund and from county funds $300 to $500 are annually apportioned to each school district for every teacher assigned it, provided that it has maintained a public school for at least six months of the next preceding school year, and provided, too, that the teacher or teachers employed in its schools hold legal certificates of fitness for teaching, in full force and effect.

ELEMENTARY INSTRUCTION.

GENERAL REVIEW.

State Superintendent Bolander, in a review of the last two years, says: "Since my last report 29,953 children have been added to our school population; 117 new school districts, supporting 322 schools, have been organized; 274 new school-houses have been built and furnished, and old school-houses refurnished, at a cost of $613,746.61; the school expenditures have been increased by $544,885.09; the school property has increased in worth $1,011,262.85; the average school terms have been lengthened 1.33 months, being now 7.47 months, as against 6.14 months in 1873. On the other hand, there is a decrease of .82 per cent. in the enrolment of census children in public schools; a decrease of 5.18 per cent. in the average number of such belonging to public schools; a decrease of 3.93 per cent. in the number in daily attendance at public schools; and an increase of .91 per cent. in the number who do not attend school during the school year. Again, while the total number of children, including those over 17 years of age, who have attended public schools at any time during the school year, is 23,337 more than in 1873, the average number who attend long enough to be properly considered pupils is increased by only 8,242 and the average daily attendance by only 8,566."

Mr. Bolander proceeds to note a great advance in the number of first grade schools; *i. e.*, high schools, grammar schools, and schools in which high school and grammar grade studies are taught, in addition to the lower grade studies; the greater number of teachers holding high grade certificates; better salaries paid to lady teachers; the greater amount of funds spent for school apparatus, one-half of the districts being now supplied, at least partly, with apparatus. He adds that, while the statistics show remarkable progress, there is a very general impression abroad that in the vital part of our school system—the education of our children—there is no progress, and that no progress is possible until a radical change has been made in the system of education. Mr. Bolander has, therefore, in this biennial report, devoted much space to the discussion of the changes which he deems necessary in the present system of instruction, viz: the internal economy of the schools; the qualifications of teachers; the subjects taught, and the manner of teaching them; the text books required; and the adapting of instruction to the everyday wants of life.—(Biennial report of Hon. H. N. Bolander for 1873–'74 and 1874–'75, pp. 5, 6.)

PROGRESS.

Up to June 30, 1874, districts whose number of census children fell below a certain figure—20 for some counties, up to as high as 30 for others—did not receive for any one school year sufficient funds to maintain a three months' school for that year. The last legislature, however, remedied this, and for the first time in the history of the State, every district received, during 1874–'75, sufficient funds for at least a six months' school. The progress thereby made in popular education can hardly be overestimated. In 1873 only 43.3 per cent. of all the districts maintained an eight months' school; in 1875 this percentage is raised to 49.53. In 1872 over 464 districts, or 31.74 per cent., did not keep a six months' school; in 1875 the number was diminished to 34, or 2.15 per cent. of all the districts in the State. This unprecedented advance in the popular education of the State is due not only to the munificence of the legislature in more than quadrupling the amount of school money to be raised by State tax, but also to the change made in the manner of apportioning the school fund among the districts. Previous to July, 1874, the larger districts have, at the expense of the smaller ones, enjoyed greater educational facilities than those to which their assessment roll entitled them, while the smaller districts, enjoying but meagre educational facilities, were taxed to support the schools of the larger districts. Mr. Bolander recommended to the last legislature a method for remedying these evils, and this method, in its most important features, was enacted into a law. Five hundred dollars were fixed as the minimum amount with which a district having a minimum number of census children can be expected to maintain an eight months' school, and Mr. Bolander suggests that the present legislature amend the law so as to apportion $600 instead of $500.—(Report, pp. 19, 20.)

SCHOOL ATTENDANCE.

Writing on this subject, the superintendent says he is sorry to see that, notwithstanding the compulsory law, there has been no appreciable abatement in the evils of non-attendance and truancy, and that, while steadily gaining for the public schools the support of those who were at first opposed or indifferent to them, there has still been a failure 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.—(Report, pp. 32–34.)

TEXT BOOKS.

In a comprehensive discussion on the uses and abuses of text books, Mr. Bolander inveighs against the cramming, parrot drill, multiplicity of studies, and general paucity

and inadequacy of results, for which the public schools are becoming painfully notorious, and which he considers are the products of the improper character or improper use of text books in the schools. He says we have too many text books, and that our common school course is overcrowded with studies; and he contends that spelling, word analysis, grammar, and composition, if well taught without text books, would yield more satisfactory results. He further affirms that text books are not only too numerous, but too bulky; that the text book as now used is made to bolster up poor, inexperienced, and unskilled teachers, and form a substitute for their mental deficiencies, and that this radical defect can only be remedied by saying to every teacher, "Unless you feel competent to teach this school without the aid of a single text book, so far as mere instruction is concerned, you cannot have the school." He contends that the State should furnish each teacher with a manual of instruction, pointing out the course of culture and technical training needed to qualify him for his work, thus compelling teachers to assimilate some method of teaching, and become real teachers, instead of mere school keepers. Mr. Bolander closes his elaborate discussion on text books by inviting attention to the plan of "free text books." He sums up, in the words of Mr. Thomas Tash, of Lewiston, Me., the advantages offered by this system, thus: 1. Books are ready at the proper time. 2. Every child is supplied with all the books, &c., needed. 3. Uniformity in books. 4. Considerable latitude can be allowed in the selection of books without increasing the expense of them. 5. Books are more entirely under the control of the teacher. 6. Books furnished by the town or city are much more carefully used, and better kept than when owned by the children. 7. It leads parents to procure reference books, useful both to themselves and their children. 8. Convenience in making transfers. 9. The free supply of books increases school time.—(Report, pp. 36–55.)

HALF-TIME SYSTEM OF SCHOOLS.

This system is argued for on the grounds that it places school facilities within the reach of many children now deprived of them by the absolute necessity of devoting at least a part of each day to labor, and that it doubles the number of pupils instructed, with no addition to the cost. The half-time system has been introduced into the primary schools of Oakland. Eleven classes are taught on it, and the number of pupils taught by one teacher, in these classes, ranges from 90 to 170. Twenty per cent. is added to the salary of the teachers who are required to teach these classes. It is the unanimous opinion of principals and teachers that the half-time pupils progress equally with the full-time pupils. Whether the half-time system can be applied equally well to schools above the primary grade is not so easily determined.—(Report, pp. 72–75.)

THE KINDERGARTEN.

Mr. Bolander thinks the opinion is gradually gaining ground that our common school education would be materially benefited, if not perfected, by the introduction of the Kindergarten system. In response to many inquiries, he publishes, in an appendix to his report, an illustrated article on the Kindergarten toys and how to use them. He also embodies in his article on the Kindergarten copious extracts from the report of the committee of the National Educational Association on this subject.—(Report pp. 112–119.)

CITY SCHOOL SYSTEMS.

SAN FRANCISCO.

Organization.—The official staff of the city system consists of a board of education of 12 members, (of whom one-third are believed to be changed each year,) with a superintendent of schools, a deputy superintendent, a secretary, a clerk, a copyist, and messenger; also under a general school law, affecting all the cities, a city board of examination, consisting of the city and county superintendent, and of 4 teachers, residents of the city and holders of State diplomas, chosen by the board of education. The examining and licensing of teachers belong to this board of examination; the general care of the schools to the board of education; the special supervision of them, under the board, to the city superintendent and his deputy.

Statistics.—Estimated present population of the city, 234,000; number of children 5 to 17 years old, the school age, 41,029; number enrolled in public schools, 32,175; in private and parochial, 6,094; total enrolment, 38,269; average attendance in public schools, including evening schools, 21,014; percentage of the enrolment in all schools on the number of children of school age 65.9; percentage of the average number belonging to public schools on the whole number of school age, 59.9.

The whole number of teachers employed in the year has been 510; average number, 475. Of the 510, which number appears to be exclusive of principals, 22 have been teachers in high schools, 129 in grammar schools, and 325 in primary schools. Of the remainder, 13 have been teachers of German; 9 of French; 1 of Latin and Greek, and 11 special teachers. Salaries, $500 to $4,000 per annum; superintendent, $4,000; deputy, $3,000.

The total income for the year, including cash on hand June 30, 1874, has been $798,125.75; the total expenditures, $707,445.36. Estimated value of school buildings, sites, furniture, and libraries, $2,367,000.

Average expense of schools per capita, based on average daily attendance and including everything, $31.85.—(Twenty-second annual report by Superintendent James Denman, pp. 3–8, collated with return to Bureau for 1875.)

Disbursements.—While the whole number of pupils in attendance at the public schools has increased 1,697 during the year, the current expenses of the department for the same time have been $7,832.03 less than they were last year. Superintendent Denman reports a balance to the credit of the school fund, at the close of the fiscal year, of $90,680.39. This balance will be ample to provide school accommodations which are needed by the department. The total expense of conducting the department during the year is $40,527.14 less than the estimate of the finance committee, an evidence that the public funds have been wisely disbursed.—(Report for 1874–'75, pp. 9–10.)

New buildings erected during the year.—At the close of the last school year the board of education provided accommodations for 4,271 pupils, in 35 different rented buildings, with 80 class rooms, at an annual rental of $18,912. Many of these rooms were in low, dark, and damp basements, or in small and poorly ventilated apartments. To provide suitable accommodations for this large number of pupils in rented rooms, the last legislature authorized the board of supervisors to issue $200,000 of bonds, from the sale of which the city realized $188,250. With this sum new school buildings have been erected. During the term of the present board of education, 112 additional class rooms have been provided, capable of accommodating 6,700 grammar and primary pupils. Notwithstanding the large increase in the attendance on the public schools during the last two years, the board of education has, by wise and economical management, been enabled to defray this extra expense out of the income for current expenses, and to leave a large balance with which to erect other accommodations, including a new seventeen class building for the model school.—(Report, pp. 32, 39.)

Boys' High School.—Commendable progress has been made in this school during the past year. Whole number enrolled, 238; average daily attendance, 177.79. Whole number of teachers, 7. From the senior class, 16 pupils graduated with high honors at the close of the term. Of these, 5 entered the State University. Thirteen also entered the university from the middle class, the course of study of this school having been changed so as to prepare boys for the university in two years, and, in special cases, in one year, where the boys have the mental strength and physical vigor to do the work without endangering their health.—(Report, pp. 39, 40.)

Girls' High and Normal School.—Whole number enroled in this school during the year, 458; average daily attendance, 377.8; teachers employed, 15. Number of graduates, 88, a gain of 34 over the number of last year. Three young ladies of this graduating class have entered the university. Three-fourths of the young ladies of this school desire to become teachers. Mr. Denman thinks, however, that the theory and practice of teaching are a sealed book to the graduates of this school, and that the instruction imparted in the present course of study does not fit them for teaching the elementary branches of the primary classes, in which are more than 74 per cent. of the pupils of the public schools. But young misses, who are novices in the art of teaching, rob their pupils of much of their precious time during the first years of their experience, in experimenting and learning how to properly discharge the difficult duties of their profession. Hence, Mr. Denman recommends the immediate establishment of a school for the special training of teachers.—(Report, pp. 41, 42.)

Grammar schools.—Whole number of pupils enrolled in the grammar classes during the year, 6,055; average daily attendance, 4,857.2; whole number of teachers employed, 129; average number of pupils to each teacher, 39.4, a gain of 9 over the number of last year; average daily attendance to each teacher, 37.6, a gain of 8.6 over the number of last year.

Primary schools.—The whole number of pupils enrolled in the primary schools has been 22,158; average daily attendance, 14,928, a large increase over the attendance of last year. These figures show that over 71 per cent. of the pupils of the public schools are mainly dependent upon the primary classes for their instruction. Their importance should, therefore, command the highest regard of teachers and school officers. They are truly the people's colleges, in which the largest portion of the juvenile population receive their education. And yet the superintendent remarks: "It must be painfully apparent to any one visiting our lower grade classes that experience and fitness have been ignored in the selection of many of the instructors in our elementary schools. In many of the classes it will be difficult to distinguish, from the size, appearance, and character, between the teacher and the pupils. Under the plea that none but California girls, educated in our public schools, should be elected to any position, we have discouraged the immigration of the better class of experienced teachers from other sections of the country. This Chinese policy of exclusiveness, which shuts us out from the march of progress of the older institutions of other countries, is dwarfing our system of instruction and rendering us provincial and unprogressive. It is filling our

schools with young and inexperienced teachers, who should spend several years at some normal school to obtain the first rudiments of a professional training."—(Report pp. 52–55.)

Cosmopolitan schools and foreign languages.—The whole number of pupils attending the cosmopolitan schools for the purpose of receiving instruction in German and French was 3,913, of which 1,181 studied French and 2,750 studied German. In the boys' and girls' high schools 246 pupils studied French, 101 studied German, and 14 studied both German and French. In the boys' and girls' high schools 111 pupils studied Latin, 40 studied Greek, and 40 studied both Latin and Greek. To instruct these pupils, 13 teachers were employed to teach German, 9 to teach French, and 1 to teach Latin and Greek. These schools are doing as good work as can be expected under their present organization. The present system of instruction will fail to make good pupils in either French or German so long as the study of the English branches requires so much of the pupil's time and energy. Children should be required to study and recite their lessons in geography, arithmetic, &c., in the foreign language which they desire to learn. This would give them the ability to think and express their ideas in these languages as well as in their own tongue.—(Report, pp. 55–57.)

Evening schools.—Whole number of pupils enrolled in the evening schools, 2,213; average daily attendance, 686; teachers employed, 23; general average of classes, from 30 to 50 pupils. Regulations provide for keeping these schools open eight months—from September till May; but a sufficient number of classes is continued in session during ten months of the school year to accommodate all who desire to avail themselves of the advantages of evening school instruction. The four different evening schools are under the control of one principal, who has the general supervision of all the classes. These schools are composed of pupils of all nationalities and of all ages—from twelve years old to gray-haired men and women—many of whom here learn their first lessons in reading and writing. Their circumstances in life compel them to labor during the day, so that they are wearied with toil and unfit for hard study. It is, therefore, no easy task for the teacher to instruct and interest them so as make the school room attractive and pleasant. But in spite of such difficulties these evening schools have for several years accomplished great good in educating a large class of young men and women who have not the time and means to obtain a liberal education in the day schools.—(Report, pp. 57, 58.)

Colored schools.—There were two colored schools sustained during the year, with a total enrolment of 97 pupils and an average daily attendance of 49.4. Number of teachers employed, 3. Daily average attendance to each teacher, 16.2. On the 3d of August of this year these schools were abolished and the pupils admitted to the other public schools. This change has been effected without any conflict of races among the juvenile population. The pupils of different races and colors are now seated in the same school-room and pursue their studies as quietly together as if they were children of the same family.—(Report, pp. 58, 59.)

Annual examination.—The annual examination of the pupils of the public schools was conducted almost exclusively by means of written questions prepared by the superintendent and deputy superintendent. They were framed with the view of testing the modes of instruction and the pupils' practical knowledge of the subjects taught, rather than to exhibit the technical knowledge of the examiner. The percentage for promotion was fixed at 70 per cent. for the first, second, third, and fourth grades, and 75 per cent. for the fifth, sixth, seventh, and eighth grades. The large number of promotions shows that most of our teachers have done their work well and successfully.—(Report, p. 59.)

School libraries.—The law provides that a certain proportion of all the money received from the State apportionment, amounting in San Francisco to about $4,000, must be set apart for the purchase of school libraries. This money is now all expended for reference books for teachers and for text books for indigent pupils. These text books are all placed in the library, and loaned to pupils whose parents are too poor to furnish them. They are collected at the close of the year, or whenever the pupils leave the school. There were at the close of the schools in May last, 5,707 volumes of text books for indigent pupils; 3,961 volumes of reference books for teachers, and 9,531 volumes of miscellaneous reading books for the pupils.—(Report, pp. 93, 94.)

Private schools.—The number of private schools and colleges in San Francisco, according to Langley's City Directory for 1875, is about 100. In size and character these range through nearly every degree, from the little private family or home school of half a dozen pupils to the large and flourishing college, enrolling its pupils by hundreds. Of these the Roman Catholics maintain about one-fifth, while a considerable portion of the remainder either directly belong to or are managed in the especial interest of other denominations. The number of pupils attending private and church schools in June, 1874, as reported by the census marshals, was 6,181. This was a fraction less than one-tenth of the whole number of schoolable children in the city. The increase in the number of such pupils during the year, was 896, which was considerably greater, relatively, than was shown by the census and reports of public school attendance.

SAN JOSÉ.

Organization.—Here and in the other places named, there is believed to be, under the general State law in most cases, under special acts in others, a board of education for general care of schools, a city superintendent for special supervision of them, and a city board of examination for teachers.

Statistics.—Estimated present population, 14,000; children of school age, 4,136; enrolled in public schools, (besides 575 in private and parochial,) 2,958; average daily attendance, 1,302. School rooms used for study and recitation under charge of 1 teacher, in public primary schools, 22; in public grammar schools, 9; in public high school, 1; in private schools, 8; total, 40. Number of public school buildings, 8; of private, 3; sittings for study in public schools, 1,600. Teachers: males, 6; females, 27; total in public schools, 33; in private, not given. Wages of these: in primary schools, $75 a month; in grammar schools, $70 to $125; in high school, $100 to $150. Schools taught for 8 months. Receipts for public schools, $60,147.05; expenditures on them, $53,325.97. Estimated valuation of school property, $134,000.—(Special return to Bureau of Education, 1875, from Superintendent L. J. Chipman.)

OAKLAND.

Statistical summary.—Total number of census children, June, 1875, 4,749. The primary schools number 31 classes, taught by 31 female teachers, whose maximum salary is $100 and the minimum $62.50 per month. Total number of pupils enrolled, 2,173; average number belonging, 1,962; average daily attendance, 1,898.

The grammar schools number 23 classes, taught by 5 male and 18 female teachers. The high school has 4 classes, taught by 2 male teachers, who receive respectively $200 and $150; and 2 female teachers, who receive each $100. Total number enrolled, 145; average number belonging, 135; average daily attendance, 133. The evening school has but 1 class, taught by 1 male teacher, who receives $60 per month. Total number of pupils enrolled, 48; average number belonging, 29; average daily attendance, 21. There is no separate school maintained for colored children; they attend the schools for the white children. The schools are maintained ten months in the year, except the evening school, which is maintained only three months. The current expenses for the school year ending June 30, 1875, were $79,299.63; the expenditures for building and furniture, $28,746.06; total expenditures, $108,045.69.

Truancy.—Treating of truancy, Superintendent Campbell submits a brief outline of a plan for the correction and prevention of it, and also of other offences, which are now punished by suspension and expulsion; (1) that there be established in a convenient locality an ungraded school of one or more classes; (2) that the school be put in charge of some man of acknowledged ability as an instructor and disciplinarian; (3) that habitual truants and those whose conduct is such as to be subversive of good order shall be remanded to the ungraded school; (4) that those who, during a specified term, shall give unmistakable signs of reformation, may, at the end of that time, be reinstated in the graded schools; (5) that those who still prove incorrigible be handed over to the police magistrate, who may commit them to the industrial school; and (6) that for the better carrying out of the system, the police officers be also known as truant officers, and their duties as such definitely specified. Mr. Campbell also discusses the half-time system, reference to which has been made elsewhere.—(Report of City Superintendent F. M. Campbell.)

SACRAMENTO.

Summary of statistics.—Number of census children, June, 1875, 4,112. Number of classes in the primary schools, 16; number of female teachers, 16; pupils enrolled, 895; average number belonging, 817; average daily attendance, 693; maximum monthly salary of teachers, $80; minimum, $50. Total annual expense of maintaining schools, $17,098.80. In the intermediate or second grade schools there are 14 classes; number of female teachers, 14; pupils enrolled, 756; average number belonging, 714; average daily attendance, 603; maximum salary paid, $85; minimum, $55. Total annual expense of maintaining schools, $14,961.45. Number of classes in grammar schools, 18; male teachers, 2; female teachers, 16; pupils enrolled, 827; average number belonging, 753; average daily attendance, 687; maximum salary paid male teachers, $175; minimum, $100; maximum salary paid female teachers, $100; minimum, $80. Total annual expense of maintaining schools, $18,885.72. There are in the high school 4 classes. Number of male teachers, 2; female, 2; pupils enrolled, 105; average number belonging, 101; average daily attendance, 97; male teacher's salary, maximum, $240; minimum, $100; female teachers, $100. Total annual expense of maintaining schools, $6,000. The evening school has 2 classes and 2 male teachers, one receiving $50, the other $40. Pupils enrolled, 65; average number belonging, 60; average attendance, 47. Total annual expense of maintaining school, $600. The colored school has one class, taught by a female teacher, at a salary of $100. Pupils enrolled, 53; average number belonging, 48; average daily attendance, 38. Total annual expense

of maintaining school, $1,250. The ungraded schools have 2 classes, taught by 2 female teachers, who receive each $100. Pupils enrolled, 109; average number belonging, 97; average daily attendance, 85. Total annual expense of maintaining schools, $2,300. All the schools, except the evening school, are maintained ten months in the year. The evening school is maintained from six to seven months. The teachers are paid by the month, not by the year, but only for the time actually taught by them.—(Report of City Superintendent A. C. Hinkson.)

LOS ANGELES.

Statistics.—Total number of census children, June, 1875, 2,257. Primary schools, classes, 14; 2 male and 14 female teachers; maximum salary, $100; minimum, $80. Total annual expense of maintaining schools, $13,000. Intermediate and second grade schools, classes, 4; 1 male and 3 female teachers; salary, $100. Total annual expense of maintaining schools, $4,500. Grammar school, classes, 3; 1 male and 2 female teachers; salary, $100. Total annual expense of maintaining schools, $3,500. High school, classes, 3, taught by 1 male and 1 female teacher; salary of the former, $300 per month; of the latter, $125; total annual expense of maintaining schools, $4,500. Colored school, 1 class, taught by a male teacher; salary, $80 per month. Total annual expense of maintaining school, $1,000.

General notes.—All the schools are maintained ten months in the year. No evening school has as yet been established. Mr. Lucky says there is as large a percentage of non-attendance in Los Angeles as in any other incorporated city in California, perhaps larger. The reason for this is found in the character of the population. The general condition of the schools is good. There is co-education in all classes and all grades; and on this point the superintendent remarks: "After an experience of thirty-four years in teaching, thirty-one of which have been in mixed schools, I am fully convinced that the intellectual, moral, and social advancement of each sex is promoted by co-education." In regard to special schools for turbulent pupils, he says: "I do not believe such schools are necessary or practicable. I am fully convinced that any person competent to teach, can so interest pupils that they may be easily governed. Troubles in government arise more from incompetent teachers than from any other cause."—(Report of City Superintendent William T. Lucky.)

STOCKTON.

Statistics.—Number of census children, June, 1875, 2,053. Primary schools, 22 classes, taught by 15 female teachers; salary of each, $75 per month; annual expense of maintaining schools, $11,650. Intermediate or second grade schools, 5 classes, taught by 5 female teachers; salary, $80 per month; annual cost of schools, $4,400. Grammar schools, 6 classes, taught by 5 male and 3 female teachers; one male teacher receives $120 per month, the other teachers $90 per month; total cost of maintaining schools, $6,700. High school, 3 classes, taught by 2 male teachers, one receiving $200 per month, the other $170; annual cost of school, $3,800. Colored school, 3 classes, 1 female teacher; salary, $70 per month; annual cost of school, $725.

Notes.—All the schools are maintained ten months in the year. No evening school.—(Report of City Superintendent George S. Ladd.)

MARYSVILLE.

The evil of non-attendance is the greatest with which the public schools of Marysville have to contend. According to the report of the school census marshal, in June last, there were 431 children in the city who had not attended school at any time during the school year. Mr. Steel says: "The law enacted to enforce the educational rights of children so effectually guards against any encroachment upon the rights of parents that it utterly fails to accomplish the purpose for which it was enacted. In my opinion, the law should be so amended as to meet cases in which parents claim to be too poor to send their children to school. In such cases, I would have the State take possession of the children, feed, clothe, and educate them from 7 to 14 years of age.

"Notwithstanding the calamity by flood with which the city was visited, the people still continue to pay a liberal tax for the support of our city schools, and the popular interest in the cause of education has not in the least abated. Comparing the present condition of our schools with that of a year ago, the primary schools show the greatest advancement."

Statistics.—Total number of census children, June, 1875, 1,057; primary schools, classes 10, taught by 1 male and 5 female teachers. Salary of male teacher, $100; maximum of female teachers, $80, minimum, $50. Annual cost of schools, $5,171. Second grade schools, classes 4, taught by 1 male and 1 female teacher, the former receiving $120 a month, the latter $90. Cost of schools, $2,579. There are 4 classes in the grammar schools, taught by 1 male and 1 female teacher, whose salaries are $150 and $110. Cost of maintaining school, $3,249. There is one class in the high school, taught by a male teacher, at a monthly salary of $180. Cost of school, $2,298. The colored school has

3 classes, and 1 female teacher at $75 a month. Expense of school, $892. All the schools are maintained ten months. No evening school has yet been established.

Half-time schools.—Mr. Steel recommends half-time schools as the best remedy for the evil of overcrowded school rooms. He adds, "In primary schools, pupils should be promoted from grade to grade on oral examinations, and in the higher grades on oral and written examinations combined."—(Report of City Superintendent Thomas H. Steel.)

SANTA CLARA.

General condition of the schools, good. The deportment of the pupils generally very good. Boys and girls go to the same school and recite and study together, but have separate playgrounds. The co-education of the sexes works most favorably, cultivating a desirable emulation and conducing to good morals and manners. The State course of study gives satisfaction. Number of census children June, 1875, 614. The total annual expenses of maintaining all the schools of the city are $7,000. The schools are kept open ten months in the year. No separate school for colored children and no evening school.—(Report of City Superintendent A. Madan.)

VALLEJO.

The course of study followed in the primary and grammar schools is about the same as that adopted by the State board. The high school course varies somewhat. Many boys from 14 to 17 years of age leave school to become apprentices in the navy-yard at Mare Island, or to enter on other employments, and but few graduate. No need for special school for turbulent children; skilful teachers are able to preserve good discipline. Number of census children, June, 1875, 1,636. Total annual cost of schools, $22,206. Schools open ten months. No evening or colored school.—(Report of City Superintendent J. G. Lawton.)

PETALUMA.

Primary schools report 12 classes, taught by 6 female teachers, receiving $60 per month as the maximum and $50 as the minimum. Total cost of maintaining schools, $3,350. Intermediate, or second grade schools, 5 classes, taught by 4 female teachers, at $55 per month. Cost of schools, $2,200. Grammar schools, 2 classes, taught by 1 male and 1 female teacher, the former receiving $125 per month, the latter $70. High school, 3 classes, taught by 1 male and 1 female teacher, the former receiving $150 per month, the latter $90. Annual cost of school, $2,229. Colored school, 3 classes, taught by 1 female teacher, receiving $45 per month. Annual cost of school, $450. All the above schools are maintained ten months in the year. There is no evening school.—(Report of City Superintendent William Elder.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL.

Board of instruction.—A principal, vice-principal, and seven teachers, of whom one is principal of the training school, one an assistant in the same, and one a teacher of vocal music.

Qualifications for admission.—For all, in order to enter the junior class, an age of 16 on the part of female applicants, of 17 on the part of males; for teachers, in addition, a valid certificate, State or county, of any grade; for those that have not taught, evidence of good moral character and of ability to pass an examination such as would be required to obtain a third grade certificate.

Statistics.—The average enrolment for the entire year has been 239; average attendance for the year, 234, over 98 per cent. of the average number enrolled. The graduating class numbered 45, the largest ever graduated in any one year, all having taken the full course of study and training required. Whole number of graduates, 378.

Of the school course, now occupying two years, the principal, Charles H. Allen, remarks: "The time allowed for our course of study is too short. Taking into consideration the large number of subjects upon which instruction must be given and the qualifications of those who come to us for instruction, it is impossible to secure as high a grade of scholarship as is desirable and at the same time to make them sufficiently familiar with methods of teaching to enable them to be successful in the highest degree." In view of these facts, he recommends that the time for the full course be extended to three years and that, to meet the great demand for teachers, an elementary course be established and an elementary diploma granted. A preparatory class has been kept up during the year, and has been nearly or quite self-sustaining. Mr. Allen thinks it should be continued and enlarged. The training school, also nearly self-sustaining, has been well patronized, and is of incalculable benefit to the pupils of the normal school. A considerable number of teachers have spent some time at the school for observation and instruction.

Apparatus and buildings.—The appropriation of $3,000 for apparatus and of $500 annually for library is being expended with great care. A very valuable collection of

shells, consisting of nearly 3,000 species, has been purchased. The school is now fairly organized and equipped in a fine building, large enough to furnish accommodations for all legitimate school exercises. The last annual commencement was held in the school building, with better accommodations than could be found elsewhere.

HOW TO OBTAIN TRAINED TEACHERS.

On this point, Mr. Bolander's recommendations are briefly these: That in the State University be established a school or faculty of education, with a four years' course of study; all students completing and passing a satisfactory examination in the first year's course, to obtain a life certificate, entitling them to teach any primary or third-grade school in the State; the second year's course entitling them to teach any school in the State not above the intermediate or second grade; the third year's course entitling them to teach not above the grammar or first grade; the four years' course, entitling them to teach in any school in the State, including high schools, normal and training schools, and the educational college of the university, and making them eligible to the office of State superintendent and instructor of normal institutes. Mr. Bolander further recommends, that the course of study of the State normal school be conformed to the one just sketched, and that any high school or college, private or public, be authorized to establish a normal school department, with a partial or full course of study as heretofore prescribed, with certain provisions which he states. Also, that any city board of education, or county board of supervisors be authorized to establish city or county normal schools, with certain provisions also stated. Mr. Bolander further suggests that teachers' institutes be changed into normal institutes.

PROPOSED NORMAL SCHOOL FOR SAN FRANCISCO.

During the year 1874–'75 the board of education elected 177 teachers to new classes, or to fill places made vacant by resignations or changes of teachers. During this same year 450 applicants for certificates to teach were examined by the city board of examination. Of this number, only 197 received certificates of qualification, and 250 failed; and of those obtaining certificates very few had ever received any instruction in the art of teaching or training in the practical duties of the school room. Until a successful normal school is established, there must needs be a great deal of indifferent work in the schools. It is not so much the fault of many young teachers that they do not do good work as it is that of the city in not providing them with the means of acquiring a professional education. Superintendent Denman recommends that the present board of education exercise the power intrusted to it by the authority of the State, and at once establish a normal school for the training of young ladies in the art of teaching. In connection with this normal school he also suggests a practice school for observation and for training teachers in the practical duties of the school room; the practice school being connected with and forming a part of the normal school, so that the theory of teaching imparted in the normal department shall be supplemented by the drill of the training classes.—(City report, pp. 43, 44.)

PRACTICAL SUGGESTIONS TO TEACHERS.

In his report, Superintendent Bolander devotes much space to some valuable suggestions for teaching the course of studies. He says: "The first care of a teacher must be, not to teach the contents of a text book the best way he can, but to winnow the chaff from the wheat. To do this his knowledge of the subject must be full and comprehensive, so that the text book shall be to him a book of reference only, to which he is never confined either in instructing or during recitation. By this means the pupils will soon come to know that the teacher's work is to teach and work with them. In the third grade the instruction should be all oral, and in all studies for which text books are provided oral instruction must almost constantly be employed to elucidate, amplify, and supplement the text book."—(Appendix to report on Course of Studies, &c., p. 15.

MENTAL DISCIPLINE.

Still addressing teachers, Mr. Bolander, speaking for the board of education, says: "The ultimate object of all education must be mental discipline, and not the mere acquisition of knowledge, which is simply the means by which the mental faculties and capacities are developed. Mental discipline depends upon mental labor. This labor may be of two widely different kinds; first, the pupil may be simply required to understand, or seem to understand, the statement of the text book and of the teacher in oral instruction; or, secondly, the pupil may be required to rediscover for himself the knowledge of the text book. The former is, unfortunately, most usually, if not almost universally, the only labor imposed upon the pupil; and yet the latter is the only labor which can give that mental discipline which will truly educate the child. The teacher must have a definite end in view in every lesson he assigns from a text book; he must thoroughly understand the connection between it and the preceding, and also the succeeding, esson; and he must well weigh the steps the pupil must

take in order to obtain the full mental discipline which the mastering of the lesson will give him. The capabilities of the pupil, the difficulties of the lessons, must be studied, and determine the measure of help the pupil may require. If solely by the constant and watchful assistance of the teacher, a pupil should at last really understand a lesson, the principal mental discipline—that of gaining strength by the overcoming of difficulties—has been sacrificed, and the child's mind weakened instead of developed. On the other hand, all assistance cannot be dispensed with; the problem is, to find how much assistance is absolutely required. No inflexible rule can be devised; the individual differences of pupils must be carefully considered. This is, perhaps, the most difficult portion of the teacher's work. The thoroughness of a teacher's culture and capacity will infallibly be tested here."—(Appendix to report, p. 18.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

In the State report for 1875, p. 15, the number of pupils in high schools, or schools of advanced grade, is given as 3,243; but what are the studies pursued in these schools, or how far the pupils are carried in such studies does not appear, a course which was formerly prescribed for them by the State board having been abolished.

The high schools of San Francisco may probably be taken as the most advanced specimens of this class in the State. The number of instructors in the boys' high school here is 7, including the principal; pupils, 238; average number of pupils to a teacher, 34. In the girls' high school, instructors 16, including principal; pupils, 458; average number of pupils to teacher, about 28.6. The course in both these schools is good, including, for those who pursue English studies only, a fair range of mathematics, history, natural sciences, English language and literature. For those who wish to go beyond this, there are optional studies in French and German, and a classical course running up, for the boys, from the elements of Latin and Greek through 4 books of Cæsar, 6 orations of Cicero, the Eclogues of Virgil, 2 books of the Georgics, and 5 of the Æneid, with the extracts from Xenophon and Herodotus in the Greek Reader, and the poets in the Second Greek Book. For the girls, from the same elements through Cornelius Nepos, 6 orations of Cicero, Virgil's Eclogues, and 6 books of the Æneid, with 3 books of Xenophon's Anabasis, and 2 of Homer's Iliad.

Of the graduates of the boys' school, 5 entered the State University in 1875, with 13 others from the middle class, and 3 young ladies from the graduating class of the girls' school.—(Report of Superintendent Denman, pp. 39-41.)

PRIVATE SECONDARY SCHOOLS.

Two private or denominational schools for boys, 6 for girls, and 5 for both boys and girls, make report to this Bureau of an aggregate of 92 teachers and 1,020 pupils, of whom 158 were, in 1875, engaged in the study of Latin or Greek, or both, and 431 in modern languages, the remainder in English studies only. Forty of these students were preparing for a scientific course in college, and 26 for a classical course. In 12 of the schools drawing was taught, with the addition of painting in one instance; in 11, vocal music; in 10, instrumental music; 2 had chemical laboratories; 4 some philosophical apparatus; and 7 libraries of 200 to 900 volumes.

PREPARATORY DEPARTMENTS OF COLLEGES.

The reports and catalogues from 7 colleges and universities show an aggregate of 682 students in the preparatory departments of these—130 being in preparation for a classical course in college, and 378 for a scientific course.

BUSINESS COLLEGES.

Four of these institutions—the Art and Business College, Sacramento, the Sacramento Business College, Heald's, and the Pacific in San Francisco—make return for 1875 of 37 instructors and 1,000 students, of whom 15 study phonography; 133, telegraphy; 23, German; 32, French; and 29, Spanish. The first named of these adds drawing and painting to the ordinary business branches, and its return is a model of beautiful penmanship, while Heald's embraces instruction in phonography, telegraphy, German, French, and Spanish.

SUPERIOR INSTRUCTION.

ST. IGNATIUS COLLEGE, SAN FRANCISCO,

Under the care of the Jesuit Fathers, is provided with all the appliances for a practical and scientific education; a laboratory for the assaying of metals; a telegraphic department; the Ignatian Literary Society, for exercise in debate; the Philhistorian Debating Society, to promote the knowledge of history; the Loyola Scientific Academy, for the cultivation of the sciences; a college band, and singing classes, for

the promotion of musical culture. Cost of building, independent of lot, $160,000. Library, 5,000 volumes. Number of students from July 1, 1874, to June 1, 1875, 748, with a corps of 24 professors and teachers.—(Catalogue and return for 1874–'75.)

SANTA CLARA COLLEGE, SANTA CLARA,

Also under the Jesuits, offers instruction in Latin, Greek, French, Spanish, Italian, and German, as well as English, mathematics, natural sciences, metaphysics, and all the ornate branches of a complete college course. The curriculum is divided into two regular courses—the classical and commercial—besides a preparatory department. The laboratories, museums, philosophical apparatus, and libraries, are complete and offer facilities for thorough education in all departments. Professors, 1874–'75, 29; students, 278.—(Catalogue for 1874–'75.)

PACIFIC METHODIST COLLEGE, SANTA ROSA.

In its fourteenth year. A. L. Fitzgerald, president. Eleven members in its faculty, with 274 pupils in attendance, of whom 58 are collegiate. Course of instruction full. Library, 490 volumes.—(Catalogue and return for 1874–'75.)

SANTA BARBARA COLLEGE, SANTA BARBARA,

Has been reorganized, and now offers all the advantages of a thorough academic course, comprising six departments. Modern languages receive special attention. The institution is not sectarian. Library, well assorted, of over 1,000 volumes. Preparatory and academic courses, $175 per annum.

UNIVERSITY OF THE PACIFIC, SANTA CLARA.

A. S. Gibbons, president. Primary and preparatory, classical and scientific departments. Professors and instructors, 10. Ladies admitted to all classes and entitled to the same honors as gentlemen. Boarding hall for ladies only. Yearly expenses, $275. Library, 1,025 volumes.—(Catalogue and return for 1875.)

COLLEGE OF ST. AUGUSTINE, BENICIA.

Incorporated, 1868. College site comprises 20 acres. Buildings commodious and inviting. Aim of the college, to give a thorough physical, mental, and religious training. It has a system of military drill connected with daily duties. Library, 600 volumes. A corps of 14 professors and teachers, with 27 preparatory and 62 collegiate students in 1874–'75.—(Catalogue and return for that year.)

FRANCISCAN COLLEGE, SANTA BARBARA.

Scholastic year of only one session. There is a classical, scientific, and business course of study, with facilities for studying Latin, Greek, Spanish, French, and Italian. Nine professors and assistants. It is conducted by the fathers of the Order of St. Francis.—(Catalogue for 1873–'74.)

OTHER COLLEGES.

The returns of other colleges will be found in the table further on, not, however, including two institutions for the superior instruction of young women, one of which, the Mills Seminary, Brooklyn, shows in its catalogue 23 instructors and 216 students, 21 of these being in Latin, 88 in French, 17 in German, 170 in instrumental, and 68 in vocal music, with 8 in painting and 29 in drawing. The other, the Young Ladies' Seminary, Benicia, reports 10 instructors and 80 students, of whom 50 are in its college classes. Music, drawing, painting, French, and German are taught, but the number of students in each is not specified. Both appear to possess every needed appliance for instruction and physical exercise.—(Catalogue and return to Bureau, 1875.)

UNIVERSITY OF CALIFORNIA.

From the last biennial report of the regents of the university for the years 1873–'75 we collate the following:

President Gilman resigns.—On the 2d of March, 1875, President Gilman presented his resignation, which was regretfully accepted by the board, and on the 31st of the same month his official connection with the University of California terminated. Resolutions of appreciation of the public and private character of Mr. Gilman and of his services to the cause of education were adopted, and entered on the records of the trustees and faculty. Professor John Le Conte was designated to perform such duties in relation to the instruction and discipline of the university as have hitherto devolved upon the president, and on the 29th of March, President Gilman formally presented Professor Le Conte to the faculty and students and many friends of the university who were present on the occasion.

Seventh year of university work.—The university commenced its seventh year of instruction and the third year of its work at Berkeley September 24, 1875. The colleges of

agriculture, chemistry, engineering, mining, and mechanics, and the college of letters all began work at that time. The whole number of students enrolled in the classes at Berkeley was 308, a gain of 80 over the previous year. Of this number, 40 were ladies.

Many changes have been made in the mode of conducting the business of the board since the last report to the Bureau. One of the most important has been the establishment of the secretary's office at the site of the university, where he can personally oversee the expenditures of money. At the close of his administration President Gilman, at the request of the regents of the university, prepared and submitted a clear and concise statement of the progress and condition of the university, from which some of the present material has been derived.

Residences for the professors.—One of the greatest difficulties in the management of the university arises from the fact that many of the professors and instructors are non-residents. The law requires the secretary to live at Berkeley, and he moved there soon after accepting the office. Three of the professors have built houses for themselves; two occupy cottages belonging to the university, paying rent for them; one has hired another cottage in the neighborhood. Several of the younger instructors have been allowed to occupy small rooms in the public buildings, but this is all. It is of the first importance that measures should be taken to provide homes at Berkeley for all the permanent staff of instructors.

Lodging houses for students.—There is much embarrassment about lodgings for resident students. The few rooms in and about the university buildings which have heretofore been occupied by students are now required for educational purposes, and the steady and large increase in the admissions each year is without any corresponding increase in dormitory accommodations. Many applicants seeking admission, and competent to pass the examination, will hence be compelled to defer or abandon entering the university for this reason, unless lodging and boarding places be provided.

Manual labor and pecuniary assistance.—In the University of California, as in other kindred institutions, the honors of literary and scientific distinction are bestowed upon the most meritorious, without any reference to their antecedent training. During four years of the history of the university, there were five scholarships, the incumbents of which received each an income of $500 per year from the beginning to the end of their course, and some of the most meritorious scholars here graduated owe their education to this timely assistance; but the change in the law, effected by the political code, abolished these scholarships, and no such aid is now given. The authorities of the university, however, have done all in their power to throw into the hands of those who wished it opportunities to earn money in various ways. Some have given private instruction to other students; some render assistance in various manual occupations on the grounds and elsewhere; some take care of the buildings; and some have added to their income by employment in the printing office. This printing office, primarily the gift of one of the ex-regents, has not only been found exceedingly convenient, but has been the means also of imparting to many of the students a knowledge of a useful art and of enabling many to add considerably to their income. The total amount earned by students, in various ways, is nearly six thousand dollars. The board has recently reaffirmed its policy of employing student assistants, and has made several appointments and reappointments for the next academic year. The board has also approved the policy of encouraging graduates of the university to prosecute advanced studies, and has granted leave of absence, for one year, to two of the post graduates who were acting as assistants in the college of chemistry, to enable them to pursue special study in Germany, without pay during the term of absence, but assuring them position and advanced salary upon resumption of service.

Improvements.—Work in the department of agriculture has been progressing vigorously. Two propagating houses have been constructed; a commodious and convenient building for work rooms; a well designed and convenient barn has been built, and the principal road which traverses the farming grounds has been marked out and partly graded, to facilitate the farm work. The entire domain belonging to the university includes two hundred acres, some forty of which are reserved for agricultural purposes and experiments, and the remainder to illustrate the principles and methods of landscape ornamentation, forestry, botany, and allied studies. The chair of agriculture has been filled by the appointment of Prof. Eugene W. Hilgard, Ph. D., recently of the University of Michigan.

In the college of mechanics two new instructors have recently been appointed: Professor Hesse and Professor Hoffmann; the former to give instructions in industrial mechanics and the latter in industrial drawing. An order has been sent to Darmstadt for a collection of Schröder's models illustrative of the elements of mechanism, to be purchased at an outlay of $1,000. Professor Hesse has undertaken to make an investigation which will undoubtedly have a very important bearing upon the industries of the State, viz, an investigation of the strength of the timbers which are grown upon the Pacific coast. The results of this work will be communicated to the legislature and will be published for the benefit of all who are engaged in any department of construction.

The College of Mining has recently been organized under the direction of Professor Ashburner, and its plans will be developed as rapidly as possible. During the coming year Dr. Becker will instruct in metallurgy and Professor Hilgard will form a class in mineralogy, and this will be in addition to the instructions given heretofore. The course of instruction occupies four years, leading to the degree of bachelor of philosophy in the college or course of mining. A prize of $50 is offered for proficiency in this department of study by the professor of mining.

The College of Chemistry is designed for those who wish to become professional chemists, either as teachers and investigators or as metallurgists, assayers, and manufacturers in chemical industries; and also for those who wish to become expert chemists preparatory to the pursuit of medicine, pharmacy, mining, &c.

The literary course is based upon history and the general scientific studies.

The classical course corresponds closely with that of classical colleges at the East.

As a part of the final examination for degrees, every candidate is required to prepare a thesis upon a subject closely related to his principal course of study. The object of this regulation is to encourage special original investigations upon important themes growing out of or suggested by the several courses of study in the university, and to afford a good opportunity for stating the results of such researches.

Library and museum.—Under the appropriation made by the legislature at its last session, extensive purchases have been made for the library, thus greatly enhancing its educational value to the students. There have been, also, many handsome private donations to the library. The collections belonging to the museum of the university, though still incomplete, are in many departments both large and valuable. The geological survey collection has been added to it. The specimens of all kinds are, by the act creating the survey, the property of the university, and will soon be opened and properly arranged.

Professor Soulé has made an elaborate report to the regents upon the water question, having in view not only the present necessities of the institution, but also the probability that a large neighborhood will require to be supplied from the springs which the university controls.

Oriental college.—By the terms of a gift of Mr. Tompkins to the university, the regents have come under obligations to establish and maintain a professorship of Oriental languages, especially of Chinese and Japanese.

At the opening of Congress in December, 1873, President Grant recommended that the Japanese indemnity fund be devoted to educational purposes. Subsequently, a bill was brought before the United States Senate, by Hon. A. A. Sargent, the purport of which is to bestow annually the income which shall be derived from the Japanese indemnity fund upon a board of seven trustees. These trustees, should the bill pass, are to maintain, in connection with the University of California, an Oriental college, which will have three objects: (1) to promote international acquaintance and good will, by assembling a body of learned teachers who shall inquire into and make known the languages, laws, religious and political institutions of the Orient; (2) to afford young Americans an opportunity to fit themselves for diplomatic, consular, mercantile, and scientific careers in Asia; and (3) to give to young Japanese an opportunity to become acquainted with the civilization of the western nations.

Instruction of young women.—When the University of California was organized its doors were freely opened to all properly qualified students above a certain age. Young ladies were admitted as well as young men. For the last six years the number taught has been respectively for each successive year, beginning with 1871, as follows: 8, 27, 39, 22, 39, and 40. One of these has graduated; 12 are members of regular courses of instruction, as candidates for degrees. But by far the larger number of these young ladies have been attendants upon special courses of instruction, especially upon the lessons of the professors of modern languages. The scholarship of those who have entered the regular courses of instruction has for the most part been excellent, and in some cases has been of the very highest rank.—(Report for 1875, included in State report.)

Statistics of universities and colleges, 1875.

Names of universities and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
College of Our Lady of Guadalupe.	2	....	45	.....	.....	.....	.....	.....	.....	.....	550
California College*...	8	1	110	48	$25,000	$20,000	.....	$4,000	.....	.....	2,000
Christian College of the State of California.	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hesperian College*...	9	....	113	.....	30,000	10,000	$1,000	4,500	$0	.....	160
Missionary College of St. Augustine.	14	0	27	62	30,000	.....	.....	20,000	0	.....	600
Pacific Methodist College.	12	....	193	58	36,000	.....	.....	10,000	.....	.....	†1,070
St. Mary's College....	13	0	174	90	200,000	0	0	52,500	0	$0	3,500
Santa Clara College...	29	0	40	237	120,000	0	0	a53,000	0	0	†14,700
St. Vincent's College*.	5	....	.....	.....	11,520	.....	.....	.....	.....	.....	1,000
St. Ignatius College...	24	....	(b)	(b)	.....	.....	.....	.....	.....	.....	†10,000
University of the Pacific.	10	....	109	61	60,225	35,000	3,125	6,463	.....	.....	1,025
University of California.	41	1	(c)	143	780,000	d779,900	e231,890	0	84,800	0	12,000
University College *f*..	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Washington College..	12	....	*g*84	76	32,000	.....	.....	.....	.....	.....	.....

* From Report of Commissioner of Education for 1874. † Includes society libraries.
a Board and tuition. *b* 625 students unclassified. *c* 36 students unclassified.
d Also an amount producing $50,000 interest per annum. *e* Total income for 1874–'75.
f Suspended until July, 1876, on account of removal to another part of the city.
g Also 14 students unclassified.

PROFESSIONAL INSTRUCTION.

MEDICAL DEPARTMENT OF THE UNIVERSITY.

The class in this department in the session of 1874–'75 was the largest ever assembled west of the Rocky Mountains. This extremely gratifying evidence of success has encouraged the faculty to renewed exertions and to provide improved facilities for teaching medicine in all its branches. The museum of the college has recently received large accessions to its collections in the various departments fitted for illustrating the lectures. It now contains some 4,000 different specimens. The library consists of 1,400 volumes. Students are admitted without regard to sex.—(Report included in the State report, pp. 381–384 of appendix.)

COLLEGE OF PHARMACY.

In accordance with the organic act of the university, the California College of Pharmacy is affiliated with the university, which confers the degree of graduate in pharmacy upon candidates recommended by the board of examiners of the college and approved by a committee designated by the regents. The reports of the officers show that the institution is in a very satisfactory condition. The several chairs of instruction are filled by able, practical men, with ample experience in the different departments over which they preside.—(Report included in State report, p. 385 of appendix.)

SAN FRANCISCO MEDICAL SOCIETY.

Organized, 1868. Object, the cultivation and advancement of the science, by united exertions for mutual improvement, and contributions to medical literature. Its chief aim is to elevate the standard of medical education. It has a large membership.

CALIFORNIA PHARMACEUTICAL SOCIETY.

Incorporated, 1871. Object, to improve the science and art of pharmacy, by diffusing knowledge among apothecaries and druggists, fostering pharmaceutical literature,

developing talent, stimulating discovery and invention, and encouraging home production and manufacture. It has 150 members, who meet monthly for business.—(Report of society for 1875.)

SAN FRANCISCO THEOLOGICAL SEMINARY.

Inaugurated by the synod of the Pacific of the Presbyterian Church in 1871, but open to students of all denominations. The qualifications for admission and the course of studies are the same as in the oldest and best theological schools of the East. Having been in active operation three years, this institution is now fully organized. It has a library of over 6,000 volumes, with free access to the Mercantile, Mechanics', and Odd Fellows' Libraries of the city. Each student receives tuition and the use of a furnished room free.—(Circular for 1874.)

PACIFIC THEOLOGICAL SEMINARY, OAKLAND.

Under the auspices of the Congregational Church, but open to all. No charge for tuition, rent of rooms, or use of furniture. The American Educational Society will render aid to the pupils of this seminary who are especially needy and who take the full course of three years. The amount bestowed will be $80 to $100 per year to each beneficiary.—(Circular for 1875.)

Statistics of schools for scientific and professional instruction, 1875.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
SCHOOL OF SCIENCE.									
Agricultural, Mining, and Mechanical Arts College, (University of California.)	39	.....	154	4	.....	.....	.....	$0	.....
SCHOOLS OF THEOLOGY.									
Pacific Theological Seminary	7	2	7	3	$50,000	$50,000	$6,000	.....	1,860
San Francisco Theological Seminary.	4	.....	8	3	.....	*a*80,000	.....	.....	5,000
SCHOOLS OF MEDICINE.									
California College of Pharmacy	4	.....	40	1	*b*1,000	.....	.....	*c*590	100
College of Medicine of the University of California.	12	.....	.....	2	75,000	0	0	.....	.....
Medical College of the Pacific	13	.....	39	2	.....	0	0	4,000	0

a In money and subscriptions. *b* Apparatus. *c* Includes subscriptions to capital stock.

SPECIAL INSTRUCTION.

SCHOOL OF DESIGN, SAN FRANCISCO.

The School of Design was inaugurated in the beginning of the year 1873, and was the outgrowth of the San Francisco Art Association. During the first year the average number of pupils was 58; average daily attendance, 43. Second year, average number of pupils, 61; average daily attendance, 45. Number of drawings in the exhibition of the present year, 602; number of oil studies, 134. The expenses of the school for the first year, including furniture, advertising, salaries, &c., amounted to $1,229.80; second year, $3,184.84; total, $7,414.64; receipts, $6,487.53; leaving a deficit of $927.11, which was assumed by the Art Association. Both the Art Association and the School of Design are supported wholly by the voluntary subscription of the public. The exhibition of 1875 evidenced the high standing of this art school, and the talent of its pupils not less than the superior instruction afforded by the teacher in charge.—(Mrs. S. B. Cooper.)

SAN FRANCISCO ART ASSOCIATION.

The membership of this association during the four years of its existence has increased to 596 ordinary, 108 life, and 6 honorary members. In the promotion of the fine arts in San Francisco it has done noble service.—(Mrs. S. B. Cooper.)

MECHANICS' DELIBERATIVE ASSEMBLY, SAN FRANCISCO.

Organized, 1873. Object, to discuss and promote a system of labor schools, to enable boys and girls to learn trades as a part of their education in the common schools, and provide for the education and employment of all classes of children; to prepare bills to be presented to the legislature of the State for adoption looking to these ends, and take such steps as may be necessary to secure their passage.—(Mrs. S. B. Cooper.)

CALIFORNIA ACADEMY OF SCIENCES, SAN FRANCISCO.

This academy, organized in 1853, has now a membership of nearly 500, of whom 78 are life members. The society holds its stated semi-monthly meetings in the academy buildings, and they are of marked and increasing interest. The scientific progress of the academy has been satisfactory, and valuable additions have been made to the museum. Total expenditures for the year, $4,369.—(Mrs. S. B. Cooper.)

DURANT RHETORICAL SOCIETY, OAKLAND.

Organized, 1860, by the first freshman class of the College of California. All regular members of the university are eligible to membership. The exercises are of a purely literary character. The society assists in publishing a monthly paper called The Berkeleyan, devoted to science, literature, and university interests.—(Mrs. S. B. Cooper.)

OAKLAND HARMONIC SOCIETY.

Organized, 1870; object, the promotion of musical science. Society in a flourishing condition.—(Mrs. S. B. Cooper.)

HANDEL AND HAYDN SOCIETY, SAN FRANCISCO.

The leading musical society of the Pacific coast. Membership, 250. Musical concerts of a very high order are given under its auspices.—(Mrs. S. B. Cooper.)

EDUCATION OF THE CHINESE.

The State makes no provision for the education of the Chinese on the Pacific coast. The prejudice against the race is so strong that Chinese are not allowed a place in the public schools, with only a rare exception, here and there, in some lonely mountain district; and school directors, when petitioned to provide in some way for the education of Chinese children, pass the subject by, although the Chinese pay their full proportion of the taxes. As these people are already in great numbers on this coast; as they will continue to come so long as the country needs their labor; as they are beginning to purchase real estate, and will do so more and more; as year by year more Chinese children are born in this country, and as these must by and by become citizens, it is made not merely a matter of benevolence, not a matter of justice only, but also and emphatically a matter of policy and of self-preservation, to provide for their instruction, as for the children of all other people coming from foreign lands, and it might be a wise policy to adopt some plan of compulsory education in reference to them. The number of Chinese on the Pacific coast at the present time has been estimated to be about 120,000. There are said to be 19,000 in San Francisco. Probably fully one-third of those who come to this country are under the age of 21. Scarcely any of them bring their families, and all expect to return to their own land eventually; but as they become more firmly settled in business and become interested in real estate, more of them will remain here permanently. The matter of education, in view of all these facts, becomes one of most serious moment.—(Mrs. S. B. Cooper.)

CHINESE MISSION, (PRESBYTERIAN,) SAN FRANCISCO.

Mission established in 1853. Building 37 by 44 feet, two stories and a basement. The work now performed by this mission demands buildings of three times this capacity. Secular school held every evening of the week. Average attendance, 110. Studies from the alphabet to arithmetic, geography, grammar, history, together with classes in philosophy, chemistry, astronomy, algebra, and geometry. Ages of the scholars range from 8 to 30, and often men much older commence with the alphabet and press on with indomitable perseverance till they can read and write, and thus transact business with our own people with ease and accuracy. Among all the scholars the eagerness to learn is remarkable, and their progress in knowledge is, in many cases, quite astonishing. Besides the missionaries and their wives, three or four assistants are employed in teaching. The expenses of the mission are paid entirely by the Board of Foreign Missions of the Presbyterian Church, and no tuition is received from the scholars. There are also branch missions at San José and Sacramento, in each of which a lady teacher and a Chinese assistant are employed. These, likewise, are free schools, taught in the evening, the average attendance being thirty or forty. A goodly number in all these schools continue to attend for three, four, or five years; some for a much shorter period. Many Chinese youth who have received their education at our schools have been employed by their countrymen in teaching private classes, and hundreds find employment as interpreters.—(Mrs. S. B. Cooper.)

CALIFORNIA CHINESE MISSION, CONGREGATIONAL.

Eleven mission schools have been maintained during a portion or the whole of the year; three of them in San Francisco, and one in each of the towns of Antioch, Los Angeles, Oakland, Redwood, Sacramento, Santa Barbara, Santa Cruz, and Stockton. More than 1,800 Chinese have attended at some time during the year, and the close of the school year showed 483 enrolled members, and an average attendance of 300. At the close of last year but 73 were reported as having attended steadily for three months or more; this year the number under the same head is 159. Whole number of teachers employed in these schools, 16, 3 of whom are Chinese helpers. Total expenditures, $6,504.35. The progress made in studies has been highly encouraging, and the schools are in good condition. Rev. W. C. Pond is the superintendent in charge.—(Mrs. S. B. Cooper.)

CHINESE MISSION, (BAPTIST,) SAN FRANCISCO,

Has had a prosperous year of work in the education and evangelization of the Chinese. Connected with this mission is an evening school for teaching the Chinese in the English language. Marked progress has been made during the year. The mission has a good library of several hundred volumes.—(Mrs. S. B. Cooper.)

CHINESE MISSION, (METHODIST,) SAN FRANCISCO.

This mission employs two native teachers, besides several competent English teachers. The work is rapidly increasing, and is attracting the interest and energies not only of the Methodists upon this coast but those of the East. They have a fine school building, erected at a cost of $32,000, one-third of which was contributed by friends on this coast and the balance by the Missionary Society of the Methodist Episcopal Church. There are a well graded school and an asylum for Chinese women and girls, both of which are doing excellent work.—(Mrs. S. B. Cooper.)

CHINESE MISSION DAY SCHOOL.

This is a free day school for Chinese boys and girls, taught by an American lady, with a Chinese assistant. The teaching is both in English and Chinese, with singing and oral instruction, and lessons in needle work for the girls. The attendance ranges from 20 to 30. This school is supported by a society of ladies of different denominations, and has been in operation about seven years. They occupy rented rooms. Many of the early pupils have returned to China. Some of the boys, now grown to be young men, are finding ready employment as assistants and interpreters in Chinese business houses, and will advance into positions of wider influence and usefulness. This school is regarded as one of the most important auxiliaries in the work of education among the Chinese on the Pacific coast. It is a work that could be greatly enlarged in its scope of usefulness if more funds were at command.—(Mrs. S. B. Cooper.)

PROTESTANT ORPHAN ASYLUM.

This valuable charity has had in charge 244 children during the past year. Of this number 150 are now in the asylum, and 136 are receiving instruction in the well regulated school department. A spirit of increased emulation exists, and the advantages of the school were never so much prized by the children as now.—(Mrs. S. B. Cooper.)

LADIES' PROTECTION AND RELIEF SOCIETY, SAN FRANCISCO.

This society has provided for more destitute children during the past year than in any former year of its existence. The school connected with the institution has done good work, as was evinced by public exercises in 1875. Upwards of 200 children received instruction during the year. Girls under the age of 14 and over 2 years, and boys under 10 and over 3 years, are admitted to this home. Some of the children show remarkable proficiency. The instruction given prepares them to enter the public schools under favorable auspices.—(Mrs. S. B. Cooper.)

ROMAN CATHOLIC ORPHAN ASYLUM.

This institution has several branches. The asylum in San Francisco is a capacious brick building, valued at $45,000. The school numbers several hundred children. The St. Joseph's Infant Asylum comprises a farm of 53 acres in South San Francisco, where several hundred more children receive the best care and thorough educational training. This latter building accommodates 800 children. The Sisters of Charity have both schools in charge. They report unprecedented success for 1875.—(Mrs. S. B. Cooper.)

ST. BONIFACE ORPHAN ASYLUM.

This asylum receives destitute children of every nationality and religious belief. It instructs them in all the branches of a primary English education. The asylum has all the children it can accommodate, and the teachers report unusual advancement in study.—(Mrs. S. B. Cooper.)

LITTLE SISTERS' INFANT SHELTER.

Although scarcely two years old, this charity has become one of the important auxiliary aids in behalf of the protection and education of the young children of mothers who are compelled to go forth to labor for the support of their families. Children are left at this institution for the day and receive tender care and faithful instruction.—(Mrs. S. B. Cooper.)

BOYS AND GIRLS' AID SOCIETY.

This society furnishes lodgings, bath, reading, library, assembly rooms, and gymnasium to the neglected and friendless boys of the city. It is a valuable charity, and has done much toward the elevation of the "hoodlum" element of San Francisco.—(Mrs. S. B. Cooper.)

PACIFIC HEBREW ORPHAN ASYLUM, SAN FRANCISCO,

Has been doing active work the past year. Many orphan children of the Israelitish faith have been protected and educated. This society, though only in the fourth year of its existence, has done much toward the relief and education of destitute children and distressed persons of maturer years. It is well organized, and proposes to enlarge its work the coming year.—(Mrs. S. B. Cooper.)

SCANDINAVIAN LADIES' RELIEF SOCIETY.

Organized, 1874. The object of this society is the founding of a home for the needy, sick, and destitute, and for the care and education of the children who belong to the destitute of the Scandinavian race. It has started under most encouraging auspices. Already much good has been accomplished, although the society is still in its infancy.—(Mrs. S. B. Cooper.)

SOCIETY FOR CHRISTIAN WORK.

This society is connected with the First Unitarian Church, and is one of the most active agencies for good. It conducts a free sewing school for the education of poor children in this industry. Over 300 children avail themselves of the advantages offered. It also distributes to the prisons, jails, hospitals, and asylums contributions of reading matter, which are deposited in a box in the vestibule of the church. During the past year there have been distributed by this society 441 books, 2,859 magazines, 4,762 newspapers, among 15 public institutions. Besides carrying much of pleasure, these documents are promotive of enlightenment and profit.—(Mrs. S. B. Cooper.)

TEACHERS' MUTUAL AID SOCIETY.

This society, organized in 1873, has done good work in the relief of sick and disabled teachers. The board of directors meets semi-monthly, at the rooms of the board of education, and mutual assistance is pledged and rendered to any teacher in the San Francisco school department who may require it.—(Mrs. S. B. Cooper.)

ST. MARY'S LIBRARY ASSOCIATION.

This society was organized in 1874, for benevolent and literary purposes. It meets semi-monthly, and its object is to provide for the temporal welfare and literary advancement of needy members of the Catholic faith.—(Mrs. S. B. Cooper.)

LIBRARIES OF SAN FRANCISCO.

We now claim to have a population of upwards of 240,000, and the three principal libraries—the Mercantile, Mechanics' Institute, and Odd Fellows'—contain about 100,000 volumes of reading matter. The Mercantile Library has 40,000 volumes and the other two 30,000 each. In addition to these there are some smaller ones, each containing five or six thousand volumes, and several circulating libraries. From the three libraries named above during the past year about 240,000 volumes were drawn, or one volume for every one of our population, including men, women, and children. From the Mercantile Library were taken 84,763 books; from the Odd Fellows', 78,700 books. Each of these libraries has a large reading room well filled with all the daily and weekly papers and magazines, and well patronized by the members of each. The membership of the three libraries amounts to 7,364, divided as follows: Odd Fellows', 3,847; Mercantile, 2,041; Mechanics' Institute, 1,476. The aggregate income from the three libraries the past year was nearly $61,000; the expenditures $60,400, leaving a small balance in favor of the management. The Mercantile Library charges an initiation fee of $2 and quarterly dues of $2 each; the Mechanics' Institute charges $1.50 quarterly per member. The Mercantile Library is a large and massive edifice; library and chess room are on the second floor, and the reading room on the floor above. There is still a story above this. During the past year this society has printed a catalogue of its books at an expense of nearly $12,000 for 1,650 copies. These three institutions alone are sources of vast information to our community, and help greatly to

increase the intelligence of our people. And when we add to these all the well-stored private libraries, the circulating libraries of less pretension, the vast number of books purchased annually at all the bookstores, besides the numberless newspapers and magazines taken and read, we may truly consider our intellectual advantages the crown and glory of our American citizenship.

THE MILITARY LIBRARY

of San Francisco was organized in 1873. It is sustained by officers of the National Guard of the State of California. It contains 900 volumes and 150 maps. Any person may become a member by the payment of $5. There are no subsequent dues.

INSTITUTION FOR THE DEAF AND DUMB AND THE BLIND, NEAR OAKLAND.

On the 17th of January, 1875, this beautiful structure was destroyed by fire. Fortunately there was no accident to life or limb, though most of the teachers, employés, and children lost all their effects. The directors took immediate action, and arrangements were made for the temporary shelter of the children; the annual vacation was at once declared, in place of the usual midsummer one. A committee of leading citizens came forward and gave their personal notes for a sum sufficient to erect temporary buildings, until the legislature should convene in 1876, depending on an adequate appropriation by that body. With the greatest activity, it will take two years to put up a proper building, and in the mean time the natural increase of the deaf and dumb, augmented by the vast tide of immigration setting toward this favored land, goes steadily on. Statistics prove that there is 1 deaf-mute in every 2,000 of population; of blind, about 1 in 1,500.

The total receipts from all sources during the past two years are $101,923.22. The total expenditures have been $101,923.22. The number of pupils received in the same period, 113: deaf and dumb, 75; blind, 38. Of these, the number remaining in the institution July 30, 1875, was 94: deaf and dumb, 64; blind, 30. The health of the inmates has been uniformly good; their conduct has also been good, and, as a consequence, the educational department has progressed satisfactorily. The temporary abandonment of a portion of the mechanical department is a source of regret, but the only remedy lies in the early reconstruction of the institution, when the present building will be restored to the use for which it was designed. The loss of this splendid stone edifice, costing $150,000, together with all its valuable equipment, is directly traceable to its wooden roof. Besides this, the lives of its helpless inmates were imperiled, and all for the lack of the comparatively trifling outlay necessary to cover it with slate. The importance of constructing buildings intended for the care and protection of unfortunates in such a manner as to reduce the fire risk to a minimum can scarcely be overestimated.

For the last two years the discipline of this institution under its principal, Warring Wilkinson, M. A., has been maintained almost entirely by the stimulus of the roll of honor. The pupils study diligently, and are daily developing the better traits of manhood and womanhood.—(Mrs. S. B. Cooper, from appendix to State report, pp. 427–439.)

STATE PRISON SCHOOL.

The employment of the larger portion of the convicts in the workshops deprives them of the privilege of the school during the week, thus reducing the school days to Sundays. During the year the school days had an average attendance of 210, of which number 28 acted as assistant teachers. Of the 210, 156 were Caucasians, 23 Chinese, 26 Indians, 5 negroes. The different branches of study were distributed as follows: Reading and writing, 122; arithmetic, 35; English grammar, 20; German, 9; Spanish, 16; miscellaneous studies, 9. The progress made by the large majority of the pupils is satisfactory. The necessity for a rule compelling the convicts, or at least such as are without the rudiments of an education, to attend school is very apparent.

On this subject Mr. Smith, the instructor of the convicts, says: "Other things being equal, the community which is the best educated is the freest from crime. Our prison statistics show that our criminal population is generally illiterate. Many of the convicts can neither read nor write. If the State prison be a reformatory institution as well as a place of punishment, all reasonable measures should be taken to prepare the convict for a better life when his term of incarceration shall have expired; and surely to instruct him in the simpler branches of study will be a benefit to him, and indirectly to the community."

The library has 3,103 volumes, a large portion of which are historical, books of travel, and biographies. Number of prisoners who have drawn books from library, 600. Total number of books issued during the year, 17,400. A taste for reading has been developed in many of the prisoners, thus improving and benefiting them.

Mr. Smith remarks: "My observation leads me to believe that the average convict who can read is hardly less sensitive to good influences than is the average man who has never been tempted to commit a crime."—(Mrs. S. B. Cooper.)

CITY AND COUNTY INDUSTRIAL SCHOOL.

Number of inmates remaining in the institution July 1, 1875, 222. Of these, 166 were boys and 56 were girls. Twenty of the States of the Union were represented and 13 foreign countries; 194 of the inmates during the year being native born and 31 of foreign birth. During the past year, besides those granted leave of absence and discharged at the solicitation of parents and guardians, 58 boys have been placed with farmers and tradesmen; 17 have been shipped into the naval service of the United States and 5 on board merchant vessels. The band of the institution, consisting of 19 boys, has made great improvement during the year, and is a pleasing feature of the school, having an elevating and humanizing influence on the inmates. Some of these boys are developing into first class musicians, and will doubtless adopt music as a profession. The library numbers 800 volumes.

In the school department there are two sessions daily. Text books employed are similar to those used in the public schools of the State. There are eight grades in the school, classified as follows: the first, second, and third grades belong to the first class; the fourth and fifth, to the second; and the sixth, seventh, and eighth, to the third class. Total in first class, 45; total in second class, 57; total in third class, 60. Whole number attending school June 30, 1875, 162. The classes, during the past year, have been closely graded. All in all, the year has been one marked by constant improvement.—(Mrs. S. B. Cooper.)

SAN FRANCISCO TRAINING SHIP JAMESTOWN.

This vessel is established under authority contained in an act of Congress of June 20, 1874, to establish marine schools, and an act of the California legislature of February 15, 1876, to establish and maintain a training ship at the port of San Francisco.

The ship is furnished by the General Government equipped for service and officered by gentlemen selected from the Navy. The city of San Francisco bears all the expense of maintaining the vessel, the management being vested in the board of supervisors of the city and county. She will be stationed in the bay of San Francisco, except when cruising for the practical instruction of the pupils on board. About one-half the time will be thus employed. The object of the training ship is declared by law to be the instruction of boys in practical seamanship and navigation and nautical evolutions, in order to fit them for duty as sailors and officers of merchant vessels. It is intended to make a charge for the admission of pupils sufficient to defray the cost of their food and clothing simply, all books and instruction being free.

In order to give to all classes opportunity of taking advantage of the benefits of the school, the city will remit all charges in cases of poor but deserving boys. The only bar to admission is conviction for crime, and no one will be received on board as punishment or in commutation of punishment for crime. The studies pursued will be chiefly nautical, practical instruction predominating, but it is also intended to give as thorough instruction in English studies as the term of service will permit. The longest term of service will be two years, and for that time the city assumes all the duties and responsibilities of legal guardian of the boys on the vessel. When boys are found at any semi-annual examination to be qualified for duty afloat, they may, with their consent, be apprenticed to regular sea-going vessels, either of the Navy or mercantile marine.

The Jamestown will be fairly in operation early in April, 1876, and will be prepared to take on board about 250 boys, should so many apply for admission. It is believed that about 200 boys per annum will be instructed and sent to sea from the training ship after she is in operation.—(Mrs. S. B. Cooper.)

LIST OF SCHOOL OFFICIALS IN CALIFORNIA.

Hon. EZRA S. CARR, *State superintendent of public instruction, Sacramento.*

STATE BOARD OF EDUCATION.

Name.	Office.	Post-office.
His excellency William Irwin	*Ex officio* president	Sacramento.
Hon. Ezra S. Carr	State superintendent of public instruction, secretary.	Sacramento.
Henry N. Bolander	Superintendent of San Francisco County common schools.	San Francisco.
W. F. B. Lynch	Superintendent of Alameda County common schools.	East Oakland.
E. Rousseau	Superintendent of Santa Clara County common schools.	Santa Clara.
S. G. S. Dunbar	Superintendent of San Joaquin County common schools.	Stockton.
F. L. Landis	Superintendent of Sacramento County common schools.	Sacramento.
A. C. McMeans	Superintendent of Sonoma County common schools.	Santa Rosa.
Charles H. Allen	Principal of the State Normal School	San José.

List of school officials in California—Concluded.

CITY SUPERINTENDENTS.

Name.	Post-office.
Hon. William L. Luckey	Los Angeles.
Hon. Add. C. Hinkson	Sacramento.
Hon. F. M. Campbell	Oakland.
Hon. H. N. Bolander	San Francisco.
Hon. D. C. Stone, deputy superintendent	San Francisco.
Hon. L. J. Chipman	San José.
Hon. George S. Ladd	Stockton.
Hon. Thomas H. Steele	Marysville.

COUNTY SUPERINTENDENTS.

[Term, two years from first Monday in March, 1876.]

County.	Superintendent.	Post-office.
Alameda	Rev. W. F. B. Lynch	East Oakland.
Alpine	Miss Charlotte M. Pitcher	
Amador	W. H. Stowes	Plymouth.
Butte	Arthur McDermott	Oroville.
Calaveras	Charles R. Beal	San Andreas.
Colusa	Samuel Houchins	Princeton.
Contra Costa	A. Thurber	Pacheco.
Del Norte	Max Lipowitz	Crescent City.
El Dorado	John P. Munson	Placerville.
Fresno	R. H. Bramlet	Fresno.
Humboldt	E. C. Cummings	Rohnerville.
Inyo	John W. Symmes	Independence.
Kern	L. A. Beardsley	Bakersfield.
Lake	Louis Wallace	Lakeport.
Lassen	S. A. Doyle	Janesville.
Los Angeles	Thomas A. Saxen	Los Angeles.
Marin	Samuel Saunders	San Rafael.
Mariposa	Richard Kane	Mariposa.
Mendocino	John C. Ruddock	Ukiah.
Merced	B. F. Fowler	Merced.
Modoc	W. T. Estes	Ceptreville.
Mono	Miss Alice Walker	Bridgeport.
Monterey	R. C. McCroskey	Salinas City.
Napa	L. Fellers	Napa City.
Nevada	E. M. Preston	Nevada City.
Placer	Eugene Calvin	Auburn.
Plumas	W. S. Church	La Porte.
Sacramento	F. L. Landis	Sacramento.
San Benito	H. Z. Morris	Hollister.
San Bernardino	Charles R. Paine	San Bernardino.
San Diego	F. N. Pauly	San Diego.
San Francisco	H. N. Bolander	San Francisco.
San Joaquin	S. G. S. Dunbar	San Joaquin.
San Luis Obispo	J. M. Felts	Cambria.
San Mateo	G. P. Hartley	Spanishtown.
Santa Barbara	G. E. Thurmond	Santa Barbara.
Santa Clara	E. Rousseau	Santa Clara.
Santa Cruz	W. H. Hobbs	Soquel.
Shasta	Mrs. D. M. Coleman	Shasta.
Sierra	A. M. Phalin	Port Wine.
Siskiyou	William Duenkel	Yreka.
Solano	C. W. Childs	Suisun City.
Sonoma	A. C. McMeans	Santa Rosa.
Stanislaus	W. B. Howard	Modesto.
Sutter	M. C. Clark	Yuba City.
Tehama	E. S. Campbell	Red Bluff.
Trinity	Mary N. Wadleigh	Junction City.
Tulare	R. P. Merrill	Portersville.
Tuolumne	Rose R. Morgan	Columbia.
Ventura	F. S. S. Buckman	San Buenaventura.
Yolo	H. B. Pendegast	Woodland.
Yuba	Th. H. Steel	Marysville.

CONNECTICUT.

STATISTICAL SUMMARY.

SCHOOL POPULATION AND ATTENDANCE.

Number of children between 4 and 16 years of age, January, 1874	133,528
Number of pupils registered in winter schools	99,550
Increase for the year	4,351
Number of pupils registered in summer schools	89,674
Increase for the year	2,687
Number registered who were over 16 years of age	4,266
Whole number of different pupils registered in public schools	119,298
Increase for the year	4,441
Number in other than public schools	8,422
Decrease for the year	107
Number in schools of all kinds	127,720
Increase for the year	4,334
Number between 4 and 16 years in no school	13,030
Decrease for the year	2,804
Average attendance at winter schools	71,433
Increase for the year	4,261
Average attendance at summer schools	63,052
Increase for the year	2,147
Percentage of registration during the year on enumeration of January, 1874	89.34
Increase for the year	2.93
Percentage of children in schools of all kinds	95.65
Increase for the year	2.82
Percentage of winter registration on enumeration	74.55
Percentage of summer registration on enumeration	67.16
Percentage of average attendance in winter on registration	71.76
Increase for the year	1.20
Percentage of average attendance in summer, on registration	70.31
Increase for the year	.29
Percentage of average attendance in winter on enumeration	53.50
Increase for the year	2.97
Percentage of average attendance in summer on enumeration	47.22
Increase for the year	1.40

TEACHERS AND TEACHERS' PAY.

Number of teachers in winter: males, 704; females, 1,897	2,601
Decrease of males for the year, 7; increase of females for the year, 87; total increase of teachers	80
Number of teachers in summer: males, 258; females, 2,303	2,561
Increase for the year: males, 12; females, 57	69
Number of teachers continued in the same school	1,690
Increase for the year	116
Number of teachers who never taught before	539
Decrease for the year	79
Average wages per month of male teachers	$71 48
Increase for the year	2 45
Average wages per month of female teachers	36 67
Increase for the year	0 62

SCHOOL DISTRICTS AND SCHOOLS.

Number of towns in the State	166
Number of school districts in the State	1,495
Decrease for the year	7
Number of public schools	1,642
Decrease for the year	6
Number of departments in public schools	2,458
Number of schools of two departments	115
Number of schools of more than two departments	145
Whole number of graded schools	260
Increase for the year	24
Average length of public schools ..... days	176.29
Increase for the year ..... do	2.11

SCHOOL-HOUSES.

Number of new school-houses built in the year	40
Number of school-houses reported in good condition	934
Increase for the year	14
Number of school-houses reported in fair condition	504
Increase for the year	5
Number of school-houses reported in poor condition	218
Decrease for the year	22

INCOME AND EXPENDITURE.

Receipts.

Income from school fund		$133,528 00
Received from State school tax		200,292 00
Received from town deposit fund		46,003 03
Received from local funds		16,064 71
Received from town tax		669,856 88
Received from district tax		502,500 80
Received from voluntary contributions		6,637 89
Received from other sources		38,064 33
Total receipts for public schools		1,612,947 64
Increase for the year		70,458 44
Amount for each child enumerated		12 08
Increase for the year		.48

Expenditures.

Amount expended for teachers' wages		1,021,714 07
Increase for the year	62,484 67	
Amount expended for fuel and incidentals		127,055 01
Decrease for the year	1,533 04	
Amount expended for new school-houses		294,228 11
Increase for the year	67,522 33	
Amount expended for repairs of school-buildings		93,863 83
Increase for the year	39,902 96	
Amount expended for school libraries and apparatus		7,668 82
Decrease for the year	426 91	
Amount expended for other school purposes		153,044 13
Increase for the year	52,181 24	
Total amount expended for public schools		1,697,573 97
Increase for the year		220,131 25

School fund.

Income of school fund distributed February 28, 1874	$133,528 00
Dividend per child from school fund 1874	1 00

—(From report of Hon. B. G. Northrop, secretary of State board of education, for 1874–'75, pp. 20–23.)

SCHOOL SYSTEM OF THE STATE.

CONSTITUTIONAL PROVISIONS.

The constitution of 1818, besides confirming the charter of Yale College, provided (Art. VIII, section 2,) that "The fund called the *school fund* shall remain a perpetual fund, the interest of which shall be inviolably appropriated to the support and encouragement of the public or common schools throughout the State, and for the equal benefit of all the people thereof, * * * * and no law shall ever be made authorizing said fund to be diverted to any other use than the encouragement and support of common schools."

PROVISIONS OF THE SCHOOL LAW.*

OFFICERS.

The educational officials are a State board of education, with a secretary, who is substantially superintendent of public instruction; town school visitors; district committees; district boards of education, and an agent of the State board for the enforcement of a compulsory school law.

POWERS AND DUTIES OF THESE OFFICERS.

The State board is composed of the governor and lieutenant-governor, as *ex officio* members, and four persons appointed by the general assembly from the four congressional

* From the revised Laws Relating to Education, 1872, with amendments, 1874.

districts, one in each year, who hold office for four years. This board has general supervision and control of the educational interests of the State; has power to direct what books shall be used in all the public schools; to prescribe the forms of registers to be kept and of returns to be made from these; and may hold, at convenient times and places, conventions of school officers and teachers, for the purpose of instruction in the best modes of administering, governing, and teaching public schools.

The secretary of the board is appointed by it, and is its main executive officer for supervision of the schools of the State, visiting them as its agent, collecting information respecting them from the school visitors, reporting annually all important matters in relation to their condition, and using every means within his power to awaken and guide public sentiment to consideration of the practical interests of education.

The town school visitors form in each township a board of six or nine members, elected by the people for three years, and divided into three classes, one of which goes out each year and is replaced by a newly elected one. These visitors are the delegates of the people in matters relating to public education; prescribe rules and regulations for the schools of the township; examine and license teachers for them; revoke the certificates of unfit teachers; present plans for new school-houses; and, through one or more of their own number, usually called acting school visitor, or visitors, make inspection of the schools at least twice in each term, reporting to the board the condition of them, with any needed suggestions as to improvements that may seem advisable. The board is to hold meetings at least once in each six months.

District committees, consisting of not more than three persons, with a clerk, treasurer, and collector, are chosen annually by the voters of each school district, or, in failure of such choice, are appointed by the school visitors of the town in which the district is situated. It is the duty of these committees to give due notice of all regular meetings of the district; to call special meetings on the written request of one-fifth of the voters, or of their own motion; to employ for the schools such teachers as may have been licensed by the visitors; to provide suitable school-rooms; to furnish these with fuel properly prepared; to visit the schools at least twice during each term; to provide books for pupils unable to procure them; to expel unruly scholars, and to give the school visitors such aid and information as they may require.

District boards of education perform in certain places, as successors to the old "school societies," essentially the same duties as school visitors, and may, like them, delegate their powers of visitation to an acting school visitor, who answers to the "superintendent" of other portions of the country.

SCHOOLS.

Besides the elementary schools—in which reading, writing, English grammar, geography, and arithmetic are to be taught, and which all well children* between 8 and 14 must (unless otherwise instructed) attend for at least three months of every year—provision is made for high schools and for a State normal school, with a primary model school attached, and for other special schools. To obtain State aid in addition to the local school funds, the schools must be held in each district for at least thirty weeks in the year, if the number of children between 4 and 16 be twenty-four or more; and for at least twenty-four weeks, if the number of such children be less than twenty-four. School-houses, with outbuildings, satisfactory to the board of school visitors, must also be provided, and the required report of the condition of the schools must have been made in due time.

Such a connection has existed between Yale College and the State government as to make that institution in some sense the State University, and the Sheffield Scientific School of that college receives now the income of the State Agricultural and Mechanical College fund, educating upon that basis a certain proportion of free pupils.

SCHOOL LIBRARIES.

Provision is made for the establishment and maintenance of libraries in every school district, and in every town maintaining a high school, the State paying one-half the expense of their first establishment and annual support, on condition that the district or town pay the other half; ten dollars at the first, and five annually thereafter, being, however, the ordinary limit of the State allowance. The board of school visitors have control of the selection, purchase, and management of such libraries, which may include philosophical and chemical apparatus.

SCHOOL FUND.

A State school fund of more than $2,000,000 enables the State board to supplement by grants aggregating upwards of $130,000 annually the amounts derived from local school funds or taxation for the support of public schools. It is proposed that the income from this fund be increased by investments at higher rates of interest, which may yield some $20,000 more per annum.

* No distinction as to race or color is made in the school law.

ELEMENTARY INSTRUCTION.

PROGRESS DURING THE LAST TEN YEARS.

Ten years having now elapsed since the board of education was constituted, this is considered "a fit occasion for reviewing the record of the past decade, and noting what changes have occurred." The following table, giving a comparative view of certain items from the reports of 1865 and 1875, shows some of these changes:

	1865.	1875.	Increase.
Number of children enumerated	112,098	133,528	21,430
Number of children registered, winter	77,126	99,550	22,324
Number of children registered, summer	69,057	89,674	20,617
Percentage of children registered, winter	68.80	74.55	5.75
Percentage of children registered, summer	61.60	67.16	5.56
Average attendance in winter	55,361	71,433	16,072
Average attendance in summer	47,771	63,052	15,281
Wages per month, male teachers	$33 00	$71 48	$ 8 48
Wages per month, female teachers	18 00	36 67	18 67
Amount of town tax for schools	87,704 00	669,857 00	582,153 00
Amount of district tax for schools	140,414 00	502,501 00	362,087 00
Total of receipts for schools	453,663 00	1,612,948 00	1,159,285 00
Expended for new school-houses and repairs	95,817 00	388,092 00	292,275 00

It appears from this table that, while the number of children has increased in ten years less than 20 per cent., the number in school has advanced nearly 30 per cent.; that the wages per month of teachers have more than doubled; that the amount raised for schools by district tax, as also the whole amount raised, is over three and a half times as great, and the amount raised by town tax nearly eight times as great now as ten years ago. The sum expended for building and repairing school-houses increased more than fourfold. In ten years there has been thus expended nearly $3,191,369, and the total of all expenditures has been considerably over $12,000,000. This is, doubtless, more than had been paid for maintaining public schools in this State during the previous half century.—(Report of board of education, p. 6.)

SCHOOL FUND.

The advance in the rate of interest on this fund from 6 to 7 per cent., under the law enacted in 1872, has so increased the income that the dividend per child for the current year is larger than for any year since 1868. As the number of children in the State continues to increase, however, the rate of dividend must ere long fall back to that of recent years. The relative importance of this fund is necessarily diminishing. One generation ago its income furnished the greater part of all that was paid for teachers' wages. At the present time seven-eighths of their compensation comes from other sources.—(Report of board of education, p. 14.)

SCHOOL LAW CONCERNING APPROPRIATIONS.

Every town now receives annually from the State treasury $1.50 for each child between 4 and 16 years of age. This is paid as well for those who seldom or never attend school as for those who attend constantly. This paying of money from the State treasury for the schooling of those who do not attend school is thought, however, unjust to towns and districts which make efforts to insure the full and regular attendance of their children. The board of education therefore recommend that a sum equal to $1.50 for each child enumerated, the amount now paid, be distributed among the several towns in proportion to their number of enumerated children who have been actually present in public schools the previous year not less than the full time of 20 weeks; that is, 100 school days. This would act as a reward for attendance, and a penalty for neglect.—(Report of board of education, p. 14.)

ATTENDANCE.

As the result of the various measures adopted for securing increased attendance, the proportion of children in the public schools has advanced from 80.38 per cent. in 1867–'68 to 89.34 per cent. in 1873–'74. The actual increase has been about 20,000, while the increase in enumeration in the same time was about 10,000. No State in the Union has a larger portion of its children in its public schools than Connecticut. The aggregate attendance last year was 95.65 per cent. of the whole number enumerated—the highest figures ever reached in the State.—(Report of board of education, p. 8; and report of secretary, p. 31.)

IRREGULARITY IN ATTENDANCE.

While the review of the past ten years shows a gratifying progress in nearly every particular, it reveals the fact that in *regularity* of attendance there has been no im-

provement. The proportion of those registered in any term who are present each day has for several years ranged usually between 70 and 73 per cent. for the whole State. In the different towns the range has been from a little over 50 to nearly 90 per cent.; and in some districts the attendance has been even less than 40 per cent. For this wide diversity no sufficient reason can be assigned, and there is nothing that explains the low rate for the entire State, nor the fact that certain towns usually report a large and others a small percentage. A partial explanation is afforded by the fact that many of the children whom the "compulsory attendance law" brings into school remain there no longer than the law requires, viz, three months. But school terms are frequently four or five months in length, and the withdrawing of a considerable number of scholars after three months' attendance renders the percentage for such term very low. Thus the great success which has been attained in gathering children into school has had the effect of diminishing, apparently, the regularity of attendance.

It is recommended, as the most direct means of securing greater regularity, that the school law be so modified as to require every town to print each year the report of its acting visitor, and to place a copy in every household within its limits. The people of each town would then have, what is now hardly attainable, some definite knowledge of their own school affairs, and of their standing as compared with other towns. Facts and arguments could be put before them which could not fail to promote their active interest in popular education, and especially would a clear and forcible presentation of the prevalence and the evils of irregular attendance conduce to the diminishing of that great wrong.—(Report of board of education, pp. 8, 9, 13.)

LEGAL PREVENTION OF ILLITERACY.

Public sentiment is steadily growing in favor of the legal prevention of illiteracy. Stringent as are the laws on this subject, they have awakened no public opposition. A few individual malcontents among recent immigrants, mostly from Canada, have complained because their children could not be continuously employed in factories. A few parents—not a dozen in all have been heard of—openly defied the law, but as soon as they found that the law was imperative and the school officers in earnest, and that legal complaints were made out against them, they were glad to stay proceedings by compliance with its provisions. The manufacturers have, as a rule, shown a degree of liberality and interest in education worthy of commendation. A courteous reminder from the agent or secretary of the board has been sufficient to remedy occasional instances of inadvertency. Both political parties favor the law. No suggestion for its repeal has been made in the legislature, nor, so far as is known, in any caucus or public meeting in the State.

The agent of the board has rendered valuable service in securing the observance of the law. He has devoted 116 days to this work, and the total amount expended in the service was $1,175.62.

Inquiries were made in about 500 establishments. Children under 14 years of age were employed in 232 of them, but only in 55 were such children found to have been illegally employed. Fifteen of these employed illegally but one child each, seven but two each, leaving but 33 establishments out of 232, that have employed more than two each; and a considerable number of these employed but three or four each when the returns were made. The whole number of children under 14 years of age employed in all these establishments was 2,292. Of this number 1,757 were said to have attended school some time during the preceding twelve months. Of the number that had not attended school, 174 were said to have been in the State less than nine months. The general result of the investigations is quite as favorable as could be expected.—(Report of secretary, pp. 27, 29, 31, 42, 46, 50.)

EDUCATION AND INVENTION.

The statistics of the Patent-Office demonstrate the money value of education. In the proportion of patents issued to the number of inhabitants, Connecticut still takes the lead. During the past year the number of patents granted to citizens of Connecticut was 1 to every 804. The nearest approach to this was in the District of Columbia, where there was 1 to every 901. The universal diffusion of education is the secret of the number, variety, and success of the manufacturing industries of the State, and of its long continued pre-eminence in invention.—(Report of secretary, p. 110.)

KINDERGÄRTEN.

Only two of these interesting schools for young children report themselves for 1875—one at Bridgeport, under Miss H. W. Terry and M. C. Terry, with 3 assistants, 80 pupils, and the occupations and apparatus of Fröbel; and one in New Haven, under Mrs. L. B. Newcomb, with 1 assistant and 12 pupils, this last conducted as a department of a family school for young ladies. Miss Terry speaks of another in Bridgeport, under Miss J. Baldwin, but nothing has been heard from it.

CITY SCHOOL SYSTEMS.

GREENWICH.

Town system.—A reduction of the board of visitors in this town from nine to six has reduced the cost of the school service, without impairing its efficiency, and a further reduction from six to three members may possibly be made.

Statistics.—The schools of the town are nineteen, and of these all but one were held, in 1874–'75, for 200 days, 16 of them opening simultaneously on the first Monday in September, and closing at the end of the following June. The enumeration in 1875 was 1,937; the registration for the year, 1,546; the average attendance 696, a number less by 47 than the year before. Teachers' wages have ranged from $20 to $50 per month for females, and from $45 to $120 for males. Total expense for schools, $14,250; average per child on the number enumerated, $7.24; on the registered number, $9.08; on the attendance, $20.12.—(Report of school visitors, 1875.)

MERIDEN.

City system.—The schools are controlled by a board of education composed of nine members, one of their number being the acting school visitor.

Statistics.—C. H. S. Davis, M. D., acting school visitor, gives the following general statistics: Population, 15,000; school population, 3,184; number enrolled in schools, 1,923; average attendance, 1,462; number of school-houses, 12; number of teachers, male, 7, female, 33, total, 40; number of days schools were taught, 200.

Financial summary.—Amount for fuel, janitors, repairs, &c., $6,070.70. Salaries of teachers, $23,662.25; salaries of school officers, $549. Amount for new houses and lots, $15,000; whole expense for schools, including cost of new houses, $45,281.95. Average cost per scholar for all schools, $15.17. Average salary of male teachers per month, $129; of females, $47.13. Average daily cost of schools in session, $150.38.

General review.—The acting visitor says that in some of the primary schools the children are too much crowded. He reports, however, a very gratifying improvement in the general government of the schools; also that written examinations will be required each term. He calls attention to the great need of a high school, and argues for the introduction of Dr. Leigh's phonetic system into the lower schools. He states that drawing has been taught in all the schools, and appends some very creditable specimens of pupils' work. The schools embrace a course of study extending from the primary through the high school in a fixed order.—(Acting visitor's report, 1875–'76.)

MIDDLETOWN.

City system.—There is here a board of education of nine members, and they have in their employ 24 teachers, including the city superintendent and two special teachers of drawing and singing, for a school population of 1,477. Whole registration in the schools, 1,326; average attendance, 668; neither absent nor late through the year, 18.

Evening school.—Acting under instructions from the districts in response to petitions for an evening school, the board opened such an one in room 14 of their Central School. Very little change in the arrangement of the room was required, as it had been previously arranged for those wishing to pursue a commercial course. This school was continued fourteen weeks, four evenings each week, with 2 teachers and 91 scholars, at an aggregate cost of $280. The winter evenings were thus made pleasant to many industrious young men. The brilliantly lighted room was compactly seated with earnest learners, hastening in after working hours, for an evening's help to learn. Little need was there of admonition. All wanted the entire time of their faithful teachers devoted to instruction, and the results showed that the school met a public need.

Studies and instruction.—The only important change in the arrangement of the course of study for the day schools has been the establishment of a commercial course. At the exhibition in June, 75 books filled with original entries wrought out to trial balances, showing the condition of affairs of imaginary firms, and over 300 business documents of various kinds, were exhibited. The books and specimens gave evidence of careful attention to penmanship.

In drawing there has been a gradual advance in the grade of work. At the annual exhibition in this department about 1,500 papers from different classes were shown in the halls, and more than 400 chalk crayons on the walls. These ranged from the straight lines and curves of the youngest grade to colored drawings of plants executed by the class in botany, and geometrical diagrams, and drawings of apparatus by the classes in geometry and chemistry.

In music, instruction has been given on the same plan as in previous years, and the standard of musical knowledge and ability is steadily rising.

The apparatus has been increased by the addition of a large terrestrial globe, an induction coil, an electric battery, a signal bell, and a considerable number of other articles. In addition to the use of the apparatus in connection with recitations, the

superintendent has illustrated by it thirty-five lectures on natural philosophy, physical geography, chemistry, and astronomy. The class in chemistry visited the gas works to observe the processes carried on there, and the class in botany spent a day in collecting specimens and examining plants in their native localities.

Needs.—The acting school visitor says: There is wanted a concise arithmetic with the rules of business and fitting problems; a system of geography, describing the important features of the earth's surface, which can be learned to the end before the first principles are forgotten; a grammar brief enough to be learned in two years; and a speller with words of constant use. He speaks of the great evil of irregular attendance, and the need of some remedy for this.—(Report of board of education, 1875.)

NEW HAVEN.

City system.—A board of education of 9 members, of whom 3 go out each year to give place to as many newly elected, and a city superintendent.

Statistics.—Whole population of the city, 58,566; number of school age, 12,936; number of school-houses occupied, 25; number of rooms, 163; number of sittings, 8,591; number of teachers in day schools, including teachers in music and drawing, males, 15; females, 185; total, 200; number of pupils registered, 7,595; average daily attendance, 7211.3; percentage of attendance, .949.

The superintendent says: "It is a somewhat remarkable exhibit that the record of attendance in all the schools of the district, during the past six years, shows a variation of less than half of 1 per cent.; 95 per cent. is the standard and attainable number. Favorable circumstances may carry the average higher, but too rigid exaction is not desirable above 95 per cent."

Studies.—The English language, as a distinct study, has been almost ignored in the graded schools, but with the introduction of language lessons a new departure has been undertaken which promises improvement.

The department of vocal music has made a steady advance during this, its decennial year, and "it is not enough to say that the scholars are simply interested in the study of music—they are enthusiastic."

Vocal music was recognized as a branch of school instruction in 1865, under the charge of Mr. Jepson. His first efforts were regarded as simply experimental, and were confined to a few of the higher rooms of the grammar schools. In 1869, the number of pupils had increased from about 500 to 3,500. In 1870, the primary department was included in the course, and from that time Mr. Jepson has had under his personal tuition all the pupils in the district, numbering now over 7,000.

Drawing, under the immediate supervision of Professor Ball, has likewise made very satisfactory progress. This is the second year he has devoted his whole time to the supervision and instruction of this branch of study. The wisdom of the board is fully justified by the greatly improved quality of the work done, and the increased amount of drawings completed.

Schools.—The main facts respecting the high school may be found under the head of secondary instruction. The city training schools, organized from the upper classes of the high school, are spoken of as a now assured success, forming, through the excellent system of instruction in them, an efficient source of supply for the thirty-five to forty vacancies annually occurring in the corps of teachers. The grammar schools, ten years ago conspicuous for their emptiness, are now well filled by frequent and regular promotions from the lower schools. These lower schools, the primaries, seem to be doing well, as they always have done. The truant school, however, once a salutary receptacle for the disorderly elements from the other schools, is reported to be retrograding, partly from the large number of truancies occurring among its inmates, partly from the reluctance of parents to have their children placed in such a school. A German-English school is maintained for children of German parentage. The attendance on the evening school, held at the high school building, was about the same during the past season as in previous winters. A new evening school was opened in the basement of the Woolsey School, in Fair Haven, under the charge of Mr. Walbridge, which was attended by over 100 members. An evening school for young women was opened in the neighborhood of Newhallville, under the care of Miss F. M. Bryant. There was an average attendance of 15 or 20 in the school, and it proved quite useful. The grammar, training, and truant schools are all said to have done well.

School houses.—In 1865 the district occupied 20 school buildings, furnished with 4,567 seats; in 1875, 24 buildings, 8,339 seats. In 1865, the district owned 11 buildings, containing 3,781 seats; in 1875, 19 buildings, with 7,414 seats.

Increased attendance.—The school census of January, 1866, gives the number of those of school age as 9,031. That of January, 1875, as 12,936. The increase is 30 per cent., while the increased attendance has been 46 per cent., or 16 per cent. greater than the increase of children in the district.

Other improvements.—The number of teachers has been increased from 95 to 200. "Time tables" have been adopted, specifying what exercises are required and the

number of minutes to be devoted to each, throughout the day, in order to secure steady and uniform employment of both teacher and pupils.

Written examinations, monthly, or at least twice in each of the long terms, promote efficiency in the instruction. Penmanship is now taught systematically by all the teachers, each one being held responsible for the attainments of the pupils in this as in all other branches. Instruction in morals and manners is also included among the duties of the teachers.

Truant and ungraded schools.—Previous to the establishment of the truant school in 1871, every teacher was authorized to suspend scholars from further connection from the schools, in case of ten instances of unexcused absence and tardiness, and for repeated truancy and pointed opposition to authority. Suspension meant throwing boys out of schools upon the streets, to roam at their own will wherever objects of interest might draw them. Few parents had power to control this class of children, consequently the "street school" was largely patronized, vagrants were abundant, and the company of apt learners of habits and devices of adult criminals was largely increased. A vicious boy, desiring to escape the confinement of the school room, found the way provided, and many were not slow to take advantage of the opportunity offered.

When the Whiting truant school was opened, September, 1871, the rule of suspension was repealed, and pupils were required to be transferred to it or to one of the ungraded schools for the causes named. About the same time the board appointed a special committee to investigate the subject and report the best methods of preventing truancy. The committee reported a series of resolutions, which the board adopted, recommending, in substance, (1) that the attention of the police commissioners and the police magistrate be called to the necessity for full enforcement of the truant laws; (2) that in cases of vagrancy, truancy, and like offenses, the name of the offender be given to an officer appointed for the purpose, whose duty it should be to see the parent or guardians of the offender, make himself acquainted with the circumstances of the case, and notify them of the consequences of such conduct if persisted in; (3) that for a repeated offense the name of the truant should be given to the police officers appointed by the police commissioners to enforce the truant law; (4) that whenever a pupil should prove incorrigible under the discipline of the schools, the police magistrate be notified of the same.

For a time the effect of this seemed salutary, but during the three years from 1873 to 1875, inclusive, there has been a retrogade movement, the number of truancies nearly doubling; partly from the fact that pupils whose parents object to their being put into the truant school cannot be forced to go there, and partly from the further fact that among the lawless elements there congregated, the effort to escape from the restraints of school is more frequent and more successful than elsewhere. Thus of 973 truancies in 1874, 183 were from the truant school; and of 1,046 in 1875, 338 were from the same.

In this dilemma the superintendent sees no remedy for the difficulty found but in some place of restraint to which unruly and truant boys can be sent, to be confined for a longer or shorter time, according to the circumstances of each case.—(Report of Superintendent Ariel Parish, for 1874–'75.)

NEW LONDON.

City system.—A board of education of 9 members, of whom 3 go out each year to give place for new material. The secretary of the board serves as acting school visitor.

Statistics.—Whole number of children from 4 to 16 years old, 2,201; registered in common schools, 1,893; average daily attendance in these, 1,193; in Bulkeley School and Young Ladies' High School, 128; average daily attendance in high schools, 104; whole number in common and high schools, 1,961; average daily attendance in both, 1,297; number in evening schools, 246; average attendance in these, 146; number in private schools, 40.

It is refreshing to read that while the number of children enumerated has increased little, if at all, the average number attending school is much larger, the average school term of greater length, the accommodations in the schools enlarged and improved; that teachers are more permanent, the number of experienced and accomplished ones greater, the instruction consequently more thorough, and the standard of scholarship higher. The schools are 9 in number, with 24 departments, 16 assistants' rooms, and 40 regular teachers at salaries ranging from $150 to $1,200. The income for schools has been $28,104.98; the expenditure on them $128.82 more than this.

The ordinary studies seem to have been well attended to; music has been taught faithfully and successfully by a special teacher, and great progress made; drawing has not yet been introduced. Of four graduates from the Bulkeley School two entered college.—(Report of board and school visitor, 1875.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL, NEW BRITAIN.

The design of this school is strictly professional, that is, to prepare pupils for the work of organizing, governing, and instructing the schools of the State. To this end,

while instruction is given, to some extent, in the branches of study required to be taught, the main aim is to train students in the best methods of teaching those branches.

Applicants for admission must be at least sixteen years of age; must declare their full intention of teaching in the public schools of Connecticut; and must pass a satisfactory examination in reading, writing, arithmetic, geography, English grammar, and the history of the United States. Each candidate is also expected to present a certificate of good moral, and intellectual character from the acting school visitor of the town in which his home has been.

The course of study includes reading, with analysis of sounds and vocal gymnastics; spelling, with derivations and definitions; writing and drawing; punctuation; grammar and analysis of sentences; arithmetic, algebra, and geometry; political and physical geography, with map drawing; physiology, botany, chemistry, natural philosophy and astronomy; rhetoric, mental and moral philosophy; school laws; theory and art of teaching; English literature, and vocal music.

A library of 1,000 volumes is accessible to the pupils, and the institution is furnished with philosophical and chemical apparatus for illustration and practice, as well as with a large collection of minerals and fossils.

Resident instructors, 8; years in course, 2; students during the school year of 1874–'75, males, 24, females, 151; graduates, 50; number of these who have engaged in teaching, 40.—(Catalogue and circular for 1873–'74, with return for 1874–'75.)

TEACHERS' INSTITUTES.

Nine teachers' institutes have been held during the last year. The attendance at the first was diminished by a violent storm continuing through the session. The aggregate attendance (1,088) was, however, larger than in any other year of the last decade. The experience of the year shows that these agencies are highly appreciated and need no special advocacy.

In the nearly fifty local meetings held in different parts of the State, the secretary has frequently been assisted by some one of the institute instructors. In these shorter sessions it is impossible to count the number of teachers in attendance, but at the lowest estimate it must aggregate over 500.

The institutes have been conducted with the strictest economy consistent with usefulness. The usual amount paid lecturers has been $10 a lecture and travelling expenses. The whole amount expended for institutes during the year was $2,533.07.—(Report of secretary, pp. 129, 130, 250.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Secretary Northrop says in his report, p. 16: "High schools have not become as numerous as is desirable. The highest departments of several of the large graded schools are virtually high schools for the surrounding regions. But tuition fees exclude many non-residents who would gladly attend, and too often an active, earnest scholar, eager to press on in the pursuit of knowledge, finds every avenue to further progress barred against him by the want of any accessible school in which the higher branches may be pursued. * * * And since the number who desire to be thus educated is, in the aggregate very large, the enactment of a law requiring every town of sufficient population to maintain a high school would be an important step toward supplying an urgent want. A larger number of schools of higher grade would be for the credit and benefit of the State."

To the same effect, the acting visitors of Meriden say, (appendix to State report, p. 206:) "Without a high school, the educational expenses of Meriden are increased several thousand dollars every year, and some of our best scholars are under the necessity of going out of town to fit for college, or to pursue higher branches that are not taught in our grammar schools. Some of the self-sacrificing poor, and more of the wealthy have sent their children abroad to seek the advantages which they should obtain at home. In this way, enough money must have been carried from the town to have secured a high school for a year, to say nothing of the probability that many of those thus educated abroad, who might prove valuable citizens, may find a permanent residence elsewhere." Nearly the same thing is said at Reading, p. 225.

On the other hand, we find that "in the grammar school at Thompsonville"—which must, from the description given of its studies, be much above the ordinary grade of grammar schools—"pupils of thoroughly studious habits and application have received instruction which previously many sought in the academies of Wilbraham and Suffield, or the high schools of Springfield and Hartford. Four boys are fitting for college at this school, one of them having already finished the required amount of mathematics."

Of the two main high schools in the State—the ones at Hartford and New Haven—the most distinct information comes this year from the latter. The acting school visitor,

indeed, says in the State report, p. 195, respecting the Hartford school, that it occupies, among the other schools, much the position that a governor does in a steam-engine, giving steadiness, precision, and efficiency both to the power applied and the machinery by which this produces its effects; that "in all the schools, teachers and scholars keep it constantly in view, and regulate the standard of scholarship, as well as many other things, by that which governs at the High School;" and that "its numbers are constantly increasing, this year showing larger accessions than ever before." And then we have from the principal, besides a circular giving its history and general course, a return showing 15 instructors and 450 pupils, of whom 100 are preparing for a classical course in college, 11 having entered college, or a scientific school, from last year's class, all interesting matter with respect to it. But from Mr. Parish, at New Haven, we get the still more full and definite statements: (1) That "at the April examination of the incoming class, 135 candidates were admitted to the High School, chiefly from the grammar schools;" (2) that these were found so advanced in their studies as to be qualified to overleap the fifth class of the High School and pass directly into the fourth, enabling the board to dispense with the fifth class, which has been only a preparatory one; and, (3) that the pupils in the different studies for the year have been distributed thus: In arithmetic, 190; algebra, 78; bookkeeping, 122; geometry, 64; German, 113; Latin, 127; English grammar, 86; English literature, 56; rhetoric, 63; astronomy, 20; botany, 61; chemistry, 67; geology, 20; natural philosophy, 67; physiology, 61; physical geography, 60; ancient history, 173; modern history, 104. The senior class, too, is said to have occupied the last half of the year 1874–'75 in reviewing the studies of the entire course—an excellent arrangement. Both schools possess good libraries and apparatus, and rejoice in valuable additions to these in the year.—(Reports for 1874–'75.)

PRIVATE SECONDARY SCHOOLS.

Ten schools for boys and eight for girls, with seventeen in which both sexes are instructed, present, for 1875, a total of 140 teachers and 1,595 pupils. Of these pupils, 334 are reported as engaged in the study of the ancient and 249 in the study of modern languages; 131 to be preparing for a classical course in college, and 40 for a scientific course. Drawing is taught in 23 of the schools thus reporting; vocal and instrumental music in 22; in 10 there is a more or less complete chemical laboratory; in 11, philosophical apparatus; and in 16, libraries containing from 50 to 1,100 volumes.

Some of these schools may possibly be public schools; but in the uncertainty respecting this, arising from the want of any definite indication, they are classed with private seminaries. The returns of some are quite defective. In two of them the number of teachers is given, but not the number of students. In 5 there is no designation of the studies in which the pupils are engaged. In all, only a portion of the students appear to be really of secondary class, the proportion of these being about one-third of the whole, as far as the statistics enable one to judge. One principal modestly doubts whether his school should be ranked among the secondaries, though in the 83 pupils whom he reports, 38 appear to be engaged in secondary studies.

The Morgan School, at Clinton, one of the schools thus reporting, founded by Chas. Morgan, esq., of New York, is the munificent gift of a merchant prince to his native place, which he left when a boy, more than sixty years ago, and has cost him from $80,000 to $170,000, according to different authorities. It is housed in a noble building on high ground in the centre of a large lot; is made free by an appropriation from the town; is well provided with maps and reference books, and affords the youth of Clinton opportunity for a complete school course, from primary through high school studies. The latter are arranged in two principal departments, the English and classical, and the classical. Those preparing for college take the latter. All others are expected to pursue the former.

Two bronze statues, one of Mr. Morgan, founder of the school, the other of President Pierson, of Yale, who taught at this spot the first classes of Yale College, stand in front of the school, having been unveiled with appropriate ceremonies June 23, 1875. The statues are the gift of Mr. Morgan and the work of Launt Thompson, of New York. —(Circular of Morgan School for 1875–'76, and New England Journal of Education, June 5 and July 3, 1875.)

PREPARATORY SCHOOLS.

Besides the institutions included under the two preceding heads, 4, especially though not exclusively, devoted to the work of preparing students for college, report 27 teachers and 527 students, 210 of whom are in preparation for a classical course in college and 51 for a scientific course. From these schools 49 entered the classical departments of colleges the preceding year, and 17 entered scientific institutions. Another of the same class makes return, through its catalogue, of 15 instructors and 117 pupils, but without any specific designation of the studies in which these are engaged; and still another shows in its catalogue 101 in its 4 higher classes, under 7 instructors.

The well known Hopkins Grammar School, at New Haven, and the Free Academy, Norwich, are included in the above reporting institutions—the former existent since

1660, the latter incorporated in 1854, and endowed by the citizens of Norwich with a building costing $50,000 and a reserve fund of $50,000 for the maintenance of the school; Mrs. H. Peck Williams giving it a library costing $7,000 and Mrs. Wm. P. Greene a house and lot for the residence of the principal valued at $8,000. A further endowment fund of $50,000 was in process of collection in 1875.—(New England Journal of Education, July 24, 1875, p. 59.)

The Episcopal Academy of Connecticut, at Cheshire, one of the oldest academies in the State, established in 1796, is not among those reporting, either by return or catalogue, but is said by the New England Journal of Education, October 23, 1875, to have had in that year about 150 students on its roll.

SUPERIOR INSTRUCTION.

TRINITY COLLEGE, HARTFORD, PROTESTANT EPISCOPAL.

College system.—The system here embodies, in addition to the regular four years' course of collegiate study, (1) The now common plan of elective studies, these being, in the last year of the course, in Greek, Aristotle and Plato; in Latin, Quintilian and choice works of the Latin fathers; in ethics and metaphysics, Mansel's Philosophy of the Conditioned, Berkeley's Principles of Knowledge, and McCosh's Intuitions of the Mind; in mathematics and natural philosophy, Loomis's Practical Astronomy and Smyth's Differential and Integral Calculus; in English, Abbott's Shakesperian Grammar; in Spanish, Don Quijote; and in Oriental languages, Green's Elementary Hebrew Grammar, with parts of the Pentateuch, and Sanskrit Grammar. (2) A series of lectures delivered each year to the different classes on a variety of designated subjects, with others to the whole college on the laws of health. (3) A set of annual prizes in money or medals, for special excellence in certain specified lines of study, composition, declamation, &c.

Aid to students.—A fund of $15,000, with apparently 47 scholarships, some entitling to free tuition only, some rising to the value of $300 a year, enables the faculty to lighten greatly the expenses of needy and deserving students; while others of $100 each are available to such as are preparing for holy orders.

New buildings.—On commencement day, July 1, 1875, ground was broken for the buildings to be erected on the new and elegant site purchased for the purpose two years ago, about a mile south of the old one. The ones to be erected before the summer of 1877—when those remaining in the city must be vacated—are the chapel, library, students' dormitories, lecture rooms, and professors' houses. The buildings begun are to form the western side of a great central quadrangle, the other erections for completing which and for forming two other quadrangles on the north and south will be proceeded with as the increase of the college calls for them and the funds for their erection may be secured. The trustees have voted $300,000 for the completion of those to be now erected, which of themselves will form a seemingly perfect whole, though the addition of the others which are in the plan, will finally add much to their beauty and adaptation to collegiate use.—(Catalogue for 1875–'76, with other sources.)

WESLEYAN UNIVERSITY, MIDDLETOWN, METHODIST EPISCOPAL.

College system.—Undergraduate students have here (according to the catalogue) the choice of three regular courses of study, each extending through four years, and named, respectively, the classical course, the Latin scientific course, and the scientific course. The first embraces the usual range of studies in a collegiate curriculum. The others are designed to secure to those whose circumstances or inclinations do not permit an extended study of the classics, an opportunity to acquire a sound mental training and liberal culture, as well as a good preparation for advanced courses of scientific or technical study.

In each of the above courses, all studies are required throughout the freshman year. In the scientific course, all studies of the sophomore year are also required; but in the last two years of this course, and the last three of the classical and Latin scientific, the student is allowed to make up his quota of work by selecting from a wide range of elective studies, with some guidance from the faculty.

Co-education.—Lady students are admitted to the same privileges with young men, but very few have thus far availed themselves of this advantage, and the number of such does not seem to increase.—(Catalogue of 1874–'75.)

A new department.—The legislature of Connecticut has appropriated $2,800 a year for the purpose of establishing an agricultural experiment station at Orange Judd Hall, Wesleyan University, where there are already very complete arrangements for carrying out the plans of those gentlemen who urged this appropriation. Great benefits are anticipated from their researches, and it is claimed that the small sum expended will save the State $100,000 a year.—(New England Journal of Education, September 4.)

Change of head.—Wesleyan has changed its president, the Rev. Joseph Cummings, D.D., having resigned at the close of the year 1874–'75, and the Rev. Cyrus D. Foss,

D.D., a graduate of the university and a preacher of high repute, having been chosen to succeed him.

Speech of new president.—Dr. Foss is credited by the Philadelphia Evening Telegraph, of October 27, 1875, with having given at his inauguration, October 26, the following excellent advice to his students upon the subject of physical exercise: "The scholar needs brawn as well as brain, because, in order to be a scholar, he must pay the inevitable tax levied on every perpetual hard student, and also because the supreme practicable mental exertion, which is the business of his life, is directly contingent on the fineness and fulness of his physical forces. Let the student, then, give earnest heed to the care and culture of his body. It is the home, the instrument, the mould, and the eternal companion of his soul. Let him know that sipping gruel and languidly lounging over books until his midnight lamp burns low, can never make him either a scholar or a man. Let him eat beef and mutton in generous slices. Let him leap into every day as into a new paradise over the wall of eight hours' solid sleep. Let him not cross his arms behind him, drop his head, and mope along the pavement, inwardly saying, 'I am walking for exercise.' Let him stretch away over the breezy hills with fit companions, in utter forgetfulness of lessons and essays and sermons, until every drop of blood in his veins tingles with the delight of mere animal existence. Let him hurl the ball, or pitch the quoit, or tug at the oar, or poise the rifle. I would I might see our gymnasium thronged every day at suitable hours with earnest devotees to physical culture. Only let all these things be done with the distinct recognition that we have a higher nature, and in such manner and measure as to do no harm to what is best and noblest in this loftier realm."

YALE COLLEGE, NEW HAVEN.

College system.—The departments of instruction are comprehended under four divisions, as follows: the faculty of theology, faculty of law, faculty of medicine, and faculty of philosophy and the arts. Under the last named are included the courses for graduate instruction, the undergraduate academical department, the undergraduate section of the Sheffield Scientific School, and the School of the Fine Arts, each having a distinct organization.

Courses of study.—The course of instruction in the undergraduate academical department occupies four years; consists of the usual curriculum of collegiate study in institutions of high grade; is prosecuted not only through text book recitations, but also through lecture courses in each year, especially in the senior year; and entitles to the degree of bachelor of arts on the full completion of it, with the approval of the faculty and the payment of all college dues.

That in the scientific school, and those in the schools of theology, law, and medicine, may be found under the subsequent head of scientific and professional instruction.

That in the school of the fine arts covers three years, and consists of studies in drawing and painting, anatomy, composition of colors, &c., with lectures on the elements of form, the principles of perspective and proportion, and the history, theory, and practice of art. Instruction in sculpture and architecture is not yet provided for.

The course of instruction for graduates and special students is arranged for such as have passed reputably through this or other colleges, and for other persons of liberal education, not less than eighteen years of age. It is under the direction of an executive committee designated by the faculty, and may be prosecuted for a longer or shorter time, with or without reference to the attainment of a degree. Instruction is given partly by lectures, partly by recitations and by oral and written discussions, partly by directing courses of reading, and partly by work in the laboratories and with instruments. The terms and vacations correspond with those in the undergraduate departments. The courses of instruction given here are grouped at present under the following four heads: (1) Political science, history, philosophy, and English literature; (2) philology in various branches; (3) mathematical and physical science, supplemental to the course of the Scientific School; (4) fine arts, supplemental to the studies of the Art School.

Degrees.—The lower degrees are bestowed here, as elsewhere, on the passing of a successful examination at the close of the academic or scientific course. The higher ones of master of arts and doctor of philosophy are to be given henceforth only on proof of qualification for them, either in the shape of printed productions, or of work done under the eye of the faculty in a post graduate course, or of examinations well sustained.—(Catalogue for 1875-'76.)

Graduates.—As an illustration of the influence exerted by such a college, the New York School Journal of June 5, 1875, page 357, says that "Yale boasts of having educated 146 Congressmen, 43 United States Senators, 56 college presidents, 9 bishops, 14 ministers to foreign courts, 33 governors, 23 lieutenant-governors, 143 judges, and 10 members of the President's cabinet."

Statistics of a university and colleges, 1875.

Names of university and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
Trinity College ...	15	4	0	83	$700,000	$300,000	$16,000	.....	.....	$60,000	13,000
Wesleyan University.	16	a7	0	183	533,700	367,756	31,293	$0	$0	.....	26,000
Yale College	26	8	0	642	.....	318,083	21,203	68,008	0	.....	b97,000

a Partially endowed. *b* Includes society libraries.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

AGRICULTURAL AND SCIENTIFIC.

The Sheffield Scientific School of Yale College, begun in 1847, and reorganized upon a broader scale in 1860, received in 1864, by act of the Connecticut legislature, the national grant for the promotion of scientific education, under the congressional enactment of July 2, 1862. It thus became substantially the "college of agriculture and the mechanic arts" for Connecticut. Its courses of instruction for undergraduates cover three years, the first or freshman year including studies that are introductory to eight special courses, any one of which may be selected by a student after the first year. These special courses are the following: (*a*) in chemistry; (*b*) in civil engineering; (*c*) in dynamic (or mechanical) engineering; (*d*) in agriculture; (*e*) in natural history; (*f*) in studies preparatory to medical study; (*g*) in studies preparatory to mining and metallurgy; (*h*) in select studies preparatory to other higher studies. There is also a post graduate course for advanced or special scientific study.—(Catalogue for 1875–'76.)

Popular lectures for the benefit chiefly of mechanics are delivered each winter by the professors in this school, and so highly have they been appreciated, not only by the workmen in the shops, but by the townspeople generally, that every available seat is occupied each season.—(New England Journal of Education, February 6, 1876, p. 71.)

THEOLOGICAL.

The course of instruction in the theological department of Yale College (Congregational) occupies three years, including a training in Hebrew; in the exegetical study of the Greek New Testament; in systematic theology, church history and polity; sacred rhetoric and kindred themes; with optional studies in German and Sanskrit, and access to lectures in the college, the Scientific School, and the medical department. Special courses of lectures by Drs. Hall and Taylor, of New York, and by Ex-President Hopkins, of Williams College, have also added greatly to the ordinary advantages of the school in the past year.—(Catalogue for 1875–'76 and other sources.)

Library, 2,000, with means for a small annual increase. Eighty-six of its 99 students are college graduates.

The Theological Institute of Connecticut, Hartford, (also Congregational,) has a three years' course, with essentially the same studies, and six annual lectures from its three resident professors, or from others specially engaged. Library, 7,000 volumes, with $350 for annual increase.—(Return for 1875.)

The Berkeley Divinity School, Middletown, (Protestant Episcopal,) course three years, mingles lectures with recitations in the instruction of its students; requires of candidates for admission an ability to read the Hebrew text of the Old Testament; carries them on in Hebrew throughout the course; instructs them also in the exegesis of the the Greek Pentateuch and New Testament; with readings in doctrinal and pastoral theology, ecclesiastical history, evidences of Christianity, history and interpretation of the prayer book, &c. Library, 16,000. Thirty-four of its 39 students have received degrees in letters and science.—(Catalogue for 1874–'75 and return for 1875.)

LEGAL.

The law department of Yale has a course of two years, embracing the various forms of legal study, forensic composition, pleading, medical jurisprudence, &c., the aim being to make the instruction such as will not only qualify the students to become successful practising lawyers, but also contribute to make law a science worthy the study of any educated man. On every Wednesday a moot court is held, at which one of the professors sits as judge, while the students act as counsel. The lectures in other departments are open to the students, generally without additional charge. The special library of the department contains between 7,000 and 8,000 volumes, while the consulting room is kept supplied with the leading legal periodicals. The students can also draw books from the general college library.—(Catalogue for 1875–'76.)

MEDICAL.

In the medical department of Yale the course of each of the three ordinary years of study is divided into a spring and winter term. In the former the instruction is by recitations and lectures combined; in the latter, by lectures mainly, with daily examinations, hospital illustration, medical and surgical clinics, and anatomical dissections. Microscopy, histology, and pathology are illustrated by a sufficient number of compound microscopes and a large collection of the best preparations. To encourage collegiate preparation for the course, a difference of a year is allowed in the period of study required for a medical diploma in favor of those who are graduates of colleges, making two years for such and three for others.

Statistics of schools for scientific and professional instruction, 1875.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
SCHOOL OF SCIENCE.									
Sheffield Scientific School of Yale College.	30	....	224	3	.....	$280,123	$17,000	.....	5,000
SCHOOLS OF THEOLOGY.									
Berkeley Divinity School	7	....	39	3	.....	.....	.....	.....	16,000
Theological Institute of Connecticut.	3	4	16	3	.....	.....	.....	.....	7,000
Yale Divinity School	10	4	100	3	.....	247,544	15,000	.....	2,000
SCHOOL OF LAW.									
Yale Law School	13	....	84	2	.....	.....	.....	.....	3,000
SCHOOL OF MEDICINE.									
Medical Institution of Yale College.	9	....	42	3	a$200,000	25,000	.....	.....	2,200

a Value of buildings and apparatus.

SPECIAL INSTRUCTION.

HARTFORD ORPHAN ASYLUM.

Children of from 3 to 12 years of age, deprived of the guardianship of their natural protectors are here sheltered, and trained in reading, writing, arithmetic, vocal music, and household industries. At 12 years of age they are indentured in families to serve till 21. Of the 60 inmates, 9 are absolute orphans, 38 half orphans, and the remainder made dependent by other means upon the care of the institution. Teachers and officers, 7.—(Return for 1875.)

CONNECTICUT INDUSTRIAL SCHOOL FOR GIRLS, MIDDLETOWN.

Stubborn and unruly girls that refuse to obey those who have the proper charge of them, truants, vagrants, beggars, those found in manifest danger of falling into habits

of vice and immorality, with such as have committed offenses punishable by fine and imprisonment, short of imprisonment for life, are put by the State under industrial and reformatory training at this institution. Ninety-eight pupils of this character, from 8 to 16 years of age, (85 white and 13 colored,) under 12 instructors, were thus in training in 1875, being taught reading, writing, arithmetic, geography, grammar, and history, with housework, sewing, laundry work, paper box making, dairy work and gardening. Of those so trained in the past, 78 per cent. are said to have become useful members of society.—(Return for 1875.)

CONNECTICUT STATE REFORM SCHOOL, WEST MERIDEN.

A change of principal at this school has resulted in a change of system. The old plan of close confinement and coercion has yielded to one of larger liberty and greater trust. The cells in which boys were locked at night have been torn away, and a light and airy dormitory formed in place of them. Fewer bolts and bars, and more appeals to a sense of honor and desire for approbation, seem now to mark the place. And thus far the system seems to be working well; the boys, in common with most human beings, loving to have confidence placed in them, and often trying to show themselves worthy of its exercise.

Training in various industries still goes forward in connection with the ordinary studies of a school, it being felt that nothing is so much needed by boys of the class here gathered as that they should go out knowing how to work, and with a capacity to sustain themselves by their exertions. Tailoring, cane seating, machine knitting, farm work, and assistance in repairs and improvements of the buildings have given useful occupation to the inmates, and with good results.

Six teachers, besides the principal, with 10 superintendents and assistants in different departments, have had under them in the past year 294 boys, 140 of whom could read books generally, 110 others read in easy books, while 40 have been in the merest elements. Arithmetic, grammar, geography, natural philosophy, and even elementary algebra have been studied, in addition to reading and writing, and in view of the material to work upon fair progress seems to have been made.—(Report for 1875.)

AMERICAN ASYLUM FOR INSTRUCTION OF THE DEAF AND DUMB, HARTFORD.

Pupils from all the New England States are received and instructed here, the number present May 1, 1875, being 218; the total number under instruction during the year preceding that date, 270; the average attendance during the year, 222. Officers, a principal and 17 instructors, besides the attending physician, steward, assistant steward, matron, and 2 assistant matrons, with a master of the cabinet shop, master of the shoe shop and mistress of the tailor shop. The employment of the pupils in these shops is considered one important means of educating them to respectable industries and preparing them for eventual self-support. Ten of the boys, after some years' instruction for three hours daily in the shoe shop, are said to be able to earn for themselves two dollars a day at shoemaking, and as many more have acquired in the cabinet shop sufficient skill at cabinet making to be able to go into a shop and support themselves. With training in these industries is combined instruction in ordinary English studies through a course of seven years, in the language of signs, and in articulation, Mr. Bell's method of "visible speech" being used in teaching this last. Forty pupils in all have been instructed in this branch one hour daily; experience, the principal says, confirming a previously expressed opinion that few except the semi-mutes and semi-deaf can be advantageously taught articulation.—(Report for 1874–'75.)

WHIPPLE HOME SCHOOL FOR DEAF-MUTES, MYSTIC RIVER.

This school was founded by Jonathan Whipple, who claimed to be the first in this country to show that deaf-mutes may be taught to talk with the organs of speech and to understand conversation by watching the motions of the mouth. This manner of communicating with the deaf is made the basis of instruction in the school. The present principal, a grandson of the founder of it, receives and instructs with the aid of two lady teachers a limited number of deaf-mutes.—(Circular and return for 1875–'76.)

EDUCATIONAL CONVENTION.

STATE TEACHERS' ASSOCIATION.

This association held its twenty-ninth annual meeting in Hartford, October 21 and 22. The Rev. Dr. R. S. Dennen, of New Haven, delivered an able address on "True culture," and papers were read on "The school room versus health," by C. C. Dudley, of Bridgeport; "The course of study in lower grades," by Superintendent S. Crosby, of Waterbury; "Detention of the pupils after school hours," by James D. Whittemore, of New Haven High School; "The science of teaching," by O. P. Ames, of Waterbury; "The prerequisites for success in teaching," by Prof. I. N. Carlton, of the Normal School at New Britain; "Our public schools," by Dr. Judah Wechsler, pastor of the Jewish congrega-

tion in New Haven; "Future education," by Superintendent Ariel Parish, of New Haven; and "Co-education of the sexes," by Prof. Homer B. Sprague, of Brooklyn, N. Y. Hon. B. G. Northrop spoke on the question "Shall we have Kindergarten schools?" and Henry Bergh, of New York, on "Superior and inferior animals." The advocacy by the Jewish pastor of the reading of the Psalms of David rather than any other portion of the Scriptures called forth a discussion characterized by very great and decided diversity of opinions.—(National Teacher, November, p. 471.)

LIST OF SCHOOL OFFICIALS IN CONNECTICUT.

STATE BOARD OF EDUCATION.

Names.	Post-office.
Ex officio.	
His excellency Charles R. Ingersoll	New Haven.
His honor George G. Sill	Hartford.
By appointment of the general assembly.	
William H. Potter, term expires 1876	Mystic River.
George M. Woodruff, term expires 1877	Litchfield.
Thomas A. Thacher, term expires 1878	New Haven.
Elisha Carpenter, term expires 1879	Hartford.
Hon. Birdsey Grant Northrop, secretary of the board	New Haven.

CITY SUPERINTENDENTS.

Names.	Post-office.
Henry E. Sawyer	Middletown.
Ariel Parish	New Haven.
Charles D. Hine	Norwich.

ACTING SCHOOL VISITORS.*

Town.	Names.	Post-office.
Bridgeport	Dr. A. H. Abernethy	Bridgeport.
Danbury	Dr. E. F. Hendrick	Danbury.
Derby	Rev. L. B. Baldwin	Derby.
Enfield	Dr. E. F. Parsons	Thompsonville.
Hartford	Dr. E. K. Hunt	Hartford.
Meriden	Luther G. Riggs	West Meriden.
Middletown	Samuel J. Starr	Middletown.
New Britain	Charles Northend	New Britain.
New London	Ralph Wheeler	New London.
Norwalk	Joseph W. Wilson	Norwalk.
Norwich	John W. Crary	Norwich.
Stamford	Nathaniel R. Hart	Stamford.
Stonington	Rev. A. G. Palmer, D. D	Stonington.

The full list of these exceeding the space at command, those of the chief towns only are given.

DELAWARE.

STATISTICAL SUMMARY.

SCHOOL POPULATION AND ATTENDANCE.

Number of children of school age, (5–21)	Not given.
Number enrolled in school during the school year	19,881
Average daily attendance in schools	Not given.

SCHOOLS, TEACHERS, AND TEACHERS' PAY.

Number of schools in the State	369
Number of teachers employed in public schools	430
Number of teachers necessary to supply public schools	456
Average salary of teachers in public schools per month	$28 28

SCHOOL INCOME AND EXPENDITURE.

Total income from taxation for schools	159,733 68
Total income from funds	33,001 37
Total from all sources	192,735 05
Expenditure *per capita* of average attendance in public schools	9 64

—(From return by Hon. J. H. Groves, State superintendent of free schools, 1875.)

SCHOOL SYSTEM OF THE STATE.

CONSTITUTIONAL PROVISIONS.

The constitution of 1831 continued (Art. VII., section 11,) the provision of that of 1792, viz: "The legislature shall, as soon as conveniently may be, provide by law for * * * establishing schools and promoting arts and sciences."

PROVISIONS OF THE SCHOOL LAW.

From "Revised edition of the law relating to free schools," 1868, and "An act in relation to free schools," 1875.

OFFICERS.

Until 1875, the legal officers of the Delaware free school system consisted only of a superintendent for each county, a committee (called also commissioners) for each school district, and commissioners specially appointed by a county levy court, at the request of twelve or more freeholders, for the formation of new school districts and location of new schools. By an act passed March 25, 1875, a State board of education was created, and the appointment of a superintendent of free schools for the State was authorized.

POWERS AND DUTIES OF THESE OFFICERS.

The State board consists of the president of Delaware College, the secretary of state, the State auditor, and the State superintendent of free schools. It is to hold annual meetings in the capitol, at Dover, on the first Tuesday of January in each year, the president of Delaware College acting as chairman and the State auditor as secretary. Its duties are to hear appeals and determine finally all matters of controversy between the superintendent and teachers or commissioners and between school commissioners and teachers; to determine what text books are to be used in the free schools, and to issue a uniform series of blanks for the use of teachers, requiring all records to be kept and returns to be made according to these forms.

The State superintendent, who must be of good moral character and mental attainments adequate to his position, is to be appointed and commissioned by the governor on the second Tuesday in April of each year, holding his office for one year, and until his successor shall in like manner be appointed. He is to visit each school once in the year, and to note, in a book kept for that purpose, the number of scholars, the condition of the school building with its grounds and appurtenances, the qualification and efficiency of the teachers, the conduct and standing of the scholars, the methods of instruction, and the discipline and government of the schools. He has power to suspend or withdraw the certificate of teachers on their refusal to comply with reasonable directions, subject, however, to an appeal to the State board; is to examine and license other teachers, keeping an accurate list of certificates granted by him, with the date thereof, and names of persons to whom they may be granted; is to give his entire

time to his supervisory duties, and not engage in any other business; and is annually, on the first Tuesday in December, to report in writing to the governor the condition of the schools, with such recommendations and suggestions as he may think proper.

As to county superintendents, the old law, apparently not yet repealed, says: "The governor shall, yearly, before the first of March, appoint a superintendent of schools in each county, whose term of office shall continue until a successor is duly commissioned." Their duties, as defined, are simply to "correspond" with committeemen and teachers, "to aid them with advice, to supply proper forms, to collect information, and report to the general assembly the state of the districts and such matters as they shall deem proper."

The school committeemen, or commissioners, (three for each school district,) are elected by the people for a term of three years, these terms, however, being so arranged that one member of the committee shall go out of office on the first Saturday of April in each year, and a successor be chosen at the same date to fill the vacancy thus created. Their duties are to assess and levy the annual school tax; to determine the site for a school building for the district, lease or purchase the necessary ground, and build or procure a suitable house as near the centre of the district as possible; to keep this house in good repair and supply it with the needed furniture and fuel; to bring actions for any injury to it; to provide a school for the district when, and as long as, their funds will enable them; and to employ teachers; none, however, to be employed who do not hold certificates from the State superintendent. They may dismiss a teacher, may make regulations for the government of the school, and by these may provide for the expulsion of a scholar for obstinate misbehavior.

SCHOOLS.

The elementary schools thus established are made "free to all the white children of the district over five years old."* High schools do not seem to enter, thus far, into the view of the State system, though they exist, under special legislation, in the chief towns of the State. Normal, classical, and scientific instruction has been provided for by adopting Delaware College, Newark, as the State college, and instituting normal and agricultural departments in connection with it.

SCHOOL FUND.

A permanent school fund of considerable amount, with an annual revenue derived from marriage and tavern licenses and various other sources, enables the State government to supplement quite liberally the sums raised by local taxation for the support of free schools.

INSTITUTES.

Under the new law the holding of a teachers' institute in each county, at least once a year, for three days, is made the duty of the State superintendent—all the teachers of the county to attend.

CITY SCHOOL SYSTEMS.

WILMINGTON.

School officers, a board of education of 30 members, of whom one-third are changed each year, with a city superintendent.

Statistics.—Number of school-houses, 17; number of rooms, 98; number of sittings for study in day schools, 4,932; number of schools, 21; whole number of teachers in day schools, 98; number of pupils enrolled, 6,033; average number belonging, 3,813; average daily attendance, 3,505; average number of pupils to teacher based on the number belonging: in high schools, 20; in grammar schools, 36; in primary schools, 42.

Grammar and high schools.—Superintendent Harlan says these schools are centres of interest. The long established policy of promoting the best teachers to them, and of making for them liberal provisions otherwise, has made them the pride of the city. In them is a corps of teachers who work early and late and who spend time and money freely for their own intellectual improvement. These schools put a thorough English education within the reach of every boy and girl in the city, with the addition of the elements of Latin for the boys. The high schools graduated their first classes July, 1875.

Promotion of pupils.—Examinations for promotion are held twice each year, during the last week of each of the two terms. The last third of the terms is spent in reviewing what was gone over the first two-thirds of the terms. The questions are prepared by the superintendent and sent to the schools in sealed envelopes, the envelopes not to be opened until the pupils are ready to begin the examination. Pupils while under examination are not to have any communication among themselves or with other pupils, nor to be assisted in any way; nor are they to be permitted to use any book or

*On the petition of the colored population of the State, provision was made by an act passed March 24, 1875, for the taxation of colored citizens and the establishment of schools for colored children from the proceeds of such taxation through the Delaware Association for the Education of Colored People.

anything else from which they can get information. All the pupils of a class have the same questions. The written answers are given to the teachers, who mark them according to a scale previously agreed upon. These examination marks and the marks during the last four weeks of the review, the number of absences and age of each pupil examined, are sent to the superintendent, who makes up the list of those to be promoted. In case of doubt of the scholarship of a pupil, he consults the teacher. To prevent overwork in school hours, the superintendent recommends that the children of the primary schools learn all their lessons at school, except that the older ones learn their reading lessons at home, where they can practise them aloud.

Teachers' institute.—The teachers of the public schools, organized into an institute under the presidency of the principal of the boys' high school, were instructed by a series of lectures on such topics as Kindergarten schools, teaching, methods of instruction, higher education, &c. This organization, the superintendent says, has been one of the most important agencies in improving the schools.—(Report of Superintendent D. W. Harlan for 1874–'75.)

TRAINING OF TEACHERS.

The preparation of teachers for the free schools is attended to in the normal department of Delaware College, Newark. By an act of the legislature, the conditions of which have been accepted by the trustees of the college, the faculty are required to furnish free instruction of a suitable character to ten students from each of the three counties of the State, whenever such students, on presenting themselves for admission, shall bind themselves to teach in the free schools of the State for not less than one year.

The members of the legislature are authorized to make the appointments to the scholarships thus established, each member being entitled to make one.

The course of study in this department extends through three years, embracing the branches of a good English education and the most approved methods of teaching these.

Candidates must be at least 16 years of age, must bring satisfactory evidences of good moral character, and must sustain an examination in the rudiments of primary English studies.

A diploma is to be given to such students as complete, with approval, the full three years' course, and a certificate of merit proportioned to the progress made to such as remain for less than the full time, but not less than one year.—(Circular of Delaware College.)

TEACHERS' INSTITUTES.

These means of improving teachers already in the schools are required by the new school law to be held by the superintendent in each of the counties of the State at least once a year, with at least a three days' session, and all the teachers of the county in which the session may be held are to attend unless unavoidably detained.

The institute in Wilmington, for teachers of the city schools, has been already mentioned.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The only high schools respecting which distinct information comes for 1875 are those of Wilmington, one of which is for boys and one for girls. The former reports 6 teachers, including the principal, with 77 pupils; the latter, 5 teachers, including also the principal, with 44 pupils. The course of study in the boys' school is given, including a very fair selection of secondary English branches, with Latin, from the grammar into Virgil, at least the first two books of the Æneid being read. The examination questions indicate considerable thoroughness. The course in the girls' schools is said by the superintendent to be "nearly the same," probably omitting the Latin.—(Reports of principals in city report.)

OTHER SECONDARY SCHOOLS.

The private and denominational schools of this class reporting themselves include 2 for boys, 1 for girls, and 4 for the two sexes together. These present the following statistics: Teachers, 36; pupils, 487, an average of about 13½ pupils to a teacher; in classical studies, 166; in modern languages, 105; preparing for classical course in college, 59; preparing for a scientific course, 32. All but 1 of the 7 schools give some instruction in drawing; all but 2, in vocal music; 6, in instrumental music. One has the aid of a laboratory in its chemical training and 2 of a philosophical cabinet in their teaching of natural philosophy. Four have libraries, numbering, respectively, 150, 400, 500, and 1,000 volumes.

This summary includes some schools specially named in that for 1874.—(Returns to Bureau for 1874–'75.)

SUPERIOR INSTRUCTION.

DELAWARE COLLEGE, NEWARK.

The classical course here requires that the candidate for admission be at least 14 years of age, give satisfactory evidence of good moral character, and sustain an examination in arithmetic, geography, English grammar, history of the United States, elements of algebra, Latin—from the grammar through the reader, Cæsar or Sallust, and Cicero's select orations, into Virgil; but how far is not said—and Greek, from the grammar through the reader and two books of Xenophon's Anabasis.

The course of study after admission extends through four years and leads to the degree of bachelor of arts.

A literary course for ladies extends through three years, omitting the higher mathematics and substituting one of the modern languages for Greek.—(Circular of college.)

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC DEPARTMENT OF DELAWARE COLLEGE.

The scientific course of this college omits the Latin and Greek from its requisites for admission, examining the applicant only on English studies. Latin and French or German are embraced in the course after admission, scientific studies, however, seeming to predominate. The course is three years, and, when completed with approval, entitles to the degree of bachelor of philosophy.

The agricultural course, also of three years, is largely devoted to instruction in practical agriculture and horticulture, with the mathematical and scientific studies related to these. French or German is optional in this course.—(Circular of college.)

Statistics of a college and school for professional instruction, 1875.

Name of college and school of science.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
Delaware College	7	0	0	41	$75,000	$33,000	$5,000	$1,000	$3,000	$0	a7,200
SCHOOL OF SCIENCE.											
Agricultural department of Delaware College.*	....	....	.....	34	.....	.....	.....	.....	.....	.....	.....

* Statistics included in those of the college. *a* Includes society libraries.

EDUCATIONAL CONVENTIONS.

DELAWARE STATE TEACHERS' ASSOCIATON.

At a county teachers' institute, held at Middletown, Del., in October of the present year, a committee was appointed to call a meeting during the winter, for the purpose of organizing a State Teachers' Association. In response to the call, a number of gentlemen and ladies met in the High School building, in Wilmington, on Thursday, December 30, 1875.

There are about three hundred teachers employed in this State, but in consequence of unfavorable weather, and perhaps other causes, the attendance was small. A temporary organization was made, a committee appointed to prepare a constitution and by-laws, and a recess voted in order. The committee, during the recess, prepared a plan of organization, which was adopted by the meeting with little discussion, and the machinery of an association was in working order. Sixteen persons enrolled themselves as members. The following officers were elected: President, Prof. E. D. Porter, of Newark College; vice-president, City Superintendent D. W. Harlan, of Wilmington, for New Castle County; (as there were no members from Kent and Sussex Counties, no other vice-presidents were elected;) secretary, William Reynolds, of Wilmington;

treasurer, Miss E. D. Frazer, of Wilmington. The officers of the association, consisting of the president, three vice-presidents, (one from each county,) the secretary, and the treasurer are to constitute the executive board. The by-laws provide that the annual meeting shall be held at such time during the summer vacation as the executive board shall select, and continue not more than three days.

Remarks on the advantages of an association of this character, and its influence upon the cause of education, were made by different members, and the meeting was adjourned.—(New England Journal of Education, January 15, 1876.)

LIST OF SCHOOL OFFICIALS IN DELAWARE.

STATE BOARD OF EDUCATION.

Names.	Post-office.
W. H. Purnell, LL. D., president of State College, president	Newark.
J. C. Grubb, secretary of state	Wilmington.
J. H. Groves, State superintendent of free schools	Smyrna.
N. Pratt, M. D., State auditor, secretary	Milford.

STATE SUPERINTENDENT OF FREE SCHOOLS.

Name.	Post-office.
James H. Groves	Smyrna.

CITY SUPERINTENDENT OF PUBLIC SCHOOLS.

Name.	Post-office.
D. W. Harlan	Wilmington.

FLORIDA.

STATISTICAL SUMMARY.

SCHOOL POPULATION AND ATTENDANCE.

Number of persons of school age, (6–21:) Males, 47,786; females, 46,736	94,522
Number enrolled in schools during school year	32,371
Number in average daily attendance	28,306
Average duration of school in days	132

TEACHERS AND TEACHERS' PAY.

Whole number of teachers employed in public schools	796
Number necessary to supply these schools	1,000
Average salary of male teachers per month	$50
Average salary of female teachers per month	30

INCOME AND EXPENDITURE.

Receipts.

Income from State tax for public schools	$14,785
Income from local taxes for public schools	155,867
Total from taxation for public schools	170,652
Interest on permanent school fund	17,500
Revenue from other funds	800
Total receipts	188,952

Expenditures.

For sites, buildings, and furniture	No record.
For libraries and apparatus	No record.
For salaries of superintendents	$15,600
For salaries of teachers and miscellaneous expenses	No record.

—(Return from Hon. William Watkin Hicks, State superintendent of public instruction, for 1875.)

SCHOOL SYSTEM OF THE STATE.

CONSTITUTIONAL PROVISIONS.

From 1845 the constitutions of the State have contained provisions for retaining as a separate fund for the use of schools the proceeds of all lands granted for that purpose; those of 1861 and 1865 requiring further that the general assembly should take such measures as might be necessary to preserve from waste or damage lands so granted or appropriated for educational purposes.

The constitution of 1868, article IV, section 22, directed the legislature to provide by general law for incorporating educational and other useful associations, and in article V, sections 17, 19, 20, placed a superintendent of public instruction on the list of executive cabinet officers, county superintendents of common schools among the county officers, and made the governor and cabinet a board of commissioners of State institutions. In article VII, section 7, it gave to the superintendent of public instruction "the administrative supervision of all matters pertaining to public instruction, the supervision of buildings devoted to educational purposes, and of the libraries belonging to the university and common schools." Article VIII, on education, declared it "the paramount duty of the State to make ample provision for the education of all children residing within its borders, without distinction or preference," directed the legislature to "provide a uniform system of common schools and a university, and provide for the liberal maintenance of the same," instruction in them to be free; made the official term of the superintendent of public instruction four years; designated the sources from which the common school fund should be derived; made the interest of this exclusively applicable to the support and maintenance of common schools and the purchase of suitable libraries and apparatus therefor; devoted a special State tax of not less than one mill on the dollar annually to the same purpose; required each county to raise annually by tax for the support of common schools a sum not less than half the amount apportioned to it that year from the income of the school fund; and made the superintendent of public instruction, secretary of state, and attorney-general a board of education for the State, the superintendent to be president.

PROVISIONS OF THE SCHOOL LAW.

From School Law of the State of Florida, revised by Charles Beecher, superintendent of public instruction, 1872.

OFFICERS.

The officers of the department of public instruction are a State board of education, with a State superintendent of public instruction as president, boards of public instruction, and superintendents of schools for each county, and local school trustees, with treasurers and agents. Term of office, not exceeding four years, during good behavior.

POWERS AND DUTIES OF SCHOOL OFFICERS.

The State board of education embraces the superintendent of public instruction, the secretary of state, and the attorney-general. Its duties are: (1) To hold and manage all lands granted to or held by the State for educational purposes; to fix the terms of sale, rental, or use of such lands, and to do whatever may be necessary for the preservation and improvement of them. (2) To have the direction, management, safe keeping, and expenditure of the educational funds of the State. (3) To audit the accounts of the superintendent of public instruction. (4) To entertain and decide upon questions and appeals respecting school matters referred to it by him. (5) To remove any subordinate officer in the department of instruction for incompetence or neglect of duty. (6) To use the available income of the university or seminary fund of the State in establishing, at such place as may offer the best inducements, one or more departments of the contemplated State university, beginning with a normal and preparatory department. (7) To keep in view the establishment, on a liberal basis, of a university to instruct youth in the professions of teaching, medicine, and law; in the knowledge of the natural sciences; in the theory and practice of agriculture, horticulture, mining, engineering, and the mechanic arts; in the ancient and modern languages; in the higher range of mathematics and literature, and in useful and ornamental branches not taught in the common schools.* (8) To co-operate with the superintendent of public instruction in the organization of the department of instruction and in the diffusion of knowledge in the State.

The superintendent of public instruction has "the oversight, charge and management of all matters pertaining to public schools, school buildings, grounds, furniture, libraries, text books, and apparatus."

It is his duty (1) to prepare and cause to be distributed among school officers and teachers the needful number of copies of school laws, forms, instructions, &c.; (2) to provide plans and specifications for the construction of school buildings, with directions concerning furniture, apparatus, &c.; (3) to call meetings of county superintendents and other officers, for obtaining and imparting information on the practical workings of the school system and the means of promoting its efficiency and usefulness; (4) to assemble teachers in institutes and employ competent instructors to impart information on improved methods of teaching and conducting schools; (5) to grant certificates to graduates of the normal school of the university and to successful teachers, as well as fix the grades and standards of qualification of teachers generally; (6) to annually apportion the interest on the common school fund and the fund raised by a one mill tax on property among the several counties of the State according to the number of persons between the ages of 4 and 21 residing therein; with such other things as properly belong to his position.

The county boards of instruction, each of which has the county superintendent of schools for its secretary and agent, have the titles of the school property of the counties vested in them and their successors in office.

Their duties are to obtain possession of all such property and manage it for the promotion of the best interests of education; to locate and maintain, in every locality in the county where they may be needed, schools to accommodate, if possible, all the children of school age; to appoint, on the recommendation of the patrons, trustees for these schools, and employ such teachers as may be satisfactory to the trustees; to provide for each school a dry, airy, healthful, pleasant, and conveniently central site, of not less than one acre in the rural districts and as nearly that amount as practicable in villages and cities; to do whatever they may deem expedient with regard to constructing, repairing, furnishing, warming, ventilating, and improving the schoolhouses; procuring for the schools the proper apparatus and text books, with books and stationery for the teachers' use; grading and classifying the pupils, and providing separate schools for the different classes in such manner as will secure the largest attendance and promote harmony and advancement among those that may attend. They are also to establish schools of higher grades where the advancement and number of pupils require them, and establish and maintain school libraries. The examining and licensing of teachers for the county schools belong to them, as well as the settlement of the salary of the county superintendent and the performance of all acts necessary for the promotion of the educational interests of the county.

* Such a university is provided for in the constitution of 1868.

The county superintendent of each county is to make timely inspection of the county with a view to the selection of localities for schools, the ascertainment of the number of children to attend them, and the aid for them that may be looked for from the citizens. He is to present to the board of public instruction plans and estimates for the construction of school buildings and improvements. He is to visit each school at least once in each term and make thorough examination of its condition, of the progress of the pupils, of the discipline maintained, and everything affecting its efficiency, giving such advice as he may deem proper; is to do all in his power to promote an interest in education; to select and frequently confer with proper school trustees; to keep a record of all schools established; to notify the State superintendent of the names and addresses of county school officers and teachers; to examine candidates for teaching when authorized to do so by the county board; and, where that board proves neglectful of its duty in respect to the establishment of schools, is to endeavor to remedy the neglect.

School trustees have, for the districts in which they are appointed, essentially the same duties to perform as to the schools with the county superintendents, only that their inspection of schools is to be once a month instead of once a term, and that they are to report quarterly to the superintendent of their county. They have also the whole management and oversight of the school property, the supply of text books and apparatus for the schools, and the power of expelling or suspending refractory pupils.

SCHOOLS.

The schools established under the State law appear to be of the primary, intermediate, grammar, and high school grades; the studies in them to be spelling, reading, writing, arithmetic, geography, and history in the lower grades, with such others in the higher as are "usually taught in high schools." The school day is of six hours; the school month, twenty-two days; the school term, three school months; and the school year, three terms. School age, 6–21.

The State Agricultural College, provided for by legislative action in February, 1872, and located in Alachua County in 1873, is meant to be supplementary to the system of common schools and to afford means for free higher education.

SCHOOL FUNDS.

The permanent school fund is derived from the proceeds of lands granted by the United States for educational purposes, from donations by individuals for such purposes, from appropriations by the State, from the proceeds of escheats or forfeitures and property granted to the State the purpose of which is not specified, from moneys paid for exemption from military service, from fines collected under the penal laws, from such portion of the *per capita* tax as may be prescribed by law, and from 25 per cent. of the sales of public lands owned by the State.

In aid of the interest from this, a special tax of not less than one mill on the dollar of taxable property is levied and apportioned annually for the support and maintenance of common schools, each county getting its share in proportion to the number of residents between 4 and 21 years of age, on condition of its raising not less than half the amount of what is to come to it and of keeping open its schools for at least three months in each year.

ELEMENTARY INSTRUCTION.

SCHOOL CENSUS.

No report of schools in this State having been printed for 1875, in consequence of the legislature to which such report is referred having now biennial sessions instead of annual, the following letter, received from the State superintendent, as the report of the Bureau goes to the press, embodies the only information to be had respecting the school population beyond what is contained in the general statistical summary before given.

"A general census of the State was taken last year, in accordance with a statutory enactment, and from it we find that the number of persons in the several counties between 4 and 21 years of age is as follows: Alachua, 7,860; Baker, 870; Bradford, 1,495; Brevard, 276; Calhoun, 576; Clay, 871; Columbia, 2,773; Dade, 50; Duval, 7,013; Escambia, 4,751; Franklin, 555; Gadsden, 4,663; Hamilton, 1,574; Hernando, 1,273; Hillsborough, 1,986; Holmes, 940; Jackson, 4,242; Jefferson, 6,370; Lafayette, 1,109; Leon, 8,642; Levy, 1,000; Liberty, 321; Madison, 5,562; Manatee, 1,216; Marion, 5,002; Monroe, 4,934; Nassau, 2,156; Orange, 1,342; Polk, 977; Putnam, 2,091; St. John's, 1,146; Santa Rosa, 2,984; Sumter, 1,456; Suwannee, 2,039; Taylor, 718; Volusia, 945; Wakulla, 980; Walton, 1,566; Washington, 1,014.

"The total number on register in the several counties is as follows: Alachua, 1,982; Baker, —; Bradford, 508; Brevard, —; Calhoun, —; Clay, —; Columbia, 195; Dade, —; Duval, 1,929; Escambia, 587; Franklin, 187; Gadsden, 1,785; Hamilton, 538; Hernando, 564; Hillsborough, 848; Holmes, 228; Jackson, 1,403; Jefferson, 2,396;

Lafayette, 518; Leon 3,604; Levy, 556; Liberty, 178; Madison, 1,753; Manatee, 490; Marion, 1,982; Monroe, 956; Nassau, 1,008; Orange, 576; Polk, 227; Putnam, 663; St. John's, 414; Santa Rosa, 1,029; Sumter, 350; Suwannee, 724; Taylor, 264; Volusia, —; Wakulla, 336; Walton, 607; Washington, 331."

The superintendent writes further: "We are at present engaged in taking a special census from which we shall obtain the number of deaf-mutes, of blind, of orphans and half-orphans, and the grade of scholarship of each person taken. When these returns are all in and digested, I shall be happy to send you the result."

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The law requires the establishment of "schools of higher grades of instruction where the advancement and number of pupils require them," and the State superintendent kindly furnishes the following list of such schools at present existing, thus: "The high schools of the State are the Douglas (colored) and Sears (white) High Schools at Key West; the Duval (white) and Stanton (colored) High Schools at Jacksonville; the Peabody (white) High School at St. Augustine; the Madison High School at Madison; the Lincoln Academy (colored) at Tallahassee; the Midway, near Miccosukee, in Leon County; the Quincy Academy at Quincy; the Jefferson High School at Monticello; the Franklin High School at Apalachicola, and the Pensacola High School at Pensacola. These are all high schools in the sense that their curriculum of studies embraces Greek, Latin, chemistry, natural philosophy, astronomy, physiology, botany, and all the higher branches of arithmetic. The East and West Florida Seminaries, situated at Gainesville and Tallahassee, are not included in this list and rank as distinct institutions." Whether all the above are strictly public high schools does not quite appear.

OTHER SECONDARY SCHOOLS.

A Roman Catholic school for girls at Jacksonville reports to the Bureau of Education 8 teachers, without either the number of scholars in it or the classification of these. Drawing and vocal and instrumental music taught. Another, at Key West, reports 14 teachers and 353 scholars, of whom 40 were in a classical course and 153 in modern languages. Drawing and vocal and instrumental music are attended to, and there is a library of 900 volumes.

Three schools for boys and girls—the Cookman Institute, Jacksonville; the Masonic Academy, Milton; and Christ Church School, Pensacola—report a total of 8 teachers and 167 pupils, 39 of whom were in a classical course and 13 in modern languages. In the last named school the course marked out is abundantly full, reaching up not only to Latin but Hebrew, though how far it is prosecuted is not told. The Cookman Institute has a library of 50 volumes and the Masonic Academy one of 1,000. Other appliances for instruction appear to be yet incomplete.

SUPERIOR, SCIENTIFIC, AND SPECIAL INSTRUCTION.

Respecting these various forms of instruction matters are yet in their infancy in this State, and information as to the measures on foot for the promotion of them has to be waited for till the publication of the State report for 1875 and 1876.

LIST OF SCHOOL OFFICIALS IN FLORIDA.

STATE BOARD OF EDUCATION.

Names.	Post-office.
Hon. William Watkin Hicks, superintendent of public instruction, president	Tallahassee.
Hon. Samuel B. McLin, secretary of state	Tallahassee.
Hon. William Archer Cocke, attorney-general	Tallahassee.

List of school officials in Florida—Concluded.

COUNTY SUPERINTENDENTS.

County.	Superintendent.	Post-office.
Alachua	L. G. Dennis	Gainesville.
Baker	J. W. Howell	Sanderson.
Bradford	J. M. Johns	Starke.
Brevard	W. H. Sharpe	Fort Pierce.
Calhoun	Alexander Hawkins	Iola.
Clay	Ozias Buddington	Green Cove Springs.
Columbia	A. A. Hoyte	Lake City.
Dade	E. T. Sturtevant	Biscayne.
Duval	J. F. Rollins	Jacksonville.
Escambia	George Lindsay	Pensacola.
Franklin	John Howe	Apalachicola.
Gadsden	Samuel Hamblin	Quincy.
Hamilton	J. H. Roberts	Jasper.
Hernando	T. S. Coogler	Brooksville.
Hillsborough	W. F. White	Tampa.
Holmes	J. A. Vaughn	Cerro Gordo.
Jackson	C. E. Harvey	Marianna.
Jefferson	Robert Meacham	Monticello.
Lafayette	J. C. Ramsay	New Troy.
Leon	Joseph Bowers	Tallahassee.
Levy	F. B. Faitoute	Bronson.
Liberty	M. J. Solomon	Coe's Mills.
Madison	B. F. Tidwell	Madison.
Manatee	J. F. Bartholf	Pine Level.
Marion	W. I. Tucker	Ocala.
Monroe	J. W. Locke	Key West.
Nassau	C. M. Lewis	Fernandina.
Orange	W. C. Roper	Apopka.
Polk	W. B. Varn	Bartow.
Putnam	R. Chadwick	Pilatka.
St. John's	O. Bronson	St. Augustine.
Santa Rosa	D. H. Colson	Milton.
Sumter	A. P. Roberts	Leesburg.
Suwannee	George R. Thralls	Live Oak.
Taylor	J. S. Sappington	Shady Grove.
Volusia	C. G. Selleck	Port Orange.
Wakulla	G. Jaineche	Crawfordville.
Walton	J. L. McKinnon	Uchee Anna.
Washington	Thomas Hannah	Vernon.

GEORGIA.

STATISTICAL SUMMARY.

SCHOOL POPULATION AND ATTENDANCE.

Number white children of school age, (6–18)	218,733
Number colored children of school age	175,304
Total	394,037
Number of confederate soldiers under 30 years of age	6,854
Number white pupils enrolled: Males, 54,458; females, 44,292	98,750
Number colored pupils enrolled: Males, 22,131; females, 21,847	43,978
Estimate for 13 counties not reported in the above: White, 15,898; black, 11,290.	
Total number enrolled: Whites, 114,648; colored, 55,268	169,916
Average attendance	105,766

TEACHERS AND TEACHERS' PAY.

Neither of these items is included in the State report, nor do they appear in the return to the Bureau of Education.

SCHOOLS.

Number public schools for white children	2,790
Number public schools for colored children	879
Average monthly cost of tuition per pupil in public schools	$1 73
Amount of the same paid by the State	88

Private elementary schools.

Number of private elementary schools	820
Number of instructors in same	903
Number of pupils: White males, 11,786; females, 10,089; colored males, 2,118; females, 2,058	25,451
Average number of months taught	3¾
Average monthly cost of tuition per scholar	$1 88

Private high schools.

Number of private high schools	104
Number of instructors in same	171
Number of young men attending	3,087
Number of young women attending	2,292
Total	5,379
Average monthly cost of tuition per scholar	$3 13

Colleges from which reports were received.

Number colleges reporting statistics	17
Number of instructors in same	96
Number of young men attending	845
Number of young women attending	1,184
Total	2,029
Average monthly cost of tuition per scholar	$4 71

INCOME AND EXPENDITURE.

Receipts from July 1, 1874, to July 1, 1875, at the treasury.

Poll tax	$3,792 83
Tax on shows and exhibitions	2,069 50
Half rental Western and Atlantic Railroad	150,000 00
Poll tax 1875 will be	140,015 00
Total available fund from State	295,877 33

Expenditures for the same period.

Amount apportioned among counties from the treasury	$151,304 00
Poll tax retained in counties	140,015 00
Expenses of office, salaries, postage, printing, &c	4,828 22
Paid printing for 1874, (bills presented 1875)	635 19
	296,782 41
Raised in cities and counties under local laws for support of public schools in their limits, and expended on same	$144,000 00
Sum actually expended by State on public schools	291,319 00
Total sum expended in State on public schools	435,319 00

—(From report of Hon. Gustavus J. Orr, State school commissioner, for 1874–'75.)

SCHOOL SYSTEM OF THE STATE.

CONSTITUTIONAL PROVISIONS.

The constitution of 1777 provided for the erection of schools in each county, to be supported at the general expense of the State; but this was not continued in subsequent revisions.

That for 1798, article IV, section 13, said: "The arts and sciences shall be promoted in one or more seminaries of learning, and the legislature shall, as soon as conveniently may be, give such further donations and privileges to those already established as may be necessary to secure the objects of their institution."

It was not until 1868 that the legislature was required to provide, at its first session after the adoption of the constitution of that year, for "a thorough system of general education, to be forever free to all children of the State," the expense to be provided for by taxation or otherwise.

PROVISIONS OF THE SCHOOL LAW.

From the Public School Laws of Georgia, of general operation and now in force, 1875.

OFFICERS.

The official staff is composed of a State board of education, State school commissioner,* county boards, and county commissioners of education.

POWERS AND DUTIES OF THESE OFFICERS.

The State board is composed of the governor, attorney-general, secretary of state, comptroller-general, and State school commissioner. Its main duties appear to be to hold in trust the educational funds of the State; to authenticate by seal its acts and all important acts of the State school commissioner; to advise with him when he is in doubt as to his official duty; to hear appeals from his decisions on questions touching the construction or administration of the school law, and to render a judgment which shall be final and conclusive upon the matter in issue.

The State school commissioner is the chief executive officer of the board; is appointed by the governor and confirmed by the senate; is charged with the administration of the system of public instruction and a general superintendence of business relating to the common schools of the State. He apportions the school funds; he prescribes suitable forms and regulations for school reports; he issues these to the local school officers, with such instructions as may seem necessary for the organization and government of schools. As often as possible he must visit the several counties of the State, to examine into the administration of the school law, to counsel with school officers, and to do what else may best subserve the interests of popular education. And annually he must make report of all school matters to the general assembly, with such statement of plans for managing and improving them as he may think important. His salary, originally $2,000, has recently been reduced, it is said, to but $800, though faithful and able service has been done by the incumbent.

The county boards of education are composed of five freeholders, selected by the grand jury of each county, and hold office for four years, but with the arrangement that every two years the seats of two or three are filled by new elections, intermediate vacancies, if they occur, being filled by the judges of the superior courts. They hold regular sessions every three months; must lay off their counties into school districts, and establish in these primary or graded schools up to a high school, according to circumstances; must locate these in the most convenient and economical position. They are empowered to employ teachers for the schools, making contracts with them in writing; to purchase, lease, or rent school sites; to build, repair, or rent school-houses; to pur-

* The office of State school commissioner was created by the constitution of 1868.

chase maps, globes, and school furniture; and make all other arrangements of this kind necessary to the efficient operation of the schools. They are invested with the custody of all school property in the districts under their care; may receive gifts, grants, donations, and devises made for the use of public schools within their respective counties; must make arrangements for the instruction of the white and colored children in separate schools, but as far as possible provide the same facilities for both races as respects attainments and ability of teachers and length of school term; must prescribe text books and books of reference for the schools, not excluding the Bible, and act as a court of local appeal in school matters. The only compensation allowed for the performance of their duties is exemption from road, jury, and militia duty.

The county commissioners are elected by the county boards from their own number, or from other citizens of the county, for terms of four years; act as secretaries of the boards; have the examination and licensing of teachers for their counties, and may revoke licenses, for such causes as incompetency, immorality, cruelty, or neglect of the business of the school; must keep records of all such proceedings, and report them annually to the State school commissioner; must visit the schools of their counties at least twice in each year, with a view to the increase of their usefulness and the elevation of their standard; must take or cause to be taken quadriennially a census of the school population of their districts, at such times as may be designated by the State commissioner, noting separately whites and blacks, males and females; and must make report to the State commissioner of this census, and all other needful information respecting private schools, high schools, colleges, and other institutions of learning within their counties, in order to a full view of educational facilities. They also apportion the school fund to the districts, disbursing it upon the order of the county board, and act as agents of the county board in procuring school furniture and apparatus. Compensation not over $3 a day for all time actually employed in the discharge of official duties.

SCHOOLS.

The schools of the State, under this system, are "primary or graded schools, up to a high school," the last, however, being mainly limited to the cities. The studies rise from the elements of orthography, reading, writing, arithmetic, English grammar, and geography, up to a fair range of commercial and classical instruction. Separate schools for whites and blacks are required by law, the same facilities, however, to be provided, as far as practicable, for both races. Provision is also made for evening schools for such as cannot attend the day schools, and for one or more self-sustaining manual labor schools in each county. Admission is free to all the children residing in the subdistricts where the schools are located. The school year is required to be at least three months, and in ordinary cases six. The school age is from 6 to 18 years.

No normal schools have yet been provided by State authority, but a normal department exists at Atlanta University, a private normal school with 165 pupils at Waynesborough, two others, with small attendance, for members of the colored race, and a few normal classes in schools.

A State University exists at Athens, with a State Agricultural College connected with it, but without any special link of connection with the lower schools. A branch of the agricultural college has been established at Dahlonega. There is also a State institution for the deaf and dumb at Cave Spring and a State academy for the blind at Macon.

SCHOOL FUNDS.

The annual State school fund is derived from a poll tax, a special tax on shows and exhibitions, and on sales of spirituous liquors; a charge on exemption from military service; endowments, gifts, devises and bequests to the State or State board of education; educational funds and incomes not belonging to the State university, and one-half the net earnings of the Western and Atlantic Railroad; aggregate yield, nearly $300,000. This is used to supplement the means derived from local subscriptions for the support of schools, being apportioned to the several counties and school districts on the basis of the number of youths in each between 6 and 18 years of age.

No permanent school fund seems to have survived the war, beyond the interest of the State in the Western and Atlantic Railroad.

ELEMENTARY INSTRUCTION.

PROGRESS.

The commissioner says: "Since the inauguration of public schools in this State, there has been a constant increase in the number of children reached by the system. In the year 1871, there were enrolled in the schools as follows: White pupils, 42,914; colored pupils, 6,664; total, 49,578. In the year 1872, there were no public schools in the State, except those under local laws, in consequence of a misapplication of school funds, which occurred previously to that date. In 1873, the attendance was as follows: Whites, 63,922; colored, 19,755; total, 83,677; being an increase over the attendance of

1871 of 34,099. The enrolment in 1874 was as follows: Whites, 93,167; colored, 42,374; total, 135,541; increase over former year, 51,864. For the year 1875 the attendance, exclusive of fourteen counties not reported, has been as follows: Whites, 105,990; colored, 50,359; total, 156,349; increase over the attendance of 1874, 20,808. The figures above given, though far from being satisfactory, afford much ground for encouragement."—(From State school commissioner's report, 1875, p. 5.)

AID FROM PEABODY FUND.

The commissioner further says: "I take pleasure in again expressing the obligations of the people of Georgia to the trustees of the Peabody fund for substantial aid rendered to our public schools. The report of Rev. B. Sears, D. D., general agent, shows the following contributions to schools in Georgia, for the year ending July, 1875: Griffin, $2,000; Columbus, $900; Savannah, $800; Atlanta Normal School, (colored,) $800; Dalton, (colored,) $300; Rabun Gap, $300; Grove Level, $300; nine hundred and fifty-sixth military district, $300; Brown Institute, $300; Cedar Town, $300; Liberty County, (colored,) $300; eight hundred and seventy-fourth military district, $300; total, $6,900.

Donations not included in the statement above were made to other schools in the State of Georgia during the year 1875, the statement coming down, as mentioned, to July of that year."—(From State school commissioner's report, 1875, p. 14.)

CITY SCHOOL SYSTEMS.

ATLANTA.

City system.—The board of education consists of twelve members elected by the mayor and common council, one-third retiring every two years. The mayor is *ex officio* a a member of the board, and the city superintendent is *ex officio* its secretary.

General statistics.—Population, 32,000; children of school age, (6–18:) White, 7,238; colored, 3,124; total, 10,362. Number enrolled in white schools, 2,358; in colored schools, 1,269; total number enrolled, 3,627. Enrolled in high schools, 277; in grammar schools, 3,350. Number of teachers in high schools, 6; in grammar schools, 51; total, 57. Average number of pupils to teachers, 44. Number of high schools, 2; of grammar schools, white 5, colored 3; total number of schools, 10. Total cost of schools for the year, $49.458.10; cost per scholar, based on total enrolment, for tuition, $10.54; on average attendance, $15.21. Cost per scholar, including all expenses, on total enrolment, $13.63; on average attendance, $19.67.

The superintendent says: "There are five grammar schools for white and three for colored children. Some of these, in the lower grades, have been much crowded, and another year's progress will render increased accommodations necessary." He therefore recommends that the present buildings be enlarged. He says that of the 57 teachers now in the schools, 36 have been employed since the opening in February, 1872, and have shown great ability both in instruction and discipline. The normal class of public school teachers meets every Saturday morning. Their work for the past year has been unusually interesting and profitable. In addition to the usual essays, lectures, and discussions, they have taken as regular studies physical geography, botany, and geology.

Three examinations of applicants for teachers' positions have been held during the year; number of applicants, 65.

Written examinations are held each month on the work of that month, the teachers preparing the questions. These examinations determine the monthly scholarship of the pupils, which is reported to their parents or guardians. Written examinations are held at the close of each of the three terms, for which the superintendent prepares the questions. Public oral examinations are held at the end of the first term in December and at the end of the school year in June.

Pupils.—Of the 10,362 pupils enrolled in the schools during the year, 32 were nonresident, and, in accordance with the rules of the board, were required to pay a tuition fee of $25 per annum in the grammar schools and of $40 in the high school.

The graduating class of the girls' high school numbered 18 and that of the boys' high school, 9.

Colored schools.—During the year the number of pupils in the colored public schools has been 1,269. From two to three hundred have had to be refused admission for want of room. The superintendent recommends that as soon as practicable a new house be built in the western part of the city to meet this want.—(Annual report of Superintendent B. Mallon, 1875.)

SAVANNAH.

City system.—There is here a board of public education composed of twelve members, who have the control of the public schools of the city of Savannah and the county of Chatham, with a city superintendent under them.

Statistics.—The number of children enrolled in the city public school during the year was 3,577; the average attendance, 2,745. Number of teachers, including teachers of modern languages and calisthenics, males, 11; females, 50; total, 61. Average enrolment of pupils to teacher, 61; average attendance, 47. Number of buildings under control of the board, 7. These buildings are divided into apartments, affording accommodations for 19 primary, 16 intermediate, 15 grammar, and 8 high school classes. These school-rooms are well furnished and, with a few exceptions, well adapted to the end for which they are used. The total expenses of schools during the year have been $48,350.94; cost per scholar, on total enrolment, $11.15; on average attendance, $15.12.

Review.—The organization of the schools remains the same, with the exception of an additional class in the boys' primary school and the extension of the colored schools by renting six more rooms, which furnish accommodations for 675 pupils.

Out of an enrolment of 4,572 children in the city and county public schools, only 3 have died.

The normal class, the primary object of which is instruction in theory and practice of teaching, was kept up during the year. The weekly meetings of this class were attended by the regular public school teachers, and also by a number of ladies, who were desirous of qualifying themselves for teaching.

The usual oral and written examinations were held. At the end of each term the various classes were subjected to written examinations. The superintendent says: "With a view of ascertaining the relative progress of corresponding grades in different schools, most of the questions for the examination in July were prepared by myself. The results, although unequal, were, in the main, satisfactory. The examination papers, as a general thing, were remarkably neat in their execution and correct in their scholarship."

Two classes, consisting of 19 girls and 8 boys, having finished the prescribed course of study, were graduated at the close of the year. The course embraces the work generally covered by city school systems.

The superintendent recommends the admission of non-resident pupils to the high schools, which are never full, upon the payment of tuition fees.—(Annual report of Superintendent W. H. Baker, 1875.)

NORMAL TRAINING.

MEANS TO MORE EFFICIENT TEACHING.

On this topic Mr. Orr writes: "There is great lack of efficient, well qualified teachers for our public schools. It is needless to say that money paid to an incompetent teacher is poorly expended. In extreme cases of incompetency, the money so expended is absolutely wasted, and this is not the worst part of the evil. Mental habits are sometimes formed by pupils under such instructors which result in absolute and often permanent damage. Besides, modes of teaching and discipline have been much studied of late years, and every intelligent educator knows that great advances have been made in these respects. It is but a truism to say that a teacher without the requisite knowledge cannot instruct. It is not so evident, but nevertheless it is just as true, that one with the requisite knowledge, but without professional training, acquired either in a school for teachers or in the actual labor of the school-room, cannot do the most efficient work. A good corps of well trained, thoroughly efficient teachers would do more, perhaps, to popularize our public schools and to render our school operations efficient than any single cause. The want of well qualified teachers for our white schools has been much felt.

"The want of the white schools in this respect, however, is small in comparison to that of the colored schools. It has been impracticable to put colored schools in operation at all, in some places, in consequence of the lack of competent instructors. We shall not succeed in commending our public schools to the confidence of an intelligent public till the State takes some steps to supply the want of which I have been speaking. I therefore recommend that an annual appropriation of $10,000 be made for establishing two normal schools for whites, one to be located in the northern and the other in the southern portion of the State, and that the law making an appropriation of $8,000 to the Atlanta University be repealed, and that, in lieu thereof, $10,000 be annually appropriated for establishing a normal school for colored pupils."—(From State school commissioner's report, 1875, pp. 8 and 9.)

NORMAL SCHOOLS AND CLASSES.

As was said under the head of schools, a normal department exists in Atlanta University, with 169 pupils in 1874–'75, and a normal school with 165 pupils at Waynesborough. Teachers for colored schools are also in training at the Storrs School at Atlanta and in the preparatory school of Clark University, number not known.

The county superintendent of public schools in Bibb County reports the existence of three distinct normal classes in the public schools, during the years 1874–'75, viz:

A class for teachers in the Macon city schools, a class for white teachers of country schools, and a class for colored teachers of country schools; the first holding weekly, and the other two, monthly meetings. At these meetings reports are rendered, school difficulties discussed, and methods of instruction illustrated.—(Educational Journal of Virginia, May, p. 318.)

SECONDARY INSTRUCTION.

HIGH SCHOOLS.

The only facts respecting schools for secondary instruction to be obtained from the report of the State school commissioner refer to private high schools. There were 174 such schools kept in 1875, having 171 instructors and a total attendance of 5,379 students, of whom 3,087 are young men and 2,292 young women. The average monthly cost of tuition was $3.13.

In 77 of these schools the course embraces Latin or Greek, or both; in 9, modern languages; while in several, "languages" are mentioned without more specific designation; and in others the course is said to be "academical," or "usual high school course." "Mathematics" and "sciences" are generally reported as a portion of the course.—(Statistical table No. 5, pp. xxiii–xxvi, of State report.)

The public high schools at Atlanta contained, in 1875, 277 pupils, under 6 instructors, and graduated 27 in the summer of that year. Those of Savannah had 8 high school classes, with 7 teachers and 237 pupils. The course here is three years for boys, embracing Latin, French, and German, and four years for girls, embracing the same. The boys may also study Greek.

OTHER SECONDARY SCHOOLS.

Besides the above, 12 institutions, devoted largely to secondary training, report 28 instructors, with 653 pupils. Of these pupils, 246 are reported to have been engaged in classical studies and 14 in modern languages, 135 to have been preparing for a classical course in college, and 27 for a scientific course. In 4 of the 12 schools drawing is taught; in 6, vocal music; in 5, instrumental music; while 5 report chemical laboratories and 4 some philosophical apparatus. Only 3 of the 12 report libraries, of 150 to 3,000 volumes.

In the preparatory schools of colleges for males and females, there are reported 630 students additional to both the previously mentioned classes, making 6,662 in secondary schools.—(Returns to Bureau of Education, 1875.) 7,276

SUPERIOR INSTRUCTION.

UNIVERSITY OF GEORGIA, ATHENS.

The university comprises five departments: the academic, the State College, law, medical, and North Agricultural College, at Dahlonega. The academic department is divided into 8 schools: (1) of Latin languages and literature; (2) of Greek language and literature; (3) of modern languages; (4) of belles-lettres, including rhetoric, criticism, and æsthetics; (5) of metaphysics and ethics; (6) of mathematics; (7) of natural history and astronomy; (8) of chemistry, geology, and mineralogy. The separate schools are so arranged as to be combined into several departments, which thus offer systematic courses of education of different types of culture. The State college department embraces schools of agriculture, engineering, and applied chemistry. State scholarships in this department (entitling the student to free tuition) are granted to as many students, residents of the State, as there are members of the house of representatives and senators in the general assembly.—(Catalogue, 1875.)

OTHER COLLEGES.

Atlanta University.—This university admits to its advantages both sexes, without regard to race, color, or nationality. It was founded by the American Missionary Association in the South, and the association, the Freedmen's Bureau, and the State of Georgia have furnished the means for its support. The last session of the legislature (1875?) passed an act appropriating $8,000 annually to the uses of the university, (to be paid upon the approval of its expenditures by the board of visitors of the State University,) upon condition that the institution shall educate free of tuition one pupil for every member of the house of representatives, to be nominated by the members. The curriculum embraces college, preparatory, normal, and higher normal courses, with a theological class.—(Catalogue, 1874–'75.)

Bowdon College, Bowdon, (non-sectarian,) is for both sexes; has preparatory, collegiate, irregular business, and normal courses.—(Catalogue, 1873–'74.)

Of *Clark University*, Atlanta, still in its infancy, the only report reaching the Bureau for 1875 is one presented to the Georgia conference, under whose care it is. This report indicates in general terms, without statistics, an increase of both teachers and students,

an improvement in the buildings, and a prospect of the early initiation of college classes proper.—(The Methodist, October 27, 1875.)

Emory College, Oxford, has classical, mathematical, and scientific courses; also a full course in English literature. There were, in 1875, 152 pupils, with 8 instructors. (Report of State school commissioner, 1875, p. xxvii.)

Mercer University, Macon, has at present three departments: the college of liberal arts, the department of theology, and the school of law. The scheme of instruction in the college of liberal arts includes two courses of study, viz, the classical and the scientific. Each of these courses has a carefully arranged curriculum, between which applicants have an election.—(Catalogue, 1875.)

Pio Nono College, Macon, (Roman Catholic,) opened in 1874, under the supervision of Rt. Rev. Bishop Gross. The plan of instruction consists of three courses: a preparatory, lasting one year; a classical, lasting six; and a commercial, supposed to last three years, but the time may vary according to the talents and progress of the student. —(College catalogue, 1874–'75.)

COLLEGES FOR WOMEN.

Fifteen institutions claiming this rank report to the Bureau 93 instructors and 1,364 students. Of the instructors, 23 are in preparatory departments, and of the students 470 are in the same. Of the students in the college courses proper, 863 are regular, 20 special, and 11 post graduate. For fuller statistics, see Table VIII of the appendix.—(Returns to Bureau of Education, 1875.)

Statistics of universities and colleges, 1875.

Names of universities and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
Atlanta University	6	0	40	19	$100,000	$0	$0	.....	$8,000	$300	3,000
Bowdon College *...	4	...	28	45	5,600	.....	.....	$2,500	.....	.....	*b*600
Emory College	7	0	45	64	75,000	20,000	1,000	4,500	... .	.....	*b*7,000
Mercer University .	6	....	.....	145	175,000	150,000	12,500	4,000	0	.....	*b*12,000
Pio Nono College...	11	....	75	57	.....	.....	.....	.....	.....	.....	300
University of the State of Georgia.	13	....	.....	206	200,000	373,000	28,000	8,000	0	.....	13,000

* From Report of Commissioner of Education for 1874. *b* Includes society libraries.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The State College department of the University of Georgia, at Athens, is the State Agricultural College, and at present includes departments of agriculture, engineering, and applied chemistry. Other departments, it is expected, will be organized as soon as means are provided for them. Students are required to take one of the several courses prescribed, or a partial course, with the addition of any of the schools of the university for which they may be prepared. An appropriation of $15,000 was made by the legislature in 1875 for the purchase of apparatus for this college. It was to be paid in three annual instalments of $5,000 each. The first of these has been received and expended for the purpose intended, greatly increasing the advantages for study and illustration. North Georgia Agricultural College, located in Northern Georgia, at Dahlonega, was opened in January, 1873. A portion of the annual income derived from the national land grant is set apart to aid in the support of this institution, thus rendering it a department of the University of Georgia.—(Catalogue of University of Georgia, 1875.)

PROFESSIONAL SCHOOLS.

The law department of the University of Georgia offers a course of study embracing common and statute law as it existed before July, 1776, and also as it is now in force in England and the United States; constitutional law, equity, medical jurisprudence,

parliamentary law, rhetoric and metaphysics, and commercial jurisprudence. The course is completed in one year. No examination and no previous course of study are necessary for admission.—(Catalogue University of Georgia, 1875.)

The law school connected with Mercer University offers instruction in equity jurisprudence, pleading and practice, international and constitutional law, and common and statute law. Law students whose opportunities have been limited may take up some of the studies in the regular college curriculum, and the hours of recitation are so arranged that the regular students in the university may carry on the law and collegiate courses together.—(Catalogue Mercer University, 1875.)

The medical department of the University of Georgia claims superior facilities for the study of medicine. These comprise a faculty of 11 professors and instructors, a rich museum, a library of about 5,000 volumes, and a complete chemical laboratory and cabinet of *materia medica*, with ample clinical resources. The course of instruction only lasts one year. The Atlanta and Savannah Medical Colleges have a course of two years.

Theology is taught to some extent in Mercer University, Macon; in Atlanta University, Atlanta; and in the Clark Theological Seminary; in the last two, mainly to students of the colored race.

Statistics of schools for scientific and professional instruction, 1875.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
SCHOOLS OF SCIENCE.									
Georgia State College of Agriculture and Mechanic Arts.	6	....	87	3, 4	$40,000	$243,000	$17,010	$0	.....
North Georgia Agricultural College.....	3	....	245	3	80,000	45,000	3,500	350	1,000
SCHOOL OF THEOLOGY.									
Augusta Institute.....	2	0	70	.....	9,000	0	0	.....	375
SCHOOL OF LAW.									
Law department, University of Georgia...	3	....	14	1	.....	.....	.....	.....	600
SCHOOLS OF MEDICINE.									
Atlanta Medical College*.....	11	....	140	2	25,000	0	0	3,700	300
Medical College of Georgia, (University of Georgia.)	12	....	63	1	50,000	0	0	3,300	5,000
Savannah Medical College.....	14	....	13	2	40,000	0	0	.....	4,000
College of American Medicine and Surgery, (eclectic.)	7	....	30	.....	10,000	0	0	2,500	500

* From Report of Commissioner of Education for 1874.

SPECIAL INSTRUCTION.

INDUSTRIAL TRAINING FOR WOMEN.

Mrs. Maria J. Westmoreland, of Atlanta, proposes to establish at that place an industrial and educational school, wherein may be taught certain industries in which women may engage, and for many of which they show particular aptitude, often excelling men who follow the same employments. She aims to teach therein not only such industries as plain sewing, cutting and fitting by measurement, tapestry, wax-work, hair-work, lace-making, cooking, &c., but also drawing, painting, including house and decorative painting, designing in wood, &c., as well as several branches that come under the head of employments, such as printing, telegraphy, book-keeping, phonography, and hygiene; her object being to open to the women of the South, in their present impoverished condition, the means to independent self-support.—(Letters from Mrs. Westmoreland to Bureau of Education.)

GEORGIA INSTITUTION FOR THE DEAF AND DUMB, CAVE SPRING.

Instructors, 5, 1 a semi-mute; pupils, 60; studies: English language, geography, arithmetic, history, grammar, and penmanship. Students also receive instruction in

type setting, printing, and shoemaking, with a view to a future ability for self-support. A newspaper called the Cave Spring Enterprise has been printed mainly through the labor of the pupils and has had 400 subscribers, with a respectable advertising patronage. Library, about 1,000 volumes.

A department for colored deaf-mutes is still wanting, and the creation of it is strongly urged.—(Report for 1874–'75, and return to Bureau of Education.)

GEORGIA ACADEMY FOR THE BLIND, MACON.

Instructors and other employés, 11, of whom 3 are blind; pupils, 54; library, 300 volumes in raised print and 500 in ink print; employments taught: Broom-making, cane-seating, mattress-making, sewing, knitting, housework, &c. Receipts froma ll sources for the year, $13,130; expenditures, $12,601.63.—(Return to Bureau of Education, 1875.)

EDUCATIONAL CONVENTIONS.

GEORGIA TEACHERS' ASSOCIATION.

The ninth annual meeting of this association was held in Griffin on the 4th, 5th, and 6th of May, 1875. The attendance was not so large as had been expected, the number of delegates present being scarcely more than half that of the previous year. Several causes combined to bring about such a result. Prominent among them is the widespread financial distress, preventing many from assuming the expense of a journey. Many, too, thought it inexpedient for them to take any respite from school work at the time when the association held its meeting. It is also believed that a large proportion of the teachers of Georgia do not fully appreciate the real objects to be attained by these annual meetings. They do not yet see the necessity for organization and frequent communication among members of the profession in order to keep up its influence and develop and preserve an *esprit de corps* among the teachers.

Despite the small attendance, however, and the unavoidable absence of three who had prepared papers, the exercises were full of interest; there was no difficulty in occupying every hour, and much spirited debate was elicited. Among the topics considered by the association may be mentioned "The teacher's resources, outside of texts, routine, or rule," presented by Hon. David W. Lewis; "What are the most important elements of success in teaching?" by Mr. B. Mallon; the "Present duties and opportunities of southern teachers," by Mr. B. M. Zettler; "Science education," by Prof. W. L. Broun, of the State University. The evening of the first day was occupied with a powerful address on public education, by Dr. Sears, agent of the Peabody fund. In the afternoon of the second day Mr. Alexander H. Stephens spoke for an hour on "The nature of the teacher's work" before a large audience, which filled every available yard of space in the ample hall where the association had convened. Immediately upon the close of Mr. Stephens's speech, in accordance with the request of a committee of teachers, Professor Broun explained the causes of the recent cyclones which have spread so much devastation in the upper parts of the State. He was followed by Mr. Stephens, who, though not a professed scientist, has been a careful observer of atmospheric phenomena during the past forty years, and who added his explanation of some points which Professor Broun, for fear of occupying too much time, had left unnoticed.

A series of resolutions submitted by the association's committee on publication was adopted, one of which provided that for the next twelve months the Educational Journal of Virginia should be the organ of the Georgia Teachers' Association. It was provided that the subscription price of the Journal for a year to members should be, to gentlemen, including their annual fee for membership, $2, and to ladies only $1.25.

To encourage and stimulate the teachers of Georgia, Dr. Sears offered to the association the sum of $200, to be used in defraying its expenses, as soon as a subscription list of two hundred readers should be obtained.—(Virginia Educational Journal, June, pp. 359–363.)

LIST OF SCHOOL OFFICIALS IN GEORGIA.

STATE BOARD OF EDUCATION.

Name.	Post-office.
His excellency James M. Smith, president; term expires January, 1877	Atlanta.
N. C. Barnett, secretary of state; term expires January, 1877	Atlanta.
W. L. Goldsmith, comptroller-general; term expires January, 1877	Atlanta.
N. J. Hammond, attorney-general; term expires January, 1877	Atlanta.
Gustavus J. Orr, State school commissioner	Atlanta.
Henry T. Lewis, clerk	Atlanta.

List of school officials in Georgia—Continued.

COUNTY COMMISSIONERS.

[Term, 4 years.]

County.	Superintendent.	Post-office.
Appling	Benjamin Milliken	Holmesville.
Baker	Thomas W. Fleming	Newton.
Baldwin	William G. McAdoo	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	Stephen H. Kennedy	Statesborough.
Burke	A. H. A. Bell	Waynesborough.
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 W. Leigh	Centre Village.
Chatham	W. H. Baker	Savannah.
Chattahoochee	Dr. C. N. Howard	Cusseta.
Chattooga	W. T. Irvine	Summerville.
Cherokee	James W. Hudson	Canton.
Clarke	James M. Lumpkin	Athens.
Clay	R. E. Kennon	Fort Gaines.
Clayton	John M. Huie	Jonesborough.
Clinch	H. D. O'Quin	Lawton.
Cobb	William F. Groves	Marrietta.
Coffee	James M. Wilcox	Douglas.
Columbia	J. T. Smith	Appling.
Colquitt	Dr. B. E. Watkins	Moultrie.
Coweta	R. E. Pitman	Sharpsburgh.
Crawford	John W. Ellis	Knoxville.
Dade	James C. Taylor	Trenton.
Dawson	Samuel Harben	Dawsonville.
Decatur	Maston O'Neal	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. Pittman	Springfield.
Elbert	Augustus Bailey	Elberton.
Emanuel	Josephus Camp	Swainsborough.
Fannin	J. F. Adams	Morganton.
Fayette	Samuel T. W. Minor	Fayetteville.
Floyd	M. A. Nevin	Rome.
Forsyth	Isaac S. Clement	Cumming.
Franklin	Lemuel N. Trimble	Carnesville.
Fulton	Jethro W. Manning	Atlanta.
Atlanta, (city)	Bernard Mallont	Atlanta.
Gilmer	Dr. E. W. Watkins	Elijay.
Glascock	Seaborn Kitchens	Gibson.
Glynn	Stephen C. DeBruhl	Brunswick.
Greene	James A. Thornton	Union Point.
Gordon	H. C. Hunt	Calhoun.
Gwinnett	Rev. J. L. King	Lawrenceville.
Habersham	Thomas J. Hughes, sr	
Hall	Dr. H. S. Bradley	Gainesville.
Hancock	W. H. Bass	Sparta.
Haralson	Thomas Philpot	Buchanan.
Harris	Joel T. Johnson	Hamilton.
Hart	C. W. Seidel	Hartville.
Heard	John J. Bledsoe	Franklin.
Henry	David Knott	McDonough.
Houston	D. M. Brown	Perry.
Irwin	James Paulk, sr	Irwinville.
Jackson	G. J. N. Wilson	Jefferson.
Jasper	W. R. Berner	Monticello.
Jefferson	Rev. David G. Phillips	Louisville.
Johnson	Maj. James Hicks	Wrightsville.
Jones	David W. Lester	Haddock, M. and A. R. R.
Laurens	Rev. W. S. Ramsay	Dublin.
Lee	William H. Baldy	Starkville.
Liberty	John B. Mallard	Walthourville No. 4, A. and G. R. R.
Lincoln	C. R. Strother	Lincolnton.
Lowndes	J. H. Zant	Valdosta.

* Superintendent schools for city and county. † Superintendent of city schools.

List of school officials in Georgia—Concluded.

County.	Superintendent.	Post-office.
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.
MacIntosh	Isaac M. Aiken	Darien.
Meriwether	Alonzo H. Freeman	Greenville.
Miller	Dr. P. C. Wilkins	Colquitt.
Milton	Thomas L. Lewis	Alpharetta.
Mitchell	James H. Powell	Camilla.
Monroe	Andrew Dunn	Forsyth.
Montgomery	John L. Matthews	Mount Vernon.
Morgan	W. H. Cocroft	Madison.
Murray	Rev. S. H. Henry	Spring Place.
Muscogee	N. G. Oattis	Columbus.
Columbus, (city)	George M. Dews*	Columbus.
Newton	Dr. H. T. Shaw	Oxford.
Oconee	James M. Lumpkin	Athens.
Oglethorpe	Thomas H. Dozier	Winterville.
Paulding	L. J. Spinx	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. G. R. McCall	Hawkinsville.
Putnam	J. B. Reese	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	Dr. W. L. Matthews	Ogeechee.
Spaulding	H. E. Morrow	Griffin.
Stewart	W. H. Harrison	Lumpkin.
Sumter	Maj. William A. Wilson	Americus.
Talbot	W. R. Warthen	Talbotton.
Taliaferro	Henry D. Smith	Crawfordville.
Tatnall	John Hughey	Reidsville.
Taylor	A. M. Rhodes	Butler.
Telfair	Alexander McDuffie	McRae.
Terrell	L. M. Lennard	Dawson.
Thomas	O. D. Scott	Thomasville.
Towns	W. R. McConnell	Hiwassee.
Troup	John E. Toole	La Grange.
Twiggs	A. E. Nash	Griswoldville.
Union	Thomas J. Butt	Blairsville.
Upson	J. C. McMichael	Thomaston.
Walker	D. C. Sutton	La Fayette.
Walton	Rev. G. A. Nunnally	Monroe.
Ware	Burrell Sweat	Waresborough.
Warren	A. S. Morgan	Warrenton.
Washington	Dr. Horatio N. Hollifield	Sandersville.
Wayne	Rev. A. Clark	Jessup.
Webster	John T. Stapleton	Preston.
Wilcox	John A. Tomberlin	Abbeville.
Wilkes	Rev. F. T. Simpson	Washington.
Wilkinson	Franklin Chambers	Irwinton.
Worth	J. M. C. Hollamon	Isabella.

*Superintendent of city schools.

ILLINOIS.

STATISTICAL SUMMARY.

SCHOOL POPULATION AND ATTENDANCE.

Persons of school age, (6–21:) Males, 487,820; females, 470,183	958,003
Number enrolled in public schools	685,676
Average monthly enrolment	Not given.
Average daily attendance	Not given.

SCHOOLS.

Number of school-houses	11,451
Number of months schools were sustained, 1874–'75	6.91
Total number of days' attendance	58,349,565

TEACHERS AND TEACHERS' PAY.

Whole number of male teachers in all grades of schools	9,288
Whole number of female teachers in all grades of schools	12,330
Average salary of male teachers, per month	$48 21
Average salary of female teachers, per month	33 32

INCOME AND EXPENDITURE.

Income for public schools from State tax	1,000,000 00
Income for public schools from local tax	5,949,674 42
Income for public schools from permanent fund	455,605 43
Income for public schools from other sources	455,274 47
Total income	7,860,554 32
Expenditure for sites, buildings, and furniture	864,934 20
Expenditure for libraries and apparatus	225,640 10
Expenditure for salaries of teachers	5,326,780 29
Expenditure for fuel, lights, rents, repairs, &c	971,854 60
Total expenditure	7,389,209 10

—(From return of Hon. S. M. Etter, State superintendent of public instruction, for 1874–'75.)

SCHOOL SYSTEM OF THE STATE.

CONSTITUTIONAL PROVISIONS.

The convention which formed the original constitution of the State in 1818 accepted by an ordinance the offer from the General Government of the sixteenth section lands in every township for the use of schools; of thirty-six sections, or one entire township, for "a seminary of learning;" and of three-fifths of 5 per cent. of the proceeds of sales of public lands "for the encouragement of learning," with special reference to "a college or university."

It was not, however, until 1870 that distinct constitutional provision appears to have been made for the perpetuation of the school system which had been inaugurated in 1823 and gradually improved up to 1856. The article on "education," 1870, directs, in section 1, that "the general assembly shall provide a thorough and efficient system of free schools, whereby all the children of this State may receive a good common school education;" in section 2, that "lands, moneys, or other property donated, granted, or received for school, college, seminary, or university purposes, and the proceeds thereof, shall be faithfully applied to the objects for which such gifts or grants were made;" in section 3, that aid shall not be given from any public fund or by appropriation to sectarian schools of any class; in section 4, that no teacher or school officer shall be interested in the sale or profits of any book, apparatus, or furniture used or to be used in the schools; and, in section 5, that "there may be a county superintendent of schools in each county, whose qualifications, powers, duties, compensation, and time and manner of election and term of office shall be prescribed by law."

PROVISIONS OF THE SCHOOL LAW.

From the Illinois School Law, including the latest amendments, 1872–1874.

OFFICERS.

The officers now existent are a State superintendent of public instruction,* county superintendents of schools, township trustees of schools, and district school directors, with boards of education for the State Normal University, for the control of county normal schools, and for districts having 2,000 or more inhabitants.

POWERS AND DUTIES OF THESE OFFICERS.

The State superintendent is elected by the people of the State, holds office for four years, gives bond in $25,000 for prompt discharge of duties and faithful application of school moneys, keeps record of all school matters, advises with experienced practical teachers as to the best methods of conducting common schools, has the supervision of all the public schools in the State, is the general adviser of county superintendents and other school officers, and must make to the governor biennially, on or before December 15 preceding a regular session of the legislature, a report of everything relating to the public schools, with any needed suggestions respecting school laws, schools, and the means of promoting education.

The county superintendents are elected by the people of the counties in which they are to serve; hold office for four years; give bonds in $12,000 for the faithful performance of their duties; apportion the school moneys granted their counties to the several townships and parts of townships that have kept schools in accordance with law; must visit, at least once in each year, every school in their counties, to note the methods of instruction, the branches taught, the text-books used, and the discipline, government, and general condition of the schools; must give, where necessary, directions in the science and art of teaching, and must encourage and assist in managing county teachers' institutes, with a view to elevate the standard of teaching and improve the condition of the common schools

The trustees of schools, three for a township, are elected by the legal voters of the township from among the residents, 21 years old or upwards; serve each for three years, one, however, going out each year and being replaced by an annual election. They hold in trust the school property of their townships; must lay off these townships into school districts to suit the wishes and convenience of the inhabitants; must change these districts, if petitioned to do so by a majority in those to be affected by the change; must apportion the school moneys to the respective districts in proportion to the number of residents under 21 years of age in each; must, on a vote of the inhabitants in favor of it, establish a high school for the township, in addition to the ones of lower grade; and must, on or before the second Monday in October preceding each regular session of the legislature, make report of the condition of the schools to the superintendent of the county in which their township may be situated, giving full details of various required particulars.

The district school directors, three for each district, are elected by the legal voters of the district, and, like the township trustees, hold office for three years, one vacancy occurring annually by retirement, which is filled by an annual election. The directors have the supervision and control of schools in their respective districts; must establish a sufficient number of them for the accommodation of all the children between 6 and 21 years of age; must keep these open at least five months in each year; and, for this purpose and for the building, repairing, and furnishing of proper school-houses, may levy taxes on the property of their district or borrow funds. They may adopt rules for the schools, appoint teachers, assign pupils to them, suspend or expel for incorrigibly bad conduct, direct what branches shall be taught and what text books and apparatus must be used, provided that text books be not changed oftener than once in four years.

The boards of education are as follows: State board, so called, having charge of the interests of the Illinois Normal University;† county boards, for a like charge of county normal schools; and school district boards, for districts where the growth of population, from the number or size of towns, imposes duties more onerous and responsible than can be well performed by the ordinary school directors. The lowest limit of population for such districts is 2,000. The supervision of the schools contained in them is generally intrusted to city superintendents.

SCHOOL FUNDS.

The permanent school fund of the State is derived from sales of public lands donated to the State by the General Government; from the State's share of the "surplus rev-

* The office of State superintendent is put beyond the possibility of legislative interference by being placed among the executive offices in the constitution of 1870, and the incumbent is made in it ineligible to any other office during the period for which he is elected.

† The Southern Illinois Normal University has a "board of trustees," instead of a "board of education."

enue" distributed by act of Congress of 1836 and made a part of the common school fund by legislative action, March 4, 1837; and from "county funds" created by the legislature February 7, 1835. The total amount from these and other sources was, in 1875, $7,860,554.32. The basis for the distribution of the proceeds from the fund is the number of children in each county under 21 years of age. The distributable school fund is composed of the interest on the above permanent fund and of the proceeds of a two mill tax on every dollar's worth of property.

SCHOOLS.

The schools under the control of the State are of the usual elementary, intermediate, grammar, and high school grades, with two State normal schools for the training of teachers, and a newly organized State Industrial University. There are also institutions for the deaf and dumb, for the blind, and for the training to right principles such as need reform. The school year for sessions is "at least five months;" for reports and accounts, it begins on the first day of October and ends on the last day of September. The school month is "twenty-two school days actually taught." The schools are open to all, without distinction of color, and by an act approved March 24, 1874, school officers are prohibited from excluding, directly or indirectly, any colored child from 6 to 21 years of age from entering any of the public schools on account of color; penalty for such offense, $5 to $100.

ELEMENTARY INSTRUCTION.

KINDERGARTEN SCHOOLS.

Special reports have been received from 5 Kindergarten schools, all located in Chicago, and having a total attendance of 109 pupils. The ages of these children range, in one school, from 3 to 8 years; in another, from 3 to 9; in two, from 3 to 7; and, in one, from 4 to 8. The day's session in one school lasts 4 hours, in all the rest only 3. In addition to Fröbel's 18 Kindergarten "gifts," these schools are nearly all furnished with pianos and plants, and ornamented with children's work.

THE PUBLIC SCHOOLS.

The reports upon the working of the school system in this State being made biennially, no full official account of the schools for 1874–'75 can be presented. It will be included in the report for 1875–'76. The statistical summary given on a preceding page and the reports respecting school systems in the cities embody all that is available for 1875.

CITY SCHOOL SYSTEMS.

BELLEVILLE.

City system.—A board of education of six members, two of whom go out every year, and a city superintendent, who is *ex officio* secretary of the board.

Statistics.—Number of pupils enrolled, 1,601; average daily attendance, 1,450; number of teachers, 39; average number of pupils taught by one teacher on the number enrolled, 46; on average number belonging, 44; cost per pupil for the year, $19.62; cost of tuition per pupil in vocal music, 62 cents; total amount expended for schools, $32,140.98.

Studies.—Object lessons have been found of great benefit in the improvement of the pupils. Great stress has been laid upon the composition exercises in all the grades, and the examinations show great improvement. Satisfactory progress has been made in drawing; zoölogy, botany, and natural philosophy have been taught, but, owing to want of apparatus, only to a limited extent. An extension of German to the first and second school years has proved a very wholesome measure. Teachers have practised exercises in vocal music with zeal; scholars love to sing; and the results obtained in the year have been very satisfactory. A full and excellent course of study for the schools is given in the report, embracing, in many instances, the text books used.—(Report of Superintendent Henry Raab, 1875.)

CHICAGO.

City system.—The schools here are managed by a superintendent and assistant superintendent, and a board of education of fifteen members, who hold office three years, one-third of them going out each year.

Statistics.—The entire population of the city in 1874 was 395,408. The school census for the same year was 102,555, its increase since 1872 having been 14,336. The enrolment of pupils in public schools during 1874–'75 was 49,121, an increase for the year of 1,158. The average number belonging was 34,983, and average daily attendance, 32,998. The percentage of punctual attendance in 1873–'74 was 94.6; in 1874–'75, it was 94.5. Number of schools in the city: High school, 1; normal, 1; district, 21; grammar, 3; primary, 15; total, 41. Number of teachers: Gentlemen, 34; ladies, 666; total, 700. Of

these, 12 ladies and 12 gentlemen teach in the high school and 1 gentleman and 4 ladies in the normal. Adding the attendance in private schools, 16,645, to the enrolment in the public schools, gives a total of 53,061. Receipts for school purposes: From school tax fund, $765,968.21; from State fund, $109,044.40; from rents, interest, &c., $91,684.58; total, $966,697.19. Total expenditures, $814,838.48.

School accommodations.—In spite of all the effort made within the past nine years to provide sufficient accommodations for the children, the schools are further behind the demand in this respect than at any time for the past twelve years. The growth of the city has far exceeded the supply provided. Sittings can be furnished now for only about 34 per cent. of the school population. Of the remaining 66 per cent., 28 per cent. are reported as enrolled in private schools, 16 per cent. are engaged at regular employment, leaving 22 per cent. unprovided for, except as provision is made for half-day attendance in the case of about 10 per cent.

School attendance.—There has been a gratifying increase in regular and constant attendance. The percentage of daily attendance, based upon the number enrolled, is this year more than 2 per cent. larger than last year. The average number of days' attendance is also more than 3 per cent. in advance of that of last year, although the number who have been perfect in attendance for the year is smaller by more than 11 per cent. The efforts which were made for several years so strenuously in the direction of a high degree of punctual attendance have of late been slackened, and wisely so, the superintendent thinks. What has been apparently lost in this direction has been gained in others. It is considered not wise to press the average daily attendance beyond its present limit, but it may be maintained where it is without injury to other interests.

Scholarship.—The increase in good scholarship is marked. The table of promotions shows an increase of nearly 10 per cent.

Deportment.—The number of suspensions for misconduct is far less than in any previous year, and the general order of the schools has been at least equal to that of any previous year. Suspensions for misconduct are far less frequent than in the years when corporal punishment was in vogue.

Extravagance in dress.—The superintendent has aimed to discourage among the pupils a display of fine clothing upon graduation day, partly because of the pecuniary burden it entails upon many poor people and partly because of the influence of such display upon the habits of extravagance already too much encouraged. The exhibitions in the grammar schools have been very largely modified in this respect, but in the high school tyrant fashion still holds sway. It is the ambition of parents to have their daughters appear respectable, and the measure of respectability is the dress of the wealthy. In one case, a daughter's graduating expenses required a full month's earnings of the father; in others, worthy girls, who have struggled over almost insurmountable obstacles to the completion of their education, have not appeared upon the stage with their classmates, lest their plainer dress should mar the harmony of the scene. "Such displays of dress," says the superintendent, "may be well for such as have nothing better to show; but our public schools, the schools for the people, should display more sense and less silk, more training and less trimming."

Drawing.—At the commencement of the year, Walter Smith's system of free hand drawing was introduced into the schools. Arrangements were made for giving instruction to the school teachers, who were called together twice a week for that purpose, and to all the classes in the normal school. The teachers took a deep interest in the work of preparation, and the success of the system is established beyond a doubt.

Music.—Satisfactory progress has been made in the study of music. Instruction in this branch is given almost entirely by the regular teachers; the superintendent of music giving his instructions to the teachers and superintending the instruction given by them.

German.—The instruction in German is assuming a more profitable form; the pupils have come to feel that the study is not a pastime, but that it requires close attention and as earnest efforts as any other branch.

High schools.—A measure of the greatest possible good has been the establishment of division high schools, one in each division of the city, having a course of study of two years complete in itself, of the most positive, direct, and lasting value. The necessity existing for this class of schools is apparent from the fact that for years more than 50 per cent. of those who annually enter the high school course of four years leave at the expiration of the second year, while many were deterred by the length of the course from entering at all. The regular course of four years at the high school is continued, with some changes.

School for deaf-mutes.—At the close of the year 1874 the school board established a free public day school for deaf-mute children residing in the city.—(From the twenty-first annual report of the board of education, 1875.)

JACKSONVILLE.

City system.—There is here a board of education composed of one member from each of the four wards of the city. The mayor is *ex officio* president of the board, and the city clerk and treasurer are *ex officio* clerk and treasurer of it.

Statistics.—Estimated population, 11,000; number of school age, 3,633; number of pupils enrolled, 1,679; average number of pupils belonging, 1,230; attending, 1,147; percentage of attendance on total enrolment, 68 3; number of days schools were taught, 183; number of teachers employed, including the city superintendent, 34.

Schools.—The schools are divided into ward and high schools; the ward schools have six grades and the high school four. The high school this year, 1875, graduated a class of 13, 2 of whom had been neither absent nor tardy during the four years of the course.

Normal class.—The superintendent says an attempt was made to do away with the normal class, as it was thought that the time spent in the instruction of the class could be more profitably employed in grading, examining, and more thorough supervision of the schools; but the difficulty of obtaining trained and efficient teachers to act as substitutes in cases of sickness or absence of regular teachers necessitated its continuance. The number of the class was 18 and the average attendance larger than in previous years. Besides the regular studies, a thorough course was pursued in the science of pedagogics.

An excellent feature of this year's report is a full schedule of the course of instruction in the schools from primary to high, with the text books used.—(Annual report of Superintendent D. H. Harris.)

PEORIA.

City system.—The management of the city schools is vested in a "board of school inspectors," consisting of the mayor and two members from each ward, who hold office for two years each and are divided into two classes, that one-half may be elected annually. A city superintendent of schools was formerly employed, but under the pressure of a heavy debt the board have endeavored to economize by dispensing with the services of that officer. They claim that they have saved $2,000 by the change, and that the schools are still in as good condition as when the office was filled. But, of course, the end is not yet, and those acquainted with the usual issue of efforts at economy in that direction may well fear for the result. Already there is a proposal to depute to the secretary of the board a portion of the duties of the superintendent, with an increase of compensation for the performance of these, and another proposal to employ a competent lady teacher to pass on the examination papers, the visitorial duties of the superintendent even then remaining unprovided for.

Statistics.—Number of persons of legal school age, (6–21,) 8,749; number enrolled in public schools, 4,013; average number belonging, 2,714; average daily attendance, 2,513; percentage of attendance on number belonging, 94; pupils attending other schools, 1,928.

There appear to be nine school buildings, with ten grades of schools below the high school, and an evening school. Teachers, including 1 music teacher, 67, with salaries of $350 to $2,000 per year.

Studies.—A schedule is given of a full course of studies running through eight years in the lower schools and through four more years in the high school, the latter embracing both a classical and scientific course. Candidates for admission to the high school are required to make an average of 70 per cent. in arithmetic, geography, English grammar, United States history, reading, and spelling.—(Report of inspectors for 1875.)

QUINCY.

City system.—This city has a board of education with six members, one for each ward, appointed by the city council for terms of one year, and a city superintendent, who is *ex officio* a member and treasurer of the board.

Statistics.—The whole number of pupils registered during the year was 3,250; average number belonging, 2,119; average daily attendance, 1,951; per cent. of attendance on the number enrolled, 60, and of the average number belonging attending, 92. Total cost of schools for the year, $44,892.46, which is $8,162.17 less than for the year preceding. The cost per year for each scholar, based on the number admitted, was $10.65; on average number belonging, $16.34; on average daily attendance, $17.74. Number of teachers employed, including two special teachers, 47.

Teachers' institute.—Eleven meetings of the teachers were held during the year, in which the method of instructing classes in different studies was explained, and class exercises in reading, history, &c., were attended to. These meetings are esteemed an important means of improvement.

Studies.—A full course of study is given in the report, which course has not been changed for several years save by the addition of vocal music, with manifest advantage. In one school, half day sessions have been tried, with a measure of success. In others,

the youngest pupils are dismissed at recess in the morning and afternoon. The examinations of all grades above the second intermediate are both oral and written. At the end of each year all the classes are examined for promotion.

Remarks.—The superintendent speaks of the great evil of irregularity of attendance. He says, "We had a much less number of cases of truancy to deal with this year than in any previous one since my connection with the schools." He adds, "There may have been two or three light cases of corporal punishment, but they were not formally reported."

The rolls of honor in the different schools contain the names of 6 pupils who have not been absent during the year, of 150 not tardy, and of 18 neither absent nor tardy. These rolls have done much towards stimulating pupils to the performance of their duty in respect to regularity of attendance.—(Report of board of education, 1875.)

ROCK ISLAND.

City system.—A board of education of 5 members, and a city superintendent, who is the clerk of the board.

Statistics.—Number of pupils enrolled, 1,882; average number belonging, 1,332; average number attending, 1,246. Percentage of attendance, 93½; number promoted by examination, 1,072; number of cases of tardiness, 991. The total amount paid for schools during the year was $23,588.52.

The schools.—The elementary schools embrace nine grades: 3 primary, 2 intermediate, and 4 grammar. The high school is divided into two departments—the English and the classical—the former requiring three and the latter four years to complete the prescribed studies.—(Report of the board of education, 1874–'75.)

SPRINGFIELD.

Officers of city school system.—A board of education of nine members, and a city superintendent.

Statistics.—The whole number of children enrolled in the schools, 2,530; average number belonging, 1,931; the average number attending, 1,876.5, or 97.1 per cent.; monthly cost of tuition alone per scholar, $1.40. The superintendent compares the cost and attendance of the schools of Springfield with those of various other cities having like schools, and makes a highly creditable showing for the schools under his charge.

Studies.—Natural science and composition have been taught by oral lessons, so that those not studying the subjects might learn facts from the remarks of the teachers. The grades of the schools have been reduced from ten to eight, partly with a view to comparison with other city systems. Leigh's phonetic edition of the Primer and First Reader have been used during the year, and the teachers are enthusiastic in its praise. Penmanship, drawing, and music have been taught as a part of the regular studies of the course. The results have been highly gratifying and the prospects are very encouraging for great improvement during the ensuing year. A full course of study for all the schools is given in the report, with a list of the text books used.

Teachers' institute.—The teachers in the city schools convened regularly at the times fixed by the rules, for the discussion of topics connected with their work, and it is evident from the list of topics discussed that the meetings must have been anything but formal ones.—(Annual report of Superintendent Andrew M. Brooks.)

TRAINING OF TEACHERS.

ILLINOIS STATE NORMAL UNIVERSITY, NORMAL.

This institution was established by the State at Normal, McLean County, in 1857, for the training of men and women as teachers for the State. The course of study covers three years, or four if the Latin and Greek languages are included.

At the commencement in July, 1875, the university graduated, from its normal department, 19 students, 14 young men, and 5 young women, and from the high school department, 4. The attendance, during the fall term of 1875, was, in the normal department, 158 women and 99 men, 257; in the high school department there were 64 pupils; in the grammar, 71; primary, 28; total in the university, 420.—(Illinois Schoolmaster, 1875, January, pp. 27–28, May, p. 175, August, p. 283, October, p. 353.)

The total number in attendance during the school year was, according to official report, 394 males and 385 females; total, 779; of whom 467 were in the normal department and 312 in the model school. Drawing and vocal music are taught, and students have the aid of a chemical laboratory, of a fair collection of philosophical apparatus, and of a museum of natural history, with a library of 1,400 volumes.—(Return to Bureau of Education, 1875.)

The report of the board of education in charge of the institution states that in the winter of 1874–'75 an examination as careful as could be made showed 695 of the pupils to be teaching or superintending schools in eighty-four counties of the State. This,

however, is believed to be much below the true number so engaged, while 82 are known to be teaching in other States and foreign countries, making the whole known number 777.

SOUTHERN ILLINOIS NORMAL UNIVERSITY.

This university was chartered by the general assembly of the State, April 29, 1869. It was located in Carbondale, Jackson County, during the autumn of that year, and the foundation was begun early in 1870. After various vicissitudes in building and many delays, the building was dedicated July 1, 1874. The following day it was opened for students, and a normal institute begun. On the 7th day of September of that year, the first regular session commenced, with 117 students, and the number increased from week to week and by terms, till in May there were enrolled 253 students in all the departments. The total entered during the year was 403, a degree of success which seems fully to justify the wisdom of the people of the State in establishing it in what many have regarded as an extreme southern location. The fall term (1875) commenced with 210 students.

The building is in the form of a parallelogram for the main part, with a smaller parallelogram at each end, running at right angles to the main one. The first is 105 feet by 80, the others each 55 by 110, projecting 10 feet in front and 15 feet in the rear of the main one. It has a basement 14 feet high in the clear, two stories, one 18 and the other 22 feet, and a Mansard story finished 19 feet. Its internal arrangement is admirable, with ample halls running the entire length and width of the building; 4 large and easy stairways leading from the bottom to the top; 8 large furnaces for heating, with study, recitation, and reception rooms, and, in the upper story, is the magnificent normal hall, 101 feet by 76, and 22 feet high, with a capacity for seating 504 students.—(Illinois Schoolmaster, November, pp. 378, 379.)

The number in attendance during the school year 1874–'75 was 201 males and 202 females—total, 403—distributed as follows: In the model school, 61; in the preparatory school, 206; in the normal department, 136. Drawing and vocal music, a chemical laboratory, philosophical apparatus, and a museum of natural history are reported, with a library of 1,444 volumes.—(Official return for 1874–'75.)

NORMAL TRAINING SCHOOL, WHITESIDE COUNTY.

The Illinois Schoolmaster (September, 1875) quotes from the Whiteside Sentinel to the effect that the attendance at the training school was at that time very large, a majority being ladies and very earnest in the pursuit of knowledge. The work done was said to be of the most thorough kind, the common branches receiving a prominent position in the daily work of the school.

OTHER NORMAL SCHOOLS.

The German Evangelical-Lutheran Normal School at Addison; the Chicago Normal School; the Northwestern German-English Normal School, Galena; and the Peoria County Normal School, Peoria, report, altogether, 18 instructors and 538 pupils, 281 of whom were males and 257 females. The course in these schools is from 2 to 5 years; the libraries from 100 to 5,000 volumes, the highest numbers in each case belonging to the first named. The graduates in the past year numbered 86, all but one of whom seemed to have engaged in teaching. Vocal music is taught in all these schools, drawing in 2. One has a chemical laboratory and 2 have philosophical apparatus, with the beginnings of a museum of natural history. Into the Chicago Normal School none but high school graduates are admitted, and the training is hence strictly professional. It furnishes some of the best teachers for the city schools.—(Returns to Bureau of Education for 1875.)

Normal departments to aid students in preparing for teaching are formed annually at several of the colleges of the State—as at Abingdon, Eureka, Lincoln, Monmouth, Rock River, and Westfield—but the returns respecting these are not easily separable from the general statistics of the colleges.

SCHOOL JOURNALS.

The Illinois Schoolmaster continues still to be an important aid in the improvement of teachers, and was followed, with no unequal steps, by the Western Journal of Education, published at Chicago during 1875.

SCHOOL AND COLLEGE ASSOCIATION OF NATURAL HISTORY.

A meeting of this association was held at Normal, Ill., commencing July 14 and continuing until August 11, for the study of botany and zoölogy. The course of study was arranged systematically and with sole reference to the needs of teachers. Instructors in special departments were employed and unusual facilities provided for detailed and thorough study. Teachers not belonging to the association were admitted, up to the number of 53, which was as many as could be accommodated conveniently. The instructors were Professor Thomas, State entomologist; Professor Burrill, of the

chair of botany at the Industrial University; Prof. W. S. Barnard, of Cornell University; Prof. S. A. Forbes, curator of the museum at Normal; and Dr. J. A. Sewall, professor of chemistry in the Normal School.

While the leading idea in the course of study pursued was to give practise in the peculiar processes of scientific investigation, it was not forgotten that to the average teacher a general knowledge of the whole is of more value than a special knowledge of a very little. The specimens selected for study were, therefore, typical ones, and the dissections and examinations were so planned and conducted that the chief facts demonstrated were true, not of the species or genus only, but of whole classes or subkingdoms, or else furnished notable exceptions to general statements about these larger groups. The material for dissection was abundant, varied, and extremely well selected. The fresh water specimens were obtained from Lake Michigan and the Illinois River and the marine animals were collected as needed along the New England coast. Of the latter, it was asserted by former students of the school of Agassiz that a greater variety was furnished at Normal than was to be had at Penikese itself. The laboratory work was made throughout the basis of the course, and the lectures were designed chiefly to explain and complete the knowledge gained with the scalpel and the microscope. The lectures, thirty in number, were delivered one and two a day, and nearly all were brought into close relation to the laboratory work. All were profusely illustrated by specimens, charts, diagrams, and blackboard drawings. All specimens for dissection and study were furnished at the expense of the museum of the State Natural History Society at Normal.

The class separated delighted with the result of the work and anxious to continue it in the future, and unless some unlooked for hindrances arise, a class of a hundred will be organized in the summer of 1876, when the studies of geology and chemistry will be added to the list and the session will be extended to six weeks instead of four.—(Illinois Schoolmaster, May, p. 168; June, p. 209; August, p. 278; September, pp. 311–313.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The number of these reported in 1874 was 116. No note respecting increase of their number or change in their course of study has been received for 1875, except that in Chicago several division high schools have been established with a course of study covering only two years. Natural science, language, mathematics, history, and civil government are the chief themes in these schools; while German, music, and drawing are optional. At the main high school, the regular course of four years is continued, with some changes, graduates of the grammar schools being given the choice of either a two years' or a four years' course, and a rigid test examination for graduation and promotion being substituted for the former public examination at the close of the school year, with good results.

High schools with well arranged courses appear also in the reports from Belleville, Jacksonville, Peoria, Quincy, and Springfield.—(Reports of school boards, 1875.)

OTHER SECONDARY SCHOOLS.

Twenty-three private academies and seminaries, the full returns from which may be found in Table VI, make report to this Bureau of 154 teachers and 2,785 pupils, 677 of whom are in classical courses and 844 in modern languages, 357 preparing for a classical course in college, and 72 for a scientific course. Drawing is taught in 14 of these schools, with the addition of painting in 2; vocal music in 16; instrumental music in 18. Eleven have chemical laboratories; 13, philosophical apparatus; and 13, libraries, in most instances of some hundreds of volumes and in one case of 3,000.—(Returns to Bureau for 1875.)

Besides these, there appear, in the reports of colleges and universities, 2,707 students in their preparatory departments, 562 of whom are reported to be preparing for a classical course in these institutions and 740 for a scientific course.

BUSINESS COLLEGES.

Thirteen of these report 61 teachers and 2,362 students, of whom 22 are in German, 63 in French, 42 in "modern languages," without further specification, 60 in telegraphy, and 66 in phonography. The principal of one of these at Jacksonville is also head of the Illinois Conservatory of Music, an institution with 5 professors and 200 pupils.—(Returns for 1875.)

SUPERIOR INSTRUCTION.

REGULAR COLLEGES.

There are in the State, according to a statement in the Illinois Schoolmaster for January, 1875, pp. 23–24, 24 universities and colleges, besides 7 colleges for women. Among this number the following have forwarded to this Office their catalogue reports:

Abingdon College, Abingdon, (Disciples,) is for both sexes, and has preparatory, classical, scientific, normal, and commercial courses. The latter has been incorporated in the college proper, and hereafter book-keeping and Spencerian penmanship will be taught without extra charge. Hebrew, modern languages, and phonography have also been included in these gratuitous studies.—(Catalogue, 1875.)

Augustana College and Theological Seminary, Paxton, (Swedish Evangelical-Lutheran,) is exclusively for young men, and appears to embrace collegiate and theological courses.—(Circular. 1873–'74.)

Eureka College, Eureka, (Christian,) is for both sexes, and embraces in its course college, Bible, normal, commercial, and music departments. The college department comprises three prominent courses of study, the baccalaureate, scientific, and academic, with the preparatory course which precedes each.—(Catalogue, 1875.)

Ewing College, Ewing, (undenominational,) is for both sexes; its course includes a preparatory, an academical, and a collegiate department, the whole extending through a period of seven years. In the collegiate department there are a classical course of four and a scientific course of three years.—(Catalogue, 1874–75.)

Illinois Wesleyan University, Bloomington, (Methodist Episcopal,) admits both sexes to all its departments. Four years of experience in co-education have given no occasion to doubt its beneficial results. A lady has also been admitted into the faculty here, Jennie F. Willing, A. M., as professor of English language and literature. The claims of physical culture have been recognized by the establishment of a gymnasium, and by lectures delivered by competent professors on the laws of health, in addition to the text books studied on anatomy, physiology, and hygiene. The university offers in its collegiate department three regular courses of study, classical, scientific, and philosophical. There is a post graduate course the completion of which entitles the student to the degree of Master of Arts. There are also preparatory and law departments.—(Catalogue, 1874.)

Knox College, Galesburgh, had the pleasure of welcoming back to it as president, in 1875, Hon. Newton Bateman, late State superintendent of public instruction in Illinois. He was installed June 22, in presence of a large audience, by Ex-Chief Justice Lawrence.—(Western Journal of Education, July, 1875.)

Lincoln University, Lincoln, (Cumberland Presbyterian,) is open to both sexes, and comprises collegiate, theological, law, and painting departments, and a conservatory of music. The collegiate department comprises classical, Latin-scientific, and scientific courses, with a selected course for those who do not wish to graduate.—(Catalogue, 1874–'75.)

McKendree College, Lebanon, (Methodist Episcopal,) is open to both sexes, and comprises preparatory, academical, collegiate, commercial, and law departments.—(Catalogue, 1874–'75.) By the will of the late Mrs. E. Riggen this college receives $13,000, and in the event of her son's death an additional $10,000.—(American Educational Monthly, October, p. 471.)

Monmouth College, Monmouth, (United Presbyterian,) is for both sexes, and offers a collegiate department, with classical and scientific courses, an academical, with preparatory and high and normal courses, musical, and an art department.—(Catalogue, 1875.) A professorship of philosophy has been established here, to embrace metaphysics, logic, political economy, and the Constitution of the United States.

Northwestern College, Naperville, (Evangelical,) admits both sexes; has preparatory, collegiate, commercial, and art departments; the courses in the collegiate department are classical and scientific, English scientific, German, and English-German. Union Biblical Institute, a school for instruction in theology, seems to be connected with the college.—(Catalogue, 1874–'75.)

Northwestern University, Evanston, (Methodist Episcopal.)—The location of this university is eleven miles from Chicago; its grounds consist of about thirty acres of land on the shore of Lake Michigan, shaded by a native grove. Its various colleges and departments are (1) of literature and science, (2) of technology, (3) woman's college of literature and art, (4) college of theology, (5) college of law, (6) college of medicine, (7) preparatory school, and (8) conservatory of music. The courses of instruction in the college of literature and science and in the woman's college of literature and art are identical; elective courses are provided for those not able to take a full course. The woman's college has only recently become the property of the university, having formerly been known as the Northwestern Female College and later as the Evanston College for Ladies. In July, 1873, it was passed over to the university, which elected five women to its board of trustees, one on its executive committee, and one in its faculty. Here young women have equal privileges with the young men in all respects, and, at the same time, a home where they may be constantly under the special care of women. Aid to a limited extent has been provided for girls unable to make their own way, through a fund donated by Rev. O. Huse, I. R. Ritt, and others.—(Catalogue, 1874.)

Rock River University, Dixon, (unsectarian,) admits both sexes to its course of study, which, in addition to collegiate, includes normal, commercial, art, and music departments.—(Prospectus of the University, 1875.)

St. Ignatius College, Chicago, (Roman Catholic,) for males exclusively, is conducted by members of the Society of Jesus. It is intended for day scholars only, and offers two distinct courses of study, classical and commercial.—(Catalogue, 1875.)

St. Joseph's Ecclesiastical College, Teutopolis, (Roman Catholic,) admits only Catholic boys; the course is collegiate and preparatory, with classes in philosophy and theology for those who intend to become priests.—(Catalogue, 1873–'74.)

Shurtleff College, Alton, (Baptist.)—Its course at present consists of an academic and preparatory department, Kendall Institute for young ladies, the college, and the theological department. Ladies are admitted to the college, the academic and preparatory departments.—(Catalogue, 1874–'75.)

Swedish-American Ansgari College, Knoxville, was founded in 1875, by a gift of $10,000 from Hon. James Knox, and $5,000 from the citizens of Knoxville. The departments of instruction are preparatory and collegiate.—(College circular.)

University of Chicago, (Baptist.)—This university includes, in addition to its collegiate department, Rush Medical College and Union College of Law. Young women are admitted to the collegiate and preparatory classes on the same terms and conditions as are young men. The college buildings contain no dormitories for them, but accommodations are furnished by private families.—(Catalogue, 1874–'75.)

Westfield College, Westfield, (United Brethren,) admits both sexes to its departments of instruction, embracing preparatory, classical, scientific, ladies', and teachers' classes.—(Catalogue, 1874–'75.)

COLLEGES FOR WOMEN.

Six out of 8 institutions for the superior instruction of young women report 66 instructors, of whom 9 are males and 57 females. Five of the 6 classify their students, returning 211 in preparatory departments, 209 in the regular course, 136 in partial courses, and 3 in a post graduate course. The remaining 1 returns a total of 200 students, without classification of them. Five have libraries, numbering respectively 300, 300, 1,950, 2,090, and 3,000 volumes.

One of these institutions, the Rockford Female Seminary, besides sending a sketch of its course, which is full and good, sends, as a specimen of its work, a magazine conducted by a literary association connected with the seminary exhibiting a very creditable amount of ability, culture, and good taste.—(Returns for 1875 to Bureau of Education.)

INTERCOLLEGIATE CONTEST.

The intercollege contest of this State, which was arranged for by the Intercollegiate Association in April, 1874, took place in November of that year. Chicago University, the Northwestern, the Illinois Wesleyan, the Industrial, Illinois College, Knox, Shurtleff, and Monmouth were represented. The first prize was awarded to Thomas I. Coultas, of the Illinois Wesleyan, and the second to J. Frank Stout, of the Northwestern.—(Illinois Schoolmaster, January, p. 21.)

Statistics of universities and colleges, 1875.

Names of universities and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
Abingdon College	12	2	...	101	$60,000	.....	.....	.....	.....	.....	.....
Augustana College	9	....	54	38	50,000	$20,000	$2,000	.....	$0	.....	5,000
Blackburn University	....	....	....	....	.....	.....	.....	.....	.....	.....	.....
Carthage College	9	1	120	86	50,000	40,000	3,000	$3,700	0	$0	2,000
Chicago University	15	....	100	114	700,000	.....	.....	6,000	.....	48,000	18,000
College of the Sacred Heart of Jesus.*	7	....	...	50	.....	.....	.....	.....	.....	.....	.....
Eureka College*	6	0	77	83	60,000	25,000	2,000	4,465	0	0	*a*2,500
Evangelisch-Lutherisches Collegium.	6	....	....	26	2,400	.....	.....	.....	.....	.....	350
Ewing College	6	0	150	39	10,000	0	0	1,800	0	0	*a*192
Hedding College	10	....	20	27	50,000	.....	.....	3,800	.....	.....	*a*1,350
Illinois Wesleyan University	26	....	275	136	200,000	75,000	5,000	6,000	0	.....	.....
Illinois College*	12	3	61	39	190,000	135,000	11,500	4,500	.....	3,000	*a*10,000
Knox College*	6	0	187	42	150,000	102,000	10,000	5,600	0	0	*a*7,700
Lombard University*	11	....	71	35	80,000	100,000	10,000	2,500	.....	.....	*a*4,100
Lincoln University	11	....	192	61	75,000	50,000	5,000	2,306	.....	.....	.....
McKendree College	9	....	94	130	50,000	44,000	2,300	5,400	0	.....	*a*7,500
Monmouth College	11	2	134	151	50,000	30,000	2,193	4,761	.....	.....	2,000
Northwestern University	75	1	442	224	412,000	666,000	40,000	26,000	0	.....	30,000
Northwestern College	12	....	303	42	50,000	120,000	9,200	1,360	.....	.....	1,000
Rock River University	16	0	64	....	40,000	0	0	0	0	0	.....
Shurtleff College	11	3	136	58	65,000	100,000	7,000	6,000	.....	3,000	*a*5,835
St. Viator's College	16	...	...	(*b*)	50,000	.....	.....	9,519	.....	.....	1,200
St. Ignatius College	13	0	133	81	262,500	0	0	7,200	0	0	9,000
St. Joseph's Ecclesiastical College.	10	....	45	39	.....	.....	.....	.....	.....	.....	.....
Swedish-American Ansgari College.	7	0	26	....	20,500	0	0	.....	0	0	.....
Westfield College	7	0	107	55	40,000	30,000	3,000	2,210	0	0	*a*865
Wheaton College	9	3	125	39	100,000	25,000	2,000	2,600	0	1,500	*a*4,000

* From Report of Commissioner of Education for 1874.

a Includes society libraries.

b 150 students unclassified.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

Illinois Industrial University.—The university at Urbana includes schools of civil, mechanical, and mining engineering, architecture, chemistry, agriculture, and literature, science, and art. Tuition here is free; the State appropriation for the past year (1875) was $7,500. The number of students in attendance was 332, of whom 75 were ladies; the number of resident professors and instructors, 23. No degrees are conferred, but the university gives a certificate of actual attainments in a "full" or "partial" course. The value of grounds, buildings, and apparatus is estimated at $359,411.46. The library now numbers 10,600 volumes, besides a large collection of unbound pamphlets.—(Special report from the president, J. M. Gregory, LL. D.)

The university was first opened for students in 1868, in a large five-storied edifice, donated by the county. The institution speedily outgrew this building, and a new one has lately been erected for it by the State at a cost, exclusive of heating apparatus and furniture, of about $150,000. It is massive in proportions, having a length of 214 feet and a depth of wings of 124. The style may, perhaps, be called the American renaissance, and presents a sufficiently fine appearance, but the chief excellence of the building is in its interior arrangement. This was planned first with much care and study on the part of the faculty; the ground plans being placed in the hands of an architect whose part was to fit them with a suitable exterior. The problem was to furnish under one roof the public rooms needed for the instruction of a thousand students, a number which it is believed the university will reach within five or six years. The building

occupies three sides of a square, giving an inner court, in which the well, cistern, coal, &c., are partly concealed, also making it possible to have rooms lighted on three sides for library, cabinet, and laboratory purposes. The front is 214 feet in length, the corridors and stairways wide and well lighted; there are 30 large, well lighted, and beautiful class rooms, varying in capacity from 40 to 80 seats. The wing containing the library is fire-proof, and affords five large halls, each 61 by 77 feet; the basement, which is nearly all above ground and well-lighted, is a natural history laboratory.—(New England Journal of Education, March 27, p. 149; New York School Journal, March 27, p. 195; advertisement in Illinois Schoolmaster, April.)

PROFESSIONAL.

Theology.—Four independent institutions for theological instruction are reported, namely, the Baptist Union Theological Seminary, Chicago; Chicago Theological Seminary, (congregational;) Presbyterian Theological Seminary of the Northwest; Garrett Biblical Institute, Evanston, (Methodist Episcopal.) Provision is also made for theological instruction in Augustana, Eureka, St. Joseph's, Shurtleff, and Northwestern Colleges, and in the Illinois Wesleyan and Northwestern Universities.

Medicine.—Catalogue reports have been received from Hahnemann Medical College and Hospital, Bennett Medical College, and the Woman's Medical College of Chicago. The first admits both men and women to its privileges, and furnishes two courses, one (which is advised) of three years, the other (permitted) of two. The Woman's Hospital College is exclusively for women. Length of course not given here or at Bennett; but in the catalogues of both it is stated that candidates for graduation must show that they have studied medicine three full years and have attended at least two full courses of lectures. Medical instruction is also given in departments of the Northwestern University at Evanston and the Chicago University.

Chicago College of Pharmacy.—The ninth annual announcement, 1875–'76, refers to several important additions to and changes in the course of instruction for the approaching session. The chairs of pharmacy, chemistry, and materia medica were to be more fully supplied than ever before with appliances, specimens, charts, &c. The course of instruction consists of forty lectures in each department, viz: of pharmacy, chemistry, materia medica, and botany, which last includes the analysis of plants, with the use of the microscope in illustration.—(The Pharmacist, October, p. 3.)

Law.—Law departments exist in connection with the Illinois Wesleyan, Lincoln, Chicago, and Northwestern Universities, and McKendree College

Statistics of schools for scientific and professional instruction, 1875.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
SCHOOLS OF SCIENCE.									
Illinois Industrial University*	28	...	335	4	$359,411	$319,000	$29,410	$6,748	10,060
Illinois Agricultural College	5	...	78	4	25,000	30,000	1,200	1,950	500
SCHOOLS OF THEOLOGY.									
Augustana Theological Seminary	3	2	18	2	.....	20,000	2,000	.....	.....
Baptist Union Theological Seminary	6	...	73	3	50,000	100,000	8,000	.....	15,000
Bible department of Eureka College	2	0	27	2	.....	.....	.....	.....	.....
Chicago Theological Seminary	7	5	37	3	125,000	220,000	19,000	.....	5,500
Concordia College	4	...	112	....	17,000	.....	.....	.....	5,000
Garrett Biblical Institute	15	0	81	3	50,000	300,000	20,000	.....	3,000
Jubilee College	1	...	.....	4	35,000	.....	.....	.....	3,000
Presbyterian Theological Seminary of the Northwest.	6	4	23	3	225,000	149,750	14,975	.....	8,000
Theological department of Illinois Wesleyan University.	3	...	.....	....	.....	.....	.....	.....	.....
Theological department of Lincoln University.	4	1	80	4	.....	18,000	1,700	.....	400
Theological department of Shurtleff College	3	2	5	3	.....	45,000	3,000	.....	1,260
Theological department of Blackburn University.	....	...	.....	....	.....	.....	.....	.....	.....
Wartburg Seminary	3	1	30	3	10,000	8,000	700	.....	2,000
SCHOOLS OF LAW.									
Law department of Illinois Wesleyan University.	4	...	25	2	.....	0	0	1,000	2,00
Law department of Lincoln University	4	...	15	....	.....	.....	.....	.....	.....
Law department of McKendree College	1	..	7	2	.....	.....	.....	.....	.....
Union College of Law of Chicago and Northwestern Universities.	38	...	136	2	.....	0	*a* 4,000	5,000	.....
SCHOOLS OF MEDICINE.									
Chicago Medical College, (medical department Northwestern University.)	19	...	140	3	*b*45,000	0	0	6,863	.....
Rush Medical College, (Chicago University)	23	...	200	3	.....	.....	.....	.....	.....
Woman's Hospital Medical College	17	...	34	2	4,000	.....	.....	1,100	50
Bennett College of Eclectic Medicine and Surgery.	12	...	80	2	100,000	.....	.....	5,000	500
Hahnemann Medical College and Hospital of Chicago.*	14	...	92	....	60,000	.....	.....	6,500	0
Chicago College of Pharmacy	5	...	30	....	15,000	0	0	2,000	2,500

* From Report of Commissioner of Education for 1874.
a Appropriated by the universities to this college. *b* Value of buildings and apparatus.

SPECIAL INSTRUCTION.

PEORIA AND NORMAL SUMMER SCHOOLS OF NATURAL HISTORY.

A summer school of natural history of four weeks' duration was held in Peoria, beginning July 5. Its object, as stated by Hon. S. H. White, in Illinois Schoolmaster for September, p. 313, was to assist the members of the recently organized scientific association of the city to a clearer conception of the work they could do, the methods by which they could most successfully do it, and to stimulate a taste for the study of science on the part of the community in general. The school was a venture on the part of the association, that body assuming all the risks and obligating itself to make up all financial deficits. The enterprise was a success, not only financially but also in the direction for which the school was established. One important fact was impressed upon all, viz, that the scope of natural science is very broad. After attempting for a few days to study all three of the departments of botany, zoölogy of vertebrates, and entomology, a goodly

portion of the class limited their work to one or two studies, while the majority confined themselves in their laboratory work to only one, listening to and taking notes of all lectures. The instructors were Professors Wilder and Comstock, of Cornell University, in zoölogy and entomology, and Professor Wood, the eminent botanist, in his especial line.

The daily programme was about as follows: Work in botany began at 8 o'clock, generally by a lecture, and was continued by the arrangement of notes, by questions and answers, and by examination and analysis of plants, till 9½. At that time the lecture on entomology came in, and at 11 that on zoölogy. The method of work in each of these was similar to that in botany. Some one of the professors gave a lecture each evening. A course of six lectures in chemistry was given by Professor Hyatt. The afternoons were given to laboratory and field work, to which occasionally a whole day was devoted.—(Illinois Schoolmaster, September, pp. 313, 314.)

A school essentially similar to the above, but intended more for the benefit of teachers, was held in the latter part of July and the early part of August by some of the same instructors, with the aid of others, at Normal, not far from Peoria, under the auspices of the State Natural History Society. It appears, from the accounts published of it, to have been admirably conducted and fruitful of good results. For details see Illinois Schoolmaster, August, 1875, p. 278, and September, pp. 311–313.

INSTITUTION FOR THE EDUCATION OF FEEBLE-MINDED CHILDREN.

This institution has been located at Jacksonville in cheap frame buildings, unsafe, in case of a fire, as well as entirely inadequate in size to the accommodation of the large numbers of children who are brought to it. A bill has passed the legislature recently appropriating $175,000 for a new building equal to the accommodation of 250 pupils, and $10,000 more for land, providing also for the appointment by the governor of commissioners to select a site and farm for the buildings. It is estimated that there are in Illinois about 3,000 idiots, one-third of whom are of school age. The applications for admission to the school have increased during the last few years, but owing to lack of room many have had to be rejected. During the last ten years 421 applicants were refused admission, principally on account of want of accommodations.—(Report, 1874.)

ILLINOIS INSTITUTION FOR THE EDUCATION OF THE DEAF AND DUMB.

In addition to the sign language, instruction in articulation has been given here for six years past to those likely to profit by it, and with great success. Within a few years past a disease which appears to have become endemic—cerebro-spinal meningitis—has added largely to the number of deaf mutes in the State; 24 per cent. of those admitted in 1874 having been made deaf by this cause. A large proportion of these were once able to talk, and it is a matter of great importance to preserve the capacity. The studies are the common English branches, natural philosophy, physiology, chemistry, and drawing. Special attention has been given to the latter branch, and some cases of quite marked talent have been found among the students. Instruction in some of the mechanic arts is also imparted, as an aid to usefulness and self-support.

The number of pupils who received instruction here during 1875 is 423; 240 of them were boys, 183 girls. There were 19 professors and instructors. The average number of years spent by the pupils in the institution is 7; ten of its graduates have become teachers in similar institutions. Since the foundation of the institution in 1839, 1,073 pupils have received instruction there.—(From special report to the Bureau of Superintendent Phillip G. Gillett, for the year 1875, and from the thirty-fourth annual report of the institution for 1874.)

ILLINOIS INSTITUTION FOR THE EDUCATION OF THE BLIND, JACKSONVILLE.

This important special school, in the same neighborhood with that for the deaf and dumb, reports, through its principal, F. W. Phillips, 8 instructors and 21 other employés, 10 of these being blind. The present number of students is 93; the number instructed since the opening of the school in 1849, 506. In connection with the literary instruction given, and that in music, always an important element in the teaching of the blind, the pupils are taught broom and brush making, caning of chairs, carpet-weaving, bead work, knitting, crocheting, and sewing. The library contains 961 volumes. How many of these are in raised print is not stated.—(Return to Bureau of Education, 1875.)

EDUCATIONAL CONVENTIONS.

STATE TEACHERS' ASSOCIATION.

The twenty-second annual meeting was held at Rock Island December 29, 1875. After the address of welcome by the President, W. B. Powell, and one making a plea for more supervision in the schools, State Superintendent Etter presented the subject of the representation of the educational interests of the State at the Cen-

tennial Exhibition. Dr. Gregory, of the Illinois Industrial University, made an enthusiastic appeal for help in money, work, and interest, in order that a creditable exhibit be made of the educational work of Illinois. Papers were read by J. H. Blodgett, of Rockford, and Dr. Sewall, of the State Normal School, on the subjects of "Country schools," and "Uses and abuses of the laboratory method of instruction in natural sciences." Upon motion of S. H. White, the association instructed the president to appoint a State executive committee, consisting of five members, for the purpose of assisting to perfect and carry out plans for the educational exhibit of Illinois at the Centennial Exhibition. The committee appointed were Hon. S. M. Etter, Springfield; Dr. J. M. Gregory, Champaign; Hon. J. L. Pickard, Chicago; Dr. D. A. Wallace, Monmouth; and Dr. J. A. Sewall, Normal.

Dr. Wallace read a valuable paper before the college and high school section on "The work of the college, as distinguished from that of high schools and academies on the one hand and that of universities on the other." The work of the college, he thought, should be (1) one of inspiration, (2) of instruction, (3) of development, (4) of discipline, and (5), of investigation. Henry L. Boltwood read a paper on "Co-operation of high school and college," whose scope was to bring these two wings of the educational army into closer relations. He advocated the acceptance of quality rather than quantity in entering examinations, and of adopting a system of equivalents, by which a scholar from the high school could be credited with the work actually done and be classed accordingly. After considerable discussion of this subject a committee was appointed, consisting of Dr. Bateman, Dr. Wallace, Dr. Gregory, Dr. Allyn, Professors De Motte, Brooks, Frost, Everett, Boltwood, and Clark, with Superintendent Etter as chairman, to devise measures whereby closer relations can be established between the college and the high school, and to prepare a scheme of equivalents to be published, if possible, before the close of the present school year. A paper was read by S. H. White on "Education and crime," and one by C. C. Snyder, of Freeport, on "How to secure good teachers," which were discussed by C. I. Parker, of Danville, and E. P. Frost, of Peoria. A paper by E. A. Haight, of Alton, on "What is practical for graded schools?" was discussed by Messrs. Finney, Hanford, Andrews, Smith, Lewis, Forbes, Piper, Powell, and Barge.

The meeting was a most interesting one, with only a moderate attendance, but a very good representation of the leading teachers of the State. The spirit of all the sessions was admirable and the general character of the exercises of a high order.—(Illinois Schoolmaster, February, 1876, pp. 70–72.)

COUNTY SUPERINTENDENTS' ASSOCIATION.

The annual session of this association was held at Rock Island, December 27, 28, and 29, 1875, when many valuable papers were read and discussed. The first paper was by James H. Seaton, of Putnam County, on "How to make school visitation all it should be." James B. Donnell, of Warren County, next presented a paper upon "Plans for village and country school-houses," which was followed by a general discussion on the means of heating and ventilating. Owen Scott, of Effingham County, took up the subject of "County and township institutes: should they be made by law a necessity, and teachers be required to attend them?" The paper led to the offering of a resolution expressing the affirmative, which was voted down by the association, for the reason that the majority believed that the passage of such a law would do little good without additional legislative action. Mrs. Mary L. Carpenter, of Winnebago County, read a paper upon the "Best method of bringing directors up to their duty." John Gore, of Cass County, followed with a paper on "Qualifications of an examiner." James P. Slade, of St. Clair County, read a paper on "Character: its development in the public schools," claiming that such development depends more upon the manner in which school work is done than upon the particular subjects taught. The time of the last day's session was consumed in discussing questions pertaining to school law.—(Illinois Schoolmaster, February, 1876, pp. 68–70.)

ILLINOIS SOCIETY OF SCHOOL PRINCIPALS.

This society met at Champaign, in the Industrial University building, July 6, 7, and 8. About 45 principals were in attendance, besides county superintendents and others interested in school work. After the address of welcome by Professor Burrill, of the university, and response by the president of the association, J. S. McClung, the society witnessed an entertaining and instructive display of the powers of the magic lantern, by Professor Robinson, of the university. A committee of three was appointed to report a revision of the scheme of school reports adopted by the society at their meeting in Chicago, July 8, 1870. Papers were read and afterward discussed by the association on "Tact," by Prof. E. E. Haight, of Alton; on "Promotions," by Miss S. E. Raymond, of Bloomington; on "Narcotics of the school room," by E. C. Delano, of Chicago; on "Music," by Mrs. J. Humphreys, of Bloomington; and on "The competent teacher: how shall we secure him?" by Professor Hannan, of Chicago.

Among the topics discussed, that of "Recesses" awakened much interest. Many

were surprised to learn that in some of the largest graded schools in the State there is no such thing as an out-door recess during the morning or afternoon. At the close of each recitation an intermission of five minutes is taken, during which time the pupils are not permitted to pass from the room, except by special permission. Those who have given this plan a faithful trial enthusiastically declare that under no conditions would they return to the old way. The gains are said to be very marked in the matter of morals and manners.—(Illinois Schoolmaster, August, 272–277.)

OBITUARY RECORD.

MR. EDWARD C. WHITTEMORE,

For ten years a teacher of music in the schools of Chicago, died in that city January 26, 1876. Mr. Whittemore was a born musician of unusual capacity and power. A student of Lang on the piano and of Buck on the organ and harmony, he brought to his work in the schools large musical culture, as well as native ability, and left on them an impression which will be likely to abide for years. He threw his whole soul into his teachings, and by the ardor of his enthusiasm in it swept others along with him, in spite of great physical infirmity, which finally compelled his retirement in 1875. A noble man, he has made a noble record.—(Chicago Teacher, June, 1875, and Western Journal of Education, February, 1876.)

LIST OF SCHOOL OFFICIALS IN ILLINOIS.

Hon. S. M. Etter, *State superintendent of public instruction, and member ex officio of State board, Springfield.*

STATE BOARD OF EDUCATION IN CHARGE OF NORMAL UNIVERSITY.

Names.	Expiration of term.	Residence.
Hon. Samuel W. Moulton	1881	Shelbyville.
Hon. R. S. Canby	1881	Olney.
George W. Clark	1881	Chicago.
William H. Hill	1881	Pontiac.
J. C. Knickerbocker	1881	Chicago.
Hon. Charles F. Noetling	1881	Belleville.
Hon. William H. Greene	1879	Cairo.
Dr. Calvin Goudy	1879	Taylorville.
Thomas R. Leal	1879	Urbana.
E. A. Gastman	1879	Decatur.
Joseph Carter	1879	Normal.
B. G. Roots	1877	Tamaroa.
E. L. Wells	1877	Oregon.
N. E. Worthington	1877	Peoria.

COUNTY SUPERINTENDENTS OF SCHOOLS.

[Term, January 1, 1873, to December 1, 1877.]

County.	Superintendent.	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	Mount Sterling.
Bureau	Jacob Miller	Princeton.
Calhoun	Israel J. Varner	Hamburgh.
Carroll	James E. Millard	Lanark.
Cass	John Gore	Virginia.
Champaign	S. L. Wilson	Champaign.
Christian	Robert W. Orr	Taylorville.
Clark	Edw. Pearce	Marshall.
Clay	George W. Smith	Louisville.
Clinton	Phillip Bottler	Carlyle.
Coles	Allen Hill	Charleston.
Cook	George D. Plant	173 E. Randolph street, Chicago.
Crawford	Presly G. Bradberry	Robinson.
Cumberland	Thomas C. Killie	Greenup.
De Kalb	Horace P. Hall	Sycamore.
De Witt	Miss Mary S. Welch	Clinton.
Douglas	J. W. King	Newman.
Du Page	Charles W. Richmond	Naperville.
Edgar	Rufus S. Cusick	Paris.

List of school officials in Illinois—Concluded.

County.	Superintendent.	Post-office.
Edwards	Levinus Harris	Albion.
Effingham	Owen Scott	Effingham.
Fayette	Benjamin F. Shipley	Vandalia.
Ford	R. N. Gorsuch	Paxton.
Franklin	J. W. Ross	Benton.
Fulton	Vincent M. Grewell	Ipava.
Gallatin	Thomas J. Cooper	Shawneetown.
Greene	Mrs. Catherine L. Hopkins	Carrollton.
Grundy	Rev. John Higby	Gardner.
Hamilton	John P. Stelle	McLeansborough.
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	DeSoto.
Jasper	Calvin S. James	Newton.
Jefferson	John D. Williams	Mount Vernon.
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	Galesburgh.
Lake	John P. Manchester	Waukegan.
La Salle	Rinaldo Williams	Farm Ridge.
Lawrence	F. W. Fox	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. Primmer	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	W. H. Smith	Bloomington.
Menard	Kenyon B. Davis	Petersburgh.
Mercer	Miss Amanda E. Frazier	Aledo.
Monroe	William H. Hilyare	Chalfin Bridge.
Montgomery	Rev. Francis Springer	Hillsborough.
Morgan	Henry Higgins	Jacksonville.
Moultrie	James K. P. Rose	Sullivan.
Ogle	Edward L. Wells	Oregon.
Peoria	Miss Mary W. Whiteside	Peoria.
Perry	John B. Ward	DuQuoin.
Piatt	C. J. Pitkin	Monticello.
Pike	James W. Johnson	Pittsfield.
Pope	James A. Rose	Golconda.
Pulaski	William M. Hathway, M. D	Caledonia.
Putnam	James H. Seaton	Hennepin.
Randolph	Peter N. Holm	Evansville.
Richland	John J. Coons	Olney.
Rock Island	Mansfield M. Sturgeon	Rock Island.
Saline	Barnett L. Hall	Raleigh.
Sangamon	Patrick J. Rourke	Springfield.
Schuyler	William A. Clark	Rushville.
Scott	Rufus Funk	Exeter.
Shelby	John Stapleton	Oconee.
Stark	Alonzo B. Abbott	Bradford.
St. Clair	J. P. Slade	Belleville.
Stephenson	Johnson Potter	Davis.
Tazewell	Michael E. Pomfert	Hopedale.
Union	Joseph H. Samson	Jonesborough.
Vermillion	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.
Whitesides	Orrin M. Crarey	Lyndon.
Will	Mrs. Sarah C. McIntosh	Joliet.
Williamson	Augustus N. Lodge, M. D	Marion.
Winnebago	Mrs. Mary L. Carpenter	Rockford.
Woodford	J. E. Lamb	Low Point.

INDIANA.

STATISTICAL SUMMARY.

ENUMERATION OF ATTENDANCE.

Number of whites of school age, (6–21:) Males, 340,514; females, 317,434	657,948
Number of colored of school age, (6–21:) Males, 4,940; females, 4,848	9,788
Total enumeration	667,736
Increase over 1874	13,372
Number enrolled in the schools: White males, 264,041; white females, 231,670	495,711
Number enrolled in the schools: Colored males, 3,422; colored females, 3,229	6,651
Whole enrolment for the year ending September 1, 1875	502,362
Percentage of children enumerated over 15 years of age	23
Percentage of children enrolled in public schools over 15 years of age	15
Hence, number of children enumerated under 15 years of age	480,770
Hence, number enrolled in public schools under 15 years of age	427,008
Estimated number in private schools	30,000
Total number between 6 and 15 receiving school training	457,008

TEACHERS AND TEACHERS' PAY.

Number of teachers employed in public schools: Males, 7,670; females, 5,463	13,133
Average salary of male teachers per month	$65 00
Average salary of female teachers per month	40 00

SCHOOLS AND SCHOOL HOUSES.

Average duration of schools in days, 1874–'75	120
Number of school-houses erected during the year	382
Whole number September 1, 1875	9,307
Number of township and district graded schools	396

INCOME AND EXPENDITURE.

Receipts.

From State tax for public schools	$1,577,533 00	
From local tax for public schools	2,650,622 00	
Total from taxation for public schools		4,228,155 00
Interest on permanent fund, including rents of school lands		607,717 00
From other sources		205,645 00
Total receipts for public schools		5,041,517 00

Expenditures.

For sites, buildings, and furniture	$700,000 00
For salaries of superintendents	50,000 00
For salaries of teachers	2,830,747 05
For miscellaneous and contingent expenses	949,457 49
Total expenditure for public schools	4,530,204 54

EXPENDITURE PER CAPITA.

Rate of expenditure in the year *per capita* of school population	$6 78
Rate of expenditure in the year *per capita* of pupils enrolled	9 01
Rate of expenditure in the year *per capita* of average attendance	15 06

ADDITIONS TO THE SCHOOL FUNDS.

1.—*Common school fund.*

Amount of funds held by counties in June, 1874	$2,408,393 04	
Amount since added from fines and other sources	50,014 77	
Total amount held by counties June, 1875	2,458,407 81	
Non-negotiable bonds	3,904,783 21	
		6,363,191 02

2.—*Congressional township school fund.*

Amount held by counties June, 1874	$2,295,778 66	
Amount since added from sale of lands, &c	35,044 71	
Amount held by counties June, 1875	2,330,823 37	
Estimated value of 11,567 acres of unsold school lands	105,177 25	
Total congressional township school fund	2,436,000 62	
Grand total of common school and congressional township funds		$8,799,191 64
Increase for the year		87,943 33
Valuation of all school property		10,870,338 18

—(From report of Hon. James H. Smart, State superintendent of public instruction, to the governor, January 21, 1876, with extracts from special return to Bureau of Education.)

SCHOOL SYSTEM OF THE STATE.

CONSTITUTIONAL PROVISIONS.

The original constitution of 1816 provided (article IX, section 1) for the improvement of lands granted by the United States for the use of schools, and the application of all funds raised from such lands, or from any other quarter, to the accomplishment of the great object for which they were intended, and (section 2) made it the duty of the general assembly, as soon as circumstances should permit, to "provide by law for a general system of education, ascending in regular gradation from township schools to State University, wherein tuition shall be gratis and equally open to all."

The constitution of 1851 (article VIII, section 1) ordained, in the same spirit and nearly in the same words, that "knowledge and learning generally diffused throughout a community being essential to the preservation of a free government, it shall be the duty of the general assembly to encourage, by all suitable means, moral, intellectual, scientific, and agricultural improvement, and to provide by law for a general and universal system of common schools, wherein tuition shall be without charge and equally open to all." It went on to provide for the creation and safe investment of a common school fund, the principal of which might be increased but never diminished, the income to be inviolably devoted to the support of common schools, and to no other purpose whatever. Provision for the election of a State superintendent of public instruction was also made a duty of the general assembly, said superintendent to hold office for two years.

PROVISIONS OF THE SCHOOL LAW.

New School Law of Indiana, with opinions, instructions, &c., prepared by the superintendent of public instruction, 1873.

OFFICERS.

The chief school officers are a State board of education, State superintendent of public instruction, county superintendents, school trustees for cities, towns, and townships, county boards of education, city superintendents, and school directors.

POWERS AND DUTIES OF SCHOOL OFFICERS.

The State board of education is composed of the governor of the State, the State superintendent of public instruction, the president of the State University, president of the State normal school, and the superintendents of common schools in the three largest cities of the State. The State superintendent is president *ex officio*. The main duties of the board appear to be (1) to grant State certificates of qualification to such teachers as it finds, upon examination, to possess eminent scholarship and professional ability, as well as good moral character; (2) to take cognizance of such questions arising in the administration of the school system as are not otherwise provided for; (3) to make regulations for the purchase of township libraries, issue warrants for the payment of said purchase, and cause the distribution of the libraries to the several townships of the State.

The State superintendent is elected by the qualified voters of the State at a general election, takes office on the 15th day of March succeeding, and holds it for two years. He is charged with the administration of the system of public instruction, and a general superintendence of the business relating to the common schools of the State, and of the school-funds and school revenues set apart and appropriated for their support; must exercise such supervision over these funds and revenues as may be necessary to ascertain their safety and secure the preservation and application of them to their proper objects; must publish the school laws, with necessary forms and instructions, for distribution among the townships; must render an opinion, in writing, to any school officer asking the same, as to the administration or construction of the

school law; must, in January of each year in which there is no session of the general assembly, make brief written report to the governor of the prime matters relating to common schools, and at each regular session of the assembly, on or before January 15, make a full biennial report of his administration of the system of public instruction, with a brief exhibit of his labors; of the results of his observations as to the operation of the school system; of the amount and condition of the permanent school fund; of the revenue derived from it and from other sources, with estimates for the following two years; and of such plans as he may have matured for the better organization of the schools, and for the increase, safe investment, and profitable management of school funds. He must also present a comparison of the results of the years then closing with those of the year next preceding, and, if deemed expedient, of the years preceding that, so as to indicate the progress made in public instruction, adding such other information as to the system of instruction as he may think will be of interest, with statistical tables showing the working of that system at all points. His salary is $2,000 a year, with $1,800 for clerk hire and $600 for traveling expenses.

The county superintendents (who come into the place of the former county examiners) are appointed by the assembled township trustees from the several townships of their respective counties, on the first Monday of June every two years, beginning from 1873. Their duties are: (1) to hold monthly, public written examinations of persons desiring license to teach in the public schools; to license for six months, twelve months, eighteen months, or two years, according to the ratio of correct answers at these examinations, such applicants as may be found qualified to teach, if they furnish evidence of good moral character; to keep in a book, provided for the purpose, minutes of their proceedings, (at these examinations,) with written lists of those to whom they may grant licenses, distinguishing between the different grades; to report annually to the State superintendent who and how many have been licensed by them, marking the grade and sex of each, with the number, but not the names, of those rejected, and the number of licenses revoked; (2) to exercise a general superintendence of the schools of their respective counties; to attend each township teachers' institute at least once in each year, and visit each school of the county as often; to encourage teachers' institutes and associations, and labor in every practicable way to elevate the standard of teaching, and improve the condition of the schools; (3) to make annual report to the State superintendent of the school population of their counties, with statistical report of the number of school districts, schools taught, and grades; length of school term in days; teachers, male and female; average compensation of these in each grade; amount of funds received from county treasurer and expended for the schools, and the balance on hand; number and cost of school-houses erected during the year; number, kind, and value of preceding erections; account and estimate of other school property; number of volumes in township libraries, number used during the year, and number added; amount of general tax assessments for schools, and special for school-houses; amount of this last received, expended, and on hand; number of acres of unsold congressional school lands, with the value of and income from these; together with such information respecting the condition of the schools and the progress of education in their counties as the State superintendent may call for. The compensation for the performance of these duties is $4 per day for all time actually employed in the discharge of school duty, or about $800 per year.

The school trustees (three in number for each city,* town, or township) are elected, one each year, by the common councils of the cities and the boards of trustees of the towns or townships at their first regular meeting in April; hold office for three years from the date of election in each case; constitute, together, the school board of the city or town; receive such compensation from the special school revenue as the elective authorities may deem just; have general charge of school affairs in their districts; receive, pay out, and account for the school revenues; employ teachers; establish schools; provide school furniture, apparatus, and fuel; and have power to assess and levy local taxes for these ends. They can establish graded schools and assign scholars to them, or combine with other districts in a joint graded school, and must report to the county superintendent the particulars mentioned under the third head above, for his report to the State superintendent. Neglect to do this involves the withholding of $25 from the State apportionment for the city, town, or township, (which sum a delinquent trustee must make up from his own funds,) while the remainder of the State apportionment cannot be paid over till the report of the delinquent is duly made and filed.

The county boards of education are composed of the county superintendent, the trustees of the townships, and the school trustees of the towns and cities in each county They meet semi-annually at the office of the county superintendent, he presiding, with a right to vote on all questions. Their duties are to consider the general wants of the schools and school property of which they have the charge, and all matters relating to the purchase of school furniture, books, maps, charts, &c. The change of text books, except in cities, is under their direction, with the proviso that no book be

* In cities of 30,000 or more inhabitants a school commissioner for each ward is elected, instead of a trustee, by the people, on the second Saturday in June, and these form a board of school commissioners.

changed within three years from the date of its adoption, except by a unanimous vote of all the members of the board.

The school directors are officers elected, one in each school district, by the voters in that district, annually on the first Saturday in October, to preside at school meetings; to take charge of the school-house; to make needful repairs; to provide the necessary fuel; to expel, in case of need, a refractory pupil; and to act as a medium of communication between the inhabitants of the district and the township trustees.

City superintendents are the executive officers of boards of school commissioners in cities, are appointed by them for definite terms, and perform such duties as the appointing power may direct.

SCHOOLS.

The schools of the State are largely elementary, but out of the 9,105 reported as taught in 1874 there were 271 graded schools. How many of these included high school grades does not appear; but 350 teachers in high schools were represented in the report for that year as having under them 13,342 pupils.

A State Normal School for the training of teachers, and township institutes, to be held for the improvement of teachers at least one Saturday in each month while the schools are in session, form also a portion of the school system of the State; while a State University, receiving freely the certificated graduates of approved high schools and giving them opportunities for superior instruction without charge for tuition, carries out the original constitutional provision that there should be provided by law "a general system of education, ascending in regular gradation from township schools to State University, wherein tuition shall be gratis and equally open to all."

The only departure from the letter of this last provision is a requirement in the school law that "the trustee or trustees of each township, town, or city shall organize the colored children into separate schools," which schools, however, are to have all the rights and privileges of other schools.

SCHOOL FUNDS.

A State school fund of nearly $9,000,000, composed at first of the proceeds of lands donated to the State by the General Government, and increased at the rate of many thousands every year from fines and forfeitures, enables the State, by annual distribution of the interest of this among the districts, to greatly aid the local provisions for the support of public schools. An annual appropriation is also made for the support of the State Normal School and in aid of the State University, as also for the benefit of certain special schools.

REMARKS UPON THE SYSTEM.

Of the school system above sketched, Superintendent Smart, in his report to the governor, January, 1875, remarks: "Our school system has become a vast and complicated machine. It employs nearly 2,000 officers to manage it. It educates more than half a million children and costs four millions of dollars annually. It extends its influence into every community, into every household. The welfare of every member of the Commonwealth is involved in its proper management. It is doing a work of incalculable benefit to us all. It would be worth supporting if it should cost far more than it now costs. That there is opportunity for great waste in its management, and that it is capable of doing much more good than it is now doing, there can be no reasonable doubt. The funds may be mismanaged, the revenues may be misapplied, extravagant buildings may be erected, and ignorance and incompetency may rule in our school rooms; these things will make the system weak. The people have a right to demand economy in all things; they will permit extravagance in nothing. They have the right, also, to demand that the best teaching talent which the money will buy shall be placed in charge of the children of the Commonwealth. Intelligent economy does not require that our system cost less, but that it produce more. Let every school officer, then, have a care how he executes the trust which the State imposes on him; let every person who assumes the important and dignified office of teacher realize in himself all that is pure and noble and good, so that he may teach by example as well as by precept; then will our schools become so strong that no man will dare attempt to destroy them."—(Report, pp. 15, 16.)

ELEMENTARY INSTRUCTION.

RECOMMENDATION RESPECTING GRADES IN SCHOOLS.

At a meeting of superintendents of city schools in the State held in Indianapolis April 7, 8, and 9, 1875, it was unanimously recommended that the same system of nomenclature of grades in public schools be adopted in all the cities and towns of the State that was adopted by a meeting of western superintendents of schools held in Chicago in December, 1874. It was there resolved that the instruction given during the first eight years be called elementary, the schools in which it is given to be styled district schools; these to consist of two departments, to be named, respectively, primary and grammar, the former to include the work of the first four years, the latter that of the last four, and those schools in which secondary instruction is given to be called high schools. The division into elementary and secondary instruction corresponds with

that made in the school systems of Europe, and the term grammar, in place of intermediate, was adopted in order to conform to the usage throughout the Eastern States.—(Indiana School Journal, May, 1875, p. 222.)

DECISION AFFECTING LADY SUPERINTENDENTS.

The Indiana School Journal of July, 1875, states that the attorney-general has decided, on constitutional grounds, that a lady appointed by the school commissioners of Lake County to be county superintendent cannot hold the office.

TOWNSHIP LIBRARIES.

The deterioration of these great aids to general intelligence has been made in one of the counties of the State a reason for petitioning the legislature to do away with them entirely. This, the Indiana School Journal remarks, is a step in the wrong direction. Admitting that the libraries have been greatly abused, in many cases almost ruined, it still argues that something better can be done with them than to break them up; that by putting them into fair condition, adding annually a few valuable books, taking care for their proper preservation and due distribution among the teachers and the people, an immense amount of good can be effected by them. Fifty new volumes a year added to each library would give new life and interest, and would have the effect to cause the old books to be read as well as new; and such an addition could be easily secured by a tax so slight as hardly to be felt by any one. Indianapolis, by a tax of 5 mills on the hundred dollars, secures $12,000 a year to be expended on its library, and is building up by this means one that is an honor to the city and an agent of immeasurable good.

CITY LIBRARIES.

After the passage by the legislature in 1852 of the law authorizing the establishment of public libraries, Indianapolis was the first city in the State to establish one under the control of the board of education, and now sustains this at an annual cost of $12,000. Evansville has lately opened one with a purchase of $4,800 worth of new books and about 4,000 old ones donated by the city library association. It is conducted by the trustees of the city schools, who have fitted up for its use the best building for library purposes in the city. The town of Muncie has in like manner taken advanced ground in this matter.—(Indiana School Journal, May, p. 229.)

KINDERGARTEN SCHOOLS.

One of these, in the high school building at Indianapolis, reports 25 children in attendance in its first term, with sessions of 3 hours per day for 5 days in the week and 40 such weeks in the school year; all the pure Kindergarten occupations, including the use of Fröbel's 20 gifts, with care of plants, beautiful grounds for play, and a mineralogical cabinet. These occupations are said to form the basis of all the training in the school by giving clear impressions and accurate knowledge, as well as securing obedience, kindness, and gentleness, and making the children self-helpful. Results thus far very marked happiness and facility in all school work.—(Return to Bureau for 1875.)

A kindred school is reported by the Northern Indiana Teacher for July, 1875, as connected with the normal department of the Fort Wayne High School, and is securing excellent results in intelligence, tractability, and interest in study.

CITY SCHOOL SYSTEMS.

HUNTINGTON.

Officers of the city school system.—A board of trustees, 3 in number, and a superintendent of schools.

Statistics.—The superintendent gives the following statistics concerning the schools: School census, 1,202; whole number of pupils enrolled, 551, an increase of 57 over that of last year; per cent. of enrolment on enumeration, 45.8; average number belonging, 404; per cent. of belonging on enrolment, 73.3; average daily attendance, 380; per cent. of attendance, 94; number of school days, 200, an increase over last year of 20 days; number of teachers, 8; whole amount paid for tuition, $3,758; cost of tuition per pupil, $6.82; total amount expended for schools during the year, $6,200.50; entire cost per pupil, $11.25. The superintendent says: "To account for the small per cent. of the scholastic population enrolled in the city schools, it must be remembered that the Catholics maintain a very large school, while perhaps more than a hundred pupils attend two schools controlled by the Lutherans and the German Reformed Church. From all that I can learn, I am satisfied that at least 80 per cent. of all the children of school age have been in attendance on some school within the past year. Of those attending the city schools 6.4 per cent. have been in attendance on the High School, the remainder have been in the seven grades of the primary schools.

Work of the schools.—An excellent summary of school studies, with some happy illustrative remarks respecting the best methods of instruction in these, adds value to the report and evinces thoroughness.—(Report of Superintendent James Baldwin for 1874-'75.)

INDIANAPOLIS.

Organization.—A board of school commissioners of 12 members, one-third changed each year, and a city superintendent of schools with 4 assistant superintendents, 2 men and 2 women.

Statistics.—Estimated present population, 100,000; children of school age, 20,723; enrolled in public schools, 11,013; average daily attendance, 7,210; school buildings, 22; sittings for study, 7,907; rooms used for both study and recitation, including normal and evening schools, 182; used for recitation only, 20. Teachers at the close of 1875, including principals, 180; salaries paid these, $450 to $2,400; salary of superintendent, $3,000. Two special teachers of music and penmanship receive $1,800 each; 2 of drawing, $1,000 and $500. Total receipts for public schools, $304,729.12; expenditures on them, $269,145.57; average expenses per capita, $23.66.

Kindergarten school proposed.—The board of education approve the Kindergarten system but doubt the legality of applying the tuition fund for the instruction of children under 6 years of age. They therefore try to harmonize the matter by authorizing the superintendent to furnish any unoccupied school room for such purpose, whenever the teacher can be paid by private subscriptions.

Private and other pupils.—The number estimated to be enrolled in private and parochial schools for the year was 1,500; of those enrolled in German classes in the public schools, 987; of those in night schools under the public school board, 457.

City normal school.—A training school for teachers, wherein instruction in theory is given for five months, and practice in teaching, under the direction of competent instructors, for another five months, has been in successful operation for several years, and has afforded a partial supply of competent instructors for primary and intermediate schools.—(Report of Superintendent George P. Brown for 1875, Indiana School Journal, and State report for 1874.)

RICHMOND.

Officers of city school system.—A board of education of 3 members with a city superintendent of schools.

Statistics.—Population of the city, 13,202; legal school age, 6–21; school population, 4,104; number of school days in the year, 180; number of schools, 33, including high school, 12 grammar schools, 18 primary, and 2 colored schools. Number of schoolrooms, 35; number of sittings for study, 1,783; number of pupils enrolled, 1,812; average number belonging, 1,564; average number in daily attendance, 1,468; average number enrolled in each room, 52; total number of teachers, 37, of whom a large number had several years' experience.

Methods.—The work of each month is carefully tested by written examinations. A record of these examinations is made, and the promotions governed by this record. "These examinations," says the superintendent, "test not only the ability of the pupil, but also the work of the teacher. The rule of the board requiring that no teacher, while conducting a recitation in geography, arithmetic, physiology, or history, shall be allowed to use a text book, while it has involved much careful study on the part of many teachers, has done much to make the instruction uniform and efficient." Music and drawing seem to be taught with great success in these schools, and a full course of study in all the branches is given, with the methods to be pursued in each.

The High School.—This school graduated sixteen at the end of the year, out of 138 pupils enrolled and a per cent. of attendance of 96 on the average number belonging.—(Report of Superintendent John Cooper for 1874–'75.)

SHELBYVILLE.

Officers of city system.—A board of trustees of 3 members, with a superintendent of schools, under whom are 16 teachers.

Statistics.—Population, 4,000; number of school age enumerated: white, 965; colored, 25; total, 990. Enrolled: white, 636; colored, 35; total, 671; per cent. of enrolment 67.7. The average number belonging has been: white, 487; colored, 25; total, 512; average daily attendance: 418 white, 20 colored; total, 438; per cent. of daily attendance, 85.5; average attendance to a teacher: white, 35; colored, 20.

The schools are: a high school, with principal and 2 assistants; grammar, with 3 teachers; intermediate, with 2; primary, with 5; German, with 1; colored, with 1.

Method in spelling.—In all the classes special attention has been paid to spelling, on the following plan: (1) the words, in the order of the book, were written on the blackboard phonically, rejecting all silent letters, and using Webster's notation. (2) With this list before them the pupils prepared their lessons from their books, by study and writing. (3) Daily exercises in spelling were conducted by each pronouncing from the board, spelling and repronouncing ten or less words, with corrections, if necessary, from other members of the class. (4) Daily written exercises were also used, the pupils writing the whole lesson, or different portions of it, from the board. The results were greatly increased interest on the part of the pupils, relief to the teacher from the fatigue of pronouncing words, more than double the usual amount of spelling in the same time, a corresponding improvement in excellence, an acquaintance with the

use of the notation marks of the dictionary, and a nicer perception of the value of the sounds of the language.—(Report of Superintendent W. A. Bolles for 1874–'75.)

TERRE HAUTE.

Organization.—A board of trustees of three members, one of whom is changed each year, a city superintendent of schools, and an assistant superintendent.

Statistics for 1874–'75.—Population, 20,000; children of school age, (6-21,) 6,598; enrolled in public schools, 3,647; average daily attendance, 2,556; percentage of attendance on total enrollment, 70.4; on average enrollment, 93.4. Number of teachers in charge of session rooms, 55; assistants in high school, 3; teachers of German, 5; of music and drawing, 2; supply teacher and clerk, 1; total, 66. Salaries of teachers, $525 to $1,100; salary of superintendent, $2,500; of assistant superintendent, $750; receipts for public schools, $117,903; expenditures on them, $103,592; total valuation of all school property, $167,550.

History.—School trustees of Terre Haute first sworn in January 21, 1853; schools opened September 12, 1853, with 7 or 8 teachers, subsequently increased to 12 or 13; cost of schools for 1853–'54, $4,448, including $764 for services of superintendent. Schools reorganized 1860–'61, with 18 teachers, 2 departments in third and fourth districts, and 4 in first and fifth, including in these last the subjects of algebra, drawing, vocal music, Latin, and Greek. The services of a superintendent, for some time dispensed with, were resumed, his duties distinctly defined, and a salary of $500 given him. Since then the departments have been enlarged from year to year, and the names of grades changed every two or three years until the present time. The following table shows the progress of the schools.—(Report of Superintendent William H. Wiley for 1874–'75.)

Growth in 21 *years.*

	1854.	1860.	1865.	1870.	1875.	1876.*
Population of city	.....	8,594	.....	16,103	20,000	.....
Number of school buildings	3	4	4	8	10	.....
Value of school property	$8,231	$23,231	$60,000	$153,550	$167,550	.....
Children of school age	1,324	2,100	3,136	5,272	6,598	6,598
Number enrolled in schools	.....	1,122	2,420	3,359	3,647	3,351
Number daily attendance	.....	752	1,320	2,027	2,556	2,635
Teachers employed	.....	18	23	35	66	80
Paid teachers	.....	$2,550	$3,727	$21,330	$37,532	$43,069

*Average on three months.

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL, TERRE HAUTE.

At the commencement for 1875, 9 students in the regular normal classes were graduated. The diploma of the institution was conferred on 24 young men and women who had completed the elementary course and had served two years in the public schools of the State since graduation. This institution is held strictly to *normal* work. Only those preparing to teach are admitted. Of the 45 new students who were present at the opening in September, 12 entered for the entire term, 24 for one year or more, and not one for less than two terms, an unusual circumstance, indicating the development of a professional spirit. Heretofore nine-tenths have entered for a term and afterward concluded to continue longer. The quality of the entering classes is good, above the average.—(Indiana School Journal, June, 1875, p. 295; September, p. 445; October, p. 494.)

Of this school Superintendent Smart writes, in his report to the governor, (p. 15:)

"The greatest need of the schools is thoroughly trained teachers. They need men and women who are not only right minded, pure hearted, and intelligent, but who have been prepared for their work by a course of systematic study and practice. I think our normal school affords superior advantages for this needed preparation. This school educates, of course, but a small proportion of the teachers required for the State, but its influence reaches hundreds of teachers who never enter its walls. It is sending out into our cities and larger towns students, who, through the influence of better methods and by normal work in township and county institutes, lead their associates to a higher standard of excellence. Thus there is established a secondary normal school in almost every County in the State."

NORTHERN INDIANA NORMAL SCHOOL, VALPARAISO.

The principal of this institution writes, under date of December 15, 1875:

"The Northern Indiana Normal School and Business Institute was organized September 16, 1873. The enrolment was 61 the first term; second term, 90; third term, 172; first term, second year, 299; second term, 325; third term, 560; fourth term, 691; first term, third year, 860; second term, 945. The annual enrolment this year will

exceed 2,000 different students. These select their own studies and advance as rapidly as they may desire. There is much individual instruction.

"The institution is private. I have expended more than $75,000 in improvements since the organization of the school, and $50,000 to $60,000 will be expended the coming year in erecting boarding houses."

How many of the students above mentioned are engaged in preparation for teaching does not appear. A return from the principal gives 13 as the number of graduates the past year, of whom 12 have engaged in teaching. One reason for the rapid increase of students is doubtless to be found in the fact that "$125 pay for board, tuition, and room rent for a school year of 44 weeks." There are 15 instructors, 3 years in the full course, 3,000 volumes in the library, 150 of which are pedagogical, while 23 educational journals and magazines are taken. Drawing and music are taught, and there is a chemical laboratory, a philosophical cabinet and apparatus, and a museum of natural history.—(Return for 1875.)

OTHER NORMAL SCHOOLS.

The Northern Indiana Teacher, for October, 1875, states that the normal and classical school at Goshen reopened with nearly 100 pupils, not saying how many of these are normal students; that the one in DeKalb County (which is properly a normal institute, held for ten weeks each fall to assist teachers in preparing for the winter term) had an enrolment, for 1875, of 67, while about 81 teachers in the county were attending school to fit themselves for better work, and that the one at LaGrange, which is of the same character as the DeKalb County school, had an enrolment at the opening of 67, increased the next day to 75. A return to this Bureau gives the whole number in attendance as 110, and the superintendent who conducts it expresses the hope that it may grow into a permanent school for training teachers.

The Northwestern Normal, Kentland, which is a department of the large public school at that place, reports for 1875 two resident instructors, 30 male and 31 female students, and courses of two and three years. Drawing and vocal music are taught. The other departments of the school afford opportunity for practice.

TEACHERS' INSTITUTES.

The various county institutes seem to have been well attended and to have done, in many instances, good work. One in Jefferson County, continuing five days, enrolled 182 teachers; one in Perry County, 100; one in Henry County, 113; one in Owen County, 102; in Greene County, 133; and in Fountain County, 100. Such subjects as the theory and practice of teaching; the cultivation of good morals and good manners; the proper methods of teaching arithmetic, grammar, geography, map drawing, the natural sciences, and history, were discussed, and much good can hardly have failed to come from such discussion. The Indiana School Journal, organ of the State Teachers' Association and of the State superintendent, has many interesting notices of such institutes in its monthly issues for the year.

EDUCATIONAL JOURNALS.

The Indiana School Journal, published at Indianapolis, has done good service during 1875 by its diffusion of educational information and by articles adapted to aid teachers in their work, and has had in these lines an able coadjutor in the Northern Indiana Teacher, published at South Bend. Both have had in them full descriptions of the Kindergarten system, one by Heinrich Hoffman and the other by Miss Blow.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Of the probably 200 or more high schools in the State, the information is, as usual, but slender. As before mentioned, the State report for 1874, gave 350 as the number of teachers in high schools and 13,342 as the number of pupils in them. No indication is given, however, of the precise number of such schools, nor does it seem that there is yet any uniform course prescribed for them. Indeed, here, as in most of the States, the only means we have of judging of the high school courses is from the schedules given of them in the published reports from cities and larger towns. These show generally a course of four years, in most instances including Latin, with higher English studies, and in some adding German and even Greek as elective studies.

From towns and cities the information is as follows for 1874 and 1875:

Fort Wayne, high school enrolment, 100; graduates of high school, 14.
Evansville, high school enrolment, 113; graduates of high school, 9.
Huntington, high school enrolment, 56; graduates of high school, 0.
Indianapolis, high school enrolment, 468; graduates of high school, 22.
Jeffersonville, high school enrolment, 63; graduates of high school, 5.
La Fayette, high school enrolment, 107; graduates of high school, 6.
La Porte, high school enrolment, 87; graduates of high school, 6.
Logansport, high school enrolment, 107; graduates of high school, 7.
Richmond, high school enrolment, 138; graduates of high school, 16.
Shelbyville, high school enrolment, 44; graduates of high school, 4.

South Bend, high school enrolment, 133; graduates of high school, 5.
Terre Haute, high school enrolment, 120; graduates of high school, 10.
Vincennes, high school enrolment, 113; graduates of high school, 7.

The Terre Haute high school, founded in 1863, has since that time had 606 pupils enrolled in it, and has graduated 101 at the close of a four years' course.—(City school reports and Indiana School Journal, June, 1875, p. 295.)

All high schools in the State which are prepared to teach orthography, arithmetic, geography, English grammar, algebra, geometry, physiology, history of the United States, Latin grammar, reader, prose composition, two books of Cæsar and two of Virgil, or their equivalents in Latin, and possess the other qualifications indicated by the State board of education, are entitled to a commission to prepare students for the State University, and to grant certificates of proficiency in the above studies which shall entitle the holder to admission to the freshman class of the university without further examination.—(Indiana School Journal, July, 1875, p. 343.)

The same journal, for the same month, is our authority for stating that the Indianapolis school board adopted, in 1875, a two years' course for their high school for the benefit of such as may be unable to complete the full four years' course.

OTHER SECONDARY SCHOOLS.

Ten private academies report to the Bureau 43 teachers and 1,646 pupils. Two of these do not in any way classify their pupils; the remaining 8 show 64 in classical studies and 53 in modern languages, 21 being engaged in preparing for a classical course in college and 23 for a scientific course. Only two of the schools teach drawing, 3, vocal music; 3, instrumental music; 3 have more or less chemical apparatus, and 5, philosophical, while 4 have libraries of 100 to 1,000 volumes.

Returns from 14 colleges and universities give 44 instructors in their preparatory departments, exclusive of those in the colleges, with 1,490 students, of whom 556 are preparing for a classical collegiate course and 316 for a scientific course.—(Returns for 1875.)

SUPERIOR INSTRUCTION.

STATE UNIVERSITY.

The Indiana School Journal for October, 1875, says the State University opened with a fair prospect of a successful and prosperous year. The enrolment the first week was 230, of whom 114 were in college classes, with a large number of old students to come in.

The new president, Dr. Lemuel Moss was on the ground. He is about 45 years of age, is a man of broad and exact learning, an able and clear writer and speaker, has a fine physique and undoubted strength of character.

The completion of a new laboratory for the use of the scientific classes gives great additional facilities for instruction here. The department occupies three floors, a basement, and two above ground. The first affords room for storing dangerous material and for the heating and distilling apparatus; the other floors for all laboratory work. Forty-seven students can work here at a time, each operator having his own table and closet; his own gas jets, one for heating and one for light; his own tubes, filters, funnels, lamps, reagents, crucibles, retorts, and other apparatus necessary for analysis, either quantitative or qualitative.

The proportion of students pursuing a classical course is said to have considerably increased since the free opening of the university to the graduates of high schools, while the fact that there are said to be 15 post graduate students for the session of 1874–'75 shows an increasing tendency to more advanced and thorough study. The graduates for 1875 were, according to official returns, 12 bachelors of arts and 15 bachelors of science, while 3 persons received the honorary degree of A. M. and 2 that of LL. D.

DENOMINATIONAL AND OTHER COLLEGES.

Bedford Male and Female College, Bedford, (Christian.)—A classical, a scientific, a ladies', a normal, and a commercial course. No new report for 1874–'75.

Bourbon College, Bourbon.—This institution for sometime suspended was reopened under a new organization and with a new president, August 30, 1875. The president is Dr. J. A. Reubelt, from Ghent College, Kentucky.

Concordia College, Fort Wayne, (Evangelical Lutheran.)—Six full years in the complete course. Largely German. Ten young students from the father-land came to it in 1875. Library, 4,000 volumes.

Fort Wayne College, Fort Wayne, (Methodist Episcopal.)—A collegiate department with classical and scientific courses; a normal, a commercial, an art, a music, and an academical department. Astronomical, chemical, philosophical, and pharmaceutical apparatus, with globes, maps, and charts. Library, 600 volumes. Males and females both admitted.

Franklin College, Franklin, (Baptist.)—For both sexes. Same departments as the last, except the normal and commercial, and, like it, has both males and females in the faculty. Library, 2,000 volumes. Received $30,000 in gifts the past year.

Indiana Asbury University, Greencastle, (Methodist Episcopal,) admits ladies as well as gentlemen, but the latter only to the faculty. Courses, a classical, a scientific, a biblical, a normal, and a legal; the last comprising two years, with some vacation studies. Some internal troubles existing in the past year seem to have been healed and a new president, Rev. Alexander Martin, D. D., is reported to have been enthusiastically received. Library, 10,000 volumes.

Hanover College, Hanover, (Presbyterian.)—For male students only. Courses, classical, scientific, and preparatory. Graduates in June, 1875, 13.

Hartsville University, Hartsville, (United Brethren.)—For both males and females. Courses, classical, scientific, preparatory, theological, commercial, and musical. Library, 775 volumes.

Northwestern Christian University, Irvington, (Christian.)—For both sexes. A lady professor in special charge of lady students. Departments: a literary college, a college of business, and a college of law. This university has changed its location from Indianapolis to Irvington, a suburban village four miles eastward of the city, securing by the change an excellent new building and a large present addition to its endowment from sale of its city property, with the prospect of still further increase of it from future sales. Library, 4,000 volumes.

Union Christian College, Merom, (Christian.)—Courses, academic or preparatory, classical, scientific, and musical. Open to both sexes on the same terms.

Smithson College, Logansport, (Universalist.)—Courses, preparatory, commercial, philosophical, and collegiate. Musical instruction is also given. Library, 300 volumes.

Moore's Hill College, Moore's Hill, (Methodist Episcopal.)—For both sexes. Courses, preparatory, collegiate classical and collegiate scientific, normal, and musical. Library, "several hundred volumes."

University of Notre Dame du Lac, Notre Dame, (Roman Catholic.)—For males only. Courses, the same as the above, except that, in place of the normal and musical, there is a course in modern languages and one in law. A post graduate course has also been arranged. "Some few hundred volumes have been added to the library."

Earlham College, Richmond, (Friends.)—Both sexes here admitted to equal privileges and equal degrees. Preparatory, classical, and scientific courses, with special attention to modern languages and English literature. Large additions have been made to the cabinet, by the president, from collections made by him in the Sandwich Islands and California. Library, 2,000 volumes. An observatory, with good telescope and apparatus, is possessed.

Ridgeville College, Ridgeville, (Free Baptist.)—For both sexes. A ladies' collegiate course is here added to the classical and scientific courses. There is also a department of music. Library, 300 volumes.

St. Meinrad's College, St. Meinrad, (Roman Catholic.)—For males only. Courses, preparatory and classical collegiate. Library, 6,000 volumes.

St. Bonaventure's College, Terre Haute, (Roman Catholic.)—For males only. A preparatory and a classical and scientific collegiate course.

Wabash College, Crawfordsville, (Presbyterian.)—An English and mercantile course, a collegiate preparatory, collegiate classical, and collegiate scientific. Library, 8,000 volumes, with 5,000 more in society libraries. Military drill for students.—(Catalogues and returns for 1874–'75 and 1875–'76.)

A NEW FREE COLLEGE.

The Philadelphia Evening Telegraph of October 4, 1875, contained the following statement, and although no distinct information from other sources has been received in confirmation of it, the paragraph is given for what it may be worth and in the hope that the facts may be as stated:

"In April last it was announced that Mr. Willard Carpenter, of Evansville, Ind., had decided upon a step which will place him among the great philanthropists of the world. He proposed to give $1,000,000 to found a free college for poor students; clothing, tuition, and food to be furnished for nothing. Provision was to be made for the support of a faculty of instructors, and the whole fund to be placed in the hands of ten trustees, five of them to be residents of Indiana and five of adjoining States. A recent dispatch from Evansville announces that on the 30th ultimo Mr. Carpenter filed the articles of association for the endowment of the institution. The deeds will settle $500,000 on the institution, and Mr. Carpenter declares that after it shall have been established he will make a further gift of $200,000. The institution will be open to the poor alone, and will not be connected with any religious sect. Mr. Carpenter is 72 years of age, was born in Vermont, and began life traveling over the New England States and New York with a pack on his shoulder. His children have already had their share of his estate of $2,000,000, and there still remains enough to carry his project to success."

COLLEGES FOR WOMEN.

Two institutions for the superior instruction of young women, the Presbyterian Female College of Indiana, Greencastle, and the Moravian Seminary for Young Ladies,

Hope, report for 1875, the former, 2 instructors and 30 pupils in the preparatory department and 4 instructors and 40 students in the collegiate; the latter, 8 instructors and 75 students, 1 in post graduate studies. Four years' course in the former, three in the latter.

INTERSTATE COLLEGIATE ORATORICAL CONTEST.

Representatives from the colleges of six States, Ohio, Indiana, Illinois, Wisconsin, Iowa, and Missouri, each of whom had won the first position in similar trials previously held in their own States, met at Indianapolis in May, 1875, and contested for the prize in oratory. One of the editors of the Wisconsin Journal of Education, who was present, says: "The six orations presented by the contestants were, upon the whole, good, judged by the proper standard of comparison. Young gentlemen of 20 are not expected to display the intellectual power of twice that age. As young men, they nearly all did well. The one who took the prize, Mr. I. M. Coultas, of Illinois, showed remarkable skill and power in declamation. Coming last on the list, appearing at a late hour before a partially exhausted audience, he banished every feeling of weariness, aroused the attention and interest of all, provoked applause at intervals during his speech, and at its close such a spontaneous and hearty manifestation of approval as showed he had cast over his auditors the spell of a master, albeit a youthful one." The second prize was awarded to T. M. Graydon, of Iowa, though, in the opinion of the Wisconsin judge, it should have been given Mr. McLeod, of Indiana, who made a very vigorous and manly speech.—(Wisconsin Journal of Education, June, 1875, pp. 263, 264,)

The Indiana School Journal, June, 1875, p. 294, says of this contest: "The performances were good of the kind, and the kind just what might have been expected under the circumstances. The subjects were of the old college style, entirely beyond the limits of a ten or fifteen minutes' oration, and mostly beyond the capacity of the orators. The style of composition was florid, and, in some cases, fulsome. The delivery was of the usual spread-eagle type." The Wisconsin editor speaks much more favorably of it.

Statistics of universities and colleges, 1875.

Names of universities and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
Bedford College*	5	....	24	91	.....	$0	.....	.....	.....	.....	50
Bourbon College	4	....	100	23	$15,000	.....	.....	$1,000	.....	.....	.....
Concordia College	15	0	255	138	150,000	.....	.....	200	$0	.....	a4,503
Earlham College	9	....	114	56	110,500	55,000	$4,600	9,700	0	.....	a3,592
Ft. Wayne College	8	0	.....	b17	75,000	0	0	2,000	0	$0	600
Franklin College	4	....	51	19	40,000	70,000	3,000	2,200	.....	.....	a3,000
Hanover College*	13	3	37	87	145,000	100,000	7,600	1,500	.....	.....	a7,000
Hartsville University	6	1	.....	71	20,000	25,000	.....	818	.....	4,250	775
Indiana University	15	....	112	134	100,000	103,000	7,560	1,205	23,000	.....	6,000
Indiana Asbury University.	16	8	277	283	200,000	171,000	14,000	4,800	0	500	a14,000
Moore's Hill College	5	....	92	38	27,000	.....	.....	.....	.....	.....	.....
Northwestern Christian University.	12	2	45	114	15,000	300,000	18,000	.....	.....	.....	4,000
Ridgeville College	5	....	90	21	25,000	15,000	900	300	.....	15,000	300
St. Meinrad s College	8	....	30	41	10,000	.....	.....	1,800	.....	.....	6,000
Smithson College	10	0	44	23	100,000	3,000	300	1,000	.....	3,000	a350
St. Bonaventure's College*	7	....	160	35	25,000	.....	.....	2,500	.....	.....	a650
Union Christian College	9	....	80	56	50,000	8,000	5,000	500	0	1,000	500
University of Notre Dame du Lac.	27	....	200	200	.....	.....	.....	.....	0	.....	a20,000
Wabash College*	11	....	129	86	150,000	160,000	15,000	.....	.....	17,000	a13,000

* From Report of Commissioner of Education for 1874.
a Includes society libraries. *b* Also 95 students unclassified.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

Purdue University, La Fayette, is the State College of Agriculture and the Mechanic Arts. Opened in full for students September 16, 1874, after a partial opening March 2; it has (1) a school of natural science, (2) a school of engineering, (3) a school of agricul-

ture, (4) a school of military science, with courses for special and post graduate students in engineering, in natural history, in chemistry, in metallurgy, and in physics. Its location is on a tract of 185½ acres one mile west of La Fayette, on an elevated plateau overlooking the valley of the Wabash. The buildings erected and in use are a boarding house, dormitory, laboratory, boiler and gas house, all of brick, and a military hall, gymnasium, stable, and workshop of wood. The university building proper is yet to be erected, the funds for it gradually accumulating.

At the first annual commencement, June, 1875, one student graduated in the school of chemistry. The attendance at the opening of the autumnal session of 1875 was considerably in advance of that of 1874, both in numbers and scholarship; and as graduates of the State high schools are hereafter to be admitted to its classes, as they now are to the State University, there is likely to be a steady increase of students, especially if Hon. E. E. White, of Ohio, called to the presidency, should bring his matured powers to the fuller organization of its work.—(Report of trustees for 1874 and return to Bureau, 1875.)

Rose Polytechnic Institute, Terre Haute.—This institution, originally styled the Terre Haute School of Industrial Science, has been established and endowed by Chauncey Rose, esq., of Terre Haute, "to prepare young men for any of the activities of life by practical education." The amount donated by Mr. Rose for the endowment is $450,000, with a lot of ten acres within the limits of the city for a site. "The cornerstone of the building," says the Terre Haute Express, "was laid on Saturday, September 11, 1875, with imposing ceremonies," and the secretary of the institute writes at the close of the year, "The academic building is now about inclosed, and will be completed July next, according to contract. Then the course of instruction, based on mathematics, sciences, &c., will begin."—(Return to Bureau, 1875.)

The several professional schools appear by their returns in the following table, and more fully in Tables XII and XIII at the close of this volume.

Statistics of schools for scientific and professional instruction, 1875.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
SCHOOLS OF SCIENCE.									
Purdue University	8	...	....	3, 4	$300,000	$360,000	$21,000	$0	800
Rose Polytechnic Institute *a*	....	...	....	....	.....	186,000	.....	.....	.....
SCHOOL OF THEOLOGY.									
St. Meinrad's Theological Seminary	6	....	21	4	100,000	.....	.....	.....	.....
SCHOOL OF LAW.									
Indiana University, (law department)	3	....	40	2	.....	.....	.....	.....	7,000
SCHOOLS OF MEDICINE.									
College of Physicians and Surgeons	10	....	62	2	5,000	10,000	2,000	5,000	.....
Indiana Medical College, (Indiana University.)	15	....	126	2	*b*4,500	0	0	5,000	500
Medical College of Evansville	10	....	25	1	.....	.....	.....	5,000	.....

a Classes not yet organized; buildings not completed. *b* Apparatus.

SPECIAL INSTRUCTION.

INDIANA INSTITUTE FOR EDUCATION OF THE BLIND, INDIANAPOLIS.

This institution reports, for 1875: Instructors, 25; students, 103; value of grounds, buildings, and apparatus, $525,000; receipts from all sources, $34,262.28; expenditures, $34,182.78; employments taught, broom making, chair seating, piano tuning, sewing, knitting, bead work, fancy work, &c. Library, 2,500 volumes. Since the opening in 1847, there have been 521 pupils.—(Return to Bureau, December 18, 1875.)

INDIANA INSTITUTION FOR THE DEAF AND DUMB, INDIANAPOLIS.

Founded in 1844, there have been here, since that time, 1,096 pupils. At present there are 15 instructors and 340 pupils. The studies are the ordinary ones of a common school and academic course. The value of grounds, buildings, and apparatus is put at $650,000; the income for the year, $63,000 from State appropriation and $6,314 from the shops in which the students work; expenditures, $62,569. Library, 3,025 volumes.—(Return to Bureau, December 18, 1875.)

INDIANA REFORMATORY INSTITUTION FOR WOMEN AND GIRLS, INDIANAPOLIS.

Incorrigible conduct, needing both restraint and instruction, forms the ground of commitment here. The teachers reported number 6; the girls and women committed during the year, 52; those discharged, 17; remaining, 134. Only 61 could read when committed, and only 59 could write, as well as read. Of these 48 have learned to read since their commitment and 30 to write. All the branches of a common school training are taught, together with household duties, dress making, and laundry work. Three-fourths of those discharged are said to have become orderly members of society.—(Return to Bureau, 1875.)

INDIANA HOUSE OF REFUGE, PLAINFIELD.

Instructors, 20; inmates, 328, of whom 153 have been received during the year, either because of youthful crimes or at the request of parents. Only 289 could read when committed and only 109 read and write. The inmates are taught reading, writing, arithmetic, geography, grammar, and spelling, with farming, gardening, floriculture, caning of chairs, tailoring, printing, and shoemaking. Total received since establishment of school, 733, of whom three fourths are thought to have been reformed.—(Return to Bureau, January 4, 1876.)

EDUCATIONAL CONVENTIONS.

STATE TEACHERS' ASSOCIATION.

The twenty-first anniversary and twenty-second meeting of the State Teachers' Association was held at Indianapolis, December 28, 1875. M. R. Barnard, esq., chairman of the school board of that city, welcomed the association cordially and response was made by President Jones, of the State Normal School. The president elect, Superintendent George P. Brown, of Indianapolis, delivered his inaugural address, taking for a topic education in Indiana. During the sessions of the next two days papers were read as follows: "Objects and methods of school government," by Superintendent Thomas, of Wabash; "Language culture," by Miss Bruce, of the State Normal; "Reciprocal duties of parents and teachers," Superintendent Todd, of Delaware County; "The district school," Superintendent McPherson, of Wayne County; "Drawing in public schools," Professor Brown, of Purdue University; "Poverty of ideas in high schools and the remedy," Miss Lyon, of the La Porte High School; "Superintendents' meetings," Superintendent Butler, of Attica; "History of public schools in Indiana," Professor Olcott, of Indianapolis; "A plea for the practical in common school education," Professor Smith, of Rockport. A powerful address was given on Thursday, by Dr. Martin, the new president of Asbury University, on "Mental science as a study for teachers." Wednesday evening was occupied by Professor Hunter, of Bloomington, with his sketch of the history of the association, and by a banquet at the Grand Hotel, in which over 300 participated. The next evening Dr. Moss, of the State University, pronounced an address upon higher education. On Thursday a centennial meeting was held, which was addressed by State Superintendent Smart, State Agent Green, and others, when resolutions were adopted pledging co-operation with the efforts of the centennial committee. Resolutions were also passed in honor to the memory of the late President Nutt, and others upon miscellaneous topics at some length. The total enrolment of members was 402.—(Northern Indiana Teacher, January, 1876, p. 38.)

MEETINGS OF COUNTY AND CITY SUPERINTENDENTS.

The county superintendents of the State met in convention at Indianapolis on the 15th and 16th of July, 1875. Papers were read on the mode of conducting teachers' examinations and of marking papers, on township institutes, on teachers' associations, and other topics of practical interest to the schools.—(Ibid., August, p. 317.)

A State convention of city superintendents was held in Indianapolis, April 7-9. The system of grading and nomenclature of the schools, (referred to elsewhere,) approved by a meeting of western superintendents, was unanimously adopted.—(Ibid., May, p. 193.)

OBITUARY RECORD.

DR. H. W. CLOUD.

The death of Dr. H. W. Cloud, of Evansville, is noticed by the Indiana School Journal for June, 1875, as a great loss to the cause of education. Dr. Cloud pursued his college studies at Asbury University, to the senior year, and then, passing to the State University, graduated in 1857. He became first a teacher, and found in that occupation so

much delight that he afterwards regretted he had not continued in it to the end. Pursuing medical studies and becoming finally one of the best chemists in his region, he still kept his love for the cause of education always warm. He was for some time a trustee of the State University and a member of the school board of Evansville. In the latter capacity he labored earnestly to secure a library for the city schools, and ad the happiness of seeing this cherished enterprise established, crowning the labors of a life well spent. That library will be his monument.

REV. CYRUS NUTT, D. D.,

Died August 23, at his home in Bloomington, after long and faithful service in educational work in Indiana. Born in Trumbull County, Ohio, September 4, 1814; he graduated at Allegheny College, Meadville, Pa., in 1836, and in the same year became principal of the preparatory department of that college. Called shortly after to a similar position at Asbury University, Greenville, Ind., he went thither, received a license to preach the Gospel, and so commended himself to favor by his work and character that in 1837 he was made professor of languages, and in 1841 professor of the Greek language and literature and instructor in Hebrew. Resigning this post in 1843, he entered upon pastoral work at Bloomington and Salem, but was recalled to his professorship at Asbury in 1848; served there for another year, and was then made president of the Ft. Wayne Female College; the next year, president of Whitewater Female College. Laboring here faithfully for five years, he, at the end of that time, again resumed the work of the ministry, becoming in 1855 presiding elder of the Richmond district. Once more elected to a professorship at Asbury, he went back there in 1857, and served for two years as professor of mathematics and acting president, till the inauguration of President Bowman relieved him of the latter duty. In 1859, his alma mater made him doctor of divinity, and in 1860 he was honored with the presidency of the Indiana University at Bloomington. It was at that time not much more than a grammar school; but grew gradually, beneath the good doctor's genial care, into an important State university, the head and crown of the school system of the State; and when, at the close of the session of 1874–75, he ceased to be its president, its able faculty and handsome revenue entitled it to rank among the first of such institutions in the Ohio River States, if not the very first.

EDWIN W. THOMPSON,

A teacher of much repute in the Indianapolis high school, died August 19, of consumption, at the Mountain Sanitarium, N. C., aged 27, leaving behind him the reputation of being not only an excellent Christian gentleman, but also one of the best scholars in the State, especially in natural science.

LIST OF SCHOOL OFFICIALS IN INDIANA.

STATE BOARD OF EDUCATION.

Hon. JAMES H. SMART. *State superintendent of public instruction, ex officio*, president.

Superintendent.	Post-office.
His excellency Thomas A. Hendricks, governor	Indianapolis.
Hon. James H. Smart, State superintendent of public instruction	Indianapolis.
Rev. Lemuel Moss, D. D., president of State University	Bloomington.
William A. Jones, president of State Normal School	Terre Haute.
George P. Brown, superintendent of Indianapolis public schools	Indianapolis.
Alexander M. Gow, superintendent of Evansville public schools	Evansville.
John S. Irwin, superintendent of Fort Wayne public schools	Fort Wayne.

COUNTY SUPERINTENDENTS.

County.	Superintendent.	Post-office.
Adams	W. H. Walters	Decatur.
Allen	Jeremiah Hillegrass	Fort Wayne.
Bartholomew	John M. Wallace	Columbus.
Benton	B. F. Heaton	Fowler.
Blackford	James H. McEldowney	Hartford City.
Boone	D. H. Heckathorn	Jamestown.
Brown	John M. McGee	Nashville.
Carroll	Thomas H. Britton	Burlington.
Cass	Harry G. Wilson	Logansport.
Clarke	W. B. Goodwin	Jeffersonville.
Clay	Allen R. Julian	Bowling Green.
Clinton	Harrison Kohler	Frankfort.
Crawford	John P. Batman	Leavenworth.
Daviess	Edward Wise	Washington.

List of school officials in Indiana—Concluded.

County.	Superintendent.	Post-office.
Dearborn	George C. Columbia	Aurora.
Decatur	Philander Ricketts	Westport.
De Kalb	James A. Barns	Waterloo.
Delaware	O. M. Todd	Muncie.
Dubois	E. R. Brundick	Huntingburgh.
Elkhart	David Moury	Goshen.
Fayette	Josiah S. Gamble	Orange.
Floyd	Peter V. Albright	New Albany.
Fountain	Dr. M. T. Case	Attica.
Franklin	Aaron B. Line	Brookville.
Fulton	Enoch Myers	Kewanna.
Gibson	W. T. Stilwell	Fort Branch.
Grant	Thomas D. Sharp	Marion.
Greene	Reason C. Hilburn	Newberry.
Hamilton	A. P. Howe	Westfield.
Hancock	William P. Smith	Greenfield.
Harrison	Samuel D. Luckett	Corydon.
Hendricks	James A. C. Dobson	Brownsburgh.
Henry	George W. Hufford	New Castle.
Howard	Milton Garrigus	Kokomo.
Huntington	F. M. Huff	Warren.
Jackson	Addison J. McCune	Medora.
Jasper	J. H. Snoddy	Remington.
Jay	Simeon K. Bell	New Mount Pleasant.
Jefferson	George C. Monroe	Saluda.
Jennings	John Carney	Vernon.
Johnson	John H. Martin	Franklin.
Knox	Marcellus P. Roberts	Vincennes.
Kosciusko	W. L. Matthews	Warsaw.
La Grange	Elias T. Cosper	La Grange.
Lake	J. M. McAfee	Crown Point.
La Porte	James O'Brien	La Porte.
Lawrence	W. B. Chrisler	Bedford.
Madison	Robert I. Hamilton	Anderson.
Marion	Lea P. Harlan	Indianapolis.
Marshall	W. E. Bailey	Plymouth.
Martin	William C. Hayes	Loogootee.
Miami	W. Steele Ewing	Peru.
Monroe	M. M. Campbell	Bloomington.
Montgomery	John G. Everton	Crawfordsville.
Morgan	R. V. Marshall	Martinsville.
Newton	Benjamin F. Niesz	Kentland.
Noble	M. C. Skinner	Albion.
Ohio	John H. Pate	Rising Sun.
Orange	James L. Noblitt	Chambersburg.
Owen	William R. Williams	Patricksburg.
Parke	Eldwood C. Siler	Bloomingdale.
Perry	Theo. Courcier	Rono.
Pike	Arthur Berry	Otwell.
Porter	James McFetrich	Valparaiso.
Posey	Harrison O'Bannon	Mount Vernon.
Pulaski	C. W. Wickersham	Winamac.
Putnam	L. A. Stockwell	Greencastle.
Randolph	Daniel Lesley	Winchester.
Ripley	Samuel B. Daubenheyer	Titusville.
Rush	A. E. Thomson	Rushville.
Scott	Allen H. Whitset	Deputy, Jefferson Co.
Shelby	Squire L. Major	Shelbyville.
Spencer	J. S. Stonecypher	Lake.
Starke	Alex. H. Henderson	Knox.
St. Joseph	David A. Ewing	South Bend.
Steuben	L. R. Williams	Angola.
Sullivan	James A. Marlow	Sullivan.
Switzerland	Charles J. Robenstein	Vevay.
Tippecanoe	W. H. Caulkins	La Fayette.
Tipton	B. M. Blount	Tipton.
Union	L. M. Crist	Liberty.
Vanderburgh	J. W. Davidson	Evansville, 507 5th av.
Vermillion	William L. Little	Newport.
Vigo	John Royse	Terre Haute.
Wabash	Macy Good	Wabash.
Warren	Alonzo Nebeker	Williamsport.
Warrick	C. W. Armstrong	Boonville.
Washington	James M. Caress	Salem.
Wayne	J. C. McPherson	Richmond.
Wells	Smith Goodin	Bluffton.
White	William Irelan	Burnett's Creek.
Whitley	Alex. J. Douglass	Columbia City.

IOWA.

STATISTICAL SUMMARY.

SCHOOL POPULATION AND ATTENDANCE.

Population of school age, (5–21:) Boys, 274,631; girls, 259,272	533,903
Number under 6 years of age, (estimated)	66,740
Number over 16 years of age, (estimated)	125,450
Number between 6 and 16 years of age, (estimated)	341,713
Number enrolled in public schools, 1874–'75	384,012
Percentage of enrolment on enumeration	72
Total average attendance	225,415
Increase of average attendance in two years	21,211
Percentage of attendance on enrolment	59
Percentage of attendance on enumeration	42

TEACHERS AND TEACHERS' PAY.

Number of teachers in 1874–'75: Males, 6,500; females, 11,645	18,145
Average monthly pay of male teachers	$36 68
Average monthly pay of female teachers	28 34
Increase in pay of the former in two years	40
Increase in pay of the latter in two years	66

SCHOOLS AND SCHOOL HOUSES.

Number of ungraded public schools	9,203
Increase in two years	806
Number of graded schools	407
Whole number	9,610
Average duration of school in months	6.8
Number of private schools	131
Teachers employed in private schools	459
Aggregate attendance of scholars in these	13,350
Number of school-houses: Frame, 8,498; brick, 650; stone, 259; log, 121.	9,528
Increase in two years	672
Estimated value of sites, buildings, furniture, and apparatus	$8,617,956 00
Increase in value in two years	453,631 00

INCOME AND EXPENDITURE.

Receipts.

From local tax	4,226,975 98
Interest on permanent fund and rent of lands	318,997 72
From other sources	489,524 32
Total receipts	5,035,498 02

Expenditures.

For sites, buildings, and furniture	1,087,983 30
For libraries and apparatus	26,700 55
For salaries of teachers	2,598,439 81
For miscellaneous and contingent matters	892,625 73
Total expenditures	4,605,749 39

EXPENDITURE PER CAPITA.

Rate of expenditure *per capita* of school population	6 75
Rate of expenditure *per capita* of pupils enrolled	9 38
Rate of expenditure *per capita* of average attendance	15 99
Rate of expenditure *per capita* of population 6–16 years old	10 53
Rate of expenditure *per capita* of population 6–16 years old, including interest on school property	13 67

SCHOOL FUND.

Amount of school fund, permanent and available	3,363,960 66

—(From report of Hon. A. Abernethy, State superintendent of public instruction, for 1874 and 1875, and return from the same to the Bureau of Education for the school year 1874–'75.)

SCHOOL SYSTEM OF THE STATE.

CONSTITUTIONAL PROVISIONS.

The first constitution of the State, adopted in 1846, required the general assembly to provide for the election, by the people, of a superintendent of public instruction, to hold office for three years, his duties to be prescribed by law and his compensation to be such as the general assembly might direct. It also required the assembly to encourage, by all suitable means, the promotion of intellectual, scientific, moral, and agricultural improvement; to form a school fund; to provide for a system of common schools, by which a school should be kept up and supported in each school district at least three months in every year; and to take measures for the protection, improvement, or other disposition of lands for the use of a university.

That of 1857 provided for a general management of the educational interests of the State by a State board of education, to consist of the lieutenant-governor and of one member to be elected from each judicial district in the State. This board, under a permissive clause in the constitution, was abolished March 19, 1864, and a superintendency of public instruction re-established.

PROVISIONS OF THE SCHOOL LAW.

Code of Iowa, 1873, title XII, pp. 294–352, and school laws of Iowa, 1874, from the code of 1873, as amended by the fifteenth general assembly, with forms, notes, and decisions, by Hon. A. Abernethy.

OFFICERS.

A State superintendent of public instruction, county superintendents, boards of directors for district townships, and subdirectors for subdistricts form the present official staff of the school system.

POWERS AND DUTIES OF THESE OFFICERS.

State superintendent.—The State superintendency provided for in the constitution of 1846 was supplanted by a State board of education in that of 1857, and again restored by act of March 19, 1864, in accordance with a constitutional clause allowing such change after 1863. The incumbent of this office, elected by the people, holds it for a term of two years; is charged with the general supervision of all the county superintendents and all the common schools of the State; files in his office at the seat of government all papers, reports, and public documents transmitted to him; is to keep a fair record of all things belonging to his official work; is to co-operate with county superintendents in organizing and holding normal institutes for the instruction of teachers and those who may desire to teach; is to see to the publication and distribution of acts amendatory of the school laws, after each session of the legislature, if deemed necessary; is to report annually to the State auditor, on the 1st of January, the number of persons of school age (5–21) in each county; and at each regular session of the State legislature is to report the condition of the common schools of the State, the number of district townships and subdistricts; the number of teachers, of schools, of school-houses and their value, of persons of school age, of attendants on schools in each county, of books in district libraries, together with the value of apparatus in the schools, and such other statistical information as he may deem important; this report to be accompanied with a detail of any plans he may have matured for the more perfect organization and efficiency of common schools.

County superintendents.—These officers are also elected by the people for terms of two years. They have charge of the examining and licensing of teachers for the schools of their respective counties and of making proper record of the name, residence, age, and date of examination of all persons examined and licensed by them, any certificate being revocable for such cause as would have justified the withholding it when given. They must visit the several schools of the county at least once in each term, and spend at least half a day in every such visitation; must act as organs of communication between the State superintendent and township or district authorities; must report to the superintendents of the State institutions for the deaf and dumb and blind the name, age, and post-office address of all such unfortunates within their counties, and must hold annually, at such times as the schools are generally closed, with such assistance as may be necessary, normal institutes, of not less than six days each, for the instruction of teachers and those who may desire to teach, aiding in defraying the expenses of such institutes by charging a registration fee of $1 for each attendant, and of the same sum for each certificate issued, and transmitting to the county treasurer all moneys so received, to be designated, together with the State appropriation for institutes, the "institute fund," this transmission to be accompanied with a list of the names of all persons so contributing and the amount from each. They are also to act as presidents of county boards of trustees for high schools; to conform in all respects to the directions of the State superintendent in matters within his jurisdiction; to transmit to the lower officers the school blanks, circulars, and other communications directed to them; and on the first Tuesday of October in each year they

must make to the State superintendent a report containing a full abstract of all the reports made to them by the district secretaries, with such other matters as may be called for or as may seem essential to a true exhibition of the condition of the schools. They must also at the same time make report to the county auditor of the number of persons of school age (5–21) in each school district within their respective counties.

Failure to make either of these reports incurs a forfeiture of $50 to the school fund of the county, with further liability to all damages caused by such neglect.

Boards of directors of township districts.—The subdirectors of the several subdistricts in any township compose the township district board, while if there are no subdistricts three are chosen for the township. This board has general charge of school matters in the township, such as the purchase of school sites, the erection of school buildings, the determination of the boundaries of school districts, and, hence, the decision where pupils shall attend school. It may establish graded or union schools wherever necessary, and may select a person to have the general supervision of the schools, subject to the rules and regulations of the board. It may select text books for use in the schools, not changing them oftener than once in three years, except on a vote of the people for such change. Out of any unappropriated fund in the treasury the board may purchase records, dictionaries, maps, charts, and apparatus for the schools, but may not contract a debt for this purpose. It elects for itself a president, who, besides presiding at its meetings, draws all its drafts upon the county treasury for money apportioned to the schools within the township, signs all orders on that treasury for funds, and signs, too, all contracts made by the board. It also chooses a secretary, whose duty it is to keep record of the proceedings of the board, preserve copies of reports made by it and files of all documents sent to it, countersign orders and drafts drawn by the president, make a register of all orders drawn on the treasury, and furnish the treasurer with a transcript of the same. He is to give due notice of the district township meeting; keep an account of all expenses incurred by the district; notify the county superintendent when each school term in the district begins and ends, and make to him, between the 15th and 20th of September in each year, a report containing the following items: (1) the number of persons of school age in his district, male and female; (2) the number of schools and the branches taught; (3) the number of pupils and average attendance in each school; (4) the number of teachers, male and female, and average weekly pay of each sex; (5) the length of school in days and average weekly cost of each pupil; (6) the amount of teachers' fund held over, received, paid out, and on hand in his district; (7) the amount of contingent fund held over, &c.; (8) the amount of school house fund held over, &c.; (9) the text books used, number of volumes in district library, and value of apparatus belonging to the district; (10) the number of school houses and their estimated value; (11) the name, age, and post-office address of each person of school age so far deaf and dumb or blind as to be incapable of instruction in the common schools.

Twenty-five dollars' forfeiture, with liability for all losses resulting from failure, is the penalty for neglect to make this report.

The treasurer of the board holds all moneys belonging to the district; pays them out on orders of the president, countersigned by the secretary; registers such orders, showing in each case the number of the order, its date, the name of the person in whose favor it was drawn, the purpose for which it was given, and the amount; receives all moneys apportioned to the district by the county auditor and all collected from it on district school tax by the county treasurer; keeps account of expenses and receipts in a book provided for the purpose; and renders from time to time a financial statement to the board.

Subdirectors.—Subdirectors are annually chosen at the yearly district meeting in the independent districts of townships organized before the passage of the present school code. They serve for terms of one year, or until their successors are duly elected and qualified; and have charge, under the township district board, of all school matters in their districts, such as employing teachers, repairing and furnishing school-houses, making contracts for supplying fuel for schools, and doing whatever may be necessary for promoting their comfort and prosperity. Each one is required to take a school census of his district between the 1st and 10th of September in each year, giving the names of heads of families and number and sex of children of school age, and reporting the latter to the secretary of the township board.

SCHOOLS.

In each subdistrict is to be taught at least one school for not less than twenty-four weeks, of five school days each. Graded schools and high schools are also provided for, with normal schools, normal institutes for the fuller training of teachers, schools for soldiers' orphans, for the blind, the deaf and dumb, and the youth that need reformatory training; while beyond all these come a State agricultural and mechanical college and a State university at the head of the school system.

Industrial expositions, to be held in each school once a term or oftener, and to consist of useful articles made by the pupils, are also here an interesting feature authorized and encouraged by school law.

SCHOOL FUNDS.

The State permanent school fund is derived (1) from 5 per cent. on the net proceeds of the public lands within it, (2) the proceeds of the sales of 500,000 acres granted it by the General Government in 1841, (3) the proceeds of escheated estates, and (4) the proceeds of sales of the sixteenth section in each township, or of lands selected in lieu thereof. Amount, 1875, $3,363,961.

A temporary fund for school purposes, to be received and appropriated annually in the same manner as the interest on the permanent fund, is derived from (1) all forfeitures of 10 per cent. authorized to be made for the benefit of the school fund, (2) fines collected for violation of the penal laws, (3) fines collected for non-performance of military duty, and (4) sales of lost goods and estrays. Amount, 1874, $92,768.

A local tax for school purposes, not to exceed 5 mills on the dollar annually, is also authorized.

ELEMENTARY INSTRUCTION.

ORGANIZATION OF THE SCHOOL SYSTEM.

Iowa became a Territory on the 4th day of July, 1838, and the territorial legislature on January 1, 1839, passed an act for the establishment of public schools, the first section providing that "there shall be established a common school, or schools, in each of the counties of this Territory, which shall be open and free for every class of white citizens between the ages of 5 and 21 years;" the second section providing that "the county board shall, from time to time, form such districts in their respective counties whenever a petition may be presented for that purpose by a majority of the voters resident within such contemplated district." Among the earlier enactments of the territorial legislature were those requiring that each district maintain at least three months' school every year, and that the expenses for the same be raised by taxes levied upon the property of said district. Among the later enactments was that providing for a county school tax to be levied to pay teachers, and that whatever additional sum might be required for this purpose should be assessed upon the parents sending, in proportion to the length of time sent. The rate bill was thus adopted near the close of the territorial period.

The first legislative assembly of the Territory addressed itself to the task of providing a system of common schools. The second assembly enacted in 1840 a much more comprehensive law, which was, however, in advance of the existing public sentiment, making ample provision for free public schools. It was not until 1848, and after much agitation of the subject by eminent men, that the people were ready for a system of schools wholly free and supported by taxation. A comprehensive bill prepared by Horace Mann, of Massachusetts, was adopted by the general assembly March 12, 1858. It made a radical change in the school system. Small districts were replaced by large ones; the rate-bill system by free schools, to be taught in every subdistrict for at least four months each year, and as much longer as the board of directors might determine. The office of county superintendent was created, and provision was made for the examination of teachers, the supervision of schools, and the establishment and support of graded and high schools. The management of the permanent school fund was removed from school officers and placed in the hands of those not otherwise officially connected with the public schools. This law awakened enthusiasm among the people and gave a grand impetus to the cause of popular education.—(State report for 1874–'75, pp. 15, 23, 32.)

SCHOOL FINANCES.

The constant and rapid increase in the amount of money expended for school purposes is indisputable evidence of the appreciation of the public schools on the part of the people of the State. In the year 1849 the total expenditures for school purposes were $44,738; in 1859, $617,632; in 1869, $3,434,822; in 1875, $4,605,749. With the exception of the semi-annual apportionment, derived largely from the interest on the permanent school fund, these sums were raised by voluntary tax.

ATTENDANCE.

The number of persons who attended school during any year is considerably less than the whole number between the ages of 5 and 21 years. In a State with an area of more than 50,000 square miles and a school population of half a million, especially when unevenly distributed, a large number of children will reside so far from any school as practically to prevent their attendance. There is also a growing tendency to defer sending children to school till they are beyond the lowest limit of school age, and an undue haste in withdrawing them before the highest limit of that age is approached. Then, too, a small percentage of the youth of the State receive instruction in private schools. These facts largely account for the difference between the number enrolled in the schools and the whole number of legal school age. Still, after making these allowances, there are in the State thousands of youth between the ages of 8 and 16 who ought to be at school, though the relative number whose education is thus

neglected is slowly diminishing from year to year. The 384,012 youth 5-21 years of age attending public schools in 1875, added to the 13,350 attending private schools, makes 397,362 pupils of all ages attending school, a number which exceeds by 42,512 that of the children in the State between 6 and 16; which is regarded as a creditable showing.—(Report for 1875, pp. 45-47.)

SCHOOL-HOUSES.

From the year 1833 to 1853 the log school-houses prevailed and continued to increase until 1861, when 893 were reported. Since then the number of this class of houses has egularly diminished, there being: in 1865, 796; in 1870, 336; and, in 1875, 121. From 1854 to 1856 school-houses increased rapidly in number and improved greatly in character; the larger and better frame house replacing the log, and brick houses of more imposing appearance becoming more common in the cities and larger towns. The greatest annual increase in the number of school-houses occurred in 1871, when the number added was 730, since which time the annual increase has steadily lessened, that of 1875 being 303. While, however, the number built diminishes, the cost of building increases, that for 1875 being $1,153,339 against $935,617 for the year 1871, when the number built was more than twice as great. The present number of school houses is 9,528, which is one to every 140 inhabitants of the State.—(State superintendent's report, 1875, pp. 47, 48.)

TEACHERS.

The first report containing statistics of the number of teachers employed in the public schools and their compensation is that for November 1, 1848. Six only of the 34 counties then organized reported these items. The average pay reported was $15.43 per month for gentlemen and $8.20 for ladies. In the more complete report of 1849 the average pay was given as $14.83 for gentlemen, $7.64 for ladies. One county reported 2 ladies teaching for $4.29 per month, and another 3 gentlemen teaching for $8.72, these salaries being the lowest reported. In 1850, 549 male and 250 female teachers were reported as having, respectively, an average salary of $14.76 and $8.78 per month. The number of male teachers remained in excess of the number of females till 1862, when many young men enlisted in the United States service and their places were supplied by young women; the number reported for that year being 3,618 and 4,187, respectively. During the next year the number of male teachers diminished nearly 7,000, while that of females increased nearly 1,500. Since 1865 there has been a gradual increase in the number of both sexes teaching, the present number being 6,500 gentlemen and 11,645 ladies.

The average compensation of teachers per month has steadily advanced. The advance in the wages paid to women for teaching has been very marked and satisfactory, and shows a better appreciation of the value of their services in the work of education as they gradually become better qualified. The rule is becoming more general everywhere throughout the State from year to year to pay men and women the same salaries for the same grades of work. It has become common to determine the compensation first, making the question of sex in the selection of teachers subsidiary to that of qualification to teach and to govern, women being quite as often preferred as men. —(Report of superintendent, 1875, pp. 43-45.)

GRADED SCHOOLS.

The school law adopted January 15, 1849, contained a provision authorizing the establishment of graded schools. The same provision was embodied in the law of 1858, and yet, notwithstanding the repeated recommendations of superintendents, the formation of graded schools proceeded slowly. During the twenty years intervening between the passage of the law authorizing their formation and the collection of the first statistics in October, 1868, only 212 had been established. In all, 289 were reported in 1871 and 407 in 1875. Graded schools are now established in all the cities, larger towns, and villages. Schools in which more than one teacher is employed are universally graded.—(State report, 1875, pp. 36, 37.)

CITY SCHOOL SYSTEMS.

DUBUQUE.

The officers of the city school system are a board of directors of 6 members, of whom 2 are changed each year, and a secretary, not of their number.

Statistics.—Population, 8,379; schools: colored, 1; ungraded, 1; graded, 7; high school, 1; total, 10; enrolled pupils in colored school, 20; in ungraded school, 38; in graded schools, 2,714; in high school, 83; total enrolment, 2,855; teachers, 67, including a teacher of German. Other statistics not given.

Studies.—A course of studies running through 16 classes in the lower schools and four years in the high school, with a good list of text books, shows the possession of ample opportunities for advancement.—(Report for 1874-'75.)

JEFFERSON.

Officers.—A board of directors of 6 members, of whom 2 are changed each year, and a superintendent of schools.

Schools.—First primary, second primary, intermediate, grammar, and high schools, the first four having two grades each and the English course of the high school four grades.

Studies.—A full and well considered course of studies is presented, extending in English studies from the first primary through the high school, with an additional course for the last three years of the latter school, intended to prepare students for college or the university, and including Latin, German, and Greek, with mathematics, natural sciences, rhetoric, history, and politics.—(Public schools of Jefferson, 1875.)

WEST DES MOINES.

Officers.—A board of education of 6 members, 2 of whom are changed each year, and a city superintendent of schools.

Statistics.—Population, 10,000; enumeration of those of school age, 2,848; number registered in public schools, 1,831; number in average attendance, 1,097; per cent. of attendance, 60; average cost of tuition per pupil, $10.64; number of weeks in school year, 38. Number of schools: 1 high, 9 grammar, 15 primary; total, 25. Number of teachers in high school, 3; in grammar schools, 9; in primary schools, 15; total, 28, of whom 4 were males and 24 females.

School arrangements.—The course of study (fully given in the report) occupies 12 years, 4 in the primary, 4 in the grammar, and 4 in the high school. The studies in the primary and grammar grades are essentially the same, the main difference being that in the primary no text book is used except the speller and reader. Music and drawing are taught throughout the course, and in the high school Latin, mathematics, and the natural sciences are added to the ordinary English studies, with some attention to English literature.

Industrial exposition.—At the end of the first term last year, instead of the usual reunion and literary exercises, there was an exposition of school handiwork, which proved a source of much interest. The articles exhibited included almost everything that could be hewed, whittled, kneaded, or sewed. Many of the articles were extremely well made and some represented the labor of months. Others were rudely constructed, but evinced ability which might be directed to useful purposes. Several hundred specimens of drawings by the pupils were among the things exhibited.—(Report of Superintendent J. H. Thompson, for 1874–'75.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

A law was passed in 1848 to establish at Andrew, Oskaloosa, and Mt. Pleasant normal schools for the education of common school teachers and others. By the provisions of this act, the superintendent of public instruction was required to divide the State into three normal school districts, and the board of trustees of the State University to appoint, for each district, a board of seven trustees whose duty it was to provide for the erection of suitable buildings, the employment of teachers, and the government of the schools. The sum of $500 annually was appropriated to each school, to be drawn from the university fund. Two of these schools were organized, one in 1849, the other in 1852; but, no aid having been received from the university fund for their support, they were soon discontinued, and subsequent efforts to revive them have proved unsuccessful. In 1858 a normal department was established in the State University and maintained until 1872, when it was made to coalesce, in the main, with the academical department; since which time the chair of didactics has been maintained in the university for the purpose of allowing academical juniors who intend to become teachers, and special students who may be qualified to be classed with them, to pursue normal studies, to prepare them to teach in advanced schools.—(Report, 1875, pp. 104, 105.)

From an examination of the college catalogues at hand it appears that normal classes or departments are sustained also in Iowa, Cornell, Oskaloosa, Penn, Tabor, and Whittier Colleges, thus meeting, to some extent, the need for a due training of teachers for the schools.

TEACHERS' INSTITUTES.

The first official mention in Iowa educational records of teachers' institutes is made by Superintendent Thomas H. Benton, in his report to the legislature dated December 2, 1850, in which he briefly reviews their origin and objects, speaks of a few efforts which had been made in the State toward sustaining these instrumentalities, which he regarded as "the most effectual means that we can at present adopt to advance the prosperity of our schools," and recommends the appropriation of $150 annually for three years toward sustaining three institutes. In 1858 the legislature passed an act

appropriating $100 for the expenses of each institute in the State which should embrace a membership of not less than 30 teachers and remain in session not less than six days. In 1860 the law was changed, appropriating "a sum not exceeding $50 annually for one such institute, held as provided by law in each county." In 1861 it was made by law the duty of all teachers and persons desiring teachers' certificates to attend such institutes, and providing that during their sessions the schools of the county should be closed.—(Report, 1875, pp. 68–72.)

NORMAL INSTITUTES.

In March, 1874, a law was passed establishing normal institutes, to afford to those intending to teach in public schools an opportunity for specific preparation. It provided that county superintendents shall hold annually one of these institutes for the instruction of teachers and those who may desire to teach, and, with the concurrence of the superintendent of public instruction, procure such assistance as may be necessary to conduct the same at such time as the schools in the county are generally closed. A uniform course of instruction for these institutes was prepared by the superintendent in 1874, and sent to all the county superintendents, and, during that year, institutes were held in 89 counties, 35 of them continuing in session 4 weeks, 26 for 3 weeks, 20 for 2 weeks, and 8 for 1 week. Three months previous to this they had been held, under the old law, in 5 counties. During 1875, normal institutes were held in all the counties except 2. They were held at a season of the year when the best instructors could be secured, and generally remained in session long enough to afford a fair opportunity for giving instruction in methods of teaching and illustrating the same by actual practice. Classes were formed and work was assigned with a view to secure the greatest amount of study in the given time. The attendance, though voluntary on the part of teachers, was unexpectedly large, being, in the aggregate, in 1874 nearly 7,000 and in 1875 a still larger number. While a number of these institutes have been so poorly conducted as to be comparatively worthless, as a whole they have been successful, awakening much enthusiasm among teachers and giving a great impetus to the school work in the State.—(Report, pp. 73, 102, 103.)

SECONDARY INSTRUCTION.

COUNTY HIGH SCHOOLS.

The law of March, 1858, provided for the establishment, under certain conditions, of county high schools, but the measure was in advance of public sentiment, and the revised law of December 28, 1858, discontinued it. No further efforts were made to establish county high schools until 1870, when a bill was passed providing that each county having a population of 2,000 or over may establish a county high school. The law required the board of supervisors, on petition of one-third of the electors of the county, to submit to the people the question of establishing a high school at the place named in the petition. This provision was modified in 1873 so as to authorize the board to order an election for this purpose without the petition. The question has been submitted in several counties, but generally voted down. In 1874 the people of Guthrie County decided to establish a county high school, which will soon be in operation. It is believed that, with a fair trial, these schools will prove to be a valuable and popular auxiliary to the common schools of the county.—(Report for 1875, pp. 39, 40.)

The number of high schools existing in the State is not given, but a large number of departments deserving this rank evidently exists in graded schools. In 61 of the 407 graded schools of the State Latin is taught, and in 87, Latin or German, or both.—(Superintendent's report, pp. 230–237.) And yet, *per contra*, Rev. George Thacher, chairman of a committee on unification of the school system, read at the meeting of the State Teachers' Association, December 29, 1875, a paper in which he said: "Of all the high schools of the State, there are only 15 which make any pretence of teaching the studies necessary for the university freshman class, and there is no evidence that even those few give sufficient attention to them to enable the pupils to make adequate preparation for that class."—(See report in The Common School for February, 1876, pp. 29, 30.)

SEMINARY FOR YOUNG LADIES.

Ottumwa Seminary for Young Ladies, at Ottumwa, (undenominational,) reports 50 students and 4 instructors. The course of instruction is not indicated. Both vocal and instrumental music and drawing are taught. The seminary is a private institution of not quite three years' standing.

ACADEMIES AND SEMINARIES FOR BOTH SEXES.

Special reports have been received from 26 of these schools. In all there are engaged 112 instructors, the attendance of students being 3,618; 1,733 of these were young men, 1,710 young women, and of the remaining 105 the sex is not reported. A

classical course is pursued by 403 of these students and modern languages by 183; preparing for a classical course in college, 215; for a scientific course, 124. Music, either vocal or instrumental, or both, is taught in 21 of these schools; drawing, in 13; 6 have chemical laboratories; 10, philosophical apparatus, and 12, libraries, ranging in size from 7 to 1,700 volumes, the total number of volumes being 4,611.—(Returns to Bureau of Education, 1875.)

PREPARATORY DEPARTMENTS OF COLLEGES.

In these were, during the year, 2,939 students, of whom 640 were preparing for a classical collegiate course and 462 for a scientific course.

BUSINESS COLLEGES.

Eight business colleges and commercial schools, 1 of them being the commercial department of Upper Iowa University, report a total attendance of students in day and evening classes of 1,639, of whom 198 were young women. The branches pursued in addition to the common English studies were book-keeping, penmanship, commercial arithmetic, commercial law and commercial correspondence, telegraphy, German, and phonography. The length of course in 4 of these schools is 1 year; in 1, six months; in 1, from six months to a year; in 1 it is optional, and in the return from the remaining college no mention is made of this point.—(Returns to Bureau of Education, 1875.)

SUPERIOR INSTRUCTION.

IOWA STATE UNIVERSITY, IOWA CITY.

The university comprises three separate departments: the academical—which claims to afford the largest facilities for liberal culture in both letters and science—the department of law, and that of medicine. The academical department includes in its curriculum four elective courses of study, viz: classical, philosophical, scientific, and civil engineering. Provision is also made for irregular and special students. Both sexes are admitted. The number of students during 1874–'75 was: in collegiate classes, 146; in subfreshman classes, 187; pupils not in regular course, 90; in the law department, 106; in the medical department, 94; counted twice, 3; total, 620. These figures show an increase of 50 in all departments over the number of students for the previous year.—(Catalogue of university, 1874–'75.)

DENOMINATIONAL AND OTHER COLLEGES.

Information through catalogues or circulars has been received from colleges and universities in the State as follows:

Central University, Pella, (Baptist,) embraces collegiate, theological, classical academic, English academic, and music departments. Both sexes are admitted.—(Catalogue, 1875.)

Cornell College, Mt. Vernon, (Methodist Episcopal,) admits both sexes. The departments are preparatory, normal, and collegiate, the latter embracing classical and scientific courses. Special attention is given to physical training. There is a professorship of military science filled by a graduate of West Point, and all the young men, except those excused for special reasons, are required to drill. A gymnasium has been provided for the ladies, who are required to take regular exercise under the care of the teacher of physical training. Superior facilities are afforded for the study of vocal and instrumental music.—(College catalogue, 1874–'75.)

Humboldt College, Humboldt, (non-sectarian,) was organized in 1869 "for the education of youth in literature, science, and enlightened Christian morality, without regard to sex, race, or religious sect." The college edifice is a beautiful one, built of marble, at a cost of over $40,000. The courses of instruction are preparatory, partial, and English. —(Catalogue, 1874–'75)

Iowa College, Grinnell, (Congregational,) embraces the regular collegiate course of four years, with classical and scientific departments, a ladies' course of three, a preparatory of two years, and a normal and English department.—(College catalogue, 1873–'74.)

Oskaloosa College, Oskaloosa, (Christian,) affords classical, preparatory, ladies', special, and commercial courses, with Bible and normal departments. Both sexes are admitted. —(College catalogue, 1875–'76.)

Parsons College, Fairfield, (Presbyterian,) for both sexes, is recently organized, with collegiate and preparatory departments. The buildings are ample to accommodate several hundred students.—(College circular, July, 1875.)

Penn College, Oskaloosa, (Friends,) was opened in 1873; admits all, without regard to sex or religious denomination. There are collegiate, preparatory, and commercial departments, and a normal course.—(Prospectus, 1873–'74.)

Simpson Centenary College, Indianola, (Methodist Episcopal,) embraces the usual collegiate and preparatory departments, with a special course for those who desire it,

and a law department, just organized. Both sexes are admitted.—(College catalogue, 1874-'75.)

Tabor College, Tabor, (Congregational,) is open to both sexes; has both collegiate and preparatory departments, with classical and scientific courses; also a teachers' department with a two years' course of study.—(College catalogue, 1873-'74.)

Upper Iowa University, Fayette, (Methodist Episcopal,) offers to both sexes a course of study divided into eight departments, as follows: (1) literature and science, (2) preparatory, (3) grammar school, (4) commercial, (5) telegraphy, (6) music, (7) fine arts, and (8) Sunday school normal.—(Catalogue, 1874-'75, and circular, 1875.)

Whittier College, Salem, (Friends,) was organized in 1868, is for both sexes, and embraces, in addition to the collegiate, normal and commercial departments.—(Catalogue, 1874-'75.)

Western College, Western, (United Brethren,) embraces in its collegiate department classical, scientific, and ladies' courses. There are also preparatory and commercial departments, and instruction is given in music, drawing, and German.—(College catalogue, 1875.)

Special reports to the United States Bureau of Education give statistics of the following additional colleges:

German College, Mt. Pleasant, (Methodist Episcopal,) for both sexes, seems to be mostly devoted to preparatory studies, having but two students in college classes.

Algona College, Algona, (Methodist Episcopal,) organized in 1870.

Norwegian Luther College, (Lutheran,) for young men only.

Iowa Wesleyan University, Mt. Pleasant, (Methodist,) for both sexes.

The principal points in the returns from these may be found in the appended table; the full returns, in Table IX.

Statistics of universities and colleges, 1875.

Names of universities and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
Algona College	8	....	(*a*)	....	$10,000	$25,000	.....	.....	.....	.....	.....
Cornell College	19	3	436	64	70,000	50,000	$5,000	$3,000	$8	$20,000	*b*6,400
Central University of Iowa	12	....	206	61	50,000	50,000	5,000	.....	.....	.....	2,000
German College	12	....	32	8	16,000	21,000	1,800	335	.....	.....	.....
Humboldt College	4	...	97	..	60,000	.....	.....	0	.....	.....	1,300
Iowa College*	15	*c*8	258	72	84,548	74,589	7,000	1,500	0	7,032	*b*6,150
Iowa State University	18	....	277	145	200,000	222,000	20,000	10,600	23,000	.....	7,000
Iowa Wesleyan University	17	1	30	120	50,000	54,296	4,000	1,663	0	0	*b*2,955
Norwegian Luther College	8	0	121	68	110,000	0	0	0	0	0	*b*3,407
Oskaloosa College	6	1	157	17	50,000	30,000	1,500	3,500	0	.....	882
Parsons College	7	....	46	2	24,000	20,000	2,000	.....	.....	.....	18
Penn College	9	....	200	38	40,000	15,000	1,450	4,600	.....	.....	*b*1,300
Simpson Centenary College	13	0	195	70	40,000	70,000	5,000	4,000	0	0	400
Tabor College	17	...	146	58	20,000	40,000	3,500	3,100	0	.....	3,670
Upper Iowa University	14	1	250	24	50,000	15,000	3,000	4,000	.....	0	*b*4,300
University of Des Moines	5	0	156	21	40,000	35,000	2,000	3,000	0	0	1,000
Whittier College	6	...	183	....	6,000	.....	.....	2,500	.....	.....	680
Western College	10	1½	149	28	40,000	15,700	895	1,756	.....	11,000	*b*1,302

a Two hundred students unclassified.
b Includes society libraries.
c Three wholly, 5 in part.
* From Report of Commissioner of Education for 1874.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENCE.

State Agricultural College, Ames.—Here is provided a thorough system of scientific and industrial education for both sexes, with courses of study in agriculture, horticulture, and forestry; stock-raising; mechanical, civil, and mining engineering; military tactics; and general science and literature. Manual labor is a prominent and

popular feature, each student being required to spend at least two hours a day in manual labor, either in the college building or on the farm.—(Report of National Commissioner of Education, 1874.)

THEOLOGY.

Theological instruction is given in departments of Iowa Wesleyan University, Central University, Oskaloosa College, the German Presbyterian Theological School of the Northwest, and in the Swedish Lutheran Mission Institute.

LAW.

Law departments exist in the Iowa State University, Iowa Wesleyan, and Simpson Centenary College. The latter was organized in 1875, and is styled the Iowa College of Law.

MEDICINE.

Medical instruction is given in the medical department of the Iowa State University and of the Iowa Wesleyan University; also in the College of Physicians and Surgeons.

Statistics of schools for scientific and professional instruction, 1875.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
SCHOOL OF SCIENCE.									
Iowa State Agricultural College	21	..	a306	4	$400,000	$500,000	$40,000	$[illegible]	3,540
SCHOOLS OF THEOLOGY.									
Bible department of Oskaloosa College	1	1	15	2, 3	.....	30,000	1,500	.....	.....
Department of theology of Iowa Wesleyan University.	....	....	.....	2	.....	.....	.....	.....	.....
German Presbyterian Theological School of the Northwest.	4	....	18	7	30,000	25,000	.....	.....	1,116
Theological department of Griswold College.	3	2½	4	3	125,000	.....	.....	.....	4,775
SCHOOLS OF LAW.									
Iowa College of Law	15	...	34	1	.....	0	0	1,500	300
Law department Iowa State University.	8	....	86	1, 2	.....	.....	.....	4,120	1,823
Law department Iowa Wesleyan University.*	2	....	16	2	.....	.....	.....	.....	.....
SCHOOLS OF MEDICINE.									
College of Physicians and Surgeons	10	....	175	3	75,000	0	0	9,000	.....
Medical department of Iowa State University.	14	...	100	2	.....	.....	.....	.....	.....
School of Pharmacy of Iowa Wesleyan University.*	...	....	3	1	.....	.....	.....	.....	.....

a Also 29 preparatory students.

* From Report of Commissioner of Education for 1874.

SPECIAL INSTRUCTION.

IOWA COLLEGE FOR THE BLIND, VINTON.

It is now nearly a quarter of a century since, through the labors of Samuel Bacon, the legislature of the State was induced to provide for the establishment of this institution. From that time the school has steadily advanced, but in no period has had a more marked prosperity than during the past two years. A larger number of pupils is reported for the two years 1874 and 1875 than has been present at any previous time; and the completion of the north wing has so increased the capacity of the build-

ing that when the rooms are properly furnished there will, perhaps, be sufficient accommodation for all the blind youth in the State capable of education, who may present themselves during the next two years. But the records of the institution show that there are not less than 600 partially or totally blind in Iowa. The attendance during 1874 and 1875 was 128 against 112 during the previous two years.

The literary department embraces all branches necessary to an English education, including the higher mathematics, English and American history and literature, mental and moral philosophy, rhetoric, logic, geology, chemistry, and botany. Music is made a special feature, and, besides careful vocal training, instruction is given on the piano, organ, and violin.

The making of corn brooms is the principal trade taught, and it has advantages over every other form of handicraft taught to the blind. The manufacture of mattresses is carried on to a limited extent. In the industrial department for women, fancy bead and worsted work and knitting are successfully taught. These three branches are under the charge of three graduates of the college who are totally blind and who have proved themselves most efficient instructors.—(Twelfth biennial report of the college, 1874–'75.)

INSTITUTION FOR THE EDUCATION OF THE DEAF AND DUMB, COUNCIL BLUFFS.

The increase in attendance at this institution averaged fully 20 each year during the past three years. The aggregate attendance during the two years 1874 and 1875 was 183, of whom 95 were males and 88 females. The advancement of the pupils in their various studies has been, on the whole, satisfactory.

The records of the institution show a marked increase, of late, in the number of pupils whose deafness has been caused by accident or disease; the most marked increase being of those in whom it resulted from diseases affecting the nervous system, especially from cerebro-spinal meningitis. This rapid increase of induced deafness has an important bearing on the question of teaching articulation, in order to preserve the faculty of speech where it exists.

The course of instruction embraces the elementary English branches, special attention being given to written language.

An industrial department has been organized, including dress-making, cabinet-work, and shoemaking. School is held in the earlier part of the day, and the afternoon devoted to work, the apprentices being in the shop, the younger boys on the farm, and the girls engaged in sewing and domestic duties.—(Report of the institution for 1874–'75.)

SOLDIERS' ORPHANS' HOMES.

The two State Soldiers' Orphans' Homes, located at Davenport and Cedar Falls, report to the State superintendent for the year 1875 a total attendance of 410 pupils. The home at Davenport reports 4 instructors; the other reports only the attendance of pupils.—(Report of superintendent, 1875, p. 238.)

STATE REFORM SCHOOLS.

The State Reform School at Eldora reports an attendance of 146 pupils, with 3 instructors; that at Salem, 11 pupils and 2 instructors.—(Report of superintendent, 1875, p. 238.)

EDUCATIONAL CONVENTIONS.

STATE TEACHER'S ASSOCIATION.

After several ineffectual attempts to form an association of teachers in the State, a permanent organization was effected at Iowa City in June, 1856, under the name of the Iowa State Teachers' Association. Its officers are a president, five vice-presidents, a recording and a corresponding secretary, and treasurer, elected annually, and an executive committee of three, elected for three years, one member retiring each year; the president of the association being a member *ex officio* of the executive committee. Membership is secured by the payment of a fee of $1 and retained by the annual payment of the same sum. The association has held, since its organization, four semiannual and eighteen annual meetings.—(Report of superintendent of public instruction, 1875, pp. 127–129.)

IOWA STATE TEACHERS' ASSOCIATION AND SOUTHEASTERN ASSOCIATION OF PRINCIPALS AND SUPERINTENDENTS.

These associations met in joint convention December 28–30, 1875, at Burlington. The address of welcome by Mayor Bell was responded to by Superintendent Thompson, of Des Moines, president of the State Teachers' Association, on behalf of that body, and by Professor Eldridge, of Grandview, on behalf of the Superintendents and Principals' Association. Subsequently addresses were delivered by Professor Thompson, Rev. Dr. Wm. Slater, of Burlington, and others. Hon. Charles Beardsley responded to the sentiment "The educational interests of Iowa." Rev. J. C. W. Coxe responded

to "The teachers of the State the custodians of her most important interests." Professor M. Hummel, of Burlington, read a paper upon "Reading in the grammar schools," after which followed papers and discussions upon "Our boys," "Elementary education," "Care and culture of primary schools," "Responsibility of the school in the personal development and culture of its pupils," "Normal institutes," "Science in the common schools," and other topics. Professor W. F. Phelps, Winona, Minnesota, delivered an address upon "The American common school and American citizenship," for which he received the thanks of the association. A report was read by Deputy State Superintendent Stewart on the "Centennial school interests." A letter was read from State Superintendent Abernethy, who was to have presented the centennial report, stating his inability to be preesnt. Papers were read by Superintendent Jenkins, of Davis County, on "County superintendency;" on "Requisites for admission to the freshman class," by Professor Hugh Boyd, of Mt. Vernon; on the "Unification of our school system," by Dr. Thacher, of the State University. The latter paper was discussed by several gentlemen, and a committee was appointed to consider the subject. Among the resolutions passed was one consolidating the two associations.

The meeting was highly successful in most respects. It was quite exceptional in the fact that the persons invited to report upon topics designated by the executive committee and those to deliver addresses were present and prepared for the occasion, with but two or three exceptions. The weak point of the meeting, perhaps, was in the great number of addresses and papers presented and the small time afforded for discussion and exchange of views, a matter to be the more regretted as there were a manifest and unusual degree of interest and a readiness on the part of many to participate. —(Common School and Iowa Journal of Education, December, 1875, and January, 1876.)

COUNTY SUPERINTENDENTS' CONVENTIONS.

During the month of May, 1874, county superintendents' conventions were held at Charles City, Cedar Rapids, Fairfield, Des Moines, Council Bluffs, and Cherokee, the superintendent of public instruction attending and presiding at each. The meetings were in session two days at each place, and in the aggregate were attended by 82 of the 99 superintendents in the State. The principal topics discussed were normal institutes, examination of teachers, school inspection, teachers' associations, appeals, and annual reports.—(Report of superintendent, 1875, p. 105.)

LIST OF SCHOOL OFFICIALS IN IOWA.

Hon. ALONZO ABERNETHY, *State superintendent of public instruction.*

COUNTY SUPERINTENDENTS.

County.	Superintendent.	Post-office.
Adair	M. W. Haver	Dexter.
Adams	William W. Roberts	Mt. Etna.
Allamakee	John W. Hirchon	Lansing.
Appanoose	John W. Cary	Moulton.
Audubon	Benjamin F. Thacker	Exira.
Benton	Miss Salina Blackburn	Shellsburg.
Black Hawk	James S. George	Waterloo.
Boone	T. A. Cutler	Ogden.
Bremer	Henry H. Burrington	Waverly.
Buchanan	William E. Parker	Quasqueton.
Buena Vista	James D. Adams	Alta.
Butler	John W. Stewart	Shell Rock.
Calhoun	Mrs. C. E. O'Donoghue	Pomeroy.
Carroll	C. I. Hinman	Glidden.
Cass	Hiram A. Disbrow	Atlantic.
Cedar	Miss Eunice E. Frink	Clarence.
Cerro Gordo	Ira C. Kling	Mason City.
Cherokee	Rodney L. Robie	Cherokee.
Chickasaw	William D Collins	New Hampton.
Clarke	Henry A. Tallman	Osceola.
Clay	Josiah E. Chase	Annieville.
Clayton	James F. Thompson	Elkader.
Clinton	Miss Kate Hudson	Lyons.
Crawford	Newton F. Smith	Denison.
Dallas	Amos Dilley	Adel.
Davis	I. F. Jenkins	Bloomfield.
Decatur	J. C. Robberts	Leon.
Delaware	Robert M. Ewart	Hopkinton.
Des Moines	E. S. Burrus	Franklin Mills.
Dickinson	H. C. Crary	Milford.
Dubuque	N. W. Boyes	Dubuque.
Emmett	Frank Davey	Estherville.
Fayette	G. A. Mathews	West Union.

List of school officials in Iowa—Concluded.

County.	Superintendent.	Post-office.
Floyd	Mrs. Holen R. Duncan	Charles City.
Franklin	Miss Orilla M. Reevo	Geneva.
Fremont	Thomas J. Brant	Eastport.
Greene	David Heagle	Jefferson.
Grundy	G. Riley Stoddard	Alice.
Guthrie	Giles C. Miller	Guthrie Center.
Hamilton	Benjamin S. Baker	Webster City.
Hancock	A. R. Barnes	Garner.
Hardin	L. S. McCoy	Eldora.
Harrison	Samuel G. Rogers	Logan.
Henry	Samuel L. Howe	Mt. Pleasant.
Howard	Osmond N. Hoyt	Cresco.
Humboldt	L. J. Anderson	Nora.
Ida	T. S. Snell	Ida.
Iowa	George Ingram	Millersburg.
Jackson	Norman C. White	Maquoketa.
Jasper	W. G. Work	Newton.
Jefferson	McKinney Robinson	Fairfield.
Johnson	James M. Curry	Solon.
Jones	O. E. Aldrich	Wyoming.
Keokuk	Henry D. Todd	Sigourney.
Kossuth	Asahel A. Brunson	Algona.
Lee	William J. Medes	Keokuk.
Linn	Eli Johnston	Mt. Vernon.
Louisa	James A. Kennedy	Grand View.
Lucas	Andrew Day	Chariton.
Lyon	Orrin A. Cheney	
Madison	H. W. Hardy	Winterset.
Mahaska	J. W. Johnson	Oskaloosa.
Marion	Aaron Yetter	Knoxville.
Marshall	Miss Abbie Gifford	Marshalltown.
Mills	Frank E. Stephens	Glenwood.
Mitchell	George D. Pattengill	Stacyville.
Monona	C. N. Lyman	Onawa.
Monroe	James M. Porter	Albia.
Montgomery	W. P. Pattison	Red Oak.
Muscatine	R. W. Loverich	Muscatine.
O'Brien	Asahel B. Chrysler	Primghar.
Osceola	C. L. Gurney	Sibley.
Page	Elijah Miller	Clarinda.
Palo Alto	John C. Bennett	Emmetsburg.
Plymouth	Floyd B. Sibloy	Lemars.
Pocahontas	J. F. Clark	Fonda.
Polk	Robert S. Hughes	Des Moines.
Pottawattamie	F. C. Childs	Council Bluffs.
Poweshiek	William R. Akers	Malcom.
Ringgold	W. J. Work	Mt. Ayr.
Sac	John Dobson	Sac City.
Scott	Charles A. Clemmer	Davenport.
Shelby	Aaron N. Buckman	Harlan.
Sioux	Simon Kuyper	Orange City.
Story	C. H. Balliet	Nevada.
Tama	H. A. Brown	Toledo.
Taylor	J. B. Owens	Bedford.
Union	Miss J. E. Lester	Afton.
Van Buren	John W. Rowley	Utica.
Wapello	Clay Wood	Ottumwa.
Warren	Miss E. S. Cook	Indianola.
Washington	Miss Mary M. Jerman	Washington.
Wayne	J. W. Walker	Corydon.
Webster	J. A. Adams	Fort Dodge.
Winnebago	W. A. Chapman	Lake Mills.
Winneshiek	Nels Kessey	Decorah.
Woodbury	A. R. Wright	Sioux City.
Worth	George H. Whitcomb	Plymouth.
Wright	John Q. Hanna	Goldfield.

KANSAS.

STATISTICAL SUMMARY.

SCHOOL POPULATION AND ATTENDANCE.

Number of males of school age, (5 to 21 years)	103,551
Increase for the year	1,679
Number of females of school age	96,435
Decrease for the year	703
Total number of both sexes	199,986
Increase for the year	976
Number of boys enrolled in public schools	73,078
Increase for the year	4,100
Number of girls enrolled	69,528
Increase for the year	2,908
Total number enrolled	142,606
Average daily attendance	85,580
Increase for the year	8,194

TEACHERS AND TEACHERS' PAY.

Number of male teachers employed	2,448
Increase for the year	88
Number of female teachers employed	2,935
Increase for the year	252
Total number employed	5,383
Increase for the year	340
Average monthly wages paid male teachers	$33 98
Decrease for the year	3 26
Average monthly wages paid female teachers	27 25
Decrease for the year	1 44

SCHOOL DISTRICTS AND SCHOOLS.

Number of school districts in the State	4,560
Increase for the year	165
Number of reports from district clerks	4,280
Increase for the year	99
Average length of school term in months	5.1
Decrease for the year	.4
Number of school-houses: Log, 239; frame, 2,096; brick, 269; stone, 511	3,715
Increase for the year	172
Value of school-houses	$4,096,527 00
Increase for the year	107,441 33
Value of apparatus	43,563 00
Increase for the year	2,865 94
Number of district schools having unabridged dictionaries	541
Number of district schools having record books	3,306
Number of schools graded and having a course of study	352
Number having a uniform series of text books	1,357
Number of schools owning the text books	33[illegible]

INCOME AND EXPENDITURE.

Receipts.

From State annual school fund	$264,683 30
Increase for the year	2,730 68
From district taxes	685,162 27
Decrease for the year	209,931 58

Expenditures.

Amount paid for teachers' wages	689,906 65
Decrease for the year	33,671 98
For repairs and incidentals	113,208 41
State annual school fund disbursed	264,683 30
Total disbursements from all sources for public schools	1,478,998 64
Decrease for the year	159,979 35

—(Report of Hon. John Frazer, State superintendent of public instruction, 1875, pp. 4 and 5.)

SCHOOL SYSTEM OF THE STATE.

CONSTITUTIONAL PROVISIONS.

The constitution of 1859, under which Kansas came into the Union, provided (article VI, section 2) that the legislature should "encourage the promotion of intellectual, moral, scientific, and agricultural improvement, by establishing a uniform system of common schools and schools of higher grade, embracing normal, preparatory, collegiate, and university departments." Provision was also made in the same article for the election of a chief school officer, the creation of a school fund, the formation of a board for the management of this, the severance of all State school funds from the control of any religious sect or sects, and the establishment of a State university.

PROVISIONS OF THE SCHOOL LAW.

From the School Laws of 1873 with amendments of 1874 and constitution of 1859.

OFFICERS.

The official agents of the State, in matters relating to the public schools, are a State board of education, a State superintendent of public instruction, county superintendents of the same, county examiners, district boards, and boards of education for cities, with a board of commissioners for the management of the permanent school and university funds.

POWERS AND DUTIES OF THESE OFFICERS.

The State board of education, created in 1873, is composed of the State superintendent of public instruction, the chancellor of the State university, the president of the State agricultural college, and the principals of the State normal schools at Emporia and Leavenworth. Its one duty is simply to issue State diplomas and State certificates of high qualification to such teachers as may be found, upon examination, deserving of them; the diplomas, however, only to those who have taught two years in the State; the certificates to be of force for three or five years, and each to be valid in any county, city, town, or school district in the State.

State superintendency.—This office, with a view to its removal from the danger of hasty legislation, was made, by the constitution of 1859, one of the regular executive offices of the State, and its incumbent, who should hold his place for two years, was charged with the general supervision of the common school funds and educational interests of the State. His duties, as defined by law, are to visit each county at least once in two years for the purpose of awakening an interest in the cause of education; to file and preserve in his office the official reports made to him by minor school officers; to recommend the most approved text books for the common schools; to prescribe and cause to be prepared and forwarded to county superintendents all forms and blanks necessary in the details of the common school system; to give his opinion, upon a written statement of the facts, on all questions arising out of diverse interpretations of the school laws in their relation to the powers, rights, and duties of school officers; to keep a record of such decisions, when made; to see to the publication and proper distribution of the school laws; to apportion the income of the State school fund and annual State taxes for the support of schools among the counties from which he shall have received reports,* and to certify such apportionment to the State treasurer. He is also to certify to the treasurer and county superintendent of each county the amount apportioned to the county, and to draw his order on the State treasurer, in favor of the county treasurer, for that amount. In each year he is to prepare, for submission to the legislature, a report bearing date on the last day of December, embodying: (1) A statement of the number of public and private schools in the State, with the number of scholars attending them, their sex, and the branches taught, as well as the number of normal schools, academies, and colleges, with the number of their students and such other matters from the reports sent into him as he may deem expedient; (2) a statement of the condition of the common school fund and other property held in trust by the State for the support of common schools; (3) estimates and accounts of the receipts and expenditures for the current year; and (4) a statement of plans for the management and improvement of common schools, and such other information relating to the educational interests of the State as he may deem important.

Copies of papers filed in his office may be certified by him, and when so certified may be accepted in evidence in like manner as the original papers.

County superintendency.—Superintendents of public instruction in each county, to be elected by the people for terms of two years, are provided for in the constitution of 1859, as well as a State superintendent. They have charge of the common school interests of their respective counties, and are bound to divide these into a convenient number of school districts, as well as alter the same when the interests of the inhabitants require it. They are also, on the third Monday in March and in July, or as soon there-

*This apportionment must be in proportion to the number of children of school age (5 to 21) in each county, and is made twice in the year.

after as circumstances will permit, to apportion to the several districts, in proportion to the number of children of school age, the amount appropriated to their counties from the State treasury, and to draw their orders on the county treasurer in favor of the district treasurers for the amount apportioned to each district, provided that a common school has been taught in it at least three months during the year. They are to visit each common school within their jurisdiction at least once a term, noting the course and method of instruction, with a view to securing uniformity in schools of the same grade; are to acquaint themselves, as far as practicable, with the character and condition of each school, and make, in private, to the teachers such suggestions as may seem necessary respecting government, classification, and methods of instruction; are to note, too, the condition of the school-houses and furniture, and make to the district boards such suggestions as may promote the comfort and progress of pupils; are to aid teachers in efforts to improve themselves in their profession, and to this end are to encourage the formation of teachers' associations for mutual improvement; are to attend the meetings of such associations, and give whatever advice and instruction may seem needed to increase their efficiency; are to deliver, each year, a lecture to the people of each district for the purpose of elevating the standard of education and increasing the people's interest in the schools; are to give fifteen days' notice, in at least five public places, of the formation and boundaries of new school districts, and, if there should be no appeal, give like notice of the time and place for the first district meeting; are to furnish the county clerk with a description of the boundaries of each school district on or before the first Monday in August of each year; and, on or before the 15th of October in each year, are to transmit to the State superintendent of instruction a report showing how many school districts or parts of districts are in their respective counties, how many children of school age are residents in each, distinguishing those of each sex, how many schools of every sort there are, distinguishing district schools, graded schools, private schools, academies, normal schools and colleges, and showing the number and sex of pupils attendant on them, the number and sex of teachers, and the courses of study in the lower schools. This report is also to embody a statement of the amount of public money received in each district or part of a district and how much went toward the support of graded schools; of the amount raised in each district by tax and paid for teachers' wages, in addition to the public money paid therefor; of the amount raised by tax or otherwise for purchasing school sites, for building, hiring, purchasing, furnishing, repairing, or insuring school-houses; with such other information as the State superintendent may require. Failure to render such report in due season makes the county superintendent liable for any loss sustained by the county through neglect of the duty thus imposed.*

County examiners.—The county superintendent and two competent persons appointed by the county commissioners constitute a county board of examiners, who, giving ten days' previous notice of time and place, publicly examine candidates proposing to teach in the county schools; and, if satisfied as to the competency of such candidates to teach and govern such schools, and of their being of good moral character, license them to teach by giving a certificate, the county superintendent keeping a register of all those to whom certificates are awarded stating the character and grade of the certificate and the time when issued. Such certificates are of force only in the county in which they may be issued and for one year from the date of issue, unless earlier revoked for cause.

District boards are composed of a director, clerk, and treasurer, who are elected by the people of the district for triennial terms, who take oath faithfully to perform their duties, and who, in case of refusal to accept office when elected or to perform the legal duties of it, forfeit $10 in each case. The duties of the board are to purchase or lease such a site for a school-house as may have been designated by the voters at a district meeting; to build, purchase, or hire such a school-house as these voters may have agreed upon, out of the funds provided for that purpose; to make sale and conveyance of any school property when directed to do so by the voters; and to carry into effect all lawful orders of the district. They have also the care of all school property belonging to the district and power to make regulations respecting the district library, to appoint a librarian, to admit scholars from adjoining districts, to engage on written contracts teachers for the schools, to dismiss such for incompetency or other sufficient cause, to provide the necessary appendages for the school-house during the time a school is taught therein, to suspend pupils guilty of immorality or persistent insubordination, to furnish each teacher with a suitable daily register, to establish graded schools when called for, and to visit the schools of their district once a term or oftener, examining the teacher's register and seeing that it is duly kept, as well as attending to all other matters relating to the condition and well-keeping of the school, including the requirement of a uniform series of text books and the providing of such books for indigent scholars at the expense of the district. Certain special duties are prescribed for each individual member of the board.

* The pay of county superintendents is graduated according to the number of children of school age within the county, and reaches from $3 per diem for actual duty to $1,500 per annum.

City boards of education have, for their cities, much the same powers with those of district boards, with the additional powers of acting as a board of examiners for teachers and of providing separate schools for white and colored children.

SCHOOLS.

The schools under this system are of all grades up to high schools, and are free to all children of the districts or cities where they exist from 5 to 21 years of age. The course of study in them has been published, and is admirably arranged and full. The branches taught are mentioned further on. The two State normal schools are also free to one pupil from each representative and senatorial district, and the State Agricultural College and State University are free to all properly prepared pupils resident in the State.

Nor are the public schools merely free to all pupils. All children from 8 to 14 years of age, not otherwise under instruction, or not excused by the proper authorities because of want of clothing or ill health of body or mind, must attend school for at least twelve weeks of each year, (six of such weeks to be consecutive,) unless it can be shown that they have already acquired the ordinary branches required by law or that there is no school taught within two miles by the nearest travelled road.

SCHOOL FUND.

The available permanent school fund of the State amounts to about $1,163,000, with resources for increase which will probably make it $3,000,000. In addition to the income from this fund there is for the support of schools, besides the local taxes, an annual State tax of 1 mill upon the dollar of all taxable property.

ELEMENTARY INSTRUCTION.

EDUCATIONAL PROGRESS.

During the year which has just closed, and especially during the early part of the year, it was feared by even the most sanguine friends of the public school system of the State that, in consequence of the calamitous destruction of crops, the people in many districts would be compelled to close their schools, and that the school reports for the year would, in diminished figures, tell a sad, but fitting sequel to the story of lost crops and prostrate industries. These fears were not realized. Instead of retrograding, the educational interests of the State during the past year have decidedly advanced, especially in elements most vitally affecting the usefulness of the common schools.

Although the school population of the State has remained nearly stationary during the past two years, having increased only by 976, the report for 1875, as compared with that for 1874, shows an increase of 7,008 in the number of pupils enrolled in the common schools; an increase of 8,196 in the average daily attendance; of 340 in the number of the teachers, of 172 in number of school-houses; of $2,865.96 in value of school apparatus; of 107,441.33 in the value of school buildings, notwithstanding the great shrinkage that has taken place in the value of real estate; with a decrease of $159,979.35 in the amount disbursed during the year for common school purposes; also a slight decrease in the pay of teachers and in the average length of school term. In other words, the people slightly cut down the length of the school term and the amount of their expenditures for school purposes for the year to suit their diminished resources, but sent their children to school in greater numbers and kept them there in more regular daily attendance than in any previous year.—(Report of State superintendent, 1875, pp. 2, 3.)

REPORTS OF COUNTY SUPERINTENDENTS.

Of the 76 counties in the State, 71 have forwarded to the State superintendent the annual reports required by law. These reports are, in several respects, an improvement on those of former years. For fulness, correctness, and neatness of reports, and for the success with which they have managed to get fuller and more correct reports than usual from their respective district clerks, three county superintendents—two of whom, by the way, are ladies—receive honorable mention in the superintendent's report.—(Report, p. 8.)

BRANCHES TAUGHT.

In all the common schools of the State, instruction is given in reading, writing, orthography, English grammar, and arithmetic. In many of the better class, instruction is also given in some or all of the following branches, viz: United States history, physiology, natural philosophy, botany, algebra, geometry, drawing, vocal music, and the elements of book-keeping.—(Report, p. 8.)

METHODS OF INSTRUCTION AND DISCIPLINE.

In June, last year, blank forms containing questions in reference to the methods of instruction and discipline pursued in the schools were sent to teachers of common

schools throughout the State, and from the answers received the following valuable information has been obtained:

Grades of teachers.—Of the 5,383 teachers employed in the public schools of the State, 24 per cent. hold the first grade certificate, 46 the second, and 30 the third grade. Of those reporting, 52 per cent. hold the first grade, 39 the second, and only 9 per cent. the third. Of the teachers reporting, 57 per cent. are men, 43 per cent. women.

Percentage of excellence attained.—Estimating the reports that give evidences of the best methods of instruction or management at 100 per cent. and those that give evidence of almost total ignorance at zero, the following averages are arrived at: discipline, 79 per cent.; general management, 74; reading, 69; writing, 73; book-keeping, 53; geography, 74; composition, 45; grammar, 69; average of all branches, 62 per cent.

Course of study.—A prescribed course of study is followed by 53 per cent. of those reporting. According to this course, 21 per cent. of the schools teach history, with an average of 6 pupils in each class; 8 per cent. teach natural philosophy, and average 3 pupils each; 8 per cent. teach physiology, and average 7; 9 per cent. teach algebra, and average 4; 13 per cent. teach physical geography, averaging 6; while 41 per cent. teach none of the above branches.

Reasons for failure.—Of the teachers, 25 per cent. complain that they are unable to be thorough, because parents are too anxious that their children go through text books rapidly; while 75 per cent. experience no difficulty in this direction; 56 per cent. complain of irregular attendance; 9 per cent., that parents interfere with their authority. In the whole number, 15 per cent. sometimes inflict painful punishment; 54 per cent. seldom do this, and 31 per cent. never; 58 per cent. are satisfied with their method of discipline and 42 per cent. are not.

Classes.—In 16 per cent. of the schools there is an average of 10 classes or less; 68 per cent. of them average between 10 and 20 and 16 per cent. between 20 and 30 classes. The reason given by 54 per cent. for the existence of so many classes is diversity of text books; that given by 46 per cent. is diversity of the grade of pupils.

Methods and results.—In teaching spelling, 36 per cent. use the oral method, 5 per cent. the written method, while 59 per cent. use both. Of these teachers 67 per cent. express themselves as satisfied with their methods of teaching this study and 33 per cent. are not satisfied with either their methods or results. About 53 per cent. are satisfied with their method of teaching reading and 47 per cent. are not. In the teaching of writing, 53 per cent. are satisfied with their method and results and 47 per cent. are not. In arithmetic, 62 per cent. are satisfied and 38 per cent. are not; 7 per cent. usually fail to interest their pupils in this study, while 41 per cent. never fail, and 52 per cent. seldom fail to do so. Geography is taught by 66 per cent. orally, before using a text book. Map drawing is taught by 66 per cent. usually; by 22 per cent. sometimes, and by 12 per cent. never; 55 per cent. are satisfied with their method of teaching this study and 45 per cent. are not; 17 per cent. fail to interest their pupils in it, while 83 per cent. seldom fail in this respect.—(Report, 1875, pp. 105–115.)

County teachers' institutes and associations were as regularly held and as largely attended throughout the State, notwithstanding the hard times, as in any former year.

NEEDED IMPROVEMENTS IN THE SCHOOL ECONOMY.

The State superintendent recommends several changes which he thinks ought to be made in the school law, among which are: (1) The adoption of a provision for the purchase of text books by each school district, a plan which would result, it is estimated, in a saving of about $75,000 a year, the economy resulting from the purchase of books at wholesale instead of retail prices. In 338 districts of the State the text books are owned by the district, and the plan works acceptably where it has been fairly tried. (2) That the list of studies required to be taught by law be increased by the addition of geography, United States history, elements of natural science, book-keeping, elements of industrial drawing, and such other branches as may be determined by the district board. Geography was formerly a required study, but by act of 1874 it was dropped, it is thought, inadvertently. Some knowledge of United States history is essential to good citizenship, and it is, therefore, a part of a good common education. Many of the applications of the sciences so intimately and widely affect everyday life that a knowledge of their principles is rapidly receiving recognition as a part of a good common education. Industrial drawing is regarded as so important to the industries of the State that it should be taught in the common schools. The time required for the added branches, it is suggested, can be found by restraining, within proper limits, arithmetic, English grammar, and geography.—(Report, pp. 14–17.)

CITY SCHOOL SYSTEMS.

CITY OF LAWRENCE.

Officers.—A board of education, composed of 2 members from each ward of the city, one-half retiring each year, and a superintendent, W. H. Cole.

Statistics.—Population of school age: white, 1,724; colored, 464; total, 2,188. Whole

number enrolled: white, 1,341; colored, 245; total, 1,586. Percentage of enrolment on population, 72. Number of buildings occupied by the schools, 11; number of rooms, 27. Number of teachers employed: regular, 27; special, German, 1; total number of teachers, 28. Number of sittings, 1,352. The superintendent says that during the months when the attendance is the largest these sittings will not accommodate all the children in some of the schools at the same time, which compels half day sessions in the lowest grades. This may work well with the younger children, but the older ones could be profitably employed all day in school.

Promotions.—The basis for promotion to higher classes has been made during the past year, not on the result of a single examination, but upon the combined averages of the daily recitations, the monthly examinations, and the semiannual or annual examination.

Book-keeping has not hitherto been taught in the public schools, but has now been incorporated in the revised course of study in two grades, the fourth and second. —(Report of city superintendent, W. H. Cole, for 1874–'75.)

ATCHISON.

Officers.—A board of education, consisting of 2 members from each ward, 1 of them elected annually and holding office two years, with a city superintendent.

Statistics.—Population, 10,927; persons of school age, 3,001; enrolled in public schools, 1,428; in private and parochial, 325; average daily attendance, not given. Teachers employed, 9 primary, 6 grammar school, and 3 high. Wages of these: in primary schools, $40 to $60; in grammar schools, $50 to $75; in high schools, $60. Salary of superintendent, $1,500. The school property is put down at $78,260; the income for schools, at $18,280.76; the expenditure on them, at $18,275.83.

No sectarian doctrine may be taught or inculcated in the schools of the city, but the Holy Scriptures, without note or comment, may be used therein.—(Return to Bureau of Education, 1875.)

LEAVENWORTH.

The superintendent of Leavenworth County says of the schools of Leavenworth City: "The schools are under the very efficient management of Superintendent P. J. Williams, assisted by a corps of 40 teachers. An attempt to describe this splendid system of schools would be useless. Beginning at the *tenth grade*, they number upward like the steps of a ladder, until the culminating point is reached, which is the Leavenworth High School, the only one in the State that can be so called. It contains over one hundred and thirty pupils, with a full corps of teachers, and is in every particular a high school. The students of this school are thoroughly prepared to enter any of the eastern colleges and universities. Several of the graduates have entered Harvard University, and are now attending that institution.—(State report for 1875, p. 74.)

TRAINING OF TEACHERS.

EMPORIA NORMAL SCHOOL.

This school has shown, by an increased attendance, the influence of the return of agricultural prosperity to the State. The whole number of students during the year was 302. The steady increase in numbers marks a healthful growth in the school. At the same time with each term there has been a corresponding progress in the professional work of the school. The course of study, as rearranged, called for increased instruction in what may be denominated especially professional studies. At present the candidates for graduation in the elementary course are required to complete in the senior year the study of school economy, of methods of instruction, and of methods of culture, together with the school laws of the State. During two terms they observe in the training school, and for three terms teach, for one division per day, such classes as may be assigned them. This work is under the careful supervision of a critic teacher, and is subject to thorough revision and correction. Candidates for graduation in the normal course pursue, in addition to other studies, the history and philosophy of education, and observe one term and practise two terms in either the training school or the preparatory department of the normal. The result of this professional drill has been very satisfactory.—(Report, 1875, pp. 195–200.)

LEAVENWORTH NORMAL SCHOOL.

The enrolment of pupils during the year in the normal school was 420; in the training schools, 836. The average attendance of normal pupils was about 250. Thirty-three counties of the State were represented by the students. Having had an increased number of teachers during the year, it has been possible to carry out the plan of the school more completely than before, but still more teachers are needed. The graduating class for 1875, consisting of 12—8 ladies and 4 gentlemen—are all teaching, most of them having secured remunerative positions before graduation.

This school aims to supply the wants only of the district schools of the State. The

faculty have left Greek and Latin out of their course of instruction, and direct attention to the English studies only, and the modes of teaching these. An eight weeks' normal course has been incorporated into the curriculum, which is proving of great assistance to district school teachers.—(Report, 1875, pp. 203–209.)

CONCORDIA NORMAL SCHOOL.

The necessity for the establishment of this school in the northwestern portion of the State is evident from the patronage it receives. There were enrolled during the year 171 normal students, (90 gentlemen and 81 ladies,) and in the model and training department there were 83. The average age of pupils in the normal department is 19 years. All have pledged themselves to become teachers in the State. The building, a fine stone structure, has recently been enlarged, and has undergone extensive improvements. It is now of sufficient capacity to accommodate 300 students.—(Report, 1875, pp. 210–216.)

TEACHERS' INSTITUTES.

During the year the superintendent held judicial district institutes at fifteen different places throughout the State, in all of which he received the hearty co-operation of county superintendents, and also of members of the legal profession, who conducted exercises in State constitution and in elements of commercial law.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

From Table X, p. 50, of the report of the superintendent, it appears that 11 towns and cities of the State have in them one or more public high schools and that the number of pupils in attendance is 513. No further statistics in respect to these schools are given. This number of pupils, however, being trained under an admirable course of instruction, such as here exists—sketched in the report of this Office for 1874—would indicate that a fair degree of preparation for higher studies is being made.

PREPARATORY SCHOOLS OF COLLEGES.

In these were reported for 1875 a total of 279 students: Males, 151; females, 128. Of that number 5 were preparing for a classical course in college and 84 for a scientific course.—(Returns to Bureau of Education.)

OTHER SECONDARY SCHOOLS.

One school for girls and 1 for boys and girls report respectively 17 teachers and 76 pupils in the former case, and 2 teachers with 17 pupils in the latter. The former, which includes 6 Osage children, teaches grammar, arithmetic, algebra, book-keeping, philosophy, history, chemistry, astronomy, botany, logic, and rhetoric, in its English course; has 50 students in its classical course and 8 in modern languages. The latter reports 16 in its English course, without specifying studies; 3 in its classical course, and 2 in modern languages. In the former, drawing and painting are taught and in both vocal and instrumental music. The latter reports both a chemical laboratory and chemical apparatus, with a library of 100 volumes; the former "a small apparatus," but no laboratory or library.—(Returns to Bureau of Education, 1875.)

BUSINESS COLLEGES.

Two of these institutions, 1 at Leavenworth and 1 at Topeka, report, the former 3 instructors and 126 pupils; the latter, 1 instructor and 70 pupils. Book-keeping, commercial law, arithmetic, penmanship, phonography, and telegraphy are in the course of study.—(Returns to Bureau of Education, 1875.)

SUPERIOR INSTRUCTION.

UNIVERSITY OF KANSAS.

The action of the legislature in a time of great financial depression so reduced the allowance for salaries of instructors that it was feared the school could not be kept open during the year, but the faculty met the emergency by accepting for the time being lower salaries and an increase of labor; the number of students was greater instead of less than in previous years; a fine class of 7 was graduated in the summer of 1875; and at the meeting of the regents in November they found a list of 207 students' names, representing some 40 counties of the State and 5 other States, a faculty overworked but resolute, and a growing popular interest in the university.

There are now fully organized six courses of study, viz: classical, general scientific, modern literature, civil and topographical engineering, a special course in natural history, and a special course in chemistry. An opportunity for selection from a wide range of studies is given in the several courses of instruction, and yet these courses are so

adjusted to each other as to economize to the best possible advantage the professional teaching. Many of the students are pursuing special studies. Natural history, chemistry, English literature, and civil engineering are eagerly sought by the mass of students. Many students, from want of time or means, pursue a partial course of study. While graduates are desirable and the regular course of study to be preferred, it is considered that the richest benefactions the university can confer may come from aiding those who cannot complete in school any prescribed course of study.—(Report of superintendent, 1875, pp. 127–135.)

DENOMINATIONAL COLLEGES.

Baker University, Baldwin City, (Methodist Episcopal,) has a preparatory department, with a college of liberal arts beyond it, in which are both classical and scientific courses, and into which both male and female students are admitted. Library, 200 volumes, with 60 additional ones in a society library.

College of the Sisters of Bethany, Topeka, (Protestant Episcopal,) designed for the higher education of women, has both primary and preparatory departments as feeders for its college classes.

Ottawa University, Ottawa, (Baptist,) has arrangements for both preparatory and collegiate departments; but only the former appears to be yet in active operation.

St. Benedict's College, Atchison, (Roman Catholic,) presented as a preparatory school in the report for 1874, now has its collegiate course arranged and 50 students in it. The course is framed on the southern European method, with a different nomenclature for the classes from that which is common in America.

St. Mary's College, St. Mary's, (Roman Catholic,) reports only a collegiate department with a three years' course, and this still new, with only the beginnings of advantages which it is hoped may be eventually possessed.

Washburn College, Topeka, (Congregational,) is under the general auspices of the Congregational churches of the State, but opens its doors to all without distinction of race, color, or religion. It has an English and business course, a college preparatory, and a collegiate. Its location is a choice one, on an elevation a mile and a half southwest of the State house, overlooking the city, its grounds of 40 acres enclosed with an Osage orange hedge, and planted with nearly a thousand forest trees. A new building costing $60,000 has been recently erected for it.—(Circulars and returns to Bureau of Education, 1875.)

Statistics of universities and colleges, 1875.

Names of universities and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
Baker University	7	....	80	10	$15,000	.....	$40	$850	.....	.....	260
Highland University	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Lane University	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Ottawa University	3	....	62	.....	100,000	.....	.....	400	.....	.....	.....
St. Benedict's College	8	....	18	50	.....	.....	.....	.....	.....	.....	2,000
St. Mary's College	5	....	.....	.....	.....	.....	.....	a$10,000	$0	.....	.....
State University	10	0	119	79	250,000	$10,500	713	1,492	18,201	$0	b2,448
Washburn College	5	....	.....	.....	60,000	40,000	4,800	500	0	.....	3,000

a Including board. b Includes society libraries.

SCIENTIFIC AND AGRICULTURAL.

KANSAS AGRICULTURAL COLLEGE.

The enrolment of students during the year 1875 was 237, a gain of 30 over that of the year 1874. Of these, 154 were young men and 83, or 35 per cent., young women.

The course of instruction, though aiming to be distinctively "industrial," embraces those literary and scientific branches usually pursued in agricultural colleges, as political economy, mathematics, chemistry and physics, French, German, botany, entomology, geology, and music. The industries taught are phonography, telegraphy, printing, dress-making, millinery, and various mechanical trades, such as carpentering, black-

smithing, wood-turning, iron-turning, cabinet-making, and scroll-sawing, besides the various branches of farming, including the cultivation of fruit and the care and breeding of stock. In the instruction of the class in practical agriculture, the discussion of all doubtful theories was avoided, and such topics taken up only as are recognized among practical men as "the best experience of the best farmers." In this department, a course of lectures in dairy practice was delivered to an advanced class of young ladies. In the department of chemistry and physics, a course of lectures in household chemistry was delivered to a class of 20 of the most advanced young ladies in the college. This first attempt at the introduction of such a series of lectures has resulted so profitably that it will be continued and extended as a regular feature of the course. These lectures embraced a consideration of the composition and properties of food; the manufacture of bread by a great variety of processes; cause and prevention of sour and heavy bread; the preservation and cooking of meats; the mineral elements of food, including the uses and importance of common salt; the composition and treatment of milk, butter, and cheese; the value of fish as food; the composition and uses of eggs as food; the composition, properties, and preparation of coffee, tea, and chocolate; the ripening and preservation of fruits and manufacture of jellies, together with a large number of other topics in which chemical principles are applied in the various practices of household economy.—(Report of superintendent of public instruction, pp. 150–191.)

Statistics of a school for scientific and professional instruction, 1875.

School for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
SCHOOL OF SCIENCE.									
Kansas State Agricultural College	15	....	237	6	$117,591	$225,691	$19,799	a$13,675	b3,150

a From State appropriation. *b* Includes society library.

SPECIAL INSTRUCTION.

KANSAS INSTITUTION FOR INSTRUCTION OF THE BLIND, WYANDOTTE.

Officers: A superintendent, matron, 3 teachers, (including 1 teacher of music,) a master of handicraft, and a physician. Pupils in attendance at the close of November, 1875, 39. Receipts for the fiscal year ending at the same time, $8,988.54; expenditures, the same.

Pupils received instruction during 1875 in reading in New York point and Boston type, writing in New York point, writing with grooved cards, spelling, geography, grammar, arithmetic, algebra, United States history, modern history, ancient history, botany, rhetoric, natural philosophy, and vocal and instrumental music.

The boys are also taught broom-making, in which industry such progress has been made that they now turn out 40 dozen finished brooms per month, in place of the 8 dozen of the preceding year. The girls receive instruction in knitting, plain sewing, bead and fancy work, and make, it is said, daily progress in these branches.—(Report for 1875.)

EDUCATIONAL ASSOCIATIONS.

STATE TEACHERS' ASSOCIATION.

This purely voluntary organization of teachers and other friends of education held its thirteenth annual meeting at Topeka on the 24th, 25th, and 26th of August, 1875. Important and practical questions relating to the improvement of the common school system were discussed at this meeting with an ability and earnestness creditable to the association and the State.—(Report of superintendent public instruction, 1875, p. 10.)

Of an address by President Anderson, of the State Agricultural College, the American Journal of Education for October says: "It rather startled the people of the State and country by the facts presented." Dr. Anderson gave at the meeting a detailed statement of the investment and expenditure of $17,820,182.60 for school purposes in Kansas within the last ten years, and from the magnitude of this expenditure, wrung as often from the hands of toiling poverty as from the stores of accumulated wealth, argued for the most faithful use of the means thus furnished, for the employ-

ment of the best officers and teachers that can be had, for the furnishing of the most practical and useful training possible to pupils, and for such conscientious effort to make the most of the whole fund for the purposes for which it was designed as may be reasonably expected from the holders of a sacred trust.

LIST OF SCHOOL OFFICIALS IN KANSAS.

Hon. JOHN FRAZER, *State superintendent of public instruction, Topeka.*

COUNTY SUPERINTENDENTS, *for two years from second Monday in January.*

County.	Superintendent.	Post-office.
Allen	J. E. Bryan	Humboldt.
Anderson	L. H. Osborn	Garnett.
Atchison	J. E. Remsburg	Atchison.
Barbour	S. B. Douglas	Sun City.
Barton	H. A. Brundige	Great Bend.
Bourbon	Joseph H. Lawhead	Fort Scott.
Brown	R. C. Chase	Hiawatha.
Butler	John Blevins	El Dorado.
Chase	F. B. Hunt	Cottonwood Falls.
Cherokee	H. W. Sandusky	Sherman City.
Clay	J. S. Dodson	Clay Centre.
Cloud	Samuel Doran	Concordia.
Coffey	Miss M. P. Wright	Burlington.
Cowley	Thomas A. Wilkinson	Winfield.
Crawford	A. J. Georgia	Girard.
Davis	J. A. Truex	Junction City.
Dickinson	A. M. Crary	Abilene.
Doniphan	D. D. Rose	Troy.
Douglas	D. Shuck	Lecompton.
Edwards	W. C. Knight	Kinsley.
Ellis	De Witt C. Smith	Hays City.
Ellsworth	John Connor	Ellsworth.
Ford	Thomas L. McCarty	Dodge City.
Franklin	A. C. Peck	Ottawa.
Greenwood	H. T. Johns	Eureka.
Harvey	F. L. Faatz	Newton.
Howard	J. N. Young	Paw Paw.
Jackson	T. W. Ramey	Holton.
Jefferson	Charles Smith	Perry.
Jewell	T. J. Patterson	Jewell Centre.
Johnson	Andrew Renwick	Olathe.
Labette	Mary A. Higbey	Oswego.
Leavenworth	William H. Bradshaw	Leavenworth.
Lincoln	J. P. Harmon	Vesper.
Linn	R. B. Bryan	Mound City.
Lyon	A. D. Chambers	Emporia.
McPherson	Philip Wickersham	McPherson.
Marion	Mrs. M. J. Sharon	Marion Centre.
Marshall	Alvinza Jeffers	Irving.
Miami	B. D. Rassel	Fontana.
Mitchell	Cyrus Gaston	Cawker City.
Montgomery	B. P. Cunningham	Independence.
Morris	J. E. Minney	Council Grove.
Nemaha	Abijah Wells	Seneca.
Neosho	T. P. Leach	Thayer.
Norton	M. J. Fitzpatrick	Almena.
Osage	E. C. Newton	Osage City.
Osborne	William L. Bear	Osborne City.
Ottawa	J. H. Elder	Minneapolis.
Pawnee	Emma Johnson	Fort Larned.
Phillips	C. J. Van Allen	Kirwin.
Pottawatomie	J. J. Hostutter	Louisville.
Reno	J. P. Cassedy	Hutchinson.
Republic	David C. Gamble	Seapo.
Rice	R. D. Stephenson	Brookdale.
Riley	J. F. Billings	Manhattan.
Rooks	A. S. Avery	Rooks Centre.
Russell	Ira S. Fleck	Bunker Hill.
Saline	D. Q. Miner	Honek.
Sedgwick	John Y. Zimmerman	Wichita.
Shawnee	Miss Una Hebron	North Topeka.
Smith	Henry C. Ellis	Gaylord.
Sumner	S. B. Pleming	Wellington.
Wabaunsee	F. W. Kroenke	Alma.
Wallace	Thomas Smith	Wallace.
Washington	G. J. Main	Washington.
Wilson	W. B. Shirley	Fredonia.
Woodson	A. F. Palmer	Defiance.
Wyandotte	W. W. Dickinson	Wyandotte.

KENTUCKY.

STATISTICAL SUMMARY.

SCHOOL POPULATION AND ATTENDANCE.

Number of children reported in the census, (whites)	437,100
Highest number enrolled, (approximate)	228,000
Average number at school, (approximate)	159,000
Increase of enrolment on previous year	37,888
Increase of average attendance	47,397

TEACHERS AND TEACHERS' PAY.

Number of white teachers: Men, 4,020; women, 1,610	5,630
Number of colored teachers: Men, 216; women, 122	338
Average salary paid white teachers a month	$49 40

SCHOOL DISTRICTS AND SCHOOLS.

Number of districts for white schools	5,963
Number of districts for colored schools	494
Number of schools for white children taught	5,627
Number of schools for colored children taught	340
Average time schools for the whites were taught	5 months.

SCHOOL-HOUSES.

Number of school-houses for whites	4,739
Number of school-houses for colored	155
Number of districts without houses for colored	954
Value of school-houses for whites	$1,608,000
Value of school-houses for colored, (not including cities)	16,000
Number of houses built in 1875 for colored	33
Increase for the year of schools for whites	18

SCHOOLS' OTHER THAN PUBLIC.

Number of private schools in the State	70
Number of academies in the State	6
Number of colleges in the State	0
Approximate number attending colleges, academies, and private schools	40,00

INCOME AND EXPENDITURE.

Receipts.

From local tax for schools for white children	$426,500 00
From local tax for schools for colored children	3,141 50
Raised by other means for schools for whites	128,500 00
Raised by other means for schools for colored	9,855 00
Total raised by local enterprise for both	567,996 60
Apportioned by State to pay teachers for white schools	848,490 00
Apportioned by State to pay teachers for colored schools	21,660 00
Total receipts	1,438,146 60

Expenditures.

Salary of commissioners and other expenses of schools for whites	44,456 19
Cost of new school-houses built in 1875	111,406 00
State apportionment for pay of teachers	870,150 00
Local pay of teachers and incidental expenses	533,440 00
Total expenditures	1,559,452 19

—(Report of Hon. H. A. M. Henderson, State superintendent of public instruction, for school year ending June 30, 1875, p. 253.)

SCHOOL SYSTEM OF THE STATE.

CONSTITUTIONAL PROVISIONS.

The early constitutions of the State neglected to provide for education. That for 1850 made provision for the conservation and increase of the then existing common

school fund; for the distribution of the revenue from this, with any sum to be raised for that purpose by taxation or otherwise in aid of common schools, and for the election of a superintendent of public instruction, to hold office for four years.

PROVISIONS OF THE SCHOOL LAW.

From school laws of 1873, bound with the report of the State superintendent for 1874, and "An act to establish a uniform system of common schools for the colored children of this Commonwealth," approved February 23, 1874.

OFFICERS.

The official staff consists of a State board of education, a State superintendent of public instruction, county commissioners, county and State boards of examination, and district trustees.

POWERS AND DUTIES OF THESE OFFICERS.

The State board of education includes the State superintendent, the secretary of state, the attorney-general, and two professional teachers elected by them. These form a body politic and corporate, with power to take, hold, and dispose of real or personal estate for the benefit of the common schools of the State. The State superintendent is *ex officio* president, and he and the two professional teachers constitute a standing committee to prepare rules, by-laws, and regulations for the government of common schools, and, from time to time, determine and recommend a proper course of study* and select a suitable series of text books for the schools,† as well as recommend works suitable for district libraries, with such standard works and professional aids for teachers as they may deem proper.

The board have power to require reports from commissioners and trustees of common schools, and to organize and keep in existence a State teachers' association, with a State teachers' institute held annually at the same time and place for the instruction of members in attendance.

The State superintendent—term, four years; salary, $3,000, with an office at the seat of government and clerk—is to keep account of all orders drawn or countersigned by him on the auditor, of all returns of settlement, and of all changes in the office of county commissioner, which must be furnished to the auditor when required. He must annually, by October 15, make report of the condition, progress, and prospects of the common schools; the amount and condition of the school fund; the distribution of the revenue from it the previous year; the amount produced and expended for common school purposes from local taxation or other sources; the details and objects of such expenditure, and the practical workings of the common school system of the State; with an abstract of the reports of county commissioners and any suggestions that may be required as to alterations of the school system.

In this report he is to set forth the objects of the various eleemosynary institutions of the State, with the methods of admission to them, and, to aid him in this, may require from the superintendents of these institutions an annual report, to be made before the 1st of September.

He is to prepare suitable blanks for school reports, registers, certificates, notices, &c., and cause them to be transmitted to the proper officers and persons with the information and instruction needful for an understanding and right use of them; is to report to the proper county judge any habitual neglect of duty or misappropriation of school funds on the part of a school officer; and is to have published, for annual distribution, the general school laws of the State, with the decisions of the attorney-general on any doubtful points thereof; with information and instructions as to application of the law and management of schools under it and with plates, illustrations, and descriptions of appropriate school architecture, important periods of the school year, and such other facts as may be of interest.

Copies of records and papers in his office, certified by him, are evidence equally with the originals; and to insure the due preservation of such originals, &c., he is, on retirement from office, to turn over to his successor all books, papers, and effects belonging to his office, on pain of suffering a fine of $100 to $500 for failure to do so.

County commissioners.—In each county of the State the presiding judge and justices of the peace, meeting as a court of claims, elect every two years for the county a commissioner of common schools, who must be of moral character, of sufficient ability to manage the school interests efficiently, and of a good English education. He must give bond, with sufficient security, to be approved by the court, for the faithful performance of his duties. The maximum compensation allowed him for such performance is $100 from the distributable school fund due his county, 1 per cent. additional on the whole

* The instruction prescribed by the board—according to article 3, section 6, of the school law—shall embrace the elements of a plain education in English, including grammar, arithmetic, geography, and history; but the teaching of any other language or science shall not be prohibited.

† The adoption of these text books is discretionary with the school trustee of each district, but any series once adopted must be held for two school years.

amount thus due, $3 for each school district reported by him in the county, and $3 for each colored common school taught in it and visited by him.

The commissioner has power to lay off, alter, or abolish districts, and, if necessary, may lay off anew the districts throughout the county. He may also administer the oath of office to school trustees and teachers, and use his private seal in lieu of a corporate seal.

His duties are to visit, at least once a year, each district school in his county; to investigate and direct the operations of the common school system; to promote, by addresses or otherwise, the cause of common school education; to prepare and mail to the State superintendent, on or before the 1st day of June in each year, a sworn report of the number of children of school age in his county, (6–20 for whites, 6–16 for colored,) as well as of the number in each district; to prepare and transmit, on or before the 10th day of January, February, and May, and the 1st day of July, in each year, a like sworn report, showing the districts in which schools have been taught for a full session and those in which they have been taught for half a session; to pay the teachers in proportion to the amounts they are entitled to; to hold in trust any devise, gift, or donation in aid of the common schools of his county; to make settlements with the county judge in regard thereto, as in regard to moneys received from the school fund, and to forward a copy of all settlements, certified by the county clerk, to the superintendent. He is to attend in his office at the county seat on the first Saturday in January, February, May, and July, and at such other times as may be necessary, to receive the reports of district trustees and to transact the business required of him. He is also to be there on the first Friday in July to administer the oath of office to trustees; to make a record of the names, the districts, and the post-offices of those thus qualified; to deliver them the blanks needed for the current school year; and to give them such information respecting their duties as may be desired.

Before the 1st day of September in each year he must prepare and transmit to the State superintendent his official report for the year, showing the number of school districts in his county, the ones in which schools were taught and the length of time taught, as well as those in which no schools were taught; the highest, lowest, and average number of children at school; the cost of tuition for each child per session and per month; the number of private schools, academies, and colleges in the county, and the length of their sessions; the number of teachers—male, female, and total—in the common schools; the average wages of each class and of the whole; the amount raised for the schools by local tax or otherwise, and the disbursement of this; the number and kind of school-houses, and the value of each; the number built and value of each; the number of district libraries, volumes in each, and increase for the year; and the amount he has received for official compensation and expenses.

For failure to perform these duties he is liable to a fine of $50, and, for false returns in his report, to one of $200 to $500, with imprisonment for six months.

Boards of examiners.—The county commissioner in each county, with two competent and well-educated persons appointed by him, constitute a board of examiners for the county, and at stated times examine all persons proposing to teach in the common schools of the county, giving a certificate of qualification to such as stand the tests applied and show evidence of good moral character and capacity to teach and govern. The superintendent of public instruction and two professional educators appointed by him form a State board, who examine all teachers applying for State certificates, and certify such as they find qualified. The county certificates are of two classes, and are valid in the county where given for two to four years. The State certificates are valid for five years throughout the State, entitling the holder to teach in the first grades of common schools without a county examination.

Trustees of school districts.—In each school district there is annually elected for the white schools a trustee,* who has charge and oversight of all matters relating to the common schools in it, such as the securing and holding of property for them, the erection and renewal of school-houses, the supplying them with furniture, the engagement of teachers, the levying of district taxes, and collecting contributions for their support; the visitation of the schools each month; the taking of a census of children of school age, and the making annual report to the county commissioner.

SCHOOLS AND SCHOOL TERMS.

The schools for white and colored children are separate, and separate provision is made for their support, that for the latter class being derived from taxation of the colored people only. The school term is from three to five months, of twenty-two school days in each. An agricultural college and State university supplement the State system.

SCHOOL FUNDS.

The permanent school fund, the interest of which goes to aid the common schools throughout the State, amounts to about $1,327,000, with 755 shares of Bank of Kentucky stock.

The annual school revenue is about $1,000,000, derived from the interest and dividends on these, from fines and forfeitures, and from a State tax of 20 cents on $100.

* For each colored school district three colored trustees are appointed by the county commissioner.

ELEMENTARY INSTRUCTION.

STATISTICAL SUMMARY.

The summary of statistics given, being prepared from a mass of imperfect statistics, Dr. Henderson says, only approximates correctness. He believes, however, that a perfect showing would exhibit more satisfactory results than does this. He thinks that there is a gratifying progress. The result with regard to local taxation has surpassed his most sanguine hopes. Commissioners complain that a majority of the districts voted down the tax; that the people are against the principle recommending a return to the "rate." But looking at the theatre of action from his more commanding position, the superintendent regards the returns as indicative of substantial victory. An average of two districts to a county voting for the tax the first year would have fully met his expectations. The facts prove that the public school system is not going backward, but forward, and that all the education being obtained by eight-ninths of the children of the Commonwealth is through the agency of its common schools.—(Report of superintendent, p. 252.)

SIGNS OF ADVANCE.

During the year 1875 the schools were taught by better teachers; the institutes, in most cases, were successful; a considerable number of new school-houses was built; a larger proportion of the children reported in the census were in attendance: about 800 districts voted the local tax for the year ending June 30, 1876, against 400 voting it for 1875; and graded schools were successfully established in several of the larger towns. Many of the representative public men of the State, upon the invitation of the teachers, addressed the institutes and the community in which they were held, awakening an interest which prophesies a healthier sentiment concerning popular education. The press, metropolitan and country, has greatly aided by judicious editorials, by the publication of the proceedings of the teachers' institutes, and by accounts of the official visitations of the commissioners to the district schools. The superintendent has delivered more than one hundred addresses upon education to large audiences, and has been listened to with a decorous attention which has made him feel that there is in the hearts of the people a lively concern for the betterment of citizenship through the agency of education. Professors in colleges, principals of seminaries and academies, and teachers in private schools have aided in the conduct of institutes, and many of them have spoken brave words in behalf of the common school system. The session of the State Teachers' Association at Glasgow was attended by three times as many teachers as ever convened before, and the exercises never for one moment flagged in interest. The general tone of the correspondence with the superintendent has been far more cheering than that of any previous year during his incumbency of the office.

Many of the wealthier citizens of the State have been among the foremost in advocating the taxation of property for the schooling of the children. Old prejudices are giving way, and even passion is quietly yielding to the pressure of the inevitable.

With all these causes for encouragement, progress must necessarily be slow. Delay in the development of the system is unavoidable. The most admirable systems of other States cannot be adjusted to the varied geographical peculiarities of Kentucky and to large districts of sparse and scattered population. A distinct problem is to be worked out here, and many of its details are very perplexing to statesmanship.—(Report, pp. 5–8.)

SCHOOLS FOR COLORED CHILDREN.

After one year of experiment, the results have fully justified the wisdom of the establishment of these schools. In many localities the colored people have received aid by voluntary subscriptions from the whites, the wisdom of farmers suggesting that, schools being at hand, labor is rendered more permanent and reliable. In many other districts the colored people themselves have rallied around the nucleus supplied by the law, and so supplemented the public fund by tuition fees as to secure most efficient schools. About 600 of these schools have been taught during the year, and about 18,000 colored children have enjoyed their advantages. The superintendent learns, from numerous sources, that the schools are starting off in the year 1875–'76 with increased interest. It may be safely said that the experiment of the first year has far surpassed in results those accomplished for the first few years succeeding the inauguration of the system of public schools for whites.

In consideration of the inability of the colored people to sustain their own schools, the superintendent suggests that the Federal Congress would do well to appropriate from the proceeds of the sales of public lands a sufficient sum annually to each of the States containing a large colored population for the education of the children of those whom it has freed. In anticipation of such a measure, the legislature has dedicated such a fund to this purpose.—(Report of superintendent, pp. 105–107.)

VISITS OF PARENTS.

Frequent visits of parents to the schools will result in great encouragement to the teacher and practical benefit to the pupils. Such a course promotes studious-

ness, punctuality, confidence, and good behavior. It excites the ambition of the teacher and his scholars. It convinces the child that there is an interest in his educational advancement at home and puts him upon his best efforts to gratify parental pride. Moreover, in the presence of others besides the instructor and his companions, children learn to overcome timidity and acquire ease of manners and freedom of expression, both essential to success when they front life upon the field of its trials and triumphs.—(State report, p. 16.)

ABSENTEEISM.

This forms one of the greatest obstacles in the way of educational progress. Many of the pupils enrolled are absent from one to three days in every week, and then the parents of such children complain that their children are learning nothing, and the fault is laid at the door of the teacher or of the school system. There is no adequate reason to justify such absenteeism, for the larger proportion of these absentees are too young to be of use at home. Many school officers and teachers, witnessing the evil results of irregular attendance and of non-attendance, have advised and advocated absolute compulsion by law. "It is," says the superintendent, "a problem worthy of the most patient and exhaustive attention of statesmanship, whether any measures not repugnant to republican institutions can be devised for the rescue of truant, vagrant, and neglected children, and for the protection of society from illiteracy and unrestrained passions and debauching habits, productive of bribery, demagoguery, and crime. Even in the city of Louisville, where there is established a system of schools so magnificent as to rival eastern cities, it is believed that there are at least 15,000 children of pupil age, or one-third of the school population, who are not in attendance upon either the public or private schools. Probably a close scrutiny throughout the State would reveal the fact that the condition of affairs in this respect is still worse in the rural districts. It probably would be no exaggeration to allege that 150,000 of the children reported in the census are growing up in absolute ignorance of the elements of an English education. What becomes of this immense population of ignorance? They reach maturity to repeat the sad spectacle of bookless homes, of purchasable voters, of shiftless poverty, and unblushing crime. They entail additional burdens upon wealth in defraying the expenses of good government; they swell the census of prisons and alms-houses, and furnish the material with which demagogues debauch the franchises of citizenship. In a country where every man is a sovereign, it is appalling to reflect that now one-third of the entire voting population of Kentucky cannot read the ticket they vote."

Superintendent Henderson does not, however, advocate the plan of compulsory attendance by law as a remedy for the evils he points out. After an investigation of the results attained by those countries and States where such a law has prevailed, he concludes that Kentucky should devise other measures. A compulsory statute, he argues, even when strenuously enforced by all the pains and penalties that can be attached to it, cannot bring into the schools pauper children suffering from privation of food, clothing, and shelter, children without the care of parents and guardians, and who are shut up to a choice between working or stealing for a bare subsistence; and a considerable number of those growing up in ignorance belong to this class. A sentiment, too, pervades large districts that such a law is tyrannical, and this would render nugatory any attempts at its rigid enforcement. The primary move in this direction, he thinks, should be to secure comfortable school-houses and efficient teachers, that shall be magnets of influence to attract parental attention and draw patronage. The voluntary system might be re-enforced by the enactment of a judicious truant law, a well-considered law forbidding the employment of children in manufactories and mines and on farms without some provision for their elementary education. Every effort should be made to establish in the public mind the sentiment that ignorance is a vice and that those parents who encourage it by neglect of their children's education incur a fearful moral responsibility. Teachers should visit those families who fail to send their children, and urge upon them the proper motives to induce them to do so.—(Report of superintendent, pp. 12–15.)

KINDERGÄRTEN.

Two of these interesting schools, both in Louisville—one conducted by Mrs. M. W. Graham, the other by Miss Bertha Lauber, in connection with a German and English academy—make report, respectively, of 3 teachers and 18 children, and of 1 teacher with 30 to 40 children. In the former case, the children are admitted at from 4 to 9 years of age, and have sessions of 3 hours daily; in the latter, they are admitted at from 4 to 7 years, and the schools are in session 5 hours daily. Both use Fröbel's gifts and occupations.—(Returns to Bureau of Education, 1875.)

CITY SCHOOL SYSTEMS.

COVINGTON.

Officers.—The board of education consists of 5 members, including the city superintendent of schools.

Statistics.—There are employed in the system 5 principals, 52 teachers, and 5 jan-

itors. The classification of studies is excellent. There is a high school taught by a principal and 4 assistants, in which were enrolled 174 pupils, with an average of 143.7 belonging, the attendance being 95.7 per cent. The total enrolment in all the schools was 3,513; average number belonging, 2,523; per cent. of attendance, 93.8.

Funds.—The funds for the support of the school are derived from a tax of one mill upon the dollar, a capitation tax, and the apportionment annually received from the State, with such other sources as the city council shall designate.—(Report of Superintendent Henderson, 1875, p. 149.)

FRANKFORT.

Officers.—The Frankfort public school is managed by a board of 3 trustees, elected for terms of two years each by the qualified voters of the city. One of their number is chosen president and one secretary.

Statistics.—The school embraces 4 departments—primary, intermediate, grammar, and high—divided into 13 grades. It is supported by a tax of 25 cents on each $100 of taxable property in real estate, a tax which yields $5,500 annually; by $2,000 a year from the State apportionment; and by receipts of tuition from non-residents, amounting to $500 or $900. The enrolment is nearly 500; the average attendance, about 450. There are 12 assistant teachers, thoroughly trained. All are qualified to teach music, and the pupils above the seventh grade read it with ease through all the keys. Salaries of assistants, $350 to $800. Average cost per pupil, $20.—(Report of State superintendent, 1875, pp. 153, 154.)

HENDERSON.

Officers.—A school board and superintendent of city schools, M. Kirby.

Statistics.—Population, about 5,000; enrolled in public schools, 785: in primary department, 499; in intermediate, 225; in high, 61. Average number remaining each month, 637; average daily attendance, 587; percentage of attendance, 92. Number of teachers, exclusive of principal, 14; salaries of these, $400 to $800. Salary of principal of high school, $1,200; of the city superintendent, $2,000. Average cost per pupil $15.22.

Notes.—Henderson, with a population wealthy and refined, is remarkable for having absorbed into her public schools all the school going population; a result attributed by Dr. Henderson to the skilful organization of the schools by Professor Kirby, and his steadfast adherence to a settled plan when formed. The sexes are classed together in the schools, by which more even grades and better classification are secured, while government is made easier and emulation healthier and less passionate. Each teacher, except in the high school, has charge of one grade, and promotions are annual.—(Report of State superintendent, 1875, pp. 155, 156.)

LEXINGTON.

Officers.—Apparently a school board of 3 trustees, as the city is divided into three school districts, with a superintendent, Hon. J. O. Harrison. There is also an advisory board for colored schools.

Statistics.—There is in each of the three districts into which the city is divided a public school in charge of a principal and 4 assistants, making 15 instructors. The aggregate enrolment in these schools for 1874–'75 was 642; the average daily attendance, 581. Besides these there are two Roman Catholic schools, to which the city contributes $100 a month during a session of ten months, on condition of their being free to any children of the city that may enter them, and that the course of instruction shall be substantially the same as in the public schools. In addition to these 5 schools for the education of white children, there are 4 for the colored children of the city, under the charge of 11 teachers chosen by the city school committee and paid monthly out of the city treasury on the certificate of the superintendent. For the incidental expenses of these four schools $500 annually is allowed by the city, in addition to the payment of teachers' salaries. The enrolment in them has been 565; the average daily attendance, 479.—(Report of State superintendent, pp. 156, 157.)

LOUISVILLE.

Officers.—A city board, number of members not indicated, a city superintendent and assistant superintendent, and a board of visitors of colored schools.

Statistics.—Population, 120,000; children of school age, (6–20,) 44,827; enrolled in public schools, 17,593; average daily attendance in such schools, 11,551; average of pupils per teacher, 42 in lower grades, 27 in high schools. Number of different school buildings, 23 primary and grammar schools, 2 high schools, and 1 normal school. Number of teachers employed, 317, of whom 27 were teachers of German and 4 of music. Salaries of teachers, $400 to $2,500. Salary of superintendent, $3,000; of assistant superintendent, $1,650. Receipts for public schools, $279,919.88; expenditures on them, $269,263.51. Average expenses *per capita*, based on average daily attendance, $22.04.

Notes.—An increasing interest in the schools upon the part of citizens, a very general fidelity and enthusiasm on the part of teachers, and studiousness and good order on the part of pupils are noted by the superintendent.

The attendance on the ward schools has somewhat diminished during the year past, perhaps from the fact that they have been greatly overcrowded, an evil which it is proposed to remedy by building a number of new school-houses and improving and enlarging some of the old ones. The attendance at the colored schools, however, has increased 253, and to meet this increase a beautiful and substantial building is being erected, containing 12 rooms, making the third of its kind for this class of citizens, who now have school accommodations surpassed by those of no other city in the country.

The night schools, an important branch of city public school instruction, employed 18 teachers, enrolled 1,355 pupils, and had an average attendance of 610.

The German language is taught in all the ward schools but 2, the aggregate number of children receiving instruction in it being 5,481, of whom 1,159 are of American parentage.

The city normal school graduated 29 students in the year past, and now furnishes a fair supply of well-trained teachers for the public schools.—(Report of State superintendent, pp. 157–162, and return to Bureau of Education from Superintendent George H. Tingley, jr., 1875.)

NEWPORT.

Officers.—The supervision of the schools is intrusted to a board of education of 12 members, 2 from each of the 6 wards, and a president from the city at large, with a city superintendent.

Statistics.—The increase in population since 1868 has been 35 per. cent. and the increase in school attendance 91 per cent. The number of pupils enrolled in 1868 was 1,456, and in 1875, 2,545; showing an increase of 1,089. Average number belonging, 1,965; average daily attendance, 1,880; average daily absence, 85. The teachers employed, exclusive of the superintendent, were: high school, 2; intermediate 3; primary, 32; special teachers: German, 3; penmanship, 1; drawing 1; total number of teachers, 42. Average enrolment of pupils to each teacher, 69; average belonging, 53; average attendance, 51.

Night school.—A night school was held for four months, the average enrolment in which was: Males, 465; females, 174; total, 639; average attendance: males, 225; females, 88; total 313. Seven classes were formed, in all of which reading, spelling, arithmetic, and penmanship were taught. In addition to these subjects, a little time was devoted to grammar, geography, and United States history in two or three of the most advanced classes. The time of one class was devoted exclusively to arithmetic and book-keeping. The general conduct of the pupils was most exemplary.

Special school.—The report of the committee on German says, "We only say our hopes were not realized in beholding a very decided increase in the number of pupils in this department. The whole number enrolled has only been 360. Two examinations were conducted during the year, the first in February, the second in June. The results so far as examined by the committee are satisfactory.

Economy.—The schools have been conducted with as much economy as possible, the report showing that the average salary per teacher was only $545 against $615 to $865 in several neighboring cities; and the average cost per pupil only $11.56 against $13.40 to $20.33 elsewhere.—(Report of board and Superintendent W. H. Jones for 1874–'75.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

No normal school has as yet been established in the State, though the need for such a provision for the training of teachers is very much felt. The State superintendent advises the establishment of a normal department in the State Agricultural College, and in the mean time the establishment of normal professorships in several graded schools throughout the State. The cost of five such professorships, he thinks, would not exceed $10,000, while they would result in adding annually probably 200 trained teachers to the force.

The training school for teachers at Louisville is doing some good work. There were 29 graduates during the year, some of whom, at date of the superintendent's report, had obtained situations, teaching in Louisville or elsewhere, while all the graduates of the previous year, except one, had obtained eligible situations and had been successful in their labors.—(State report, pp. 36–38, 159.)

The normal department of Berea College reports 16 students in training during the last year under the instructors of the preparatory school and faculty of the college. The Kentucky Normal School, Carlisle, reports 3 instructors and 124 students. Vocal and instrumental music are taught in both these, and in both the students have access to practice schools.—(Returns to Bureau of Education, 1875.)

COUNTY TEACHERS' INSTITUTES.

During the last year institutes were held in nearly every county of the State. The aggregate of teachers in attendance was 5,012. The commissioners and teachers have learned the object of these institutes and the proper manner of conducting them. During the day, the best methods of teaching the branches prescribed for the common

schools are illustrated and discussed; also, the most successful way of governing a school, of securing parental co-operation, &c. At night, popular lectures upon subjects related to teaching are delivered by representative men. During the past several years in which the institutes have been doing their work, it is believed that the quality of teachers has risen 50 per cent. The superintendent makes it a point to attend as many institutes as his office duties will allow, to assist in the illustration of methods by day, and to deliver addresses upon popular education, the pedagogic art, and cognate subjects by night.—(Report of superintendent, p. 39.)

COUNTY ASSOCIATIONS.

County associations of teachers have been formed in many counties, meeting monthly and itinerating the sessions from one section of the county to another. They have been found of great profit, in connection with the annual institute, elevating the teachers' profession in public opinion and improving those who engage in the exercises. A programme is arranged for each meeting a month in advance. It includes, among other exercises, the reading of essays, the exhibition of select pupils trained in different methods, the interchange of opinions and communication of facts, visits to each other's schools, the production or description of new apparatus, new books, &c.—(Superintendent's report, 1875, pp. 38–39.)

EXAMINATION OF TEACHERS.

The superintendent earnestly enjoins upon commissioners, as a measure just to those who are best informed and best capacitated to teach, and as the only reliable stimulus to those who are defective in the knowledge of the branches to be taught, in the ability to govern, and in general intelligence, to never grant a first class, first grade certificate except to one who is so manifestly entitled to it as to leave no possible doubt in the minds of the examiners.—(State report, p. 26.)

QUALIFICATIONS OF A GOOD TEACHER.

(1) Good common sense; a knowledge of human nature, as it is developed and modified by circumstances in the ordinary walks of life.

(2) A fair acquaintance with the branches upon which he proposes to give instruction. To conduct and instruct a school efficiently, a teacher must be so familiar with the studies pursued in it as to be able to determine at a glance the results and their value, and to correct mistakes upon the spur of the moment.

(3) Aptness to teach. However opulent he may be in knowledge, it will be comparatively valueless to his pupils unless he has a ready facility to communicate it to their minds.

(4) Perfect self-control. He cannot successfully govern others who is incapable of self-government.

(5) Love for his profession. All work is easily done which is prompted by love.

(6) Correct moral principles and a moral character free from stain or suspicion. If the teacher is a man of high moral principle, his pupils will soon discover and admire it, and they will be ready to adopt whatever sentiment he utters, because they esteem and admire him.—(State report, pp. 32, 33.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

It appears from the account given of the school systems of cities, in the report of Superintendent Henderson for 1875, that there are 8 cities of the State which have high schools, or else high school departments, forming a part of the graded school system. One of these cities, Louisville, has 2 high schools for the separate instruction of boys and girls, with a total enrolment of 645 pupils and an average attendance of 573. The total enrolment in all the schools, as far as it is given, reaches 1,135; 1 school only, viz, the higher department of the Frankfort school, failing to report this item. The average attendance, which is given by 5 out of the 8 schools, amounts to 889.—(Report of superintendent, pp. 149–169.)

OTHER SECONDARY SCHOOLS.

Thirty private or denominational academies—5 for boys, 11 for girls, and 14 for both sexes—report for the past year 161 teachers, 2,569 pupils, 561 of whom were in classical studies and 572 in one or more modern languages; 102 preparing for a classical course in college and 55 for a scientific course. In 16 of these schools drawing is taught, with the addition of painting in a few cases. In all those for girls, in most of those for both sexes, and in 1 for boys, vocal and instrumental music are taught. Ten have some sort of a chemical laboratory; 12, some philosophical apparatus; and 14 report libraries ranging from 90 to 3,500 volumes.

Besides these, the preparatory departments of 8 colleges report 12 instructors additional to those in the college proper, with 719 pupils, 143 in preparation for a classical and 193 in preparation for a scientific course.—(Returns to Bureau of Education, 1875.)

BUSINESS COLLEGES.

Two of these schools—1 at Lexington and 1 at Louisville—report 8 instructors and 362 pupils. Book-keeping, penmanship, arithmetic, commercial law, correspondence, and business practice appear to constitute the studies of the course, no special studies beyond these being indicated.—(Returns for 1875.)

SUPERIOR INSTRUCTION.

Kentucky University, Lexington, (undenominational.) The university embraces 7 independent colleges, each divided into several schools or departments of study, which are under the immediate government and instruction of a competent professor. The colleges are: (1) the college of arts; (2) the agricultural and mechanical college of Kentucky; (3) the college of the Bible; (4) the normal college, (not yet organized;) (5) the commercial college; (6) the college of law; (7) the college of medicine. While the course of study in each college is complete, yet the four first named are so associated that a student regularly matriculated in any one of them may have the benefit of instruction in the others without additional charge for tuition. Graduation in all the schools of the college of arts, except that of modern languages, is required for admission to the regular degree of bachelor of arts; the candidate, however, may substitute, with the consent of the faculty, the course in French, German, Spanish, or Italian for the calculus, or the senior Latin, or the junior and senior Greek.

There are good law, medical, and miscellaneous libraries belonging to the university and open to all the students, comprising about 10,000 volumes of valuable books. There is also a considerable collection of chemical, philosophical, and astronomical apparatus, with a museum of natural history, created through the energy and liberality of Regent Bowman, and containing already about 20,000 specimens. The anatomical museum is large, and contains many valuable wax models, skeletons, &c.—(Catalogue of university, 1874.

OTHER UNIVERSITIES AND COLLEGES.

The following institutions for superior instruction present themselves by catalogue or circular as occupying a collegiate rank and doing really collegiate work:

Berea College, Berea, (Congregational,) embraces collegiate, normal, and preparatory departments. Both sexes are admitted and recite together when their studies are the same.—(Catalogue, 1875.)

Bethel College, Russellville, (Baptist,) is exclusively for young men. There are 8 independent schools, including 1 of theology. Students may choose their course of study, subject to the advice of the faculty, but graduation in 6 schools is required in order to the attainment of the degree of A. B.—(College catalogue, 1874–'75.)

Cecilian College, Elizabethtown, (Roman Catholic,) is for young men only; was founded in 1860 and chartered in 1867; confers diplomas in classical and commercial departments.—(Catalogue, 1874.)

Central University, Richmond, (Southern Presbyterian,) was established in 1873. To the collegiate and preparatory departments are added colleges of law and of medicine. —(Catalogue for 1874–'75.)

Centre College, Danville, (Assembly Presbyterian,) is only for young men. There are classical, scientific, and preparatory departments. Opportunity is given for the study of four modern languages, special attention being bestowed on German.—(College catalogue, 1874–'75.)

Concord College, New Liberty, (Baptist,) admits both sexes, and young ladies may take the same course of study and share the same honors as young men. There is a preparatory as well as collegiate department.—(College catalogue, 1874–'75.)

Eminence College, Eminence, (Disciples of Christ,) admits both sexes, and embraces preparatory and collegiate departments. French and German, with music, painting, drawing, embroidery, and wax work are taught. The sexes do not recite together, but are in distinct departments.—(College catalogue, 1875–'76.)

Georgetown College, Georgetown, (Baptist,) claims to afford full and thorough instruction in eight distinct departments, viz: English, Latin, Greek, modern languages, mathematics, physical sciences, history and political economy, and mental and moral philosophy.—(Circular of college.)

Kentucky Military Institute, Frankfort, (non-sectarian,) chartered in 1847, includes, with its regular collegiate department, a special commercial course and one in civil engineering; also a resident graduate course. The design of the military feature, which is made quite prominent here, is to aid in securing good discipline and physical culture, as well as to confer a knowledge of military tactics.—(Catalogue for 1875.)

Kentucky Wesleyan University, Millersburg, (Methodist Church South,) offers a regular collegiate course of four years, with classical and scientific departments.—(Catalogue, 1873–'74.)

Murray Institute, Murray, (non-sectarian,) is for both sexes, and embraces preparatory, ornamental, and collegiate studies. It has authority to confer "any or all of the diplomas or degrees conferred by the best colleges of this State."—(Catalogue, 1875–'76.)

St. Joseph's College, Bardstown, (Roman Catholic,) for young men only, was chartered in 1824. Its object is to afford a thorough religious and literary education. None but Catholic students are admitted. There is a classical course for those students who wish to prepare themselves for the ministry or the learned professions, and a commercial one which prepares for mercantile pursuits.—(Catalogue, 1873–'74.)

COLLEGES AND SEMINARIES FOR WOMEN.

Reports have been received from the following named colleges and seminaries for the superior instruction of women: (1) Bethel Female College, Hopkinsville, (Baptist;) (2) Bowling Green Female College, Bowling Green, (Presbyterian;) (3) Daughters' College, Harrodsburg, established in 1856; (4) Franklin Female College, Franklin, (non-sectarian;) (5) Georgetown Female Seminary, Georgetown, (Baptist;) (6) Hocker Female College, Lexington, (Christian;) (7) Kentucky College, for young ladies, Pewee Valley, ("undenominational, but evangelical;") (8) Lexington Female College, Lexington, (Baptist;) (9) Logan Female College, Russellville, (Methodist Episcopal Church South;) (10) Shelbyville Female College, Shelbyville, (Southern Presbyterian;) and (11) Stanford Female College, Stanford, (non-sectarian.)

These present in their collegiate departments a total of 71 instructors and 737 students. Of the students, 461 are in the regular course and 276 in special or partial courses. For fuller statistics of these institutions see Table VIII of the Appendix.

Statistics of universities and colleges, 1875.

Names of universities and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
Berea College	12	1	258	26	$100,000	$34,000	$2,800	$1,200	.....	.....	2,000
Bethel College	7	....	20	73	20,000	91,000	5,460	4,000	.....	.....	*a*1,800
Cecilian College	7	....	125	7	40,000	.....	.....	12,000	.....	.....	1,000
Central University	10	....	81	36	70,000	150,000	.....	5,000	.....	.....	1,000
Centre College	9	0	83	100	80,000	175,000	9,012	1,577	$0	$0	*a*9,160
Concord College	3	....	53	4	15,000	0	0	1,200	278	.....	140
Eminence College	10	....	80	110	50,000	.....	.....	9,400	.....	.....	*a*2,200
Georgetown College	8	....	25	72	75,000	75,000	.....	.....	0	.....	*a*11,200
Kentucky Military Institute	6	....	100	60	125,000	0	0	9,000	0	0	*a*4,500
Kentucky University.*	8	5	.....	105	100,000	200,000	12,000	.....	.....	.....	10,000
Kentucky Wesleyan University.	5	3	.....	85	30,000	43,000	3,000	.....	0	*b*100,000	*a*500
Murray Institute	4	....	*c*166	.....	16,000	.....	.....	2,500	.....	.....	0
St. Joseph's College	7	....	.....	100	20,000	.....	.....	.....	.....	.....	2,000
St. Mary's College	10	....	.....	87	20,000	.....	.....	15,000	.....	.....	.....
Warren College	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....

* From Report of Commissioner of Education for 1874. *a* Includes society libraries.
b Not all paid in. *c* Unclassified students.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

AGRICULTURAL AND MECHANICAL COLLEGE.

Located at Lexington, this is one of the colleges of Kentucky University. It is an institution belonging to the State, with an endowment fund given by the Government, and, with the splendid estate of Ashland, the homestead of Henry Clay, donated chiefly by citizens of Fayette County, as a site for its operations. It has a full corps of able professors and a liberal course of study, embracing the literary and scientific branches usually pursued in colleges, with modern languages and military science. Those students wishing to pursue the Latin and Greek languages have access to the classes in these and other branches in the college of arts, free of cost for tuition.

The institution is emphatically for the masses of the people. Under the charter each county or legislative district is entitled to send to it three properly prepared students, free of charge for tuition. Other expenses need not exceed $150 for the col-

legiate year, and such young men as desire it can defray a portion of these by laboring four hours a day on the farm or in the shops.—(Report of Superintendent Henderson, 1875, pp. 277, 278.)

THEOLOGY.

Theological instruction is given in the College of the Bible, University of Kentucky, (Christian,) the Theological Seminary at Danville, (Presbyterian,) the Western Baptist Theological Institute, in Bethel College, (Baptist,) and in St. Joseph's College, Bardstown, (Roman Catholic.)

LAW.

The law college of Kentucky University claims to provide a complete and very thorough course of instruction for young men preparing for the bar in any part of the United States.

MEDICINE.

The medical schools of the State are the Transylvania Medical College, Lexington, a department of the State University, with three years of study in its course and two of lectures; the Louisville Medical College; the Louisville Hospital Medical College, with a course of two years; the medical department of the University of Louisville, and the Louisville College of Pharmacy.

For full statistics respecting such of these professional schools as report themselves, see Tables XI, XII, and XIII of the Appendix.

Statistics of schools for scientific and professional instruction, 1875.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
SCHOOL OF SCIENCE.									
Agricultural and Mechanical College, (Kentucky University.)*	8	..	*a*140	4	$250,000	$165,000	$9,900	$2,600	*b*260
SCHOOLS OF THEOLOGY.									
Bible College of Kentucky University.*	2	...	49	3	.....	.....	.....	.....	.....
Danville Theological Seminary.	4	..	19	3	14,000	120,000	9,658	.....	10,000
Theological department of Bethel College.	6	...	20	3	.....	.....	.....	.....	.....
Theological Seminary of the Diocese of Kentucky.	...	0	*c*4	3	.....	16,000	1,200	.....	1,654
Western Baptist Theological Institute.	2	...	23	2	.....	*d*42,000	1,690	.....	.....
SCHOOLS OF LAW.									
College of Law, Central University..	2	...	4	2	.....	.....	.....	.....	.....
Law College, Kentucky University*..	5	....	16	2	.....	.....	.....	.....	2,000
SCHOOLS OF MEDICINE.									
Kentucky School of Medicine*	9	....	.....	2	*e*500	.....	.....	.....	.....
Louisville Medical College*	5	....	306	2	*e*2,000	.....	.....	11,000	.....
Louisville Hospital College of Medicine, (medical department Central University.)	13	....	89	2	16,000	0	0	3,900	.....
Medical department University of Louisville.*	12	....	170	2	.....	.....	.....	.....	4,000
Transylvania Medical College, (University of Kentucky.)	7	....	3	2	.....	.....	0	.....	7,000
Louisville College of Pharmacy	3	....	36	2	.....	1,350	80	1,690	30

* From Report of Commissioner of Education for 1874.

a Also 40 preparatory.

b Society library.

c Beneficiaries; the funds are invested and used to educate young men in other seminaries, until buildings are provided in Louisville.

d Twenty-six thousand dollars of this are temporarily unproductive.

e Apparatus.

SPECIAL INSTRUCTION.

INSTITUTION FOR THE BLIND, LOUISVILLE.

This institution is not an asylum nor a hospital for the treatment of diseased eyes, but one of the public schools which the State has provided. Here every child in the State whose eyesight is so defective that it cannot obtain an education in the ordinary schools may receive appropriate instruction free. The State charges the parents of the pupils nothing for board or tuition, and, in cases of destitution, provides clothing. Children are permitted to receive instruction for seven years, and in the case of meritorious pupils the time may be extended if the trustees see fit. The course of instruction embraces everything taught in the common schools; and, in addition, special tuition in music and in various branches of handicraft. The boys are taught to make brooms and various kinds of mattresses, to cane chairs, and to do general upholstering work. The girls are taught to knit, sew, do various kinds of fancy work, and use the sewing machine.

The proper age for admission is from 6 to 16 years, but, as it is the wish to exclude none who desire to learn, persons over 16 years of age will be received upon presenting the proper testimonials of character and fitness to associate with children. There are probably 400 children in the State who should be in the school, but less than one-fourth of them are there, the remainder growing up in a darkness that is made doubly intense by ignorance.—(Report of State superintendent, pp. 95, 96.)

INSTITUTION FOR THE DEAF AND DUMB, DANVILLE.

This school was established by legislative enactment in 1823, and has been in successful operation for 53 years. Every deaf-mute in Kentucky, of sound mind and body, is privileged to receive all the benefits of the institution, without charge for board or tuition, for a term of 7 years. The branches of study pursued are reading, writing, arithmetic, grammar, geography, history, natural history, physiology, the Bible, &c. A spicy little periodical, The Deaf-Mute, is published by the pupils.—(Report of State superintendent, pp. 97, 98.)

INSTITUTION FOR THE EDUCATION OF FEEBLE-MINDED CHILDREN.

This institution, located at Frankfort, was reconstructed in 1874. Its purpose is defined in the words of the law as follows: "It is distinctly avowed in this act that said institution is not an asylum for the custodial care of unimprovable idiots, but a school for the education of feeble-minded children." Children of this character, between the ages of 6 and 18 years, are entitled to board and tuition without charge, and for all children who have not the means of transportation the expense is defrayed by the State. The superintendent speaks of the management of the school in terms of unqualified approbation. Its utility and success in cultivating the dormant intellectual powers of the children sent to it are beyond doubt. Physical training forms an important part of the plan. It having been found frequently that the mental imbecility was connected with bodily weakness, special attention is paid to gymnastic training. Calisthenic exercises of the most graceful character, and to the measure of the sweetest music, are daily engaged in. Every muscle of the body is brought into play; and as vigor of body is imparted it is frequently accompanied by activity of mind.—(State report, pp. 99–101.)

EDUCATIONAL ASSOCIATIONS.

STATE TEACHERS' ASSOCIATION.

This body convened in Glasgow, July 13, 1875, and held its closing session in the Gothic Chapel of the Mammoth Cave, on July 15. It was attended by 200 teachers of Kentucky and quite a number of professional visitors from Tennessee, Indiana, and Ohio. Among these were Hon. W. D. Henkle, formerly superintendent of public instruction of Ohio; Hon. John Hancock, of Dayton, Ohio, who delivered an address upon graded schools; Prof. J. R. Ridge, of Cincinnati, who delighted the audience with superior elocutionary readings, and Hon. Leon. Trousdale, superintendent of public instruction for Tennessee. The citizens of Glasgow extended the most cordial hospitality, and made the stay of the teachers so pleasant that every one was reluctant to leave.

The following papers were ordered to be printed by the association, and, consequently, appear in the report of the State superintendent for 1875:

"Special advantages of college training," by President J. G. Wilson, of Warren College; "Common sense in teaching," by William J. Davis, editor of Home and School; "The recitation," by Principal George A. Chase, of the Female High School, Louisville; and "Graded schools," by Hon. John Hancock, of Ohio.

The exploration of the Mammoth Cave was fraught with more than usual interest, for, in addition to the customary curiosity which prompts the underground pilgrimage, there were present the spirit of scientific inquiry and that preliminary culture which give zest to a review of the wonders of nature in a company of congenial minds.

In the Gothic Chapel a grand halt was made, and the president of the association, mounted upon a huge stalagmite, delivered a short address. A fine quartette of instruments discoursed delightful strains; a solo was sung by Kentucky's sweetest cantatrice, and a chorus of well trained voices sent a harmony sounding down those dark and mystic corridors such as never before woke its grotesque carvings into listening attention.—(State superintendent's report, 1875, pp. 40–67.)

SOCIETY FOR THE ADVANCEMENT OF EDUCATION IN KENTUCKY.

The object of this society is the encouragement of higher, technical, and normal education. In conjunction with the State Teachers' Association, it held a meeting at Mammoth Cave, July 15, 1875. Superintendent Henderson, its president, Major William J. Davis, secretary, and Professor Chenault made addresses explanatory of the objects of the organization. Reports were referred to the several permanent committees, which were instructed to report at a meeting to be called by the president during the session of the legislature.—(State report, 1875, p. 68.)

LIST OF SCHOOL OFFICIALS IN KENTUCKY.

Hon. H. A. M. HENDERSON, *State superintendent of public instruction, Frankfort.*

STATE BOARD OF EDUCATION. [Term, 1875–'79, four years.]

Name.	Post-office.
Hon. H. A. M. Henderson, superintendent of public instruction and *ex officio* president.	Frankfort.
Hon. J. Stoddard Johnston, secretary of state	Frankfort.
Hon. Thomas E. Moss, attorney-general	Frankfort.
R. D. Allen	Farmdale.
W. H. Bartholomew	Louisville.

COUNTY COMMISSIONERS. [Term, 1875–'76.]

County.	Commissioner.	Post-office.
Adair	M. H. Rohrer	Columbia.
Allen	M. A. Alexander	Scottsville.
Anderson	A. M. Portwood	Lawrenceburg.
Ballard	I. K. Swain	Blandville.
Barren	R. P. Collins	Glasgow.
Bath	W. H. Daugherty	Owingsville.
Bell	Peter Hinkle	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	Nathan B. Day	Jackson.
Breckinridge	Milton Board	Hardinsburg.
Bullitt	R. J. Meyler	Shepherdsville.
Butler	William Wand	Morgantown.
Caldwell	William C. C. Jones	Princeton.
Callaway	Daniel Mathewson	Murray.
Campbell	Leo Tibbatts	Grant's Lick.
Carroll	J. A. Donaldson	Carrollton.
Carter	D. J. Caudell	Olive Hill.
Casey	D. W. Coleman	Middleburg.
Christian	G. A. Champlin	Hopkinsville.
Clarke	Leeland Hathaway	Winchester.
Clay	John E. White	Manchester.
Clinton	Thomas V. Stephenson	Cumberland City.
Crittenden	Singleton Hodge	Marion.
Cumberland	William Cheek	Burksville.
Daviess	David F. Todd	Owensboro'.
Edmonson	Frederick Meredeth	Brownsville.
Elliott	W. W. Johnson	Sandy Hook.
Estill	R. W Smith	Irvine.
Fayette	J. H. Carter	Lexington.
Fleming	William M. Harmon	Flemingsburg.
Floyd	William J. Martin	Prestonburg.
Franklin	U. V. Williams	Bridgeport.
Fulton	R. T. Tyler	Hickman.
Gallatin	Samuel Turley	Napoleon.
Garrard	John K. West	Lancaster.
Grant	H. D. Stratton	Williamstown.
Graves	J. M. Cosby	Mayfield.
Grayson	George A. Cubbage, jr	Litchfield.

List of school officials in Kentucky—Concluded.

County.	Commissioner.	Post-office.
Green	Joseph Perry	Greensburg.
Greenup	J. W. Womack	Greenup.
Hancock	C. T. Duncan	Hawesville.
Hardin	James A. Gaither	Elizabethtown.
Harlan	John Nolin	Harlan Court-House.
Harrison	Joseph F. Lebus	Cynthiana.
Hart	Julius R. Curle	Munfordsville.
Henderson	H. H. Farmer	Henderson.
Henry	Samuel Jones	Newcastle.
Hickman	Willis White	Clinton.
Hopkins	James M. Compton	Madisonville.
Jackson	Thomas H. West	Greenhall.
Jefferson	James F. Hobbs	Long Run Station.
Jessamine	Dr. J. C. Welch	Nicholasville.
Johnson	W. B. Lemasters	Paintsville.
Kenton	George W. Carlisle	Independence.
Knox	John D. Jarvis	Jarvis' Store.
Larue	Thomas A. Robertson	Hodgenville.
Laurel	John T. Brown	London.
Lawrence	James R. Dean	Louisa.
Lee	C. D. Tyler	Beattyville.
Letcher	Harrison Banks	Whitesburg.
Lewis	Joseph A. Sparks	Vanceburg.
Lincoln	John M. Phillips, jr	Stanford.
Livingston	J. E. Lennen	Smithland.
Logan	J. B. Evans	Russellville.
Louisville	Oliver Lucas	Louisville.
Lyon	A. H. Champion	Eddyville.
Madison	C. A. Partello	Richmond.
Magoffin	H. G. Arnett	Salyersville.
Marion	Ben. F. Bowman	Lebanon.
Marshall	Elias Barry	Benton.
Martin	T. W. Newberry	Inez.
Mason	D. J. Rees	Sardis.
McCracken	William R. Reid	Paducah.
McLean	J. M. Nichols	Calhoun.
Meade	William G. Beall, sr	Brandenburg.
Menifee	John Armitage	Frenchburg.
Mercer	James H. Lapsley	McAfee.
Metcalfe	Samuel H. Marrs	Edmonton.
Monroe	John J. C. Eubank	Tompkinsville.
Montgomery	E. E. Garrett	Mt. Sterling.
Morgan	Robert C. Day	West Liberty.
Muhlenburg	J. F. Richardson	Greenville.
Nelson	J. W. Muir	Bardstown.
Nicholas	Isaac M. Chism	Carlisle.
Ohio	W. L. Rowe	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	Thomas F. Johnson	Grapevine.
Pike	Thomas O. Marrs	Piketon.
Powell	J. S. Vivion	West Bend.
Pulaski	William H. Isaacs	Somerset.
Robertson	C. N. Buckler	Mt. Olivet.
Rockcastle	J. J. Brown	Mt. Vernon.
Rowan	R. G. Scott	Farmers.
Russell	James M. Lester	Jamestown.
Scott	H. S. Rhoton	Georgetown.
Shelby	S. E. Thompson	Shelbyville.
Simpson	G. W. Roark	Franklin.
Spencer	Joseph B. Cox	Taylorsville.
Taylor	D. G. Mitchell	Campbellsville.
Todd	W. E. Mobley	Elkton.
Trigg	J. H. Wilkinson	Cadiz.
Trimble	V. H. Abbott	Bedford.
Union	J. W. Marshall	Morganfield.
Warren	T. J. Smith	Bowling Green.
Washington	Thomas R. Browne	Springfield.
Wayne	R. Burnett	Monticello.
Webster	R. K. Thornberry	Poole's Mills.
Whitley	Mark White	Whitley Court-House.
Wolfe	M. D. Spencer	Campton.
Woodford	Samuel B. Lyons	Versailles.

LOUISIANA.

STATISTICAL SUMMARY.

SCHOOL POPULATION AND ATTENDANCE.

Number of children in the State 6–21 years of age	280,387
Number enrolled in public schools	74,846
Increase since 1874	737
Number attending private schools	21,711

TEACHERS AND TEACHERS' PAY.

Number of teachers employed: Men, 797; women, 760	1,557
Gain over 1874	63
Average salary of teachers per month	$37 00

SCHOOLS.

Number of public schools	1,032
Decrease since 1874	9
Average number of months each school has been taught	3½
Decrease since 1874, in months	1
Whole number of months schools have been taught	5,231
Gain over 1874	270
Number of school-houses built in the State	35
Estimated value of all school property	$896,100 00

INCOME AND EXPENDITURE.

Receipts.

From parish treasurers and tax collectors	$14,659 32
From State apportionments	207,406 20
From corporate authorities	313,358 31
From interest due from the free school fund	33,051 23
From appropriation for salaries of officers, contingent expenses, &c	35,300 00
Balance on hand September 1, 1874	95,890 14
Total receipts	699,665 20

Expenditures.

For previous indebtedness	$33,214 75
For salaries of teachers	573,144 44
For rent and repair of school-houses, purchase of furniture, apparatus, &c.	76,529 43
For school buildings and sites	5,985 95
For salaries of officers, office-contingent, and expenses	35,300 00
To balance in hands of school board treasurers	139,217 29
Total disbursements for 1875	863,391 86
Amount paid in school certificates by New Orleans school board	163,726 66
Total cash disbursements for 1875	699,665 20

—(From report, for 1875, of State Superintendent Hon. William G. Brown, pp. 6–9.)

SCHOOL SYSTEM OF THE STATE.

CONSTITUTIONAL PROVISIONS.

The constitutions of 1845, 1852, 1864, and 1868 agreed substantially with one another in providing for free public schools throughout the State, to be supported by taxation or otherwise; for the appointment or election of a State superintendent of public education, to hold office for two or four years; for the formation of a permanent school fund from the proceeds of lands granted by the United States, or of property granted, bequeathed, or escheated to the State by any person; and for the establishment and maintenance of a State university in New Orleans.

That for 1868 went further than preceding ones by explicitly requiring the general assembly to establish "at least one free public school in every parish;" by making such schools and other State institutions of learning free to all children of the State between 6 and 21, "without distinction of race, color, or previous condition;" by forbidding the establishment of separate schools or institutions of learning exclusively

for any race by the State; by forbidding, also, appropriations by the general assembly for any private school or institution; and by providing that institutions for the insane, the blind, and the deaf and dumb should always be fostered by the State.

PROVISIONS OF THE SCHOOL LAW.

From School Law of 1870, with amendments of 1871, 1873, and 1874, and constitution of 1868.

OFFICERS.

The chief school officers are a State board of education, State superintendent of public education, division superintendents, parish boards of school directors, and a special board for the city of New Orleans.

POWERS AND DUTIES OF OFFICERS.

State board.—The six division superintendents in the State, with the State superintendent as president, constitute the State board of education, which holds a regular annual meeting at the office of the superintendent, in New Orleans, each January, and may hold special meetings at his call, at other times. Its duties are to appoint boards of school directors in each parish and a special one for New Orleans; to report to the general assembly the names of all such who may fail to serve; to provide for the enumeration of children of school age, (6–21;) to make all needful rules and regulations for the public schools, especially a general regulation opening them to all children of the proper age within the State, without distinction of race, color, or previous condition, according to constitutional provision; and to select text books for their use.

It has power to sue delinquent officers; to employ counsel in case of any suit; to remove parish directors for negligence, incompetency, or violation of law, after fair trial; to establish academies, normal schools, and teachers' institutes; and to provide for the government and control of them.

State superintendent.—This officer, provided for in each successive constitution of the State from 1845, is, according to that of 1868, eligible by the people; holds office for four years; receives a salary of $5,000; and appoints for himself a secretary with a salary of $3,000, whose duties he prescribes. He has his office at the seat of government; files there all documents and reports submitted by school officers; is charged with the general supervision of all the division superintendents and all the common, high, and normal schools under the State system; and is to see that this system is put into effect and carried on in uniform operation. With a general view to these duties he is to meet the division superintendents at least once in each year in each division, giving due previous notice of the time and place of meeting, and is to compare views with them, discuss principles, and listen to all suggestions made as to school matters. He is to visit also such schools as he can, and witness the manner in which they are conducted; is to cause the school laws and necessary forms and blanks to be printed and distributed; is to make quarterly apportionments of the State school funds, according to the number of children of school age, to each school board; is to cause notice of annual district meetings to be published thirty days in advance in each parish; and at each session of the general assembly and State board of education is to make them a report showing (1) the condition of the common school divisions of the State, the number of schools, number of children of school age, number in each parish who have attended school, number of books in division libraries, and value of all apparatus in the schools; (2) such plans as he may have matured for the management and improvement of the school fund and the more perfect organization and efficiency of the schools; and (3) all such other matters relating to his office and to the common schools as he may deem it expedient to communicate.

He may also provide for holding teachers' institutes in the divisions on receiving assurance from the division superintendent that not less than thirty teachers desire to assemble for this purpose.

Division superintendents.—For school purposes the State has six divisions, of which the city of New Orleans is one. A superintendent for each division is appointed by the governor on the nomination of the State superintendent, with the consent of the State senate, for a term of three years. He has general supervision of all public schools in his division, subject to the rules of the State board; examines* and licenses teachers, (and, if need be, revokes a license,) except where certificates are held from the State superintendent; receives and transmits to the latter all reports from parish school boards, serves as a medium of communication between the State board and State superintendent and these lower boards; transmits to them or to teachers all blanks, circulars, and other communications from the higher powers; entertains and decides appeals from the decisions of the parish boards, and has it laid upon him as his duty to organize and conduct, once in each year, in his division, a teachers' institute at some central and accessible locality, aided by a professor from the normal school or some practical teacher appointed by the State superintendent. He is also to encourage and

* In New Orleans a committee on teachers aids in this.

assist at teachers' associations to be convened in each parish or in a union of parishes four times each year; is to make before the 5th of October, annually, a report to the State board, containing a digest of the reports made to him by the secretaries of the lower boards in his division and showing the condition of each school in it; is also, at the same time, to file with the recorder of each parish an abstract of the number of youth of school age in each ward or school district of the parish, and is to report the number of private schools, academies, and colleges in his division, number of pupils, male and female, with such other information and in such form as the State superintendent may prescribe. By a later law he is further, on or before October 5, each year, to visit the several parishes in his division, examine the accounts of each school treasurer, and certify the correctness of such as he may find to be correct; and without such certificate from either the division or State superintendent, no treasurer's accounts shall be held to be finally adjusted.

The superintendent of the sixth division, composed of the city of New Orleans, has the aid of an assistant superintendent, at a salary of $2,500. His own salary is $4,000; that of other division superintendents, $2,500.

Parish boards.—These, answering to the county boards of other States, consist of five or more persons; are appointed by the State board; hold office for two years; elect from among their members a president, secretary, and treasurer, the last of whom gives bond in $5,000, and may have this increased. They are to visit and examine the schools of the parish, to report to the State board and State superintendent any deficiencies in them, or neglect of duty on the part of teachers or other officers; to receive from the State tax collector all proceeds of any parish school tax levied, and apportion the same among the several districts in proportion to the number of persons of school age within it, the treasurer acting as the agent of the board in such payments, keeping an account of receipts and disbursements in books provided for the purpose, which must be always open for inspection, and making a monthly report to the board and an annual one to the division superintendent. The boards make contracts for school buildings, consulting with the State superintendent as to plans; fix the site for each schoolhouse; determine the number of schools to be established and the time each one shall be taught, as well as the branches for study in them; establish graded or union schools where necessary, and may select persons to have the general supervision of schools under them. Through their secretary, they report each year, on or before the 20th of September, to the division superintendent, the number of persons of school age in each district; the number of schools and the branches taught; the number of teachers, male and female, and the average compensation of each per week; the length of school in days, and the average cost per week for each scholar; the aggregate amount paid teachers during the year, and the balance of teachers' fund in the treasury; the text books used in the schools, the number of volumes in district libraries, and the value of apparatus possessed; the number of school-houses, and their estimated value; the amount raised within the year by tax for school purposes, giving all particulars; and the amount of public fund received, with such other information as may be deemed useful, $25 to be forfeited for failure to make such report, and all losses resulting from the failure to be made up.

SCHOOLS.

The schools of all grades under this system are to be taught each year for at least twelve weeks of five days each, one or more in each school district, by a regularly certified teacher; and from none of them is the Bible to be excluded, though no pupil must be required to read it contrary to the wishes of his parent or guardian.

A State normal school, military academy, agricultural and mechanical college, and State university are contemplated as parts of the State system. The first and second, however, do not now exist, and the third is only in its infancy.

SCHOOL FUNDS.

For school purposes, the law authorizes the levying and collecting of an annual State school tax of two mills upon the dollar, with a parish school tax of the same amount.

ELEMENTARY INSTRUCTION.

REMARKS UPON STATISTICS.

The amount of disbursements in excess of the receipts—$163,726.66—is represented by certificates of indebtedness, commonly called school certificates, issued principally in New Orleans to the teachers, but also to persons to whom the bureau of education (represented by the New Orleans city board of school directors) has become indebted. The corps of teachers, as a class, are too poor to wait for their pay; hence they are compelled to sell their certificates for whatever price the broker will allow. At the close of the fiscal year in 1874 the amount of outstanding school certificates was $110,595.43; but this year it reaches, as before mentioned, $163,726.66, an increase of indebtedness of $53,131.23. If the revenues for school purposes are to be restricted to their

present amount, and if those sums which have been alienated therefrom cannot be restored, it is believed that it will become necessary to close about one-third of the schools.—(Report of State superintendent for 1875, pp. 4–6.)

PROSPECTS OF THE PUBLIC SCHOOL SYSTEM.

The fair prospects for the success of the public school work of the State, noted in the last report of the superintendent, (1874,) were suddenly darkened by the unfriendly alienation of a considerable part of the school revenue, nearly $200,000. Of this, $50,000—paid out of the current school fund—were interest due by the State from the free school fund; $40,000 of the amount were revenue received by the State as a license from the Louisiana State Lottery Company; and $15,000 were derived from the poll tax.

Notwithstanding this severe blow, the loss of nearly one-third of the school revenue, the amount of work accomplished during the year is nearly as much as that of 1874, and in some particulars it is more. The reasons given for this satisfactory result are that the school board find it possible to secure good teachers at more moderate salaries than before, while the certainty of prompt payment for school buildings and the confidence reposed in the integrity of the school boards make them desirable lessees. Then, the vigilant superintendence of school officers and the faithful returns made of work performed, in connection with the increased interest manifested by the people in all matters pertaining to the cause of public education, are no mean factors in accomplishing these results. The hostile agencies at work to subvert and overthrow the school interests of the State are becoming more and more puerile every year, and every attack upon the school system but establishes it on a broader and surer foundation.—(State report, pp. 1–3.)

M'DONOGH EDUCATION FUND.

Six school-houses have been recently erected from the munificent donation made by John McDonogh for the gratuitous education of the poor children of the city, of all races and colors, and named in honor of his memory in the order of their erection. This remarkable man spent a laborious and self-denying life in the hope of leaving behind him money enough to educate to the knowledge of the Lord and in the ordinary elements of an English education, if possible, every poor child in the States of Louisiana and Maryland. Had his directions been carried into effect the revenues of his estates would ultimately have been several millions annually, and his great expectations would have been eventually realized. But large portions of his estate have been lost by the indifference of officials and the rapacity of relatives and lawyers, so that today what should amount to millions is but a mere moiety.—(State report, pp. 53–59.)

CITY SCHOOL SYSTEMS.

NEW ORLEANS.

Organization.—A board of school directors, consisting of twenty members, viz: one from each representative district, one additional for each municipal district, the administrator of finance of the city, who is *ex officio* a member, and the superintendent of the sixth division, who is also a member *ex officio*, with the right to speak, but not vote in the board. The members from the districts are appointed by the State board of education for terms of three years, one-third to retire annually.

This board of school directors appoints a committee on teachers, which, with the superintendent of the sixth division, examines applicants for employment in the schools.

Statistics.—Number of children 6 to 21 years of age, 70,093; number of public schools, 76; pupils enrolled, 26,251; teachers employed, 450; average salary per month, $67.82: estimated value of school property, $775,000; receipts for school purposes, $373,847.99; expenditures, including certificates issued, $460,128.83.

Remarks.—A majority of the schools appear to be in a prosperous condition, although in many of them various causes are operating which are calculated to retard their progress, prominent among these being irregularity of attendance, caused by poverty and often indifference of parents. The three high schools are in good condition, having, apparently, rid themselves of the elements of discord, and entirely recovered from the effects of the lawlessness which culminated in open rebellion in 1874. The course of instruction in the central high school (for boys) embraces English studies, mathematics, natural sciences, classics, French, book-keeping, &c.; that of the two girls' high schools is similar, but with the omission of book-keeping and the classics.—(Superintendent's report, 1875, pp. 148–158.)

TRAINING OF TEACHERS.

LOCAL TEACHERS' INSTITUTES.

A beginning was made about two years ago in the organization of local teachers' institutes at points where six or more could readily be convened. As soon as the bene-

fits to be derived from these associations began to be appreciated, all earnest and faithful teachers became ardent supporters of the effort. Many discouragements were encountered, but only to be gradually yet surely overcome. Complete success has at last rewarded faithful and persistent effort. A work has been accomplished that no other power could have so speedily and effectually wrought. The schools are improved in efficiency more than 100 per cent. Five institutes have been organized, four of which have become permanently established.—(Report, 1876, p. 85.)

The foregoing appear to be the only efforts made by the public school system in the direction of securing professional training for teachers. A normal department exists in connection with New Orleans University; one in connection with Straight University, and one in the Minden High School, while at New Orleans is the Peabody Normal Seminary in and for Louisiana, sustained by local subscriptions of $1,800 and by an allowance of $1,600 from the Peabody fund. This last reports, for 1875, 4 resident instructors with 2 lecturers and 95 female students, of whom 45 were in the senior course.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Neither the number of public high schools in the State nor the statistics of attendance upon them is given in the superintendent's report for 1875. It appears, however, from a table of general statistics that such schools exist at least in New Orleans, East Baton Rouge, and the parish of Iberville. There are three in New Orleans, the upper girls' high school, lower girls' high school, and the central high school for boys. The number of pupils enrolled in 1875 in these three schools was 465; average attendance, 490; teachers, including principals, 18; average of pupils to a teacher, about 26. The course of study in these schools is not given.

PREPARATORY DEPARTMENTS OF COLLEGES.

Reports from these show, for 1875, a total of 294 students in these departments, 44 of whom were preparing for a classical collegiate course and 82 for a scientific course.—(Returns to Bureau of Education.)

OTHER SECONDARY SCHOOLS.

Four private schools for boys, as many for girls, and two for both sexes make report for 1875 of 62 instructors and 882 pupils, 111 of whom are said to have been in a classical course, and 532 in modern languages, mainly German and French. Ninety-three were preparing for a classical course in college and 82 for a scientific course. In 6 of the 10 schools, drawing was taught; in 9, vocal music; in 7, instrumental music also. None reports either chemical laboratory or philosophical apparatus, and only half the whole number have libraries, these ranging from 500 to 2,000 volumes.—(Returns to Bureau of Education, 1875.)

BUSINESS COLLEGES.

Two of these useful institutions, both in New Orleans, report a total of 13 instructors and 363 students in courses which comprise penmanship, book-keeping, mathematics, telegraphy, and modern languages; 3 students being in telegraphy, 18 in German, and 47 in French. One of the two schools has connected with it a literary institute, with a course of four years, and 164 of the students reported are in this branch of the college. Latin and Greek are in its course.—(Returns to Bureau, 1875.)

SUPERIOR INSTRUCTION.

LOUISIANA STATE UNIVERSITY, BATON ROUGE.

The university was founded in 1855, from grants of land made in 1806 by the General Government for establishing a seminary of learning, and was opened in 1860. It occupied, from 1859 to 1860, buildings erected for it in Rapides Parish, near Alexandria, and on the burning of these, in October of the latter year, was removed to temporary quarters at Baton Rouge, where it still is, in the building belonging to the Louisiana Institution for the Deaf and Dumb. The course of instruction embraces at present preparatory and academic departments, with commercial and civil engineering schools. Its fifteenth annual session closed June 30, 1875. There were no titled graduates, and so discouraging were its prospects that its able superintendent, Col. D. F. Boyd, who has done for it all that man could do for several years, accepted from the Khédive of Egypt an offer of the headship of his military school, and retired from the superintendency.—(Report and catalogue for 1873–'74 and special papers from Colonel Boyd, 1875.)

OTHER COLLEGES.

Centenary College, (Methodist Episcopal Church South.—This college for young men, located in the village of Jackson, was established by the State of Louisiana in 1825,

and was taken under the patronage of the Methodist Episcopal Church South in 1845, since which it has been growing in importance and usefulness. The number of students in 1874–'75 was 88, of whom 59 belonged to the preparatory department.—(College catalogue, 1872–'75.) At the date of return to Bureau, December 29, 1875, it was as given in the table below. The library contains 1,500 volumes, the students' society libraries 1,000 more.

Leland University, (Baptist.)—Pleasantly situated in New Orleans, at the corner of Charles and Chestnut streets, five miles from the more central portion of the city. Incorporated in 1870, it does not seem to have yet passed its preparatory stage. No pupil can ever be excluded from its privileges on account of race, color, sex, or sect. The courses of instruction pursued are preparatory, academic, collegiate, and theological. A system of manual labor is pursued on a tract of ten acres belonging to the college and in a workshop under its control.—(Catalogue 1874–'75 and return to Bureau.)

New Orleans University.—This institution, at the corner of Camp and Race streets, New Orleans, belongs to the Louisiana Annual Conference of the Methodist Episcopal Church. It is organized into four departments, namely, classical, scientific, normal, and theological. Both sexes are admitted.—(Report of State superintendent, 1875, p. 390.)

St. Charles College, Grand Côteau, (Roman Catholic,) has a preparatory department and a collegiate, both apparently devoted to instruction in the old classical course, without any present admixture of the scientific.—(Return to Bureau of Education, 1875.) It has forty-three weeks in its scholastic year, six years in its collegiate course, and 5,000 volumes in its library.

St. Mary Jefferson College, (Roman Catholic.)—This college, situated at College Point, is under the Maurist Fathers, is exclusively for young men, and embraces classical, commercial, and preparatory courses. It confers the usual collegiate degrees. Great care is taken to promote the physical as well as the intellectual development of students.—(Catalogue, 1874–'75.)

Straight University, (New Orleans.)—Incorporated June 25, 1869, with "power to confer all such degrees and honors as are conferred by universities in the United States." At present there are three departments organized, the theological, law, and academic. The theological department is open to members of all denominations. The academic department embraces two courses, classical and common English, the former including Latin, French, higher mathematics, algebra, geometry, astronomy, natural sciences, mental and moral philosophy. Graduates from this course receive a diploma.—(Report of superintendent for 1875, p. 391.)

COLLEGE FOR WOMEN.

The Silliman Female Collegiate Institute at Clinton, Presbyterian, appears to be the only institution in the State exclusively for the superior instruction of women. It reports for the year 1875, in its collegiate department, an attendance of 20 pupils; preparatory, 25; number of professors and instructors, 3. The course of instruction embraces music—vocal and instrumental—drawing, painting, French, and Spanish.—(Special report to United States Bureau of Education.)

Statistics of universities and colleges, 1875.

Names of universities and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
Centenary College of Louisiana.	4	....	26	22	$125,500	.....	.....	$2,755	.....	.....	a3,500
College of the Immaculate Conception.	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Leland University	4	....	96	.....	70,000	.....	.....	277	.....	.....	200
Louisiana State University*	8	0	4	8	82,055	$138,000	.....	6,817	$0	$0	11,500
New Orleans University	7	....	138	12	18,000	.....	.....	.....	.....	.....	.....
St. Charles College	7	0	18	20	20,000	.....	.....	5,000	0	0	a5,859
St. Mary Jefferson College	15	....	12	.....	40,000	.....	.....	.....	.....	.....	.....
Straight University	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....

*From Report of Commissioner of Education for 1874. a Includes society libraries.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The Agricultural and Mechanical College of Louisiana, which was mentioned in the last report as to be probably located on a site owned by the State, in the immediate vicinity of New Orleans, has been advertised as occupying the University Buildings, corner of Common and Baronne streets, New Orleans, and to have a preparatory department under the supervision of the faculty, with a collegiate course embracing, as a leading object, the study of the arts and sciences as bearing on the progress and improvement of agriculture and the mechanic arts, not neglecting the literary branches.

LEGAL.

A law department is connected with Straight University, which is instructed by members of the city bar. Graduates are entitled to admission into all the courts of the State.—(Circular of university, and report of American Missionary Association, 1875.)

MEDICAL.

Training in medicine is attended to in the medical department of the University of Louisiana at New Orleans and in the Charity Hospital Medical College, of the same city, each having a three years' course. The latter is a revival, under another name, of the New Orleans School of Medicine, which went down with the war, was reorganized 1874, and now claims "a system of instruction unknown in this country outside of New Orleans, viz, daily bedside teaching of every student by the corps of professors, who visit their wards every morning." "Amphitheatric clinics are altogether secondary."—(Returns to Bureau of Education, 1875.)

THEOLOGICAL.

Instruction in theology is given in Leland University, (Baptist,) in New Orleans University, (Methodist,) and in Straight University, (Congregational,) mainly to members of the colored race. The last named institution most liberally receives and supports members of any Christian denomination desiring to study within it. The class of last year was composed of Congregationalists, Baptists, and Methodists. There is a ten thousand dollar endowment for this department, which is presided over by Rev. W. S. Alexander, a graduate of Yale and Andover, with assistance from other members of the faculty. Some of the students in it already have churches or are preaching.—(Circulars of these institutions and report of American Missionary Association, 1875.)

Statistics of schools for scientific and professional instruction, 1875.

Schools for professional instruction	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
SCHOOL OF SCIENCE.									
Agricultural and Mechanical College of Louisiana.	6	....	*a*68	4	$25,000	$196,200	$13,754	$0	300
SCHOOL OF THEOLOGY.									
Thomson Biblical Institute, (New Orleans University.)	1	....	15	3	.....	.....	.....	.....	.....
SCHOOL OF LAW.									
Law department, University of Louisiana.	4	....	36	2	15,000	.....	.....	2,000	.....
SCHOOLS OF MEDICINE.									
Charity Hospital Medical College	11	....	36	2	35,000	0	0	4,765	1,500
Medical department, University of Louisiana.	8	....	118	3	100,000	0	0	11,820	2,000
New Orleans Dental College	7	....	9	2	*b*500	0	0	550	0

a Also 22 preparatory students. *b* Apparatus.

SPECIAL INSTRUCTION.

INSTITUTION FOR THE EDUCATION OF THE DEAF AND DUMB.

The institution, at the beginning of the year 1875, contained in its hall at Baton Rouge, 39 pupils. During the year the number increased to 47—28 males and 19 females—and it would have been much larger but for the interruption of the school in 1874 for more than a month, and the total suspension in May, 1875, of the school until December, on account of the failure of the legislature to appropriate a sufficient amount to sustain it throughout the year. None but white youth have thus far applied for admission to the institution, although the law gives the colored an equal privilege. It is supposed that poverty in nearly every case, as well as in many cases among the whites, prevents their coming. The course of study lasts seven years, and is designed to afford the opportunity for acquiring a good and substantial education.—(Annual report of the trustees, 1876.)

LOUISIANA INSTITUTION FOR THE EDUCATION OF THE BLIND.

This institution comprises academic, musical, and mechanical departments. Pupils admitted between the ages of 8 and 14 years are allowed to continue nine years. All admitted between 14 and 17 remain six years, and those who are over 17 years of age when admitted remain only four years. An Industrial Home for adult blind persons is attached to the institution. The inmates of this home are provided with board and lodging, and are furnished with employment.—(Report of the trustees, 1874.)

LIST OF SCHOOL OFFICIALS IN LOUISIANA.

Hon. WILLIAM G. BROWN, *New Orleans, State superintendent of public instruction and ex officio president of State board of education.*

DIVISION SUPERINTENDENTS AND EX OFFICIO MEMBERS OF STATE BOARD OF EDUCATION.

Name.	Term.	Post-office.
T. Morris Chester, first division	1873–1876	Amite.
E. S. Stoddard, second division	1873–1876	Carrollton.
George B. Loud, third division	1873–1876	Plaquemines.
Charles W. Keating, fourth division	1873–1876	Shreveport.
James Brewster, fifth division	1873–1876	Monroe.
Charles W. Boothby, sixth division	1873–1876	New Orleans.
M. C. Cole, secretary of State board	.....	New Orleans.

MAINE.

STATISTICAL SUMMARY.

SCHOOL POPULATION AND ATTENDANCE.

Number of persons of school age, (4–21)	221,477
Number of persons enrolled in schools	157,323
Average daily attendance	100,641
Average duration of school in days	117

TEACHERS AND TEACHERS' PAY.

Number of male teachers employed in public schools	1,984
Number of female teachers employed in public schools	4,475
Total of male and female	6,459
Average salary of male teachers per month	$37 00
Average salary of female teachers per month	18 00

INCOME AND EXPENDITURE.

Receipts.

From State tax	274,570 00
From local tax	847,655 00
Total from taxation	1,122,225 00
From interest on permanent fund	19,558 00
From other funds	25,585 00
From other sources	145,938 00
Whole receipts for schools	1,313,306 00

Expenditures.

For sites, buildings, and furniture	110,725 00
For salaries of superintendents	29,668 00
For salaries of teachers	1,046,766 00
For fuel, lights, rents, repairs, &c	126,144 00
Whole expenditure	1,313,303 00
Expenditure *per capita* of school population	5 41
Expenditure *per capita* of pupils enrolled	7 68
Expenditure *per capita* of average attendance	12 01

SCHOOL FUND AND SCHOOL PROPERTY.

Amount of available school fund	400,558
Increase of permanent fund during the year past	30,685
Total estimated value of sites, buildings, and other school property	3,019,549

—(Return from Hon. Warren Johnson, State superintendent of common schools, to Bureau of Education, for the school year 1874–'75.)

COMPARATIVE STATISTICS.

	1874.	1875.
Whole number of scholars	225,219	221,477
Registered in summer schools	122,458	117,821
Average attendance in summer schools	98,744	95,058
Registered in winter schools	132,333	130,343
Average attendance in winter schools	108,478	105,625
Number of school districts	4,043	3,953
Number of school-houses		4,180
Number in good condition	2,591	2,689
Built during the year	122	104
Cost of the same	$150,220	$110,725
Value of school property	3,079,311	3,019,549
Number of male teachers in summer schools	161	171

Number of male teachers in winter schools	1,928	1,984
Number of female teachers in summer schools	4,366	4,426
Number of female teachers in winter schools	2,367	2,475
Number of normal school graduates teaching	294	297
Amount of money voted by towns	$673,314	$662,558
In excess of sum required by law	187,782	173,026
Amount paid for supervision	28,540	29,668
Aggregate amount for common schools, exclusive of free high schools	1,191,712	1,283,396

—(Report of Hon. Warren Johnson, State superintendent, for 1874–'75.)

SCHOOL SYSTEM OF THE STATE.

CONSTITUTIONAL PROVISIONS.

Maine, long a dependency on Massachusetts, did not come into existence as a State till 1820. Her constitution, adopted in that year, authorized the legislature, and made it a duty, to require the several towns (a New England term for townships) to make suitable provision for the support of public schools. It also made it a further duty of the legislature to encourage and suitably endow, from time to time, as circumstances might authorize, academies, colleges, and seminaries of learning. Out of this constitutional provision has come, by gradual growth, a State school system, of which the following are the chief existent features: (1) A general supervision of schools by an officer of the State government; (2) a local supervision by officers elected at the annual town meetings, as representatives either of the town at large or of the districts into which it is divided; (3) local taxation by the towns for the erection and support of schools within them; and (4) encouragement by the State of such local action, through an apportionment of State school funds.

PROVISIONS OF THE SCHOOL LAW.

Laws of Maine relating to public schools, compiled by the State superintendent, 1873, with amendments and additions of 1874.

OFFICERS.

The State officers under this system are a State superintendent of common schools, the local officers, superintending school committees or a supervisor for the towns, and school agents for the school districts within these; cities often having city superintendents of schools.

POWERS AND DUTIES OF SCHOOL OFFICERS.

State superintendent.—This officer is appointed by the governor and council for a term of three years, or during the pleasure of the executive, and receives an annual salary of $1,800, with his necessary expenses.

His duties are (1) to exercise a general supervision of all the public schools and to advise and direct the town committees in their supervision of the districts under them; (2) to obtain information as to the school systems of other States and countries; to disseminate this, with practical hints derived from it, by addresses, circulars, &c., and to do all in his power to awaken and sustain an interest in education among the people and teachers of the State; (3) to take measures for holding a State educational convention once in each year, with a view to better acquaintance and mutual consultation among teachers and school officers; (4) to hold in each county where sufficient encouragement is offered an annual public meeting or institute for teachers and educators;* (5) to prepare and cause to be printed and distributed such portion of the proceedings at these county and State meetings as may further the interests of education; (6) to prescribe the studies that shall be pursued in the schools of the State, reserving to town committees the right to prescribe additional studies; (7) to act as superintendent and as a member of the board of trustees of the State normal schools; (8) to make to the governor and council annually, prior to the meeting of the legislature, a report of the result of his educational investigations, of the facts obtained from the school returns, and of the things which, in his judgment, will best promote the improvement of the common schools. He is also to prepare and distribute by the 1st of March in each year blank forms for the annual school returns and registers for the school year commencing on the 1st of April following; is to notify, June 1, school committees whose returns were not received at his office in May; and is annually to

* In consequence of a discouragingly small attendance of teachers on these institutes, the State appropriation for them was, on the recommendation of Governor Dingley, withdrawn in 1875, and the holding of the institutes abandoned. Instead of attending them, the State superintendent was recommended to visit each county, hold meetings of school committees, confer with friends of education, address the people on educational topics, and by every means in his power endeavor to awaken new interest in the common schools.

ascertain the number of children of school age (4–21) in the towns from which returns are received, and furnish a list to the State treasurer.

Superintending school committees.—These have been a part of the State system from the beginning, and when, in 1872, the county supervision of schools, which had existed from 1869, was abolished, they remained as the prime agency for local supervision. They consist of 3 members each, elected at the annual town meeting, for an official term of three years, but so arranged that one goes out each year and is replaced by a new election, unless the town choose a supervisor of schools, in which case his election terminates the office of all existing members of the committee, and he enters upon its powers and duties.

These duties are to examine, after at least three weeks' public notice, all persons proposing to teach in the public schools of the town; to license by certificate, or by endorsement of previous certificates, such as are found qualified to teach and govern; to employ for the schools, unless the town vote otherwise, duly certified teachers, and give notice to the several district agents of the teachers employed and the compensation agreed upon; to direct the general course of instruction for the schools, and select a uniform series of text books, not to be changed for five years without a vote of the town; to examine the regulations and discipline of the several schools, and the proficiency of the scholars, at least twice in summer and twice in winter; to endeavor to secure the regular attendance of the youth of the town at school; to dismiss, after due notice and investigation, any teacher found to be incapable or unfit to teach, immediately notifying the district agent of such dismissal; to expel from school any obstinately disobedient and disorderly scholar, and restore him on satisfactory evidence of his repentance; to exclude from the public schools, if deemed expedient, any unvaccinated children; to direct or approve in writing the expenditure of school money apportioned to inhabitants not included in any district; to prescribe the sum on payment of which persons of school age on territory ceded to the United States near a school district may attend school in that district; to determine what description of scholars shall attend each school, classify them, and transfer them from school to school, when necessary.

The committee, or supervisor, are further to make, at the annual town meeting, a written report of the condition of the schools for the year past, of the proficiency shown by the pupils, and of the success attained by teachers in their modes of instruction and government. A copy of this report is to be transmitted to the State superintendent, to whom also they are to make, on or before the 1st of May in each year, a statement of (1) the amount of money raised and expended in the town for public schools, designating what part is raised by taxes and what from other funds; (2) the number of school districts and parts of districts in their town; (3) the number of children of school age in each district on the 1st of April preceding; (4) the number of such on islands or other parts of the town not included in any district; (5) the whole number and average number of scholars attending the summer schools, the same as regards the winter schools, and the number of different scholars attending school two weeks or more in the preceding year, as shall appear from the teachers' registers returnable to the committee; (6) the average length of summer schools and winter schools in weeks, and the same for all the schools for the year; (7) the number of male and of female teachers employed during any part of the year in public schools; (8) the wages of male teachers per month and of female teachers per week, exclusive of board; (9) the number of scholars existent on the 1st day of April preceding this return.

For the performance of these duties, committee men and supervisors are allowed $1.50 per day and necessary traveling expenses.

School agents.—Elected at the annual town or district meeting for terms of one year each, the school agent has, in his school district, the oversight of school buildings; provides them with fuel; sees that they are kept in due repair; procures insurance on them, if the district so direct; returns to the assessors and to the town school committee, in the month of April, a certified list of the resident children of school age; and by authority from the town, at its annual meeting, may employ the teachers for the district schools, instead of the superintending school committee. Before the expiration of his term of service, he must return to the municipal authorities an account of his official expenditures, with the necessary vouchers therefor.

SCHOOLS.

The schools of the State are of every grade, from primary to high, about 200 free high schools being sustained, together with two State normal schools, two others aided by the State, and an agricultural and mechanical college. In 1875, the superintendent reported 4,180 school houses in 3,953 school districts and 368 parts of districts, with an average attendance of 100,641.

SCHOOL FUNDS.

The permanent school fund of the State, derived mainly from the sale of school lands, amounted in 1875 to $400,558. The interest of this fund, at the rate of 6 per cent., is annually appropriated to the support of common schools among the towns, according

to the number of school children therein between 4 and 21 years of age who have been enrolled in schools and have attended for at least two consecutive weeks during the year.

An additional annual income for this purpose is derived from a tax of a quarter of 1 per cent. on the deposits in savings banks, from a State tax of 1 mill on the dollar of all property, from fines and forfeitures for infraction of the school laws, from local taxes of not less than eighty cents for each inhabitant, from pay for the tuition of non-resident school children, and from the interest of certain local funds. The amount from these various sources aggregates over $1,300,000.

ELEMENTARY INSTRUCTION.

EDUCATIONAL PROGRESS IN TWENTY YEARS.

A letter from State Superintendent Johnson in the New England Journal of Education for March 21, 1875, gives the educational statistics of the State for the years 1854 and 1874, from which he makes the deductions of progress for twenty years: (1) A substantial increase in the sinews of educational warfare, the funds for schools; (2) increased co-operation of town and State in providing school revenues; (3) better as well as more numerous school houses, value $870,000 against $3,000,000; (4) wages of teachers doubled; (5) local supervision trebled; (6) the normal school element gradually working upward; (7) an extension of academic privileges to the producing classes at the expense of towns and of the State; (8) popular judgment inclining to favor the town system, discarding the district system; also inclining to favor free text books on the town plan.

County supervision and teachers' institutes, he admits, have been abolished; but accounts for these backward steps thus: "The former, through inefficiency of a few of 'the sixteen' and political apprehensions; the latter, through non-attendance of teachers." Maine, he thinks, still believes in efficient supervision and professional training of teachers, though without two important means to these.

COMPULSORY LAW.

The compulsory school law enacted by the legislature of 1874–'75, Mr. Johnson in the same letter says, was not a forced measure, but originated in the senate and passed to its third reading by a majority surprising to friends and astonishing to opponents, indicating that the people of Maine subscribe to the doctrine that, if the State compels them to *pay* for the education of youth, the State is under obligation to fulfil her duty and *secure* that education to every child.

RIGHTS OF PARENTS AND TEACHERS.

The supreme court of Maine has decided, in a case where a teacher punished a boy for throwing stones at a teamster while on his way home from school, that either a teacher or parent may correct a child for misconduct on the way between home and school. In school the teacher's authority is absolute; at home, the parents'; to and from school the jurisdiction is concurrent, and both teacher and parents must keep punishment within reasonable limits as to severity.—(Wisconsin Journal of Education, July, p. 311.)

ADORNMENT OF A SCHOOL ROOM.

A specimen of what may be done to make a school attractive is shown in the change that has been wrought in the appearance of the grammar school-room in Augusta. Four or five years ago its walls were bare and uninviting. Now the room, by its attractiveness, makes study a delight and the hours spent in the school-room pleasurable as well as profitable. Besides a fine-toned piano, pictures, flowers, and plants unlock the door to a new avenue of thought and feeling. Over the entrance doors of the school-room are black-walnut shelves, supported by fancy brackets, on which rest, respectively, large busts of Washington and Lincoln. Over the clock above the door of the principal's room is a horseman, in bronze, with a fiery, untamed steed. On the wall, back of the desk, are illuminated mottoes, "Lost time can never be found again" and "God bless our school." On opposite corner brackets stand "The Harvesters," in bronze. On the side walls of the room are large and elegant steel engravings representing "The Departure of the Pilgrims," "The Landing of the Pilgrims," "Pharaoh's Horses," "Saved from the Wreck," "Washington Crossing the Delaware," "Full Practice." On the easterly end of the room hang chromos artistically arranged and representative of some of our most interesting scenes. Taste is thus cultivated by good models, and eye and intellect alike receive impressions likely to abide.—(New England Journal of Education, June 26, 1875, p. 209.)

KINDERGÄRTEN.

Two of these, both in Bates street, Lewiston, make return for the session of 1875–'76, presenting, in each case, a conductor without assistants, and in one instance 20, in the

other 25, children in attendance. Both have the usual Kindergarten apparatus and occupations; both receive children of from 4 to 7 years of age and hold daily sessions of five hours, weekly ones of five days, and semi-annual ones of twenty-six weeks. Both claim, too, that the children are strengthened physically and mentally by the Kindergarten exercises; that ideas of order, time, beauty, and neatness are developed; that the ability to express their own thoughts and to understand the thoughts of others as expressed to them is increased; and that when admitted to schools of higher grade, they get on better and more quickly than other children.—(Returns to Bureau of Education, February, 1876.)

CITY SCHOOL SYSTEMS.

PORTLAND.

Officers.—A superintending school committee or board of education and a superintendent of city schools.

Statistics.—Estimated present population, 36,000; number of school age, (4–21,) 10,101; number enrolled in public schools, 5,275; in private and parochial, 1,337; average daily attendance, 4,268. Number of days that schools were taught, 230 in the high school, 210 in primary and grammar schools; sittings for study, 5,695. Number of teachers employed: males, 9; females, 102; total, 111; wages of these, from $400, in primary schools, to $900, $1,800, and $2,500 in high school. Special teachers of music, drawing, and penmanship, $1,000 to $1,200.

The receipts for city schools have been: from State apportionment, $17,925.90; from local tax, $83,155; total, $101,080.90. Expenditures: for furniture and apparatus, $50; for supervision, $2,500; for teaching, $59,150; for supplies and current expenses, $21,505; total, $83,155. Expenditure *per capita* of average daily attendance, $18.28.—(Return to Bureau from Superintendent E. Hunt. No printed report.)

TRAINING OF TEACHERS.

FUNCTIONS OF THE NORMAL SCHOOLS.

The act establishing normal schools in Maine prescribes that they shall be thoroughly devoted to the work of training teachers for their professional labors; that the course of study shall include the common English branches, in thorough reviews, and such higher branches as are especially adapted to prepare teachers to conduct the mental, moral, and physical education of their pupils; that the art of school management, including the best methods of government and instruction, shall have a prominent place in the daily exercises of the school.—(New England Journal of Education, February 6, 1861.)

EASTERN NORMAL SCHOOL, CASTINE.

The instructors at this school in the fall of 1875 were 7 resident and 9 non-resident; the students attendant for 1874–'75: males, 100; females, 150; the graduates for that year, 12, all of whom engaged in teaching. Principal Fletcher, in his report of the progress of the school at the close of the eighth year, stated that it had registered more than 800 pupils and graduated 100, of whom 96 had become teachers, while of the whole 800 it was believed that 600 were or had been such. For several years 40 per cent. of the pupils attendant had been males, a proportion much larger than is customary in New England normal schools. Drawing and vocal music are taught, and students have the aid of a model school in their training for their future profession. The apparatus and library have been somewhat increased, the latter now numbering 1,200 volumes, of which 75 are pedagogical. One educational journal only is taken. The course is three years.—(New England Journal of Education, June 5, 1875, and return to Bureau of Education.)

WESTERN NORMAL SCHOOL, FARMINGTON.

Instructors here, 7, all resident; students for 1874–'75: males, 60; females, 174; graduates, 12; all engaged in teaching. Drawing and vocal music form a part of the course of instruction, which extends through two years, while students in chemistry have the aid of a laboratory, and students in natural philosophy the means of illustration by apparatus. The library contains about 1,000 volumes, 65 of which are pedagogical. Five educational journals are taken, and practice in teaching is secured by means of a model school, in which those about to graduate take occasional classes during the last term of their school life, exercising upon them the theories of teaching they have received. During the closing examination, also, the students both here and at Castine have to give public exhibitions of their ability as teachers by drilling classes in the model schools.—(Return to Bureau of Education and New England Journal of Education, May 29, 1875, p. 261.)

OTHER NORMAL SCHOOLS.

The normal department of the Maine Central Institute, at Pittsfield, reports 2 resident instructors in that department; 2 male and 22 female students in a two years'

course; no graduates yet. Drawing is taught, with instrumental music, and there is a small chemical laboratory, but no philosophical apparatus. The only library is a comparatively small one, belonging to the seminary in general. The teachers take two educational journals and have several works on pedagogics.

The aim here is said to be (1) to give thorough instruction in the common branches and, to a limited extent, in such other branches as are deemed best adapted to mental discipline, and (2) to fit young men and women to teach by requiring them at each recitation to express in appropriate language what they have learned, and by requiring each student to conduct recitations, subject to the criticisms of classmates and teacher.

The normal department of the Oak Grove Seminary, Vassalborough, reports 1 resident and 2 non-resident instructors; 15 male and 25 female students in a three years' course; 10 graduates in 1875, of whom 8 engaged in teaching; drawing and vocal music taught, and a chemical laboratory, a philosophical apparatus and a gymnasium possessed. No model school.—(Returns to Bureau of Education and catalogue of Maine Central Institute for 1875.)

TEACHERS' ASSOCIATIONS.

A letter from Hon. Warren Johnson, in the New-England Journal of Education, February 20, 1875, says the teachers in the city of Augusta have formed a teachers' association, and hold meetings on the first Tuesday evening of each month, and special meetings subject to the call of the president or secretary. The several branches taught in the schools, the methods of instruction, school government, and kindred matters are made subjects of discussion.

The report of the school committee of the town of Orono states that such meetings were held there also for some time, but that the attendance grew less and less, till finally these gatherings—almost indispensable to the success of young teachers, and valuable to all—were discontinued. The hope is expressed, however, that the next corps of teachers will be able to re-establish and maintain them at least once a month.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The Maine department of the New-England Journal of Education for January 22, 1876, contains the following statement respecting these schools in the various towns: "The State superintendent of schools has received returns from 143 towns, in which nearly 160 free high schools have been held the past year, and there will probably be returns from 10 or 15 more, making about 160 against 142 last year. The towns thus far reported will receive about $37,000 from the State treasury and will pay about $50,000 on their own account. The whole amount paid by the State will be about the same as last year, $45,000. Reports indicate an increasing interest in the free high school system and a growing conviction of its great value to the State."

The report of Superintendent Johnson furnishes the following additional facts on this subject: The free high school system has been in operation three years. During that time such schools have been held in 210 of the 421 towns in the State. There have been 937 terms aggregating 9,973 weeks, with an attendance of 38,389 pupils, at an entire cost of $320,112. Of this cost the State has paid $107,237. During the year ending December 1, 1875, there have been kept 345 terms and 3,646 weeks of such schools in 156 different towns, during which terms 13,275 pupils have been in attendance. The cost for the year has been $116,308, of which the State has paid $38,133. The influence of these schools cannot be easily estimated. Besides their direct effect upon the pupils attending, in opening to them sources of culture not otherwise attainable, they have exerted a powerful influence upon the common schools. They have furnished these schools better teachers, and have served to inspire the pupils with new zeal in their work, in their strife to prepare themselves for admission to these schools of higher grade.

One city high school, that of Portland, stands prominently forth among the public schools, having had, according to a report in the New-England Journal of Education for February 27, 1876, an attendance of 416 pupils during the winter of 1874–'75; average attendance, 406; per cent. of attendance on enrolment, 98. On a scale of marking from 0 to 10, the average scholarship was 8.891, that for girls being 9.217 and that for boys 8.455.

OTHER SECONDARY SCHOOLS.

One private school for boys, 2 for girls, and 21 for both sexes, 24 in all, report for the year past 79 instructors and 951 pupils, 329 of whom were in classical studies and 256 in modern languages, 112 specifically preparing for a classical course in college and 7 for a scientific course. In 12 of these schools drawing was taught, vocal music in as many, though not in all cases the same; instrumental music in 14, while in 11 there was some apparatus for chemical experiments and in 18 some for illustration of natural philosophy. In 12 there were libraries of 150 to 2,270 volumes and in two others collections of books numbering 20 and 50.

Three other schools with advanced departments for the preparation of youth for college report 12 instructors and 250 pupils, of whom 82 were in classical studies preparatory to college and 3 in scientific, making a total in all these institutions of 91 teachers and 1,201 pupils, of whom not less than 670 are engaged in studies which lead up toward the highest class of culture. For further details see Tables VI and VII in the Appendix.—(Returns to Bureau of Education, 1875.)

DENOMINATIONAL ACADEMIES.

Among the above mentioned schools is the East Maine Conference Seminary, an influential institution with 6 teachers and 173 pupils. Then from other sources we have information of the Westbrook Seminary, Deering, under control of the Universalists, for both sexes, giving not only a good foundation for a collegiate course, but also a fair practical education for any ordinary business; of a new Congregational school at Hallowell, meant to act as a feeder to Bowdoin College; of the four schools which the Baptists are endeavoring to endow for preparing young men and women for Colby; and of the Maine Wesleyan Seminary, at Kent's Hill, with property to the amount of $157,000, and with a normal and a theological department in addition to the academical. This, as elsewhere mentioned, reports, in a return for 1875–'76, 760 pupils in all departments, and in its catalogue for 1874–'75 shows 57 in its classical course and 62 in a scientific course, both courses being of four years and both including Latin to a fair extent, while the classical course adds Greek and the scientific adds French and German to the Latin.

PREPARATORY DEPARTMENTS OF COLLEGES.

Forty-eight students in the preparatory department of Bates College are reported in the college return for 1875, the report stating that 43 were preparing for a classical collegiate course and 5 for a scientific course.

SUPERIOR INSTRUCTION.

REGULAR COLLEGES.

Bowdoin College, Brunswick, (Congregational,) the oldest of the colleges of Maine, having succeeded in arranging with her rebellious students the difficulty of 1874 respecting military drill, seems to have proceeded quietly through the session of 1874–'75. The close of that session was made memorable by the celebration of the fiftieth anniversary of the notable class of 1825, and by the recital by Henry W. Longfellow, one of its members, of his noble poem "*Morituri salutamus*," written for the occasion.

At the meeting of the boards several important changes were made in the positions of different members of the faculty and one new professor was elected.

An effort made during the year to raise by subscription an additional $100,000 for the fuller endowment of the college is said to have been successful, and about $30,000 on endowment and scholarship account to have been paid in.

The library now amounts to 18,760 volumes, with 4,400 unbound pamphlets; those of the two students' societies to 13,100 volumes.—(Various numbers of New-England Journal of Education and other sources, with return from the college for 1875–'76.)

Bates College, Lewiston, (Free Will Baptist,) has, like Bowdoin, been endeavoring to increase its endowment fund, Mr. B. E. Bates, of Boston, after whom it is named, and who had given it $200,000, having offered it another $100,000 on condition that other subscribers should meet this with a like amount. The college return shows that at least $87,000 of this conditional sum has been pledged, and its friends will surely not let the effort fail when within $13,000 of complete accomplishment.

A course of lectures on English history, by Professor C. Howard Malcom, D. D., was among the additions to the course for 1874–'75.

A high standard of admission prevails here, the requirements, additional to English studies, being 9 books of the Æneid, Sallust's Catiline, 6 orations of Cicero, Harkness's Latin Prose Composition and Latin Grammar, with 3 books of the Anabasis, 2 of the Iliad, and Goodwin's or Hadley's Greek Grammar. Nine New England academies act as preparatory schools for the college, the chief being the Nichols Latin School, of Lewiston, owned and managed by the college authorities, and preparing students of both sexes for the freshman class in a course of study covering three years.

The library of the college contains 3,685 volumes and 1,000 pamphlets, and is increased at an average yearly rate of 300 books and 200 pamphlets from a library fund of $6,000. Two students' society libraries have 560 and 490 volumes, and increase about 50 volumes annually.—(Catalogue of 1874–'75 and return for 1875–'76.)

Colby University, Waterville, (Regular Baptist,) reports an addition of $1,500 to its funds, $1,000 being for general purposes and $500 for its library. This has already 11,100 bound volumes, with 5,200 unbound pamphlets, and increases at an average yearly rate of 500 volumes and 300 pamphlets, mainly from the interest of a fund of $2,000 and an annual gift of $500 from Gardiner Colby, esq. A commodious reading room, well supplied with papers and magazines, is open to all the students.

An excellent feature in the instruction here is that a course of reading germane to the course of study is recommended and in part prescribed to the students, each professor preparing from time to time for his department a list of books, monographs, and essays, and supervising the reading of the students therein. "The object of this is to save the students the loss resulting from aimless and desultory reading, to train them in habits of exact investigation, to broaden their views, and inform them respecting the literature of the subjects which may be occupying their attention in the class room." A written analysis is required from each student of the prescribed part of this course of reading.

The Waterville Classical Institute, under the control of the trustees of the university, serves as a preparatory department to Colby, graduates of the institute being admitted to the university on the certificate of the principal that they have completed the course and attained an average scholarship of at least 70 per cent. in each study.

Colby, as well as Bates, admits young ladies.—(Catalogue for 1875–'76 and return for the same.)

COLLEGES FOR WOMEN.

The Maine Wesleyan Seminary, Kent's Hill, besides a seminary scientific course, a seminary classical course, a normal course, a department of drawing and painting, a commercial department, and a music department, has a college course for ladies, from which 5 young ladies appear to have graduated in 1875. It reports, in all, 14 instructors and 760 students, of whom 19, according to the catalogue, belonged to the collegiate department in 1874–'75. The course in this department is of 4 years. To enter it, candidates must pass a satisfactory examination in English grammar, geography, outlines of history, arithmetic, algebra, Latin grammar, 2 books of Cæsar's Commentaries, 6 of the Æneid of Virgil, and Cicero's select orations. Being in, they study Latin, with other things, in the first two years, and French for the same period, then German till near the conclusion of the course. For French and German, however, Greek may be substituted, and be carried through the Anabasis and Iliad, Plato's Apology and Crito.—(Catalogue for 1874–'75 and return for 1875–'76.)

There is also, in connection with the Waterville Classical Institute, a four years' collegiate course for young ladies, in which appear 52 students. The course here, however, does not reach the standard of that at Kent's Hill, ending, in Latin, only a little beyond where the other begins.—(Catalogue of 1874–'75.)

Statistics of a university and colleges, 1875.

Names of university and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
Bates College	9	2	48	96	$100,000	$120,000	$8,400	$3,000	$0	$560	a4,735
Bowdoin College	15	3	0	148	418,850	200,500	12,000	27,060	0	34,500	a31,860
Colby University	10	2	0	91	130,000	200,000	13,000	6,000	0	50,000	a14,100

a Includes society libraries.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

Maine State Agricultural College, Orono.—"While the course of study here is especially adapted to prepare the student for agricultural and mechanical pursuits, it is designed that it shall be also sufficiently comprehensive to secure the discipline of mind and practical experience necessary for entering on other callings or professions. Five full courses are provided: a course in agriculture, a course in civil engineering, a course in mechanical engineering, a course in chemistry, and an elective course. Students in the elective course will pursue the required studies common to all the other courses, and may select from other courses and the elective studies to make up their full course."—(Catalogue for 1874–'75.)

Scientific department of Bowdoin College, Brunswick.—Applicants for admission here are examined in mathematics, geography, history, Latin, and English. The studies of the first two years are common throughout the department, and are intended to lay a broad and substantial foundation for all branches of subsequent study. In the last

two years they are arranged in distinct courses, in accordance with certain leading objects, such as the preparation for civil or mechanical engineering, for chemical pursuits, for banking and finance, &c.—(Catalogue.)

PROFESSIONAL.

Theology is taught in the Bangor Theological Seminary, Bangor, and in the theological school of Bates College, Lewiston, the former Congregational, the latter Free Baptist; three years in each course; the former an old and well-endowed institution, with a library of 15,000 volumes; the latter connected with a growing college and partaking somewhat of its life.

Medicine has its field of instruction in the Medical School of Maine in connection with Bowdoin College. Candidates for the degree of doctor of medicine here must have devoted three years to their professional studies under the direction of a regular physician and have attended two full courses of medical lectures in some incorporated medical institution, the last course previous to graduation being at this school. They must also present evidence of good moral character and of having prosecuted their medical studies for the required term; must pass a satisfactory examination in all the branches of study in the school; must read and defend before the faculty a thesis or dissertation on some medical subject; and, if without collegiate education, must satisfy the faculty of their proficiency in Latin and in natural philosophy.—(Catalogue of college.)

Statistics of schools for scientific and professional instruction, 1875.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
SCHOOLS OF SCIENCE.									
Maine State College of Agriculture and Mechanic Arts.	7	....	115	4	$100,000	$134,400	$8,264	a$12,500	2,200
Scientific department of Bowdoin College. *b*	....	....	....	4	.....	.....	.....	.....	.....
SCHOOLS OF THEOLOGY.									
Bangor Theological Seminary	5	4	40	3	80,000	170,000	10,000	.....	15,000
Theological school of Bates College	4	1	25	3	.....	.....	.....	.....	2,300
SCHOOL OF MEDICINE.									
Medical School of Maine, Bowdoin College	8	....	97	3	25,000	2,500	150	5,297	4,000

a From State appropriation. *b* See report of college.

SPECIAL INSTRUCTION.

STATE INDUSTRIAL SCHOOL, HALLOWELL.

The New-England Journal of February 6, 1875, contained a statement from State Superintendent Johnson that "the new industrial school building at Hallowell was dedicated Wednesday, January 27, with appropriate exercises. Ex-Governor Perham presided and gave an interesting historical address in relation to the institution. Addresses were also made by Governor Dingley, Speaker Thomas, Hon. J. L. Stevens, Judges Kingsbury and Baker, and others."

The board of managers elected Mrs. W. Currier, of New Sharon, as housekeeper, with a board of lady visitors from the chief towns of the State, and threw open the school for the admission of pupils, asking, however, for $1,000 more to complete the furnishing of the home.

PRISON TEACHING.

The same correspondent, in the same journal for February 27, wrote: "The educational effort at the prison"—what prison is not stated, but probably the State penitentiary—"under the charge of Mr. D. J. Stannett, proves very successful. Many convicts who three months ago could neither read, write, nor cipher can now do all. This is the more strange as Mr. Stannett sees each convict but once or twice a week, and then in the evening. The influence on the discipline of the prison is very great."

EDUCATIONAL CONVENTIONS.

STATE TEACHERS' ASSOCIATION.

The ninth annual session of the State Teachers' Association was held at Augusta Monday, Tuesday, and Wednesday, November 22, 23, and 24, 1875. There was a good attendance at Representatives' Hall at the opening exercises on Monday evening, when addresses of welcome greeted the teachers and an address on "The teacher's responsibilities, lights, and shadows" was given by Rev. George Forsythe, of Bucksport.

Tuesday the attendance was large, and the papers, 16 in number, awakened deep interest from the careful study and ability manifested in them. Mr. Mulcher's essay on "The present plan of study for graded schools" severely criticised the elaborate scheme of study laid down for model schools. In the lower grades of our schools such studies should be pursued as would give the child the most useful knowledge, as the greater number of pupils leave school before reaching the high school, and the object of the latter school should be to discipline the mind. His plan of study would be to attend to the perceptive faculties of the child in the earliest years, when liveliest, and cultivate the reflective later. The plan would give the child some knowledge of the principles of our State government and would reduce arithmetic to those matters which are practical only. Grammar would be confined to a few pages and leave out the rules of syntax. Drawing would have a place.

Mr. D. D. Patten, principal of the Portland High School, read a paper on "School hygiene," in which the necessity of proper ventilation and the means of securing it were referred to, and also the general inadequacy or the entire lack of means to secure it. The teacher in charge of the school-room should, especially in the colder months, exercise the utmost care that the resort to opening windows—often the only means at hand to obtain pure air in the room—does not cause more harm than the fault it is intended to remedy. Dr. Angus Smith has said "though foul air is a poison, we must not forget that a blast of cold air may slay like a sword." Occasionally, in the cold winter months, it may become impossible to secure warmth in the school-room sufficient for the comfort of the scholars. In such cases no considerate man will condemn the dismissal of the school rather than that the health of the pupil be imperilled. The hinderances to the pupils maintaining proper positions at desks, so as to avoid a rigidly upright and, on the other hand, a loose, lounging position at the desk, were briefly alluded to, as was also the apparent prevalence, among architects and committees of school buildings, of the impression that the pupil should be made for the school furniture, not the furniture for the pupil. The comfort of the scholar needful for successful study requires frequent change of position, involving of course more or less noise that may interrupt the quiet of the room; but the judicious teacher, careful for the health as for the mental improvement of the victims of others' stupidity, will submit to the inconveniences rather than endanger their physical well being. Preferences were expressed for exercises unrestrained by exact rules and out of doors to any system of school gymnastics.

The third essay was delivered by President Allen, of the State College, on "Practical education." To a certain extent a good education for every student demands a general knowledge of all studies, that the mind may be systematically developed; yet the field of knowledge is so widely extended that it is impossible to be proficient in every branch of study. Some discrimination is necessary: all studies are not equally important and the same studies are not of equal value to all students. There are two ways of procedure in the work of education. The one seeks to discipline the faculties by directing the mind to abstract truth without regard to useful application. The other course seeks for the attainment of knowledge which is available for good in the duties of life. A practical education is not confined to those studies that have an exchange or money value, but embraces anything that fits the individual to be useful to himself or others and makes him fruitful in good works. Knowledge is to be sought not for its own sake, but for the good it will do to ourselves or to others. Practical education is not a mere business or professional culture. Sharpening one's faculties in a one-sided development, without any broad basis of general intelligence, has a tendency to produce narrow, sharp men. The great mass of the people must be educated for the industries of life. The studies should be those which will prepare one most fully for productive employment. In the method of study, that course is to be adopted which will best secure good results. From the object lessons of the Kindergarten, through all the exercises of public schools, to the tasks assigned by the college professor in the laboratory, all successful teaching of science is practical. In literature there is need of practice, that grammar may not be a judge of words alone and that rhetoric may not be confined to names of tropes and definitions of style and taste. In natural history we can hardly imagine live teachers listening to memoriter recitations from a learned text book. They place the objects themselves, and not the description, in the hands of the pupils, training the perceptions to notice the exact outlines, the minute peculiarity, the full details; training the judgment to compare, to arrange, to classify; to train

the reason to infer with certainty; to train the imagination by steady flight; to read the very thoughts of the Creator.

Mr. R. Woodbury, of the Farmington Normal School, read an excellent paper on "Why have we so many poor teachers?" He very soon told the audience why, as is shown by the following: In an examination of 50 teachers it was found that 12 per cent. of the number began to teach under 15 years of age, 24 per cent. less than 16 years of age, 64 per cent. less than 17, and 74 per cent. under 18 years of age. Nearly half of the 50 never attended any other school than the town school and but 5 had read any work on practical teaching. To remedy the evil of bad teachers, he would have no person allowed to teach who was not 18 years of age. He would have them obliged to take a course of special training. Second, he would have a rigorous system of examination and certification of teachers. Mr. Woodbury both criticised and satirized the present practice of examining and certificating teachers. It was the bane of our schools. A few did the work well, but most in so wretched a manner as not to save the whole from bad odor. He favored a county board, chosen by town committees, who shall examine all the teachers. He would have longer sessions of schools, which could be done by the abolition of the district system or the consolidation of districts.

The fifth paper was read by Mr. J. M. Hawkes, of the Pembroke High School, on "Drawing in the public schools." The essay was of interest and practical value.

Professor Carmichael next addressed the association on "Science-teaching." He said that the text books are imperfect. The only way to teach natural sciences profitably is to teach practically, by illustrations. He then called attention to a circular issued by himself and Professor Robinson, of Bowdoin College, in which it is proposed to give a course in chemistry and mineralogy, extending through six weeks, beginning July 17, 1876, at a cost of about $20. Those who take this course will have the advantages of laboratory instruction.

N. A. Luce was elected State editor of the New-England Journal of Education, and the president of the association a member of the advisory board. State Superintendent Johnson urged the claims of the Journal, and a hand vote showed that most of those present patronized it.

In the afternoon a paper of interest on "School discipline" was read by A. F. Richardson, principal of the high school in Bridgton, who claimed that the teacher ought to be able to govern himself and keep himself pure from all defilement. Then the discipline of the school-room will be easy.

Perhaps the most entertaining and interesting paper of the series was then read by Professor A. H. Davis, of Bowdoin College, on "Juvenile reading." He took the ground that English literature was not properly taught in our schools; that a portion of the time could properly be given up to the best English classics without interfering with the regular studies.

Professor M. C. Fernald, of the State College of Agriculture, read a paper on the "Relation of education to labor," showing the necessity of training those who are to work with their hands; that education is as much a help to these as to those who crowd the learned professions. The afternoon session closed with a brief paper by Mr. A. H. Kelley, of Belfast, on the "Relation of the teacher to his employer."

The evening's exercises began by the reading of a practical and argumentative paper on "The qualification of teachers," by D. L. Smith, principal of the Johnson School in Topsham. He took high ground, and held up an exalted standard for the teachers to follow.

Rev. Thomas Hill, D. D., of Portland, advocated, in an able and scholarly paper, the teaching of natural history in the primary schools, and even to the youngest scholars. Teaching through the eye, as form, color, and substance, is the most effective teaching. He asserted that children should be taught strictly scientific truths.

A. P. Marble, superintendent of schools in Worcester, Mass., presented as the essay of the evening "Thoughts in regard to the representation of Maine's educational work at the Centennial."

At the close Mr. Johnson, State superintendent of schools, gave a reception to the members of the association at his house.

The closing session of the association was held at the Representatives' Hall, Wednesday morning, November 24. The following officers were chosen for the ensuing year: President, Samuel W. Libby, of Orono; vice-president, Albro E. Chase, of Portland; secretary and treasurer, W. O. Fletcher, of Warren; executive committee, Thomas Tash of Lewiston, D. D. Patten of Portland, Burleigh Pease of Bangor.

Resolutions were adopted as follows:

Acknowledging encouragement in the work, as attested by the large attendance, showing substantial progress.

Favoring the establishment of a teachers' exchange under the supervision of the State superintendent, where application for teachers may be made.

That the approching Centennial should excite every educator to personal effort, so that the State may be well represented.

Recognizing the value of the services of the National Bureau of Education and asking for the establishment of an independent Department.

That the nation should assume the authority in educational matters so far as to order a free public school system in all the States.

Superintendent Johnson, chairman of the committee on Centennial, reported a plan for the educational exhibit from the State, of which the following is a synopsis: First. A brief statement of the present public school system. Second. Brief history of the growth of the same. Third. An educational map of Maine, which will be a map of the State surrounded by two margins, the outer for the representation of the public school system and the inner for academies, seminaries, colleges, and all that relates to superior education. In these margins will be pictorial representations of the towns and institutions contributing to the exposition. Under each representation will be brief statements and references to cabinets and albums exhibited. Fourth. A series of municipal exhibits in cabinets 2 by 3 feet, embracing courses of study, methods of instruction, text books, pupils' work, such as drawing, writing, examination papers, and graphic representations, numbered so as to correspond with the pictorial representation on the map. Fifth. Photographs of public school buildings, public school educators and teachers, in folios and albums, with foot notes, &c. Sixth. Same of higher seminaries and colleges, presidents, and professors, same as above. Seventh. Miscellaneous drawings, school literature, plans for warming, lighting, ventilating, hygienic regulations, &c.

The subject of "Industrial art education" was discussed in an interesting paper by B. W. Putnam, of Jamaica Plain, Mass., followed by a paper on "School-house ventilation," by W. H. Pennell, of Portland. The association then adjourned to such time and place as the executive committee may determine.

This was the most fully attended and most profitable session ever held by the association. Every part of the State was represented by leading teachers and educators, who returned to their labors with new zeal and courage. A special feature of the session was an exhibition of drawings, maps, &c., executed in the schools of Augusta, Lewiston, Eastport, and Pembroke, in the normal school at Castine, and the engineering department of Bowdoin College. This exhibition gave new interest to the able papers on "Drawing" and "Industrial art education," read before the association by Messrs. Hawkes and Putnam.

CHIEF SCHOOL OFFICIAL IN MAINE.

Hon. WARREN JOHNSON, *State superintendent of common schools, Augusta.*

MARYLAND.

SUMMARY OF STATISTICS.

SCHOOL POPULATION AND ATTENDANCE.

Number of youth between 5 and 20 years of age	276,120
Number of boys of legal school age, (5–20)	138,813
Number of girls of legal school age	137,307
Number of pupils enrolled in schools	142,992
Average monthly enrolment	99,382
Average daily attendance	69,259

TEACHERS AND TEACHERS' PAY.

Number of men teaching public schools	1,129
Number of women teaching public schools	1,594
Total	2,723
Number necessary to supply the schools	2,603
Average salary of teachers per month, (men and women)	$41 73

SCHOOLS.

Number of schools in Baltimore City, 125; in the counties, 1,721	1,846
Increase on the preceding year	44
Average duration of school in days	187

INCOME AND EXPENDITURE.

Income.

Income from State tax	$499,563 96	
Income from local tax	808,350 75	
Total from taxation		1,307,914 71
Interest on permanent fund		53,131 84
Income from other sources		15,000 00
Total income		1,376,046 55

Expenditure.

Paid for sites, buildings, and furniture	272,539 43
For salaries of superintendents	25,440 00
For salaries of teachers	1,035,754 82
For miscellaneous or contingent expenses	307,313 52
Total	1,641,047 77

PER CAPITA EXPENDITURE.

Expenditure in the year *per capita* of school population	$5 01
Expenditure in the year *per capita* of school pupils enrolled	9 68
Expenditure in the year *per capita* of average attendance	19 99

—(Special report from Hon. M. A. Newell, State commissioner of schools, for 1874–'75, and printed report for the same period.)

The State board give, in their report for 1875, a comparison of the statistics of 1866, the first year of the present school system, and of 1875, the tenth year, thus:

RESULTS ACHIEVED IN TEN YEARS.

ATTENDANCE.

	1866.	1875.
Total number of different pupils	64,793	100,414
Per cent. of increase, (nearly)		55
Highest number enrolled in one term	48,395	81,043
Per cent. of increase		67

SCHOOL INCOME.

Received from State, as State school tax, free school fund, and academic fund	$369,193 34	$336,110 11
Per cent. of decrease, (nearly)		9

	1866.	1875.
Amount received from county school tax	$107,534 93	$368,962 39
Per cent. of increase		2.43
Total receipts of public school moneys from all sources	596,025 86	922,000 17
Per cent. of increase, (nearly)		54.7
EXPENDITURES.		
For teachers' salaries	388,239 54	609,035 07
Per cent. of increase		57
For building, repairing, and furnishing school-houses	20,078 41	105,175 65
Per cent. of increase		423
Total expenditures for public school purposes	566,866 60	924,108 95
Per cent. of increase		63.7

—(From report of State board of education, 1875, p. 8.)

Remarking upon these comparative statistics, the board say: "The increase in the number of pupils attending school is much greater than the increase of population during the decade; and the increased expenditure is out of all proportion to the increase of wealth of the State. Taken together, they are an indication of the popularity, and, indirectly, of the efficiency of the public school system. The year 1875 was marked by stagnation and depression in almost every department of business, but the schools do not seem to have suffered, except, perhaps, in having made less of an advance over the previous year than they might have done under more favorable circumstances. The symptoms, on the whole, show healthy life and vigorous growth, with prospects of continued progress. With only two exceptions, there has been an increase in every item of both receipts and expenditures."

SCHOOL SYSTEM OF THE STATE.

CONSTITUTIONAL PROVISIONS, ETC.*

Neither the charter granted by Charles I to Lord Baltimore, in 1682, nor the State constitution of 1776, nor its amendments in 1812 and 1835, made any provision for free schools. Such schools were, however, by act of the colonial general assembly in 1694 directed to be established, and in a few districts were, to some extent, sustained for nearly thirty years by an export duty on furs, beef, bacon, and tobacco, and an import duty on liquors. In 1723, these schools having practically come to nothing, an act was passed directing the establishment of a school for each county, to be governed by a board of trustees in each case, and to have each a hundred acres of land attached for the use of the schoolmaster. They were to be further sustained by an impost on pork, pitch, and tar imported by non-residents, and on tobacco exported, the masters to receive £20 a year. In 1728 it was ordered that these masters should teach gratuitously as many poor children as the visitors should see fit to direct. How long and how far this was enforced does not appear. Other attempts in the same line were made at different periods, and in 1823 it was made a rule that each school, academy, or college receiving money from the State should, for each $100 received, afford tuition and school books free of charge to at least one poor child. A subsequent examination showing that this had been imperfectly complied with, the State allowance was withdrawn from these schools and colleges in 1825, and a system of public instruction, meant to include all the youth of the State, was inaugurated. This system—providing for a State superintendent, 9 county commissioners, and 18 inspectors of schools, to be appointed by the levy courts—formed the basis of all subsequent ones; but, as it was made dependent upon somewhat uncertain revenues, and was to be operative in any county only on the vote of the people, it had the elements of a fatal weakness in itself, and went to destroy existing schools without assurance of others in their stead. Such as it was, however, it worked, with some modifications, till 1864, when a new State constitution was adopted, providing for a good free school system, uniform throughout the State, with schools kept open in each school district for at least six months in the year, with arrangements for their support by an annual tax of not less than 10 cents on the hundred dollars, and for the formation of a permanent school fund by a further annual tax of 5 cents on the hundred dollars. A State superintendent of instruction, State board of education, and county school commissioners were to have the general oversight of schools under this system. With some changes as to officers and their titles, as to the grades of schools, schools for colored children, and the amount of taxation for the schools, the system thus outlined has continued till the present time.

PROVISIONS OF THE SCHOOL LAW.

The public school law of Maryland, passed at the January session, 1872, as amended at the January session, 1874. By authority of the State board of education.

* Constitutions of 1776–1867; Rev. Ethan Allen's Compend of Early Acts.

OFFICERS.

Educational matters affecting the State at large are intrusted to a State board of education. Such as affect a county are under the control of a board of county school commissioners. Such as affect only a school district are under the supervision of a board of district school trustees.

The State board consists of the principal of the State Normal School, the governor of the State for the time being, and four persons appointed by him with the concurrence of the senate at every regular session of the general assembly. The county boards are composed of three persons, or, in counties having more than a hundred schools, of five persons, appointed by the judges of the circuit courts and serving for two years from the 1st day of January next succeeding their appointment. The district school boards are also composed of three members, who are appointed by the county school commissioners at their first meeting in May of each year.

POWERS AND DUTIES OF SCHOOL OFFICERS.

These, as defined by the present school law, are as follows:

The State board has the general care and supervision of the public schools; is the official adviser of the county school boards; enacts by-laws for the administration of the public school system; interprets the school law; decides controversies and disputes that arise under it; examines candidates for the office of county examiner, when asked to do so by a county school board, and gives a certificate of qualification when satisfied that it is deserved. It is required to hold regular meetings four times a year and special meetings as occasion may require; and, for expenses incurred in attending these meetings and obtaining any needed clerical assistance, may draw, through its president, from the State treasury, a sum not exceeding $1,000 annually. It may grant to teachers of long experience and established reputation professional certificates, to be valid until revoked for cause; and may suspend or remove any examiner or teacher connected with the public school system for inefficiency, incompetency, or such moral delinquency as unfits him for his place. To insure uniformity in the statistical reports of the public schools, the board is required to issue blanks for the use of teachers and county boards and to demand that accounts be kept and returns made according to these forms. All schools and colleges receiving any State donation are to make report to the board by the 15th of November in each year, on such matters and in such form as it may require, for publication in the annual school report. The members of the board are *ex officio* the trustees of the State Normal School, and hold their meetings in its building. The principal of the normal school is *ex officio* a trustee of the State Agricultural College; acts as president of the board of education; to some extent performs the field duties of a State superintendent, and prepares and issues the annual report of the condition and progress of public schools.

The board of county school commissioners has the general supervision and control of the public schools within the county; builds, repairs, and furnishes school-houses; fixes the salaries of teachers; adopts, purchases, and distributes text books for the schools, which must contain nothing of a partisan or sectarian character; and performs such other duties as may be necessary to secure an efficient administration of the public school system; is *ex officio* trustee of all property, estates, effects, money, funds, claims, and State donations devoted to the use and benefit of the county public schools of every class. In case the apportionment of the State school tax and free school fund should not prove sufficient to meet the necessary expenses of the schools in any county, the county school board may have levied and collected within the county a local tax sufficient to make up the deficiency. In any instance in which the county has not been properly divided into school districts and full records of the boundaries of these have not been filed, the county board may appoint a committee and employ a surveyor to make such a division and duly describe the boundaries. It may also revise and alter an existing division, in case of need, making full description and record of such changes. Annually, by the 15th of November in each year, the board must make report to the State board, in such form as may be prescribed by the latter, of all matters relating to the schools and the educational interests of the county, and also, in the same month, must publish a statement of their receipts and disbursements for school purposes, with the amount of indebtedness remaining at the end of the fiscal year, and forward a copy of this to the State board.

The secretary of the county board, who also acts as its treasurer and as county examiner, is elected by it from outside of its own membership. It is his duty to examine candidates for the position of teacher in the public schools, in presence of at least one county school commissioner or district trustee, and to give to such as are found qualified, morally and intellectually, a certificate of the branches they are competent to teach. He must number and register such certificates according to their grade; may revoke any one at the expiration of six months, unless satisfied of the candidate's ability to teach and govern; and may, if satisfied on these points, issue a certificate available for three years from the date of issue. Of his examinations of teachers, due public notice must be given, and for the certificates issued no fee may be charged. At least three

times a year he must visit the schools in his county, if there are not more than 50, and twice a year if there should be more than that number, observing the methods of the teacher and giving him such practical suggestions as the circumstances may require; and also must, whenever possible, attend the public examinations of the schools, reporting quarterly to the county board the results of his observations. As secretary and treasurer, he must be present at each meeting of the board; must keep its minutes, conduct its correspondence, prepare its annual report, make strict account of all moneys received and disbursed by him, preserving and delivering over to his successor his minutes, accounts, and vouchers; may debate, but not vote on, any question before the board; and must devote his whole time to the duties of his office, reporting at the expiration of each year to the county comptroller how many months the schools of his county have been kept open.

The boards of district school trustees have the care of the houses and lands within their districts devoted to school purposes, attend to the preservation and repair of these under a certain degree of control by the county board; employ properly certified teachers, subject to confirmation by the county board; exercise a general supervision over the schools; visit them as often as may be; and cause instruction to be given in them for ten months in the year, if possible. They are to see that every school-house is provided with suitable outbuildings, and that it is not used for any other than public school purposes, unless by consent of the county board.

SCHOOLS.

The schools of the State system are numbered one, two, three, &c., of their respective election districts; are kept open six days of each week, and, if possible, ten months in each year; and are free to all white youths over 6 and under 21 years of age, special schools being held for colored children, which are to be kept open as long as the others, and are to be free to colored youth between 6 and 20 years of age within their respective districts.

In every district school must be taught orthography, reading, writing, English grammar, geography, arithmetic, history of the United States, and good behavior. Whenever deemed expedient by the trustees, algebra, book-keeping, natural philosophy, the Constitution of the United States, the constitution of the State of Maryland, and the history of the State, with vocal music, drawing, physiology, the laws of health and domestic economy, or any one or more of these, may be added. German may also be introduced, under order of the county board, where there is a considerable German population. Schools of different grades may be established in any district where more than a hundred children are attendant. High schools are yet few.

A normal school for white students of both sexes, as well as one for colored students, exists in Baltimore, and furnishes trained teachers for the State schools. There is also a State agricultural and mechanical college, free to all youth of the State qualified for it, while St. John's College, Annapolis, answers somewhat the purposes of a State college, and receives grants as such.

SCHOOL FUND.

The amount of the permanent school fund is stated by the president of the State board of education to be $350,370, all available.

ELEMENTARY INSTRUCTION.

ATTENDANCE.

The average attendance for 1874–'75, though larger than it has yet been, in proportion to the number of pupils, is still much smaller than it ought to be. In making comparisons, however, with the attendance in other States, it should be borne in mind that every name placed on the register remains there until the end of the quarterly term. If the register were corrected from week to week by the removal of the names of pupils not "belonging" the "average attendance" would be denoted by a higher figure, but the amount of instruction given would not be increased. From a somewhat similar cause the number of enrolled pupils appears small when compared with the number of legal school age. "School age" is an ambiguous term. In Maryland it may mean the ages between which children may enter school, viz, 6 and 21, or it may mean the ages according to which the school tax is distributed, (5 to 20,) or the age at which children, under ordinary circumstances, are expected to be at school, say from 6 to 15. "This last," it is remarked, "is the only proper standard of comparison in educational statistics; for it is absurd to assume, as is often done, that all young persons between 5 and 20 or between 6 and 21 ought to be in school, and to estimate the amount of preventable non-attendance on that basis."—(State report, pp. 10, 11.)

SCHOOL CENSUS.

It is much regretted that no accurate knowledge exists, either of the number of children in the State who are at school or the number who ought to be there. The

number who are enrolled on the registers of the public schools is known with reasonable accuracy; but it is neither known how many go to private and denominational schools nor how many attend none. It is suggested and recommended that a school census should be taken annually in the city of Baltimore, and biennally in the several counties, for the purpose of ascertaining the number of children between certain specified ages who do not attend school and the number who go to other than public schools.—(State report, p. 11.)

GENERAL VIEW OF EDUCATIONAL PROGRESS IN THE STATE.

The scholastic year may be regarded as one of satisfactory progress and of hopeful promise. As usual, the city of Baltimore leads the way. The county schools are following, with unequal steps, it may be, but in the right direction, and with a patient energy that will finally insure success. Some school-houses have been built during the year which for size, beauty, and convenience will rank with what were the best of city schools a few years ago. The addition of geometry and physiology to the studies in which all teachers must be examined before receiving a certificate has stirred up many old teachers to renew their acquaintance with the friends of their youth, and will have the effect of repressing the youthful ardor of immature candidates for teachers' salaries. There is a promise that some counties which have heretofore been able to keep the schools open but seven months and a half in a year will soon be able to make a full annual session of ten months. The closing of schools for four and a half months in summer is a severe loss to young children who cannot brave the severe weather of winter.

Finally, it is remarked that, "while the schools have done remarkably well, considering the time they have been organized and the money that is expended on them, yet, speaking absolutely, there is a large number of schools in the State that are very far behind the demands of modern scientific education, and even behind the necessary requirements of practical life."—(State report, pp. 30, 31.)

CITY SCHOOL SYSTEM.

BALTIMORE CITY.

Officers.—A board of public school commissioners of 20 members, 1 from each ward of the city, with a secretary, city superintendent, and assistant superintendent, not of their number.

Statistics.—Number of schools, 125, of which 4 are evening schools for colored pupils, 11 day schools for the same, 3 English-German schools, 6 evening schools for whites, 30 female primaries, 28 male primaries, 20 female grammar schools and 19 for males, 1 Saturday normal school, 2 high schools for young women, and a city college meant to serve at once the purposes of a high school and college for young men. Number of teachers, 706; of whom 6 are teachers of drawing; 5 of music; 16 in evening colored schools; 52 in other colored schools; 36 in English-German schools; 13 in evening schools for whites; 160 in female primary school and the same number in male primaries; 112 in female grammar schools; 107 in male grammar school; 5 in the Saturday normal school; 23 in the female high schools; and 11 in the city college. Number of pupils, 31,356; of whom 12,801, were pay pupils and 18,555 free; average attendance, 24,920; whole number of different pupils in school during the year, 42,589, exclusive of 2,487 promoted to the grammar schools and 489 promoted to the city college and high schools. Irregular attendance is said to be a matter of annoyance and regret, and the board see no effective remedy for it but in the adoption and enforcement of a compulsory system.

The total appropriation for the schools amounted to $773,526.15; the total expenditure on them $716,938.82; of which $577,005.19 went for current expenses and $139,933.63 for erection and repair of buildings, leaving an unexpended balance of $56,587.33, which will be applied to the completion of unfinished buildings.

School-houses.—The completion and dedication of the new building for the use of the city college during the year covered by the report is noted as a grand era in the history of the public schools of the city, the new edifice affording better and more elegant quarters than have ever been previously enjoyed. Another building for the use of grammar schools 3 and 14 and primary school 23, commodious, well-lighted, and ventilated, has also been finished during the year; while still another of like character has been nearly completed and will furnish accommodations for 1,000 pupils. Several others have been commenced and far advanced toward completion, going to meet the needs of important schools with facilities of which they have been too long deprived. But 7 other buildings are said to be still so overcrowded, so unfavorably situated, or so little under control of the board as to require many new erections to meet existent and prospective needs.

Schools.—Three English-German schools were opened during the year in rented buildings, and soon had in them 1,500 pupils, of whom all but 5 were pay pupils from

choice. Under teachers qualified to give instruction in both languages, they are said to be accomplishing excellent results. The 15 schools for colored children, under 68 white teachers, have had in them 3,562 pupils, classified in the same manner as in the primary and grammar schools for whites and taught in the same studies, as far as possible. In the primary and grammar schools generally there appear to be the usual success in arithmetic, something of the too frequent deficiency in spelling and other elementary studies, a fair success in music, and some advance in drawing. The female high schools and city college seem to be working well; but improvements in their course are suggested by the new superintendent, Professor H. E. Shepherd, who succeeds Mr. Creery, deceased. The nautical school proposed last year is still in the future. The Saturday normal class is said to be fruitful in good to the teachers and in promise to the schools, 147 pupils, mainly primary teachers, receiving in it regular weekly instruction in the theory and practice of teaching.

Public school library.—A decided addition to the means of improvement previously enjoyed is the establishment of a free library for the use of teachers and pupils in the public schools. Three rooms in the city college have been appropriated to the purpose, and $1,500 applied in the purchase of books. Around this small nucleus it is hoped that there may gather such aggregations of literary material as have brought up a kindred library in St. Louis from 1,500 to 40,000 volumes in a few years, and put large amounts of educational and general reading within the reach of scholars and teachers.—(Report of board and Superintendent Shepherd for 1874–'75.)

KINDERGÄRTEN.

Three of these schools, not apparently connected with the city school system in either case, report themselves from Baltimore. All have the Kindergarten gifts and occupations; have the children from three to four hours daily in the schools for five days of the week; admitting them in one case at from 3 to 8 years of age, in another from 4 to 8, and in the third from 3 to 7, and retaining them, in either one continuous session or in four successive ones, from 37 to 48 weeks. The teachers have respectively 20, 11, and 30 pupils each under them; and each school claims, as the results of its instruction, a harmonious development of the physical and mental capacities, a great quickening of the intellect, and an improvement of the taste for beauty, order, &c.—(Returns to Bureau of Education, 1875.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL.

This school was established under the school law of 1865, and was opened in January, 1866. On the first day there were 10 students; at the close of the session the number was 48. In the nine following years the enrolment was 129, 137, 144, 170, 163, 162, 146, 174, 207, respectively. The whole number enrolled during the ten years is 993. Of these, 197 are on the roll of the present scholastic year. Of the 796 remaining, 511 have fulfilled or are now fulfilling their contract to teach in the public schools of the State. The remainder, about 28 per cent. of the whole, consists chiefly of those who, having entered without suitable preparation, were unable to keep up with the work of the school, and showed no capacity for teaching and very little for learning. As a rule, with hardly an exception, every student who attended school as long as one year and was possessed of fair abilities afterward became a teacher. The whole number of graduates is 194, of whom 169 are ladies and 25 gentlemen. All the ladies became teachers but 3 and all the gentlemen but 2.

The course of study has been somewhat enlarged and the qualifications of graduates have been slightly raised from year to year. During the first four years there were two classes of graduates, primary and grammar school, but in 1870 the primary grade was dropped and all graduates were required to take the advanced course. The further extension of the curriculum will depend on the preparation of students for entrance. It was not and is not thought advisable to make the course larger or higher than what an ordinarily well prepared and industrious student can accomplish in two years. Nothing is required from candidates for admission beyond what every district school professes to teach, but a large number of them have given evidence of having been very badly taught. The normal school has done much to raise the standard of education in the primary schools of the State, and now they are beginning to react on the normal school. Not until the former do their whole work well can the latter do the best service of which it is capable.

The new building will probably be ready for occupation in March, and the school will feel in September the good effects of the additional facilities thus provided. The house is of an L shape, fronting 120 feet on Carrollton avenue and 105 on Lafayette avenue, with a tower 170 feet high, at the intersection of the two streets. It contains two class rooms, reception, assembly, apparatus, lecture, laboratory, library, cabinet, gymnasium, cloak, and retiring rooms, an office for the State board of education, and a residence for the principal of the school.—(Report of principal, in State report, pp. 16–19.)

TEACHERS' INSTITUTES.

Since the date of the last annual report, teachers' institutes were held in 14 counties, in one of which teachers of another county joined. The institute was omitted in one county on account of the meeting of the State Teachers' Association there; in another, on account of the sickness of the examiner; and in other counties, for reasons not reported. In Baltimore County there are four meetings of the Teachers' Association in the year, which more than make up for the annual institute.

The good results of these institutes have been as marked in Maryland as in any other State of the Union; and so long as two-thirds of the new teachers every year are selected from those who have had no experience and no training and who can show no fitness for the work except a knowledge of the branches taught sufficient to entitle them, in the judgment of charity, to a low grade certificate, the institutes must be a necessity.—(Report of principal of normal school in State report, pp. 19, 20.)

EDUCATIONAL JOURNAL.

The Maryland School Journal, published at Baltimore and edited by the State superintendent, has been a useful medium of communication between his office and the teachers of the State, enabling him to present in its monthly issues whatever he might desire to say to them respecting defects which it seemed to him should be remedied or improvements which it seemed to him should be made in methods of teaching, of classification, or of management.

SECONDARY INSTRUCTION.

HIGH SCHOOLS.

The State superintendent reports having visited high schools in five different towns of the State during the year 1875, but does not give the number of such schools existing in the State. Table F, however, gives the number of public school pupils engaged in studies above the sixth grade as 1,757; the number studying book-keeping was 1,263; algebra, 1,649; philosophy, 1,920; drawing, 555; geometry, 206; physiology, 251; Latin, 697. It is expected that the State board of education will, during the year, define more explicitly the functions of the county high schools and arrange specifically their programme of studies, as they have already done for the primary schools. The Baltimore City College and the two female high schools of that city had in them, according to the report of the school commissioners, 1,621 students, under 34 instructors. An additional year has been secured for the course of the city college, to enable its pupils to receive advanced instruction and be prepared for entering the Johns Hopkins University.

ACADEMIES.

The old academies of the State are in an anomalous condition. Some have been converted into public high schools; some have disappeared entirely and the donations allowed them have been added to the primary school fund; some are nothing but public primary schools, the principal receiving the academic donation in addition to his regular salary; some are operating alongside of the district school, and taking the same class of pupils, of whom there are not enough for both; so that each helps to injure the other. The condition on which the academic donation is granted, viz, that the academy should educate one pupil free of charge for every $100 received from the State, was imposed at a time when public free schools were not in existence. The object was twofold: to encourage the academies and to provide for the education of a few of the most deserving poor. The first object, the superintendent says, has failed; the second has been rendered unnecessary by the establishment of the public school system. So far, then, from its being an object now to encourage the academies, they should, he thinks, with one or two notable exceptions, be allowed to die with all convenient speed and the donations which now go to them be given to any teachers of public schools who can show the required results, or else each academy should be required to do strictly academic work.—(State report, pp. 21, 22.)

PRIVATE SECONDARY SCHOOLS.

Fourteen schools for boys, as many for girls, and 8 for both report, in all, 222 teachers, with 2,774 pupils under them. Of these pupils, 600 are said to be in classical courses and 1,598 in modern languages, mainly French and German; 167 to be preparing for a classical course in college and 87 for a scientific course. Twenty-two of the 36 schools teach drawing; 15, vocal music, and 16, instrumental music. Fourteen have some sort of chemical laboratory and 20 have some philosophical apparatus. Fifteen report libraries which have, with one exception, from 300 to 11,000 volumes each; less than half being provided with these important aids to instruction, but those which have them presenting rather larger libraries than is common.

The McDonogh Institute, noticed elsewhere, is not included among these schools, being somewhat *sui generis*.—(Returns to Bureau of Education, 1875.)

Two others, largely engaged in elementary instruction, but with academic departments, report a total of 10 instructors and 305 students, 19 of whom are preparing for a classical course in college and 2 for a scientific course.

PREPARATORY DEPARTMENTS OF COLLEGES.

In these departments the returns show 359 students, 195 of whom are said to have been in preparation for a classical collegiate course and 97 for a scientific one.—(Returns to Bureau of Education, 1875.)

BUSINESS COLLEGE.

Only 1 business college in Maryland reports itself for 1875, and this presents quite imperfect returns, stating that it had, for the fall term of that year, 6 instructors and a course of from 6 months to a year, embracing the "regular curriculum of business study," but giving no list of studies pursued and no number of students in these studies.—(For other details see Table IV.)

SUPERIOR INSTRUCTION.

THE COLLEGES.

If the academies have been doing elementary work at academic prices, remarks the State superintendent, the colleges have been doing academic work, and even lower, at collegiate rates. And as the academies have injured the neighboring district schools by trenching on their province, so the colleges have helped to kill the academies by undertaking to do their work. If one class of institutions should be restricted to their own department, so should the other. It seems absurd that the State of Maryland should pay $100 a year for having children taught to read, write, and cipher in a chartered institution called a college. Whatever money is paid to these colleges should be paid for instruction which is higher than academic. It is suggested that the colleges be restricted to such a curriculum as shall be intermediate between the academy or high school and the university. At first sight this would seem to be lowering the position of the college; in reality it would have the opposite effect. Not even St. John's need be ashamed to occupy, in relation to a first class university, the position which Eton and Rugby hold with regard to Oxford and Cambridge.

The superintendent gives a table embracing statistics of 7 colleges, including the agricultural college and the State normal school, all having received from the State the amount of $45,090. There was an attendance of 670 pupils, of whom 325 were gentlemen and 345 ladies. The number of free scholarships belonging to all these was 461, nearly half pertaining to the normal school.

JOHNS HOPKINS UNIVERSITY.

This university will receive students October 3, 1876. The inauguration of its first president, Dr. D. C. Gilman, which occurred on February 22, 1876, was an occasion of great interest, his excellency the governor of Maryland and many other distinguished men being present. The congratulatory address was delivered by President Eliot, of Harvard.

It has been resolved by the trustees "that the university now taking shape should forever be free from the influences of ecclesiasticism or partisanship, as those terms are used in narrow and controversial senses; that all departments of learning—mathematical, scientific, literary, historical, philosophical—should be promoted, as far as the funds at command will permit, the new departments of research receiving full attention, while the traditional are not slighted; that the instruction should be as thorough, as advanced, and as special as the intellectual condition of the country will permit; that the glory of the university should rest upon the character of the teachers and scholars here brought together, and not upon their number, nor upon the buildings constructed for their use; * * * and that, among the professional departments, special attention should be first given to the sciences bearing upon medicine, surgery, and hygiene, for which some provision has been made in the establishment of the Johns Hopkins Hospital."

The faculties of medicine and law will not be organized at present, nor will all the proposed chairs in the faculty of philosophy be filled at first. Freedom of choice in courses of study will be permitted, but the diplomas of the university will be bestowed on those alone who shall have pursued a liberal course of instruction and given evidence of high attainments.—(Circulars of the trustees.)

REGULAR COLLEGES.

St. John's College, founded in 1784, and endowed by the State, is situated at Annapolis, on the banks of the Severn, a few miles from the Chesapeake Bay, which is in full view. The college has a preparatory and a collegiate department, the latter presenting three courses, viz, the regular academic, select, and post graduate. There are

121 students here, of whom 52 are in the preparatory department and 69 in the collegiate.—(Catalogue, 1874-'75.)

Western Maryland College is under the special patronage of the Maryland Annual Conference of the Methodist Protestant Church. The peculiar advantage claimed for it is that parents can have their sons and daughters educated in the same institution and under the same instruction. The course of study, however, is not the same for both sexes, the young ladies completing theirs in three years and the gentlemen theirs in four. Although both sexes have the same instructors, the two departments are kept entirely separate, the students meeting only at chapel service and in the dining room. Total attendance, 113: collegiate department, 47; preparatory, 66.—(Catalogue 1874-'75.)

St. Charles College, near Ellicott City, Md., (Roman Catholic,) is intended to give a religious and clerical education. The course of instruction includes six years, and is a full classical one to those who follow the entire course, embracing all the branches preparatory to the higher ecclesiastical studies.—(Prospectus, 1873.)

Washington College.—This college reports to the State board of education an attendance of 30 pupils in college classes. Additions have been made to the library of 250 volumes of standard works and extensive and valuable ones to the philosophical and chemical apparatus of the college, which is now in excellent condition.—(Report State board of education, p. 29.)

COLLEGES FOR WOMEN.

Six institutions for the superior instruction of young women report a total of 56 instructors, (11 male and 45 female,) with 384 students under them. Of these students, 102 were in preparatory departments, 227 in the regular course, and the remainder in partial courses.

Two only of these institutions—the Baltimore Female College and the Frederick Female Seminary—are authorized by charter to confer degrees. The courses in the 6 range from three to eight years. Four report libraries of 500, 700, 3,875, and 4,178 volumes. In 6, drawing, painting, and music are taught; in 5, French; in 4, German; in 1, Italian. Three have laboratories for chemical experiments; 4, some philosophical apparatus; 2, an art gallery; 2, a gymnasium for exercise, and 1, an observatory.—(Returns to Bureau of Education, 1875.)

Statistics of universities and colleges, 1875.

Names of universities and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
Frederick College	....	....	....	....	.....	.....	.....	.....	.....	....	.....
Johns Hopkins University.*	....	....	....	....	.....	$3,000,000	$190,000	.....	.....	....	.....
Loyola College	16	....	....	143	.....	.....	.....	.....	.....	....	*a*21,600
Mt. St. Mary's College.†	43	....	122	78	$125,000	.....	.....	*b*$51,000	$0	$0	*a*8,625
Rock Hill College	29	0	137	28	50,000	0	0	.....	0	0	*a*6,100
St. Charles College	11	....	....	175	.....	.....	.....	.....	.....	....	*a*4,450
St. John's College	11	0	52	69	200,000	.....	.....	2,000	25,000	0	4,000
Washington College.	....	....	....	....	.....	.....	.....	.....	.....	....	.....
Western Maryland College.	15	....	48	65	35,000	.....	.....	4,788	.....	....	*a*930

* Classes not yet organized.
a Includes society libraries.
† From Report of Commissioner of Education for 1874.
b Including board.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

AGRICULTURAL COLLEGE.

"The decline in the Agricultural College, which was mentioned in the last report," says Superintendent Newell, "continued to the end of the past scholastic year. The college has now passed into new hands; of the old officers and professors but one is left; a

new programme has been laid down, and the public are expected to believe that under the new *régime* the errors of the past will be retrieved and the promises of the past redeemed. Were this the first time that a similar confidence has been invited, these promises would readily be accepted without discount. But, as the college has now had six different presidents in nine years and has been reorganized by each successive president, it is impossible to avoid the conviction that even reconstruction may fail to produce the long wished for result."

The new president of the college, Capt. William H. Parker, gives it as his opinion that the principal cause of the past failure has been a want of unanimity and permanence in the governing board of trustees. In addition to the feature of annual change in the individual members of the board, its constitution is such that there may be a change of policy every quarter without there being any change in the opinions of individual members. The board consists of 11 members, of whom 5 make a legal quorum; 3 members, or a majority of these, may determine on a certain policy, and 3 other members may reverse such decision at the next meeting. This has actually happened.

To remedy this condition of things, he suggests that the State, which now owns one-half the property of the college and pays directly or indirectly the whole expense of maintaining it, should become entire owner of it; that the trustees should consist of 5 members, to be appointed by the governor of the State, 3 from the State board of education and 2 from among the practical farmers of the State.—(State report, pp. 23-25.)

THEOLOGICAL SCHOOLS.

Theology is taught in the Centenary Biblical Institute of the Methodist Episcopal Church of Baltimore and in the Roman Catholic seminaries of Mt. St. Clement, Ilchester, and Woodstock College, Woodstock, Baltimore County. The first, which is "for the education of colored preachers," reports a preparatory course of 6 years and a regular biblical course of 3 years; the 2 last report, respectively, courses of 11 and of 7 years, which include the literary as well as the theological. The libraries of these 2 number 9,000 and 18,000 volumes.—(Return for 1875.)

SCHOOL OF LAW.

"The faculty of law of the University of Maryland," in Baltimore, "was organized at an early period after the incorporation, (1812,) and the school opened under David Hoffman, LL. D., a single professor. After some years it was suspended, and reorganized under its present management February 1, 1870." It reports "Hon. George W. Dobbin, dean," with 3 resident professors, a two years' course, and 59 students, of whom 27 have had a degree in letters or science.—(Return for 1875.)

SCHOOLS OF MEDICINE.

Three medical schools exist in Baltimore, the College of Physicians and Surgeons, the School of Medicine of the University of Maryland, and the Washington University School of Medicine. Courses, in each case, 2 years.

The chemical department of the Maryland Institute provides a course of 25 lectures for instruction in elementary, analytical, and applied chemistry.

Statistics of schools for scientific and professional instruction, 1875.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
SCHOOLS OF SCIENCE.									
Maryland Agricultural College	6	....	64	4	$100,000	.....	$6,000	a$6,000	b1,500
United States Naval Academy	63	....	342	6	3,000,000	$0	0	0	17,678
SCHOOLS OF THEOLOGY.									
Centenary Biblical Institute	15	0	c34	3	12,000	3,100	212	.....	.....
Mt. St. Clement's College	14	....	134	11	.....	.....	.....	.....	9,000
St. Mary's Theological Seminary of St. Sulpice.*	6	....	90	4½	.....	.....	.....	.....	15,000
Theological department of Mt. St. Mary's College.*	3	0	14	3	.....	.....	.....	.....	.....
Woodstock College	12	0	94	7	150,000	0	0	.....	18,000
SCHOOL OF LAW.									
School of law, University of Maryland.	3	...	59	2	.....	0	0	3,000	0
SCHOOLS OF MEDICINE.									
College of Physicians and Surgeons of Baltimore.	11	....	94	2	.....	.....	.....	.....	.....
School of medicine, University of Maryland.	11	....	110	2	100,000	.....	.....	10,000	.....
School of medicine, Washington University.	13	....	50	2	25,000	.....	.....	5,000	.....
Baltimore College of Dental Surgery	10	....	50	2	d10,000	.....	.....	8,000	1,000
Maryland Dental College	10	....	16	2	.....	.....	.....	2,500	.....
Maryland College of Pharmacy	3	....	60	2	5,000	.....	.....	.....	330

* From Report of Commissioner of Education for 1874.
a From State appropriation.
b Society library.
c Also 52 in a normal department.
d Apparatus.

SPECIAL INSTRUCTION.

M'DONOGH INSTITUTE.

This school, located in Baltimore County, for poor boys of good character and respectable associations in life, sustained by a bequest from John McDonogh, reports an attendance during 1875 of 68 pupils. Of these 5 were withdrawn at the request of the authorities of the school, 3 were taken away by parents, 8 ran away, 1 left on sick leave, and 1 was removed on account of permanent bad health, leaving an attendance of 50 boys. The fund for the support of the school amounts to $817,008.48, of which, at present, only the interest is used, but the trustees have the matter under consideration whether it would not be better to devote, as the ordinance permits, all the surplus over the sum of $500,000 to the uses of the school, and thus secure provision for a greater number of boys. The object of the institution is, according to the will of Mr. McDonogh, to afford instruction in the Christian religion, a plain English education, music, and the art of husbandry. In the literary course of instruction the practical mastery of the English language is considered of the first importance; after that a thorough training in arithmetic is thought essential, with such further progress in mathematics as may be possible in the time allotted. To these are added geography, history, the elements of chemistry and natural philosophy, vocal music, book-keeping, and map drawing.—(Report of board of trustees, 1875.)

PEABODY INSTITUTE, BALTIMORE.

This important aid to the improvement of intelligence and culture in the chief city of the State continued, during 1874–'75, to afford the citizens its usual advantages of library, lectures, conservatory of music, and gallery of art. Its reading room, supplied with newspapers and periodicals, formed a pleasant and useful resort for multitudes

who might otherwise have been idle loungers at home or in the streets; its library, of which the reading room is part, reached, at the close of the year, 57,458 volumes, kept very largely in active use, for reference or full perusal; its lectures opened a means of entertainment and instruction to considerable audiences gathered from every portion of the city and its neighborhood; and its conservatory of music and gallery of art added their instructive and refining influences to all the rest, making the institute both a center of attraction and a radiator of pleasure and of good.

MARYLAND INSTITUTION FOR INSTRUCTION OF THE BLIND, BALTIMORE.

Incorporated in 1853, organized the same year, and opened to its first pupil December, 1854, this institution has had under its charge from that date a total of 171 pupils. All these are said to have received benefit from the instruction given them; many have been raised from almost absolute dependence to a position of comparative helpfulness and cheerfulness, while some have been qualified to obtain for themselves an independent support. It holds a valuable piece of property in Baltimore County, on the northern border of the city, improved by a handsome, well-warmed, and well-ventilated building, capable of accommodating 100 pupils, and has also under its care a workshop and salesroom in the city to assist the adult blind who are laboring to support themselves.

It reported, December 1, 1875, a body of 51 pupils, of whom 7 were from the District of Columbia and 44 from Maryland, with a superintendent, 2 teachers of literary branches, 1 of music, a matron, a governess, a mistress of handicraft, and a teacher of piano tuning and repairing. This last matter is being taught with special thoroughness, and it is thought may become one of the most useful and profitable occupations for the blind. Then, for further aid in self-support, mattress-making and chair-caning are taught the boys, while the girls learn sewing, knitting, crocheting, bead work, and the use of sewing machines.—(Thirteenth report of directors and superintendent.)

MARYLAND INSTITUTION FOR EDUCATION OF THE DEAF AND DUMB, FREDERICK.

The seventh report of this interesting school gives 107 as the whole number of pupils for 1875, of whom 71 were males and 36 females, under a principal, 7 literary teachers, a teacher of articulation, a matron, a housekeeper, and foreman of shoe-shop; the other employés being a steward, assistant steward, engineer, and watchman—a physician looking after the health of all.

At the date of the report, 91 pupils were in attendance, of whom 16 had been admitted at the opening of the fall session of 1875.

The progress of students in their ordinary English studies for the year is said to have been generally satisfactory, and their conduct, with few exceptions, orderly and submissive. A class in articulation has contained twenty-eight members, most of whom have made good progress, while some have very greatly advanced. Others, who had only lately entered, promised well.

The work of the shoe-shop has been carried forward without material change, and to this means of useful industry a cabinet shop has been added, increasing the opportunities of the pupils for earning a livelihood when they go forth again into the world.

The whole number of pupils enrolled since the opening of the school has been 164, representing 147 families, 22 of which have had 54 deaf and dumb children. Far the larger part are shown to have either been born deaf or to have become so in their earliest years.—(Seventh report for 1875.)

INSTITUTION FOR COLORED DEAF-MUTES AND BLIND, BALTIMORE.

This has arisen under the joint patronage and control of the two before mentioned, and has been in operation for four years. With a total appropriation of $40,000, received in equal portions during these four years, the joint committee of management has secured the ownership of an excellent dwelling house on South Broadway; has built a roomy and well arranged school-room and dormitory; has paid all the expenses of the establishment; and held in hand, at the date of report, sufficient funds to carry on the work till July, 1876, when another payment from the State was looked for.

There have been 40 pupils since the opening, and 31, under 4 teachers and a matron, were receiving care and instruction December 1, 1875. The work performed is similar to that in the parent institutions for white children, including ordinary education in the school room and instruction in different handicrafts.—(Report for 1875.)

EDUCATIONAL CONVENTIONS.

STATE TEACHERS' ASSOCIATION.

The eighth annual meeting of this association was held at Cumberland, August 25, 1875. The attendance was quite as large as could have been expected at so late a period of the vacation and at a point so remote from the center of the State. Eighteen of the 23 counties were represented, some of them by large and influential delegations. After the inaugural address by President Elliott, essays and addresses were read and delivered on the following subjects: "The qualifications of a teacher," "Latin," "American oratory," "The teacher's responsibilities," "Natural science as a school study," "Memoriter work in education," "The Teutonic languages," "Celestial weights

and distances," "The relation of the people to the public schools," and "Report of the committee on defense."

There was less discussion of topics of living interest, according to editorial remarks in the Maryland School Journal, than could have been wished. Such as was has seemed to turn into one channel: the comparative merits of language and science as instruments of education.—(Maryland School Journal, September, 1875, pp. 36–38.)

OBITUARY RECORD.

WILLIAM R. CREERY.

Mr. William Rufus Creery, for over seven years superintendent of public schools in Baltimore, died at his residence in that city on Saturday, May 1, 1875, after thirty years of faithful service in the cause of education. Born in Baltimore May 9, 1824, he graduated at Dickinson College, Pa.; became, soon after, assistant in the Baltimore Male Grammar School No. 6, and subsequently principal of the same. After some service in that capacity he accepted the principalship of the Lutherville Female Seminary, and continued there three years. He then returned to Baltimore, was made principal of Grammar School No. 12, and also of the Saturday normal class for the teachers of the city. Resigning the former position, but continuing the latter, he for some time served as professor of literature in the Baltimore City College. The dates of these various official services are not given in the authorities at hand. In January, 1868, on the resignation of Dr. J. N. Jilton as superintendent of the schools of Baltimore, Mr. Creery was elected to that honorable office and served in it till his death. The school board of the city attribute to him "much of the success of the schools during the past few years," and say that "he was eminently qualified for his position, combining in himself the special qualities which are necessary for success in teaching, while his great ability was evidenced by the happy issues of his labors."

Besides performing zealously his duties as teacher and superintendent, Mr. Creery, in conjunction with State Superintendent Newell, issued several volumes of spellers and readers, a Catechism of the History of the United States, and Questions on the Constitution of Maryland. During the last few months of his life he also edited, with Mr. Newell, the Maryland School Journal.—(Baltimore American and Baltimore Sun of May 3, 1875, with report of the city school board for that year.)

LIST OF SCHOOL OFFICIALS IN MARYLAND.

All terms from January 1, 1876, *to January* 1, 1878.

Hon. M. A. NEWELL, *State superintendent of public instruction, Baltimore.*

STATE BOARD OF EDUCATION.

Name.	Post-office.
His excellency John Lee Carroll, governor, president	Annapolis.
Hon. M. A. Newell, secretary and *ex officio* State superintendent of public instruction	Baltimore.
Dr. M. J. Stone	Aquasco.
P. A. Witmer	Hagerstown.
Dr. William M. Hardy	Clarksville.
J. P. R. Gillis	Whaleyville.

COUNTY EXAMINERS.

County.	Name.	Post-office.
Alleghany	George G. McKay	Cumberland.
Anne Arundel	William Harwood	Annapolis.
Baltimore	Dr. Samuel Kepler	Towsontown.
Calvert	Rev. Samuel Cornelius	Prince Frederick.
Caroline	Rev. George F. Beaven	Hillsborough.
Carroll	J. M. Newson	Westminster.
Cecil	Rev. John Squier	Port Deposit.
Charles	George M. Lloyd	Port Tobacco.
Dorchester	Dr. James L. Bryan	Cambridge.
Frederick	Daniel T. Lakin	Frederick.
Garrett	A. Matthews	Grantsville.
Harford	William H. Harlan	Bel Air.
Howard	Dr. William H. Hardy	Clarksville.
Kent	E. F. Perkins	Chestertown.
Montgomery	James Anderson	Rockville.
Prince George's	Dr. M. J. Stone	Aquasco.
Queen Anne	James W. Thompson	Centreville.
Somerset	William E. Jones	Princess Anne.
St. Mary's	George Thomas	Leonardtown.
Talbot	Alexander Chaplain	Easton.
Washington	P. A. Witmer	Hagerstown.
Wicomico	George W. M. Cooper	Salisbury.
Worcester	George M. Upshur	Snow Hill.

MASSACHUSETTS.

SUMMARY OF STATISTICS.

SCHOOL POPULATION AND ATTENDANCE.

Number of persons in the State May 1, 1874, between 5 and 15 years of age	294,708
Increase for the year	2,227
Number of pupils of all ages in all the public schools	302,118
Increase for the year	5,093
Average attendance in all the public schools during the year	216,861
Increase for the year	6,613
Number of children under 5 years attending public schools	2,383
Decrease for the year	169
Number of persons over 15 attending public schools	32,986
Increase for the year	8,299
Number of towns which report that they have made provision for truants	130

TEACHERS AND TEACHERS' PAY.

Number of persons employed as teachers: Men, 1,169; women, 8,047	9,216
Total increase	501
Number of teachers who have attended a normal school	1,792
Average monthly wages of men teaching, (including salaries of high school teachers)	$88 37
Decrease for the year	5 96
Average wages of women teaching	35 35
Increase from last year	1 01

PUBLIC SCHOOLS.

Number of public schools	5,551
Increase for the year	126
Number of schools returned as high schools	208
Number of evening schools kept in 32 cities and towns	99
Number of teachers in evening schools	525
Attendance in evening schools: Men 12,594; women, 3,774	16,368
Average attendance	6,474

PRIVATE SCHOOLS AND ACADEMIES.

Number of incorporated academies returned	63
Average number of scholars	7,594
Aggregate tuition paid	$161,215 63
Number of private schools and academies	369
Estimated average attendance	16,650
Estimated amount of tuition paid	$436,938 48

SCHOOLS FOR SPECIAL INSTRUCTION.

Number of State charitable and reformatory schools	12
Number of different pupils attending	1,240
Average attendance during the year	812
Number of pupils under 5 years of age	22
Number over 15 years	431
Number between 5 and 15 years, August 1, 1875	457
Number of teachers: Men, 3; women, 16	19
Wages per month of men	$50
Wages per month of women	25

INCOME AND EXPENDITURE.

Receipts.

From taxation, for wages of teachers, fuel, care of fires and school-rooms	$4,358,523 59
Increase for the year	105,312 42
Income of funds appropriated for public schools at the option of towns	4,734 19
Voluntary contributions for board, fuel, apparatus, &c., for public schools	30,787 32

Income of local funds appropriated for schools and academies	$120,286 32
Increase for the year	21,325 74
Income of State school fund paid to cities and towns in aid of public schools	88,613 45

Expenditures.

For salaries of superintendents of public schools	$66,608 25
Total expended on public schools, exclusive of school-houses and books.	4,668,472 09
Increase for the year	134,918 80
Amount expended for erecting and repairing school-houses	1,533,142 54
Total expenditures	6,201,614 63

—(From report of board of education for 1874–'75. Hon. Joseph White, secretary.)

SCHOOL SYSTEM OF THE STATE.

GENERAL CONSTITUTIONAL PROVISIONS.

The State constitution of 1780 contained, from the pen of the elder Adams, then recently returned from his European mission, the following important article on "the encouragement of literature:" "Wisdom and knowledge, as well as virtue, diffused generally among the body of the people, being necessary for the preservation of their rights and liberties, and these depending on spreading the opportunities and advantages of education in the various parts of the country and among the different orders of the people, it shall be the duty of the legislatures and magistrates in all future periods of this Commonwealth to cherish the interests of literature and the sciences, and all seminaries of them, especially the University at Cambridge, public schools, and grammar schools in the towns; to encourage private societies and public institutions by rewards and immunities for the promotion of agriculture, arts, sciences, commerce, trades, manufactures, and a natural history of the country; to countenance and inculcate the principles of humanity and general benevolence, public and private charity, industry and frugality, honesty and punctuality in dealings, sincerity, good humor, and all social affections and generous sentiments among the people."

An amendment adopted in 1857 precludes from voting and from eligibility to office all that cannot read the Constitution in the English language and write their names, the only exceptions made being in cases of physical disability, of an age over 60 at the time of the adoption of the amendment, or of an existing right to vote.

PROVISIONS OF THE SCHOOL LAWS.

School laws of Massachusetts, edition of 1875.

OFFICERS.

For the State at large, a State board of education, whose secretary performs the office duties of a State superintendent, with some visitorial ones; a general agent for the visitation of the towns and cities, a special agent for the western counties, with two others for the same kind of work, and a State director of art education. For the towns—which term in New England generally means townships—school committees, with prudential committees in such as are divided into school districts. For the cities, usually a superintendent of schools, in addition to the committees.

POWERS AND DUTIES OF SCHOOL OFFICERS.

The State board has the chief authority in school concerns. It consists of the governor, lieutenant-governor, and eight other persons, appointed by the governor with the concurrence of the council, each to hold office for eight years, but one retiring each year in the order of appointment. It is the trustee for the Commonwealth of all grants, devises, donations, and bequests for educational purposes, the State treasurer acting as its agent for the investment and safe custody of these. It prescribes the form of registers to be kept in the schools and that of the blanks and inquiries for the returns to be made by school committees; and annually, on or before the third Wednesday of January, must lay before the legislature a report containing a printed abstract of said returns, a detailed statement of its own doings, and such observations and suggestions respecting the school system as need may require or occasion seem to call for. Its members receive no salary as such, but are allowed compensation for expenses incurred in the discharge of their duties.

The secretary of the State board is appointed by it, with no express limitation as to term, and under its direction makes the required abstract of school returns; collects information respecting the condition and efficiency of the public schools; diffuses intelligence of the best systems of study and instruction; suggests to the board and legislature improvements in the school system; visits, as often as possible, different parts of the State, to arouse and guide public sentiment in relation to education; collects in his office such school-books, apparatus, maps, and charts as can be obtained without ex-

pense to the State; receives and arranges the reports and returns of school committees; and receives, preserves, or distributes the State documents in relation to the public school system. He is also expected to give notice of and attend meetings of teachers, superintendents, and friends of education throughout the State, collecting at these meetings all available information as to the condition of the schools, with a view to its presentation in the annual report of the board. The blank forms of inquiry, school registers, and annual report are sent out by him to the clerks of the several towns and cities for proper distribution. For the discharge of these duties the secretary receives an annual salary of $3,000, with $400 additional for travelling expenses, and also the necessary postage of his office.*

The general agent of the board is appointed by it to visit the towns and cities with a view to inquiry into the condition of the schools, conference with teachers and committees, lecturing on educational subjects, and performing such other duties as the secretary might do if present. An agent for the western counties is now also in the field, with two additional for special fields.

The director of art education has it as his duty to superintend the State Normal Art School, and to aid by deputy or in person in training the public school teachers of cities having more than 10,000 inhabitants to such a knowledge of drawing as will enable them to instruct pupils in the same.

The school committees are chosen by written ballots at the annual town meetings; consist of any number divisible by 3, and are kept at once fresh and experienced by one-third going out annually and being replaced by new elections, while the full term of each member is three years. Women are eligible as well as men. The committee of each town or city appoints its own secretary, and keeps through him a permanent record of its votes, orders, and proceedings. It selects and contracts with teachers for the public schools, requiring full evidence of the good moral character of those chosen and subjecting them to such examination as may determine their qualifications for both governing and teaching school. It gives to each approved teacher a certificate in duplicate of his qualifications, one copy of which, deposited with the selectmen, is their warrant for recognizing him as engaged to teach and for paying him in due time for his services. The committee may also dismiss a teacher whenever they think proper, in which case his pay ceases from the date of dismissal. In the first and last weeks of the school term the members, in whole or in part, are to visit statedly all the public schools, and make another visit, without previous notification, once a month, to aid in organizing the schools at the beginning, and to inquire afterward as to their methods, discipline, progress in study, &c. They are to direct what books shall be used in these schools; are to purchase a sufficient supply for them; to give notice where they may be obtained; to furnish them to pupils at cost price; to supply needy scholars with them at the expense of the town, and to do the same for all in case of a change of books.† They may also procure, at the town expense, such apparatus, books of reference, and other means of illustration as they deem necessary for the schools, in accordance with appropriations previously made for that purpose.

Prudential committees.—In towns in which the school district system does not exist the school committees have the general charge of school-houses as well as of the schools; but in the districted towns a prudential committee, composed ordinarily of one person for each district, attends to this duty, and may, by vote of the town, contract with and engage instructors for the schools. The school committees or prudential committees also receive from the town clerk and distribute to the teachers the registers furnished by the State board, see that these are faithfully kept, annually before the last of April transmit the proper returns to the secretary of the State board, with a certified census of the children of school age, and publish yearly a detailed report of the condition and progress of the schools under their charge.

Superintendents of public schools are appointed annually by the school committees in such towns as require this by a legal vote and in such cities as direct it by an ordinance of the city council. Two or more towns are allowed to unite for the election of a superintendent. These superintendents, under the direction and control of the committee, have the care and supervision of the schools, with such salary as the city government or town may determine, in which case the members of the committee no longer receive the dollar or dollar and a half per diem for the discharge of the duties of their office to which they would be otherwise entitled.

SCHOOLS.

Every town is required to maintain at the public expense, for at least six months in each year, under teachers of competent ability and good morals, a sufficient number of schools, properly furnished and conveniently located, for the instruction of all the children who may legally attend school therein in orthography, reading, writing, English grammar, geography, arithmetic, drawing, the history of the United States, and

* The office of secretary of the board has been filled successively by Hon. Horace Mann, Dr. Barnas Sears, and Hon. George S. Boutwell before the present incumbent, Hon. Joseph White.

† Parents able to pay have this expense afterward collected from them by the tax-gatherers.

good behavior. Algebra, vocal music, agriculture, physiology, and hygiene are also to be taught by lectures or otherwise in any public schools in which the committee deem it expedient. Provision is made, too, for giving free instruction in industrial or mechanical drawing, in day or evening schools,* to persons over 15 years of age, in any town where the committee may think it best, and in all where the population is upward of 10,000, as well as for maintaining, in towns with over 500 families or householders, a school in which general history, book-keeping, surveying, geometry, natural philosophy, chemistry, botany, the civil polity of Massachusetts and of the United States, and the Latin language shall be added to the studies mentioned above. In every town containing over 4,000 inhabitants, the teacher or teachers must further be competent to give instruction in the Greek and French languages, astronomy, geology, rhetoric, logic, intellectual and moral science, and political economy.

The public schools are open to all children of school age, without distinction of race, color, or religious opinions, and all children from 8 to 14 years of age, not elsewhere taught, are required to be sent to them for at least twenty weeks in each year, in two terms of ten consecutive weeks each. Unvaccinated children may, however, be excluded.

Five normal schools, with a normal art school, form also a part of the school system of the State, which has, besides, an agricultural and mechanical college at Amherst, open to all qualified students among its citizens. In consideration of a grant of $50,000 to the Worcester County Free Institute of Science, that school, too, receives annually 20 State scholars, to be instructed, free of tuition, throughout the entire course; while in the State charitable and reformatory institutions, 18 schools, with upward of 1,200 pupils, are maintained.

Teachers' institutes, for the fuller training of those already engaged in teaching, are provided for by the school law. They are to be appointed by the State board of education, whenever assurance is given that 50 teachers of common schools desire to assemble for instruction, and an amount not to exceed $4,000 may be used to defray necessary expenses and procure teachers and lecturers for the institutes, of which sum not more than $350 may be used for any single institute. More than 240 such institutes have been held in the State since 1845.—(School law of 1875.)

LIBRARIES.

Although school libraries are not made expressly a part of the State school system, encouragement is given in the school law to the formation and extension of these aids to intelligence and culture in all the towns and cities of the State.

STATE SCHOOL FUND.

A fund for aiding public schools, first formed from the sale of lands in Maine when it belonged to Massachusetts, now amounts to upward of $2,000,000. One moiety of the annual interest on this, amounting to nearly $90,000, is distributed among the towns and cities, in proportion to their school population, to supplement and encourage local appropriations to the schools, while another moiety is appropriated to the support of State normal schools and teachers' institutes.

ELEMENTARY INSTRUCTION.

EDUCATIONAL PROGRESS.

Remarking upon the many respects in which the schools have improved during the past thirty years, the superiority of their buildings, locations, furniture, and other needful appliances, grading, course of study, length of term, and increased teachers' wages, Mr. Phipps, general agent of the board, expresses the opinion that there has not been, during this period, a corresponding improvement in respect to the qualifications of teachers for their work. Excellent and often very costly school buildings have been erected and thoroughly equipped; schools have been graded; courses of study, carefully and wisely matured, have been prepared; and yet not infrequently all this has been of little avail through lack of that which is more important than either or all of them combined: thoroughly qualified teachers. A large proportion of the 8,000 or more teachers who were employed in the public schools of the State in 1873–'74 never taught before, and, as the graduates of the normal schools during the year numbered less than 200, comparatively few of these new teachers had the benefit of thorough, systematic, special training for their work. Most commence teaching with no well defined plan of the work to be accomplished. They are placed in charge of 50 or 60 children of different ages, habits, and attainments. They are unacquainted with the best methods of teaching, and too often with any method, and the wonder is that many accomplish so much as they do and achieve even a measure of success, when entire failure might reasonably have been expected.—(Report of board of education, 1873–'74, pp. 92, 93.)

*In 32 cities and towns 99 evening schools were maintained in 1874–'75, containing 12,594 pupils, and employing 525 teachers at an expense of $68,442.

The report for 1873–'74 of George A. Walton, agent for the western portion of the State, who, during the year, visited 391 schools in 74 towns and cities, notes, among other signs of progress in public sentiment, the approval by committees and people of rational methods of teaching. This is shown by the demand for good teachers and the effort to retain those who have proved themselves competent to teach. It is shown in the increased attention bestowed, especially in the larger places, upon the arrangement of courses of study, in all of which more time is given to object teaching and illustrations and to general exercises. In many towns, evening schools are established and meetings of teachers are held regularly. Provision is made for the attendance of teachers upon teachers' institutes and upon the State and county associations, and teachers gladly avail themselves of the privileges thus offered. Drawing is coming to be recognized as a useful and necessary branch of education, and is receiving considerable attention in many of the schools. Evening classes of adults for the practice of mechanical drawing have been started in some of the larger manufacturing places, and are attended by operatives, book-keepers, and overseers in the mills, tradesmen, and mechanics of all trades. Another sign of progress in this portion of the State is the disposition to abolish the district system, which, in some sections, has had a particularly firm hold. One result which uniformly follows the abolition is better school-houses; and in many places the necessity for better houses is forcing abolition upon the town.—(Report of board of education, 1873–'74, pp. 79, 80.)

HINDERANCES STILL EXISTING.

On the other hand, the agent notices certain obstacles to progress, resulting, he believes, mainly from the want of enlightened public sentiment. The first specified is the need of more efficient supervision. In some instances the towns grudgingly pay the pittance charged for the too infrequent visits of the committee to the schools, and in many the task of superintending the schools has come to be so thankless that those best fitted for the duties refuse to accept the office of school committee. The worst possible form of supervision is that which results from the district system, where the selection of the teachers is left to a prudential committee and the oversight of their work, perhaps, to a subcommittee. Again, many persons are employed to teach who have neither zeal nor fitness for their calling, while even well qualified teachers are sometimes compelled to pursue traditional and often irrational methods in the schools. In very many, the time is spent in brief recitations of mere words; and even where something more is attempted than committing to memory meaningless expressions, the facts learned are so dissociated as to be of little or no use to the learner. To secure the best results in the schools the needs are an enlightened public sentiment, a careful supervision, and knowledge, skill, and enthusiasm in the teachers.—(Report of board of education, 1873–'74, pp. 81–84.)

REMARKS UPON STATISTICS FOR 1874–'75.

Attendance.—The statistics of attendance offer gratifying proofs of progress, in that they show a large increase in the number of pupils over 15 years of age attending school. It is a cheering indication of some check to the practice of crowding the education of the young into the shortest period.—(Report for 1874–'75, p. 122.)

Frequent changes of teachers.—Another phase of the practical working of the schools as presented by these statistics, namely, the increase of the number of different teachers, furnishes ground for some apprehension. This increase during 1874–'75 was 501, 91 being men and 410 women. While a considerable proportion of the excess in the number of teachers over that of schools may be due to various other causes, it is believed that a larger part must be charged to the unfortunate custom of changing the teacher with every term of the school, towns having thus sometimes three successive teachers in a year.—(Report for 1874–'75, p. 123.)

Truants.—The number of towns which report having made the provision required by law concerning truants is only 130, less than one-half the whole number. The early law relating to truancy simply authorized the towns to make needful by-laws concerning habitual truants; that of 1862 *required* them to make such by-laws, and in 1873 an important amendment was made to the law, requiring the school committee to appoint truant officers and fix their compensation. This duty is not contingent upon the action of the town, but is an actual command to the committee.—(Report of board of education, 1874–'75, p. 124.)

Prompt obedience to this feature of the law is urged.

MUSIC AND DRAWING.

The public schools of the State, in the opinion of Mr. Phipps, are generally doing a great and good work, highly creditable to them and to the State; but in order to bring them all up to a uniform standard of excellence and secure the best possible results, existing deficiencies and faults must not be ignored. He therefore calls attention to the unsatisfactory results witnessed outside of the cities and large towns in respect to singing and drawing. In many of the rural towns of the State, the teachers them-

selves know very little of these subjects; consequently can teach little of any real value. When the agent expresses a wish, in such schools, to hear the children sing, they repeat by rote and mechanically the words of a few songs, often with harsh and discordant voices, and without the slightest appreciation of the sentiment or its proper musical expression; and this is called singing. When he asks what attention has been paid to drawing he is shown a multitude of little books, often mere scraps of paper, covered with a great many strange objects that bear no resemblance to anything in the heavens above, or in the earth beneath, or in the waters that cover the earth; and this is called drawing. He advises, as a remedy for this state of things, that it be made an indispensable requirement of every applicant to teach that she shall know something, theoretically if not practically, of the science of singing and drawing, (for some persons very successfully teach these subjects without being able to sing or draw to their own satisfaction or that of others;) that she be furnished with suitable musical charts and aids in drawing, and then required to exhibit as satisfactory results in these branches as in others.—(Report of board of education, 1873–'74, pp. 99, 100.)

INDUSTRIAL ART EDUCATION.

Every town in the State, except one, having a population of over 10,000 inhabitants had, in 1874, complied with the law of 1870 relating to industrial drawing. Director Smith again urges upon the board of education that the statute should be amended to include all towns of 5,000 inhabitants and upward, believing that a greater number of mechanics would receive instruction in the 50 towns so included than are now receiving it in the 23 at present influenced by the statute. There is as much need of industrial art education in the smaller as in the larger centers of population, and in Europe it is not unusual to find the most successful classes in quite small towns.

The tendency of the work carried on in the free industrial drawing classes is toward mechanical and architectural drawing, and few take up free hand subjects. Where, however, this has been done, there is a manifest increase of interest displayed by the students. The difficulties in the way of making these classes successful have been very great, and are not yet overcome. More than half of these, Director Smith remarks, are removable at will, and until they are so removed the classes will be inefficient and in danger of being discontinued from want of pupils. He sums up the conditions necessary to carry on a free industrial drawing class successfully as follows: There must be (1) suitable class rooms, lighted by day and night, adapted to the character of work carried on in them; (2) proper examples to be used as copies and illustrations of the subjects studied, in line, color, light, and shade, with models of solid forms and natural objects; (3) a qualified teacher who is familiar with the general subject of art education, theoretically and practically, supported by subordinates who can teach special departments. Without these requirements it has been impossible to achieve absolute success, though even while working under such disadvantages many teachers have attained comparative success.

Exhibitions of drawings by the free industrial evening classes have been made annually for three years past, have been visited by many thousands of persons, and have attracted much attention. The progress made during these three years, says Director Smith, is remarkable, and their suggestiveness even more marked. In conclusion he declares that rapid and sound progress is being made in the subject of industrial drawing in all directions, more than he could have believed possible in the short period of time elapsed since the act of 1870 was passed.—(Report for 1873–'74, pp. 39, 44, 50.)

EMPLOYMENT OF NORMAL SCHOOL TEACHERS.

Secretary White presents a table collated from the returns for 1873–'74, showing the number of normal school teachers employed in the several counties of the State during that year, from which it appears that in only one county was there none employed. In 268 of the 340 towns of the State, 1,666, or nearly 20 per cent. of the whole number of different persons employed as teachers, were from the normal schools, and the demand for such is rapidly and constantly increasing. "Thus," he remarks, "we are slowly but, I believe, surely approaching the fulfilment of the purpose for which Levi Lincoln, as governor, and Dwight Foster, William B. Calhoun, and Henry Dwight Marsh, as legislators, nearly fifty years ago urged the establishment of the Massachusetts school fund, to wit, "That teachers' seminaries might be established in every county in the Commonwealth."—(Report for 1873–'74, p. 125.)

TEACHERS' MEETINGS.

Besides the larger and more public gatherings of teachers at national, State, and county associations, and at teachers' institutes, it is becoming a very general custom, in the cities and larger towns especially, for all the teachers in the town to meet at stated periods, generally once a month, for a half day or an evening, to discuss educational topics, to give and receive counsel in matters relating to their individual experience in teaching and governing their schools, and in various other ways to promote the interests of education. In some places the teachers are allowed a half day in each

month, or once in two months, expressly to attend such meetings, and then are required to attend them. In others they are expected to give a half holiday or an evening for this purpose, and a frequent neglect to do so is regarded as showing a want of interest in their vocation which often results in their failure to secure a re-election.—(Report for 1873-'74, p. 96.)

KINDERGARTEN SCHOOLS.

Ten Kindergärten, 5 of them located in Boston and the others in Newton, New Bedford, Northampton, Worcester, and Yarmouthport, report a total of 16 instructors and 167 pupils. Three of these schools were established in 1874 and 1 each in 1875, 1876, 1871, and 1870. The remaining school does not report its date of organization. In a majority of these schools the number of hours for daily study is 3, only 1 exacting 4, and 2, 3½. The age of admission ranges from 2½ to 3 years.—(Special reports to the United States Bureau of Education, 1875. For further particulars see Table V.)

CITY SCHOOL SYSTEMS.

BOSTON.

Officers.—The public schools of Boston are under the control of a board of education, consisting, since its recent reorganization, of 24 members, with a city superintendent and 6 assistant supervisors. The powers of the board are to supervise and direct the public schools of the city; elect teachers and other school officers, fix their compensation, and discharge them if there be cause; arrange the courses of study in schools and determine such rules as may seem necessary; elect a superintendent of schools and 6 supervisors and the head masters of the Latin, normal, high, and grammar schools. Women are not excluded, and are actually in the board, the only qualification demanded being residence in the city.—(New-England Journal of Education, May 29, 1875, p. 258.)

Statistics.—Number of children between 5 and 15 years of age, 60,255, an increase of 3,571 during the year; average number of pupils belonging to day schools of all grades, 44,984; average daily attendance, 41,606. Number of day schools, 477, of which 9 are high schools, 50 grammar, 114 primary, 2 for licensed minors, 1 Kindergarten, and 1 for deaf-mutes; number of evening, including 6 drawing schools, 21; making a grand total of 498 schools. There were 203 men engaged in teaching these schools and 1,093 women; total, 1,292; of whom 1,245 are regular and 51 special teachers. In the evening high school there was an average attendance of 330 pupils, of whom 124 were young women. In the 9 day high schools the average number of pupils was 2,091; teachers, 81; 455 pupils in these schools—382 girls and 73 boys—received diplomas of graduation at the close of the school year. The number of promotions among the 24,413 grammar school pupils was 1,245, of whom 625 were boys and 620 girls. The expenditure for school purposes during the year was $2,081,043.35.—(Statistical report, for 1875, of the statistical clerk, Phineas Bates, esq.)

Drawing.—The work of the primary schools of Boston shown at the fourth annual exhibition of industrial drawings of the schools of the State held at Horticultural Hall, in June, 1875, was considered to be very full and fine. It consisted of free hand drawing from cards, blackboard dictation exercises, memory drawing, and model drawings from the blackboard, and original designs by children from 6 to 10 or 11 years of age. While the copy work of this class of pupils shows excellent practical skill, it is said that the cards of model and original drawings far surpass in execution any work of the kind ever before exhibited in America. Art critics are amazed at the results of the primary schools, and claim that they surpass in real merit the more finished work of the higher classes.—(New-England Journal of Education, June 12, 1875, p. 282.)

About two-thirds of the whole number of the public school teachers of this city have been examined by Professor Walter Smith and received from him certificates of ability to teach drawing according to the requirements of the drawing course.—(Same journal, May 29, 1875.)

Normal school.—The number of pupils who entered the Boston Normal School in the fall of 1875 was 76, all except 13 being graduates of the various high schools of the city. The average age was 19 years.—(Report for 1874-'75 of statistical clerk of school board, p. 18.)

CONCORD.

Officers.—A school committee of 8 members and a superintendent of schools, Dr. E. W. Emerson.

Statistics.—Whole number of schools 13, including a high school; whole number of pupils in three terms, 1,294; average enrolment each term, 431; average attendance, 349. Teachers employed, 18; wages of these, $100 to $500 a year.

Notes.—Want of moral tone, a low standard of teaching, and consequent superficiality, lack of system, and want of support from parents are evils complained of by the

superintendent, and for which he suggests some appropriate remedies. Drawing is practised as a required study in all the schools except the primaries, while in music surprising and gratifying progress has been made. Ventilation has been secured in winter by the simple device of narrow boards placed under the lower sash across the whole breadth of the window, thus throwing a current of fresh air upward toward the ceiling.—(Report of superintendent for 1875–'76.)

FITCHBURG.

Officers.—A board of education of 18 members, 3 from each ward, of whom one-third go out each year, with the president of the common council as *ex officio* member, and the mayor of the city as *ex officio* chairman, and a superintendent of schools.

Statistics.—Whole number of schools, apparently, 36, including 8 ungraded ones, 15 primary and secondary, 8 intermediate, 3 grammar, and 1 high school. An evening drawing school has also been maintained. Enrolment in the schools for the year, 2,473; average number belonging, 1,944; average daily attendance, 1,750. Teachers employed December, 1875, 54, besides 3 special teachers; wages of teachers, $350 to $2,250 per annum.

A good and well arranged course of study accompanies the report, but the superintendent, having been in office only a few months, speaks only in a general way of the manner in which this is carried out.—(Report of Superintendent J. G. Edgerly for 1875.)

HAVERHILL.

Officers.—A school board of 18 members, 3 from each ward, one-third going out each year, the mayor of the city as chairman *ex officio*, and 3 truant officers.

Statistics.—Whole number of schools, including high, grammar, primary, and union schools, apparently, 51, besides an evening drawing school and an evening school for instruction in ordinary studies. Number of different pupils registered, 2,887; average number belonging, 2,260; average attendance, 2,013. Number in evening schools, 386; average number, 310; average attendance, 177. Percentage of attendance in all the schools, 85.24.

The schools of the city have been for 1874–'75, as previously, under the dissociated charge of subcommittees of the school board. These different committees being differently conditioned as respected disposable time, experience, and qualifications, some schools have had the benefit of careful and judicious superintendence, while others have suffered from partial or complete neglect, and all have felt the lack of one central controlling influence, harmonizing all their varied work and guiding it by a thoroughly balanced system, step by step, from the lowest to the highest grade. By having, as in some other cities, a supervisory board, serving, like the city council, without pay, and establishing a superintendent, with suitable salary, to attend to the detail work and general control, there would be, the committee think, with a slight increase of expense, a much more fruitful result from the outlay now made.—(Report of school committee for 1874–'75.)

HOLYOKE.

Officers.—A school committee of 9 members, 1 from each ward and 2 at large, with the mayor of the city as chairman and a superintendent of schools as secretary.

Statistics.—Number of schools, not distinctly given. Teachers, including 3 in high school, 4 in grammar schools, 3 in intermediate, 15 in primary, and 5 in mixed schools, 31. Pupils enrolled, 1,557; average number belonging, 1,003; average attendance, 860; number of tardinesses for the year, 7,349; number of pupils neither absent nor tardy, 11.

It is worthy of remark that while 1,557 have been enrolled in the public schools "about as many more" are said by the superintendent to have been enrolled "in the parochial schools connected with St. Jerome's parish." "Not less than 200 have been enrolled twice, once in public school and once in the parochial school." Still "more than 1,000 children of legal age daily absent themselves from school." This truancy, however, it is hoped, may be checked by enforcement of the truant ordinance, as now the name, age, and residence of every absentee from school are known, and the truant officers can thus act efficiently.

The committee on music report considerable progress made, and one on evening schools says that these schools were opened December 2, 1874; continued three months for 2 hours of 4 evenings each week, and had an attendance nightly of 450 eager pupils. The evening drawing school was taught in a room poorly lighted and not centrally located; consequently the attendance was not as large as might have been secured.—(Report of school committee and Superintendent L. H. Marvel, for 1874–'75.)

LAWRENCE.

Officers.—A school committee of 2 members from each of the six wards of the city, with the mayor as chairman *ex officio* and a superintendent of city schools acting as secretary. One-third of the committee go out each year.

Statistics.—Number of school buildings occupied by public schools, 18; single rooms for both study and recitation in primary, middle, and grammar schools, 51; double rooms in these, 12; in high school, 2 rooms for studies and 5 for recitations. Pupils enrolled in public schools, 4,749; average monthly enrolment, 3,713. Enrolled in St. Mary's Roman Catholic schools, 1,029. No summary of average attendance. Teachers in public schools, 83, with three additional special teachers of drawing, writing, and music; wages of teachers, $425 a year to $2,500.

Under the operation of a truant law, with efficient truant officers, truancy has been reduced from 488 cases to none, not a single case of habitual truancy being known by the officers at the date of the report. In the schools the custom of daily marking each pupil in each recitation has almost entirely given place to a monthly examination in each study. Free evening schools have been maintained from October to March, 1 for men and boys and 1 for girls, with a total attendance of 419 and an average attendance of 287, under 23 teachers.—(Report of Superintendent G. E. Hood for 1875.)

NEWBURYPORT.

Officers.—A school committee of 9 members, with a chairman, secretary, and agent. One-third of the committee is changed annually.

Statistics.—Public schools, 23; number of sittings, 2,476; scholars enrolled during the year, 2,142; average attendance in winter, 1,468; in summer, 1,414. Teachers employed, 46; salaries of these, $350 to $1,900. Evening school for women: enrolment, 103; average attendance, 60; evening school for men: enrolment, 109; average attendance, 90.—(Report of school committee for 1875.)

SALEM.

Officers.—A school committee of 18 members from 6 wards, with the president of common council as member *ex officio* and the mayor as chairman *ex officio*, a superintendent of schools, and a secretary of the board.

Statistics.—Number of children of school age, 4,688; enrolled in public schools, 4,148; in private or parochial schools, 764. Average daily attendance in public schools, 2,960. Teachers employed, 83, of whom 42 were graduates of normal schools and 9 others had studied in them; salaries not given.

The study of vocal music is pursued in all the public schools, with marked improvement in its quality. Drawing also has been prosecuted with success. An evening school for boys enrolled 170, with an average attendance of 83; an evening school for girls, 105, with an average attendance of 57.

An interesting history of the school system of the city is given by the superintendent, beginning with the first free school in 1637 and coming down to 1875, and showing in succession, first, the individual school, then, the growth of a system of schools, and then, from the need of agents to regulate and inspect the schools, the appointment of a school committee and a superintendent, the last not till 1866.—(Report of school committee and of Superintendent A. D. Small for 1874–'75.)

SPRINGFIELD.

Officers.—A school committee of 8 from the wards with 1 at large and a superintendent of schools, A. P. Stone, esq., who is also secretary of the board.

Statistics.—Population of the city, 31,026; children of school age, 5,668; enrolled in day schools, of this age, 5,234; whole enrolment, 5,690; average daily attendance, 3,944. Pupils in evening schools, 404; in draughting schools, 178; in all schools, 6,272.

The schools generally are reported to have been in good condition and to have made gratifying progress during the year; grading improved and discipline satisfactory.—(Report for 1874–'75.)

TAUNTON.

Officers.—A school committee of 9, with the president of common council as member *ex officio* and the mayor as chairman. Superintendent of schools, W. W. Waterman, esq.

Statistics.—Population of the city, 20,429; children of school age, 3,846; enrolled in public day schools, 3,647; in 3 free evening schools, 187; in 3 private schools, 216. Average daily attendance in the city day schools, 2,567. Teachers in these, 74; wages, $200 to $1,600.

Some important remarks are made in the report on the proper method of securing good ventilation of a school-building.—(Report for 1874–'75.)

WOBURN.

Officers.—A school committee of 7 men and 2 women, with a superintendent of schools, E. H. Davis, esq.

Statistics.—Population of the town, 9,599; children of school age, 2,122; enrolled in public schools, 1,977; average daily attendance, 1,498. Schools, 37; school-houses, 13. Teachers, 51; wages of these, $350 to $2,000.—(Report of committee and superintendent for 1874–'75.)

A valuable historical sketch of the schools from 1673 accompanies the report

WORCESTER.

Officers.—A school committee of 24 members, one-third changed yearly, with the mayor as president, and a city superintendent, who is also secretary.

Statistics.—Population of city, 49,317; children of school age, 7,988; registered in day schools, 8,896; in evening schools, 615; in free evening drawing schools, 155; total, 9,665; besides 1,200 in private and parochial schools. Average daily attendance in public day schools, 6,204; teachers in day schools, 164; in evening schools, 18; wages, $450 to $3,000.

The schools appear to be thoroughly organized, and the report respecting them is an excellent one throughout, a brief historical sketch of the school system of the city forming a part of it.—(Report of school committee and Superintendent A. P. Marble for 1875.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

Secretary White states that at no time since his official connection with them have the State normal schools been in a more satisfactory condition than now. The school-buildings of the four older schools have been enlarged and greatly improved, so that 200 pupils can be accommodated in each, instead of 120 as before, thus allowing, at comparatively small cost, an increase of 320 pupils. The schools are rapidly filling. The Salem school is already full, having more than 230 pupils. The classes entering the schools at the beginning of the school year in September last were larger than ever before, notwithstanding the fact that nearly 100 offered themselves for admission at the new school in Worcester, of whom nearly 80 were admitted. This school was opened for pupils on Tuesday, the 15th of September, 1873. The building stands on a beautiful eminence in the easterly part of the city, and within five minutes' walk of the new station for the use of all the railroads which enter the city. It is built of stone, quarried near by, with granite facings. In its simple but grand proportions, and especially in its well-nigh perfect adaptation to its high purposes, it is alike an ornament to the city and an honor to the Commonwealth. It will easily accommodate 250 pupils. The enlargement of the boarding house at Bridgewater was completed early in 1874, and the house at the date of the report was occupied by nearly 130 pupils. A new boarding house at Westfield was completed in July, 1874, and is admirably adapted to its purpose. It has a capacity for 130 pupils. The five schools have now a capacity for 1,050 pupils. When these are filled, others will be called for and one after another established, until—and that at no very distant day—not less than 2,000 pupils will be found in them.—(Report for 1873-'74, pp. 123, 124.)

STATISTICS OF NORMAL SCHOOLS.

Framingham.—Opened at Lexington 1839. Attendance during the year, 142; graduates, 35, of whom 6 were from the advanced course. Of 657 graduates of this school heard from, 95 per cent. were found to have engaged in teaching for an average period of 6.33 years.

Westfield.—Opened 1844. Number of different pupils in attendance, 176; number who completed the course of study, 42. Since the opening of this school, in 1839, there have been 2,610 pupils, and 816 have received diplomas. Most of these have taught or are teaching in the schools of the State, the average period of their service being upward of five years.

Bridgewater.—Opened 1840. Number of different pupils during the year, 210; graduates from the regular course, 43; from advanced class, 6; total, 49. Number admitted since the beginning of the school, 2,275; graduates in that time, 1,337.

Salem.—Opened 1854. Number in attendance during the year, 273; graduates from the regular course, 55; from advanced class, 3; total, 58. Whole number of pupils since the opening of the school, 1,848; number of graduates, 868.

Worcester.—The number of pupils admitted since the beginning of this school in September, 1874, has been 122. Of these 29 have withdrawn, leaving 93, divided into 3 classes of 28, 18, and 47.

The library here has been increased by the purchase of 592 volumes of text books and 457 volumes of reference books. Some illustrative apparatus for teaching drawing, physiology, &c., has been supplied. A chemical laboratory, accommodating 18 working pupils, has been fitted up and supplied at a cost of $800, and about $300 more has been expended for philosophical apparatus.—(State report for 1874-'75, pp. 27-52.)

NORMAL ART SCHOOL.

"The progress made by this school since its first establishment," says Mr. Walter Smith, State director of art education, "has been a subject of astonishment to many experienced educators." When the school was first established, Mr. Smith's estimate that 100 students might be expected was, he says, regarded as visionary. But before

it had been opened three months 107 students had been admitted and nearly as many more refused admission on various grounds, want of accommodation being the principal. At the close of the year 1874, there were on the books and in attendance at the school 188 students, and more than that number were refused admission or their admission postponed. The school, which can only seat 72 students, has been made to accommodate 188 by giving to each of the classes an average of about one-third of the instruction applied for. This has been done in order to give as many individuals as possible a little instruction by way of a beginning. "It has been," says Mr. Smith, "almost impossible to do otherwise than this. Parents have brought their sons and daughters, who have chosen to adopt the vocation of the art teacher, and claimed admission to the school, offering to pay anything that might be charged for the instruction or bear all the inconvenience of crowding and confusion, if only they might be allowed to attend even for one or two days a week. Nearly one hundred pupils from other States, offering to pay the fee of $50 per annum if they could come, have been refused on the ground that there was no room even for residents of this State. I judge that if a normal art school could be built in Boston, thoroughly adapted in plan and arrangements for the purpose and capable of accommodating as many students as applied for admission, it might be opened with 500 students." He therefore recommended very strongly in his report for 1873–'74 the erection by the board of education of a building capable of holding as many students as would be likely to need such instruction as the school could give, in which provision should be made for a four years' course of study. This was not secured, but in the fall of 1875 additional and more commodious rooms were leased and fitted for the uses of the school, and are now occupied.—(Report for 1874–'75, pp. 56, 57.)

Director Smith remarks that one of the most gratifying signs of the progress that is being made in the study of drawing is the great improvement in it which is found in the normal schools. During the year they were all examined in drawing more thoroughly than ever they had been before, and the result showed that every student who graduated from the schools would be able to teach drawing in some of its phases, and a large majority in all the elementary subjects. This advancement, he says, if continued, will make industrial art education both possible and permanent in the public schools, where, to be successful elsewhere, it must be commenced. He indorses a suggestion made by Mrs. Dickinson, who has charge of the drawing in the Westfield Normal School, that some students, who have a great love for drawing and intend to become teachers of it, could be prepared for the normal art school examinations and prepare the diploma works while studying in the normal schools. This he thinks a valuable suggestion, for thus the art school course could be shortened by a year.—(Report for 1873–'74, p. 42.)

EDUCATIONAL JOURNALS.

The New-England Journal of Education, which grew out of the union of the State educational journals of New England together with the College Courant of New Haven, started at the beginning of the year 1875 under most favorable auspices. Each State association appoints its State editor, and thus each weekly issue brings tidings from all parts of New England. It is also becoming national in its character and circulation, already counting among its contributors many of the prominent educators of the country.—(Report of secretary of State board in Connecticut, pp. 131, 132.)

TEACHERS' INSTITUTES.

During the year 1873–'74 8 sessions of teachers' institutes were held, with an attendance ranging from 40 to 130 and aggregating about 700. These institutes were conducted on a plan differing from that which has heretofore been followed, in respect to the time devoted to each and the number of instructors employed. Owing to the failure of the legislature to furnish the means required by law to be furnished, it was decided to employ only the agents of the board and the principals of the normal schools and to reduce the time of each institute to two full days and three evenings. Secretary White declared himself, on the whole, so well satisfied with the result of the experiment as to advise a further trial of it. Heretofore a serious obstacle in the way of the highest degree of success has been the failure to secure the constant attendance of a class during the week usually devoted to a session. The effect of holding the institute for a shorter time has been to give to the class a degree of uniformity highly favorable to successful work. Secretary White states, moreover, that he has found himself gradually coming to the conclusion that teachers' institutes must, at no distant date, give place to other agencies. In addition to the State normal schools, training schools or classes for teachers in high schools are existent in many of the cities and larger towns, and such schools, the secretary thinks, are doing far more efficient and thorough work in the education of teachers than the institutes can be expected to do. He believes, too, that the time has come when more labor and care should be expended on the supervision of schools, even to a remission of labor in the institutes, if there must be a choice between the two.—(Report for 1873–'74, p. 122.)

Eight of these institutes were held in 1874–'75, 6 in the western counties, by Special Agents Walton and Hubbard, and 2 in the eastern, by the general agent, A. J. Phipps.—(Report for 1874–'75, pp. 142, 143.)

SECONDARY INSTRUCTION.

HIGH SCHOOLS.

The general agent, Mr. Phipps, reports the whole number of high schools in the State, according to his latest returns, (1873–'74,) as 209. These were maintained in 187 cities and towns—more than one half the number in the Commonwealth—many towns having such schools, though not required to by the statute, and a number having more than one. Of a large number of these schools the agent speaks in terms of the highest commendation, as being well supplied with apparatus for illustrating natural philosophy, chemistry, and such other subjects in the course of study as require illustration, with mural maps, classical and modern; with encyclopedias, dictionaries, and other books of reference, and with the very best teachers that liberal salaries can command. Not only can a most excellent English education be obtained in them, equal, and sometimes superior, to that obtained in many so-called colleges, but from many of these schools young men go to college with as thorough a preparation as the best New England academies can give. About one-third of the high schools, he thinks, are of this class. Another third embraces schools of much excellence, giving a fair English education and a passable preparation for college. The remaining third is of a much lower order, being but little in advance of the average grammar school. Even such as these, however, it is believed, are doing a good work, and are of great value to the towns maintaining them.—(Report of board of education, 1873–'74, pp. 90, 92.)

The report for 1874–'75 appears to show only 203 high schools, 162 in towns required to keep them and 41 in towns not so required; but reference is made to places holding them for short terms, which may include still others.—(Report for 1873–'74, pp. 90, 92; report for 1874–'75, pp. 137, 138.)

No report is made of the number of pupils enrolled in the high schools, nor of the comparative numbers engaged in English studies only, in classical courses, or in modern languages. For such returns the country still waits, in hope that they may yet be given.

ACADEMIES AND SEMINARIES.

Reports have been received from 49 schools of the above class, 5 of them for boys, 14 for girls, and 30 for both sexes. A majority of all these schools report themselves unsectarian, while 3 are under the influence of the Protestant Episcopal Church, and 6 under that of the Congregational. The Unitarian, Baptist, and Roman Catholic Churches have each 2, and the Universalist, New Jerusalem, and Methodist Episcopal Churches 1 each. Ten do not report on this point.

In 28 of these schools were libraries ranging from 36 to 3,409 volumes, the total number of volumes being 20,479. Some philosophical apparatus was possessed by 28, and at least the beginnings of a chemical laboratory by 15. Instrumental music was taught in 27, vocal in 30, drawing in 37.

The 5 schools for boys reported an attendance of 181 pupils under 19 teachers, 71 of the boys pursuing classical studies and 14 studying modern languages. The 14 schools for girls report 109 teachers and 578 pupils, 101 of them apparently engaged in classical and 352 in modern language studies, with 20 unclassified; while in the 30 schools for both sexes there was an attendance of 101 teachers and 3,394 pupils, (1,812 boys and 1,582 girls,) of whom 527 were pursuing classical studies and 417 in modern languages, making a grand total of 4,153 pupils (1,993 boys and 2,160 girls) instructed by 229 teachers, 699 of the pupils in Latin and Greek and 783 in modern European tongues.—(Returns to Bureau of Education, 1875.)

PREPARATORY SCHOOLS.

Twenty-two schools of this class, devoted, with one exception, exclusively or mainly to the preparation of students for colleges and scientific schools, report for 1875 a total of 1,142 students in training for a collegiate and 211 for a scientific course, besides 868 other students. Of these schools the Phillips Andover Academy shows 140 pupils in its classical department, with 99 scientific and general; the Public Latin School, Boston, 373 in classical studies, with no note of any others; the Adams Academy, Quincy, standing next to these, and showing the influence of an old family by reporting 130 in the classics; while Williston Seminary gives 110 in classical, 30 in scientific studies, and 100 others.—(Returns to Bureau of Education for 1875.)

Then 205 students are reported in the preparatory departments of Boston College, Boston, and the College of the Holy Cross, Worcester, all preparing for a classical collegiate course.—(Returns, &c.)

NEW SECONDARY SCHOOL.

A valuable addition has been made to the means of secondary education for this State by the founding of the Cushing Academy, Ashburnham, opened in 1875. This school is the fruit mainly of the liberality of Mr. Thomas Cushing, late of Boston, who devoted to it over $80,000 of endowment, with a legacy of $25,000 more, to come to it on the

death of Mrs. Cushing. The original sum was to remain at interest till enough should accrue to defray the expense of building, to facilitate which Mr. George C. Winchester gave a site of several acres, pleasantly improved. The academy building, completed in the summer of 1875 at a cost of about $90,000, is said to be a fine specimen of school architecture, and was opened in September with 80 pupils of both sexes.—(New-England Journal of Education, July 31 and September 18, 1875.)

BUSINESS COLLEGES.

Five business colleges and commercial schools, 4 of them located in Boston, the other in Pittsfield, report a total attendance of 826 pupils in 1875, of whom 108 were young women. Penmanship, book-keeping, and commercial correspondence enter into the course, and in some cases nautical studies. In one, Comer's, Boston, engineering, surveying, mechanical and architectural drawing, French, German, and Spanish are also taught.—(Returns to Bureau of Education for 1875.)

SUPERIOR INSTRUCTION.

AMHERST.

The courses of instruction pursued here are classical, scientific, and partial, the latter being for the benefit of students who, from ill-health or other causes, may be unable to pursue the full course. Candidates for the degree of master of arts in course must be graduates of at least three years' standing and must have spent at least two years in professional and other liberal studies.

Special attention is paid to physical education. A professorship of hygiene and physical education is filled by a competent physician, under whose direction the students are required to exercise at an appointed hour each day. A prize of $100, given by John H. Washburn, of New York, is offered to the class which shall most faithfully discharge its duties in the gymnasium and carry out most fully the instructions of the professor of hygiene. Great improvement in health has been secured during the last thirteen years by these provisions for physical education.—(College catalogue, 1874-'75, and Amherst Student.)

BOSTON UNIVERSITY.

The facilities for instruction in connection with the university were greatly increased and diversified during the year 1874-'75. At the close of that academic year the number of officers of instruction and government, exclusive of those in the preparatory departments and in co-operating faculties abroad, was 102 against 87 the preceding year. The number of students in attendance in 1874-'75, exclusive of those in preparatory departments, was 478, of whom 82 belonged to the colleges of liberal arts and of music and 402 were in the professional schools. Of the 478 in all the colleges and schools, 102 were young women, an excess of 38 over the number present the preceding year. No other university in the world, it is asserted, with possibly one exception, has admitted so large a number of young women to studies of the same grade. The number of graduates from the professional schools was 126, against 42 the previous year, an increase of 300 per cent. The collegiate departments, having been organized in 1872 and 1873, have not yet presented classes for graduation.

The financial resources of the university are classified as follows: (1) the real estate and funds of the school of theology, estimated, when received in June, 1871, at $242,736 36; (2) a guarantee fund, subscribed in 1872, to meet anticipated deficits of the law school for the period of five years; (3) the real estate and funds of the school of medicine, valued at about $150,000, part raised by subscription and part received from the trustees of the New England Female Medical College; (4) real estate and funds not restricted as to use, valued at a little over $2,000; (5) the annual income from tuition in the different schools and colleges, not far from $25,000; and (6, prospective) three payments from the trustees of the Rich estate, prior to its final transfer in 1882.—(President's annual report, 1874-'75.)

COLLEGE OF THE HOLY CROSS.

This college, located near Worcester, is under the control of the Roman Catholic Church. The course of study embraces seven years, three of which are preparatory. It is for male students only. Improvements involving an expense of nearly $50,000 have been undertaken to enable the college to accommodate 230 students, with a new chapel, study hall and dormitories, and gymnasium.

The graduates in 1875 numbered 16; volumes in library, 11,000.—(College catalogue for 1875.)

HARVARD.

Two new professorships were established in the college during the year 1874-'75, one of music and one of the history of art. The theory and history of music were first made a subject of regular college teaching in the year 1871-'72. It has commended itself to

the faculty as a serious and difficult study and a fit part of liberal training, and last year it was made one of the subjects in which honors may be given at graduation. The history of art was first offered to the choice of the students as a college elective in the spring of 1874, and was immediately chosen by a considerable number of persons. The subject proved to have a double value, for, while it had to do mainly with art, it had also close relations with history and literature.

The experiment of voluntary attendance at recitations and lectures on the part of seniors, which has been in progress since the beginning of the year 1874–'75, has resulted satisfactorily. It has shown that, as a general rule—and taking due account of special reasons for absence—seniors absent themselves most from the least profitable exercises. The attitude of the students toward the university, their relations with their instructors, and their conception of their privileges and responsibilities are gradually undergoing a propitious change. Scholarship, as tested by the examinations, does not seem to have been affected either favorably or unfavorably by the voluntary attendance.

In the spring of 1875 the hours of recitations and lectures were arranged upon the plan of having a midday lunch, a free hour for exercise before dinner, and a late dinner; an arrangement which secures all the hours of daylight in winter for mental work, leaves a perfectly free hour for exercise after all lectures and recitations are finished, and dispenses with lectures and recitations by gaslight in winter. A trial of three months has developed no defects in this plan to counterbalance its merits.

The average age of the young men admitted has been gradually rising during the whole of this century, until, as the president of the college believes, it has now reached a limit which had better not be exceeded, namely, 18 years and 6⅔ months.

The college library received four considerable funds for the purchase of books during the year 1874–'75: the proceeds of one-half of the residue of the estate of Charles Sumner, $29,005; a bequest of $15,000 from the late President Walker and of $3,000 from Ichabod Tucker, the time of payment of which was anticipated by a lady of Mr. Tucker's family, who also added $2,000 to the gift; while $5,000 was received from the estate of the late Harriet J. G. Denny, paid by her children at her request—a total amount of $54,005. The library has now an annual income of more than $10,000 exclusively devoted to the purchase of books, and as the increase is far beyond the present accommodations for the books, an enlargement of Gore Hall has become a necessity.

Summer courses in botany, chemistry, and geology were given in 1875 with good results. The number of students, 98, was larger than ever before, and 64 of them were teachers. The course in field geology was a novel experiment, the object being to promote good teaching of elementary science in schools by giving teachers opportunities for laboratory and field work. The course was given in a camp at Cumberland Gap, Ky., and, although the season was unusually rainy, the measure of success attained was sufficient to encourage a repetition of the course upon the same ground in the summer of 1876.—(Report of the president of the college, 1874–'75.)

TUFTS COLLEGE.

This college, located near Boston, is under the influence of the Universalists, and is for the education of young men only. It has a classical, a philosophical, and an engineering course, the last extending through three years. The standard of admission to the classical course is a high one.

The degree of master of arts, subsequently to 1876, is to be conferred on graduates who shall pursue, under the direction of the faculty, a prescribed course for one year in at least two departments, and on graduates of other colleges whose courses of study have been equivalent to those required of the graduates of Tufts.— (College catalogue for 1875–'76 and special report to the United States Bureau of Education.)

WILLIAMS COLLEGE, WILLIAMSTOWN.

The catalogue for 1875–'76 shows that in this college the means of illustration in physics, chemistry, astronomy, and the other scientific branches are ample. The college library, open to students for two hours each day, contains 17,000 volumes. Physical training receives special attention.

The custom of hazing is dead here, a pledge to refrain from this and all similar practices being exacted by the faculty from all members of the sophomore class.—(College catalogue 1875–'76 and New-England Journal of Education, September 18, p. 131.)

COLLEGES FOR WOMEN.

Eleven institutions for the superior instruction of women report their statistics for 1875, as follows: number of instructors, 179; number of students, 1,318; of whom 789 were pursuing collegiate studies. Music, both vocal and instrumental, and drawing are taught in all, and painting and modern languages in all but 1; 9 report the possession of chemical laboratories; 10, that of philosophical apparatus; 6, museums of natural history; 3, astronomical observatories; 5, at least the beginnings of art galleries; 9, gymnasia; and 10, libraries ranging in size from 300 to 12,000 volumes. Eight of these colleges are non-sectarian in their influence; 2 are under control of the Congregational and 1 of the Methodist Church.

Smith College, at Northampton, was dedicated July 14, 1875. The requisites for admission are equal to those in colleges for men, and the length of the course and its requirements the same as those of Yale, Harvard, or Amherst. It is meant that what is done shall be done well.

Wellesley College already numbers 300 students, 60 of whom are pursuing collegiate studies. The building is represented as being one of unequalled beauty, convenience, and adaptation to its destined uses. Everything in the way of costly apparatus, fine working libraries, with charts, maps, and illustrations of all kinds, has been provided. A large corps of accomplished teachers has been engaged, selected almost at the will of the founder, who, by offering high salaries, has been able to call to his aid some of the highest talent.—(Replies to inquiries and New-England Journal of Education, February 6, 1875, p. 70.)

Statistics of a university and colleges, 1875.

Names of university and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
Amherst College	20	7	0	338	$375,000	$396,234	$25,595	$36,611	$0	$271,581	37,084
Boston College	9	...	130	41	200,000	0	0	7,000	0	.....	*a*8,000
Boston University	10	...	0	84	.....	.....	.....	.....	.....	.....	.....
College of the Holy Cross.	15	0	75	80	250,000	0	0	35,000	0	0	*a*12,000
Harvard College	53	*b*13	0	830	*2,000,000	1,600,000	115,462	103,414	0	*c*329,695	155,000
Tufts College	11	0	.....	73	*d*1,000,000	.....	.....	.....	.....	.....	16,000
Williams College	14	...	.....	172	200,000	*280,000	*20,000	*9,000	0	79,982	*a*27,500

* From Report of Commissioner of Education for 1874.

a Includes society libraries.

b Partially.

c Scholarship and fellowship funds.

d Total valuation of college property; the income is about $40,000.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENCE.

Massachusetts Agricultural College.—This college, incorporated in 1863 and located at Amherst in 1864, owns property worth about $265,000, (including buildings, farm stock, books, apparatus, &c.,) in addition to its endowment from the congressional land grant of 360,000 acres of land, making in all a sum estimated at $518,000 for value for educational uses of the college.

The number of students admitted on examination since the beginning is 398, of whom 95 have completed the four years' course and received the degree of bachelor of science. It is a noteworthy fact that nearly all who enter the college become desirous of graduation. There is also a steadily increasing tendency to return after obtaining a degree for post graduate study. The number of post graduates in attendance during the fall term of 1875 was 6, all of whom devoted themselves to chemistry, 4 of them pursuing botany in addition, and 1 veterinary science.

Nothing has so severely checked the growth of this college as the high rate of tuition and the total want of means for the pecuniary assistance of students. If it could be more intimately connected with the educational system of the State by the establishment of a free scholarship in every representative district, which should be open to competition among pupils of the public schools, the results, it is believed, would amply compensate for the expense.—(Catalogue of college, 1875.)

Worcester Free Institute of Industrial Science.—The fifth annual commencement of this institute was attended by a large concourse of representative men from Worcester and some distinguished gentlemen from abroad. The examination and theses of the 19 graduates exhibited a thorough training in the rudiments of technical knowledge and a comprehension of the principles underlying the structures or appliances which were discussed. Students here have the very best facilities for learning the practical as well as the theoretical part of civil and mechanical engineering, as the instruction is given by practical teachers and experienced machinists, having drawings, models,

apparatus, and tools for illustration and practice.—(American Artisan, August, 1875, p. 214.)

This institution has heretofore given its graduates a simple diploma, while other similar ones confer the degree of B. S. upon pupils having the same attainments. Thus, the graduates of this school have been deprived of a recognition of merit, which is not only a recommendation, but a necessary prerequisite for future honors. Therefore the trustees decided to bestow the degree of B. S. on graduates of the institute, in addition to the certificate of attainments. It was conferred on the graduates of the institute for the four preceding years, as well as on those for 1875.—(Worcester Daily Spy, July 8, 1875.)

THEOLOGY.

Harvard Divinity School, (mainly, but not exclusively, Unitarian,) Cambridge.—Within six years two professorships have been added, and the amount of instruction given in the school has quite doubled. The school, since 1872, has offered greater advantages than ever before; yet the number of its students does not increase, but the contrary. The attendance in 1871–'72 was 30, while that in 1874–'75 was but 15. The causes of this condition are, it is stated, many and complex, but the unsettled condition of the clerical profession is a principal one.—(Report of president of the university, 1874–'75.)

Boston University School of Theology, (Methodist Episcopal,) Boston.—This school graduated, in 1875, the largest class it has ever sent out. The entire membership of the school was 90; senior class, 33; middle, 23; junior, 26; unclassified, 8; graduates, 27.

The late Mr. Samuel Stevens, a wealthy merchant of Baltimore, has left a legacy of $40,000 to be used in founding a theological professorship in the university.—(Report of president of university, 1874–'75, and New-England Journal of Education, January 23, p. 46.)

Andover Theological Seminary, (Congregational,) Andover.—Mr. Nathan Durfee has given $25,000 for the erection of a chapel in this seminary; a subscription to obtain $25,000 more is being made up in the town, and work on the building is to commence at once.—(New-England Journal of Education, January 23, 1875, p. 46.)

All candidates for admission here are required to express their purpose to complete, at some place of instruction, three full years of theological study, unless prevented by some unforeseen and unavoidable necessity. Admission to the class of resident licentiates can only be obtained after the completion of such course or its equivalent.—(Catalogue, 1875–'76.)

Divinity School of Tufts College, (Universalist.)—The regular course of instruction occupies three years for bachelors of arts; for all others, four years. Instruction in elocution is given throughout the whole course. Students are also permitted to elect French and attend lectures in the academical department. Special courses are provided of one, two, and three years. Important facilities for general improvement are offered to students by the proximity of the school to such intellectual centers as Boston and Cambridge.—(Advertisement in Tufts Collegian, November, 1875.)

Newton Theological Seminary, (Baptist,) Newton Centre.—This old and well-established institution published, in 1875, a general catalogue showing its lists of officers from 1825 to 1875 and of students from 1826 to the latter date. Among the officers stand such honored names as those of Dr. Barnas Sears, Dr. Alvah Hovey, and Dr. H. B. Hackett, men of whom any institution might be proud; while the list of students embraces 606, great numbers of whom have done honor to their profession and to the alma mater by which they were trained. The course is three years.—(Catalogue, 1875.)

New Church Theological Seminary, Waltham, for the instruction of students in the doctrines and principles of the disciples of Swedenborg. One annual term of five months. No specified length of course.—(Return to Bureau of Education, 1875.)

Episcopal Theological School, Cambridge, for instructing students according to the doctrines, principles, and polity of the Protestant Episcopal Church. Course, three years, the studies of the first year introducing to a knowledge of the Hebrew language, of the origin, contents, antiquities, and canonicity of the books of the Old and New Testament, of the principles of scriptural interpretation, and of the evidences of Christianity; those of the second year applying the principles of interpretation to the Holy Scriptures, developing their doctrinal system, and tracing the history—sacred and secular—of the divine dispensations; those of the third devoted mainly to the Scriptures as the record of revealed theology and of the divine order of church affairs.—(Catalogue for 1874–'75.)

LAW.

Harvard Law School.—Two events of importance happened in the law school during the year 1874–'75. An additional professorship was established named the Story professorship, in memory of distinguished services rendered the university by Joseph Story, from 1825 to 1845, alike as a member of the corporation and as Dane professor of law. The instruction given by the new professor relates chiefly to mercantile law. The other important event was the establishment of an admission examination appli-

cable, from and after the beginning of the academic year, 1877–'78, to all candidates for the degree of the school who are not already bachelors of arts, science, or philosophy. Similar action was taken almost simultaneously by the medical faculty, although the particular requisitions were not identical with those determined upon by the law faculty. Indeed the precise nature of the new requisitions is regarded as not material, as they will probably undergo a gradual and progressive change. The important fact is that the university proposes to demand of all candidates for its degree of bachelor of laws or doctor of medicine evidence of some academic training, not so much for the sake of the knowledge which that training imparts as of the mental power which it develops. In this action the university recognizes a duty it owes to the professions of law and medicine, which have been for fifty years in process of degradation through the practice of admitting to them persons wholly destitute of academic culture. The schools of law and medicine which have sprung up all over the country during the last forty years have held no examinations for admission, nor have they required of candidates any particular previous course of study. Such schools are responsible for the present degraded state of professional education.—(Report of President Eliot for 1874–'75.)

Law School of Boston University.—The president of the university, 1874–'75, reports a decided success in this department, 23 different colleges being represented among the students, Harvard heading the list with 22, Darmouth sending 12, and Brown 10. The degree of LL. B. was bestowed on 54. The total attendance was 131 against 81 the previous year. The full course is three years, but the degree of bachelor of laws is made attainable at the end of the second year, and attendance the third year is entirely optional.—(Year book of the university, vol. 2, 1875.)

MEDICINE.

Harvard Medical School.—The occurrences of most importance in the history of this school during the year are the requirements of examination for admission, already referred to, the establishment of a professorship of clinical surgery, and the subscription of $134,885 toward the required sum of $200,000 for the erection of a fire-proof building in which the Warren Museum may be secured from fire.

The course of instruction in the dental school was also enlarged during the year and the standard of the degree raised, and it was provided that every candidate for graduation must have spent at least one continuous year in the school.

Boston University Medical School.—This school enrolled during the year 146 students, a gain of 64 over the previous year. There were 27 graduates, 20 men and 7 women, 5 of the latter being married. The subject of co-education has almost ceased to be a topic of special interest in the school. It presents no difficulties, and subjects neither teachers nor students to any embarrassments, while the moral tone of the whole school is unquestionably elevated by the united presence of the two sexes.

During the summer of 1874, in anticipation of the large increase of students, a new lecture room was erected above the amphitheatre built the year before, the microscopical room greatly enlarged, the chemical apparatus improved, and other improvements made. The new building of the Massachusetts homœopathic hospital, in close proximity to the college, is in process of erection, and when completed will add very greatly to both the quantity and quality of the clinical instruction, by affording opportunities for the study of diseases at the patient's bedside.

Through the liberality of the friends of the school, the library has been nearly doubled in size and very greatly improved in character during the year. A legacy of $1,000 has been received from the estate of Dr. Harriot K. Hunt, the interest of which is to be applied to the purchase of books for the use of indigent female students.

Here, as at Harvard, there is an endeavor to advance the standard of medical study by requiring all candidates who have not taken a degree in arts to satisfy the faculty that they possess such an English education and such a knowledge of Latin as will enable them to prosecute the study of medicine with profit.—(University year-book, vol. 2.)

ORATORY.

School of oratory, Boston University.—This seems to have shared in the prosperity of the other professional schools of the new university. The whole number of students belonging to the school since its opening in 1873 was 62, of whom 32 were gentlemen and 30 ladies; 22 being clergymen, 29 teachers, 4 lawyers, 2 public readers, and 6 unprofessional. The number in attendance during the year 1874–'75, was 43; gentlemen 17, ladies 26. Of this number, 15 graduated and received the diploma of the school, 12 of whom were ladies. The majority of graduates expect to devote themselves to teaching elocution and oratory as a profession. The full course is two years. All candidates for admission must possess a good English education and present satisfactory evidence of good moral character.—(Year book of university, vol. 2.)

Statistics of schools for scientific and professional instruction, 1875.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
SCHOOLS OF SCIENCE.									
Lawrence Scientific School, (Harvard University.)	18	...	37	1, 3, 4	$75,000	a$401,733	$20,766	$4,320	1,800
Massachusetts Agricultural College	11	....	93	4	250,000	250,000	15,000	6,000	b1,800
Massachusetts Institute of Technology	34	....	300	4	.....	250,000	17,500	47,000	3,000
School of All Sciences, (Boston University)	....	....	7	.....	.....	.....	.....	.....	.....
Worcester County Free Institute of Industrial Science.	12	....	103	3, 3½	175,000	.....	25,000	1,200	1,000
SCHOOLS OF THEOLOGY.									
Andover Theological Seminary	10	7	67	3	200,000	525,000	35,000	.....	34,000
Boston University School of Theology	15	....	102	3	.....	.....	.....	.....	4,000
Divinity School of Harvard University	6	4	20	3	c14,800	252,000	22,500	.....	17,000
Episcopal Theological School	4	....	15	3	250,000	110,000	7,700	.....	750
Newton Theological Institution	8	....	77	3	124,839	322,043	22,543	.....	13,000
New Church Theological School	2	....	2	.....	.....	.....	.....	.....	550
Tufts College Divinity School	8	0	23	4	.....	.....	.....	.....	.....
SCHOOLS OF LAW.									
Boston University School of Law	17	....	165	3	.....	.....	.....	.....	1,600
Law School of Harvard University	5	....	161	2	.....	d47,701	11,845	17,820	15,500
SCHOOLS OF MEDICINE.									
Medical School of Harvard University	35	....	192	3	.....	48,184	4,309	35,028	2,000
School of Medicine of Boston University	27	....	170	3	150,000	50,000	2,500	6,000	1,500
Boston Dental College	6	....	25	3	.....	.....	.....	3,000	75
Dental School of Harvard University	14	....	34	2	20,000	0	0	4,433	88
Massachusetts College of Pharmacy	3	....	75	2	8,000	2,500	175	3,975	850

a Includes funds for the support of the Museum of Zoölogy.
b Includes society libraries.
c Cost of building in 1826.
d Also one-fourth interest in a fund of $413,092.

SPECIAL INSTRUCTION.

EDUCATION OF DEAF AND DUMB AT THE AMERICAN ASYLUM.

The principal of the American Asylum, Mr. Stone, gives the results of attempts made in the institution during the year to teach articulation by means of visible speech, according to Mr. Bell's method, which was first introduced into the asylum in 1872. The attempt was not made to give instruction by this means, but articulation and reading from the lips in connection with it were taught as accomplishments to 46 pupils, of whom 18 had received no previous instruction in speech, 14 had belonged to the articulation classes of the previous year, and 14 others were semi-mute and semi-deaf. In selecting the class, preference was given to those who, from various causes, were thought most likely to improve. Although two years is thought too short a time to see the full workings of visible speech in teaching articulation, yet the results accomplished have been estimated, and an opinion has been formed as to the value of the method. The improvement made by the semi-mutes and semi-deaf in articulation has been decided. Visible speech has proved a powerful aid in their instruction. The results obtained are superior to those of former years by the method of imitation. Certain sounds which are made in the back part of the mouth, and are necessarily obscure, have always been learned by the deaf with great difficulty and uncertainty, if at all, because they have been imperfectly understood. These sounds can be clearly expressed by the symbols and taught from them. Errors of pronunciation can be shown and the correct pronunciation indicated. In respect, however, to that portion of the pupils under this instruction who were congenital mutes, and all that have had no previous knowledge of speech, the experiment has been but partially successful, and it is be-

lieved that the expectation of giving speech to deaf-mutes as a class is not likely to be in many cases realized. A part of the classes referred to learned much language which they will be able to use in the ordinary affairs of life, and would continue to improve with further instruction, but a large majority of them have not gained sufficient practical benefit to compensate for the time and labor bestowed on them. The speech of some is so imperfect and disagreeable that communication by writing, by the finger alphabet, or by ready and expressive pantomime is far preferable, while others have utterly failed to derive benefit, and to instruct them further would be a waste of time. The possibility of imparting correct speech to a considerable extent to selected cases of deaf-mutes has been established, but it seems equally true that certain deaf mutes cannot learn to speak with any reasonable amount of instruction. "At the same time," it is remarked, "the value of visible speech should not be underrated. If a knowledge of the symbols is gained and the power of combining them acquired, they seem invaluable wherever correct spoken language is to be taught to either congenital or semi-mutes. Visible speech, however, is a new method. Earnest and able teachers are laboring to perfect it, and the future will determine what it can accomplish. In its present stage of development it seems likely to benefit the few rather than the many."—(Report of State board of education, pp. 114–116.)

CLARKE INSTITUTION.

Here the system of Mr. Bell has been carried on successfully during the past year, and is still regarded as a very valuable auxiliary to the method of instruction. The progress of the school in mental culture and articulation, though without any marked characteristics, is believed to compare favorably with that of former years.

The cabinet shop has been in operation the whole year. Twelve of the older boys have spent three hours there each day and have made great progress; 7 younger boys have worked an hour and a half each day. The work in the shop makes a part of the training of the boys.—(Report of State board, 1873–'74, pp. 120, 121.)

The whole number of pupils for the year 1874–'75 was 62. Of these 18 were semi-mutes, some of whom retained very little language, scarcely more than disconnected words, while half of them could neither read nor write when they entered school. Six pupils were semi-deaf, only 1 of whom, however, could use connected language or could read. The other 5 would never have learned to talk without special instruction in articulation. The year 1874–'75 was one of peculiar interest, since at its close there went out the first class that ever graduated from the institution a class of 6 pupils, who completed its high school course. This course embraces articulation and elocutionary exercises, arithmetic, (completed,) algebra, geometry, physiology, zoölogy, botany, geology, physical geography, astronomy, natural philosophy, chemistry, history, (ancient and modern,) grammar, rhetoric, English literature, political economy, psychology, and drawing.—(Annual report for 1875 of Clarke Institution.)

BOSTON SCHOOL FOR DEAF-MUTES.

The committee of the Boston day school for deaf-mutes states that the school has accomplished all that its most earnest friends reasonably expect and believe; and that, to meet the just demands of the parents and friends of deaf children, it is desirable to establish day schools for them in every large city, so that they can be at home rather than be sent to boarding schools, where they are shut out from the cheering influences of home life. The method of teaching articulation by means of visible speech, which was introduced into this school by Professor A. Graham Bell in April, 1871, has been successfully used, and with the most satisfactory results.—(Report of secretary of board of education for 1873–'74, pp. 118, 119.)

INSTRUCTION OF THE BLIND.

The Perkins Institution and Massachusetts Asylum for the Blind made its forty-fourth annual report (1875) through its late secretary, Dr. Samuel G. Howe.

The institution is not intended to be an asylum, but a school for the blind, where they may obtain facilities for a thorough practical education, which will enable them to become self-supporting. The course of instruction in the intellectual department embraces all the branches taught in the best common schools, and most of the pupils give as close attention and understand their lesson as well as scholars of the same age possessed of sight. In addition to the studies of the school-room, the course of instruction includes lessons and practice in vocal and instrumental music, thorough practical training in tuning and repairing piano-fortes, with study of their mechanism, instruction in some simple trade, and work at some domestic or mechanical occupation.

Great attention has continued to be paid during the past year to the study of music, both in its practice as an art and in its theory as a science. Instruction has been given to a large number of the pupils by a corps of five talented and able resident teachers, assisted by a few of the advanced scholars, and great facilities for musical culture have been afforded. The services of eminent professors in the city have been employed whenever special instruction on some particular instrument was required, and one of the best vocal teachers in Boston gives lessons in singing to an advanced class.

The system of training pursued in the art of tuning and repairing pianos is both

thorough and comprehensive. The lessons are accompanied by a constant examination and study of the mechanism of the piano, which renders the pupils familiar with the principles upon which the instrument is constructed and enables them to acquire a thorough knowledge of its parts and workings. The graduates of this department generally meet with favor and encouragement from the public, and are, as a whole, successful. Most of them earn a good livelihood by tuning and repairing piano-fortes for private families, while a few are employed in factories.

The institution possesses an extensive library, containing all the important books printed for the use of the blind in this country and in Europe, as well as a large collection of globes, relief and dissected maps, ciphering boards and types, tablets for point-writing, &c.—(Report of the institution, 1875.)

CONVICT SCHOOL.

After the fire which destroyed several of the workshops in the Charlestown State prison, so many of the convicts were thrown out of employment that the warden established a day school for the convicts. It was taught by a convict, a man of education, who, but for strong drink, would not have been there. The teaching was excellent, the pupils manifesting great interest in their studies, and what was begun as a temporary expedient to occupy the time of those out of employment will probably be made a permanent and prominent feature in the prison discipline.—(New-England Journal of Education, January 2, 1875, p. 10.)

EVENING DRAWING CLASSES.

In Charlestown rooms have been fitted up for evening classes in drawing. About 50 adults, chiefly mechanics, are in the mechanical drawing class, some 40 in free hand drawing and about 20 in ship-draughting. The school reports show kindred clas es in most of the cities of the State.

STATE REFORM SCHOOL, WESTBOROUGH.

In this school there are 133 lads. In the two advanced classes 41 out of 60 could not write when sent to the school. All now receive regular and careful instruction. Arrangements have been made with certain gentleman to give the boys a series of practical and familiar talks on "glass," on "coal," and on "the four useful metals, iron, copper, silver, gold," each using specimens and illustrations.—(New England Journal of Education, March 6, 1875, p. 118.)

BOSTON WOMAN'S EDUCATIONAL ASSOCIATION.

This association represents, among other interests, the Harvard examinations for women, a school for teaching the art of cooking, the training school for nurses, the diet kitchen, the Kindergarten, and the language classes for teachers. The second annual report, issued in 1875, states that the committee on industrial education found the opportunity of instituting a small diet kitchen for furnishing food to the sick poor at the dispensary of the New England hospitals for women and children, money having been subscribed to carry it on for several months. The success of the experiment was such as to lead to the opening of a kitchen on a large scale at the north end, which physicians say has already been of service in promoting the recovery of a large number of their patients.

The training school for nurses started by this association had at the date of the report 17 pupils, who were doing excellent work at the Massachusetts General Hospital under the direction of a matron admirably fitted to instruct them.

The committee on intellectual education report an encouraging success for the Harvard examinations for women, and make a very strong appeal to all who seek some practical means of helping on the better education of woman in behalf of these examinations.—(New-England Journal of Education, February 20, 1865, pp. 90, 91.)

SOCIETY FOR PROMOTING STUDY AT HOME.

A society of ladies to encourage studies at home has been in quiet operation in Boston for about twenty months. Its purpose is to induce girls who have left school to form the habit of devoting some part of every day to study of a systematic and thorough kind. Its mode of operation is through the exercise of an oversight by experienced and educated ladies of the home work of younger ladies, and this mainly by means of correspondence. For example, if a girl of 17 or over desires to join the society, she gives her name to the secretary; pays a small initiation fee to cover expenses of postage, printing, &c., and receives in return a programme of the several courses open in history, literature, art, science, German, and French; she selects the department of study which she desires to pursue, and is put in communication with the member of the committee who has charge of the department. She is expected to devote some portion of every day or every week to careful reading and study, order and system being substantial elements in the plan, and, at least once a month, to report progress to her officer, who, in return, gives advice, makes suggestions, and encourages or stimulates the student. Once a year a meeting is held of such as can come together, and a general report is made, with special essays by students, and diplomas are given.—(Philadelphia Evening Telegraph, September 9, 1875, p. 2.)

EDUCATIONAL CONVENTIONS.

STATE TEACHERS' ASSOCIATION.

This association held its thirty-first annual meeting in Boston in January, 1876, upon which occasion addresses and papers of great value were delivered and presented, of which, however, but the briefest mention can be made here.

President Angell, in an address on "The prevention of crime," estimated the annual cost of the criminal class to the country as $200,000,000. The only remedy, in the speaker's opinion, was the public school, free and unsectarian. President Porter's address on "Science and sentiment" sought to show that only harmony should exist between these two activities of the mind. President Marble, in his address of welcome on the second day, enumerated certain questions which he thought should come up for solution at these conventions, namely: "Should cheap teachers shape the destinies of the next generation? Can the public be trusted to elect its educational rulers? Can good school officers be elected by political intrigue? Is Horace Mann's theory correct, that the property of the State should educate the people of the State? Do we have in the school-room too much study of books and too little instruction? Have dull boys any rights which teachers are bound to respect?"

Rev. Thomas Hill, D.D., formerly president of Harvard University, read a paper on "The culture of the imagination," which he thought is in these days too much neglected. Professor B. F. Tweed, of Charlestown, read a paper on "Principles and methods," and Professor Benjamin W. Putnam one on "Decorative art."

In the afternoon three separate meetings were held, those composing the high, grammar, and primary school sections, respectively, coming together in different places. In the high school section "The moral element in education" was treated of in a paper by Mr. A. H. Thompson, principal of the high school at Newburyport, and "The lack of true culture among teachers," by Mr. E. G. Coy, of Phillips Academy, Andover. In the grammar school section papers on "The study of arithmetic" and "The practical value of arithmetic" were presented by Mr. W. E. Eaton, principal of the Harvard School, Charlestown, and Mr. H. C. Hardon, master of the Shurtleff School, South Boston. T. W. Higginson, of Newport, R. I., addressed the association upon "Common sense in teaching history." The general result of his observations relative to the methods of teaching history had been disappointment. The teacher should not attempt to cram the utmost amount possible of facts and dates without reference to the principles and philosophy which underlie them. The child's mind should not be overburdened with a long list of disconnected dates. "The problem of primary school instruction" was presented to the primary school section in a paper prepared by Miss Thayer, of Bridgewater, and read by Miss Lincoln, of Hingham, when Rev. A. D. Mayo, of Springfield, read a paper on "Morals and manners in the recitation room."

At the evening session, Henry F. Durant, esq., founder of Wellesley College, spoke on the "Higher education of women," and Professor Peabody, of Harvard, made an address on "Popular education in its relation to our form of government," in which he spoke of the great danger that threatens the Republic from the fact that the intelligent, cultivated voter was often absent from the ballot-box, while the uneducated, the drift, and the masses were always present, and said that in the education of the people would be the safety of the Republic, and that this education must be obtained in the public schools.

On the third and last day, after the election of officers for the ensuing year, a resolution was adopted approving the action of the committee which had been appointed the previous year to present a memorial to Congress urging the continued support of the United States Bureau of Education, and re-affirming the statements contained in the memorial of the previous year on that subject. Papers were then presented on "The study of history as a means of culture," by Rev. Henry Blanchard, of Worcester, and "The relation of the grammar to the high school," by A. D. Small, superintendent of schools, Salem. The subject of "Education at the Centennial" was discussed by Mr. Philbrick, Mr. Hubbard, and Mr. Walter Smith, who spoke of the facility of exhibiting drawings. After a short lecture by Mr. James F. Blackinton on "Silent forces in education," the meeting adjourned.—(New-England Journal of Education, January 8, 1876, pp. 19, 22, 23.)

BOSTON SOCIETY OF NATURAL HISTORY.

At the meetings of this society on February 17, 1875, and subsequently, Dr. Kneeland gave a very interesting account of his visit to the geysers of Iceland, in August, 1874, Mr. S. H. Scudder gave an account of the structure and transformation of a West Indian butterfly, Dr. Wislow read an article respecting physics and biology, and President Bové showed a fine specimen of quite a rare mineral called "samarskite," from North Carolina. Two Indian skeletons, obtained by Mr. Trouvelot, from Westport, near Fall River, Mass., were examined. Professor N. S. Shaler made some remarks on "Erosion phenomena on sea-shores" and Dr. B. Joy Jeffries on "The comparative accommodation of the eye in man, birds, and fishes." Professor N. S. Shaler, of Harvard, spoke on "The movement of continental glaciers," Dr. Burt, of Wilder, on "A fœtal

dugong and manatee," and Mr. J. A. Allen made some remarks upon the migration of birds and the Signal Service observations.—(New-England Journal of Education, February 27, March 27, and May 8, pp. 103, 151, 220.)

MASSACHUSETTS CONVENTION OF CLASSICAL AND HIGH SCHOOL TEACHERS.

This association held its annual meeting in Boston, April 9 and 10, 1875. Between 75 and 100 teachers were present, including several ladies. Among the topics discussed were "The metric system of weights and measures," "The study of Greek," "The pronunciation of Latin," "Morals and manners in schools," and "The Bible as a text book.—(New-England Journal of Education, April 17, p. 187.)

MASSACHUSETTS ART TEACHERS' ASSOCIATION.

The objects of this association are the advancement of art education by means of lectures, readings, exhibitions of drawings, paintings, &c., and the promotion of social intercourse among members. The names of 60 teachers of drawing and art students are already upon the books of the secretary, and every member is expected to deliver at least one lecture to students upon some subject related to the school studies.—(New-England Journal of Education, March 6, p. 115)

OBITUARY RECORD.

DR. H. B. HACKETT.

The death of this eminent servant of God removes one who had long stood in the front rank of biblical scholars. Dr. Hackett in New Testament Greek and Dr. Conant in Hebrew have each occupied superior positions.

Dr. Hackett was born in Amesbury, Mass., in 1808, and prepared for college at Phillips Academy, Andover. In a delightful reminiscence of school days, in the Atlantic Monthly for 1869, Dr. O. W. Holmes says:

"Of the boys who were at school with me at Andover, one has acquired great distinction among the scholars of the land. One day I observed a new boy in a seat not very far from my own. He was a little fellow, as I recollect him, with black hair and very bright black eyes, when at length I got a chance to look at them. Of all the newcomers during my whole year, he was the only one whom the first glance fixed in my memory; but there he is now, at this moment, just as he caught my eye on the morning of his entrance. His head was between his hands, and his eyes were fastened to his book as if he had been reading a will that made him heir to a million. I feel sure that Professor Horatio Balch Hackett will not find fault with me for writing his name under this inoffensive portrait. Thousands of faces that I have known more or less familiarly have faded from my remembrance; but this presentment of the youthful student, sitting there entranced over the page of his text book—the child-father of the distinguished scholar that was to be—is not a picture framed and hung up in my mind's gallery, but a fresco on its walls, there to remain so long as they hold together."

He graduated at Amherst College, in 1830, and in 1834 at Andover Theological Seminary. After studying at Halle and Berlin, he became assistant professor of Latin and Greek at Brown University. This position he held from 1835 to 1839. In the latter year, he became professor of sacred literature at Newton Theological Institution, and was followed thither by several of his former pupils, among whom was E. G. Robinson. During the twenty-nine years of Dr. Hackett's professorship at Newton, he achieved the work of his life. It is impossible to measure the extent of his benign influence in imparting knowledge and in creating inspiration.

Delightful in the lecture room, he was not less so in the chapel. In his reading of Scripture and in his prayers, one heard a great soul communing with God. And when the professors' conference fell to his turn, it was an event to be remembered.

As an illustration of his disciplined powers, we recall the fact that he conducted the examination in New Testament exegesis without a book. We recall also, as an instance of his intense and wide interest in literature, that when Macaulay's England came out he began reading it of an evening and did not lay it aside till morning.

In 1868 Dr. Hackett became professor in the Rochester Theological Seminary; and this position he retained up to the time of his death.

As an author, Dr. Hackett was great, not in the *number* of his books, but in their character. His earliest work was an edition of Plutarch on The Delay of God in Punishing the Wicked. This was followed by a translation of Winer's Chaldee Grammar, and by the Hebrew Reader, an admirable work for beginners. His most popular work was Illustrations of Scripture, a delightful book, enriched by the results of his own wide travel and keen observation. His greatest work was his Commentary on the Acts, published in 1851, and again enlarged and greatly improved in 1858.

Of late years Dr. Hackett has been engaged in the revision of the English Scriptures, under the auspices of the Bible Union. He has all through life been a frequent and valued contributor to the quarterlies devoted to sacred learning. We notice in the index to the Bibliotheca Sacra the titles of nineteen articles and six book notices written by him.—(National Baptist, November 11, 1875.)

PROFESSOR JOEL PARKER,

Of Harvard College, an eminent lawyer and jurist, died at his residence in Cambridge Mass., August 17, 1875. Born at Jaffrey, N. H., January 25, 1795, he graduated from Dartmouth 1811; practised law in Keene, N. H., for seventeen years; served two years in the State legislature; and was appointed associate judge of the supreme court of the State in 1833 and chief justice five years later. His maturer years were devoted to researches in scientific and theoretical jurisprudence, by which he prepared himself for teaching others. From 1847 to 1857 he occupied the chair of medical jurisprudence at Dartmouth College, and from that time to his death served as Royall professor of law in Harvard University.—(American Educational Monthly, October, 1875, p. 466.)

DR. SAMUEL GRIDLEY HOWE

Was born November 10, 1801, in Pleasant street, Boston, Mass. He was a pupil of the Boston Latin School; was fitted for college by Rev. John Richardson, of Hingham, Mass., and entered Brown University, Providence, 1818, graduating thence in 1821. He subsequently studied medicine in Boston. In 1824 he embarked for Greece, intent on giving such assistance as might be in his power to the cause of Greek independence, which had then come to the issue of arms. Dr. Howe was made surgeon of the Greek fleet, but he also made several campaigns with the army, sharing its dangers and severe privations. While the war was still in progress, he returned to the United States to raise contributions of money and provisions, without which the Greeks would have been unable to continue their military operations. With great effort he succeeded in collecting some $70,000 for this object, together with a great quantity of clothing, and returned to Greece to distribute these gifts of American liberality.

Returning home in 1830, he undertook, at the instance of friends, a journey to Paris, to study there the methods pursued in the education of the blind as first commenced by the Abbé Haüy. Being about to visit Berlin in 1831, in the same educational interest, he undertook, at the request of General Lafayette, to carry supplies to the Polish insurgents collected within the Prussian frontier. In consequence of this undertaking he was arrested and imprisoned *au secret* for six weeks, after which time he was liberated through the efforts of A. Brisbane and on the requisition of Hon. William C. Rives, at that time American minister at the court of France. Returning to Boston in 1832, Dr. Howe gathered together a small number of blind children and began to teach them at his father's house. At a public exhibition of these pupils, given somewhat later, Colonel Perkins, of Boston, became so much interested in the education of the blind as to bestow his own house and some $10,000 in money on the enterprise, then in its infancy. Thus originated the Perkins Institution for the Blind, which was removed to South Boston in 1840. On the 4th of October, in 1837, Dr. Howe had begun the education of Laura Bridgman, a child 7 years of age, blind, deaf, dumb, and deficient in taste and smell. His wonderful success in this experiment, the first of the kind ever made, gave him at once a world-wide reputation. The result, so important in the history of philanthropy and in that of education, was arrived at by the patient and repeated use of the finger alphabet, in conjunction with the objects which the letters used were intended to represent. After many repeated spellings of the words "*pin*" and "*pen*," after each of which the object was presented to the touch of the child, she at length perceived the relation of the words to the things signified, and the difference of one letter between the words themselves. From this small but momentous beginning, Laura soon acquired an understanding and command of language which enabled her to receive a liberal education. In 1843 Dr. Howe married Miss Julia Ward, of New York, a daughter of Mr. Samuel Ward, of that city, of the well known firm of Prime, Ward & King. In 1849 he began the experiment of the teaching and training of idiots, a limited appropriation for this purpose having been obtained from the legislature of Massachusetts. As superintendent of the Perkins Institution, he made great efforts to obtain funds for printing works in raised letters for the use of the blind. He also made improvements in the shape of the raised type, by which the expense of printing and the size of the volumes were greatly diminished. Dr. Howe became chairman of the Massachusetts board of State charities in 1865, and held this important office until 1874, when he found his strength no longer equal to its duties.

In 1864–'66, Dr. Howe, in conjunction, with Mr. Gardiner G. Hubbard, of Boston, and others, labored earnestly to obtain a charter for a deaf-mute school, to be established in Massachusetts, in which the pupils should be taught by articulation, and not by signs. In 1866, Mr. John Clarke, of Northampton, offered to endow a school of this description with a large part of his estate. In consequence of the efforts made and of this offer, the Massachusetts legislature passed an act to incorporate a school for deaf-mutes at Northampton. This school is now known as the Clarke Institute.

In 1867, Dr. Howe visited Europe, carrying to Greece the funds contributed in America in aid of the Cretan insurgents. In 1870, he was appointed a member of the commission charged with visiting the island of San Domingo, to report upon its natural features and the character and disposition of its inhabitants. In the years 1872 and

1874, he revisited the island, partly in the interests of the Samana Bay Company and partly for the restoration of his health, which had become somewhat impaired by labors and exposures, as well as by the lapse of years. He returned from both voyages with improved health, and resumed his accustomed work with joy and alacrity. But during the summer of 1875 it became evident to all about him that his bodily strength was declining. On the 4th of January, 1876, he was attacked by a fatal disease, and breathed his last on January 9, surrounded by his family, and within sight of the asylum, whose head he had been for forty-four years. The grief of his pupils and employés at his death rivalled that of his nearest relatives; and at the funeral service held for him in the hall of the blind asylum, at the Church of the Disciples, and a month later, in the Boston Music Hall, many distinguished persons bore witness to the philanthropic genius and varied usefulness of the lamented hero.

Among many tributes to his great excellence may be mentioned several interesting letters received on behalf of the government and people of Greece and from influential associations in the city of Athens.

In conclusion, it may be said that Dr. Howe was a man of special and peculiar genius, of large and comprehensive benevolence, and of untiring industry. Although ardent in temperament, he was not hasty in judgment, and was rarely deceived by the superficial aspect of things, when this was at variance with their real character. Although so long and so thoroughly a servant of the public, he disliked publicity, and did not seek reputation, but was satisfied with the approbation of his conscience and the regard of his friends. He was faithful and affectionate in the relations of private life, and has left behind him only sorrow for the termination of a career which, full as it was of usefulness and labor, was too short for the needs of mankind and the wishes of loving friends.—(Prepared by Mrs. Julia Ward Howe.)

LIST OF SCHOOL OFFICIALS IN MASSACHUSETTS.

Hon. JOSEPH WHITE, *secretary of State board of education, Boston.*

STATE BOARD OF EDUCATION.

Name.	Post-office.
His excellency Alexander H. Rice, governor, *ex officio*	Boston.
His honor H. G. Knight, lieutenant-governor, *ex officio*	Boston.
Phillips Brooks	Boston.
Henry Chapin	Worcester.
Alonzo A. Miner	Boston.
Gardiner G. Hubbard	Cambridge.
William W. Rice	Worcester.
C. C. Esty	Framingham.
Edward B. Gillett	Westfield.
C. C. Hussey	

GENERAL AND SPECIAL AGENTS.

Abner J. Phipps, esq., general agent of the board of education	Boston.
George A. Walton, esq., special agent of the board of education	Boston.
E. A. Hubbard, esq., special agent of the board of education	Boston.
John Kneeland, esq., special agent of the board of education	Boston.

CITY SUPERINTENDENTS.

City.	Superintendent.	Post-office.
Boston	J. D. Philbrick	Boston.
Charlestown	B. F. Tweed	Charlestown.
Cambridge	Francis Cogswell	Cambridge.
Chelsea	Jonathan Kimball	Chelsea.
Fall River	William Connell, jr	Fall River.
Fitchburg	J. G. Edgerly	Fitchburg.
Gloucester	John W. Allard	Gloucester.
Holyoke	Louis H. Marvel	Holyoke.
Lawrence	Gilbert E. Hood	Lawrence.
Lowell	Charles Morrill	Lowell.
New Bedford	Henry F. Harrington	New Bedford.
Newton	H. M. Willard	Newton.
Salem	Augustus D. Small	Salem.
Somerville	Joshua H. Davis	Somerville.
Springfield	A. P. Stone	Springfield.
Taunton	W. W. Waterman	Taunton
Worcester	Albert P. Marble	Worcester.

MICHIGAN.

STATISTICAL SUMMARY.

SCHOOL POPULATION AND ATTENDANCE.

	1873.	1874.
Number of children between 5 and 20 years	421,322	436,694
Number of children between 8 and 14 years, (compulsory age)	181,604	186,774
Number of children attending public schools	324,615	327,506
Number of children attending graded schools	.....	121,914
Number of months schools were sustained	7	7
Number of months' teaching by males	13,202	14,061
Number of months' teaching by females	39,777	43,573

TEACHERS AND TEACHERS' PAY.

Amount of wages paid male teachers	$685,720 64	$737,470 99
Amount of wages paid female teachers	1,079,348 95	1,179,540 11
Average monthly wages, for men	51 94	52 45
Average monthly wages, for women	27 13	27 01

SCHOOL DISTRICTS AND SCHOOL PROPERTY.

Number of school districts	5,521	5,571
Number of school-houses, frame	4,246	4,390
Number of school-houses, brick	641	682
Number of school-houses, log	605	549
Number of school-houses, stone	80	81
Total number of school-houses	5,572	5,702
Total number of seats in school-houses	399,067	407,072
Number of ungraded schools	5,210	5,244
Number of graded schools	311	327
Estimated value of school-houses and sites	$8,105,391 00	$8,912,698 00

DISTRICT AND TOWNSHIP LIBRARIES.

Number of volumes in district libraries	115,331	120,577
Number of volumes added to district libraries	10,434	10,315
Number of volumes in township libraries	49,291	49,872
Number of volumes added to township libraries	4,731	4,521
Volumes in township and district libraries	164,622	170,449

INCOME AND EXPENDITURE.

Receipts.

On hand at commencement of year 1873	530,580 27	576,056 03
Received from two mill tax, 1873	465,912 84	466,086 05
Received from primary school fund, 1873	194,479 58	205,430 14
Received from tuition of non-resident scholars, 1873	31,199 81	37,311 26
Received from district taxes to pay teachers, 1873	1,366,649 68	2,393,604 73
Received from other district taxes, 1873	728,570 49	.....
Received from all other sources, 1873	412,253 87	416,288 13
Add, to make totals balance	13,706 16	12,807 44
Total resources for the year 1873	3,743,352 70	4,107,583 78

Expenditures.

Paid to male teachers, 1873	731,796 48	731,796 48
Paid to female teachers, 1873	1,071,309 43	1,173,657 23
Paid for buildings and repairs, 1873	597,006 68	536,307 28
Paid for all other purposes, 1873	788,902 96	600,901 48
Total expenditures for 1873	3,743,352 70	4,107,583 78
Indebtedness of districts, 1873	1,707,700 16	1,850,764 19
Amount on hand at close of year 1873	594,467 18	683,661 33

PERMANENT SCHOOL FUND.

Primary school funds in hands of State, September 30, 1874	$2,858,343 66
In the hands of purchasers	680,650 00
Swamp land school fund and penalties for non-payment of interest	291,966 04
Total school fund September 30, 1874	3,148,230 96

Income from this fund	$216,657 15
Amount apportioned in May, 1874, 50 cents per child	209,036 06
University fund	543,968 21
Agricultural college fund	215,785 63
Normal school fund	69,284 54
Total of the four funds	3,977,269 34

—(From report of Hon. D. B. Briggs, State superintendent of public instruction, for 1873–'74.)

STATISTICS FOR ANOTHER YEAR.

McCracken's Educational Statistics of the State, prepared under authority of the governor, give the following figures for 1874–'75: Townships, 987; school districts, 5,706; volumes in town libraries, 54,605; in district libraries, 132,335; teachers in public schools, 12,478; average wages of these, $51.29 for men, $28.19 for women; total wages paid teachers for the year, $1,952,674.19; value of school property, $9,115,350; number of school-houses, 5,787; sittings for pupils, 414,060; children of school age, 449,181; whole number attending school, 343,931.

SCHOOL SYSTEM OF THE STATE.

CONSTITUTIONAL PROVISIONS.*

The staple provisions respecting education introduced into the several constitutions proposed or adopted from 1835 to 1875 have been: (1) That there should be a State superintendent of public instruction, who should have the general supervision of educational concerns and whose duties should be prescribed by law; (2) that there should be a system of public schools sufficiently extensive to secure for each school district at least one school three months in the year; (3) that, to aid in the support of such schools, there should be created out of the proceeds of lands granted by the General Government to Michigan, as well as from others falling to it by escheat, a permanent fund, the interest of which should be inviolably appropriated to the support of schools throughout the State; (4) that, for the further promotion of intelligence among the people, the legislature should provide for the establishment of libraries at least in every township, appropriating to their support the fines imposed in the several counties for breaches of the penal laws; (5) that by all suitable means the legislature should encourage intellectual, scientific, and agricultural improvement, and especially should provide an agricultural school or college; (6) that, to supplement the system of common schools, there should be sustained, out of the proceeds of lands given by the United States for that purpose, a State university, controlled by a board of regents elected by vote of the people, of which university the agricultural school or college above mentioned might be made a branch.

The constitution of 1850 provided also for the election of a State board of education, the members of which should have the supervision of the State normal school. This board has been since continued.

PROVISIONS OF THE SCHOOL LAW.

School laws of Michigan for 1873, with amendments of 1875; published by authority.

OFFICERS.

These are (1) a State superintendent of instruction, elected by the people for a term of two years; (2) a board of regents of the State university, composed of 8 members, elected by the people for terms of eight years each, with the president of the university as member *ex officio;* (3) a board of visitors of the university, consisting of 3 persons appointed every two years by the State superintendent, to inspect and report on the condition of the institution; (4) a State board of education, comprising 3 members chosen by the people for terms of six years each, with the State superintendent as *ex officio* secretary; (5) township boards, embracing (*a*) the supervisor, the two justices of the peace whose terms will soonest expire, and the township clerk, for hearing of appeals, and (*b*) the township superintendent, clerk, and school inspector, for the determination of various matters relating to the schools and libraries; (6) township superintendents of schools, replacing the former county superintendents, and elected at the annual township meetings for terms of one year; (7) district boards, composed ordinarily of a moderator, a director, and an assessor, elected for terms of three years each, to look after the general interests of the schools of the district.

POWERS AND DUTIES OF THESE SCHOOL OFFICERS.

As far as these can be ascertained from laws which have been subjected to frequent modifications, they are substantially thus distributed:

The State superintendent, with the general supervision of public instruction, has the power to appoint a deputy and to revoke such appointment at his pleasure; to act

*The constitutions of 1837 and 1850, with amendment of 1861; proposed ones of 1867 and 1873.

ex officio as a member and secretary of the State board of education; to visit and examine in person, or through a board appointed by him, any institution of learning incorporated by the State; to appoint biennially a board of visitors to examine and report annually to him the condition of the university; to personally inspect the State normal school at least once in each term, with a view to report upon it to the legislature; and to grant to teachers duly qualified a license to teach in any of the primary or graded schools of the State. It is his duty to cause the school laws to be printed, with all needful forms, regulations, and instructions for conducting proceedings under them; to annex to these in pamphlet form for distribution a list of such books as he thinks best adapted for use in the primary schools, with a kindred list for township libraries and rules for the government of such; to apportion annually the interest of the primary school fund among the several townships and cities of the State, and to make annual report to the governor of the condition of the university, of all incorporated literary institutions, of the State normal school, and of the primary schools, with estimates and amounts of expenditure of the school money, and plans for the better organization of the educational system, if it seem to him desirable.

The board of regents of the university have the general supervision of all its interests committed to them, including the choice of president and professors, with the direction and control of all expenditures.

The board of visitors have simply the annual inspection of the condition of the university to attend to and report upon.

The State board of education, more limited in its range than in many of the States, is charged with the supervision of the State normal school alone.

The township board first mentioned (*a*) is constituted to hear and decide upon appeals from any 5 tax payers in a school district who think that they have been aggrieved by action of the school inspectors with reference to the formation, division, or consolidation of their district. The second (*b*) is for the division of the township into proper school districts; for attaching to a school district any person residing in the township, but not within the bounds of any district; for the purchase of books and needful appendages for the township library, and making rules for the preservation and proper use of these; for the determination of the amount due to a new school district from an older one or more out of which it has been formed, and for the making of annual reports as to the number of school districts in the township, the amount of money received for township and district libraries, the taxes assessed upon the districts for school purposes, with specification of the purposes and of the receipts and expenditures in each case.

The township superintendent of schools is charged with the duty of doing for a township what was done for a county by the county superintendent from 1867 to 1875. His work is to examine persons wishing to teach in the township schools; to license such as pass a satisfactory examination, with the privilege of revoking any license given on the discovery of such incompetency, immorality, or neglect of duty as would have prevented the giving it if known, and to keep a record of all certificates granted or annulled by him, showing to whom they were issued, with the date, grade, and duration of certificate in each case, and with the reason for annulling, when requested by the teacher; such record to be delivered to his successor, with all other books and papers belonging to his office. He is also to visit, at least twice a year, each school in his township; to examine the discipline, the mode of instruction, and the progress and proficiency of pupils, making record of the same; to counsel with the teachers and district boards as to the courses of study to be pursued, and as to improvement in discipline and instruction in the schools; to note the condition of the school-houses and their appurtenances; to suggest plans for any new ones that may have to be erected, as well as for warming and ventilating these, and improving both school-houses and grounds; to inquire into the condition of district and township libraries, and advise, if necessary, for their better management; to promote, by such means as he may devise, an advance in the efficiency of both the schools and teachers; to consult with teachers and school boards as to the best method of securing a general and regular attendance of the children of the township on the schools; to receive from the State superintendent all blanks and communications, and dispose of them as directed; to be subject to such rules and instructions as the State superintendent may prescribe, and to make to him such reports and in such manner and time as he may direct. He is *ex officio* chairman of the township board of school inspectors, and receives as compensation $2 a day for each day necessarily given to the duties of his office, with such stationery, postage, and printing as may be required.

The district board contracts with and hires such licensed teachers as may be required for the school of its district; reports in writing to the supervisor of the township all taxes voted by the district during the preceding year and all which it is authorized to impose; has the general care of the district school; may establish needful regulations for its management; may purchase text books for pupils whose parents cannot furnish them; must prescribe a uniform series of such books for use in the school; must look after the providing of a proper school-house; must take the care and custody of this,

except where the district gives it into the hands of the director only; and must make to the district, at its annual meeting, a written report of all district moneys received and disbursed during the year, with the items of such receipts and disbursements.

Special duties are also prescribed for the different members of this board. Thus, the moderator is to preside at all meetings of the district, and to see that they are conducted with due decorum; to countersign all orders on the assessor for moneys to be disbursed by the district, and all warrants of the director on the township treasurer for moneys raised for district purposes or apportioned for such purposes by the township clerk. The assessor is to pay all orders of the director countersigned by the moderator. The director is to act as clerk of the district board and of all district meetings at which he may be present; is to keep a record of the proceedings of these meetings in a book held for that purpose; is to take an annual census of the children of school age; is to report this, under affidavit, to the township clerk; is to provide the necessary appendages for the school-house, and care for the school-house itself if directed by the district; is to give notice of the annual and special district meetings; is to draw from the township library the proportion of books to which his district may be entitled; is to distribute these for the time and under the regulations prescribed by the school inspectors; is to draw and sign warrants on the township treasurer for moneys for district purposes and present them to the moderator for his countersign; and is, at the end of each school year, to report to the board of school inspectors the number of children of school age in the district, the number that have attended school during the year, (including those under or over age,) the length of time the school has been taught, the name of the teacher, and the wages paid, with other specified particulars.

SCHOOLS UNDER THIS SYSTEM.

The schools thus officered are of every grade, from the lowest district school, in which are taught only orthography, reading, writing, grammar, geography, and arithmetic, up to union and high schools, which give a thorough preparation for the classes of the university. In districts having over 800 children of school age, (5–20,) a school must be kept for 9 months in each year; in districts having over 30 and less than 800, for 5 months; in all other districts, 3 months.

A State normal school, State agricultural and mechanical college, and State university lie beyond the other schools, ready to afford to properly prepared pupils the full advantages of their higher training, without charge for tuition, if resident within the State; while for children dependent on the Commonwealth for support, and for juvenile criminals, there are a State public school and State reform school, in which a good practical instruction is combined with healthful home influences and some training in domestic and mechanical occupations.

A compulsory law requires all children between the ages of 8 and 14, not instructed in the common branches of education or attending other schools, to attend the public schools at least 12 weeks in each year, unless some good reason exists to prevent such attendance.

Township and district libraries and teachers' institutes for the further training of actually engaged teachers enter also into the idea of the State system.

SCHOOL FUNDS.

The available educational funds of the State, according to the report of the State superintendent of instruction, for 1874, were at the date of September 30, in that year, as follows: Primary school fund, $3,148,230.96; university fund, $543,968.21; agricultural college fund, $215,785.63; normal school fund, $69,284.54; total $3,977,269.34. In addition to the interest derived from the first of these ($205,430.14) there was received, in the year ending with the above date, from State and local taxes and tuition of non-resident pupils, $2,897,002.04 for the support of common schools; making $3,102,432.18, exclusive of what was raised for buildings, apparatus, repairs, &c.

ELEMENTARY INSTRUCTION.

ABSTRACT OF COUNTY REPORTS.

In Allegan County, winter schools a marked success, summer schools well taught; 272 visits to schools; schools of eight and nine months increasing; 4 new school-houses; one institute, 80 teachers present. In Antrim, compulsory law a failure; want of uniformity of text books; the "aids to instruction" few, though all schools have blackboards; interest in libraries continues. In Barry, schools generally prosperous; ample supply of teachers; wages decreased; increased interest and efficiency in schools; advanced standard among teachers. In Benzie, comfortable school-houses few, all but one without apparatus, Benzonia college school burned; no uniformity of text books; compulsory law generally ignored. In Berrien, five school-houses built—four brick, completely furnished, others remodelled; schools to be graded; general advancement of school interests. In Calhoun, 67 schools visited; uniformity of text books needed. In Cass, most schools in session a fair proportion of time, and managed with good

degree of ability; 121 school-houses—24 brick, 96 frame, 1 log; 87 per cent. of children attending schools. In Charlevoix, people discarding log houses and erecting good sized and well arranged frame ones. In Cheboygan, schools generally not so prosperous as last year, but six schools furnished with new furniture and apparatus of the best kind; graded school in operation for six months; no attention paid to compulsory law; same series of text books used in most schools. In Clinton, notwithstanding some apathy of school patrons, considerable attention given to furniture and fixtures; little want of uniformity in text books; log school-houses have given place to commodious frame ones; institute held at St. John's, with much benefit. In Eaton, seven new frame school-houses; every school visited once, 132 twice; schools as a whole signally advanced in thoroughness of culture. In Genesee, a knowledge of the science of government, of United States history, and of Michigan school laws is required of all teachers, and works well. In Grand Traverse, all schools but 4 visited twice; teachers' institute, held in Traverse City, September 28, continued five days; nearly 100 teachers present; four school-houses erected in the county, and 9 school rooms furnished with best patent furniture. In Gratiot, public sentiment favorable; two meetings of teachers' association; 3 graded schools organized; practically a uniformity of text books. In Houghton, marked improvement in standard of teachers, new buildings erected at Calumet, Hancock, and Osceola, that at Calumet to accommodate 2,500 pupils; the great evil is irregularity of attendance, the average attendance being only one-half the number enrolled. In Huron, schools generally in favorable condition; five new buildings, but great lack of apparatus; irregularity of attendance a great hindrance; a visit paid to each school every term. In Ionia, 147 visits to schools; 5 new school houses; others repaired; demand for good teachers greater than the supply. In Iosco, 4 graded schools; considerable improvement in district schools; interest among patrons awakened. In Isabella, educational prospects brightening; full supply of teachers; number of school districts increased and school-houses improved; generally a uniformity of text books. In Jackson, attendance in winter better than ever before; 60 schools supplied with outline maps, over 100 with dictionaries, 20 with globes, and a like number with charts; 5 new school-houses; graded schools, 10. In Kalamazoo, 1 brick school-house built; State institute held at Galesburg, continuing 5 days; 67 teachers present; special attention to grading schools; district schools usually prosperous. In Kent, schools prosperous; 11 graded. In Lake, schools prosperous; in 3 districts, uniformity of text books prescribed. In Lapeer, still a lack of uniformity of text books; no attention paid compulsory law; 2 school-houses built during the year. In Leelenaw, schools small and conveniences few, but commendable progress everywhere noticeable. In Lenawee, want of uniform text books a great hindrance. In Livingston, compulsory law a dead letter; too many changes of teachers; all schools visited once, some twice. In Macomb, 3 new school-houses; standing of teachers averages 15 per cent. better; general advancement in the art of teaching. In Manistee, great want of teachers; 2 new buildings; prospects tolerably encouraging. In Mason, teaching ability 50 per cent. greater than last year; schools in process of supply with record books and apparatus; 2 schools taught in districts where there was none before. In Mecosta, nearly all the districts have adopted a uniform series of text books; compulsory law inoperative. In Midland, people too poor to obtain necessary books; great irregularity of attendance at summer schools, but a healthy and creditable advance over last year. In Monroe, a gain of 6 per cent. in average attendance, and in school months a gain of over 28 per cent.; great deficiency in school apparatus; quite a deficiency of first class teachers. In Montcalm, schools not averaged as well as usual, on account of young and inexperienced teachers. In Muskegon, no abatement of the great interest; demand for teachers of high order increasing; the city of Muskegon erecting a brick school-house to cost $50,000; one institute held, 42 teachers present. In Newaygo, substantial progress. In Oakland, advanced scholarship in teachers and pupils; one institute, with two sessions daily, for four weeks; 200 teachers present. No attempt to execute the compulsory law. In Oceana, marked improvement in schools; monthly reports an excellent stimulant; all but a few schools visited twice; 4 new houses built; 9 teachers' institutes held, with great interest. In Osceola, general improvement; teachers more alive and practical; about 78 per cent. of all the children of the county attending; compulsory law increases attendance. In Ottawa, increased prosperity in schools, and strict uniformity of text books secured in a few districts. In Saginaw, schools more successful than ever before; great number of teachers using the word-method of teaching. In Sanilac, improvement in schools and greater interest of the people in educational affairs; 175 visits to schools; 5 meetings of teachers' associations. In Shiwassee, 27 winter schools visited; 3 comparative failures; 113 summer schools visited; 1 a failure; 5 graded schools. In St. Clair, the percentage of attendance is 62 of the whole number of children in the county. In St. Joseph, 5 new school-houses; 8,767 children between 5 and 20 years of age enrolled; 9 graded schools. In Tuscola, opposition to schools gradually dying away; 191 visits to schools. In Van Buren, schools in prosperous condition; teachers, in culture, compare favorably with any in the counties of the State; possess high literary at-

tainments and skill in school discipline; 12 graded schools. In Washtenaw, slow, but certain improvement; 227 schools visited; 7 districts and all cities and villages have graded schools; want of uniform series of text books a great hindrance. Teachers' association at Dexter in March; 150 teachers present; great interest. Literary societies formed by teachers in the districts. In Wayne, all the schools except one visited once and most of them twice; as a whole, the schools are prosperous; compulsory law of no effect. In Wexford, schools new, but flourishing; considerable interest in educational matters; want of good teachers a great hindrance.—(Reports of county superintendents, accompanying State report, 1874.)

KINDERGÄRTEN.

Three schools of this class report themselves for 1875: 1 at Detroit, 1 at Flint, and 1 at Grand Rapids. The first had 50 children in attendance, under 2 teachers; the second, 12 children, under 2 teachers; the third, 18 children, under 1 teacher. Ages of admission, 4–7, 3–7, and 3–8. Daily attendance, 3 to 4 hours for 5 days of the week; in the first, for 2 sessions of 22 weeks each in the year; in the second and third, for 4 sessions of 10 weeks each. Fröbel's gifts and occupations are reported in all these schools, with improvement of the deportment, the health, and the mind; children thus trained being better prepared than others for performance of school work and for submission to school discipline. Miss Conover's school at Kalamazoo was given up in 1874 from ill health of the principal.—(Returns to Bureau of Education, 1875.)

CITY SCHOOL SYSTEMS.

ANN ARBOR.

Officers.—A board of education of 9 members, of whom 3 are changed each year, and a city superintendent of public schools.

Statistics for 1874–'75.—Population, 8,000; children of school age, (5 to 20,) 2,398; enrolled in public schools, 1,794; average number belonging, 1,337; average daily attendance, 1,281; teachers: male, 3; female, 32; total, 35, of whom 3 are special. Pupils to each teacher, primary grade, 43; grammar grade, 39; high school, 40. Valuation of school buildings, grounds, libraries, apparatus, &c., $140,000; cost of superintendence and instruction, $18,228.50; cost of incidentals, $5,279.10; cost for each pupil, including instruction, incidentals, and interest on permanent investment: primary grade, $21.78; grammar grade, $27 23; high school, $32.08; average, $25.

The high school here is the banner school of the State and the chief feeder of the university, to which it is adjacent. It numbered, during the year: boys, 245; girls, 135; total, 380: and received for tuition of non-resident pupils $4,029, these pupils constituting half the whole number in the school. It graduated in June, 1875, from its full classical course, 26; from its Latin course, 11; from its scientific, 20; from its English, 4; commercial, 4; German and French, 1; total, 66. Eight more were expected to complete their work in time to receive diplomas before the opening of the university semester, making 76, of whom about 50 were to enter the university.—(Report of Superintendent W. S. Perry for 1874–'75.)

DETROIT.

Officers.—A board of education of 2 members for each ward, 22 in all, called "inspectors," with power "to organize school districts, appoint teachers and a superintendent, and do such other acts as the public good may require." Executive of the board, a city superintendent of schools, J. M. B. Sill.

Statistics.—School population, 34,593; enrolled in public schools, 13,739; average daily attendance, 8,759; attending high schools, 630; grammar schools, 2,748; primary, 6,040; schools, 26; sittings for pupils, 11,620. Teachers, 9 men and 212 women, at salaries of $300 to $2,000. Monthly cost of tuition per pupil, based on enrolment, $1.01; based on average number belonging, $1.41. Present value of school property, $735,192, an increase of $70,557 during 1875. Expenses for repairs, $5,010.31.

The evening schools had an enrolment of 278 pupils, with 88 per cent. of attendance. The library now contains 25,000 volumes.—(Report in Michigan Teacher, March, 1876.)

EAST SAGINAW.

Officers.—A board of education of 8 members, with a secretary and treasurer not from their own number, and a city superintendent of public schools.

Statistics for 1874–'75.—Population, 17,084; school census, 4,995; children between 8 and 14, inclusive of those years, 3,107; enrolled in public schools, 3,266; average daily attendance, 2,143; cost of tuition for each pupil on total enrolment, $8.65; on average attendance, $20.69. Valuation of all school property, $177,586.65; expenses of schools for 1874–'75, $44,392.85, of which $22,671.13 were for teachers' salaries, exclusive, apparently, of that of the superintendent.

Schools and studies.—The schools of the city are 10, containing 33 classes of primary

grades, 3 of intermediate and third primary, 4 intermediate, 3 grammar classes, and the high school. Music has been taught in all the schools without interruption of other studies. Penmanship has been attended to, under a special teacher, for half the year. A German-English department numbered during the year, on an average, 491 pupils, or about one-fourth of all the first seven grades. These pupils were instructed by 10 teachers, in as many rooms, 4 of these teachers giving instruction in German and 6 in English. Lessons in drawing have been given by special teachers, and hereafter a capacity to teach drawing is to be required for a first grade teacher's certificate. The grades of the schools are accordant with the recommendations of the National Educational Association and the course of study essentially that adopted by the Michigan Association of City Superintendents in 1875.—(Report of board and Superintendent H. S. Tarbell, for 1874–'75.)

PONTIAC.

Officers.—A board of education and city superintendent of schools, J. C. Jones.

Statistics.—Children between 5 and 20 years of age, 1,100; resident children enrolled in public schools, 872; non-resident, 97; total enrolment, 694; average daily attendance, 670; per cent. of attendance on number belonging, 96.5; days in school year, 200; average number of days pupils attended schools, 143; teachers employed, males 2, females 15; total, 17; amount of tuition received from non-resident pupils, $1,000.71. The enrolment and attendance have been larger than for 1873–'74, though the number of children of school age was less by 77.

A bright example.—The roll of honor, containing the names of those pupils who have been neither absent nor tardy for one year or more, is headed with the name of a young lady who has been neither absent nor tardy for five years, and the same may be said of 3 girls and 1 boy for three years.

Studies and grades.—Lessons in penmanship are given daily. The superintendent argues strongly for the introduction of music and drawing into the course of study. He also announces that hereafter the schools, in accordance with the plan of the National Educational Association, will be divided into three departments of four years each. The first four years or grades will be known as the primary department, the second four the grammar, and the last four the high school. The course of study, as given, is excellent.—(Report of Superintendent J. C. Jones for 1874–'75.)

PORT HURON.

Officers.—A board of education of 12 members, 2 for each ward, elected by the common council for terms of 4 years, one-fourth going out each year; the mayor of the city acting *ex officio* as president of the board and the treasurer and clerk of the city as its treasurer and clerk. The board elects annually a city superintendent of schools not of its own number.

Statistics.—Population of the city, 8,240; children of school age, (5–20,) 2,900; enrolled in public schools, 1,827; average attendance, 1,104. Schools, primary, secondary, intermediate, and grammar, embracing 2 years each, and a high school, embracing 4 years, making the full school course 12 years. Teachers employed: males, 4; females, 20. Average salary paid male teachers, $775; paid females, $420. Total salaries paid teachers, $11,450. The school year consists of 40 weeks, beginning with the first Monday in September, and is divided into three terms, fall, winter, and spring, of which the winter term is 14 weeks, the others 13 each.

Notes.—The schools are free to all resident pupils between the ages of 5 and 20 years, inclusive. Residents under 5 and over 20 and non-residents may be admitted to any of the schools not already full, on payment in advance of tuition fees, ranging from $3 to $7 a term, according to the grade. Classes are passed in regular order from the lowest to the highest grade, after examination for promotion at the close of the spring term; but pupils of any class may be promoted at any time if found, on examination, competent to do the work of a higher class. An excellent course of study for the various grades of schools is included in the published report; that for the high school having provision for a commercial course of one year, besides the general course of four years, which last may include either Greek and Latin, German, or French, at the option of the student.—(Report of board and Superintendent B. Bigsby for 1874–'75.)

EVENING SCHOOLS IN CITIES.

In view of the wise and liberal expenditures that are made for the education of the children in the cities it is truly surprising that no efforts have been made, so far as known, in any of them looking to the establishment of evening schools. A comparison of figures discloses the startling fact that the entire school enrolment for the year is hardly 58 per cent. of the number of resident children of school age, while that of the State exceeds 74 per cent. The percentage of children between 5 and 20 years of age residing in the cities in attendance at the public schools is even less than the low percentage given above, as the figures showing the school enrolment include non-residents and those past the school age.

It is true that a considerable number not enrolled in the public schools are attending private and denominational schools, yet the number receiving no education from schools of any sort must be large. How about that class, by no means small in these cities, who, by the force of circumstances, are prevented from receiving the school advantages which are so liberally furnished and are enjoyed by those more fortunate? These are in the manufactories, workshops, and stores; boys and girls, young men and young women, whose busy life, whose physical wants, and the wants of those dependent upon their labor prevent them from improving the opportunities which at a first glance seem to be within the reach of all. This class certainly is entitled to, and should receive, all the advantages which can be offered by evening elementary schools, the legitimate work of which is to furnish instruction in the common English branches to those above the ages of 12 or 14 who are denied the privilege of attending the day schools. There is no question as to the direct benefits resulting from such schools or the patronage they would be likely to receive if established in the larger cities of the State.—(State superintendent's report, p. 71.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL.

This school is located at Ypsilanti, thirty miles west of Detroit, on the Central Railroad. The buildings occupy an elevated site in the northwestern portion of the city, about 90 feet above the level of the Huron River, and overlooking the entire town. The grounds, five acres in extent, are terraced and ornamented with abundant shrubbery. Organized in 1853, the school has instructed in its normal department about 6,300 students, 472 of whom have completed some one of the courses of study and received diplomas. The total attendance in 1874 was 486, of whom 364 were in the normal department. The graduates for that year were 51, of whom 43 were understood to have engaged in teaching. The total enrolment for the school year ending July 1, 1875, was 609, of which number 409 belonged to the normal department and 200 to the experimental or model school

The courses of study at the normal school are: common school course, 2 years; full English course, 3 years; course in modern languages, 4 years; classical course, 4 years; higher English course, 2 years; higher language courses, 2 years.

The experimental or model department comprises the three grades of primary, intermediate, and grammar that prevail in the graded schools of the State. The object of this department is to afford to normal pupils means of observing the practical working of the graded schools from the youngest class in the primary to the most advanced in the grammar department.—(McCracken's Sketch of Michigan, compiled under authority of the governor.)

STATE TEACHERS' INSTITUTES.

Thirteen teachers' institutes were held in as many counties during the year 1873–'74. Each institute began on the day appointed and remained in session five days. The total number enrolled as members at these institutes was 890. No one was received into membership except teachers and such as were fitting themselves for the work of teaching. The prompt and regular attendance at all the sessions by the members and the interest manifested by the citizens in the work as it was going on were very encouraging. A very generous hospitality was commonly extended.

The superintendents of the several counties discharged efficiently and well the duty that devolved upon them of distributing circulars, giving timely notice of the arrangements and impressing upon the attention of teachers the importance and benefit of the institute and the necessity of their attendance. In conducting the institutes it was the aim to adhere to the legitimate work of a teachers' institute, and make them as practical and useful as possible. To this end professional instructors were employed; class drills were had; modes of imparting instruction in the various branches pursued in the primary schools were illustrated; principles to be observed in the management of schools and all those subjects connected with school discipline which should be considered of especial importance by teachers were discussed.—(State superintendent's report, p. 38.)

EDUCATIONAL JOURNALS.

In the Michigan Teacher, published at Kalamazoo, and in The School, published at Ypsilanti, such topics as those referred to in the close of the article on "Teachers' institutes" were abundantly discussed during 1875, the monthly issues of these papers aiding greatly the efforts of the State superintendent and the normal school to prepare the teachers of the State for full efficiency in their school work.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

From statistics of union and graded schools, gathered with much labor by the State superintendent for his report of 1874–'75, the following interesting items are given in McCracken's Sketches of Michigan:

Number of pupils belonging to high schools during the year, 3,545; number of graduates at the close of the year, 330; number of pupils studying languages, (Latin, Greek, and German,) 2,880; number studying United States history, 4,701; studying civil government, 551.

The Michigan Teacher, for June, 1875, is authority for the statement that the high schools at Battle Creek and Pontiac, after inspection from a committee of professors of the university, have been placed among those whose graduates are to be received, without further examination, into the freshman class; and for the further statement that Professor Olney declares this class of students to be ready for more advanced work than those entering the university from other schools.

PRIVATE SECONDARY SCHOOLS.

Two schools for girls and 2 for boys and girls report for 1875 a total of 24 teachers and 529 pupils, of whom only 7 are in a classical course, while 281 are in modern languages. Vocal music is taught in all these schools, instrumental music and drawing in all but 1; 1 has a chemical laboratory and philosophical apparatus; 1 other has the latter, but not the former; and 3 have libraries numbering respectively 100, 500, and 610 volumes.—(Returns to Bureau of Education. For further details, see Table VI.)

PREPARATORY SCHOOLS.

The preparatory departments of 7 colleges show, in their returns, 21 instructors additional to those in the colleges, with 1,410 students, of whom 737 are males and 673 females. Out of this number, 177 are said to be preparing for a classical and 193 for a scientific course in college.—(Returns to Bureau of Education, 1875.)

BUSINESS COLLEGES.

These seem to flourish in Michigan, and 8 of them—at Battle Creek, Detroit, Grand Rapids, Hillsdale College, Jackson, Kalamazoo, and Lansing—report a total of 29 instructors and 1,369 students in day and evening schools, 1,209 of these being males and 160 females. No special length of course appears to prevail in them, students being received at any time and taught for such periods as they may please to continue. The ordinary branches of instruction appear to be arithmetic, book-keeping, penmanship, and business practice. One, in Detroit, under the former State superintendent, Mr. Mayhew, adds to these commercial law, political economy, moral science, life insurance, and governmental accounts. The one at Hillsdale also adds political economy, and this one, with that at Kalamazoo and that at Grand Rapids, reports students in telegraphy, the Grand Rapids one teaching, too, French, German, and phonography.

In the high school at Port Huron there is taught, by the superintendent of schools there, a class in book-keeping and general business usages.—(Returns to Bureau of Education for 1875.)

SUPERIOR INSTRUCTION.

UNIVERSITY OF MICHIGAN.

The university is located at Ann Arbor, forty miles west of Detroit, on the line of the Central Railroad; was founded in 1837; conferred its first degrees in 1845; organized its department of medicine in 1850 and its department of law in 1859. Its site is a tract of forty acres of land donated by citizens of Ann Arbor, within five minutes' walk of the principal business portion of the city, improved with a grand main building for the department of literature, science, and arts, and two others of respectable proportions for those of medicine and law, with some minor buildings, and houses for the president and professors. An astronomical observatory, under the control of the university, occupies an eminence not far distant, and has done excellent work under the direction of Professor Watson.

The main departments of the university are the ones, above mentioned, of literature, science, and arts; of medicine and surgery, and of law. To the first of these has been added, in 1875, a school of mines, metallurgy, architecture, and engineering; and to the second have been appended, as independent schools, without any direct connection with the medical faculty, a homœopathic college, a college of dentistry, and it is said also a State hospital.

There are about 45 professors, assistant professors and other instructors. The number of students has been for some years past as follows: 1869–'70, 1,126; 1870–'71, 1,110; 1871–'72, 1,224; 1872–'73, 1,136; 1873–'74, 1,112; 1874–'75, 1,193. The number of female students included in the foregoing was, in 1870–'71, 34; in 1871–'72, 64; in 1872–'73, 88; in 1873–'74, 94; and in 1874–'75, 122. Professor M. Coit Tyler says of these, "Neither good order nor scholarship in the university has suffered any harm from the presence of ladies in the class rooms, while the physical disasters which an eminent

medical authority has of late clearly demonstrated to be the penal consequences of feminine toil at university study have thus far strangely failed to make their appearance in this neighborhood."—(McCracken's Sketches, Professor Tyler, in Scribner for February, 1876, and calendar of university for 1875–'76.)

DENOMINATIONAL COLLEGES.

Albion College, Albion, (Methodist Episcopal,) is in the central portion of the State on the line of the Central Railroad, has three college buildings, and occupies grounds about fifteen acres in extent. It admits females to its privileges in common with males; has regular collegiate courses in letters and science, and gives to those who wish it a course of thorough instruction in the theory and practice of music, as well as in penmanship and book-keeping.

Adrian College, Adrian, (Methodist,) is in the southeastern portion of the State, on the line of the Lake Shore and Michigan Southern Railroad; receives both sexes; has four buildings on grounds containing about twenty acres; has two distinct courses of instruction, the classical and the scientific; gives to its students in these courses considerable liberty of election after the sophomore year; organizes at the opening of each fall term a normal class for the benefit of those who wish to review the branches taught in common schools; presents in this class the best methods of teaching the ordinary studies; and, like Albion, has a school of music, vocal as well as instrumental.

Battle Creek College, Battle Creek, (Seventh Day Adventists,) is on the Michigan Central Railroad, nearly midway between Detroit and Chicago, on a pleasant eminence overlooking the valley of the Kalamazoo. It is open to both sexes; has a classical course of 5 years, an English course of 3, and a special course of 2; while below this are primary, intermediate, and grammar courses of 1 year each. The special object is to keep the children of the denomination in schools where its principles are taught and its forms of religious influence may be maintained in connection with good courses of study.

Grand Traverse College, Benzonia, at the head of Crystal Lake, on an elevation between this and Lake Michigan, is a new institution; has a real estate of 2,000 acres, including four quarter sections in village lots, and started with fair prospects in 1873, but had the misfortune to lose its main building by fire in the following spring. It bravely persevered, however, in its work; secured new accommodations for its students; set instantly about preparations for a brick building in place of the one burned; and has organized three courses, classical, scientific, and normal, the last one appearing to be at present uppermost, the others to be grown into in due time.

Hillsdale College, Hillsdale, (Free Will Baptist,) is on the southern border of the State, at the junction of the Michigan Southern Railroad with the Detroit, Hillsdale and Indiana Road, 180 miles east of Chicago, 80 west of Toledo, and 80 south of Detroit. It is on a hill overlooking the city, and has four good buildings, three of them new erections after a fire from which it suffered in March, 1874. It admits both sexes, and has preparatory, literary, classical and scientific collegiate, and theological departments, with one devoted to commercial and telegraphic training, a school of music, and a school of art.

Hope College, Holland, (Dutch Reformed,) is an outgrowth of the settlement of Hollanders in Ottawa County, near the shore of Lake Michigan. It has three departments, preparatory, academic or collegiate, and theological. It has graduated 95 from its preparatory department, beginning in 1863; 53 from the collegiate, beginning in 1866; and 24 from the theological, beginning with 1869.

Kalamazoo College, Kalamazoo, (Baptist,) is in the second tier of counties east of Lake Michigan and north of the Ohio line; has a site of about five acres, with good buildings; admits ladies; and presents to students entering it three collegiate courses beyond the preparatory: a classical course, which includes Latin and Greek and all ordinary college studies; a Latin and scientific course, including all the studies of the classical course, except Greek, with liberty to substitute this for Latin; and a scientific course, which omits both Latin and Greek.

Olivet College, Olivet, (Presbyterian and Congregational,) is in the central portion of the lower peninsula, near the line of the Chicago and Lake Huron Railroad, and has five departments: a preparatory; a collegiate, embracing classical, scientific, and ladies' courses; a normal; a musical, conducted under the title of the Michigan Conservatory of Music; and an art department.—(McCracken's Sketches, pp. 103–113, and catalogues of colleges for 1874–'75 and 1875–'76.)

FEMALE COLLEGES.

The Michigan Female Seminary at Kalamazoo, and the Young Ladies' Collegiate Institute at Monroe, both chartered institutions, report for 1875: Instructors, 17, of whom 2 are men and 15 women; students in preparatory department, 46; in regular collegiate course, 129; in partial course, 18; in post graduate studies, 9; music, vocal and instrumental, drawing, painting, French, and German are taught in both. Each has a library of about 500 volumes; each a chemical laboratory or chemical apparatus, and both report the possession of philosophical cabinets and at least the beginnings of a museum of natural history.—(Returns to Bureau of Education.)

Statistics of a university and colleges, 1875.

Names of university and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Value of grounds, build'ings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
Adrian College	9	....	48	69	$137,000	$87,000	$6,000	$3,000	$0	.....	a1,425
Albion College	9	....	140	48	70,000	186,000	14,000	0	0	.....	1,000
Battle Creek College	15	0	278	27	60,000	0	0	2,100	0	$0	
Grand Traverse College	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hillsdale College	26	2	401	104	150,000	85,000	9,000	0	0	70,000	5,000
Hope College	11	0	82	22	30,000	50,000	3,500	0	0	.....	1,200
Kalamazoo College	10	1	144	24	100,000	71,000	7,100	1,900	.....	15,000	a3,100
Olivet College	11	2	317	124	93,250	107,426	7,777	2,821	.....	.....	a6,650
University of Michigan	24	0	0	338	.....	.....	.....	29,255	83,150	0	23,000

a Includes society libraries.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

As a rule, the colleges of Michigan, in common with most in the Northwest, have scientific as well as classical courses of instruction. But also, as a rule, these differ little from the classical except in a slight enlargement of the English studies and the substitution of French and German for Latin and Greek.

The first main exception to this rule is the university, which has for years given advanced instruction in the mathematical, physical, and natural sciences, and thorough courses in the practical application of these sciences to the arts. The addition of a school of mines in the past year has led the university authorities to give to the different scientific branches taught a closer grouping, a more compact organization, and an ampler development, and to recognize by name what they have for some time had in fact, the polytechnic school. This forms a portion of the department of literature, science, and the arts, and its work is arranged with reference: (1) To those pursuing the study of civil or mining engineering or the study of pharmacy (including chemistry) with a view to graduation; (2) to graduates of colleges and other persons qualified for advanced study of mineralogy, geology, zoölogy, botany, civil or mining engineering, physics, analytical and applied chemistry, pharmacy, or metallurgy.—(Calendar of the university, 1875–'76.)

Another prominent exception is the Agricultural College of the State, "the design of which," according to the law creating it, "is to afford thorough instruction in agriculture and the natural sciences connected therewith," and the course of instruction in which is to embrace "the English language and literature, mathematics, civil engineering, agricultural chemistry, animal and vegetable anatomy and physiology, the veterinary art, entomology, geology, and such other natural sciences as may be prescribed, technology, political, rural, and household economy, horticulture, moral philosophy, history, book-keeping, and especially the application of science and the mechanic arts to practical agriculture in the field." The full course is four years.—(President Abbott's address on agricultural education.)

The nineteenth annual catalogue of the college states that of the 676 acre farm 300 acres are under scientific cultivation; that the museum contains fine scientific collections, and five thousand models from the Patent Office; that the average expenses of a four years' course, above earnings at the college, are, as shown by statistics of the last senior class, $741.33, or $185.35 per year; and that there have been valuable additions made to the philosophical and chemical apparatus.

PROFESSIONAL.

Theology.

Theological instruction is provided for in Adrian, Hillsdale, and Hope Colleges according to the Methodist, the Free Will Baptist, and the Reformed systems. The course at Hillsdale is for three years, embraces a fair range of study, and is open to any duly qualified Christian who wishes to pursue such studies.

Medicine.

The department of medicine and surgery at the university deserves commendation for its effort, in common with Harvard and Boston University medical schools, to elevate the standard of medical training. To this end it requires every candidate for admission (unless already a matriculant of the university, a graduate of a college, academy, or high school) to undergo an examination as to his fitness for entering on and appreciating the technical study of medicine. This examination is in writing, and covers at present English education only, with general mental capacity, but is to be made more rigid and extended in future years. Carrying out the same idea, 10 out of 73 applicants for a degree were rejected in 1875, according to the New England Journal of Education of April 10. Of the remaining 63 who graduated, 12 were ladies.

As before stated, a homœopathic medical college and a college of dental surgery were annexed to the university in 1875. The two present in the calendar for 1875–'76 quite respectable lists of students, and both conform to the rule above mentioned as to proof of candidates for admission.

Law.

The effort in the law department of the university is to make the instruction imparted and the advantages afforded equal to any attainable elsewhere in this country, and fit students for practice in any part of the United States.—(Catalogues of colleges and calendar of the university.)

Statistics of schools for scientific and professional instruction, 1875.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
SCHOOL OF SCIENCE.									
Michigan State Agricultural College ..	13	...	156	4	$231, 407	$231, 377	$16, 196	a$28, 602	b4, 200
SCHOOLS OF THEOLOGY.									
Theological department of Hillsdale College.	4	1	24	3	.....	.....	.....	... .	1, 000
Theological department of Hope College.	4	1	7	3	.....	2, 000	130	.....	.....
SCHOOL OF LAW.									
University of Michigan, (law department.)	5	...	321	2	.....	.....	.....	.....	3, 500
SCHOOLS OF MEDICINE.									
Detroit Medical College	16	....	99	3	40, 000	.....	.....	6, 287	.....
Medical department of University of Michigan.	10	....	312	2	.....	.....	.....	.....	1, 500
Homœopathic Medical College, University of Michigan.	2	...	24	2	.....	.....	.....	.....	.....
Dental College of Michigan University	7	....	19	3	.....	.....	.....	.....	.....
School of Pharmacy, University of Michigan.	11	....	74	2	.....	.....	.....	.....	.....

a From State appropriation. *b* Includes society libraries.

SPECIAL INSTRUCTION.

REFORM SCHOOL.

The Michigan Teacher for October, 1875, quotes from the State Republican, at Lansing, the statement that there are at this school 220 boys, and that there is no reason to regret the removal of the high board fence and the locks and bolts which at first made the institution a prison in all its practical workings, as not a boy has tried to escape on account of the removal of the fence. Employment for boys in the shops was reduced by the panic, and a large force was kept at work on the farm, in clearing up 80 acres of land and in leveling and improving the grounds in front of the school. The boys here work half a day and attend school the other half.

STATE PUBLIC SCHOOL, COLDWATER.

This school, for neglected and dependent children over 4 and under 16, closed in 1875 its first year with tolerable satisfaction. It contained then over 160 children, of 6 to

16 years. Of 150 received, 145 could not write, 64 could not read, only two could read a newspaper intelligently, 97 could not count to 100, but 1 knew the multiplication table, and nearly all were ignorant of geography. At the end of the first year, 27 could read primary charts, 40 the primer, 20 the first reader, 22 the second, 25 the third, and 16 the fourth; 30 can write letters, 28 know the multiplication table, and 140 can count 100; 108 study geography, and 12 read newspapers understandingly. The children are in good health. A hospital building, to cost $5,000, is to go up by December 1. When the new cottages are finished, children under 4 years will be received, and very young children will have the preference above those over 12.—(Michigan Teacher, October, 1875, p. 379.)

INSTITUTION FOR EDUCATING THE DEAF AND DUMB AND THE BLIND.

This school of the State is located at Flint, Genesee County, 60 miles north by west from Detroit. Tuition and board are free in it to all residents who need its teachings, and the trustees are authorized to assist indigent pupils to clothe themselves to the amount of $40 per annum.

Including the principal, there are 10 teachers employed in the deaf and dumb department and 4 in that for the blind. Pupils in 1874, 191; in 1875, 225.

The deaf-mute boys are taught cabinet making, shoemaking, and printing, and the girls sewing, knitting, printing, and kitchen and laundry work. The blind boys are taught basket making, and some of the girls sewing, knitting, and bead work.—(McCracken's Sketches.)

SANITARY CONDITION OF STATE SCHOOL BUILDINGS.

The Detroit Review of Medicine for February, 1875, presents a statement made by Dr. Kedzie, at a late meeting of the Michigan State board of health, in respect to the ventilation and general sanitary condition in certain public buildings personally visited and examined by him. From this statement it appears that in the new State public school building at Coldwater, the State prison, and the house of correction at Detroit, there was found a total absence of provision for ventilation. The air was consequently very foul, containing, in the school, from 14 to 16 parts of carbonic acid, and in the prison 32 parts to 10,000 of air. The water also in some of these institutions was impure, and in two the practice prevailed of using wooden buckets for the removal of excrements. The condition of the asylum at Flint, for the deaf and dumb and the blind, was not found to be quite as bad as that of those above mentioned, but it was far from being what it should be, the air being exceedingly impure in school rooms and dormitories. The ventilation at the reform school in the old building is reported as passable, but in the new part and in the hospital it is bad.

EDUCATIONAL CONVENTIONS.

STATE TEACHERS' ASSOCIATION.

The twenty-fifth annual session of the Michigan State Teachers' Association was held in Grand Rapids, December 28–30, 1875. An address of welcome was given by Mr. Fralick, president of the city board of education, and was suitably responded to by President Tarbell. The address of the evening was by Professor C. A. Kent, of the law department of Michigan University, on "The origin and extent of the duty of the State to educate." The proceedings of the second day were opened with music from the pupils of the high school, led by Professor Herrick, director of music in the city schools, after which Superintendent Tarbell pronounced the president's address, which embodied a forcible and comprehensive presentation of the claims of education, with a sketch of what seemed to the speaker a suitable public school system for the State. The address was referred to two committees of three members each. Hon. John J. Bagley, governor of the State, addressed the association in behalf of the representation of education in Michigan at the Centennial Exposition, calling attention to several features of the exhibit that ought to be made. He was followed on the same subject by Rev. D. C. Jacokes, of Pontiac, State commissioner for the educational exhibit, after which Mr. Ford, of Kalamazoo, read a paper on "The relations of social science and education," which was discussed by Professor E. A. Strong, of Grand Rapids, and President Angell, of the State University. Miss S. J. Pyne, of Grand Rapids, read an essay on "Preparation for teaching," which was discussed by Superintendent George, of Kalamazoo, Superintendent Ewing, of Ionia, Professor Putnam, of the State Normal School, and others. Professor Pease, of the State Normal School, then read an essay on "Teaching music to children," and Mr. Charles K. Backus, of the Detroit Tribune, delivered an address, giving "An outside view of the public schools," in which he discussed briefly certain criticisms upon the average free school which are sometimes heard in friendly quarters, as, that the public schools cost too much and that their courses of study are clogged with unnecessary branches. In his experience as a journalist the speaker had found no question upon which the public mind is more aroused and restless than upon this. The suggestions made by some that higher and secondary education at the public expense should be abolished and the wages of teachers generally reduced, the speaker regarded as extremely unwise. He suggested, however, that the studies of the earlier

years should be fewer and more fundamental; that, even with trained teachers, there should be a vigilant supervision of methods, the text books of the simplest kind and seldom changed, and, finally, that the disposition to erect expensive school edifices, with elaborate ornamentation and rich furnishing, be restrained.

CITY SUPERINTENDENTS' ASSOCIATION.

The State Association of City Superintendents held an important semi-annual session in Jackson on the 13th and 14th of May, 1875. This association comprises only superintendents who have at least 15 teachers in charge. The chief subject of discussion was the course of study for graded schools, which has been referred to under elementary instruction. It was the sense of the association that a high school course should be adopted that would be general and thorough and prepare the student for the scientific course in the university; and a committee was appointed to confer with the university faculty in regard to such a course as they might accept. The superintendents were recommended to conform themselves, in their reports in regard to the designation of grades, &c., to the blanks furnished by the United States Commissioner of Education. The practice of keeping pupils after school was generally disapproved.—(Michigan Teacher, June, 1875, p. 223.)

MICHIGAN STATE MEDICAL SOCIETY.

The ninth annual meeting of this society was held in Detroit June 9 and 10, 1875. The annual address of President Kedzie, instead of taking up any general topics, treated a specific one: ozone. The relations of this mysterious agent to health and disease were considered, the history of its discovery given, and the proportions of its existence in different portions of the country stated.

A resolution disapproving of the action of the regents of the university in establishing a homœopathic medical college in connection with it was offered by a member, but laid on the table by the society.—(Detroit Review of Medicine, July, 1875, p. 413.)

OBITUARY RECORD.

MISS MARTHA M. BREWSTER,

An esteemed teacher in the schools of Detroit, died October 18, 1875. Miss Brewster received her first appointment in the Detroit public schools in August, 1860. She was one of the most faithful and earnest teachers in the employ of the board; giving her whole life and energy to her school work, and never sparing her strength in its service and improvement. She continued her labors long after her own safety required complete cessation from them, and was a teacher who studied and knew the individual character and wants of her pupils, and labored conscientiously and earnestly to meet these wants.—(Detroit school report.)

REV. SPENCER J. FOWLER, A. M.,

Professor of physics in Hillsdale College, died in Saco, Me., August 29, 1875. He had gone East for his health some time before, having suffered from consumption of the blood, but the change brought no relief, and the disease reached its fatal termination at the time above indicated. Further particulars respecting him are wanting.

SCHOOL OFFICIALS IN MICHIGAN.

Hon. D. B. BRIGGS, *State superintendent of public instruction, Lansing.*

[Term, January, 1875, to January, 1877.]

STATE BOARD OF EDUCATION.

Name.	Post-office.	Term expires—
D. B. Briggs, superintendent	Romeo	December 31, 1876.
Witter J. Baxter	Jonesville	December 31, 1876.
Edward Dorsch	Monroe	December 31, 1878.
Edgar Rexford	Ypsilanti	December 31, 1880.

REGENTS OF THE UNIVERSITY.

Joseph Estabrook	Ypsilanti	December 31, 1877.
J. H. McGowan	Coldwater	December 31, 1877.
Charles Rynd	Adrian	December 31, 1879.
C. B. Grant	Houghton	December 31, 1879.
Andrew Climie	Leonidas	December 31, 1881.
E. C. Walker	Detroit	December 31, 1881.
B. M. Cutcheon	Manistee	December 31, 1883.
Samuel S. Walker	St. John's	December 31, 1883.
James B. Angell, president, regent *ex officio*		

MINNESOTA.

STATISTICAL SUMMARY.

SCHOOL POPULATION AND ATTENDANCE.

Number of youth of legal school age, (5 to 21 years)	210,550
Number enrolled in schools during the year	130,280
Average monthly enrolment	12,819
Average daily attendance	71,292

TEACHERS AND TEACHERS' PAY.

Whole number of teachers employed in the public schools during the year: Male, 1,372; female, 1,591	2,963
Number teachers necessary to supply public schools	3,362
Average monthly salary of teachers in public schools, male	$41 36
Average monthly salary of teachers in public schools, female	28 91

SCHOOLS.

Number of school rooms, exclusive of those used for recitation rooms	3,085
Number of rooms used exclusively for recitations	25
Average duration of school, in days	150
Schools corresponding to public schools below high schools: Male, 48,367; female, 47,605	95,972
Schools corresponding to public high schools	34,308
Teachers in said schools: Male, 120; female, 444	564

PERMANENT SCHOOL FUND.*

Amount of available school fund	$3,200,000
Increase of permanent fund in the school year	200,000
Amount of permanent fund including portion not now available, ten to twelve millions.	

INCOME AND EXPENDITURE.

Receipts.

From local tax	$659,427
Total from taxation	876,427
Interest on permanent fund, including rents of school lands	191,578
Revenue from other funds	48,870
From other sources	84,856
Total	1,861,158

Expenditures.

Sites, buildings, and furniture	$2,600,125
Salaries of teachers	702,662
Miscellaneous or contingent: fuel, light, rent, repairs	247,755
Total	3,550,542
Expenditure *per capita* by school population	$5 74
Expenditure *per capita* on enrolment	9 29
Expenditure *per capita* on average attendance	16 98

SCHOOL SYSTEM OF THE STATE.

CONSTITUTIONAL PROVISIONS.

Minnesota still maintains the constitution adopted at her admission into the Union in 1858. Article VIII of this, section first, provides that, "The stability of a republican form of government depending mainly on the intelligence of the people, it shall be the duty of the legislature to establish a general and uniform system of public schools." Section second, that the proceeds of lands granted by the United States for the use of schools shall remain a perpetual school fund for the State, the principal being preserved inviolate, and the income distributed to the different townships in proportion

* These figures are copied from the superintendent's report, without any change in them.

to the number of scholars in each township between the ages of 5 and 21. Section third, that "the legislature shall make such provisions, by taxation or otherwise, as, with the income arising from the school fund, will secure a thorough and efficient system of public schools in each township of the State." Section fourth, that the location of the university, as established by existing laws, is confirmed; that it is declared to be the University of the State of Minnesota; and that all rights, immunities, franchises, and endowments previously granted it are perpetuated, with all lands to be subsequently granted or other donations for university purposes.—(School law of 1873, with amendments of 1875.)

PROVISIONS OF THE SCHOOL LAW.

School laws of 1873, with amendments of 1875.

OFFICERS.

(1) A State superintendent appointed by the governor, with the consent of the senate, and holding office for two years from the first Tuesday in April following his appointment; (2) a board of regents of the university, consisting of the governor, State superintendent, president of the university, and of eight others holding office in three different classes for a fixed term; (3) a State normal school board, consisting of six directors, appointed by the governor, with the consent of the senate, for terms of four years each, with the State superintendent as secretary; (4) county superintendents appointed by the county commissioners for terms of two years; (5) district boards of trustees, composed of a director, treasurer, and clerk, elected at the annual district meeting in October, for terms of three years each, one going out each year and being replaced by new election; (6) boards of education for independent school districts, (consisting, for the most part, of towns or cities,) chosen by the qualified electors at the annual town meeting, and embracing ordinarily six members, who serve each for three years, two going out each year to give place for new material. These boards may elect a superintendent of schools.

POWERS AND DUTIES OF THESE OFFICERS.

The State superintendent, who is *ex officio* a regent of the university, has the power to grant to such persons as may be found worthy, by himself or by a committee of teachers appointed by him, State certificates of eminent qualifications as teachers, valid in any county or school district in the State for seven years. It is his duty to meet in council the county superintendents of each judicial district, or of two or more districts combined, at such time and place as he may appoint, for the discussion of all matters relating to the well-being of the schools; to hold annually State teachers' institutes, of a week each at least in the sparsely settled counties, and in the more densely settled ones normal training schools, of four to six weeks each, with a view to aiding teachers, or such as wish to teach, in acquiring a knowledge of the best methods of managing and teaching schools. He is also to apportion the available current school funds among the several counties on the first Monday of March and October in each year, according to their school population; to recommend, in conjunction with the president of the university and secretary of state, text books for the common schools; and to prepare and transmit to the legislature, on or before the 5th day of December, in each year, a report showing: (1) The number of organized school districts in the State, the number of schools taught, the number of persons of school age, male and female, the number between 15 and 21, and the number taught in the public schools; (2) the condition of the public schools and of all other educational institutions that may report to him; (3) the amount of school moneys collected and expended, specifying the amounts from all sources; (4) all matters relating to his office, the public schools of the State, and the school fund, the number and character of teachers, and whatever else he may deem expedient. Salary, $2,500.

The regents of the university have the usual duties belonging to such bodies, such as care of the general interests of the institution, a looking after its finances, and an appointment of its officers.

The State normal school board has the general supervision and management of the State normal schools and of all their property. It has power to contract for the erection of buildings, to appoint professors and teachers in the schools, to fix the salaries of these, to prescribe the courses of study and conditions of admission, with all needful rules and regulations. It is made a duty to visit and inspect the grounds, buildings, modes of instruction, and the discipline and management of each school at least once in each term; and to report to the governor, on or before the 1st day of December in each year, through the president, the condition of each school, its receipts and disbursements, its wants and prospects, together with such recommendations for its improvement as are thought proper. The board organize, in connection with each normal school, model schools for the illustration of the best methods of teaching and government. No compensation but for expenses incurred.

The county superintendents, who are to be of high moral character and literary attainments, and to hold a first class certificate from the State superintendent or president of the university, are to examine and license teachers; to visit and instruct the schools

once at least in each term, giving the teachers such advice as may seem necessary; to organize and conduct a teachers' institute once a year; to encourage teachers' associations; to introduce to teachers and people the best modes of instruction and plans for building and ventilating school-houses and ornamenting their grounds; to stimulate school officers to prompt and proper performance of their duties; to receive the reports of the school district clerks and transmit an abstract of them to the State superintendent, with the report which each one has to make for himself of the condition of the county schools. This last report is to embody the particulars above mentioned for the State superintendent's report to the legislature, with the number of private schools, high schools, colleges, and universities in the county of each one, their condition and resources, and the number of teachers and pupils therein. Penalty for failing to make such report, $50. The county superintendents are also the agents of the State superintendent for the distribution of blanks, reports, and circulars to the clerks of their several school districts. Compensation, not less than $10 for each organized school district in their respective counties, unless the number of such exceeds one hundred, in which case the sum is to be $1,000 to $1,250.

The boards of trustees for school districts have the general charge of schools and school-houses in their districts, such as leasing or purchasing of sites; building, hiring, or purchasing of school-houses; opening of new schools, when required by the district, and grading such schools, assigning to each its proper grade of scholars. Each member of the board is to visit the schools once in each term, and give such advice to the teachers as may be for the good of the school, while the board, as such, must submit to the annual district meeting an estimate of the school expenses for the coming year, with a view to proper provision for supply of means. It belongs to them also to contract with and hire teachers for the district schools, and provide all things necessary for the school-house.

Specific duties are also assigned to the treasurer and clerk of the district board, not unlike those mentioned as belonging to the assessor and clerk in Michigan, the last being held in a penalty of $50 for failure to make full annual report of the schools to county superintendents.

The boards of education in independent school districts have nearly the same powers with those of district trustees; but the duty of visitation and grading of schools is generally performed for them by the superintendents whom they are authorized to elect, and a board of examiners whom they appoint.

SCHOOLS UNDER THIS SYSTEM.

The public schools have, as their minimum of time, 3 months; minimum of studies orthography, reading in English, penmanship, arithmetic, grammar, modern geography, and the history of the United States, rising from these to studies which prepare for the university. They are free to all persons of school age (5–21) resident in the districts where they exist; but persons over age or non-residents pay such rates of tuition as may be determined by the school board. Instruction in them is required to be given in the English language, except that a board of trustees may provide for one hour of instruction daily in any foreign language.

Three normal schools, under State direction, supply teachers for the public schools; while teachers' classes in academies, brief teachers' institutes in the slightly settled counties, and training schools of some weeks' continuance in more populous ones aid in bringing up the teaching force to a higher grade of efficiency than might otherwise be reached. The university and its colleges of agriculture and mechanic arts form also, as has been stated, a portion of the State system, though the link of connection between them and the schools is not yet definitely settled. There is also a State institution for deaf, dumb, and blind.

SCHOOL FUNDS.

A State school fund derived from the sales of lands granted by the Government amounts now to about $3,200,000, with a possibility of its increase to ten or twelve millions more. The interest of this fund goes to encourage and aid local taxation for the schools, which may be levied in each county at the annual rate of one-tenth of one per cent. on the regular assessment, and may be supplemented also by the proceeds of fines for penal offenses, of licenses for selling liquors, and of unclaimed moneys from sale of estrays, making an annual revenue of nearly $2,000,000 for the schools.

ELEMENTARY INSTRUCTION.

EQUALIZATION IN POPULAR EDUCATION.

Discussing this subject the State superintendent lays down two principles:

(1) Taxation for the support of primary schools must be upon the property of citizens as a whole, regardless of the question whether or not they have children of their own to be educated. The rich bachelor, the unmarried woman holding property, the childless married man, whatever the extent of the possessions of each one, must pay their

quota of special taxes for schools, and thus help educate the children of the poor and penniless. It is not yet determined to what extent this principle should be carried into higher education. Some would apply it to high schools, academies, and even colleges; others would limit its application to common schools for primary education.

(2) Allied to this principle is the axiom that educational privileges, secured by such taxation, must be equalized, as nearly as possible, among all our children without regard to the accidents of nationality, color, poverty, wealth, or social conditions of their parents. While no man of wealth or high moral culture is forced to send his children to school with the children of low-bred parents, the principle must be maintained that the children of the poorer and lower classes shall be provided with good schools of sufficient length to educate them into the duties and possibilities of good citizens. The distribution of State funds for popular education must also be regulated by this fundamental principle of equalization. It must be so made that the benefit shall acrue impartially to all the children receiving education in the public schools. No just claim can be made by any church, or sect, or party to a share of this income from school funds, to be used under special plans for itself, because the condition on which such funds were created is that their proceeds shall go to the support of public schools, impartial, broad, and free, as defined in the foregoing statements.—(State report, 1875, pp. 6 and 7.)

GRADED AND UNGRADED SCHOOLS.

In some statistics, meant to show the relative cost of these two kinds of schools, the State superintendent gives a list of 35 towns and cities in which the principal graded schools exist. In some of these the enrolment in the public schools runs into the thousands, while in most it is from about 100 to 900. The total number of the graded schools is elsewhere stated to be 222. In the ungraded class, the superintendent says, "are included all the schools in the rural portions of the State and in the small towns with too few pupils for more than one teacher. Many of the newer counties have no other kind of school. In counties having graded schools, like Winona and Olmstead, more than two-thirds of the pupils are in the ungraded schools. In Hennepin County the proportion is more than one-half. Only in Ramsey County do we find a majority of the children in the graded schools. In the State, as a whole, about three-fourths of the children are in ungraded schools."—(Report of 1875, p. 47.)

In the interest of these lower schools and with a view to an increase of their advantages, the superintendent discusses as follows the equalization of taxation for the schools and of distribution of the proceeds of the taxes:

TERRITORIAL BASIS FOR EQUALIZATION.

The superintendent complains that the adoption of narrow geographical limits or the division of the State into small portions by arbitrary lines prevents the children of the poor and sparsely settled districts from enjoying equal educational advantages with those of the more thickly settled and prosperous ones, and this renders unequal the raising and distribution of the money for the support of schools. To remedy this inequality, he says that the territorial basis of taxation for the support of schools must be common to the largest number of children possible, and that the units of territory on which we can secure this result must be subdivisions of the State, probably counties. It is impossible to secure an equality of educational privileges with petty districts as the units of operation, apportioning to each only the tax that can be raised in its limited territory, with the share of the income from the State proportional to the number of its children, and requiring each to build its own school-houses. The next step would be to let every man within these districts, rich or poor, educate, without public help, his own children. Of this proposition a ruinous illiteracy would be the inevitable result. "We should, therefore," he says, "return to the principle of the two-mill tax, with the improvement of dividing the amount of such taxation upon a county, so as to give discriminating help to the weakest schools. We must bestow equal primary educational advantages upon all children, whether they belong to large or small, rich or poor districts. This, and nothing less than this, is equalization in popular education."—(State report, pp. 7–13.)

TEXT BOOKS.

The superintendent, speaking of the great evil of such a variety of text books being used in the schools, concludes by saying: "This whole question now rests with city boards of education and district trustees. Superintendents, city and county, have, however, an advisory duty to perform; and it is earnestly recommended that they consult with their leading teachers and trustees, and in each county come to a general agreement for that county. The economy and convenience of county uniformity are such that they render the wisdom of this recommendation evident. The city schools should, if possible, be included in the plan. It is very desirable that the graded schools of the cities use the same books that are used in the rural districts. The friends of education in each county should make an effort to regulate this matter before the diversity of books becomes too great for control."—(Superintendent's report, 1875, p. 34.)

SALARIES OF COUNTY SUPERINTENDENTS.

"The school law provides that the compensation of a county superintendent shall not be less than at the rate of $10 for each organized district in any county. This requirement, in some counties, is disregarded. Candidates have been allowed to bid for the office, and persons underbidding the legal rates have been appointed. With equal propriety might the office of county auditor or treasurer be sold to the lowest bidder. The fact that such shaving is practised only upon an educational office is one of sad significance. It indicates a disregard of popular education, an indifference to the condition of our schools and the welfare of our children, foreboding degeneracy and evil to coming generations. A county may be suffering temporarily from a loss of its crops, but why should retrenchment fall upon an interest as vital as that of the schools? Men may be out of employment and desperately in want of money, but one in such a condition should not attempt to relieve himself at the expense of the cause of education. To underbid the stipulated salary is to depreciate the popular idea, already too low, respecting the importance and value of school supervision. To render such service for less than it is really worth will inevitably lead the popular mind to the inference that the price asked is the measure of the value of the service rendered." —(Report of State superintendent, 1875, p. 23.)

GOOD COUNTY SUPERINTENDENCY.

The State superintendent has placed in his report an earnest argument for the continuance of the county superintendency of schools. He admits that there are difficulties in the way of its efficiency. The best men, for instance, cannot do everything that may be wished, and in many cases the best men are not attainable. Schools languish, hence, in some counties, from want of visitation; in others, from want of a due skill in it. The remedy for such difficulties, however, is not an abolition of the system, but an amendment of it in some points.

In populous counties, with very many schools, the superintendent, good as he may be, cannot visit all the schools at the best time. The earlier in the school term the visitation can be made the better in most cases, especially for young teachers. But in populous counties certain schools must wait till past the middle or near the conclusion of the term. Visits at that late period may do much good, but not the full good that is desirable. This defect, however, is not an insuperable one. It may be remedied by giving superintendents in such counties some help in the work of visitation. Let them be allowed to select assistants for themselves, or let county commissioners appoint assistants, to be paid by the county, with a view to securing a visitation of all schools in season to confer the greatest benefit. The additional advantage would pay for the increase of cost.

In sparsely settled counties, with few schools, a first rate superintendent cannot generally be had, because of the necessarily small salary. The difficulty here, Mr. Burt thinks, may be met by a provision already made in some western school laws, viz, the allowance that in counties with under thirty schools superintendents shall be eligible to office on certificates of lower grades than in counties with more wealth and population. The only guard he asks for is that the State superintendent shall approve the choice made by the county officers. With that guard, men of good sense, good character, and very fair possibilities for work, he thinks, may be obtained for even the poor counties.

Then, for the wealthier portions of the State, a full system of county supervision, with its best forces and conditions, may exist; while, for poorer portions, there may be one which, if not all that could be wished, may yet grow up to eventual completeness with the growth of population and consequently of wealth.—(Report, 1875, pp. 17-22.)

KINDERGÄRTEN.

One of these schools, located in Minneapolis, and conducted by Mrs. E. R. Holbrook, reports an attendance of from 10 to 26 pupils, who are kept at Kindergarten plays and employments three hours a day during five days of the week. The ages of the children admitted are from 3 to 7.—(Special report to United States Bureau of Education, 1875.)

CITY SCHOOL SYSTEM.

ST. PAUL.

The officers here are a board of education of 18 members, of whom one-third are changed each year, and a city superintendent of public schools, appointed by the board.

Statistics of schools.—Population, 33,000; children between 5 and 21 years old, 15,114; enrolled in public schools, 4,941; average daily attendance on these, 2,503; enrolled in schools other than public, 2,100. Teachers in the public schools, 18 males and 68 females; in private and parochial, 20 males and 40 females. Average monthly pay of teachers in public schools: males, $105; females, $54. School-houses occupied under the

public school system, 14; rooms, exclusive of recitation rooms, 68; recitation rooms, 15; sittings for pupils, 3,625. The schools are divided into primary, intermediate, grammar, and high; the expenses for the year, (including $20,200 for sites, buildings, libraries, and apparatus,) were $78,635; the cost *per capita* of pupils enrolled, $13; *per capita* of average attendance, $21. The superintendent accounts for the comparatively small enrolment and attendance by the unprecedented severity of the winter of 1874–'75 and the prevalence of several infectious diseases.

Details respecting the high school may be found under the head of secondary instruction.

Ventilation of the schools.—This important matter has not escaped the attention of the board. In their new Lincoln school building, beautifully situated on the heights overlooking the Mississippi, provision has been made for it by brick shafts, 26 by 36 inches in the clear. Through the entire length of these pass galvanized iron pipes, 10 inches in diameter, of No. 18 iron. These, heated by the exhaust smoke from the furnaces, create a strong upward current, carrying off the foul air from the rooms during the time that fires are in operation. In warmer weather the windows have to be depended on.—(Report of board and of Superintendent L. M. Burrington for 1874–'75.)

Free night school.—The Wisconsin Journal of Education for April, 1875, gives an account of the free night school at St. Paul, taken from the St. Paul Daily Pioneer. A representative of that paper, on visiting the school, found about 130 pupils present, representing many nationalities, as Germans, Scandinavians, French, Bohemians, Irish, English, Africans, and Americans, ranging in age from 12 to 40 years. Four sessions are held each week; there are upon the rolls about 180 names; the average attendance, 125. The pupils were represented as making very satisfactory progress, all carefully preparing their lessons before the school hour. The small expenses of the school, it was stated, had thus far been paid by the subscription of liberal gentlemen. The teachers, except the principal, give their services, and all enter upon their work with the greatest zeal.

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

The State normal school board report a gratifying increase in attendance at these schools, affording, it is remarked, "good evidence that they are rapidly gaining in favor with the public." The total enrolment in the three schools was 979, of whom 688 were in the normal departments; average attendance, 412; graduates during the year, 70; total number of graduates, 415.

The principal of the State normal school at Winona reports, for the year 1875, an increase of the "unexampled prosperity referred to in the report for the previous year." This encouraging state of things, he says, is shown no less in the higher qualifications than in the increased numbers of the persons admitted and in the growing demand for the services of the graduates and pupils of the school in all parts of the State. There were engaged in the studies of the normal department 75 men and 226 women—total, 301—an increase of 46 on the number of the preceding year. The average number belonging was 195, an increase for 1875 of 47.

The influence of the graduates of this school upon the institutes, and through them upon the mass of teachers, has already become a power in the State. Many of them have acquired an enviable reputation as institute conductors and workers, and it is conceded that they rank with the best in Minnesota. Special instruction in this kind of work is now given to the graduating class, from which at least 10 or 12 may be relied upon as being qualified to teach in the institutes during the coming year.

The principal of the State normal school at Mankato reports an attendance in the normal department greater than that of any previous year since the organization of the school, and this notwithstanding the fact that the territory patronizing the school has been devastated for three successive years. The enrolment of men was 63; of women, 150; total, 213; average attendance, 59. This small average attendance is explained by the fact that two-thirds of the pupils procure the means to attend the normal school by teaching, and leave about the 1st of April to secure summer schools. The departure of so large a number six weeks before the close of the term greatly reduces the average attendance for the year.

The principal of the State normal school at St. Cloud reports his school in an excellent condition. The new building, which has been occupied one year, fully meets the expectations of those who planned it and those who use it. The increase in attendance has been beyond all anticipation, the enrolment being 75 per cent. greater than a year ago. The patronage of the school is very largely from among the agricultural classes. Enrolment in the normal department: Men, 50; women, 124; both, 174. Average attendance of men, 28; of women, 64; of both, 92.—(Report of superintendent of public instruction, pp. 195–223.)

INSTITUTE WORK.

At the meeting of the normal board in May, 1875, a resolution was offered by the super-

intendent of public instruction asking the board to engage its teachers subject to calls for a certain amount of service annually in the State institutes and training schools, for which their salaries as normal teachers shall be deemed compensation; whereupon the following resolutions were adopted:

"*Resolved*, * * * That the services of the principals and teachers of the normal schools from the 1st of April until the third Wednesday of May be given to institute work under the direction of the State superintendent of public instruction.

"*Resolved*, That the superintendent of public instruction be authorized to call on the principals and teachers of the normal schools for such services in the institutes of the autumn as can be rendered without detriment to the schools."

In accordance with this plan the normal schools assisted the superintendent of public instruction in the institutes of last autumn. This employment of principals and teachers of normal schools in these institutes has produced good results. Their methods have commanded almost universal approbation, and they have, in every instance, worked in perfect harmony with county superintendents as the presiding officers of the institutes.—(State superintendent's report, 1875, pp. 39–42.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

How many schools exist in the State prepared to conduct their students up to the doors of the university or of the colleges does not distinctly appear. In a table appended to the report of the State superintendent 222 graded schools are enumerated, with 34,308 pupils on their rolls and 18,808 in daily attendance. But this list includes the lower grades as well as the higher ones, and affords no means of determining the number of high schools, the number of pupils in them, or the extent of the high school course. A set of interesting reports of 22 graded schools, appended to his own report, fails, likewise, to supply such definite information, except that 7 high schools out of the 22 appear to prepare students for a university or college course. Yet, of these 7 only 2 (those at St. Paul and Winona) present, in the State report or otherwise, such a schedule of the course pursued as to show them to be true preparatory schools, the former having a four years' course in Latin and Greek and the latter one of three years in Greek and four in Latin, besides other courses. The missing link for perfecting the desired connection between the State schools and the university would thus seem not to exist; nor can it, until a definite course, satisfactory to the university authorities, shall be adopted by the high schools as a rule. Such a course has been sketched by the university, embracing, for admission to the classical curriculum, four books of Cæsar's Commentaries, the first oration of Cicero, the Greek grammar and reader, and eight chapters in the first book of Xenophon's Anabasis, in addition to English grammar and composition, rhetoric, outlines of general history, arithmetic complete, and algebra through quadratic equations. For admission to the scientific curriculum there must be, in addition to these last named studies, an examination in physical geography, natural philosophy, physiology, free hand drawing, history of England, study of English words, and elementary astronomy, or, in lieu of the last three, the Latin or Greek of the classical requirements. It now remains to be seen whether the high schools generally, or to any great extent, will adopt the course thus sketched. Of this the State superintendent seems to be in doubt.—(See State report, p. 44.)

ACADEMIES AND SEMINARIES.

Eleven schools of the above class report an attendance of 1,026 pupils instructed by 50 teachers; classical studies were pursued by 57 and the modern languages by 230. Four of these schools are under the patronage of the Roman Catholic Church, 3 are non-sectarian, 3 are under the influence respectively of Protestant Episcopal, Lutheran, and Wesleyan Methodist Churches, and 1 makes no report upon this point. Drawing is taught in 6 of these schools and vocal and instrumental music in 9. Three report the possession of some kind of philosophical apparatus and 8 have libraries ranging in size from 75 to 450 volumes. For names of schools and further details see Table VI at the end of this volume.—(Special reports to the United States Bureau of Education, 1875.)

Of the following schools of this class a description is given in the State report: The Shattuck School at Faribault, under the management of the Protestant Episcopal Church, prepares boys for college or business life, and the course extends to the junior year. It has a military organization under the charge of an experienced officer of the United States Army. The school is beautifully located on 65 acres of land, has three large and commodious halls, a beautiful chapel, and a fire-proof library, which have cost over $80,000.

The St. Croix Valley Academy, incorporated in 1867, has two departments, musical and literary, instructing in all the common and higher English branches, Latin, and German, fitting pupils for the collegiate course. It has also fitted a large number of teachers who are satisfactorily employed in the district schools.

Wesleyan Seminary, Wasioja, (Wesleyan Methodist,) has an endowment of $10,000 nearly completed. Its object is to prepare students for college and to give them a thorough practical education. Although it has been in progress but two years it is rapidly growing in importance and usefulness. During the year 98 students were enrolled, all of whom were influenced to good conduct by a sense of duty and honor.

Taylor's Select Graded School, St. Paul, aims to prepare pupils for teachers for the high school or for college. The course of study embraces the common and higher English branches and the classics. The methods of this school are molded somewhat upon the conviction that in some schools much precious time is wasted in needless details, especially with those whose opportunities are limited.—(Report of superintendent of public instruction, pp. 57–70.)

PREPARATORY DEPARTMENTS OF COLLEGES.

The colleges of the Northwest have often to prepare the students for their collegiate classes, and in this State 303 such students are reported, 96 of them in preparation for a classical course in college and 123 for a scientific course.—(Return to Bureau of Education, 1875.)

BUSINESS COLLEGES.

The International Business College and Telegraphic Institute, at St. Paul, organized in 1865, has graduated about 200 students. The length of course is from two-thirds of a year to a year; the studies pursued, besides the English branches, are book-keeping, commercial arithmetic, common law, penmanship, and telegraphy. There were in the day school in 1875, 186 pupils, 11 of whom were young women; in the evening school, 27, 3 of them young women; the total attendance was 213. The students in telegraphy numbered 23.—(Special report to the United States Bureau of Education, 1875.)

The Minneapolis Business College offers to both sexes a course of study embracing commercial arithmetic, mercantile law, the customs of trade, book-keeping in all its applications, business correspondence, English grammar, spelling, and penmanship.—(Report of superintendent of public instruction, 1875.)

SUPERIOR INSTRUCTION.

THE UNIVERSITY OF MINNESOTA, MINNEAPOLIS.

This university was chartered in 1868, is undenominational, and admits both sexes on equal terms. From the necessity of the case it has hitherto been largely engaged in preparing students for itself in what are called the fourth and third classes of its collegiate department, or what would elsewhere generally be called lower and higher classes of its preparatory school. It feels now strong enough to leave a portion of this preparatory work to the high schools and graded schools throughout the State, and after the year 1875–'76 proposes to dispense with its lowest class and add the branches now studied in that class to the requirements for admission to the next above. The lowest then remaining will be the third, or subfreshman, full standing in which can only be secured by passing a satisfactory examination in specified studies about equivalent to those of good high schools.

The third annual commencement of the university was held in its new audience hall June 24, 1875, on which occasion 3 of its students were made bachelors in arts, 2 in science, 1 in literature, and 3 in civil engineering.—(Report of the president in State report of 1875, pp. 179–191.)

OTHER COLLEGIATE INSTITUTIONS.

Carleton College, Northfield.—This college offers its privileges to all alike, irrespective of race, sex, nationality, or denominational preferences. Though receiving the special patronage of the Congregational churches, it is not under any ecclesiastical control, nor is it sectarian in methods or influences. The young women reside with the lady teachers in a separate building, but both sexes meet in all general exercises, are instructed in the same classes, and may take the same degrees. The courses of study are English, preparatory, academic, and collegiate.—(College catalogue, 1874–'75, and report of superintendent of public instruction, 1875.)

Hamline University was organized under the auspices of the Methodist Episcopal Church in 1854, and located at Red Wing, but owing to financial reverses was discontinued in 1869. It is to be opened again in the fall of 1876. A new location has been chosen between the cities of St. Paul and Minneapolis, those cities having contributed largely toward a university building which is now in process of erection at a cost of $60,000.—(Report of superintendent of public instruction, 1875, p. 61.)

St. John's College, near St. Joseph, (Roman Catholic,) is conducted by the Benedictine Fathers. The course of study is conformable to the most recent progressive methods, aiming at the highest standards. There are elementary, scientific, commercial, and

classical courses, the latter extending over a term of 5 years, and including advanced studies in mathematics, belles-lettres, rhetoric, and poetry, the English, German, Latin, and Greek languages. French, Italian, Spanish, and Hebrew, with music, painting, and other studies, are optional. The situation of the college is said to be delightful and the faculty large and highly trained.—(Report of superintendent of public instruction, 1875, pp. 57, 58.)

COLLEGES FOR WOMEN.

St. Mary's Hall, at Faribault, (Protestant Episcopal,) and the Minneapolis Female Seminary (non-sectarian) report a total of 16 professors and instructors, 4 ladies and 12 gentlemen, and 149 students, of whom 69 were pursuing the regular college course. The Minneapolis Seminary is authorized by law to confer collegiate degrees and has a library of 600 volumes. There are two courses of instruction, the English (scientific and literary) and the classical, including a full course in Latin and French or German. The departments of music, drawing, and painting are conducted by the ablest teachers.—(From special reports to the United States Bureau of Education and report of State superintendent, 1875, pp. 60, 67.)

Statistics of a university and colleges, 1875.

Names of university and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
Carleton College	12	....	137	18	$60,877	$72,000	$6,200	$4,560	$0	$3,000	2,575
St. John's College	16	....	21	82	50,000	.....	.....	.....	.....	.....	*a*2,583
University of Minnesota.	16	....	145	83	80,000	247,537	10,699	0	19,000	.....	10,000

a Includes society libraries.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENCE.

The College of Agriculture of the State University presents two courses of study, the regular undergraduate course, of equal rank with the courses in the other colleges, and the elementary, coinciding in the main with the scientific course of the collegiate department. Students who complete either of these courses are admitted to the advanced course without further examination. A new building was expected to be ready in the fall of 1875, but further accounts of it are wanting.

In the College of the Mechanic Arts there are three undergraduate courses of study leading to appropriate degrees, a course in civil engineering, one in mechanical engineering, and one in architecture. Only 9 students are reported as in attendance in 1875 on these two colleges, 7 of them belonging to the college of mechanic arts, and the other 2 being engaged in an elementary course in the agricultural college.—(State superintendent's reports for 1873–'74 and 1874–'75.)

THEOLOGY.

The Seabury Divinity School, Faribault, (Protestant Episcopal,) offers a thorough course of instruction. Its buildings, which cost over $50,000, will accommodate 35 students. The school is unendowed, depending on the offerings of the church for its support. It has a library of 4,500 volumes.

The theological department of Augsburg Seminary, at Minneapolis, (Evangelical Lutheran,) is intended to prepare students for preaching, especially the older ones, "that they may be earnest advocates for the truth." It is sustained by donations from congregations belonging to the conference for the Norwegian-Danish Lutheran Church in America. Number of students, 16.—(Programme of the seminary, 1874, and special report to the United States Bureau of Education, 1875.)

St. John's Seminary, St. Joseph, Minnesota, (Roman Catholic,) reports an attendance of 26 students. The ecclesiastical course, which embraces philosophical and theological studies, is completed in three years.—(Catalogue, 1874–'75, and report to the United States Bureau of Education, 1874.)

Statistics of schools for scientific and professional instruction, 1875.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
SCHOOL OF SCIENCE.									
Colleges of Agriculture and of Mechanic Arts, (University of Minnesota.) *a*	14	....	7	2	.....	.....	.....	.....	.....
SCHOOLS OF THEOLOGY.									
Augsburg Seminary	4	....	16	3	$30,000	.....	.....	.....	1,200
St. John's Seminary	4	....	32	3	31,000	$0	$0	.....	1,081
Seabury Divinity College	9	....	29	3	60,000	.....	.....	.....	4,500

a No separate organization.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

In common with the older States in the Union, Minnesota has made special provision for the education of her deaf and dumb and blind children. For thirteen years the institution at Faribault has been in active operation, dispensing the blessings of a common school education to those who otherwise would have grown up in ignorance. During the past year 109 deaf-mutes and 21 blind children have been in attendance for a longer or shorter time during the term of forty weeks. Five and a half hours daily, Sunday excepted, are devoted to study and recitations, and three and one-half hours to work in one of the shops. Coopering, shoemaking, and tailoring are the trades taught the boys. A few of the younger lads, instead of attending to shop work, are occupied one hour in the afternoon receiving instruction in drawing or some light exercise.

For various reasons only about two-thirds of these children within the limits of the State have been reached. The provision made has been generous, but never sufficient for all in the State; still, none of suitable age and capacity who have applied have been rejected. It is expected that upon the completion of the main building, now in process of erection, all in the State can be accommodated, and also that as the advantages of the school and shops become more generally known, greater demands will be made upon the institution.—(Report of superintendent of public instruction, 1874–'75, pp. 177, 178.)

LIST OF SCHOOL OFFICIALS IN MINNESOTA.

D. BURT, *State superintendent of public instruction, St. Paul.*

COUNTY SUPERINTENDENTS.

[Term, April, 1875, to April, 1877.]

County.	Superintendent.	Post-office.
Aitkin	W. H. Williams	Aitkin.
Anoka	Rev. Moses Goodrich	Anoka.
Becker	.....	.....
Benton	Rev. Sherman Hall	Sauk Rapids.
Big Stone	W. R. Brown	Ortonville.
Blue Earth	David Kirk	Mankato.
Brown	E. J. Collins	New Ulm.
Carlton	L. W. Greene	Thompson.
Carver	William Benson	Carver.
Chippewa	J. S. Pound	Granite Falls.
Chisago	V. D. Eddy	Taylor's Falls.
Clay	L. H. Tenny	Glyndon.
Cottonwood	F. M. Dyer	Windom.

List of school officials in Minnesota—Concluded.

County.	Superintendent.	Post-office.
Crow Wing	H. D. Follet	Brainerd.
Dakota	Philip Crowley	West St. Paul.
Dodge*	A. M. Church	Kasson.
Douglas	William H. Sanders	Alexandria.
Faribault*	R. W. Richards	Blue Earth City.
Fillmore	D. W. Sprague	Preston.
Freeborn	Henry Thurston	Shell Rock City.
Goodhue	Rev. J. W. Hancock	Red Wing.
Grant	John W. Gould	Pomme de Terre.
Hennepin	C. W. Smith	Minneapolis.
Houston*	Dr. J. B. Le Blond	Brownsville.
Isanti	Rev. Charles Booth	Spring Vale.
Jackson	Dr. J. F. Force	Heron Lake.
Kanabec	S. E. Tallman	Brunswick.
Kandiyohi	J. H. Gates	Harrison.
Lac qui Parle	L. R. Davis	Lac qui Parle.
Lake	Christian Wieland	Beaver Bay.
Le Sueur*	Francis Cadwell	Le Sueur.
Lincoln	G. I. Larson	Marshfield.
Lyon	George M. Durst	Marshall.
McLeod	W. W. Pendergast	Hutchinson.
Martin	John W. Tanner	Fairmont.
Meeker	William E. Cathcart	Litchfield.
Mille Lacs	A. P. Barker	Princeton.
Morrison	Dr. A. Gnernon	Little Falls.
Mower	N. M. Holbrook	Austin.
Murray	S. P. McIntyre	Currie.
Nicollet	E. S. Pettijohn	St. Peter.
Nobles	T. C. Bell	Worthington.
Olmsted*	Sanford Niles	Rochester.
Otter Tail	G. F. Cowing	Fergus Falls.
Pine	F. A. Hodge	Hinckley.
Pope	J. R. Geddes	Glenwood.
Ramsey	Rev. Benjamin Welles	White Bear Lake.
Redwood	D. L. Bigham	Redwood Falls.
Renville	Hon. George H. Megguier	Beaver Falls.
Rice*	R. A. Mott	Faribault.
Rock	E. L. Grout	Luverne.
St. Louis	Hon. Luke Marvin	Du Luth.
Scott*	Patrick O'Flynn	St. Patrick.
Sherburne	Hon. John O. Haven	Big Lake.
Sibley	W. C. White	Henderson.
Stearns	P. E. Kaiser	St. Cloud.
Steele	Rev. G. C. Tanner	Owatonna.
Stevens	B. Chidester	Morris.
Swift	A. M. Utter	Benson.
Todd	Albert Rhoda	Burnhamville.
Wabasha	Hon. A. G. Hudson	Lake City.
Wadena	A. R. Wiswell	Wadena.
Waseca	H. G. Mosher	Waseca.
Washington	P. E. Walker	Marine Mills.
Watonwan	George H. Overholt	Madelia.
Wilkin	James Jackson	Breckinridge.
Winona	Hon. O. M. Lord	Minnesota City.
Wright	J. F. Lewis	Monticello.
Yellow Medicine	S. A. Hall	Yellow Medicine City

* The superintendents for these counties are to be elected by the people from November, 1876; the thers are appointed biennially by the board of commissioners in each county.

MISSISSIPPI.

STATISTICAL SUMMARY.

SCHOOL POPULATION AND ATTENDANCE.

Number of white children of legal school age, 5–21 years	141,514
Number of colored children of legal school age	176,945
Total number of children of school age	318,459
Number of white children attending school	78,404
Number of colored children attending school	89,813
Total	168,217
Average monthly enrolment of white children	65,065
Average monthly enrolment of colored children	68,265
Average monthly enrolment of males of both races	67,630
Average monthly enrolment of females of both races	65,700
Average daily attendance of males of both races	55,743
Average daily attendance of females of both races	51,152
Average daily attendance of white children	40,381
Average daily attendance of colored children	66,514
Total average daily attendance	106,895
Average number of pupils to each teacher	22

TEACHERS AND THEIR PAY.

Number of white teachers: Males, 1,826; females, 1,033	2,859
Number of colored teachers: Males, 1,163; females, 946	2,109
Total number: Males, 2,989; females, 1,979	4,968
Average monthly salary paid white teachers of first grade	$68 40
Average paid to colored teachers of first grade	65 50
Average paid to white teachers of second grade	46 61
Average paid to colored teachers of second grade	41 40
Average monthly salary regardless of races and grades	55 47

SCHOOL BUILDINGS AND SCHOOLS.

Number of school buildings in the State, (about)	2,275
Number of school-rooms	6,838
Number used exclusively for recitations	5,550
Estimated value of school sites, buildings, and other property	$1,000,000
Average number of days taught in cities	200
Average number taught in towns of over 2,000 inhabitants	120
Average number taught in counties outside of towns and cities	100
Average number taught throughout the State	140

INCOME AND EXPENDITURE.

Receipts.

From State tax, (about)	$489,443 83
From county tax, (about)	354,872 40
Interest on Chickasaw school fund	63,466 08
Rent from school lands, (about)	50,000 00
Aid from Peabody fund	9,500 00
Total receipts from other sources than State and county tax, (about)	142,966 63
Total from all sources	1,110,248 94

Expenditures.

For teachers' salaries	856,950 44
Amount paid county superintendents	48,650 00
Miscellaneous expenditures	80,000 00
For permanent improvements	55,000 00
Total for all purposes	1,040,600 44

STATE SCHOOL FUND.

Amount available, including Chickasaw fund	$1,068,358 56
Amount of permanent fund, including that due from the State	1,000,000 00

—(From report for 1875 of the superintendent of public education, Hon. T. W. Cardozo, pp. 5–17.)

SCHOOL SYSTEM OF THE STATE.

CONSTITUTIONAL PROVISIONS.

The earlier State constitutions, from 1817 to 1865, contained a declaration that "Religion, morality, and knowledge being necessary to good government, the preservation of liberty, and the happiness of mankind, schools and the means of education shall forever be encouraged." It was not, however, until 1868 that encouragement was given to any general system of public schools meant to embrace the whole youthful population. The constitution adopted in that year, article VIII, made it the duty of the legislature to establish a uniform system of free public schools for all children between the ages of 5 and 21, and as soon as practicable schools of higher grade, one or more schools to be maintained in each school district at least four months in every year. It also provided the machinery for such a system by ordaining (1) that there should be a superintendent of public education, elected at the same time and manner as the governor, who should hold office for four years; (2) that there should be a board of education, consisting of the secretary of state, the attorney-general, and the superintendent of public education; (3) that there should be a superintendent of public education in each county, appointed by the board of education, with the concurrence of the senate, to hold office for two years; (4) that there should be established a common school fund, to consist of the proceeds of lands granted to the State by the General Government, of others known as "swamp lands," of fines for breach of the penal laws, of moneys received for liquor licenses and for exemption from military duty, of congressional township funds and lands, and of all moneys donated to the State for school purposes.

The legislature was also authorized to levy a poll tax, not to exceed $2 a head, in aid of the school fund, and was directed from time to time, as might be necessary, to provide for the levy and collection of such other taxes as should be required to properly support the system of free schools; all school funds to be divided *pro rata* among the children of school age.

As soon as practicable the establishment of an agricultural college or colleges was also to be provided for.

PROVISIONS OF THE SCHOOL LAW.

School Laws of 1873 to 1876, published by Thomas S. Gathright, State superintendent of public education.

SCHOOL OFFICERS.

A State board of education, State superintendent of public education, county superintendents, county and city boards, and trustees of schools constitute the official educational staff.

POWERS AND DUTIES OF SCHOOL OFFICERS.

The State board of education, besides the power of appointing county superintendents, has given to it by the constitution the management and investment of the school funds, with certain exceptions specified in the school law, and is to make annual report to the superintendent, and through him to the legislature, of everything relating to these funds. They give bonds in $20,000 each for faithful performance of their duties.

The State superintendent of education has the general supervision of the public schools, prescribes rules and regulations for them, and is directed to make such annual visits to the schools in each congressional district as the board of education may direct; is to provide for holding a teachers' institute in each of these districts annually; to decide all controversies respecting school management, and on or before the 15th of January in each year is to make report to the legislature of all matters relating to his office and to the educational interests. He presides at all meetings of the board of education, disburses the amounts which they appropriate for the support of free schools, and prepares editions of the school laws, with the necessary forms, regulations, and instructions for conducting all proceedings under them. He has the privilege of appointing a clerk, with $1,200 annual salary, to aid him; receives 5 cents per mile for the distances actually travelled in the performance of his official duties, and all necessary contingent expenses, with a salary not stated in the law; and gives bond, like the members of the board of education, in $20,000, for the faithful discharge of his duties and for the safe-keeping and proper disbursement of the school funds passing through his hands.

The county superintendents have the general supervision of the public schools of their several counties, with the duty of visiting them once at least each term; examine candidates for the position of teachers in them; give certificates, valid for twelve months, to such as are found qualified to teach; examine and verify the accounts of teachers for their monthly salary, and, when they find them correct, issue pay certificates to that effect, to be cashed by the clerk of the board of supervisors or city clerk, as the case may be. They are to establish schools where needed; to appoint trustees for newly established ones; to classify the schools as first grade or second grade; to fix the rate of salary to be paid to the teachers of each grade; to make arrangements for equaliz-

ing the sessions of all schools, and to present annually, on or before the first Monday in July, to the supervisors of their counties and the mayors and councils of cities in them an estimate of the contingent school expenses for the ensuing school year, reporting also to the county or city treasurer the probable number of schools to be provided for and the total monthly cost of their support. They are also annually, on or before the 1st of September, to make written report to the board of county supervisors and the board of mayor and aldermen or selectmen of each city of 2,000 inhabitants, showing the names of teachers employed during the preceding school year, the number of months taught by each, the rate of salary paid, and the aggregate amount certified to be due each teacher. Then, on or before the 15th day of September in each year, they are to report to the State superintendent the condition and statistics of the schools; to the auditor of public accounts, an enumeration of the educable children of their counties; and to the board of education, "as soon as practicable," the amount and condition of school lands and school funds within their counties.

For the faithful performance of all these duties they are required to give bond in the sum of $2,000 to $5,000. Before entering on them they are to submit to an examination by a board of examiners, appointed in each county for the purpose, as to educational qualifications, as to habits and moral character, and as to executive ability, and only on satisfying the examiners on these points can they receive appointment from the State board. Their compensation, after appointment, is fixed by law at from $45 to $270, one-fifth of what it was in 1874.

County and city boards for school purposes are constituted of the board of supervisors of a county and of the mayor and aldermen or selectmen of any city or town having more than 2,000 inhabitants. They cause publication to be made of the reports of county superintendents presented to them respecting the pay of teachers and other expenses of the schools; make allowances for meeting expenditures which the superintendents indicate are to be provided for; and levy taxes for school-house purposes, for the superintendent's salary, and for any deficit in the teachers' fund which may arise.

Trustees of schools, 3 for each school in the rural districts, are elected annually by the patrons of the schools who are qualified electors; employ teachers for their schools; look after the local interests of these; visit them, by one or more of their number, at least once each month, to see that fuel is provided, to protect school property and care for the same during vacation, to arbitrate between teachers and pupils in case of difficulties or disputes, and to make such provision for the comfort of the pupils as may from time to time appear desirable. Trustees for towns and cities are elected by the voters there, two for each ward, and have the same duties.

SCHOOLS.

The State public schools, formerly of several grades, are now directed to be classified annually in each county as first and second grade. They are to be held for five months in the year; and in the second grade are to be taught orthography, reading, penmanship, the rudiments of arithmetic, English grammar, geography, history of the United States, and English composition. For the first grade, the studies are not prescribed in the latest law. The schools are to be kept ordinarily for at least five months in the year; for four, if the school boards are embarrassed with debt. The county superintendents, with the approval of the county and city school boards, may prescribe for them a uniform series of text books, not to be changed within five years from the date of adoption. Local boards may regulate the daily school hours.

Two normal schools, 2 agricultural and mechanical colleges or departments of such, a well organized State university, with institutions for instruction of the deaf and dumb and of the blind, also enter into the State system.

A teachers' institute of at least two weeks' continuance, to be held annually in each congressional district, under the control of the State superintendent, but under the working of an experienced and skilled educator and assistant, is provided for in the law.

SCHOOL FUNDS.

A State school fund of nearly $700,000 helps to supplement the proceeds of State and local taxation for schools; the interest of this fund, with the rent of unsold school lands and the income from some special funds, adding enough to the receipts from taxes to bring up the annual school income to nearly $1,000,000.

ELEMENTARY INSTRUCTION.

EDUCATIONAL PROGRESS.

In the opinion of the superintendent, the progress made by the public schools of the State during the year 1874–'75 has been sufficient to furnish cause for congratulation. It is no longer a partisan question whether public schools for the masses shall be maintained, but it is the desire of the whole people that every child in the State shall enjoy their advantages. There has been an increased attendance upon the schools, the qual-

ifications of teachers are better, and the interest manifested by trustees, parents, and people generally has been greater than heretofore. While the defects to be remedied and excellences to be attained are still great, it is remarked that a term of five years is a very brief period in which to bring the schools up to their proper standard.—(Report, p. 23.)

COUNTY SUPERINTENDENTS.

The State superintendent notices with regret a disposition on the part of some to underrate the services of county superintendents of schools. While it may be true that some of these officers are negligent of duty, he thinks they are, upon the whole, faithful, and render their counties and the State more valuable service for the amount received than any other officers. He strongly disapproves the effort which is made at every session of the legislature to make this office elective, and is confident that, whatever may be the case in other States where the common school system has been in operation for many years and the masses of the people are generally educated and the desire for office is not so great as in this State, such a plan would certainly prove disastrous, as it would too often result in selecting the very poorest men for the position.—(Report of superintendent, p. 24.)

TEACHERS' SALARIES.

From the commencement of the public school system of the State, a large number of the teachers have been compelled to lose a portion of their salaries on account of the depreciation of school warrants, but during the past two years there has been no necessity for this, as the State teachers' tax has been collected in currency, and has been in the hands of the tax collectors in season for the payment of teachers. It seems, however, that certain county officers have kept back the teachers' fund, thus forcing them still to sell their warrants at a discount. Such a change in the law is recommended as will make it impossible that this advantage should be taken of the teachers.

The superintendent remarks, in respect to his statistics of teachers' salaries, that the law makes no distinction as to this point in favor of race or sex, and that the difference in salary is due to the fact that a greater number of white men are teaching first grade schools for both races than of colored men, while the same is the case with women teachers of the different races.—(Report, pp. 13,25.)

COMPULSORY EDUCATION.

In the opinion of the superintendent, the legislature of the State should enact a compulsory education law as a matter of economy, in view of the fact that the State expends a large amount of money for school purposes—enough to educate all—while only about one-half the number of educable children are enrolled and only about one-third attend, on an average. Moreover, as a matter of justice to the rising generation, such a step, he thinks, should be taken; that, if it is the duty of the State to educate one of her children, it is her duty to educate all; and, if parents and guardians do not sufficiently appreciate the advantages of the common schools, the State should not allow their children (for whom it is wholly responsible in this matter) to grow up in ignorance. In a few years the children of the present day will have become citizens of the State, intelligent or ignorant. Will the people, asks the superintendent, suffer their property to become depreciated on account of having an ignorant community; shall a wall of ignorance be built around the State to impede immigration; or shall parents and guardians be compelled to send their children to the school provided for them?—(Report, p. 27.)

PEABODY FUND.

Every application made through the superintendent for aid from this fund was granted, until the amount set apart for the State, $9,500, was exhausted, and every school that applied for aid, except one, kept its terms. Twelve towns and cities received assistance in amounts ranging from $300 to $2,000. Aid has been promised for the current year to the amount of $11,800.—(Report, pp. 29, 30.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

The schools at Holly Springs and Tougaloo are making excellent progress and are rapidly preparing teachers for the public schools, their only difficulty being the small amount of funds appropriated. Colored students exclusively attend both these schools, and the superintendent earnestly recommends the establishment of another for white students. The white teachers have had only such preparation as they could obtain in high schools and academies. The amount appropriated by the State for the two schools was $9,000, $4,500 each. In addition to this, the Holly Springs school received $300 from the Peabody fund. There was an enrolment during the year of 351 students in both schools, Holly Springs having 134 and Tougaloo 217. Average attendance: Holly Springs, 84; Tougaloo, 92; total, 176.—(Report of superintendent, pp. 21, 22, 30.)

SECONDARY INSTRUCTION.

PRIVATE HIGH SCHOOLS AND ACADEMIES.

A list of 27 private high schools and academies was forwarded to this Office by the superintendent of public instruction, Mr. Cardozo, but without any further information respecting them. In response to the circulars of inquiry sent them by the United States Bureau of Education, 13 schools of this class have forwarded their statistics for 1875. Two of these are exclusively for the education of boys; they are undenominational in religious influence, and have, with 5 instructors, a total attendance of 127 students, 32 of whom were pursuing a classical course and 48 preparing for college. Three schools are exclusively for girls, 1 being under the influence of the Methodist Episcopal Church, the others undenominational, all 3 having, with 12 teachers, an attendance of 146 pupils, only 16 of whom are pursuing a classical course. The remaining 8 schools are for both sexes, and report an aggregate attendance of 733 students—372 boys and 361 girls—taught by 24 instructors; 5 of these schools are unsectarian in their influence, 1 is under the control of the Methodist Episcopal Church South, and 1 each of the Baptist and Presbyterian; 67 of the students were pursuing classical studies, 30 modern languages, and 96 were preparing for either the classical or scientific course in college; making a grand total attendance of 1,006 pupils—499 boys and 507 girls—taught by 41 instructors, the aggregate of those pursuing classical studies being 115 and of those preparing for college 144.

No report of any public high schools has reached the Bureau, not even Vicksburg making return of such.

PREPARATORY DEPARTMENTS OF COLLEGES.

The colleges report in their preparatory classes 151 male students and 35 females, 186 in all; 78 of them being engaged in preparation for a classical collegiate course and 17 for a scientific.—(Returns to Bureau of Education, 1875.)

BUSINESS COLLEGE.

St. Stanislaus Commercial College at Bay St. Louis, organized in 1855, reports an attendance in 1875 of 100 students, (all young men,) instructed by 8 teachers, and a course of four years, including commercial and mathematical branches, telegraphy, and the modern languages. Ten students were engaged in the study of telegraphy, 14 in German, 60 in French, and 5 in Spanish.—(Special report to the United States Bureau of Education, 1875.)

SUPERIOR INSTRUCTION.

UNIVERSITY OF MISSISSIPPI, OXFORD.

This university is on the line of the Mississippi Central Railroad, about a mile southwest of Oxford. The principal buildings are gathered about a common centre, octagonal in form, with sufficient space between each to make them tolerably secure from conflagration. There are, in all, 13 edifices; 8 being for the use of the faculty as residences, 3 for dormitories and other college purposes, 1 for a lyceum, and 1 for an observatory.—(Letter in Mississippi Pilot.)

The general departments of study are three: One of preparatory education, one of science, literature, and the arts, and one of professional education. That of science, literature, and the arts includes six courses of study, four of which are undergraduate parallel courses leading to the degrees of A. B., Sci. B., Ph. B., and C. E. The other two are post graduate, and lead to the degrees of A. M. and Ph. D.

The institution is well officered and possesses very rich and full appliances for illustration of the studies pursued, especially in the natural sciences, claiming to be in physical and chemical apparatus, and in cabinets of minerals, rocks, shells, and other fossils, inferior to none in the country, save the specially scientific schools.—(Catalogue for 1875.)

OTHER COLLEGIATE INSTITUTIONS.

Alcorn University, on the site of the old Oaklands College, near Rodney, is for either race, enjoys the benefit of the library and collections of the Oaklands College, and shares with the University of Mississippi the appropriation for agricultural college purposes. It has for these purposes a farm of 375 acres.

Tougaloo University, on the Mississippi Central Railroad, about nine miles north of the State capital, open also to both whites and blacks, is practically for the benefit of the latter, and had not, in 1875, reached proper collegiate rank, its departments being still only normal, intermediate, and primary. A farm of 500 acres gives employment to those who desire to liquidate one-half their expenses by laboring two hours for five days of the week and four and a half on Saturday, while females have the same opportunity in the domestic department.

Madison College, Sharon, (non-sectarian,) which reported in 1874, having then 3 in-

structors and 75 preparatory students, has not since been heard from, and has probably failed to reach collegiate rank.

Mississippi College, Clinton, (Baptist,) presents three courses: a classical, literary, and scientific collegiate course of four years, leading to the degree of A. B.; a literary and scientific course of three years, with or without ancient and modern languages, leading to the degree of Sci. B.; and an eclectic course, which secures only a certificate of proficiency in the studies successfully pursued.

Pass Christian College, under the care of the Christian Brothers, (Roman Catholic,) at Pass Christian, has suffered the loss of its buildings by fire, and is said to have been closed.

Shaw University, Holly Springs, makes return as in the following table, but furnishes no printed information as to itself for 1875.—(Catalogues of institutions, and report of American Missionary Association for 1875.)

COLLEGES FOR WOMEN.

Six institutions for the superior instruction of young ladies, all authorized by law to confer degrees, report a total of 40 instructors, of whom 12 are male and 28 female; 375 students in the regular collegiate course, 9 in special or partial courses, and 2 in post graduate studies. The length of the course in 3 of these institutions is four years, in 2 it is three years, and in 1 is five. All are under the influence of some religious denomination; 2 each Presbyterian or Baptist, and 1 each Protestant Episcopal or Methodist Episcopal Church South. Drawing is taught in all and painting also in all but 1. All teach vocal and instrumental music and French; 3 teach German, and 2, Latin and Greek. All report chemical laboratories and philosophical apparatus; 2 have museums of natural history, and 4 have art galleries. One reports also a gymnasium, and 4 have libraries of 200 to 2,000 volumes.—(Returns to Bureau of Education for 1875.)

Statistics of universities and colleges, 1875.

Names of universities and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship fund.	
Jefferson College	----	----	----	----	----	----	----	----	----	----	----
Madison College*	3	0	*a*75	----	$12,000	$0	$0	$2,500	$0	$0	650
Mississippi College	9	0	66	84	75,000	40,000	4,000	3,500	0	----	*b*3,055
Shaw University	8	....	75	38	12,000	8,000	400	----	----	----	300
University of Mississippi	11	....	45	55	275,000	----	----	----	28,000	----	*b*7,447

*From Report of Commissioner of Education for 1874. *a* Unclassified. *b* Includes society libraries.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENCE.

The school of agriculture, a department of the University of Mississippi, was established in accordance with an act of the State legislature assigning two-fifths of the congressional donation for this purpose to the university. In accordance with the terms of the act of donation, the course is intended not to turn out mere apprentices to the art of agriculture, but to teach it as a profession, requiring varied knowledge and a liberal education. The conditions of the congressional grant will be fully complied with by the organization of the mechanical and military courses so soon as the requisite funds shall have been provided.—(Catalogue, 1875, University of Mississippi.)

Since the appropriation by the legislature of the State in 1871 of three-fifths of the proceeds of the sale of the agricultural college land scrip to Alcorn University, an agricultural department has been embraced in the curriculum of that institution. The late State superintendent of education, however, in his report for 1875, p. 31, speaks slightingly of the results attained, though it had from the State an appropriation of $23,750.

THEOLOGY.

A special report to the United States Bureau of Education from the Bishop Green Associate Mission and Training School, at Dry Grove, under the charge of the Protestant

Episcopal Church, gives an attendance of 15 pupils, instructed by 3 teachers. No degrees are conferred here, the graduates being simply admitted to deacon's orders.

A large and interesting class in theology was reported at Tougaloo University by the American Missionary Association in 1873, but nothing is said of such a class in the report for 1875.

There is a partial theological course at Mississippi College, Clinton, designed to meet the wants of students who cannot go elsewhere.

LAW.

The law school of the University of Mississippi provides a course of instruction lasting one year and comprising all the branches usually pursued in such schools. Text books are the chief means of instruction; law is regarded as too abstruse a subject to be taught advantageously by lectures. The diploma obtained by graduation is made by statute a license to practice law in any court in Mississippi.

Statistics of schools for scientific and professional instruction, 1875.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
SCHOOLS OF SCIENCE.									
Agricultural and mechanical department of Alcorn University.	7	....	a5	4	$28,905	$123,150	$9,852	b$15,000	50
College of Agriculture and Mechanic Arts, (University of Mississippi.)	1	....	27	4	.....	75,000	6,000	.....	.....
SCHOOL OF THEOLOGY.									
Bishop Green Associate Mission and Training School.	4	0	15	3	5,000	0	0	.....	.....

a Also 39 preparatory students. *b* From State appropriation.

SPECIAL INSTRUCTION.

EDUCATION OF THE BLIND.

The Institute for the Blind at Jackson reports for the year 1874 an improved financial condition and an increased attendance of pupils, whose advancement in every department was commendable. In that year, for the first time, the colored blind of the State availed themselves of the advantages of the institution.—(Report of the institution, 1874.)

EDUCATION OF THE DEAF AND DUMB.

The Institute for the Deaf and Dumb at Jackson reports (1874) that the department of instruction is in a better condition than ever before; that the pupils are under better control and are more contented in school; that the discipline is better and wiser, and the teachers more efficient and earnest. The sign method of instruction is used.

There is a mandatory statute that requires the male pupils in the institution to be instructed in some useful trade, but to carry out this provision means are lacking, and are asked for, to erect shops. The matron teaches the girls all kinds of needle-work, including a knowledge of the use of sewing machines.—(Report of the institute, 1874.)

LIST OF SCHOOL OFFICIALS IN MISSISSIPPI.

THOMAS S. GATHRIGHT, *State superintendent of public education, Jackson.*

STATE BOARD OF EDUCATION.

[Term, to January, 1878.]

Name.	Post-office.
James Hill, secretary of state	Jackson.
George E. Harris, attorney-general	Jackson.
Thomas S. Gathright, superintendent of public education	Jackson.

COUNTY SUPERINTENDENTS OF PUBLIC EDUCATION.

[Term, two years.]

County.	Superintendent.	Post-office.
Adams	J. S. Montgomery	Natchez.
Alcorn	J. L. Wofford	Corinth.
Amite	B. R. Webb	Liberty.
Attala	David Carr	Kosciusko.
Benton	W. T. Brooke	Ashland.
Bolivar	Alex. Yerger	Floreyville.
Calhoun	J. L. Lyon	Pittsborough.
Carroll		
Chickasaw	A. J. Jamison	Houston.
Choctaw	J. B. Hemphill	French Camps.
Claiborne	Dr. W. D. Sprott	Port Gibson.
Clarke	Rev. S. J. Bingham	Enterprise.
Coahoma	J. M. Chrestman	Friar's Point.
Clay	Rev. H. J. Vallandingham	West Point.
Copiah	Rev. W. B. Bingham	Hazelhurst.
Covington	E. W. Larkin	Mt. Carmel.
De Soto	S. I. Reid	Hernando.
Franklin	Joseph Buckles	Meadville.
Greene		
Grenada	I. S. Parker	Grenada.
Hinds	F. A. Wolfe	Jackson.
Holmes	J. L. Dyson	Lexington.
Hancock	A. M. Slaydon	Shieldsborough.
Harrison	B. B. Pearson	Pass Christian.
Issaquena	R. W. Houston	Mayersville.
Itawamba	J. R. Jamison	Fulton.
Jackson		
Jasper	O. C. Dease	Paulding.
Jefferson	T. W. Hunt	Fayette.
Jones	H. C. Smith	Ellisville.
Kemper	R. L. Gully	Moscow.
Lincoln	Rev. W. Burgess	Brookhaven.
Lauderdale	Rev. J. Bardwell	Meridian.
La Fayette	A. S. Lewis	Oxford.
Lowndes	J. M. Barrow	Columbus.
Lee	G. W. Turner	Tupelo.
Lawrence	S. W. Dale	Monticello.
Leake	R. H. Caldwell	Ofahama.
Leflore	R. H. Summons	Greenwood.
Madison	W. B. Stinson	Canton.
Marion	S. A. Foxworth	Columbia.
Marshall	J. A. Mahon	Holly Springs.
Montgomery	W. E. Simpson	Winona.
Monroe	Rev. J. W. Bozeman	Aberdeen.
Newton	E. D. Beattie	Lawrence.
Neshoba		
Noxubee	C. B. Ames	Macon.
Oktibbeha	L. A. Fort	Starkville.
Pearle	J. W. Winningham	Augusta.
Prentiss	G. W. Archer	Booneville.
Panola	J. A. Rainwater	Sardis.
Pike	Rev. J. C. Graham	Summit.
Pontotoc		
Rankin		
Scott	W. R. Butler	Harpersville.
Sharkey		
Simpson	G. W. Farlow	Westville.
Smith	J. Ranch	Trenton.
Sunflower		
Sumner	Aaron Smith	Greensborough.
Tallahatchee	W. J. Taylor	Charleston.
Tishemingo	T. M. Miller	Burnsville.
Tippah	G. M. Maddox	Ripley.
Tate	D. E. Smith	Senatobia.
Tunica	Edward Carter	Austin.
Union	E. Y. Reaves	New Albany.
Warren	C. E. Bent	Vicksburg.
Washington		
Winston		
Wayne	Thomas Hutchinson	Waynesborough.
Wilkinson	J. S. Lewis	Woodville.
Yazoo	W. P. King	Yazoo City.
Yalabusha	S. B. Brown	Water Valley.

MISSOURI.

STATISTICAL SUMMARY.

SCHOOL POPULATION AND ATTENDANCE.

Number of white persons in the State 5–21 years of age	678,270
Number of colored persons in the State 5–21 years of age	41,916
Number of white pupils attending public schools	379,948
Number of colored pupils attending public schools	14,832
Average number of days' attendance by each child	65
Average number of days each school has been taught	99
Average number of scholars attending each day	192,904

TEACHERS AND THEIR PAY.

Number of teachers employed: Men, 5,904; women, 3,747	9,651
Average salaries of men per month	$38 00
Average salaries of women per month	29 50

SCHOOL-HOUSES AND SCHOOLS.

Number of school-houses in the State	7,325
Number of buildings rented for school purposes	285
Number of pupils that may be seated in all	420,357
Number of schools in operation: for whites, 7,061; for colored, 326	7,387
Average cost per day for tuition of each scholar	$0 07

INCOME AND EXPENDITURE.

Receipts.

From taxation for school purposes	$2,155,810 09
From public funds for school purposes	857,785 57

Expenditures.

Not stated.

SCHOOL FUNDS AND SCHOOL PROPERTY.

Township, swamp land, county, and State school funds	7,248,535 33
Value of school property in the State	6,771,163 27

—(From the report for 1875 (pp. 14, 17) of the State superintendent of public schools, Hon. R. D. Shannon.)

SCHOOL SYSTEM OF THE STATE.

EDUCATIONAL PROVISIONS OF THE CONSTITUTION.

The constitution of 1875 provides (section 1 of article 11) that, as a general diffusion of knowledge and intelligence is essential to the preservation of the rights and liberties of the people, "the general assembly shall establish and maintain free public schools for the gratuitous instruction of all persons in the State between the ages of 6 and 20 years;" (section 2) that "the income of all the funds provided by the State for the support of free public schools shall be paid annually to the several county treasurers, to be disbursed according to law; but no school district in which a free public school has not been maintained at least three months in the year for which the distribution is made shall be entitled to receive any portion of such funds;" (section 3) that "separate free public schools shall be established for the education of children of African descent;" (section 4) that "the supervision of instruction in the public schools shall be vested in a board of education, whose powers and duties shall be prescribed by law. The superintendent of public schools shall be president of the board. The governor, secretary of state, and attorney-general shall be *ex officiis* members, and, with the superintendent, compose said board of education;" (section 5) that "the general assembly shall, whenever the public school fund will permit and the actual necessity of the same may require, aid and maintain the State university now established, with its present departments;" the government of the university to be vested in a board of curators, of 9 members, to be appointed by the governor, by and with the consent of the senate.

Section 6 provides for setting apart, investing, and preserving as a public school fund the proceeds of all land grants from the United States to this State, and not otherwise appropriated; of all moneys and other property belonging to any State fund

for purposes of education, and of the proceeds of escheats, grants, gifts, or devises to the State; section 7, that if the fund thus set apart be not sufficient to sustain a free school in each school district for at least four months in every year, the general assembly may provide for such deficiency by setting apart annually for the support of the public schools not less than 25 per cent. of the State revenue, exclusive of the interest and sinking fund. Section 8 provides for the formation of county school funds from the existent funds of this class, from sale of estrays, from fines and forfeitures, and from payments for exemption from military duty. Section 9 forbids the investment of the public school funds in bonds of other States or in the stocks, bonds, or other obligations of a county, city, town, or corporation, and gives a preference to bonds of the State of Missouri or of the United States. Section 10 directs that county school funds shall be loaned only on unincumbered real estate security of double the value of the loan, with personal security in addition. Section 11 forbids the appropriation or payment from any public fund whatever of anything in aid of any sectarian school or purpose.

PROVISIONS OF THE SCHOOL LAW.

School laws of the State of Missouri, edition of 1875; published according to law by the State superintendent of common schools.

SCHOOL OFFICERS.

The special school officers provided for in the constitution and the school law, in addition to others utilized for school purposes, are the State board of education and State superintendent of public schools above spoken of, with county commissioners in place of former county superintendents, boards of directors for school districts, district clerks, and boards of education for cities, towns, and villages.

POWERS AND DUTIES OF THESE OFFICERS.

The State board of education has committed to it the general supervision of educational interests; is to direct the investment of all moneys received by the State for educational funds, and to see that such funds have their interest applied to the purposes for which they were originally intended.

The State superintendent, who holds office for four years from the 1st of January following his election by the people, and gives bond in $10,000, with two securities, for faithful performance of his duties, has the presidency of the board of education, and with it the supervision of the educational funds of the State. He may require from all officers in charge of schools and school funds the needful information as to the condition and management of these; must look after the printing and distribution of the school laws, with the necessary instructions and papers for school officers; may examine teachers and grant certificates of qualification, which shall warrant admission to teach in any public school without further examination of the holders; and must make, on or before the first Wednesday in January of every year, to the general assembly when in session, otherwise to the governor, a report embracing every required particular in relation to the public schools and school funds; such report, however, not to exceed two hundred printed pages of ordinary book form. He is, further, to spend at least five days annually in each congressional district of the State, conferring with educational officers, counselling teachers, visiting schools, and by lectures and other means endeavoring to elevate the standard of instruction in these. He may receive, besides an annual salary of $3,000, an additional $500 for the expenses of these journeys, and may employ a chief clerk to aid him in his office, at a salary of $1,500.

The county commissioners, elected by the qualified voters of the counties at the annual district school meetings in April, in every second year, have it as their duty to examine and license teachers for the public schools within the county of each one, said license to be valid for from one to two years; to revoke such license for proven incompetency or immorality; to keep a record of all certificates thus granted or revoked, with full particulars of the number, date, grade, and duration of certificate in each case, and the name, age, sex, and nativity of the receiver; to see that subordinate school officers are supplied with copies of the school laws and with the necessary blanks for making their reports; and from these reports to condense and forward to the State superintendent the educational statistics of the county. For keeping the records and making the reports thus required they receive from $20 to $40, according to the population of the county, with $1.50 for each teacher examined.

On the petition of any one hundred freeholders in a county, the county court is to refer to the voters at a general election the question of employing the whole time of the commissioner in school duties; and if the majority of the electors vote for this, the commissioner is to add to the duties before mentioned a visitation of the schools of the county, holding of normal institutes, delivering lectures on educational and scientific subjects, and such other work as may be recommended by the State superintendent; in which case he is to receive either a salary agreed upon beforehand or an allowance from the county court not to exceed $12 for each organized school district in the county.

The boards of school directors, three for each district, each elected for a term of three years and one going out each year, have the care of the school house and other property belonging to their districts, except such as may be especially confided to the district clerk. They are to provide globes, maps, and other necessaries for the school room; to keep the house, outbuildings, and grounds in good condition; to see that due provision is made for warmth and comfort; to make all needful regulations for grading, organizing, and governing the schools; to contract with and employ legally qualified teachers; to visit and examine the schools, consult with teachers, and exercise a general supervision; and to forward to the county clerk, on or before the 1st of May in each year, an estimate of the amount of funds needed to sustain the schools of their districts for the ensuing school term, with such other amounts for building, purchasing site, &c., as may have been ordered. It is also their duty to have an annual census made of the children of school age (6-20) within their districts, specifying separately and by name the males and females, whites and blacks; and also an alphabetical list of resident tax-payers.

The district clerk, elected at the district meeting or appointed by the district board, keeps the records of the district meetings and of the board of directors; gives notices of special meetings; accounts to the township or county treasurer for all receipts and expenditures for school purposes; furnishes to teachers the proper forms for a school register; draws warrants on the treasurer for payment of their salaries and other school expenses; and must submit to the annual district meeting a full account of everything relating to school population, attendance, terms, teachers, receipts, expenditures, value of school property, and amount of school tax.

The boards of education for cities and villages, 6 in number in each ordinary case, are elected by the qualified voters of the place on the second Saturday in September, in sets of 2 each year for terms of 3 years, and have nearly the same powers and duties as the boards of school directors in rural districts. St. Louis has a board of 24 members, 2 for each ward, with a city superintendent, 2 assistant superintendents, and other officers.

SCHOOLS UNDER THIS SYSTEM.

The qualification required of every teacher in order to a license to teach in the State schools—ability to instruct in "orthography, reading, penmanship, arithmetic, English grammar, modern geography, the history of the United States, and civil government"—indicates what may be supposed to be the ordinary course in the lower schools. In the higher the courses are such as to prepare for the university, or for advantageous prosecution of the studies in the State normal schools, which number three, besides a city normal school at St. Louis. Teachers' normal institutes in each county in which a commissioner's whole time is employed, are also part of the State system, and attendance on them when held is required of teachers in the public schools. But they at present amount to little, only one county having so employed a commissioner in 1875. Separate schools for colored children are the rule under the constitution, but the schools are to afford the same advantages with others of the same grade for whites.

Connected with the university, besides the college proper, are a normal college, an agricultural and mechanical college, a school of mines and metallurgy at Rolla, a law college, a medical college, and a department of chemistry.

Special schools for the blind and for the deaf and dumb are supported by the State, and an industrial school is proposed.

SCHOOL FUNDS.

The whole State school fund, including portion not now available and current funds in treasury, is reported at $7,248,535 in the past year. The interest of the available portion of this fund, including that from county funds, $545,776.05 in all, with 25 per cent. of the State revenue, $312.009.32, went to supplement in 1874–'75 a local taxation of $2,155,810.09 for public schools, making the whole receipts for schools in that year $3,013,595.66.

ELEMENTARY INSTRUCTION.

GENERAL CONDITION OF EDUCATION IN MISSOURI.

On assuming control of the school affairs of the State the superintendent found, as he states, what was by courtesy called a "system" of public schools. It was, however, in reality, no system, but merely a plan. There was no definitely established and fixed order of management throughout, no strong ligaments binding the different parts together. This unsatisfactory condition of the school interests he considers is due, in the first place, to defects in the school law, occasioned chiefly by frequent changes, rather than by lack of ability in the law givers. Next, apathy of the people, bred by a want of familiarity with and an incertitude of the meaning of the law itself, rather than from a lack of interest in the subject of public education. Lastly, too great laxity in the administration of law and too loose a management of the fragments of the system. From an acquaintance with the temper and disposition of the people, the superintendent is convinced that by diligence and perseverance he will be able to kin-

dle the popular desire into a zeal that will override all obstacles and give to Missouri a school system inferior to none in the Union.—(Report, 1875, pp. 6, 7.)

In this connection it may be said that the new State superintendent seems to have done good work in not only stirring up school officers to more faithful performance of the duties required of them by the law, especially the duty of making accurate and punctual returns of school statistics, but also in stimulating the grand juries to indict delinquent officers, and thus make sure a compliance with the law.

IMPROVEMENTS SEEN AND HOPED FOR.

The public schools, it is stated, are growing better. A more general interest is being manifested in their success. Prejudice is gradually disappearing; and, while much remains to be done, commendable progress is being made.

An evidence of increasing interest in the public schools is found in the greater fulness of official reports. In 1874 McDonald County made no report and received no part of the distribution in March, 1875. The present year (1875) she reported 24 schools in operation and 2,370 school population. Jasper in 1874 returned an enumeration of only 2,947 children, while for 1873 she had reported 8,412, losing, in consequence, about $3,500 which would have been given her under a correct enumeration, but for the year 1875 she reports 9,683 children of legal school age. There was, also, in Livingston County an increase of 4,671 in the enumeration returns over 1874. In the State at large there was, according to official returns, an increase of the school population in the year 1873–'74 of only 140, while for the last year the increase of enumeration was 31,251 over that of the year preceding. These figures show the effectiveness of a correct application of the law; but the returns are yet very unsatisfactory, and, it is believed, grossly incomplete in many instances.

In order to know, if possible, what is needed to promote the best interests of the system, the superintendent has conferred freely with teachers, teachers' associations, superintendents of city schools, other school and county officials, and directly with the people. The workings of the law, the defects of the system, the difficulties of putting into operation, under varied circumstances, the strong points of the law, and its generally recognized good features have all been carefully observed. He has also labored zealously, by public addresses, by social intercourse with the people, by visiting schools, and enlisting teachers and others in the same work, and by other means, to remove the apathy too generally existing in respect to the public school interests. In these efforts he had the cordial co-operation of a large majority of the county commissioners of schools and of the public press as well, not half a dozen journals in the State being found in opposition to the public school system. There is now an apparent manifestation of popular sentiment in favor of public schools in many localities where worse than indifference prevailed. There are strong prejudices yet to be removed and determined opposition to be overcome; but it is the fight of the many with the few: the interests and the desires of the State as against the imagined interests of individuals and a few denominational and private enterprises.—(Superintendent's report, 1875, pp. 10, 11, 15.)

SCHOOL FUNDS.

The township swamp land and county school funds are under the control of the various county courts, and as a general rule have been badly managed, having, to a great extent been lost, squandered, or stolen. This was more particularly true during the war. There is now a disposition to guard more faithfully these interests, though still in some cases a looseness of management that amounts to culpable neglect; and it is believed that the indictment and punishment of some county officials may become necessary in order to entirely eradicate the evil.—(State report, 1875, p. 13.)

COLORED SCHOOLS.

The laws in relation to the establishment and maintenance of schools for colored children are so different from the provisions in reference to those for white children as to create a distinct system. Schools for whites are supported by the districts with the help of State aid, while the whole township in which a colored school is located is taxed for its support. No district in the State can be compelled to maintain a school for white children, but if there are a sufficient number of colored children for a school, the law compels the local authorities to establish it; or, in the event of their failure to do so, directs the State superintendent to levy a sufficient tax for this purpose. Generally, it is only necessary to explain this law to the local officials to secure the establishment of schools, and in only a few cases has it been necessary for the superintendent to resort to such summary proceedings as the law provides. It is mentioned as a significant fact that Callaway County, the most strongly southern county in the State during the late war, evinces the greatest readiness to provide good schools for her very large colored population. This, it is thought, augurs well for the future of colored schools, since it indicates the kindly disposition of the intensely southern element of the State toward them. There are good schools for colored children in St. Louis, Kansas City, St. Joseph, and in nearly all the towns of the State in which there is a

sufficient colored school population (16) to permit of their establishment by law.—(Superintendent's report, 1875, p. 12.)

KINDERGÄRTEN.

Special reports have been received from 11 Kindergärten, all located in St. Louis. Nine of these were organized in 1875, one in 1874, and one in 1873. The number of pupils in attendance was 461; teachers, 46. The age for admission in 8 of these schools was from 5 to 7; in 3, it was 4 to 7. The length of session was three or more hours in most of them, school being kept five days in the week.

A number of these schools belong to the public school system, having been organized by the board as an experiment, which proved successful beyond expectation. The primary difficulty in the way of engrafting the Kindergarten on the system of public schools is its expensiveness. This objection was overcome to some extent in St. Louis by the fact that sufficient assistant teachers volunteered their services without pay. In one of the schools, too, an afternoon as well as a morning session was held, each accommodating different sets of children, thus utilizing the room and apparatus to twice the extent.

Superintendent Harris does not doubt the success of these schools, under reasonably competent teachers, in producing the following results: Quickness of invention and fertility of imagination; good physical development; a keen sense of symmetry and harmony; great mechanical skill in the use of the hands, ability to form rapid judgments in number, measure, and size at a glance of the eye, and initiation into the conventionalities of polite society in their demeanor toward their fellows, and in the matters of eating, drinking, and personal cleanliness.—(Report of board of St. Louis public schools, 1874–'75, and special reports to the United States Bureau of Education.)

CITY SCHOOL SYSTEMS.

CALIFORNIA.

Official staff.—A board of education of 6 members, elected for terms of 3 years each, one-third being changed each year, and a superintendent of schools.

Statistics of schools.—Population of the place, 1,800; whites between 5 and 21 years, 520; colored 67; total of school age, 587. Enrolled in public schools: whites, 385; colored, 64; total enrolment, including 26 from outside the district, 449; per cent. of enrolment from the district on the number eligible, 72. Teachers besides the superintendent, 7, including 1 teacher of German. Teachers' wages, $40 to $50 per month; salary of superintendent, $1,200.

School building.—An excellent school building two stories high, of tasteful outlines, contains eight rooms, 36 by 30, in which the schools are accommodated. These rooms are supplied with good blackboards and excellent school furniture, and are made comfortably warm with three wood furnaces. It is creditable to the town that all this has been paid for, so that California has no school debt to hamper operations.

Teachers' meetings.—In addition to the supervision of the schools, the superintendent has held twice a month, or oftener, meetings of teachers, at which, besides conferring as to the working of the schools, some branch of study or method of instruction usually received attention.

Methods.—In orthography no spelling book is used until about the fourth year in school, the exercises previous to this being confined to words found in the readers and introduced in object lessons and oral instruction. The aim is to make the pupil fully acquainted with words in common use, both as to their sense, form, and composition. In arithmetic, written and mental processes are combined, without the use of text books, till the third or fourth year, with practical examples and steady reference to principles. Composition writing is begun, with the simple combination of words at the beginning, and continued through the whole course, English grammar being reserved for the last two years. Drawing is combined with writing, map drawing and map study with history, and pictures of German life and scenery, with instruction and conversation in the German language—all good things.—(Report of Superintendent E. P. Lamkin for 1874–'75.)

JEFFERSON CITY.

Official staff.—A board of education of 6 members, and a city superintendent of schools, F. A. Nitchy.

Statistics of schools.—Number of children of school age, (5–21,) 2,286; number enrolled in public schools, 744, of whom 588 were white and 156 colored. Average number belonging, 507; average daily attendance, 465; percentage of attendance on average number belonging, 91. Number of teachers employed, including superintendent, 11; salaries of teachers, $50 to $100 a month; salary of superintendent, $150 a month. Total expenditure for the schools, $17,554.04; cost per pupil on average number belonging, including cost of special instruction in German and penmanship, $19.38.

Branches taught.—Besides the more common English studies, instruction has been given in book-keeping, algebra, geometry, trigonometry, astronomy, geology, German, Latin, etymology, synonyms, and rhetoric. Writing, for two and a half months, was taught by a special teacher with satisfactory results. A regular course of study was adopted in September, 1874, and has been since adhered to, with classification of the pupils according to the studies pursued and their proficiency in these. The schools were in session 40 weeks; 3 pupils, 1 boy and 2 girls, were neither absent nor tardy for that time, and 3 pupils graduated from the high school at the close of the year, being the first that had completed the full course.—(Report of board and of of retiring superintendent, A. E. Werdner, for 1874–'75.)

KANSAS CITY.

Officers.—A board of education of 3 members, with a city superintendent of schools appointed by the board.

Statistics of schools.—Estimated population of the city, 40,000; whites of school age, (5–21,) 7,187; colored, 957; total, 8,144. Enrolment in public schools, 4,262; average number belonging, 2,643; average daily attendance, 2,442; percentage of attendance, 91.85; number of pupils not absent nor tardy during the year, 149. Number of schools, 9; of rooms, 61; of teachers, 58. Amount paid teachers, $41,136; cost of tuition per pupil attending, $15.56.

Studies and school course.—An excellent schedule and syllabus of a course of study for the schools is given, including drawing from the first year, physiology from the second, botany from the third, natural history from the fourth, physics from the fifth, history and physical geography from the sixth, and review of other studies in the seventh, with a four years' general and classical course for the high school, the latter reaching into Virgil and Homer.

For promotion from grade to grade, a system similar to that of St. Louis is pursued, pupils being subjected to written examinations every fifth week, while a record of daily recitations and deportment is kept. If the mean average of the written examination, the recitation record, and the deportment record reaches 70 per cent., the pupil is permitted to go up higher. Excellent results, alike in scholarship and behavior, are said to have been secured by this means, pupils having constantly before them the hope of advancement according to the progress made and the character developed.—(Report of Superintendent J. M. Greenwood for 1874–'75.)

ST. LOUIS.

Officers.—The city schools are under the control of a board of president and directors, of 26 members, 2 from each ward of the city. There is a city superintendent and 2 assistants who are elected by the board of directors annually. Members of the board must be free white males at least 21 years of age, and have resided in the city at least 12 months previous to their election. They are elected by qualified voters of the city (free white males over 21 years and tax-payers) for the term of 3 years and until their successors shall be duly elected and qualified, one-third going out of office at the end of every year.

The officers of the board are a president and vice-president, elected by them from among their own number, and a secretary, treasurer, attorney, superintendent, bailiff, and architect, who hold office for one year and until their successors are duly elected and qualified, unless sooner removed by the board.

Statistics.—The number of children 5 to 21 years of age drawing State money was 153,128; number of pupils enrolled in 1874–'75: boys, 17,692; girls, 18,249; total, 35,941; average number belonging, 26,183; average daily attendance, 24,438; per cent. of attendance, 93; average number of pupils to each teacher, 46; average number of teachers, including German, 954; cost per scholar on average number belonging, $21.74. Total expenditures, $835,846.62; receipts, $845,382.46.

Courses of study.—Four courses of study are provided for by the board: the normal school, the high school, and the district school course, and the O'Fallon Polytechnic Institute. The course of study for the normal school covers a period of two years, and is divided into four classes, each occupying half a year, as at present arranged. The high school course covers a period of four years and constitutes a general and classical course. The district school course is divided into eight grades, each grade including an average year's work, as nearly as may be, and embracing, in addition to the elementary English branches, the history and Constitution of the United States, composition, and outlines of physics, and natural history. German is elective in such district schools as are designated by the board from time to time, but is actually taught in all. The O'Fallon Polytechnic Institute is a system of evening schools, and includes, first, an elementary course in the ordinary branches—reading, writing, industrial drawing spelling, arithmetic, and geography—conducted in schools established by the board from year to year for the benefit of such of the industrial population of the city as, have no facilities for availing themselves of the day schools; secondly, a higher course, including line drawing, higher arithmetic, algebra, geometry, chemistry, natural phi-

losophy, English grammar, and such other branches of technical instruction as may be required by a sufficient number of pupils to form a class.

In St. Louis there is no attempt to bring all classes within the same grade to one standard of advancement. At all times there are new classes just beginning the work of a grade, or a year's work, in some one of the schools. The classes are not separated by intervals of one year in their work, but by irregular intervals, varying from six to twenty weeks. It is considered desirable to have these intervals small, so that reclassification may be more easily managed. Pupils who fall behind their class for any reason, such as absence, lack of physical strength or of mental ability, may be reclassified with the next lower class without falling back a year and thereby becoming discouraged, and those who are unusually bright or mature may be promoted to the class above or form new classes with the slower pupils of the class above who need to review their work.

Half time schools.—The policy of half time schools is under trial in a few schools whose accommodations are inadequate to the wants of their districts. This is tried only in the first year of the primary school. One set of pupils comes in the morning and another one in the afternoon. In this way the capacity of the school is greatly increased without much additional expense to the board. An extra teacher is employed to assist the regular ones in instructing the new classes formed.

Kindergarten schools.—During the past two years an important experiment has been initiated, through the voluntary assistance of Miss Susie E. Blow, to ascertain what is available in the Kindergarten system for use in connection with public schools. Under the impulse of Miss Blow's enthusiasm, great practical ability, and insight, there has been a degree of success in this experiment which has surprised all. The school established in 1872–'73 in South St. Louis having succeeded beyond expectations, two others were established near the centre of the town, and were equally successful under the management of teachers who had been trained by Miss Blow the previous year. In the fall of 1875 the number of Kindergärten was 13. From 2 to 5 assistants have been allowed each director or manager. No compensation has yet been necessary in order to secure the services of able assistants. They volunteer in large numbers to teach for one year gratuitously, for the sake of the opportunity of learning how to conduct a Kindergarten.

O'Fallon Polytechnic Institute Evening Schools.—The average age of students in these evening schools is 16 years, and none are admitted under 12. There were in attendance, during the winter, 852 of the age of 21 and upwards. Many foreign born adults visit these schools to learn English. These are usually placed in a separate room, and taught by one of the corps of German-English teachers. The length of session of the evening schools is 16 weeks. The higher course of the Polytechnic Institute is held one month longer, or 80 evenings altogether. The number of pupils enrolled in evening schools in 1875 was 5,751: males, 4,999; females, 752; in 1867 it was only 1,553. The chief cause of their rapid growth is their connection with the public school library. Each pupil of the evening schools who attends punctually not less than 60 evenings of the course, and is satisfactory in scholarship and deportment, receives a certificate of membership, entitling its holder to the privilege of the library for one year, and counting as one-third payment of life membership. Over a thousand pupils acquire certificates of membership annually.

German-English instruction.—The increase in the German classes of the present year over the year previous is 859 German-Americans and 542 Anglo-Americans. The Anglo-American pupils commence in the lowest grade in the same classes with the German-Americans, and continue in them in the second, third, fourth, and even as far as the fifth year or grade. There seems now to be no room for doubt that this may be carried out in all the grades of the district schools. This arrangement requires one-third less classes than the old system and saves much of the confusion that was occasioned in the English classes by the absence of a part of their pupils to attend German recitations.

Normal school.—The normal school is intended exclusively for the education of young ladies who intend to teach in the St. Louis public schools, but is open to persons from any section of the country. Tuition is free, and all text books are furnished for use free of charge. The increase of the school in numbers is noticeable. The number enrolled the past year is 254, being 77 more than the previous year and 115 more than the number enrolled in 1871–'72. The standard of admission was raised in 1871, and more recently it has been raised still higher, and the length of the course increased to two and a half years. The number of graduates is now about 70 each year, a number nearly sufficient to supply all vacancies occurring in the corps of teachers.

High school.—An unusually prosperous condition of this school is reported. The number of pupils for 1874–'75 is 396, or 54 more than for 1873–'74. A class of 56 pupils was graduated, whose average age was 18.1 years.—(Annual report of the board and of Superintendent W. T. Harris, for 1874–'75.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOLS.

Superintendent Shannon says that the normal schools are in better condition and are doing better work than ever before. Their largely increased attendance, under the adverse circumstances surrounding them for the past two years, he regards as marvelous.

The North Missouri School, at Kirksville, reports through its principal a more advanced class of students and a much larger average attendance than ever before, and that great harmony and earnestness have characterized the workings of the school. The attendance during the year was: ladies, 270; gentlemen, 439; total, 709. The attendance in the normal department was 72 against 40 the previous year. It is estimated, says the principal, that over 400 of the students of last year are now teaching, mostly in the public schools of Missouri, graduates being generally employed in the graded schools, while the mass of those who teach before graduation are engaged in the rural districts, from which nine-tenths of them come. The demand for normal teachers is constantly increasing.

The South Missouri School, at Warrensburg, had an enrolment during the year of 408 pupils, 198 ladies and 210 gentlemen; 57 diplomas were granted, 49 of them being in the elementary course. This course comprises two years, while the advanced gives four with an additional professional course of half a year.

The Southeast Normal School, at Cape Girardeau, had its new building completed in April, 1875, but was not occupied till June. The enrolment during the year was 164—77 ladies and 87 gentlemen—an increase of 107 over the attendance of the previous year. Three ladies and four gentlemen completed the elementary course of study and received diplomas at the close of the year.—(Report of superintendent, 1875, pp. 13, 185–193.)

ST. LOUIS NORMAL SCHOOL.

This school, a part of the public school system of St. Louis, has sent out, since its foundation in 1857, almost 500 teachers, and upward of 15,000 children have been taught by them. In consequence of the large number of admissions into the senior class last year, most of whom were graduates of the high school, the number of teachers graduated by the school in 1875 was sufficient, for the first time in the history of the school, to fill all the vacancies in the public schools. The enrolment of pupils was 254, the average attendance 97 per cent., the best ever reported.—(Report of the board of St. Louis public schools, 1874–'75.)

LINCOLN INSTITUTE.

Lincoln Institute, Jefferson City, is said to be a most efficient instrumentality for the training of colored men and women for the profession of teaching. Its principal is a colored man, who prosecutes his work with energy and ability. Its graduates are teaching colored schools in a large number of counties and are giving general satisfaction. The institution, however, is sadly in lack of means and is heavily in debt.—(Report of superintendent, 1875, p. 13.)

About 150 young men and young women have, on an average, attended this institute since its commencement. The closing exercises in 1875 were attended by the governor, the superintendent of public instruction, and others, who all expressed the opinion that the students had done well. Besides the usual course of studies in normal schools, the students are instructed in the laws of the State, and thoroughly familiarized with the school law, so as to enable them not only to instruct but also to organize and carry forward the school work and make due reports respecting it.—(American Journal of Education, September, 1875, p. 11.)

NORMAL DEPARTMENTS IN COLLEGES.

Departments for instructing students in the art of teaching exist in at least three colleges of the State: the State University, Drury College, and La Grange College. That in the university provides both a regular academic and a professional course of two years. Since its organization in 1868 it has graduated 7 classes, numbering in all 49, while not less than 400 students have received instruction in the theory and practice of teaching.

TEACHERS' INSTITUTES.

The practice of holding teachers' institutes has been comparatively abandoned. The law does not now require them, except in counties which employ the whole time of the commissioner, and Jasper is the only county in the State which so employs him. The superintendent thinks there have not been over a score of institutes held in the State during the past year, while there should have been at least 228, exclusive of those held in the larger towns and cities. He regards these institutes as efficient instruments for the training and improvement of teachers, and also as an important means of overcoming the lethargy of the people in the localities where they are held, and of impart-

ing new zest to their support of the public schools. Hence he is maturing a plan in which the faculties of the normal schools, the superintendents of the city schools, and other prominent educators will co-operate to restore these valuable aids.—(Superintendent's report, p. 10.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

No records of this class of schools appear in either the report of the State superintendent or in those of the county commissioners to him. One at California is said by the school board to have completed the course of the first year and to contain 20 pupils. One at Jefferson is reported by the school board to have graduated its first class of 3 in June, 1875. One at Kansas City presents a good course of study extending through four years, but gives no statistics beyond the fact of its having 5 teachers. That at St. Louis presents a general and a classical course, each of four years, with a total enrolment for 1874–'75 of 396, an average attendance of 329.9, and a graduating class of 56. Latin is required of all pupils for the first two years.

ACADEMIES AND SEMINARIES.

Special reports have been received from 16 schools of the above class, 9 of which are for the education of both sexes, while 4 are exclusively for boys and 3 for girls. Six of these schools are non-sectarian in their religious influence, 2 are under the control of the Protestant Episcopal and 2 of the Methodist Episcopal churches, while the Methodist, Baptist, Presbyterian, Methodist Episcopal South, and Roman Catholic churches each controls 1, and 1 makes no report upon this point. The attendance of pupils was 1,345, of whom 760 were boys and 585 girls; number of instructors, 81. There were engaged in classical studies 176 and in modern languages 211. Drawing was taught in 6, and music, both vocal and instrumental, in 11; chemical laboratories and philosophical apparatus are reported in 5 and libraries in 10, ranging in size from 50 to 2,000 volumes.—(Special reports to the United States Bureau of Education, 1875.)

PREPARATORY DEPARTMENTS OF COLLEGES.

In the colleges of the State 1,956 pupils have been engaged in secondary studies under 47 instructors, additional to those of the colleges proper. Of these, 694 are reported to have been in preparation for a classical course in college and 143 for a scientific course.—(Returns to Bureau of Education, 1875.)

BUSINESS COLLEGES.

Four business colleges, one located in St. Joseph, the others in St. Louis, one of which is the commercial school in St. Louis University, report a total of 27 instructors and 892 students, of whom 49 were young women. Of the 3 which report their course of study, 1 embraces purely the business branches, 1 other, in addition to these, the ordinary English branches, with algebra, natural philosophy, chemistry, German and French; the other adds to its English and business course, political economy, and detection of counterfeit money and telegraphy. There were in all 58 students pursuing German, 6 French, and 35 telegraphy.—(Special reports to United States Bureau of Education.)

SUPERIOR INSTRUCTION.

UNIVERSITY OF THE STATE OF MISSOURI, JEFFERSON CITY.

The existence of the university was originally due to the liberal policy adopted by the Congress of the United States in regard to the new States upon their admission into the Union. Its enlargement by the addition of the College of Agriculture and Mechanic Arts, and the establishment of the School of Mines at Rolla, is due to the congressional land grant of 1862.

Upon the admission of Missouri as a State, in 1820, Congress granted two townships of land for the support of a seminary of learning, which were sold by the State legislature in 1832; only $70,000 having been realized for land worth half a million. In 1839 an act was passed making provision for selecting a site for the university. Boone County, in consequence of offering a bonus of $117,500, received the preference, and on July 4, 1840, the corner stone of the university was laid. The first class was graduated in 1843.

The general plan adopted in 1867, and since pursued, was intended to meet the actual wants of the people of Missouri, and embraced (1) substantially the usual college curriculum for those who desire that; (2) an enlarged and perfected scientific course; (3) the College of Agriculture and the Mechanic Arts, comprising schools of engineering, analytical chemistry, mining, and metallurgy; (4) a normal school; (5) a law school, and (6) a preparatory school. Others were to be added as the means of the university should permit or the wants of the State demand. The studies of the col-

legiate department are adjusted in four courses, those of arts, science, letters, and philosophy. The professional schools now forming a part of the university are the normal, opened in 1868; the agricultural and mechanical college, 1870; the school of mines and metallurgy at Rolla, 1871; the college of law, 1872; medical college and the department of analytical and applied chemistry, 1873.

Young women are received upon the same terms as young men, and several young ladies are at present in advanced classes in university courses. The remarkable success which has thus far attended the opening of the university to women has encouraged the board to enlarge the facilities for their accommodation.—(Report of curators, 1874–'75.)

OTHER COLLEGES.

Central College, Fayette, affords preparatory and collegiate courses, the latter comprising schools of mathematics, moral philosophy, English literature, Latin language and literature, Greek language and literature, modern languages, natural philosophy, and physical science. In the latter school, throughout the whole course, the relation of the sciences to medicine, agriculture, and the mechanic arts is carefully pointed out, and the instruction given in the first part of the senior year in anatomy and physiology has reference to a preparation of the student for medical studies.—(Catalogue, 1874–'75.)

Drury College, Springfield, was organized in 1873, with preparatory, normal, and ladies' departments, in addition to the regular collegiate, and aims to furnish a thorough education in the classics, mathematics, and sciences. Lady students enjoy the same advantages as young men, and in general they recite in the same classes, pursue the same course of study, and obtain the same degrees. At the same time, a less severe and extended ladies' course is arranged for those whose health and circumstances may require it. A commodious hall for the accommodation of lady students from abroad is being erected.—(Catalogue, 1874–'75.)

La Grange College, La Grange, was chartered in 1859; the building was completed in 1866, since which date about 1,400 pupils have matriculated. Both sexes are admitted. There are courses in preparatory scientific and normal studies, also in modern languages and music.

Pritchett Institute, Glasgow, offers preparatory, collegiate, and post graduate courses in arts, sciences, and literature, and confers on graduates the degrees of A. B., B. S., and B. L. Graduates of the school of arts, upon their completion of a prescribed course of two years, receive the degree of A. M.

Thayer College, Kidder, embraces preparatory, collegiate, and scientific departments, with a ladies' course for such as may not wish to pursue in full the studies of the collegiate course.

Washington University, St. Louis, was incorporated as a university in 1853, and embraces the whole range of university studies except theology. According to the constitution, "No instruction either sectarian in religion or partisan in politics is allowed in any department of the university." Its organization at present comprehends the academy or preparatory school, Mary Institute, the college, and the polytechnic and law schools. Mary Institute, a seminary for ladies, established under the university charter in 1858, secures to ladies all the means of high intellectual culture accessible to young men. The buildings and grounds are distinct from those of the university, but the classification, course of study, and general management are identical. Graduates of the polytechnic school and of Mary Institute are allowed free admission to the college classes, either as regular or partial students; others must show proficiency in four books of Cæsar, six of Virgil, and in Cicero's select orations, as well as a due acquaintance with grammar and with Greek through the reader. The studies of the freshman and of the first term of the sophomore year are all required, but certain studies are elective during the second term of the sophomore year and during the junior and senior years. The aim is to secure a high standard of scholarship rather than a large number of students.—(Catalogue, 1875–'76.)

Westminster College, Fulton, offers preparatory and collegiate courses of study, the latter comprising, besides the classical, a scientific course, arranged for the benefit of those who, having only one, two, or three years at command for study, wish to devote themselves to those branches bearing directly on the practical business of life.—(College catalogue, 1875.)

William Jewell College, Liberty, is under the control of the Baptists in Missouri. The course embraces preparatory and collegiate departments, the latter being divided into eight schools, viz: Latin, Greek, mathematics, natural science, modern languages, English and history, moral philosophy, and theology. Each student is required to select as many of these schools as shall occupy three recitations daily. The degrees conferred are, B. L., B. S., A. B., and graduate of a school; the degree of A. M. is given those who are graduates of the 7 collegiate schools. The course in theology is so arranged as to be pursued in connection with a literary course, and parts of it are taken in lieu of proportionate parts of the literary course.—(Catalogue, 1874–'75.)

COLLEGES FOR WOMEN.

Eight institutions for the superior instruction of women report a total of 73 professors and instructors, and 507 students, of whom 362 were pursuing collegiate studies, 5 were in special or partial courses, and 8 in post graduate studies. Two of these colleges claim to be non-sectarian in their influence, two are under the control of the Methodist Episcopal Church South, and one each under the Christian, Baptist, and Roman Catholic churches; the remaining college making no report upon this point. Six are authorized by law to confer collegiate degrees, 5 provide a four years' course, and 5 have libraries, the largest numbering 2,000 volumes, the smallest 200. All teach vocal and instrumental music; 6 teach French and German; 1, Latin and Greek; 7, drawing and painting; while 1 reports chemical laboratory, museum, art gallery, and gymnasium, and 3, philosophical apparatus.—(Special reports to the United States Bureau of Education.)

Statistics of universities and colleges, 1875.

Names of universities and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
Baptist College	4	....	25	22	$12,000	.....	.....	$2,500	.....	.....	.....
Central College	7	0	43	80	40,000	$60,000	$4,800	3,000	$0	$0	500
Central Wesleyan College	6	....	*a*99	35	.....	.....	.....	.....	.....	.....	.....
Christian University	11	1	30	82	100,000	5,000	500	4,000	0	0	300
College of the Christian Brothers.*	30	0	270	34	150,000	0	0	50,000	0	0	15,000
Drury College*	9	....	130	32	35,000	.....	.....	4,000	0	0	1,200
Hannibal College*	6	0	73	44	13,850	0	0	5,200	0	0	.....
La Grange College	10	....	*b*143	.....	.....	0	0	.....	.....	.....	.....
Lewis College	8	....	82	3	50,000	.....	600	1,800	.....	.....	3,500
Lincoln College	4	....	38	....	3,000	.....	.....	.....	0	.....	500
Pritchett School Institute	13	....	132	23	50,000	95,000	7,080	4,625	.....	.....	.....
St. Joseph College*	15	....	110	65	18,000	.....	.....	6,500	.....	.....	*c*945
St. Louis University	28	0	162	52	.....	.....	.....	.....	.....	.....	*a*26,200
St. Vincent's College*	16	0	54	82	.....	.....	.....	.....	0	0	5,500
Thayer College	6	0	59	12	50,000	0	0	500	0	0	*a*500
University of Missouri	31	....	204	138	375,000	.....	*d*63,467	7,055	.....	30,000	*a*12,400
Washington University	27	*e*40	315	60	200,000	350,000	28,000	50,000	0	45,000	2,000
Westminster College	6	....	.....	100	30,000	86,000	5,500	2,000	0	.....	5,000
William Jewell College	8	....	*e*40	....	60,000	100,000	4,500	3,000	.....	.....	4,000
Woodland College*	6	....	90	33	20,000	.....	.....	500	.....	.....	.....

* From Report of Commissioner of Education for 1874.
a Also 33 students unclassified.
d Total income from all sources.
b Unclassified.
c Includes society libraries.
e Also 95 students unclassified.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENCE.

The Agricultural and Mechanical College of the State is a department of the State University. It was opened in 1871 with a class of 6 pupils, which gradually increased to 29 during that year, and the year following to 138. The college is open to both young men and women. A horticultural course has been organized for the benefit of the young women, graduation in which entitles the student to a diploma. A completion of the regular four years' course commands the degree of bachelor of agriculture.—(Report of the university, 1875, pp. 76–78.)

The School of Mines and Metallurgy, at Rolla, is also a department of the State University, and is sustained in part by the congressional grant for agricultural and mechanical instruction. The course of instruction lasts three years and embraces mathematics—pure and applied—metallurgy, physics, geology and mineralogy, civil engineering, graphics, mining engineering, and German.—(Report of the university, 1875, and special report to the United States Bureau of Education.)

The Polytechnic School, Washington University, is intended to prepare students for professional work, either as engineers, chemists, or architects. The regular courses of study extend through four years, and embrace (1) civil engineering, (2) mechanical engineering, (3) chemistry, (4) mining and metallurgy, (5) building and architecture, and (6) a general course.

THEOLOGY.

The Jeremiah Vardeman School of Theology, at William Jewell College, offers a regular course of two years in theology to those who are prepared to enter upon it, and also partial courses to suit the wants of those who have not a classical education or who may wish to study this profession in connection with a literary course.

LAW.

Law department of the University of Missouri.—The full course of study here is two years, and no special preparation is required for admission. The various branches of the common law and of equity, commercial, international, and American and English constitutional law, criminal and Federal jurisprudence, are embraced in the course. The mode of instruction is by daily examinations upon the text books, by daily lectures upon special titles, and by the exercise of a moot court. The law faculty are more and more satisfied that the highest results cannot be reached by lectures alone, however clear and thorough they may be; but that the student should be required to study the text books, and be subjected to a daily examination upon their contents.

The law school of Washington University, also known as the St. Louis Law School, is designed, it is claimed, to prepare young men for the profession to a degree far above the ordinary standards of admission to the bar. The course embraces instruction in the principles of international, constitutional, and admiralty law; the jurisdiction and practice of United States courts; real property law, including a special course of lectures on conveyancing, equity jurisprudence, evidence, pleading and practice at common law, in equity, and under the code; mercantile law and contracts; corporations; insurance; domestic relations; torts, and some elements of criminal jurisprudence. Instruction is given by daily examinations upon assigned portions of standard treatises, as well as by lectures upon practical topics. Moot courts are regularly held every week during the term. The law library has been increased during the past year to upwards of 2,500 volumes, selected with great care. The full course includes two annual terms, each of six months.—(Catalogue of university for 1875–'76.)

MEDICINE.

The medical department of the University of Missouri was formally opened for instruction February 17, 1873. It is designed to be a primary and theoretical school of a high order, in which the student will be thoroughly indoctrinated in the principles of medicine and surgery. The course will be made as full and complete as is given in any school in this country, with the exception of clinical or bedside instruction. Opportunities for studying diseases and witnessing treatment will be afforded at the county hospital and the asylum for the insane. The length of the session is nine months. Among the advantages offered by this school is the privilege granted to all its students of pursuing such studies as they may wish in the academic course. They may also be academic students and take one or two branches in the medical course preparatory to entering on the full medical course after graduating in the arts and sciences.—(Report of the curators of the university for 1874–'75.)

Statistics of schools for scientific and professional instruction, 1875.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
SCHOOLS OF SCIENCE.									
Missouri Agricultural and Mechanical College, (University of Missouri.) *a*	11	....	....	....	.....	.....	.....	.....	.....
Missouri School of Mines and Metallurgy, (University of Missouri.)	8	....	*b*33	3	$35,000	.....	$7,000	*c*5,000	*d*1,678
Polytechnic department of Washington University.	19	....	*e*32	4	.....	.....	.....	.....	.....
SCHOOLS OF THEOLOGY.									
Concordia College	5	....	90	3	40,000	.....	.....	.....	4,800
Jeremiah Vardeman School of Theology, (William Jewell College.)	5	2	45	3	.....	$40,000	2,500	.....	.....
St. Vincent's College, (theological department)*	16	....	157	5	.....	.....	.....	.....	.....
Theological school of Westminster College	....	....	....	....	.....	.....	.....	.....	.....
SCHOOLS OF LAW.									
Law College, (University of Missouri)	7	....	21	2	.....	.....	.....	.....	1,000
Law School of Washington University	9	....	65	2	.....	500	50	3,500	3,000
SCHOOLS OF MEDICINE.									
Kansas City College of Physicians and Surgeons	9	....	28	2	*f*1,200	1,000	100	1,550	100
Medical College, (University of the State of Missouri.)	7	....	33	2	.....	.....	.....	.....	.....
Missouri Medical College	11	....	200	1	50,000	.....	.....	14,000	.....
St. Louis Medical College	9	....	135	2	60,000	.....	.....	.....	1,130
Homœopathic Medical College of Missouri*	12	....	....	2	.....	0	0	2,000	.....
Missouri School of Midwifery and Diseases of Women and Children.	3	....	19	1	400	.....	.....	600	.....
St. Louis Homœopathic Medical College	7	....	....	2½	.....	.....	.....	.....	.....
Missouri Dental College	12	....	14	2	1,000	.....	.....	1,500	300
St. Louis College of Pharmacy*	3	....	....	2	*f*500	.....	.....	1,500	100

* From Report of Commissioner of Education for 1874.
a Reported with classical department.
b Also 18 preparatory students.
c From State appropriation.
d Includes society library.
e Also 206 preparatory students.
f Apparatus.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The board of commissioners of the Missouri Institution for the Education of the Deaf and Dumb, at Fulton, state that in its buildings, its furniture, its corps of teachers, and outfit generally, it is now more thoroughly prepared for the work for which it was created than ever before. Both the French and German methods of instruction are used here. It is believed possible by long and careful training in articulation to teach some to pronounce a sufficient number of words for ordinary intercourse; and if such success should be attained only in respect to the semi-mutes, it will be considered that the efforts have been amply repaid.

At present shoemaking is the only trade taught, but it is hoped that others may soon be added. The girls are instructed in plain and ornamental needlework, and in cutting and making garments for themselves and the younger pupils. A number of the boys find suitable employment in gardening and in keeping the grounds in order, or in the workshop.—(Report of the institution for the years 1873 and 1874.)

The State superintendent, in his report for 1875, says, "The institution for the education of deaf-mutes, located at Fulton, and the institution for the education of the blind, located at St. Louis, are well managed and prosperous." The report of the latter institution has not been received at the Bureau.

SCHOOLS FOR ORPHANS.

Four of these schools, all in St. Louis, report an aggregate of 41 officers and teachers, and 457 children under training; 101 boys and 356 girls. In three of the four, reading, writing, and arithmetic were taught, and in one of these three singing was added; in the remaining one only reading and writing were attended to. In all the four there was some training in industries, such as needlework, washing, ironing, and housework for the girls, and gardening or some other occupation for the boys.

One other institution made report of 74 inmates, but without any mention of teachers or any indication of instruction given in either literary or industrial lines.—(Returns to Bureau of Education for 1875.)

EDUCATIONAL CONVENTIONS.

STATE TEACHERS' ASSOCIATION.

The annual meeting of this association was held during the last week of December, 1875, at Mexico. In his address of welcome President Terrill, of Hardin College, said: "We welcome you because, if the great State of Missouri has a future grand and glorious, the teacher must make it. The legislator may make the laws, the judge interpret those laws, and the executive carry them into effect, but it is the teacher who makes the citizen, and the citizen who makes the State. * * * I care not what political party controls, our Government is safe; but destroy our free public schools, and you destroy every vestige of republicanism. * * * Nothing but the education of the masses will do; nothing but a universal education, free as the air we breathe."

Governor Hardin spoke in eloquent terms of the determination of the State to furnish all the best possible facilities for education. The addresses and papers were unusually able and pointed, and the discussions searching, but, for the most part, good in spirit. Superintendent Shannon delivered several valuable addresses, and did much to give practical direction to all the discussions. The attendance was large, the interest intense, and the session was characterized by ability, enthusiasm, and practical work. Among the important measures adopted, the association pledged its best efforts to co-operate with and sustain the State superintendent; recommended that public libraries should be encouraged; recognized county supervision as a necessity; and authorized the State superintendent to appoint a committee of one from each congressional district to co-operate with him in holding a normal institute during the months of July and August in each congressional district of the State.—(American Journal of Education, February, 1876, p. 10.)

CONVENTION OF COUNTY SCHOOL COMMISSIONERS.

At this convention, held at Mexico, in close connection with the preceding one, it was resolved that in order to secure uniform results from the examination of teachers in the various counties of the State, all examinations hereafter should be public, and held quarterly; also, that the State superintendent should designate the times for holding said examinations, and should, in conjunction with the principals of the three normal schools, prepare quarterly, and send to the various commissioners, lists of examination questions.

Among other valuable measures agreed upon may be mentioned: (1) The gradual perfection of the present school law, and additional opposition to frequent changes; (2) the necessary increase of the duties and compensation of county commissioners, the abolition of the county superintendency being believed to have resulted in great injury; (3) the re-establishment of county and normal institutes; and (4) an annual meeting of the commissioners to be held as a section of the State association.—(American Journal of Education, February, 1876, p. 10.)

NORMAL CONVENTION.

The faculties of the several normal schools, with the State superintendent as chairman, met also in convention at Mexico, in December, 1875, and adopted a uniform plan of work to be submitted to the respective boards of regents. Among the features embraced in it are a uniform course of study; the same standard for admission; the conditions of graduation to be the same; the candidates to be examined by the State superintendent and presidents of each school; the diploma for the advanced course to include a State certificate.—(American Journal of Education, February, p. 10.)

LIST OF SCHOOL OFFICIALS IN MISSOURI.

Hon. RICHARD D. SHANNON, *State superintendent of public schools, Jefferson City.*

STATE BOARD OF EDUCATION.

Name.	Term.	Post-office.
Hon. R. D. Shannon, State superintendent, president	January 1, 1875–January 1, 1879.	Jefferson City.
Hon. Charles H. Harden, governor of the State	January 1, 1875–January 1, 1877.	Jefferson City.
Hon. Michael K. McGrath, secretary of state	January 1, 1875–January 1, 1877	Jefferson City.
Hon. John A. Hockaday, attorney-general	January 1, 1875–January 1, 1877.	Jefferson City.

COUNTY COMMISSIONERS.

[Term, April, 1875–1877.]

County.	Commissioner.	Post-office.	County.	Commissioner.	Post-office.
Adair	S. M. Pickler	Kirksville.	Livingston	G. A. Chapman	Mooresville.
Andrew	F. T. McFadden	Savannah.	McDonald	J. J. Shorthill	Pineville.
Atchison	George F. Bixby	Phelps City.	Macon	Ben. Eli Guthrie	Macon.
Audrain	J. P. Gass	Mexico.	Madison	Thos. H. Johnson	Fredericktown.
Barry	J. C. Sellers	Cassville.	Maries	Jacob A. Love	Lane's Prairie.
Barton	A. K. Wray	Lamar.	Marion	J. M. McMurray	Palmyra.
Bates	Jotham Scudder	Butler.	Mercer	Daniel Hubbell	Princeton.
Benton	T. C. Chapman	Cole Camp.	Miller	J. S. Martin	Iberia.
Bollinger	G. W. Tallant	Marble Hill.	Mississippi	Wm. T. Marshall	Charleston.
Boone	M. Cheavens	Columbia.	Moniteau	J. M. Hardy	California.
Buchanan	C. F. Craig	St. Joseph.	Monroe	Jesse Lewis	Paris.
Butler	Isaac B. Tubb	Poplar Bluff.	Montgomery	J. S. McCleary	Montgomery City.
Caldwell	D. M. Fergurson	Hamilton.	Morgan	H. A. Blake	Versailles.
Callaway	J. I. Nichols	Fulton.	New Madrid	Wm. W. Farmer	Point Pleasant.
Camden	N. F. Knight	Linn Creek.	Newton	J. A. Livingston	Neosho.
Cape Girardeau.	J. B. Scott	Cape Girardeau.	Nodaway	S. C. McClusky	Maryville.
Carroll	J. C. Anderson	Carrollton.	Oregon	R. T. Burns	Alton.
Carter	Henry Hardin	Freeland.	Osage	J. K. Kidd	Kiddridge.
Cass	G. S. Spring	Harrisonville.	Ozark	Thomas Ross	Almertha.
Cedar	S. H. Graybill	Stockton.	Pemiscot	G. W. Carleton	Gayoso.
Chariton	F. T. Dysart, county clerk.	Keytesville.	Perry	David W. Crow	Perryville.
Christian	H. F. Davis	Ozark.	Pettis	W. F. Hansberger	Sedalia.
Clarke	R. L. Lotz	Kahoka.	Phelps	W. S. Perkins	St. James.
Clay	George Hughes	Liberty.	Pike	J. D. Meriwether	Louisiana.
Clinton	Vincent P. Kelly	Plattsburg.	Platte	Jeremiah Clay	Camden Point.
Cole	W. S. Glover	Jefferson City.	Polk	Morris A. Ewing	Morrisville.
Cooper	O. F. Arnold	Bunceton.	Pulaski	V. A. S. Robinson	Richland.
Crawford	W. F. Chapman	Cuba.	Putnam	John Pickering	Hartford.
Dade	W. R. Bennington	Greenfield.	Ralls	John W. Keithley	Sidney.
Dallas	A. G. Hollenbeck	Buffalo.	Randolph	B. S. Head	Moberly.
Daviess	J. T. Coulson	Gallatin.	Ray	W. S. Thompkins	Richmond.
De Kalb	T. J. Williamson	Maysville.	Reynolds	J. Sutton	Centreville.
Dent	Phil. F. Powelson	Salem.	Ripley	Gus. Rife	Little Black.
Douglas	Clark Doby	Ava.	St. Charles	E. F. Hermanns	St. Charles.
Dunklin	Homer Spiva	Clarkton.	St. Clair	J. P. Lawton	Osceola.
Franklin	S. Cahill	Washington.	St. François	O. A. Belknap	Irondale, Washington County.
Gasconade	G. H. King	Hermann.	Ste. Genevieve.	Cyrus C. Korlagon	Ste. Geneviéve.
Gentry	Wm. B. Whiteley	Albany.	St. Louis	George T. Murphy	St. Louis.
Greene	J. H. Creighton	Cave Spring.	Saline	Oliver Guthrie	Miami.
Grundy	B. F. Thomas	Trenton.	Schuyler	D. T. Truitt	Lancaster.
Harrison	T. B. Sherer	Bethany.	Scotland	James Donnelly	Memphis.
Henry	Thomas J. Clagett	Clinton.	Scott	J. B. Torbert	Commerce.
Hickory	D. B. Biddle	Quincy.	Shannon	Joshua Shaller	Eminence.
Holt	Edmund Anibal	Bigelow.	Shelby	Wm. B. Magruder	Shelbyville.
Howard	Thomas Owings	Fayette.	Stoddard	D. C. Flynn	Dexter City.
Howell	W. K. Glass	Chapel.	Stone	Francis M. Kelly	Mabry's Ferry.
Iron	N. C. Griffith	Ironton.	Sullivan	Lucien Cover	Milan.
Jackson	D. I. Caldwell	Independence.	Taney	S. Barker	Forsyth.
Jasper	S. D. McPherson	Carthage.	Texas	Thomas A. Ausley	Elk Creek.
Jefferson	Isaac H. Brown	De Soto.	Vernon	A. J. King	Nevada City.
Johnson	John McGivens	Warrensburg.	Warren	Byron Taylor	Wright City.
Knox	L. F. Cotty	Edina.	Washington	W. H. Stuart	Potosi.
Laclede	Daniel Matthias	Lebanon.	Wayne	S. H. Honeyman	Patterson.
La Fayette	G. M. Catron	Lexington.	Webster	J. W. Thomas	Waldo.
Lawrence	E. Boucher	Mount Vernon	Worth	T. C. Tebbles	Grant City.
Lewis	George J. Taylor	Monticello.	Wright	Thomas Ridgway	Hartville.
Lincoln	J. M. McLellan	Troy.			
Linn	B. A. Jones	Linneus.			

NEBRASKA.

SUMMARY OF STATISTICS.

SCHOOL POPULATION AND ATTENDANCE.

Number of youth in State 5–21 years of age: Boys, 41,980; girls, 38,142	80,122
Number between 7 and 16 years of age	49,196
Number enrolled in schools during the year	55,423

SCHOOLS.

Number of school-houses in the State	1,805
Number of other school-rooms, (about)	100
Average duration of school in days, (about)	96

TEACHERS AND THEIR PAY.

Number of teachers employed: Men, 1,504; women, 1,587	3,091
Number necessary to supply the schools, (about)	2,500
Average salary of male teachers per month	$38 60
Average salary of female teachers per month	33 10

FINANCIAL STATEMENT.

Income.

From State tax	$164,388 86
From interest on permanent fund	95,230 11
From other sources	32,856 17
Total income	292,475 14

Expenditure.

For sites, buildings, and furniture	316,596 01
For libraries and apparatus	10,810 35
For salaries of superintendents	18,916 35
For salaries of teachers	414,827 50
For miscellaneous expenses	167,038 68
Total	928,188 89
Expenditure in the year *per capita* of school population	$7 769
Expenditure *per capita* of pupils enrolled in public schools	11 42

SCHOOL FUND.

Amount of available school fund, (except tax)	$121,228 70
Permanent school fund, excluding value of unsold land	1,212,287 70
Permanent school fund, including value of unsold land, (about)	15,000,000 00
Value of school property	1,848,239 84

—(From special report to the United States Bureau of Education, by Hon. J. M. McKenzie, State superintendent of public instruction, for 1875.)

SCHOOL SYSTEM OF THE STATE.

CONSTITUTIONAL PROVISIONS.

The new constitution of 1875, superseding that of 1867, makes the governor, secretary of state, treasurer, attorney-general, and commissioner of public lands and buildings a board of commissioners for the sale and management of lands and funds set apart for educational purposes, and for the investment of school funds in such manner as may be prescribed by law; declares that lands, money, and other property conveyed in any manner to the State for educational purposes shall be used and expended in accordance with the terms of such conveyance, and defines as perpetual funds for common school purposes, the annual income from which alone can be appropriated, (1) such per centum as has been or may be granted by Congress on the sale of lands in the State; (2) moneys arising from the sale or lease of sixteenth and thirty-sixth section lands in each township, or lands selected in lieu of these; (3) the proceeds of all lands granted or to be granted to the State, and not otherwise appropriated; (4) the net proceeds of all property coming to the State by escheat or forfeiture, from unclaimed dividends, or distributive shares of the estates of deceased persons; (5) all moneys, stocks, bonds, lands, and other property already belonging to the common school fund.

It says that all other grants, gifts, and devises made or to be made to the State, and not otherwise appropriated by the terms of the conveyance, as well as the interest of

the funds above mentioned, the rents of unsold school lands, and such other means as the legislature may provide, shall be exclusively appropriated to the maintenance of common schools in each school district of the State.

It gives for common school purposes to the several counties all fines, penalties, and license moneys levied within them under the general laws of the State, and to cities, villages, and other subdivisions of a county, all such arising under their especial rules, by-laws, or ordinances, the same to be appropriated exclusively to the common schools in the counties or subdivisions where they accrue.

It then goes on to require that the legislature shall provide for the free instruction in the common schools of all persons between 5 and 21 years old; and that provision shall be made by general law for an equitable distribution of the income of the common school fund among the several school districts, except those in which school is not maintained for at least three months; while it forbids the sale for less than $7 per acre, or less than the appraised value, of university, agricultural college, common school, or other lands, held or to be acquired by the State for educational purposes.

It declares that all funds belonging to the State for such purposes the interest and income of which only may be used, shall be held to be trust funds forever inviolate, losses on which shall be supplied, that they may remain forever undiminished; and, in order to this, forbids the investment of them in any securities but those of the United States, or of the State, or the registered bonds of counties in the State; and equally forbids the transfer of them to any other fund or use than that for which they have been set apart.

It says that the general government of the State University shall be, under the direction of the legislature, vested in a board of six regents elected by the voters of the State at large, for terms of six years, except that the first board shall be so arranged as to have two members go out at the end of two years and two more at the end of other two years, with a view to the introduction of fresh material.

The two last sections of the article on education forbid the introduction of sectarian teaching into any school or institution supported in whole or part from public educational funds, as well as the acceptance by the State of any property or moneys to be used for sectarian purposes; but allow the legislature to provide a State school for the moral, intellectual, and industrial training of children who, from any cause, are growing up in mendicancy and crime.

PROVISIONS OF THE SCHOOL LAW.

School Laws of Nebraska, 1873–'75, as amended; published by authority.

OFFICERS.

A State superintendent of public instruction, six regents of the State University, a State board of commissioners, county superintendents of public instruction, district boards, and boards of education for cities form the regular official staff of the school system, other officers having, however, certain duties to perform that interlink them with these.

POWERS AND DUTIES OF SCHOOL OFFICERS.

The State superintendent, elected by the people at a general election every four years, from the one in 1870, and entering on duty on the 1st day of January succeeding his election, is entitled to an office at the seat of government, to a salary of $2,000 per annum, and to a general headship of the educational interests of the State. His duties are (1) to organize, attend, and lecture at State teachers' institutes in different districts of the State, counselling with the county superintendents who are required to meet him there, on all matters connected with the school system; (2) to visit such schools as he can, and advise with teachers on the manner in which they are conducted; (3) to visit county institutes and lecture before them on topics that may subserve the interests of education; (4) to define the text books to be used in the public schools; (5) to prescribe the forms and regulations for reports and proceedings under the school laws; (6) to attend to the printing and distribution of these laws, forms, and regulations; (7) to submit annually, on the 1st day of January, to the governor, a full report of the operations of his office during the year, embracing in such report everything relating to the working of the school system; (8) to cause his report to be printed and properly distributed; (9) to apportion semi-annually the income from the State school funds and school moneys from other sources, according to the enumeration of youth reported to him by the county superintendents. He has the power to require of county superintendents and other subordinate officers copies of the reports required to be made by them, and such other information as may be necessary to the conduct of his department, and may grant State certificates to qualified teachers.

The regents of the university have the general supervision of its interests, appointment of officers, &c.; but are entitled to no compensation beyond a reimbursement of expenses incurred in the discharge of their duty.

The State board of commissioners has the charge of the sale, leasing, and general man-

agement of all lands and funds set apart for educational purposes, and of the investment of school funds in the manner prescribed by law.

County superintendents of instruction are chosen by the people at the October elections every two years since the one in October, 1869, and enter on duty the 1st day of November following. They are entitled to from $3 to $5 for each day actually employed in the performance of their duties, these duties being to hold, four times in each year at the county seat, an examination of all persons offering themselves as teachers for the public schools, with other such examinations at pleasure; to grant certificates to those whom they find qualified in respect to character, learning, and ability to instruct and govern schools; to make record of the certificates thus given, with the date, grade, and duration of each; to visit each of the schools in their respective counties at least once in each year; to note the condition of the school-houses, methods of discipline and instruction; to make record of their observations, and counsel with teachers and district boards as to improvements; to promote, by public lectures, teachers' institutes, and other means, the improvement of both schools and teachers; to receive from the State superintendent and distribute to district officers and teachers school blanks, forms, &c.; to examine into the correctness of the reports of district boards, indorse approval on such as are found right, and require others to be amended; to transmit the approved reports to the State superintendent; and to report annually to him their own official labors and the condition and management of the schools under their charge. They also apportion the school funds to districts, one-fourth equally among all that have kept school the legal time and three-fourths according to the school population.

The district boards are composed of a moderator, director, and treasurer,* elected at the annual district meetings for terms of three years each, one going out each year to allow of new elections. They have the general care of the district schools; may establish rules for management of these; may purchase or lease sites for school-houses, and erect, hire, or purchase the needful buildings; have the care and custody of these and of all the school property connected with them; engage and pay certified teachers; fill vacancies occurring in their own number, and make annual report to the county clerk of taxes voted by the district the preceding year, and of those which they are authorized to impose.

Specific duties are assigned also to the several members, as, that the moderator shall preside at the district meetings and countersign warrants and orders for money; that the treasurer shall receive and pay over these on the order of the director, countersigned by the moderator; and that the director shall act as clerk of the board and of district meetings, and be the special agent for contracts with teachers, for taking an annual school census, for care of the school-house, and for making reports of school matters to the county superintendent in several specified particulars.

The boards of education for cities are composed ordinarily of four members, two of whom are elected each year for terms of two years. They serve nearly the same purposes as the district boards, and have a kindred distribution of offices and duties among themselves.

SCHOOLS UNDER THIS SYSTEM.

From the report for 1874 it appears that the whole number of public schools in that year was about 1,500, of which 32 were graded. In the lower elementary schools spelling, reading, writing, grammar, geography, and arithmetic are taught; in higher grades, the history of the United States and elementary drawing are added: in still higher, algebra, geometry, physiology, botany, and natural philosophy, while a few high schools prepare pupils for the university, the agricultural college connected with it, or the State normal school.

SCHOOL FUNDS.

Permanent common school fund, 1875, excluding value of unsold school lands, $1,212,287.70; annual income, from interest, taxation, &c., $292,475.

ELEMENTARY INSTRUCTION.

GENERAL EDUCATIONAL CONDITION.

The past two years have been exceedingly unpropitious for Nebraska in all her material interests. The drought and locusts have impoverished the people, and education has deeply felt their depressing influence.

Still, about 69 per cent. of the youth between 5 and 21 years of age attended school or were enrolled on the school register.

Of the 2,405 school districts in the State, 2,100 had school and some 809 sustained school six months or more during the year. The length of time school was sustained on an average in each school district was 96 days, and the average number of days each enrolled pupil attended school during the year was 65 days; but as one-fifth of all the scholars in the State, or 16,000, are found in 52 school districts which sustain nine

* In districts containing more than 150 children of school age, the board may be composed of 6 trustees.

months' school during the year, it may not be too much to say that not more than half of the enrolled pupils attended school to exceed two months.

The cost of tuition per each enrolled pupil, counting teachers' wages, incidental expenses, and 10 per cent. on the value of school property, was about $11.42.—(Address of State superintendent at State Teachers' Association, March 30, 1876.)

SCHOOL BUILDINGS AND APPURTENANCES.

There are 1,805 school buildings in the State: 41 stone, 59 brick, 1,492 frame, and 213 log, sod, or dug-out, valued, including sites, at $1,748,239.80. Of these 1 is valued at more than $200,000, another at $50,000, 6 others between $20,000 and $40,000, 10 between $10,000 and $20,000, 29 between $3,000 and $10,000, 332 at over $1,000 and less than $3,000, 680 at between $500 and $1,000.—(Same address.)

One thousand one hundred and thirty-three school houses are furnished with patent seats and desks, and 632 have some apparatus, though but $10,810.35 were expended in the State during the year for apparatus; 312 school houses have no blackboard, and 693 are entirely without outhouses. While many of our school buildings make a fine external appearance, too many of them are deficient in proper internal arrangement, comfort and convenience being sacrificed for show. Little regard has been paid to ventilation, and rarely has any effort been put forth to fence and improve the grounds.—(Superintendent's address.)

GRADED SCHOOLS.

There are 21 districts which have 200 pupils and upwards; 22 have more than 100 each, and there are about 10 that nearly reach 100 each. There are, then, in the State the nuclei of at least 50 graded schools. In the 21 districts with 200 pupils, schools should be established with at least four departments and such a course of study adopted as will afford preparation for at least the scientific department of the State university.

TEACHERS' CERTIFICATES.

During the year there were 2,948 certificates issued by the county superintendent—95 first grade, 1,345 second grade, and 1,508 third grade—besides quite a number holding certificates from the State normal school.

Number of certificates annulled, 6, a fact that speaks well for the teachers.—(Superintendent's address.)

SCHOOL SUPERVISION.

The 60 county superintendents were employed in the duties of their office during the past year 5,119 days, making 2,497 school visits in the 2,100 districts having schools. Their compensation, as far as reported, amounted to $18,916.35, less than twenty-five cents tax on every $1,000 valuation. The number of school directors' visits amounted to 5,274 during the year.—(Address of State superintendent.)

GENERAL VIEW OF SCHOOL AFFAIRS.

A county superintendent, writing to the Bureau of Education in 1875, says of the State:

"We have a good school system; but as this country is new and thinly settled, we are deprived of many of the advantages of the Eastern States, such as lectures and well filled libraries, whereby the teachers may find access to such information as is necessary to keep them up to the times. I am satisfied that the people of the Great American Desert are wide awake in the cause of education. Our bountiful State school fund is one great incentive to this interest in education. Our school-houses are larger, more convenient, and better furnished, in comparison to our needs, than they are in most of the States east of the Mississippi River. Our teachers, on the whole, are earnest workers in the school-room."

PUBLIC SCHOOLS OF LINCOLN.

In this city there are 5 schools, 1 only of which is graded. The others are situated from one to two miles from the central building. They are all nominally under the superintendence of Professor W. W. Jones, city superintendent; but, as he is compelled to spend the most of his time in teaching classes in the high school, they are practically without supervision.

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL.

This institution the State superintendent reports in a flourishing condition. The buildings are commodious and in good repair, and are ample for the accommodation of from three to four hundred pupils. There are 7 regular teachers besides the principal, 4 of whom receive a salary of $1,200 per annum each; the other teachers receive much less. The principal's salary is $2,000 per annum.

The course of study in the normal school is nearly equivalent to the amount necessary to enable the student to enter the junior class in the university scientific course.

The institution had a landed endowment of twenty sections of land. Of this, 2,800 acres were sold at something more than $20,000. This gave a regular income up to the present year of about $2,000 per annum. But the hard times have caused much of this land to revert again to the school, so that now it must depend almost wholly on appropriations.

But as the land is all situated in Lancaster County, it will not be long before it can all be sold, and thus put the school on a firm foundation, independent to a great extent of State aid.—(Address of the State superintendent before the State Teachers' Association, March 30, 1876.)

A letter from the school, dated December 5, 1874, published in the Nebraska Teacher of January, 1875, (p. 17,) states that the partial failure of the crops had not, as had been anticipated, reduced the attendance, but, on the contrary, it had increased. There was also a larger number of students in the higher classes of the normal course than ever before.

The Nebraska Teacher for February, 1875, page 45, says, editorially: "Bills have been introduced into the legislature for the establishment of normal schools at Fremont and Tekama. The time is near at hand, if it has not already arrived, when the State will need another normal school. If this had been an average year, the present one, even with its new building, would have been filled to overflowing."

SECONDARY INSTRUCTION.

INSTITUTIONS OF HIGH SCHOOL GRADE.

There are but few schools in the State in which pupils can obtain proper instruction in any except the common branches. Assuming that but 1 scholar in 50 will desire a fair education such as a good high school can afford, there are then in Nebraska more than 1,600 young people desiring such opportunities. The State University and State Normal School provide for 300 of these, the private institutions in the State for 200 more, leaving 1,100 to find their education elsewhere or not at all. The only source left, says the State superintendent in his address to the Teachers' Association, must be through the higher departments of the graded schools.

A special report from Brownell Hall, a school for the secondary instruction of girls, at Omaha, under the charge of the Protestant Episcopal Church, shows an attendance of 70 pupils, instructed by 7 teachers. Drawing and music, both vocal and instrumental, are taught. The school has an indifferent chemical laboratory and philosophical apparatus and a library of 1,500 volumes.

PREPARATORY DEPARTMENTS OF COLLEGES.

In the preparatory classes of the colleges of the State 260 students were engaged in secondary studies during 1875, of whom 73 were in preparation for a classical collegiate and 58 for a scientific collegiate course.—(Returns to Bureau of Education.)

BUSINESS COLLEGE.

The great Western Business College at Omaha reports an attendance of 75 students—50 young men and 25 young women—engaged in the study of orthography, reading, penmanship, grammar, arithmetic, history of the United States, book-keeping, commercial law, telegraphy, and phonography. Since the organization of the school, in 1873, there have been 33 graduates, 3 of whom were women. Five students were studying phonography and 10 telegraphy.—(Special report to the United States Bureau of Education, 1875.)

SUPERIOR INSTRUCTION.

STATE UNIVERSITY.

The university is at present in a very good condition. The number of professors now actually engaged in the work of instruction is 6 besides the chancellor. Four of these receive $2,000 per annum, 1, $1,000, and 1, $600. The chancellor's salary is now $3,000 per annum, but at the last meeting the board raised it again to $4,000. The institution has a well selected library of more than 1,500 volumes, valued at $3,000 at least. The cabinet and apparatus are also creditable for so young an institution.—(Address of State superintendent.)

OTHER COLLEGES.

Doane College is located in Crete, and is under the control of the Congregational Church. Mr. Thomas Doane gave the institution $12,000 and a name. The present assets, besides the building, amount to about $20,000 in notes, 600 acres of land in Crete, 200 more in Polk County. About 50 pupils were in attendance last year.

Nebraska College is situated in Nebraska City, and is for young men only. "It supports itself entirely by its current patronage." The number of pupils usually in attendance is about 70. Young men can here be prepared to enter the junior year of the university. The annual expenses of the pupils boarding in the institution are $280.

Recently a theological school has been opened near the college for the benefit of the young men studying for the ministry.

Statistics of a university and colleges, 1875.

Names of university and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
Doane College	3	....	62	7	$8,000	$33,785	$2,478	$614	.....	.....	250
Nebraska College*	10	0	88	4	23,000	0	0	8,000	$0	$0	a1,700
University of Nebraska	9	0	110	35	150,000	0	0	0	20,000	.....	1,400

* From Report of Commissioner of Education for 1874. a Includes society libraries.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENCE.

The agricultural department of the State university is growing in efficiency and importance. During the past fall and winter a neat substantial house was erected on the farm at a cost of about $4,000.

There are now good accommodations on the farm for from 20 to 30 students.

Some start is also made in the best breeds of cattle and hogs. One hundred and seventy-one acres were cultivated during the past year, and the crops were among the finest in the State.

Could 134,800 acres of land belonging to the university and agricultural college be made available by sale or lease, the success of the institution would be assured. Until that can be made available it must depend on the fostering care of the State.—(Address of State superintendent.)

THEOLOGY.

The divinity school of Nebraska College is intended to prepare for the ministry of the Protestant Episcopal Church such young men as desire to enter on that sacred office. The bishop of the diocese is professor of pastoral theology.

Statistics of schools for scientific and professional instruction, 1875.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
SCHOOL OF SCIENCE.									
Agricultural college, (University of Nebraska.)	3	....	a18	3	.....	.....	.....	.....	150
SCHOOL OF THEOLOGY.									
Divinity school of Nebraska College*	5	0	2	3	.....	.....	.....	.....	800

* From Report of Commissioner of Education for 1874. a Also 15 preparatory students.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The asylum for the deaf and dumb is located near Omaha. It has very good grounds and buildings. Fifty-three pupils have been admitted into the institution since its organization in 1869.

The running expenses of the school are about $15,000 per annum.

Mute children, whose parents live in the State, of good moral habits, suitable age, and sound minds, are admitted to all the privileges of the institution free. A course of eight years is allowed. Parents who are unable to clothe their children may, under certain regulations, obtain aid from the State. There are, it is stated, over a hundred deaf-mutes in the State; but, notwithstanding the liberal provision for their education, only 37 are in the institute.—(Address of State superintendent before State Teachers' Association, March, 1876, and Nebraska Teacher, March, 1875, p. 76.)

EDUCATION OF THE BLIND.

During the past year a fine brick building has been erected a little north of Nebraska City as an asylum for the blind.

For the amount of money expended—about $10,000—it is one of the best buildings in the State. The institution is in charge of Professor Bacon, a blind man himself, who has shown great perseverance and energy in planning, superintending, and pushing forward the work.

There are now about 14 pupils in the asylum receiving instruction.—(Address of superintendent before the State Teachers' Association, 1876.)

EDUCATIONAL CONVENTIONS.

STATE TEACHERS' ASSOCIATION.

The ninth annual session of the association met at Omaha, March 31. The president and vice-president both being absent, Professor Kellom was elected president *pro tempore*. The address of welcome was delivered by Hon. B. E. B. Kennedy, vice-president of the Omaha board of education. Addresses were afterward delivered by Hon. J. M. McKenzie, State superintendent of public instruction, on "The present condition of education in the State;" by Mrs. Fannie J. Ebright, on "The influence of Music;" by Chancellor A. R. Benton, of the State University, on "Moral education;" by Professor S. R. Thompson, dean of the Agricultural College, on "The industrial education of women." Hon. Alonzo Abernethy, State superintendent of Iowa, delivered an able and interesting lecture on the general topic of public school education, among other points urging the importance of moral training and insisting upon equal educational advantages for boys and girls. A paper on industrial drawing was presented by Professor G. E. Bailey of the State University, one on oral instruction, by Professor J. H. Worthen, principal of the Nebraska City high school, and one on the duties of county superintendents, by F. M. Williams, county superintendent of Richardson County.

This meeting was, in many respects, says the Nebraska Teacher, the best ever held in the State. The attendance was large, notwithstanding unpleasant weather, and several of the papers were marked with more than ordinary ability.—(Nebraska Teacher, May and June, 1875.)

LIST OF SCHOOL OFFICIALS IN NEBRASKA.

Hon. J. M. McKENZIE, *State superintendent of public instruction, Lincoln.*

[Term, January 1, 1875, to January 1, 1879.]

COUNTY SUPERINTENDENTS.

[Term, November 1, 1875, to November 1, 1877.]

County.	Name.	Post-office.
Antelope	H. J. Miller	Neligh.
Adams	A. L. Wigton	Hastings.
Buffalo	J. Swenson	Kearney.
Burt	W. E. Drury	Decatur.
Boone	W. A. Hosford	Boone.
Butler	A. J. Combs	Ulysses.
Cass	G. B. Crippen	Weeping Water.
Cheyenne	L. H. Bordwell	Sidney.
Cedar	Frank Campbell	St. Helena.
Clay	T. W. Brookbank	Sutton.
Colfax	James A. Grimison	Schuyler.
Cuming	J. H. Mockett	Wisner.
Dakota	J. Zimmerman	Dakota City.

List of school officials in Nebraska—Concluded.

County.	Commissioner.	Post-office.
Dixon	J. H. Addison	Daily Branch.
Dodge	H. G. Wolcott	Fremont.
Douglas	John Rush	Omaha.
Dawson	W. H. Lengel	Plum Creek.
Fillmore	J. A. Dempster	Geneva.
Franklin	Mrs. M. E. DeClercq	Bloomington.
Furnas	T. K. Clark	Arapahoe.
Gage	J. R. Little	Beatrice.
Greeley	Mansel Davis	North Loup.
Gosper		
Hall	Henry Nunn	Grand Island.
Hamilton	Delevan Bates	Orville City.
Howard	Thompson McNabb	St. Paul.
Harlan	Miss Alice Murdock	Republican City.
Hitchcock	C. A. Gesselman	Culbertson.
Johnson	George B. Foster	Helena.
Jefferson	A. C. Routzahn	Fairbury.
Knox	C. A. Lyon	Creighton.
Kearney	J. J. Bartlett	Lowell.
Keith	E. N. Searle	Ogallalla.
Lancaster	S. G. Lamb	Lincoln.
Lincoln	Alexander Stewart	North Platte.
Madison	E. M. Squires	Shell Creek.
Merrick	John Patterson	Central City.
Nuckolls	J. B. Nesbitt	Nelson.
Nemaha	D. W. Pierson	Brownville.
Otoe	H. K. Raymond	Nebraska City.
Pawnee	William Ballance	Pawnee City.
Pierce	C. H. Frady	Pierce.
Platte	Charles A. Speice	Columbus.
Polk	J. B. Mitchell	Stromsburg.
Phelps	Frank Hazen	Williamsburg.
Richardson	F. M. Williams	Salem.
Red Willow	M. H. Skinner	Lebanon.
Sarpy	M. Langdon	Lisbon.
Saline	W. P. Grantham	DeWitt.
Saunders	S. N. Knepper	Wauhoo.
Seward	J. D. Messenger	Seward.
Stanton	J. H. Darling	Stanton.
Sherman	H. A. Gladding	Loup City.
Thayer	Barzilias Price	Alexandria.
Valley	Oscar Babcock	North Loup.
Washington	Charles Cross	Herman.
Webster	J. S. Gilham	Red Cloud.
Wayne	Andrew Bevius	LaPorte.
York	James E. Cochran	York.

NEVADA.

SCHOOL SYSTEM OF THE STATE.

EDUCATIONAL PROVISIONS OF THE CONSTITUTION.

The constitution of 1864, under which the State came into the Union, directs, article XI, section 1, that "the legislature shall encourage by all suitable means the promotion of intellectual, literary, scientific, mining, mechanical, agricultural, and moral improvement, and also provide for the election by the people, at the general election, of a superintendent of public instruction," whose term of office should be 2 years, (since lengthened to 4 years;) section 2, that "the legislature shall provide for a uniform system of public schools by which a school shall be established and maintained in each school district at least six months in every year;" section 3, that the proceeds of lands given by the General Government, of escheats, of fines for penal offences, and of property given or bequeathed to the State for educational purposes shall be made the basis of a school fund, the interest of which only shall go to aid the schools and a State University; section 4, that provision for the establishment of said university, to embrace departments for agriculture, mechanic arts, and mining, shall be made by the legislature; section 5, that the legislature shall have power to establish normal schools and such different grades of schools, from the primary department to the university, as shall be deemed necessary; section 6, that a special tax of half a mill on the dollar of all taxable property for ten years and afterward of a quarter of a mill on the dollar, at least, shall be levied in aid of other means for the support of the university and common schools; section 7, that there shall be a board of regents of the university, to consist, for four years, of the governor, secretary of state, and superintendent of public instruction, and afterward of their elected and qualified successors; section 8, that these regents shall, out of the first funds coming into their hands, organize a mining department, preserving, however, intact, for the agricultural and mechanical department, all proceeds of the congressional land grant of 1862; section 9, that no sectarian instruction shall be imparted or tolerated in any school or university established under this constitution.

PROVISIONS OF THE SCHOOL LAW.

Laws Relating to the Public School System of the State of Nevada, compiled and published by the superintendent of public instruction, 1873.

OFFICERS.

A State board of education, State superintendent of public instruction, three regents of the university, county superintendents of public schools, county boards of examiners, boards of school trustees for districts, and district census marshals are the school officers recognized by law.

POWERS AND DUTIES OF THESE OFFICERS.

The State board, composed of the governor, State superintendent of public instruction, and surveyor-general of the State, with the governor for president and superintendent as secretary, is the supreme advisory council in school affairs, and, at its semi-annual and special sessions, devises plans for the better organization of the public schools and the improvement and management of the public school funds; has a power of supervision over the apportionment of these, power to act with the superintendent in providing for a State teachers' institute, and to prescribe and cause to be adopted a uniform series of text books for the principal studies pursued in the public schools, not to be changed under four years.

The regents have the general care of establishing and providing for the organization and maintenance of the State university, which is thus far still in embryo.

The State superintendent—who is elected by the people at the general fall election in every four years, beginning with 1866, and enters upon duty the first Monday of January following—has it as his duty to apportion the State school moneys to the counties in proportion to their school population; to furnish to the proper officers an abstract of such apportionment, with the needful orders, under seal of the State board, for the same; to prescribe and distribute forms and regulations for school reports, with copies of the school laws, to all local school officers; to convene, preside over, and provide for the exercises and expenses of an annual State teachers' institute; to visit once a year each county in the State, with a view to the inspection of schools, consultation with county superintendents, and addressing public assemblies on educational themes; to report to the governor biennially, on or before the 1st of December preceding the legislative session, everything relating to school affairs; and to attend to the proper distribution of this report when printed.

The county superintendents are chosen by the people of their respective counties every two years, beginning with 1866, at the general election, and take office on the first Monday in January following. It is their duty (1) to apportion to the several school districts, in proportion to their school population, the moneys for school purposes in the county treasury, and to forthwith notify the treasurer and school trustees of the details of such apportionment; (2) to draw warrants on the county treasurer in favor of the trustees of any school district in their counties for the amount of any duly authenticated bill attended with an itemized account, and for the purchase of school books for indigent children; (3) to visit and exercise a general supervision over each public school in their counties, said visits to be once a year or once a term, according to the distance of the schools; (4) to distribute promptly to trustees, teachers, &c., the forms, laws, instructions, and reports received from the State superintendent; (5) to keep on file in their offices all reports received from subordinate officers and full records of their own official acts, to be delivered to successors at the conclusion of their terms; (6) to make annually to the State superintendent, by September 15, on pain of forfeiting $200, a full report of the matters reported by subordinate officers respecting school affairs for the year preceding; (7) to preside over, regulate, and conduct county teachers' institutes; (8) to appoint school trustees in districts where the voters fail to elect, and to fill vacancies occurring in the board; (9) to subscribe annually for a sufficient number of copies of an educational journal to furnish one to each school officer and teacher in their counties and pay for the same out of the county school fund. The compensation for performing these duties is "such as shall be allowed by the board of commissioners of each county, at least sufficient to pay all necessary travelling expenses" incurred in the discharge of legal duty.

The county boards of examination consist of the county superintendent and two competent persons appointed by him. They are constituted for the purpose of examining persons wishing to teach in the public schools, and may give certificates of two grades of qualification to such as stand the tests for them.

School trustees.—Boards of trustees for school districts consist ordinarily of 3 persons; but in districts polling 1,500 votes, of 5. They are elected by the people, at the general elections, for terms of 4 and 2 years, and enter upon office on the first Monday of January following. They have the care and custody of all public school property within their districts; the building, purchasing, or hiring of school-houses and the erection of needful outhouses; the employment of teachers and dismission of them for cause; the providing of school-houses with furniture and apparatus, as well as books for indigent children; the division of schools into primary, grammar, and high school departments; the expulsion of incorrigibly disorderly children; the proper apportionment of school funds among the schools; and the making of annual reports to the county superintendent as to the number of children of school age, (6 to 18,) the number of schools, of teachers, of children in attendance, and average attendance, with other particulars showing the educational condition of their districts.

The district census marshals are officers appointed by the school trustees of each district, on or before the 1st of May in each year, to take a specific census of all the children of school age, with full particulars as to sex, residence, parentage, and school connection, to be reported to the county superintendent or board of education in their respective districts, towns, or cities.

SCHOOLS.

The schools of the State, as above indicated, are divided into primary, grammar, and high. In the first are to be taught spelling, reading, writing, arithmetic, the elements of natural philosophy, and geography; in the second are to be added English grammar, history of the United States, physiology, hygiene, and chemistry; and in higher schools, algebra, geometry, drawing, natural philosophy, astronomy, or the elements of bookkeeping. These schools are free to all residents of school age for six months of the year. After that, rate bills may be imposed on all who send children to them. A compulsory law requires attendance at school for at least sixteen weeks each year. The State University exists thus far only in its preparatory department.

ELEMENTARY INSTRUCTION.

NO REPORT.

The report on school affairs in this State is made biennially, as before stated, and is not due till the close of 1876. The only information available meanwhile is the following abstract of the first semiannual apportionment of school moneys for 1876, which is made by the superintendent at the rate of $3.740015+ per census child:

Table showing the first semiannual apportionment of school moneys for 1876.

Name of county.	Number of children between 6 and 18 years of age.	Amount.	Name of county.	Number of children between 6 and 18 years of age.	Amount.
Churchill	247	$175 78	Lyon	373	$1,395 03
Douglas	253	946 22	Nye	184	688 16
Elko	479	1,791 47	Ormsby	767	2,868 59
Esmeralda	190	710 60	Storey	2,672	9,993 32
Eureka	322	1,241 69	Washoe	639	2,389 87
Humboldt	383	1,432 43	White Pine	272	1,017 28
Lander	330	1,234 21			
Lincoln	589	2,202 87	Total	7,510	28,087 52

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

In the absence of a report from the State superintendent for 1874–'75, no reliable information respecting high schools in the State school system can be presented.

OTHER SECONDARY SCHOOLS.

The only one of these making direct return to the Bureau of Education for 1875 is the preparatory department of the State University, at Elko, which reports 1 instructor, with 15 male and 16 female students.

SUPERIOR INSTRUCTION.

STATE UNIVERSITY, ELKO.

This, as before stated, exists thus far only in its preparatory department, the university proper waiting for a fuller preparation of students for its classes and for an increase of its funds by sale of lands belonging to it. The principal of the preparatory department writes, with his return, "This school, just started, you may say, has its foundation of land grants from the General Government, as others in other of the new States. Several of my pupils are pursuing a university course, but the most are of about high school grade, and may be prepared for college at short notice."

LIST OF SCHOOL OFFICIALS IN NEVADA.

Hon. S. P. KELLY, *State superintendent of public instruction, Carson City.*

[Term, 1875–'79.]

STATE BOARD OF EDUCATION.

Name.	Post-office.
His excellency L. R. Bradley, governor	Carson City.
Hon. John Day, surveyor-general	Carson City.
Hon. Samuel P. Kelly, State superintendent of public instruction	Carson City.

COUNTY SUPERINTENDENTS. [Term, 1875–1877.]

County.	Superintendent.	Post-office.
Churchill	W. H. A. Pike	Educational Institute.
Douglas	John E. Johns	Genoa.
Elko	E. S. Yeates	Elko.
Esmeralda	D. H. Fletcher	Aurora.
Eureka	A. W. Kaye	Eureka.
Humboldt	C. Chenowith	Winnemucca.
Lander	J. R. Williamson	Austin.
Lincoln	G. R. Alexander	Pioche.
Lyon	C. McDuffie	Silver City.
Nye	F. C. Granger	Belmont.
Ormsby	L. S. Greenlaw	Carson City.
Storey	J. N. Flint	Gold Hill.
Washoe	Orvis Ring	Reno.
White Pine	H. S. Herrick	Hamilton.

NEW HAMPSHIRE.

STATISTICAL SUMMARY.

	1875.	1873.	Increase.	Decrease.
SCHOOL POPULATION AND ATTENDANCE.				
Number of boys enrolled	35,901	36,529		628
Number of girls enrolled	32,850	33,345		495
Number enrolled under 6 years of age	6,222			
Number enrolled over 16 years of age	6,664			
Number enrolled between 6 and 16 years of age	55,865			
Total enrolment	68,751			
Average attendance	48,288	46,759	1,529	
Average attendance for each school	18.54	14.73	3.81	
Ratio of average attendance to whole number	.702	.68	.22	
Number attending private schools	3,357	2,613	744	
Number between 5 and 15 not in any school	4,164	3,680	484	
Ratio of non-attendants to number enrolled	.06⅔			
Whole number of children reported	76,272	76,167	105	
Number reported in higher branches	5,172			
TEACHERS AND TEACHERS' PAY.				
Number of male teachers	503	527		24
Number of female teachers	3,166	3,296		130
Average wages of males per month, including board	$42 61	$40 78	$1 83	
Average wages of females per month, including board	25 54	23 84	1 70	
Number teaching for the first time	646	632	14	
Number teaching same school successive terms	1,189	1,135	54	
Number that have attended institutes	1,891	1,762	129	
Number that have attended normal schools	237			
Number that "boarded round"	383			
SCHOOL DISTRICTS, SCHOOLS, AND SCHOOL-HOUSES.				
Organized school districts	2,118	2,183		65
Districts formed under special act	31			
Number of schools	2,599	2,496	103	
Number of schools graded	403	392	11	
Number of town high schools	19			
Number of district high schools	20			
Number of schools averaging 12 scholars or less	964	938	26	
Number of schools averaging 6 or less	241			
Average length of school term in weeks of 5 days	20	21½		1½
Number of school-houses	2,223			
Number reported unfit for school purposes	388	402		14
Number not used in the past year	49			
Number built in the past year	25			
Number having no blackboard	58			
Number that have globe or outline maps	649			
Estimated value of school buildings and sites	$2,228,905	$1,917,625	$311,280	
Estimated value of school apparatus	29,154	23,347	5,807	
Average value of school buildings and sites	1,002			
Average value of apparatus to each school	13 11			
INCOME AND EXPENDITURE.				
Income.				
Raised by town taxes	$478,318	$367,552	$110,766	
Raised by district taxes	60,847	66,598		$5,751
Literary fund	27,340	23,491	3,849	
Local funds	25,348	23,701	1,647	
Railroad tax for schools	6,401	10,316		3,915
Dog tax and contributions	24,883	10,868	14,015	
Total revenue*	623,137	532,526	120,611	
Expenditure.				
For new buildings	226,523	111,604	152,640	
For permanent repairs	37,721			
For miscellaneous expenses	61,850			
For teachers' salaries, including board	424,889			
Total expenditure*	750,983	507,446	243,537	
Average per scholar	10 95			
Average per scholar on average attendance	15 40			
SUPERVISION.				
Number of public school examinations	2,480			
Number of educational meetings for the benefit of teachers	113			
Number of teachers examined in part by written exercises	999			
Number of teachers that have failed to secure certificates	122			

* The figures of the State report, with explanations which cannot here be given, are: For total revenue, 1875, $621,649; 1873, $507,446; increase, $114,203. For total expenditure: 1875, $742,854; 1873, $507,446; increase, $235,408.

—(From the twenty-ninth annual report of public schools of New Hampshire, for the school year 1874–'75, by Hon. J. W. Simonds, State superintendent of public instruction.

Mr. Simonds has used 1873 for the comparison of increase or decrease in these tables because the returns for 1874 were less complete.)

SCHOOL SYSTEM OF THE STATE.

CONSTITUTIONAL PROVISIONS.

The constitution, as amended in 1874 and since continued, declares that as knowledge and learning generally diffused through a community are essential to the preservation of a free government, and as a spreading of the opportunities and advantages of education is highly conducive to this end, "it is the duty of the legislators and magistrates in all future periods of this government to cherish the interest of literature and the sciences, and all seminaries and public schools; to encourage private and public institutions, rewards and immunities for the promotion of agriculture, arts, sciences," &c.

PROVISIONS OF THE SCHOOL LAW.

Digest of School Laws, by C. R. Morrison, 1869, with amendments and additions to 1875.

OFFICERS.

The principal officers are a State superintendent of public instruction, trustees of the State normal school, school committees for towns, and prudential committees for districts.

POWERS AND DUTIES OF THESE OFFICERS.

The State superintendent—who is appointed by the governor and council and holds his office for two years—has a general supervision and control of the educational interests of the State. He prescribes the form of school registers and of blanks for the returns to be made by school committees; sends these to the clerks of the several towns and cities for distribution; receives and arranges all reports and returns of school committees; distributes State documents in regard to public schools or other forms of education; investigates the condition and efficiency of the school system; and is to pursue such a course as to him seems best fitted to excite an interest in education, and guide such interest in the best channels when aroused. He is also annually, on or before the first Wednesday in June, to lay before the general court a printed report, containing abstracts of the reports of school committees, details of his own acts as superintendent of instruction, a like detail of the condition and progress of popular education in the State, and such suggestions as to improvement in it as his information and judgment may dictate. His salary is $1,200, with allowance for postage, stationery, and other office expenses.

The trustees of the State Normal School are appointed by the governor, by and with the consent and advice of the council; consist of fifteen persons besides himself and the superintendent of instruction, not more than two from one county; hold office for two years, part going out each year and being replaced by new appointees; have the general management of the normal school and the appointment of the principal; and are, at their annual meeting, to appoint committees of their number for the oversight of the several departments of their work.

The school committees for towns are elected ordinarily by ballot at the annual town meeting, but may be chosen for such terms as the town thinks proper; consist of any number the town may choose; may include female members; and have it as their duty to examine and license teachers, to visit the schools twice in each term, to prescribe suitable rules for managing and grading them, to make regulations respecting attendance on them, to furnish to each teacher a blank register for keeping a school record, and to make annual report (under penalty of $50 for failure) to the town meeting and the State superintendent of all matters relating to the schools, with an enumeration of the school population of each sex and the number between 5 and 15 years of age that have not attended school. They may dismiss teachers, after twenty-four hours' notice and a hearing, if requested to do so by a majority of the legal voters, and may, of their own motion, do the same without a hearing, if they find any teacher incapable or unfit to teach or disobedient to the rules made by them. Text books introduced by them into schools must continue in use for three years from the time of introduction, and not more than one such book or series of books on one subject, used in each class of schools, may be changed in any year; but no sectarian or partisan work may be introduced. For the performance of their duties committee men receive "such reasonable compensation as the town may determine."

Prudential committees, not to exceed three persons, elected by the voters at a school district meeting, are required to call meetings of their districts, giving fourteen days' public notice; to select and hire teachers for the district, provide them board, furnish necessary fuel, make such repairs to the school-house as may be required, notify the

superintending school committee of the commencement and close of schools, and give them such information and assistance as may be necessary for the performance of their duties. In case the school-house should be out of repair or not of sufficient size to accommodate the scholars, the prudential committee, with the consent of the school committee, may provide suitable rooms and conveniences for the use of the scholars, at the expense of the district.

SCHOOLS.

The schools under the State system vary in character from the primary district school, in which are taught only reading, spelling, writing, English grammar, arithmetic, and the elements of geography and history, to union and high schools in which students may be prepared for college. Of all kinds there were 2,599 reported in 1875, among which 403 were graded and 39 were high schools of either united districts or towns. A compulsory law requires that all children from 8 to 14 shall attend school for at least twelve weeks in each year.

The existence of a State normal school has been noticed. There is also a State Agricultural College, sustained from the congressional land grant of 1862, in connection with Dartmouth College.

SCHOOL FUNDS.

A permanent school fund of nearly $500,000 enables the State to supplement the amounts raised by local taxation and other means, bringing the annual school revenue up to $621,649 in 1875.

ELEMENTARY INSTRUCTION.

CIRCULARS OF SUPERINTENDENT SIMONDS.

For the purpose of awakening and guiding public sentiment in relation to the practical interests of education, it seemed advisable to the superintendent to institute an official correspondence with the supervising school officers, and submit for their consideration information and suggestions calculated to assist them in the discharge of their duty. The results accomplished by these efforts have been very encouraging.

Circular No. 1, directed to town school committees, called their attention to "An act to compel children to attend school," and urged them to secure an impartial and systematic execution of its provisions. Circular No. 2 contained a *résumé* of the duties of school committees, accompanied with suggestions. Circular No. 3 contained inquiries concerning the progress of the school, competency of teachers, the practicability of holding town teachers' meetings, the re-establishment or teachers' institutes, and the supervision of the schools. Circular No. 4 called attention to the law allowing towns to elect school committees for different periods of one, two, and three years, and after the first election one member annually for three years. Circular No. 5 contained questions concerning elementary instruction, system and unity of effort, value of merit marks of teachers' institutes, worth of State school report, how many copies the State should distribute, and the effect of establishing a State board of education. Circular No. 6 invited attention of selectmen of each town and assessors of each city to their duty "to make an enumeration of the children of each sex between the ages of 4 and 17 in their respective towns and cities." Circular No. 7 was addressed to town school committees, respecting examinations of applicants for teachers' positions. Circular No. 8 called attention to the same points as No. 6, and, in addition, to the number of children between 5 and 15 that have not attended schools.—(Appendix to twenty-ninth annual report.)

ABSTRACT OF TOWN REPORTS.

The thirty-ninth annual report is largely made up of the reports from superintending school committees. Some of these state facts; some discuss principles or practices. As far as can be gathered from the former class, the following appear to be the facts concerning the condition of the schools:

Disadvantages.—Complaint is made in many of the reports of there being an excessive number of school districts, and, as a natural consequence of this, short schools, low standards, imperfect classification of pupils, a lack of illustrative apparatus, poorly paid teachers, and comparatively slight results. Rural districts that once sustained a large population are now sometimes almost deserted, and instead of 25 or 30 scholars attendant on the schools, there may be found, it is said, not more than 4, 5, 10, or 12. The tax raised in such districts is, of course, generally small. Cheap teachers and poor teaching too often come of this, and instead of good school rooms, with ample apparatus, lively classes, and rapid upward strides, there is apt to be a neglected building, in which classes, too small to awaken the enthusiasm of a teacher, study as they best can, with almost no means of geographical, arithmetical, or philosophical illustration.

Thus, as to the districts, one committee says: "Districts formerly having large and flourishing schools are now almost destitute of children of school age." Another, "There has been a time when there were 40 to 60 scholars in many of the districts; now the largest one contains only 26, and the four smallest an aggregate of only 23;"

and still another, "Many of the districts have become nearly depopulated, and nothing remains but the old cellars to tell the stranger that once a flourishing farm house stood there, which was the home of numerous children. Instead of 25, 30, or 40 scholars, we now find 4, 5, in very few instances more than 12. In such small schools there is but very little interest manifested on the part of either teacher, scholars, or parents."

As to school houses, it is said by one, "The school houses are, in many cases, unfit for the use they were designed for, and the few farmers left in the district hardly feel able to incur the expense of furnishing a better house for so few scholars;" by another, "We have several districts with few scholars, little school money, and bad houses;" by a third, "I speak with candor when I say that several of the school houses are no longer fit for school purposes, especially in winter;" by a fourth, "One school-house has no shed nor entry way, and two others, which have, are left with large openings, with no provisions for closing. The doors and windows are so impaired that the snow blows in, and so much cold air enters that it would seem almost as wise to attempt to warm the atmosphere outside as within. Then the arrangements for warming these houses are mere shams; stoves small, pipe old and nearly burned or bursted out, and so disconnected that the smoke as easily escapes by way of the doors and windows as by the chimney."

As to illustrative apparatus, a chairman of a school committee in a fairly prosperous town writes: "Our schools are almost destitute of this great desideratum. There is hardly a district in town but needs a globe, maps, and a dictionary." A second says: "In nearly all the school rooms in town there is a want of proper and necessary implements for the teacher to work with." A third puts into his report the statement: "We find some schools sadly destitute of illustrative apparatus, not possessing so much as a blackboard;" a lady elsewhere seconding this with a like account: "Our blackboards are fast becoming whiteboards, and some are almost useless;" and a committee man saying, "In no school in town did I find even the cheapest kind of a dictionary belonging to the school; maps and charts are minus, or nearly so."

Improvements.—Happily, against such statements we are able to set others more encouraging, such as "The schools have had able instructors and scholars that took hold of their studies with a determination to accomplish the tasks set before them. Perhaps in no former year has the standard of our schools been higher or the work that has been done more thorough. *'Not how much, but how well,'* has been the motto of both teachers and scholars." And again, "During the three years past there has been a gradual but marked improvement in teachers, teaching, and taught;" and still again, "Our schools will, it is thought, bear a favorable comparison with those of former years. Many of our teachers are abandoning the blind devotion to the text book which has so long obtained, and are disposed to seek methods of explanation from all available sources. Scholars are not content with the mere statement of a fact, but wish to know not only what is true, but why it is true."

As to school-houses, we have from one town the pleasant statement that "The town never had so good school-houses as at the present time. They are built and furnished with great care and expense, and indicate the interest and pride which the people feel in education. The people in the north district last year ornamented the school grounds with trees, this year have dug a well, and next year intend to improve the fences. In the south district they have built two school houses, and will doubtless improve the grounds so as to render them pleasant and attractive to the children." In another we read of a high school building, commodious and well furnished, though not yet fenced in and shaded as it ought to be.

As to apparatus, we read of one school that has obtained for itself a fine globe; as to teachers, that in one case their "instruction has been eminently practical;" that in another they have been faithful; that in a third they have "attained a high success;" and that in a fourth "they have fully met all expectations," though these expectations seem to have been high.—(State report, pp. 4–102.)

KINDERGARTEN.

There is in Nashua a private Kindergarten, established in 1874, and conducted by Anna Held, having 14 children from 3 to 7 years of age engaged, during 5 days of the week, three hours each day, in the usual Kindergarten occupations.—(Special report to the United States Bureau of Education.)

CITY SCHOOL SYSTEMS.

DOVER.

School officers.—The schools are governed by a board of school committee, elected by qualified voters of the town for the term of two years, one-half of them going out of office each year. The chairman, who is elected by the board, appoints all committees, has authority to call special meetings, and is *ex officio* chairman of the committee for examining teachers.

Statistics.—The number of children from 4 to 16 years of age is 1,806; the number attending school two weeks during the year, 1,864; average attendance, 1,191; average amount expended for each scholar, $12.06; receipts and expenditures for school purposes, $22,400.55.

Course of study.—The schools are divided into primary, grammar, and high, with some of mixed grades in those portions of the city where it is impracticable to adopt a system of gradation. Drawing has formed a part of the regular course of study for several years, but only in the grammar schools has it received a systematic course of teaching.

The high school has maintained for another year its high standing. Three objects are held in view here: the securing of a tolerably wide course of academic study, a plan specially adapted to a business life, and the preparation of boys for college.—(Report of school committee, 1875.)

NASHUA.

Officers.—The school committee is composed of as many members from each ward as the said ward is entitled to aldermen in the city council. The mayor of the city is *ex officio* chairman. The committee thus constituted have the care and superintendence of the schools, and may, if deemed expedient, and in fact do at present, appoint a superintendent, who, under the direction of the committee, manages and superintends the schools.

Statistics.—Number of children in the city from 6 to 16 years of age, 1,549; number from 16 to 21 years of age, 602; number from 4 to 21 years, 2,755; number of pupils, 2,238; average number belonging, 1,629; average daily attendance, 1,492; number admitted to high school, 51; number of graduates of high school, 21; number of teachers in all the schools, 54; expenditures for school purposes, $32,049.08.

New school building.—In school-houses and school accommodations Nashua now compares favorably with any city in the State. The high school building, recently completed and occupied, is not only the most costly, but is the largest and best constructed school edifice in New Hampshire. It is strongly, as well as neatly finished. The entrance halls are spacious, affording ample means of ingress and egress. The supply of air is pure, not forced from the basement, but taken directly from the open atmosphere. The course of study is liberal and comprehensive.

Evening schools.—The two evening schools were never more serviceable than during the past winter; the total attendance in both was 137; average attendance, 80.

Attendance.—The daily school attendance in the city, though 20 per cent. less than it ought to be, is higher than the average in the State and vastly higher than that of the country. The school population of the United States is 12,000,000, while the average daily attendance is only four and a half millions. Provision is made in this city for the education of the entire school population, and it would not add to the cost of the department if every child, instead of three-fourths of all, were in constant attendance.—(Nashua school report for 1875.)

THE CITIES GENERALLY.

Extracts from the school reports of Concord, Dover, Keene, Manchester, and Nashua are given by the State superintendent, and show, in general, a greatly better state of things than is indicated in reports from country towns. In all these cities music and drawing are receiving a considerable measure of attention, the former for its refining and animating influence, the latter for its effect in the improvement of all industries.

In all, too, the graded system for the schools appears to reign, with a specific course of study for the grades, promotions from one grade to another being made in most cases after careful testing of qualification by means of written examinations. In Manchester these examinations take place every month, and promotions based on the results of them are made twice in each year.—(State report, pp. 102–140.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL.

The attendance of students during 1875, amounting to 270 in the normal department, has been larger than for any preceding year. There were 34 graduates, 3 of them from the second course and 31 from the first.

The acts of the legislature establishing and controlling the State normal school prescribe and limit its work of instruction and drill to branches and methods designed to qualify its members for an efficient and successful discharge of the duties of the common school teacher. The normal school, thus established and managed by a board of trustees appointed according to the laws of the State, is in reality a professional school. It has already furnished the State many excellent teachers whose services and improved methods of instruction are working marked improvements in school management, according to the reports and testimony of town school committees where the normal graduates have been employed.—(State report, 1875, pp. 176, 177.)

SECONDARY INSTRUCTION.

SCHOOLS OF HIGHER GRADE.

In March, 1875, Superintendent Simonds addressed to the principals of the various secondary schools, public and private, a circular, requesting returns of their statistics for the current school year. Sixty-eight schools were embraced in this request, of which 21 were public high schools, 28 were chartered academies and private schools, 1 the State normal school, 1 a business college, and 3 recognized as preparatory schools. Out of the 68 addressed, 67 made more or less complete returns, showing an aggregate of 96 male teachers and 113 female; 3,276 male pupils and 3,239 female; 3,745 engaged in higher branches of study, of whom 1,952 were in ancient languages and 646 in modern. Thirty-one reported libraries ranging from 12 volumes to 4,000, and making a total of 21,569 books. The number of weeks in the school year of the 67 reporting schools was generally from 30 up to 52, though 1 reported only 10 weeks; 2, 12; and 3 24. The aggregate of the estimated value of grounds, buildings, and apparatus was $1,147,325.—(State report for 1874–'75, pp. 345–349.)

Besides the above mentioned, the Bureau has reports for 1875 of 38 schools of kindred grade, 3 of these being for girls, 29 for boys and girls, and 1 for boys, with 5 preparatory schools, some of them admitting both sexes.

The 33 academies and seminaries report 63 male teachers, 67 female; 1,709 male pupils and 1,548 female; 663 of whom are engaged in classical branches, 527 in modern languages. Music is taught in 18; drawing, in 15; 14 report chemical laboratories; 21, philosophical apparatus. There are libraries of 75 to 4,000 volumes in 18 of these, the total number of books being 14,212.

These schools are under the influence of the following denominations: Congregationalists, 8; Christian, Swedenborgian, Baptist, Methodist Episcopal, and Protestant Episcopal, 1 each; while 15 are non-sectarian and 5 do not report on this point.

The 5 preparatory schools report an attendance of 742 pupils taught by 40 instructors The course of instruction in 2 lasts 4 years; in 2 others, 3, and in 1, 6. All report libraries, the smallest numbering 100 volumes, the largest 1,700. Three report chemical laboratories, and 4, philosophical apparatus and gymnasia. The continental system of pronunciation is used in all but 1 of these schools; in that, the English method is used in respect to the Latin language, while the Greek is taught according to the continental method.

BUSINESS COLLEGE.

Gaskell's Business College at Manchester, organized in 1865, reports a total attendance of 333 students, taught by 2 instructors. The number of weeks in the scholastic year is 50; average age of students, 18 years.

SUPERIOR INSTRUCTION.

DARTMOUTH COLLEGE.

The departments of instruction in connection with this institution are as follows: (1) The academic department, with its four years' curriculum, including Latin, Greek, and the modern languages, with the privilege of a partial course and a number of particular options; (2) the scientific department, with a regular course chronologically parallel with that of the academic, and having, with the option of a partial course through all the years, several elective lines of study in the last year, while Latin and Greek are omitted, French and German included, and scientific branches made most prominent; (3) the agricultural department, so called, or the New Hampshire College of Agriculture and the Mechanic Arts; (4) the engineering department, or the Thayer School of Civil Engineering; and (5) the medical department, or the New Hampshire Medical College.

There are 10 college buildings, 3 of them recently erected. Of the others, the scientific and medical buildings have lately been enlarged and renovated, and various improvements have been made in the rest, particularly in the lecture rooms, and the college buildings are now lighted with gas.

The college has been, during 1874–'75, favored with a gift or bequest from Hon. Tappan Wentworth, of Lowell, Mass., amounting to about $300,000 in stocks and real estate, for the general fund of the institution, and of another amounting to $112,000 from Hon. Joel Parker, of Cambridge, Mass., to found and endow a law department, and for a library fund. Only the income of the Wentworth fund is to be used, and this not till the principal shall reach $500,000, so that some years must elapse before it can become available.—(College advertisement in The Dartmouth for September, 1875, and return to Bureau for that year.)

NEW ENGLAND UNIVERSITY OF ARTS AND SCIENCES, MANCHESTER.

A written scheme of this institution, "chartered by the State of New Hampshire," has been sent to the Bureau, in which it is stated that "this university was founded

for the purpose of giving a thorough practical and technical education to those who propose to engage in the following pursuits, viz: engineering, civil, mechanical, dynamical, and mining; chemistry, with its many applications to the arts; geology; metallurgy and assaying; mining; mechanical drawing; architecture; law; medicine, and dentistry."

It is said, further, that "the educational work of the university is carried on in 6 distinct yet closely related departments:" (1) The theological, (2) that of general literature and science, (3) that of engineering and applied science, (4) that of law, (5) that of medicine, and (6) that of dentistry. The work of all these departments is thoroughly mapped out. How far it has been reduced to practice does not yet appear.

COLLEGES FOR WOMEN.

There are 3 schools for the superior instruction of women, having, in all, 26 teachers, and in 2 of them an attendance of 177 students. One reports 41 students in its regular course; another, 17 post graduate students, and 23 in special or partial course. Two of them have a four years' course, and are authorized by law to confer collegiate degrees; all report libraries, numbering 310, 500, and 1,100 volumes respectively. In respect to religious preference, 1 reports itself as "orthodox;" the other 2, "non-sectarian."—(Returns to Bureau of Education, 1875.)

Statistics of Dartmouth College, 1875.

Name of college.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
Dartmouth College.....	37	9	0	357	$160,000	$350,000	$21,000	$15,000	$0	$100,000	a47,000

a Includes society libraries.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENCE.

The New Hampshire College of Agriculture and the Mechanic Arts, a department of Dartmouth College, is based on the congressional land grant. It has a regular three years' course of study, with an option, after the first year, of either an agricultural or a mechanical line of study.

Thayer School of Civil Engineering is substantially, though not formally, a post graduate or professional department, with a two years' course. The requisites for admission are, in some important branches, even more than a college curriculum commonly embraces, and it is designed to carry the study of civil engineering to the highest point.—(College advertisement in The Dartmouth.)

MEDICINE.

The medical department of Dartmouth College, or the New Hampshire Medical College, was established in 1797, has had a long and prosperous career, and ranks now with the best medical institutions in the country. There is connected with it, in addition to the lectures, a good course of private instruction.—(The Dartmouth, April 6, 1876.)

Statistics of schools for scientific and professional instruction, 1875.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
SCHOOLS OF SCIENCE.									
Chandler scientific department of Dartmouth College.*	17	....	77	4	$10,000	$100,000	$7,000	$4,592	.....
New Hampshire College of Agriculture and Mechanic Arts, (Dartmouth College.)	14	....	29	3	106,000	110,000	6,600	*a*180	*b*1,446
Thayer School of Civil Engineering, (Dartmouth College.)	4	....	7	2	.....	55,000	3,000	360	2,000
SCHOOL OF MEDICINE.									
Dartmouth College, medical department.	10	....	84	3	40,000	0	0	6,000	1,000

* From Report of Commissioner of Education for 1874. *a* Also $5,000 from State appropriation.
b Includes society libraries.

EDUCATIONAL CONVENTIONS.

STATE TEACHERS' ASSOCIATION.

The association met at Wolfborough October 14 and 15, 1875. After short addresses by Mr. Hall and Mr. Simonds, the president read a paper on "The duty of teachers to themselves and their pupils." A committee of three was appointed by the president to nominate committees on various topics. Mr. S. W. Clarke, of Portsmouth, read a paper on "The duty of the teacher to the parent;" Mr. J. Warren Thynge, of Salem, Mass., gave a lecture on drawing; Mr. Philbrick, of Boston, spoke on "How to make our common schools practical;" and Mr. C. C. Chatfield on "The New-England Journal of Education." A paper was read by Mr. B. F. Dame, of Manchester, on "Reading," after which Messrs. Powers and Edgerly, of Manchester, and others, discussed "What studies should be pursued in our common schools, and to what extent should the State educate?" Papers were read by State Superintendent Simonds on "The progress of education;" by A. C. Hardy, of Fisherville, on "The common sense school;" and by Superintendent Dearborn, of Manchester, on "New Hampshire at the Centennial."

Among the resolutions adopted was one indorsing the New-England Journal of Education as worthy of patronage, and one expressing, as the sense of the association, that "The work performed by the National Bureau of Education, in collecting and disseminating useful educational information, has established the practical value of that Bureau," and asking the influence of Congress to sustain it.—(New-England Journal of Education, October 23, 1875.)

LIST OF SCHOOL OFFICIALS IN NEW HAMPSHIRE.

Hon. JOHN W. SIMONDS, *State superintendent of public instruction, Franklin and Concord.*

CITY SUPERINTENDENTS OF PUBLIC INSTRUCTION.

Name.	Post-office.	Name.	Post-office.
D. C. Allen	Concord.	Clinton S. Averill	Nashua.
J. B. Stevens, clerk	Dover.	Dexter W. Gilbert	Keene.
Josiah G. Dearborn	Manchester.	William H. Alden, chairman	Portsmouth.

NEW JERSEY.

SUMMARY OF STATISTICS.

SCHOOL POPULATION AND ATTENDANCE.

	1874.	1875.	Increase.	Decrease.
Total school census between 5 and 18 years of age.	298,000	312,694	14,694	.....
Total enrolment in the public schools	186,392	191,731	5,339	.....
Average attendance upon the public schools	96,224	98,089	1,865	.....
Number of children the public schools will seat	155,152	172,906	17,754	.....
Number in attendance upon private schools	36,527	42,434	5,907	.....
Number attending no school	71,895	76,168	4,273	.....

TEACHERS AND THEIR PAY.

Number of males	960	946	.....	14
Number of females	2,256	2,307	51	.....
Average salary per month paid to male teachers	$65 77	$67 65	$1 88	.....
Average salary per month paid to female teachers	38 00	37 75	.....	$0 25

SCHOOL DISTRICTS, HOUSES, ETC.

Number of townships and cities	258	259	1	.....
Number of school districts	1,369	1,371	2	.....
Number of school buildings	1,493	1,539	46	.....
Number of school departments	2,835	2,948	113	.....
Number of unsectarian private schools	253	240	.....	13
Number of sectarian private schools	101	106	5	.....
Number of school visits made by county superintendents.	2,852	3,025	173	.....
Number of districts in which the school-houses are very poor.	112	101	.....	11
Number in which they are poor	147	116	.....	31
Number in which they are medium	299	285	.....	14
Number in which they are good	429	473	44	.....
Number in which they are very good	353	372	19	.....
Number of new houses erected	51	40	.....	11
Number of school-houses refurnished or remodeled	82	73	.....	9
Number of districts without school-houses	29	24	.....	1
Number of buildings valued at $100 or less	39	38	.....	5
Number valued between $100 and $500	372	339	.....	33
Number valued between $500 and $1,000	396	387	.....	9
Number valued between $1,000 and $5,000	492	557	65	.....
Number valued between $5,000 and $10,000	84	94	10	.....
Number valued between $10,000 and $20,000	44	52	8	.....
Number valued above $20,000	66	72	6	.....
Average value of the school-houses outside the cities.	$2,100 00	$2,142 00	$42 00	.....
Average value, including those in the cities	4,020 00	4,085 00	65 00	.....
Total valuation of school property	6,000,732 00	6,287,267 00	286,535 00	.....

INCOME AND EXPENDITURE.

Revenue.				
Two mill tax appropriated by the State	$1,225,592 21	$1,238,578 57	$12,986 36	.....
Additional State appropriation	100,000 00	100,000 00	.....	.....
Township school tax	23,833 50	24,865 31	1,031 81	.....
Interest of surplus revenue	31,573 41	31,769 46	196 05	.....
District and city tax for teachers' salaries	310,161 17	367,383 01	57,221 84	.....
District and city tax for building school-houses	613,237 84	548,869 17	.....	64,368 67
Total amount for maintaining the schools	1,691,160 29	1,762,596 35	71,436 06	.....
Total amount, including that raised for building	2,304,398 13	2,311,465 52	7,067 39	.....
District school tax.				
Number of districts that raise tax to pay teachers' salaries.	229	367	138	.....
Number of districts that raise tax to build school-houses.	445	427	.....	18
Number of districts that raise no tax	852	771	.....	81
Cost of education.				
Average cost per pupil, calculated on total school census.	$5 67	$5 63	.....	$0 04
Average cost per pupil, calculated on average attendance.	17 57	17 97	$0 40	.....

—(Report of Hon. Ellis A. Apgar, State superintendent of public instruction, for 1875.)

SCHOOL SYSTEM OF THE STATE.

EDUCATIONAL PROVISIONS OF THE CONSTITUTION.

Section 6, article VII of the constitution as amended in 1844, provides that the fund for the support of free schools, and all money, stocks, and other property which may hereafter be appropriated for that purpose, or received into the treasury under the provisions of any law passed to augment the said fund, shall be securely invested and remain a perpetual fund, and it shall not be competent for the legislature to borrow, appropriate, or use the said fund, or any part thereof, for any other purpose, under any pretext; the income of this fund, except so much as it may be judged expedient to apply to an increase of the capital, to be annually appropriated for the support of public schools.

In 1875 amendments were adopted (1) forbidding donations of land or appropriations of money by the State or any municipal corporation to or for the use of any society, association, or corporation; (2) requiring the legislature to provide for the maintenance and support of a thorough and efficient system of free public schools for the instruction of all the children in the State between the ages of 5 and 18 years; (3) restricting it from passing private, local, or special laws providing for the management and support of free public schools.

PROVISIONS OF THE SCHOOL LAW.

New Jersey school law, with notes, blanks, and forms for the use and government of school officers, prepared by the State superintendent of public instruction, 1875.

OFFICERS.

A State board of education, State superintendent of public instruction, county superintendents, district school trustees, district clerks, State, city, and county boards of examiners, trustees of the State normal school, and trustees of the fund for the support of public schools are the officers recognized by law.

POWERS AND DUTIES OF THESE OFFICERS.

The State board of education, consisting of the trustees of the school fund and the trustees of the State normal school—these two boards being appointed and constituted as hereafter mentioned—has the power and duty of making suitable by-laws for its own government; of considering the necessities of the public schools and recommending such amendments to the laws as are deemed necessary for perfecting the school system; of appointing the State and county superintendents, the latter subject to approval of the freeholders; of prescribing rules and regulations for teachers' institutes; of ordering repairs to the grounds, buildings, and furniture of the State normal school; of authorizing the payment by the State treasurer, on warrant of the State comptroller, of the incidental official expenses of the State superintendent; and of deciding all appeals from the decision of the State superintendent of public instruction. They are required to make an annual report to the legislature of all matters committed to their care.

The trustees of the school fund—composed of the governor, the president of the senate, the speaker of the house of the assembly, the attorney-general, the secretary of state, (who is *ex officio* secretary of the board,) and the comptroller—are the custodians of the fund for the support of public schools. They are required to appropriate $40,000 annually for the support of the schools, from the proceeds of the school fund, with $60,000 from the revenue of the State. The State treasurer is required by law to report to this board the condition of the school fund on the first day of the meeting of the legislature, and at such other times as they may require.

The State superintendent of public instruction is elected by the State board of education, and holds during the pleasure of the same, provided that no term of office shall exceed three years. He is *ex officio* secretary of the State board of education, president of the Association of School Superintendents, and a member of the State board of examiners, as well as of all county and city boards. It is his duty to supervise all the schools of the State; to be the general adviser and assistant of the county superintendents; to apportion State school moneys to the counties according to their school population; to furnish to the State comptroller, county superintendents, and county collectors an abstract of such apportionment; to forbid the payment of the same to any district in which the school or schools have not been kept according to law; to furnish school officers with a copy of the school laws, with instructions and forms for making reports and conducting school business annexed thereto; to decide, subject to an appeal to the State board, all controversies that may arise under the school laws of the State or under the rules and regulations of the State board of education; to preserve in his office such school books, maps, apparatus, works on education, plans for school buildings, and other articles of interest to school officers and teachers, as may be procured without expense to the State; to file all school reports sent to his office, keep a record of all his official acts, and pre-

serve copies of all his decisions; to report to the State board of education, at its annual meeting in December, a statement of the condition of the public schools and of all educational institutions receiving aid from the State, together with such plans and suggestions for the improvement of the schools and the advancement of public instruction as he may deem expedient. He is empowered and directed to cause county collectors to withhold from delinquent county superintendents any portions of their salaries till their duties are fully performed; to cause county superintendents to do the same by delinquent teachers; and to suspend or revoke the license of any teacher on report of the county superintendent that he is incompetent or inefficient. His salary is $2,000 per annum.

The State board of examiners—composed of the State superintendent and principal of State normal school—has the power of granting certificates to teachers valid in any portion of the State for the grade mentioned, or of revoking the same.

The trustees of the normal school—appointed by the governor, two from each congressional district, the term of one expiring each year—have the control and management of the normal school. The State superintendent is *ex officio* a member of the board. They receive no compensation except for necessary expenses.

The county superintendents are appointed by the State board of education, subject to the approval of a board of chosen freeholders in the counties, and for the same term as the State superintendent of public instruction. It is their duty to apportion school moneys to townships, cities, and districts in the ratio of the number of children of school age; to issue orders on the county school collectors for school moneys; to examine and license teachers; to fix the boundaries of school districts; to appoint trustees for districts which do not elect them; to provide for graded schools; to have a general supervision over the schools; to visit each at least twice a year; to hold county institutes; to appoint students to State scholarships in the agricultural college; to give advice in all controversies under school laws; to constitute, with other county and city superintendents, the State Association of School Superintendents; and to make an annual report, on or before the 1st of October, to the State superintendent, in manner and form prescribed by him.* Their compensation is to be at the rate of ten cents for each child of school age in the county, but in no case less than five hundred nor more than twelve hundred dollars per annum with necessary expenses.

County boards of examiners—consisting of the county superintendent and a number of teachers, not exceeding three, holding first grade certificates—examine all applicants for teachers' certificates. Those receiving the first grade certificates will be allowed to teach in any of the schools of the State, without further examination; those below that grade good only for the county. Their compensation not to exceed $3 and traveling expenses for each quarterly session of the board, with the right to charge each applicant for special examination at other times a fee of $2.

City boards of examiners—composed of a portion of the members of the boards of education—have the power to grant certificates valid in the schools of their respective cities or to recognize the certificates of other cities and issue corresponding ones to the holders.

The school trustees—3 for a district—are elected by the legal voters of the districts for a term of three years. The term of one expires each year, and his successor is elected on the first Monday in September. Women are eligible as well as men. It is their duty to employ teachers, janitors, &c., and fix their pay; to rent, erect, enlarge, repair, or improve school-houses; to prescribe text books in connection with the county superintendent; to suspend or expel pupils; to provide books for indigent children, and to see that the rules of the State board of education are carried out in the schools under their charge. They shall make an annual report to the county superintendent.

The district trustees of each township constitute together an association called the township board of trustees, forming with the county superintendent a sort of township council in respect to school affairs.

District clerks—elected by the school trustees within ten days after their own election, or, in default thereof, appointed by the county superintendent from their number—keep a record of the proceedings and expenditures of the school trustees; annually make a census of all children in their respective districts, and make an annual report to the county superintendent. It is their duty to keep the school buildings in repair and provide necessary fuel and supplies. Their compensation is such as the trustees may allow.

Special laws provide for boards of education in cities.

THE SCHOOLS.

Each district must provide a suitable school building and outhouses, and maintain one school at least five months during the year, to enable such district to draw its apportionment of State school moneys. Two or more districts may establish a graded school, and such school shall be entitled to its *pro rata* share of the school fund. Instruction in these schools must be free to all persons of school age residing in the dis-

* City superintendents are to make like annual reports.

tricts in which the schools are situated. Not more than $20, except such moneys as may be raised in the districts, shall be used for any other purposes than the payment of teachers and the purchase of fuel. School libraries are provided for as well as school apparatus. The system also embraces a normal school, to which each county is entitled to send three times as many pupils as it has representatives in the legislature. The applicants must give a written declaration that it is their intention to qualify themselves for public school teachers and to engage in that employment for two years in this State.

A compulsory law, approved March 27, 1874, requires all parents and guardians, on pain of $20, to cause children under their control, unless incapacitated by their mental or physical condition or prevented by extreme poverty, to attend some public school for at least twelve weeks during the year, six of which must be consecutive, or to be instructed in some private school or at home for the same period.

The State agricultural college forms a department of Rutgers College, New Brunswick. There is no State university.

SCHOOL FUNDS.

A permanent school fund of about $800,000, affords a revenue in aid of public schools. This, amounting to about $40,000, is supplemented by an annual State appropriation of $60,000, and by the proceeds of a State tax of two mills on the dollar of all taxable property, making about $1,240,000 annually in aid of township, district, and city taxes for public schools.

ELEMENTARY INSTRUCTION.

EDUCATIONAL PROGRESS.

The wonderful progress made during the last decade, in matters of education and educational facilities, is due to the wise provisions of the school law enacted in 1867, and made still better by the amendments of 1870. The State board of education, composed of earnest, judicious men, has exercised a thorough and careful supervision over the educational interests of the State. The work of the county superintendents has been carefully made out for them and a strict account required of its performance. The constituting of a State board of education has been the means of unifying the school work of the State and making it greatly more effective.

The county superintendents have, as a body, been earnest, faithful men, have worked up an enthusiasm in the minds of the people, and have secured a far better class of teachers for the children. To their constant, persistent efforts may be traced the wonderful improvement in the character of the school-houses, most of the unsightly, dilapidated structures having disappeared, and neat, pleasant, comfortable ones having taken their places.

To the people themselves great credit is due. As soon as legal barriers were taken out of their way, they came forward nobly, and by vote determined to raise the necessary means to obtain better facilities for the instruction of the children. Good, approved, properly educated teachers became in demand, and good houses with proper furniture and educational appliances were soon in course of construction.—(Report of Superintendent Apgar for 1875, p. 20.)

SCHOOLS.

An increase of 520 schools, kept open for nine months or more during the year, is one of the most gratifying results of the decade. Most of the schools that kept open for only a few months were in the rural and sparsely settled districts. This was, however, as disadvantageous to the inhabitants of those districts as the want of educational facilities to the agricultural population of England. It is a well known fact that it is among this class of England's population that the greatest ignorance prevails, and that the efforts of her great reformers have been turned, the last few years, mainly toward the educational improvement of this class. The school law of New Jersey, enacted in 1867 and amended in 1870, has secured for the numerous rural districts of the State an open school for nine months and a good public school education for every child, thus guaranteeing immunity from ignorance and its train of evils.—(Report of Superintendent Apgar for 1875, p. 19.)

SCHOOL REVENUES.

The total amount for maintaining the schools, from the State appropriation, township tax, tuition fees, and other sources in 1865, was $646,398.06. The total amount from State appropriation, township tax, district tax, and surplus revenue in 1875 is $1,762,596.35, an increase of $1,116,198.29. The total amount for building and repairing in 1865 was $47,096.17. The total amount for the same purposes in 1875 was $916,252.18, an increase of $869,156.01. Thus it will be seen that, when the people were permitted to raise what they believed to be necessary for the support of public schools, they will-

ingly taxed themselves double, treble, even twenty times as much for certain school purposes. Although the State appropriation, including the two mill tax, is now twice as great as the sum then raised from State appropriation, township tax, tuition fees, and other sources, the citizens tax themselves, in addition, by district and city tax, for the maintenance of the schools, to an amount nearly equal to the entire township tax of that year, besides raising $548,869.17 for building and repairing purposes.—(Report of Superintendent Apgar for 1875, p. 18.)

SCHOOL-HOUSES.

The improvement in the condition of school property since 1865 may be seen from the statement that the number of school-houses classed as "very poor" has decreased 77; the number of "poor," 234, and the number of "medium," 53; while the number of "good" has increased 148, and of "very good," 216. Moreover, as greater exactness is now required in reporting the condition of school property, it is fair to believe that the change is even greater than is exhibited, many of those heretofore classed as medium, or even good, being now classed as poor, or very poor.

During the year, 40 new school-houses have been erected, 11 less than last year, and 73 old buildings have been repaired, 9 less than last year. The amount of money expended for building and repairing has been $613,237.84, and the amount ordered to be raised for the same purpose next year is $548,869.17. The total valuation of the school property is $6,287,267, an increase of $286,535 over that of last year.

The number of school-houses denominated very poor decreases again this year, being 101, 11 less than last year; those denominated poor, 116, a decrease of 31; medium, 285, a decrease of 14; good, 473, an increase of 44; and very good, 372, an increase of 19. —(Report of Superintendent Apgar for 1875, p. 11.)

TEACHERS.

The increase in the number of teachers in the ten years is equal to one-half of the total number in 1865. The number of female teachers has increased much more than that of males. This is owing to the fact, recognized all through this land, that special endowments are given by the Creator to women for the training of the young. While the number of female teachers has increased in greater proportion than that of the males, their compensation has not made the same proportionate advance, the increase of salary per month paid to them being $13.50, against that of $27.82 to males.—(Report of Superintendent Apgar for 1875, p. 20.)

TEACHERS' CERTIFICATES.

Of first grade county certificates, 75 have been issued to male teachers and 37 to females; of the second, 94 to males and 127 to females, and of the third, 531 to males and 1,071 to females.

It is gratifying to note the increase in the number of first and second grade certificates, being an increase of 16 of the former over the number last year, and 55 of the latter. The excellent effect of the examinations required to be passed in order to obtain these certificates is manifest through the whole State. Teachers are stimulated to study and to prepare themselves more thoroughly for their work.—(Report of Superintendent Apgar for 1875, p. 10.)

ENROLMENT AND ATTENDANCE.

The percentage of total enrolment has decreased this year, being 1 per cent. less than last; the attendance for ten months shows a decrease of 2 per cent.; the attendance between eight and ten months and between six and eight months, an increase each of 1 per cent. The percentage of attendance varies but little from that of last year. If the number attending private schools be added to the number attending public schools, it will be seen that 75 per cent. of the total school census attended school last year. Taking away the number of children between the ages of 5 and 7 years, often considered by parents too young to go to school, and the number between the ages of 16 and 18 years, generally considered old enough to work all the year round, it will be seen that nearly all the children between 7 and 16 years of age attend school part of the year. That is true for the greater part of the State. It is only in the manufacturing centres where the exception occurs.—(Report of Superintendent Apgar for 1875, p. 13.)

KINDERGÄRTEN.

Reports have been received from 13 Kindergärten, 4 of them located in Hoboken, 4 in Newark, and 1 each in Carlstadt, Hackensack, Montclair, New Brunswick, and Plainfield. Four of these were organized in 1875, 2 each in 1874 and 1872, 3 in 1871, and 1 each in 1870 and 1873. In the 13 schools there were 28 teachers, 12 of whom report a total attendance of 510 pupils. The one in Carlstadt is a department of the public school, preparatory to the elementary one. It has proved a valuable preparation, especially in the development of the perceptive faculties, correct speaking, writing

and drawing, sense of order, &c. The plan of studies in the Kindergarten has been made out with special reference to the above-mentioned purpose. "It is gratifying," says the principal, "to perceive the politeness and civility, even gracefulness, of the Kindergarten pupils; their cleanliness, ready use of their senses, and quickness in expressing ideas."—(Reports to the United States Bureau of Education, 1875.)

CITY SCHOOL SYSTEMS.

CAMDEN.

Organization.—A board of education and city superintendent of schools.

Statistics.—Estimated present population, 36,000; children of school age, (5-18,) 9,000; enrolled in public schools, 5,000; estimated enrolment in private and parochial schools, 1,000. Number of days the schools were taught, 230; average daily attendance, 4,500. Number of teachers in public schools, 100; salaries of teachers, $400 to $1,600; salary of superintendent, $900; receipts for public schools, $152,373.37; expenditures on them, $138,059.02.—(Report of Superintendent H. L. Bonsall, for 1875.)

ELIZABETH.

Organization.—A board of education and city superintendent of schools.

Statistics.—Present population, 25,000; children of school age, (5-18,) 7,145; enrolled in public schools, day and evening, 4,639; average attendance, 3,987; teachers employed, 123; salaries of these, $400 to $1,600 in day schools; $160 to $240 in evening schools; salary of superintendent, $350. Number of school buildings under public school system, 13; of rooms for both study and recitation, 41; for recitation only, 5. Value of grounds, buildings, and furniture, $116,500; total receipts for public schools, $46,176.90; total expenditures on them, $42,552.68; cost per capita on average daily attendance, $18.92; days schools were taught, 201.

Estimated enrolment in schools other than public, 2,300; buildings for such schools, 19, with 46 rooms used for both study and recitation, and 12 used for recitation only. —(Report of Superintendent E. D. Smith, for 1875.)

JERSEY CITY.

Organization.—A board of education and city superintendent of schools.

Statistics.—Population, 116,883; children of school age, (5 to 18,) 38,068; enrolled in public schools, 18,827; average daily attendance, 9,583. Teachers in public schools, 263; salaries of these, $260 to $2,316; salary of superintendent, $3,500. School buildings, 20; rooms used for both study and recitation, 233; for recitation only, 0. Sittings for study, 11,133. Total receipts for public schools, $235,150; total expenditures on them, $262,310; average expense *per capita* on attendance, $27.26. Number of days schools were taught, 199.

Estimated enrolment in private and parochial schools during the year past, 7,530.—(Report of Superintendent W. L. Dickinson, for 1875.)

NEWARK.

Official staff.—A board of education of 30 members, 2 for each ward, and city superintendent of schools.

Statistics of schools.—Population, 120,000; children of school age, (5 to 18,) 35,125; enrolled in public schools, including evening and normal schools, but taking in none under 6 years old, 18,197; average daily attendance, 10,940; number of sittings for study, 12,400; number of rooms used for both study and recitation, 263; used for recitation only, 236; total, 499. Number of teachers, including principals, 280; salaries of these, $250 to $2,400; salary of superintendent, $2,500. Total receipts for public schools, $209,677; total expenditure on them, $261,616; average expense *per capita* on attendance, $18.97. Number of days the schools were taught, 206.

Estimated enrolment in private and parochial schools, 7,056.—(Report of Superintendent George B. Sears for 1875.)

NEW BRUNSWICK.

Organization, as in the other cases, a board of education and superintendent of city schools.

Statistics.—Estimated population, 18,000; children of school age, 5,075; enrolled in public schools, 2,395; average daily attendance, 1,562. Teachers in public schools, 41; salaries of these, including principal, $300 to $2,500, the latter being that of the superintendent, who is principal of all the public schools. His male vice-principal in the high school gets $1,400; female, $1,000. Number of school buildings, 6; rooms in these for both study and recitation, 39; for recitation only, 1. Total receipts for public schools, $38,993; expenditures on them, the same; cost *per capita* on attendance, $16.25. School days, 206.

Estimated enrolment in private and parochial schools, 1,234; school buildings for

these, 12; school rooms, 30; teachers, 30.—(Report of Superintendent H. B. Pierce for 1875.)

In the report of the board, it is said that heating by steam has been found on trial to be the most economical and efficient mode. The "course of study" pursued since 1867 is gently criticised. Increased regularity in school attendance is noted, from 1866, when 2 pupils did not miss a day, to June, 1875, when a list was published giving the names of 195 who had been present every day during the school year. One of these had been 7 years without loss of a day; 4, for 6 years; 12, for 5 years; 17, for 4 years; 20, for 3 years; and 44, for 2 years. A better attendance on the higher grades and an increased disposition to complete the full course of study are also declared in the report.

PATERSON.

Organization, a board of education of 16 members, 2 for each ward, (one-half going out each year,) with a city superintendent of schools.

Statistics.—Population, 39,000; children of school age, 14,028; enrolment in public schools, 8,949; average enrolment, 5,621; average attendance, 4,281; per cent. of attendance on enrolment, 78.8. Teachers, including principals, 100; salaries of these, $375 to $1,500. Salary of superintendent, $2,000. School buildings, 10; schools and departments, 22; rooms for both study and recitation, 88; for recitation only, 3. Receipts for public schools, $94,957; expenditures on them, the same. Expense *per capita* on average attendance, $17.50. Days schools were taught, 214.

Estimated enrolment in private and parochial schools, 1,200. Number of buildings and teachers not given.

Special instruction.—Two teachers of music were employed by the board, with results said to be commendable, but not yet all that could be desired. Five evening schools have been maintained, with an enrolment of 1,106, somewhat less than the preceding year, but with an average attendance of 548, somewhat better than then. A city normal school has also been kept up, which all teachers employed by the board, below principals of grammar schools, were required to attend, and to which a number of other persons desiring to qualify themselves for teaching were admitted. This has been a source of supply for the schools, as well as a means of improvement to those already employed in them. The attendance on this school and the interest in its exercises are said to have been more satisfactory than in any previous year.—(Report of board of education and of Superintendent W. J. Rogers, for 1874–'75.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL, TRENTON.

This school offers a thorough three years' course of instruction, upon completion of which certificates are granted that authorize students to teach in the common schools of the State without further examination. Drawing is taught here very extensively. Vocal music is taught thoroughly, and is obligatory. Instrumental music is optional. The school has connected with it a model school and boarding houses, erected by the State, where cheap board can be secured by those who desire it. There is a cabinet and apparatus for illustration of natural philosophy, a chemical laboratory, and a library of 2,500 volumes. Tuition is free, and there are State scholarships of $100 each for specially qualified students. The amount of State appropriation for 1875 was $15,000. The number of students in attendance was 269, of whom 39 were young men and 230 women.—(Return to Bureau of Education, 1875, and report of trustees.)

FARNUM PREPARATORY SCHOOL, BEVERLY.

In this school, a feeder of the State Normal School, the average enrolment for the year was 125.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The information in respect to the public high schools of the State is not as full as could be wished. Some note is made of the existence of such schools, or of higher departments of graded schools corresponding to them, in the reports of city superintendents. According to these, such schools exist in Atlantic City, Gloucester, Hoboken, Newark, Orange, Passaic City, and Phillipsburgh. In some of these the course of instruction is partially indicated. In the higher department at Gloucester City instruction is given in all the higher English branches, and students are fitted for business. In Hoboken there are two high classes engaged in the study of the higher English branches, including ancient history, rhetoric, and English literature. The classical course in the high school at Phillipsburgh prepares young men to enter the freshman class in full standing in any American college. The board of education at Newark, in 1875, made the terms of admission from the grammar schools to the high

more difficult than formerly, the minimum per cent. on examination being fixed at 70 instead of 66⅔ per cent. The attendance, however, has been greater than at any former period of its history, numbering about 450 pupils.—(Report of State superintendent, 1875, pp. 3–24.)

ACADEMIES AND SEMINARIES.

Forty-one out of 50 such schools for secondary training report 332 teachers and 2,907 scholars, of whom 419 are in classical courses, 404 in modern languages, 282 preparing for a classical course in college, and 118 for a scientific course. Drawing is taught in 31 of these schools, vocal music in 29, instrumental music in 32. Eleven have chemical laboratories, 19 philosophical apparatus; and 15 report libraries of 100 to 4,000 volumes, the total number of books in the 15 libraries being 13,950.

One of these schools has furnished 15 teachers to the public school system of New Jersey and 10 to that of New York.—(Returns to Bureau of Education, 1875.)

PREPARATORY SCHOOLS.

Four schools for the preparation of pupils for college report a total of 24 instructors and 266 pupils, of whom 110 were preparing for a classical and 32 for a scientific course in college. Three report chemical laboratories; 2, apparatus for the illustration of natural philosophy, and 1 uses the cabinet and apparatus of the Stevens Institute of Technology. Two have a gymnasium, but only 1—Princeton Preparatory School—reports even the beginning of a library. This was commenced in 1874, and now numbers 30 volumes. In this school the continental method of pronunciation is used in both the Greek and Latin languages, the accents being observed in the pronunciation of the former. The same method, nearly, is used in Rutgers College Grammar School, the Greek pronunciation taught there being the same as that given in Goodwin's Greek Grammar. In the two remaining schools the ordinary English pronunciation is used in the Latin, and the Continental in the Greek. For other particulars see Table VII.

To the above may be added 93 pupils in the preparatory departments of colleges, 42 of them preparing for a classical collegiate course and 38 for a scientific course.—(Returns to Bureau of Education, 1875.)

BUSINESS COLLEGES.

Three business colleges, located respectively in Elizabeth, Newark, and Trenton, report a total of 20 instructors and 706 pupils. In addition to the usual English and business branches, phonography, German, French, and Spanish were taught in one of these colleges, and German in another. For further particulars see Table IV.—(Reports to the United States Bureau of Education.)

SUPERIOR INSTRUCTION.

COLLEGE OF NEW JERSEY, PRINCETON.

This oldest college of the State, among the oldest of the country, has thoroughly renewed its youth within a few years past. A visit to it in 1875 showed that, besides the beautiful new buildings of the John C. Green Scientific School and the magnificent new library hall, unsurpassed in all the country, the old buildings had been so thoroughly repaired and beautified as almost to seem new ones, and in respect of comfort to be such. New window and door casings, new windows and new doors, large renewal of the flooring, addition of closets and other conveniences, with a fresh pointing of all dilapidated masonry, were among the improvements noticeable in the old halls, making them harmonize in general appearance quite fairly with the plainer one of the Green school buildings, which is comparatively simple in its ornamentation, though built substantially of good brown stone. The other Green school building, Norman in its style, with a fine tower and rich adornments, furnishes as beautiful a college lecture room as well may be, the seats rising in amphitheatric form, each with a little note table or arm attached, and each giving the student seated in it a full view of the lecturer, of his table, and of the chemical, philosophical, or other illustrations he may present. In the rear of the lecture room, and thus again in full view of the students, is the splendid apparatus of the school, the glass inclosure of the large room in which it is contained, allowing opportunity for study of it without exposing it to handling or to dust. The old college has reason to rejoice indeed at the favor it has found and at the liberal gifts bestowed on it since the entrance of Dr. McCosh upon the presidency. In its buildings, in the aspect of its grounds, in its well appointed and splendidly housed library, and in the mingled air of modern freshness and grave age which it presents, it comes now very near our ideal of what a high class college ought to be.

According to the catalogue of 1874–'75, the faculty of the college, with Dr. McCosh at the head, consisted then of 18 professors and tutors and 1 lecturer, with 1 vacant chair. The list of students contained the names of representatives from 28 States and 2 Territories, Syria and Japan helping also to swell the list. One specially interesting

feature is the existence of 6 fellowships, meant to reward students of unusual merit and afford them an opportunity for prosecuting studies beyond those of the college course. These fellowships are in 4 cases of the value of $600 and in 2 others of $250 each for the year during which they may be held. They are awarded after special examination in certain lines of study to which each is devoted, and are conferred under the conditions that no student shall compete for more than one and that the successful student shall pursue, under direction of the college faculty for one year, the line of study from which the fellowship takes its name. During this time he may reside at the college or elsewhere; but if elsewhere in the United States must personally report himself at Princeton from time to time, and, if in a foreign country, must furnish, at regular intervals, written reports of what he is doing. From the return of statistics for 1875 it appears that there were then six post graduate students, probably the ones on these fellowship foundations.

RUTGERS COLLEGE, NEW BRUNSWICK.

The standard of admission at Rutgers has for years been high, and the instruction generally thorough; but the eminently conservative spirit of the denomination by which it is controlled (the Reformed) has been unfavorable to any extensive change in either the entrance examinations or the collegiate course. Now, however, it not only shows signs of sympathy with the progressive movements of the day, allowing considerable freedom of selection of its studies and showing some partial students on its roll, but is also said to have in contemplation an increase of the demands for admission to its classes and an arrangement of post graduate studies for such as have completed the old course. The movements in these directions have not yet taken such definite shape as to be published, but it seems probable that such publication may be made in season for the report of 1876.

At present the college has four courses, the ordinary classical collegiate; the partial course of two years for the scientific school, the groundwork of which is a thorough English course, with French, mathematics, and political science; then the full scientific course, which after two years becomes elective, one branch being chemistry, the other engineering; and, finally, a post graduate scientific course in chemistry, which doubtless will have its students in due time, but does not present any in it yet.—(College catalogue and return for 1875.)

ST. BENEDICT'S COLLEGE, NEWARK.

This is a comparatively new institution, founded in 1869, under the auspices of Most Reverend Archbishop Bailey, now of Baltimore, then Roman Catholic bishop of Newark. It is conducted by the Benedictine Fathers, and is designed to give young men a classical or commercial education, to prepare for which it has a preparatory department.—(Catalogue for 1874–'75.)

SETON HALL COLLEGE, SOUTH ORANGE.

This institution, also Roman Catholic, owes its origin, like St. Benedict's, to Archbishop Bailey, by whom it was first established, at Madison, in 1856. After four years of residence there it was removed to its present location at South Orange, 16½ miles from New York and 6½ from Newark. Here it has buildings of great architectural beauty on an elevated and commanding site, overlooking a beautiful country. The college is under the immediate supervision of the Roman Catholic bishop of Newark, and is conducted by secular priests, assisted by lay professors. The domestic arrangements are under the care of the Sisters of Charity, by whom every needed attention is paid to the neatness and cleanliness of the establishment, as well as to the nursing of the sick. The aim is to train at once the moral, intellectual, and physical being of the students, health, manners, and morals receiving constant attention. In close connection with the scholarly training given, all pupils are instructed in the doctrines of the Roman Catholic Church, as well as in its practices; while in a large gymnasium, well provided with the necessary apparatus, they are drilled in calisthenics and gymnastics.—(Catalogue of the college and return for 1875.)

BURLINGTON COLLEGE, BURLINGTON.

Founded many years ago, under promising auspices, by Right Reverend G. W Doane, then the Protestant Episcopal bishop of New Jersey, this institution has for some reason failed to reach a true collegiate rank, and, though well conducted and well officered, still exists only in a preparatory department, with 9 instructors and 58 male students. In a return for 1875 these numbers are increased to 39 and 233 by adding in the teachers and students of St. Mary's Hall, adjoining, which is under the same general oversight, but which appears under another head in Table VIII, among institutions for superior instruction of young women.

Statistics of colleges, 1875.

Names of colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
College of New Jersey	24	10	40	480	$600,000	$882,405	$57,750	$18,128	.....	$65,785	a41,500
Rutgers College	4	2	.....	119	690,000	330,000	20,000	3,859	$0	20,400	a10,614
St. Benedict's College	6	....	13	71	18,400	.....	.....	3,000	.....	.....	a950
Seton Hall College	10	0	40	48	360,000	.....	.....	.....	0	0	6,350

a Includes society libraries.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENCE.

Rutgers Scientific School, a department of Rutgers College, was founded upon the congressional grant for the benefit of agriculture and the mechanic arts. The course of study lasts four years. Tuition is $75 per annum, but there are 40 State scholarships entitling the possessors to the privileges of the school free. As the number of students attending is but 46, and the income from tuition fees as reported about $1,200, it would appear that only 30 of the State scholarships are at present filled.—(Report to the United States Bureau of Education, 1875.)

The course of study in this department, having been referred to under the college, does not need further notice here.

The scientific department of Princeton College was established for the purpose of giving a thorough scientific training, together with a liberal education, to those who may not choose to devote such attention to classical and philosophical studies as is required in the academic course. The students in this school are regularly engaged in laboratory, museum, and field work. A great improvement was made in the year 1874–'75, the second building for this school having been completed in time for the opening of the college in that year. This building, a beautiful structure, stands on the eastern portion of the grounds, facing the campus, and no expense or labor has been spared to make the accommodations complete in every respect.—(Philadelphia Evening Telegraph, June 30, 1875.)

Additional to all its previous large indebtedness to Mr. John C. Green, for buildings, apparatus, and endowment fund, this department has in the last year fallen heir to a legacy of $100,000, left it by the will of Mr. Green, for the endowment of a subdepartment of civil engineering.—(Return to Bureau of Education for 1875.)

The Stevens Institute of Technology, at Hoboken, was organized in 1871. Besides the regular course of four years, there is a post graduate course of study. There are 12 scholarships established by the city, and 20 other free scholarships are provided for. The library numbers about 5,000 bound volumes besides 2,000 unbound pamphlets.—(Report to United States Bureau of Education.)

The Philotechnic Institute of Camden, N. J., offers a comprehensive course of instruction in the sciences, languages, and the principles of the arts. The technical department affords opportunities for acquiring skill in several mechanic arts without the drudgery imposed on learners in ordinary workshops. Among the studies are botany, zoölogy, mineralogy, drawing, Greek, Latin, French, and German.—(Advertisement in Evening Visitor, published and printed at the institute.)

THEOLOGY.

Drew Theological Seminary, at Madison, (Methodist Episcopal,) has a regular course of three years and a preliminary one of two for those who have not received a collegiate training. Students who have the degree of A. B. or its equivalent in classical and scientific culture, and who complete the seminary course of three years and pass a satisfactory examination, receive the degree of B. D. Elocution is taught systematically and by progressive courses. Special instruction is given to those desiring it in the Arabic, Syriac, and Sanskrit, also in German, French, Italian, and Spanish.—(Catalogue, 1874–'75.)

The German Theological School, Newark, (Presbyterian,) has a course of study divided into two departments, theological and academic, of five years' duration, designed to furnish a compact course of studies usually taught in the academy, the college, and the seminary.—(Catalogue, 1874–'75.)

Theological Seminary, Princeton, (Presbyterian,) offers to college graduates a very thorough four years course of instruction, embracing a careful study of the Scriptures, both of the Old and New Testament, including a comprehensive survey of the various books in their individual plan and contents and in their relations to one another and to the general scheme of which they form a part. Hebrew is taught throughout the course, but the grammatical study of the language as such is confined mainly to the first year. The course also comprises exegetical theology; biblical and ecclesiastical history; ecclesiastical, homiletical, and pastoral theology; Christian ethics and apologetics, and rhetorical exercise and sermonizing. Special instruction is given in the art of elocution. The Chaldee, Syriac, Arabic, and Sanskrit languages are optional studies.—(Catalogue 1875–'76.)

The renewal previously mentioned as noticeable in the college buildings, is observable in those of the seminary also. The old halls were in process of repair in 1875, so complete as to make them substantially equal to new buildings, adding greatly to the comfort of accommodation for the students, as well as to the attractiveness of these buildings to the eye. And then, as evident success attracts attention and secures an increase and continuance of gifts, two liberal friends of the seminary in New York are said to have since offered to put up for it a new hall, to cost $100,000, and to meet all needs as to accommodation for some years, while $45,000 additional comes to it from the late John C. Green, esq., the great benefactor of the college, and other friends.—(Return to Bureau, 1875.)

The Theological Seminary of the Reformed Church in America, at New Brunswick, is under the control of the general synod of that church. Tuition is free. The library numbers more than 20,000 volumes, and is housed in an elegant and spacious fire-proof building. The seminary building, erected in 1856, with moneys amounting to $30,700 donated by Mrs. Anna Hertzog, of Philadelphia, contains a chapel, library, reading room, study rooms, dormitories, dining rooms, laundry, and bath room. Students from every denomination of Christians are admitted. The course of instruction lasts three years.—(Catalogue, 1875–'76.)

Statistics of schools for scientific and professional instruction, 1875.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
SCHOOLS OF SCIENCE.									
John C. Green School of Science	13	....	46	3	$150,000	$200,000	$14,000	$2,700	.....
Stevens Institute of Technology	11	....	100	4	500,000	500,000	40,000	4,000	5,000
Scientific School of Rutgers College	11	....	46	4	*a*8,000	116,000	6,960	1,200	.....
SCHOOLS OF THEOLOGY.									
Drew Theological Seminary	15	....	104	3	300,000	250,000	17,500	.....	10,875
German Theological School of Newark	6	0	25	3	30,000	10,000	600	.....	400
Theological Seminary of the Reformed Church in America	5	4	45	3	300,000	280,000	17,900	.....	26,000
Theological Seminary of the Presbyterian Church at Princeton	7	0	120	3	300,000	450,000	30,000	.....	26,779

a College farm for experimental purposes.

SPECIAL INSTRUCTION.

NEW JERSEY STATE REFORM SCHOOL, JAMESBURGH.

In 1865 the legislature of New Jersey enacted a law providing for the establishment of a reform farm school for juvenile delinquents, to which boys between the ages of 8 and 16 were to be sent, with a view to their instruction and amendment. A farm

of 490 acres was purchased in 1866, near Jamesburgh, in Middlesex County. Buildings were erected and the school opened by the reception of the first pupil, July 6, 1867. There are now nearly 200 scholars, who are instructed in the elementary branches of learning, and accustomed to agriculture and other varieties of labor, with an allowance of time for youthful recreation. October 31, 1875, there were 192 in the institution, the highest number during the year preceding having been 202, and the average number for the year 186¾.

When considered to be fitted for removal, (in not less than a year after admission to the school,) good homes are sought for the boys, either with their friends or by indenture to proper persons, the board of trustees continuing to be their guardians during their minority.

The deportment of the pupils is said to be good, the gentle though strict discipline of the officers being found sufficient to secure orderly conduct. A refusal to obey proper commands is almost unknown, and the opinion is expressed that the steady enforcement of rightful authority from the cradle would save many parents the anguish of having children in such institutions.—(Report for 1875.)

STATE INDUSTRIAL SCHOOL FOR GIRLS.

The discipline here, too, is mild but firm, punishment of any kind beyond confinement in the dormitory being rarely found necessary. The uniform kindness with which the girls are treated wins them to cheerful submission, and begets in hearts but little accustomed to such kindness a frequent genuine warmth of love. The girls take turns in the different departments of housework; make their own clothes and keep them in repair; do such plain sewing as is sent in from without, and are taught, each afternoon, such branches of study as will be of practical use to them through life.

At the close of 1873–'74 there were 19 inmates of the school. Ten have been admitted during 1874–'75, 9 indentured, and 2 discharged; remaining, 20. Satisfactory accounts are received from most of those who have been indentured, and the managers feel that in the record of their established virtuous lives there is evidence that the care bestowed upon them in the school has not been without some blessed fruit.—(Report for 1875.)

EDUCATIONAL CONVENTION.

STATE TEACHERS' ASSOCIATION.

The twenty-second annual meeting of the New Jersey State Teachers' Association was held in the hall of the Normal School, at Trenton, August 24 and 25, 1875. After the usual words of welcome and responses thereto, the president, Rev. F. R. Brace, delivered an address on "The relation of the State to education," and Prof. J. A. Lippincott, of Dickinson College, one entitled "Method of limits." Addresses were also delivered by Prof. J. W. Dickinson, of the Massachusetts Normal School, on "Method in teaching;" by Dr. Alexander Shiras, of the Bureau of Education, Washington, and Hon. J. P. Wickersham, State superintendent of schools, Pennsylvania, on "Preparation for the Centennial;" by Prof. F. D. March, of Lafayette College, on "Reform in spelling;" by Dr. Hunt, of Metuchin, on "Physiology and sanitary laws;" and by Miss Julia M. Thomas.

The meeting was well attended by an intelligent looking set of teachers; the arrangements were good, and the exercises interesting. The officers elected for 1875–'76 were M. H. Martin, of Trenton, president; John M. Enright, of Freehold, first vice-president; Miss Clara Hall, of Trenton, second vice-president; H. B. Pierce, of New Brunswick, corresponding secretary; G. O. T. Taylor, of Essex, recording secretary; and William N. Barringer, of Newark, treasurer.—(Trenton Daily State Gazette, August 25, 26, 1875.)

OBITUARY RECORD.

MR. E. A. STILES.

For the first time since the enactment of the law creating the office of county superintendent, death has entered this corps of school officers and taken one of their number. Mr. Stiles was elected to office in 1869. He performed its duties faithfully, was beloved by all who knew him, and his death occasioned profound regret.

The parents of Mr. Stiles moved from Morris County into Vernon Township when he was but two years old. Nine years later, in 1819, they settled on the farm where Mr. Stiles died, and where he spent the greater part of his active years as principal of Mount Retirement Seminary. This school arose from the humblest beginning. In 1833 a half dozen boys were instructed in a room of the farm house. But the teacher had found his calling, and as he developed with his work his school rapidly increased to a size and reputation far beyond his early hopes. For many years there was an average of 75 pupils under his tuition, and it was in full vigor when he relinquished its control in 1865. In 1869 he was appointed to the superintendency of Sussex County, and the constant growth in all matters material pertaining to the educational system of the county, the gradual elevation of public sentiment, the increased efficiency of teachers, all bear witness to the success of his administration. For more than forty years he has been devoted to the work of education, and, whether

estimated by his capability or his devotion or ample success, he well deserves the title of educator. He had excellent common sense, and a most reliable judgment, and behind all his words and actions was a character so far beyond reproach that his purity of motive was never questioned.—(Report of State superintendent, 1875, pp. 85, 86.)

LIST OF SCHOOL OFFICIALS IN NEW JERSEY.

ELLIS A. APGAR, *State superintendent of public instruction, Trenton.*

MEMBERS OF THE STATE BOARD OF EDUCATION, 1875–'76.

Name.	Post-office.
Joseph D. Bedle, governor	Jersey City.
Jacob Vanatta, attorney-general	Morristown.
A. L. Runyon, State comptroller	New Brunswick.
Henry C. Kelsey, secretary of state	Trenton.
John W. Taylor, president of the senate	Newark.
George O. Vanderbilt, speaker of the assembly	Princeton.
Charles E. Elmer	Bridgeton.
Richard M. Acton	Salem.
John Maclean, D. D., LL. D	Princeton.
James Bingham Woodward	Bordentown.
Benjamin Williamson	Elizabeth.
Robert Allen, jr	Red Bank.
Thomas Laurence	Hamburgh.
Rymer H. Veghte	Somerville.
John M. Howe, M. D	Passaic.
Rodman M. Price	Ramseys.
William A. Whitehead	Newark.
William H. Steele, D. D	Newark.
Bennington F. Randolph	Jersey City.
Charles K. Imbrie, D. D	Jersey City.
Elias Cook, treasurer of State Normal School	Trenton.
OFFICERS.	
President, Joseph D. Bedle	Jersey City.
Vice-president, William A. Whitehead	Newark.
State superintendent and *ex officio* secretary, Ellis A. Apgar	Trenton.

COUNTY SUPERINTENDENTS.

County.	Name.	Post-office.	Salary.
Atlantic	George B. Wight	Absecom	$500 00
Bergen	John A. Demarest	River Edge	838 90
Burlington	Edgar Haas	Burlington	1,200 00
Camden	F. R. Brace	Blackwoodtown	776 50
Cape May	Maurice Beesley	Dennisville	500 00
Cumberland	R. L. Howell	Millville	577 70
Essex	Charles M. Davis	Bloomfield	779 80
Gloucester	William Milligan	Woodbury	734 70
Hudson	William L. Dickinson	Jersey City	1,200 00
Hunterdon	C. S. Conkling	Frenchtown	1,083 70
Mercer	William J. Gibby	Princeton	682 00
Middlesex	Ralph Willis	Spotswood	840 70
Monmouth	Samuel Lockwood	Freehold	1,200 00
Morris	Lewis W. Thurber	Dover	1,200 00
Ocean	Edward M. Lonan	Forked River	500 00
Passaic	J. C. Cruikshank	Little Falls	500 00
Salem	William H. Reed	Woodstown	640 00
Somerset	Elias W. Rarick	Somerville	691 90
Sussex	L. Hill	Andover	783 60
Union	N. W. Pease	Elizabeth	500 00
Warren	Ephraim Dietrich	Columbia	1,036 80

CITY SUPERINTENDENTS.

City.	Name..	City.	Name.
Atlantic City	S. R. Morse.	Paterson	William J. Rogers.
Camden	Henry L. Bonsall.	Perth Amboy	Henry Farmer.
Elizabeth	E. D. Smith.	Phillipsburgh	F. C. Tolles.
Jersey City	William L. Dickinson.	Plainfield	C. H. Stillman.
Millville	J. W. Newlin.	Rahway	James Anderson.
Newark	George B Sears.	Salem	T. Patterson.
New Brunswick	Henry B. Pierce.	Trenton	Cornelius Shepherd.
Orange	Israel H. Gerry.		

NEW YORK.

SUMMARY OF STATISTICS.

SCHOOL POPULATION AND ATTENDANCE.

	Cities.	Rural districts.	State.
Number of children of school age (5 to 21) in 1873	693,075	867,745	1,560,820
Number of children of school age (5 to 21) in 1874	739,810	857,036	1,596,846
Number of children of school age (5 to 21) in 1875	.....	.....	1,583,064
Number in attendance on public schools, 1873	416,063	614,716	1,030,779
Number in attendance on public schools, 1874	438,049	606,315	1,044,364
Number in attendance on public schools, 1875	.....	.....	1,059,238
Average daily attendance, 1873	203,697	295,772	499,469
Average daily attendance, 1874	215,907	299,318	515,225
Average daily attendance, 1875	.....	.....	531,835

TEACHERS AND TEACHERS' PAY.

	Males.	Females	Both.
Whole number of teachers in public schools, 1873	7,097	22,367	29,464
Whole number of teachers in public schools, 1874	7,187	22,435	29,622
Whole number of teachers in public schools, 1875	7,428	22,585	30,013

	Cities.	Rural districts.	State.
Number employed at the same time for 28 weeks, 1873	4,940	13,355	18,295
Number employed at the same time for 28 weeks, 1874	5,235	13,370	18,605

	1873.	1874.	1875.
Average district quota to such teachers	$48 19	$48 48	$48 56

	Cities.	Towns.	State.
Whole amount expended for teachers' wages, 1873	$3,693,641	$3,721.539	$7,415,181
Whole amount expended for teachers' wages, 1874	3,880,536	3,720,982	7,601,518
Whole amount expended for teachers' wages, 1875	.....	.....	7,849,667
Average annual pay of each teacher, 1873	747 70	278 66	405 31
Average annual pay of each teacher, 1874	741 26	278 38	408 57
Average annual pay of each teacher, 1875	Not given.	Not given.	Not given.

SCHOOL DISTRICTS AND SCHOOLS.

	State.
Number of school districts, 1873	11,327
Number of school districts, 1874	11,299
Decrease from consolidation of small districts and formation of union graded schools in the more populous towns and villages.	28

	Log.	Frame.	Brick.	Stone.	Total.
School houses according to material, 1873	113	9,929	1,232	455	11,739
School houses according to material, 1874	107	9,969	1,252	453	11,781

	Cities.	Towns.	State.
Value of school property, 1865	$5,041,061	$4,904,862	$9,945,923
Value of school property, 1874	19,006,446	10,209,703	29,216,149
Value of school property, 1875	.....	.....	29,928,626

CLASSIFICATION OF PUPILS IN SCHOOLS.

	1873.	1874.	1875.
In common schools	1,030,779	1,044,364	1,059,238
In normal schools	6,319	6,515	.....
In academies	27,687	31,421	.....
In colleges	3,414	2,675	.....
In private schools	135,956	137,840	.....
In law schools	.....	582	.....
In medical schools	.....	924	.....
Total	1,204,355	1,224,321	1,059,238

Statistics of normal schools:

Number of such schools exclusive of new city	8
Whole number of pupils in all departments	6,515
Average attendance	3,609
Whole number in normal departments	3,256
Average age of male pupils, years	19.4
Average age of female pupils, years	18.7
Number of graduates, 1874: Males, 46; females, 187	233
Receipts for normal school instruction	$162,103 66
Expenditures for normal school instruction	157,765 42

Statistics of schools for Indians:

Number of districts	28
Number of children between 5 and 21	1,728
Number registered in schools	1,018
Average daily attendance	498
Number of teachers employed: Male, 4; female, 27	31
Number of white teachers	19
Number of Indian teachers	12
Average number of weeks of school	32½
Value of school-houses	$14,150 00
Total receipts for school purposes	8,466 32
Total expenditures for school purposes	8,466 32

INCOME AND EXPENDITURE.

	Cities.	Rural districts.	State.
Receipts for schools.			
Amount on hand October 1, 1873	$814,304 65	$238,388 60	$1,052,693 25
Apportionment of public moneys	1,070,643 86	1,676,580 24	2,747,224 10
Proceeds of gospel and school lands	44 59	36,553 68	36,598 27
Raised by tax	4,941,827 50	2,922,876 01	7,864,703 51
Estimated value of teachers' board	.....	199,706 71	199,706 71
From all other sources	112,221 24	285,582 28	397,803 52
Total receipts	6,939,041 84	5,359,687 52	12,298,729 36
Expenditures for schools.			
For teachers' wages	3,880,536 24	3,720,982 49	7,601,518 73
For libraries	15,070 94	17,942 32	33,013 26
For school apparatus	188,219 32	36,595 96	224,815 28
For colored schools	54,458 18	7,668 37	66,126 55
For school-houses, sites, &c	1,146,008 79	816,189 21	1,962,198 00
For all other incidental expenses	705,804 95	495,325 60	1,201,130 55
Forfeited in hands of supervisors	.....	179 33	179 33
Amount on hand October 1, 1874	944,943 42	264,804 24	1,209,747 66
Total expenditures	6,939,041 84	5,359,687 52	12,298,729 36
Amount actually expended, less amount on hand	5,994,098 42	5,094,883 28	11,088,981 74
Corresponding amount for 1875	.....	.....	11,601,236 30

CAPITAL OF PERMANENT SCHOOL FUND.

Bonds for lands sold	$247,746 59
Bonds for loans	152,750 54
Loan of 1840	49,326 00
Bank stock	50,000 00

State stock	$1,165,057 24
Comptroller's bonds	36,000 00
Oswego city bonds	17,000 00
Money in the treasury	1,336,891 73
Total, 1874	3,054 772 10
Corresponding amount in 1875	3,080,107 68

—(From report of Hon. Neil Gilmour, State superintendent of public instruction, for 1874, and return to Bureau of Education for 1875.)

SCHOOL SYSTEM OF THE STATE.

CONSTITUTIONAL PROVISIONS.

Article IX, section 1 of the constitution, as amended in 1846, provides that "the capital of the common school fund, the capital of the literature fund, and the capital of the United States deposit fund shall be respectively preserved inviolate. The revenues of the said common school fund shall be applied to the support of common schools; the revenues of the said literature fund shall be applied to the support of academies; and the sum of $25,000 of the revenues of the United States deposit fund shall each year be appropriated to and made a part of the capital of the said common school fund." Subsequent amendments have not affected these arrangements.

PROVISIONS OF THE SCHOOL LAW.

General School Law of the State of New York, 1875, with amendments of June 29 of that year, and Randall's History of the Common School System of New York.

OFFICERS.

A board of regents of the university, a State superintendent of public instruction, a deputy superintendent, school commissioners for counties and parts of counties, boards of education for cities and superintendents of city schools, town clerks, with district trustees, clerks, and librarians, form the official staff of the State system.

POWERS AND DUTIES OF THESE OFFICERS.

The board of regents of the university—instituted in 1787—was at first empowered to incorporate academies and colleges, and now has, in addition, a general supervision of the education given in the literary and medical colleges of the State, which together form the university, and of that in academies and academical departments of union schools, which all are preparatory schools for it. Both these classes of institutions are subject to the visitation of the regents, and must make to them annual reports of their property and their systems of instruction and discipline. The board has also supervision of the State museum of natural history and of the State library, as ideal parts of the university; of the instruction of common school teachers in academies; of the distribution of the literature fund to these for such instruction; of appropriations for the purchase of books and apparatus for their use, and of preliminary academic examinations to determine who of the pupils entering the academies and academic departments of free schools are most worthy of assistance. The tenure of office of the regents is for life. They number 23 in all, 19 being elective by joint ballot of the two branches of the legislature, and the remaining 4 being the governor, lieutenant-governor, secretary of state, and superintendent of public instruction, who are members *ex officiis*.

The State superintendent of public instruction is elected like the regents, by joint ballot of both houses of the legislature; holds office for three years; has a general supervision of the schools of the State, with advisory control of their management, discipline, and course of instruction; and determines finally, on appeal, all controversies arising under their local administration. He apportions and distributes the public school money; examines its supplementary apportionment among the several districts by the commissioners, and supervises its application to its legitimate purposes, through the several officers charged with its disbursement. He issues, upon examination instituted by himself, certificates of qualification to approved teachers, valid until revoked, in all the counties of the State; and may issue temporary licenses to teach, limited to any school commissioner district or school district; or revoke, for cause, licenses granted by himself or others. It is his duty to visit, as often as is consistent with his other duties, the common schools of the State, to inquire into their course of instruction, management, and discipline, and advise and encourage pupils, teachers, and school officers, though he may delegate to citizens of a county this duty of visitation for the schools of that county, they reporting to him the result. He is charged, too, with the general control, visitation, and management of teachers' institutes in the several counties, the employment of teachers and lecturers therein, and the payment of the expenses incurred by the district commissioners in conducting the exercises of them; with the

appointment of State pupils to the institutions for the instruction of the deaf, dumb, and blind, upon the certificates of the proper local officers; with the selection and appointment of pupils for the several State normal schools, and the general supervision, direction, and management of these; with the charge of the several schools for Indian children within the State; with the compilation of full abstracts of the reports of trustees and commissioners of the several school districts; and with the preparation of an annual report to the legislature of the condition of the schools and institutions subject to his supervision, said report to contain recommendations of such measures as will, in his judgment, contribute to their welfare and efficiency. He is *ex officio* a regent of the State university and chairman of the regents' committee on teachers' classes in academies, a member of the board of trustees of the State Asylum for Idiots at Syracuse, the People's College at Havana, and the Cornell University at Ithaca. For the performance of his duties he receives an annual salary of $5,000, and is allowed $3,000 annually for a deputy and $9,000 for such clerks as he may need, with $500 for traveling expenses.

School commissioners.—These, to the number of 112, are elected triennially by the people at the general election in November, and hold office for three years from the 1st day of January next after their election. They have supervision over the schools of districts which in some cases include a county, in others only the half or third of one. They are to ascertain, and if need be rectify, the boundaries of school districts within their jurisdiction; to visit and examine the schools as often in each year as shall be practicable; to inquire into their management, course of study, mode of instruction, text books, and discipline, as well as the condition of the school-houses, grounds, and outbuildings; to examine the district libraries; advise with and counsel the trustees; recommend text books and courses of study; direct repairs or alterations of school-houses, or condemn these if unfit for use; examine and license teachers for their districts, or revoke such licenses for proven cause; take affidavits in matters relating to schools; report testimony in any case of appeal to the superintendent; apportion among the school districts within their supervision the amount of public money belonging to each one; report to the superintendent up to October in each year all needed information in relation to the schools; and in general use their utmost influence and efforts to promote sound education, elevate the character and qualifications of teachers, improve the means of instruction, and advance the interests of the schools under their care. Their salaries are $800 annually, with $200 more for expenses.

Boards of education in cities and the city superintendents who act as executive officers for these have essentially the same duties for the cities they represent as school commissioners for their districts.

Town clerks of each town have it as a portion of their duties to keep carefully all books, maps, papers, and records of their office touching common schools; to report to the supervisor any loss or injury of these; to receive from him the certificates of the apportionment of school moneys to their towns, and record them in a book kept for the purpose; to notify forthwith the trustees of the school districts and separate neighborhoods of the filing of each such certificate; to see that the trustees deposit with them their annual reports within the time prescribed by law, and to deliver these to the school commissioner; to furnish to the commissioner the names and addresses of school district officers; to distribute to the trustees all blanks and circulars forwarded to them by the superintendent or commissioner; to receive, record, and copy, for the State superintendent, the supervisors' annual account of the receipts and disbursements of school moneys for their towns, and the descriptions of school districts and neighborhoods within the town; to act, when legally required, in the erection or alteration of a school district, and to receive and preserve the books, papers, and records of dissolved school districts, ordered to be deposited in their offices.

School district officers.—The territory of the State has been divided into upward of 11,000 districts, each averaging about four square miles. In these districts, at the annual district meetings, on the second Tuesday of October, the legal voters elect a trustee of the district schools, a district clerk, a collector, and a librarian.

The trustee may be elected for a term of one year or three, in which last case he forms one of a board of three trustees, one-third of whose *personnel* is changed by the annual election. The duties of the trustees are to call special meetings of their district; to give due notice of special, annual, or adjourned meetings; to make out tax lists for every district tax voted at such meetings, with warrants to the collector for the collection of the same; to purchase or lease sites, and build, hire, or purchase school-houses; to have the custody of these, with the charge of keeping them in repair, and furnishing them, as well as of insuring them and the district library, when so ordered; to contract with and employ teachers, excluding unlicensed ones and relations to themselves within two degrees by blood or marr age, and to pay these teachers each term. Between the first and second Tuesdays of October in each year they are to make and direct to the school commissioner a written report, bearing date October 1, setting forth the time during which the schools of their districts have been taught the preceding year by qualified teachers, the sums paid for the wages of such teachers,

and for school books and apparatus, out of the State money; the number of children taught and the sum of the days of their attendance; the number of school age (5–21) residing in the district, with the names of their parents or guardians, and the amount paid for teachers' wages out of district taxes, additional to the State allowance, as well as the taxes levied in the district for the purchase of school-house sites or the erection, purchase, hire, repair, or insurance of school-houses, for fuel, for district libraries, or for any other purpose allowed by law.

The district clerk keeps the records of the trustees and of the district, and acts as the agent of the trustees in giving notice of meetings; the collector attends to the collection of the district taxes, giving bond with one or more sureties for faithful care and disbursement of them; and the district librarian has charge of the district library.

Four *neighborhoods* within the State have the character of school districts and the same officers as these.

SCHOOLS.

The common schools in the several school districts of the State are free to all persons over 5 and under 21 years of age residing in the district. Non-residents, otherwise competent, may be admitted with the written consent of the trustees, and on such terms as they prescribe. Teachers in them must have diplomas from a State normal school or certificates of qualification, given after examination by either the commissioner of their district or the State superintendent. Separate schools are provided for Indian children, and in many cases for colored children also, though these last are not required by law.

Children between 8 and 14 are required to attend some school at least fourteen weeks in each year, eight of which weeks must be consecutive, unless they are taught at home spelling, reading, writing, English grammar, geography, and arithmetic, or unless the physical or mental condition of the child is such as to render such attendance or instruction inexpedient or impracticable.

In the poorer country districts the schools are largely primary, including little beyond the above necessary elements of study; but in the larger towns and cities schools of all grades, and often of high excellence, are found, some of the high schools and academic departments of union schools ranking with the best preparatory schools for colleges. Eight State normal schools, besides a great normal college in New York, prepare teachers for the public schools, and 113 incorporated academies are utilized for the same purpose, receiving an allowance from the literary fund for training teachers' classes. Cornell University receives from these academies and from the higher departments of the public schools one student from each assembly district in the State, free of all charge for instruction in any of its departments, as a reward for proven superior ability in such students, thus making the highest instruction open to any class. Two State institutions for the blind and two for the deaf and dumb provide special instruction for these unfortunates.

SCHOOL FUNDS.

The several sources from which the schools are sustained are (1) the common school fund, amounting to about $3,080,000 and yielding an income of about $170,000 for the schools; (2) the United States deposit fund, yielding for them an income of $165,000; (3) a general State tax of 1¼ mills on the dollar, yielding over $2,500,000; (4) some local funds, yielding, with sales of school land, $36,000; and (5) district, village, and city taxation for building, repairing, and furnishing schools, yielding, in 1874, $7,864,705.51, the total from all sources in that year being $12,298,729.36.

ELEMENTARY INSTRUCTION.

SCHOOL-HOUSES.

The reports of district commissioners, contained in the report of the State superintendent, contain often interesting details as to school houses, which can be found nowhere else. Thus one says, "Five new school-houses have been built during the year, and many others have been thoroughly repaired. The number of the 'ragged beggars' is hopefully diminishing." Another: "The houses are generally good; but there are a few that are not fit for use. Strange to say, these miserable shells are not in poor and thinly settled districts, but in those well able to build comfortable houses." A third: "It seems to have been the design of some districts to locate their buildings in the most forlorn and out of the way place possible, perchance covering nearly the whole site, on highways without one vestige of shade tree. This is not as it should be, for the places where children spend the greatest share of their time should be as pleasant and inviting as possible." The districts spoken of are in a wealthy county, and a like statement comes from one just out of New York. *Per contra*, another writes: "Several of the schools have much improved their surroundings during the past year, making attendance more attractive to the scholars. In one district especially several flower beds have been planted in the school grounds as an experiment, with the hap-

piest effect. Not only have the flowers not been injured, but the children take pleasure in weeding the beds and keeping them in order. They are thus learning, out of school, some valuable lessons, such as to respect the property and rights of others and to care for their own. And they are unconsciously acquiring, through their love of flowers, a love of what is beautiful generally and a refined taste which they will be likely to carry with them through life."—(State report, pp. 283, 295, 321, 361, 423.)

DISTRICT LIBRARIES.

Mr. Gilmour says that "under the law the sum of $55,000 is annually apportioned to the school districts of the State for library purposes; that the number of volumes in the libraries has, however, diminished from 1,286,536 in 1864 to 831.554 in 1874, a decrease of 454,982 volumes, notwithstanding the annual appropriation. He hence declares that he is satisfied that the day of the usefulness of the district libraries is past; that (as is elsewhere said) the people of the districts now take little if any interest in them; that in some places many of the inhabitants are ignorant of the existence of a library, and that in others, though they know there is one, they cannot tell where it is. He therefore recommends either that the annual appropriations for such purposes be abandoned or that such action be taken by the legislature as will render the system more effective. He submits for the consideration of the legislature whether a system of town libraries would not be preferable to that now in existence, the books of the district libraries (nearly all of which belong to the State) being gathered together to form one library for the whole town, to be under the charge of the town clerk, as librarian, or some other person designated for that purpose."—(Superintendent's report, 1875, page 27.)

SCHOOLS FOR COLORED CHILDREN.

The amount expended in the towns of the State for the instruction of this class of children during the year covered by the report is given as $7,668.37; that expended in the cities, as $58,458.18; that in all the State, as $66,126.55.—(Report of superintendent, 1875, pp. 90, 92.)

INDIAN SCHOOLS.

From the figures given, it would appear that the attendance of Indian children at the schools provided for them by the State has been smaller than for some years past. The superintendent says he is not, however, satisfied that the reports made to his department by the local superintendents of Indian schools are altogether accurate. The census of children residing on the several reservations is not taken with sufficient care, nor are the teachers' registers kept with proper accuracy. Of the financial statements made to him by the seven local superintendents, only one stated correctly the amount of money received from the State during the year. It is hence his purpose to require greater care and accuracy on the part of the local superintendents hereafter, and to have the schools under their charge oftener visited. Something must be done to make the schools more attractive, to improve the quality of the instruction given in them, and to increase the attendance; otherwise the funds of the State appropriated for the support of the Indian schools cannot be said to be judiciously expended.

During the year the superintendent personally visited the schools on the Cattaraugus, Tonawanda, and Tuscarora reservations, and caused those on the St. Regis and Shinnecock reservations to be visited and inspected by competent persons.—(Superintendent's report, 1875, pp. 32–34.)

THE COMPULSORY LAW.

Speaking of the act passed May 11, 1874, to secure to children the benefits of elementary education, the superintendent says that, while not believing a compulsory law to be unconstitutional or unnecessary in some cases, he is convinced it will take some years of co-operation between the legislature and school officers, in preparing ample accommodations, in improving the course of instruction, and in making proper provisions for truants and vagrants, before it can be put into successful operation. He therefore thinks that if the results of this law can be approximated by a voluntary system it would be far preferable. He urges that, if the law is to remain, it be amended by striking out the defective and especially obnoxious provisions. He points out the following defects in the present law: (1) The first and second sections of the act require that all children between the ages of 8 and 14 years be instructed in "spelling, reading, writing, English grammar, geography, and arithmetic," while some of the children between 8 and 14 years do not know the alphabet, so that it must be impossible to comply with the law in teaching the branches required. (2) The second section also prohibits the employment of any child who has not a certificate of having attended school at least fourteen weeks out of the fifty-two preceding weeks, which he thinks would be a great hardship in the case of orphans and children compelled to earn their own support, and ought to be supplemented with a discretionary power to excuse such absences as the school trustees deem proper. (3) The law, too, makes it the duty of school trustees and boards of education to see that the provisions of it are

complied with, yet makes no provision for compensating these officers. Hence the need of an amendment giving them compensation. (4) The eighth section directs the school trustees of each town and the board of education of each city "to provide suitable places for the discipline and instruction and confinement of habitual truants and vagrants when necessary." He says that cities might comply with this section, but that the expense of erecting and maintaining a house of correction in each town would be too great. He therefore recommends that the law be so amended as to require one house of correction in each county and each town to pay for the support of its own truants and vagrants thereat. He finally recommends that, if the compulsory law is to be repealed, the free school system be supplemented by a practical truancy and vagrancy act; and that steps be taken to encourage the establishment and maintenance of night schools in cities and manufacturing villages.—(Superintendent's report, 1874-'75, pp. 61-66.)

SUPERVISION.

The success of any educational system depends greatly on the manner of its supervision. The present plan of supervision by school commissioners was inaugurated in 1856. Time sufficient has elapsed to enable us to judge of the merits of the system. That it is perfect, no one claims. That it is, however, the best method yet tried in the State and preferable to any yet suggested, the superintendent expresses his firm belief. That the office of school commissioner is an important one, he thinks is generally admitted. He therefore asks the favorable consideration of the legislature to former recommendations from the school department urging the necessity of having the law so amended that school commissioners shall be required to give their whole time and attention to the duties of the office, and that engaging in other business shall work a forfeiture thereof.—(State superintendent's report, 1874-'75, p. 51.)

KINDERGÄRTEN.

Special reports have been received from 17 Kindergärten in this State, of which 7 are located in New York City, 4 in Brooklyn, and 1 each in Albany, Glens Falls, Irvington, Staten Island, Rochester, and Syracuse. Five of these schools were organized in 1875; 2 each in 1874, 1873, and 1870; 4 in 1872; 1 in 1866, and 1 in 1860. The aggregate number of pupils in attendance in 1875 was 444, instructed by 34 teachers. The number of hours of attendance each day varies from 2 to 5, only 1 session being as short as 2 hours and 3 as long as 5. The ages for admission range from 3 to 8 years, the greatest in a majority of cases being 7.—(Returns to Bureau of Education for 1875.)

CITY SCHOOL SYSTEMS.

ALBANY.

Officers.—A board of education of 12 members; a city superintendent, J. O. Cole, who is *ex officio* secretary of the board; and a superintendent of buildings and repairs.

Statistics.—Number of pupils enrolled, 12,773; average daily attendance, 7,340; number of schools, 25. Two new primary school-houses have been built during the year, and a building for the high school commenced, which is expected to be completed by May, 1876.

The seating capacity of all the schools is 9,313, and the superintendent says this is evidently insufficient when compared to the registered number, 12,773. At some seasons of the year, especially during the winter, many applicants for seats are turned away, and are compelled either to wander through the streets or to pay tuition at other schools.

Examinations.—The committee on examinations report that the annual examination of the public schools, required by the manual, has, in general, been highly satisfactory. In most of the schools there has been a decided improvement manifested; in a few there has been none; and in one or two the results have been unsatisfactory as compared with former years.

The result of the examinations has shown that the course of study adopted by the board is too extensive. In very few of the schools are the teachers able to get their classes up to the grade, and it becomes a question whether the board would not do well to change some features in the course of study. As it now stands, the conscientious teacher is in danger of imposing too great a burden upon his pupils in a well meant endeavor to keep up to a standard which has been unfortunately set too high.

Music.—Vocal music is taught in an excellent manner in all the senior departments by a special teacher. In many of the primary schools it receives some attention from the regular teachers and in two or three it has made quite a notable progress. The committee think it would be well to require candidates for teaching to possess sufficient knowledge of music to be able to instruct the children in the rudiments of the science. They also recommend that a training school for those wishing to teach be established in the new high school building, when completed.

Abolition of race distinctions.—The committee report that the abolition of the Wilberforce School as a school for colored children, and the reception of the children into the schools on the same terms as white children, according to the law of April 9, 1873, works well. The committee say that they are treated in all respects as other pupils, and if there was, at first, a reluctance on the part of some white children to associate with them, this reluctance seems to have disappeared as the result of familiarity and custom."—(From report of board of education for 1874–'75.)

NEW YORK CITY.

Organization.—A board of education composed of 21 commissioners of common schools, of whom one-third are changed each year, with 5 school trustees for each ward, of whom 1 is changed yearly. The board appoint the executive staff, consisting of a city superintendent and 7 assistant superintendents of schools, a superintendent of school buildings, and an engineer, with such special teachers as are to be employed; while the trustees, with a general oversight of the schools of their wards, have the nomination of principals and vice-principals for these, subject to confirmation by the board.

Schools and teachers.—The whole number of schools under the care of the board is 397, including 45 grammar schools for males, as many for females, and 13 for both sexes; 65 primary departments, 46 separate primary schools; 8 schools for colored children; 46 corporate schools; 35 evening schools, including an evening high school; 1 nautical school; 1 normal college for young women, and 1 training school connected with the same. In addition to these, the Saturday sessions of the normal college provide a normal school for the fuller instruction of teachers employed in the primary and grammar schools.

The number of teachers in all the schools is 3,257, of which number 424 are males and 2,833 females. Of the males, 183 are employed in evening schools.—(Returns to the Bureau of Education, 1875.)

Attendance.—The average attendance of pupils in all the schools for the year ending at the date of this report was 120,958 and the whole number of pupils enrolled and taught during any portion of the year is reported at 254,722; thus showing an increase over the corresponding returns of last year of 3,719 in the average attendance and 3,177 in the aggregate enrolment.

The average attendance in the grammar and primary schools, exclusive of the colored schools, was 99,090, against 96,249 last year, showing an increase of 2,841, or about 3 per cent. during this year.

The average enrolment for the year has been 109,899, or about 69 per cent. of the total enrolment; and the average attendance nearly 91 per cent of the average enrolment, showing that of all the pupils on the registers only 9 per cent were absentees. This shows an improvement over last year, when the rate of absenteeism, based on the average enrolment, was about 11 per cent.

Course of instruction.—Mr. Kiddle says: "The changes made in the course of instruction last year, in the direction of a simplification or reduction of studies, have been followed by good results. In some of the grades of the grammar school course, it seems advisable, from the experience of this year, to make a still further reduction of the prescribed branches for simultaneous study. It is, in my opinion, very desirable to retain in the course whatever tends to train and develop the intelligence of the pupils, as well as to see that the children have the time, opportunity, and instruction needed for their thorough proficiency in reading, writing, and arithmetic."

Examinations.—An examination has been held at least once in every school under the care of the board, and every class that failed at the time of the regular annual visit of the superintendent has been re-examined. By these examinations much good is effected. Each teacher, being aware that during the year the class under his or her instruction will be carefully and minutely inspected, and that not only the methods of instruction employed, but the results of the same, will be carefully scrutinized and reported on, necessarily feels solicitous that every child in the class should make the necessary improvement. A perfunctory discharge of duty will not accomplish the object; the results must be looked into at every step, and care taken that due progress is made. The principal, too, is much more anxious that the school, in all its grades and in all respects, should be efficiently taught and conducted. Besides, a constant comparison of the methods and results of different classes and schools with a common standard tends to produce that uniformity so desirable in a large system like this. A published table shows the general results of the examinations in each class of schools, as to the efficiency of the instruction imparted; from which it may be seen that of 2,219 classes examined the instruction in 1,222 was found to have been *excellent*, in 850 *good*, in 134 *fair*, in 11 *indifferent*, and in 2 *bad*.

Of 2 242 classes either inspected or examined in detail, the discipline, as manifested by the order, attention, &c., of the pupils while under examination, was *excellent* in 1,698, *good* in 447, *fair* in 89, and *indifferent* in 8.

These results show a considerable improvement over those of the preceding year, both as to instruction and discipline. In 1874, the number of classes found to be ex-

cellent in instruction was 49 per cent.; this year it is 55 per cent.; while the number of deficient classes this year is only 6½ per cent., against 9 per cent. the year previous. In discipline, the number of excellent classes this year is 75 per cent. of the whole and the number of deficient classes about 4 per cent., against 69 per cent. and 6 per cent., respectively, last year.

Details of results.—The results of the examinations indicate improvement in reading in every class of schools, the average amount of this improvement being about 2 per cent. Still the general condition of the reading is by no means satisfactory as respects correctness of utterance, expression of emotional sentiments, pronunciation, and accentuation. Penmanship stands at 83½ per cent. against 82½ last year. In geography, of 728 classes examined, 335 are reported excellent, 320 good, 66 fair, and 7 indifferent. In English grammar, of 360 classes examined, the instruction in 140 is reported excellent, in 137 good, in 73 fair, and in 10 indifferent. In history, of 259 classes, 153 have been returned as excellent, 87 good, 15 fair, and 4 indifferent. Of 1,752 classes in elementary science, 873 proved excellent, 721 good, 145 fair, and 13 indifferent, an average result of 85 per cent. In addition to this, 59 classes were examined in astronomy, of which 27 were excellent, 21 good, and 11 fair or indifferent. Of 63 classes in algebra, 43 were excellent, 11 good, 8 fair, and 1 indifferent, an average of nearly 90 per cent. During the year 431 classes were examined in German, 254 proving excellent, 134 good, 40 fair, and 3 indifferent, the proficiency among the females here being much in advance of that among the males. In French, 4 classes out of 25 were reported as excellent, 16 good, and 5 fair. Few had passed in this beyond the rudiments.

In the evening schools, of 278 classes examined, the instruction in 123 was found to have been excellent, in 126 good, in 27 fair, and in 2 indifferent. In all these, with 8 others inspected without minute examination, the discipline was reported as either excellent or good, except 14.

Evening school statistics.—Pupils enrolled: Males, 16,709; females, 5,506; colored, 333; total enrolment, 22,548. Largest attendance at any session: Males, 9,283; females, 4,088; colored, 156; total, 13,527. Average attendance for the term: Males, 6,022; females, 3,215; colored, 105; total, 9,342.

Evening high school.—This institution is not included in the statements of the preceding sections of this report. In compliance with the general requirements of law and under special direction of the board, the school was examined near the close of the term of 1874–'75. The largest number enrolled at any one time during the term was 1,594 and the largest attendance 1,563. Toward the close of the term the attendance had fallen off more than 50 per cent.

Excellent instruction, and to large numbers of pupils, was given in arithmetic, bookkeeping, penmanship, drawing, and English grammar; besides which there were classes in astronomy, natural philosophy, chemistry, physiology, algebra, geometry and trigonometry, municipal law, Latin, German, French, Spanish, and phonography. These classes were not, however, so well attended as those in the more useful elementary branches.

In the department of languages there were 197 pupils at the time of the examination, distributed as follows: German, 4 classes and 99 pupils; French, 4 classes and 64 pupils; Spanish, 2 classes and 34 pupils. The largest aggregate attendance in this department was 536 and the number enrolled 639.

The school commenced its sessions for the term of 1875–'76 in October, with an enrolment of 1,935 pupils and an attendance of 1,544, doing excellent service in a very important line. It is recommended that other evening schools, of a grade above the ordinary schools, be established in other parts of the city.

Drawing.—About $20,000 is paid annually to special teachers for instruction in this useful art, this instruction being given mainly to the classes of the higher grades, with some supervision of the work of the lower ones. The results have varied much in different schools, and, under the impression that the system pursued is not sufficiently uniform and progressive, the superintendent recommends that the course be revised and the system reorganized on the industrial basis now popular in Massachusetts and elsewhere. The kindred art, music, is also said to be made too much a matter of rote and of display, and to be in need of such revision as shall teach to read at sight and make the ability to sing a useful and permanent accomplishment.

Law to enforce the educational rights of children.—Of the working of this law Mr. Kiddle says that the provisions with regard to truancy and vagrancy have been to some extent enforced, but not those requiring parents and guardians to send children to school or have them taught at home. Truancy has been thus diminished and attendance on the schools somewhat increased, but the full intended effect of the enactment of the law not reached.—(Report of Hon. Henry Kiddle for 1875.)

ROCHESTER.

School officers.—A board of education of 16 members—1 from each ward of the city—and a superintendent of instruction, who is clerk of the board and curator of the central library.

Attendance.—The number of pupils registered for the year 1874–'75 was 11,213, an increase of 414 over the registration of the previous year, while the average number belonging was 7,446, an increase of 543. The average daily attendance was 6,969, against 6,096 the year before, an increase of 873. This relative increase of 414 on the registration list, of 543 in the average number belonging, and of 873 in daily attendance shows a decided improvement in attendance.

Compulsory law.—It was at first hoped that the law passed May 11, 1874, might lessen somewhat the amount of truancy and secure to young children confined in stores and workshops the means of limited instruction in common English studies. Experience has shown, however, that many provisions of the law could not be carried out under the existing system of education, and it thus remains substantially a dead letter on the statute books, awaiting such amendments as may make it available.

Music in the schools.—At the beginning of the school year in September, 1874, vocal music was, by order of the board, incorporated into the course of study. It had to contend against many obstacles, such as a divided sentiment in the board and among the teachers in regard to its value, a want of charts and music books in the schools, and a lack of practical knowledge of the subject on the part of many that must teach it; still, the results of the year's labors have greatly disarmed opposition, and are held to indicate a decided success, upon the whole.

German.—The work in this department the past year has strengthened the conviction previously expressed, that the introduction of German into the course of study was a wise measure; for, although the teachers have had to labor with comparatively slight facilities and under numerous disadvantages, the success attained has been most gratifying. At first the interruption to the teachers in the English department, losing them half an hour two or three times a week, proved a serious obstacle; but, as the loss of time by the pupils in the English course has not seemed to interfere with their progress or promotion, all serious objections to the study of German seem to have ceased.

Drawing and penmanship.—While much attention has been given to penmanship and very considerable improvement in it secured, drawing is said to have had to fight its way to a position in the course of study. Under the new State law, passed May 14, 1875, it must, from October, 1875, hold a recognized place and be prosecuted as a means to industrial improvement.

The free academy.—This school, now housed in an elegant new building, completed for it in 1874, is substantially the high school of the city. It has a classical and a scientific course of 3 years each and a business course of 1 year. To enter it, pupils must be at least 12 years of age and must have passed a satisfactory examination in spelling, penmanship, arithmetic, geography, grammar, analysis of the Constitution, composition, and United States history. To graduate from it, they must have been regularly attendant; must have completed the course of study in which they have been engaged, and have passed a written examination in the different branches, reaching 75 per cent. on an average and not falling below 60 in any branch. Graduates may remain one year pursuing optional studies. At the examination in 1874 the pupils secured 54 regents' certificates of proficiency, the largest number obtained that year by any school in the State; but in 1875 the school excelled itself, carrying off 118 such certificates. It should be mentioned that it is a school for both sexes, and that the superintendent says: "Even those who question the plan of educating the sexes together have never uttered a complaint" respecting it.

Shortened hours.—The school hours were shortened last year throughout all the grades without any loss in the amount of work accomplished.—(Report of board and of Superintendent S. A. Ellis for 1874–'75 and School Bulletin, August, 1875.)

SCHENECTADY.

School officers.—A board of education, composed of 2 members from each of the five wards of the city, with a superintendent, who is *ex officio* secretary and librarian, as executive officer.

General statistics.—Population of the city, 12,807; number of school age, 4,431; percentage on population, 34.60; number of school-rooms, 26; number of sittings, 1,744; number of school buildings, 8; number of teachers employed during the year, 37; number of pupils registered, 2,155; increase from last year, 63; average number belonging, 1,479; average daily attendance, 1,371; average percentage of attendance, 92.7; average number of pupils registered to a teacher, 65.4; average attendance to a teacher, 41.1.

Total expenditure for schools, $27 708.74. Total cost per pupil, on number registered, $10.29; on number belonging, $15; on average daily attendance, $16.18.

School accommodations.—Superintendent Howe says there is a pressing need of increased school accommodations. Give us more ample school room, and so distribute the buildings that they shall be very easy of access to the pupils, and not only the whole number registered, but also the average attendance, will be very materially increased.

Attendance.—The superintendent explains the falling off in attendance from last year by the unusually severe winter and the great amount of sickness prevailing. By act-

ual count, it was ascertained that over 600 pupils were absent from the various departments on account of catarrh and other disorders caused by the intense cold.

Promotions.—An effort is being made to make a pupil's promotion depend more upon his standing during the year than upon any one examination at the close of the year. The usual examinations were held at the close of the school year, and, notwithstanding the many interruptions in the attendance, were fully up to the mark of preceding years. The total number of regents' certificates received was 32, or 8 more than the year previous.—(Report of Superintendent S. B. Howe, for 1874–'75.)

SYRACUSE.

School officers.—The board of education consists of 8 commissioners, 1 from each ward, whose term of office is one year. The superintendent of schools is the clerk of the board.

School accommodations.—The school accommodations have been increased during the year by building 1 and enlarging 2 school-houses, thereby adding to the sittings nearly 800. The Salina school-house, which was burned in April, is being rebuilt and is expected to be ready for occupation at the opening of the school year, 1875–'76.

Enrolment and attendance.—Besides the enrolment of 8,193 in the graded schools, there have been 245 in the ungraded schools and 225 in the evening school. These make an enrolment of 8,663 pupils in the schools under the direction of the board of education, being an increase over last year of 534. The entire enrolment is 52 per cent. upon the school census. The average daily attendance was 6,214, being 75 per cent. of the number enrolled.

Evening school.—The whole number registered was 225, the average number belonging 95, and the average daily attendance 76. Pupils of all ages, from 10 years old to gray-haired men and women, are gathered in the school five nights in the week. They do not all come regularly. Many are able to attend only three evenings in the week, and some have engagements for one evening each week.

Drawing.—In this department more satisfactory work has been done than ever before in the schools. During the past year every class has been properly organized and its specific work laid out, and in nearly all the classes the work has been accomplished.

Music.—The great advancement in this study is the grading of it in all the schools. The pupil, in going from a lower to a higher grade, is now prepared for the advanced course presented. An extensive examination of the papers reveals the fact that very many are acquiring a valuable fund of information upon this subject.

Course of study.—The reduction of the time allowed for preparation for the high school from nine to eight years has been found to work well and to fully vindicate the wisdom of the change.—(Annual report of Superintendent Edward Smith, for 1874–'75.)

TROY.

Organization.—The public schools of Troy are under the management and control of a board of school commissioners whose term of office is for three years, the term of one-third expiring each year. They have a clerk of the board and a city superintendent in their employ, as executive officers.

Statistics of schools.—The number of public free schools in the city for the year was 16; the number of children who attended public schools during some portion of the year, 8,049; average number belonging, 5,006; average daily attendance, 4,616; cost of tuition per pupil, estimated on number belonging, $13.98; cost for each in average daily attendance, $15.17; number of licensed teachers employed sometime during the year, 11 males, 127 females; total, 138; number of children over 5 and under 21 attending private schools, not including colleges, incorporated academies, or seminaries, 2,013; number of such schools, 14; the whole time public schools were taught, forty-one weeks and three days; amount paid for teachers' salaries, $70,002; total expenditures for schools, $115,541.50.

School buildings.—The superintendent takes up *seriatim* each school-house and shows its defects, among the chief of which is the want of proper ventilation, of grounds for recreation, and of proper sites. He thus concludes this subject: "Our school houses are far from being a credit to the city, and some of them are blots and a positive disgrace to our spirit of progress and our material development."

Studies.—Penmanship receives care and attention, and is on the whole well and creditably taught. A system of tracing books has been used very successfully in the lower grades. Music has made regular and substantial progress in the schools. The superintendent says of drawing: "The amount and character of the work accomplished in the high school course can only be appreciated by those who have frequently observed the progress of the several classes. Drawing is not taught as a mere accomplishment, but with industrial purposes constantly before us. I have seen a series of drawings of plans of houses, accompanied by ideal cabinet perspective views of the different floors and rooms, prepared by our high school pupils during the last year, which would do credit to professional architects." Drawing will hereafter be taught in all the schools. —(Report of Superintendent D. Beattie, 1875.)

UTICA.

School officers.—A board of school commissioners of 6 members, with a city superintendent of schools.

Statistics.—The city owns 18 school-houses, valued, with their sites, furniture, &c., at $417,971.73. The schools are 30, besides an evening school; the teachers, 87; the sittings for pupils, 4,038. The total enrolment in public schools for the year was 4,711; the average number belonging, 3,155; the average daily attendance, 3,066; the per cent. of attendance on number belonging, 96.5. The receipts for schools during the year, including a balance of $26,274.20 on hand from preceding year, were $108,183.20; the expenditures on them, $78,818.61, leaving a remainder of $29,364.59.

City Library.—A library owned by the city in connection with its schools now numbers 6,055 volumes of biographical, historical, and descriptive works, voyages and travels, novels, tales, with many books on scientific, political, and dramatic subjects. It is open daily from 3 to 8 p. m.

New building.—A new and fine building has been prepared for the advanced school, the provisions for warming and ventilating of which seem worthy of notice. Fresh air is taken in through large boxes, in which are placed coils of steam pipes, heated from a non-explosive sectional boiler. The air passing over these pipes is conducted into flues leading to all parts of the building. In all cases where it could be so arranged, this pure warm air is introduced into the rooms through registers near the ceiling, thus forcing the impure air near the floor out through openings into flues leading to the basement and attic, avoiding the currents that must necessarily arise when the warm air is taken in through registers in the floor. Provision is also made for warming by direct radiation, should the weather be cold enough to require it.

Year's progress.—The result of the annual examinations is said to have shown that the pupils generally had made commendable progress in their studies, while general good health has proved that they were not overworked. The advancement made in the departments of penmanship, music, and drawing, each under the direction of a special teacher, has been unusually satisfactory, demonstrating the wisdom of assigning the care of these branches to teachers who are eminently qualified by native talent, culture, and large experience for their special vocation.—(Report of Superintendent A. McMillan for 1874-'75.)

WATERTOWN.

School officers.—A board of education of 11 members and a superintendent, who is *ex officio* clerk of the board.

Statistics.—Number of children of school age registered during the year, 2,032; average number belonging, 1,410; average daily attendance, 1,229; number of teachers employed during the year, 47; total expenditures for schools, $36,996.35.

The schools.—The public schools are divided into primary, junior, and senior departments, and a high school. Each department or school requires three years to complete its course of studies. The high school, under the charge of a principal and five assistants, graduated 16, at the end of the year, out of an average number of 294.8 belonging, and an average daily attendance of 261.8. The full course of instruction of this school, together with the text books used, is given in the report. There is a well selected library of 2,815 volumes belonging to the schools.—(Report of Superintendent D. G. Griffin, 1875.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOLS.

There are in the State at present, and in a flourishing condition, 8 normal schools, established by the State for the purpose of preparing young men and women to enter the common schools well qualified as teachers. The best evidence that these schools are succeeding in the work for which they were established is to be found in the fact that they have overcome the determined opposition which they had to encounter, and that to-day they are towers of strength in the educational system of the State. The State superintendent bears testimony, from observation and personal examination, to the good which they are accomplishing. Although the whole number who attend these schools is small compared with the number of teachers required in the common schools, yet, after graduating or partly completing the course prescribed, they are scattered throughout the State, and the influence which they exert is powerful for good. Many who are opposed to the normal schools urge as an objection to them their great expense to the State; but, when it is remembered that the eight schools are a part of the great educational system and that their cost is less than $150,000 of the nearly $12,000,000 annually expended, it will be seen that the amount invested gives good returns in the number of young men and women devoted to teaching, and sent forth prepared for their life work.

Albany Normal School.—In 1826, some years before any school for the professional training of teachers was put into operation in this country, De Witt Clinton, then governor, in his annual message recommended "a seminary for the education of

teachers." By an act of the legislature passed May 7, 1844, "a normal school for the instruction and practice of teachers of common schools in the science of education and in the art of teaching, to be located in the county of Albany," was established as an experiment, and $10,000 per annum was appropriated from the revenue of the literature fund. That the experiment was successful is proved by a history of thirty years. The school was opened December 18, 1844, with 29 pupils, and registered, during its first term of 12 weeks, 98. The second term was attended by 200, and at its close 34 graduated. A building for the school was provided gratuitously by the city of Albany. David Perkins Page, of New Hampshire, was the first principal. Col. Samuel Young, State superintendent of common schools, with Gideon Hawley, Alonzo Potter, Francis Dwight, and William H. Campbell, constituted the first executive committee, and with their coadjutors laid the foundation for the 8 prosperous State normal schools. The Albany school has graduated 2,041 students, 759 young men and 1,282 young women, among whom are to be found some of the leading educators of the State and nation. Unlike any other normal school of the State, the regents of the university have the supervision and management of this, in conjunction with the superintendent of public instruction, who is *ex officio* a member of the executive committee. The value of the school property is set at $84,000.

Brockport Normal School was established under the provisions of the legislative act of April 7, 1866, and went into operation in 1867. The grounds, embracing more than six acres, are graded and adorned with shade trees, gravelled walks, and drives. These, with the buildings, became the property of the State in April, 1869. During its seven years of existence the school has graduated 105 students, 31 young men and 74 women, and now holds property, in buildings, apparatus, &c., valued at $140,000.

Buffalo Normal School.—A special act establishing this school was passed by the legislature in 1867. The sum of $90.000, equally divided between Erie County and the city, was appropriated for the erection of a suitable building, which was completed in 1870, and the school opened in 1871. During these three years 57 students were graduated, 54 of whom were ladies. The property is now valued at $127,000.

Cortland Normal School was established under the general law of April, 1866, the town of Cortland having, under an act passed in 1867, proceeded to raise money and erect and furnish suitable buildings for its accommodation at an expense of about $98,000, and in two years thereafter the school was opened. During the succeeding five years 120 students were graduated, 19 of whom were young men. The local board rate the property at $104,616.

Fredonia Normal School was also established under the general law of 1866. Buildings were erected by the village of Fredonia at a cost of about $100,000, and in 1868 the school was opened. Since 1869 there have been graduated 133 students, of whom 9 were young men. Present value of school buildings and property, $107,750.

Geneseo Normal School, conditionally authorized in 1867, was opened in 1871, and has graduated 26 students, 6 of whom are young men. It is located on a lot of seven acres and its property is valued at $93,430.

Oswego Normal School was established by the city of Oswego in 1861 for the training of its primary teachers. The methods of instruction adopted soon attracted public attention, and pupils from other parts of the State sought admission to it. In 1863 the legislature provided for an annual appropriation of $3,000 for ten years for its support, conditioned upon the free tuition of not less than 50 teachers, and in 1865 this sum was increased to $6,000 on condition that the city should provide a suitable building for the school. In 1867 the building, grounds, and appurtenances were accepted, and the school admitted to the privileges of State normal schools. The graduates of this school number 587, of whom 48 are young men. Estimated value of the school property, $84,500.

Potsdam Normal School was established in accordance with an act passed in 1867, and opened in 1869, since which time 59 students have been graduated, of whom 13 were young men. Its buildings, valued, with their furniture and apparatus, at $95,000, front the public park of Potsdam, the use of which is granted to the pupils of the school.

The total attendance in all the schools during 1874, including those in normal, model, and all other departments, was 6,515; in normal departments, 2,875; total average attendance, 3,609; graduates, 233, of whom 46 were young men. Whole number of graduates from all the schools, 3,128.—(Report of superintendent, pp. 41–47, 102, 103.

Each county is entitled to send to the State normal schools twice as many pupils as it has representatives in the assembly. To gain admission, pupils must be at least 16 years of age and possess good health, good moral character, and average abilities. They must pass a fair examination in reading, spelling, geography, and arithmetic as far as the roots, and be able to analyze and parse simple sentences. All appointments for admission are made by the State superintendent of public instruction, subject to the required examination, upon the recommendation of the several school commissioners or city superintendents of schools, whose duty it is to use every reasonable means to secure the selection of suitable candidates. Tuition and the use of all text books are free.

There are three courses of instruction: the elementary English, advanced English, and classical. Students who satisfactorily complete either of these receive corresponding diplomas, which serve as licenses to teach in the public schools of the State.—(Report of State superintendent, pp. 268–272.)

TEACHERS' CLASSES IN ACADEMIES.

By the laws of 1855, chap. 410; 1864, chap. 556; 1873, chap. 642, the regents of the university are authorized to pay for instruction in academies and the academic departments of union schools, selected by them for that purpose, "in the science of common school teaching," a certain amount of tuition. This tuition is fixed by the laws of 1873 at $15 per pupil for each term of 13 weeks; and for any number of pupils pursuing the course of study prescribed by them, tuition at the same rate for not less than 10 nor more than 20 weeks.

Under these provisions, 92 of these institutions during the calendar year 1874 have maintained teachers' classes. During the academic year 1873–'74, the attendance upon these classes was 644 males and 1,400 females—in all, 2,044—as compared with 1,661 reported last year. The amount paid in tuition was $29,337.62.—(Superintendent's report 1875, p. 50.)

TEACHERS' INSTITUTES.

These important agencies for directing and stimulating the educational forces of the State have been sustained during the year covered by the superintendent's report with no diminution in numbers, interest, or usefulness. They have been held in 58 of the 60 counties of the State, a number unprecedented in their history. The only exceptions are New York County, with its 2,657 teachers, and Hamilton County, with only 34 teachers. These do not hold teachers' institutes. Besides these, a session of one week was held for the teachers of the Indian schools on the Allegany and Cattaraugus reservations.

In 47 counties, sessions of two weeks each were held, while in 11, a larger number than usual, they were held for only one week each. The aggregate number of weeks was 105, 1 more than in 1873.

The whole attendance reached 11,478, a larger number than we find registered in any former year. Of these, 3,726 were males and 7,752 were females. This gives an average of 198 to each institute and county. But it is to be observed that the average daily attendance was only 113, or 57 per cent. of the whole attendance.

In the counties in which these 58 institutes were held, there are reported, for 1874, 15,904 teachers employed for the full term of 28 weeks. Compared with these, a little more than 72 per cent. attended the institutes. The teachers in a few institutes had their attention called to free hand drawing. This subject, now receiving much consideration, is deemed worthy of further attention.

The expense to the State of the institutes for 1874 was $16,319.39, or $1.42 for each teacher in attendance.

The superintendent visited as many of the institutes as possible, and testifies to the generally excellent and practical character of the instruction, to the judicious management of the commissioners, and the earnest attention of the teachers.—(Superintendent's report, 1875, pp. 28, 29.)

SCHOOL JOURNALS.

The New York School Journal, The American Educational Monthly, and The National Teachers' Monthly, all published in New York City, and The School Bulletin, published first at Albany and afterward at Syracuse, did good service in the educational field during 1875, by a variety of valuable papers published and important and interesting news conveyed. The Brooklyn Journal of Education, subsequently removed to New York and made simply The Journal of Education, labored efficiently in the same field, while aid was also rendered by an occasional paper called The Educational Reporter, published by Ivison, Blakeman, Taylor & Co.

SECONDARY INSTRUCTION.

ACADEMIES AND UNION SCHOOLS.

These two represent substantially, for New York, what are commonly known elsewhere as the high schools of the State systems; the former receiving into academic classes pupils from the public grammar schools on consideration of a certain State allowance for tuition of them, the latter being public graded schools, with academic departments answering to high schools. The thirty-eighth annual report of the regents of the university, transmitted to the legislature February 9, 1875, presents abstracts from the reports of 113 academies and 109 academic departments of union schools. The whole number of different students in these during the year covered by the report was 31,463; the number claimed to have pursued classical or higher English studies, or both, for four months or more of said year, 8,012. Of this number, 951 are said to intend to make teaching a profession and 1,659 to be preparing for college.

Adding to the above 8,012 the introductory and freshman classes of the College of the City of New York, exclusive of the commercial part, with a proportionate number from the Normal College, which is also a girls' high school, we have about 9,272 as the total of those known to be engaged in the secondary studies of this class of schools. To this total, however, may probably be added nearly a fourth of the 6,515 students in the 8 State normal schools, as engaged in the classical courses of those schools. In that case, we have the total raised to about 11,000; still rather a small number for so large and populous a State, without the following

PREPARATORY SCHOOLS.

Special reports have been received from 16 schools in this State for the preparation of students for colleges or scientific schools. Out of an aggregate attendance of 2,445 pupils in these schools, 523 were preparing for the classical and 198 for the scientific course. The age for admission ranges from 6 to 13 years, while in some it is limited only by capacity to perform the work. The course of instruction lasts 3, 4, 5, 6, 10, and even 12 years. All but 3 of these schools report libraries ranging in size from 80 to 3,000 volumes, and aggregating 14,464. Eleven have chemical laboratories and philosophical apparatus and 8 have gymnasia. Six use the continental pronunciation in Latin, 5 the Roman, 3 the English, and 1 the "ancient." In Greek, the continental method is used by 9, the Erasmian by 3, the ancient by 1, Hadley's by 1, and Goodwin's by 1. Eight report themselves not under control of any religious denomination, while 2 are under the influence of the Protestant Episcopal Church; 2, of the Baptist; 1, of the Methodist Episcopal; 1, of the Methodist; and 1, of the Independents.

Besides the above number of preparatory pupils, there were reported for the same year in the preparatory departments of colleges (exclusive of the College of the City of New York, before given) 2,370 students, of whom 1,301 were in preparation for a classical collegiate course and 491 for a scientific course.—(Returns to Bureau of Education, 1875.)

BUSINESS COLLEGES.

There are 15 business colleges, which report a total attendance for 1875 of 2,919 pupils, taught by 72 instructors. One of these is located in Albany, 4 are in Brooklyn, 2 in Buffalo, and 1 each in Elmira, Hudson, New York, Poughkeepsie, Rochester, Syracuse, Troy, and Utica. In addition to the English and business branches, some of these schools embrace in their course of study phonography, telegraphy, German, French, and Spanish. As far as reported, 25 students were pursuing phonography, 95 telegraphy, 187 German, 140 French, and 27 Spanish.—(Returns to Bureau of Education for 1875.)

SUPERIOR INSTRUCTION.

CORNELL UNIVERSITY.

The existence of Cornell University is due to the combined bounty of the United States Government and of Ezra Cornell. New York's share of the congressional land grant for the benefit of agriculture and the mechanic arts, amounting to 990,000 acres, was transferred to the university upon its compliance with certain conditions, the most important of which were that Ezra Cornell should give to the institution $500,000 and that provision should be made for the education, free of all charge for tuition, of one student from each assembly district of the State. The trustees of the university have decided that this exemption from payment of the usual dues shall continue in the case of each student for four years. This makes the number educated free of all expense for tuition 512, which is equivalent, when all the scholarships are full, to a remission of fees to the amount of $30,720 per annum. These students are selected from the various public schools and academies of the State by yearly competitive examinations, which are open to both sexes.

Among the special features of this university are liberty in the choice of studies, the prominence given to practically useful studies, the absence of a marking system determining the relative rank of each student in his class, and its unsectarian character. Several courses carefully arranged are presented, from which the student may make selection. He may also, from among the various branches pursued at the university, form for himself an entirely independent course, subject to the approval of the faculty; or he is permitted, upon proper representations to the faculty, to devote himself, as a special student, to a single department of study. Particular attention is paid to the modern classics, especially those of our own language. Among the subjects which are carefully treated are history and the various historical studies, political and social science, the natural sciences, the application of science to the arts, human anatomy, physiology, and the laws of health.

The general courses of the university are: (1) The course in arts, leading to the degree of bachelor of arts. This extends through four years. It includes the Greek and Latin languages, and is similar to the usual academic course in the other colleges and universities of the country. (2) The course in literature, leading to the degree of

bachelor of literature, also extends through four years. It differs from the course in arts in requiring no Greek, and is characterized by a larger amount of attention to the modern languages and English literature. (3) The course in science, extending through four years, includes five hours a week during the last year devoted to some one science as a specialty. Its peculiar features are the study of mathematics, of the French and German languages, and of the historical, physical, moral, and political sciences. (4) The course in philosophy, which is designed to be a scientific course of a higher grade than the preceding.

By an act of the trustees, passed in 1872, women are to be admitted on the same terms and conditions as men, except that they must be 18 years old. A separate building, the Sage College for Women, has been provided by the munificence of Hon. Henry W. Sage. It will accommodate about 100 pupils, and, besides the dormitories, contains lecture and recitation rooms, a museum, laboratories for students in botany, with greenhouses, forcing houses, and other necessary facilities for the pursuit of floriculture and ornamental gardening.—(Cornell University register for 1874–'75.)

OTHER COLLEGES.

Alfred University, Alfred Centre, (Seventh Day Baptist,) has two general departments: an academic and a collegiate. These have each a male and a female department, with equal powers and privileges. As subdivisions of these general departments, the following courses of study have been established: (1) A classical course, (2) a scientific course, (3) a normal and teachers' course, (4) an industrial mechanics' course, and (5) a theological course.

The first two are separate for the freshman and sophomore years and are combined in the junior and senior. The fourth has three different divisions, the first being a course in mechanical drawing, continuing through one year and open to all students without restriction; the second, a course extending through two years, followed by a diploma bearing the seal of the university; the third, a course extending through three years, followed by the degree of Sci. B.—(Report to the regents of the university, 1874.)

Brooklyn Collegiate and Polytechnic Institute, incorporated in 1854, has academic and collegiate departments The pupils are distributed into eight grades, corresponding to successive yearly stages in the course of study. Provision is made for all the essential branches of a classical, scientific, liberal, or commercial education, the plan embracing ten distinct departments of instruction.—(Catalogue, 1874.)

Canisius College, Buffalo, (Roman Catholic,) conducted by the Fathers of the Society of Jesus, opened in 1870, embraces in its course of instruction classical and commercial branches.

College of St. Francis Xavier, New York City, (Roman Catholic,) conducted by the Fathers of the Society of Jesus, affords a collegiate and commercial education. There are in it 5 distinct departments, viz: post graduate, undergraduate, grammar, commercial, and preparatory.—(Catalogue, 1875–'76.)

College of the City of New York, (non-sectarian.)—Two courses of instruction, ancient and modern, are provided here, differing only in the languages studied. There is a library of 18,000 volumes of well selected works, their value being estimated at about $44,000. The repository contains 9,500 text books, valued at $16,000.—(Annual report, 1874.)

Columbia College, (Protestant Episcopal.)—The course of instruction here is divided into nine departments, viz: (1) Greek language and literature; (2) German language and literature; (3) chemistry; (4) mathematics and astronomy; (5) mathematics; (6) philosophy, history, political economy, and belles-lettres; (7) physics; (8) Latin language and literature; (9) botany. Free tuition is given to all industrious students of good character who may be unable to pay for it; various associations are entitled to free scholarships; every religious denomination in the city of New York is entitled to have at the college all the time one free student who may intend to enter the ministry, and every school from which there shall be admitted in any one year into the college four students who pay their matriculation fee has the privilege of sending one scholar to the college to be educated free.—(College catalogue, 1874–'75.)

Elmira Female College, (Presbyterian.)—The collegiate course here is equivalent to that in other colleges, and comprises a thorough course in Latin, modern languages, mathematics, sciences, literature, and esthetics. There is also a department of the fine arts, embracing schools of design and of music, also preparatory and eclectic departments. The college has by law the right to confer degrees, both academic and honorary. Careful attention is paid to health and physical culture.—(Catalogue, 1873–'74.)

Hamilton College, (Presbyterian) offers two regular collegiate courses of four years, classical and scientific, and a law department. The libraries amount to 12,000 volumes and are housed in a new building erected by funds received from Hon. Perry H. Smith. A legacy of $5,000 has also been received from Hon. Peter B. Porter, as an endowment for the care and increase of the library.—(Catalogue, 1874–'75.)

Hobart College, Geneva, (Protestant Episcopal,) is the college of the five dioceses of

the State of New York, and was projected by Bishop Hobart in 1822. There is a classical course of four years, a scientific one of two, and a three years' course for those who wish, without taking the entire classical course, to secure the full benefit of the English, scientific, and philosophical studies pursued in the college.—(Catalogue, 1874–'75.)

Ingham University, Le Roy, (Presbyterian,) for ladies, offers a classical department of four years, a literary one of three, and a school of drawing, painting, and design. There is also a school of music and a commercial school, aiming to qualify young ladies for book-keeping and the transaction of any business to which they may be called. Careful attention is given to physical culture.—(Catalogue, 1875–'76, and report to regents.)

Madison University, Hamilton, (Baptist,) was chartered in 1846. Besides the usual college course, the university provides for such as desire scientific and special courses. The libraries contain 11,000 volumes, well chosen and in good order, 9,000 of them being volumes of choice works, selected mainly with reference to the aid which they directly render to both teacher and pupil in the course of study. There is an extensive cabinet of minerals and of geological specimens, chemical and philosophical apparatus, and a fine natural history collection valued at $13,000.—(Catalogue of university, 1875.)

Manhattan College, New York, (Roman Catholic,) embraces two courses for undergraduates, one classical, the other scientific. Both extend through four years, the first giving prominence to the usual Greek and Latin studies of the old college curriculum with fair attention to mathematics, modern languages, &c.; the second making mathematics, modern languages, and the natural and physical sciences prominent, and giving fuller room for English studies than the first.—(Report to regents, 1874.)

Rutgers Female College, New York, (non-sectarian,) presents a subcollegiate and a regular college course of four years, graduated to meet the needs of female students, with an art school and a school of instrumental music. The mode of instruction is a combination of the text book, as a basis, with constant addition and elucidation from the professor; while courses of weekly lectures to the junior and senior classes extend through the greater portion of the year. These, for the year embraced in the report, were on art, theology, the evidences of revealed religion, moral science as developed in law, rhetoric, modern history, and law in its connection with the rights and relations of women.—(Report to regents, 1874.)

Syracuse University, Syracuse, (Methodist Episcopal,) has in its university department (1) a college of the liberal arts, (2) a college of the fine arts, and (3) a college of physicians and surgeons. In the first of these there are the now common divisions of a classical and a scientific, with a Latin scientific course. In the second, painting and drawing are made prominent studies, and are carried to a much higher point than is customary in colleges.—(Report to regents, 1874.)

St. Bonaventure's College, Allegany, conducted by the Franciscan Fathers, was founded in 1859, and in 1875 was chartered and empowered to confer academic and honorary degrees. The course of study is ecclesiastical, classical, scientific, and commercial. The classical and scientific course lasts six years, the commercial four.

St. John's College, Brooklyn, (Roman Catholic,) is conducted by the priests of the congregation of the mission. There are classes in Christian doctrine, reading, writing, spelling, defining, English grammar and composition, geography, arithmetic, history, declamation, algebra, geometry, trigonometry, natural philosophy, astronomy, book-keeping, Latin, Latin composition, Greek, German, and French.—(Catalogue, 1874–'75.)

St. John's College, Fordham, (Roman Catholic.)—The instruction furnished here is of two kinds, classical and commercial. In the former line there are preparatory studies extending through 3 grammar classes, an undergradnate course of four years in classics, belles-lettres, rhetoric, and philosophy, and a post graduate course of one year in ethics and civil, political, and international law. The commercial course embraces all the branches of a good English education and is completed in four years.—(Report to regents, 1874.)

St. Joseph's College, Buffalo, (Roman Catholic,) under the direction of the Christian Brothers, includes in its course of study, besides the common and higher English branches usually taught, phonography, commercial correspondence, metaphysics, ethics, with the Greek, Latin, German, and French languages.—(Catalogue, 1873–'74.)

St. Lawrence University, Canton, (Universalist,) as at present organized embraces two departments, the college of letters and science and the theological school. Both sexes are admitted. A number of scholarships, amounting to 11 annually, are awarded by the university to high schools in St. Lawrence County. These are open to either sex, are competed for on the ground of scholarship, and are awarded on examination.—(Catalogue, 1875–'76.)

St. Stephen's College, Annandale, (Protestant Episcopal,) was chartered in 1859, and opened as a college the following year. It is designed especially for the training of such young men as are looking forward to the ministry. Its growth in its resources and in the number of its students has been steady and sure. A good classical course of four years is supplemented with careful instruction in ecclesiastical music.—(Catalogue, 1873–'74.)

University of the City of New York, (non-sectarian.)—This university embraces departments of arts, of sciences, law, and medicine. In the two former the instruction is free, the course occupies four years. In the school of art connected with the department of science, instruction is given in drawing and painting from nature and from living models, with attention to the general principles of composition, ornament, and the arts of design, and the application of these to the mechanic arts.—(Report to the regents, 1874.)

University of Rochester, Rochester, (Baptist,) has a plan of instruction so adjusted that two courses of systematic study are open to the students, one being the usual classical and scientific course, and the other a scientific course in which modern languages replace the Greek and Latin of the ordinary university curriculum. The regular course for all students extends through four years.—(Report to regents, 1874.)

Union College, Schenectady, (non-sectarian,) has three courses of study: classical, scientific, and engineering. The general mode of instruction is by analysis and recitation from text books, with occasional lectures on subjects connected with the daily recitations. Prizes are awarded annually for excellence in oratory, general good standing, and essays on English literature and history.—(Report to regents, 1874.)

Vassar College, Poughkeepsie, (non-sectarian, for young women.)—The course here embraces both preparatory and collegiate studies, the latter extending through four years and including the ordinary subjects of a good collegiate course, with rather more attention to French and German and apparently rather less to mathematics, Latin, and Greek than in some of the older colleges. Instruction in painting and drawing and in music is given both to the classes in the regular collegiate course and to individuals in extra-collegiate and optional lessons. All students receive regular drill in light gymnastics four or five times a week during the year and many take other exercise as members of a floral society or of boating clubs.—(Report to regents. 1874.)

Wells College, Aurora, (non-sectarian,) also for young women, has, like Vassar, preparatory and collegiate courses, the latter of four years. Mathematics are studied with special regard to their value as a means of intellectual discipline. In ancient languages, close syntactical criticisms on construction, with double translations, from the original into pure English and the reverse, are required; while modern languages receive a full share of attention and rhetoric and English literature are made important branches in the course. The natural and physical sciences, music, and art are also duly attended to.—(Report to regents, 1874.)

Statistics of universities and colleges, 1875.

Names of universities and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
Alfred University	14	...	332	116	$87,600	$86,000	$6,025	$3,543	$2,992	.....	4,676
Brooklyn Collegiate and Polytechnic Institute.	29	0	450	127	138,620	.....	.....	62,088	2,495	.....	3,000
Canisius College	17	....	.....	120	.....	.....	.....	.....	.....	.....	a10,800
College of the City of New York.	33	....	276	345	210,200	.....	.....	.....	150,000	.....	a20,600
College of St. Francis Xavier.*	42	...	242	77	228,000	.....	.....	21,519	0	.....	a16,000
Columbia College	10	2	0	151	787,600	4,581,694	301,087	12,100	0	$0	a20,266
Cornell University	39	1	0	345	844,700	1,283,999	82,735	19,480	35,000	0	39,000
Elmira Female College.*	12	..	81	45	154,800	100,000	7,000	629,000	3,500	30,000	a3,700
Hamilton College	13	8	....	139	320,000	300,000	18,300	6,500	.....	50,000	12,000
Hobart College	8	3	0	31	75,600	238,050	13,747	1,635	0	68,392	13,000
Ingham University	25	0	51	136	123,500	0	0	6,718	0	0	a4,600
Madison University	17	5	87	119	165,500	393,347	24,711	4,293	.....	50,000	a13,000
Manhattan College	40	0	409	235	178,000	0	0	b52,224	0	0	8,500
Martin Luther College	...	...	...	.....	.....	.....	.....	.....	.....	.....	.....
Rutgers Female College.*	13	..	84	.....	150,000	.....	.....	.....	.....	.....	5,000
St. Bonaventure College.	26	...	135	58	192,000	0	0	32,650	0	0	5,000
St. Francis College	14	..	150	100	75,000	0	6,000	10,500	0	.....	.....
St. John's College, Brooklyn.	6	..	135	.....	*50,000	.....	.....	.....	0	0	.....
St. John's College, Fordham.	..	...	.....	.....	.....	.....	.....	.....	.....	.....	.....
St. Joseph's College	16	..	215	10	120,000	.....	.....	.....	.....	.....	2,050
St. Lawrence University.	6	1	0	49	38,200	83,912	5,873	355	0	0	7,008
St. Stephen's College	9	0	24	54	150,000	2,000	140	45	0	0	2,000
Syracuse University	11	...	0	153	300,600	250,000	14,000	4,800	0	5,000	8,000
Union College*	15	6	.....	151	200,000	465,000	22,000	6,795	0	100,000	a18,000
University of the City of New York.	17	0	0	155	500,000	500,000	35,000	0	0	5,000	.....
University of Rochester.	8	c3	0	164	378,662	212,016	.....	.....	0	56,000	12,000
Vassar College	34	0	159	225	676,959	281,000	19,534	48,868	0	56,000	9,632
Wells College*	12	1	.....	76	300,000	100,000	7,000	15,200	.....	.....	3,000

* From Report of Commissioner of Education for 1874.
a Includes society libraries.
b Includes board.
c Partially.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENCE.

The agricultural department of Cornell University offers two courses of study, one of which requires four years for its completion and leads to the degree of bachelor of agriculture. The other is an abridged course of three years, comprising all the purely agricultural instruction given in the full course. It is recommended to all who enter the school to take one of these courses of study, but students who have a limited amount of time at their disposal are at liberty, as in other departments of the university, to select and follow any studies from these courses that they may be qualified to pursue with advantage. In practical agriculture, five hours weekly during the senior year are devoted to technical instruction, this time being divided between lectures, reviews, agricultural calculations, and farm accounts, besides which students are required to spend three hours a day two days in each week in field practice, and in the handling and feeding of domestic animals, and if this amount of practice does not prove sufficient to make the student expert in the various operations of the farm, enough additional time will be required of him to accomplish the desired object. The

instruction is given by lectures and recitations, and illustrated with the aid of the Auzoux models of plants and domestic animals and parts of animals, and various other collections belonging to this and other departments of the university. Tuition is free.—(University register, 1874–'75.)

Cornell also provides various scientific and mechanical courses of study, as architecture, chemistry and physics, civil engineering, mathematics, and astronomy, military science, natural history, geology and paleontology, and mechanic arts.

The school of mechanic arts is one of the departments for which the university is bound by the land grant to make special provision, and professorships of industrial mechanics, civil engineering, mathematics, and practical mechanics were early established and filled. But in 1870, Hon. Hiram Sibley provided for the erection of a special building for this department. He also gave $10,000 for increasing its furniture, and has since enlarged his gift by a further donation of $30,000 for the school. This department has been thus placed in a condition to do its work in the most satisfactory manner. There are in it three courses of instruction: a four years', or full course, leading to the degree of bachelor of mechanical engineering; an optional course, under the direction of the dean, and a special course for such young men as have a fair knowledge of the machinist's or pattern-maker's trade, who desire to fit themselves for foremen or leading positions in their business.

The instruction given in the school of chemistry is embraced in a full course of 12 terms and in special courses.

The full course of civil engineering extends through four years, and includes free-hand drawing, machine-shop practice, blow-pipe analysis of minerals, geology, elementary and structural metallurgy, and astronomy.

The studies in the department of natural history are arranged with special reference to the needs of those intending to become naturalists or physicians.—(University register, 1874–'75.)

The school of mines of Columbia College was established in 1864 for the purpose of furnishing a thorough knowledge of those branches of science which form the basis of industrial pursuits, and includes courses in civil engineering, mining engineering, metallurgy, geology, and natural history, and analytical and applied chemistry.—(Columbia College catalogue 1874–'75.)

In Hamilton College the senior class in chemistry received a thorough course of instruction in the science as applied to agriculture. Through the munificence of the late Silas D. Childs, of Utica, the chemical laboratory has recently undergone extensive alterations, and is supplied with new and valuable apparatus. The department of natural philosophy has recently been established upon an independent footing, and is being supplied with the most approved apparatus.—(Catalogue of college, 1874–'75.)

THEOLOGY.

Hamilton Theological Seminary offers a regular course of two years to graduates of colleges or those who have attained an equivalent culture, the completion of which commands a certificate of graduation. For others it has a special course in biblical interpretation, church history, systematic theology, pastoral duties, and homiletics. Students for the ministry in the university study Hebrew and the evidences of revealed religion as a part of their college course. A course of instruction embracing an additional year is provided for such as desire to pursue further theological study. The seminary is not a department of Madison University, the two institutions having distinct boards of government and instruction, yet working harmoniously together and affording advantages to students which could not be secured in an institution without such connections.—(Catalogue of Madison University, 1875.)

Hartwick Seminary, near Cooperstown, is at once a classical and theological school, under the charge of the Lutheran Church. The theological department embraces a course of three years.—(Catalogue of seminary, 1875.)

The theological school of St. Lawrence University (Universalist) provides a three years' course of instruction, commanding the diploma of the school, and a partial course for those who do not wish to complete the regular one.—(Catalogue of university, 1875–'76.)

The ecclesiastical course of St. Bonaventure's College, (Roman Catholic,) which is completed in three years, embraces dogmatic and moral theology, canon law, scripture, ecclesiastical history, hermeneutics, and liturgy.—(College prospectus.)

Auburn Theological Seminary, (Presbyterian.)—The regular course of theological study in the seminary occupies three full years. A regular collegiate education is required for matriculation, though exceptions to a complete collegiate education may be made in some cases. But in all these evidence is required of such scholarship as will enable the student successfully to pursue all the studies of the theological course.—(Catalogue of seminary, 1873–'74.)

The Tabernacle Lay College, Brooklyn, Rev. DeWitt Talmage, D. D., president, is a training institution for laymen and women intended to prepare for Christian work, without regard to denominations. Since its first opening in 1872, there have been 700 students

enrolled. They are engaged in various forms of Christian work, in teaching, in missions, in visitation, and in preaching the Gospel. The course of studies extends over those branches of knowledge taught in theological seminaries, adapted to laymen, with the exception of Hebrew and Greek, and these may bes tudied privately. Students are divided into four classes: preparatory, junior, senior, and theological.—(Circular of Lay College.)

St. Stephen's College, Annandale, was organized by the Protestant Episcopal Church as a church training school. Its classical course is arranged with special reference to a subsequent study of theology in one of the church seminaries. A special course in theology is offered to such as do not intend to pursue the regular course for a degree, but to become candidates for orders by a shorter road.—(Catalogue for 1875–'76.)

The General Theological Seminary of the Protestant Episcopal Church in the United States of America furnishes a course of theological study lasting three years and embracing Hebrew, scriptural exegesis, ecclesiastical history, systematic divinity, pastoral theology, ecclesiastical polity and law. Every student in the seminary must be a member of one of the classes and engage in all the studies which appertain to his class. Students are examined by the professors at the close of the session in every year, in the presence of a committee appointed for that purpose.—(Catalogue of seminary, 1875–'76.)

Union Theological Seminary, New York, (Presbyterian,) was founded in 1836, and has now 1,032 alumni. The regular course of theological study occupies three full years. The library contains 33,500 volumes, chiefly rare and valuable works. The seminary edifice contains a chapel, library, reading room, lecture rooms, and rooms for 60 students.—(Catalogue, 1875–'76.)

Rochester Theological Seminary offers a course of study lasting three years and embracing biblical literature, ecclesiastical history, theology, homiletics, and pastoral theology. The course is designed for graduates of colleges, but there is a partial course for those whose circumstances require it.—(Catalogue of seminary, 1874–'75.)

LAW.

The law school of the University of New York provides a full course of two years, and an elective one which prepares for mercantile life, but does not command a degree. The subjects in the course of instruction are classified as follows: (1) persons and remedies, (2) property, (3) obligations, and (4) succession. The methods are by approved text books, read and recited in class, with exposition; by lectures by the professor on topics not treated in the text books or requiring fuller or more practical treatment; by lectures by leading members of the bar; by moot courts, and by drawing pleadings and papers.—(University catalogue, 1873–'74.)

Columbia College School of Law has a course of study lasting two years and including the various branches of common law, equity, commercial, international, and constitutional law. Especial attention is given to all topics embraced within the rule of the supreme court of New York, prescribing the studies requisite for admission to the bar. It is expected that a third or post graduate course will soon be organized.—(Catalogue of college, 1874–'75.)

Hamilton College law department provides a course of instruction which is completed by college graduates in one year. For others, it requires one year and a third. It includes the thorough and careful study of the most approved text books, and familiar oral lectures are connected with each recitation.—(College catalogue, 1874–'75.)

Albany Law School, now a department of Union University, offers a course of instruction divided into three terms and lasting one year. The means of instruction are mainly by lecture and examination. All the lectures are oral and are expositions of legal principles, with illustrations and applications. Moot courts are an important feature in the course, two being held each week, the class discussing and deciding the case in each instance, and then the presiding professor giving his views on the question involved and on the correctness or incorrectness of the decision.—(Catalogue of law school, 1874–'75, and report to regents.)

MEDICINE.

The Long Island College Hospital reports a continued growth and success of the institution, owing, it is believed, to the advantages offered in practically combining clinical with elementary instruction. The courses of instruction are given within the hospital buildings, and clinical teaching is thus made a reality. Among the requirements for graduation it is mentioned that the candidate must have studied medicine for three years with a physician and surgeon duly authorized by law to practise; must have attended two full courses of lectures, the last of which must have been in this institution; and must pass a satisfactory examination.—(Announcement and circular, 1875–'76.)

Albany Medical College since 1873 has constituted one of the departments of Union University. The course of instruction lasts one year. It claims to be practical, combining with didactic lectures clinical lectures, recitations, practical work in the laboratory and dissecting room, and the examination and diagnosis of cases.—(Circular of college, 1875.)

Medical department of the University of Buffalo.—In the plan of instruction adopted here clinical teaching occupies a prominent position, all the practical subjects presented in the didactic course being fully illustrated at the bedside. For graduation it is required that the student should have studied medicine for three years under the tuition of a regular practitioner, that he should have dissected during the course, and attended two full courses of lectures, and he must pass a satisfactory examination.—(Announcement, 1875–'76, of the medical department.)

Bellevue Hospital Medical College claims for 1874–'75 the greatest number of matriculants and the largest graduating class of any medical college in America. This prosperity is ascribed to the system of thoroughly combining clinical with didactic teaching, and the prompt introduction into the curriculum of such special courses as seemed necessary. Recently a chair of psychological medicine and medical jurisprudence has been established, and filled by Dr. John P. Gray, also one of gynecology, filled by Prof. E. R. Peaslee. In order to keep pace with the constant advancement of medical science and to present in New York City those opportunities for the study of special departments for which students and practitioners have been compelled to resort to European schools, the faculty have established special courses of lectures, which are being extended, and it is claimed that at present the advantages offered by this college are not surpassed, if equalled, in any of the capitals of Europe. The requirements for graduation are three years' pupilage, after 18 years of age, with a regular physician in good standing, inclusive of the time of attendance upon medical lectures; attendance on two full courses of lectures, the last being in this college; certificates of at least one course of practical anatomy or dissections; proper testimonials of character; an acceptable thesis composed by and in the handwriting of the candidate, and a satisfactory examination in each of the seven departments of instruction, viz, practice of medicine, surgery, obstetrics, materia medica, physiology, anatomy, and chemistry.—(Circular of college, 1875–'76.)

College of Physicians and Surgeons, New York, a department of Columbia College, affords instruction by lectures and by clinical teaching, recitations, and personal instruction in subjects involving physical manipulation. Ten clinics are held weekly during the year in the college building, covering all departments of medicine and surgery. During the year, 5,600 cases were registered.—(Catalogue of College of Physicians and Surgeons, 1875–'76.)

New York Free Medical College for Women was established for the purpose of affording women the best opportunities for acquiring medical education. All instruction is free, and, it is claimed, is as broad and liberal as can be obtained in any other institution in the world.—(Catalogue of college, 1875–'76.)

Woman's Medical College of the New York Infirmary.—The plan of instruction in this school is arranged to secure a gradation of studies through the three years of the student's course. During the first year they are principally occupied with the elementary branches of anatomy, physiology, materia medica, and chemistry, with practical work in the anatomical rooms and pharmacy. In the second year, instruction in medicine, surgery, and obstetrics is added to these. In the third year the students engage in practical medical work, under the direction of their teachers. Hygiene is taught through the three years.—(Catalogue of the college, 1875.)

College of Medicine of Syracuse University.—This department was organized in 1872. The course is a graded one, and covers three years of collegiate instruction. First year, anatomy, physiology, and general chemistry; second year, added to these, medical chemistry, materia medica and therapeutics, pathology, principles and practice of medicine, surgery, and clinical medicine and surgery; third year, added to these, are obstetrics, medical jurisprudence, gynecology, dermatology, ophthalmology, &c.—(Catalogue, 1875–'76.)

The medical department of the College of the City of New York embraces in its course of instruction anatomy, surgery, and hygiene, materia medica and therapeutics, institutes and practice of medicine, obstetrics, physiology, and clinical lectures on physical diagnosis. Clinical instruction constitutes a prominent feature in the plan of education.—(Catalogue of college, 1873–'74.)

Statistics of scientific and professional schools, 1875.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
SCHOOLS OF SCIENCE.									
College of Agriculture, Mechanic Arts, &c., (Cornell University.)	34	....	187	4	.....	$30,000	$2,100	....	.....
Department of science, (University of the City of New York.)*a*	....	.....	.....	4	.....	.....	.....	.....	.....
Engineering School of Union College*	15	....	47	2	.....	.....	.....	.....	3,000
Rensselaer Polytechnic Institute*	13	....	190	4	$76,000	25,000	.....	$38,000	3,200
School of Mines of Columbia College	25	....	b145	3	.....	.....	.....	20,525	5,798
United States Military Academy	45	....	307	4	.....	.....	.....	.....	25,000
SCHOOLS OF THEOLOGY.									
De Lancey Divinity School	1	1	2	....	.....	26,671	1,866	.....	250
General Theological Seminary of the Protestant Episcopal Church.	6	2	72	3	650,000	666,020	25,045	.....	15,208
Hamilton Theological Seminary	5	....	37	3	40,000	35,900	2,148	.....	.....
Hartwick Seminary, (theological department.)	3	....	8	3	.....	.....	.....	.....	.....
Martin Luther College, (theological department.)*	4	1	10	....	13,000	.....	.....	.....	300
Newburgh Theological Seminary	4	2	9	3	35,000	34,400	3,244	.....	3,500
Rochester Theological Seminary	7	4	79	3	80,000	238,000	16,600	.....	10,000
St. Joseph's Provincial Seminary	7	....	133	3½	200,000	.....	.....	.....	8,000
Seminary of Our Lady of Angels	4	0	88	4	150,000	0	0	....	4,500
Theological Seminary of Auburn	6	5	50	3	200,000	230,500	19,600	.....	10,000
Tabernacle Free College	4	....	346	2	40,000	.....	.....	.....	.....
Theological department of St. Lawrence University.	3	3	28	3, 4	19,000	92,000	6,440	.....	5,600
Union Theological Seminary	12	6	148	3	200,000	750,000	55,000	.....	33,500
SCHOOLS OF LAW.									
Albany Law School, (Union University.)	3	....	89	1	.....	0	0	.....	.....
Columbia College Law School	7	....	522	2	.....	.....	.....	.....	4,100
Department of law, (University of the City of New York.)	....	....	67	2	.....	0	0	3,560	1,200
Law School of Hamilton College	2	....	.....	1	.....	.....	.....	.....	5,000
SCHOOLS OF MEDICINE.									
Albany Medical College, (Union University.)	10	....	125	3	50,000	0	0	8,485	4,890
Bellevue Hospital Medical College	19	....	425	2	c10,000	0	0	.....	0
College of Physicians and Surgeons, (Columbia College.)	25	....	434	3	151,000	*d*9,332	0	35,375	500
Free Medical College for Women	18	....	67	3	27,250	0	0	370	0
Long Island College Hospital	19	.....	.....	2	.....	.....	.....	.....	.....
Medical College of Syracuse University	15	....	72	3	25,000	0	0	3,000	2,000
Medical department of University of Buffalo.	8	....	116	3	45,000	.....	.....	6,480	600
Medical department of University of the City of New York.	32	....	450	3	100,000	.....	.....	.....	.....
Woman's Medical College of the New York Infirmary.	16	....	40	3	27,500	.....	.....	1,865	.....
Eclectic Medical College of the City of New York.	10	....	100	3	26,000	0	0	3,000	400
New York Homœopathic Medical College	22	....	138	3	10,000	.....	.....	14,929	.....
New York Medical College and Hospital for Women.	13	....	27	3	135,000	10,000	600	.....	200
New York College of Dentistry	11	....	66	2	*c*4,000	0	0	6,471	.....
College of Pharmacy of the City of New York.	5	....	170	2	*c*4,000	19,700	1,400	9,151	1,200

* From Report of Commissioner of Education for 1874.

a Reported with classical department. *b* Also 56 preparatory students.

c Apparatus. *d* Also a sinking fund of $4,888.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The New York Institution for the Instruction of the Deaf and Dumb has had a legal existence of nearly fifty-eight years, having been incorporated by the legislature of New York on the 15th of April, 1817, and been in active operation for nearly fifty-seven years. It was opened as a school on the 20th of May, 1818, since which time it has educated 2,443 deaf-mutes, and has been signally successful in developing their minds. Within the year closing September, 1874, there were under instruction here 584 pupils, of whom 337 were males and 247 females. Of these, 355 were supported by the State of New York, 162 by the counties, 47 by the State of New Jersey, 1 by the Frizzell fund, and 19 by their friends. For several years past the State has made appropriation for 370 pupils at the rate of $300 each, which has been ascertained by careful experience to be the average price at which the institution can afford, without loss, to support and educate them.

In two of the classes, composed of semi-mute and semi-deaf pupils, special attention is devoted to the cultivation of articulate speech and lip-reading; and with these the recitations are conducted by means of oral speech as well as by writing. In the case of others, a professor, appointed for the purpose, gives lessons from hour to hour in this specialty. The number thus receiving instruction at present is 50.

Linear drawing and shading are taught to all the pupils by a special teacher. This is regarded as of peculiar advantage to the deaf and dumb, being in itself an agreeable resource for leisure hours, and furnishing a means of self interpretation and an enhancement of their value as artisans, while in many cases it becomes a means of self support. A number of the graduates of the institution have secured an independent livelihood as lithographers, wood engravers, or artists.

The physical education of the pupils, while extended to all matters relating to cleanliness, propriety of conduct, health, and the like, has special reference to their training in some handicraft whereby they may support themselves when they leave the institution. The boys are taught gardening, shoemaking, tailoring, cabinet-making, carpentry, painting, and glazing. The girls learn the different branches of needlework, including tailoring, dress making, and the use of the sewing machine, and are instructed in various household duties. The amount of time daily devoted to this training in manual labor is limited to three hours, and that devoted to direct instruction in the school to four hours, so that the pupil may not be subjected to too great a strain of either body or mind.—(Report of Superintendent, 1874–'75, pp. 111–115.)

The New York Institution for the Improved Instruction of Deaf-Mutes differs from others of its kind in its system of instruction. In the elementary department the pupils are taught to speak as hearing persons, and to understand what is said to them by watching the motions of the speaker's lips. In the higher departments they are instructed in all the branches taught in ordinary schools by means of oral language. The results attained by this method have been most gratifying to the parents and guardians of a majority of the children who have been under instruction. Several of the graduates who have returned to their homes are so thoroughly restored that they can not only understand their friends, and make themselves understood by them, but are also able to converse with strangers.

The whole number of pupils connected with the institution during the year ending September 30, 1874, was 103, of whom 55 were males and 48 females. At the close of the year 92 pupils were receiving instruction. During the year 1874, as formerly, the board of trustees were compelled to refuse admission to many applicants on account of lack of proper accommodations, and they urge the legislature to assist them in the erection of a larger building.—(State report, pp. 38, 39.)

Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes, located in Buffalo, was first opened for the reception of pupils in 1859, and from that time until 1872 was supported entirely by the voluntary contributions of friends. In the latter year it was recognized by the legislature and was authorized to receive State and county pupils, and there were in 1874, 32 of the former and 20 of the latter class in the institution.—(State report, p. 39.)

EDUCATION OF THE BLIND.

New York Institution for the Education of the Blind, at New York City, had, in December, 1874, 173 pupils under instruction, of whom 147 were State pupils. There are departments of instruction, literary, musical, and mechanical. In the first of these, the pupils are instructed in all the branches essential to a thorough English education, instruction being facilitated by the use of suitable apparatus, including slates, writing tablets, and cards. Dissected maps and books, both written and printed in raised letters, are also much used. The course of music includes elementary and chorus singing, instruction upon the piano and organ, and piano tuning. The instruction in this department is intended to prepare the pupils for teaching music and to serve as organists and piano tuners. The industrial department is essential from a purely educational point of view; but, beyond this, the instruction here given is cal-

culated to enable some to earn a livelihood who could not succeed in other pursuits. Mattress making, cane-seating, knitting, sewing, the operation of the sewing machine, and many varieties of fancy work are taught.—(Report of State superintendent, pp. 40, 41.)

THOMAS ASYLUM FOR ORPHAN AND DESTITUTE INDIAN CHILDREN.

This institution, established for the education of orphan and destitute Indian children, for twenty years has faithfully pursued that work, rescuing, meanwhile, from death, or something worse, several hundred children. At the date of the last report of the trustees, there were 104 children in the asylum, who would be friendless and homeless if the institution were, from any cause, to be closed. The children received are mostly of the poorer and pagan class of Indians, and, unless they were taken charge of by the asylum authorities, would grow up, if they arrived at maturity at all, ignorant, idle, and vicious. The care and training which they receive at the asylum transform them into persons of intelligence, and, in the end, make them good and useful members of the community in which they live.

The school is, however, in danger of abandonment from not being under State control, and the superintendent advises that, to avoid this danger, it be placed under a board of trustees appointed by the State. It may then continue to receive the appropriations previously made to it, and go still onward in its useful work.—(Superintendent's report, 1875, pp. 35, 36.)

NEW YORK NAUTICAL SCHOOL.

This school was opened, on board the ship St. Mary's, at the foot of East Twenty-third street, on the 11th of January, 1875, and 70 pupils were admitted. The school, however, was not fully organized and ready for operation until the 2d of February. Since that time instruction has been given to the pupils in the common branches—reading, spelling, arithmetic, geography, English grammar and penmanship—besides the instruction in seamanship. The average attendance for the year has been 97; and the whole number enrolled during any part of the year, 185. The ages of the pupils range from 15 to 20 years.

The main object of the school is to educate American boys to be good seamen for the merchant service. With this view, instruction in all points of seamanship forms an important portion of the course.—(Report of Hon. Henry Kiddle for 1875 and New York School Journal, February 6, 1875.)

It is believed that the instruction on board the school ship Mercury also still continues, though no report has been received respecting it for 1875. It is under the care of the commissioners of charities and correction, and, like that on the St. Mary's, is designed to train the homeless youth thrown on the hands of the commissioners for intelligent performance of the duties of merchant seamen or of the naval service.

EDUCATIONAL CONVENTIONS.

STATE CONVENTION OF COMMISSIONERS AND SUPERINTENDENTS.

The annual meeting of this association for 1875, held at Rochester, December 28–30, though not large, was successful. State Superintendent Gilmour was present and took a somewhat active part. Several good papers were presented, and two of them provoked discussion which left every one present better informed upon their subjects.

Professor Gilmour, of Rochester University, for instance, read a paper upon the regents' examinations, in which he contended that the purpose of this organization has lamentably failed of fulfilment. The examinations, he believed, do not cover sufficient ground, the tests applied are too minute and technical, and not such as to develop attainments which will be of practical advantage. The views presented by the paper were indorsed by Commissioners Selden and Andrews, and opposed by Mr. Bardeen and Superintendents Smith and Snow.

Then Superintendent Ellis read a paper by Principal Buckham upon teachers' institutes, suggesting certain changes which in his opinion are necessary to the usefulness and efficiency of institute work. The paper was discussed by several gentlemen, most of whom agreed with the views expressed; after which followed papers on school supervision, by Superintendent Smith; upon drawing, by Mrs. Hicks; upon country schools, by Commissioner Hooper; upon public schools, by Commissioner Morehouse; upon reading, by Superintendent Farnham, and an address by Charles E. Fitch upon church and state.—(School Bulletin, February, 1876, p. 86.)

NEW YORK STATE TEACHERS' ASSOCIATION.

The thirtieth annual meeting of this association was held, July 27–29, at Fredonia. The attendance of teachers was quite as good as the average for the past seven years. Nearly 400 reported to the treasurer and paid the annual dues, and 258 members cast ballots in the election for president. Not a few teachers were, doubtless, present who did not

care to enroll their names or cast their votes, and these, with the throngs of Fredonia and Dunkirk people who were interested to attend the sessions, made the meetings large and sometimes even crowded. The weather was invariably propitious. The citizens of Fredonia opened their houses to their guests with the most honorable and large hearted hospitality. Satisfactory as were the numbers in attendance, the provision for private entertainment of teachers was not exhausted. The villagers made the occasion a holiday, and succeeded in rendering the visit of many a teacher as memorable for its social pleasures as for its educational profit.

President Sanford opened the meetings with an address which was evidently prepared with much labor and care and whose sentiments were, without exception, praiseworthy. He drew a picture of the evils against which American education has to contend, and if he left an impression somewhat unnecessarily gloomy of the dangers to which the country is exposed from the great vices of the day, he certainly aroused in every teacher who heard him a fitting sense of duty toward the South, which is exposed to such fearful risks.

The address of Professor Wells, of Union University, was listened to with the avidity with which an uncritical audience always hears a fluent speech that abounds in apt illustration and anecdote. His subject was the "Discipline of the family," a theme which he illustrated and enforced with a fertility of resource that was in itself very admirable. The moral of Professor Wells's address was excellent. Touching upon the paucity of children in American families, he spoke with a frankness that was greatly to his credit. We were surprised to hear from a professor of modern languages a reiteration of the stale and senseless slur upon the French nation that the French language has no word for home, and the usual inference that the French people have no homes. But the morality of Professor Wells's address was so satisfactory that criticisms of his rhetoric and his illustrations seem out of place.

The "fourteen minutes'" talk of Dr. Steele, of Elmira, on German schools, and the address of Chancellor Havens, of Syracuse University, on American civilization, were important and interesting features of the meetings. Dr. Steele showed the interior of a German school in a way to rectify some of our preconceived ideas of those famed institutions. Evidently Dr. Steele had not been blinded to the weaknesses and the faults of German education.

The subject of drawing, which is now engaging general attention, was presented by Mrs. Louise Cruttenden, of Yonkers, in a paper on "Industrial drawing." She showed its value in education and its necessity to the State by quoting the opinions of distinguished educators, and by referring to the result of the competition of England with the continental nations in skilled labor when England had no schools of design. She also adduced statistics which showed how alarmingly great is the excess of the importation of manufactured material which requires skilled labor from nations where workmen are educated in industrial drawing over the export of raw material. She concluded by speaking of the place which drawing should take in a general scheme of education, giving special prominence to it as a means of culture.

The paper of Dr. Daniel J. Pratt, of Albany, on the "Matter, scope, and aim of test examinations," being directed to a definite and practical theme, interesting to all teachers, went far to relieve the meetings of spreading themselves too vaguely over all sorts of generalities.

The forenoons of Wednesday and Thursday were occupied with the meetings of the four sections in separate rooms. In section A, common and graded schools, Principal Stowits, of Buffalo, chairman, considerable interest was aroused by a paper presented by a Buffalo editor, who showed what language of censure can be used about the common schools without leaving in anybody's mind any other feeling than that of having been amused. Section D, supervision, Commissioner Selden, chairman, discussed the question of its relation to the State association, and adopted finally the following resolution:

"Whereas experience has taught us that the best time for holding such meetings as these is in connection with the meeting of the State Teachers' Association, we, the commissioners and superintendents here assembled, hereby form ourselves into a society which shall be known as The Commissioners and Superintendents Association, auxiliary to the New York State Association, and that a president and vice-presidents, a secretary and treasurer, be elected to-day to hold office for one year, or until their successors are elected; said officers shall prepare the programme for the next annual meeting; and that a committee of three be appointed to-day to present a constitution and by-laws at the next annual meeting."

UNIVERSITY CONVOCATION.

The association called by this name, composed of members of the board of regents and officers of the colleges, normal schools, academies, and union free schools in the State, held its twelfth annual meeting at Albany, July 6–8, 1875. The papers presented and discussions held were on the following important topics:

"The threatened revolution in philosophy," Professor Ransom B. Welch, D. D., LL. D.,

Union University; "The education of women," Trustee S. Irenæus Prime, D. D., Wells College: "A method of teaching gesture in elocution," Principal Homer B. Sprague, A. M., Adelphi Academy, Brooklyn; "A plea for elocution in the academy," Miss Kate M. Thomas, Fort Plain Seminary; "A higher standard of rhetorical excellence in our academies," Principal George R. Cutting, A. B., Waterville Union School; "The relation of public high schools to colleges," Principal Samuel Thurber, A. M., Syracuse High School; "The National Bureau of Education," Hon. John Eaton, United States Commissioner of Education, Washington, D. C.; "Rural æsthetics in the higher education," Trustee Horatio Seymour, LL. D., L. H. D., Hamilton College; "Practical education," Principal Samuel G. Love, A. M., Jamestown Collegiate Institute: "The Cypriote inscriptions," Trustee Isaac H. Hall, A. M., Rutgers Female College; "The pronunciation of Latin practically considered," Professor Tracy Peck, A. M., Cornell University; "The pronunciation of ancient Greek," Professor Jesse A. Spencer, D. D., College of the City of New York; "Oral instruction," Principal E. W. Rogers, Bainbridge Union School; "Spelling books," Principal Charles Kelsey, A. M., Cayuga Lake Academy; "The English subjunctive," Principal John G. Wight, A. M., Cooperstown Union School; "Mental philosophy in common schools," Principal William H. Rogers, A. M., Nunda Academy; "Preliminary observations on deep-sea soundings by the United States Navy," Professor Hamilton L. Smith, LL. D., Hobart College: "Field studies and scientific Excursions," Professor Darwin R. Ford, D. D., Elmira Female College; "School incentives," Principal John E. Bradley, A. M., Albany High School.

Besides these, to fill blanks in the programme, papers were read on "Systematic nomenclature of decimal numeration," by Dr. Lambert; on "Some points of scholastic philosophy in relation to modern science," by Professor O'Leary, of Manhattan College; and on "Drawing in the public schools," by Mrs. Mary D. Hicks, of Syracuse. This last subject was given some prominence. A gentleman representing the system of Professor Walter Smith had displayed about the assembly chamber specimens of remarkable results achieved by the pupils of the schools of Newton and Boston, Mass., and Secretary Woolworth read the act passed by the last legislature requiring that drawing be taught in the normal, city, and incorporated schools.

The most animated discussions were on the teaching of elocution and on co-education, while no little attention was given to the Centennial.—(The School Bulletin, July and August, 1875.)

OBITUARY RECORD.

PROFESSOR BENJAMIN STANTON.

The death of this distinguished teacher was mentioned in the report for 1874, but fuller particulars of his life and labors, then wanting, have been since supplied by his family, and are now given. He was born at West Lebanon, Me., October 20, 1816; prepared himself, largely by his own efforts, for college study; entered Dartmouth at an early age, and took there a high position. Compelled, after a year's study, to leave college, he went to the Bangor Theological Seminary, where intense application soon broke down his strength and compelled a temporary rest. Then entering Bowdoin College as sophomore, he completed his collegiate course, was graduated with high distinction, and for some time devoted himself to the study of law.

He was, however, to be a teacher, and Providence forced him into positions he was destined to adorn, first as principal of academies at Laconia and New Hampton, N. H., for three years; then, for two more, as head of the Brown High School of Newburyport, Mass.; and, finally, as head master of the Union School, Schenectady, N. Y., with 25 subordinate teachers and 1,200 pupils. Although a mathematician of unusual powers, it was to the classics that he here especially gave his attention, raising the standard of scholarship in Greek and Latin to a perfection equalled in few schools and probably surpassed in none throughout the country. No pupil was regarded as having prepared his lesson so long as he was unable to answer any question relating to it, whether as to grammar, etymology, historical allusion, geography, or mythology; while he himself was so familiar with the authors gone over that he could conduct his recitations almost independently of book, with the utmost accuracy. And as his pupils were required to study with nearly equal thoroughness, those of them who possessed any considerable ability were able, after being for a time under his tuition, to repeat almost verbatim the substance of both the Greek and Latin grammars and to know nearly by heart whatever classics they had read. Those trained by him, in consequence, took most of the scholarships at Union College, near at hand, and held distinguished rank in any other institutions which they entered. Professor Stanton continued in this department from 1857 to 1860, when he succeeded Professor Bennett as superintendent, and remained such till 1863. At that date he was made professor of Latin language and literature in Union College, to which was added at a later day the professorship of political economy, in which positions nine honorable and useful years were spent. The imperfect preparation of many students who came here under his instruction troubled, however, his accurate and thorough scholarship, and in 1872 he secured the establish-

ment, in connection with the college, of a new classical school of high grade, of which he took the charge and made it at once an eminent success.

But long years of hard work were already telling on him, and ere long his health gave way under the labors and responsibilities of his new charge. Unable or unwilling to give himself the needed leisure for recovery, he finally succumbed to the influence of his disease, and on Saturday, July 18, 1874, surrounded by his family, the earnest toiler bade adieu to earth, and passed, according to his friends' belief and hope, into the rest of heaven.

ASA D. LORD, M. D.

Dr. Asa D. Lord was born in Madrid, St. Lawrence County, New York, June 17, 1816, and died, after a brief illness, in Batavia, N. Y., March 7, 1875.

The death of his father when he was 2 years of age left him to the care and education of his mother, a gifted woman and experienced teacher, who imparted to her son a love of study and a taste for teaching.

He lived on the farm until he was 16, attending the district school in the winter after he had attained the requisite age, taught his first school at the age of 17, and subsequently pursued a course of study in the Potsdam Academy, then in charge of Rev. Asa Brainerd.

In the fall of 1837 he opened a private school in Willoughby, Ohio; in September, 1838, was admitted to the sophomore class in Western Reserve College; and in the following year was chosen principal of the Western Reserve Teachers' Seminary, at Kirtland, an institution founded in 1838 by Rev. Mr. Slater, one of the first normal schools in the United States, if not the first. He filled the position with marked ability and success. In the eight years of his connection with the institution it sent out hundreds of teachers with advanced ideas and improved methods. Several of these teachers, including Hon. Thomas W. Harvey, M. F. Cowdery, and General M. D. Leggett, have filled responsible positions.

In the fall of 1843 Dr. Lord formed a teachers' class, composed of his pupils intending to teach and teachers in the vicinity, and devoted two weeks to special instruction in teaching and school management. This was in reality, though not in name, what is now called a teachers' institute—the first in Ohio and one of the first in the country.

In 1847 the doctor accepted the position of superintendent of the public schools of Columbus, Ohio, entering on the duties of the office—the first of its kind in the State—May 15. The schools were at once divided into three departments or grades and classified, and in a few weeks the high school was organized. In 1850–'51 evening schools were opened, and in 1853 a school for colored youth. Dr. Lord's administration was marked by great efficiency and public appreciation. He resigned at the close of 1853 to accept the position of agent for the Ohio Teachers' Association, but in July, 1855, was again elected superintendent of the Columbus schools. He filled the position one year, and resigned to accept the superintendency of the Ohio Institution for the Blind, May, 1856. Here he not only enlarged the course of instruction and adopted better methods, but also introduced the plan of teaching each pupil *some trade or art by which to earn a living.*

In 1858 he was invited to take charge of the New York State Institution for the Blind in Batavia. A magnificent building was in process of erection for the Ohio institution, and an opportunity of larger success and usefulness was assured, but he felt it to be his duty to give the new institution in New York the benefit of his experience and ability as an organizer. In six years he made it second to no similar institution in the country. In his death the institution met with a loss that seemed to its friends calamitous and irreparable.

Dr. Lord was always a student. While principal of the Western Reserve Teachers' Seminary he studied medicine, attending lectures at the Willoughby Medical College, from which he received a diploma. While connected with the Ohio Institution for the Blind he studied theology, and in 1863 was licensed to preach by the Presbytery of Franklin.

He took a prominent part in those movements which resulted in the organization of the new school system of Ohio in 1853. He was an instructor and lecturer in the first institutes held in the State, and was one of the organizers and leading members of the Ohio Teachers' Association. In 1846 he started the Ohio School Journal, publishing the first volume in Kirtland and the remaining three volumes in Columbus. In 1850 his journal was united with the School Friend, published by W. B. Smith & Co., Cincinnati, and he was made the chief editor. In this and the following year he published The Public School Advocate, and in 1852 was appointed editor of the Ohio Journal of Education, a new paper published by the State Teachers' Association. He edited four volumes. His practical wisdom in school affairs is indicated by the fact that the great measures of school reform which he early advocated have either been substantially embodied in the Ohio school system or their adoption is still urged by educators.

Dr. Lord did all his work so well that it is difficult to say in what he was most successful. His greatest excellence as a teacher was doubtless in the direction of moral training. Every pupil that came under his influence felt a new impulse to right and

manly endeavor. His crowning honor as a man was his noble Christian life and character, and his memory will ever be precious to all who knew him.—(President E. E. White.)

JAMES W. FARR

Was born in Chenango County, in the State of New York. He spent many years in active labor in New York City, and in 1857 was elected a trustee of common schools in the ninth ward. Two years afterward he was chosen to represent the same ward in the board of education, and was re-elected commissioner of schools several times, continuing in the board until 1868. In 1873 he was again appointed a commissioner by Mayor Havemeyer, having in the interim served as local trustee.

As a school officer no person could have manifested greater zeal and earnestness in duty than Mr. Farr; not only in the immediate business of the board transacted at its meetings and through its committees, but also in a constant personal visitation of the schools of his ward. By this direct supervision of the operations of the system, and by familiarizing himself with the character and qualifications of the teachers, he was always enabled to exercise a sound and accurate judgment in relation to the wants and interests of the schools.

Intelligence and unswerving integrity, as well as devotion to the interests of the schools, were marked characteristics of his career both as trustee and commissioner. He allowed no personal considerations to interfere with the proper and disinterested discharge of his public duties, and was always ready to take an impartial view of every question that arose.

In connection with the normal school for teachers he continued until 1868, when he retired from the board of education, and during the last two years was chairman of the committee on the normal college.

In the decease of Mr. Farr the common schools have lost a well tried friend, and the commonality at large one of its most public spirited and exemplary citizens.

The funeral was attended by a large number of the teachers of the schools, members of the board of education, and a circle of warm, personal and political friends.—(New York School Journal, May 1, 1875.)

HENRY JAMES ANDERSON.

Professor Henry James Anderson, one of the most distinguished of American scientists, died at Lahore, in the East Indies, on the 19th of last October, in the seventy-seventh year of his age. A private letter from Calcutta, dated October 25, states that he succumbed to an attack of diarrhœa, induced by the climate, after a short illness of three days. The subject of this sketch was born in New York on the 6th of February, 1799. At the very early age of 15 he was graduated with the highest honors from Columbia College, with which institution he remained connected, either as professor or trustee, almost to the time of his death. He had a peculiar genius for mathematics, and on the retirement of Dr. Adrien, Dr. Anderson, who had studied physics and surgery and had taken the degree of doctor of medicine, was appointed professor of mathematics and astronomy. He retained this position till the year 1843, when, on account of the illness of his wife, he had to resign his chair and go abroad, where his wife soon after died. Professor Anderson, while in Europe, formed an intimate acquaintance with Arago, the great astronomer, and also became a convert to the Roman Catholic faith, in which communion he remained till the end of his life. He was made a trustee of Columbia College on his return to New York in 1851. During the term of his professorship he was extremely popular with all the students, and it is related of him that he performed his duties with such punctuality that he never lost an hour in his attention to the classes under his charge. He accompanied Captain Lynch in his exploration of the Dead Sea and wrote the geological report of the expedition. His ardent desire to witness the transit of Venus impelled him, though over 75 years of age, to make a second visit to the Old World last year. He was in Australia at the time of the transit, and proceeded thence to India, where he was overtaken by death. Prior to his demise, however, he ascended one of the peaks of the Himalaya Mountains. Professor Anderson was familiar with all the exact sciences, and was also an excellent linguist. His amiability, the gentleness of his disposition, the modesty of his demeanor and his well known charity endeared him to all with whom he came in contact.—(Philadelphia Evening Telegraph, December 14, 1875.

LIST OF SCHOOL OFFICIALS IN NEW YORK.

Hon. NEIL GILMOUR, *State superintendent of public instruction, Albany.*
ADDISON A. KEYES, *deputy superintendent, Albany.*

REGENTS OF THE UNIVERSITY.

Name.	Date of appointment.	Post-office.
John V. L. Pruyn	1844	Albany.
Robert G. Rankin	1847	New York.
E. C. Benedict	1855	Newburgh.
George W. Clinton	1856	Buffalo.
Lorenzo Burrows	1858	Albion.
R. S. Hale	1859	Elizabethtown.
E. W. Leavenworth	1861	Syracuse.
J. C. Brevoort	1861	Brooklyn.
George R. Perkins	1862	Utica.
G. W. Curtis	1864	New Brighton.
Francis Kernan	1870	Utica.
John L. Lewis	1871	Penn Yan.
Henry R. Pierson	1872	Albany.
Martin I. Townsend	1873	Troy.
James W. Booth	1873	New York.
Anson J. Upson	1874	Albany.
A. C. George	1876	Syracuse.
W. L. Bostwick	1876	Ithaca.
John A. Dix	1876	New York.

EX OFFICIIS.

Governor Samuel J. Tilden, Albany. John Bigelow, secretary of state, Albany.
Lieutenant-Governor William Dorsheimer, Albany. Neil Gilmour, supt. public instruction, Albany.

OFFICERS OF THE BOARD.

John V. L. Pruyn, chancellor, Albany. Daniel J. Pratt, assistant secretary, Albany.
Samuel B. Woolworth, secretary, Albany.

COUNTY SUPERINTENDENTS.

[Term, January 1, 1876, to December 31, 1878.]

County.	Superintendent and district.	Post-office.
Albany	David D. McCulloch, first	New Salem.
	Sanford C. Sisson, second	Rensselaerville.
	W. J. McMillan, third	West Troy.
Allegany	Charles W. McIntosh, first	Almond.
	Albert L. Cottrell, second	Richburgh.
Broome	Hiram Barnum, first	Binghamton.
	Stephen D. Wilbur, second	Binghamton.
Cattaraugus	Sanford B. McClure, first	Allegany.
	Reuben J. Wallace, second	Cattaraugus.
Cayuga	Albert W. Morehouse, first	Weedsport.
	Wesley Mason, second	Ledyard.
Chautauqua	Thomas J. Pratt, first	Mayville.
	Lucius M. Robertson, second	Frewsburgh.
Chemung	Robert P. Bush	Horseheads.
Chenango	A. Y. Freeman, first	Sherburne.
	David G. Barbour, second	Oxford.
Clinton	John B. Riley, first	Plattsburgh.
	Charles W. Clark, second	West Chazy.
Columbia	Richard M. Whitbeck, first	Livingston.
	Isaac Van Valkenburg, second	Ghent.
Cortland	George W. Miller, first	Marathon.
	Jerome J. Woodruff, second	Homer.
Delaware	Alexander C. Montgomery, first	Downsville.
	James H. McIntosh, second	Delhi.
Dutchess	George W. Draper, first	Clove.
	Martin W. Collins, second	Rhinebeck.
Erie	A. McCullom Ball, first	Grand Island.
	George W. Holmes, second	East Aurora.
	Mark Whiting, third	Boston.
Essex	John T. Heald, first	Keene.
	Luther B. Newell, second	Westport.
Franklin	Sylvester S. Willard, first	Malone.
	David D. D. Dewey, second	Moira.
Fulton	James H. Foote	Kingsborough.
Genesee	Charles V. Hooper	Batavia.
Greene	Clarence E. Goodblood, first	Jewett.
	Hiram M. Bouton, second	Prattsville.
Hamilton	David Cochran	Wells.
Herkimer	Jerome D. Holcomb, first	Newport.
	Charles F. Wheelock, second	Cedarville.

List of school officials in New York—Concluded.

County.	Superintendent and district	Post-office.
Jefferson	William H. H. Sias, first	Henderson.
	Ambrose E. Sawyer, second	Carthage.
	Don A. Watson, third	Alexandria.
Kings	C. Warren Hamilton	East New York.
Lewis	William D. Lewis, first	Constableville.
	Joseph Harvey, second	Watson.
Livingston	Lewis C. Patridge, first	Livonia.
	Ezra N. Curtice, second	Springwater.
Madison	Frank H. Hyatt, first	Morrisville.
	John E. Toppin, second	Cazenovia.
Monroe	W. Francis Hardick, first	Fairport.
	Allen J. Ketchum, second	Clarkson.
Montgomery	Seely Conover	Fultonville.
Niagara	George M. Warren, first	Tonawanda.
	Norman P. Browning, second	Suspension Bridge.
Oneida	John R. Pugh, first	Utica.
	Charles E. Howe, second	Deansville.
	Martin W. Smith, third	Rome.
	Milton W. George, fourth	Trenton.
Onondaga	Robert Van Keuren, first	Jordan.
	James W. Hooper, second	Geddes.
	Richard W. McKinley, third	Collamer.
Ontario	George V. Chapin, first	Chapinville.
	Lucius L. Pierpont, second	Allen's Hill.
Orange	Charles W. Gedney, first	Newburgh.
	Oliver N. Goldsmith, second	Otisville.
Orleans	Edward Posson	Medina.
Oswego	Robert Simpson, jr., first	Hannibal.
	Fowler H. Berry, second	West Amboy.
	John W. Ladd, third	Mexico.
Otsego	Albert G. Tuthill, first	Westford.
	Edward E. Beals, second	Laurens.
Putnam	Thomas H. Reed	Brewster's Station.
Queens	Andrew J. Provost, first	Williamsburg.
	Isaac G. Fosdick	Jamaica.
Rensselaer	Amos H. Allen, first	Petersburgh.
	George W. Hidley, second	Wynantskill.
Richmond	James Brownlee	Port Richmond.
Rockland	Spencer Wood	Clarkstown.
St. Lawrence	Edwin S. Barnes, first	Gouverneur.
	Albert L. Cole, second	Hermon.
	Lucius L. Goodale, third	Potsdam.
Saratoga	Nelson L. Roe, first	Ballston.
	John W. Shurter, second	Gansevoort.
Schenectady	Henry M. Aiken	Schenectady.
Schoharie	John S. Mayhan, first	Gilboa.
	John Van Schaik, second	Cobleskill.
Schuyler	Charles T. Andrews	Watkins.
Seneca	George H. Hulbert	Waterloo.
Steuben	George H. Guinness, first	Avoca.
	Reuben H. Williams, second	East Woodhull.
Suffolk	Horace H. Benjamin, first	Riverhead.
	Thomas S. Mount, second	Stony Brook.
Sullivan	Charles Barnum, first	Monticello.
	Joseph Taylor, second	Calicoon Depot.
Tioga	Lemuel D. Vose	Oswego.
Tompkins	Orville S. Ensign, first	Ithaca.
	Robert G. H. Speed, second*	Slaterville.
Ulster	Edmund Ryer, first	Saugerties.
	Henry H. Holden, second	Marlborough.
	Ira Sawyer, third	Ellenville.
Warren	Daniel B. Ketchum	Glens Falls.
Washington	Ezra H. Snyder, first	Argyle.
	Edward C. Whittemore, second	Middle Granville.
Wayne	Sidney G. Cooke, first	South Sodus.
	William T. Goodenough, second	Newark.
Westchester	Joseph H. Palmer, first	Yonkers.
	Casper G. Brower, second	Tarrytown.
	Isaac C. Wright, third	Somers.
Wyoming	Edwin S. Smith, first	Dale.
	Edson J. Quigley, second	Gainesville.
Yates	W. F. Van Tuyl	Penn Yan.

* For term ending December 31, 1877.

NORTH CAROLINA.

STATISTICAL SUMMARY.

SCHOOL POPULATION AND ATTENDANCE.

Number of children 6–21 years: White, 242,768; colored, 127,192	369,960
Number of children enrolled in school: White, 119,083; colored, 55,000	174,083

TEACHERS.

Number of white teachers examined and approved: Males, 1,495; females, 613	2,108
Number of colored teachers examined and approved: Males, 515; females, 252	767
Total	2,875

SCHOOLS.

Number of schools for white children	2,820
Number of schools for colored children	1,200
Total	4,020

INCOME AND EXPENDITURE.

Receipts.

From the State treasurer	$236,230 67
Capitation tax	148,609 92
Property tax	109,434 94
Balance on hand	202,129 70
Total	496,405 23

Expenditures.

To teachers of white schools	182,646 53
To teachers of colored schools	77,615 25
For school houses	22,676 46
Paid to county examiners	2,854 55
County treasurer's commissions	11,802 06
Total	297,594 85

—(Report for 1874 of superintendent of public instruction, Hon. Alexander McIver, pp. 2-4.)

SCHOOL SYSTEM OF THE STATE.

CONSTITUTIONAL PROVISIONS.

The constitution of 1868, section 7, article I, declares that "the people have a right to the privilege of education," and that "it is the duty of the State to guard and maintain that right."

Article 3, section 1, places the superintendent of public instruction among the executive officers who shall be elected for a term of four years by the qualified electors of the State, at the same time and places and in the same manner as members of the general assembly, their term of office commencing on the 1st day of January next after their election, and continuing till their successors are elected and qualified. Section 7 requires them to report annually to the governor, at least five days previous to each regular session of the general assembly. Section 13 directs that their duties shall be prescribed by law. Section 14, that they shall constitute, *ex officio*, the council of the State. Section 15, that they shall receive for their services a compensation, to be established by law, and not increased or diminished during the term for which they may have been elected, and have no other emolument or allowance whatever.

Article IX, on "Education," provides, section 1, that "religion, morality, and knowledge being essential to good government and the happiness of mankind, schools and the means of education shall forever be encouraged;" section 2, that "the general assembly shall provide, by taxation or otherwise, for a general system of public schools wherein tuition shall be free of charge to all the children of the State between the ages of 6 and 21;" section 3, that "each county of the State shall be divided into a convenient number of districts, in which one or more public schools shall be maintained at least four months in every year;" and that "if the commissioners of any county fail to comply with the aforesaid requirements, they shall be liable to indictment."

Section 4 provides for the formation of an irreducible educational fund, the annual income of which, with so much of the ordinary revenue of the State as may be necessary, shall be appropriated for establishing and perpetuating in the State a system of free public schools, and for no other purposes or uses whatsoever.

Section 5 puts the University of North Carolina, with its lands, emoluments, and

franchises, under the control of the State, to be held to an inseparable connection with the free public school system of the State.

Section 6 directs the general assembly to provide that the benefits of the university, as far as practicable, be extended to the youth of the State free of expense for tuition, and that all property accrued or to accrue to the State from escheats, unclaimed dividends, or distributive shares of the estates of deceased persons be appropriated to the use of the university.

Sections 7–12 provide for a State board of education, to be composed of the executive officers of the State, with the governor as president and the superintendent of public instruction as secretary; this board to succeed to all the powers and trusts of the president and directors of the literature fund of North Carolina, and to have full power to legislate and make all needful rules in relation to free public schools and the educational fund of the State, subject to amendment or repeal by the general assembly.

Sections 13–15 direct the board of education to elect trustees for the university, one for each county, to hold office for eight years, the members of the board of education and the president of the university to be *ex officiis* trustees, and with three other trustees, appointed by the board of trustees, to constitute the executive committee of the trustees of the university. The governor is to be, *ex officio*, president of the board of trustees and chairman of this executive committee.

Section 16 requires the general assembly, as soon as possible after the adoption of the constitution, to establish and maintain, in connection with the university, a department of agriculture, of mechanics, of mining and of normal instruction.

Section 17 empowers the general assembly to enact that every child of sufficient mental and physical ability shall attend the public schools, during the period between the ages of 6 and 18 years, for a term of not less than sixteen months, unless educated by other means.

PROVISIONS OF THE SCHOOL LAW.

School Law and Instructions to School Officers; Stone & Rizzell, State printers, Raleigh, 1873.

OFFICERS.

These, besides the State board of education, State superintendent of public instruction, and trustees of the university, mentioned in the constitution, consist of a board of education and board of examiners for each county, and of a school committee for each township, other State and county officers being also utilized for certain purposes relating to the schools.

POWERS AND DUTIES OF THESE OFFICERS.

The State board of education—composed as before stated—has it as its duty to meet at such times as a majority of its members may appoint, or the governor may call a meeting; to look after the investment of the public school fund; to prescribe a course of studies and text books for the public schools, and the manner of examining and approbating teachers; to decide controversies on school matters referred to it by appeal from the decisions of county boards; to apportion, on January 1, of each year, the school funds to be distributed among the counties, and to draw its order for the share to which each county shall be deemed entitled, as well as to legislate for the schools and elect trustees for the university. The State treasurer acts as its treasurer, and the State auditor keeps for it a special account of the public school fund and the income thereof, and of other moneys raised for school purposes, and draws his warrant on the State treasurer in favor of any county treasurer on presentation by him of an order from the State board.

The State superintendent of public instruction is to act as secretary of the State board; to have the school laws of the State published in pamphlet form and distributed to school officers, as well as all forms necessary for officers and teachers; to look after the school interests of the State at large; to keep his office at the seat of government; to sign all requisitions on the auditor for the payment of money out of the State treasury for school purposes; and to report to the governor, on or before the third Monday of November in every year, giving information and statistics of the public schools and such recommendations as to improvements in the school law as may occur to him.

The boards of education for counties are composed of the county commissioners of each county, the chairman of the commissioners being chairman of the board, the register of deeds secretary, and the county treasurer treasurer also of the board. These boards have supervision of the public schools of their respective counties, levy special school taxes, apportion annually the school funds among the townships, and decide all controversies relating to the boundaries of school districts, or the construction of the school law, subject to appeal to the State board. They hold two regular meetings every year, on the first Mondays of February and August, but may be called together by the chairman at other times, and at each regular meeting have it as their duty to examine the books and vouchers of the county treasurer, audit his accounts, and report to the State superintendent of instruction a full account of all school funds received and disbursed.

The secretary of each county board is to record all its proceedings, to issue all notices and orders pertaining to the schools, school-houses, sites, or districts within its jurisdic-

tion, for service by the sheriff, and to insert in a book, to be furnished by the county commissioners for the purpose, all school statistics reported to him by school committees and board of county examiners. In cases of appeal to the State board from the decision of the county board, he is to send up to the State board a transcript of the proceedings and evidence in each case, together with the written statements of the parties.

The boards of examiners for counties are composed in each county of three residents appointed by the county board of education. They are to be of good moral character and suitable attainments, are to hold office for a year and until their successors are appointed, and are, on the first Thursdays of January and July of every year, to examine, at the court house, applicants for teachers' certificates, continuing the examination from day to day till all applicants are examined. To such as are found to be of sufficient moral and mental qualification, they are to grant certificates: of the first grade to those qualified to teach the higher English branches; of the second grade to those qualified to teach only the ordinary English branches; and of the third grade to those qualified to teach primary classes only. These certificates may be revoked for cause, notice of such revocation being given to the secretary of the county board of education. A list of all to whom certificates have been given during their year of service is to be delivered by the examiners to the secretary of the county board of education by the 1st of October in each year, with an abstract statement of the number, race, and sex of the teachers certificated, and a report of the same is to be made to the State superintendent of instruction.

Two dollars a day for every day actually occupied in the examination of teachers at the regular semi-annual times are the stated compensation for each member of the board of examiners. For examinations at other times a fee of $1 from each applicant may be required.

Township school committees, numbering three persons, are biennially elected by the qualified voters in each township, or, in case of failure to elect, are appointed by the county boards of education. They form a body corporate, capable of purchasing and holding real and personal estate, and of selling and transferring the same for school, as well as of presenting and defending suit for and against them as a corporation. They are to lay off their respective townships into convenient school districts and to designate these by number, making the schools of the white and colored residents separate, and designating them by different numbers, though the districts may be the same. These school committees may receive for school purposes any property by gift, grant, donation, devise, or purchase; may dispose of school-house sites or buildings when they have become unnecessary; may employ and dismiss teachers, and, within certain limits, may determine their pay per month, as well as have the care and custody of the school-houses, sites, grounds, books, and apparatus, with full power to control the same. They are annually to make an estimate of the amount of money necessary for maintaining the schools within their jurisdiction for not less than four months, and deliver a certified report of said estimate to the county commissioners on or before their regular meeting in February, that the needful tax for schools may be assessed, and are to apportion their proportion of the school fund among the several school districts, keeping that for white and that for colored schools separate.

The school committees have, as their compensation for services, exemption from working the public roads, from serving on juries, and from military duty.

SCHOOLS.

All schools to which aid is given under the school law are to be public schools, free to children between the ages of 6 and 21, with only the restriction that those for white children are to be separate from those for colored ones. Instruction in English branches only is provided for in the school law. The minimum school term recognized by law is four months in a year, and at the middle and end of each four months' term the teacher or principal of a school is to exhibit to the school committee a statement of the number of pupils, their average attendance, the length of term, and the time taught. The grades in scholarship, numbered downward from 1 to 5, and the grades in deportment in the same numbers and order, are to be recorded daily for each pupil; and at the end of every term the teacher is to deliver to the county treasurer a statement of the length of the school term; of the race, number, sex, and average attendance of the pupils, and the name of the district and township in which the school was taught. The number of schools reported in 1873–'74 was 4,020; the number of teachers, 2,875, many teachers teaching more than one term.

SCHOOL FUNDS.

The permanent school fund—composed of the proceeds of lands granted by the United States; of old school funds; of receipts for estrays, fines, penalties, forfeitures, and exemptions from military duty, and of grants, gifts and devises to the State—is nominally $2,187,564, but the sum reported as received from it ($3,600.55) appears to indicate that only about $60,000 of it is now available.

To supplement the interest from this, 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, with all taxes on auction-

eers and licenses to retail spirituous liquors, for the support and maintenance of free public schools. If the proceeds from these sources, with any balance remaining in the hands of the county treasurer, be insufficient to maintain in any county schools for four months, the county commissioners are to submit to a vote of the electors of the county the question of levying an additional special tax for this purpose, and if authorized to do so are to proceed to levy and collect such tax.—(School law of 1873.*)

ELEMENTARY INSTRUCTION.

EDUCATIONAL SENTIMENT.

The superintendent, in his report for 1874, expressed the belief that public sentiment was becoming more favorable to public education. The people in many counties were organizing educational associations and taking more interest in public schools than formerly. He thought that if the schools could be better organized and better conducted; if there could be a stricter supervision of them: if there could be a scheme for educating and employing a better class of teachers; if there could be fewer schools and better schools, every obstacle in the way would disappear. There would be no complaint about taxes if the law would provide the right kind of schools.—(Report, p. 2.)

RECOMMENDATIONS.

Among other amendments to the school law, Mr. McIver recommends the appointment of a county superintendent of schools in every county in the State, the office to be filled by practical teachers of high standing. Much stress is laid on this as a means of improving the school system. It is recommended, also, that some provision be made for the education of teachers. One or more normal schools, he remarks, should be at once provided. A State normal school should be established in connection with an agricultural and mechanical college, which should be established in the university for the education of the industrial classes.—(Report, pp. 57–59.)

THE SCHOOL SYSTEM IN THE PAST.

An interesting sketch of the progress of popular education in the State, from the beginning to the present time—quite valuable for reference—is given in the State report, pp. 10–44. From this it appears that in the constitution of 1776 it was ordained that a school or schools should be established by the legislature for the convenient instruction of youth and that all useful learning should be encouraged in one or more universities. Nothing was done, however, in this direction, till 1816, when Governor Miller called attention to the matter in his message to the general assembly. A committee was then appointed in the legislature, and recommended the institution of an educational system, including a regular gradation of schools from the one in which the first rudiments should be taught to that in which the highest branches should be cultivated, with county superintendents to manage the concerns of the sectional schools, to designate the children to be taught in them, and to apply to proper uses the funds consecrated to these schools. A subsequently appointed committee digested and reported, in 1817, a scheme for such a school system, which was favorably received, but failed of full adoption for the want of funds.

In 1825 the subject was revived and measures taken for the establishment of a "literary fund," with a board of directors for its management. In 1837 it was made by the legislature the duty of the president and directors of this fund to digest a plan for common schools suited to the condition and resources of the State, and report at the next session of the assembly. The report presented proposed to divide the State into 1,250 school districts, erect a school-house in each, establish a normal department at the university to prepare the teachers, and put the whole system under State, county, and district supervision. A school law embodying these features was passed in 1840 and continued in force till 1868, when the new constitution and new school system previously sketched came into their embryo existence.

TRAINING OF TEACHERS.

TEACHERS' INSTITUTES.

Reports were received in 1874 from the following teachers' institutes held during the year:

The Ellendale Institute was organized in August, 1872, 22 teachers being present, and a session of one month was held for the instruction of teachers at Ellendale Academy. This was repeated in 1873 and again in 1874. The institute is now a permanent organization, and numbers 44 members, most of whom are working teachers. The library contains about 50 volumes of standard normal and educational works, and about 30 others of general interest to teachers. Meetings of the institute are held on the second Saturday of each month, at which educational topics and subjects pertaining to teaching are discussed. The close of each annual normal session is numerously attended by citizens and friends of education.

*A new State constitution, doubtless to be followed by a new school law, is to be voted on November, 1876.

The Davidson County Teachers' Association was organized, under the school law of 1872, in July, 1872, and three annual normal sessions of one month each were held at Pinewood's Academy. The number of teachers attending in 1872 was 36; in 1873, it was 55; and in 1874, 43. At each of these sessions lectures were given by prominent teachers and other distinguished gentlemen from abroad, and much interest was manifested by the popular gatherings to witness the exercises.

The Ashborough Normal School.—This school is conducted under the auspices of the Randolph County Educational Association, which was organized in 1873. The school was held during one month in 1873 and one month in 1874, 100 teachers being present in 1873 and 75 in 1874. Much interest in public education has been awakened by the school and much valuable service rendered in its training of qualified teachers for the public schools.

The Lexington Normal School.—This school was organized by the county board of education of Davidson County, under a special act of the legislature, August, 1874, and continued in session 25 days. In this school 71 teachers were instructed, 36 of whom were white and 35 colored. The white and colored teachers were instructed separately.

The Cape Fear Teachers' Association was organized in 1872 in Wilmington, and a normal school of one month was held under its auspices by Superintendent Blake, of the city schools. Superintendent Blake has also met the teachers of the public schools in different parts of the county, on stated days, to instruct them in the modes of teaching.

Several other teachers' schools were organized under the school law of 1872, but as that law was repealed in 1873 all were discontinued except those just mentioned. Dr. Sears, agent of the Peabody educational fund, has in every instance assisted these normal schools.—(Report of Superintendent McIver, 1874, pp. 45–49.)

NORMAL SCHOOLS.

At Ray's Normal Institute, Kernersville, 24 pupils, 22 male and 2 female, are reported to have been under instruction in 1875, the course embracing English studies and vocal and instrumental music.

At Shaw University, Raleigh, (Baptist,) 123 male and 70 female students were under training in a three years' course, mainly with a view of teaching, the school outside of the theological department being thus far little more than a normal school for the preparation of teachers for the colored schools. Drawing, with vocal and instrumental music, is included in the course. In St. Augustine's normal school, also at Raleigh, under Protestant Episcopal influence, the same aim prevails, and essentially the same course is pursued. Instructors, 4; students, 127. It is somewhat the same in the Tilesston Normal School, Wilmington, supported by a lady of Boston, in which 66 male and 114 female pupils were taught in the last year.—(Returns to Bureau of Education for 1875.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The present school law makes no explicit reference to the establishment of high schools as a part of the State system, and the report of Superintendent McIver for 1874 does not indicate the existence of any such, except the New Berne Academy, supported in part by an endowment fund and in part by the public school and Peabody funds. It states, however, that in the session of the general assembly of 1872–'73 a bill was introduced in the State senate, making provision for graded schools in all cities and towns in the State of more than 2,000 inhabitants. For a time this bill met favorable consideration, but, in consequence of the agitation of the civil rights bill in Congress, was dropped by its friends in the session of 1873–'74. As a school law which makes no provision for city schools is wanting in the most valuable and effective part of a school system, Mr. McIver recommends that the bill of 1872–'73, or a similar one, be again taken up and passed. In that case, high schools in cities, if not elsewhere, may enter into future reports.

OTHER SECONDARY SCHOOLS.

Nine schools for boys, 4 for girls, and 14 for both sexes, 27 in all, out of a total of 34 or more of these classes believed to be existent, make report for 1875 of 84 teachers and 1,638 scholars. Of these, 478 were in classical studies, 201 in modern languages, 217 preparing for a classical course in college, and 53 for a scientific course. Drawing was taught in 10 of these schools, vocal music in 14, instrumental music in 12, while in 8 were chemical laboratories and in 10 philosophical apparatus. Four of the schools for boys report libraries of 1,000 to 2,000 volumes, the total number being 5,700; two of those for girls report libraries of 100 to 300 volumes; and 4 of those for both sexes report 200 to 2,200 volumes each, the total number in this class being 5,600, and the total for all the schools 11,700.

In the preparatory schools of colleges are reported 426 preparatory students.—(Returns to Bureau of Education, 1875.)

BUSINESS COLLEGE.

The commercial department of Wake Forest College reports 1 instructor with 12 pupils, the course of study embracing book-keeping, by single and double entry in various lines, and commercial arithmetic in its application to commission, stock and banking business, life insurance, custom-house transactions, partnership concerns, &c.—(Return and college catalogue, 1875.)

SUPERIOR INSTRUCTION.

UNIVERSITY OF NORTH CAROLINA.

This institution was reopened in September, 1875, after a thorough repair of the building. The course of instruction embraces the arts, sciences, and agriculture. There is an "optional course," the completion of which will entitle the student to a certificate of proficiency, but not to a degree. The degree of A. M. will be conferred upon examination, not as an honorary distinction, as heretofore. Instruction in the Bible and in military tactics is given in all the courses.

OTHER COLLEGES.

Davidson College, Mecklenburg, embraces classical, scientific, and elective courses. The institution is controlled by Presbyterians, yet the instruction, it is claimed, is not sectarian.

North Carolina College, Mt. Pleasant, (Lutheran.)—The course here embraces primary, academic, preparatory, collegiate, and theological departments.

Rutherford College (non-sectarian) is a college for young men, with a ladies' department. The sexes recite together in those classes in which the courses of study are the same. Children of ministers of all denominations, and also indigent orphans, receive tuition free.

Trinity College, (Methodist Episcopal South.)—The course here embraces 11 schools, including 1 of theology and 1 of law, from which the pupils may select their studies. The degrees conferred are A. B., S. B., and A. M.

Wake Forest College, (Baptist.)—The course of study here is arranged in 6 different schools. The degrees conferred are B. A., B. S., B. L., and M. A., the latter being bestowed on graduates of all the 6 schools.

Wilson Collegiate Institute, Wilson, (non-sectarian.)—This institution is for the education of both sexes in primary, preparatory, commercial, mathematical, philological, musical, ornamental, higher English, normal, and agricultural branches of studies.

COLLEGES FOR WOMEN.

Six institutions for the superior instruction of young women, all chartered, report for 1875 instructors 70; pupils, 580. Of these, 250 were in the regular collegiate course, 47 in partial courses, and 4 in post graduate studies. Drawing, painting, vocal, and instrumental music and French were taught in all the 6, German also in 5, and Spanish in 1. Five had some sort of chemical laboratory; 4, apparatus for philosophical illustration; and 1, a gymnasium, while 3 report libraries of 500, 1,000, and 3,500 volumes.—(Returns to Bureau of Education, 1875.)

Statistics of a university and colleges, 1875.

Names of university and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.					Number of volumes in library.
			Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriations.	Aggregate amount of scholarship fund.	
Davidson College	7	...	0	88	$150,000	$25,000	$6,000	$7,000	$0	.....	6,000
North Carolina College	5	0	60	20	.....	*a* 450	.....	1,700	0	$0	*b*1,500
Rutherford College	9	0	243	.....	25,000	0	0	4,000	0	.....	5,000
Trinity College	6	0	.....	113	60,000	.....	.....	5,800	.....	0	*b*10,300
University of North Carolina.	7	0	.....	67	175,000	125,000	.....	3,830	7,500	0	*b*25,000
Wake Forest College	6	0	40	60	20,000	20,000	1,200	3,600	.....	0	*c*8,000
Weaverville College	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Wilson College	10	...	83	85	20,000	0	0	5,000	.....	.....	1,200

a $10,000 not yet productive. *b* Includes society libraries. *c* Society libraries.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENCE.

The agricultural department of the reopened University of North Carolina provides a course of three years, in which, by proper diligence, the student may obtain the degree of bachelor of agriculture. Instruction will be given in theoretical and practical agriculture, English language and literature, botany, zoölogy, chemistry, mineralogy and geology, mathematics, engineering, political economy, constitutional law, &c.

The scientific course of the same university will lead to the degree of Sci. B.—(Catalogue for 1875.)

THEOLOGY.

The course of theological study in the Biddle Memorial Institute (Presbyterian) is two years for some and three for others; in the Shaw University (Baptist) is "undecided;" in the theological department of North Carolina College (Evangelical Lutheran) three years; and in the school of biblical literature of Trinity College (Methodist) is four years.—(Returns to Bureau of Education, 1875.)

LAW.

From the law department of Rutherford College no information is received for 1875. In that of Trinity College "complete instruction is given by daily lectures, examinations, &c., and students are fully prepared to obtain license."—(Catalogue for 1874-'75.)

Statistics of schools for scientific and professional instruction, 1875.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
SCHOOL OF SCIENCE.									
Agricultural and Mechanical College, (University of North Carolina.)	....	....	10	3	.....	.....	.....	.....	.....
SCHOOLS OF THEOLOGY.									
Biddle Memorial Institute, theological department.	4	1	10	2, 3	.....	.....	.....	.....	.....
North Carolina College, theological department	2	....	5	3	.....	$0	$0	.....	.....
Shaw University, theological department.....	2	....	40	....	$30, 000	.....	.....	.....	1, 300
Trinity College, theological department	4	....	16	4	.....	.....	.....	.....	600
SCHOOLS OF LAW.									
Law department of Rutherford College *a*	....	....	....	....	.....	.....	.....	.....	.....
Trinity College, law department *	1	....	16	2	.....	.....	.....	.....	.....

a Not yet in operation. * From Report of Commissioner of Education for 1873.

SPECIAL INSTRUCTION.

NORTH CAROLINA INSTITUTION FOR THE DEAF AND DUMB AND THE BLIND, RALEIGH.

The number of instructors in the department for the deaf and dumb, for 1875, is reported to be 7, 1 being a semi-mute; the number of pupils, (74 males and 58 females,) 132. In this department, the ordinary English branches are taught, with shoemaking and cabinet work.

In the department for the blind are 5 instructors and employés, of whom 2 are blind, with 76 pupils, who are trained to broom-making, mattress-making, and cane-seating, if boys, and to needle work, knitting, and fancy bead work, if girls, in addition to the instruction given in ordinary literary branches.—(Printed report for 1873-'74 and returns to Bureau of Education for 1875.)

OXFORD ORPHANS' HOME, OXFORD.

A large building, originally intended for a college, pleasantly located on 60 acres of land in the suburbs of the town of Oxford, Granville County, affords a home for 56

male and 49 female orphans, under a superintendent, steward, matron, and four teachers. The institution is under the care of the Masonic fraternity, and is sustained by voluntary contributions amounting apparently to "about $13,000" in money and "$4,000 in kind," the expenditures being limited to the contributions made.

The children are all taught reading, writing, arithmetic, and vocal music, and 24 have taken lessons in drawing. Farming and gardening industries for boys and sewing and household work for girls enter also into the system of training. A library of about 200 volumes adds to the means of instruction.

A branch asylum, under the same headship and care, exists at Mars Hill, N. C., with 29 orphans under its tutelage.—(Return to Bureau of Education for 1875.)

EDUCATIONAL CONVENTION.

STATE EDUCATIONAL ASSOCIATION.

This association was permanently organized July 11, 1873. Its second annual meeting was held in Raleigh, July 8, 9, 10, 1874, when the following papers were read: Address of welcome, by his excellency Governor Tod. R. Caldwell; response, by Hon. Will. H. Battle, LL. D., president of the association; "Hygiene in schools," by S. S. Satchwell, M. D.; "Normal methods," by Superintendent H. B. Blake; "Education in Congress," by Hon. A. S. Merrimon; "Education by the public press," Rev. T. H. Pritchard, D. D.; "Examinations, certificates, and diplomas, tests of scholarship," by Rev. B. Craven, D. D.; "Higher education in North Carolina," by Ralph H. Graves, A. M.; "History of education in North Carolina," by Rev. C. H. Wiley, formerly State superintendent; "The duty of the State to educate her children," by Hon. W. N. H. Smith; "Multiplicity of studies," by Osborne Hunter, jr.; "Graded schools," by Superintendent J. B. Boone; "Louis Agassiz, the teacher," "Methods of teaching," by Rev. Charles Phillips, D. D.; "Public education," by Rev. Father J. V. McNamara; "Education in Georgia," by Superintendent Martin V. Calvin, of Augusta, Ga.—(Report of superintendent of public instruction, 1874, pp. 49, 50.)

LIST OF SCHOOL OFFICIALS IN NORTH CAROLINA.

Hon. STEPHEN D. POOL, *State superintendent of public instruction, Raleigh.*

[Term January, 1875, to January, 1877.]

STATE BOARD OF EDUCATION.

[Term January, 1875, to January, 1877.]

Name.	Post-office.
His excellency Curtis H. Brogden, governor, president of board	Raleigh.
His honor ————————, lieutenant governor	Raleigh.
Hon. W. H. Howeston, secretary of state	Raleigh.
Hon. John Reilly, auditor	Raleigh.
Hon. T. L. Hargrove, attorney-general	Raleigh.
Hon. David A. Jenkins, treasurer	Raleigh.
Hon. Stephen D. Pool, State superintendent of public instruction, secretary of board.	Raleigh.

OHIO.

SUMMARY OF STATISTICS.

SCHOOL POPULATION AND ATTENDANCE.

Number of youth of school age: Whites, 995,128; colored, 22,598	1,017,726
Number of pupils enrolled in public schools: Boys, 375,436; girls, 336,693	712,129
Increase during 1875	4,186
Number enrolled in high schools: Boys, 11,280; girls, 12,932	24,212
Number of pupils 16–21 years of age enrolled: Boys, 54,941; girls, 38,110	93,051
Number 16–21 years of age enrolled in high schools: Boys, 4,746; girls, 5,523	10,269
Average daily attendance in all the schools: Boys, 225,431; girls, 209,918	435,349
Increase in 1875	5,719

TEACHERS AND TEACHERS' PAY.

Number of teachers employed: Men, 10,186; women, 12,306	22,492
Increase in 1875	117
Number necessary to supply the schools	15,087
Number employed in high schools: Men, 427; women, 214	641
Average monthly wages of—	
Men teaching in township district primary schools	$39 00
Women teaching in township district primary schools	27 00
Men teaching in city, village, and special district primary schools	55 00
Women teaching in city, village, and special district primary schools	35 00
Men teaching in township district high schools	68 00
Women teaching in township district high schools	56 00
Men teaching in city, village, and special district high schools	80 00
Women teaching in city, village, and special district high schools	58 00

SCHOOLS.

Number of school-rooms in the State	14,868
Increase during the year	100
Number of high school rooms	450
Increase	38
Whole number of school-houses in the State	11,834
Increase in 1875	146
Cost of school-houses erected in 1875	$1,010,786 00
Total value of school-houses in the State, including grounds	19,876,504 00

INCOME AND EXPENDITURE.

Income.

Receipts from all sources for school purposes	8,711,411 86
Increase in 1875	410,817 09
Grand total of receipts, including balance on hand September, 1874	11,749,360 76
Increase in 1875	689,021 08

Expenditures.

Total expenditures for public schools	8,170,959 98
Increase in 1875	98,792 33
Total of expenditures, exclusive of amounts paid for interest on and redemption of bonds in 1875	7,651,956 68
Increase during the year	96,392 28
Balance on hand September 1, 1875	3,578,400 73

PER CAPITA EXPENDITURE.

Average cost of education *per capita* of enrolment	10 57
Average cost of education *per capita* of average daily attendance	17 29

PRIVATE SCHOOLS.

Number of pupils enrolled in private schools	10,652
Decrease for the year	2,414
Number of teachers in private schools	211
Decrease for the year	54
Number of pupils in academic studies in private schools	739

—(Report for 1874–'75 of State commissioner of common schools, Hon. Charles S. Smart, pp. 7–29.)

SCHOOL SYSTEM OF THE STATE.

PROVISIONS OF THE CONSTITUTION.

The first constitution of the State, adopted in 1802, declared, article VIII, section 25, that no law should be passed to prevent the poor within the State from an equal participation in the schools, academies, colleges, and universities within it endowed in whole or in part from the revenue arising from the donations made by the United States for the support of schools and colleges, and that the doors of the said schools should be open for the reception of scholars, students, and teachers, of every grade, without any distinction or preference whatever contrary to the intent for which such donations were made.

That of 1851 used in its first article, section 7, essentially the language of the ordinance of 1787, declaring that, "knowledge being essential to good government," it should be the duty of the general assembly to encourage schools and means of instruction. In article VI, section 1, it required that the principal of all funds arising from the sale or other disposition of lands or other property granted or intrusted to the State for educational purposes should be forever preserved inviolate and undiminished and that the income arising therefrom should be faithfully applied to the specific objects of the original grants or appropriations. In the same article, section 2, it required the general assembly to make such provisions, by taxation or otherwise, as, with the income arising from the school trust fund, should secure a thorough and efficient system of common schools throughout the State. At the same time, the school funds of the State, in whole and part, were reserved from the control of any religious or other sect or sects.

PROVISIONS OF THE SCHOOL LAWS.

From Ohio school laws, an act for the reorganization and maintenance of common schools, passed May 1, 1873, with acts of May 5, 1873, and of 1874.

OFFICERS.

The legal officers of the State school system are: (1) a State commissioner of common schools; (2) State, county, and city boards of examiners; (3) boards of education of cities, villages, special districts, and township districts; and (4) local directors of subdistricts. Other State officers have also certain duties to perform in connection with these.

POWERS AND DUTIES OF SCHOOL OFFICERS.

The State commissioner of common schools is chosen by the people at each third recurrence of the regular annual election for State and county officers, beginning from 1874, and enters on his official term of three years on the second Monday of January following. Before taking office he is required to give bond in the sum of $5,000, with two or more sureties, for the faithful performance of his legal duties, with true account and application of all moneys and property coming into his hands for the use and benefit of common schools. He is to keep his office at the State capital, and attend there ordinarily for not less than ten months in the year; is to visit annually each judicial district of the State for the purpose of superintending teachers' institutes, conferring with school officers, counselling teachers, and stirring up an interest in education; is to exercise over the school funds of the State such supervision as may secure their safety and proper distribution according to the law; is to prescribe forms and regulations for making school reports and conducting all school business, and cause these to be distributed to all school officers, with needful instructions for their use; is to cause copies of the school laws also to be printed and distributed, with an appendix of appropriate forms and instructions for carrying their provisions into due effect; is to countersign all State certificates of high qualification of teachers; and is annually, on or before the 20th day of January of each year, to make to the general assembly or, in its absence, to the governor a report of his labors and observations in the school field; an account of the condition and amount of all funds and property appropriated to education; a statement of the number of common schools and of the scholars in them, noting the sexes and the branches taught; a like statement respecting private schools, teachers' institutes, and expenditures of the public school funds; and a sketch of plans for the management and improvement of public schools. His salary is $2,000.

Examining boards.—The State board of examiners is composed of three persons resident in the State, appointed by the State commissioner of common schools for an official term of two years. Its duty is to examine teachers desiring to receive State certificates of high qualification, which shall supersede the necessity for further local examinations, and to issue such certificates to such as are found worthy of them on their payment of a fee of $3.

County examining boards also consist of three persons, who are to be residents of the county, and are appointed by the probate judge of it for terms of three years, one going out each year. They are to examine, at certain fixed places, after duly

published notice, all persons desiring license to teach in the public schools of the county who pay them an advance fee of fifty cents for such examination; and are to grant, to such as they find qualified, certificates of qualification valid for six, twelve, eighteen, or twenty-four months, with power of revocation in case of proved incompetency or unworthiness. These certificates form a sufficient warrant for engagement of the holders of them in the rural school districts of the county where they are issued, but are not valid in the city or village districts having boards of education, without the indorsement of the president and secretary of the boards of examiners of such districts. The fees received for these county examinations, less the necessary travelling expenses of the examiners, are to be paid over to the county treasurer for the support of teachers' institutes, and the county auditor is to be informed of the number of persons examined. Report is also to be made by the clerk of the examining board to the State commissioner, on or before October 1, each year, of the number of examinations held, the number of applicants examined, the number of certificates granted, the length of time for which they may be held, the amount of fees paid over to the county treasurer, and the amount received of the county by the board for their services, which last is to be $2 a day to each member for every day necessarily engaged in official service.

City and village examining boards are composed of the same number of persons as those of counties, and hold office for the same term, with the same change of one member each year; only these are appointed by the city or village boards of education, instead of by the State commissioner, and in cities of the first class may consist of six or nine persons, instead of three. They have, for their respective cities and villages, essentially the same duties as the examiners for counties, with the power of examining the schools of their districts as well as the persons desiring to teach in them. Their pay is determined by the boards that appoint them. Any examining board may temporarily associate with it other persons for more full examination of candidates.

Boards of education for cities of the first class (*i. e.*, cities having a population of 10,000 or more by the census of 1870) consist of one or two members for each ward; those of cities of the second class (with less than 10,000 inhabitants by that census) and of incorporated villages consist of three or six persons; those of special districts, of three persons; those of township districts, of the township clerk and the local directors who have been appointed clerks of subdistricts, provision being made in each case for annual or biennial changes in the composition of the boards, their terms of service being two or three years.

The duties of these boards are to act as corporations for the acquisition, transfer, improvement, and custody of school property; to establish and maintain a sufficient number of schools for the free education of the youth within their districts, at such places as will be convenient for the attendance of the largest number, with schools of higher grade whenever necessary; to continue these schools, if day schools, for from 24 to 44 weeks each year, and, if evening schools, for such time as they deem necessary; to determine the studies to be pursued and the text books to be used, these books to hold ordinarily for three years; to have the general management and control of the schools, with power to appoint superintendents, assistant superintendents, teachers, janitors, and other employés, and fix their salaries; to make such rules and regulations as they think necessary for themselves, their appointees, and the pupils; to provide by annual estimates for having local taxes levied for the support of schools and the building, purchase, hire, or improvement of school-houses; to provide, through their clerk, for having an annual census of the school population of their several districts made; and to make to the county auditor, by the 1st of October in each year, a statement of their receipts and expenditures for schools, of the number of schools sustained, the length of time they were sustained, the enrolment of pupils, the average monthly enrolment and average daily attendance, the number of teachers employed, their salaries, the number of schools and school-rooms, and such other items as the State commissioner may require. Those of cities of the first class are also to publish an annual report.

Local directors for subdistricts, 3 in number for each, are elected for terms of three years, 1 being chosen annually on the second Monday of April. They have the general oversight of the schools of their subdistricts, and 1 of their number, chosen as their clerk, serves as a member of the township board of education and attends annually to the enumeration of the school population of the subdistrict.

SCHOOLS.

The schools established under the State system may be of any grade, from primary, in which only orthography, reading, writing, arithmetic, geography, and English grammar are taught, to noble high schools, in which a thorough preparation for college may be had and for which there is clear sanction in the law. All these schools are free to all youth between 6 and 21 years of age who are children, wards, or apprentices of actual residents of the school district in which the schools exist; and boards of education may admit others, not under 6 years old, on such terms as they see fit to prescribe.

Teachers' institutes—which are substantially schools for the improvement of those

actually engaged in teaching—are provided for in counties and cities, but no State normal schools exist. A State agricultural college is the only institution under State control for the higher education of the graduates of the public schools, but there are institutions for the special training of the blind, of the deaf and dumb, and of youth who need reforming influences as well as educational.

SCHOOL FUNDS.

The State common school fund is made by law to consist of such sum as will be produced by the annual levy and assessment of one mill upon the dollar of the taxable property of the State. This is apportioned, on the basis of school population, by the State auditor to the several county auditors, and by these to the school districts. The amount from the State tax for 1875 was $1,560,397 to meet local taxes of $6,153,442.

Besides this there are certain special funds, such as the sixteenth section fund, the twenty-ninth section ministerial fund, the Virginia and United States military school funds, and the western reserve school fund, the interest of which is paid out, according to special laws, for purposes of education.

The permanent school fund, including portion not now available, is reported by the State commissioner to amount to $3,646,713 in the beginning of 1876.

ELEMENTARY INSTRUCTION.

STATISTICAL RETURNS.

A portion of the information embodied in the tables, says the superintendent, is not so complete nor so reliable as it should be, though it is the best that can be obtained, and *something* more than the happy guess of the several county auditors of Ohio. Not a county of the State has made all its returns to the superintendent's office entirely correct. Seventy-five per cent. of the consolidated reports from county auditors were materially incorrect when sent to the office, and these were more nearly correct than any other returns sent. One county reported but seven of its eleven districts. The report from another county was completely incomprehensible, and scarcely correct in any single feature of information required. One county reported 194 per cent. of attendance, several reported a pluperfect attendance, and many returned an average daily attendance greater than the whole number of pupils enrolled. Inaccuracies in the financial statements of the county reports from $31,000 down to $1 are frequent. The statistical information gathered from city and village school districts provided with intelligent and efficient supervision is generally correct. This is, to a great extent, due to the fact that city and village districts are provided with efficient supervision; and, although the superintendents of these schools are not required by law to make a report to the State superintendent of the school statistics of their several districts, they usually assist the legal officers in making their reports. If the superintendents of city and village districts were compelled to make returns of school statistics directly to the county auditors and in duplicate to the superintendent's office, and if the country districts were provided with supervision similar to that already given to city and village districts, such superintendents also to report as above mentioned, a vast army of indifferent reporters could be dispensed with, and one man for each district, intelligent, thoroughly acquainted with the condition of the schools, would be responsible for the accuracy of his report. It is due to county auditors to say that they very generally indicate a desire to be prompt and accurate in making their reports. They claim to be hindered by the tardiness or incompetency of township clerks, whose excuse for whatever is lacking or wrong in their returns is based on the incompetency of teachers.—(Report, 1875, pp. 5–7.)

The number of school districts in the State is 1,942; the number of subdistricts in township districts, 10,433. The law provides for such changes or alterations of the subdistricts as may be deemed necessary by the township board of education, provided that no subdistrict shall contain less than 60 resident scholars, except in cases where, in the opinion of the board or the general assembly, it is necessary to reduce the number. It is believed that, owing to indifference or incompetency on the part of township boards of education, many townships are unintelligently subdivided. In many subdistricts the enumeration of youth amounts to even less than 20 resident scholars, and a few report an enumeration of 5, 6, 10, or 15.

The subdistrict system is regarded as responsible for the fact that the county schools do not keep pace in improvement with those of the towns and cities. The practical working of this system is far different from what its authors intended or anticipated, and that numberless complications must necessarily occur may be readily seen from the fact that powers and duties are divided between township and local boards, which should belong exclusively to either the one or the other to insure any effective adjustment of means to ends. Moreover, the subdistrict system is necessarily expensive, even though it were as good in other respects as the township system, costing, it is estimated, from $100,000 to $300,000 annually more than an intelligent provision for actual wants would cost.

The number of school officers in the State—including members, clerks, and treasurers of district and township boards; district, county, and State examiners; probate judges; county auditors; and prosecuting attorney—is 40,004. The duties required of this large number of officers, it is believed, could be performed with greater economy and intelligence and with better results by 8,000. The 31,299 local directors are frequently at war with the 1,337 members of township boards of education, making confusion and bad work generally.—(State report for 1875, pp. 10–17.)

SUPERVISION.

There is no act of legislation so needed, says the State commissioner, there can be no act passed so economic in its effects upon the expenditures of the public funds of the State, or so generally beneficial to all the interests of the State, as will be an act providing intelligent supervision for the country schools. There were expended last year to provide school buildings, sites, teachers, &c., for the country schools, $3,853,592.52. By an unwise, unintelligent, extravagant expenditure of this money in the erection of school buildings where they are not needed, in the purchase of school-house sites where they should not be located, in the employment of teachers to take charge of schools in many subdistricts enrolling from 2 or 3 pupils to 10 or 15, in the employment of hundreds of notoriously incompetent and inefficient teachers, in the generally irrational, unintelligent management and provision for the country schools, this money is largely thrown away.

The importance of school supervision has been conceded by granting it to all the city and village districts. The State pays from the public school fund $158,773.64 for school supervision, which is given to the 4,500 teachers of the city and village districts, while the 18,000 teachers of the country districts are left without skilled inspection or instruction, and without that experienced supervision that would systematize and unify their work and make it of practical worth. The school interests of the 500 city and village districts are promoted by intelligent supervision, while those of the 11,000 country districts are left without this. Moreover, the city and village districts are controlled by boards of education elected by the people, having in view, as a primary consideration, the peculiar fitness of those elected to provide for the school wants of the district, and the township districts are controlled by a board not elected directly by the people, and not chosen because of capability to make intelligent school provision. Worse than this, the schools of township districts are under the control of two sets of officers, the local directors and the township board, which bodies are almost constantly at variance with each other in respect to the management of school affairs. The remedy for all this, as the State commissioner believes, is to give to the township schools the same administration of the school system that has been given to the city and village districts.—(State report, pp. 55–59.)

PROVISION FOR THE EDUCATION OF COLORED CHILDREN.

There are very few colored children of school age in the State for whom school provision has not been made. In the cities and towns such provision is quite as adequate as is that made for white youth, while in some of the township districts such is not the case. According to a law passed in 1853 and amended in 1864, boards of education *may* provide separate schools for colored youth in districts where there are as many as 20 pupils to attend them, but the law explicitly provides for the establishment of schools "to be free *to all* youth between 6 and 21 years of age, who are children, wards, or apprentices of actual residents of the districts." Each colored as well each white child is entitled by law to the benefits of the school system. The question as to whether these benefits are to be enjoyed in common or in separate schools is to be determined by local sentiment.—(Report, 1875, pp. 26–28.)

COMPULSORY EDUCATION.

It is estimated in the report of 1874 that nearly 90 per cent. of the youth between 6 and 16 years of age are enrolled in some public or private school within the year, and that consequently very few, indeed, do not receive any school training before they are 16 years old. Enrolment in the schools, however, does not indicate actual, regular attendance, for that, especially in country districts and in many towns and villages, is notoriously irregular. In some cities, also, there is an alarming amount of irregularity, truancy, and absenteeism. These evils are confined to a comparatively small class of pupils; but it is a dangerous class. Law-abiding citizens regard its increase with anxiety, and inquire whether the State has not the power to enforce the attendance of these youth at school, as well as to compel their being trained to habits of industry and morality.

There can be no doubt that the State has the right to protect its citizens in the present and to guard against such evil influences as may be possible causes of disaster in the future. The State has the right to provide for the education of its youth; it must necessarily have the right to enforce obedience to such laws as will give efficiency to the means provided.

Admitting that compulsory laws are right in principle, the policy or expediency of their enactment must depend upon the probability or certainty of their enforcement. The State commissioner is satisfied that, if they cannot be enforced if enacted, it will not be because they are considered unjust or oppressive, but because the people may consider them infringements upon the rights of individuals. Whether or not such a view of compulsory laws is entertained by a large number of the people, he is unable to determine. He is certain, however, that there is a growing and, at the present time, a dominant feeling that children under a certain age ought to be in school or engaged in some useful employment. There is an emphatic indorsement of the view that truancy ought to be checked; that children should not be permitted to loiter about the streets engaged in no employment or at any time to frequent places of business or amusement as mere lookers on; and that they ought not to be employed permanently in any trade or business unless they have received a specified amount of education in schools of some kind. Laws tending to correct these evils are compulsory in character; but, notwithstanding they may be unpopular with a few, they will be heartily supported by the public generally.

It is believed that laws of this character will partially secure the results of compulsory education, and that without them the enforcement of laws compelling attendance would be impossible.—(State report for 1874, pp. 48–50.)

PRIVATE SCHOOLS.

The information returned of private schools is not as full and reliable as is desired. The private schools reported to the superintendent's office are, to some extent, patronized by children under 6 years of age; and many of these are continued in the towns and cities of the State only because adequate school provision is not made by the public school officers. When provision for public schools is what it should be, a large percentage of the private schools now incompletely and unreliably reported will be absorbed by the public schools. The enrolment reported in private schools in 1874 was 7,129 more than in 1873, and in 1875 it was 2,414 less than in 1874. The educational advantages of the State can never be accurately measured until there can be obtained better statistical information respecting private schools.—(Report, 1875, pp. 28–30.)

KINDERGÄRTEN.

Reports have been received from two Kindergärten: 1 in Toledo, kept by the Misses Mills and Bancroft, with an attendance of 25 during the fall term and of 15 in the winter, and 1 in Worthington, kept by Mrs. A. B. Ogden, having an attendance of 8 children. The study hours in both these schools are only three during five days in the week, and the ages of children admitted are from 3 to 7 years.—(Reports to the United States Bureau of Education, 1875.)

CITY SCHOOL SYSTEMS.

CINCINNATI.

School officers.—A board of education of 60 members, 2 from each ward, serving for two year terms, but one-half changed each year; a union board of high schools, and city superintendent of schools.

Statistics of schools.—Population, about 270,000; youth of school age, (6–21,) 88,842; enrolled in public schools, 27,897; in private and parochial, 16,454; total enrolment, 41,351; average daily attendance on public schools, 23,604. Number of teachers employed in public schools, 612; salaries of these, $400 to $2,600; salary of superintendent, $3,500. Number of public school buildings, 40; of rooms used for both study and recitation, 522; of rooms used for recitation only, 7. Receipts for schools, $757,492; expenditures on them, $650,676. Average expense per pupil: on enrolment, $17.78; on average attendance, $21.10.

Division of schools.—The schools of the city are divided into three classes: district, intermediate, and high schools. The district schools are again subdivided into 5 grades of one year each; the intermediate, into 3 such grades; the high schools, into 4. There is also a city normal school for the preparation of such as desire to be teachers; and, for the improvement of those who are already such, a teachers' normal institute, is held for the week preceding the opening of the schools. Night schools are held for the benefit of youths over 14 whose circumstances prevent them from attending the day schools; and 4 district schools, 1 intermediate, and 1 high school, for colored pupils, form part of the city system, with 1 for deaf and dumb pupils.

Studies.—The elements of reading, writing, arithmetic, grammar, object lessons, singing, and drawing are begun in the lowest grade of the district schools, the first year, with German, if desired by the parents. Geography is begun in the next grade, and continued through the intermediate ones. Systematic instruction in English composition is given in all the grades. Physics are begun in the lowest grade of the intermediate school and continued in the one above. Music has special attention given it

under 7 teachers, 1 of whom is superintendent of music. Drawing, begun at the outset, is continued throughout the course, under a superintendent of drawing and 4 assistants. Penmanship is cared for by a superintendent of the art and 2 assistants. German is prosecuted by 15,119 of all the pupils, without, it is thought, any hindrance to progress in English. The high school course adds French, Latin, and Greek to the higher English studies, the Latin commencing in the first year, the French and Greek in the second.

Sparing of pupils.—Under the belief that injury has been done in the past by study in the evenings at home, the pupils of the district schools have been released from study out of school. With a view to still further relief, the hours of tuition in the two lowest grades have been cut down to 4½ per diem, and in the remaining grades, through the intermediate, to 5½, without apparent retardation of advancement.

Moral instruction.—Religious instruction and the reading of the Bible having been prohibited in the city schools, that the children of all faiths might enjoy the benefits of them alike, moral instruction in the virtues and duties which all alike admit is required to be given by teachers, and an excellent plan for systematic teaching of such virtues and duties is published in the report.

Night schools.—Ten district night schools and 1 evening high school were held in the school year 1874–'75, the attendance in the former being 1,253, and in the latter, 332. The average number of teachers employed in the high school was 13; in the district schools, 37. The district night schools are organized on the same plan as the corresponding day schools; while in the evening high school an elective system is allowed, each pupil making choice of the nature and number of the studies he shall pursue, and being required to be present only at the time of recitation in these. The subjects taught are arithmetic, grammar, penmanship, drawing, elocution, book-keeping, anatomy and physiology, physics, general history, American history, Constitution of the United States, algebra, and German.

Library.—A public library containing 78,249 volumes, with a reading room attached, and with a yearly circulation of 429,439 books and periodicals, forms an important adjunct to the school work.—(Report of board and of Superintendent John B. Peaslee for 1874–'75.)

COLUMBUS.

School officers.—A board of education of 11 members, whose term of office is two years, a clerk of the board and city superintendent, and a board of examiners of 3 members, of which number the city superintendent is 1.

Statistics.—Population of the city, 42,707; number of school age, (6–21,) 12,198; number registered in public schools, 6,561; number in night schools, 590; number in private and church schools, 1,561; whole number receiving instruction, 8,712; number of schools: high, 1; grammar, 35; primary, 64; ungraded, 6; total, 106. Number of teachers: males, 13; females, 113; total, 126. Number of pupils who attended every school day, 118; number not absent during their enrolment, 293; not tardy, 4,104. Fifty-six per cent. of the youth of the city beween the ages of 6 and 21 and 76 per cent. between the ages of 6 and 16 were registered in the public schools.

Studies.—A full course of the studies is given in the report, together with the questions and answers of all grades at the final examination in June. The Walter Smith system of drawing was taught in all the schools, and the results were most gratifying. Specimens from all the grades are exhibited in the superintendent's report. The examinations in music and German show decided improvement for the year.

Night schools.—These schools were opened in November and continued through March. The enrolment was: boys, 440; girls, 150; total, 590. The average attendance was: boys, 156; girls, 49; total, 205. Number of different teachers, 12; average, 8. Reading, arithmetic, language, spelling, the proper use of words, the construction of sentences, and penmanship covered the range of instruction.

Free evening art school.—This school was opened on the 18th of November under the charge of Professor W. S. Goodnough, who arranged a course in free hand and mechanical drawing. The school was in session 48 nights and attended by 91 pupils, representing 27 occupations, persons not desirous of changing their avocations, but aiming to better prepare themselves for the work in hand. The progress made by many was wonderful. Specimens of work of different pupils are given in the report, with the name, age, and vocation of the draughtsman.

Teachers' institute.—Preparatory to the opening of the schools a teachers' institute was held from 7th to 11th of September. The teachers were divided into primary, grammar, and high school classes, and instruction given to each class on all the studies they were required to teach. The effects of the institute were visible throughout the year in the work of the teachers.

Year's progress.—Superintendent Stevenson says: "This year will be a remarkable one in the history of the public schools. The amount of money in the treasury is sufficient to meet every obligation of the board, if now due; two new buildings have been erected and paid for; the natural sciences recently introduced into all the grades below

the high school have been made indispensable in the curriculum of study; drawing has been shown to be one of the most delightful and practicable of the studies; music has been put upon a new basis; an appropriation has been made for a public school library; steps have been taken looking toward professional training of teachers; the attendance at the high school has been increased without lowering the standard of scholarship for admission, and the popular favor shown the schools is more apparent than ever."—(Report of Superintendent R. W. Stevenson for 1874–'75.)

DAYTON.

Official organization.—A board of education composed of 2 members from each ward, making 12 in all, with a city superintendent of schools.

School system.—The lower schools have been for some years divided into 8 grades, occupying one year each, with 4 further years in the high school. But in 1874 it was found that, owing to the removal of scholars from school before reaching the eighth year grade, the classes of that grade were very small in some of the districts. The principals, who received the highest salaries, gave, under the then existing system, most of their time and strength to these small advanced classes, and the cost of teaching them was thus excessive. To remedy this an intermediate school was established in 1874, and all the pupils of the eighth year grade in the city were transferred to that school, under the charge of a male principal and two female assistants. As at present organized, the course of study has not been enlarged, and the school is simply a union of the classes of the eighth year for convenience and economy. After a year in this school, pupils pass to the high school.

It having been objected that the strict city system of gradation excluded practically from the schools pupils who from necessity were irregular in attendance, an ungraded school was opened for such pupils in 1875. It had an attendance of 26 scholars, and, if found to meet a real want, will be continued.

A public library is an essential adjunct of a good school system. One was established in Dayton in 1855, and has been enlarged partly by appropriations from the contingent fund, but more by a tax of one-tenth of a mill on a dollar for library purposes, till now it numbers 14,000 volumes.

Progress.—The progress made since 1842 is shown in the following table:

	1842.	1857.	1867.	1875.
Total enrolment in schools of the city	No record.	3,440	4,213	5,238
Average daily attendance	No record.	1,660	2,809	3,711
Number of teachers employed	16	45	70	98
Amount of school fund	$2,483	$40,000	$60,000	$139,056
Amount paid teachers	1,583	24,120	31,055	75,826
Value of public school property	6,000	75,000	143,000	210,000

—(Historical Sketch of Public Schools of Dayton, by R. W. Steele.)

HAMILTON.

Officers.—A board of education and city superintendent of schools.

Statistics of schools.—Population in 1870, 11,081; children of school age, (6–21,) at the opening of the school year, 5,451; number between 6 and 16 years old, 3,842; enrolled in public schools, 1,631; in parochial schools, 700; in private schools, about 40. Average daily attendance in public schools, 1,202; percentage of attendance on enrolment, 74. Teachers employed: in English, 18; German-English, 11; in colored school, 1; total, 30. Amount received for public schools, including a cash balance of $31,852 from preceding year, $59,623; expended on them, $47,309; leaving a cash balance of $12,314; total cost of tuition and contingents for each pupil, on average attendance, $23.01. One new school building, said by the architect to be "fully up to, if not in advance of, any in the State," as respects completeness in all its parts, has been finished during the year, adding greatly to the accommodations for pupils and facilitating a thorough classification of the schools.

Examinations.—The examination of the different classes in the work mapped out for them in the course of study consumes a large part of the superintendent's time. An attempt is made to examine each class in one or more subjects every month. During the last year more than six hundred such examinations were held. The questions for these examinations are always prepared by the superintendent and each examination is conducted in his presence. The object secured by the plan of examination followed may be summed up thus: (1) A thorough knowledge on the part of the superintendent of the actual progress of the pupils in their studies; (2) an effort on the part of teachers and pupils to do good work at every stage of instruction; (3) more regular attendance of pupils, in order to be prepared for expected examination; (4) great improvement in methods of teaching; and (5) a determination of the fitness of any pupil for promotion.—(Report of Superintendent Austin Ellis for 1874–'75.)

LANCASTER.

Organization.—A board of education of 6 members, a board of examiners of 3, and a city superintendent of schools.

Statistics.—Population, 7,000; youth of school age, 2,232; enrolled in public schools, 1,035; average daily attendance, 762; schools, 19; teachers, 22, including special teachers of penmanship and German.

Rolls of honor.—One of the means used here to secure a regular and prompt attendance is the roll of honor containing the names of the pupils neither absent nor tardy during the month. This roll of honor accompanies each teacher's report to the superintendent at the end of each month and is read by him in all the schools. The school having the largest number in proportion to its enrolment on the roll of honor is the banner school, and is presented with a silk banner, to be kept in its room for the following month or as long as it may remain the banner school.

Examinations.—Monthly examinations are held in all the schools. In the primary schools these examinations are oral; in all above the primary they are written.

Accommodations.—The superintendent says: "A few years ago the total valuation of the school property in this city was $16,000. Now the total valuation of your school property is over $100,000."—(Report of Superintendent George W. Welsh for 1874–'75.)

STEUBENVILLE.

The system here includes a board of education of 6 members, a city board of school examiners of 3 members, and a superintendent, Professor M. R. Andrews.

Statistics.—Youth of school age, 4,253; registered in public schools, 2,181; average monthly enrolment, 1,759; average daily attendance, 1,606; per cent. of attendance on monthly enrolment, 91. Number of teachers in public schools, 34.

Discipline.—Cases of corporal punishment are becoming rare; in thirteen rooms there was not a case during the year. The number of pupils allowed to a teacher being too large to admit of thorough work, it was necessary to resort to a modification of the half day system in all the lower grades. Each primary teacher has her entire school together but one hour and ten minutes; half the school is then dismissed and the other half continue their studies until the usual time for closing the morning session. In the afternoon, the pupils who went home at recess in the morning remain until the close of the school and the others are dismissed at recess. Thus the teacher has but a small school for more than half the day, and that at the time when the control of a school is most difficult.

An evening school was opened in October by Rev. W. B. Grace, with a fair attendance, but his protracted illness and subsequent death interrupted its progress. The whole number enrolled was 65; average attendance, 31.—(Report of Steubenville public schools, 1875.)

ZANESVILLE.

School officers.—A board of education composed of 9 members, 1 from each of the wards of the city, a superintendent of instruction, and a board of examiners of 3, the term of 1 expiring each year.

Enumeration and attendance.—Total enumeration, 5,370; total enrolment, 3,063; average daily attendance, 2,160. Per cent. of average daily attendance on total enrolment, 79; on average number belonging, 93.3.

Cost of schools.—The superintendent says: "There has been a reduction in the cost of the schools, from that of the preceding year, of over $5,000, effected by a more economical disbursement of the contingent fund. The cost per pupil has varied but very little in five years; but that of instruction in the senior grades was disproportionately great, being more than double that of secondary grades, and little less than that of high school grades; while in class schools it has been greater than in the regularly graded ones. The total cost of schools for the year was $45,558.40. Cost per pupil, based on average attendance, $22.48."—(Report of Superintendent A. T. Wiles for 1874–'75.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

Eight normal schools, returning their statistics for 1875 to the State commissioner, report a total of 51 regular instructors and an attendance of 2,175 men and 979 women under instruction, a total of 3,154, the graduates for the year numbering 530, of whom 370 were men and 160 women. The increase of these figures over those for the preceding year was one institution, 12 instructors, 472 students, and 63 graduates.

It is a fact to be deplored, says the commissioner, that Ohio has made no provision for the professional training of teachers.—(State report, p. 33.)

TRAINING SCHOOLS.

To supply their schools with trained teachers the cities of Cincinnati, Cleveland, Dayton, and Sandusky have established training or normal schools as a part of their city systems.

Cincinnati reports a normal school for teachers, founded in 1868, in which there were employed 9 teachers—4 men and 5 women—and having an attendance of 78 students, all women, each of whom took the regular course of instruction. At the close of the year the school graduated 41; the total number of graduates since its foundation is 240. The possession of a diploma of the Cincinnati high school, a teacher's certificate from the board of examiners, or a special examination equivalent to this is fixed as the condition upon which pupils are admitted into the training school, and before graduation each pupil is required to teach from two to three months in practice schools without remuneration; and after graduation each graduate is expected to teach a reasonable length of time in the Cincinnati schools.

Cleveland reports a training school established in 1874. During the year ended August 31, 1875, there were 4 teachers employed: 1 man and 3 women. The attendance was 49, (all young women,) all of whom pursued the regular course of study. There were 26 graduates last year. Graduates from the high school of Cleveland are admitted to a one year's course and pupils who have spent two years in the high school to a two years' course. Pupils, after graduating, are required to teach from six to eight weeks in the training school.

Dayton reports a training school established in 1869. One teacher, a lady, was employed during the past year; 21 young women were in attendance, 8 were graduated at the close of the year, and 70 have graduated since its establishment. Before graduating, from four to ten weeks' practice in the training school, under the observation and daily criticism of a critic teacher, is required. The time spent at practice in the training school is, to some extent, dependent upon the proficiency exhibited by the pupil teacher in her practice work. The school is strictly professional. The course of study includes physiology, natural philosophy, methods of instruction, school economy, history, and philosophy of education, and general literature exercises.

Sandusky reports a training school, established in 1874. One teacher, (a lady,) was employed during 1875; there were no graduates during that year, but 6 young women expect to graduate in 1876. The course of instruction requires two years for its completion. After the first year the pupils are required to teach under the observation and instruction of a critic teacher, and are paid limited wages. The school is reported by the superintendent and by the committee of the school board which has it in charge as an "eminent success."

These training schools have proved of incalculable benefit to the schools at large, and they are regarded by the cities supporting them as indispensable to the success of their school systems.—(State report, pp. 50, 51.)

Normal classes and departments exist in connection with Baldwin University, at Berea, and Mt. Union College, Xenia.

TEACHERS' INSTITUTES.

During the months of July and August, 1875, the commissioner spent nearly all his time in attending county teachers' institutes and lecturing before them, but regrets that for want of a sufficient travelling fund he has been compelled to decline many requests to visit county associations and to lecture before institutes. The county institute, it is remarked, is the chief if not the only means within reach of the country teacher for that professional training that is a requisite to successful teaching. The county teachers' institutes visited by the commissioner since he came into office have, with one or two exceptions, been well attended by the teachers of the respective counties and have had able, experienced, and practical instructors. There were held during the year 92 meetings of county teachers' associations. The teachers have shown increasing interest in these meetings; and the character of the instruction given is generally practical and beneficial and is growing more profitable.—(State report, pp. 35, 37, 39.)

The reports show that 75 teachers' institutes were held during the year 1874; that the aggregate number of teachers in attendance was 8,579, or 58 per cent. of the whole number necessary to supply the schools; that their exercises were conducted by 391 different instructors and lecturers; and that the sum of $15,318.81 was expended in sustaining them, $11,792.16 being derived from the teachers' institute fund, $3,332.33 from the voluntary contributions of teachers and friends of education, and $194.32 from the balance on hand or from sources not specified.

No part of the necessary expenses incurred in the conduct of these important agencies for the professional training of teachers was borne by the State. The sessions of these institutes were held usually at times when the public schools were not in session; hence but very few teachers received any pay for the time spent in attending them. As these are the only agencies recognized by law for the training of teachers, it may be said that the State did not contribute anything whatever within the year for the maintenance of a system of normal instruction. The teachers themselves organized and sustained these institutes, and in many instances conducted the work of instruction with creditable success and efficiency. The State commissioner assisted in conducting the exercises of a large number of institutes.

SCHOOL JOURNAL.

The Ohio Educational Monthly and National Teacher, first under the editorial management of Hon. E. E. White, at Columbus, and subsequently under that of Hon. W. D. Henkle, at Salem, has aided materially in the improvement of the teachers of the State during 1875, as previously. Its original and selected articles on important educational subjects have been often very valuable, its columns of intelligence reliable, and its spirit, as might be inferred from its management, eminently good.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The number of public high school rooms in the State in 1875 is given by the commissioner as 450, and the number of teachers therein 641, of whom 427 were men and 214 women. The enrolment of students in these schools was: Boys, 11,280; girls, 12,932; total, 24,212. Of this total, 10,269 were between 16 and 21 years of age.

Latin was studied by 3,069 pupils of the public schools; Greek, by 197; French, by 129; and German, by 34,366, many of the latter, of course, belonging to the primary grades.

The number of colored pupils in academic studies is given as 199 in township districts and 2,937 in city, village, and special districts in 1875. Total of colored pupils in such studies, 3,136; total of all in them, in State schools, 27,348.—(State report, pp. 13, 14, and 26, with Tables XIV, XV.)

ACADEMIES AND SEMINARIES.

Five schools for the secondary instruction of boys exclusively report a total of 33 instructors and 443 students, of whom 32 were pursuing classical studies and 353 the modern languages. Drawing is taught in 3, and music, both vocal and instrumental, in all; 2 have libraries of 500 and 3,000 volumes respectively; and 1 only reports possession of a chemical laboratory.

Six schools for girls report a total of 54 instructors and 1,161 students, of whom 216 were in classical studies and 214 were pursuing the modern languages. Drawing and music, vocal in all but 1 and instrumental in all, are taught; 4 have chemical laboratories and philosophical apparatus, and 2 report libraries of 2,000 and 3,000 volumes respectively.

Thirty schools for both sexes report an aggregate of 112 instructors and 2,956 students, of whom 1,420 were boys and 1,536 girls; 702 were pursuing classical studies and 299 modern languages. Drawing is taught in 13 of these schools, vocal music in 18 and instrumental in 10; 8 report the possession of chemical laboratories, 12 that of philosophical apparatus, and 8 that of libraries ranging in size from 50 volumes to 1,307.

In all there are 41 academies and seminaries reporting, having a grand total of 199 instructors and 4,560 students—1,863 boys and 2,697 girls—of whom 950 were pursuing classical studies and 866 the modern languages.

To the numbers thus reported must be added 3,401 students in the preparatory departments of colleges, of whom 1,203 were preparing for a classical collegiate course and 640 for a scientific, while in other preparatory schools were 972 pupils, 119 preparing for a classical and 129 for a scientific course.—(Returns to United States Bureau of Education, 1875.)

BUSINESS COLLEGES.

Eleven business colleges, 2 located in Cincinnati and 1 each in Akron, Cleveland, Columbus, Dayton, Oberlin, Sandusky, Springfield, Toledo, and Zanesville, report a total of 29 instructors and 2,168 pupils, of whom 141 were young women. The course of instruction in some of these schools includes in addition to the usual business course the higher mathematics and in one the ancient and modern languages. Three pupils are reported as studying phonography, 26 telegraphy, and 7 German. The length of course varies from six months to two years.—(Special reports to the United States Bureau of Education, 1875.)

SUPERIOR INSTRUCTION.

REGULAR COLLEGES.

The State commissioner has received reports from 24 universities and colleges, giving their statistics for 1875. The number of regular instructors reported was 215; the number of students in attendance in 23 of these colleges was 5,402; the number engaged in the regular course of study in 22 was 3,063; the graduates in regular course reported by 21 was 357; the whole number of graduates reported by 21 colleges was 6,488.

Printed catalogues from 22 of these institutions give the following facts:

Antioch College, Yellow Springs, (non-sectarian,) affords equal opportunities for edu-

cation to both sexes. The courses of study are preparatory and collegiate; those who do not wish to pursue the regular collegiate course are allowed to select what they wish to study, but degrees are conferred on those only who complete the regular course. The number of students in 1875, including those in the preparatory school, was 131.—(Catalogue, 1874–'75.)

Baldwin University, Berea, (Methodist Episcopal,) admits both sexes to its classical, scientific, and preparatory departments. During the fall term normal classes are organized for the benefit of teachers. A college of pharmacy is connected with the university, with courses of instruction in pharmacy, chemistry, botany, and materia medica.—(Circular of University, 1875–'76.)

Denison University, Granville, (Baptist,) for young men, includes classical, scientific, and preparatory departments. The college buildings will accommodate 178 pupils; the attendance for 1875–'76 was 151, of whom 71 were in the collegiate classes.—(Catalogue for 1875–'76.)

Farmers' College, College Hill, (non-sectarian,) admits both sexes to all the classes of the entire course on the same conditions. There is a special course which substitutes the modern languages and a course in general history for the Latin and Greek of the sophomore, junior, and senior years. Drawing and vocal music are taught.—(Catalogue, 1875–'76.)

Geneva College, West Geneva, (Covenanters,) admits both sexes to its classical and preparatory departments. The total attendance during 1874–'75 was 155, of whom 103 were young men and 52 young women.—(Catalogue, 1874–'75.)

Heidelberg College and Theological Seminary, Tiffin, (Reformed,) admits both sexes, and embraces collegiate, preparatory, and theological departments. Special facilities are afforded for the study of the German language.—(Catalogue, 1873–'74.)

Hiram College, Hiram, (Disciples,) admits both sexes. Its course of study embraces classical, scientific, biblical, ladies', teachers', commercial, and preparatory departments.—(Catalogue, 1875.)

Kenyon College, Gambier, (Protestant Episcopal,) is for the education of young men exclusively. In addition to its preparatory and collegiate departments, the college includes the theological seminary of the diocese of Ohio. The attendance in 1874–'75 in the collegiate department was 52; in Kenyon Grammar School, the preparatory department, it was 67.—(Catalogue, 1874–'75.)

Marietta College, Marietta, (non-sectarian,) appears to be exclusively for young men. Attendance in preparatory department, 117; collegiate, 85; total, 202.—(Catalogue, 1874–'75.)

McCorkle College, Bloomfield, (Presbyterian,) has in operation preparatory, academic, and scientific departments. Both sexes are admitted. The principal design of the college is to qualify young men for the study of theology. Arrangements are being made to have the college properly endowed, and already about $8,000 have been secured.—(Catalogue, 1875.)

Mt. Union College, Mt. Union, (Methodist Episcopal.) Some of the special features of this institution are its elective system of studies; several important special courses, as commercial, normal, music, and designing; its non-sectarian character, and the fact that ladies are admitted on the same terms as gentlemen to all classes and departments and to all honors and privileges, including the office of trustee and professor. The courses of study are classical, scientific, philosophical, commercial, normal, and preparatory.—(College catalogue, 1874–'75.)

Oberlin College, Oberlin, (Congregational,) admits both sexes to its course of study, which embraces scientific, classical, theological, ladies' preparatory, and musical departments. The college does not furnish manual labor to students, but a few are employed in the care of the college buildings and about 40 in the higher classes, both young men and women, are employed as assistant teachers, and the long winter vacation affords opportunity to those who are qualified to engage in teaching schools abroad. The total attendance in 1874–'75 was 1,216, of whom 648 were young men and 568 young women.—(Catalogue, 1875–'76.)

Ohio University, Athens, (non-sectarian,) is for both sexes, and embraces preparatory and collegiate departments. This is the oldest literary institution northwest of the Ohio River. Its existence was provided for as early as 1787 in the purchase made from the United States Government by the Ohio Company of Associates. By the contract between these parties two townships of land were set apart for the purpose of a university and placed under the care of the legislature of the State.—(Catalogue, 1874–'75.)

One Study University, Scio, (Methodist Episcopal.)—The distinctive feature of this institution is the plan of study. Students pass through the course by taking up and thoroughly completing one study at a time. A practical test of five years, it is stated, gives a great gain both in time and scholarship. Both sexes are admitted. The number in attendance was 119.—(Catalogue, 1874–'75.)

Otterbein University, Westerville, (United Brethren,) has four courses of study, viz.: Classical, scientific, ladies, and English, of which any one may be taken by any stu-

dent, the ladies' course being so called because it is the one usually preferred by the ladies. There are also departments of music and the fine arts. Attendance of students in 1875, 201, of whom 72 were in collegiate classes.—(Catalogue, 1875.)

St. Xavier College, Cincinnati, (Roman Catholic,) includes collegiate, academic, preparatory, and commercial departments. It is provided with suitable chemical and philosophical apparatus, and possesses a valuable museum and a library of 12,000 volumes.—(Catalogue, 1874–'75.)

University of Wooster, Wooster, (Presbyterian,) includes collegiate, preparatory, and medical departments; the former, embracing the usual four years of study, has been arranged in three courses: (1) the classical, with the degree of A. B. for graduation; (2) the philosophical, with the degree of Ph. B.; and (3) the scientific, with the degree of S. B. Students of either sex are admitted, under the same requirements, to equal standing in any department or course of the university. Total attendance in the university, 349.—(Catalogue, 1876.)

Urbana University, Urbana, (New Church,) aims to combine with thorough scientific and literary culture a knowledge of the duties of a Christian life. The departments are preparatory, collegiate, and theological.—(Circular, 1875.)

Western Reserve College, Hudson, (non-sectarian,) is for both sexes, and includes preparatory, collegiate, and commercial departments.—(College catalogue, 1873–'74.)

Wilmington College, Wilmington, (Friends,) embraces preparatory and collegiate departments, the latter having classical and scientific courses. Both sexes are admitted and receive similar degrees.—(Catalogue, 1874–'75.)

Wittenberg College, near Springfield, (Evangelical Lutheran) includes preparatory, collegiate, and theological departments. Both sexes are admitted. The total attendance in 1875–'76 was 158; of these 22 were theologics, 59 were in regular collegiate classes, 22 in a select course, and 55 in the preparatory department.—(College catalogue, 1875–'76.)

Xenia College, Xenia, (Methodist Episcopal,) admits both sexes to its course of study, which embraces collegiate, primary, preparatory, and normal departments. The institution was originally organized for ladies only, but the experience of 12 years has shown that the admission of both sexes was wise, and even required. Superior advantages are offered to those wishing to make music a special study.—(College catalogue, 1875.)

COLLEGES FOR WOMEN.

Thirteen institutions of this class report for 1875 as follows: instructors, 137; students, including preparatory, 1,064; number in regular course, 710; number in special or partial course, 137. In all but one of these schools the instruction of the regular course extends through 4 years. In that one it is 6 years. About half of them are authorized to confer degrees, and 9 report libraries ranging from 500 to 2,300 volumes. In 11 are taught drawing, painting, vocal and instrumental music, French, and German; 2 add Italian also, and 1 Spanish. Seven report chemical laboratories; 8, philosophical apparatus; 2 have museums of natural history, and 4, art galleries.—(Returns to Bureau of Education, 1875.)

Statistics of universities and colleges, 1875.

Names of universities and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriations.	Aggregate amount of scholarship funds.	
Antioch College	10	5	79	40	$200,000	$123,000	$9,500	.....	$0	$0	a5,850
Baldwin University	12	2	200	104	44,500	75,000	7,500	.....	.....	50,000	a2,960
Buchtel College*	15	2	100	112	250,000	40,000	2,400	$3,600	.....	20,000	a1,100
Capital University	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cincinnati University	7	0	0	45	.....	.....	.....	150	b17,909	0	500
Denison University	11	1	75	87	100,000	190,000	19,000	1,900	0	.....	a13,000
Farmers' College of Hamilton County.	8	.....	34	24	35,000	66,000	4,200	750	.....	.....	c5,000
Franklin College	6	.....	30	36	10,000	.....	.....	2,500	.....	.....	a2,100
Geneva College	8	0	124	29	20,000	.....	.....	2,528	.....	.....	400
German Wallace College	6	0	47	78	47,539	38,883	4,195	144	0	25,812	a950
Hebrew Union College	2	.....	14	.....	.....	d64,000	.....	.....	.....	.....	.....
Heidelberg College	6	0	107	104	32,000	60,000	4,500	2,000	0	60,000	4,000
Hiram College	11	3	233	30	25,000	40,000	3,200	3,334	.....	2,500	a2,540
Kenyon College	8	4	.....	47	100,000	90,000	6,300	800	.....	.....	a13,675
McCorkle College	5	1	34	9	20,000	8,000	700	567	.....	.....	100
Marietta College	11	.....	100	82	130,000	.....	.....	.....	.....	38,000	a26,700
Mt. Union College	23	3	358	348	385,473	78,000	10,965	16,577	0	.....	4,168
Muskingum College	4	.....	70	50	25,000	.....	.....	1,600	.....	.....	.....
Oberlin College	20	1	629	292	300,000	115,000	9,200	7,000	.....	.....	a11,000
Ohio Central College	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Ohio University	6	.....	54	40	50,000	70,000	4,025	2,681	e3,821	.....	7,502
Ohio Wesleyan University.	13	5	203	163	179,000	240,262	17,000	4,000	0	.....	a13,500
One Study University	4	0	37	82	25,000	0	0	3,500	0	0	a1,800
Otterbein University	8	4	129	72	75,000	70,000	6,000	3,000	0	0	a1,570
Richmond College*	4	.....	121	.....	25,000	.....	.....	1,270	.....	.....	200
St. Xavier College	20	.....	197	77	150,000	.....	.....	12,000	0	.....	a16,000
University of Wooster	18	4	78	171	150,000	150,000	9,000	7,000	.....	20,000	5,000
Urbana University	4	.....	14	17	20,000	30,000	6,000	1,100	.....	.....	5,000
Western Reserve College	10	4	58	73	100,000	207,000	15,500	.....	.....	.....	.....
Wilberforce University	12	0	.....	2	60,950	.....	.....	1,900	0	2,350	3,000
Willoughby College*	5	.....	120	24	75,000	.....	.....	.....	.....	.....	3,000
Wilmington College	4	.....	58	20	50,000	.....	.....	.....	.....	.....	550
Wittenberg College	12	.....	50	85	100,000	120,000	9,000	2,600	.....	.....	a7,000
Xenia College	6	.....	f43	89	24,000	.....	.....	2,500	.....	.....	c300

* From Report of Commissioner of Education for 1874.
a Includes society libraries.
b From city tax.
c Society libraries.
d Sinking fund.
e Taxes on college land refunded.
f Also 106 unclassified students.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENCE.

The Ohio Agricultural and Mechanical College, organized in 1870, is founded on the congressional land grant of July, 1862, for the purpose of securing the better education of the industrial classes. The share of Ohio in this grant was 630,000 acres. This was unfortunately pressed for sale upon a temporarily overstocked market, and the State realized only 54 cents to the acre. The total amount of the sales ($342,450) was, however, put at interest, and when the college was opened in September, 1873, the principal and interest together constituted a productive fund of something over $500,000, the annual income from which slightly exceeds $30,000. In consideration of the location of the college being fixed at Columbus the institution received $300,000 from Franklin County, out of which a valuable farm was bought, college buildings erected, and various departments of instruction equipped. The value of the farm has been greatly enhanced since its purchase by the rapid growth of the city in its direction, and at present the total value of the endowment and property is estimated to exceed $1,000,000. The organization of the college has been effected in strict conformity with the provisions of the law to which it owes its foundation. The departments already established are as follows: (1) physics, (2) chemistry, (3) zoölogy, (4) botany, (5) geology, (6) agricul-

ture, (7) mathematics, (8) English, French, and German languages, (9) Latin and Greek languages, (10) political economy and civil polity, and (11) mechanical and free hand drawing. To students entering the college for the purpose of taking up some special study and who do not propose to complete a regular course, full freedom in the selection of the branches which they will pursue is granted, subject only to the necessary limitation that they are prepared to take up with advantage the studies which they select.

Special attention is invited to the advantages offered by the college to students fitting themselves to become teachers of natural science, and also to those designing to pursue the study of medicine. The resources of the college in the way of collections and the methods of study adopted in the more advanced classes—the work being mainly done in laboratories and museums—make it safe to say that a very important addition to the educational facilities of the State is here made.—(Circular and catalogue of the college, 1874–'75.)

THEOLOGY.

Theological instruction is given in Lane Theological Seminary, Cincinnati, a Presbyterian institution, having a three years' regular course of study; in Union Biblical Seminary, Dayton, under the control of the United Brethren in Christ, also with a three years' course; in the theological department of Mt. St. Mary's Seminary of the West, (Roman Catholic,) having a three years' course; the German Evangelical Lutheran Seminary, in connection with the Capital University, with a course lasting two years and a half; in the Christian Educational Institute of the Mennonite Community, Wadsworth; in Heidelberg College and Theological Seminary, (Reformed;) in the Protestant Episcopal Theological Seminary of the Diocese of Ohio, a department of Kenyon College; in Oberlin College, Urbana University, and Wittenberg College, and in Wilberforce University.

LAW.

Special reports have been received from the law school of the Cincinnati College, at Cincinnati, the Ohio State and Union Law College at Cleveland, and the law department of Wilberforce University, near Xenia. The attendance of students in the first mentioned was 60, in the second it is not given, and in the last it was only 1. The number of resident professors and instructors was 10, the number of years in course in them all is two. The law school of the Cincinnati College has connected with it a library of over 900 volumes of the best writers on law and jurisprudence and the more important reports, selected with special reference to the wants of the school. Students who attend the full course also have access, without charge, to the law library of the Cincinnati bar, which is one of the largest and best in the country.—(Reports to United States Bureau of Education and catalogue of law school of Cincinnati College.)

MEDICINE.

Three medical colleges, all located at Cincinnati—the Cincinnati College of Medicine and Surgery, the Medical College of Ohio, and the Miami Medical College—report an aggregate attendance of 528 students; graduates at the commencement of 1875, 203; number of professors and instructors, 32. The course lasts three years in two of these colleges; in the third, the Cincinnati College of Medicine and Surgery, the length of course is not reported.—(Special reports to the United States Bureau of Education, 1875.)

Medical departments also exist in connection with the University of Wooster and the Western Reserve College.—(Special reports to the United States Bureau of Education and catalogues.)

The Ohio College of Dental Surgery at Cincinnati offers a curriculum embracing anatomy, physiology, pathology, and therapeutics, chemistry, and operative and mechanical dentistry. A candidate for graduation must have two full years of pupilage, part of which, at least, should be with a reputable dental practitioner and good teacher, inclusive of two complete courses of lectures in a dental college.—(Catalogue of the college, 1875.)

Statistics of schools for scientific and professional instruction, 1875.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
SCHOOLS OF SCIENCE.									
Ohio Agricultural and Mechanical College.	11	....	100	6	$500,000	$500,000	$30,000	$0	*a*1,200
Scientific department of Denison University. *b*	....	....	6	3	.....	.....	.....	.....	.....
Scientific department of Oberlin College *b*	....	....	.....	4	.....	.....	.....	.....	.....
Toledo University of Arts and Trades.	1	....	276	.....	20,000	.....	.....	400	100
SCHOOLS OF THEOLOGY.									
Christliche Bildungs-Anstalt der Mennoniten.	3	0	16	3	17,000	150	12	.....	.....
German Lutheran Seminary	3	....	23	3	.....	.....	.....	.....	2,500
German Wallace College, theological department.	6	0	20	3	.....	.....	.....	.....	.....
Heidelberg Theological Seminary	2	2	22	3	.....	35,000	1,900	.....	2,777
Lane Theological Seminary	5	4	36	3	160,000	253,000	17,000	.....	12,000
Mt. St. Mary's Provincial Seminary	8	0	37	3	147,000	0	0	.....	15,100
St. Mary's Theological Seminary	3	....	25	5	75,000	.....	.....	.....	.....
Theological Seminary of St. Charles Borromeo.	7	....	54	9	30,000	.....	.....	.....	5,000
Theological department of Oberlin College.	10	1	53	3	65,000	45,000	3,600	.....	3,000
Theological department of Wittenberg College.	3	....	23	2	.....	.....	.....	.....	.....
Theological Seminary of Diocese of Ohio.	3	4	.....	3	100,000	100,000	7,000	.....	7,000
Theological Seminary of Wilberforce University.	5	0	22	5	60,000	2,300	.....	.....	900
Union Biblical Seminary	3	0	24	3	10,000	40,000	2,000	.....	300
United Presbyterian Theological Seminary.	5	0	29	3	10,000	48,000	3,000	.....	5,000
SCHOOLS OF LAW.									
Law School of Cincinnati College	4	....	60	2	.....	.....	.....	2,853	938
Law school of Wilberforce University.	2	....	1	2	.....	.....	.....	.....	50
Ohio State and Union Law College.	4	....	.....	2	.....	.....	.....	.....	.....
SCHOOLS OF MEDICINE.									
Cincinnati College of Medicine and Surgery.	10	....	124	2	30,000	.....	.....	.....	.....
Cleveland Medical College, (Western Reserve College.)	11	....	86	2	75,000	0	0	.....	900
Columbus Medical College	12	....	60	3	6,000	.....	.....	2,400	.....
Medical College of Ohio	10	....	282	3	.....	.....	.....	.....	5,000
Miami Medical College	12	....	122	3	50,000	.....	.....	6,600	.....
Medical department of University of Wooster.	12	....	84	3	50,000	.....	.....	.....	.....
Starling Medical College	14	....	30	2	80,000	0	0	1,000	2,000
Eclectic Medical Institute	7	....	188	3	80,000	0	0	14,928	.....
Homœpathic Hospital College	12	....	.....	3	75,000	.....	.....	.....	.....
Pulte Medical College	11	....	54	3	.....	0	0	3,500	480
Ohio College of Dental Surgery	8	....	98	2	20,000	.....	.....	3,000	50
College of Pharmacy of Baldwin University.	4	....	4	1	.....	.....	.....	200	.....
Cincinnati College of Pharmacy	3	....	80	2	*c*1,000	.....	.....	2,500	100

* From Report of Commissioner of Education.

a Includes society library.

b Reported with classical department.

c Furniture and apparatus.

SPECIAL INSTRUCTION.

EDUCATION OF THE BLIND.

The Ohio Institution for the Education of the Blind, at Columbus, reports, for 1875, 152 pupils under instruction. The employments taught are broom making, cane seating, beadwork, knitting, crocheting, and hand and machine sewing. The expenditure during the year was $59,125.55. The library numbers about 100 volumes of books in raised print, many of them being readers, of which there are several copies.—(Special report to the United States Bureau of Education, 1875.)

EDUCATION OF THE DEAF AND DUMB.

The Ohio Institution for the Education of the Deaf and Dumb reports 23 instructors, 2 of whom are semi-mute, and 488 pupils under instruction—281 males and 207 females. The average number of years spent in the institution is five; the course of study is substantially that taught in the graded schools of Ohio. Since the foundation of the institution, in 1827, it has given instruction to 1,512 pupils. The institution has a library of 3,000 volumes.—(Special report to United States Bureau of Education, 1875.)

THE KIRTLAND SUMMER SCHOOL OF NATURAL HISTORY.

This school, modeled after Professor Agassiz's institution on the island of Penikese, was founded by Professor Theo. B. Comstock and Dr. William K. Brooks. Its name was given in honor of the revered and venerable Dr. Jared P. Kirtland, who will always be remembered as a pioneer in science in the West. As soon as the plans were sufficiently matured, a proposition was made to the Kirtland Society of Natural Sciences, of Cleveland, Ohio, which resulted in the appointment of Messrs. R. K. Winslow, John Bolton, and L. Austin to act with the directors, Messrs. Comstock and Brooks, as a board of managers. It was then resolved that the board of managers be authorized to receive subscriptions of money and to disburse the same for the purposes of the school, through Professor Theo. B. Comstock as actuary. The management of the school, including the arrangement of work, purchasing of apparatus and collections, acceptance of applicants, and all matters of detail, was placed under the control of the two directors, who also took upon themselves the responsibility of procuring additional instructors.

Through the courtesy of the board of education, convenient quarters were provided in the Central High School building. Five rooms upon the third floor were used for the various purposes of the summer school.

Collections of marine invertebrates were made by Dr. Brooks, at Marblehead, Mass., and by Mr. E. A. Birge, at Eastport, Me. A dredge was also purchased for use in Lake Erie during the session of the school.

Circulars announcing the date of opening and the plan of the school were not issued until late in May, but the six weeks between that time and the 6th of July, when the session began, were sufficient to draw out many applications from various parts of the country. It was necessary to limit the number of pupils to 35, and this maximum had been reached before the day of opening. Unfortunately, however, no fee was required until the inauguration exercises took place, and some 15 whose names were upon the roll withdrew before that time, though none did so without the best of private reasons, in no way derogatory to the school or its management. The maximum number could easily have been attained by admitting applicants after the beginning of the session, but this would have been contrary to announcements made and unjust to a considerable number who were anxious to join the school. Applications were received almost daily until nearly a month after the closing of the session, showing that the demand for such instruction is widespread and urgent.

Through the personal solicitations of Mr. Winslow the sum of $100 was raised in small sums, and 25 pupils raised the sustaining fund to $250 by the payment of a fee of $10 each. Though this was but one-half of the amount required, the directors decided to continue the work in the hope of demonstrating its value in the end. At this critical juncture one of Cleveland's noble men, whose modesty alone forbids the mention of his name, quietly placed a sum of money, greater than the amount already secured, in the hands of the actuary, without the slightest restriction as to its use. From this moment the success of the scheme for one year at least became a certainty. The voluntary and unremunerated services of the instructors also enabled the directors at once to enlarge their plans and to accomplish more than they had dared to hope at the outset.

The school was inaugurated July 6, 1875, with appropriate exercises, including an encouraging address from Dr. Kirtland himself, who left his invalid couch to be present on this occasion. On the following day the regular exercises of the school began without ceremony, and were continued without intermission six days in the week for five weeks, until August 9. The daily sessions extended from 9 a. m. to 1 p. m., and from 2 to 6 p. m., with frequent evening meetings from 7.30 to 10. Excursions were

made as often as possible without interfering with the work in the laboratory, and collections of botanical, geological, and zoölogical specimens were made in these excursions for use in the school work. Observation and experiment was the law of the hour, the effort being to have every subject studied illustrated by typical specimens, which were examined not only visually, but microscopically and anatomically by all concerned. In zoölogy, specimens of echinoderms, terebratulinæ, and other marine and fresh-water animals were thus studied; while in botany, the structure and growth of plants was illustrated in all its parts, geology coming in for its share of attention through lectures and specimens.

The result can hardly fail to be a quickening of interest in natural sciences and a more intelligent and effective prosecution of the study of them on the part of both the teacher students in the school and the pupils who may come under their influence.—(Report by Professor Theo. B. Comstock.)

EDUCATIONAL CONVENTIONS.

STATE TEACHERS' ASSOCIATION.

The attendance of representative teachers at the meeting of the Ohio State Teachers' Association, at Put-in-Bay, held June 29, 30, and July 1 was larger than usual. The inaugural address of the president of the superintendents' section, the address of President E. T. Tappan on qualifications for admission to colleges, of Mr. J. M. Clemens on what provision in courses of study should be made for pupils whose attendance on school is necessarily irregular, were each a practical and exhaustive treatment of the subject under consideration. Papers indicating much thought and careful preparation were read before the general meeting by Dr. Kinsman, on "Health and education;" by Superintendent J. B. Peaslee, on "Object teaching;" by Hon. James Monroe, on "The National Government and popular education;" by President Orton, on "Science in public schools; by Rev. W. H. Jeffers, on "The perils which threaten our public schools," and by Hon. T. W. Harvey, on "The life and labor of Dr. Asa Lord." The meeting was marked for the general excellence and practical worth of the several papers read, and for the intelligent and prevailing interest in the work of the association on the part of the teachers present.—(State report 1875, p. 48.)

OTHER TEACHERS' ASSOCIATIONS.

During the year meetings were held by the Northwestern, the Central, the Southeastern, and the Southwestern Ohio Teachers' Associations. The increased attendance upon these meetings indicates a growing interest on the part of teachers and the public in these aids to professional success and to a unification of the teachers' work.—(State report, p. 49.)

OHIO COLLEGE ASSOCIATION.

This body assembled at Kenyon College, Gambier, December 28, 1874. President Tappan presided and opened the exercises with an inaugural address, which was followed by a paper on rhetorical instruction in colleges, by Prof. G. Stanley Hall, of Antioch. Papers were read during the session on "Post graduate courses and degrees," by President I. W. Andrews, of Marietta College; on "The best method of teaching psychology," by President Hinsdale, of Hiram College; on "Intercollegiate contests," by Professor Judson Smith, Oberlin; on "The place of the Bible in a college curriculum," by President Marsh, of Denison University. All these papers elicited animated and interesting discussions, and were referred to the secretary and executive committee to secure their publication.—(Ohio Educational Monthly, March, 1875, p. 110.)

OBITUARY RECORD.

CHARLES G. FINNEY.

Ex-President Charles G. Finney, D. D., of Oberlin College, died of heart disease August 16, 1875, aged eighty-three.

Born in Litchfield, Conn., he emigrated at an early age to Jefferson County, N. Y., then the frontier of civilization in that direction. His early education was much neglected, but, on arriving at age, he returned east, and spent several years in teaching and studying at different academies. He took up, in this period, Latin and Greek, with the view of entering Yale College, but his teachers dissuaded him from such entrance, telling him that with his abilities he could accomplish in two years the work of the four years' college course. Returning subsequently to New York State, he commenced the study of law, and was admitted to practice, but soon felt himself called to devote all his time and strength to preaching. He began his career as a religious evangelist at his home, in 1824, and continued it until, within the next ten years, his labors extended to most of the larger towns and cities of New York, as well as to the principal cities of New England and to Philadelphia, producing everywhere a great

sensation. In 1835 he went to Oberlin, where he continued till his death. His service there as professor and president, especially from 1851 to 1866, is said to have done more to mould the sentiment and determine the character of the influential college there established than that of any other man. Of late years he has been seeking some repose from labor, but even to the day of his death his form was so erect and his intellect so vigorous and sparkling that, although 83 years old, no decline was perceptible in the personal power and enthusiasm for which he was famous as a revivalist and educator for over fifty years before.—(American Educational Monthly, October, 1875, p. 465.)

MISS ALMEDA M. BOOTH,

Who for thirty years past has been prominent as a teacher in Northern Ohio, died in Cleveland on the 15th instant. For many years she was principal of the ladies' department of Hiram College, when General Garfield was president of the institution.—(Baltimore American, December 29, 1875.)

LIST OF SCHOOL OFFICIALS IN OHIO.

Hon. C. S. SMART, *State commissioner of common schools, Columbus.*

[Term from second Monday in January, 1875, to second Monday in January, 1878.]

STATE BOARD OF EXAMINERS.

Name.	Post-office.
John B. Peaslee, president	Cincinnati.
Alston Ellis, secretary	Hamilton.
H. B. Furness, treasurer	Tiffin.

CITY SUPERINTENDENTS.

City.	Superintendent.	Salary.
Akron	S. Findley	$2,500
Canton	Daniel Worley	1,800
Chillicothe	G. N. Carruthers	2,000
Cincinnati	John B. Peaslee	3,500
Cleveland	Andrew J. Rickoff	4,000
Columbus	Robert W. Stevenson	3,000
Dayton	John Hancock	3,000
Hamilton	Alston Ellis	2,200
Mansfield	John Simpson	1,700
Newark	J. C. Hartzler	1,800
Portsmouth	M. S. Campbell	1,800
Sandusky	U. T. Curran	2,500
Springfield	W. J. White	1,800
Steubenville	Martin R. Andrews	1,700
Toledo	D. F. De Wolf	3,000
Zanesville	A. T. Willis	2,000

OREGON.

SUMMARY OF STATISTICS.

SCHOOL POPULATION AND ATTENDANCE.

Number of youth 4 to 20 years of age	44,661
Number of boys of legal school age	23,265
Number of girls of legal school age	21,396
Number of students enrolled in public schools	21,518

TEACHERS AND THEIR PAY.

Whole number of teachers employed in public schools	953
Number of men teaching	496
Number of women teaching	457
Number necessary to supply the public schools	859
Average salary of men teaching	$51 45
Average salary of women	45 50

SCHOOLS.

Number of school rooms exclusive of those used only for recitation	859
Average duration of schools in days	105½
Estimated real value of school property	$350,000

INCOME AND EXPENDITURE.

Income.

From State tax, (total from taxation)	30,273
Interest on permanent fund including rents of school lands	56,400
Total income	86,673

Expenditure.

For sites, buildings, and furniture	2,625
For libraries and apparatus	500
For salaries of superintendents	2,000

(Salaries of teachers and miscellaneous not reported.)

SCHOOL FUND.

Increase of permanent fund in the school year	60,000
Amount of available school fund	564,000
Amount of permanent school fund including portion not now available	1,314,000

—(Special report to United States Bureau of Education for 1874–'75, from Hon. L. L. Rowland, superintendent of public instruction.)

SCHOOL SYSTEM OF THE STATE.

EDUCATIONAL PROVISIONS OF THE CONSTITUTION.

Article VIII, section 1, of the constitution adopted in 1857, directs that "the governor shall be superintendent of public instruction, and his duties such as may be prescribed by law; but after five years from the adoption of this constitution it shall be competent for the legislature to provide for the election of a superintendent, to prescribe his duties and fix his compensation." Section 2 says that "the proceeds of all lands heretofore or that may be hereafter granted to the State for educational purposes, except university lands; all money accruing to the State by escheat and forfeiture; all money for exemption from military services; all gifts, devices, and bequests made by any person to the State for common school purposes, or where the purpose for which such gift, devise, or bequest is intended is not expressed; all the proceeds of the lands granted to this State by Congress in 1841; and 5 per cent. of the proceeds of the land to which this State will be entitled on her admission into the Union, (if Congress shall consent to these last two grants,) shall form a permanent and irreducible fund, the income of which shall be exclusively applied to the support and maintenance of common schools in each district and the purchase of suitable apparatus and libraries therefor." Section 3 declares that "the legislative assembly shall provide for the establishment of a uniform and regular system of common schools;" section 4, that "the income from the school funds shall be distributed to the districts according to the number of children therein between the ages of 4 and 20 years;" section 5, that "the

governor, secretary of state, and State treasurer shall constitute a board for the sale of school and university lands, and the investment of the proceeds therefrom: *Provided*, That no portion of the proceeds of the university lands shall be expended within ten years from the adoption of the constitution unless, by consent of Congress, for common school purposes."

PROVISIONS OF THE SCHOOL LAW.

From School Laws of the State of Oregon, published by authority, Salem, Oregon; Eugene Semple, State printer, 1872.

OFFICERS.

A State board of education, State superintendent of public instruction, county school superintendents, and the directors and clerks of school districts are the officers recognized by the school law.

POWERS AND DUTIES OF THESE OFFICERS.

The State board of education—composed of the governor, secretary of state, and superintendent of public instruction—have it as their duty to meet semi-annually, at the State capital, on the first Monday in January and July. They have power to authorize a series of text books to be used in the public schools; to prescribe a series of rules for the government of these schools; to use a common seal to authenticate their acts; to order any printing that may be necessary; and to sit as a board of examination, granting to approved teachers life diplomas, State certificates, and two grades of certificates of the same force as those granted by county superintendents, the State diploma to be good for six years, the certificate of first grade good in any county for two years, and that of second grade good for six months. They may invite not less than four professional teachers to sit with them in their semi-annual examinations, and may also, at their discretion, grant, without examination, diplomas and certificates to persons presenting authenticated diplomas and certificates from other States, of like grade and kind. They may also revoke, for immoral or unprofessional conduct, any diploma or certificate granted by them.

The State superintendent of public instruction—who is elected by the people for a term of four years, beginning with September, 1874—has it as his duty to exercise a general supervision of the county and district school officers and the public schools of the State; to hold, once each year, a teachers' institute in each judicial district, and one for the State at the State capital; to superintend the printing and transmitting of such blanks, forms, rules, and regulations for the public schools as the State board may authorize; to act as secretary of that board; to make out, quarterly, a statement of his necessary travelling expenses for audit by the State board and payment, like other claims against the State; to issue, under the direction of the board, a circular to each county superintendent, containing a list of studies required to be taught in the public schools, allowing him to write against each study the text book preferred, the highest number of votes for any text book securing its use for the four years following, when the same process is to be repeated. The superintendent is also to report biennially to the legislature the general condition of the public schools; the amount of school money apportioned to the several counties, and the sources whence it was derived; the amounts raised by county and district taxes, and those paid for teachers' salaries, buildings, furniture, &c.; the series of text books authorized by the State board; the rules and regulations prescribed by them for the government and tuition of the schools; the number and grade of schools in each county; the number of persons of school age, (4–20;) the number attending public schools, attending private schools, and not attending any school, with statistics of chartered educational institutions, and any other information he may judge to be useful. His salary is $1,500 and travelling expenses.

The county school superintendents are elected by the legal voters of the several counties, at the biennial elections, for terms of two years. They enter upon office thirty days after the election, and receive such salaries as the county court may determine. Their duties are to lay off their counties into convenient school districts and to keep a record of the number and boundaries of these; to notify in writing some taxable inhabitant of each district what is its number and what its bounds; to establish new districts on the petition of a majority of the legal voters; to make annual or semi-annual apportionment of the school fund in the county treasury to the several reporting school districts of their counties in proportion to their school population; to keep a careful book account, with receipts and credits of school funds, with the county treasurer; to select the proper sixteenth and thirty-sixth sections of school lands in each township, or of lands in lieu thereof, when such selection has not been previously made, giving due notice to the land officer; to take good care of the school lands; to examine quarterly all persons who apply for teachers' certificates, and give to such as are approved certificates, good for six months or two years, according to their qualifications. In such examinations they must associate with them two or more competent assistants. They are also to visit the schools taught under their certificates at least once in six months, giving such information and suggestions as they may deem needful; are to receive from the district officers their

school reports, and from these make out and transmit to the State superintendent, by the first Monday of April in each year, a general report of the county schools, as well as a report to the county court, by June 30, of all moneys assessed and collected at county expense, and applied to county schools during the year ending the first Monday of April previous.

District school officers consist of 3 directors for each district, chosen at the annual meetings on the first Monday of April for terms of three years each, 1 being changed each year, and of a clerk chosen at each annual meeting for a term of one year.

The duties of the directors are to authorize the clerk to call special meetings and give him warrant to collect the school taxes; to attend for the district to the purchase or lease of school sites, and the purchase, lease, or erection of school buildings; to care for and furnish these, and provide them with fuel, light, &c.; to employ teachers for the schools, and aid them in governing these; to audit claims against the district and draw orders on the clerk for the amount; to require of the clerk a bond of such force as shall seem just and reasonable, for the faithful performance of his duties; and to examine and correct his assessment roll. Failure to attend to these duties incurs forfeiture of office and a fine of $10.

The clerks are to record the proceedings of the district; give notice of annual and special meetings; assess the taxes levied by the district; deliver the assessment roll to the directors; collect, upon their warrant, the taxes for which it calls; keep a correct book account of receipts and expenditures for the district; make report of this account to the district meeting; act as secretary of these meetings; furnish the county superintendent, within ten days after each annual one, a list of the school officers; and annually make report to the superintendent of every item required for the report to the State officer. His compensation is 5 per cent. on the moneys collected by him.

SCHOOLS.

The schools of the State are still in their infancy, and, out of the larger villages and cities, comparatively few of them are graded. They are free to all persons of school age residing in the districts where they are kept. The minimum of instruction in them is to include orthography, reading, writing, mental and written arithmetic, English grammar, geography and modern history. The maximum may be whatever teachers and scholars can make it short of college training. There were in the State in 1874, the date of the last report, 4 high schools, 31 graded schools, and 559 ungraded.

A State agricultural college, a school for deaf-mutes, and one for the blind are provided for, as well as schools in which the German language may be taught.

SCHOOL FUNDS.

The permanent school fund of the State, derived mainly from 500,000 acres of lands donated by the General Government, consisted in 1875, according to the report of the State superintendent, of $564,000 then available, with about $750,000 not yet available. The income from this, including rents of leased school lands, was, in that year, $56,400, making, with $30,273 of State school tax, a total annual school fund of $86,673.

The university land grant of 66,080 acres has yielded thus far about $100,000.

ELEMENTARY INSTRUCTION.

ABSENCE OF REPORT FOR 1875.

The report on school affairs in this State is made biennially, as before stated, and as the last one covered the years 1873 and 1874, and came into the report of the Bureau for the latter year, that for 1875 and 1876 will not be due till the Bureau report for 1876 shall be in preparation.

In this absence of a State report, all that can be done at present, with reference to elementary instruction, is to give, in addition to the statistical summary furnished, the following somewhat fragmentary information, furnished by a respected correspondent of the Bureau.

EARLY BEGINNING.

The territorial laws of Oregon, as promulgated in 1850, provided for a system of public schools. The first attempt to organize them met with many obstacles, the chief of which were the transitory character of the population and the difficulty of obtaining competent teachers. There were many persons who were ignorant of the scope and intent of public education, but the general opinion, though not prepared for any material effort in their behalf, was in favor of free schools. The first undertakings were only quasi public, and quite frequently were developed from private enterprises or adopted "rates." The towns were thought to be the only places fit for public schools. In some localities (are there not a few such even in 1876?) they continued for a long period of time to be regarded as a makeshift for the less favored members of society, and any special tax to sustain them was sure to arouse the ire of the "Philistines," as Carlyle

would call them, including bachelors, sectarians, and some of the "better classes." But, scattered everywhere, were men who had seen the system in older States and shared its benefits; who realized the central idea of public education as a chief factor in making a homogeneous people. These men and women, by their earnestness and sacrifices, have made the public school system what it is to-day. To one of our territorial representatives, J. Q. Thornton, esq., belongs the distinction of introducing the clause into the general congressional law which entitles each State to the thirty-sixth section of the public lands for school purposes. No more important act in the interest of public schools has ever passed since Nathan Dane's bill, bestowing the sixteenth section of land for the same purpose.—(History of the Public Schools of Multnomah County, prepared for the Centennial, by T. L. Eliot, county superintendent.)

SCHOOLS OF TO-DAY.

A letter from a correspondent, dated March, 1875, says the country schools were that year kept longer and better, and teachers were better fitted, so that, on the whole, the educational prospects of the State are improving.

The same correspondent, under date of September 16, 1875, says, "The schools in towns and the corporate institutions open with larger numbers this fall."

The superintendent of Multnomah County says the shifting character of many schools is a serious evil. Almost every record shows a considerable number of names attending only a week or two or with an irregularity that practically negatives the teacher's efforts. Absenteeism and tardiness may be said to waste one-third of the school funds of the county.—(County superintendent's report, March 20, 1876.)

The superintendent of Josephine County, G. M. Smith, writes to this Office: "Josephine County has 14 school districts; in each a public school of primary grade is maintained from 3 to 6 months annually. School-houses, inferior and scantily supplied in furniture or apparatus. This county is principally mountainous, more mineral than agricultural, its resources yet undeveloped, and educational matters in the background, compared with some other counties in the State.

CITY SCHOOL SYSTEMS.

PORTLAND.

Officers of the system.—A board of directors of three members, who hold office for three years, the term of one expiring each year, with a clerk of the board, and a city superintendent of schools.

Statistics.—Number of different pupils enrolled, 1,700; number attending school under 6 years of age, 126; number between 6 and 16, 1,460; number over 16 years of age, 114; average number belonging, 1,009; average daily attendance, 910; per cent. of daily attendance, 90.38; per cent. of absenteeism on whole number enrolled, 7.5; number of pupils not absent during their enrolment, 104; not tardy, 472; average number of pupils to a teacher, not including high school, 50; number of teachers employed, 24.

Studies.—The percentages in arithmetic and grammar were usually higher than in the other studies. The teaching of arithmetic by the analytical method accomplished great good, enabling the children to give an intelligent reason for the different steps in the solution of the problems. The teaching of geography by combining history and description with the map exercises was a decided improvement. Gratifying progress has been made in penmanship and reading; the superintendent, however, thinks it would be well to introduce Leigh's phonic method into the reading department. The pupils of the first grade of the grammar department and high school have been instructed in history. There has been a radical change and a marked improvement in composition writing. The superintendent recommends that this be made to include the writing of business letters, receipts, checks, due bills, promissory notes, &c. He argues for the introduction of drawing and the establishment of a public school library. —(Report of City Superintendent S. W. King, for 1874–'75.)

Good habits.—Habits of obedience, attention, promptness in recitation, neatness of the copy books, and a carefully prepared programme of the daily work are said to be some of the characteristics and attractions of most of the schools. Prior to the opening of the morning session, teachers write the lessons and general information for the day on the blackboard, adjust windows, curtains, rubbers, and crayons, and anticipate in every way the wants of the pupils.

During the last few years several important changes have been wrought in the general management of the schools of Portland. The 26 schools have been thoroughly graded, a system of semi-annual examinations instituted, a city superintendent appointed, the buildings enlarged and school furniture improved. Carefully prepared rules and regulations define the duties of teachers and scholars, and control absenteeism and tardiness. The grade work is closely defined, and the high school, with 5 efficient instructors, graduates yearly a class of well educated young women and men. The people of Portland annually vote a liberal tax for education, and thus place the

schools on a footing of equality with the best in the United States. The teachers are all of high order and ample experience; none more efficient and earnest can be found anywhere. Nothing short of general calamity to the country can disturb the stability and progress of public education in our midst.—(History of the Public Schools of Multnomah County, by T. L. Eliot.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The most important of these schools, that at Portland, graduated its first class in 1875. Its course of study covers a period of three years and embraces all the higher English branches, with Latin, Greek, French, and German. The average daily attendance in 1875 was 87; average percentage of attendance, 92.

There are 12 other schools in the State of advanced grade, by which is meant those in which the pupils are pursuing those branches not required in a county teachers' certificate. The State superintendent estimated, in 1874, that there were probably about a hundred other common schools in which some of the pupils pursued advanced studies.—(Report of Portland City for 1875, and Report of United States Bureau of Education, 1874.)

ACADEMIES.

Of the five private schools for secondary instruction existing in the State, three report their statistics for 1875, 2 of which are for boys and 1 for both sexes. Number of teachers, 16; pupils, 295; in classical course, 64; in modern languages, 26; preparing for classical course in college, 35; for scientific course, 60. Drawing is taught in 1, vocal and instrumental music in 3, and 3 have chemical laboratories and philosophical apparatus; 2 report libraries of 200 and 3,500 volumes respectively, and aggregating 3,700.—(Replies to inquiries of United States Bureau of Education.)

PREPARATORY DEPARTMENTS OF COLLEGES.

The colleges of the State report an aggregate of 761 students in their preparatory classes, 45 of whom are said to have been engaged during the year in preparing for a classical collegiate course and 97 for a scientific course.—(Returns to Bureau of Education, 1875.)

SUPERIOR INSTRUCTION.

STATE UNIVERSITY, EUGENE CITY.

A correspondent writing under date of February 25, 1875, says about $25,000 has still to be raised by the county for the university building, in order to entitle the regents to the use of the fund of $60,000 already accumulated. It does not appear that the board of instruction has yet been organized.

OTHER COLLEGIATE INSTITUTIONS.

Christian College, Monmouth, in June, 1875, graduated a class of 2 ladies and 3 gentlemen, all of whom received the degree of B. S.—(Oregonian, June 19, 1875.)

Pacific University, Forest Grove, offers classical, scientific, normal, and ladies' courses. The regular course covers four years, the ladies', three. The apparatus and the collection in the department of natural history are considerable, and are increasing. The library numbers about 5,000 volumes.—(Catalogue, 1873–'74.)

Philomath College, Philomath, established by the United Brethren, offers collegiate, scientific, and ladies' courses, and commercial and phonographic departments. The year 1874–'75 has been the most successful in the history of the school.—(Catalogue, 1874–'75.)

Willamette University, Salem, furnishes classical, preparatory, and scientific courses, a medical department, and a business education. Both sexes are admitted. The graduating class in 1875 comprised 2 ladies and 4 gentlemen.—(Register of the university 1874–'75, and Daily Bulletin, June 25, 1875.)

SUPERIOR INSTRUCTION OF WOMEN.

The only institution reporting from this State for the superior instruction of women, St. Helen's Hall, Portland, graduated 5 young ladies in 1875, after a creditable examination. During the year there were 144 pupils at the Hall, of whom 41 were boarders. Bishop Morris delivered an address commending "home" to the young ladies.—(Oregonian, June, 1875.)

Statistics of universities and colleges, 1875.

Names of universities and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
Christian College	6	0	67	83	$30,000	$20,000	$1,600	$2,000	.....	$20,000	150
Corvallis College	6	....	50	.....	10,000	.....	.....	1,500	$5,000	.....	0
McMinnville College	4	....	220	.....	5,000	22,000	1,760	1,400	.....	27,000	100
Oregon State University	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Pacific University and Tualatin Academy.	7	....	37	6	15,000	65,000	6,500	1,800	.....	.....	5,500
Philomath College	8	1	105	13	14,861	18,349	1,834	1,531	0	0	131
Wilbur College	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Willamette University*	8	....	282	64	121,000	38,000	3,800	5,001	0	20,000	a2,500

*From Report of Commissioner of Education for 1874. a Includes society libraries.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

AGRICULTURE.

Corvallis State Agricultural College was founded by the Methodist Church in 1868, and is still under that control, although receiving annually from the State $5,000. The value of buildings, lot, and farm is $10,000; endowment, 90,000 acres of agricultural college land; course of study, "about the same as that of other agricultural colleges." —(Report of United States Commissioner of Education, 1874.)

MEDICINE.

The medical department of Willamette University provides a six months' course of lectures, instead of four as formerly. The candidate for graduation must have studied medicine three years, lectures included, with a reputable practitioner of medicine, and he must have attended two full courses of lectures, the last of them in this institution. —(Annual announcement, 1874–75.)

Statistics of schools for scientific and professional instruction, 1875.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
SCHOOLS OF SCIENCE.									
Corvallis State Agricultural College	5	....	a150	6	$5,000	.....	.....	b$2,000	....
Scientific department of Willamette University	....	....	.....	4	.....	.....	.....	.....	....
SCHOOL OF MEDICINE.									
Medical department of Willamette University	8	....	23	3	.....	.....	.....	2,600	50

a Also 75 preparatory students. b Also $5,000 from State appropriation.
c Reported with classical department.

SPECIAL INSTRUCTION.

EDUCATION OF THE BLIND.

No provision was made for educating the blind of this State at the public expense until the year 1872. During that year, at the suggestion of Miss Nellie Simpson, a blind young lady, and through the efforts and appeals of the officers of State and a few other friends, the legislature was induced to pass an act by which the sum of $4,000 was appropriated for this purpose. The school was opened in February, 1873, Miss Simpson being appointed principal. Instruction is given in reading, English grammar, composition, writing, history of United States, geography, principles of mathematics, mental arithmetic, cyphering, pin type printing, and vocal and instrumental music. The instruments used are the organ, piano, guitar, and violin. The girls have been taught various kinds of fancy work and plain sewing. There has been felt the need of a mechanical department in which the pupils may learn the various trades and useful arts. The pupils have been attentive and diligent in their studies, and have made commendable progress, even greater, it is thought, than seeing children in the public schools do in the same time. The credit for this improvement is almost wholly due to the principal, who has devoted herself faithfully and zealously to the work of teaching.—(Report of superintendent, 1874.)

EDUCATION OF DEAF-MUTES.

The fall session of the school for deaf-mutes opened in 1874, with about 22 pupils. The legislature of 1874 granted $5,000 a year for the support of the institution.—(Report for 1874 of United States Commissioner of Education.)

PROPOSED ESTABLISHMENT OF A REFORM SCHOOL.

A correspondent writing from Portland, November 24, 1875, says: "The public have been again aroused to the need of a reform school by the trial and commitment of four street boys, aged from 9 to 13, for felony, and their incarceration in the penitentiary. A mass meeting chose a committee of eleven to examine the whole subject, and draught a law or changes of law to be asked of the next legislature in September, 1876."

CHINESE MISSION SCHOOL, PORTLAND.

Chinese Mission School.—This mission was established by the First Baptist church of Portland, in November, 1874, and is maintained by the citizens at a cost of about $1,000 a year.

The mission sustains a Chinese minister, Rev. Dong Gong, and an American lady assistant, Miss L. A. Mitchell; also an efficient evening school where instruction is given in English reading, writing, geography, and in the science of numbers.

Thursday evenings and Sundays are set apart for religious and moral instruction given in Chinese and English, conducted by Rev. Dong Gong and Dr. Barber; also, for instruction in sacred vocal music, under the special care of Miss L. A. Mitchell.

The average attendance at evening school is about 42, at religious meetings about 36. About 35 per cent. of the pupils attend regularly.

Number of Chinese reached by the missionary, about 500. Number of converts to Christianity, 14. Number of teachers who attend regularly, 8.

The books used are charts and hymns for beginners, printed in large letters on cloth and hung on wall rollers; Harper's School Series; Loomis's Chinese and English Lessons; New Testament in Chinese and English, in parallel columns. Parley's Universal History of the World; Montieth's Geography. In teaching geography and arithmetic abundant use is made of the blackboard.

The dictionaries in use are Chalmers's, of the Canton dialect; Kong Ki Chue's, of Chinese and English; S. Wells Williams's of the Chinese language, "with the pronunciation of the characters as heard in Peking, Canton, Amoy, and Shanghai," a valuable book.

The pupils are all adults and are placed 5 in a class. They are first taught the English alphabet and advanced as they learn, just as youths are at our public schools. They learn rapidly, and after their own system of *rote* is overcome they show great quickness in comprehending our analytical mode of teaching.—(From a correspondent of the Bureau.)

EDUCATIONAL ASSOCIATION.

STATE TEACHERS' INSTITUTE.

The State Teachers' Institute met at Salem, in the legislative hall, September 1, 1875, and was called to order by Dr. L. L. Rowland, superintendent of public instruction. Remarks were made by Mr. Stevenson, on "Percentage and interest;" by Professor Morris, on "Analysis of sentences and phrases;" by Rev. Mr. Bailey, on "The teacher;" by Rev. T. F. Campbell, on "The noun;" by Miss M. A. Hodgden, on "Fractions;" by Mr. Bishop, of Brownsville, on "Constitutional government;" by Mr. Smith, on "Moral

education in schools;" by Professor Cook, on "Writing;" on "The working forces of the school," by Professor Condon; on "Fundamental rules of arithmetic," by D. V. S. Reid; and on "Object teaching," by Rev. P. S. Knight. Essays were read by Miss Ellen Luelling and by Miss L. W. Spaulding, the latter discussing the question, "What constitutes a good recitation?"—(Daily Oregonian, September 1, 2, 3, 4, 1875.)

LIST OF SCHOOL OFFICIALS IN OREGON.

Hon. L. L. ROWLAND, *State superintendent of public instruction, Salem.*

[Term, 1874–1878.]

STATE BOARD OF EDUCATION.

[Term, September, 1874, to September, 1878.]

Name.	Post-office.
His excellency, L. F. Grover, governor	Salem.
Hon. S. F. Chadwick, secretary of state	Salem.
Hon. L. L. Rowland, State superintendent of public instruction	Salem.

COUNTY SUPERINTENDENTS.

[Term, 1874–1876.]

County.	Superintendent.	Post-office.
Baker	W. F. Payton	Baker City.
Benton	E. A. Milner	Corvallis.
Clackamas	W. W. Moreland	Oregon City.
Clatsop	J. W. Gearhart	Astoria.
Columbia	J. E. Galbreath	St. Helen.
Coos	J. H. Schroeder	Empire City.
Curry	J. G. Merriman	Ellensburg.
Douglas	H. P. Watkins	Roseburg.
Grant	W. H. Kelly	Canyon City.
Jackson	H. C. Fleming	Jacksonville.
Josephine	B. F. Sloan	Kirby.
Lake	W. R. Jones	Linkville.
Lane	R. G. Callison	Eugene City.
Linn	J. K. Weatherford	Albany.
Marion	H. P. Crooke	Salem.
Multnomah	T. L. Eliot	Portland.
Polk	J. C. Grubbs	Dallas.
Tillamook	J. S. Tripp	Tillamook.
Umatilla	L. H. Lee	Pendleton.
Union	S. S. Mitchell	Union.
Wasco	John Darrah	Dalles City.
Washington	D. M. C. Gault	Hillsboro'.
Yamhill	J. H. Carse	La Fayette.

PENNSYLVANIA.

STATISTICAL SUMMARY.

ATTENDANCE.

Number of pupils attending school	890,073
Average number attending	551,848
Percentage of attendance upon whole number registered	62

TEACHERS AND OTHER SCHOOL OFFICERS.

Number of teachers	19,880
Number of school directors	13,825
Number of superintendents	87
Average salary of men per month	$41 07
Average salary of women per month	34 09

SCHOOL DISTRICTS AND SCHOOLS.

Number of school districts in the State	2,089
Number of schools	17,092
Average length of school term in months	6.85
Number of graded schools	5,625
Estimated value of school property	$24,260,789

INCOME AND EXPENDITURE.

Receipts.

From local tax	$7,798,816 26
From State appropriation	1,000,000 00
Total	8,798,816 26

Expenditure.

For sites, buildings, and furniture	$2,059,464 83
For salaries of superintendents	106,050 00
For salaries of teachers	4,640,825 52
For miscellaneous or contingent	2,557,586 72
Total	9,363,927 07

Monthly *per capita* expenditure of pupils enrolled, 92 cents.

SCHOOL FUND.

Increase of permanent fund in school year	$240,000 00

—(Pennsylvania school report, 1875, and special report to the United States Bureau of Education for 1875.)

ADDITIONAL STATISTICS.

To the total of expenditures given in the preceding summary there should be added, the superintendent says, $77,324.32 increased expenditure in Pittsburg, not included in the summary; $85,815.84 expended for normal schools, and $423,693.76 expended in support of the soldiers' orphan schools, making the sum of $9,950,760.99 expended for all school purposes during the school year 1875.

The changes in the most important items of school statistics, as compared with last year, are as follows:

Increase in number of districts	18
Increase in number of schools	450
Increase in number of graded schools	39
Increase in number of school districts	75
Increase in number of teachers	553
Decrease in the average salary of male teachers per month	$1 88
Decrease in the average salary of female teachers per month	1 78
Increase in average length of school term, (in days)	2¾
Increase in number of pupils	39,299
Increase in average number of pupils	8,822
Increase in cost of tuition	$219,567 49
Increase in cost of buildings, fuel, contingencies, &c	297,158 76
Increase in cost of expenditures of all kinds	541,941 62

The only discouraging item in this statement, the decrease in teachers' salaries, is accounted for by the prevailing stringency in financial affairs. The fact, however, that the expenditures for school purposes during the past year were more than half a million of dollars (Pennsylvania school report, 1875, p. viii) greater than ever before, abundantly proves the willingness of the people to support their schools liberally, notwithstanding the hard times. The rapidity of the growth of the system within the last few years has been, it is thought, almost without a parallel in the history of this or any other country. The following table shows

THE EDUCATIONAL GROWTH IN THE PAST TEN YEARS.

Year.	Graded schools.	Superintendents.	Average salary of male teachers per month.	Average salary of female teachers per month.	Cost of tuition.	School-houses.	Total cost, including expenses of all kinds.	Number of teachers who attended county institutes.
1865	1,743	65	$31 82	$24 21	$2,515,528 63	$465,088 08	$3,614,238 55	2,755
1866	2,800	66	34 34	26 31	2,748,795 08	725,000 00	4,195,258 57	3,704
1867	3,225	68	35 87	27 51	3,028,065 70	1,262,798 68	5,160,750 17	3,944
1868	3,362	75	37 28	28 76	3,273,269 43	1,991,152 55	6,200,539 96	10,268
1869	3,425	76	39 00	30 52	3,500,704 26	2,453,847 71	6,986,148 92	11,381
1870	3,872	79	40 66	32 39	3,745,415 81	2,765,644 34	7,791,761 20	11,290
1871	4,634	81	41 04	32 86	3,926,529 88	3,386,263 51	8,580,918 33	11,890
1872	4,998	85	41 71	34 60	4,104,273 53	2,864,113 35	8,345,072 78	11,625
1873	5,307	86	42 69	34 92	4,325,797 47	1,753,812 36	8,345,836 41	12,302
1874	5,586	86	42 95	35 87	4,527,308 03	2,160,514 87	8,847,939 88	13,970
1875	5,625	87	41 07	34 09	4,746,875 52	2,059,465 83	9,363,927 07	13,863

—(Pennsylvania school report, 1875, page ix.)

SCHOOL SYSTEM OF THE STATE.

PROVISIONS OF THE CONSTITUTION.

From the beginning there has been in Pennsylvania a care for education. The frame of government granted by William Penn in 1682, contained, article XII, the provision that "the governor and provincial council shall erect and order all publick schools." One of the next year contained the same. An act of the colonial assembly passed in 1696, intended to confirm this, contained the modified expression that "the governor and council shall have the care and management of all public affairs relating to * * * * the good education of youth," &c. The constitution adopted in 1776, article XLIV, read, "A school or schools shall be established in each county by the legislature, for the convenient instruction of youth, with such salaries to the masters, paid by the public, as may enable them to instruct youth at low prices; and all useful learning shall be duly encouraged and promoted in one or more universities." The ones of 1790 and 1838, in article VII, sections 1 and 2, used this language: "The legislature shall, as soon as conveniently may be, provide by law for the establishment of schools throughout the State, in such manner that the poor shall be taught *gratis*. The arts and sciences shall be promoted in one or more seminaries of learning."

The constitution of to-day, which went into effect January 1, 1874, placed, article IV, among the executive officers of the State, a superintendent of public instruction, who, according to section 20, should "exercise all the powers and perform all the duties of the" [previously existent] "superintendent of common schools, subject to such changes as may be made by law;" while in article X, on "Education," it went on to say:

SEC. 1. The general assembly shall provide for the maintenance and support of a thorough and efficient system of public schools, wherein all the children of this Commonwealth above the age of six years may be educated, and shall appropriate at least one million dollars each year for that purpose.

SEC. 2. No money raised for the support of the public schools of the Commonwealth shall be appropriated to or used for the support of any sectarian school.

SEC. 3. Women 21 years of age and upwards shall be eligible to any office of control or management under the school laws of this State.

PROVISIONS OF THE SCHOOL LAW.

From the Common School Laws of Pennsylvania and Decisions of the Superintend-

ent, with explanations, forms, &c., revised and arranged by J. P. Wickersham, superintendent of common schools, Harrisburg, 1873. Constitution as above.

SCHOOL OFFICERS.

A State superintendent of public instruction, county superintendents, city and borough superintendents, and district boards of directors are the officers distinctly recognized by the school law. The State superintendent thinks that township superintendents are also provided for.

POWERS AND DUTIES OF SCHOOL OFFICERS.

The State superintendent, formerly appointed by the governor, by and with the advice and consent of the Senate, for a term of three years, is, under the new constitution, appointed in the same way for a term of four years, subject to removal for misbehavior or misconduct. He has power to decide, without appeal, controversies or disputes among the local school officers, or between them and the State officers, respecting their relative duties; to remove, for adequate cause, any county superintendent, and appoint another in his stead until the next triennial convention of directors; to authenticate his acts by a department seal; to appoint one of his clerks* a general deputy, who may perform, in case of his absence or of a vacancy in his office, all the duties of superintendent; and to employ a competent person or persons to prepare plans for school buildings adapted for furnishing good light and ventilation, and have these published for use of districts.

His duties are to exercise a general supervision over the school system of the State; to give advice on school matters to district officers and citizens whenever it may be required; to construe for them the expressions of the school law; to sign all orders on the State treasurer for the payment of State moneys to the school districts; to determine, from the list of taxables furnished him, the proportion in which these shall be paid; to prepare blank forms for the reports from districts and forward them to the county superintendents for distribution; and to prepare and submit to the legislature an annual report, containing a full account of the condition of the public schools, the expenditure upon them for the year, estimates of the sums required for the ensuing year, the number of pupils, the cost of teaching each, the number of districts, and such other information as to school matters and plans for improvement of the schools as he may think expedient.

County superintendents are required to be persons of literary and scientific acquirements, of skill and experience in the art of teaching, of sound moral character, and of citizenship in the county; good evidence of all which is to be presented. They are elected for terms of three years at a triennial convention of the district school directors, held in each county after at least three weeks' successive previous announcements of it in two of the county newspapers.

It is their duty to visit, as often as practicable, the schools of their respective counties; to note the course and method of instruction and the branches taught; to give such directions as to the art and mode of teaching as may seem expedient; and to use their efforts to have each school equal to the grade for which it was established, and make the course of study in the several grades uniform throughout the county. They are to see that at least the required branches are taught in every district, with such other branches as the district directors may require; to make sure the employment of competent teachers by the school boards; to notify the State superintendent of any persistent neglect on this point, that the portion of the State quota for that district may be withheld; to forward annually, on or before the first Monday in June, the reports of the several school districts of their counties, together with extended report by themselves of the condition of the schools under their charge, and suggestion of whatever they may think will conduce to the improvement of the system.

It is also made their duty to examine all candidates for the position of teacher in their counties, and to give to each one found qualified a certificate setting forth the branches he or she is capable of teaching; such examination and certificate to be renewed as often as the individual shall be employed to teach any other branches than those set forth in his or her certificate.† On all such examinations the directors of the district in which the teacher seeks to be employed have the privilege of being present, as well as other persons, if they choose. The superintendents are to hold annually a teachers' institute, for the improvement of the teachers of their respective counties in the science and art of education, and to continue it in session at least five days. They may draw money from the county treasury for the expenses incurred in

*Since 1873 a second deputy has been allowed, mainly for the outside work of the department, such as visitation of normal schools, attendance on teachers' institutes, &c.

†The superintendents of counties, cities, and boroughs are to issue two grades of teachers' certificates, one called provisional, and given to applicants who possess only a fair knowledge of certain defined branches, or little or no experience in teaching, these to hold only for a year and not to be renewed without re-examination; the other called a professional certificate, given to those who show a thorough knowledge of the elementary branches and have had successful experience in teaching, these to hold during the official term of the superintendent issuing it and for a year thereafter.

holding such an institute, on filing an account of all expenditures and vouchers for the same; and must, on the adjournment of the meeting, report to the State superintendent the number of teachers in attendance, the names of the lecturers or instructors who officiated, the subjects on which instruction was given, and the degree of popular interest awakened.

City and borough superintendents are chosen by the school directors of any city or borough having a population of over 7,000 on the first Tuesday in May of every third year, from 1869, for terms of three years, and must have essentially the same qualifications and perform for their districts essentially the same duties as county superintendents, with the additions which grow out of the greater variety of grades and higher quality of schools usually found in cities and large towns.

District superintendents are not expressly named in the school law, but the superintendent holds that, as directors may legally delegate their visitorial duty to "one of their own number," and may pay their secretary for other acts and duties than those strictly belonging to his office, they have only to deputize the secretary to visit the schools for the purpose of inspection and examination, "and the district superintendency is at once in legal existence and operation." All superintendents receive such compensation as the directors by whom they are elected may determine.

District boards of directors consist of six members chosen in each district at the same time and place that elections are held for supervisors and constables, and in wards in cities or boroughs, at the time and place of the borough or ward elections. In new districts of city or country, the six are chosen at the first election, two to serve one year, two to serve two years, and two to serve three years, and annually thereafter two are chosen to take the place of the two outgoing ones,* their terms to be three years. They have power to fill any vacancy which may occur in their number until the time of the next annual election, and are exempted from serving in any township, city, or borough office. They organize by appointing one of their number president and another secretary, and by appointing a treasurer, who may or may not be one of themselves. The duties of the board are to hold at least one stated meeting every three months, and special meetings on due notice; to establish a sufficient number of schools for the free education of every child of school age in their districts who shall apply for admission; to build, purchase, or rent school-houses for this purpose and supply them with the proper conveniences and fuel; to make arrangements for having instructed in other districts such children as cannot conveniently attend the schools in their own; to exercise a general supervision over the schools of their district, visiting them, by one or more of their number, at least every month; to appoint teachers for them, fix the salaries of these, and remove them in case of proved incompetency, cruelty, negligence, or immorality; to require from each teacher a monthly report; to direct what branches of learning shall be taught and what books used; to pay all necessary expenses of the schools by drafts on the district treasurer, signed by the president and attested by the secretary, making record of each on the minutes of the board; to publish an annual statement of moneys received and expended by them, or still due; and, on or before the first Monday in June of each year, make full report of their schools to the county superintendent, embodying a number of required particulars, besides a sworn statement for the State superintendent, certifying the number of months their schools have been kept open and that no teacher has been employed who had not a valid certificate. This paper is also to contain the name and address of the district treasurer, that the proper quota of the district may be sent to him if all is right.

SCHOOLS.

The schools of the State are free to all children of school age (6–21) residing in the districts where they are taught, and are to be kept open at least five months of twenty-two school days each. The minimum instruction in them is to include orthography, reading, writing, English grammar, geography, arithmetic, and history of the United States. But as the law enjoins provision for instruction in "such other branches as the board of directors or controller may require," and gives liberty to establish "schools of different grades," the superintendent holds that "the only limit to the course of instruction in a common school is that set by the wants of the pupils and the discretion of the board." Boards may establish separate schools for colored children whenever they can be so located as to accommodate twenty or more pupils; and there is one school for Indian children, several for soldiers' orphans, one for the deaf and dumb, and one for the blind.

Ten State normal schools for the preparation of teachers exist, besides a large one connected with the school system of Philadelphia. There is also a State agricultural college, but not yet a university heading the State system.

SCHOOL FUNDS.

No permanent school fund exists in this State. The annual appropriation of $1,000,000 provided for by the new constitution, is used to stimulate local effort in the several

*In city or borough districts allowed to elect three directors, one is chosen annually for a term of three years.

school districts and supplement the local taxes raised in them for the support of schools. The amount thus raised in 1875 was, for tuition alone, $4,746,875.52 additional to the State appropriation, while for building, purchasing, and renting school-houses, for fuel, contingencies, debt, interest paid, &c., $4,617,051.55 more was raised, making a grand total of $9,363,927.07 devoted to free education in the State. Thirteen mills on a dollar is authorized to be raised by local taxation for school purposes.

ELEMENTARY INSTRUCTION.

EDUCATION FOR WORK.

Superintendent Wickersham urges the necessity, in view of the great demand and need in the country for skilled labor, of devoting more attention to the education of the people for work. He thinks our system of school education, judged by its fruits, is not sufficiently practical; that under its influence young men are too apt to seek employments that engage chiefly the head, and neglect those that call for the use of the hands. As a consequence, the professions are thronged, and there is a fearful pressing forward of able-bodied young men for clerkships, agencies, offices, and other light kinds of business, while skilful workmen are sadly needed in the mills and workshops and on farms. The measures that should be taken in the direction of securing an education for work are, in the opinion of the superintendent, (1) that industrial drawing be taught in all the public schools of the State; (2) that technical departments, with a suitable course of study, be attached to the public high schools; (3) that the technical and scientific departments now in operation at several of the colleges in the State be properly enlarged and strengthened; (4) that the State normal schools be required to give more attention to drawing and art education generally, in order that a supply of teachers qualified to teach those branches may be obtained; (5) that one or more institutions be established, by State aid or otherwise, modelled after the great English art training school at South Kensington; and (6) that municipal school authorities should supplement their present systems of public schools by one or more industrial schools, or schools for artisans, where suitable instruction could be given to apprentices and workingmen, and such trades as it might be found practicable to teach could be learned, these latter schools to be kept open either during the daytime or evening or both.—(State report, 1875, pp. xxiv, xxv.)

PROVISION FOR NEGLECTED CHILDREN.

A large number of homes for neglected and destitute children have been established by different religious denominations and by the benevolent in Philadelphia, Pittsburg, and the more populous counties of the State. The number of children cared for in these homes during the past year was not less than 2,500. Some of these institutions have received aid in the shape of irregular State appropriations, but, as a whole, they have remained unorganized, both as to a definite object and a well conceived method of attaining such an object. They have simply done the work that came to their hand, without attempting to do all that needed doing. Such, however, have been their beneficial results, and so well adapted do they seem to the purpose of gathering in and caring for the children who are neglected and growing up in ignorance, that the friends of universal education have come to look to them, increased in numbers, better organized and aided by State or municipal appropriations, as the best means of doing a much needed work beyond the reach of the public schools. With this view, an act was passed at the last session of the legislature giving to the courts of common pleas of any county the power, under certain conditions, to grant a decree authorizing and directing the payment of sums of money sufficient for the purpose out of the county funds for the education and support of friendless and destitute children in schools or homes established for them. This act has already gone into effect in several counties, and though it will need several strengthening amendments, and some years may pass before it goes into general operation throughout the State, Superintendent Wickersham hails its passage as the beginning of a most beneficent reform and a most timely supplement to the system of public schools.

The superintendent mentions, in this connection, certain laws relating to the employment of children, which are almost a dead letter. These are an act providing that no minor shall be employed in cotton, woollen, silk, paper bagging, or flax factories under 13 years of age; that no minor between the ages of 13 and 16 shall be employed in said factories for more than nine months in a year, or unless he has attended school at least three consecutive months in that year, and imposing the penalty of $50 fine for each offence upon owners, employers, parents, and guardians who violate the law; and an act, passed in 1870, forbidding the employment of boys under 12 years of age in mines under penalty of imprisonment and a fine not exceeding $500. These laws, if enforced, says the superintendent, would do much to cure a great evil, and, operating efficiently in conjunction with the laws establishing homes for neglected and destitute children, they would leave little to be desired in the way of legislation upon the subject of attendance at school.—(State report, 1875, pp. xiv, xv.)

KINDERGÄRTEN.

Reports have been received by the United States Bureau of Education from 4 Kindergärten, located, respectively, in Germantown, Philadelphia, Pittsburg, and Wilkesbarre, and having a total attendance of 88 pupils, taught by 9 teachers, including 3 assistants. Two of these schools were organized in 1874, one in 1875, and the other in 1869.

COUNTY SUPERINTENDENTS.

The office of county superintendent is now a little over 21 years old. When first established it met with great opposition and now and then, in localities, owing always to weakness or defects of administration, it is still opposed, but, on the whole, it has triumphantly sustained itself, and school supervision, professional, close, and systematic, will remain a part of the educational policy of the State. If change in this regard should be made, it will be in the direction of more superintendents and better supervision. Of the present corps of superintendents, none have been commissioned who did not possess the evidence of qualifications which the law requires. Of the 86 now in commission, including county, city, and borough superintendents, 23 are graduates of colleges, and 14 of normal schools, six others completed a partial course at schools of this kind, and the rest either hold commissions as superintendents for past terms, or one of the higher grades of certificates given to teachers. All of them have had experience in teaching or in supervising schools within three years, or they would not have been eligible to the office. The average salary paid superintendents was $1,232.55. The hard times prevented, in many cases, the fixing of higher salaries.—(State report, 1875, p. xvi.)

ABSTRACT OF COUNTY SUPERINTENDENTS' REPORTS.

The reports of the county superintendents represent the condition of educational affairs to be different in the different portions of the State. In many parts of the State there has been great progress during the past year in the common schools; new schoolhouses have been built and supplied with the best furniture and apparatus; many have been graded and have adopted a uniform series of text books; teachers are better qualified both to instruct and govern, school officers are more earnest and faithful, public sentiment has grown more favorable to the system, and the prospects are highly encouraging, showing the condition of the schools to be far better than in any previous year. But in other portions of the State there are complaints of poor schools, uncomfortable and badly situated school-houses; want of qualified teachers and intelligent and progressive school officers; lack of apparatus and classification, and numerous other complaints, all springing from a want of interest on the part of the patrons and a decided opposition by many of the taxpayers. The superintendent of Adams County says: "Among the chief obstacles to progress are youth, inexperience, and insufficient scholarship on the part of teachers; and lack of sympathy and proper encouragement in the teacher's work on the part of the public." The superintendent of Armstrong County says: "The greatest obstacle to the success of our schools is the lack of cooperation of parents. With respect to apparatus, we have not one school well supplied." The superintendent of Forest County says: "Some of our directors appear to be ignorant of their duties and show a disposition to retard, rather than advance, the interest of our schools." The superintendent of Greene says: "We have not a first class school-house in the county or one with its grounds suitably improved." The superintendent of Snyder, speaking of the influence of public sentiment upon schools, says, that where education is not properly appreciated low salaries are paid and correspondingly poor teachers employed, and consequently the schools are badly taught, badly organized, and poorly governed. The superintendent of Somerset (and the superintendents of other counties concur with him) says: "The chief obstacles in the way are numerous, among which should be especially noted indifference on the part of school officers, lack of a sufficient number of well qualified teachers, want of higher salaries to competent teachers, unequal taxation, want of better local supervision; but with the right kind of men as directors these mountains become as mole hills."

But taking the whole State into consideration the failure of some of the schools has been as nothing compared with the good results of others, and the prospects are highly encouraging for a year of great usefulness.

Music has been taught in many of the schools with greatly satisfactory results.

SANITARY CONDITION OF THE SCHOOLS.

During the summer of 1875 a committee of the board of control of the city of Philadelphia, aided by a corps of scientific gentlemen, very carefully investigated the hygienic condition of a large number of the public schools of the city, tabulated the results with great labor, and published them in pamphlet form. As similar defects in school architecture and management are to be found all over the State, the superintendent quotes a few extracts from the general report of the committee, and also from the accompanying special reports, and respectfully calls attention to them.

Position of desks.—An examination of the papers will make it apparent that in a large number of the schools reform is much needed in the matter of the position of the pupils' desks and the blackboards, as regards the direction from which the light enters the class rooms. In the class rooms where the positions of the desks are faulty because of the light falling directly upon the face of the pupil when sitting at the desk, they should, as far as possible, have their positions so changed that the light may be received at the side or from behind the pupil, and the blackboards be so arranged as to be in harmony with the light received from such directions.

Physical exercise.—Regarding the matter of physical exercise, the committee remarks that while it may not be possible in some of the school-houses to have gymnastic exercises in the class rooms, yet the importance of physical exercise as a means, if of nothing more, of withdrawing the brain from its toil, should not be overlooked, and hence that in some form such exercise should be commanded at set periods every day. In every instance where the recess required by the board is withheld from the children, there is a gross wrong done to them which must not be tolerated.

Ventilation.—Too much importance cannot be attached to the perfect ventilation of the school rooms. In Philadelphia during ten months of the year about four and a half hours of each school day are spent in the school rooms by 90,000 children, ranging from 6 to 17 years, and about 2,000 teachers. Who can possibly estimate to what extent the laws of health are violated by compelling these 92,000 persons to breathe, day in and day out, an atmosphere surcharged to the extent of five, six, or seven times the sum of carbonic acid that normal air contains, and then, superadded to this a sum of organic impurities which may be expressed by the same numbers that indicate the excess of carbonic acid? Who can, in numbers, express the degree of violence done to health, the sum of human suffering engendered, and to what extent life may be shortened by the respiration of the unnecessarily impure atmosphere of school rooms?

Improper seating.—Although the style of desks used in the various schools may be good enough, yet, owing to the total neglect of proper care in placing children of different sizes at desks of heights suitable to them, they, in a vast majority of cases, assume habitually faulty postures, both in sitting and standing, and many, likewise from the same cause, become the victims of defects of the visual organs."

SCHOOLS OUTSIDE OF PHILADELPHIA.

The following facts, taken by the State superintendent from county superintendents' reports, show, in some measure, to what extent the laws of health are violated in the schools in the State outside of Philadelphia: Of the 13,366 school-houses in the State there are reported as unfit for use 1,563; badly ventilated, 5,281; with furniture injurious to pupils, 2,618; with grounds of insufficient size, 6,453.

In view of the whole subject, the superintendent recommends a careful study of school hygiene by all superintendents of schools, and, in the light of this knowledge, a thorough inspection of the schools under their supervision and the publication of the results, with such practical suggestions to school boards as may enable them to guard against the evils now arising from a violation of the laws of health in the schools, and the election of a physician as a member of the school board, wherever practicable, and his appointment as chairman of a committee on the hygienic condition of the schools of the district.—(Pennsylvania school report, 1875, pp. xxi–xxiv.)

CITY SCHOOL SYSTEMS.

ALLEGHENY.

School officers.—A board of controllers of 66 members, 6 from each ward, with a secretary and city superintendent of public schools.

Number and classification of schools.—The whole number of public day schools, based nominally on the allotment of an average daily attendance of 50 primary, 45 medium, and 35 grammar pupils, respectively, to each female teacher in the various departments, was 170. Of these, 84 were primary schools with an average monthly enrolment of 5,311 and an average daily attendance of 4,447. In the medium department there were 43 schools, with an average monthly enrolment of 1,925, and an average daily attendance of 1,645. In the grammar department, 35 schools, with an average monthly enrolment of 1,323 and an average daily attendance of 1,149. In the high school department, 8 schools, with an average monthly enrolment of 251 and a daily attendance of 219. The whole number of pupils admitted into all the departments was 11,980; average monthly enrolment, 8,810; average daily attendance, 7,460; average percentage of attendance, 89.

Drawing.—Superintendent Davis says the history of drawing in our schools, which dates back but a few years, has not been signally marked by any special manifestation in the way of general advancement. The authority for having it taught in any of the schools, being vested in the local boards, and each being unequally impressed with its utility, all did not formally adopt it or require lessons to be given in it. Only 18

teachers out of 184 were required to teach it and less than one-tenth of the average daily attendance of pupils were required to make it a subject of thought and study.

Examinations.—Some of the schools have adopted, with good results, the plan of holding monthly written examinations. They are conducted by placing in the hands of all pupils of the same grade slips of paper containing the same series of questions, and requiring answers in writing. The superintendent says, "This method gives to each pupil the same length of time, puts each upon his own resources, secures a more uniform system of credits, and tends to accuracy of expression and neatness of work."

Teachers.—The whole number of teachers in the schools at the close of the term was 186; 14 male principals, 2 male music teachers, and 170 female teachers. Of these, 124 have taught more than five years, and the great majority of the remainder have had from one to five years' experience in professional work.

Teacher's institutes.—The teachers in the city schools organized a local institute, and held meetings once each quarter during the session of the schools. The object of the institute was to create a greater interest in the work in which they were engaged and secure by a mutual exchange of thought and sentiment greater efficiency in their profession. These issues seem to have been secured.

The teachers' annual institute was held in Allegheny City, in connection with that of the county institute, on the last three days of March and the first two of April.—(From report of board of controllers and of Superintendent John Davis for 1874–'75.)

PHILADELPHIA.

Officers.—The board of public education consists of 31 members, appointed by the judges of the court of common pleas and district court, 1 being selected from each ward. Their term of service is for three years, beginning the first Monday of January, one-third going out each year. There is no city superintendent. The duties of such are performed by the secretary of the board.

Statistics.—Enrolment in the public schools during the year—boys, 47,730; girls, 47,822 — 95,552, an increase of 3.602 over the number of 1874. There were in high schools, 1,256; in grammar schools, 13,967; in consolidated schools, 7,031; in secondary schools, 24,308; in primary, 43,990. Average attendance, 82,975. Expenditures during the year, $1,634,653.26.

Remarks.—Philadelphia has reason to be proud of her connection with the origin and growth of popular instruction. Her system went into operation 16 years before the adoption of the general State law extending the blessings of a free and substantial elementary education to children, irrespective of condition, and they were mainly her citizens who, combating violent prejudice and class opposition, planted the seed which finally came to fruition in the passage of the act of 1834 and of supplemental acts which strengthened the good cause.

The president of the board reports that there is reason to be gratified with all the departments of the school system, with the fidelity and efficiency of the teachers, with the increased attendance upon the schools, and the satisfactory results of their management. The city is unusually favored in having the services of an intelligent, capable, and conscientious corps of educators, who feel that no ability, no attainments, no attention can be too great for the accomplishment of the duties with which they are intrusted.

The results of the teaching in the Central High School for the year 1875 are very gratifying. This school went into operation in October, 1838, with 4 professors and 63 students, and it has expanded with the growth of the general system. It has now 15 professors, and at the close of the year 1875 had 601 students, over 300 having been admitted at the two semi-annual examinations.

There are ample indications of the increasing usefulness of the normal school. During the year 262 pupils were admitted to it; average attendance, 641. This school was not established until the Central High School had been in operation for some time and was effecting most satisfactory results. The plan of this school combines successfully both normal and high school training. It has given to Philadelphia nearly all the lady teachers who are now employed in its public schools.

One of the important events of the year was the offer of the trustees of the University of Pennsylvania to establish 40 free scholarships in the Towne Scientific School, at the rate of 10 scholarships a year for a four years' course.

Following close upon this was the offer of the directors of the Philadelphia School of Design to admit 10 female pupils of the public schools annually to that institution for a four years' course in art training.

PITTSBURG.

School officers.—A central board of education of 36 members, apparently holding office for three years, one-third being changed each year; subdistrict boards of directors of 6 members each, apparently holding office for the same period, with a like annual change: and a superintendent of public schools.

Statistics.—Population of the city in 1870, 121,215; estimated present population,

130,000. Number of children of school age not given. Enrolled in public schools, 20,937; average monthly enrolment, 16,272; average daily attendance, 13,572. Teachers employed, including 6 music teachers, 399; wages of these, $400 to $3,000. Salary of superintendent, $3,000. Receipts for public schools for the year ending June 1, 1875, $751,534.10; expenditures on them, $678,983.41; balance on hand, $72,550.69.

Growth in twenty years.—A table showing the annual progress of the city school system since its consolidation in 1855 gives the following exhibition of the advance made in that time: Teachers employed, 1855–'56, 109; in 1874–'75, 414. Total enrolment of pupils in the former year, 6,724; in the latter, 20,927; average monthly enrolment in the former, 5,442; in the latter, 16,272; average daily attendance in the former, 4,354; in the latter, 13,572. Amount paid teachers in the former, including salary of superintendent, $39,394.75; in the latter, $255,677.24. Paid teachers in evening schools in the former, $1,005; in the latter, $8,017.67.

Drawing.—This important art is said to have taken its place among the regular school studies, and the results, as seen in every department of the schools, from the primary to the most advanced classes of the high school, are reported by the superintendent to have exceeded the most sanguine expectations of the warmest friends of the measure.

Evening industrial schools have been kept open 65 nights, with an enrolment of 250 pupils and an average attendance of 137, under 4 teachers.

Teachers' institute meetings are held five times each year, with full attendance and apparently great interest, while for the improvement of normal pupils in the high school certain city schools are made schools of observation.—(Report of Superintendent George J. Luckey for 1874–'75.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

There are now ten State normal schools in active operation. A new one, located in the borough of Indiana, was recognized as a State institution in June, 1875. The Bloomsburg school, a few days after the commencement of its fall session, was destroyed by fire. The loss was about $60,000, the insurance $30,000. The calamity fell very heavily upon the school, but its trustees and friends at once resolved to rebuild the burnt building, and the work at date of the report of the superintendent was in rapid progress. The mortgage debt of all the normal schools is $190,398.45, and the floating debt $114,481.18. Some of them suffered severely from the loss last year of the usual appropriation from the State. It is believed to be good economy to make liberal provision for them, since good schools cannot be had without good teachers, nor these without special training. The State has a representation in each of the normal school boards of trustees equal to one-third the whole number, and a vote of three-fourths of all the trustees present at any meeting is required to adopt any measure upon which the yeas and nays are called. This power, it is thought, may be wielded to broaden the normal school policy and save it from the trammels of private interest.

The number of students in all the normal schools was 3,985; professors and instructors, 114; graduates, 166; students preparing to teach, and, as student teachers, receiving State aid, 2,201. There were in the libraries 14,203 volumes; the value of property belonging to the schools is estimated at $1,102,880.54; expenses for improvement, &c., $145,590.23; total income for the year, exclusive of moneys received from the State, $294,139.04; ordinary expenditures, $297,198.63.

Deputy Superintendent Curry, who during the year visited all the State normal schools, looked into their workings, noted their surroundings, and took an active part in the examination of all their graduating classes, testifies as to their continued prosperity. He has observed a gradual increase from year to year of their efficiency. But while this is the case, and while the schools are now equipped for effective labor, being supplied with suitable grounds, ample buildings, able principals, and, in most cases, a full corps of professors, they are yet, he says, far from accomplishing all that they should. Most of them, being comparatively new, are still in a formative condition, and none of them is yet sufficiently professional in its character. In theory they are all professional institutions, devoted exclusively to the education and training of teachers. And if such were now their real character it would not be long before they would furnish a grade of teachers whose superior qualifications, professional enthusiasm, and transforming influence would be felt and recognized throughout the State, and teaching would soon take rank among the learned professions. But practically, according to Mr. Curry, these institutions are as yet only mixed schools, open to all classes and grades of pupils of proper age, with but little regard to their previous qualifications or prospective occupations. Some of these are anxious to qualify themselves for teaching, others desire to prepare for college, while many of them simply wish to obtain a good practical education. All receive thorough academic instruction, while those of them who expect to teach are required to pursue a short collateral course in methods, and, in some instances, in the science of teaching; but, in most cases, with little practice in a model school. He thinks that this condition of things is wrong. The normal schools

should be devoted exclusively to the preparation of teachers. It was for this purpose they were established. At first they had to labor under many disadvantages, and in order to overcome popular prejudice and secure final success, it seemed expedient to admit students seeking only a general education. But if the circumstances which could justify such a course ever existed the time has now passed away, and all thoughts of making money out of the schools by retailing knowledge to the general public should be abandoned. They should be made such that the graduates of the best academies and colleges in the State could enter their classes to advantage. They should be organized on a strictly normal school basis and wholly consecrated to the work of preparing teachers. It is hoped, therefore, that the next legislature will relieve these schools of all financial difficulty, and thus enable them to proceed hereafter on a professional basis alone.—(State report, 1874–'75, pp. xiii, xxxii, xxxv.)

COUNTY INSTITUTES.

A table of statistics of teachers' institutes presented in the superintendent's report shows that 67 were held in the State during the year 1874–'75, at which the whole number of spectators present was 28,870; actual members, 13,863; those engaged in teaching common schools, 9,441; school directors, 1,935; honorary members, 2,060. There were 474 instructors and lecturers engaged, and 277 essays were read.

Deputy Superintendent Curry, who was present giving instructions at twenty of these institutes, reports that they were, for the most part, very interesting and well attended, and that, in many cases, the houses in which they were held were not large enough to accommodate all who wished to be present at the evening sessions. He thinks no other agency in the State capable of doing more for education than a well regulated county institute, bringing together, as it does annually, all the teachers of the county into a kind of migratory normal school, which holds its successive annual sessions in as many different neighborhoods. And as its exercises comprise instruction in the science of education, the art of teaching, methods of instruction, school organization, school government, and, in general, a free discussion of all questions relating to school management, such an institute cannot fail to be a source of great improvement to the teachers, not only in a professional point of view, but incidentally in breaking up the monotony of their school routine, extending their acquaintanceship, and widening their views.

SCHOOL JOURNAL.

The Pennsylvania School Journal, conducted by the State superintendent, and serving as his organ for communication with school teachers and school officers, has continued through 1875 its good work of improving these by many excellent articles on proper methods of instruction, management, and discipline, as well as by information and decisions on points of school law.

SECONDARY INSTRUCTION.

HIGH SCHOOLS.

The superintendent's report does not give the number of public high schools in the State, nor any general information concerning them, but states that in 1,601 of the public schools some of the higher branches are taught. The reports of city and borough superintendents, included in the State superintendent's report, mention the existence of 13 high schools, all of which appear to be prospering and accomplishing a good work. In Philadelphia there is a high school for boys and a high and normal for girls. The course of instruction in the high school, as given in the report of the Philadelphia board of education for 1875, embraces belles-lettres, higher mathematics, natural history, natural sciences, mental and moral philosophy, physiology, the Latin and German languages, commercial calculations, business forms, &c. Its students are trained in drawing, from the elementary stages up to the mechanical, and are thereby fitted for the various pursuits of a great industrial centre, as well as for college.

ACADEMIES AND SEMINARIES.

Of the 124 academies and seminaries in the State which have at some time reported to this Office, specific reports have been received from 88, of which 24 are for the education of boys, 28 for girls, and 36 for both sexes. The boys' schools report a total attendance of 2,136 pupils; those for girls, 1,522; and those for both sexes, 4,385, making a grand total of 8,043. The number of teachers is 568. The schools for boys report 543 students pursuing classical studies and 516 modern languages, those for girls 303 in classical and 627 modern languages, and those for both sexes 749 in classical and 402 in modern languages. The number of pupils preparing for a classical course in college was 470; preparing for a scientific course, 288. Drawing was taught in 71 of these schools, vocal music in 57, and instrumental music in 54. Chemical laboratories exist in 35, philosophical apparatus in 44, and libraries in 41. In the boys' schools these range in size from 400 to 5,000 volumes; in the girls', from 100 to 3,100, and in those for both sexes, from 10 to 4,500, the total number of volumes reported aggregating 47,519.—(Returns to Bureau of Education, 1875.)

PREPARATORY SCHOOLS.

In the 7 preparatory schools reporting their statistics for 1875 to this Office, 49 teachers are employed and 917 pupils are in attendance, of whom 119 were preparing for a classical course in college and 47 for a scientific course. Chemical laboratories exist in 4 of these schools, philosophical apparatus in 5, and gymnasiums in 4, and libraries in all but 1, ranging in size from 175 to 1,200 volumes, three having 500, and aggregating 3,200.

The preparatory departments of colleges report 1,757 students in them, of whom 674 were preparing for a classical course in college and 346 for a scientific course.—(Returns to Bureau of Education, 1875.)

BUSINESS COLLEGES.

Ten business colleges report their statistics, as follows: Instructors: male, 38; female, 2; total, 40; students, 1,647. In addition to the common and higher English and commercial studies pursued in these schools some of them embrace German, French, Spanish, phonography, and telegraphy. Ten students were pursuing phonography, 17 telegraphy, 8 German, 4 French, 7 Spanish, 5 banking, and 8 commercial law. Two report the possession of libraries, of 20 and 100 volumes respectively.—(Returns to Bureau of Education, 1875.)

SUPERIOR INSTRUCTION.

The superintendent gives statistics of 19 colleges and universities which reported to him. From 8 no report had been received. In 17 of the colleges reporting the total attendance of students was 2,687; the number of professors and instructors, 184; 14 report a total in the preparatory department of 1,064; in 4 there were 58 students who were preparing to become teachers; all but four give the number of graduates in 1874–'75, (231,) and the total number since commencement, 7,736. All but three report libraries, of from 140 to 27,503 volumes, 7 out of the 16 having 10,000 volumes and more, and all but two having 2,000 and over.—(State report, p. lxxxii.)

THE UNIVERSITY OF PENNSYLVANIA.

Although this is not strictly a State university, its age, its wealth, and its present great concentration of advantages give it naturally prominence.

Instruction is given here in four different departments, viz, those of arts, sciences, medicine, and law. The course of instruction in the department of arts is prescribed during the freshman and sophomore years; for the remaining two years a limited election or choice of various studies is permitted. The scientific, like the classical course, extends through four years, and choice is afforded in the former of five different professional courses, namely: analytical and applied chemistry and mineralogy, geology and mining, civil engineering, mechanical engineering, and drawing and architecture Great additions have been recently made to the libraries of the university, and it is proposed to enlarge them still further as occasion may offer.—(Catalogue, 1874–'75.)

OTHER COLLEGES.

Allegheny College, Meadville, (Methodist Episcopal,) is for both sexes; has preparatory, classical, scientific, and biblical departments.—(College catalogue, 1874–'75.)

Haverford College, Haverford, (Friends,) admits only young men. There are classical, English, and mathematical departments.—(College catalogue, 1874–'75.)

Lafayette College, Easton, (Presbyterian,) is also exclusively for young men. Its classical course is similar to the undergraduate course of the best colleges, and its Pardee scientific department embraces, besides the general scientific course, three technical courses.—(Catalogue, 1874–'75.)

The entire library of the late Hon. C. L. Ward, of Towanda, Pa., has been donated to this college. The library numbers over 11,000 volumes, and contains many rare editions of the classics and other valuable and expensive works.—(Pennsylvania School Journal, April, 1875.)

Lehigh University, South Bethlehem, (Protestant Episcopal,) was endowed by Hon. Asa Packer, in 1865, with the sum of $500,000, for the purpose of offering to young men free instruction in those branches necessary to complete a liberal education, but more particularly in those industrial pursuits which tend to develop the resources of the country, such as engineering, civil, mechanical, and mining; chemistry, metallurgy, architecture, and construction.—(Catalogue, 1874–'75.)

Mr. Packer has since done much to increase the advantages of the institution, improve its buildings, and enlarge its grounds.

Lincoln University, Lower Oxford, (Presbyterian,) is especially intended for the education of the colored race. It offers them a collegiate, a normal, and a commercial course, while for those looking to a profession there are studies in theology, law, and medicine.

Monongahela College, Jefferson, (Baptist,) is for both sexes, and offers classical, scientific, English, normal, and preparatory courses.—(Catalogue, 1874–'75.)

Muhlenberg College, Allentown, (Lutheran,) offers to young men a preparatory and the regular classical collegiate course.—(Catalogue, 1874.)

New Castle College, New Castle, (strictly non-sectarian,) was organized in 1872, and chartered with full college powers in 1875. It is for both sexes, and embraces courses in science, mathematics, languages, music, painting, drawing, waxwork, book-keeping, telegraphy, and science of teaching.—(Catalogue, 1875–'76.)

Palatinate College, Myerstown, (Reformed,) is for both sexes, and embraces elementary, academic, and collegiate departments, the latter comprising seven special courses, viz: mathematics, classics, modern languages, history, natural sciences, philosophy, and fine arts. Drawing, vocal and instrumental music may be continued in all the courses. Lessons in elementary drawing are given gratuitously.—(Catalogue 1874, p. 16.)

Pennsylvania College, Gettysburg, (Lutheran,) apparently, only for young men, affords preparatory and regular collegiate courses of instruction, the latter including the German language as a required study; Greek is continued throughout the course, the Continental method of pronunciation being adopted. Much attention is given to mental philosophy, moral science, and Christian evidences.—(Catalogue, 1875–'76.)

Pennsylvania Military Academy, Chester, (undenominational,) for boys, adds to its English and scientific courses one answering to a moderate collegiate course. In this there appear to be at present 4 students.—(Catalogue, 1875.)

St. Vincent's College, Latrobe, (Roman Catholic,) is under the direction of the Benedictine Fathers, and offers its students classical, commercial, and ecclesiastical courses.

Swarthmore College, Delaware County, (Friends,) is on the road from Philadelphia to West Chester; is for both sexes, and embraces preparatory, classical, and scientific departments. Regular daily exercise in the open air is required of all the students, for which the extensive grounds connected with the college afford ample facilities. The gymnasium is well supplied with suitable apparatus, and is open every day for the voluntary exercise of boys and girls in separate classes. They also receive regular instruction from a teacher of gymnastics. No form of dress is prescribed for either sex, but simple attire is earnestly recommended; and ear-rings, bracelets, necklaces, and elaborately trimmed dresses are prohibited. Girls must be provided with gymnasium dresses.—(Catalogue, 1873–'74.)

The University at Lewisburg, (Baptist,) unites with its classical and scientific curricula a course for ladies in the University Female Institute, under the same presidency with the college, but with a lady principal and a corps of 8 lady teachers.

Villanova College, Delaware County, (Roman Catholic,) affords classical, preparatory, scientific, and commercial courses. It was incorporated and authorized to confer academic degrees in 1848. Extensive college buildings have recently been completed and fitted up with modern improvements.—(College catalogue, 1874–'75.)

Western University of Pennsylvania, Pittsburgh, (non-sectarian,) affords to young men preparatory, classical, and scientific courses of study; the latter divided into courses for the degrees of Ph. B. and Sc. B. There is an engineering department, with courses in civil and mechanical engineering.—(College catalogue, 1874–'75.)

The Philadelphia Evening Telegraph, of June 16, 1875, contained the following pleasing intelligence: "William Thaw, of Pittsburgh, has offered to give $100,000 to the Western University of Pennsylvania, conditioned on the institution securing $100,000 additional by July. Efforts are being made to comply with Mr. Thaw's stipulation, and the prospect is that they will be successful."

Westminster College, New Wilmington, (United Presbyterian,) is for both sexes. Preparatory, scientific, and classical courses are arranged; the latter, however, being the prominent feature in the college curriculum, receives most attention.—(College catalogue, 1875.)

COLLEGES FOR WOMEN.

There are 17 institutions of this class reporting their statistics for 1875 to this Office, as follows: Number of instructors—men, 66; women, 159—225. Pupils—in preparatory departments, 365; in collegiate, 1,189—1,554; in regular collegiate classes, 365; in partial courses, 122; in post graduate studies, 10. Music, both vocal and instrumental, is taught in 13 of these schools, French in 14, German in 13, and Italian and Spanish in 2. Nine have chemical laboratories, 10 philosophical apparatus, 5 museums of natural history, 1 an art gallery, and 13 libraries of from 275 to 5,000 volumes, and aggregating 25,145.

Statistics of universities and colleges, 1875.

Names of universities and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
Allegheny College	11	....	29	63	$210, 000	$160. 000	$13, 000	$0	$0	.....	*a*10, 500
Dickinson College	6	0	0	86	250, 000	155. 000	12. 50-	0	0	.....	*a*27, 503
Franklin and Marshall College.	10	1	57	71	100, 000	103, 000	7, 500	800	0	.....	*a*11, 500
Haverford College	7	0	0	42	150, 000	91, 000	6, 541	518. 81-	0	.....	*a*11, 450
Lafayette College	28	3	0	174	684, 000	.....	26, 86-	8, 02-	0	.....	*a*20, 700
La Salle College	22	....	250	140	80, 000	.....	.....	9, 800	.....	.....	5, 000
Lebanon Valley College	6	0	103	28	62, 000	3, 100	.....	4, 000	0	$0	*a*1, 273
Lehigh University	14	....	104	119	500, 000	.....	.....	0	.....	.....	.....
Lincoln University	10	4	61	73	125, 000	95, 000	.....	.....	.....	.....	4, 000
Mercersburg College	14	0	46	59	60, 000	18, 000	1, 000	.....	.....	0	*a*4, 300
Monongahela College	7	....	81	12	31, 000	22, 000	1, 320	1, 200	.....	.....	.....
Muhlenberg College	8	0	30	48	100, 000	43, 000	2, 400	5. 000	0	17, 000	*a*3, 600
New Castle College	10	....	*c*25	96	*d*4, 000	.....	.....	6, 000	.....	.....	*a*400
Palatinate College*	9	....	192	16	30, 000	.....	.....	5, 000	.....	.....	*e*900
Pennsylvania College	12	5	44	83	100, 000	133, 000	7, 500	5, 600	.....	.....	*a*19, 550
Pennsylvania Military Academy.	11	0	21	109	100, 000	.....	.....	.....	0	0	1, 000
St. Francis College	10	....	(*f*)	.....	250. 000	.....	4, 000	15, 800	.....	.....	3, 000
St. Joseph's College *g*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
St. Vincent's College	37	....	25	179	.....	.....	.....	.....	.....	.....	13, 000
Swarthmore College	22	9	147	88	500, 000	50, 000	3, 000	580, 000	0	25, 000	2, 400
Thiel College	7	....	51	28	40, 000	.....	2, 175	2, 252	.....	.....	3, 000
University at Lewisburg	9	2	54	69	88, 000	125, 000	8, 315	4, 312	0	0	*a*6, 426
University of Pennsylvania	17	0	.....	130	250, 000	417, 000	22, 700	13, 000	0	0	20, 000
Ursinus College	10	1	.....	39	32, 000	30, 000	1, 800	2, 400	0	.....	*c*800
Villanova College	16	0	25	38	280, 000	20, 000	.....	30, 000	0	0	*a*9, 000
Washington and Jefferson College.	10	2	19	131	125, 000	180, 000	11, 200	0	0	.....	.....
Waynesburg College	7	....	103	.....	30, 000	35, 000	3, 000	1, 200	0	30, 000	.....
Western University of Pennsylvania.	16	0	212	67	195, 000	250, 000	7, 384	18, 379	0	0	*a*6, 696
Westminster College	8	0	48	117	25, 000	74, 000	6, 000	0	0	0	*a*3, 700

* From Report of Commissioner of Education for 1874.
a Includes society libraries.
b Board and tuition.
c Also 201 students in music, book-keeping, and normal department.
d Apparatus.
e Society libraries.
f 106 unclassified students.
g Classes temporarily suspended.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENCE.

Towne Scientific School, (University of Pennsylvania.)—The name of the scientific department of the University of Pennsylvania has been changed to that of the Towne Scientific School, in acknowledgment of a bequest received from the late J. Towne, esq., who made the university his residuary legatee, with the proviso that the money thus realized be expended in paying the salaries of professors and instructors in the new department of science. What the university will receive from this bequest, after all settlements are made and various life interests expire, is variously estimated; some believe the sum will reach a million of dollars. This is the largest single gift to the cause of scientific education ever made in America.—(Pennsylvania Monthly, August, 1875, p. 557.)

The post graduate courses of instruction, announced to begin September 15, 1875, are (1) in chemistry and metallurgy, (2) geology, (3) civil engineering, (4) dynamic engineering, (5) physics, and (6) architecture. These courses will extend over two years, at the conclusion of which, and upon satisfactory examination and presenting a thesis, students will receive the degree of master of science.—(Philadelphia Evening Telegraph, September 9.)

Following close upon Mr. Towne, Mr. Reese Wall Flower leaves the university an

estate, estimated, after all deductions, at some $200,000, for the establishment of an observatory.—(Pennsylvania Monthly, August, p. 557.)

Pardee scientific department of Lafayette College was founded by A. Pardee, esq., who gave more than a quarter of a million of dollars for the erection of the new building at present in use by the department. The following courses are embraced:

1. A general scientific course, parallel with the classical course of the college, except that the philological study of the English and other modern languages takes the place of Latin and Greek. It is designed, therefore, for those who wish to study the natural sciences, mathematics, modern languages and literature, history, mental and moral philosophy, rhetoric and logic, as a substantial basis of knowledge and scholarly culture, and who would be glad to enjoy the cultivation and learned habits and associations of college life, but who will not study Greek and Latin. Graduates in this course receive the degree of bachelor of philosophy. 2. Engineering course, designed to give professional preparation for the location, construction, and superintendence of railways, canals, and other public works; the trigonometrical and topographical surveys of States, counties, &c.; the surveys of rivers, lakes, harbors, &c., and the direction of their improvement; the design, construction, and use of steam engines and other motors, and of machines in general; and the construction of geometrical, topographical, and machine drawings. Graduates in this course receive the degree of civil engineer. 3. Mining and metallurgy. This course offers the means of special preparation for exploring undeveloped mineral resources and for taking charge of mining and metallurgical works. It includes instruction in engineering as connected with the survey and construction of mines, with the construction and adjustment of machines, and with machine drawings; also, instruction in chemistry and assaying as applied to the manipulation of ores and other minerals. Graduates in this course receive the degree of mining engineer. 4. Chemistry. This course includes text book study, lectures, and laboratory practice, every facility for which is found in the extensive laboratories of Pardee Hall. Particular attention is given to the chemistry of agriculture, medicine, metallurgy, and the manufacturing processes. Graduates in this course receive the degree of analytical chemist. 5. Special courses or working sections, designed for those who wish to devote their whole attention for a short time to thorough preparation for professional employment in road engineering, mining engineering, metallurgy, and economic geology or applied chemistry. Those who complete the work of either of these sections receive a certificate from the faculty. 6. Post graduate courses, designed for graduates of colleges or scientific schools and others having suitable preparation. Those who complete a three years' course in these post graduate studies receive the degree of doctor of philosophy.—(Catalogue of La Fayette College.)

Five other scientific and polytechnic schools in addition to the above are reported by the superintendent, in all of which there were 331 students, with 41 instructors.

THEOLOGY.

The theological schools contained in the table below have their statistics sufficiently exhibited in its columns. It may be noticed that the course in the Moravian and Roman Catholic schools appears longer than in the others. This, however, is attributable to the fact that in the former the preparatory course, as well as the strictly theological, is included, while in the latter the theological alone appears.

The studies in a greater portion of these seminaries embrace the Scriptures of the Old and New Testament in the original Hebrew and Greek, scriptural exegesis, Church history, systematic divinity, pastoral theology, sacred rhetoric, Christian antiquities, church polity, &c., some including also liturgics.

LAW.

Law school of the University of Pennsylvania.—This department of the university has been recently reorganized, with a view of enlarging its aims and rendering more systematic the instruction given by it. The design is not only to prepare gentlemen for the bar, but also to offer to others not having the bar in view the opportunity of acquiring knowledge in any one or all of the branches of legal learning. Students are not examined for matriculation, nor is a college degree nor any previous line of study required. The full course occupies two years.—(University catalogue, 1874–'75.)

In consequence of the new rule adopted by the courts, allowing persons who have been graduated as bachelors of law by the university to be admitted to the bar without further examination, the trustees of the university have adopted stringent regulations as to the examination required of students in order to obtain the degree. It is required of every candidate that he shall have attended on the full course of instruction, both lectures and examinations, except the lectures upon medical jurisprudence; that he shall have prepared and submitted to the faculty an essay composed by himself on some legal subject sufficient in merit to satisfy the faculty of his fitness to receive the degree; that he shall have passed an examination at the end of each session upon the subjects of study during that session, such examination to be conducted by the faculty, either

orally or in writing, as they may determine.—(Philadelphia Evening Telegraph, July 24, 1875.)

There is also a law department connected with Lincoln University.

MEDICINE.

Medical department of the University of Pennsylvania.—In the catalogue and announcement for 1875–'76, the faculty of this department direct particular attention to its precise style and title, in view of the fact that "several colleges with names closely resembling the name of this school, having been chartered by the legislature of Pennsylvania without a due scrutiny of their character, have carried on a dishonorable and disgraceful trade in diplomas, both at home and abroad, and thereby inspired unjust and injurious suspicions of the honor and scientific character of this institution. To some extent such nefarious practices have been limited by the action of the courts, but others continue to be perpetrated in defiance of law and morals. The medical faculty of the university, therefore, renew their protest against them and their guilty authors, and proclaim anew that its honors are neither bought nor sold, nor conferred in any manner save that which its statutes have for more than a century prescribed."

This school was founded in 1765; its graduates now number nearly 9,000; it has occupied several buildings in succession, which were more or less suitable for its purpose, and its present eligible site forms a portion of a large plot of ground ceded at a moderate price to the university by the city of Philadelphia. Here a hall of very large dimensions has been erected and arranged for the convenient accommodation and instruction of students, in accordance with plans based upon long experience. Adjoining this building a large university hospital has been erected by the trustees, which is placed in charge of the medical faculty. It is an elegant and commodious edifice, constructed according to the best established principles of hospital architecture, provided with all the appliances pertaining to such institutions of the first class, and forms an integral portion of the medical department. In addition to the means of instruction afforded by the department, its students are admitted to the lectures and clinics of various other hospitals in the city, among which are those on clinical medicine and surgery, which are delivered twice a week at the Pennsylvania Hospital, and those on medicine, surgery, and the diseases of women and children at the Philadelphia Hospital, which is contiguous to the grounds of the university, and contains 900 beds.—(Catalogue, 1874–'75.)

Superintendent Wickersham gives the statistics of 8 schools of medicine, including the above, reporting an aggregate of 1,109 students and 162 instructors.

The Woman's Medical College.—The Woman's Medical College of Pennsylvania announces, at the opening of the twenty-sixth winter term in the new college, a progressive course and more demonstrative and practical education, with more instructors and other material advantages. The Woman's Hospital is open to students. There are 8 female and 6 male teachers and professors, and there were 46 matriculants at the last session, from fourteen States and Canada.—(Evening Telegraph, October 2, 1875.)

Statistics of schools for scientific and professional instruction, 1875.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
SCHOOLS OF SCIENCE.									
Franklin Institute	.....	.....	.....	.....	.....	.....	.....	.....	16,000
Polytechnic College of the State of Pennsylvania.	.....	.....	.....	.....	.....	.....	.....	.....	.....
Pardee Scientific Department of Lafayette College.*a*	.....	.....	148	4	.....	.....	.....	.....	.....
Pennsylvania State College	11	.....	*b*60	4	$532,600	$500,000	$30,000	$0	*c*3,200
Scientific department of Villanova College.	7	.....	*d*108	7	.....	.....	.....	.....	.....
Towne Scientific School, (University of Pennsylvania.)	19	...	126	4	200,000	50,000	3,500	15,000	.....
Wagner Free Institute of Science	7	...	.....	.....	250,000	30,000	1,500	0	15,000
SCHOOLS OF THEOLOGY.									
Augustinian College of Villanova	4	0	25	5	.....	.....	.....	.....	.....
Crozer Theological Seminary	5	....	48	3	150,000	228,000	15,000	.....	7,500
Moravian College and Theological Seminary.	3	....	33	6	8,000	38,000	2,405	.....	4,397
Meadville Theological School	7	0	10	3	31,476	149,801	7,257	.....	12,308
Missionary Institute	2	2	10	3	15,000	20,000	1,200	.....	2,500
Philadelphia Theological Seminary of St. Charles Borromeo.	9	0	100	9	.....	.....	.....	.....	10,500
Philadelphia Divinity School of the Protestant Episcopal Church.	6	4	26	3	150,000	248,000	17,000	.....	6,578
Theological department of Ursinus College.	3	0	15	2	.....	.....	.....	.....	.....
Theological Seminary of the Reformed Church.	3	0	32	3	25,000	60,000	3,600	.....	10,000
Theological Seminary of the Evangelical Lutheran Church, Gettysburg.	5	3	40	3	40,000	90,000	5,400	.....	11,000
Theological Seminary of the Evangelical Lutheran Church, Philadelphia.	5	5	47	3	50,000	116,856	7,356	.....	3,500
St. Michael's Seminary	9	...	70	6	60,000	.....	.....	.....	3,500
St. Vincent's Seminary	.....	.....	.....	.....	.....	0	0	.....	6,000
Theological Seminary of the United Presbyterian Church.	4	....	46	3	45,000	.....	.....	.....	4,000
Theological department of Lincoln University.	7	3	16	2	.....	60,000	3,378	.....	.....
Western Theological Seminary of the Presbyterian Church.	6	5	85	3	200,000	317,166	21,000	.....	15,000
SCHOOLS OF LAW.									
Law department of Lafayette College	10	....	7	2	.....	.....	.....	630	400
Law department, (University of Pennsylvania.)	5	....	59	2	.....	.....	.....	.....	250
SCHOOLS OF MEDICINE.									
Jefferson Medical College	17	....	500	2	60,000	0	0	45,000	.....
Medical department, (University of Pennsylvania.)	13	...	482	2	.....	.....	.....	.....	3,000
Woman's Medical College of Pennsylvania.	14	....	75	3	60,000	64,250	4,612	3,195	.....
Hahnemann Medical College of Philadelphia.	15	....	140	2, 3	50,000	.....	.....	9,545	2,000
Pennsylvania College of Dental Surgery	20	....	90	2	.....	.....	.....	7,050	.....
Philadelphia Dental College	21	....	105	2	12,500	.....	.....	12,734	.....
Philadelphia College of Pharmacy	3	.. .	316	2	76,000	16,000	1,550	.....	2,350

a Reported with classical department.
b Also 90 preparatory students.
c Includes society libraries.
d Also 5 preparatory students.

SPECIAL INSTRUCTION.

SCHOOL OF DESIGN FOR WOMEN.

This institution, located at Philadelphia, has for its object the systematic training of women in a knowledge of the principles and practice of the art of design and their qualification for the practical application of art to the common uses of daily life. The school is divided into three distinct branches of study: Class A, ornament; class B, landscape; class C, human figure—each with its subdivisions and sections. The course lasts from 2½ to 4½ years, according to the industry of the student. The fee is $20 per session of 5 months, except in the industrial classes, where tuition is free. The attempt has never been made to render the school self sustaining, as that involves the necessity of raising the tuition fee to an amount that would impair the usefulness of the institution and tend to defeat its object. Therefore, subscriptions and donations are necessary to assist in meeting expenses.—(Report of a former principal.)

EDUCATION OF THE DEAF AND DUMB.

The Pennsylvania Institution for the Deaf and Dumb, at Philadelphia, since its foundation in 1821, has graduated 1,566 pupils, 11 of whom have become teachers. The number of pupils under instruction in 1875 was 338; number of professors and instructors, including the principal, 17. The branches taught are those usually embraced in a common school course. By a rule of the institution deaf and dumb children are not received under 10 years of age. The annual charge is $280, for which sum everything necessary is provided, including the usual clothing of the institution, boarding, lodging, washing, tuition, stationery, and medical attendance. A majority of the pupils in 1874 were supported by the State, a few by their parents, and other States, but the regulations respecting this subject are not given in the catalogue at hand, (1874,) nor in the special report to the United States Bureau of Education for 1875. Two new and noble buildings, additional to the one long in use, add much to the advantages of the institution.

The day school for deaf-mutes, Pittsburg, was founded in 1869, and is under the control of the central board of education of Pittsburg, which appropriated from the school fund during 1875 $1,500 for the support of the school. The legislature has not yet made any provision for the school. The branches taught are elements of written language, arithmetic, geography and drawing, and articulation.—(Report to the United States Bureau of Education, 1875.)

EDUCATION OF THE BLIND.

The Pennsylvania Institution for the Instruction of the Blind, Philadelphia, founded in 1833, belongs to a corporation, but receives an annual appropriation from the State. This, in 1875, amounted to $39,000. The number of pupils admitted since the opening is 885; present number attending, 207; number of instructors and other employés, 63; number of blind employés and workmen, 67. The employments taught are broom, whisk, brush, mat, and mattress making, carpet weaving, cane-seating, piano tuning and repairing, music, bead work, crocheting, knitting, and machine and hand sewing. The library numbers about 800 volumes.

Here, as at the institution for the deaf and dumb, the buildings have been, of late years, much enlarged and improved.

EDUCATION OF THE FEEBLE-MINDED.

The Pennsylvania Training School for Feeble-Minded Children, at Media, established in 1853, aims to furnish, through the school-room, calisthenium, workshop, domestic service, and light out-door labor, special means for the mental, moral, and physical improvement of youth who are so deficient in mind or have such marked eccentricities of intellect or such perversion of habits as to deprive them of the benefits of other educational institutions and ordinary methods of instruction. The number of instructors and other employés in 1875 was 60; of inmates—male, 133; female, 92—225. Number dismissed since 1864: Improved, 247; not improved, 76; self supporting, 49; total, 372. There are at present 7 lists on which children are admitted: (1) State fund of Pennsylvania, (2) State fund of New Jersey, (3) State fund of Delaware, (4) city of Philadelphia fund, (5) soldiers' orphans of Pennsylvania, (6) free fund, and (7) private list. The State fund provides for the support of 100 children of the Commonwealth for a period of not more than seven years, apportioned, as nearly as possible, among the senatorial districts, according to representation. The free fund is for the benefit of a limited number of such feeble-minded persons as may be selected by the superintendent and committee on admission, and whose support is not otherwise provided for.—(Report to United States Bureau of Education, 1875, and printed report of institution, 1875.)

GIRARD COLLEGE.

The Girard College for Orphans was established in 1848 by funds given by Stephen Girard. It is for the benefit of poor white male orphans born in Pennsylvania. The course of study embraces, in addition to the elementary branches, physics and indus-

trial science, mathematics, drawing, writing and book-keeping, natural history, vocal music, military discipline and military evolutions, Spanish, and French. The average length of course is eight years; number of inmates since foundation, 1,816. The number in 1875 was 550. Children when they leave the institution are apprenticed to trades. There is a library of about 5,000 volumes belonging to the institution.—(Report to the United States Bureau of Education, 1875.)

THE EDUCATIONAL HOME FOR BOYS, PHILADELPHIA.

There were admitted and cared for here in 1874 146 orphans. Much attention is given to the educational department. With three competent and experienced teachers, the school has attained a high standing.—(Report of the home, 1875.)

LINCOLN INSTITUTION, PHILADELPHIA.

Here is furnished a home for working boys, principally soldiers' orphans, though others in need of the care here furnished are admitted. The institution affords a training in the elements of a common school education, and, when the boys are old enough to work, obtains employment for them, giving them still a home and parental care in the institution. During 1875 there were 84 boys in the home.—(Report of institution, January 1, 1875.)

THE AIMWELL SCHOOL, PHILADELPHIA.

This school provides free instruction for girls. It had its origin more than fifty years ago, in the charitable efforts of a few women to teach poor girls, and in 1859 it was incorporated under the title of the Aimwell School Association.—(Account of Aimwell School, 1874.)

BENEFACTIONS.

The will of the late Henry J. Stout, of Philadelphia, contributes to various educational objects, mostly in that city, an aggregate of $26,000. Of this sum the Northern Home for Friendless Children and the Pennsylvania Institution for the Instruction of the Blind received $5,000 each; the Union Temporary Home for Children, the Philadelphia Orphans' Society, the Pennsylvania Institution for the Deaf and Dumb, and the Industrial Home for Blind Women, Philadelphia, each, receive $3,000; the Philadelphia Society for the Employment and Instruction of the Poor receives $2,000, and $1,000 each are given to the Apprentices' Library Company and the Union School and Children's Home of Philadelphia.—(Evening Telegraph, February 11, 1875.)

The late Charles A. Morris, of York, Pa., is also reported by the Evening Telegraph to have bequeathed, in 1874, $20,000 to the Pennsylvania College, at Gettysburg; to the Orphans' Home, at Loysville, $2,000; and to the Theological Seminary at Gettysburg, $1,000. He also willed $5,000 to the Children's Home at York, and $2,000, in trust, to supply a Sunday school paper to each family whose children attend the Sunday school of St. Paul's Lutheran Church there.

These both are additional to the generous gifts of Mr. Towne, Mr. Whitney, and Mr. R. W. Flower to the University of Pennsylvania, previously referred to.

EDUCATIONAL CONVENTION.

STATE TEACHERS' ASSOCIATION.

The twenty-second annual session of the State Teachers' Association, held at Wilkesbarre on the 10th, 11th, and 12th of August, 1875, was a success. Some of the mistakes of other years were entirely avoided by the management of the officers, and others were guarded against as far as possible. Notwithstanding an urgent request to the contrary, a few of the papers were much too long, and on one or two occasions when time was allowed for the full discussion of interesting subjects, a sufficient number of speakers were not prepared. In numbers, the meeting was an average one, there being enrolled nearly 300 members, but the State, as a whole, was well represented. The papers read cover some of the subjects that are now of most vital interest to the friends of education. Among these were the inaugural address of President Woodruff on "Moral and religious instruction in the public schools," "The relation of the preparatory schools to the universities," by Rev. D. Copeland, A. M., of Wyoming Seminary; "Lessons in manners and morals," Miss Maria L. Sanford, professor of history at Swarthmore College; "Need of a normal school in the fourth district," by J. L. Richardson, of Luzerne County; "Industrial drawing," by Prof. J. V. Montgomery, of Millersville; "The study of civil government," by Prof. E. A. Angell, of the State Normal School at Shippensburg; "Industrial education," prepared by Superintendent H. S. Jones, of Erie County, and read by Superintendent T. F. Gahan;" "The study of the physical sciences in our primary schools," prepared by Professor B. C. Jillson, of Pittsburg, and read by Miss Hannah Holcomb; "Physical training in public schools," by Miss L. E. Patridge, late in charge of the department of elocution and physical training of the Girls' Normal School, Philadelphia; "College and normal school discipline," by Dr. E. B. Fairfield, of the Indiana Normal School; "Spelling," by Dr. F. A. March, professor of English language and comparative philology in Lafayette College; "Teaching of English literature," by Miss

Esther Trimble, of Swarthmore College; "A course of study for ungraded schools," by Superintendent Jesse Newlin, of Schuylkill County, and "Pennsylvania at the Centennial Exposition," State Superintendent J. P. Wickersham.—(Pennsylvania School Journal, September, 1875, pp. 65–114.)

OBITUARY RECORD.

MISS MARGARET MARKEE,

Of St. James's Protestant Episcopal Parochial School, of Lancaster, Pa., passed to the better world beyond this, February 21, 1875, in the forty-fifth year of her age. For five years she had been a beloved and efficient teacher in the parish school, and for some fifteen previous years a leading teacher in the public schools, resigning the principalship of the best secondary school in the city to take charge of the primary department, in charge of which she died, it being her conviction that the best teaching talent possible should be devoted to the lowest grades. A woman of quiet and retiring manner, and yet of marked individuality, combining high intellectual gifts with great force of character, she was reckoned by those who knew her best as a model teacher in her way, having great insight into the nature of children, great tenderness toward them, strong sympathy with them, and a strange power over them, which drew the little ones around her as by a magnetism they could not resist. She left behind her the best record that can be left, that of having lived a life spent in being good and doing good.—(Pennsylvania School Journal, March, 1875, pp. 310, 311.)

MR. JOHN MILLER,

Of French birth and German training, paid the great debt of nature at Altoona, Pa., September 3, 1875, aged about seventy-five years, nearly fifty years of which time were employed in teaching in the western portion of this State. In 1826 he became principal of the high school in Altoona, and held that position till he was elected city superintendent in 1869. He filled the office of superintendent till 1874, when failing health induced him to resign it and undertake private tuition in Latin, German, and French to pupils attendant on him at his house. This work was continued till about two months before his death, when it, too, had to be relinquished and all the later hours of life were devoted to a preparation for the final rest.—(Pennsylvania School Journal, November, 1875, p. 180.)

LIST OF SCHOOL OFFICIALS IN PENNSYLVANIA.

Hon. J. P. WICKERSHAM,* *State superintendent of public instruction, Harrisburg.*
Hon. HENRY HOUCK, *first deputy State superintendent, Harrisburg.*
Hon. ROBERT CURRY, *second deputy State superintendent, Harrisburg.*

CITY SUPERINTENDENTS.

[Term, three years from June 4, 1875.]

City.	Superintendent.	No. of schools.	Post-office.	Salary.
Allegheny	John Davis	170	Allegheny City	$2,000
Allentown	R. K. Buehrle	58	Allentown	1,350
Altoona	D. S. Keith	37	Altoona	1,000
Carbondale	Matthew G. Neary	15	Carbondale	300
Columbia	B. G. Ames	18	Columbia	1,400
Corry	V. G. Curtis	19	Corry	2,000
Easton	W. W. Cottingham	34	Easton	1,700
Erie	H. S. Jones	67	Erie	2,200
Harrisburg	Daniel S. Burns	62	Harrisburg	1,500
Hyde Park	J. E. Hawker	28	Hyde Park	300
Lock Haven	John Robb	25	Lock Haven	900
Meadville	Samuel P. Bates	21	Meadville	1,500
Norristown	Joseph K. Gotwals	38	Norristown	1,500
Pittsburg	George J. Luckey	383	Pittsburg	3,000
Pottsville	Benjamin F. Patterson	50	Pottsville	1,800
Reading	Thomas Severn	128	Reading	1,200
Scranton	Joseph Roney	58	Scranton	2,000
Shenandoah	G. W. Bartch	17	Shenandoah	1,500
Titusville	Henry C. Bosley	24	Titusville	1,800
Williamsport	Samuel Transeau	54	Williamsport	1,200
York	William H. Shelley	40	York	1,800

* The present term of Dr. Wickersham extends from April 27, 1876, to the same period in 1880. This is the *fifth* term of his service in the high office of State superintendent.

List of school officials in Pennsylvania—Concluded.

COUNTY SUPERINTENDENTS.

[Term, three years from June 4, 1875.]

County.	Superintendent.	No. of schools.	Post-office.	Salary.
Adams	Aaron Sheely	163	Gettysburg	$1,000
Allegheny	James Dickson	375	Allegheny City	2,000
Armstrong	A. D. Glenn	256	Kittanning	1,200
Beaver	Benjamin Franklin	186	New Brighton	1,200
Bedford	J. W. Hughes	223	Everett	1,000
Berks	Samuel Baer	422	Kutztown	1,800
Blair	John H. Stephens	149	Martinsburg	1,000
Bradford	Austin A. Keeney	390¼	Towanda	1,000
Bucks	Hugh B. Eastburn	274	New Hope	1,500
Butler	J. B. Matthews	237	Whitestown	1,000
Cambria	Hartman Berg	202½	Ebensburg	1,000
Cameron	N. H. Schenck	36	Emporium	800
Carbon	R. F. Hofford	126	Lehighton	1,200
Centre	Henry Meyer	210	Rebersburg	1,000
Chester	Hiram F. Pierce	349¼	West Chester	1,500
Clarion	A. J. Davis	194	Rimersburg	1,100
Clearfield	J. A. Gregory	193	Clearfield	1,000
Clinton	Martin W. Herr	119	Salona	1,000
Columbia	William H. Snyder	179	Orangeville	1,200
Crawford	James C. Graham	368¾	Meadville	1,350
Cumberland	D. E. Kast	229	Mechanicsburg	1,000
Dauphin	D. H. E. La Ross	208½	Hummelstown	800
Delaware	James W. Baker	105	Media	1,600
Elk	George R. Dixon	55	Ridgeway	1,000
Erie	C. C. Taylor	297	Waterford	1,000
Fayette	William H. Cooke	237¾	Uniontown	1,000
Forest	H. S. Brockway	41	Tyonesta	500
Franklin	Samuel H. Eaby	254	Greencastle	1,000
Fulton	H. H. Woodal	69	McConnelsburg	1,000
Greene	Andrew F. Silvens	185	Spragg's	750
Huntingdon	R. M. McNeal	215	Three Springs	1,000
Indiana	Samuel Wolf	243	Indiana	1,000
Jefferson	G. A. Blose	156	Hamilton	1,000
Juniata	John M. Garman	103	Patterson	800
Lancaster	B. F. Shaub	523	Lancaster	1,700
Lawrence	William N. Aiken	156	Newcastle	1,200
Lebanon	William B. Bodenhorn	191	Annville	1,000
Lehigh	James O. Knauss	230	Allentown	1,300
Luzerne	William A. Campbell	561	Shickshinny	2,000
Lycoming	T. F. Gahan	224	Montoursville	1,800
McKean	William H. Curtis	95	Smithport	1,000
Mercer	J. M. Dight	291	Sandy Lake	1,500
Mifflin	William C. Gardner	105	Belleville	800
Monroe	B. F. Morey	130	Stroudsburg	1,000
Montgomery	Abel Rambo	281	Trappe	1,200
Montour	William Henry	78	Pott's Grove, Northumberland Co	700
Northampton	B. F. Raesly	242½	Mt. Bethel	1,200
Northumberland	H. H. Bartholomew	226	Elysburg	800
Perry	Silas Wright	181	Millerstown	700
Pike	John Layton	54	Dingman's Ferry	800
Potter	J. W. Allen	126	Coudersport	800
Schuylkill	Jesse Newlin	422	Port Carbon	2,250
Snyder	William Noetling	109	Selin's Grove	500
Somerset	J. B. Whipkey	217½	Glade	1,000
Sullivan	Edwin A. Strong	63	Dushore	800
Susquehanna	William C. Tilden	288	Montrose	1,200
Tioga	Miss Sarah R. Lewis	279	Westfield	1,250
Union	A. S. Burrows	84½	Mifflinburg	900
Venango	S. H. Prather	237	Sunville	1,200
Warren	Byron Sutherland	182	Warren	1,000
Washington	A. J. Buffington	293	Washington	1,000
Wayne	D. G. Allen	206	Prompton	1,200
Westmoreland	James Silliman	342¾	Ruff's Dale	1,500
Wyoming	Charles M. Lee	105	South Eaton	800
York	William H. Kain	362	York	1,200

RHODE ISLAND.

STATISTICAL SUMMARY.

SCHOOL POPULATION AND ATTENDANCE.

Number of children of legal school age, 4–16 years	53,316
Number under 6 years of age	4,995
Number between 6 and 16	48,321
Number enrolled in day schools	38,554
Number enrolled in evening schools	*4,600
Average monthly enrolment in day and evening schools	33,408
Average daily attendance in day schools	26,163
Average attendance in evening schools	2,256

SCHOOLS.

Number of school-rooms in day schools, exclusive of those used only for recitation	739
Number in evening schools	39
Number used exclusively for recitation in day schools	85
Estimated value of sites, buildings, and other school property	$2,360,017
Average duration of day schools, in days	178
Average number of evening school sessions	64

TEACHERS AND THEIR PAY.

Number of teachers employed in public day schools: Men, 195; women, 861	1,056
Number of teachers employed in evening schools: Men, 83; women, 109.	192
Total number of teachers employed	1,248
Number necessary to supply the schools	985
Average salary of men per month in day schools	$85 18
Average salary of women per month in day schools	46 17
Average salary of men per evening in evening schools	1 56
Average salary of women per evening in evening schools	1 06

INCOME AND EXPENDITURE.

Receipts.

From State tax	70,402 50
From local tax	614,382 57
Total from taxation	684,785 07
From interest on permanent fund, including rents of school lands	22,092 50
From other funds, individuals, and corporations	10,286 13
From other sources	44,633 22
Total	761,796 92

Expenditures.

For sites, buildings, and furniture	274,326 41
For libraries and apparatus	1,508 61
For school supervision	11,681 02
For salaries of teachers	383,284 14
Miscellaneous or contingent	77,059 23
For evening schools	16,784 33
Total	764,643 74

SCHOOL FUND.

Amount of available school fund	250,376 37
Amount of permanent school fund	265,142 51
Increase of permanent fund in the school year	1,810 02

*Of these, 146 are reported as also registered in day schools.

SCHOOLS OTHER THAN PUBLIC.

Number of boys attending private schools of grades below high	1,770
Number of girls attending private schools of grades below high	1,870
Total attending private schools of such grades	3,640
Number of boys attending private schools for secondary instruction	2,260
Number of girls attending private schools for secondary instruction	1,600
Total attending private schools of such grade	3,860
Number of men teaching private schools of all grades	100
Number of women teaching private schools of all grades	175

—(From special report for 1875 to the United States Bureau of Education, kindly forwarded by Hon. Thomas B. Stockwell, State commissioner of public schools.)

SCHOOL SYSTEM OF THE STATE.

EDUCATIONAL PROVISIONS OF THE CONSTITUTION.

Article XII, section 1 of the constitution, provides that "it shall be the duty of the general assembly to promote public schools, and to adopt all means which they may deem necessary and proper to secure to the people the advantages and opportunities of education;" section 2, that "the money appropriated by law for the establishment of a permanent fund for the support of public schools shall be securely invested and remain a perpetual fund for that purpose;" section 3, that "all donations for the support of public schools or other educational purposes shall be applied according to the terms prescribed by the donors;" section 4, that "the general assembly shall not divert said money or fund from the aforesaid uses, nor borrow, appropriate, or use the same, or any part thereof, for any other purpose, under any pretence whatsoever."

PROVISIONS OF THE SCHOOL LAWS.

The School Laws of Rhode Island, with Decisions, Remarks, and Forms, for the use of the School Officers of the State, 1873. Printed by order of the general assembly.

OFFICERS OF THE PRESENT SYSTEM.

A board of education, commissioner of public schools, trustees of normal school, school committees and superintendents, district trustees, clerks, collectors, and treasurers are the officers provided for.

POWERS AND DUTIES OF THESE OFFICERS.

Board of education.—The general supervision and control of the public schools of the State are vested in the State board of education, composed of 8 members. The governor and lieutenant-governor are *ex officiis* members, and each county of the State is entitled to 1 member in the board, except Providence, which is entitled to 2. The members are elected by the general assembly for three years. The terms of 2 expire each year, and the vacancies thus caused are filled by the general assembly at their meeting in May. The duties of the board are to elect the commissioner of public schools; to hold quarterly meetings; to consult with reference to the interests of education in the State; to prescribe, and cause to be enforced, all rules and regulations necessary for carrying into effect the laws in relation to public schools; to make an annual report to the general assembly at its adjourned session at Providence upon their doings; and to set forth the state of the schools, and their needs, with such recommendations as to methods of improvement as their judgment may dictate. The governor is the president and the commissioner the secretary of the board. The members serve without compensation beyond expenses.

The commissioner of public schools, elected annually by the board of education and *ex officio* its secretary, is the executive officer in the administration of the school system of the State. His duties are to advise with school officers, teachers, and others in all matters relating to education; to visit and inspect the schools of the State; to deliver addresses in the several towns on subjects relating to the progress of the schools; to arrange and conduct teachers' institutes in various parts of the State, as the different localities may demand; to recommend and secure, as far as is desirable, a uniformity of text books; to assist in the establishment of school libraries and the selection of books for them; to draw orders on the treasurer for school moneys in favor of such towns as comply with the requisitions of the school law; and to make an annual report to the board of education on the last Monday in December of each year, upon the state and condition of the schools and education, with plans and suggestions for their improvement. The commissioner decides all disputes and controversies arising in the administration of the school laws and all appeals from any decision of school committees, district meetings, or trustees. If requested, he shall lay a statement of the facts of the case before one of the justices of the supreme court, whose decision shall be final.

Trustees of normal school, composed of the board of education and the commissioner of public schools, have the control, management, and general supervision of the normal school; examine applicants for positions in the public schools, and give certificates to such as are found qualified. The commissioner makes an annual report to the State auditor of the receipts and expenditures of the school.

School committees, composed of not less than three members, are elected by the towns for terms of three years, one retiring each year. Where the town system prevails the schools are wholly in charge of the school committee. Their duties are to meet for consultation at least four times a year to fix boundaries of school districts; to locate school-houses; to examine and license applicants to teach or revoke the certificates of such teachers as are disapproved; to visit, by one or more of their number, every public school in the town, at least twice during each term, once within two weeks of its opening and once within two weeks of its close; to make rules for the attendance and classification of pupils, for the introduction of text books and works of reference, and for the instruction, government, and discipline of the schools; to prescribe the studies to be pursued therein; and to draw all orders for the payment of the school expenses. They are at all times subject to the supervision of the commissioner. In towns under the district system, the trustees have the superintendence of the district school property and the contracts with teachers, while the school committee exercise all other authority over the schools.

School superintendents, elected by the voters of the towns, or, upon their failure to do so, by the school committees, perform such duties and exercise such powers as may be assigned to them by the school committees. Their compensation is fixed by the towns.

District trustees—either one or three for each school district, as the district may decide—are annually elected by the voters of the district. They receive no compensation, unless the district vote to levy a special tax for that purpose. They have the custody of the school-houses and other district property, and the employment of teachers; they provide school-rooms and fuel; visit the schools twice each term, and notify the committee or superintendent of the time of opening and closing the school. They are required to make returns to the school committee in manner and form prescribed by them, or by the commissioner, or by law.

District clerks.—These officers, one for each district, like the two following, are elected by the voters of the districts for a term of one year or until their successors are appointed; keep record of all meetings of the district, and a description of the boundaries of the school districts.

District treasurers.—Their duties are to keep the districts' school money, if they have any; pay it out to order; keep proper accounts of it, and exhibit them to the trustees or districts, when required.

District collectors collect the taxes levied by their respective districts.

THE SCHOOLS.

The State appropriates annually $90,000 for the support of public schools; $63,000 to the several towns in proportion to the number of children therein under the age of 15 years, according to the last census; and $27,000, according to the number of school districts in each town. The $90,000 appropriated by the State is called teachers' money, and can be used for no other purpose than the payment of teachers' wages. No town may receive any part of such State appropriation, unless it appropriate or raise by tax, on or before the 1st day of July, for the support of public schools, an amount equal to what it is entitled to from the State.

Every district must maintain a school, and if any district fail for seven months to open one, the town committee may establish it and employ a teacher. It is the duty of school trustees to employ one or more teachers for every fifty scholars. The school committee grades the schools and prescribes the studies to be pursued therein. Two or more districts may unite to maintain a school for older children.

No minor under 15 years may, on pain of $20, be employed in any manufacturing establishment, unless he has attended school at least three months during the preceding year, nor may any such minor be employed for more than nine months in any one calendar year. Towns may enact truant laws, but the offenders must be confined in some institution of instruction, not in prison.

The normal school is open, free of tuition, to all applicants from the State who pass the required examination and signify their intention to teach in the public schools at least one year.

An appropriation of $200 is annually made to support a school for the children of Indians in Charlestown, provided they keep their school-house in a suitable condition.

The sum of $3,000 is also annually appropriated for the education of the indigent blind of the State at South Boston, Mass.; for the education of the indigent deaf-mutes of the State at the American Asylum, at Hartford, Conn., and for the education of idiot and imbecile persons of the State, at institutions within or without the State for the education and improvement of such idiots and imbeciles.

SCHOOL FUNDS.

The permanent school fund of the State, amounting now to $265,142.51, including a small amount not at present available, is kept invested in bank stocks within the State, and increased annually by the proceeds of auctioneers' duties and by school moneys forfeited by towns through neglect or violation of legal provisions in respect to them. The income only of this fund may be appropriated to public schools.

The annual fund for distribution among the schools, arising from State and local taxes, from interest on permanent fund, and from other sources, amounts at present to about $762,000.

ELEMENTARY INSTRUCTION.

NON-ATTENDANCE.

According to the State census taken in June, 1875, there were, at that time, 53,316 children in the State between the ages of 5 and 15 years. The school enrolment of 38,554 includes some under 5 and over 15 years, so that it is impossible to know exactly how many between those ages were enrolled. But, taking the census returns alone as the basis of calculation, and making a small allowance from the number reported as attending school (31,899) for those outside the limits of school age, it appears that about 14,000, or 26 per cent., of the children of legal school age have not had the value of one month's schooling during the year; for, by the census estimate, no one was credited with having attended unless he had been present at least one month. It further appears that at least 8,000 of these, or nearly 15 per cent., were not in school at all, and that about 6,000 children who attempted to go to school did not attend for the space of one month. It should be understood, also, that in the number of those reported as attending school are included all who were members of any school, whether public, private, or parochial.

A closer inspection of the census returns reveals the fact that this neglect of school privileges is greatest in the large centers of population, and especially in those localities where cotton and woolen manufactures are the chief industry. The State commissioner found, in every community visited by him where there was any branch of industry that could profitably employ child labor, the tendency of the working classes was to put the child to work at the earliest moment and to keep him there as continuously as possible. If employment cannot be had and there is nothing else to be done, then he may attend school; but at the first opportunity for entering the mill he is withdrawn, no matter how well he may have succeeded in his school work or how deeply interested he may have become in the new life opened to him.

In view of such facts and as the only means of bringing the cupidity of parents to a practical recognition of the rights of the child and of society in this matter, the State commissioner and the board of education unite in recommending the enactment by the legislature of a law enforcing the attendance at school of all children of legal school age. They also recommend, in order to assist in the enforcement of such law, that provision be made for taking an annual State census of children of school age, the establishment of an industrial school for the purpose of furnishing an education to those children who either have no parents or responsible protector, or, having such, are by them deprived of their rights. An amendment of the truant law is another measure urged by the commissioner and the board. The present truant law is simply a permissive one, giving to the several towns the power to make such provisions as they deem best.—(Report of Hon. Thomas Stockwell, State commissioner of public schools, 1875, pp. 64–72.)

ATTENDANCE.

Turning from a consideration of the question of non-attendance to that of actual attendance, some encouragement is met with. With an enrolment ostensibly less than that of the previous year, though really a little larger, owing to the subtraction from the whole number this year of the re-enrolments which had not been possible before, it is found that the average attendance has increased 1,729, or that the number of months' attendance of all the pupils has increased 16,052. This shows a greater permanency in the character of the attendance, proving that those pupils who are in the schools appreciate them, or their parents for them.—(Report, for 1875, of commissioner of public schools, pp. 71, 72.)

INCREASE IN TEACHERS' WAGES.

The increase in current and permanent expenditure over that reported for last year is $73,792.21, which is nearly equally divided between the two classes. The increase in current expenditures is mainly caused by an increase in the number of teachers employed, in the greater number of months' service performed by male teachers, and by a general increase in the pay of both male and female teachers. This increase in average wages of teachers, especially at a time when almost every interest is depressed, is regarded as very encouraging. The larger increase has been in the pay of women, which results from the raising of the wages of teachers in the lower grades. The com-

missioner has long regarded as necessary a change in the common method of determining the salaries of teachers according to the grade of the school, without reference to the ability of the teacher. It appears, too, that the increase in teachers' wages has been almost wholly in the smaller towns of the State, indicating that they are striving to secure better talent for their schools.—(Report of commissioner, 1875, pp. 79, 80.)

EVENING SCHOOLS.

The commissioner reports a decrease both in the number of evening schools kept and in the attendance upon them. The percentage of attendance on the number enrolled, however, is a trifle larger for the present year. This branch of the work presents some difficult and discouraging features. The school is hardly yet recognized as a permanent part of the system, and must always be on the defensive against those who doubt its efficiency and utility; the material of the school is of a fluctuating character and is liable to prove turbulent; and, being but transient in existence, it is rarely provided with suitable accommodations. In spite of all these obstacles, however, the public sentiment in favor of the evening school is constantly gaining strength in all places where the work has been carried on with any degree of enthusiasm for any length of time. The commissioner deems the evening school one of the most important agencies in securing the education of the masses, even allowing that many of those who attend fail to appreciate their advantages and often abuse their privileges; for there are many instances in which young men and women have through its aid advanced rapidly from the lowest plane of ignorance and servile labor to the higher levels of knowledge and self control; and were each school to afford but one such illustration each winter, it would, he claims, fully justify its existence, for thereby have been saved to the community a power and an influence of inestimable value, that otherwise had been lost.—(Report of commissioner, 1875, pp. 84, 85.)

DISTRICT VS. TOWN SYSTEM.

The relative merits of the district and town systems of school management are discussed at considerable length by Commissioner Stockwell, who says, in respect to the former: "Among the causes to which may be ascribed many of the failures of our present educational efforts no one is, as it appears to me, more powerful than the so-called district system. It serves but few interests; it accomplishes most where it should do the least, and it oftener proves a hinderance than a help. In short, for the good wrought by it we shall look long, and often in vain, while the evils following therefrom are so numerous as to raise the query whether it were possible to outweigh them with any advantages."

* * * "It concentrates local interest not on the management and character of the schools, but on the finances; it is the fruitful source of innumerable local quarrels and jealousies which develop in the life of the school and prove often an insurmountable obstacle to its success. It imposes a long round of duties, sometimes tedious and perplexing, upon officers frequently wholly unqualified, whose influence, therefore, must be always for the worse. * * * By imposing the duty of contracting with the teacher and providing a place for the school upon one officer, and that of determining as to the qualifications of said officer and the suitableness of the school-house upon another officer or body of officers, a division not only of labor is secured, but of authority, which is fatal to its proper exercise."

While a change in the system is strongly advised, a gradual one, according to the plan adopted in Massachusetts and Connecticut, is deemed the more judicious. The commissioner, therefore, recommends the passage by the legislature of such an act as shall grant to every town the right, by vote of the citizens thereof in legal town meeting, to abolish its districts and make such changes and transfers of property as shall be needful.—(Report of commissioner, 1875, pp. 92, 93, 97.)

SCHOOL SUPERVISION.

The office of school committee, it is believed, did not exist in this or, in fact, in any New England State before the year 1826. Prior to that, persons were appointed in some of the towns of some of the States, but the choice was optional under one name or another. This board of town supervision now exists in all the New England States, and exercises a general charge and superintendence over all the public schools in the town. The law vests a plenary authority in the committee to arrange, classify, and distribute pupils as they think best adapted to their general proficiency and welfare.

The one office of highest value to the school system is that of city and town superintendents. While the other States of New England have much else to be proud of educationally, it is to the honor of Providence that over her schools the first city superintendent in New England was appointed. Hon. Nathan Bishop, afterward the first superintendent of the schools of Boston, was the first to hold this office in Providence in the year 1838. Springfield, Mass., followed the example of Providence about six months later by the appointment of Samuel S. Greene to the new trust, who succeeded Mr. Bishop as superintendent at Providence, after his removal to Boston.

To-day there is scarcely a village of 1,000 children that has not its salaried superintendent.

One great fault of the present general supervision is said to be that it is intrusted to too many individuals, so that direct, energetic, and systematic action is, to a great extent, lost. There are in Rhode Island 2,216 school officers to look after the education of 40,000 children. As might be expected, with such armies of supervisors, very little supervision is accomplished, and that of a comparatively inferior quality.

Of the value of good State superintendence Commissioner Stockwell has given evidence in the fact that he has visited during the year 165 schools situated in 20 different towns, and they in all parts of the State. In ten of these towns he visited every school, paying special attention to the smallest and most inaccessible, that he might encourage and inspire them.—(Report of Mr. Bicknell, 1874, pp. 48–51, and of Mr. Stockwell, 1875, p. 101.)

DRAWING.

Attention is called to a branch of instruction which, it is believed, demands an important place in the course of studies in the common schools, at once from its value to various industries of the State and also from its education of the mental faculties. Like mathematics or language, the acquisition of drawing has an influence upon the easier reception of all knowledge, and in that sense has a relation to every sphere of labor and every field of thought. The population of no other State is so generally engaged in manufactures as is that of Rhode Island. These manufactures are varied in kind and quality and demand skill, not only in those who take the general charge, but also in the workmen. It is generally conceded, and all Europe is acting upon the belief, that a knowledge of drawing, since it deals with the representation of forms, which all objects possess, is the most essential element of skilled labor. Moreover, of all the things that Rhode Island manufactures, there is scarcely one that will not command a better price for being beautiful. And when it is considered that nearly everything is now made from a drawing; that a beautiful object cannot be made by a person lacking in taste; that one cannot work from a working drawing without previous instruction, unless he works under the direct supervision of a second person, it appears evident that a knowledge of drawing will add, on an average, at least one-third to the daily wages of the workman and increase the profits of him who employs. It is believed that with suitable drawing books, containing good copies with full explanatory text, the present regular teachers can accomplish creditable work in the instruction of the pupils in this branch. The school superintendents of the State, at their meeting in December, 1874, recommended the introduction into the public schools of some system of industrial drawing.—(Report, 1874, pp. 57–59, 68, 69, 78.)

FREE PUBLIC LIBRARIES.

Good results have already appeared from the act passed in January, 1875, in aid of free public libraries. Seven libraries have received aid, amounting in the aggregate to $550, at date of the report of the board of education. In some instances, libraries already existing under the control of close corporations were made free: in others, where, from lack of means to sustain the enterprise, it had failed, the old library was revived, and a new organization effected; while in still other localities attempts are being made to organize new institutions.—(Report for 1875, pp. 22, 23.)

CITY SCHOOL SYSTEMS.

NEWPORT.

Officers.—There is here a school committee consisting of 12 members, elected for terms of three years, part going out each year, and a city superintendent, appointed by the school committee.

Statistics.—Number of pupils attending public schools: boys, 1,124; girls, 944; total, 2,068; attending other schools, 592; not in school during the year, 142. Number of day schools, 33; evening schools, 2. Number of teachers in the school department, 50. Average number of scholars to each teacher in the day schools, including the high school, 49; not including the high school, 54; average to each teacher in the evening schools, 27.

Notes.—Attendance at the schools during the year covered by the report (1874–'75) increased largely upon that of the previous year, there being registered in the day schools 1,769, an increase of 294 in enrolment, with an increase of 300 in the average attendance. Great attention was paid to regularity of attendance; tardiness diminished more than 60 per cent., and many scholars present a record of being neither absent nor tardy during the year.

The attendance upon the evening schools was not so large as during the year previous. The falling off is attributed to the hard times, some not being able to furnish books, slates, and other necessaries. About 60, it is believed, absented themselves on this account, and it is proposed by the superintendent that next year readers and slates be

loaned to those unable to furnish them. Many expressions of gratitude were heard during the winter for the opportunity afforded by these schools. One young man volunteered the statement that the schooling had benefited him more than the value of $100 in the study and practice of writing alone.

A growing interest in the subject of drawing is reported, also considerable advancement in the study of music.

The school committee, while bearing testimony to the fidelity given to instruction in the primary, intermediate, and grammar grades, commend particularly the Rogers High School. The attendance at this school increased from 66 in 1873-'74 to 100 in 1874-'75, an increase of 52 per cent.—(Report of school committee, 1874-'75.)

PROVIDENCE.

Officers.—Here, as in Newport, there is a school committee of 6 from each of the ten wards, elected for terms of three years, one-third going out of office each year, with the mayor, president of common council, and chairman of committee on education as *ex officiis* members, and a city superintendent, appointed by the school committee.

Statistics.—Whole number of pupils admitted for the year, 12,507, exclusive of 2,228 enrolled in evening schools and 1,100 in vacation schools. Of this number 10,928 were registered in the last term, 376 in the high school, 2,978 in 11 grammar schools, 2,680 in 33 intermediate, and 4,894 in 37 primary schools.

The superintendent in his quarterly report dated February, 1875, says that, notwithstanding the adverse influences of severe weather and a large amount of sickness, the schools were never in a better condition than, with a few exceptions, they were at that time. He believes that, taken as a whole, they will compare favorably with the very best schools of similar grades, public or private, in New England or elsewhere. But few, he says, are aware of the actual amount of labor that is being performed by the best teachers. In the high school and in most of the grammar schools almost as many hours are spent each day out of the school-room in correcting written examination papers and compositions and in preparing themselves for their work as are spent in it. The results of this extra labor are made apparent to those who examine carefully into the working of the school system.

The evening schools were unusually successful, having a larger and more regular attendance than ever before. The number registered at the 7 schools was 1,876, (besides 352 in the Polytechnic Evening School,) of whom 1,264 were young men and 612 young women, the average attendance being 880. Compared with the statement of the previous year, these figures show a large increase in the enrolment and a gain of over 4 per cent. in the average attendance. The general appearance and deportment of the scholars were very satisfactory. The writing books show neatness and painstaking on the part of the pupils and speak well for the system of teaching adopted.

The progress made in music since its introduction into the schools in 1846 has been constant and satisfactory.

Drawing has occupied a moderate portion of time in the grammar schools without interfering with other studies, and very creditable specimens of skill have been produced. In free hand map drawing it is believed that the schools are not surpassed by any in the country.

Sewing is still occupying its accustomed place in the schools, with great advantage to the girls receiving instruction, and without detriment to their usual studies.

The Polytechnic School maintained the high rank gained by its predecessor of the previous year. The principal gave instruction in the practical mathematical branches to classes of very full membership. The classes in mechanical and architectural drawing were well attended throughout the winter. The class of Germans learning English proved, as in previous winters, a decided success.

Six vacation schools were held during a session of about six weeks and were attended by about 1,100 children. Besides the usual course of study, a large amount of oral instruction, not furnished by the school-books, was given in respect to the names and uses of the various products of agriculture and of manufactures, and also those which constitute the main features of domestic and foreign commerce.—(Report of school committee, 1875.)

The joint committee of 5 appointed by the city council to investigate the subject of the public schools have decided upon the main points of the inquiry they propose making. Some of these are as to "the massing of large numbers of children in one school; the advisability of having the details of the system more generally understood by members of the city council and the school committee; the possible reduction of the number of the school committee, (the present number being regarded as too unwieldy for the proper supervision of the schools,) the necessity for uniformity in the system of instruction, of superseding the less capable by better educated teachers, of giving more attention to the care of school property, and to the purchase and dissemination of text books.—(New-England Journal of Education, October 9, p. 167.)

THE CITIES AND TOWNS IN GENERAL.

Apparatus.—In many of the reports of superintendents and school committees complaint is made of the lack of such needful apparatus as blackboards, erasers, wall maps, globes, dictionaries, and proper text books. The marked exceptions are in Woonsocket, where many deficiencies of this kind have been supplied within the past year, and in the Rogers High School, Newport, which seems to be unusually well equipped.

Discipline.—On this point there are many exceedingly valuable observations in the reports of superintendents, appended to the State report, especially on the value of judicious appeals to the honor of pupils, on the importance of steadily cultivating in them a high sense of moral propriety, on the good effect of exercising kindness in preference to coercion, on the need of beginning with a firm yet kind hold of the reins at the very opening of the school, and on the indispensability of a thorough self-control as a first requisite to control of others.

Co-education of the sexes.—The chairman of the school committee in Newport says: "Those who desire the most elevated type of manhood and womanhood generally believe that the truest method of development with children is to begin in the earliest schools under a system of co-education. This has been faithfully regarded in this city since 1865; so successfully, too, that not by intimation or argument has a return to the former system of separate schools for the sexes been considered in our board. After a most scrutinizing inquiry, we are assured that rudeness has diminished; that politeness has increased; that decision of character, self-reliance, good manners, and mutual willingness to better obey the rules of school are some of the results of our system of co-education. Nor has the virtue or happiness of either sex appeared to be endangered. In fact, in no single instance during the past year has it been necessary to offer reproof for the slightest indelicacy, in word or act, between the sexes."

Evening schools.—These have been held, in most instances with encouraging results, at Bristol, Burrillville, Cumberland, East Greenwich, East Providence, Johnston, Newport, North Providence, Pawtucket, Providence, Smithfield, Warren, and Woonsocket. In some of these places several schools were maintained—for boys, for girls, for pupils in different stages of advancement—there being at Bristol two departments, for the sexes; at Newport, four grades; at Providence, seven schools and a special polytechnic school; and at East Greenwich, one for Swedes learning our language.

The public schools not godless.—In answer to the charge that the schools, as now conducted, are "godless" institutions, from which children should be withdrawn, the school committee of Providence write, in words applicable to the whole system of public instruction: "That our schools are not, like parochial schools, denominational is true. They do not teach dogmatic theology. They do not meddle with nor sit in judgment on the various beliefs. In what peculiar form of faith a child should be brought up they leave to parents and the church. But in no sense are they godless in character. Every one familiar with their origin knows that they were founded on the recognition of the superintending providence of God, the duties to Him and the laws He has ordained." It is shown that the original regulations for them provide that, "good morals being a matter of the highest consequence," the youth in them "are strictly enjoined to avoid idleness and profanity, falsehood and deceitfulness, and every other wicked and disgraceful practice, and to conduct themselves in a sober, orderly, and decent manner, both in and out of school;" while teachers are enjoined to "endeavor to impress the minds of their pupils with a sense of the being and providence of God, and the obligation they are under to love and reverence Him; their duty to their parents and masters; the beauty and excellence of truth, justice, and mutual love; tenderness to brute creatures; the happy tendency of self government and obedience to the dictates of reason and religion; the observance of the Sabbath as a sacred institution; the duty which they owe to their country and the necessity of a strict obedience to its laws; and that they caution them against the prevailing vices."—(Reports for 1874–'75.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL.

This normal school, while fitting teachers for schools of higher grade, especially aims to prepare for teaching schools of the primary, intermediate, and grammar grades. It is a State institution, and, it is believed, can be of more service to the cause of education by providing excellent teachers for the elementary schools than in any other way, as in these the great majority of pupils will always be found.

During the year 1875, while the course of study was not essentially changed, the requisites for graduation were increased, so that the graduating class of that year numbered less than that of the year previous. The year was one of marked success, not only as regards the number of pupils attending, but in the earnestness of the pupils and in the quality of the work done. The number of pupils who were in the school during the year was 159, of whom 26 had previously taught.—(State report for 1875, pp. 41–46.)

TEACHERS' INSTITUTES.

Aside from the annual meeting of the Rhode Island Institute of Instruction, only three teachers' institutes were held during the year under the direction of the State commissioner. Arrangements were partially made for two others, but, owing to peculiar local causes, they were obliged to be temporarily postponed. At each of the institutes the attendance of the teachers of the immediate vicinity was very good, while the several communities evinced a deep interest in the work by their cordial reception of the institute, and also by a very general attendance on its sessions. The State commissioner, who was present at each institute, endeavored to confine the work as closely as possible to the real wants of the locality, and so interspersed the various teaching exercises with work by himself as to give the requisite variety and completeness.

An association of the teachers of public schools in Richmond and Charlestown was formed in the winter of 1874-'75, with a view to mutual improvement, and seems to have been attended with much enthusiasm.

Four teachers' institutes have also been held under the direction of the school committee or superintendent, or both, in Hopkinton, North Smithfield, and Richmond with apparently excellent results, securing better acquaintance with each other on the part of teachers, a greater unity and sympathy with one another in school work, and a new energy and life in the prosecution of it.—(Report for 1875, pp. 98–100, and appendix, pp. 87, 88.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

In 13 cities and towns of the State there exists some provision for secondary instruction in high schools or schools of equal grade, either public or private.

At the Rogers High School, Newport, the number of pupils has been 100, more by 52 per cent. than that of last year. This increase has been attended by no change in the size of the corps of instruction. The number of classes was so large that it was found necessary, at the opening of the fall term, to divide the sessions into six recitation periods instead of five, thus materially shortening the time assigned to each class, a change that was made with great reluctance, but that seemed an unavoidable evil. It has been felt very seriously in the classical and scientific recitations.

A fine telescope was presented to the school by Mrs. Henry B. Humphrey at the opening of the fall term, forming a very valuable addition to the apparatus. The department of science is well equipped; the laboratory well stocked with chemicals and glassware, and a want in the classical department has been met by the purchase of a complete set of Kiepert's wall maps, illustrating ancient geography.

The advantages of the school are available to all persons of the requisite attainments, who, while prevented from taking a complete course, have wished to pursue particular studies. Eleven special students have attended. There is also a disposition, on the part of graduates, to return for the pursuit of special studies. The class which graduated last summer has been represented by one or more of its members during this year, and several of the present senior class have expressed an intention to take a special course after graduation.—(Report of F. W. Tilton, head master, in State report for 1875, pp. 36, 99.)

In 1838 an ordinance was passed by the city council of Providence establishing a high school as a part of the system of public education, a measure that had required ten years of industrious efforts to secure. In this school were to be taught "all the branches necessary to a useful mercantile and classical education." During the thirty-two years of its existence it has educated upward of 4,500 pupils. The school is a crowning feature of the public educational system; it adds completeness to the course of instruction pursued in the primary, intermediate, and grammar departments, and brings the pupil to the very door of the university. Here he can stop, with as thorough a scientific and classical education as could have been obtained at the commencement of the present century at the best college in the land.—(School committee in State report for 1875, pp. 99, 100.) The superintendent makes the admissions for 1875, 376.

It is well said of this school by the committee that it is a help to schools of lower grade. To the pupils of such it becomes an objective point, inspiring a desire for a more complete education than the grade below can furnish, and inducing efforts to secure qualification for the higher work of the high school.

Two girls, graduates of the classical department of this school, were unconditionally admitted to the Boston University at the September term, (1875,) while two entered Wellesley College. Another has been a year in Michigan University.—(New-England Journal of Education, October, p. 166.)

At the Pawtucket High School, the enrolment of pupils was 272 and the attendance 93 per cent. Fifty-two pupils, or nearly one-fifth, were perfect in attendance, and 7 were absent only half a day.—(New-England Journal of Education, February 27, p. 107.)

The Woonsocket High School, which had gotten into fine working order, with 4 classes of high grade, had its house burned in October, 1875; loss estimated at about $20,000; insurance, $7,000. There was a large geological and mineral cabinet, the value of which cannot be estimated in figures.—(Report for 1875, p. 101, and New-England Journal of Education, October 23, p. 190.)

OTHER SECONDARY SCHOOLS.

It was said in the New-England Journal of Education, April 10, p. 178, that the University Grammar School at Providence was never doing a better work than at present. Merrick Lyon, LL.D., who has had charge of the classical department for 30 years past, has acquired a wide reputation for scholarship and culture. Dr. Emory Lyon, at the head of the English and scientific department, maintains an equally high standard of scholarship.

Messrs. Mowry & Goff's English and classical school at Providence has lately had completed for it a new, commodious, and elegant building, which was dedicated in May, 1875. While nothing has been spent upon mere external decoration, every effort has been made to leave nothing undone that could contribute to the well being of the pupils or to the power and influence of the teacher. Especial care has been taken to provide ample ventilation and light.

Three academies and seminaries report their statistics for 1875 to this Office as follows: Number of teachers, 18; pupils, 269, of whom 130 were pursuing a classical course, 46 were in modern languages, and 32 were preparing for a classical course in college. Drawing was taught in all and vocal music in one. One reports the possession of a chemical laboratory, 1 philosophical apparatus, and 2 libraries of 500 and 3,000 volumes, respectively.

PREPARATORY SCHOOLS.

Four schools for the preparation of students for college report a total of 33 teachers and 465 pupils, of whom 60 were preparing for a classical and 24 for a scientific course. Three of these schools report the possession of chemical laboratories and philosophical apparatus, 1 a gymnasium, and 3 have libraries numbering, respectively, 400, 600, and 1,000 volumes.

BUSINESS COLLEGES.

Two business colleges report a total of 19 teachers and 605 pupils, of whom 405 attended the day and 200 the evening sessions. Both have libraries, numbering, respectively, 120 and 3,000 volumes. Phonography is studied in addition to the business and common English branches.

SUPERIOR INSTRUCTION.

BROWN UNIVERSITY.

The catalogue of the university for 1875–'76 gives the total attendance of students during the year as 255, of whom 58 were seniors, 57 juniors, 76 sophomores, and 64 freshmen. The degree of bachelor of arts was conferred in 1875 on 39; that of A. M. in course upon 27; the honorary A. M. on 5; and that of LL. D. and D. D., each, on 2.

After the close of the academic year of 1877, it is proposed to raise the requirements for admission to the university in Latin, Greek, and mathematics. Candidates will be examined in 7 books of the Anabasis, or in 5 of the Anabasis and 2 of Homer's Odyssey; in 5 books of Cæsar's Commentaries, and in 8 orations of Cicero; and in solid as well as plain geometry. It has also been decided that, after the commencement of 1876, the courses of study for candidates for the degree of bachelor of philosophy are to be extended through four years instead of three. There are at present two parallel courses of instruction for this degree, each lasting three years, the one including classical studies, the other substituting for these a larger amount of scientific studies. Departments of practical science, including agriculture and the mechanic arts, have been established in the university for the benefit of students who wish to prepare themselves for such pursuits as require especially the knowledge of mathematical and of physical science, and their applications to the industrial arts. These studies may be pursued in connection with the regular scientific and classical studies of the university or they may be taken as a select course, either partially or in full, the students, upon leaving, being entitled to a certificate stating the time of their university residence and the amount of their acquisitions.

The university library contains 45,000 well bound and carefully selected volumes, the greater part of which have been procured within the last 30 years, with special reference to the wants of professors and students and of other persons engaged in literary and scientific research. Besides being well supplied with works illustrating the various courses of college study, it has a large number of collections pertaining to civil and ecclesiastical history, antiquities, literature, and the Greek and Latin classics. It is especially rich in bibliography and patristics, and in the pamphlet literature of New

England, and has a large number of works upon architecture.—(University catalogue, 1875–'76.)

At a meeting of the Philadelphia Alumni Association of Brown University, held January 1, 1875, it was resolved to found a scholarship of $1,500, to be known as the Philadelphia alumni scholarship. The conditions of the gift are that the scholarship be not confined to candidates for any one calling or to members of any one denomination, but that it be open to competition and conferred on the basis of high attainments, mental and moral. It is to be limited to the members of the two higher classes.—(New-England Journal of Education, March 6, 1875, p. 119.)

Statistics of Brown University and scientific school, 1875.

Name of university and scientific school.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
Brown University.....	15	4	0	253	$1,500,000	$642,555	$43,043	b$31,265	$0	$57,725	45,000
SCHOOL OF SCIENCE.											
Agricultural and scientific department, (Brown University.)a	....	....	.....	.....	.....	50,000	.....	.....	.....	.....	.....

a Reported with classical department. b Includes income from scholarship funds.

SPECIAL INSTRUCTION.

REFORM SCHOOL, PROVIDENCE.

A report of the trustees submitted in March, 1875, shows the school to be in good condition; that both boys and girls are well cared for and provided with good facilities for acquiring a common school education, and developing habits of neatness, order, and industry. Number of inmates: boys, 162; girls, 35; total, 197. Out in situations, sentences unexpired: boys, 21; girls, 6; total, 27; making the number on the books 224.—(New-England Journal of Education, March 6, 1875, p. 118.)

EDUCATIONAL CONVENTIONS.

RHODE ISLAND INSTITUTE OF INSTRUCTION.

The institute held its thirtieth annual session at Providence in January, 1875, a large number of enthusiastic teachers from all parts of the State being present, as well as many from the bordering towns of Massachusetts. The morning of the first day was devoted to a proceeding which, it is believed, originated with this association and is peculiar to it: the visiting of the schools of the place by teachers from other sections; a thing which has proved so valuable in its results that its future continuance is well assured. In the afternoon, the high school department of the institute assembled in the high school building, the grammar and primary departments met together at the normal school hall. Professor Blake, of Brown University, read a paper on "The present condition of optical science, and the methods of teaching it," which was followed by one from Professor Davis, of the Worcester High School, upon the study of English literature, a paper which had attracted considerable notice in Massachusetts associations and was well received here. The grammar and primary departments, meantime, listened to exercises in teaching conducted by Mr. B. W. Hood, principal of the department of vocal music in the city schools, and A. J. Manchester, principal of Thayer Grammar School. Mr. Thayer illustrated his method of teaching music by drilling a grammar school class upon a piece of music which they had never sung before, showing by it satisfactorily that pupils in the public schools can, with a very few minutes of daily practice, learn to sing ordinary music almost at sight. Mr. Manches-

ter illustrated, by a class from his school, a new method of vocal drill, which was so far appreciated by the educators present that a resolution was passed expressing the hope that he would put his material into a permanent book form, convenient for class use. In the evening, the entire institute listened to an address by Rev. Phillips Brooks, of Boston, on "Milton as an educator." The exercises of the following day were held in Music Hall, before the entire institute and many citizens of the place. The principal feature of the morning was a paper by Mr. William T. Peck, of the Providence High School, upon "The educational system of Germany." The New-England Journal of Education came in for its share of attention, and its claims were earnestly advocated by many present, after which a very large list of subscriptions was obtained. Some very interesting readings, and also an exercise in teaching reading, were given by Professor Hibbard, of the Wesleyan University, Middletown, Conn.; and the discussion of industrial art as related to public schools was opened by a paper upon the subject by Frederick Grinnell, esq., president of the Providence Steam and Gas Pipe Company. The matter was presented from a business point of view chiefly, the importance of elementary drawing being especially urged, after which remarks were made by his honor the mayor and the president of the school committee and letters were read from others who were absent, all emphasizing the benefits to be derived from teaching this branch in the schools.

The Friday evening gathering of the institute has come to be the great educational banquet of the State. If Music Hall, seating over 2,000 people, were twice as large, it would apparently be always filled on this occasion. With one meeting a year of this kind it is impossible for the cause of education to languish in the State. Here is heard the best speaking on education which the State, and indeed the country, affords. On the present occasion addresses were received from his excellency Governor Howard, President Robinson, and others; also readings from Professors Hibbard and Pond, and vocal solos by Mr. Elsfree.

On Saturday, resolutions, among others of respect to the memory of Hon. John L. Kingsbury, the first president and life long friend of the institute, were passed, and remarks were made by several expressing grateful remembrance of his life as a teacher and citizen. After the election of officers, a paper was presented by J. C. Greenough, principal of the normal school, on "The proper studies for public schools and their relative importance," urging that the studies should be such as would develop the pupil's powers and fit him for active life, whatever his employment.—(New-England Journal of Education, January 22, p. 42.)

LIST OF SCHOOL OFFICIALS IN RHODE ISLAND.

Hon. THOMAS B. STOCKWELL, *State commissioner of public schools, Providence, R. I.*

STATE BOARD OF EDUCATION AND TRUSTEES OF STATE NORMAL SCHOOL.

[Elected by the general assembly, pursuant to chapter 44 of the public laws.]

Name.	Post-office.
His excellency Henry Lippitt, governor, *ex officio* president	Providence.
Henry T. Sisson, lieutenant-governor, *ex officio*	Little Compton.
Charles H. Fisher, M. D., term expires June, 1878	North Scituate.
Rev. George L. Locke, term expires June, 1878	Bristol.
Rev. Daniel Leach, term expires June, 1877	Providence.
Ezra K. Parker, term expires June, 1877	Summit.
Samuel H. Cross, term expires June, 1876	Westerly.
Thomas H. Clarke, term expires June, 1876	Newport.
Thomas B. Stockwell, commissioner of public schools, *ex officio* secretary	Providence.

Quarterly meeting of the board of education the first weeks of March, June, September, and December of each year.

SUPERINTENDENTS OF SCHOOLS 1875–'76.

Town.	Superintendent.	Post-office.	Salary.
Providence	Rev. Daniel Leach	Providence	$2,500 00
Newport	Thomas H. Clarke	Newport	2,000 00
Barrington	Isaac F. Cady	Barrington Centre	20 00
Bristol	Robert S. Andrews	Bristol	400 00
Burrillville	Rev. William Fitz	Burrillville	200 00
Charlestown	William F. Tucker	Shannock Mills	47 00
Coventry	E. K. Parker	Summit	
Cranston	James W. Bullock	Cranston	175 00
Cumberland	Francis S. Weeks	Woonsocket	*3 00
East Greenwich	Peleg G. Kenyon	East Greenwich	30 00
East Providence	Rev. R. H. Paine	Watchemoket	150 00
Exeter	Willet H. Arnold	Exeter	Not fixed.

* Per diem and expenses.

List of school officials in Rhode Island—Concluded.

Town.	Superintendent.	Post-office.	Salary.
Foster	George S. Tillinghast	Foster Centre	
Glocester	Rev. Mowry Phillips	Harmony	$100 00
Hopkinton	Rev. S. S. Griswold	Hopkinton	*2 50
Jamestown	William H. Gardner	Jamestown	5 00
Johnston	William A. Phillips	Olneyville	300 00
Lincoln	Rev. James H. Lyon	Central Falls	100 00
Little Compton	Isaac B. Cowen, M. D	Little Compton	40 00
Middletown	John Gould	Newport	No salary.
New Shoreham	Giles H. Peabody	New Shoreham	25 00
North Kingstown	Daniel G. Allen	East Greenwich	100 00
North Providence	William W. Wright	Centredale	
North Smithfield	Rev. Stephen Phillips	Woonsocket	
Pawtucket	Andrew Jencks	Pawtucket	1,000 00
Portsmouth	George Manchester	Newport	No salary.
Richmond	Nelson K. Church	Wyoming	100 00
Scituate	Jeremiah H. Field	South Scituate	140 00
South Kingstown	Rev. William H. Kling	Wakefield	*3 00
Smithfield	Samuel W. Farnum	Georgiaville	100 00
Tiverton	John F. Chase	Fall River, Mass.	
Warwick	John F. Brown	Natick	200 00
Warren	Rev. S. K. Dexter	Warren	200 00
Westerly	David Smith	Westerly	200 00
West Greenwich	Charles F. Carpenter	Summit	25 00
Woonsocket	Rev. C. J. White	Woonsocket	500 00

*Per diem.

SOUTH CAROLINA.

SUMMARY OF STATISTICS.

SCHOOL POPULATION AND ATTENDANCE.

Number of youth between 6 and 16 years of age	239,264
Number enrolled in schools during the year	110,416

TEACHERS AND THEIR PAY.

Number of teachers employed in public schools	2,855
Number of male teachers employed	1,773
Number of female teachers employed	1,082
Average salary of men per month	$31 64
Average salary of women per month	29 21

SCHOOLS AND SCHOOL PROPERTY.

Average duration of school in days	100
Estimated real value of all school property	$313,289 79

INCOME AND EXPENDITURE.

Receipts.

From State tax	303,443 42
From local tax	130,721 17
Total from taxation	434,164 59
From other sources	55,378 16
Total receipts	489,542 75

Expenditures.

For sites, buildings, and furniture	16,851 60
For libraries and apparatus	5,371 33
For salaries of teachers	369,685 21
For miscellaneous or contingent	34,554 85
Total	426,462 99
Per capita of school population	1 78
Per capita of pupils enrolled	3 86

SCHOOL FUND.

Amount of available school fund	439,542 75

—(From report kindly forwarded to the United States Bureau of Education, December 3, 1875, by Hon. J. K. Jillson, State superintendent of education.)

SCHOOL SYSTEM OF THE STATE.

EDUCATIONAL PROVISIONS OF THE CONSTITUTION.

The constitution of this State, article X, section 1, provides that "the supervision of public instruction shall be vested in a State superintendent of education, who shall be elected at the same time and in same manner as other State officers." Section 2, that "there shall be elected, biennially, in each county one school commissioner, said commissioners to constitute a State board of education, of which the State superintendent shall be chairman." Section 3, that "the general assembly shall, as soon as practicable, provide for a liberal and uniform system of free public schools." Section 4, that "the general assembly shall provide for the compulsory attendance, at some public or private school, of all children between the ages of 6 and 16, not physically or mentally disabled, for a term equivalent to at least twenty-four months, provided no such law shall be passed until a thorough system of public schools has been organized." Section 5, "the general assembly shall levy a tax for the support of the schools on all taxable property and a *per capita* tax of $1 on every male person over 21 years of age." Sections 6, 7, 8, and 9 provide for "the establishment of a State normal school, the education of the deaf, dumb, and blind, a State reform school for juvenile offenders, and the organization of an agricultural college in connection with the State university." Section 10, that "all the public schools, colleges, and universities, whether supported in whole or in part by the public funds, shall be free and open to all the children and youths of the State without regard to race or color."

PROVISIONS OF THE SCHOOL LAWS.

From "An act to amend an act entitled 'An act to establish and maintain a system of free schools for the State of South Carolina,' approved March 6, 1871," with amendments to date.

OFFICERS OF THE PRESENT SYSTEM.

The commission on text books, State board of education, State superintendent of education, school commissioners, boards of county examiners, and school trustees.

POWERS AND DUTIES OF THESE OFFICERS.

The commission on text books—composed of the governor, *ex officio* chairman; the chairmen of the committees on education of the senate and house of representatives, and one member from each branch of the general assembly—have the duty of deciding upon, and furnishing to the board of education, a list of text books to be used in the common and public schools throughout the State.

The State board of education—composed of the several county school commissioners and the State superintendent, who is *ex officio* chairman—are the trustees of all donations to the State for educational purposes, and are to pay into the treasury for safe keeping and investment all moneys and incomes from property so received. Their annual meeting is held the first Wednesday in October. The members receive a mileage at the rate of twelve cents per mile going to and returning from the meetings of the board.

The State superintendent of education—elected by the qualified voters of the State for a term of four years—has the general supervision over all the common and public schools, and gives bond in $5,000 for faithful performance of his work. It is his duty to visit every county, inspect the schools, and awaken a favorable interest in education by public addresses and personal communication; to secure a uniformity of text books, and forbid the use of sectarian or partisan books and instruction; to transmit to school commissioners such forms and instructions as may be necessary to aid school officers in making their reports and carrying into full effect the school laws; to see that the school laws are printed and distributed; to collect such school books, apparatus, maps, and charts as can be obtained without expense to the State; to purchase, at an expense not exceeding $50 per annum, rare and valuable works on education, for the benefit of teachers, authors, and others who may desire to consult them; to apportion, on the 1st day of November, or as soon as practicable thereafter, all school moneys to the school districts in proportion to the number of children of school age therein; to draw his warrant on the State treasurer in favor of each county treasurer for the amount apportioned; to examine teachers, and grant certificates, valid for two years. He is required to make a report to the general assembly at each regular session thereof, showing the number of persons in the State between the ages of 6 and 16 years; the number in each county; the number, sex, color, and studies of those attending the public schools; the number, material, and cost of school-houses; the number of county teachers' institutes and where held, together with such plans and suggestions as he may deem proper. His compensation is $1,875 per annum, with an allowance of $900 for his chief clerk.

County school commissioners—one elected by the voters of each county for a term of two years—are to visit every school within their jurisdiction at least three times a term, note the method of teaching in each, and make such recommendations as to defects as they see proper; to encourage the formation of teachers' associations for mutual improvement, and attend their meetings; to deliver a public lecture to the people of each school district of their counties for the purpose of elevating the standard of education and increasing the general interest in the public schools; and to see that in every school under their charge the prescribed studies are taught as far as practicable. They are required, on or before the 1st day of October, each year, to forward to the State superintendent a report containing an abstract of the reports made to them by the various school officers and teachers in their several counties, suggesting such improvements in the school system as they may deem useful, and giving such other information as may be deemed of public interest. On failure to make such report, they forfeit their salary for the last quarter and are liable for damages. Their compensation is twenty-five cents *per capita* upon the school attendance in their counties, not to exceed $1,000 per annum; in Charleston County, $1,200 salary.

Boards of county examiners—a board for each county, composed of the commissioner and two members holding first grade certificates, appointed by him for a term of two years—have the duty of meeting at least twice each year to examine all applicants for the profession of teacher, and to grant to such as are qualified a certificate, valid for one year, setting forth the branches they may be found capable of teaching; no teacher to be employed without such certificate.

District trustees—three in number for each school district, appointed by the county boards of examiners for their respective counties for a term of two years—take the management and control of the local educational interests of their districts and visit

the school at least once every month during the term; select sites, establish schools, employ teachers, and withhold the wages of the same until they make their monthly report as required. They are required every two years to make an enumeration of the children of school age (6-16) within their districts, distinguishing between male and female, white and colored, and furnish a duplicate of the same to the county school commissioner. Each trustee receives 5 cents *per capita* for each child enumerated by him. If trustees, without good cause, fail to make the enumeration, their offices shall be declared vacant and new trustees appointed.

THE SCHOOLS.

There is to be a school in every school district. The school law requires that there shall be taught, as far as practicable, in every public school, orthography, reading, writing, arithmetic, geography, English grammar, history of the United States, the principles of the Constitution and laws of the United States and of this State, and of good behavior. The State furnishes all text books required for the pupils of the public schools. No high schools exist in the State system except at Charleston. The school year is to continue for a period of nine months, commencing and ending as, in the opinion of the county examiners, will best subserve the educational interest of their county; but the county commissioner has the power to limit the school year according to the school fund apportioned to his county. In Columbia and Charleston attendance on some school is compulsory between the ages of 8 and 16.

The board of regents of the State normal school decide upon the number of pupils to be admitted to the school, and these are apportioned among the counties according to their number of representatives in the general assembly, provided that teachers holding second and third grade certificates may be admitted from the State at large. The candidates, if male, must be 15 years of age, and, if female, 14 years of age, to enter the junior class, and proportionately older to enter an advanced class. All applicants for admission must sign a declaration that it is their intention to engage in teaching in the public schools of the State, and must, before appointment, stand successfully a competitive examination with the other applicants from their counties.

A State University and State Agricultural and Mechanical College offer their advantages to properly prepared graduates of the lower schools. A special school for the deaf and dumb and the blind has been suspended.

SCHOOL FUNDS.

The amount of available annual school fund reported December 3, 1875, was $439,542.75. This is derived from a State levy of two mills on the dollar, a State poll tax of $1, imperfectly collected, from local taxes, and from "other sources" not enumerated. It is apportioned to the several counties and school districts on the basis of the number of pupils attending the public schools in them.

There appears to be no permanent school fund, though provision is made in the school law for the creation of one.

ELEMENTARY INSTRUCTION.

ADDITIONAL STATISTICS.

The increase in the scholastic population since 1869 has been 42,085, or upwards of 21 per cent. The increase in school attendance during the year past (1874-'75) was 5,678; in that of white children it was 1,227; colored, 4,451. The increase in the number of teachers employed was 228. Of the teachers employed, 1,876 were white; 979 were colored; 940 held third grade certificates; 1,049, second; and 866, first grade certificates. The schools were in session an average of 4½ months during the year. The number of free common schools in the State in 1874 was 2,353, in 1875 it was 2,580, an increase for the year of 227. There were in 1875, 2,347 school-houses, of which only 701 are owned by school districts; 320 have grounds inclosed; 118 were erected during the year, of which 56 were of log and 62 of frame. The material of those previously erected was as follows: Log, 1,291; frame, 919; brick, 18; stone, 1. There were reported as in good condition, 1,209; 565 were fair, and 455 bad; while the grounds of 307 were inclosed.

The returns received by the superintendent concerning school expenditures for the scholastic year ending June 30, 1875, are not complete. Only partial returns were made as to the cost of school-houses erected.

Thirty-three State certificates of qualification were granted to teachers by the State superintendent's office during the year; of which 13 were to men (5 to white and 8 to colored men) and 20 were to women, (12 to white and 8 to colored women.) These certificates are of the first grade, and are good anywhere in the State for a term of two years, unless sooner revoked.—(Report of Superintendent Jillson for 1875, pp. 5-16.)

EDUCATIONAL ADVANCEMENT.

The foregoing statistics show that a measurable degree of advancement has been made in the common school work during the past year; an improvement in school

management as well as in efficiency. Still, the undertaking has been but fairly begun. The reduction of the average length of the school session by one half a month as compared with that of last year is partly dne to the fact that the amonnt of money received this year from the State for school purposes was some $30,000 less than last year, and partly from the anxiety of most of the county school commissioners to keep their school expenses within the limits of their revenues. The repeated failure on the part of the State to meet in full its appropriations for school purposes has been a source of sore perplexity to these officers and a very serious detriment to the cause.

Four main causes check the efficiency and success of the free common schools, namely: want of qualified and efficient teachers, inefficiency and unfitness of school officers, lack of sufficient interest of the right kind on the part of the people in general, and inadequacy of means.—(Report of Superintendent Jillson, 1875, pp. 77, 78.)

UNPAID SALARIES OF COUNTY SCHOOL COMMISSIONERS.

The annual report of the treasurer of the State for 1875 shows that the balance due on account of salaries of county school commissioners amounts to $20,332.96. The superintendent urges as an act of justice such legislation as may be required to secure the early payment of these salaries. There is also an unpaid balance of $9,480.95 due for salaries of commissioners and other school claims prior to November 1, 1873.—(Report of superintendent, p. 22.)

LEGISLATION RECOMMENDED.

The State superintendent recommends to the legislature, among other measures, the immediate enactment of such provisions as will secure the prompt and complete payment of all unpaid balances of past appropriations for educational purposes, 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, one providing a comfortable and convenient office for each county school commissioner, one defining and making uniform throughout the State the school year, and one authorizing and requiring each county school commissioner to withhold from such school district as shall fail to provide for the raising of a local or school district tax said district's apportionment of the State appropriation for school purposes, and to distribnte the same to the other districts of the county that shall have provided for the raising of the tax.—(Report for 1875, p. 84.)

CITY SCHOOL SYSTEM.

CHARLESTON.

Officers.—The school commissioners of the city, one from each ward, have power to elect a superintendent of city schools, to prescribe his term of office, duties, and compensation, and to establish and make all arrangements for the common schools.

Statistics.—The city is four square miles in area and has taxable property valued at $26,661,634. The amount of local or city school tax raised in 1875 was $39,600. The population of school age numbered 12,727, of whom 5,873 were white and 6,854 colored. The total attendance upon public schools was 6,070, including 3,008 white and 3,062 colored. There were 87 teachers employed, of whom 8 were colored; 82 women and but 5 men; 24 with first grade certificates, 54 with second, and 9 with third. The average wages paid to men was $121.66; to women, $39.45. The schools were in session an average of ten months during the year. Receipts for school purposes from all sources, $61,886.65; expenditures, $59,932.50.—(Report of State superintendent, 1875, pp. 16, 17.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL, COLUMBIA.

The report for 1875 of the board of regents states that the school is prosperous, and that its influence for good is being felt in nearly every portion of the Commonwealth, as the demand for educated teachers increases. The principal of the school reports an attendance of 39 pupils, all but 6 being women. The full course of instruction lasts three years; but there is a "training class" for the accommodation of those who do not complete the whole course, in which the studies are those taught in the common schools. A completion of this course is intended to fit students to teach schools of the lower grades, while the normal classes proper undertake all, or nearly all, those higher studies pursued in other normal and high schools. The course for the training class has been so arranged that the admission of new members at the beginning or close of a term interferes in but a slight degree with the regular order of the lessons, and several teachers have joined the class during vacation. The training class thus becomes for a short time a kind of teachers' institute. The law founding this school proposes that pupils be loaned such books as they may need; but no funds have yet been received for that purpose, and books and apparatus are very much needed. Of the $10,000 appropriated by the general assembly for the support of the school in 1875, there has been paid only $7,640, leaving still due a sum sufficient to furnish the books and apparatus needed.—(Report of State superintendent, 1875, pp. 97–101.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The superintendent gives the number of pupils studying each of the branches taught in the public schools, from which it appears that 2,752 were in 1875 pursuing the higher studies, against 2,848 in 1874, a decrease of 96 during the year. The number of high schools in operation in the State is not mentioned; but, as before stated, there appear to be none organized as such outside of Charleston, where 301 pupils are reported in "higher branches," the remaining 5,769 being in the studies required to be taught, if practicable, in all schools.

Superintendent Jillson recommends the establishment of county high schools wherever practicable, and the governor in his message to the legislature, November, 1875, strongly seconded on this point the recommendation of the superintendent, giving as reasons for it that no additional expense would thereby be incurred, while opportunity now wanting and greatly needed would be afforded to intelligent and ambitious youths to go beyond the ordinary common school studies without leaving their counties.

ACADEMIES AND SEMINARIES.

Seven of these schools—1 for boys, 2 for girls, and 4 for both sexes—report their statistics for 1875 as follows: Number of teachers, 22; pupils, 663; pursuing classical course, 77; modern languages, 1; preparing for classical course in college, 11; for scientific, 4. Drawing is taught in 2 of these schools, vocal music in 4, and instrumental in 3. Only one reports the possession of chemical laboratory and philosophical apparatus. Three have libraries, numbering, respectively, 500, 700, and 1,200 volumes.—(Returns to Bureau of Education.)

PREPARATORY SCHOOL.

One school for the preparation of pupils for college, at Orangeburg, reports an attendance of 209 pupils, 11 of whom are preparing for a classical course. There is a library of 882 volumes.

PREPARATORY DEPARTMENTS OF COLLEGES.

There are reported in preparatory departments of colleges 322 students, taught by 4 instructors. Six of the students are preparing for scientific courses and 224 for classical.

SUPERIOR INSTRUCTION.

UNIVERSITY OF SOUTH CAROLINA, COLUMBIA.

The university was organized as such in 1865. It had previous to that time been known as South Carolina College, having been chartered under that name in 1801 as a place "where all its youth may be educated." The campus and grounds, including 18 acres, are in the centre of the city. The library, which survived the hazard of war, is still in excellent condition and contains nearly 30,000 volumes, among them many rare and old works. The instruction is free. There are no charges for rent of rooms or matriculation. The governor of the State is president of the board of trustees and the State superintendent of schools is its secretary. The course of instruction embraces preparatory, academic, law, and medical departments.

The general assembly at the session of 1873–'74 established 124 beneficiary scholarships. These are open for general competition, and yield $200 a year to each successful applicant. The scholarships are apportioned to the several counties according to the number of representatives the county is entitled to in the general assembly. They hold good for four years, or until graduation.

During 1874–'75 the courses of study have been rearranged and extended and now comprise two quadriennial courses; an academical course, corresponding to the usual courses pursued in American colleges by candidates for the degree of A. B., and a course in which French and German are substituted for Greek and Latin. A special course is also provided for students who have not the time or means to spend four years at the university.—(Report of the chairman of the faculty and message of the governor, 1875.)

OTHER COLLEGES.

Claflin University, Orangeburg, says the State superintendent, is an important instrument in the educational interests of the State. Established for the benefit of colored youth and sustained mainly by benevolent contributions from the North, it has done a noble work. A higher grade of scholarship is aimed at ultimately, but, thus far, its chief work has been the preparation of teachers for the common schools and of students for its future college classes.—(Report of the superintendent, 1875, p. 25.)

College of Charleston, Charleston, (non-sectarian,) was chartered in 1785 and organized in 1789. There is a regular collegiate course of four years, including Latin, Greek, French, and German.—(Circular of the college.)

Erskine College, located in the village of Due West, four miles from the Greenville and Columbia Railroad, includes preparatory and collegiate departments. The college has a library containing a choice selection of books, a well selected geological cabinet, and philosophical and chemical apparatus, together with an excellent equatorial, acromatic, refracting telescope, mounted on an observatory which overlooks the whole surrounding country and affords a magnificent view of the heavens.—(Catalogue, 1874–'75.)

Newberry College, located at Walhalla, a quiet inland town at the base of the Blue Ridge, comprises collegiate and preparatory departments. Eclectic courses in both are also offered to those who do not wish to pursue the regular ones.—(Catalogue, 1874–'75.)

Wofford College, at Spartanburg, includes preparatory and collegiate departments, the course in the latter leading to the degree of A. B. The degree of A. M. is given, on application, to any A. B. who has been engaged in some literary occupation for three years after graduating.—(College circular, 1876.)

COLLEGES FOR WOMEN.

Four institutions for the superior instruction of women report a total of 35 instructors, 13 of whom were gentlemen. Eight teachers and 239 pupils were engaged in preparatory departments; 335 pupils were pursuing regular collegiate studies; 29, special or partial courses; and 2, post graduate studies; total attendance, 406. Music—vocal and instrumental—and French, are taught in 4; German in 1; drawing in 4; and painting in 3. Two report chemical laboratories and philosophical apparatus; and 3 have libraries of 100, 400, and 500 volumes each.—(Returns to Bureau of Education, 1875.)

Statistics of universities and colleges, 1875.

Names of universities and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
College of Charleston	6	1	.....	37	$75,000	$200,000	$12,000	$1,000	.....	$30,000	8,000
Erskine College	5	0	76	58	30,000	59,000	3,600	.....	.....	0	a12,500
Furman University*	5	0	.....	50	75,000	150,000	10,000	.....	$0	.....	.....
Newberry College	5	....	44	34	4,000	.....	.....	3,200	.....	.....	a4,500
University of South Carolina.	11	0	110	86	500,000	75,000	1,000	0	41,050	b18,600	a28,250
Wofford College	8	....	92	92	100,000	.....	.....	3,298	.....	.....	a7,000

*From Report of Commissioner of Education for 1874.
a Includes society libraries. *b* Appropriated by State.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

AGRICULTURAL AND MECHANICAL COLLEGE.

The Agricultural College and Mechanics' Institute is co-ordinate with Claflin University, by act of the general assembly. The year 1874–'75 was the first in which any appropriations were made for the running expenses and to develop the course of study, and then only a very limited amount was given. Still, something has been done. A small class has been formed on the studies of the first year, and military tactics have been successfully taught the whole year. All that is wanted to secure a larger attendance and a rapid development of the agricultural college is adequate funds.—(State report, 1875, pp. 25, 26.)

A letter from the president, dated December 10, 1875, says: "The State has failed to meet its obligations, and the consequence is we have done but little to organize and develop the course of study. A large farm has been purchased and paid for in part. A small class was formed on the first year's course, and $1,800 was appropriated for instruction." The congressional land grant of 180,000 acres was sold for $130,500, and the funds invested in South Carolina State bonds, the interest of it annually being

$11,508. This for five years amounts to $57,540, of which only $11,836 have been paid, leaving now due from the State $45,704. "When the State," he says, "shall be able to pay regularly the annual interest, $11,508, we shall be able to pay the balance of indebtedness on the farm and put the institution into more successful working condition."

PROFESSIONAL SCHOOLS.

Theology.—The Southern Baptist Theological Seminary is located at Greenville, in the northwestern part of the State, distant only a few miles from the boundary lines of North Carolina and Georgia. Its object is to furnish "such theological education as is needed by Baptist ministers;" the theory being that the ministry must not be confined to such as have enjoyed superior advantages for mental culture; but that every one who proposes to be a preacher shall be encouraged to gain the most thorough education in his power.—(Catalogue, 1874–'75.)

The Presbyterian seminary sends no report descriptive of its location, course, &c., beyond the particulars presented in the table.

Law.—Law finds its exposition in the law school of the State University, the course in which may be completed in a year. It includes common and statute law, contracts, mercantile law, pleadings, code of practice, constitutional and international law.

Medicine.—The medical college of the State of South Carolina is located at Charleston. Its fees are low, but the faculty say, "It is furthest from our object to render still easier the already great facility for obtaining the medical diploma. The standard of graduation in the school has not been lowered; nor have the reduced fees brought us men inferior to those who in former years were applicants for the honors of the institution."—(Annual announcement for the session of 1875–'76.)

Statistics of schools for scientific and professional instruction, 1875.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
SCHOOL OF SCIENCE.									
South Carolina Agricultural College and Mechanics' Institute, (Claflin University.	2	....	35	4	.....	$91,800	a$11,508	$5,000	.....
SCHOOLS OF THEOLOGY.									
Southern Baptist Theological Seminary.	6	....	67	3, 4	$25,000	.....	.....	.....	5,000
Theological Seminary of the General Assembly of the Presbyterian Church in the United States.	5	....	23	3	40,000	160,000	9,000	.....	18,884
SCHOOL OF LAW.									
Law School University of South Carolina.	1	....	24	2	.....	.....	.....	.....	.....
SCHOOLS OF MEDICINE.									
Medical College of the State of South Carolina.	7	....	63	2	15,000	.....	.....	.....	.....
University of South Carolina, (medical department.) *b*	1	....	0	.....	.....	.....	.....	150	.....

a Interest annually due on State bonds; only $5,000 received during the year.
b School suspended.

SPECIAL INSTRUCTION.

SOUTH CAROLINA INSTITUTION FOR THE EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

State Superintendent Jillson urges upon the general assembly the speedy reopening of this institution. There are, he says, outstanding and unpaid claims against it,

amounting to between seven and eight thousand dollars, that should be paid by the State, which owes the institution, according to the annual report of the treasurer for 1875, $26,510.

As the present location of the institution is not easily accessible to pupils and visitors, the superintendent recommends its removal to Columbia.—(State report, 1875, p. 21.)

OBITUARY RECORD.

JAMES W. MILES.

Rev. James W. Miles, who died on the 14th at Charleston, S. C., was a prominent clergyman of the Protestant Episcopal Church. He served for many years as a missionary in Asia Minor, acquiring a thorough knowledge of the Oriental languages while living in Constantinople. Returning home, he for three years filled the chair of Greek literature in the College of Charleston, and after a trip to Europe for his health, at the close of the war, was elected professor of the classical languages in the same institution. He was a profound Sanskrit scholar.—(Central Advocate, St. Louis, September 29, 1875.)

LIST OF SCHOOL OFFICIALS IN SOUTH CAROLINA.

Hon. J. K. JILLSON, *State superintendent of education, Columbia.*

[Term, from January 1, 1873, to January 1, 1877.]

COUNTY SCHOOL COMMISSIONERS.

[Term, from January 1, 1875, to January 1, 1877.]

County.	Commissioner.	Post-office.
Abbeville	J. F. C. Du Pré	Abbeville Court House.
Aiken	William H. Lawson	Aiken.
Anderson	Thomas P. Benson	Anderson Court House.
Barnwell	B. W. Middleton	Blackville.
Beaufort	S. D. Gilbert	Beaufort.
Charleston	P. P. Hedges	Charleston.
Chester	Frank B. Loyd	Chester Court House.
Chesterfield	Charles A. Malloy	Cheraw.
Clarendon	L. A. Benbow	Wright's Bluff.
Colleton	John W. Burbridge	Walterborough.
Darlington	Joshua E. Wilson	Florence.
Edgefield	A. W. Simkins	Edgefield Court House.
Fairfield	William J. Crawford	Winnsborough.
Georgetown	S. B. Gipson	Georgetown Court House.
Greenville	James H. Taylor	Greenville.
Horry	John J. Best	Conwayborough.
Kershaw	James Edwards	Camden.
Lancaster	Joseph Clark	Lancaster Court House.
Laurens	Pratt S. Suber	Laurens Court House.
Lexington	David Counts	Lexington Court House.
Marion	M. K. Holloway	Marion Court House.
Marlborough	Frank S. Hazle	Bennettsville.
Newberry	Henry B. Scott	Newberry Court House.
Oconee	Isaac Wickliffe	Walhalla.
Orangeburg	Thomas Phillips	Orangeburg Court House.
Pickens	Robert A. Bowen	Pickens Court House.
Richland	C. J. Carroll	Columbia.
Spartanburg	W. H. Richardson	Spartanburg Court House.
Sumter	Timothy J. Tuomey	Sumter Court House.
Union	D. A. Townsend	Union Court House.
Williamsburg	Henry H. Mouzon	Kingstree.
York	C. A. King	Yorkville.

TENNESSEE.

STATISTICAL SUMMARY.

SCHOOL POPULATION AND ATTENDANCE.

Number of children between 6 and 18: Males, 219,009; females, 207,603	426,612
Number enrolled in public schools during the year	199,058
Number in average daily attendance	136,805
Average duration of schools, in days	100

TEACHERS AND TEACHERS' PAY.

Whole number of teachers employed: Males, 3,125; females, 1,040; unclassified, 45	4,210
Average salary of teachers per month, the law giving the same pay for the same services to males and females	$30 85

INCOME AND EXPENDITURE.

Receipts.

From State tax and interest on permanent fund	$212,840 57	
From local tax	360,369 87	
From other sources	152,187 78	
Not itemized	14,918 41	
Total receipts		740,316 63

Expenditures.

For sites, buildings, and furniture	44,406 44	
For salaries of superintendents, including State superintendent	19,384 64	
For salaries of teachers	582,918 11	
For fuel, lights, rents, repairs, &c	42,420 14	
Not itemized	14,229 65	
		703,358 98

—(From annual report of Hon. Leon. Trousdale, State superintendent, for 1874–'75.)

SCHOOL SYSTEM OF THE STATE.

EDUCATIONAL PROVISIONS OF THE CONSTITUTION.

The constitution, as amended in 1870, article XI, section 12, provides that "it shall be the duty of the general assembly, in all future periods of this government, to cherish literature and science. The fund called the common school fund, all appropriations heretofore made or that may hereafter be made for the use of common schools, shall remain a perpetual fund, the principal of which shall never be diminished by legislative appropriation; 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. No school established or aided under this section shall allow white and negro children to be received as scholars together in the same school."

PROVISIONS OF THE SCHOOL LAW.

The public school law of Tennessee, passed March 6, 1873, approved March 15, 1873, with amendments to the public school law of Tennessee, passed March 24, 1875.

OFFICERS OF THE EXISTING SYSTEM.

A State superintendent, a State board of education, county superintendents, district directors, and district clerks and treasurers are the school officers.

POWERS AND DUTIES OF THESE OFFICERS.

The State board of education, created by a law passed March 23, 1875, consists of 6 members, appointed by the governor, 2 for two years, 2 for four, and 2 for six, and, after the expiration of their first terms of office, each set of 2 for six years. The duty of the board is to establish, regulate, and report upon State normal schools.

The State superintendent—nominated by the governor and confirmed by the senate for

a term of 2 years—has the duty of collecting and disseminating statistical and other information relating to the public schools; of making tours of inspection among the schools; of seeing that the school laws and regulations are faithfully executed; of preparing and distributing blank forms for all returns required by law or deemed by him necessary to be made by school officers; of furnishing school officers with copies of the school laws and with appropriate forms and instructions for carrying said laws into execution; of appointing, at his discretion, persons in each county to visit and examine, as his agents, the public schools therein; of requiring of school officers such annual and special reports as he may deem necessary; of prescribing the mode of examining and licensing school-teachers and their necessary qualifications; of preserving in his office all documents and matters in relation to educational subjects that may come in; of reporting to the comptroller, on the 1st day of December in each year, the scholastic population of each county; and of submitting to the governor, on or before the 15th day of December, a report for the year ending August 31, exhibiting a plain statistical account of receipts and expenditures for public schools, and of their condition and progress in various specified particulars. His compensation is $3,000 per annum.

County superintendents—one for each county, elected by the county court, at its January term, for two years—are required to be persons of literary and scientific attainments, and, when practicable, of skill and experience in teaching. Their duties are: to have supervision of the public schools in their respective counties; to visit the schools, confer with the teachers as to the improvement of them, and suggest to the district directors such changes in text books as may be advisable; to see that the directors make their reports as required; to perform such duties in relation to the examination of teachers, and issuing to them certificates of qualifications, as may be required of them by the State superintendent; to report to the county trustee the scholastic population of each district; to keep records of all their official acts, of the number and boundaries of the school districts and the changes therein; and to make special reports whenever required, and, on or before the first day of October annually, to make a report to the superintendent for the year ending August 31, in such form and containing all such particulars as shall be prescribed and called for, a copy of this report to be furnished the county court. Their compensation is such as the county courts may prescribe.

District school directors—3 for each school district, elected by the voters thereof for three years, the term of 1 expiring each year—have the duty of explaining and enforcing the school laws and regulations; of visiting the schools within their districts, to see that they are conducted according to law; of employing teachers and dismissing the same for good cause; of regulating the discipline of the schools; of using the school fund for their districts to the best advantage; of seeing that the census of each district is taken, as required; of keeping separate and apart the schools for white and colored children; of drawing all orders upon the county trustees and treasurers for money for distribution in their district; of managing and controlling public school property in their districts; and of making such reports as the county superintendents may require.

District clerks and treasurers.—Each board of school directors may elect one of their number clerk and treasurer, and it shall be his duty to keep correct minutes of all the meetings of the directors, and a full and accurate account of all receipts and expenditures of the district directors. The directors may allow the clerks a compensation not to exceed $1 a day, to be paid out of the district school fund.

THE SCHOOLS.

The law provides that when the money derived from the school fund and the taxes imposed by the State on the counties shall not be sufficient to keep up a public school for five months in the year in the school districts in each county, the county court shall levy an additional tax sufficient for this purpose, or submit it to a vote of the people, and may levy a tax to prolong the schools beyond the five months. In every public school must be taught orthography, reading, writing, arithmetic, grammar, geography, elementary geology of Tennessee, and history of the United States. Vocal music also may be taught therein; but no other branches shall be introduced unless provided for by local taxation or the payment of tuition fees. Where the number of children will warrant it, preference shall be given to schools in which the pupils are taught in the same building, but in different rooms and by different teachers, according to advancement, the studies being the same as in schools which have but one teacher. District directors may make contracts of consolidation with academies, seminaries, colleges, or private schools, whereby public school studies shall be taught, free of charge, in such institutions, under the direction of the public school officers.

The public schools shall be free to all persons between the ages of 6 and 18 years residing within the school district, and, in certain cases, in different districts, provided that white and colored persons shall not be taught in the same school, but in separate schools, under the same general regulations as to management, usefulness, and efficiency.

The school year begins September 1 and ends August 31, as respects the making up of annual accounts.

The University of Tennessee, at Nashville, has been made by the State board the first State normal school, under the principalship of Professor E. S. Stearns, formerly of Exeter, N. H.—(State report for 1875, pp. 36 and 233.)

The Agricultural and Mechanical College of the State is conducted in connection with the East Tennessee University at Knoxville.

SCHOOL FUNDS.

The permanent school fund of the State is a certificate of indebtedness from the State authorities for $2,512,500, bearing interest at the rate of 6 per cent., to which may be added the proceeds of escheats, forfeitures, lands sold and bought in for taxes, personal effects of intestates, and donations made to the State for public schools, unless otherwise directed by the donors.

The annual fund is the annual proceeds of this permanent one, a poll tax of $1 on every male inhabitant of the State subject thereto, and any money that may come into the State treasury for the purpose from any source whatever, one of these sources being a tax of one mill on the dollar, annually assessed on all property subject to taxation, and paid over to the county trustee in each county where collected, for the support of public schools in the districts according to their scholastic population. This annual fund, as before indicated, goes to supplement the local taxation for schools, and amounted, at the date of the last report, to $740,316.

ELEMENTARY INSTRUCTION.

ATTENDANCE.

A table of comparative statistics for 1873–'74 and 1874–'75, published in the annual report, appears to show a considerable falling off in the number of schools, the enrolment of pupils in them, the average attendance, and the number of teachers employed, as well as in the compensation of county superintendents.

The superintendent attributes this mainly to the following causes: (1) The postponement of the collection of the taxes of 1874, by the general assembly, until November. * * * (2) The financial pressure which prevented many from enrolment who would have otherwise attended. The short crop of 1873 created an absolute necessity for every available hand on the farms in the subsequent year. Absolute poverty and want thus cut off the attendance. (3) The reckless miscalculations of the school officers in some counties in 1873–'74 involved them in an indebtedness which made it impossible to open their schools until the debt was first paid to the creditor teachers. * * * To these special causes may be added the general one resulting from the fact of the county courts failing or refusing to allow sufficient compensation to the officers whose duty it is to infuse unity, efficiency, and vitality into the schools, who, if left to perform their work untrammeled by private occupations and cares would induce many a thousand to attend the schools who now absent themselves, and who could give a wiser direction to the expenditures than is now given by totally irresponsible boards of directors. It is also believed that there is some deficiency in the reports of attendance upon the schools by reason of the enforced failure of superintendents to make full reports in the counties so manipulated as to show no systematic returns.

Notwithstanding, however, the reduced averages of enrolment on scholastic population and the reduction shown in the number of teachers and of schools as compared to 1873–'74, it appears that, leaving out of the calculation those 18 counties which have not reported average attendance, the percentage on scholastic population is the same as in 1873–'74, viz, 38. So that, with all the drawbacks and disadvantages resulting from the postponement of collection of taxes, the reckless and oversanguine estimate which led to indebtedness, the general scarcity of currency, and poverty, the schools have maintained their average attendance. From this fact, and from the spirit everywhere manifested by the friends of the schools, it is believed that henceforward there will be a real and substantial progress, both as to the numbers receiving the benefit of the schools and as to their quality and efficiency.

This condition of progress is confidently calculated on in those counties where the local authorities shall supplement the State tax by levying a sufficient county tax to continue the schools at least five months in the year, and shall employ a capable and energetic superintendent to organize, strengthen, and unify them. In too many counties the fund is frittered away by the multiplication of schools in every neighborhood, thus dividing the available amount among half a dozen teachers, where two, or at most three, would suffice; in which case more competent teachers, at better salaries, might be employed.—(Report, pp. 19–23.)

CONSOLIDATED SCHOOLS.

The superintendent recommends, as a measure of true economy, the more extensive establishment of consolidated schools, *i. e.*, private seminaries and public schools com-

bined, free as to the branches of instruction prescribed by law, but in which tuition may be collected from those pursuing other and higher studies. During the school year there were in operation 174 such consolidated schools, averaging nearly two in each county. The number might be greatly increased by the zealous co-operation of the county superintendents and of the school directors, and thus the popularity and efficiency of the school system be greatly strengthened. Such schools are, or should be, of the best character of graded schools.—(Report, 1875, p. 23.)

PRIVATE SCHOOLS.

The superintendent has endeavored during the past year, by every means in his power, to collect statistics of private schools, with the result of having obtained complete returns from 26 counties and partial reports from 7. It is regretted that there is no fixed system provided by law for the collection of such statistics. The principals of these schools would cheerfully furnish information, it is believed, if there were a strictly legal demand made for it. There is no rivalry, in any sense, between them and the public schools. In the 26 counties from which complete returns of private schools were received there were 10,083 pupils attending during the school year. The scholastic population of these 26 counties, according to the late enumeration, is 99,715. If, therefore, the attendance in private schools in the remaining counties in the State was in the same proportion in a scholastic population of 426,612, there were 43,138 pupils attending the private schools, which, added to the enrolment in the public schools, will make a total of 241,223 pupils attending either public or private schools at some time during the school year.—(Report, 1875, pp. 26–28.)

SCHOOL FUNDS.

In 56 counties of the State levies have been made of additional tax for school purposes for 1875, either by the county courts or by a direct vote of the people. In 37 counties no such levies have been made. Such failure by any county indicates a great indifference to the spirit of the law. The interest on the school fund apportioned to the counties forms a basis upon which the counties may build a liberal system of free instruction. But it should be supplemented by a county tax sufficient to continue the schools in session not less than five months.—(Report, pp. 32–35.)

GRADED SCHOOLS.

Earnest efforts have been made by the most enlightened and efficient superintendents, in counties where there was any occasion for effort, to establish graded schools in accordance with the positive spirit of the public school law, and, from reports received by the superintendent, it appears that there are about 90 of these schools at present in the State. The aid offered by the Peabody education fund has contributed very materially to encourage the establishment of such graded schools.—(Report, p. 43.)

SCHOOL-HOUSES.

There were 138 new school-houses erected in the State during the year, as reported to the superintendent's office in reply to a circular of inquiry sent out, answers having been received, however, from only 54 counties. The majority are reported to be plain, substantial frame structures, a few of a better quality, and some of an inferior character. A large number of the country school-houses are of a very poor type, "not being adapted," says the superintendent, "for any known purpose, unless it be to house cattle," whereas the structures in which children are taught should be well warmed, well ventilated, with ample light and space, and furnished with convenient modern seats and desks, blackboards, maps, charts, &c.

It is regretted that no reliable statistics exist of the character and value of the common school property of the State, but measures will be adopted during the next year to ascertain these facts.—(Report, pp. 44, 45.)

PEABODY SCHOOLS.

In consequence of the large and disproportionate appropriations from the Peabody education fund in the past to graded schools of a certain class, the allowance made to the schools of the State for the present year was perceptibly diminished. In the spring, when it was believed that the fund would be larger, an appropriation of $1,500 was given to the Shelbyville High School, $6,000 to the State normal university, and $1,500 appropriated to furnishing the office of the State superintendent with such assistance as would enable him to bestow more time and energy upon canvassing and arousing the public mind on the question of free schools. In December, an additional sum of $6,000 was recommended for appropriation to 26 graded schools, making a total of $15,000 during the year.—(Report of superintendent, 1875, pp. 47, 48.)

CITY SCHOOL SYSTEMS.

ORGANIZATION.

As to all the following cities, it is believed that the city school organization is composed of a board of education of 3 members, or some multiple of 3, one-third being

changed each year, and a city superintendent; though no distinct information on this point is contained in the school law and direct reports from the cities are wanting, except from Nashville.

CHATTANOOGA.

Statistics.—Scholastic population of the city: whites, 1,474; colored, 812; total, 2,286. Number of pupils enrolled, 1,674; per cent. of daily attendance in city on average number belonging, 92.44. There are 7 schools—4 for white and 3 for colored pupils—with 23 teachers, of whom 21 are white. Average salary paid teachers, $59.66 a month. average number of months taught during the year, 10. Receipts of school moneys: from the State, $1,231.03; from the county, $2,428; from other sources, $12,161.17; total, $15,820.20. Expenditures: for teachers' wages, $13,721.95; for school-houses, $1,749.88; other expenses, $2,536.75; total, $18,008.58. Balance on hand as by last report, $660.96; deficit this year, $2,188.38; balance of deficit this year, $1,527.42.

Remarks.—In addition to the primary and grammar grades, a high school grade has been established during the past year, embracing in its course of study ancient and modern languages and a thoroughly practical English course. It is gratifying to note the degree of zeal and energy displayed by the citizens in their liberal support of the schools, notwithstanding the fact that hard times and lack of commodious buildings and convenient school appliances throw many obstacles in the way of rapid advancement. So recent has been the organization, and, withal, so successful, that the finances have not kept pace with the actual needs of the system; but the will is here, and such is the enthusiasm for the highest success of the school interest that it is believed ways and means will be provided in a short time commensurate with the demands of the rising generation.—(Report of Superintendent H. D. Wyatt, in State report, p. 172.)

KNOXVILLE.

Statistics.—Scholastic population: whites, 1,407; colored, 585; total, 1,992. Enrolment of pupils, 840; average daily attendance, 609. There are 13 schools, 11 for white and 2 for colored pupils, with 20 teachers, of whom 18 are white. They receive an average salary per month of $45.25. Number of months taught during the year, 10. Receipts of school moneys during the year: from State, $3,100; from county, $3,500; from other sources, $13,900; in all, $20,500. Expenditures: for teachers' wages, $8,750; school-houses, $8,900; other expenses, $2,850; in all, $20,500.

Remarks.—The public schools have been quite a success, and are almost universally patronized, and the private schools are almost broken up. A beautiful new school building has been erected and other improvements are in prospect. Night schools are kept up about six months in the year. Teachers' meetings are held twice a month. The schools are a permanency, and are steadily growing in prosperity and efficiency.—(Report of Rev. H. T. Morton, superintendent, in State report, p. 173.)

MEMPHIS.

Statistics.—Scholastic population: whites, 6,598; colored, 3,821; total, 10,419. Enrolment in public schools, 5,000; average daily attendance, 2,927. Number of schools for whites, 52; for colored, 12; for all, 64. Teachers: white, 56; colored, 13; total, 69. The salaries paid them average $76.63; average number of months' employment during the year, 9. Receipts of school funds during the year: from State and county, $22,758.77; from other sources, $42,326; total receipts, $65,084.77. Expenditures: for salaries of teachers and superintendent, $60,077.88; for building, repairing, and furnishing school-houses, $3,408.60; for other expenses, $6,775.22; total, $70,261.70. Excess of expenditures over receipts, $5,176.93.—(Report of Superintendent A. Pickett, in State report, p. 174.)

NASHVILLE.

School officers.—A board of education, composed of 9 members, of whom 3 retire each year, and a superintendent of schools.

Statistics.—Population of the city, 27,014. Enumeration, from 6 to 18, 8,851; different pupils enrolled, 3,998; average number belonging, 2,950; average number attending, 2,851. Approximate number in private schools, 500. Percentage of attendance on number belonging, 96.63; on enrolment, 71; on enumeration, 45. Number of special teachers, 4; regular, 71; total, 75. Number of school-houses, 8; number of school-rooms, 34; number of sittings, 3,620. Total school expenditures during the year, $68,250. Cost of tuition per pupil belonging, $17.08; cost of tuition per pupil attending, $17.67.

Special branches.—The French language has been very thoroughly taught by one of the lady assistants in the high school and the German has been committed chiefly to the care of two teachers of that nationality, who have devoted their entire time to it. The progress made has been satisfactory in the upper grades and the teaching all that could be desired in the lower. Drawing has been taught with somewhat satisfactory results.

Vocal music is being taught with fine effect in all the grades. Its introduction is an

entire success, and the highest expectations entertained with respect to it have been more than realized.

It is said to have been demonstrated that all can learn to sing, though of course not all with the same perfection. Many voices that appeared permanently out of tune and unmanageable have gradually yielded with practice, and some pupils with such voices now excel and are delighted with their new faculty; while others, naturally gifted, have been brought out and bid fair to be one day famous in the world of song.

Written examinations.—The plan of testing the standing of pupils by monthly written examinations exclusively has been tried in the four highest grades during the past year, and with the best results. Pupils are said to have been incited to do more generally honest work for real improvement; have been better satisfied that justice was done them in making up the record; and have, in many cases, corrected the pernicious habit of keeping up appearances by cramming for recitations. Time and labor have been largely economized by teachers and principals, under this system, and a valuable adjunct has been secured for determining the fitness of pupils for promotion.—(Report of Superintendent S. Y. Caldwell for 1874–'75.)

TRAINING OF TEACHERS.

NORMAL UNIVERSITY.

In December, 1875, a normal university was established provisionally for two years, in pursuance of an act passed by the general assembly of the State, March 23, 1875, providing for the establishment of a normal school or schools in connection with the public school system. The board of education created by this act accepted a proposition from the trustees of the University of Nashville tendering the use of their college buildings, grounds, &c., for two years, and also the income arising from their permanent fund, and from that of the Montgomery Bell Academy, amounting together to $6,000 per annum, on the condition that this academy be made a model and training school to the normal university. At the same time the agent of the Peabody fund appropriated $6,000 annually to the university for two years, and with this income of $12,000 the university was organized, and a corps of professors of the highest qualifications appointed. The formal opening was on Wednesday, December 1, 1875, with addresses from State Superintendent Trousdale; President Eben S. Stearns, of the Normal University; Judge Samuel Watson, of the Peabody board of trust; and President E. H. Ewing, of the University of Nashville.—(State report, pp. 35–37, 200.)

NORMAL SCHOOLS FOR COLORED TEACHERS.

A new normal school for the training of colored teachers has recently been established by Mr. Yardley Warner, of Philadelphia—long engaged in kindred work for the colored race in Tennessee—funds having been contributed by the Society of Friends in the Northern States and in England for this purpose. The Holston Male Institute, at Jonesborough, a commodious building, has been purchased for the school, costing $3,600. The aims of those connected with this effort are threefold: (1) To train teachers near where they live and are needed; (2) to help and encourage State school officers so as to enlist them heartily to coöperate in the provisions required (as buildings, stationery, maps, school fixtures, &c.) for the efficient education of colored citizens, hoping, also, thereby to foster an interest in the education of all classes; and (3) to furnish solid reading matter, and, by supplying Sabbath schools with Bibles and by personal intercourse, to improve the worship and spiritual condition of the negro.

Various other institutions for the colored race in the State are sustaining normal classes. Fisk University, Nashville, has prepared many good teachers; the Central Tennessee College, at Nashville, under the control of the Freedman's Aid Society of the Methodist Episcopal Church, with 130 pupils, has for its permanent object "the preparation of students to teach and for the practical duties of life;" while the Nashville Normal and Theological Institute, at Nashville, supported by the American Baptist Home Mission Society, with 136 pupils enrolled; the Freedmen's Normal Institute, at Maryville, under the care of the Society of Friends, with 182 pupils, and the normal or training school at Knoxville, supported by the United Presbyterian Church of North America, with 90 pupils, are all working in the same field.

NORMAL CLASSES.

Several colleges for the education of the white race also offer their students opportunity for training as teachers, and in some cases special facilities are afforded those who purpose to teach by the remission of tuition fees. Normal classes are reported in Neophogen, Maryville, and Central Female Colleges, and in other institutions of a lower grade.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

There is no positive information at hand as to the number of public high schools in the State or the number of pupils engaged in them in secondary studies. Such schools,

however, or departments, appear to exist in the more populous cities of the State, as Nashville, Memphis, Shelbyville, Gallatin, Chattanooga, and Murfreesborough. Out of the list of 26 graded schools aided in 1875 by the Peabody fund, all but about half a dozen appear to be schools for secondary instruction, some being private seminaries and academies, which have probably been adopted by or consolidated with the public school system under a provision of the school law to that effect.

OTHER SECONDARY SCHOOLS.

One school for boys, 11 for girls, and 41 for both sexes report, for 1875, 162 instructors and 4,424 pupils, of whom 591 are said to be studying ancient and 223 modern languages; 352 to be preparing for a classical course in college, and 291 for a scientific course. Of these 53 schools, 19 teach drawing, 34 vocal and instrumental music, while 6 report the possession of chemical laboratories and 7 have apparatus for illustration of natural philosophy. Five of the schools for girls have libraries of 300 to 3,000 volumes and 9 of those for both sexes have them reaching from 150 to 1,300 volumes, the sum of the volumes in the 14 libraries reported being 10,297.—(Returns to Bureau of Education, 1875.)

PREPARATORY CLASSES OF COLLEGES.

The preparatory departments of the colleges in the State report for 1875 a total of 1,176 male pupils and 266 female, under 34 instructors, exclusive of those in the colleges proper. Of the 1,442 students, 674 are reported to be preparing for a classical collegiate and 346 for a scientific collegiate course.—(Returns to Bureau of Education, 1875.)

BUSINESS COLLEGES.

Two of these institutions report 6 instructors and 346 pupils in day and evening classes, the branches studied being common English ones, and correspondence, penmanship, book-keeping, commercial law, and political economy.—(Returns to Bureau, 1875.)

SUPERIOR INSTRUCTION.

DENOMINATIONAL AND OTHER COLLEGES.

Beech Grove College, Beech Grove, ("strictly anti-sectarian in its management,") has preparatory and collegiate departments, and is for both sexes.—(Catalogue, 1875.)

Bethel College, McKenzie, (Cumberland Presbyterian,) for both sexes, offers preparatory and collegiate departments, with classical and scientific course, and a ladies' department.—(Catalogue, 1873–'74.)

Central Tennessee College, Nashville, (Methodist Episcopal,) is sustained almost entirely by the Freedmen's Aid Society of the Methodist Church. The course of study is preparatory and collegiate, and embraces classical, scientific, normal, and theological courses.—(Catalogue, 1874–'75.)

Christian Brothers' College, Memphis, (Roman Catholic,) is exclusively for young men, and has classical and scientific departments.—(Report to Bureau of Education, 1874.)

Cumberland University, Lebanon, (Cumberland Presbyterian,) has preparatory and collegiate departments, the latter including scientific and classical courses, also theological and law schools, a business college, and a telegraph school. For young men exclusively. Attendance for 1874–'75, 391.—(Catalogue, 1874–'75.)

East Tennessee University, Knoxville, (non-sectarian,) includes the State Agricultural College. The collegiate course embraces the usual four years and comprises three distinct courses, viz, the agricultural, mechanical, and classical. The degrees conferred are A. B. on graduates of the classical and B. S. on those of the other two courses. Free tuition is given students nominated by members of the State legislature, each senator having the right to nominate two and each representative three. Young men who wish to prepare for the ministry also receive tuition free. The discipline is military, and a small amount of manual labor is required of all able bodied students. Attendance during 1874–'75, 315, including preparatory department; collegiate, 101.—(Catalogue, 1874–'75.)

Fisk University, Nashville, (non-sectarian and mainly for the colored race,) was founded in 1867 as a chartered institution by the American Missionary Association, by which society its expenses have been defrayed to the present time. There are collegiate, normal, and theological courses. Both sexes are admitted. The expenses to students, including board, tuition, room, fuel, &c., have been placed as low as $12 per month. The trustees of the Peabody fund have for some years past given aid to a limited number of needy and worthy students to the amount of $800. Aid has also been received from private individuals.—(Catalogue, 1874–'75.)

The new building for the university, Jubilee Hall, was dedicated January 1, 1876. It is in the form of an L, and has an east front of 145 feet and a south front of 128, including basement and cellar; it is six stories high and is supplied with all the conveniences of water, steam, and gas. It is heated throughout by steam and each room

has a radiator. The entire building contains 120 rooms. Jubilee Hall is to be ultimately the Woman's College of Fisk University, but, until other college buildings can be erected, will be made to answer all purposes. In solidity of its walls, carefulness of construction, fitness for its purpose, in its safety for health, in safeguards against fire, and in its general convenience and facility for study and work, Jubilee Hall is worthy of its origin in the songs of the Jubilee singers.—(University History and Services of Dedication, 1876, pp. 8, 10.)

Greeneville and Tusculum College, Greeneville, (independent,) is for both sexes. There are primary, preparatory, and collegiate departments. Hebrew, French, and vocal and instrumental music are elective studies.—(Catalogue, 1874–'75.)

Hiwassee College, Monroe County, (Methodist Episcopal South,) is for young men. The year 1874–'75 has been the most prosperous one in the history of the college.—(Circular for 1875.)

Maryville College, Maryville, (Presbyterian,) is for both sexes. The departments are preparatory, collegiate, ladies' course, and English course. Attendance, 1875–'76, 137.—(College catalogue, 1875–'76.)

Mosheim Institute, Mosheim, for both sexes, has preparatory and collegiate departments and a select course for those who do not wish to study the regular curriculum.—(Catalogue, 1874–'75.)

Neophogen College, Gallatin, (non-sectarian,) for both sexes, has preparatory, collegiate, and normal departments, and a law school. Music, drawing, painting, and modern languages are optional studies. Careful attention is given to the study of the English language; elocution and etiquette are a specialty; and the school of oratory, which claims to afford a superior training, is open to students of the law school.—(College catalogue, 1875.)

Southwestern Presbyterian University, Clarksville, formerly Stewart College, was chartered as a university in 1875. The former faculty and school of Stewart College have been continued provisionally, until such time as the formal organization of the university may be accomplished.—(Report of State superintendent, 1875, pp. 256, 260.)

Southwestern Baptist University, Jackson, was opened in 1874, in the buildings of the West Tennessee College. The higher department of the university was opened in August, 1875. There are at present two departments, viz: of literature and science and of law.—(Superintendent's report, 1875, pp. 240, 244.)

University of Nashville.—The collegiate department of this institution was suspended in 1875, and in its stead a State normal school established. Its preparatory department, Montgomery Bell Academy, constitutes the boys' model school. The medical department is still in operation.—(Report of State superintendent, 1875, pp. 230–233.)

Vanderbilt University, Nashville, (Methodist Episcopal.)—This university, numbering more than 250 matriculates, is now in complete and successful operation in its four departments of liberal, theological, legal, and medical education. The department of philosophy, science, and literature is distributed into 8 separate and independent schools. The course of instruction is divided into two parts, one collegiate, embracing two years, and one of the university in its proper and high sense, embracing three years. The departments of theology, law, and medicine are in operation, and the board design to establish, as soon as possible, schools of civil engineering, mining engineering, horticulture, agriculture, and the useful and fine arts.

Among the liberal measures proposed by this university are the offer of free tuition for a year to the prize scholar in each of a number of schools, private or public, which the faculty may select, and free scholarships to teachers of at least one year's standing who desire to prepare themselves for more advanced work in teaching.—(Report of State superintendent, 1875, pp. 234, 235.)

Wesleyan University of East Tennessee, Athens, admits both sexes; has preparatory and collegiate departments, with classical and scientific courses.—(Catalogue, 1874–'75.)

Washington College, Jonesborough, is the oldest classical school west of the Alleghanies. It was opened in 1780, by Rev. Samuel Doak, in a plain log building upon his own farm. In 1796, the same year in which Tennessee was admitted as a State, the school (Martin Academy) was raised to the rank of a college, and received its charter as Washington College from the first legislature ever held in the State. In 1809 a new frame building took the place of the log house which had served for 29 years. The present college building, a substantial brick structure 86 by 36 feet, was erected in 1840.—(Report of State superintendent, 1874–'75.)

COLLEGES FOR WOMEN.

Catalogues have been received from 9 colleges for women in the State, namely: Bristol Female College, Bristol; Wesleyan Female College, Brownsville; Bellevue Female College, Collierville; Tennessee Female College, Franklin; Odd Fellows' Female College, Humboldt; Female College, McMinnville; Memphis Conference Female Institute, Jackson; Murfreesborough Female Institute, Murfreesborough; and Mary Sharpe College, Winchester. In addition to these there are written returns from W. E. Ward's

Seminary for Young Ladies, an important institution, at Nashville, and from several besides, making 17 in all.

Reports from these 17 institutions show a total of 119 instructors and 1,467 students in 1875, of which number 16 instructors and 451 pupils were in preparatory departments. Of the remaining pupils 916 were in the regular collegiate course, 104 in partial courses, and 28 in post graduate studies. Drawing is taught in 16 of these schools; painting in 13; vocal and instrumental music in all the 17; French in 16; German in 9; Latin in 3, and Greek in 1. Nine have means for chemical illustration; 8, for philosophical; while 2 have museums and 5, art galleries. Calisthenic exercises are provided for in 3.—(Returns to Bureau of Education, 1875.)

Statistics of universities and colleges, 1875.

Names of universities and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
Beech Grove College	5	...	15	10	$30,000	.....	.....	$1,800	.....	.....	0
Bethel College	5	..	116	38	12,000	.....	.....	2,500	.....	.....	404
Bradyville College	....	..	.....	.....	.....	.....	.....	.....	.....	.....	.....
Burritt College	....	..	.....	.....	.....	.....	.....	.....	.....	.....	.....
Central Tennessee College	2	..	29	2	60,000	$10,000	$500	800	.....	.....	800
Christian Brothers' Coll'ge	15	..	90	45	40,000	.....	.....	6,500	.....	.....	a1,900
Cumberland University	7	..	50	85	20,000	.....	.....	3,000	.....	.....	7,000
East Tennessee University	15	0	176	82	150,000	399,000	22,887	2,543	$0	.....	a3,950
East Tennessee Wesleyan University.	4	....	65	16	12,000	.....	.....	1,[illegible]00	.....	.....	1,500
Fisk University	11	0	43	7	150,000	0	0	.....	0	$0	1,500
Franklin College	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Greeneville and Tusculum College.	7	0	120	24	8,000	.....	.....	.....	.....	18,000	600
Hiwassee College	4	..	b	.....	.....	0	0	2,000	0	.....	1,480
King College	5	2	20	77	18,000	28,000	1,700	1,850	0	.....	c1,000
Manchester College	4	...	90	100	10,000	.....	.....	.....	.....	.....	.....
Maryville College	7	..	137	27	75,000	13,200	800	900	.....	.....	a2,200
Mosheim Male and Female Institute.	6	..	60	50	2,500	.....	.....	800	125	.....	c400
Mossy Creek Baptist College.	3	..	50	97	20,000	.....	.....	1,800	.....	.....	.....
Neophogen Male and Female College.	16	....	.....	195	20,000	.....	.....	6,000	.....	.....	a1,600
Southwestern Baptist University.	9	....	128	69	70,000	68,000	.....	.....	0	.....	436
Southwestern Presbyterian University.	6	0	80	70	75,000	100,000	6,000	5,500	0	0	a3,100
University of the South	14	...	98	150	150,000	30,000	2,500	18,000	.....	.....	a6,350
Vanderbilt University	24	0	0	245	400,000	300,000	21,000	5,247	0	6,000	6,000
West Tennessee College	....	...	.....	.....	.....	.....	.....	.....	.....	.....	.....
Woodbury College	2	...	75	.....	5,000	.....	.....	.....	.....	.....	.....

a Includes society libraries. *b* 186 students unclassified. *c* Society libraries.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENCE.

The Tennessee Agricultural College was established in 1869, in connection with the East Tennessee University, upon a broad and liberal foundation. Notwithstanding several obstacles it had to contend with, among others the failure of the State to pay the interest on its bonds constituting the college endowment, the success of the enterprise has been very gratifying. The institution has a very fine farm on which three large buildings have been erected, an excellent chemical laboratory has been provided and equipped by the donation of $15,000 from the city of Knoxville, the means are secured for the purchase of a good library, and the grounds have been improved and adorned. Every year the number of students is increased from a wider sphere, and each year the standard of scholarship and the tone of the institution are elevated.

Special attention is paid and prominence given to studies which are related to agriculture and the mechanic arts. The college is chiefly a scientific school, but its classical department is ably maintained.

The government of the institution is military, and is administered by student officers, under the direction of an officer of the United States Army, by whom the students are taught military tactics.—(Report of State superintendent, 1875, pp. 229, 230.)

LAW.

Law schools are included in the curriculum of Cumberland University, Southwestern Baptist University, Vanderbilt University, and Neophogen College, the latter of which claims to offer special facilities for the study and mastery of the profession, including a school of elocution and oratory.

THEOLOGY.

Schools for instruction in theology are reported as existing in connection with Cumberland, Fisk, and Vanderbilt Universities and Central Tennessee College.

MEDICINE.

The University of Nashville and Vanderbilt University afford instruction in medical schools.

For returns of all these schools see the following table, and Tables X to XIII at the end of this volume.

Statistics of schools for scientific and professional instruction, 1875.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
SCHOOL OF SCIENCE.									
Tennessee Agricultural College, (East Tennessee University.) *a*	....	....	44	4	.....	.....	.....	.....	.....
SCHOOLS OF THEOLOGY.									
Theological department of Central Tennessee College.	6	0	16	3	.....	$0	$0	.....	.....
Theological department of Cumberland University.	2	1	25	2	$15,000	18,000	1,800	.....	3,000
Theological department of Vanderbilt University.	3	....	52	2	.....	.....	.....	.....	.....
SCHOOLS OF LAW.									
Law department of Cumberland University	2	....	52	1	10,000	.....	.....	$7,000	.....
Law department of Vanderbilt University	3	....	25	2	.....	.....	.....	.....	.....
Neophogen Law School	4	....	13	1	.....	.....	.....	.....	.....
SCHOOLS OF MEDICINE.									
Medical department of Vanderbilt University	12	....	210	....	250,000	.....	.....	.....	.....
Tennessee College of Pharmacy	6	....	8	2	*b*750	.....	.....	500	.....

a Reported with classical department.

b Apparatus.

SPECIAL INSTRUCTION.

TENNESSEE SCHOOL FOR THE DEAF AND DUMB.

This institution is located at Knoxville, on an eminence overlooking the city and affording a view of rare beauty. The buildings consist of the main building, an addition used exclusively for school purposes and erected at cost of some $10,000, the principal's residence, a printing office and shoeshop, a stable, and a coal and wood house, all costing about $75,000. The institution can accommodate comfortably 150

pupils. The grounds, comprising 7 acres, are now very valuable, and since the close of the war they have been, mainly by the boys' labor, improved and beautified to such an extent that they will compare very favorably with those of similar institutions elsewhere. The value of buildings and grounds is estimated at about $125,000.

The school derives its support almost entirely from the State. An annual appropriation of $5,000 is received from the State treasury, and an additional amount *per capita* is allowed for each indigent pupil admitted into the institution.

The school numbers 129 pupils, classified according to their attainments, without reference to the length of time under instruction. The number of classes taught is 6. The method of instruction principally used here is that known as the French system, which imparts the meaning of written language by means of a language of signs. The method of articulation, combined with the other, has been used in this school for several years past to some extent, but, except for a few of the more promising pupils, nothing has been accomplished.

A printing office and shoeshop have recently been established in connection with the school.—(State report, 1875, pp. 55, 221–225.)

EDUCATIONAL CONVENTIONS.

STATE TEACHERS' ASSOCIATION.

An annual meeting of the State Teachers' Association was held at Nashville January 20, 21, 1875, Dr. J. B. Lindsley, president of the association, presiding. The subject most prominently before the meeting was that of school supervision. The necessity for sustaining the offices of county and State superintendents of schools was discussed by Dr. Sears, agent of the Peabody fund; Hon. H. A. M. Henderson, State superintendent of schools, Kentucky; Superintendent Presnell, of Washington County; and many others. A number of interesting addresses on various topics were delivered. That of President Lindsley was a "Plea for normal colleges," being a full, forcible and learned argument on the necessity of schools for training teachers.—(Report of superintendent for 1875, pp. 56–59.)

The eleventh annual meeting of the association assembled in Knoxville on Tuesday, December 28, 1875. After the address of welcome by Dr. T. W. Humes, of East Tennessee University, Professor Mallon, superintendent of the city schools of Atlanta, Ga., and Rev. H. T. Morton, superintendent of the city schools of Knoxville, addressed the meeting. Rev. H. A. M. Henderson, State superintendent of instruction in Kentucky, spoke upon education in Kentucky, stating that no one opposed to the public school system could be elected to any important office of trust in that State. Colonel Fleming, former State superintendent, addressed the association on the state of education in Tennessee, and was followed by Professor John Collins, of Maryville. "The place of physical sciences in common schools" was discussed by Professors Sharp and Collins. Maj. R. W. Jones, of Martha Washington College, Virginia, delivered an address on "Relative discipline of linguistic and scientific studies." Professor Stearns, of the State Normal School, delivered an able address on normal schools, and remarks were made on the same topic by Dr. Sears, Professors Presnell and Sharp, Dr. Henderson, and others. A letter was read from President Eliot, of Harvard, in which he took the position that the State should be taxed only for the support of the common branches of education. This view was sustained by Professor Nicholson and objected to by Dr. Sears and Superintendent Mallon. Professor Hastings gave an able address on the best methods of conducting recitations and examinations. State Superintendent Trousdale read a letter from Professor Ed. Joynes, of Vanderbilt University, offering free scholarships on conditions hereafter to be published, after which addresses were delivered by Mr. Henderson and Dr. Sears.—(American Journal of Education, February, 1876, p. 11.)

OBITUARY RECORD.

CHARLES COLLINS, D. D.

Rev. Charles Collins, D. D., was born in North Yarmouth, Me., April 17, 1813. Having passed through the several stages of a primary education at Portland, he entered the Maine Wesleyan Institute, where he remained until he had completed the appointed course of study. Having been employed as teacher for a number of years, and part of the time as principal of the Wesleyan Institute, he gradually advanced to the higher branches of academic education, and finally entered the sophomore class of the Wesleyan University, but from close application was advanced to the senior and the following year awarded the first honor and delivered the valedictory. Such distinction is more noticeable from the fact that at the time of graduation his classmates were Daniel Curry, D. D., editor of The New York Christian Advocate; E. E. Wiley, D. D., president of Emory and Henry College; W. H. Anderson, D. D., of the Louisville Conference, and principal of the Boys' High School of the city of Louisville; E. Wentworth, D. D., late editor of The Ladies' Repository of Cincinnati, and others of like order.

Immediately after leaving the university, he took charge of the Augusta High School, where he remained one year, and left it only to accept the presidency of Emory and Henry College, near Abingdon, Va., upon the recommendation of Dr. Wilber Fisk, chancellor of the Wesleyan University. He was then only 25 years of age, and certainly a young man of no ordinary attainments to be deemed worthy of this important trust by so distinguished an educator. Charles Collins was the first president of Emory and Henry College. To him was given the honor of launching and manning that beautiful and stately vessel of letters and intellectual culture upon the prosperous sea of her historic mission. This was no small responsibility, and required upon his part a large outlay of physical and intellectual activity. In connection with this service, as a member of the Holston conference, his labors in the pulpit were abundant and effective. By this time he had sufficiently prepared himself in polemic theology to enter the field in vindication of the doctrines of the church, as evidenced in his controversial papers against Romanism in 1844, and, again, in 1848, with Rev. F. A. Ross, of the Presbyterian Church, in his doctrinal tracts, entitled "Methodism and Calvinism compared," at present issued by the publishing house. In addition to this he edited The Southern Repertory and College Review, was a regular contributor to The Ladies' Repository, and sundry church papers and periodicals. In 1851 he received his doctorate from Centenary College, Louisiana, Masonic College, Missouri, and Dickinson College, Pennsylvania. In 1852 he was elected to the presidency of Dickinson College, which position he filled with great acceptability and usefulness for eight years. During this time he came within a few votes of being elected chancellor of the Wesleyan University, his alma mater; declined the presidency of Centenary College, Louisiana; Central College, Missouri; the chancellorship of the Universities of Missouri and Michigan, and of the Southern University, Greensborough, Ala.

These facts reveal to us the widespread and well earned reputation of Dr. Collins as a man of letters and distinguished ability in the management of literary institutions. August, 1860, he took charge of the State Female College, Memphis, Tenn. He entered upon this new field of labor with his accustomed energy. Hitherto he had confined himself to the education of boys and young men, but was no less successful in the instruction and management of young ladies. The prosperity of that institution to the day of his death affords abundant evidence upon this point. Though he was the sole proprietor and owner of the school, and the grounds and buildings attached thereto, he soon identified his important enterprise directly with the church, by placing it under the patronage of the Memphis annual conference. Hence he was liberally sustained in West Tennessee, Arkansas, and Mississippi. With this institution he closed his labors in the city of Memphis, July 10, 1875.

Dr. Collins was no ordinary man, but eminent for intellectual culture and classical attainment. There were many brilliant points in his character, but all so beautifully blended as to make him a great light—steady, reliable, radiant. His learning was without pedantry; his philosophy without stoicism; his dignity without affectation; his reserve without austerity. With the simplicity of a child, the tenderness of a woman, and the wisdom of true manhood, he graced the domestic and social circles. The all-pervading law of his being was order. Under its rule he systematized duty, whether to God or man or self. It was this that gave elasticity to the burden of accumulated responsibility and enabled him to bear it with comparative ease. In the school-room he swayed an invisible sceptre, not of stern authority, but a sweet inspiration of love and veneration, to which all hearts bowed in the obeisance of a true devotion. He governed well, and yet seemed not to govern. To awaken thought, and imprint truth upon the young mind, was his daily work, one done with wonderful facility. A faithful servant of sixty-two years, after he had served his own generation by the will of God, he fell asleep.—(Minutes of the Memphis conference.)

LIST OF SCHOOL OFFICIALS IN TENNESSEE.

Hon. LEON. TROUSDALE, *State superintendent of schools, Nashville.*
Hon. FRANC. M. PAUL, *assistant State superintendent of schools, Nashville.*

STATE BOARD OF EDUCATION.

Name.	Post-office.
His excellency James D. Porter, president	Nashville.
Dr. J. Berrien Lindsley, M. D., secretary	Nashville.
Hon. Edwin H. Ewing	Murfreesborough.
L. G. Tarbox, esq	Nashville.
Hon. Samuel Watson	Nashville.
R. W. Mitchell, M. D	Memphis.
John J. Reese, esq	Knoxville.

List of school officials in Tennessee—Concluded.

COUNTY SUPERINTENDENTS OF PUBLIC INSTRUCTION.

[Term, 1875-'76.]

County.	Superintendent.	Post-office.	County.	Superintendent.	Post-office.
Anderson	R. N. Baker	Clinton.	Lake	L. Donaldson	Tiptonville.
Bedford	John R. Dean	Shelbyville.	Lauderdale	Capt. H. T. Hanks	Ripley.
Benton	J. M. Castile	Camden.	Lawrence	W. J. Buchanan	Lawrenceburg.
Bledsoe	Thomas O. Brown	Robertson's Cross Roads.	Lewis	W. C. Dobbs	Newburg.
			Lincoln	W. A. Gill, jr	Fayetteville.
Blount	W. H. Henry	Maryville.	Loudon	J. A. Mitchell	Loudon.
Bradley	W. L. Cate	Chatata.	Macon	J. S. Wootten	La Fayette.
Campbell	Frank Richardson	Fincastle.	Madison	Dr. J. D. Mason	Jackson.
Cannon	A. G. Brandon	Readyville.	Marion	C. H. Vann	Jasper.
Carroll	A. F. Estes	Huntingdon.	Marshall	W. W. Walker	Lewisburg.
Carter	H. C. Boyd	Carter's Depot.	Maury	James H. Wilkes	Columbia.
Cheatham	George F. Murff	Ashland City.	McMinn	Rev. Joseph Janeway.	Mouse Creek.
Claiborne	J. A. Irwin	Tazewell.			
Clay	George W. Stephens.	Celina.	McNairy	T. F. Sanders	Purdy.
			Meigs	V. C. Allen	Decatur.
Cocke	W. H. Sheffey	Newport.	Monroe	J. R. Stradley	Hiwassee College.
Coffee	Madison Parker	Beech Grove.			
Crockett	J. P. Parker	Bell's Depot.	Montgomery	N. L. Whitfield	Clarksville.
Cumberland	Thomas C. Center	Crossville.	Moore	W. A. Cole	Lynchburg.
Davidson	R. W. Weakley	Nashville.	Morgan	E. H. Booth	Wartburgh.
Decatur	James M. Porterfield.	Decaturville.	Obion	W. F. Shropshire	Troy Station.
			Overton	J. M. D. Mitchell	Livingston.
De Kalb	J. T. Trapp	Smithville.	Perry	John W. Lewis	Farmers' Valley.
Dickson	L. L. Leach	Charlotte.			
Dyer	William Harrison	Dyersburg.	Polk	Rev. Jacob Milburn.	Benton.
Fayette	R. W. Pitman	Somerville.			
Fentress	Stephen H. Pile	Pall Mall.	Putnam	H. S. Boyd	Cookeville.
Franklin	H. G. Hampton	Cowan.	Rhea	John E. Pyott	Sulphur Sp'gs.
Gibson	W. C. Oliver	Rutherford Station.	Roane	Charles F. Brause.	Kingston.
			Robertson	James L. Watts	Springfield.
Giles	R. P. Yancey	Pulaski.	Rutherford	A. J. Brandon	Jordan's Valley.
Grainger	B. K. Cunningham	Rutledge.			
Greene	J. C. Park	Greeneville.	Scott	Alvin Parker	Huntsville.
Grundy	John Scruggs	Tracy City.	Sequatchie	Rev. A. D. Stewart	Dunlap.
Hamblen	H. M. Sherwood	Whitesburg.	Sevier	D. G. Emert	Sevierville.
Hamilton	W. M. Beene	Sale Creek.	Shelby	Col. George B. Fleece.	Memphis.
Hancock	A. J. Seal	Sneedville.			
Hardeman	S. J. Cox	Saulsbury.	Smith	W. T. Taylor	Carthage.
Hardin	Rev. James M. Walker.	Savannah.	Stewart	J. R. Laurence	Indian Mound.
			Sullivan	W. H. Giesler	Union Depot.
Hawkins	Ellis Cocke	Rogersville.	Sumner	H. H. Marshall	Goodlettsville.
Haywood	W. T. Byars	Brownsville.	Tipton	William Page	Covington.
Henderson	Levi S. Woods	Lexington.	Tronsdale	J. L. Carson	Enon College.
Henry	W. B. Van Cleave	Paris.	Union	A. L. Miller	Sharp's Chapel.
Hickman	J. A. Cunningham	Centreville.	Van Buren	G. B. Johnson	Rocky River.
Houston	J. M. Parchment	Cumberland City.	Warren	R. R. Womack	McMinnville.
			Washington	H. Presnell	Jonesborough.
Humphreys	J. C. Tulloss	Waverly.	Wayne	Charles M. Thompson.	Martin's Mills.
Jackson	R. H. Washburn	Gainesborough.			
James	Dr. R. K. Watkins	Ooltewah.	Weakley	B. J. Roberts	Ralston Sta'on.
Jefferson	Dr. Samuel Anderson.	Dandridge.	White	W. S. Findlay	Sparta.
			Williamson	J. N. McDonald	Franklin.
Johnson	B. W. Jenkins	Taylorsville.	Wilson	T. H. Freeman	Mt. Juliet.
Knox	H. M. Brother	Knoxville.			

TEXAS.

STATISTICAL SUMMARY.

ATTENDANCE.

Number of pupils enrolled in public free schools	124,567
Number in average attendance	84,415

TEACHERS AND TEACHERS' PAY.

Number of teachers in public schools	3,100
Average salaries of teachers per month	$53

SCHOOLS AND SCHOOL-HOUSES.

Number of schools organized	2,924
Average number of days taught in each	78
Public school-houses built during the year	158
Value of those built during the year	$43,339

INCOME AND EXPENDITURE.

Income.

Amount of tax levied by the State	Not given
Amount from school lands, fines, and forfeitures	Not given
Amount levied by boards of school directors	$244,879

Expenditure.

For teachers' salaries	630,334
For building and repairing school-houses	50,935
For purchase of sites and school furniture	8,423
For school accessories	723
For rent of school-houses	6,058
For incidental expenses	1,267
For taking of school census	7,196
For compensation of school directors	12,067
For compensation of county superintendents	9,233
Total expenses of administration	726,236

Per capita expenditures.

Cost per month of each pupil enrolled	1 34
Cost per month of each pupil in actual attendance	1 95

—(Report of Hon. O. N. Hollingsworth, State superintendent of public instruction, for 1875.)*

SCHOOL SYSTEM OF THE STATE.

EDUCATIONAL PROVISIONS OF THE CONSTITUTION.

Article VII, section 1, of the constitution as amended in 1875, provides that it shall be the duty of the legislature to establish and make suitable provision for the support and maintenance of an efficient system of public free schools. Section 2. That "all funds, lands and other property heretofore appropriated for the support of public free schools; all the alternate sections of land reserved by the State out of grants heretofore made or that may be hereafter made to any corporation of whatsoever nature, one-half of the public domain of the State, and all sums of money that may come to the State from the sale of the same, shall constitute a perpetual school fund." Section 3. That "there shall be set apart annually not more than one-fourth of the general revenue of the State, and a poll tax of $1 on every male between 21 and 60 years of age, for the benefit of the public free schools." Section 4. That "the board of education, composed of the governor, comptroller, and secretary of state, shall invest all proceeds from the sales of these lands in State or United States bonds." Section 5. That "the principal of all bonds and other funds, and the principal arising from the sale of lands set apart to the school fund, shall be the permanent school fund; and all the interest derivable therefrom and the taxes herein authorized shall be the available school fund, which shall be applied annually to the support of the public free schools, to be distributed to the counties according to their scholastic population. No part of these funds shall ever be applied to any other purpose, nor appropriated to the support of sectarian

*It should be stated, in justice to both the superintendent and the State, that the above statistics represent the returns from only 97 counties, that being the whole number reporting to him out of 139 counties in which schools were kept.

schools." Section 7. That "separate schools shall be provided for the white and colored children, and impartial provision made for both." Section 9. That "all lands heretofore granted for the benefit of the lunatic, blind, deaf and dumb, and orphan asylums, together with such donations as may have been or may hereafter be made to either of them, are hereby set apart for a permanent fund for the support and maintenance of said asylums." Section 10. That "the legislature shall, as soon as practicable, establish, organize, and provide for the maintenance and support of a university of the first class, to be located by the voters of the State and styled the University of Texas, for the promotion of literature and the arts and sciences, including an agricultural and mechanical department." Section 11. That "all lands and other property set apart for the establishment and maintenance of the University of Texas, together with the proceeds of the same and of all grants and donations that may hereafter be made, shall constitute a permanent university fund, provided that one-tenth of the alternate sections of lands granted to railroads reserved by the State shall not be included in the university fund." Section 13. That "the Agricultural and Mechanical College of Texas shall constitute a branch of said university, and the legislature shall, at its next session, make an appropriation not exceeding $40,000 for the construction and completion of the buildings and improvements and for providing the furniture necessary to put said college in immediate and successful operation." Section 14. That "the legislature shall also, when deemed practicable, establish a college or branch university for colored youths, provided no tax shall be levied and no money appropriated out of the general revenue, either for this purpose or for the establishment and erection of the buildings of the University of Texas." Section 15. That "there is set apart and appropriated for the endowment and maintenance of said university and its branches 1,000,000 acres of the unapportioned public domain of the State."

The stability of educational institutions in this State is further secured by an act of Congress, approved March 30, 1870, which made the following stipulation as one of the conditions of admission to representation in Congress after the interruption occasioned by the late war: "That the constitution of Texas shall never be so amended 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."

PROVISIONS OF THE SCHOOL LAW.

From "An act to establish and maintain public free schools in the State of Texas," passed May 22, 1873, with amendments of 1874.

OFFICERS OF THE PRESENT SYSTEM.

A superintendent of public instruction, school directors, county superintendents, and district school trustees.

POWERS AND DUTIES OF THESE OFFICERS.

The superintendent of public instruction—elected by the voters of the State for a term of four years—has the supervision of all the public free schools in the State and is the general advisor and assistant of county superintendents. It is his duty to preserve all papers, reports, and public documents relative to schools, and to keep a fair record of all business pertaining to his office, and to hold the same in readiness to be exhibited to the governor or any committee of either house of the legislature; to issue circular letters to county superintendents, giving advice as to the best manner of conducting schools, constructing school-houses, furnishing the same, and examining and procuring competent teachers; to furnish such forms, blanks, &c., as may be necessary for use in the public free school system, together with forms of certificates for teachers; to distribute to school officers copies of school laws; to order all money withheld from any school officer not making the reports required by law; to apportion State school money to counties according to their scholastic population, and draw his warrant in favor of each county treasurer for the amount so apportioned. He is required, on or before the 1st day of December preceding each regular session of the legislature, to make a full report to the governor as to the condition of the public free schools, with such plans and suggestions as he may deem important. His compensation is $3,000 per annum, and all necessary expenses for books, postage and stationery, with $1,800 for clerk hire. He is subject to impeachment and removal for malfeasance in office, and may be removed by the governor, at the request of two-thirds of the members of the legislature.

County directors.—The voters of each county elect for a term of 4 years 5 directors, 1 residing in every magistrate's district, and these select from their number a president, who is *ex officio* county superintendent. It is their duty to divide the county into school districts, so that each school district shall be wholly within some magistrate's district, and to order in each district an election for a board of school trustees; to define the course of study in the schools, direct the class and kind of books and apparatus to be used therein, and prescribe the duties of trustees and teachers not inconsistent with law. They are allowed $4 a day for each whole day employed, but the number of such days shall not in any one year exceed 10.

County superintendents, appointed as aforementioned, have the duty of meeting on

the last Saturday of each month at the county seat all persons desirous of passing an examination for a certificate to teach, and of examining all applicants as to their competency and ability to teach orthography, reading, writing, English grammar, history of the United States, practical physiology, and the laws of health, and no person shall be entitled to a certificate unless he is of good moral character and is well qualified to teach the above named branches. They are required to report to the superintendent of public instruction on or before the first Monday of November preceding each regular session of the legislature such information and statistics upon the subject of schools in their counties as he is bound to embody in his report to the governor. They receive $3 for each applicant examined and $4 for every day employed as county superintendents, the number of such days not to exceed thirty in any one year.

District school trustees, 3 elected by the voters of each district on the first Tuesday of September, are charged with the duty of taking the scholastic population in their respective districts, keeping a separate list of the white and colored children; of providing necessary schools and school-houses; of employing competent teachers and seeing that the schools are taught for 4 months in each year; and of reporting to the county superintendents, whenever required, all such data, facts, and statistics in reference to the schools in their districts as the county superintendents are required to embody in their report to the superintendent of public instruction.

THE SCHOOLS.

The public free schools are required to be taught 4 months in each year at such time and place as the trustees may select, and if the school fund apportioned to any particular district is not sufficient to maintain the schools for that length of time the county board of directors must levy on all taxable property in the district an *ad valorem* tax sufficient to meet the deficiency. All the scholastic population of the State is required to attend some public free school, or private school taught by a competent teacher, for 4 months in each year, unless prevented by ill health, feeble physical constitution, or by reason of danger from hostile Indians, or by the prevalence of contagious or infectious diseases. Upon their failing to attend they forfeit their interest in the school fund for the time so lost, provided that no child under 10 years of age shall be compelled to attend school over a mile from home, and no child, any school over two miles. In districts where a high school is desirable, the principal of such school, with the consent of the trustees, shall have the privilege of blending the public free with the private school by teaching all of scholastic age, and receiving into the school and instructing, at such rates of tuition as he may prescribe, any number of pupils over school age; but said school shall be under the control and supervision of the county board of directors.

SCHOOL FUNDS.

The permanent school fund is derived, as stated in the constitution, from all funds, lands, and other property appropriated for the support of public free schools; all the alternate sections of land reserved by the State out of grants to railroads and other corporations; one-half the public domain of the State, and all sums of money that may come to the State from sale of the same. The proceeds of fines and forfeitures have also been included, but are not mentioned in the new constitution. The amount from these sources in 1874 was $2,631,672.82.

The available school fund, comprising all interests which have accrued or may accrue to the State from railroads or otherwise since March 30, 1870; one-fourth of the *ad valorem* and occupation taxes assessed since that date, and such other taxes as are provided by law for the support of schools, amounted in 1874 to $1,128,942.35. What it may be under the provisions of a constitution which proposes to set apart annually the proceeds of the permanent school fund, not more than one-fourth of the general revenue of the State, and a poll-tax of $1 on male citizens from 21 to 60, remains yet to be seen.

ELEMENTARY INSTRUCTION.

SUPPLYING DEFICIENT STATISTICS.

As has been before said, the statistics given by the State superintendent in his summary came from only 97 counties, 42 others, in which schools were kept, having failed to make returns to him. He therefore undertakes to supplement the known facts by making for the whole State, on the basis of the returns made to him, the following estimates:

Enrolment in the public schools	184,705
Average attendance	125,224
Number of schools organized	3,898
Number of teachers employed	4,030
Percentage of scholastic population enrolled	59
Percentage of scholastic population in actual attendance	40
Percentage of enrolled pupils in actual attendance	68

Of the 97 counties which reported for the year 1875, there are 60 that reported for the scholastic year ended August 31, 1874. A comparison of the reports for the two years exhibits an increased attendance in these 60 counties of 17,336 children. The result, it is claimed, establishes the fact that a public school system in Texas is practicable, and, further, that under the school law of May 22, 1873, with all its defects, public free schools were decidedly successful in those counties where school officers, even in the face of opposition, went actively to work with a determination to make a bad law a good one by an earnest and faithful administration of it.

AID FROM PEABODY FUND.

Assistance has been rendered by this fund to six schools in different portions of the State, ranging in amount from $300 to $600, and aggregating $2,250. Owing to the inability of the trustees of the fund to collect the full amount of interest on bonds, they were not able to give more liberally.

FUTURE PUBLIC SCHOOL POLICY.

The superintendent advises, in case the new State constitution be adopted, rendering it impracticable to establish and maintain any general system of public free schools, that the State should aid private educational enterprise, to the extent of the means authorized by the new constitution to be expended for gratuitous instruction, by providing that a certain proportion of the scholastic population may be instructed in private schools at the expense of the State.

CITY SCHOOL SYSTEM.

GALVESTON.

No city in the State presents, either through the State superintendent or directly to this Bureau, any full report of its school system. The president of the board of directors of Galveston County kindly furnishes the Bureau with the school population there, of the age of 6 to 16 years, making it, according to a recent census, consist of 3,378 white children and 1,355 colored, 4,733 in all. How many of these had been gathered into public schools during the time that these were taught he does not state, but says that no public schools were taught there from March, 1875, to the close of that year and into 1876. The teachers were, however, allowed the use of the public school-houses and furniture free of charge, till new laws for the government of the schools should be passed.

TRAINING OF TEACHERS.

Under this head no returns of any kind appear for 1875, neither normal schools nor normal classes for the preparation of teachers appearing to exist, except in connection with Wiley University, Marshall, where is a normal department for the preparation of such as propose to teach among the colored people. The course here embraces the ordinary school studies, with vocal music and rhetorical exercises, normal methods of teaching, keeping of school records, and Texas school law.—(Circular of university.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Under this head nothing appears in the report of the State superintendent, and it is supposed that the provision of the school law allowing the incorporation of public schools with private seminaries has led to the making of these seminaries, in large measure, the complement of the public school system, and the reception into them, as pay scholars, of pupils over 16 years of age.

OTHER SECONDARY SCHOOLS.

Four schools for girls and 8 for boys and girls, professedly engaged in secondary training, report, for 1875, instructors, 29; pupils, 1,166; in classical courses, 129; in modern languages, 163; preparing for classical course in college, 103; preparing for scientific course, 90.

In 4 of these 12 schools drawing and vocal music were taught, and in 5, instrumental music. Two had some sort of chemical laboratory and some philosophical apparatus, while 7 report libraries of from 100 to 400 volumes, the total number of volumes being 1,890.—(Returns to Bureau of Education.)

PREPARATORY SCHOOLS AND PREPARATORY DEPARTMENTS.

In one preparatory school and in the preparatory departments of the several colleges there were reported 1,350 pupils, of whom 225 were preparing for a classical collegiate and 354 for a scientific collegiate course.—(Returns to Bureau of Education, 1875.)

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN.

St. Joseph's College, Brownsville, (Roman Catholic,) is under the immediate supervision and direction of the Oblate Fathers. Although primarily designed simply to afford a commercial course of instruction it has by the force of circumstances been compelled to embrace in its curriculum all that pertains to a first class college.—(Circular without date.)

Salado College, Salado, furnishes preparatory and collegiate departments and a ladies' course, including music, both vocal and instrumental. While reciting in the same classes the sexes are not permitted to associate together socially.—(Catalogue for 1875.)

Texas Military Institute.—In the curriculum of this institution 11 schools are embraced, and from these the student may select his studies, providing, however, that he shall attend at least 3 schools. The military department has been adopted for the purpose of governing the school and of giving the cadets regular and healthful physical exercise, not to train officers for the profession of arms, and it is made entirely subordinate to the academic department.—(Annual register, 1873–'74.)

Southwestern University.—The course of study here is elective, and students have the opportunity of selecting their course of study from 11 schools. There is also a preparatory department connected with the university.—(Circular for 1873.)

Trinity University, Tehuacana, is under the care of the Texas, Brazos, and Colorado synods of the Cumberland Presbyterian Church. There are preparatory, collegiate, musical and ornamental departments, also commercial and law schools. Candidates for the ministry of all orthodox denominations are received free of charge for tuition. Students may pursue either regular or irregular courses. Both sexes are admitted.

Waco University, Waco, (Baptist,) has for the past ten years followed a similar plan of co-education, and with satisfactory results. The university reports a condition of great prosperity, with a faculty fuller and better organized, and larger college classes than ever before. The property is valued at $53,000.—(Circular, 1875.)

Wiley University, Marshall, was established in 1873 by the Freedmen's Aid Society of the Methodist Episcopal Church, especially for the benefit of the freedmen, though open to all races. There are primary, intermediate, academic, normal, and preparatory courses, each of two years and a collegiate one of four. Especial attention is given to preparation for the ministry and for teaching.—(Circular 1875–'76.)

COLLEGES AND SEMINARIES FOR LADIES.

Institutions of this class reporting to the Office are: (1) Austin Collegiate Female Institute, with a course of study embracing the higher English branches, with music, painting, &c. Latin and Greek, though not considered necessary to graduation, are earnestly recommended, also the study of one or more of the modern languages. (2) Bryan Female Seminary, where the course of instruction embraces primary, preparatory, and collegiate departments, with music, vocal and instrumental, painting, drawing, and wax work. A department has been opened for boys of 6 to 15 years of age, who recite with the girls, but are kept separate from them at other times, except in chapel. (3) Galveston Female High School, comprising primary, preparatory, and intermediate classes, and a collegiate department. Drawing, painting, French, Latin, Greek, German, and music are taught. (4) Chappell Hill Female College, Chapel Hill; here the curriculum in all departments, it is claimed, is equivalent to that of the oldest and best colleges for women. The English language and English classics occupy a prominent place in the course. Music, drawing, painting, French, German, &c., are taught. (5) Lamar Female Seminary, Paris, which is undenominational in its management, and offers preparatory and collegiate courses; the latter being divided into three classes, junior, middle, and senior. The completion of this course entitles the student to a diploma as a full graduate.—(Catalogues of these institutions.)

In these institutions and in the Andrew Female College, Huntsville, the Baylor Female College, Independence, the Nazareth Convent, Victoria, and the Waco Female College, Waco, are reported 71 instructors, with 536 students, 209 of these being in preparatory classes, 321 in the regular collegiate course, 4 in partial courses, and 2 post graduates. Three of the nine institutions have libraries of 400, 600, and 800 volumes. In 8 of them drawing, vocal and instrumental music were taught; in 7, painting and French; in 6, German; in 1, Italian, Latin, and Greek. Three had chemical laboratories; 4, philosophical apparatus, and 2, art galleries.—(Returns to Bureau of Education, 1875.)

Statistics of universities and colleges, 1875.

Names of universities and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
Austin College*	....	3	.....	.....	$60,000	$5,000	$500	.....	.....	.....	*a*3,000
Baylor University	7	2	25	95	40,000	31,000	800	$1,800	$0	$31,200	1,500
Henderson College	5	....	120	.....	6,000	0	0	5,000	6	.....	300
Marvin College*	7	0	90	23	30,000	0	0	3,500	0	0	.....
St. Joseph's College	7	....	100	.....	30,000	.....	.....	2,000	.....	.....	2,000
Salado College	6	0	95	62	20,000	0	0	.....	0	0	50
Southwestern University	9	....	18	71	40,000	.....	.....	3,500	.....	.....	*a*800
Texas Military Institute	6	0	.....	79	75,000	0	0	7,000	0	0	*a*1,300
Trinity University	14	....	197	175	41,600	78,000	1,000	15,540	.....	.....	*a*4,461
University of St. Mary	9	0	65	.....	25,000	0	0	5,000	0	0	300
Waco University*	13	1	190	130	18,000	13,000	1,000	9,000	0	0	2,350
Wiley University	3	....	180	.....	5,000	2,000	200	*b*1,200	420	.....	*a*500

* From Report of Commisioner of Education for 1874.
a Includes society libraries. *b* From Freedman's Aid Society.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

In the *Texas Military Institute* there is a scientific course leading to the degree of Sci. B., which is conferred on such students as have graduated in the schools of mathematics, natural philosophy, chemistry, mineralogy, and geology, and English, and have obtained a certificate of proficiency in physical and descriptive geography.—(Catalogue of institute.)

Of the *Agricultural and Mechanical College* of the State no returns for 1875 have been received to indicate whether it is yet organized or not.

PROFESSIONAL.

Texas Medical College and Hospital.—This college, located at Galveston, was incorporated May 31, 1871. It is, in some sense, a State institution, the provisions of the charter liberal and ample. The legislature of 1873 gave a small donation to the hospital department, and further endowments were expected. In the plan of instruction adopted, clinical teaching constitutes an important and prominent feature. Regular clinics are held at the city hospital and at St. Mary's Infirmary, where many hundred cases are treated annually. Material for dissecting is supplied in abundance and at a very low rate.—(First announcement and circular of the college, 1873.)

In *Trinity University Law School* is a course "as extensive as most young gentlemen will take before commencing practice." Moot courts are held regularly, in which each student is drilled in the forms of pleading and practice.—(Catalogue for 1874–'75.)

Statistics of schools for scientific and professional instruction, 1875.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
SCHOOL OF SCIENCE.									
Agricultural and Mechanical College of Texas	....	....	...	.....	.....	.....	.....	.....	....
SCHOOL OF THEOLOGY.									
Baylor University, (theological department)	2	....	12	3–4	.....	.....	.....	.....	....
SCHOOLS OF MEDICINE.									
Texas Medical College and Hospital	7	....	23	2	*a*$500	.....	.....	$3,190	60
American Dental College	9	....	13	3	.....	.....	.....	.....	....

a Apparatus.

SPECIAL INSTRUCTION.

TEXAS INSTITUTION FOR THE BLIND.

This school for the unfortunate, located at Austin, makes report for 1875 of 53 inmates, under the instruction of 4 ordinary teachers and 3 teachers of music, besides a superintendent, matron, and shop manager.

In connection with the common English studies the pupils are taught broom and mattress making and the seating of chairs with cane and rattan. The library consists of about 150 volumes of serviceable books, with some others too old for use, and some files of magazines.—(Return to Bureau of Education, 1875.)

TEXAS INSTITUTION FOR EDUCATION OF THE DEAF AND DUMB.

Situated opposite Austin, in Travis County, this school is under the control of a board of 5 trustees and a superintendent. It had 3 teachers and 46 pupils at the close of the year 1874–'75. Of the pupils, 26 were male and 20 female. No return is made of the branches taught in the literary department. In the industrial, gardening receives attention, and printing had been introduced at the date of the report, which was in the autumn of 1875. The State appropriation for the year was $10,000, and the expenditure $10,350. Value of grounds, buildings, and apparatus, $55,000, including 57½ acres of land.—(Return to Bureau of Education.)

CHIEF SCHOOL OFFICIAL.

Hon. O. N. Hollingsworth, *State superintendent of public instruction, Austin.*

VERMONT.

STATISTICAL SUMMARY.

SCHOOL POPULATION AND ATTENDANCE.

Number of school age, (5-20)	92,577
Number enrolled in schools during the school year	71,325
Number in average daily attendance	39,474
Average duration of school, (in days)	120.9

TEACHERS AND TEACHERS' PAY.

Number of teachers employed in public schools: Males, 665; females, 3,448	4,113
Average salary of male teachers per month	$37 24
Average salary of female teachers per month	22 48

INCOME AND EXPENDITURE.

Receipts.

From local tax	425,958 69
From permanent fund, including rents of school lands	14,193 33
From other sources	40,006 05
Total	480,158 07

Expenditures.

For sites, buildings, and furniture	67,010 83
For salaries of teachers	437,471 27
For fuel, light, rent, repairs, and other miscellaneous items	60,562 47
Total	565,044 57
Expenditure *per capita* of school population	6 10
Expenditure *per capita* of pupils enrolled	7 92
Expenditure *per capita* of average attendance	14 32

—(From special return kindly furnished by Hon. Edward Conant, State superintendent of public instruction, for the school year ended March 31, 1876.)

SCHOOL SYSTEM OF THE STATE.

CONSTITUTIONAL PROVISIONS.

The first imperfect constitution, adopted in 1777 by the inhabitants upon the New Hampshire Grants, which was then the title of the settled portion of the State, contained no provision for educational institutions, although modeled in the main on the constitution of Pennsylvania, where schools for each county were to be established. In 1786, when something more nearly resembling a full State organization was effected, the Plan or Frame of Government, chapter II, section 41, declared that "Laws for the encouragement of virtue and prevention of vice ought to be constantly kept in force and duly executed. And a competent number of schools ought to be maintained in each town for the convenient instruction of youth, and one or more grammar schools be incorporated and properly supported in each county in this State."

PROVISIONS OF THE SCHOOL LAWS.

The school laws of the State having never yet been codified, reliance has to be placed, in the present brief sketch of their provisions, on such laws as are within reach and on a statement kindly prepared for the Bureau of Education by the late secretary of the board of education, a board existent from 1856 to 1874, but now abolished.

OFFICERS.

The officers of the school system, as now constituted, consist of a State superintendent of public instruction, town superintendents of schools, and district prudential committees, with other associated officers.

POWERS AND DUTIES OF THESE OFFICERS.

The State superintendent of public instruction has the general supervision of the State normal schools, with the duty of visitation of them twice in each term. In connection with 3 examiners, appointed by the governor, he examines the candidates for gradua-

tion in these schools and determines their fitness for certificates of graduation. He has also the duty of holding a teachers' institute annually in each of the fourteen counties of the State, and a county convention of town superintendents also annually in each county; of examining, at the former, candidates for State certificates; of furnishing school registers for use in the State schools, with the necessary blanks for school returns and for certificates to be given by town superintendents to licensed teachers; of making biennially a report of the condition of education in the State; and of exerting himself in every way to secure a general interest in the proper training of the young. His salary is believed to be $1,600, with allowance for the current expenses of his office.

Town superintendents, elected annually by the qualified voters of the several towns, have it as their duty to examine and license teachers; to visit, at least once in each year, all the legally organized common schools within their respective towns; to examine into the condition of such schools; to give advice to the teachers as to the government and course of studies; to use all needful measures for the improvement of the scholars in their learning, and for the due inspection and government of the schools; to receive and dispense the school census blanks and school registers furnished by the State superintendent, and to make to him an annual report. The town superintendents of each county are required by law to meet the State superintendent, at his call, for consideration of the interests of education in the county and for consultation as to the condition of the schools and the means for the improvement of them. Compensation: $2 a day for all time necessarily spent in the discharge of duty, a reasonable sum for annual reports, and 10 cents a mile for necessary travel.

Prudential committees, consisting of either one or three legal voters in a school district, are chosen annually by the voters of the district at the district meeting on the last Tuesday of March. They look after the interests of the schools of their districts; select and hire teachers for them; provide them with the necessary furniture and fuel; see to the repair of them when necessary; and institute such grades and studies as may be required by the number and advancement of the scholars or seem to promise an improvement of the schools.

Towns may, however, abolish the district system and place all the public schools under the management of three or six directors, one-third elected each year for terms of three years. These directors then have general charge of the educational interests of their towns without the intervention of prudential committees. But few towns have taken advantage of this provision.

SCHOOLS.

The schools of the rural districts of the State are, for the most part, only primary in character. In the larger villages, in the cities, and in certain "central schools" the graded system is prevalent. To secure a wider extension of the advantages of this system, an act approved November 15, 1869, permitted any school district in the State in which an academy was located, or any district adjoining this, to authorize the prudential committee to make arrangements with such academy to instruct in it all or a part of the scholars belonging to the district in all studies required to be taught * in common schools, and such others as belong to the more advanced classes of graded schools. There are in all about 2,800 schools.

The school day is of six hours, the school week of five such days, the school month of four such weeks. The length of the school year varies greatly, not only in different counties in the State, but in different towns in the same county and in different districts in the same town, ranging from 20 to 42 weeks.

There are acts for compelling attendance at school at least three months of the year in the case of children between 8 and 14, and forbidding the employment of such in any mill or factory without such previous three months' attendance.

The University of Vermont, at Burlington, Middlebury College, Middlebury, and Norwich University, Northfield, though without any link of connection with the public schools, afford opportunities for higher education to the graduates of these. A State Agricultural College is connected with the university at Burlington, and, like the university, is open to young women as well as young men. For juvenile delinquents there is a State Reform School.

SCHOOL FUNDS.

The State has no permanent school fund. The foundation of one was laid in 1825, and was to accumulate till it amounted to a sum whose annual interest should be adequate to pay the expenses of keeping a good free common school in each district in the State for the period of two months annually. "In the year 1845," writes the late secretary of the board of education in his report for 1873–'74, "this fund had reached the sum of $235,000. In that year the State, owing $224,000 to this fund, cancelled the

* The studies required to be taught, according to section 19 of chapter 22 of the general statutes, are orthography, reading, writing, English grammar, geography, arithmetic, history and Constitution of the United States, and good behavor, with special instruction in the geography and history, constitution, and principles of government of the State of Vermont.

debt by appropriating the fund to its payment. Had this fund remained inviolate, it would now, at 6 per cent. simple interest, have amounted to $517,100, and in the year 1890, at compound interest, to a sum the interest of which would support a common school in each district in the State for two months annually. But the State borrowed the fund to pay money borrowed by the State from the fund; that is, borrowed the fund and then repudiated the debt."

In this absence of a permanent school fund, the money to defray the expenses of the common schools is raised annually by direct tax on town and district, with, it is believed, some additions from school lands, from United States deposit fund, from gifts, and other sources. The total expenditure for all school purposes was, in 1875, $565,044.57.

ELEMENTARY INSTRUCTION.

ABSENCE OF INFORMATION FOR THE YEAR.

The reports in this State being biennial, and that for 1873 and 1874 having had its main points presented in the Bureau report for the latter year, no further official information can be had respecting common school instruction till the winter of 1875–'76.

TRAINING OF TEACHERS.

THE STATE NORMAL SCHOOLS.

At a special meeting of the State board of education, held in the city of Burlington on the 8th day of August, 1866, a written proposition was submitted to the board from the trustees of the Orange County grammar school for bringing the said school under the supervision and patronage of the State as a State normal school. The proposition was considered, and on the 17th day of November, 1866, an act passed the legislature of the State constituting and establishing at Randolph Centre a normal school for the State of Vermont, and authorizing the State board of education to establish, on certain conditions, not to exceed two other normal schools.

The standard of qualification for admission to these schools and the course of study to be therein pursued were adopted at a special meeting of the board held in St. Johnsbury, December 5–7, 1866.

At an adjourned special meeting of the board, held at Waterbury, February 18, 1867, the trustees of the Orange County grammar school informed the board by written communication that they had voted to accept the provisions of the act of November 17, 1866, to establish a State normal school at Randolph, and the necessary steps for this establishment were thus completed.

A written communication was also submitted from the trustees of the Lamoille County grammar school, proposing to the State board of education to make the said Lamoille County grammar school a State normal school for the third congressional district of Vermont. The board voted to accept the proposition, and thus was established the State Normal School at Johnson.

At a special meeting of the board, held at Castleton, August 22, 23, 1867, a written proposition to the board from the trustees of the Rutland County grammar school to make said institution a normal school was accepted, and the State Normal School at Castleton was accordingly established.—(Report of secretary of board of education for 1873 and 1874, pp. 209, 210.)

The amount of State appropriation to these schools for 1874–'75 was $1,500 for each: $500 for assistant and $1,000 for tuition in State scholarships of $24 each. The number of years in the full course is, in each case, 3, but with the privilege of graduating at the close of a shorter course.

At Castleton, for that year, there were 6 resident instructors, 100 students, and 26 graduates; at Johnson, 5 resident instructors and 4 non-resident, 140 students, and 13 graduates; at Randolph, 5 resident and 2 non-resident instructors, 242 students, and 57 graduates. Drawing is taught in all the 3; vocal and instrumental music in the first 2, and "incidentally" in the third. All report the possession of more or less philosophical apparatus, and Castleton a chemical laboratory also, with "a shadow of one" at Randolph; Castleton possessing also a museum of natural history and a gymnasium, and Randolph a nucleus of the former.

Graduates from the shorter course of these schools are licensed to teach in the common schools of the State for 5 years; those who pass through the full course, for 10 years.—(Returns to Bureau of Education, 1875.)

TEACHERS' INSTITUTES.

Provision is made for the continued improvement of teachers by the holding of teachers' institutes, of three days each, in the several counties at least once in each year. The time, not to exceed five days, spent by any teacher of a common school in attendance upon such institute in the county in which such teacher may be employed is considered as time lawfully spent in the service of his district and in the legitimate performance of his contract as a teacher.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Of the number of these schools, the number of teachers in them, and the character and extent of the course pursued, there are no such statistics as could be desired. In the tables appended to the last State report there are enumerated 7,334 pupils engaged in higher studies; but whether these pupils are all in public high schools or in academies connected by contract with the State school system is not indicated.

OTHER SECONDARY SCHOOLS.

Here again full information fails us. The tables of the superintendent give 96 as the number of permanent academies, select schools, and other private schools, but do not show how many of them teach the higher branches or how many pupils are engaged in studying these. There are said to be 87 incorporated academies, county grammar schools, and academic departments of graded schools; but reports from only 26 of these had been received, and it is not stated how many of the 26 belong to the two latter classes.

Reports have been received by the Bureau of Education from 3 schools for boys, 3 for girls, and 20 for both sexes, all professing to be engaged in giving secondary training in 1875. In these schools were 115 instructors, with 2,647 pupils, 631 of whom were in classical studies, 138 in modern languages, 303 preparing for a classical course in college, and 39 for a scientific course. Drawing was taught in 19 of these schools; vocal music in 17; instrumental music in 21. Fourteen of them report chemical laboratories, 15 philosophical apparatus, and as many, libraries of from 21 volumes to 3,100, the sum of all the volumes in the 15 libraries being 11,062.

In the preparatory department of one college also 10 students are reported, 9 of them preparing for a scientific course in the college.

SUPERIOR INSTRUCTION.

UNIVERSITY OF VERMONT, BURLINGTON.

Instruction is given here in three different departments, viz: The department of arts, the department of applied science, and the department of medicine.

The first of these comprises the usual academical course in languages, mathematics, physical sciences, philosophy, rhetoric, literature, and history. The other courses may be found under the head of scientific and professional instruction.

Students have full liberty to elect their courses; but beyond this options are not allowed to those who may be candidates for a degree, except that, to a limited extent, substitutions may be made by express permission of the faculty. The full course is of four years, and is open to young women upon the same conditions as to young men. They are, however, required to room and board in private families approved by the faculty. All are examined by two members of the faculty at the close of each study, or particular branch of study, besides a public examination at the close of the spring term in all the studies pursued during the year.

Among the advantages enjoyed are privileges of access to a library of 16,000 carefully selected volumes, to a museum and cabinets containing nearly 50,000 specimens, and to an art gallery composed of a choice collection of paintings, engravings, photographs, and casts intended to illustrate the history and progress of both ancient and modern art.—(Catalogue for 1875–'76.)

OTHER COLLEGES.

Middlebury College, Middlebury, (Congregational,) has the usual four years academical course, in which instruction is given by text books during the freshman year and by lectures and text books during the three following years. At the close of each fall term there is a public examination of all the classes in the studies pursued during the term and at the close of the collegiate year another in all the studies of the year.

The college library of 11,000 volumes is being steadily enlarged, and efforts are on foot to make this enlargement more rapid and complete in the near future. There is also a cabinet of natural history containing 2,700 specimens in zoölogy, 400 in botany, and 1,500 in mineralogy.—(Catalogue for 1874–'75.)

Norwich University, Northfield, (Protestant Episcopal,) has a classical and a scientific course, each of four years, and a special course in philosophy of three years, meant to meet the wants of those who wish to enter the profession of medicine or law but feel the need of a good preliminary training. There is also a college preparatory and business department, in which students may be fitted for the collegiate classes or for the pursuits of ordinary business.

In addition to the ordinary college studies, military instruction, both theoretical and practical, is given, especially in infantry and artillery tactics and drill, bayonet and

sword exercise, fortification, castrametation, reconnoissance, and guard and outpost duty.

The location of the college is said to be eminently beautiful and healthy.—(Catalogue for 1874–'75.)

SUPERIOR INSTRUCTION OF WOMEN.

The Vermont Methodist Seminary and Female College, Montpelier, is the only institution for superior instruction of young women reported to the Bureau for 1875 from this State. It makes return of 8 instructors and 166 students, 34 of these being in the preparatory department and 52 in the regular collegiate course.

The value of grounds, buildings, and apparatus is set at $80,000. The regular course is four years, but there is also a three years' course differing from the longer only in requiring less attention to languages other than English. Latin and French are the other languages studied, but Greek may be substituted for French. Diplomas are awarded to all who complete either of these courses. Drawing and painting, and vocal and instrumental music are taught; and a chemical laboratory and philosophical apparatus add to these advantages.—(Return to Bureau of Education and catalogue for 1875.)

Statistics of a college and universities, 1875.

Names of college and universities.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
Middlebury College	8	3	.....	53	$125,000	$180,000	$12,181	$600	$0	$52,000	a13,900
Norwich University...	6	...	10	41	20,000	0	0	3,000	.....	0	3,000
University of Vermont ..	8	1	0	90	129,400	29,259	1,800	5,600	0	12,500	a16,021

a Includes society libraries.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The agricultural and scientific department of the University of Vermont forms the State Agricultural College, and presents a course in agriculture and related branches, one in theoretical and applied chemistry, one in civil engineering, and one in metallurgy and mining engineering. In addition to these, a literary scientific course has been arranged, coinciding substantially with the academic course, save that Greek is omitted and its place supplied by substitutions from the department of science. A laboratory course is also offered to such as are pursuing studies in the medical department and to teachers of academies who are required to give instruction in chemistry.—(Catalogue for 1875–'76.)

In *the scientific department of Norwich University* there is a course of 4 years, including mathematics and higher English studies, with German and Latin in the freshman year, and German or Latin in the sophomore. For the Latin in the freshman year may be substituted Anglo-Saxon in the first term, semi-Saxon in the second, and early English in the third.—(Catalogue for 1874–'75.)

MEDICAL.

The medical department of the University of Vermont opens to its students a medical course embracing three terms of 13 to 16 weeks each. To graduate in this school the candidate must be 21 years of age and of good moral character; must have studied medicine 3 years with a regular practitioner; must have attended two full courses of lectures in some medical school recognized by the American Medical Association, the latter of which must have been in this school; must write a thesis on a medical subject, and present it, with his graduation fee, one month before the close of the session, and must pass a satisfactory examination before the medical faculty and a board of medical examiners appointed by the State Medical Society.—(Catalogue for 1875–'76.)

Statistics of schools for scientific and professional instruction, 1875.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
SCHOOL OF SCIENCE.									
University of Vermont and State Agricultural College.	7	....	20	4	.....	.....	.....	$855	.....
SCHOOL OF MEDICINE.									
Medical College of University of Vermont.	12	....	62	2	$15,500	$0	$0	4,200	0

SPECIAL INSTRUCTION.

HOME FOR DESTITUTE CHILDREN, BURLINGTON.

On the 3d of October, 1865, through the persevering efforts of an invalid, a little family of seven destitute girls was gathered in a small house in the city, and thus the foundation of a home for such was laid. A charter of incorporation for it was obtained in 1865, under the name "Home for Destitute Children," the object being to provide for this class a place of refuge; to supply their necessities; to promote their intellectual, moral, and religious improvement; and to fit them for situations of usefulness and self-support. As soon as the existence of such an institution became known, applications for admission to it poured in, and to some extent the means for meeting these were furnished. A larger house was purchased and immediately filled. A matron was obtained, and the work systematized,

In the summer of 1866 an opportunity was afforded for the purchase, at $7,000, of the United States Marine Hospital, a fire-proof building, two stories in height and fifty feet square, with ten acres of ground attached. The building had cost the Government $40,000 only ten years before. Trusting to the liberality of friends, the managers, July 16, 1866, assumed the responsibility of the purchase, and on the 8th of the following October found that they had sufficient room for 40 children. The building was consecrated to its new and sacred use November 26, 1866. Up to this time only girls had been admitted; now the managers decided to take children of both sexes. The means for this addition were obtained by personal solicitation of annual contributions from liberal friends, and until 1869 this was the sole reliance.

In 1867 a movement was made to establish a permanent fund of $50,000, and a manager appointed from each county in the State to enlist the ladies of the State in general in the enterprise. By this means $45,000 out of the $50,000 has been raised, and a new building, erected at a cost of $22,000, was dedicated September 29, 1875.

During the ten years of its work the home has received 276 children, who have been supported and educated at the low average annual expense of $70 each.—(New-England Journal of Education, October 16, 1875, p. 178.)

EDUCATIONAL ASSOCIATIONS.

STATE TEACHERS' ASSOCIATION.

The twenty-sixth annual meeting of the association was held at Burlington, February 3, 1876. Notwithstanding bad weather, there was present a goodly representation of teachers and school superintendents. The first subject discussed, after the address of welcome by President Buckham, was: "What can be done to enforce respect for authority among the pupils of our schools?" the next was, "How to teach English." Professor Perkins's address which followed was an earnest plea to teachers to include instruction in natural history in their daily course of instruction. The evening session was opened by a debate on the question "How shall history be taught in common schools?" Next came an address by Rev. C. B. Hulbert, of Middlebury College, in which

he took the position that the only hope for the perpetuity of our republic is the inculcation of religious teaching both in the home and the school. The exercises of the second day were commenced by the reading, by Mr. Pollen, of a paper on arithmetic, written by Professor G. N. Abbott, of Mercersburg, Pa. The questions treated of were, "What is the least time absolutely needful for the mastery of arithmetic; how shall the work be condensed into this time; and at what age shall the study be commenced?" Following the discussion of this topic, which was participated in by several gentlemen, Miss A. M. Guernsey presented a paper advocating the use of Shakspere as a reading book in the school room. The need of a classical fitting school for Western Vermont was discussed by Rev. C. C. Torrey, Professor Goodrich and President Hulbert, after which J. S. Cilley, of Brandon, read a paper on "The relation of the school and the state." A series of specimen lessons in primary and intermediate school work was given by teachers of the Burlington public schools under the general supervision of Superintendent C. J. Alger, when Mr. Fuller, of St. Johnsbury, explained the aims and plans of the New-England Journal of Education and commended it to the support of the teachers. A discussion on the proper order and proportion of studies in intermediate and grammar schools was opened with a paper by J. W. Dunham, and continued orally by Superintendent Alger and others. A paper discussing "The relations of our public schools to pauperism and crime," was presented on Friday evening by Rev. Dr. J. H. Worcester, after which Professor Edwin D. Sanborn, of Dartmouth College, addressed the association on "The origin and characteristics of the English language." On Saturday, after a business meeting, Hon. Edward Conant, State superintendent of instruction, addressed the association upon the Vermont school system, Mrs. O. H. Kile, of Essex, read a lively and interesting paper on "Self culture," and Rev. L. G. Ware presented a very entertaining one on "Genteel English." Before adjournment several resolutions were adopted, among them one commending to the continued support of Congress the National Bureau of Education, and one repeating a previous request of the association that the proceeds of the sale of public lands be applied to the promotion of education.—(New-England Journal of Education, February 12, 19, 26, 1876, pp. 82–83, 94–95, 106–107.)

CHIEF SCHOOL OFFICIAL.

Hon. EDWARD CONANT, *State superintendent of public instruction, Burlington.*

VIRGINIA.

SUMMARY OF STATISTICS.

SCHOOL POPULATION AND ATTENDANCE.

Number between 5 and 21 years of age:	
In cities: white, 26,024; colored, 20,330	46,354
In counties: white, 254,125; colored, 182,310	436,435
In the State: white, 280,149; colored, 202,640	482,789
Pupils between 5 and 21 years of age:	
In cities: white, 7,599; colored, 4,507	12,106
In counties: white, 121,946; colored, 50,434	172,380
In the State: whites, 129,545; colored, 54,941	184,486
Number in average daily attendance:	
In cities: white, 4,954; colored, 2,947	7,901
In counties: white, 69,102; colored, 26,924	96,026
In the State: white, 74,056; colored, 29,871	103,927
Number supplied with text books at public expense	4,025
Number over 21 years of age: white, 385; colored, 196	581
Percentage of school population enrolled:	
In cities: white, 29.2; colored, 22.2	26.1
In counties: white, 48.0; colored, 27.7	39.5
In the State: white, 46.2; colored, 27.1	38.2
Percentage of school population in average daily attendance:	
In cities: white 19.0; colored, 14.5	17.0
In counties: white, 27.2; colored, 14.7	22.0
In the State: white, 26.5; colored, 14.7	21.5
Percentage of attendance on average monthly enrolment:	
In cities: white, 88.1; colored, 89	88.6
In counties: white, 75.2; colored, 72.3	74.4
In the State: white, 76; colored, 73.5	75.3
Average number of pupils in average monthly enrolment to each teacher:	
In cities	42
In counties	32
Cost of tuition per month per pupil enrolled: in cities, 92 cents; in counties, 66 cents	.70
Cost of tuition per month for each pupil in average attendance: in cities, $1.41; in counties, 49 cents	1.25
Whole cost of education per month per pupil enrolled: in cities, $1.18; in counties, 83 cents	.89
Whole cost of education per month for pupils in average attendance: in cities, $1.81; in counties, $1.50	1.58

TEACHERS AND TEACHERS' PAY.

Number of teachers in public schools:		
In cities: white, males, 34; females, 158	192	
In cities: colored, males, 4; females, 17	21	
Total number of teachers in cities		213
In counties: white, males, 2,326; females, 1,205; total white, 3,531; colored, males, 347; females, 171; total colored, 518		4,049
In the State: white, males, 2,360; females, 1,363; total white, 3,723; colored, males, 351; females, 188; total colored, 539		4,262
Average monthly salary from all sources:		
In cities: males, $34.07; females, $44.75		$52 45
In counties: males, $30.47; females, $27.80		28 16
In the State: males, $33.52; females, $28.71		30 48

SCHOOLS AND SCHOOL PROPERTY.

Number of public schools:*	
In cities:† for whites, 129; for colored pupils, 70	199
In counties: for whites, 2,942; for colored pupils, 994	3,936
In the State: for whites, 3,121; for colored pupils, 1,064	4,185
Average number of months that schools were taught: in cities, 9.69; in counties, 5.42	5.59
Number of graded schools included in the 4,185 reported: for whites, 108; for colored pupils, 47	155
Number of schools yet needed, at an average of 15 pupils each	953
Number of log school houses, 2,101; of frame, 1,617; of brick, 129; of stone, 38	3,885
Number with good furniture	676
Number owned by districts	1,256
Number built during the year	292
Value of school property owned by districts	$757,181 00

INCOME AND EXPENDITURE.

Receipts.

From property and capitation tax during the year	$423,000 00
From balance on hand September 1, 1874	23,022 14
From interest on literary fund	65,490 44
From apportionments of 1873–'74 unexpended by districts	6,198 19
	517,710 77
Deduct $6,062.33, refunded by order of legislature to claimant of an escheated estate, and $10 to escheator	6,072 33
	511,638 44

Expenditures.

For current needs:		
Pay of teachers	$726,300 37	
Rent, fuel, &c	99,301 09	
Pay of superintendents	46,668 47	
Pay of treasurers and assessors	25,588 08	
Pay of district clerks	19,473 32	
Expenses of central office	6,787 14	
		$924,118 47
For permanent improvements:		
Real estate, buildings, and furniture	94,582 40	
School apparatus	2,695 81	
		97,278 21
Total expenditure		1,021,396 68
Of this amount there was received—		
From State funds	$478,750 46	
From local taxation	465,414 09	
From Peabody fund, and private gifts	77,232 13	
		1,021,396 68

SUPERINTENDENTS OF SCHOOLS.

Number of county superintendents	89
Average number of visits to schools	62
Average number of teachers examined	50
Average number of official letters written	195
Average number of miles travelled on official business	845
Average number of days employed	145
Average amount of incidental expenses‡	$73 43
Average salary from State	292 59
Average salary from State, less incidentals	219 16
Average salary from county	150 14
Average salary from State and county	442 73
Average salary from State and county, less incidentals	369 30
Net per diem from State	1 51

*Counting each grade of one teacher in a graded school as a school.
†Only first class cities (of 10,000 and upward) included, unless otherwise mentioned.
‡These expenses are not paid out of public funds, but out of superintendents' private purses.

Net per diem from all sources	2 55
Number of city superintendents	8
Average number of visits to schools	901
Average number of teachers examined	21
Average number of official letters written	175
Average number of days employed	191
Average amount of incidental expenses*	$20 69
Average salary from State	231 49
Average salary from city	845 42
Average salary from State and city, less incidentals	1,056 22

STATISTICS OF PRIVATE SCHOOLS.

Number of pupils between 5 and 21 years, attending private schools, (primary and high:)		
In cities: white, 5,688; colored, 1,225		6,913
In counties: white, 13,778; colored, 2,594		16,372
In the State: white, 19,466; colored, 3,819		23,285
Number attending colleges, white, 1,880; colored, none†		1,880
Number of teachers in private schools:		
White: males, 454; females, 775	1,229	
Colored: males, 33; females, 57	90	
Total white and colored		1,319
Whole number of pupils attending school, (public and private:‡)		
White, 149,011; colored, 58,760		207,771
Whole number of teachers, public and private:		
White, 4,952; colored, 629		5,581

SCHOOL SYSTEM OF THE STATE.

EDUCATIONAL PROVISIONS OF THE CONSTITUTION.

Article VII, section 1, of the constitution as amended in 1870, provides for the appointment in each county of a superintendent of schools; provided, that counties containing less than 8,000 inhabitants may be attached to adjoining counties for the formation of districts for superintendents of schools; provided, also, that in counties having 30,000 inhabitants, there may be an additional superintendent. Section 3, that each township be divided into school districts, no district to contain less than 100 inhabitants. In each district there shall be elected annually one trustee, who shall hold office for three years, provided, that at the first election three trustees shall be elected, whose terms shall be one, two, and three years, respectively.

Article VIII, section 1. The general assembly shall elect, within 30 days after its organization under this constitution, and every 4 years thereafter, a superintendent of public instruction. Section 2. There shall be a board of education, composed of the governor, superintendent of public instruction, and the attorney-general, which shall appoint, subject to confirmation by the senate, all county superintendents, and remove the same for cause. Section 3. The general assembly, at its first session under this constitution, shall provide a uniform system of public free schools, and for its gradual, equal, and full introduction into all the counties of the State, by the year 1876, or as much earlier as practicable. Section 4. The general assembly shall have power, after a full introduction of the public free school system, to make laws preventing parents and guardians from allowing their children to grow up in idleness and vagrancy. Section 5. The general assembly shall establish, as soon as practicable, normal schools, and it may establish agricultural schools, and such grades of schools as may be for the public good. Section 6. The board of education shall provide for a uniformity of text books, and the furnishsing of school-houses with necessary apparatus and library. Section 7. The general assembly shall set apart as a permanent and perpetual "literary fund" the present literary funds of the State, the proceeds of all public lands donated by Congress for public school purposes, of all escheated property, of all waste and unappropriated lands, of all property accruing to the State by forfeitures and fines, and such other sums as the general assembly shall appropriate. Section 8. The general assembly shall apply the annual interest of the literary fund, the capitation tax for school purposes, and an annual tax upon property of not less than 1 nor more than 5 mills on the dollar, for the equal benefit of all the people of the State, the number of children between 5 and 21 years in each school district being the basis of such divis-

* These expenses are not paid out of public funds, but out of superintendents' private purses.

† The 243 at Hampton Normal and Agricultural Institute not included, that not being reckoned a college.

‡ Not including those attending college, or over 21 years of age.

ion. Provision shall be made to supply public school pupils with text books where the parent or guardian is unable, by reason of poverty, to furnish them. Each district may raise additional sums by a tax on property not to exceed in any one year 5 mills on the dollar, for the support of public free schools. Section 9. The general assembly shall have the power to foster all higher grades of schools under its supervision, and to provide for such purpose a permanent educational fund. Section 10. All grants and donations for educational purposes are to be applied according to the terms of the donors. Section 11. Each city and county shall be held liable for the destruction of school property within its limits by incendiaries or open violence. Section 12. The general assembly shall fix the salaries and prescribe the duties of all school officers, and make all needful laws to carry into effect the public school system provided for by this article.

PROVISIONS OF THE SCHOOL LAW.

From The School Law of Virginia, codified for office use. Richmond, R. F. Walker, superintendent of public printing, 1873.

OFFICERS OF THE PRESENT SYSTEM.

A board of education, a superintendent of public instruction, county superintendents of schools, district school trustees, county school boards, city boards of education, and city superintendents, are the authorities provided for by law to administer the public free school system.

POWERS AND DUTIES OF THESE OFFICERS.

The board of education is composed of the governor, who is *ex officio* president, the superintendent of public instruction, and the attorney-general. The duties of the board are to make by-laws and regulations for its own government, and for carrying into effect the school laws; to observe the operations of the public school system and suggest to the general assembly any improvement therein; to invest the school funds; to appoint and remove district trustees, also county superintendents, subject to confirmation by the senate; to decide appeals from decisions of the superintendent of public instruction; to determine the necessary contingent expenses of the superintendent's office; to audit all claims to be paid out of the State funds; to approve the appointment of a clerk by the superintendent of public instruction, who shall also act as secretary of the board; to regulate all matters arising in the administration of the school system, which are not otherwise provided for; and to punish county superintendents for neglect of duty or official misconduct by fine, suspension, or removal. The board is required to make an annual report to the legislature, on or before the first day of December, covering the annual report of the superintendent of public instruction, giving an account of the operations of the board during the year ending the preceding 31st day of August, and especially showing the condition of the literary fund, and making suggestions concerning the same.

The superintendent of public instruction, elected by the general assembly for a term of four years, is the chief executive officer of the public free school system. It is his duty to see that the school laws and regulations are faithfully executed; to determine the true intent and meaning of the school laws, and to explain to school officers the duties enjoined upon them; to prepare blank forms and regulations for making reports and conducting business under this act, and by circulars and otherwise give such information as he may deem conducive to the proper organization and government of the public free schools; to require of county superintendents detailed annual reports, and of all school officers special reports whenever he may deem it necessary; to make tours of inspection among the public free schools throughout the State; to decide, subject to an appeal to the board of education, all appeals from the decisions of county superintendents, or, at his discretion, he may refer the matter to the board of education; to keep on file in his office copies of all decisions of himself and the board, as well as of all his official acts; to preserve all school books, documents, apparatus, maps, charts, and all other matter of educational interest that may be sent to his office; to prepare annually and as much oftener as necessary a scheme for apportioning the annual school fund among the cities and counties according to the number of children between 5 and 21 years of age in their respective school districts; to submit annually to the board, on or before the 1st day of November, a detailed report of his proceedings for the year ending August 1, exhibiting a plain and statistical account of the receipts and expenditures for public schools, and their condition and progress. He is at liberty, and it is his duty, to offer suggestions to the board of education and the general assembly, at any time the public interest may seem to him to require it. His compensation is $2,000 per annum.

County superintendents, appointed by the board of education and confirmed by the senate for a term of three years, have the duties of explaining the school system upon all suitable occasions, and of promoting an interest in education among the people by all proper means in their power; of annually preparing a scheme for the distribution of school moneys among the districts of their counties; of examining all applicants for

license to teach; of promoting the improvement and efficiency of teachers by all proper methods under directions from the superintendent of public instruction; of visiting and examining all schools under their care; of keeping a record of their acts and filing all official papers; of requiring reports from district trustees; and, on or before the 15th day of September, of making to the superintendent of public instruction an annual report containing such particulars as may be prescribed and called for—a brief abstract of these annual reports to be furnished to every newspaper in their respective counties. Their salaries are fixed by the board of education, but in no case shall such salary exceed $350 per year, except by voluntary additional compensation from the people.

District school trustees, three in number, appointed by the board of education for each district for three years, the term of one expiring each year, explain and enforce the school laws and regulations; employ and dismiss teachers; suspend or dismiss pupils when necessary; supply text books to the pupils not able to buy them; call meetings of the people, and consult together concerning school interests; lay before the county board estimates of amounts necessary for schools during the year; visit the schools; manage and control school property of their counties; make a report to the county superintendents on or before September 8. They are exempt from serving on juries, from working on roads, and from militia service in time of peace.

County school boards, composed of the county superintendent and the trustees of the several districts of the counties, are the custodians of the school funds of each county, and it is their duty to invest all school funds, and to see that in the disposition of donations the wishes of the donors are carried out. They also examine the books and vouchers of all county treasurers and boards of school trustees as to the receipts and payments on account of public free schools, and where any irregularity is discovered in the accounts of any school officer, institute such proceedings as they deem necessary.

City boards of education, appointed by the council of each city, not exceeding three from each ward or school district, for terms of three years each, one-third going out each year, have the same powers and duties in their respective cities as ordinary boards of district trustees. The municipal authorities of any city have the power of raising such sums of money as may be deemed necessary by a tax, provided no such tax on property shall in any one year exceed three mills on the dollar, and no capitation tax shall exceed fifty cents for all purposes.

City superintendents, appointed by the city boards of education in cities of 10,000 or more inhabitants, or in cities situated in counties the population of which, exclusive of the cities, is 15,000, are the executive officers of the city boards of education. They receive pay from the State in like proportion to county superintendents, but without limit to the amount which they may receive from the city.

THE SCHOOLS.

An average attendance of 20 pupils is required in order to constitute a school supported wholly by public funds. The average may be as low as 15 when not more than two-thirds of the teacher's pay is drawn from State funds. It may be reduced to 10 when not more than one-third of the pay comes from the State. Schools must be taught five months during the year to enable them to draw money from the State. All public schools are free to all persons between 5 and 21 residing in the district in which they are situated. In every public free school there are taught orthography, reading, writing, arithmetic, grammar, and geography; and no other branches shall be introduced except as allowed by special regulations of the board of education. Preference is given to graded schools. A uniform series of text books is required to be used in all country public schools, and the primary schools of all cities, except Richmond, Petersburg, and Norfolk. The board of education must guard against too great a multiplication of schools.

SCHOOL FUNDS.

The permanent school fund of the State, known as "the literary fund," consists, as provided in the constitution, of the literary funds existing before the establishment of the present school system, of the proceeds of public lands donated by Congress for public school purposes, of all escheated property, of all waste and unappropriated lands, of property coming to the State by forfeiture, of all fines collected for offenses committed against the State, of donations made for the purpose, and of such other sums as the general assembly may appropriate.

The funds applicable annually to the establishment and maintenance of public schools consist of: (1) State funds, embracing the annual interest on the literary fund, a capitation tax of not more than a dollar per annum on every male citizen over 21, and such tax on property (not to be less than one mill nor more than five mills on the dollar) as the general assembly may order; (2) county funds, embracing such tax as may be levied by the board of supervisors, fines and penalties imposed on delinquent school officers or teachers, and donations, or the income therefrom; (3) district funds, embracing such tax as may be levied by the supervisors of the county for the purposes of the schools districts; (4) aid from Peabody fund and private donations.

The school revenue from these various sources, including income of permanent fund and unexpended balances of taxation was, in 1875, reported to be $1,215,354.18.

ELEMENTARY INSTRUCTION.

EDUCATIONAL CONDITION.

The year's progress is said to have been satisfactory. The addition of 10,611 to the public school attendance, and of 283 to the number of schools, was more than there was reason to expect. In many counties there is a steady improvement in the qualifications of teachers. In other counties it is feared this is not the case, and the wish is expressed that the school authorities in each county had leave to employ even a small amount for the improvement of teachers.

As a means of educating the people, the superiority of public over private instruction is sufficiently demonstrated by the recent history of education in Virginia. Previous to 1870, the people were dependent chiefly upon private schools for primary instruction. Many poor children had their tuition paid from the literary fund, and there were nine counties where there were some public schools. For higher instruction the State supported two institutions. The number of pupils attending schools of all sorts in the counties now composing Virginia was as follows: year 1850, 51,808; 1860, 67,024; 1870, 58,974; but how small is the number, when compared with the attendance of 1875, it being 207,771. If the colored pupils be thrown out of the calculation, we have for 1860, (all white,) 67,024; in 1875, white pupils, public and private, 149,011. This contrast is sufficiently striking, but it should be remembered that of the number attending schools in 1860, the tuition of 31,516 was paid out of the literary fund, their parents being too poor to pay anything. Deducting this number from the number attending schools in 1860, we have as the net result of private school instruction, in the best year of the history of the State, 35,508 pupils.

It is not pretended that the public school system has reached any high degree of efficiency; but more than three times the number of children are now seen going to school in Virginia than were ever seen going before. And if this gain can be made in the first five years, what may not be hoped for by the end of the next five?—(State report 1875, pp. 82, 83.)

SUMMARY OF REPORTS.

Seventy-nine counties report a gain in public sentiment concerning public schools during the year; 26 report no change, and 4 report unfavorably. Ninety-nine counties and cities report improvement or prospect of improvement in school-houses; and 10 report no improvement.

In 92 counties the meetings of county school boards were held according to law; and in 7 counties meetings were held, but not according to law.

In 77 counties and cities the accounts of the treasurers and the records of the district boards were reported satisfactory; in 32 counties and cities the accounts were reported not satisfactory. In 46 counties and cities regular meetings of the district school boards were held; in 64 counties and cities the meetings were not regular. Ninety-seven counties think the new scheme of subdistricting unsuitable; and 2 counties think it suited to their wants.

The following suggestions as to changes in the school law or regulations of the board of education are made: 26 counties and cities suggest a per diem to trustees, and 10 counties ask for a yearly appropriation for teachers' institutes; 3 ask for a law requiring the supervisors to levy the amount asked for by the county board; 3 desire a law requiring clerks to give monthly statements to superintendent of receipts and disbursements; 2 ask for a longer school term; 4 suggest that the capitation tax be increased; 3 think the school boards should have exclusive control of school affairs. Thirty-one counties and cities make no suggestions, 2 do not answer the questions; 1 suggests that district boards be abolished, and that county boards consist of one paid member from each district. In 68 counties and cities educational meetings were held; in 36, not held; in 3 this question unanswered.—(State superintendent's report 1875, pp. 51, 52.)

APPROPRIATIONS FROM PEABODY FUND.

Lynchburg, $2,000; Alexandria, $2,000; Staunton, $1,800; Portsmouth, $1,500; Manchester, $1,350; Charlottesville, $900; Christiansburg, $900; Hampton Normal School, (colored,) $800; Richmond Normal School, (colored,) $800; teachers' institutes, $800; Salem, $750; Hollins Institute, $500; Woodstock, $650; Fincastle, $600; Midlothian, $600; Strasburg, $450; Liberty, $450; Chatham Hill, $450; Goodson, $450; Barracks Institute, $450; Lincoln School, (colored,) $350; Bland County, $300; Buchanan, $300; Culpeper, $300; Leesburg, $300; Wytheville, $300; New Hope, $300; Hillsville, $300; Berryville, $300; Falls Church, $300; Saltville, $300; Cripple Creek, $300; Matoaca, $300; Abingdon, $300; Liberty Hall, $300; Antioch School, $300; Hollywood School, $300; Butler School, (colored,) $200; Educational Journal, $200; total amount received by Virginia from the Peabody fund, $23,750.—(State report 1875, p. 53.)

Comparative statement showing the condition of the schools for the year ending July 31, 1875, as compared with that of the four preceding years.

[State report, page 80.]

	1871.	1872.	1873.	1874.	1875.
Whole number of public schools	3,047	3,695	3,696	3,902	4,185
Whole number of graded schools	0	107	123	155	155
Whole number of pupils enrolled	131,088	166,377	160,859	173,875	184,486
Whole number of pupils in average daily attendance	75,722	95,488	91,175	98,857	103,927
Percentage of school population enrolled	31.8	40.5	37.9	39.8	38.2
Number of teachers in public schools	3,084	3,853	3,757	3,962	4,262
Number of school houses owned by districts	190	504	764	1,034	1,256
Value of public school property	$211,166	$389,380	$524,638	$682,500	$757,181
Average number of months schools were taught	4.66	5.72	5.22	5.40	5.59
Cost of tuition per month per pupil enrolled	$0 74	$0 70	$0 75	$0 74	$0 70
Average monthly salary of teachers	29 86	29 81	32 00	32 64	30 48
Whole cost of public education for current expenses	587,472	816,812	814,494	873,145	924,118

CITY SCHOOL SYSTEMS.

ALEXANDRIA.

Officers.—The school board is composed of three members from each ward, one of whom goes out each year, a president being chosen from among the members of the board and a clerk from among the citizens. The board employ a superintendent of schools.

Statistics.—There appear from the tables to be 4 school-houses, with 7 grades in each, the total enrolment being 931; the average monthly enrolment, 745; the average attendance, 670; the monthly percentage of attendance, 90. A comparison of the enrolment and average attendance, taken from observations made on the last day of each year since the schools were commenced, in 1871, shows an increase of 30 per cent. in the enrolment and 16 per cent. in the attendance in the five years. This increase has been in very large proportion in the schools for colored children, and that, too, in spite of violent opposition on the part of some of their race to attendance in the public schools.

The receipts of the school board for the 11 months ending July 1, 1875, were $14,369.49; the expenditures for school purposes, $13,364.20; leaving a balance of $1,005.29 in the treasury.

Parish schools.—The parish schools connected with two Protestant Episcopal churches in the city are said by the superintendent to have rendered much service to the cause of free education during the year, proportionately lessening the burdens of the taxpayers. One of these schools had in it during the year 109 children; the other, 168.

Teachers' meetings.—A teachers' institute held in August, 1875, with the aid of State Superintendent Newell, of Maryland, and monthly meetings of teachers, at which school methods and school management were discussed, are said to have proved greatly useful.—(Report of Superintendent R. L. Carne for 1874–'75.)

LYNCHBURG.

Officers.—A school board of nine members, three for each ward, one-third being changed each year, and a city superintendent of schools elected by the board. The board elects also its own chairman and clerk—the city superintendent, A. F. Biggers, serving at present in the latter office.

Statistics.—Population, of school age, (5-21,) 4,093; enrolled in public schools, 1,486; average daily attendance in these, 873; school rooms for study and recitation, 30; for recitation only, 4; school buildings, 7; sittings for study in these, 1,100; teachers employed, 28—of whom 11 were males and 17 females; salaries of teachers: minimum for assistants, $400; maximum for principal, $1,100; salary of superintendent, $1,300. Receipts for public schools, $19,116.61; expenditures, $18,696.08. Expense per capita of average daily attendance, $21.13.

The estimated enrolment in private and parochial schools is 416. No other statistics of these are given.

Notes.—There appear to be seven grades, of one year each, below the high school, devoted to the ordinary studies of primary and grammar schools. The high school course is of three years. In all the divisions drawing and vocal music are taught, as far as the superintendent may deem expedient and practicable.—(Organization, Rules, and Regulations of School Board of Lynchburg, and return to Bureau of Education, 1875.)

RICHMOND.

Officers.—A school board, composed of nine members, three from each district into which the city is divided, has general control of the city schools. The board elects

from among its members a secretary and supervisor of school property, and from without a superintendent of city schools. The mayor of the city is *ex officio* president. One-third of the elected members of the board are changed each year.

Statistics.—Population of the city, 72,500; number of school age,(5–21,) 20,754; number enrolled in public schools, 4,898; average daily attendance, 4,297. Number of different public school buildings, 13; of public school rooms for study and recitation, 100, besides 6 for recitation only; number of sittings for study in public schools, 5,024; number of teachers, including principals, 111; average daily attendance per teacher, 39. Salaries of teachers, $270 to $1,350; salary of superintendent, $2,000. Total receipts for public schools, $70,044.98; expenditures the same. Average expense per capita of children taught, including everything, $16.64. Value of school property, $215,000.

Enrolment in private and parochial schools, 4,194; number of school rooms for study and recitation used by these schools, 105; for recitation only, 10. Number of sittings for study in these rooms, 2,940; number of teachers employed, including principals, 126.

Notes.—In the public schools there has been an increase of 181 in enrolment, and of 293 in average attendance over the session of 1873–'74.

The public schools consist of 70 primary and of 23 grammar schools. with 1 high school. There have been 10 grades below the high school, but it is proposed to reduce these to 9, and, if possible, to 8.

Fifteen of the former pupils of the high school are among the teachers in the public schools, and it is hoped that ere long a normal and training school for the special preparation of teachers for the schools may be added to the city system.—(Report of Superintendent J. H. Binford, for 1874–'75.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

The State has not yet established any institution for the training of white teachers. The only facilities afforded them for such training are the normal courses provided by some few of the colleges. Roanoke College, at Salem, includes in its curriculum a course for the preparation of teachers, which is under the immediate supervision of the president of the college. Students entering this department have the privilege of taking any studies they may wish in the college classes without additional charge. Two colleges for ladies, Hollins Institute and Marion Female College, also include normal courses in their curricula.

The Hampton Normal and Agricultural Institute is accomplishing an important work in the education of teachers for the colored schools. The report of the principal for 1874–'75, says of its graduates: "They have, as a class, faithfully and successfully taught their race, and have won the esteem of their southern neighbors, who have treated them with marked kindness and justice. It has not yet been possible to supply the demand for colored teachers; hundreds are needed in Virginia alone." The school reports for 1875 a total of 18 instructors and 243 students in a three years' course, 39 graduates in the last year, and 36 of these engaged in teaching. Vocal and instrumental music are taught.

A Richmond normal school for colored youth reports 5 instructors and 118 students in a three years' course, in which drawing and vocal and instrumental music are among the branches taught. The school graduated 18 students in 1875, and has in all 52 of its graduates teaching in different fields. One at Petersburg, under the care of the Rev. G. B. Cooke and four assistants, numbered 150 pupils in 1875.—(Returns to Bureau of Education, 1875.)

TEACHERS' INSTITUTES.

In the absence of State normal schools, efforts are made to improve the teachers by means of institutes and kindred meetings held in the counties in which they are employed. In 1874–'75 it appears that such educational gatherings were held in 68 counties and cities, the meetings in some instances being monthly, in others quarterly, and in yet others from two to seven times a year.—(State report, p. 50.)

EDUCATIONAL JOURNAL.

The influence of a well conducted paper, devoted to the discussion of school methods, discipline, and studies, can hardly fail to be improving to the teachers who peruse its pages. Important practical questions relating to the teacher's work come up in it for notice, and are sometimes treated with much ability. Mistakes of young teachers are thus often happily corrected. Knowledge of all school matters is increased. The good examples or good advice of veterans in the work aid those who still are novices; and, as a general rule, the intelligence and usefulness of a teacher may be determined pretty accurately from the number and character of the educational papers which he reads.

In this line the Educational Journal of Virginia, the official organ of the educational association of the State and of the State superintendent of instruction, has rendered valuable service, and, like other kindred papers published elsewhere, may be reckoned almost equal in influence to a teacher's training school.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

In how many of the 155 graded schools reported by the State superintendent there were high school departments in 1875 does not appear. Nor do high schools present themselves in the returns received from the cities of the State, except at Richmond and Lynchburg. In both of these the course covers three years, embracing Latin and French or German in the former, and Latin and French, with the option of Greek or German in the latter. The enrolment in the Richmond school in 1875 was 237; that in Lynchburg not given.

OTHER SECONDARY SCHOOLS.

Returns from 26 private schools engaged in secondary training of boys, of girls, or of both sexes, indicate the presence of 95 teachers and 1,409 pupils; 401 of whom were, in 1875, in classical studies, and 228 in modern languages, 121 preparing for a classical course in college and 40 for a scientific course. In 8 of these schools was taught drawing; in 10, vocal music; in 12, instrumental music. Three report chemical laboratories; 12, philosophical apparatus. Three of the schools for boys and three for girls report libraries of 150 to 1,000 volumes, the number of volumes in the 6 libraries being 3,050.

PREPARATORY SCHOOLS AND DEPARTMENTS.

Three schools, largely devoted to the preparation of students for college, report for 1875 as follows: Instructors, 9; students, 126; preparing for classical course in college, 57; for a scientific course, 23. Two of these schools have libraries of 200 and 850 volumes; two report chemical laboratories; one has philosophical apparatus; and all three have gymnasiums for physical exercise.

In the preparatory departments of colleges appear 158 male students, 40 of whom are reported to be preparing for a classical collegiate course, and 25 for a scientific one.—(Returns to Bureau of Education, 1875.)

BUSINESS COLLEGE.

One business college in Richmond makes return of a course of one year in book-keeping, arithmetic, commercial law, and commercial English branches; 1 instructor and 47 students.—(Return to Bureau, 1875.)

SUPERIOR INSTRUCTION.

UNIVERSITY OF VIRGINIA, CHARLOTTESVILLE.

In this institution there is no curriculum or prescribed course of study to be pursued by every student, whatever his previous preparation or special objects. In establishing the University of Virginia, Mr. Jefferson, for the first time in America, threw open the doors of a university in the true sense of the name, providing as amply as the available means would permit for thorough instruction in independent schools in all the chief branches of learning, assuming that the opportunities for study thus presented were privileges to be voluntarily and eagerly sought, and allowing students to select for themselves the courses they might choose. The university furnishes, besides its professional departments, instruction in eleven separate schools, viz: (1) Latin, (2) Greek, (3) modern languages, (4) moral philosophy, (5) history, general literature, and rhetoric, (6) mathematics, (7) natural philosophy, (8) general and applied chemistry, (9) applied mathematics, engineeering, and architecture, (10) analytical and agricultural chemistry, and (11) natural history, experimental and practical agriculture.

In order to encourage the study of scientific and practical agriculture in Virginia, and thus promote the farming and planting interests of the State, 40 farmers' scholarships (one for each senatorial district) will be open next session in the university, in addition to the 50 State scholarships now existing under the law. These scholarships will be tenable for two years, and will afford free tuition in the schools of natural history and agriculture, general and industrial chemistry, agricultural chemistry, (with a prescribed course of analytical chemistry in connection with it,) natural philosophy, mathematics, and history and English literature. These scholarships will be conferred on those who are unable to incur the expense of their education, whose parents cannot furnish the means for it, and who will declare their intention to become *bona fide* farmers or planters.

No honorary degrees are conferred by the university; a satisfactory examination is the necessary preliminary for every degree it grants.

Of the 368 students attendant on its schools in 1874–'75, Virginia furnished 186. The others represented 21 different States of the Union, with 1 from Wiesbaden, Germany, and 1 from the Prussian capital.—(Catalogue of 1874–'75.)

OTHER COLLEGES.

EMORY AND HENRY COLLEGE, EMORY, (METHODIST EPISCOPAL.)

This college, secluded amidst the mountains in the southwestern portion of the State, on the line of the Virginia and Tennessee Railroad, has a classical course of four years, a select scientific course, a special business course, and a preparatory course. Special attention is given to the English language and literature.—(Catalogue for 1874-'75.)

HAMPDEN SIDNEY COLLEGE, PRINCE EDWARD COUNTY, (PRESBYTERIAN.)

The old four years' curriculum is still retained here also, as best adapted, in the view of the authorities, for a truly liberal education. But as everything cannot be taught within four years, the effort is not to do all that may be desirable; only to do well and thoroughly what is professed to be done.

There is a German course of two years, independent of the ordinary college course.—(Catalogue.)

RANDOLPH MACON COLLEGE, ASHLAND, (METHODIST EPISCOPAL.)

The course of study here is distributed into separate schools, as the school of Latin, that of Greek, English, French, German, pure mathematics, applied mathematics, natural science, chemistry, physiology and hygiene, moral philosophy and metaphysics, biblical literature and Oriental languages. After an experience of many years in testing both methods, that of a prescribed and that of an elective course of study, the faculty are satisfied that the latter possesses great advantages over the former. The method of instruction is by text books and lectures. The effort is made to secure thorough scholarship, and students are retained in lower or returned from higher to lower classes, until the professor, to whose school they belong, considers them qualified to advance. The degrees conferred are: graduate in a school, distinguished graduate, bachelor of science, bachelor of arts, and master of arts. The government of the college is not by arbitrary restraint, but by the cultivation of moral principles—a plan that has borne such good fruit that it is believed to be far superior to any system of special restrictive rules. Of the 215 students in 1874-'75, there were 134 from Virginia, the remainder being from 13 different States and the District of Columbia.—(Catalogue, 1874-'75.)

RICHMOND COLLEGE, RICHMOND, (BAPTIST.)

The course of study is arranged in eight separate and independent schools, viz: Latin, Greek, modern languages, English, mathematics, physics, chemistry, and philosophy. The faculty of instruction and government consists of coequal professors, one of whom is annually chosen to be the chairman and chief executive officer. While allowing each student, under their advice, to select such studies as are most important in qualifying him for his future pursuits, the faculty always encourage a regular and complete course. Every student is required to attend at least three schools. The academic degrees conferred are those of B. Lit., B. S., B. A., and M. A., the latter only on such students as have obtained diplomas in all the eight academic schools, and have passed satisfactory general examinations in review on all the subjects embraced therein.—(Catalogue for 1874-'75.)

ROANOKE COLLEGE, SALEM, (LUTHERAN.)

This college offers, besides the regular college classes, preparatory, select, and normal courses, the latter being under the immediate supervision of the president of the college. Students entering this department have the privilege of taking any studies they may wish in the college classes, without additional charge. Of the 167 students attendant for the year 1874-'75, it appears that 40 were in select and normal courses and 43 in the preparatory department.—(Catalogue, 1874-'75.)

WASHINGTON AND LEE UNIVERSITY, LEXINGTON, (NON-SECTARIAN.)

The course of study here is divided into 13 distinct departments, from which students, under the advice of the faculty, may select any studies which they may be prepared to attend. These departments are: (1) Latin, (2) Greek, (3) modern languages, (4) English language and philology, (5) moral philosophy, (6) history and literature, (7) English literature, mathematics, (8) applied mathematics, (9) natural philosophy, chemistry, (10) mineralogy and geology, (11) applied chemistry and mining, (12) civil and mining engineering, and (13) law and equity. A summer school has been organized to enable students to make up special deficiencies, or to enter advanced classes at the beginning of the next session, and also to afford facilities to teachers who may wish to devote their vacations to study.

Students are encouraged, as far as possible, to complete some one of these several courses. The degrees of B. A., Sc. B., and Ph. B., which are the collegiate degrees of the university, are founded upon these respective courses of study, and each embraces a combination of required with elective studies, so as to allow the largest liberty consistent with thorough culture. The degree of master of arts is founded upon the highest attainments in the several departments. The degree of doctor of philosophy is in-

tended to encourage post graduate study. The professional degrees of civil engineer, mining engineer, and bachelor of law are attached to the several professional schools. No degrees are conferred except upon examination and recommendation by the faculty. Number of students, 196, of whom 68 were from Virginia, the remainder representing 17 other States.—(Catalogue for 1874–'75.)

WILLIAM AND MARY COLLEGE, WILLIAMSBURG, (NON-SECTARIAN.)

This venerable institution still holds upon its way, endeavoring, amidst many discouragements, to repair the losses sustained by it during the war. Disentangled from all sectarian control, it seeks to fill its place as the college of the eastern section of the State. The subjects taught in it are Latin, Greek, mathematics, natural philosophy, chemistry, geology, mineralogy, physiology, moral and intellectual philosophy, belles-lettres, French, and German.

COLLEGES FOR WOMEN.

Nine institutions for the superior instruction of women have been heard from through their annual catalogues or in reply to circulars of inquiry. The facts respecting them are as follows:

Albemarle Female Institute, at Charlottesville, (non-sectarian,) comprises in its course schools of literature, design, and music. Art is taught in a thorough and practical manner, not altogether as an accomplishment, but as affording a suitable avenue for employment. Special attention is bestowed on those who wish to study art as a profession. The importance of physical exercise is recognized, and the gymnasium is supplied with the best apparatus. The college confers degrees.—(Catalogue of the institute, 1874–'75.)

Farmville College, Farmville, (Methodist Episcopal Church South,) reports an attendance of 90 students. The course of instruction includes music, (vocal and instrumental,) drawing, painting, French, and German.—(Replies to inquiries, 1875.)

Hollins Institute, Botetourt Springs, (Baptist.)—The collegiate department embraces 7 distinct schools, in any one of which the pupil may graduate. These are (1) the English, (2) the ancient, (3) the modern languages and literature, (4) mathematics, (5) natural science, (6) mental and moral science, and (7) history. There are also normal and ornamental departments, the latter including music, (both vocal and the use of three instruments,) drawing, and painting. The college confers degrees.—(Catalogue, 1874–'75.)

Marion Female Institute, Marion, (Evangelical Lutheran,) reports 75 students engaged in primary, preparatory, academic, collegiate, and normal departments.—(Catalogue, 1874–'75.)

Martha Washington College, Abingdon, (Methodist Episcopal,) with 81 pupils, has preparatory, ornamental, and collegiate departments, the latter being arranged in 7 schools, including those of ancient and modern languages and English literature. The ornamental department comprises schools of music and of drawing and painting. Degrees are conferred.—(Catalogue, 1874–'75.)

Petersburg Female College, Petersburg, (Methodist,) was established in 1854, by 48 gentlemen of the city, with the view of providing the highest grade of instruction for young women in the more solid as well as in the ornamental branches. The studies in the collegiate department are elective, and are classified into 8 schools, including those of Latin, French, German, and music. Primary and preparatory courses are also provided.—(Catalogue, 1874–'75.)

Southern Female College, Petersburg, claims to be not denominational, though under the supervision of the Methodist Church South. The course of study comprises, among other schools, those of Latin, German, French, and music. Elocution and English studies receive special attention.—(Catalogue, 1874–'75.)

Virginia Female Institute, Staunton, was established over 26 years ago as a first class institution. It is authorized to confer collegiate degrees. The course of study has grown with the wants of the age, and at present is embraced in 10 schools, from which pupils may select such studies as suit their taste or limited time, or they may pursue them in regular order to the attainment of a full diploma of the institute. To obtain this, pupils must pass an examination in history and English literature, mathematics, natural and moral science, and Latin or some modern language. Much attention is paid to physical exercise, which is taken regularly, subject to the advice of the two skilful physicians in whose care the institution is placed.—(Catalogue, 1874–'75.)

Wesleyan Female Institute, Staunton, (Methodist Church South,) confers collegiate degrees. Latin, Greek, four modern languages, music, and art form a part of the extensive course provided here. Each pupil is allowed to choose those studies which may be best suited to her taste, but, in order to obtain a full diploma, must be graduated in mathematics, two languages, (either an ancient and modern or two modern ones,) natural philosophy, chemistry, history, English literature, and moral philosophy. —(Annual announcement, 1874–'75.)

Statistics of universities and colleges, 1875.

Names of universities and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
College of William and Mary.	8	0	18	68	$40,000	$55,000	$4,500	$850	.....	$15,000	5,000
Emory and Henry College	6	0	87	89	130,000	0	0	9,628	$0	0	a13,580
Hampden Sidney College	5	5	0	79	72,000	88,000	5,280	700	5,000	75,000	a7,100
Randolph Macon College*	11	0	.....	235	70,000	25,000	1,500	11,875	0	0	a11,000
Richmond College	7	....	0	148	150,000	100,000	7,000	6,000	0	.....	a9,000
Roanoke College	10	....	53	122	60,000	.....	.....	6,000	.....	.....	a15,500
University of Virginia	18	....	.....	526	.....	.....	.....	.....	15,000	.....	40,000
Washington and Lee University.	15	....	0	196	150,000	125,000	7,500	3,825	0	2,485	a16,000

* From Report of Commissioner of Education for 1874. *a* Includes society libraries.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

AGRICULTURAL AND MECHANICAL COLLEGE.

The attempt to adapt the work in this institution to the needs of farmers and mechanics has been successful. A great majority of the students are sons of men engaged in farming or in trades, youths who have worked and expect to work at those industries. The number, which was 132 the first year and 197 the second, was, in the third, 222. They came from every part of the State, 80 counties and towns being represented, while 10 were from other States.

The plans proposed in order to secure cheap living have been carried out successfully. Nearly 100 students lived in messes, at a cost per month that averaged less than $6.50 for the session of 10 months, having free tuition and free quarters. The rates paid by the others varied between $10 and $12 a month for table board, and $13 to $15 for that and lodging, which last is the highest price that has ever yet been paid by a student.

Besides the unpaid work done by the regular daily details, from which no student was exempt, except for physical disability, all the other work that could be supplied was eagerly taken by the students, being paid for at the rate of 10 cents an hour or 75 cents a day, less being allowed to the smaller and less skilful youths, and more, rising to 18 cents an hour, to those having skill in trades or to those who showed great efficiency in directing the work of parties under their charge. The system exacts labor from every student, furnishes paying work to the neediest, and tends, by the mess system, to inculcate and foster economy and self help. Each year one or two or more students have met their whole expenses by the earnings from their work, and numbers have earned a considerable part of their expenses.

In the mechanical department, a two-story shop of 60 by 30 feet was finished and furnished with a steam engine of eight horse power, circular and vertical saws, lathes, forges, work benches, and tools. A school of telegraphy was also equipped and started, and photographic apparatus provided.

The military instruction required by the conditions of the congressional land grant is confined to drill in the school of the soldier, the company, and the battalion.

Plans were adopted for two college buildings of 135 by 45 feet, of two stories, with high basements; for a dwelling house for the president and one for a professor; and the corner-stone for the new buildings was laid August 12, 1875, with masonic rites and great rejoicings. On that day diplomas were delivered to the first class of graduates that the college has sent out, 12 in number, 6 of whom were declared graduates in the school of agriculture, 3 in that of mechanics, and 3 in those of agriculture and mechanics.—(Report of President C. L. C. Minor, in report of State superintendent, pp. 56, 57.)

SCIENTIFIC DEPARTMENT OF WASHINGTON AND LEE.

The school of civil and mining engineering in Washington and Lee University, with its course in mathematics, natural philosophy, astronomy, chemistry, mineralogy, ge-

ology, and modern languages, includes special instruction in drawing, architecture, topography, and full practice in field work and use of instruments. The degree bestowed upon graduates is that of C. E.

The course for the degree of mining engineer in Washington and Lee includes, besides the course of civil engineering, that of applied chemistry, with experiment and practice in analysis, assaying, metallurgy, and special instructions on tunnels, shafts, arches, and chemistry applied to manufacture, agriculture, and the mechanic arts.—(Catalogue of university.)

VIRGINIA MILITARY INSTITUTE, LEXINGTON.

The system of instruction and government in this important school is distinctive, and is founded upon that of the United States Military Academy at West Point. As soon as a young man enters the institution it assumes entire control of him, and not only directs his moral and intellectual education, but provides everything required for his personal wants or comfort. He is lodged, boarded, and taught within the walls, his clothing, books, and other supplies being furnished by the quartermaster at cost. If sick, he is under the special care of the surgeon, with hospital and other facilities for nursing care. It is claimed that the energy, system, subordination, and self reliance which the military government of the institute cultivates give a practical character to the education which it supplies.

The special school of applied science in the institute is arranged in the following courses, which may be prosecuted separately or in combination: (1) A course of architecture, (2) a course of civil engineering, (3) a course of machines, (4) a course of mining, (5) a course of metallurgy, (6) a course of analytical and applied chemistry, and (7) a course of agriculture.—(Official register, 1874–'75.)

HAMPTON NORMAL AND AGRICULTURAL INSTITUTE.

This school for the colored race is a little more than seven years old, during which time the admissions have been: boys, 342; girls, 221; total, 563. The number of these who have been engaged in teaching is: boys, 103; girls, 48; total, 151. The number of students from Virginia for 1874–'75 was 152; the total number 243, of whom 154 were boys and 89 girls. The boys, among other occupations, are employed as farmers, printers, painters, carpenters, coopers, and shoemakers. The girls are engaged principally in household work and in sewing. They have had the opportunity to learn the use of several different sewing machines, and many have become good operators. An improvement in this respect is reported over last term, some of the senior class having made specimen garments very creditably. A large amount of work has been done, and it has been of better quality than formerly.

The present annual running expenses of the school, including necessary repairs and new outfit, are about $35,000. To make ends meet requires, besides the State appropriation, about two months' effort on the part of the principal, with the constant labors of the financial secretary, whose time is devoted chiefly to the endowment fund, the interest of which shall finally maintain the school. The trustees have undertaken to raise $200,000 for this purpose. The large sum needed for building has heretofore checked the growth of the endowment fund.

Student's labor is twofold in its object: instruction and production, knowledge and support. This involves much non-productive labor, and is a direct tax upon the cash income. The employment of ninety young men on the farm costs yearly a thousand dollars more than would ordinary labor hired to do the same work. Paying unskilled boys is good for them, but not for the balance sheet. The farm must stand the loss, for its work is to educate rather than to make money. The question is not, "Does the farm support itself?" but, "What does it do for the students?"

Most of the students are detailed for labor one school day in each week, and for the half or whole of Saturdays. A few work under contract. Needy students are provided with extra days' work. During the summer vacation of three and a half months, nearly all are engaged in teaching, farming, or hotel service, in order to pay their old debts or to provide for the next term's needs. There has always been a right spirit regarding work, it being held in proper esteem, while it is also in steady demand. The average age and manual skill of students are diminishing. Fewer come who have felt the pressure of slavery; more enter from the common schools. There is less earnestness than formerly, but better preparation and equal, if not superior, average ability. The capacity of the institution is limited to 300 boarders and 50 day scholars. The average attendance at present is 200, and is increasing.

The yearly admissions are about 100, of which number from 40 to 50 may be expected to graduate. Some are dropped for incapacity or bad conduct or are called home by friends. Some are too dull to keep up with their classes and are not carried beyond the second year. These are capable of teaching primary schools and sometimes rank with the best of the graduates in strength of character and in usefulness.—(Report of C. C. Armstrong, principal, in report of State superintendent for 1875, pp. 63–71.)

PROFESSIONAL.

LAW.

The law department of the University of Virginia comprises two schools, one of common and statute law and one of equity, mercantile and international, constitutional and civil law and government. The instruction given is thorough and practical, the means used being text books, lectures, daily examinations, and moot courts, where, under the supervision of the professors, the student is required to pronounce opinions upon supposed cases, to devise and institute remedies by suit or otherwise, to conduct suits at law and in equity from their inception through all their stages, to draw wills, conveyances, and other assurances, and, in short, to perform most of the functions of a practising lawyer.

The private summer course of law lectures which has been maintained here for six years past, having proved beneficial to a large class of persons, will be vigorously continued in the future.—(Catalogue of University of Virginia, 1874–'75.)

The school of law and equity at Washington and Lee University furnishes instruction in the principles of the law of real and personal property, in the system of equity jurisprudence, and in the forms and practice in the courts of law and equity. It is a leading purpose here to show to the student the dependence of municipal, constitutional, and international law upon the fundamental principles of natural law, to trace the history of the municipal law of England, to develop the principles of the science of government, and especially to present historically a view of the British and American forms of constitutional government. The historic and judicial interpretation and construction of the Federal Constitution are fully developed.—(Catalogue of Washington and Lee University, 1874–'75.)

MEDICINE.

The medical department of the University of Virginia is organized on the same general plan as are its other departments, the distinctive features of which are claimed to be comprehensiveness and thoroughness of instruction, and the graduation of the student upon satisfactory evidences of attainments only, without regard to the length of time he may have been attending the lectures. An experience of more than 40 years has fully tested the excellence of the plan. The equipment of the department in apparatus, specimens, and drawings is extensive and excellent, and the collection of paintings for the illustration of the lectures on anatomy, physiology, and surgery, several hundred in number, is unequalled, it is claimed, by anything of the kind in the United States.—(Catalogue of university.)

THEOLOGY.

The Richmond Institute, (Baptist,) intended to prepare students for either teaching or preaching, requires of all candidates for admission evidence of good moral character and of ability to read readily in the Fourth Reader. Once admitted, they are trained as circumstances require. In the theological department instruction is given largely by lectures and discussions, which embrace systematic theology, evidences of Christianity, biblical geography and antiquities, interpretation of Scripture, church polity, composition and delivery of sermons, &c.—(Catalogue for 1874–'75.)

The Theological Seminary of the Diocese of Virginia (Protestant Episcopal) requires of every candidate for admission either a diploma from some college or university, or an ability to translate and parse some Greek and Latin author, and to stand a satisfactory examination on natural, intellectual, and moral philosophy. He must then enter the junior or lowest class at the commencement of the session, or stand a satisfactory examination on the studies that have been pursued by the higher class into which he may seek admission. The full course of study occupies three years in the Hebrew of the Old Testament, the Greek of the New, ecclesiastical history, evidences of revealed religion, interpretation of Scripture, systematic divinity, church polity, and pastoral theology, with constant exercise in essay writing and composition and delivery of sermons.—(Catalogue for 1874–'75.)

Union Theological Seminary (Presbyterian) makes nearly the same requisitions on its entering students, and carries them, after entrance, through nearly the same course as the Theological Seminary of Virginia.—(Catalogue for 1874–'75.)

The same is believed to be the case with the theological seminary of the Lutheran church, from which no printed report has been received.

Statistical summary of schools for scientific and professional instruction, 1875.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
SCHOOLS OF SCIENCE.									
Hampton Normal and Agricultural Institute.	20	....	a208	3	$183,843	$136,087	$12,323	$0	1,289
New Market Polytechnic Institute	....	....	.....	....	.....	.....	.....	.....	.....
Schools of Industrial Chemistry, Civil and Mining Engineering, and Agriculture, (University of Virginia.)	7	....	29	....	.....	.....	.....	.....	.....
School of Civil and Mining Engineering, (Washington and Lee University.)b	....	....	.....	....	.....	.....	.....	.....	.....
Virginia Agricultural and Mechanical College.	7	....	225	3	*49,947	*172,000	*20,685	*560	*750
Virginia Military Institute	18	....	225	4	330,000	40,000	2,200	c17,000	d5,500
SCHOOLS OF THEOLOGY.									
Richmond Institute	3	....	45	4	50,000	8,000	.....	.....	1,900
St. John's Theological Seminary	....	....	.....	....	.....	.....	.....	.....	.....
Theological Seminary of the Evangelical Lutheran Church.	3	....	11	3	.....	.....	.....	.....	500
Theological Seminary of the Protestant-Episcopal Church.	5	....	51	3	100,000	115,000	8,000	.....	10,000
Union Theological Seminary of the General Assembly.	4	4	74	3	50,000	223,000	2,000	.....	10,000
SCHOOLS OF LAW.									
Law School, (University of Virginia)	2	....	93	1	.....	.....	.....	5,000	3,000
School of Law and Equity, (Washington and Lee University.)	2	....	17	1, 2	.....	.....	.....	.....	.....
SCHOOLS OF MEDICINE.									
Medical College of Virginia	14	....	37	2	60,000	.....	e1,500	5,000	1,000
Medical School, University of Virginia	5	....	50	1	.....	.....	.....	.....	.....

*From Report of Commissioner of Education for 1874.
a Also 35 preparatory students.
b Reported with classical department.
c Also $15,000 State appropriation.
d Includes society library.
e State appropriation.

SPECIAL INSTRUCTION.

VIRGINIA INSTITUTION FOR THE DEAF AND DUMB AND THE BLIND.

"The report of this most useful institution for the year ending September 30, 1875, shows every department to be in good condition. There were 142 pupils on the roll last year: 100 deaf-mutes and 42 blind. The studies of the deaf-mute department are language, arithmetic, geography, history, grammar, natural and moral science, Scripture lessons, penmanship, composition, drawing, and painting; those of the blind: embossed alphabet, embossed reading lessons, arithmetic on boxes, mental arithmetic, English grammar, history, geography with raised maps, mathematics, physics, French, and music. It seems that the blind are carried further into liberal studies than the deaf-mutes. The length of the curriculum in either case is not given."—(Official department of Virginia Educational Journal, March, 1876, p. 209.)

The pupils are taught various handicrafts, those of the deaf-mutes being cabinet-making, carpentering, shoemaking, tailoring, type-setting, printing, and book-binding; those of the blind, mattress-making, broom-making, mat-making, and cane-seating of chairs. The receipts from shops and pay pupils have been $1,692.

There are 7 instructors in the deaf-mute department, 1 being a deaf-mute, while in the department for the blind there are 5 instructors and 3 blind employés. The institution has a cabinet and apparatus for illustration of natural philosophy, and a library for both departments of 1,600 volumes.—(Direct report to Bureau for 1875.)

EDUCATIONAL CONVENTIONS.

EDUCATIONAL ASSOCIATION OF VIRGINIA.

The tenth annual meeting of this association took place at White Sulphur Springs, commencing on July 13, 1875, and continuing four days. The attendance, it is estimated, was about two-thirds of what has been usual for several years, yet all who were there went at some sacrifice, and not from mere curiosity, but because they felt an interest.

The first day was mostly occupied by the reading of the minutes of the previous meeting, the election of officers for the ensuing year, and the arrangement of the order for receiving reports from the various special and standing committees. The subjects embraced by these reports covered a wide range, and were all of practical interest to educators. The first committee reporting was one on "Methods and discipline;" then followed "Physical culture in schools for girls and boys," "The comparative disciplinary value of linguistic and scientific studies," "Instruction in moral and mental science," "Instruction in Greek," "Elocutionary training in schools," "The comparative merits of the curriculum and elective system in colleges," "Instruction in mathematics," and "Instruction in history." All these subjects were quite fully discussed by members present, after the reports were received, in an eminently practical, courteous, and interesting manner. The discussion of Dr. Atkinson's report on "The comparative merits of the curriculum and the elective system in colleges" excited much interest, opening as it did for consideration the proper relation of university, college, and secondary school.

An address was delivered by R. G. H. Kean, esq., on "The public economy of the higher education," which was highly appreciated by the association. A resolution was passed thanking the speaker and requesting him to furnish a copy of the address for publication and wide circulation.

A history of the origin and early years of the association, drawn up at the request of the body, by W. T. Davis, principal of the Southern Female College, was read by the secretary.

The presentation of the report of the committee on the Educational Journal was followed by resolutions heartily approving of the management of the Journal and declining to accept the resignation of the editor, Mr. H. H. Davis. The executive committee were instructed to appoint twenty-four special contributors to the Journal each of whom is to report at the next meeting the amount of work done by him.—(Educational Journal of Virginia, August, 1875, pp. 441–452, 466.)

LIST OF SCHOOL OFFICIALS IN VIRGINIA.

Hon. W. H. RUFFNER, *State superintendent of public instruction, Richmond.*

STATE BOARD OF EDUCATION.

Name.	Term.	Post-office.
His excellency James L. Kemper, governor, president	Jan. 1, 1874–'78	Richmond.
Hon. R. T. Daniel, attorney-general	Jan. 1, 1874–'78	Richmond.
Hon. W. H. Ruffner, State superintendent of public instruction.	Mar. 15, 1874–'78	Richmond.

SUPERINTENDENTS OF COUNTIES AND CITIES.

[Term, 3 years for all county superintendents from January 1 succeeding election.]

County or city.	Superintendent.	Post-office.
Accomac	James C. Weaver	Onancock.
Albemarle	D. P. Powers	Scottsville.
Alexandria, (county and city)	Richard L. Carne	Alexandria.
Alleghany and Craig	Z. F. Nutter	Newcastle.
Amelia	M. F. T. Evans	Paineville.
Amherst	Samuel M. Garland	Amherst Court House.
Appomattox	Chapman H. Chilton	Spout Spring.
Augusta	Ro. S. Hamilton	Staunton.
Bath and Highland	J. Kenney Campbell	Spruce Hill.
Bedford	Sidney L. Dunton	Liberty.
Bland	William Hicks	Bland Court House.
Botetourt	G. Gray	Fincastle.
Brunswick	B. B. Wilkes	Charlie Hope.
Buchanan	Thomas W. Ratliff	Grundy.

List of school officials in Virginia—Concluded.

County or city.	Superintendent.	Post-office.
Buckingham	William Merry Perkins	Buckingham Court House.
Campbell	R. T. Lemmon	Castle Craig.
Caroline	Thomas R. Dew	Rappahannock Academy.
Carroll	D. B. Brown	Hillsville.
Charles City and New Kent	Sam. P. Christian	Providence Forge.
Charlotte	William W. Read	Charlotte Court House.
Chesterfield	B. A. Hancock	Black Heath.
Clarke	William M. Nelson	Millwood.
Culpeper	Robert E. Utterback	Jeffersonton.
Cumberland	Richard P. Walton	Cartersville.
Dinwiddie	Roger P. Atkinson	Dinwiddie Court House.
Elizabeth City and Warwick	George M. Peek	Hampton.
Essex	Henry Gresham	Tappahannock.
Fairfax	D. Mc. Chichester	Fairfax Court House.
Fauquier	L. L. Lomax	Warrenton.
Floyd	C. M. Stigleman	Floyd Court House.
Fluvanna	P. J. Winn	Fork Union.
Franklin	W. A. Griffith	Rocky Mount.
Frederick	W. H. Gold	Winchester.
Giles	George W. Hines	Newport.
Gloucester	William E. Wiatt	Gloucester Court House.
Goochland	O. W. Kean	Northside.
Grayson	Fielding R. Cornett	Elk Creek.
Greene and Madison	William A. Hill	Rapidan Station.
Greenville and Sussex	W. H. Briggs	Hicksford.
Halifax	Henry E. Coleman	South Boston.
Hanover	J. B. Brown	Goodall's.
Henrico	Daniel E. Gardner	Richmond.
Henry	G. T. Griggs	Martinsville.
Isle of Wight	E. M. Morrison	Smithfield.
James City and York	James H. Allen	Burnt Ordinary.
King and Queen and Middlesex	J. Mason Evans	Church View.
King George	William E. Baker	Shiloh.
King William	John Lewis	King William Court House.
Lancaster and Northumberland	Meriwether Lewis	Litwalton.
Lee	William A. Orr	Jenesville.
Loudoun	John W. Wildman	Leesburg.
Louisa	L. J. Haley	Harris.
Lunenburg	Robert M. Williams	Lunenburg Court House.
Lynchburg	A. F. Biggers	Lynchburg.
Matthews	Thomas B. Lane	Matthews Court House.
Mecklenburg	Edward L. Baptist	Boydton.
Montgomery	George G. Junkin	Christiansburg.
Nansemond	R. L. Brewer	Belleville.
Nelson	Patrick H. Cabell	Variety Mills.
Norfolk County	John T. West	Lake Drummond.
Norfolk City	R. L. Page	Norfolk.
Northampton	John S. Parker	Eastville.
Nottoway	T. W. Sydnor	Bellefont.
Orange	Jaq. P. Taliaferro	Orange Court House.
Page	E. J. Armstrong	Luray.
Patrick	James A. Taylor	Patrick Court House.
Petersburg	F. P. Leavenworth	Petersburg.
Pittsylvania	G. W. Dame	Danville.
Portsmouth	James F. Crocker	Portsmouth.
Powhatan	P. S. Dance	Powhatan Court House.
Prince Edward	B. M. Smith	Hampden Sidney College.
Prince George and Surry	W. H. Harrison	Gareysville.
Princess Anne	Edgar B. Macon	London Bridge.
Prince William	W. W. Thornton	Brentsville.
Pulaski	W. W. Wysor	Newbern.
Rappahannock	Henry Turner	Woodville.
Richmond and Westmoreland	Thomas Brown	Hague.
Richmond City	James H. Binford	Richmond.
Roanoke	W. W. Ballard	Salem.
Rockbridge	J. L. Campbell	Lexington.
Rockingham	Joseph S. Loose	Harrisonburg.
Russell	E. D. Miller	New Garden.
Scott	Robert E. Wolfe	Rye Cove.
Shenandoah	John H. Grabill	Woodstock.
Smyth	D. C. Miller	Marion.
Southampton	James F. Bryant	Franklin Depot.
Spottsylvania	John Howison	Fredericksburg.
Stafford	R. L. Cooper	Stafford's Store.
Staunton City	J. J. Ladd	Staunton.
Tazewell	(Vacancy)	Tazewell Court House.
Warren	M. P. Marshall	Front Royal.
Washington	A. L. Hogshead	Osceola.
Wise	Joseph Phipps	Osborn's Gap.
Wythe	James D. Thomas	Wytheville.

WEST VIRGINIA.

GENERAL STATISTICAL SUMMARY.

SCHOOL POPULATION AND ATTENDANCE.

Number of persons between 6 and 21: Males, 96,354; females, 83,543	179,897
Number enrolled in schools during the year	115,300
Number in average daily attendance	79,002

TEACHERS AND TEACHERS' PAY.

Whole number of teachers employed in public schools, 1874–'75: Males, 2,677; females, 784	3,461
Average monthly salary of male teachers	$35 03
Average monthly salary of female teachers	30 77

SCHOOLS AND SCHOOL PROPERTY.

Number of school-rooms, exclusive of those used only for recitation	3,245
Average duration of schools in days	92.5
Estimated value of sites, buildings, and other school property	$1,605,627 15

INCOME AND EXPENDITURE.

Receipts.

From State tax	194,791 32
From local tax	541,090 98
Interest on permanent fund, including rents of school lands	17,595 20
Total	753,477 50

Expenditures.

For sites, buildings, and furniture	121,047 38
For libraries and apparatus	2,796 92
For salary of superintendent and clerk	2,500 00
For salaries of teachers	541,358 83
For fuel, light, rent, repairs, &c	47,457 46
Total	715,160 59
Expenditure *per capita* of school population	2 92
Expenditure *per capita* of pupils enrolled in public schools	4 68
Expenditure *per capita* of average attendance	7 19

—(Return of Hon. B. W. Byrne, State superintendent of free schools, for 1874–'75.)

SCHOOL SYSTEM OF THE STATE.

EDUCATIONAL PROVISIONS OF THE CONSTITUTION.

Article VII, section 1, of the constitution as amended in 1872, provides for the election of a State superintendent of free schools, who shall hold office for 4 years; article X, that there shall be a poll tax of $1, and also a tax on property not to exceed 95 cents on the $100. Article XII, section 1: The legislature shall provide for a thorough and efficient system of free schools. Section 2 gives the State superintendent general supervision over the free schools of the State. Section 3 says "the legislature may provide for county superintendents and such other officers as may be necessary to carry out the objects of this article, and define their duties, powers, and compensation." Section 4 declares, in substance, that the existing permanent and invested school fund, and all money accruing to the State from forfeited, delinquent, waste, and unappropriated lands, and from lands heretofore sold for taxes and purchased by the State of Virginia, if hereafter redeemed or sold to others than this State; all grants, devises, or bequests to the State for educational purposes, or where the purpose is not stated; this State's proportion of the Virginia literary fund, and all money and property which the State shall have the right to claim from Virginia for educational purposes; the proceeds of the estates of all intestates without heirs; the proceeds of taxes on the revenue of corporations; all money paid for exemption from military service, and all appropriations by the legislature for the purpose, shall constitute the "school fund" and shall be invested in such interest-bearing securities as shall be approved by the governor, State superintendent of free schools, auditor, and treasurer, who are hereby constituted "the

board of the school fund." Section 5 requires the legislature to appropriate for the support of free schools the interest of the school fund, the net proceeds of all fines and forfeitures and of the taxes provided for by this constitution, and also to provide that the people in each county and district shall raise such a proportion for the support of schools therein as shall be prescribed by law. Section 6. That the present school districts shall remain until changed by law. Section 7. Levies for free schools must be reported to the clerk of the county and be collected by the sheriff. Section 8. White and colored persons shall not be taught in the same schools. Section 9 provides that no person connected with the public free school system or any institution under State control shall be interested in the sale, proceeds, or profits of any book or other thing to be used therein; but this shall not apply to any work written or thing invented by such person. Section 10. That no independent free school district shall be organized without the consent of the district or districts out of which it is to be created. Section 11. That no appropriation shall be made to any State normal school or branches thereof, except such as are now in operation or chartered. Section 12. That the legislature shall foster and encourage moral, intellectual, scientific, and agricultural improvement, and, whenever practicable, make suitable provisions for the blind, mute, and insane, and for the organization of such institutions of learning as the best interests of general education in the State may demand.

PROVISIONS OF THE SCHOOL LAW.

From School Law of West Virginia, passed April 20, 1873. Charleston, Henry S. Walker, public printer.

OFFICERS OF THE PRESENT SYSTEM.

A State superintendent of free schools, county superintendents, county boards of examiners, district boards of education, secretaries of the boards, and subdistrict trustees are the authorities provided for by the school laws.

POWERS AND DUTIES OF THESE OFFICERS.

The *State superintendent of free schools*, elected by the voters of the State for a term of four years, is required to be a person of good moral character, of temperate habits, of literary acquirements, and skill and experience in the art of teaching. His duties are to cause to be prepared all forms and blanks necessary to secure a uniform operation of the public free school system throughout the State, and to forward the same to county superintendents for distribution; to furnish all school officers with a copy of the school laws, and such forms and instructions as he may judge expedient; with an aim to improve the system of the State, to collate and acquaint himself with the systems and results of free schools in other States and countries; to recommend the best methods of instruction; and to sign requisitions on the auditor for State school money. He is required, on or before the first day of January in each year, to make a report to the governor in regard to the condition of the schools, embracing such statistics, compiled from county superintendents' reports and other authentic sources, as may show the working of the system, together with such plans for improvement as he may have matured. The constitution fixes his salary at $1,500 per annum and all necessary expenses, not to exceed $500 in any one year.

County superintendents, elected by the voters of their respective counties for a term of two years, must possess the same qualifications as the State superintendent. Their duties are to visit all schools at least once, note the course and method of instruction in each, and give such directions and advice as may be expedient; to encourage the formation of teachers' institutes and attend the meetings thereof; to distribute all papers and documents from the State superintendent, and to serve as the organ between him and the several boards of education. They are required, on or before the 30th day of September, to transmit to the State superintendent an abstract of the reports of the trustees and secretaries of the boards of education of their counties, together with a detailed report showing the condition of the schools under their charge, noting all deficiencies and suggesting their remedies, giving their opinions of the school law and the amendments needed thereto, and also reporting such districts as have failed to make the enumeration of the youth or levy of tax, as required by law. Their compensation must not exceed $300 in any one year.

County boards of examiners, composed of the county superintendent and 2 experienced teachers, appointed by the presidents of the several district boards of education of each county for one year, meet twice each year to examine all applicants for the teachers' profession and grant certificates to all applicants of good moral character and qualified to teach the branches required. They issue five grades of certificates, each valid for one year. They receive $3 each for every day employed.

District boards of education, composed of a president and 2 commissioners in each district, elected for two years, have the control of school matters for their districts; determine the number and location of the schools to be taught; see that a sufficient number of primary schools are kept in every subdistrict, and that competent teachers be employed therein; submit it to a vote whether the schools shall be continued

longer than four months, and cause an enumeration of the children between the ages of 6 and 21 years to be made, (distinguishing between male and female and white and colored.)

Secretaries of the district boards, elected by the several boards, have the duty of keeping a full record of all the meetings of their boards, and posting an abstract of the same on the door of the place of meeting within three days after any meeting; of making reports to the county superintendents, compiled from the minutes of the boards and the reports of the trustees, and a full financial report of all taxes levied and collected, and of all receipts and expenditures for school purposes. For this report they may receive $10, but exclusive of this their compensation shall not exceed $25 in any one year.

District trustees, 1 elected in each subdistrict by the voters thereof for a term of two years, have the management of the schools in their subdistrict under the supervision of the boards of education. They employ and dismiss for cause all teachers for the schools under their charge; regulate the discipline; visit all schools twice, once within two weeks after the opening and once within two weeks before the closing of such schools, and during such visit examine into the condition of the school-house, library, apparatus, teachers' registers, &c., and make such inquiries and suggestions respecting the studies, discipline, and general condition of the schools as they may deem proper; cause school-houses and everything pertaining to be kept in good repair; furnish estimates for improvements to their boards of education; keep itemized account of all expenses, and render the same to the boards of education at or before their last meeting for the year. The trustee of each subdistrict is required to establish a primary school for colored children whenever the number of scholastic age shall exceed 25, and when the number enumerated is less than 25 to set aside their proportion of the school fund to be used for their benefit as the district board may prescribe. The trustees report to the secretaries of the boards the condition of the school-houses, apparatus, and libraries, and the value thereof, with such remarks and information as they may deem useful or as the blanks furnished by the State superintendent may require.

THE SCHOOLS.

The law makes provision for the establishment of primary, graded, high, and normal schools. A primary school is required to be maintained in every subdistrict 4 months during the year, in which shall be taught orthography, reading, penmanship, arithmetic, English grammar, history, geography, and such other branches as the board of education may direct. Any board of education may establish a graded school, but if there is any additional expense the consent of three-fifths of the voters must be obtained. With like consent, the board may establish a high school, or two districts may establish a union high school.* All free schools must be maintained 4 months during the year and give instruction gratis to all between 6 and 21 residing in the districts in which they are situated. The following series of class-books is required to be used in the free schools: McGuffey's Revised Readers and Eclectic Spelling-Book; Kidd's Elocution and Vocal Culture; Ray's Arithmetics and Algebras; Evans' School Geometry; Robinson's New Geometry and Trigonometry, Surveying and Navigation, and Progressive Table Book; Harvey's Grammar; Kerl's Treatise for High Schools; Knote's Geography of West Virginia; Mitchell's Revised Geographies; Cornell's Outline Maps; Guyot's Physical Charts; White's Class Book of Geography; Lessons on the Globe, by Mary Howe Smith; Goodrich's Common School History; History of the United States, Holmes; Natural Philosophy, Comstock; Philosophy of Natural History, Ware and Smilie; Rhetoric, Blair; Chemistry, Youmans; Geography of the Heavens, Burritt; Astronomy, Robinson; Geology, Mineralogy, Dana; Botany, Gray; Physiology, Cutter; Dictionary, Webster.

All teachers and school officers are charged with the duty of providing that moral training for the youth of this State which will contribute to securing good behavior and manners and furnishing the State with exemplary citizens.

The number of school districts in 1874 was 321; of subdistricts, reported, 2,845; of independent districts, 38; of teachers in 1874–'75, 3,461.

SCHOOL FUNDS.

The amount of the permanent State school fund derived from the various sources mentioned in the constitution was, in 1872, $284,717.18. Subsequent reports give only the interest, which indicates some slight annual increase.

The annual fund for the support of free schools is derived from the interest on the permanent fund, from a uniform State tax of 10 cents on the $100 valuation of all taxable property, from a State capitation tax on all male inhabitants over 21 years of age, and from a district levy for a school fund † and a building fund. The amount realized from all these sources for 1874–'75 was $753,477.50.

*No levy for a graded school, however, may exceed 15 cents on every $100 of valuation, nor any for a high school exceed 30 cents on $100.

†Not to exceed 50 cents on every $100 valuation.

ELEMENTARY INSTRUCTION.

ABSENCE OF INFORMATION.

Although the report of the State superintendent is by law required to be made annually to the governor, it is at present only printed every second year. The ones for 1875 and 1876 will thus not see the light till 1877. In this lack of detailed report respecting school affairs in 1875, the summary of statistics on the first page of this abstract has been kindly furnished by the superintendent, and constitutes our only present information for that year, except the following item respecting the allowance from the Peabody fund and some details respecting schools in Wheeling.

PEABODY FUND ALLOWANCE.

The appropriation to West Virginia from the trustees of the Peabody fund was for 1875 as follows: For the five normal schools, $2,500; for the schools of Martinsburg, $1,000; of Charleston, $1,000; of Huntington, $600; of Clarksburg, $500; of Coalburg, $300; for teachers' institutes, $1,000; for the West Virginia Educational Monthly, $200.

PROPOSED AMENDMENTS OF THE SCHOOL LAW.

On this subject the State superintendent, in his last report, makes the following remarks:

The school law in several of its provisions needs amendment. In some cases it needs to be made plainer and in others additional provisions should be enacted.

Section 2, which provides for the election of school officers, might be so amended as to provide for holding the elections for school officers only at the usual places of voting at general elections. This would reduce the number of voting places in the State more than two thousand. Section 4 can then be so amended as to provide that the boards of education shall, at their first meeting after their election, appoint the trustees for the subdistricts. It is believed that by this method good trustees can be provided, while the expense and inconvenience of holding so many elections will be avoided.

Section 12 ought to be so amended as to require one district transferring pupils to a school in another district to pay the tuition of the pupils so transferred to the board of education of the district to which the transfer is made.

Section 17 should be so amended as to require the board of education of each district to provide schools for colored children, instead of leaving it to the trustees of the subdistrict to do so.

Section 24 ought to be so amended as to authorize the board of education to submit the question of organizing a "high school" to the voters of the district at any time they may determine upon; this section should also give the board of education, under whose care and direction the school is, authority to employ teachers therefor and fix their salaries.

Section 25 should also authorize the board of education, having charge of graded schools, to employ teachers and fix their salaries.

The same provision for the employment of teachers of union high schools, provided for in section 26, should be made.

Section 27 is defective in relation to the appointment of boards of examiners. It should provide that two experienced teachers should be appointed for the term of one year, from the 1st day of September of each year, by the presidents of the district boards of education, who should meet for that purpose, at the county seat, on the first day of the county court next preceding the 31st day of August of each year, or, if a quorum fails to attend on that day, as soon thereafter as may be, after due notice, to be given by the county superintendent, of the time appointed for another meeting; that said presidents shall meet and make the appointments, and that a majority of said presidents, or any three of them, shall constitute a quorum.

Vacancies in the office of examiner should be filled for the unexpired term in the same manner as the original appointments are made.

The provision in section 28 in relation to the time at which teachers' certificates expire has been a subject of much controversy and great inconvenience; some contending that all certificates are good by law for one year from their date, while others contend that the examining boards have no right to grant a certificate to extend beyond the scholastic year in which they are issued. The practice has not been uniform throughout the State as to the time for which certificates have been issued. When they are issued one year from date many of them expire during the school term, producing great trouble and confusion. Teachers are, in such cases, either bound to stop their schools, stand a new examination, or teach without a certificate. The State superintendent has construed the law to require all certificates to teachers to end within the school year.

It is suggested that this section be so amended as to remove all doubt on this subject by requiring all certificates granted to teachers to end on the 31st day of August next after their date

Section 29 provides that normal school diplomas shall be accepted as a certificate of qualification to teach the common schools throughout the State. But section 28 provides that no teacher shall be employed to teach in any public school until he shall present to the trustee a certificate of his qualification, in duplicate, to be filed with the secretary of the board of education. This provision evidently refers to certificates issued by the county boards of examiners, yet many of the school officers of the State are not able to reconcile this provision with the provision in relation to the normal diplomas, and, therefore, do not feel authorized to employ holders of these diplomas to teach the district schools.

The holders of normal school diplomas and of professional certificates, county superintendents, and members of the county boards of examiners are all authorized by law to teach in the free schools without further examination by the county boards of examiners, as well as teachers examined by the county boards. But there is no provision of law specifically providing for the grading of any of these teachers, except those examined by the county boards.

It is suggested that the law be so amended as to authorize the trustees to employ all these teachers upon presentation of their certificates, diplomas, or evidence of their election and appointment, and that the boards of education, in fixing the salaries of the different grades of teachers, should place these officers and the holders of diplomas from the normal schools and professional teachers' certificates on the same footing with the holder of a No. 1 county certificate. Section 29 provides for the appointment of a State board of examiners, to examine applicants for professional certificates for teachers, but the law does not provide for the payment of this board for its services in the discharge of this duty. Provision should be made by law for the payment of these officers.

It is suggested that section 31 be so amended as to require teachers to teach the district schools twenty days and attend some teachers' institute for two days for each month they shall be employed to teach, or forfeit their wages to that extent.

Section 33 should be so amended as to authorize the board of education to remove a school-house to some other place in the subdistrict if they see proper to do so.

The following amendment is suggested to section 45: "No debt contracted or liability incurred in any year prior to 1873 shall be paid out of any money received from the State or from any district or independent district levy for the year 1873 or any subsequent year; but any balance on hand on the 31st day of August, 1872, or any uncollected balance of any levy for 1872, or any preceding year, may be applied to such debts; and if such amount is not sufficient to pay all such just debts, the board of education of the district from which such debts are due may make a special levy or levies to pay such debts, not exceeding in any year —— cents on the one hundred dollars valuation of the taxable property in such district."

There is no provision in the present law for the payment of back debts, except by an application to the circuit court for a mandamus for an order for a special levy, as provided in section 37. Heavier penalties should be imposed upon the sheriffs for failing to make the settlements required by sections 46 and 52.

Section 5 of the school law provides that the term of office of trustees and commissioners of the boards of education shall commence on the 1st day of September and continue for two years. Section 53 provides that the county superintendent shall hold his office for two years from the 1st day of September next after his election. Thus it will be seen that the offices of all these officers expire on the 31st day of August every second year. By section 21, the secretary of the board of education is required to make his annual report to the county superintendent by the 20th day of September of each year; and by section 22 the county superintendent is required to make his annual report to the State superintendent by the 30th day of September of each year. It will be observed that every second year the offices of these officers expire before the time at which they are required to make their official reports. This is productive of great inconvenience and, in some cases, of great evil. Boards of education and county superintendents do not feel bound to make their annual reports after their term of office has expired, and their successors have great difficulty in making these reports of the school management for the preceding year, since they cannot be as familiar with the transactions of the year as the officers are by whom the business was transacted. It is suggested that the law be so amended as to require the official term of these officers to end at a later day than the 1st of September; perhaps the 1st of January would be the proper time. It is believed that the election under section 2 should be held in July instead of August, as now provided by law. There is scarcely time for these officers to qualify after the election before the stated meeting of the boards of education on the first Monday of September, as provided in section 6.—(Tenth and eleventh annual reports of State superintendent of free schools.)

CITY SCHOOL SYSTEM.

WHEELING.

The statistics which follow contain the substance of the report of Superintendent Williams concerning the schools of the city of Wheeling, as published in the Wheeling Daily Intelligencer of July 6, 1875:

Wards.	Average monthly enrolment.	Average daily attendance.	Number of teachers.	Average number of scholars per teacher.	Teachers' salaries.	Cost per scholar.
First	427	377	10	43	$4,520 00	$10 59
Second	127	115	3	42	1,105 00	8 70
Third	304	273	7	43	3,390 00	11 12
Fourth	474	417	12	40	5,240 00	11 05
Fifth	298	259	8	37	3,775 00	12 67
Sixth	407	345	9	45	4,110 00	10 10
Seventh	274	247	7	39	3,390 00	12 37
Eighth	530	456	12	44	5,240 00	9 89
Total	2,841	2,489	68	42	30,770 00	10 83
Colored	67	56	.....	34	1,156 36	17 86
Grand total	2,908	2,545	70	42	31,926 36	10 98

The principals of the schools generally find it necessary to devote their time mainly to regular classes in the grammar schools; for this reason they are counted in making up the number of teachers for these schools.

*Comparative.**

	1875.	1874.	Increase.
Average monthly enrolment	2,908	2,788	120
Average daily attendance	2,545	2,444	101
Average monthly enrolment in grammar schools	251	235	16
Average daily attendance in grammar schools	217	203	14
Average monthly enrolment in primary schools	2,657	2,553	104
Average daily attendance in primary schools	2,328	2,241	87

* The foregoing comparison has reference to the English department of the day schools.

The total amount paid to teachers of English in day schools was	$31,926 36
Amount paid to teachers of German language	2,300 00
Total paid for instruction in day schools	34,226 36

Cost per scholar, $11.77; cost per scholar last year, $11.76; difference, 1 cent.

The cost this year for incidentals is not yet (July 1) made up, and will not be until after the settlement of the collector with the finance committee. Last year it was per scholar $3.31. Under head of "incidentals" are included cost of repairs, rents, books and stationery, salaries of clerks, superintendent, janitors, and examining committee, and all other expenses incurred in operating the schools, except teachers' wages.

The average monthly enrolment in the classes in German was 482.

Evening schools were in session during four months of the year at an expense for tution of $1,562.54. The enrolment in these schools for the session was: males, 461; females, 115; total 576; average monthly enrolment, 521; average attendance, 535; total expense, exclusive of fuel and light, $1,828.98; cost per scholar, $4.34.

Salaries of teachers in day schools: principals, $1,100; assistants in grammar schools, $440; teachers in "A" and "B" divisions primary schools, $385; in "C" and "D" divisions, $360; principal of colored school, $800; assistant, $360; superintendent of German instruction, $800; teachers of German, $300. The schools were in session 194 days.

TRAINING OF TEACHERS.

STATE NORMAL SCHOOLS.

The Marshall College State Normal School, Huntington, reports, for 1875, a State appropriation of $1,500; resident instructors, 3; normal students, 43 males and 40 females; graduates in the last year, 14; number of such who have engaged in teaching, 6. The course is 2 years; the library, 1,000 volumes. Vocal and instrumental music are taught, and in the study of natural philosophy there is the aid of a cabinet and apparatus.

The branch at Fairmount reports a State appropriation of $1,500; resident instructors, 5; non-resident, 4; students in attendance, 120 males and 47 females; number of graduates in the year past, 33; number of such who have engaged in teaching, 31; number of years in course, 2. The library of the school contains 300 volumes, with an average annual increase of 45. There are in it 42 pedagogical works, and 14 educational journals are taken. Drawing and vocal and instrumental music are taught. There is a chemical laboratory and some philosophical apparatus. A model school is connected with the institution and a gymnasium for physical exercise is possessed.

The branch at Glenville reports also a State appropriation of $1,500; resident instructors, 3; students in attendance for the past year, 60 males and 45 females; number of graduates in the year, 10;* number of graduates teaching, 13;* number of years in course, "nominally 2, really about 3." Library in the neighborhood of 50 volumes, with 4 or 5 pedagogical works. One educational journal taken.

The branch at Shepherdstown reports, for 1875, $1,500 State appropriation; income from tuition, $2,000; resident instructors, 5; non-resident, 1; normal students, 84 males and 76 females, or 160 in all; graduates in the last year, 21; number of such graduates who have engaged in teaching, 16. The normal course is two years, the collegiate course connected with it, 4 years. Vocal and instrumental music is taught, and there is a library of 200 volumes, of which 10 are pedagogical. Two educational journals are taken and there is a model school connected with the institution.

The branch at West Liberty reports, for the same year, $1,500 State appropriation, 2 years in course, 24 male and 18 female students, 4 graduates in the last year, 35 graduates teaching, vocal and instrumental music in the course, and a library of 400 volumes belonging to the school. No other particulars given.—(Returns to Bureau of Education, 1875.)

OTHER NORMAL SCHOOLS.

The normal department formerly connected with the West Virginia University appears to have been discontinued, though at what time or for what reasons, no official information indicates.

The Storer Normal School, at Harper's Ferry, a department of Storer College, makes report of 5 resident instructors and 1 non-resident, of three years in the normal course, 94 male and 84 female students attendant in the past year, and 7 graduates, all engaged in teaching. The whole number of teachers sent out from the school in 6 years is said to be 62. Drawing and vocal and instrumental music are taught, and there is a library of 975 volumes, of which 4 are pedagogical.—(Return to Bureau of Education, 1875.)

A normal school at Concord, Mercer County, under the supervision of Professor S. H. French as principal, was spoken of in the West Virginia Monthly for September, 1875, but no other information in relation to it has been received.

TEACHERS' INSTITUTES.

In the absence of a State report for 1875, the information with respect to this most useful class of meetings for improvement of teachers already in the schools is too meagre and unreliable to be given.

EDUCATIONAL JOURNAL.

The West Virginia Educational Monthly, conducted by Dr. J. G. Blair, principal of the Fairmount State Normal School, is believed to have continued throughout 1875 its useful work of endeavoring to improve the teachers of the State, but the reception of its issues at the United States Bureau of Education has been too infrequent and uncertain to warrant any decided assertion on this point.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

For this class of schools distinct provision is made in the school law; but how many of them have been established or what may be the courses of the probably few existent ones, there is no present official information.

*These are the figures given. It is supposed that there should be a transposition of them.

PRIVATE SECONDARY SCHOOLS.

Seven of these schools, 3 for girls and 4 for both sexes, report, for 1875, a total of 32 teachers and 873 scholars, of whom 2 are said to be engaged in a classical course and 428 in modern languages. Drawing is taught in 3 of these schools and vocal and instrumental music in 5. One has a chemical laboratory and philosophical apparatus and 5 report libraries of 300 to 3,000 volumes each, the total number of volumes being 4,700.—(Returns to Bureau of Education, 1875.)

COLLEGE PREPARATORY STUDENTS.

In the preparatory departments of the West Virginia College and West Virginia University there were reported for 1875 a total of 148 students, of whom 32 were preparing for a classical collegiate course and 30 for a scientific course.—(Returns to Bureau of Education, 1875.)

SUPERIOR INSTRUCTION.

WEST VIRGINIA UNIVERSITY.

This institution owes its organization in part to the liberality of Congress in donating a certain amount of land scrip to promote the practical and liberal education of the people in the several pursuits and professions of life, and in part to the felt necessity of some such institution in a new State. When the subject of locating the chief educational enterprise of the Commonwealth was before the legislature it was found that Morgantown made the most liberal offer to secure it.

The proceeds of the sale of the land amounted to about $90,000; the citizens of Morgantown contributed, in grounds, buildings, and money, about $51,000 additional. The legislature, realizing that it takes money to establish and develop anything worthy the name of a State university, has with wise liberality made regular appropriations to this end.

The result has fully justified the means employed. A large and efficient board of instruction, comprising men who represent the best culture of the South, the East, and the West, and some from the Old World, has been provided. Liberal courses of study and instruction in literature, science, engineering, military tactics, agriculture, &c., have been organized. Fine collections in the way of apparatus, library, cabinets of conchology, geology, paleontology, mineralogy, &c., have been provided, and in short the whole work of study and culture as fully established as in any institution in the land.—(College circular, 1874–'75.)

A complete reorganization of the faculty of the university was effected in August, 1875, by something like a *coup de main*, each officer in it being made, for the future, the subject of an annual election, and several of the chairs being made vacant. The trustees hope that, when the effervescence which naturally arose from this action shall have subsided, a greater efficiency in the working of the institution may be secured.

OTHER COLLEGES.

Bethany College, Bethany, (Christian,) has 3 separate, complete courses, the classical, the scientific, and the ministerial, conferring respectively the degrees of A. B., Sci. B., and Lit. B. In addition, there are 3 special courses in engineering, physics, and chemistry, for which certificates alone are given. For the accommodation of young men who wish a higher grade of instruction than is furnished in the common schools or who desire to qualify themselves for admission into the regular college courses, there is also a preparatory department, with a course of one year. The classical and scientific courses are, after a common southern custom, divided each into five schools. The ministerial course has a like division. There is also a teachers' course in natural philosophy.—(Catalogue of college.)

West Virginia College, Flemington, (Free Will Baptist,) has a preparatory and a collegiate department, but, as its work is still comparatively in infancy, only one student had, in 1875, reached its collegiate classes. These will, however, doubtless be soon filled from its preparatory school.

COLLEGES FOR WOMEN.

Two institutions for the superior instruction of young women, the Parkersburg Academy of the Visitation and the Wheeling Female College, make return of 22 instructors, of whom 12 are females, 60 students in their preparatory departments and 50 in their collegiate classes. Both teach drawing and painting, vocal and instrumental music, French and German. The latter adds also Italian and Spanish, and gives its students the advantage of a chemical laboratory and philosophical apparatus, with a gymnasium for physical exercise.—(Returns to Bureau of Education, 1875.)

Statistics of a university and colleges and a school of science, 1875.

Names of university and colleges and school of science.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.					Number of volumes in library.
			Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
Bethany College	10	....	.....	152	$150,000	$70,000	$5,000	$3,200	$0	$0	a6,500
West Virginia College	6	0	75	1	15,000	0	0	1,072	0	0	580
West Virginia University	11	0	73	52	121,000	110,000	6,410	1,601	22,477	0	a4,150
SCHOOL OF SCIENCE.											
Agricultural department of West Virginia University b	.....	....	.....	....	.....	.....	.....	.....	.....	.....	.....

a Includes society libraries. b Reported with classical department.

SPECIAL INSTRUCTION.

WEST VIRGINIA INSTITUTION FOR THE DEAF AND DUMB AND THE BLIND.

This interesting school, located at Romney, reports the value of its grounds and buildings $70,000 and the State appropriation for its current expenses $25,000.

The department for the deaf and dumb has 5 instructors, 1 of whom is a semi-mute, and 63 pupils, 39 male and 24 female. These are taught the usual common school branches, and of course the sign language for deaf-mutes, and have the advantage of a library of about 300 volumes. The whole number who have received instruction since its foundation in 1870 is 99, the time spent in the institution being usually 5 to 6 years.

The department for the blind has 3 teachers and 20 pupils, who, in addition to their literary training, are taught mattress and broom making and cane-seating. Number of pupils admitted since the opening, 29; library for the blind, 50 volumes.—(Return to Bureau of Education, 1875.)

EDUCATIONAL CONVENTION.

EDUCATIONAL ASSOCIATION OF WEST VIRGINIA.

The association, pursuant to a resolution passed at Clarksburg, August, 1874, met at Point Pleasant August 3, 1875, and was called to order by the president, State Superintendent Byrne. After some preliminary exercises and the admission of several new members, a committee was appointed to revise the constitution, which appeared to have been somewhat hastily prepared.

On the second day Professor Morton moved the appointment of a commitee on school law, pending the discussion of which Rev. W. E. Hill read a paper on "The relation of the family to the teacher." Mrs. Mary McGwigan followed with one on "Primary schools."

In the afternoon Professor Crago read a paper on "Our public schools; their failure and the cause," which led to some discussion. Professor F. S. Williams having furnished an essay on the question, "Is uniformity in text books in the schools of West Virginia desirable?" it was read by Professor Crago and discussed by the association. Result not stated. A paper entitled "Words and the study of them" was, also, presented by Professor Hogg.

At a night session a motion from the committee on revision of the constitution passed to a resolution changing article 3 so as to read "Any person who is identified with the cause of education in West Virginia, as teacher or otherwise, may become a member of this association by," &c. Adopted, and several new members admitted.

At the election for offices State Superintendent Byrne was chosen president, Messrs. W. J. Kenny of Point Pleasant, F. H. Crago of Moundsville, D. P. Guthrie of Clifton, and W. H. Morton of Wheeling vice-presidents; Mrs. Mary R. McGwigan of Charles-

ton, corresponding secretary; Professor T. M. Marshall, of the Glenville Normal School, recording secretary; and Miss Nannie J. Mason, treasurer.

On Thursday, the 5th, a committee on text books and periodicals reported against any present change of the books in the existing list, but that Harvey's Language Lessons be adopted to precede the study of grammar; expressed a desire to see the West Virginia Educational Monthly represent the educational interests of the whole State, and with this understanding promised it a hearty support and recommended the continuance of the Peabody fund grant of $200 to it.

Resolutions of great respect and regard for Rev. C. W. Andrews, D. D., recently deceased, were then passed. A committee on normal schools reiterated a resolution of 1874, and recommended that the State Normal School and its branches be earnestly recommended to the legislature for full indorsement and liberal support. They also recommended that some suitable person be appointed to prepare an essay on "The normal school, its end, and the best method of attaining this end," to be read at the next annual meeting of the association, with a standing committee on normal schools and revision of the school law, whose duty it should be to report at the next annual meeting and to memorialize the legislature in behalf of these subjects. Adopted.

At the afternoon session Dr. W. K. Pendleton read a paper entitled "The true method of education," and the next day, August 6, amendments to the constitution were adopted, (1) making the time for the regular annual meeting of the association the fourth Tuesday in August of each year, at such place as shall have been decided on by the association at a previous meeting, and (2) declaring that any five members assembled at the time and place of a regular annual meeting should be competent to admit persons to membership and to adjourn from day to day; but that not less than fifteen should constitute a quorum for the transaction of any other business.

On motion of Professor Kenny, after some formal arrangements, the association adjourned to meet at Moundsville, W. Va., on the fourth Tuesday in August, 1876.—(West Virginia Educational Monthly, September, 1875, pp. 544, 553.)

LIST OF SCHOOL OFFICIALS IN WEST VIRGINIA.

Hon. B. W. BYRNE, *State superintendent of free schools, Wheeling.*

[Term, March 4, 1873, to March 3, 1877.]

COUNTY SUPERINTENDENTS.

[Term, September 1, 1875, to August 31, 1877.]

County.	Superintendent.	Post-office.	County.	Superintendent.	Post-office.
Barbour	Perry Marteney	Burnersville.	Monongalia	A. L. Wade	Morgantown.
Berkeley	E. M. Walker	Martinsburg.	Monroe	J. D. Beckett	Union.
Boone	Cary Toney	Mouth Short Creek.	Morgan	George Buck	Berkeley Springs.
			Nicholas	J. Haymond Robinson.	Nicholas Court House.
Braxton	J. W. Humphreys	Braxton Court House.	Ohio	J. C. Faris	West Liberty.
Brooke	J. W. Hough	Bethany.	Pendleton	W. F. McQuain	Franklin.
Cabell	D. L. Duncan	Thorndike.	Pleasants	C. C. Davis	St. Mary's.
Calhoun	D. W. Knight	Grantsville.	Pocahontas	J. W. Warwick	Huntersville.
Clay	R. E. Lesueur	Big Sycamore.	Preston	J. H. Feather	Valley Point.
Doddridge	J. V. Blair	New Milton.	Putnam	M. S. Kirtley	Hurricane Depot.
Fayette	O. W. Hughart	Look Out.	Raleigh	G. W. Cook	Raleigh Court House.
Gilmer	Levi Johnson	Glenville.			
Grant	C. M. Babb	Greenland.	Randolph	J. W. Price	Mingo Flats.
Greenbrier	W. H. Lewis	Palestine.	Ritchie	J. N. Kendall	Harrisville.
Hampshire	A. M. Alverson	Capon Bridge.	Roane	Buenos Ayres	Three Forks Reedy.
Hancock	H. C. Shepherd	New Cumberland.	Summers	C. L. Ellison	Rollinsburg.
Hardy	G. T. Williams	Moorefield.	Taylor	S. R. Powell	Pruntytown.
Harrison	J. R. Adams	Clarksburg.	Tucker	W. B. Maxwell	St. George.
Jackson	Lewis Young	Jackson Court House.	Tyler	T. N. Parks	Conaway.
			Upshur	George R. Latham	Sand Run.
Jefferson	John Hess	Duffield.	Wayne	J. H. Napier	Adkins Mills.
Kanawha	Martin Hill	Charleston.	Webster	C. W. Benedum	Webster Court House.
Lewis	George W. Crook	Weston.			
Logan	J. W. Stafford	Logan Court House.	Wetzel	W. A. Newman	Knob Fork.
			Wirt	D. C. Casto	Wirt Court House.
Lincoln	F. M. Vickers	Hamlin.			
Marion	J. M. Satterfield	Fairmont.	Wood	S. F. Stapleton	Parkersburg.
Marshall	W. M. Wirt	Dallas.	Wyoming	A. Shannon	Sun Hill.
Mason	Cheas E. Hogg	Point Pleasant.	Wheeling City.	J. C. Heivey	Wheeling.
McDowell	J. F. Gamble	Peerysville.			
Mercer	A. B. Phipps	Princeton.	Martinsburg	D. Speers	Martinsburg.
Mineral	J. A. Sharpless	Piedmont.			

WISCONSIN.

SUMMARY OF STATISTICS.

SCHOOL POPULATION AND ATTENDANCE.

Number of children in the State 4–20 years of age	461,829
Increase during the year	8,668
Number of such age who attended school	277,884
Increase	1,006
Total number of pupils attending school	279,845
Increase	1,086

TEACHERS AND TEACHERS' PAY.

Number of different persons employed as teachers	9,451
Increase	119
Number required to teach the schools	6,224
Average monthly wages of male teachers in the counties	$43 50
Decrease	3 94
Average monthly wages of female teachers in the counties	27 13
Decrease	5 00
Average monthly wages of male teachers in the cities	109 40
Decrease	5 40
Average monthly wages of female teachers in cities	39 40
Increase	2 30

SCHOOLS AND SCHOOL-HOUSES.

Number of schools with two departments	184
Decrease during the year	26
Number of schools with three or more departments	210
Increase	38
Whole number of graded schools	394
Average number of days schools were maintained: in cities, 195; in counties, 149	172
Number of public school-houses	5,260
Increase	147
Number of pupils the school-houses will accommodate	330,189
Increase for the year	10,783
Number of sites containing less than one acre	3,672
Decrease	70
Number of sites well enclosed	1,550
Increase	56
Number of school-houses built of brick or stone	663
Decrease	23
Number with outhouses in good condition	3,180
Increase	24

INCOME AND EXPENDITURE.

Receipts.

Money on hand August 31, 1874	$469,870 00
From taxes levied for building and repairing	234,297 00
From taxes levied for teachers' wages	992,674 00
From taxes levied for apparatus and libraries	15,556 00
From taxes levied at annual meeting	395,052 00
From taxes levied by county supervisors	241,920 00
From income of State school fund	178,072 00
From all other sources	200,616 00
Total receipts	2,728,157 00

Expenditures.

For building and repairing	298,657 00
For apparatus and libraries	27,223 00
For services of male teachers	551,039 00
For services of female teachers	799,745 00
For old indebtedness	102,418 00
For furniture, registers, and records	45,516 00
For all other purposes	241,777 00
Total amount expended	2,066,375 00

EDUCATIONAL PRODUCTIVE FUNDS AND INCOMES.

Amount of school fund	$2,624,239 55
University fund	222,255 89
Agricultural college fund	236,133 90
Normal school fund	976,364 34
Income from school fund	186,409 05
Income from university fund	42,671 13
Agricultural college fund income	16,206 97
Normal school fund income	61,128 70

SCHOOL SYSTEM OF THE STATE.

PROVISIONS OF THE CONSTITUTION.

Article X, section 1, of the constitution provides that the supervision of public instruction shall be vested in a State superintendent and such other officers as the legislature may direct.

Section 2, that the proceeds of all lands, except university lands, granted to this State by Congress for educational purposes, all money from forfeitures, escheats, fines, and exemptions from military service, and from all grants to the State where the purpose is not stated, and the 500,000 acres of land donated by an act of Congress approved September 24, 1849, and also 5 per cent. of the proceeds of the land to which the State will be entitled upon admission to the Union, (if Congress assent to the last two grants,) shall be applied: first, to the support and maintenance of common schools in each school district, and the purchase of suitable libraries and apparatus therefor; second, to the support and maintenance of academies and normal schools, and suitable libraries and apparatus therefor.

Section 3, that the legislature shall provide for a system of district schools, as nearly uniform as practicable, to be free to all children between 4 and 21 years of age; and no sectarian instruction shall be allowed in such schools.

Section 4, that each town and city shall raise, for public school purposes, an amount equal to one-half of that received from the State.

Section 5, that the income from the school fund shall be distributed among the towns and cities, according to the number of children of school age residing therein.

Section 6, that provision shall be made by law for the establishment of a State university at or near the seat of State government, and for connecting with the same such colleges in different parts of the State as the interests of education may require; the proceeds of the university lands to be applied to the support of the same.

Section 7, that the secretary of state, treasurer, and attorney-general shall constitute a board of commissioners for the sale of school and university lands and for the investment of the funds arising therefrom.

PROVISIONS OF THE SCHOOL LAW.

Laws of Wisconsin relating to common schools, normal schools, and the State university, prepared and published, in pursuance of law, under the direction of the State superintendent, 1870, with subsequent amendments.

OFFICERS OF THE PRESENT SYSTEM.

A State superintendent, county superintendents, town clerks and treasurers, district directors, clerks, treasurers, and boards of supervisors are the officers provided for by law. Women, as well as men, are eligible to all school offices below that of State superintendent.

POWERS AND DUTIES OF THESE OFFICERS.

The *State superintendent*, elected by the qualified voters of the State for a term of two years, has a general supervision over the common schools. It is his duty, as far as practicable, to visit every county, for the purpose of inspecting the schools and awakening an interest favorable to education; to recommend the most approved text books; to endeavor to secure a uniformity of text books throughout the State; to advise in the selection of books for school libraries; to prescribe rules for the management of the libraries; to cause to be printed, for the use of common school officers, the laws relating to schools, and all forms and instructions necessary in the execution of the same; to decide appeals from the decisions of school officers; to collect in his office such school books, maps, and apparatus as may be obtained without expense to the State, and to purchase, at an expense not exceeding $50 per annum, rare and valuable works on education, for the benefit of teachers, authors, and others who may wish to consult them; and to distribute the income from the school fund. He is required, on or before December 10 in each year, to submit to the governor a report, containing an abstract of all common school reports from clerks of county boards of supervisors, estimates and accounts of expenditures of school moneys, plans for the improvement and management of the school fund and the better organization of the schools, and such other

information as he may deem useful. He may appoint an assistant superintendent, at a salary of $1,800 a year. His salary is $1,200 per annum and all necessary expenses, not to exceed $1,500 in any one year, and also $1,000 for clerk hire.

County superintendents, elected biennally in each county by the voters thereof,* have the power and duty to examine and license teachers, and for cause to annul certificates; to visit and examine all schools and school districts within their jurisdiction, and make such recommendations and give such advice as is expedient; to direct any alteration or repairs necessary to the health, comfort, or progress of the pupils; to condemn, in concurrence with the chairman of the board of supervisors, an unfit schoolhouse; to examine and decide upon all charges against teachers; to report annually to the board of supervisors of their counties the condition and progress of the schools; to transmit the abstracts of the reports received from the district clerks to the State superintendent, and also the name and post-office address of all town clerks and such other reports and information as the State superintendent may require; to conduct at least one institute for the year, and to advise on all questions of school law. If they receive an annual salary it shall not be less than three nor more than fifteen hundred dollars, or if by the day not less than $3 per diem, to be regulated by the county board of supervisors.

Town boards of supervisors form and alter school districts; issue notices for first meeting of new districts; dispose of the property of disorganized districts; form, in conjunction with boards of other towns, joint school districts; equalize valuation of property in joint district; and locate and establish school-house sites.

Town treasurers have the duty of receiving from the county treasurers all money apportioned to the districts of their towns, of paying the same, with all raised in the town for the support of schools, to the treasurers of districts, and of certifying to the town clerk, on or before the second Monday in March in each year, the amount on hand.

Town clerks assess delinquent school tax; sell fallen timber and grass from school lands; notify the district attorney of trespass upon the same; fill vacancies in district board; file all reports and official papers; record description of school districts; make a map of the town showing the same; report the names and post-offices of themselves and of the district clerks, and also make between the 15th and 25th of September a report to the county superintendent, showing the number of school districts, the number of schools, and the time taught therein, the number of districts reporting, the amount of public money received and expended in such districts, and the sources whence received, the balance on hand, and such other information as the State superintendent may from time to time require.

District directors, chosen at annual district meetings for terms of three years, call special district meetings, countersign all orders on the district treasurers for the payment of moneys, and, in case of removal of the treasurers, act in their stead.

District treasurers.—Same duties in the districts as town treasurers exercise within their jurisdiction.

District clerks are the secretaries of all meetings of their districts; give notice of district meetings; may call special meetings; keep records of such meetings; with consent of director and treasurer employ teachers and sign orders on the district treasurer for their wages; furnish registers for their use; certify district taxes to town clerks, and, between September 1 and 10, make to town clerks a full report of the district schools, in reference to the scholars, teachers, studies, length of school, kind of books used, and such other information as the State superintendent may require. The treasurers and clerks, like the directors, are elected by the voters of their several districts for a term of 3 years.

The *district boards*, composed of the district clerks, treasurers, and directors, have the power and duty to purchase or lease sites for school-houses; to purchase, hire, or build school-houses; to purchase the necessary record and blank books; to keep schoolhouses in repair; to present account of expenses incurred to district meetings for allowance; to purchase school books for children whose parents are unable to furnish them; to make rules for the government of the schools; to suspend or expel pupils; to adopt a uniform series of text books for all schools under their charge, and to visit and exercise a general supervision over all the schools of their districts.

THE SCHOOLS.

The law requires that in every district there shall be maintained a school for five months during the year, and that in such schools tuition shall be free to all persons between the ages of 4 and 21 years residing in the district in which the school is situated. In every district school are taught orthography, reading, writing, English grammar, geography, arithmetic, and such other branches as the district board decide upon. No branch of study is to be taught in any other than the English language. No sectarian instruction is permitted in the district schools or in the State University.

*In counties of 15,000 inhabitants there may be two, and as many in any county as there are senatorial districts outside of incorporated cities.

Districts, towns, villages, and cities may purchase, own, and lend to scholars the needful text-books, if they choose to do so.

Provision is made in a law of 1875 for high schools in towns, villages, or cities, and for joint ones formed by the concurrent action of adjoining towns, the supervision and management of such schools in each case to be vested in a high school board composed of three members chosen by a convention of district officers of all the school districts composing the high school district, the term of office of the members to be three years, and one member to be changed each year.

There are four State normal schools and a State university, with a department of agriculture.

SCHOOL FUNDS.

The amounts of the educational productive funds are stated in the last report of the State superintendent, 1875, to be as follows: school fund, $2,624,239.55; university fund, $222,255.89; agricultural college fund, $236,133.90; normal school fund, $976,364.34.

The distributable State fund, accruing from the income of the school fund and some other sources, was for the same year $186,409.05, and was apportioned, at the rate of 41 cents per scholar, to 450,304 children of school age, making, with $2,541,748 raised by local effort, $2,728,157 expenditure for public schools in the year.

ELEMENTARY INSTRUCTION.

REMARKS ON THE STATISTICS.

As the superintendent of one county (Chippewa) made no report, the totals given in the opening general summary are less than they should be. The number of children in the State 4-20 years of age would be increased by 3,000 if those in Chippewa County were included. To the number of school-houses given (5,197) should be added 63 for the county not reporting, which would make an increase over the previous year of 147. The whole accommodation is sufficient for 330,189 children, or 50,345 more than the actual attendance. Adding to the total attendance upon public schools (279,854) the number attending private schools, (10,733,) colleges and academies, (2,151,) and benevolent institutions, (1,150,) we have a grand total of 293,888, who are under instruction in schools of some class, making 3,816 over the figures for the previous year. Of the 8,892 teachers' certificates granted during the year, 217 were of the first, 624 of the second, and 8,051 of the third grade. These were divided between the men and women teaching as follows: First grade: men, 143; women, 74; second grade: men, 295; women, 329; third grade: men, 2,210; women, 8,051; total: men, 2,648; women, 6,244; grand total, 8,892.—(Superintendent's report for 1875, pp. 8–10.)

EDUCATIONAL PROGRESS.

Superintendent Searing commences his report for 1875 by stating that the experience of another year has further assured him of the correctness of the general remarks respecting "defects and desirable improvements" and "encouraging facts and omens" with which his report of the previous year was prefaced. He is gratified, however, in being able to acknowledge the removal, by the last legislature, of some of the defects referred to. The encouragement given by that body to secondary or academic instruction through a new high school law, and to superior instruction through the liberal appropriation of $80,000 to the university for the erection of a college of science; the happy approach to a satisfactory solution of the question of text books through the law providing for district, town, village, or city purchase and ownership of the books, and their free use by the pupils of the schools; and, finally, the removal of the legal barrier that has prevented women from sharing in the official management of the schools in which they constitute a large majority of the teachers, and in whose external control they as a class are peculiarly qualified to take an intelligent and profitable interest. These measures he regards as adapted to remove some of the evils referred to. Those which still remain, and which can be remedied by legislation, are enumerated by the superintendent as follows: (1) The injurious extent to which the schools of the State are supported by local taxation, resulting in a great lack of uniformity, both in character and cost. (2) The independent district system, which, in the judgment of nearly all educational men, is a source of great and unnecessary weakness to the schools. (3) The unnecessary and easily remedied defects in the present system of county supervision. (4) The variability of the school month, which is a cause of much misunderstanding and annoyance. The other defects mentioned—the poor character of a large number of school-houses, the youthfulness and inexperience of many of the teachers, irregular attendance, and the impatience of older pupils to leave school—are to be remedied by time rather than by legislation.

With all these defects and hinderances the superintendent finds in the State unmistakable signs of a healthy educational activity and growth. There is, for instance, a slowly improving public opinion, a gradually increasing number of qualified teachers, held in higher esteem and receiving better compensation; numerous teachers' associa-

tions in vigorous being in nearly all parts of the State; a harmonious coöperation of the various educational forces in the State, both public and private, and effective aid lent to education by the press, which constantly and liberally opens its columns to superintendents, teachers, and others for the discussion of school topics.

The flourishing condition of the State University and of the four normal schools is also mentioned as evidence of the promising condition of the school interests.

Nevertheless, the conviction is expressed that the present State system of public instruction of Wisconsin, in common with that of many other States, is, as a business system, far from being the best that can be devised for the important ends sought; that it does not secure results proportioned to the money expended, to say nothing of those demanded by our political institutions and by our increasingly complex social and industrial life; that popular education has not kept pace with the material development of the country; and that the average country school of to-day does not so well qualify the average pupil for the struggle of life, as he now finds it, as did the same school a generation ago qualify this pupil's father for the simpler and less exacting demands of that period.—(Report of the superintendent, 1875, pp. 5–7, 21.)

SUPERVISION.

The defect that seems to comprehend nearly all minor ones, says the superintendent, is "the absence of any permanent, uniform, and competent guiding or supervising force at the head of, and permeating, the State system." He argues that every important work, public or private, requiring a large expenditure of money and the continued labor of many men directed to a common purpose, must be, if the largest and best results are to be secured, under wise, constant, and strict supervision; that the education of its citizens is among the greatest and most important work undertaken by the State, whether it be considered in its results or in its cost. Wisconsin, it is stated, has already educational buildings and appliances worth between $4,000,000 and $5,000,000, and she now expends annually for the support of her public schools over $2,000,000. The system by which these vast interests are administered is not, in the opinion of the superintendent, nearly as wise and successful as it can be made. He enumerates and enlarges upon three serious faults in it, namely: (1) Lack of intelligence in supervision; (2) lack of permanence in it; and (3) lack of authority.

As to the first point, he says, very justly, the knowledge and skill necessary to the supervision of any interest are gained, almost invariably, by slow, laborious, and successful experience in subordinate posts, and if there should be a wise and efficient civil service anywhere it should be in the educational department of the Government. Nowhere else are attainments, experience, skill, and competence so imperatively necessary. And yet the system in force does not as certainly and uniformly secure these qualities in teachers and superintendents as in town and county clerks, in supervisors and justices of the peace. It puts into office men morally and intellectually incapable of performing the very duties which the law requires at their hands. It puts into the office of county superintendent men scarcely qualified to obtain a good third grade certificate, and yet the law requires them to examine candidates for a first grade one. It puts in men of little experience as teachers and of no conception of teaching as a science, and yet the law requires them to hold institutes for instructing and inspiring the teachers who are to give knowledge and culture to the people's children. It puts in every two years, sometimes to succeed better men, those who seek the office for its pay and its honor or as a stepping-stone to something else, and not men who are themselves sought for their fitness.

As to the second point mentioned by the superintendent—lack of permanence in supervision—he says: "A system by which superintendents are elected biennially in general State elections gives to the office so uncertain a tenure that it largely paralyzes the energies and frustrates the work of the most competent among them. A man who is not reasonably certain to remain in office more than two years cannot feel the profound interest in his work which greater permanence would engender. Moreover, it puts a premium upon the unfaithful performance of duty. When continuance in office is altogether dependent upon the popular will or upon political influence, the strict and impartial performance of duty lies in a path beset with temptations."

The third fault charged upon the system—lack of authority in supervision—leaves county superintendents with no power to correct flagrant wrongs, no power to remove or to correct the incorrigibly stupid, careless, or vicious subordinates beneath them, confining their work almost entirely to mere inspecting, inquiring, and advising. As an illustration and a result of this feature, he cites the almost worthless character of the statistics prepared by many school officers of all classes, from district clerks to superintendents of counties, which are scarcely worth the paper on which the State prints them.

One of the worst results of this unbusiness-like system of supervision is poor teachers. With more intelligent, permanent, and authoritative supervision, many who now receive certificates would not be permitted to disgrace the profession, while thoroughly independent and honest supervision would cut off nepotism and favoritism, both

potent causes of weakness in the common schools. With such supervision would come, too, wise and effective methods of instruction, rational courses of study, better school accommodations, uniformity of text books, and more regular attendance, secured by greater attractiveness in the schools. There would also come a saving of money, from not having to pay untrained and incompetent teachers and from securing better care of school property. The heavy taxes for school purposes have generally been cheerfully paid by property owners, under the impression that the money was wisely expended; but doubts are beginning to arise, and they will multiply and prove a source of serious opposition to the free school system unless the defects in it are soon removed. There must be a reorganization of the whole scheme of State management, if results commensurate with the outlay are to be realized and if continued harmony in the support of public education is desired.—(Report of superintendent, 1875, pp. 23–31.)

PROPOSED SCHEME FOR A STATE SYSTEM OF PUBLIC SCHOOLS.

The superintendent gives an outline of a scheme of such a system as he thinks will accomplish the desired results. The main features of it are the appointment of State and county superintendents by a State board of education, (which board must comprise the elements of permanence and high character possessed by the present State University and normal school boards;) the township system of school government; a central high or grammar school in each township, to be made obligatory by law; a uniform State tax for the support of schools, aggregating annually, with the income of the school fund, enough to meet about one-half of the cost of the schools; the State funds to be distributed, to a certain extent, on the principle of "payment by results," thus stimulating local effort and checking irregular attendance; uniform examinations throughout the State for teachers of the same grade; and a system of township libraries, the joint creation of State and local action. Such a system, it is believed, would be comprehensive, practical, and efficient, and would be wholly removed from politics. A similar system has accomplished grand results in Prussia and Holland; has made the province of Ontario, in Canada, a model for the study of educational men; and has, within ten years, brought the State of New Jersey from the rear to the front educational rank.—(Report of superintendent, 1875, pp. 31–33.)

COMPULSORY ATTENDANCE.

The superintendent still entertains the sentiments expressed in a previous report as to this subject, opposing any general legislative enactment to secure the attendance of children at school, his former conclusions on the matter having been confirmed by the experience of those States where compulsory laws have been in operation. He, however, recommends the enactment of a good truant law. After the schools have been made attractive, efficient, and free, and after wise supervision has done its proper work, there will remain, he believes, but a small fractional portion of the children of the State upon whom the strong hand of compulsion must be laid.—(Superintendent's report, 1875, pp. 79–81.)

FREE TEXT BOOKS.

There have been many and long continued complaints on the part of teachers and superintendents of a lack of uniformity in the text books used in the schools and on the part of people generally similar complaints of the high price and the too frequent changes of the school books. The annoyance and injury to schools from the multiplicity of text books brought by pupils have been aggravated by the facts that many pupils are destitute of proper books for some days after the beginning of school terms, and that not a few pupils are, from the poverty of parents, permanently destitute of the same, unless provided by charity. In consideration of these facts the superintendent recommended the enactment of a law providing for township uniformity of text books and their purchase by school authorities and distribution by them to the pupils as a loan or at cost price. The legislature, however, did not see fit to provide for enforced township uniformity, but passed an act permitting such uniformity and such action as may be deemed best in regard to free use of text books in townships, cities, and villages, wherever desired. This law has met with much favor from the people wherever their attention has been fairly called to it, and many districts, towns, villages, and cities are taking advantage of its provisions and purchasing the books and stationery used in the schools. In some instances the books are furnished to the pupils free; in others, at cost price.—(Report of superintendent, pp. 54, 55.)

LIBRARIES.

"The free library," says the superintendent, "ought everywhere to be an adjunct and supplement to the free school. The knowledge and culture obtained in the latter are, at best, only a beginning." This was recognized by the founders of the State system, who made provision, as they supposed, not only for common schools, academies, and normal schools, but for suitable libraries for the same. But while the school system is vigorous and promising and likely to fairly accomplish the ends for which it

was designed, the library system has been, almost from the beginning, a piece of incompetence and uselessness. Libraries are not to be found in the great majority of the districts. The number of both libraries and books is steadily diminishing. From over 40,000 volumes in 1850 there was a decrease to little more than 16,000 in 1874. In the latter year there were reported in the 24 cities of Wisconsin only 1,840 volumes, worth less than $3,000. The cause of this failure is familiar to all who have investigated the subject. The school district is too small a unit of territory in which to establish and maintain a library of sufficient size and vigor to command respect and care, and hence to secure its continuance. The district system that is injurious to the schools is nearly fatal to the libraries. The township system, which would be useful to the former, is indispensable to the success of the latter.

In 1859 an admirable library law was passed, which would probably be conferring incalculable benefits upon the State to-day if it had not met an untimely death by the opening of the civil war. The present State superintendent hopes to secure the reënactment, in substance, of this law.—(Report, 1875, pp. 61–63.)

KINDERGÄRTEN.

Special returns have been received by the United States Bureau of Education from 5 Kindergärten, all in Milwaukee, having an aggregate attendance of 290 pupils, instructed by 16 teachers. In one of these schools the hours of instruction per day are 3, in two they are 5, in one, 3–5, and in another, 4–5. One of them, the West Side Kindergarten, is attended exclusively by German children.

CITY SCHOOL SYSTEMS.

MILWAUKEE.

Organization.—The public schools here are under the general management of a school board consisting of 2 members from each ward of the city, appointed by the aldermen of such ward and confirmed by the common council. These members hold office for two years, one-half going out each year. The immediate supervision is intrusted to a superintendent of schools, Professor James MacAlister.

Statistics.—Population of city, by city census of 1875, 100,775; number of school age, (4–20,) 33,919; enrolled in public schools, 12,745; enrolled in private school, 9,269; total enrolment, 22,009; average daily attendance in public schools, 7,548. The number of teachers employed in public schools to the close of the school year 1874–'75 was 46 males and 144 females; total, 190; average number during the year, 182. The number of different school buildings used by the public schools was 20; used by private schools, 51; total, 71. The salaries paid teachers ranged from $350, the minimum, for assistants in primary schools, to $2,500, the maximum, for principal in high school. Salary of superintendent, $3,000. Special teachers of music and drawing had $1,800 and $1,500 each. The receipts for the schools were $217,657.67 and the expenditures for them $157,645.03. Expense *per capita* on average daily attendance, $20.86.

Special studies.—The committee on German report that the effort to systematize the study of German in the public schools by means of a graded course of instruction has been a great success, the results attained having exceeded the most sanguine expectations. The committee on music and drawing report great progress made during the year on the part of both pupils and teachers; the latter having received instruction with a view to better training of those committed to their care. The superintendent of drawing teaches only the pupils of the high and normal schools, the remainder of his time being given to instructing the teachers of the other schools and supervising their work. Professor Walter Smith's system is employed, and the results, as shown in an exhibition of 14,000 drawings by the teachers and pupils, appear to have been highly satisfactory; this, too, with an expense of only $1,500 for instruction and the purchase of a small quantity of drawing paper for the examinations.

Means of improvement.—There is, in connection with the high school, a normal department for the training of teachers for the city schools, and from this many of the best qualified teachers are said to be supplied, nearly all its graduates being employed by the city as they come forth. For the improvement of teachers already at work, teachers' classes have been organized, and instruction given in algebra, in human physiology, in physics, and in physical geography. The lectures were given on Saturdays at the high school; the attendance, without compulsion, averaged more than fifty at each lecture; and the interest manifested seems to have fully satisfied those concerned. An extension of the plan is proposed for 1875–'76, and subsequently.—(Report of commissioners and superintendent for 1874–'75, with special return to Bureau of Education.)

TRAINING OF TEACHERS.

THE STATE NORMAL SCHOOLS.

These schools, now four in number, are, says the State superintendent, enjoying great prosperity, and are performing, in their sphere, a work of incalculable value to

the Commonwealth. Results have abundantly shown the wisdom of establishing several of these schools in various parts of the State instead of a single one at a central point. Their influence is now widely extended, reaching nearly every county, and their popularity fills their halls with eager students, even beyond the capacity of buildings and faculties. Hence frequent enlargements have from time to time been rendered necessary.—(State report, p. 78.)

The board of regents has encouraged the attendance at the schools of that large class of teachers who come but for a year, a term, or it may be less; for although the best results of classification may not be obtained by these means nor so much glory be reflected from the work of undergraduates, yet the little rills of influence emanating from the large host of normal undergraduates and institute students help to make and swell the mighty river of educational progress.—(State report, p. 186.)

According to the report of the president of the board of regents for normal schools, the amount expended in 1875 for the instruction of teachers, including $6,163.31 for institute work, was $123,224.24. The amount of normal school productive funds (derived from the sales of land set apart for the support of normal schools) was, September 30, 1875, $976,364.34, an increase during the year of $2,558. The normal school fund income for 1875 amounted to $149,719.84.—(State report, pp. 181–184.)

Platteville.—At this school the year has been marked by earnest work and faithful attention to duty on the part of the normal students. The moral tone of the school improves from year to year, cases of discipline are extremely rare, and harmony characterizes the work of the teachers. The attendance in the normal department was: ladies, 104; gentlemen, 109; total, 213. The present seating capacity of this department is 350. Number of graduates since the commencement of the school, 88; of these 47 are at present teaching in Wisconsin.—(State report, pp. 181–190.)

Oshkosh.—The fourth annual report of the Oshkosh normal school gives a total attendance in the normal department of 293 students, and in the grammar, intermediate, and primary departments of 215 more. At the close of the school year the school graduated its first class in the advanced course, numbering 8, while 12 completed the elementary course.—(State report, pp. 198, 211.)

Whitewater.—During the year ending June, 1875, the school at Whitewater sent out as instructors into the district schools 81 undergraduates, besides 6 graduates from the advanced course and 9 from the elementary, making in all 96 teachers furnished the State in the year. Others of the undergraduates have undoubtedly taught, but the institution has no record of them. Gratifying reports of the work of the graduates are received and reasonable satisfaction, it is believed, has been given by the undergraduate teachers, though the character of their work cannot be so readily ascertained. The condition of the institution is prosperous. The number in attendance is greater than at any period in the history of the school, while its earnestness and spirit have increased.—(State report, 1875, pp. 192, 193.)

River Falls normal school was organized September 7, 1875. A special return from it dated December 6, 1875, gives the number of instructors belonging to it as 10; that of students in attendance as 100, of whom 68 are ladies. The number of years in the elementary course is 2, in the full course 4. Drawing and vocal music are taught. The institution possesses a library of 60 volumes, a chemical laboratory, a philosophical cabinet and apparatus, and a museum of natural history. Diplomas are given to graduates from the four years' course; certificates to those who complete the two years' course. In this, as in all the State normal schools of Wisconsin, graduates who have received certificates are authorized by law to teach in the common schools of the State without further examination.—(Return to Bureau of Education, 1875.)

In addition to facilities for the instruction of teachers in the above mentioned State normal schools, Milton College, at Milton, offers a teachers' course to such of its students as desire it, and the Seminary of the Holy Family, at St. Francis Station, for the instruction of teachers, reports an attendance of 80 students, all males. The course of study at this seminary lasts four years, and includes, in addition to other studies, free hand drawing and vocal and instrumental music. The graduating class of last year numbered 7, all of whom engaged in teaching. This seminary was organized in 1870, has a library of about 600 volumes, a natural history museum, and a gymnasium.

INSTITUTES.

Careful attention has been given by the board of regents of normal schools to institute work, so organizing, distributing, and conducting the institutes that no teacher or expectant teacher need be without their benefit. A committee of two members of the board, one of whom is the State superintendent, is especially charged with the duty of providing for the institute work of the State and carrying on and supervising the same, according to the general plan marked out by the board. The State is divided into four institute districts, each one of them being conducted by a member of the faculty of the normal schools.

During the summer and fall of 1875 institutes were held in 40 different counties of the State. Of these 6 were held for a term of four weeks, 2 for three weeks, 12 for two

weeks, and 20 for one week. A very few applications for institutes the committee were obliged to reject or modify, because unable to procure conductors. The amount expended in this work, including printing, is $5,206.68. The number of teachers reached by these institutes was very large. In no previous year has the work been as carefully, thoroughly, and conscientiously performed, as general in its scope, and as effective of good results as during the present. The committee recommend, as the result of their experience, that a change be made in the law so that institutes may be held not less than two weeks in any place, instead of four, as now provided, and that more definite arrangements as to meeting the expenses may be settled.—(Superintendent's report, 1875, pp. 186, 219–222.)

EDUCATIONAL JOURNAL.

The value of a good school journal has been stated under the head of Virginia. The Wisconsin Journal of Education, edited by Superintendent Searing, meets the needs of the State in this respect, containing regularly a large number of official opinions on questions relating to the school laws, besides educational intelligence from various parts of the State and from other States and countries, with practical and useful discussions of educational topics. That it is not a hasty compilation from other periodicals, but, to a great extent, a repository of original and carefully prepared articles from the teachers and school officers of Wisconsin, inspection will prove.

SECONDARY INSTRUCTION.

TOWNSHIP HIGH SCHOOLS.

In accordance with a recommendation of the State superintendent in a previous report, the legislature in 1875 passed a law providing for the establishment of township high schools. As soon as possible after the passage of the law the superintendent issued and distributed a circular, setting forth their purpose and character, and giving what he considered judicious courses of instruction for them. The law has met with very general favor, and there is reason to believe it will, in due time, accomplish all that its projectors and friends have anticipated.—(Report, 1875, p. 34.)

The State superintendent does not give the number of public high schools in the State, but it is known that such exist in connection with the school systems of some of the cities.

The report of Superintendent James MacAlister, of the Milwaukee public schools, for 1875, gives the attendance in the high school of that city as 150, of whom 85 belonged to the academic and 65 to the normal department. In the classical course of the school Latin is obligatory; Greek, German, and French, optional. In the general course German is obligatory for three years and optional in the fourth, while French, geometry, trigonometry, mensuration and surveying, English literature, and book-keeping are optional in the third and fourth years. Music and drawing are studied throughout the course.—(School Bulletin for the Northwest, July, 1875.)

Superintendent MacAlister recommends the organization of the academic and normal departments into separate schools, all the academic training to be transferred to the high school proper, making of the normal a purely professional school, following in order after the academic course, or a portion of it, has been finished. From the School Bulletin for October, 1875, it would appear that this plan, or a similar one, has been adopted, and several important changes made in the high school course, such as omitting Greek and forming a two years' and four years' courses.

ACADEMIES AND SEMINARIES.

One school for boys, 5 for girls, and 6 for both sexes, mainly for secondary training, report for 1875, from Wisconsin, 130 teachers and 1,927 pupils, 306 of whom were for that year in classical studies and 727 in modern languages, while only 34 are explicitly stated to be preparing for a classical course in college and only 3 for a scientific course. Four of these schools are controlled by the Roman Catholics, 2 are nonsectarian, and 5 are under the influence, respectively, of the Baptists, Presbyterians, Protestant Episcopalians, United Brethren, and Universalists, the remaining 1 not reporting on this point. In 9 of these schools drawing and instrumental music are taught; 10 teach vocal music; 7 have chemical laboratories; 10, more or less philosophical apparatus. Nine report libraries ranging from 26 volumes to 7,000, the total sum of the 9 libraries being 14,526 books.

PREPARATORY DEPARTMENTS OF COLLEGES.

Preparatory departments are reported in 10 colleges of the State as having an aggregate attendance of 1,359 pupils—1,007 young men and 352 young women—of whom 337 were engaged in preparation for a classical course and 338 for a scientific.

BUSINESS COLLEGES.

Seven such schools, located in the chief cities of the State, report a total of 26 instructors and apparently 1,313 pupils, 1 at Green Bay making a very indistinct return on this point. Besides instruction in arithmetic, book-keeping, penmanship, commercial law and commercial forms, 14 students are taught phonography; 50, telegraphy; 95, German; 48, French; and 1, Spanish.—(Returns to Bureau of Education, 1875.)

PREPARATORY SCHOOL.

Milwaukee Academy, corner of Cass and Knapp streets, is an English and classical school for young men, its special work being the preparation of young men for college. There is also a comprehensive course of instruction in English, scientific, and mathematical studies, with such other branches as have a more immediate application to business pursuits. Ample facilities are provided for illustrating the principles of the natural sciences. The German and French languages are thoroughly taught.—(Milwaukee Monthly Magazine, January, 1875, p. 4.)

In this school and the Wayland University, at Beaver Dam, there were reported for 1875 a total of 12 teachers and 184 pupils, of whom 36 were preparing for a classical collegiate course and 32 for a scientific one. Both schools report the possession of philosophical apparatus. The former has a gymnasium and the latter a library of 1,500 volumes.

SUPERIOR INSTRUCTION.

UNIVERSITY OF WISCONSIN.

The university embraces a college of arts, one of letters, and a law school. It is under the immediate charge of a president and 26 professors and teachers, and is in a highly prosperous condition. There has been a steady increase for some years past in the number of students in the regular classes, and this notwithstanding the enlargement of the terms of admission and a more careful examination of applicants. There has been, during the year past, an appropriation by the legislature of $80,000 for the erection of Science Hall, a gift followed by that of the property known as the Orphans' Home. Science Hall will give the best accommodations in all branches of physical science to 600 students, and will leave nothing to desire in the external conditions of instruction in this department for a long time to come.

During the past year the young women have been put, in all respects, on the same footing in the university with the young men. "No difficulties," says the president, "have arisen from it. There were eight young women among the graduates at the last commencement. Their average scholarship was certainly as high as that of the young men, and they were apparently in good health. We feel, however, that the young women in attendance on the university should be sheltered from the claims of general society, and that they cannot meet the exactions, in dress, labor, and time, incident to society, without suffering either in health or scholarship, or in both."

During the year, the opportunity of taking special studies in the subfreshman classes has been withdrawn. The object of these classes is exclusively to fit students for the university, and it is not desired to do any preparatory work for its own sake, but, on the contrary, the time is anticipated when the university will be entirely relieved of preparatory work. Much aid in this respect is anticipated from the operation of the new high school law.

Special students are admitted freely to the college courses, provided they can pass an examination in the English studies included in the terms of admission to the freshman year of the scientific course. It is believed, however, that the students would, with scarcely an exception, be profited by choosing some one course and adhering to it. When a regular student becomes a special student it is regarded as a retrogression, while the acceptance of a regular course is almost sure to result in new effort, more satisfaction in labor, and more firmness in purpose. Haste and vacillation are the besetting sins of the students. A portion of the instability is referable to poverty, but a large remainder must be attributed to a low estimate of thorough scholarship and to a haste to enter, ready or otherwise, on the work of life.—(Report of State superintendent, pp. 157–160, 164, 165.)

The catalogue of the university for 1875–'76 gives the number of students for that year as 345, including 49 special students, 71 in the subfreshmen classes, and 25 law students. Of the 200 remaining engaged in regular collegiate classes, 39 were pursuing the ancient and 26 the modern classical course, 120 the course in general science, 12 that in civil engineering, and 3 that of mining and metallurgy.

OTHER COLLEGES.

Beloit College, Beloit, (Congregational,) aims to provide a thorough, liberal, and Christian education for young men. Its main course of study corresponds with that found in the best New England colleges, known as the "American college course." It

comprehends a training in language, in mathematics and science, in the histories of nature and of man, and in those philosophic and religious principles necessary to complete the general preparation for a broad and useful life.—(College catalogue, 1874–'75.)

Galesville University, Galesville, (Methodist Episcopal,) admits both sexes to its privileges, which include preparatory, classical, and scientific courses. The building will accommodate 200 students.—(Catalogue of the university, 1874–'75.)

Lawrence University, Appleton, (Methodist Episcopal,) is for both sexes. In addition to its classical, scientific, and commercial studies, French, botany, music, drawing, and painting are attended to.—(State report, p. 226.)

Milton College, Milton, (Seventh Day Baptist,) offers to young men and young women on equal terms a classical course, embracing both collegiate and preparatory studies, a scientific course, and a teachers' course. The number of students in collegiate classes in 1874–'75 was 79; in the preparatory class, 176.—(Circular of college for 1875–'76 and report of State superintendent, 1875.)

Racine College, Racine, (Protestant Episcopal,) is for boys and young men only. In the school of letters a full collegiate course of four years is provided. The course in the school of science also lasts four years, and is intended to provide a thorough course in the natural sciences, mathematics, the English branches, and the modern languages. German and French are obligatory. The preparatory department includes classical and mathematical schools. The latter teaches book-keeping and German, and is intended to fit boys for business or for the school of science in the college; the former prepares them for the classical department.—(College catalogue, 1874–'75.)

A later circular states that, in February, 1875, Taylor Hall, the building used for college students was burned, destroying with it the valuable college library, the scientific apparatus as well as furniture, &c. But as the walls of the building were left standing, preparations were at once made for renewal of it; and a picture since sent in shows it as renewed.

Ripon College, Ripon, (Congregational,) admits both sexes to its collegiate and preparatory departments, the former including classical and scientific courses.—(College catalogue, 1875–'76.)

There is also a musical department, under the control of Professor J. C. Fillmore, of the Leipzig Conservatory of Music, which provides thorough instruction in both vocal and instrumental music.—(School Bulletin, December, 1875.)

COLLEGES FOR WOMEN.

Three colleges for women, all authorized by law to confer degrees, report an aggregate attendance of 228 pupils in collegiate studies, instructed by 38 teachers, all of the latter except 4 being ladies. There were in the regular course 216 students, in special or partial courses 6, and in post graduate studies 6. Two report libraries of 800 and 821 volumes respectively. One is under the patronage of the Congregational Church, one the Roman Catholic, and the other is non-sectarian. In all the 3, drawing and painting, vocal and instrumental music, and German are taught. Two teach French and 1 Italian and Spanish. All the 3 report chemical laboratories and philosophical apparatus, and 2 have museums of natural history.—(Returns to Bureau of Education, 1875.)

Statistics of universities and colleges, 1875.

Names of universities and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
Beloit College	10	6	87	77	$80,000	$120,000	$12,000	$3,660	$0	$15,000	a9,300
Galesville University	7	....	106	29	50,000	.....	.....	.....	.....	.....	4,500
Lawrence University	14	....	231	97	75,000	100,000	5,000	4,500	.....	.....	a7,000
Milton College	11	....	178	77	46,125	6,000	250	3,750	.....	.....	a2,000
Northwestern University	8	....	67	31	47,000	.....	.....	2,400	.....	.....	2,050
Pio Nono College	8	....	104	.....	80,000	.....	.....	20,000	.....	.....	500
Racine College	18	....	118	31	150,000	27,000	.....	63,460	.....	.....	1,000
Ripon College	17	0	245	56	65,000	50,718	4,531	3,433	0	0	a3,900
St. John's College	15	0	150	150	100,000	0	0	15,000	0	0	3,000
University of Wisconsin	25	0	73	201	250,000	458,389	31,551	7,234	17,303	0	a8,263

a Includes society libraries.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The agricultural college of the State is comprised in the college of arts of the University of Wisconsin. This college embraces the departments of general science, agriculture, civil engineering, mining and metallurgy, and military science. As soon as the income of the university will allow, and in such order as the wants of the public shall seem to require, these departments are to be expanded into distinct colleges of the university, each with its own faculty and appropriate title.

The amount of agricultural college fund which was productive in September, 1875, was $236,133.90; the income received from it during that year was $16,148.41. The number of students pursuing the agricultural course is not given; but it is stated that the was received from the sale of products from the experimental farm during the year was $359.99. In the course of general science there were 120 students; in that of civil engineering, 12; and in mining and metallurgy, 3.

The legislature of 1875 appropriated $80,000 for the purpose of building an additional university edifice for scientific purposes.—(Report of board of regents and catalogue of university for 1875.)

THEOLOGICAL.

Nashotah Theological Seminary, Waukesha County, (Protestant Episcopal,) founded in 1842 and incorporated in 1847, and the Salesianum, near Milwaukee, (Roman Catholic,) are the only theological schools in the State from which printed catalogues or circulars have been received. Each has a three years' course, that of the former including biblical and ecclesiastical histories, systematic divinity, scriptural exegesis, Hebrew, pastoral theology, and elocution; that of the latter, dogmatic, moral, and pastoral theology; canon law; liturgies, exegesis of Old and New Testament; church history, and homiletics.—(Circulars of these institutions.)

LEGAL.

The law department of the University of Wisconsin numbered, in 1875, 25 students in its classes. The course of instruction is for the most part by lectures, and by reading under the direction of the professors, with weekly moot court practice. Among the advantages which this law school affords the student is its location at Madison, the seat of the law library of the State, which is probably the largest collection of the kind in the Northwest, and which is at all times accessible to the students, as is also the library of the State Historical Society, numbering over 50,000 volumes.—(Catalogue of university, 1875.)

Statistics of schools for scientific and professional instruction, 1875.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
SCHOOL OF SCIENCE.									
Departments of civil engineering, mining, and metallurgy, (University of Wisconsin.	6	....	15	2	.....	.....	.....	.....	.....
SCHOOLS OF THEOLOGY.									
Nashotah House*	6	1	50	6	$70,000	$25,000	$2,000	.....	6,000
Seminary of St. Francis of Sales	12	....	245	9	.....	.....	.....	.....	.....
SCHOOL OF LAW.									
Law College, University of Wisconsin...	7	....	25	1	.....	.....	.....	$1,050	300

* From Report of Commissioner of Education for 1874.

SPECIAL INSTRUCTION.

WISCONSIN INDUSTRIAL SCHOOL FOR BOYS.

This was at first really a prison with its cells and grates; it is now a home, with its social relations, and its family circle. It was organized on the congregate plan, with its crowd of boys in a single herd; it is now a miniature colony, with its homes and workshop, its farms and gardens, its schools, reading rooms and library, its social, educational, and religious facilities. During the sixteen years of its history, 1,184 children have been brought under its influence. Of this number, about one-fourth are still in the school, and fully two-thirds of the others are, so far as our knowledge extends, acting the part of good citizens by living quiet, industrious lives. No computation can show the amount of good returned to the State by the reformation of so large a percentage of its juvenile violators of law and order; but every observer can realize that the perpetration of a vast amount of crime has been prevented and a large number of boys restored to society, growing and grown into good citizens, the friends of law instead of its enemies, earning by their own efforts an honest living, instead of preying upon others, or wasting life in confinement at the expense of the taxpayers of the State.—(Report of Superintendent Hendrickson, in State report, pp. 254, 255.)

WISCONSIN INSTITUTE FOR THE INSTRUCTION OF THE BLIND, JANESVILLE.

Since the fire which destroyed the main building of this school in April, 1874, its operations have been carried on under great disadvantages, in small and inconvenient buildings, poorly supplied with apparatus. The new building authorized by the legislature will accommodate but a portion of the household, and the difficulties incident to the occupation of detached buildings must still be met.

Since the last report, 85 pupils have been in attendance, 4 of them adults, connected with the mechanical department, and admitted for a brief time, that they might acquire the knowledge of a trade by which to sustain themselves.

In the literary department instruction has been given in reading, writing, spelling, arithmetic, geography, grammar, United States history, geometry, natural philosophy, and mental philosophy. In the musical department vocal and instrumental music have been taught, not merely as a pleasant accomplishment, but also as a means of earning a livelihood. In the mechanical department the elder boys have been taught broom-making, while the younger boys and girls have learned to make bead work. The girls learn also to sew, knit, crochet, and do a variety of useful and ornamental kinds of work.—(Report of Mrs. Thomas H. Little, superintendent, in State report, pp. 58, 256.)

WISCONSIN INSTITUTE FOR THE DEAF AND DUMB, DELAVAN.

At the date of the report, November 29, 1875, there were in this school 148 pupils, divided into 8 grades, each grade in charge of a teacher, and a class of 20 in articulation, under a special teacher.

The course of study is the same as that in the public schools, and the same text books are used, except in the study of language in the two lower grades, where special books are used.

The advancement of the pupils is said to compare favorably with that of children in the common schools.

In addition to the schooling in literary branches and the language of signs and lips, the pupils are taught to work. There are, for the boys, a cabinet shop, a shoeshop, and the garden, grounds, barn, &c.; and, for the girls, the varieties of sewing, chamber and dining room work, &c.—(Report of principal, W. H. DeMotte, in State report, p. 258.)

EDUCATIONAL CONVENTIONS.

WISCONSIN STATE TEACHERS' ASSOCIATION.

The twenty-third annual session of this association was held at Eau Claire, July 28, 29, 30, 1875. The meeting, it is stated, was a most agreeable and profitable one, the exercises, consisting of addresses, papers, and discussions, being participated in by both ladies and gentlemen, and frequently enlivened by music and readings, while the people among whom the meeting was held manifested an overflowing hospitality. President Emery's address (to be found in full in the Wisconsin Journal of Education for September, 1875) was an appropriate, practical, and suggestive paper, and its various topics were taken into consideration and reported upon by committees appointed for that purpose. The president expressed the opinion that the association has been successful in a good degree in accomplishing its two great objects: self-improvement of the members and the advancement of the cause of popular education throughout the State.

The topics considered in the papers and addresses delivered were: "The function of the normal school," by President O. Arey, of Whitewater; "Drawing," by W. E. Ander-

son, of Waukesha; "Entomology," by John H. French, LL. D., of Vermont; "The district school curriculum," by A. Salisbury, of Whitewater; "The student's hope," by Professor E. H. Merrill; "Can we do it?" by Miss Martha Kidder, of Oshkosh; "A State school tax," by Superintendent James MacAlister; "The high school law," by Superintendent Searing; "Language study: its means and its end," by Superintendent Pickard; "Architecture," by President John Bascom, of the University of Wisconsin; "Educational backbone," by E. B. Wood, of Oshkosh; "The coming teacher," by Helen M. Bingham, of Monroe; and "Teachers' examinations and State certificates," by A. F. North, of Pewaukee.

The committee to which was referred that portion of the president's address relating to "a township system of school government" and "free town high schools" reported favorably to the town and adversely to the district, as the unit in school government; also expressing their hearty approval of the present high school law and their earnest desire that it may receive a thorough and fair trial.

The ladies of the association, as a separate body, expressed their thanks to all who were instrumental in the passage of the law last winter making women eligible to school offices in the State.—(Wisconsin Journal of Education, September, 1875, pp. 351–357.)

An executive session of the association met at the same place in December, 1875, when papers were presented, addresses made, reports of committees received and considered, and other important business discharged.—(Wisconsin Journal of Education, January, 1876, pp. 28–36.)

CONVENTION OF SCHOOL SUPERINTENDENTS.

In response to the call of the State superintendent, the county and city superintendents convened at Madison, December 29, 1875. The first topic considered was how to secure more effective and permanent supervision of schools. Superintendent Searing commenced by alluding to the fact that measures were being taken to secure the abolition of the superintendency, on account of its alleged inefficiency, produced by the incompetency, negligence, and indolence of some past and present incumbents of the office. The general opinion appeared to be that many defects exist in the office, among which were mentioned "meagreness of beneficial results, incompetent incumbents, uncertain tenure of office, imperfect mode of providing salary, meagreness of salary, amount of work too great," &c. The remedies proposed were "an educational qualification, change of removing power, uniform examinations, change of electing power, a longer term, change of time of electing, payment by the State, more work among the people, superintendents to meet for counsel, more control by State superintendent, and obligatory institute attendance." The next subject considered was that of irregular attendance and the best means for securing regularity. Superintendent Searing thought one important means of securing regular attendance would be the provision of comfortable and attractive houses and grounds. Children love beauty and shun the opposite. In the village of Necedah there was a primary room, built of poor, cheap materials, that had been made positively attractive by the teacher's taste, tact, and work, and all at a cost of less than one dollar. The ornamentation was a few nice, cheap pictures, framed by the teacher, and natural curiosities picked up in the neighborhood. Others spoke in favor of wide-awake teachers, the distribution of a State tax on the basis of attendance, a regular course of study, monthly reports, &c. At the request of Superintendent Searing, a vote was taken on the subject of a State tax, which resulted in 16 in favor of, and only 1 against, such tax. A committee was appointed to report at the next session on the subject of a "course of study in district schools.'—(Wisconsin Journal of Education, January, 1876, pp. 37–41.)

OBITUARY RECORD.

SUPERINTENDENT THOMAS H. LITTLE.

In February, 1875, Mr. Thomas H. Little, for more than thirteen years superintendent of the Wisconsin Institute for the Education of the Blind, was removed by death. A notice of him in the report of the institution says: "His integrity and absolute truthfulness gave him a reputation it is an honor for any man to wear. As a private citizen, he was quiet, unassuming, and upright; as a public officer, thorough, untiring, efficient, and jealously watchful of the interests committed to his care. As an instructor, he was a recognized leader in his profession, a disciplinarian who knew how to govern without seeming to govern at all, and who was to his pupils far more like a wise and kind parent than a superintendent. As a Christian, he was manly, generous, humble, full of faith, and given alike to prayer and good works. In his death, the community has lost a useful citizen, the State a faithful and valued servant, and the church an exemplary member and efficient officer."—(Report of institution in State report, pp. 256 257.)

LIST OF SCHOOL OFFICIALS IN WISCONSIN.

Hon. EDWARD SEARING, *State superintendent of public instruction, Madison.*
Rev. J. B. PRADT, *assistant State superintendent of public instruction, Madison.*

CITY SUPERINTENDENTS.

City.	Superintendent.	City.	Superintendent.
Appleton	A. H. Conkey.	Menasha	W. H. Lull.
Beaver Dam	James J. Dick.	Milwaukee	James MacAlister.
Beloit	T. L. Wright.	Mineral Point	Thomas Priestly.
Berlin	N. M. Dodson.	Neenah	T. T. Moulton.
Columbus	S. O. Barrington.	Oconomowoc	D. R. Thompson.
Fond du Lac	C. A. Hutchins.	Oconto	H. W. Gilkey.
Fort Howard	R. Chappell.	Oshkosh	Charles W. Felker.
Grand Rapids	Henry Hayden.	Portage	N. K. Shattuck.
Green Bay	A. H. Ellsworth.	Prairie du Chien	Joshua Sutter.
Hudson	H. H. Slack.	Racine	R. H. Tripp.
Janesville	R. W. Burton.	Sheboygan	John H. Plath.
Kenosha	H. M. Simmons.	Watertown	William Bieber.
La Crosse	J. W. Weston.	Wausau	B. W. James.
Madison	Samuel Shaw.		

COUNTY SUPERINTENDENTS.

[In commission January 1, 1876.]

County.	Superintendent.	Post-office.	County.	Superintendent.	Post-office.
Adams	Jesse M. Higbee	Plainville.	Lincoln	David Finn	Jenny.
Ashland	John W. Bell	La Pointe.	Manitowoc	W. A. Walker	Manitowoc.
Barron	H. J. White	Rice Lake.	Marathon	Thomas Greene	Wausau.
Bayfield	John McCloud	Bayfield.	Marquette	H. M. Older	Packwaukee.
Brown	T. E. Sedgwick	West Depere.	Milwaukee, (1st district.)	Thomas O'Herrin	Oak Creek.
Buffalo	L. Kessinger	Alma.	Milwaukee, (2d district.)	James L. Foley	Butler.
Burnett	John G. Fleming	Grantsburg.	Monroe	N. H. Holden	Sparta.
Calumet	Wm. B. Minaghan	Chilton.	Oconto	Maggie M. Comstock.	Oconto.
Chippewa	Jno. A. McDonald	Chippewa Falls.	Outagamie	Patrick Flanagan	Appleton.
Clark	R. J. Sawyer	Neillsville.	Ozaukee	Edward H. Janssen	Cedarburg.
Columbia	Kennedy Scott	Rio.	Pepin	J. H. Rounds	Durand.
Crawford	G. L. Miller	De Soto.	Pierce	H. S. Baker	River Falls.
Dane, (1st district.)	A. R. Ames	Door Creek.	Polk	James W. Dean	Black Brook.
Dane, (2d district.)	M. S. Frawley	Black Earth.	Portage	J. O. Morrison	Amherst.
Dodge, (1st district)	John T. Flavin	Watertown.	Racine	M. J. Smith	Sylvania.
Dodge, (2d district.)	Arthur K. Delaney	Hustisford.	Richland	David D. Parsons	Sextonville.
Door	Chris. Daniels	Sturgeon Bay.	Rock, (1st district.)	John W. West	Footville.
Douglas	I. W. Gates	Superior.	Rock, (2d district.)	J. B. Tracey	Milton.
Dunn	George Shafer	Menomonee.	St. Croix	Frank P. Chapman	New Richmond.
Eau Claire	Agnes Hosford	Eau Claire.	Sauk	James T. Lunn	Ironton.
Fond du Lac, (1st district.)	W. L. O'Connor	Rosendale.	Shawano	Miss C. A. Magee	Belle Plaine.
			Sheboygan	George W. Weeden	Sheboygan City.
Grant	G. M. Guernsey	Platteville.	Taylor	O. N. Lee	Medford.
Green	Thos. C. Richmond	Bem.	Trempealeau	Amos Whiting	Trempealeau.
Green Lake	A. A. Spencer	Berlin.	Vernon	O. B. Wyman	Viroqua.
Iowa	Albert Watkins	Mineral Point.	Walworth	Fred W. Isham	Elkhorn.
Jackson	T. P. Marsh	Hixton.	Washington	S. S. Barney	West Bend.
Jefferson	C. I. Collier	Rome.	Waukesha	John Howitt	Waukesha.
Juneau	J. W. Wightman	Werner.	Waupaca	C. W. Packard	New London.
Kenosha	David H. Flett	Kenosha.	Waushara	Wm. T. Williams	Berlin.
Kewaunee	Wm. H. Seymour	Ahnapee.	Winnebago	F. A. Morgan	Oshkosh.
La Crosse	S. M. Leete	West Salem.	Wood	C. B. Garrison	Centralia.
La Fayette	Henry Jane	Shullsburg.			

ALASKA.

A gentleman connected with the Coast Survey, who has had large opportunities for observation of the Indian population on the northwest coast, kindly furnishes the following interesting information respecting matters in Alaska:

WASHINGTON, D. C., *March* 22, 1875.

MY DEAR SIR: In response to your inquiry as to the condition of the inhabitants of Alaska I beg leave to submit the following summary of facts which I have reason to believe are substantially accurate. As the climate and condition of the territory are but little understood and have been erroneously represented, a few preliminary remarks on these points may not be out of place.

The area of the territory is nearly one-sixth as much as that of the whole of the remainder of the United States put together. The coast line is fully as great as the whole coast line of the rest of the United States, and a large part of it is composed of islands covered with a dense forest or growth of herbaceous plants.

This great region is divided climatologically into three subdivisions, characterized by wholly different conditions of climate and vegetation.

(1) The most northern is that which furnishes the popular idea of Alaska. It has a climate which in most respects is properly called arctic. The winters have periods of very severe cold, while the summers, extending from June to September, inclusive, are very hot, at least during part of every clear day. Travelling is done by means of dog-sledges or canoes, according to the season. The climate is somewhat tempered on the immediate sea-coast, but a few miles in the interior the above conditions prevail. Extensive forests of spruce, birch, poplar, and alder border the rivers, especially the Yukon, the great river of Northwest America. Some quick growing vegetables will do well during the short summer, such as turnips, lettuce, radishes, &c., but the main reliance of the inhabitants will always be on the salmon, white-fish, and trout which swarm in the rivers, the immense flocks of wild fowl which spend the breeding season there, and on the meat of the reindeer and other products of the chase. Trees are not found on the immediate sea-coast. The trade of the country is exclusively in furs, skins, whale oil, and bone and walrus ivory. This region extends from the Arctic Ocean to the Peninsula of Alaska, on the mainland, and to St. Matthew Island, on the sea of Behring. Notwithstanding the climate, it affords subsistence to a large native population, and with the proper precautions (I speak from nearly three years' experience, including two winters) a white man in ordinary health finds no difficulty, when provided with the clothing worn by the aborigines, in existing with tolerable comfort.

(2) The second region includes all the Aleutian Islands west of the end of Alaska peninsula and is in every respect different. It is in a general way about the latitude of Edinburgh, and possesses a climate similar to that of the west of Ireland and the north of Scotland. I have never seen the thermometer down to ten degrees above zero of Fahrenheit in four years, and in thirty years, as far as we know, it has only been down to zero seven times. The islands are covered with rank herbage, and toward the east have small willows and blueberry bushes, but nowhere any trees. Fuel is supplied by drift-wood which is cast on the shores in tolerable abundance.

The chief trouble with this region is the superabundance of cloudy weather, fog, and rain. These prevent the summer from being as warm as the very mild winter would lead us to anticipate. The annual mean is about that of Philadelphia. Most vegetables, if properly cultivated, will grow, and there seems to be no reason why fruit trees should not do well if sheltered when young and planted where there is good drainage. There is no difficulty whatever in keeping sheep and cattle, which, as a rule, find enough to eat on the hillsides all winter, though they would doubtless do better if protected and furnished with hay, which can be cut anywhere. I have seen sheep and cows support themselves all winter without any care and rear their young in the spring.

(3) The last region is that extending from Kadiak Island to the eastern end of the territory southeast of Sitka. Though the high mountains of this region nourish local glaciers, and there is nearly as much rain at Sitka as in parts of Oregon, yet the shores are covered with a dense forest of large trees, and the climate, a little colder in winter and a little hotter in summer than the Aleutian district, affords as high an annual mean as Baltimore. This, it may be mentioned, is due to a warm current similar to the Gulf Stream, which bathes the Aleutian Islands and the coast about Sitka, and is responsible for the warm temperature as well as the abundant rain. Of this district Kadiak and Cook's Inlet have been called the "garden of the territory." In the western part of the Aleutians, fish are not very plenty and there are no large land animals, though water-fowl abound. But in this region, which I will call the Sitka district, food is

incalculably abundant. Game, reindeer, cod, halibut, salmon, and herring are inexhaustible. Indian corn has been grown at Cook's Inlet successfully, which will give an index to its agricultural capacity, while almost any vegetables, if properly cultivated, will do well at Kadiak. First rate potatoes have been grown of late at Sitka, and previous failures were undoubtedly due to ignorance of proper cultivation. The inhabitants of the territory are about 20,000 in number, of whom at least 18,000 are natives.

They are of four classes:

(1) The Koloshian Indians, who inhabit the Sitka archipelago and coast as far as Yakutat or Admiralty Bay. These are a bad class of natives. Bold, impudent, fond of liquor, which they manufacture from molasses bought of the whites, ready to use weapons on any provocation, vindictive, and sensual, they only attract admiration for their courage and unusual intelligence, which latter is particularly manifested in their carvings, canoes, and dwellings. They purchase most of their clothing from the whites, but for almost anything else they are quite independent. I fear they cannot be considered amenable to any system of education disconnected from the "strong arm." Still, by a rigorous system of excluding whites, of imposing responsibility, and appealing directly to their material interests, the mission of Rev. Mr. Duncan, among somewhat similar Indians at Metakatla, British Columbia, has, in many respects, proved a success. Most of these Indians understand the Chinook jargon.

(2) The interior Indians. These are of the usual Chippewayan type, very different from the Koloshians, and extend from the mouth of the Copper River to Cook's Inlet, and in the interior north to the Arctic Circle. They have had little intercourse with whites except on the Yukon, are essentially wild at present, but in some places, as at Cook's Inlet, might be reached without much difficulty. Few of them speak anything but their own language, and these few only add to it a little Russian. None of them have been subjected to any educational processes, though a few have been baptized by the Russian priests. Unless in Cook's Inlet, they cannot be said to offer much of a field for instruction at present.

(3) The Eskimo or Innuit. These people, though identical as to race and nearly so as to language, offer a very favorable contrast in intelligence and physique to the Eskimo of Greenland and Labrador. With many of the faults of the savage, they unite a fundamentally more tractable character, greater intelligence, and less devotion to gloomy superstitions. They are nearly white, and extend over the entire coast line of the Territory from the Arctic Seas to Cook's Inlet and the shores of Prince William's Sound, and west as far as the Chirikoff or Ukamok Island, near Kadiak. They speak a language which is readily acquired and near Kadiak and Norton Sound many of them understand a little Russian. They chiefly live by fishing and hunting.

These people have been brought under Russian influences at Kadiak and in Prince William's Sound, and the results are favorable. Though their present condition is not of the best, yet, considering the circumstances, these people offer more qualifications for benefiting by instruction than any I have yet mentioned. In the localities just mentioned most of them have connection with the Greek chapels established by the Russians. The influence of the priests there at present seems, however, wholly bad, as the people are given over to gambling and drunkenness. In Norton Sound they have been greatly demoralized by the class of whites with whom they are most familiar, and the annual alcohol traders of the Arctic coast and Kotzebue Sound, mostly Hawaiians by flag but Americans by birth, are rapidly depopulating that region.

(4) The Aleuts. These are also Eskimo in race, but differ so much from all the other branches of that stock that they may with propriety be considered separately. They inhabit the Shumagin Islands, the western end of the peninsula of Alaska, and the Aleutian and Pribiloff Islands. Their principal settlements are at Unga Island in the Shumagins, Belkoffsky on the peninsula, Unalaska, Umnak, Atka, and Attu, among the Aleutian Islands. The other settlements are all clustered within a few miles of one or the other of those named. These people speak the Russian language, as well as the native dialect, almost without exception. They are about 2,000 in number, and have remained stationary at about this figure for a number of years. Whatever their original character may have been, through nearly a century of Russian influence they have become docile and tractable, are in most places more than half civilized, wear civilized clothing, subsist to a large extent on flour, sugar, and tea bought of the traders, and are almost without exception devoted members of the Greek Church. It cannot be doubted that many of them understand but little of the doctrines they profess, but they are none the less devoted to them, and very naturally so, as nearly all that is good in their natures and mode of life is due to the self-sacrificing efforts of one devoted missionary, once a poor missionary priest at Unalaska, now aged and blind, but retaining the clearness of his faculties, occupying the exalted position of primate of the Greek Church, or Metropolitan of Moscow. To this person, Innocentius Veniaminoff, we owe a monograph on these people and an account of the islands which is the fullest and most reliable extant. Each village has its church, where, in the absence of a consecrated priest, some native deacon officiates, and even in their temporary hunting camps a

cross is usually erected in some convenient locality, where on Sundays one of the party reads or repeats a portion of the liturgy.

These people were considered as wards of the company under the Russian monopoly and were obliged to work a certain number of years for the company at very small wages; but, on the other hand, so far as the company's charter could be made to cover the case, their rights were not forgotten. They received a certain amount of flour and tea at fixed and very moderate prices, which often ran below the actual cost. They had the privilege of a certain amount of schooling, being taught the rudiments of reading, writing, and arithmetic, especially reading the Slavonic or church characters. Part of the gospels, a catechism, primer, and several tracts were translated into the Aleut tongue by Veniaminoff, and printed by the Russian synod in a modified character, especially adapted to the peculiar combination of sounds which are used.

Most of the older natives can read and write in the Russian language. When enjoying their hospitality, which was always generous to the extent of their means, during my explorations in the islands, frequently the host would open a home-made box or cabinet and point with pride to a few church books and old Russian almanacs, &c., as proof of his acquirements. Their intelligence is remarkable, when we consider how lately they have been redeemed from barbarism. They are usually eager to learn, and in Russian times the children who showed any marked ability were sent to a higher seminary at Sitka, and sometimes even to St. Petersburg.

In this way the company added to its corps quite a number of good navigators, some of whom afterward became quite noted as explorers. Thirty-eight charts relating to the Territory, the best existing up to a recent date, were drawn and engraved on copper by an Aleut named Kadin, at Sitka, in 1848. They make good mechanics, carvers, and domestic servants.

On the other hand, they are somewhat wanting in energy, owing to the state of tutelage in which they have existed so long; many of them require training in the art of cleanliness, and the natural tendency to stimulants and sensuality, existing in all uncivilized races, has been aggravated in certain localities where they have been brought into contact with seamen and unscrupulous traders.

Their present condition is less favorable to their improvement than it was under the Russian *régime*.

A word as to the condition of the Territory. Few citizens of the United States realize that in one-seventh of her vast Territory there are literally no civil law, no government, no redress for injury, no protection for whites or natives, no legal authority for settlement, and no punishment for crime. The Territory of Alaska is in that condition. There is no civil government. The authority of the commander of the two military companies at Sitka extends only over his own men and the limits of the military reservation; except the authority of power, by which he may hold turbulent natives in check. By a recent construction of a law of Congress the military are held responsible for catching and disposing of offenders who introduce liquors into the Territory.

There are revenue officers who collect customs and internal revenue, and who have authority over offenders against revenue laws. On the Pribiloff Islands are four special treasury agents, who have power to prevent infringements of the provisions of the monopoly lease granted by Congress to the Alaska Commercial Company. They can, to some extent, protect the natives, but have no authority to punish civil offenses other than those relating to the contract mentioned. We have then the anomaly that for violating the revenue laws an offender can be seized and sent two thousand miles for trial, while for murdering the revenue officer, in a private quarrel, no punishment can be inflicted and no court has jurisdiction. This has been legally tested in Oregon and a murderer discharged for the above reasons. For offenses against individuals, other than infringements of its contract, neither the company nor its agents can be held to answer.

By law, schools were required to be established on each of the two Pribiloff Islands. What these amount to may be seen in your last report. Some of the more intelligent natives, half-breeds, and resident whites have succeeded in sending their children to San Francisco to school. Here, however, they are very likely to come to grief through want of parental supervision. Some individuals have become interested in particular children and have brought them to civilization, where, with proper care, they have invariably done well.

I brought down in 1872 an orphan boy, a native Aleut, whose intelligence and desire to learn, while employed as cabin boy on my vessel, had attracted every one to him. Through the assistance of kind friends he has been placed at school in Michigan, where he is doing well. In two years he has learned to speak, read, and write the English language, and, though obliged to associate with children younger than himself, for want of early advantages, he has stood at the head of his class in drawing and geography and already evinces great interest in natural history. When he was brought to San Francisco he was 15 years old, and his countenance has, since that time, entirely lost the stolidity of the ignorant native and taken on a pleasing expression of intelligence and amiability. This shows that these people are not beyond redemption.

Meanwhile more than fifteen hundred of these people are without a school of any kind, unless, as occurred at Unalaska, the more intelligent of them get up a little school of their own, in order that their children may be able to read the Russian catechism.

Formerly these people had a sort of town government, which decided questions of general interest to the community and elected a toyon, whose duty was to stand as arbitrator between the traders and the natives. He was paid a small sum by each native for his services. The popular voice has also been used, since I have been in the islands, to expel people of notorious immorality from the church and to punish various offences.

Now, however, the toyon is elected at the company's order, and usually paid a salary by them, so that his original position as arbitrator has been entirely lost.

The people of the Pribiloff Islands are more favorably situated than any of the others. They have a certain kind of schools; and in other things the influence of Special Agent Bryant and the interests of the company have to some extent been parallel, as it was manifestly to the latter's advantage to have the people contented and well off, in order that the seal-killing might not be interfered with. Even here, however, the mainspring of action is interest, and not justice in the abstract nor the authority of law. This is not a desirable state of things.

In the earnest hope that something will be done to encourage education, especially of a preliminary and technical character, and to extend the authority of law over the land, I remain, very truly yours,

WM. H. DALL.

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

ARIZONA.

STATISTICAL SUMMARY.

SCHOOL POPULATION AND ATTENDANCE.

Number of children in the Territory 6–21 years of age	2,508
Number of boys in the Territory, 6–21 years of age	1,265
Number of girls in the Territory, 6–21 years of age	1,243
Enrolment in public schools*	560
Average attendance*	410

TEACHERS.

Number of teachers employed: Men, 5; women, 8*	13

SCHOOLS.

Number of public schools*	11

INCOME AND EXPENDITURE.

Receipts.

From all sources for public schools	$23,759 92
Increase for the year	16,986 77

Expenditures.

Total for all purposes	24,151 96
Increase for the year	14,999 82

—(From the annual report for 1875 of Governor A. P. K. Safford to the territorial legislature.)

SCHOOL SYSTEM.

OFFICERS.

These are a territorial board of education, territorial superintendent of schools, county superintendents, county examiners, and school trustees of districts.

DUTIES OF OFFICERS.

The *territorial board*, which is composed of the governor, secretary, and treasurer of the Territory, the governor being chairman, looks after the management of the public school funds and the better organization of the schools of the Territory.

The *territorial superintendent*, whose office for the present is held by the governor, apportions the school moneys to the counties under the supervision of the territorial board, prepares and furnishes the necessary forms for school officers and teachers; visits annually each county, for the purpose of examining into the condition of the schools, consulting with county superintendents, and addressing the people on educational topics; and is to make to the territorial board a yearly report of everything relating to the schools and school funds.

The *county superintendents*, the probate judges acting *ex officio* as such, apportion the school moneys of their counties to the respective districts in proportion to the number of children that have attended school in them for three months previously; visit and inspect the schools once every year; exercise a general supervision over them; distribute the blanks forwarded by the governor; file the reports of trustees, marshals, and teachers; and make to the governor annually a report, containing an abstract of the reports of these subordinates respecting the schools, school population, attendance, &c.

The *county examiners*, three for each county, are appointed by the governor to examine and license teachers for the public schools of their several counties the county superintendent being *ex officio* a member of the board and chairman.

The *district trustees*, three for each school district, are elected by the people, and have the care of school property and a general oversight of the schools of their districts, with the duty of levying a local tax for keeping them open three months, when necessary; of having a census of the school population made each year, and of making annual report to the county superintendent respecting this census and all things relating to the schools.

* The figures given here include those of all the counties in the State except one, which did not report on these points.

SCHOOLS.

The public schools are required to be entirely undenominational and unsectarian; must be taught by a regularly licensed teacher, and must use a uniform series of text books prescribed by the territorial board. They are to be held ordinarily for at least three months, consisting of four weeks of five days each. There is a law requiring the attendance of children not otherwise taught.

SCHOOL FUNDS.

A territorial tax of 15 cents on the $100, a county tax of 35 cents on the $100, and (where these prove insufficient for maintaining schools three months) a special district levy voted by the people are the ordinary reliances for annual school purposes.—(School law of Arizona, 1875.)

ELEMENTARY INSTRUCTION.

CONDITION OF THINGS IN 1875.

Of the 2,508 youth in the Territory between 6 and 21 years of age, 908 are reported as able to read and write, leaving 1,600 who are not able. In reference to the fact of the existence of this proportion of illiterates in the Territory the governor remarks:

It must be borne in mind that it is only about three years since the public school system has been put into successful operation, and from want of school-houses and means to defray the expenses of schools, a large number of the children were unable to find school accommodations. But the school revenue is constantly increasing, and it is to be hoped that in a short time every child within Arizona will have an opportunity of obtaining the rudiments of an education.

A tax of 15 cents on each one hundred dollars' worth of taxable property is levied and collected annually for a territorial school fund, and is divided between the several counties in proportion to the average daily attendance at the various public schools. A tax of 35 cents on each one hundred dollars' worth of taxable property is levied and collected by each county in its own confines, for a county school fund, and is divided between the public schools of the county on the same basis as is the territorial school fund. This makes a total tax of 50 cents on each one hundred dollars' worth of taxable property in the Territory for the maintenance of public schools, and I believe is the largest direct public school tax paid by any State or Territory in the Union. It is cheerfully paid by the people, and it is believed that the rapid increase of taxable property in the Territory will afford the necessary funds to keep pace with increasing public school demands. It is to be hoped, however, that Congress will, at an early date, make some arrangement for the sale of the sixteenth and thirty-sixth sections of public lands, set apart for school purposes, so that the fund accruing therefrom may be made available immediately. There can be no period in the existence of the Territory when such aid will be so much needed as it is in its infancy. The people are comparatively poor, the population sparse and widely scattered over the country, while the necessity for training the young to be self-governing and intelligent American citizens is of the first importance.

The last territorial legislature passed an act to enforce the education of children, but there has so far been no necessity of exercising the power granted by this law, the parents and guardians of children having uniformly shown a willing disposition to send children to some school. Besides, the public school accommodations have generally been inadequate to receive more pupils than have applied for admission. It is considered, however, that the law giving this power of enforcing education is a good one, affording a certain remedy should any parents or guardians be so far neglectful as to leave a child under their charge to grow up in ignorance. It has now become a well-settled conviction with intelligent, thinking people, that, to secure good government, to relieve the overcrowded prisons, and to insure the perpetuity of the Republic, a common school system of education must be maintained, and every child of sound mind and sufficient age must be given an elementary education. In no way can this be accomplished except by providing the means and place of instruction free of cost. And to insure equal and exact privileges to every citizen, the school-room must be carefully guarded against every kind of sectarian teaching, so that the children of every nationality and creed may meet upon this common, neutral ground, and while receiving instruction may learn to respect each other, regardless of accident of birth or difference in religious belief. Any other course, it is believed, can only result in the utter destruction of the public school system. The church and home circle teach the rising generation such religion as the parent or guardian may desire, while the public school affords the means for all to become useful American citizens. Depart from this well founded principle and unite the schools and church, and the union of church and state is as sure to follow as that the night follows the day. Then the struggle to compel a unity of faith such as is now going on in Spain will follow, with all its attendant suffering, oppression, and wrong.

There is a steady advancement of public education in the Territory. The people are

very generally united in favor of sustaining and maintaining the system of free schools, and nothing besides in the organization of the Territory has done more to attract an intelligent and industrious population to settle there.—(Report of Governor Safford to the legislature, 1875.)

PROGRESS.

The following information, of less recent date, confirms the previous statement as to steady advancement of public education in the Territory. It comes from the Tucson Citizen, of May, 1874. Its statement is that—

"Less than two years ago the free school system was started in Arizona, without school-houses, books, or teachers. It seemed a forlorn hope for the poor, Apache-ridden people to provide for the education of the children under such adverse circumstances, but the same undaunted spirit that had faced death and torture through a long series of years said we must either have schools or more jails, and we preferred the former; and the result shows what people can do if they will. Yuma has a good school-house and neatly furnished, and one will soon be erected at Ehrenberg. We are assured that Mohave County will erect school-houses as fast as required. The people of Prescott are now constructing a school-house that will be a credit to the town and Territory. A school-house was built six miles below Phœnix, in Maricopa County, last year, and now the people of Phœnix are making arrangements, and already have the necessary subscription, to build one worthy of that enterprising and growing town. A school-house is in process of construction at Florence, in every way suitable for the purpose. The people of Tucson are determined not to be outdone by their young neighbors, and are now making arrangements to build a house with sufficient capacity to accommodate two hundred pupils, and we trust that the San Pedro and Sanford settlements will not be behind in the good work. But the most encouraging feature of all is that our late legislature made provision for sufficient school revenue to keep free schools in operation in every school district in the Territory for from six to nine months during each year. With these advantages the poorest children in the Territory are provided with ample opportunities for an education, and if in after-years they do not make useful men and women, it will be their own, and not the fault of the Territory."

In connection with this, the editor remarks: "We think it but right that credit should be awarded to the man whose persistent efforts have brought about the present interest in education in our neighboring Territory. We refer to Governor A. P. K. Safford, who has worked night and day and travelled all over Arizona in this cause. We know the people of the Territory will second what we say."

LIST OF SCHOOL OFFICIALS IN ARIZONA TERRITORY.

Hon. A. P. K. Safford, *governor and ex officio superintendent of public instruction, Tucson.*

COUNTY SUPERINTENDENTS.

County.	Superintendent.	Post-office.
Maricopa	J. T. Alsop	Phœnix.
Mohave	A. C. Haskell	Mineral Park.
Pima	W. J. Osborn	Tucson.
Pinal	John D. Walker	Sanford.
Yavapai	H. H. Cartter	Prescott.
Yuma	H. N. Alexander	Yuma.

COLORADO.

STATISTICAL SUMMARY.

SCHOOL POPULATION AND ATTENDANCE.

Population, 5–21 years: Males, 12,264; females, 11,011	23,275
Increase during the year 1875	3,965
Number enrolled in public schools: Males, 6,639; females, 5,193	11,832
Increase during the year 1875	1,837
Number enrolled in private schools	926
Total attendance upon all schools	12,758

TEACHERS AND THEIR PAY.

Number of teachers employed: Men, 172; women, 205	377
Increase during the year 1875	70
Average salary of men teaching	$60
Average salary of women teaching	48

SCHOOL DISTRICTS AND SCHOOLS.

Per cent. of increase in the number of school districts	10
Per cent. of increase in the number of schools	18
Per cent. of increase in the number of school-houses	16
Average duration of school, in days	116
Increase for the year 1875	18

INCOME AND EXPENDITURES.

Income.

From county and district tax	$240,718 72
From bonds, penalties, &c., (estimated)	6,460 35
Total school fund	247,179 07

Expenditure.

For sites, buildings, and furniture	76,215 04
For salaries of teachers and superintendents	102,783 36
Miscellaneous, (fuel, rent, repairs, &c)	31,815 46
Total expenditure	210,813 86

—(From the report of Territorial Superintendent Hon. H. M. Hale, for two years ended September 30, 1875.)

CONSTITUTIONAL PROVISIONS.

The new constitution, under which Colorado will probably be admitted as a State, places the superintendent of public instruction among the executive officers, thus removing his office from liability to legislative abolition.—(Article IV, section 1.)

Article VIII, section 1, provides that "educational, reformatory, and penal institutions, and those for the benefit of the insane, blind, deaf, and mute, and such others as the public good may require, shall be established and supported by the State."

Article IX, in section 1, vests the general supervision of the public schools in a board of education to consist of the State superintendent as president, the secretary of state, and attorney-general; in section 2, requires the general assembly to provide for the establishment and maintenance of a thorough and uniform system of free public schools throughout the State, to be free to all residents between the ages of 6 and 21, one or more schools to be maintained in each school district at least three months in each year; and any school district failing to have such school not to be entitled to receive any portion of the school fund in that year; in section 3, prescribes that "the public school fund of the State shall forever remain inviolate and intact," the interest only to be expended in the maintenance of the schools of the State, and the State to supply all losses that may in any way occur; in section 6 provides for a county superintendent of schools in each county, whose term of office shall be two years, whose duties shall be prescribed by law, and who shall be *ex officio* commissioner of lands within his county, under a State board of land commissioners. Section 7 interdicts the general assembly, counties, cities, towns, townships, school districts, and other public corporations from ever making appropriations or payments from any public fund in aid of any church or sectarian society, or for any sectarian purpose, or to help to sustain any institution controlled by a church or sectarian society. Section 11 gives the general assembly liberty to require by law that every child of sufficient mental and physical ability shall attend school for a time equivalent to three years, between

the ages of 6 and 16, unless educated by other means. Sections 12 to 14 provide for the election by the qualified voters of the State, at the next general election after the adoption of the constitution, of six regents of the university, to be classified by lot after election into sets of two, to hold office for terms of two years, four, and six; a new election to be held every two years after the first for the choice of two regents to serve six years; the board of regents to elect a president of the university, and to have the general supervision of it, with control and direction of its funds and of all appropriations to it. Section 15 directs that the general assembly shall provide by law for organizing school districts of convenient size, in each of which shall be established a board of education, to consist of three or more directors, to be elected by the qualified voters of the district, and to have control of instruction in the public schools of their respective districts. Section 16 withholds from both the general assembly and State board of education the power to prescribe text books for the public schools.—(Constitution to be voted on July 1, 1876.)

SCHOOL SYSTEM.

PROVISIONS OF THE SCHOOL LAW.

School law of Colorado in force from February 12, 1876.

OFFICERS.

Conforming in general to the school laws of other sections, that for Colorado presents at this time a territorial superintendent of public instruction, (who will be a State superintendent in 1876,) county superintendents, and boards of directors of school districts, as the officers of its school system.

POWERS AND DUTIES OF THESE OFFICERS.

The *territorial superintendent*, first appointed by the governor, with the concurrence of the legislative council, and from 1877 to be elected every two years by the people, has a general supervision of all the county superintendents and of all the public schools, and has authority to make rules and regulations to carry into full effect the provisions of the school law, which law, with the necessary forms, rules, and regulations annexed, he is to have printed and distributed among teachers and school officers. He is to furnish the county superintendents with suitable blanks for teachers' certificates and for superintendents' reports; and, on or before the 20th day of December in every year preceding a regular session of the legislature, is to make report to the governor of the condition of the public schools, with such suggestions and recommendations as he may think proper. He is also to render an opinion, in writing, touching the administration and construction of the school law, whenever asked by a school officer to do so. He must provide and keep an official seal, and authenticate with it copies of papers deposited or filed with him, as well as acts or decisions made by him; and any paper so authenticated is to be evidence in any court in the Territory equally with the original. He gives bond in the penal sum of $5,000, with two good and sufficient sureties, for the faithful discharge of his official duties, and, entering upon office on the first Monday of February, biennially, is to receive an annual salary of $1,500 from the public treasury. Under the new constitution he will be *ex officio* State librarian.

County superintendents are elected biennially by the people at the regular county election in each county, take office on the first Monday of the month next succeeding their election, and hold it for two years, to the election and qualification of their successors. They give bond in not less than $2,000, with two or more sureties, for faithful performance of their duties. These duties are to examine and license teachers; to keep an official record of the persons so examined, giving name, age, nativity, date of examination, and grade of certificate; to furnish themselves, teachers, district secretaries and treasurers all necessary blanks and blank books required for official use; to apportion school moneys to the school districts, and certify to the county treasurer the amounts to be placed to the credit of the several districts; to exercise a careful supervision over the schools of their counties, visiting each once a quarter while it is in session, and seeing that all provisions of the school law are observed by teachers; to keep a record of official acts and of all matters required by law to be recorded; to exhibit their records and report the financial condition of their offices to the boards of commissioners of their respective counties on or before the 20th day of August in each year, publishing such financial report in some newspaper of the county on or before the 31st of August; and, on the 1st day of October in each year, to make report to the territorial superintendent for the school year ended August 31 preceding, embodying in this report an abstract of those made to them by the district secretaries, with a statement of the financial affairs of their offices and of such other matters as the territorial superintendent shall direct or they themselves deem expedient. Failure to make this report, or that to the county commissioners, involves a forfeiture of $100.

It is further made their duty to ascertain and record the boundaries of each school district in their counties, to harmonize these where they are conflicting, to report such action to the board of school directors affected by it, to appoint directors for any dis-

trict that fails to elect them at the regular time, and to fill vacancies that may occur in any board from death, removal, resignation, or otherwise, except in districts of the first class.

They have, besides the power of supervision and general control, the power to administer oaths and affirmations to school directors, teachers, and other persons, in official matters relating to schools.

For the time necessarily spent in the discharge of their official duties, they are entitled to $5 a day and travelling expenses, provided that the annual compensation shall not exceed $300, or $100 for each regularly organized district.

It is an excellent feature of the county superintendency here that, besides the possession of a good moral character, a candidate for it must have evidence of competency, in either a diploma from some chartered educational institution, a State certificate of ability to teach, a first grade county certificate from a county superintendent of the Territory issued at least a year prior to the election, or a certificate of competency from the territorial superintendent.

Boards of school directors consist of 6 members for districts of the first class (with 1,001 inhabitants or more) and of 3 members for those of the second class, (with 1,000 or less,) one-third of each class going out each year. Elected in full by the people of their respective districts, for terms of 3 years, 2 years, and 1 year, at the regular election on the third Saturday in June, 1876, one-third of each class is, after that, to be annually elected for a term of three years, to fill the place of the retiring third.

The officers of each board are a president, secretary, and treasurer. These act as judges of the annual elections after entering on their respective offices, and the treasurer gives bond in double the amount of money liable to come into his hands.

The boards have power to make by-laws for their own government and for the government of the schools; to employ or discharge teachers, mechanics, and laborers; to enforce the rules and general regulations of the territorial superintendent; to fix the course of study, exercises, and text books in the schools; to provide for building, renting, repairing, furnishing, and insuring school-houses; to remove these, when necessary, sell the lots and purchase new ones; to hold in trust for their districts all school property; to suspend or expel refractory pupils; to determine the number of teachers to be employed and the length of daily and yearly school sessions; to provide books for indigent children, and require that all pupils be furnished with the proper books; and to settle questions respecting the establishment of high schools and the grade of qualification for admission to them. It is made their duty to exclude from school all publications of a sectarian or partisan character; to require teachers to conform to the law; to make to the county superintendent annually, on or before the 10th day of September, a report of the schools in the manner and form prescribed by the territorial superintendent, and on the blanks furnished by him; and to report to the territorial superintendent himself, whenever required by him to do so.

Specific duties are also prescribed for the president, secretary, and treasurer of the school board; such as, that the president shall preside in the district meetings, as well as those of the board; that the secretary shall keep the records of both these, make out the reports, collect school moneys and pay them over to the treasurer; and that the latter shall pay them out on the order of the president, countersigned by the secretary, and keep, in a separate book, account of the receipts and expenditures.

SCHOOLS UNDER THIS SYSTEM.

The public schools of all grades, from the primary to the high school, are to be taught in the English language, and in such branches as orthography, reading, writing, arithmetic, English grammar, geography, the history and constitution of the United States, physiology, the laws of health, and the elements of the natural sciences. Provision may also be made in them for German and Spanish. They are to be freely open to all children residing for six months of the year in the school districts where they exist, with certain exceptions in the case of high schools—the grades in which the children shall be placed, to be determined, of course, by teachers.

The school month is twenty days, the school week five days, the school day not longer than six hours, exclusive of the noon intermission; but no special length of annual school session is prescribed.

A deaf-mute institute, a school of mines, an agricultural college, and a State university enter also into the idea of the educational system of the State, but are provided for by separate enactments. Under the new constitution (Article VIII, section 5) these are all to become State institutions on the adoption of that instrument.

TEACHERS' INSTITUTES.

The law (section 79) provides for the territorial superintendent's calling of a convention of teachers, county superintendents, and school officers three times during each biennial term, one in each judicial district, to be held in vacation if practicable; and allows $150 to be drawn from the territorial treasury for the expense of employing teachers, lecturers, &c., at each session.

SCHOOL FUNDS.

The means for sustaining public schools are at present drawn from county and district taxes, but eventually a large addition to the income for schools will probably be derived from sale and lease of the lands donated by Congress for educational purposes; from estates that may fall to the State by escheat; and from the proceeds of grants, gifts, and devises for educational purposes—all which, by the constitution, are to go to make up the school fund.

ELEMENTARY INSTRUCTION.

EDUCATIONAL PROGRESS.

The Territory has not waited for Government lands to furnish the means of education, but whenever there has arisen a demand it has been promptly met. The Territory is entirely free from debt, with a surplus in the treasury. "The most ardent educational enthusiast," says the superintendent, "ought to be satisfied with the progress made." He offers the following figures in proof of the fact that "the citizens of the centennial State are carefully guarding and generously fostering education:

Statistics showing progress in five years.

	1870.	1875.
Number of persons between 5 and 21 years of age	6,417	23,274
Number of school districts	129	329
Number of schools	110	280
Number of teachers	132	377
Amount paid teachers	$39,248	$102,783
Total school fund	64,839	193,908
Number of school-houses	68	172
Value of school property	$66,106	$414,008*

There has been a constant increase in the school population as well as in school appointments, not only during the past year, but reaching back to the early settlement of the Territory. And yet the school advantages are not commensurate with the progress and demands of the age. Among the defects to which Superintendent Hale calls attention are the low average term during which the schools are kept and the large number of children who never enter a school room. The low average term, it is stated, results from the very short terms kept in every rural district. Although the city and village schools remain open during a period of from 150 to 200 days, the time of the country school seldom exceeds 100 days, and in many districts falls as low as 60, 40, and even 20 days, while there are some districts in which no school was opened. The remedy suggested is a larger school fund, and a provision in the law requiring the directors to keep the schools in session a specified time as a prerequisite to their claims to any portion of the school money.

It appears that 45 per cent. of the children of school age did not attend school even for one day, while, of the number enrolled, not more than one-half were regular in attendance during the session and not more than one-third attended school 116 days during the year. The superintendant recommends, in view of these facts, that one-half of the school fund be apportioned among the districts according to the actual attendance at school, instead of, as now, according to the school population.—(Report of superintendent, pp. 11, 12.)

MISAPPROPRIATION OF SCHOOL FUNDS.

The superintendent alludes, in this connection, to certain facts which do not appear in the official reports, but which have reached him from time to time incidentally, namely, "the misappropriation and embezzlement of school funds by public officers, including district directors, county superintendents, and county treasurers." "During the many years that I have been connected with the public schools in the Territory," he says, "not a year has passed that could not show a defalcation of this kind. Should it not be made as great a crime to steal from this sacred fund as from the merchant's till?"—(Report, p. 13.)

OBSTACLES IN THE WAY OF THE EFFICIENCY OF THE SCHOOLS.

Some of the difficulties in the way of the efficiency of the schools, the superintendent believes, might be removed by legislation, and others by the moral influence of the friends of the school. The people should cease to make the school offices objects for political barter. Whenever a county superintendent proves himself to be fearless and efficient in the discharge of his duties, he should be kept in office; and when a teacher proves to be capable and enthusiastic in the work, a few dollars' salary should not stand in the way of his retention.

*Exclusive of university building, school of mines, and deaf-mute institute, $60,000.

There is no one element operating so powerfully to retard the progress of the schools of Colorado as that of the frequent changes in the administration of school affairs. Of the 25 county superintendents recently elected for two years, 22 are new men.

While they are probably as competent and zealous as were their predecessors two years ago, it is not to be supposed that they can be as efficient as they will be two years hence, when they, in turn, will retire to give place to a new set of tyros. But a greater evil still is wrought by the frequent change of teachers, particularly of principals. During the past year or two, there seems to have prevailed an epidemic in this regard. Schools that might become models are by such a course reduced to inferiority. Every change of teachers involves, to a certain extent, a change of text books, a change of base, a change of methods, and a general confusion of ideas in the minds of pupils as to what constitutes a course of study. Meanwhile, time flies, the children pass beyond the school age, and opportunities are lost forever.—(Report, pp. 18, 19.)

CITY SCHOOL SYSTEM.

DENVER.

City system.—There is here a board of education, consisting of six members, and a superintendent of schools, Professor Aaron Gove. One-half of the directors go out annually to be replaced by new elections.

Details.—The schools of Denver consist of nine grades, and are divided into primary, grammar, intermediate, and high. All in the schools above the sixth grade receive instruction in German, to which French is added in the high school.

The high school embraces a general and a classical course. The classical occupies four years and includes the studies required for admission to most colleges.

The number of pupils enrolled in all the schools for 1874–'75 was 1,769; average attendance, 1,012. The names of 17 pupils who have been neither absent nor tardy during the year are mentioned.

Teachers are employed for a trial term of 12 weeks, and then a vote of the board is required to confirm them. Four examinations of applicants have been held, the number of applicants being 49. Certificates were granted to 21, and 14 of these employed. The number of teachers in the schools was: males, 2; females, 23; total, 25.

At the commencement of the year, the pupils of the ninth grade were in school but one-half the day. By this arrangement the seating capacity of the grade was doubled, and the children remained in school three hours instead of four and a half. The seventh and eighth grade pupils have been in school two sessions each day; the first, three hours, the second, one and one-half hours. All others grades have had the full day in school.—(Report of the board of education, for 1874–'75.)

SECONDARY INSTRUCTION.

ACADEMIES AND HIGH SCHOOLS.

The earliest provision made for secondary education was in Jarvis Hall, Golden City, a diocesan collegiate school for boys, and in Wolfe Hall, Denver, a diocesan high school for girls, both established by the late Right Reverend S. Randall, D. D., Protestant Episcopal missionary bishop to the Territory. They still continue, under his successor, the work of imparting a good English education, with Latin, Greek, French, and German. St. Mary's School for Girls (Roman Catholic) continues its instruction at Denver, on the same plane and in nearly the same line. The public high school of Denver, a branch of the public school system, was established one year ago by the Denver board of education, being the first regularly organized high school in the Territory. Its four years' course of study is comprehensive, embracing all the branches necessary to fit its graduates for entrance into the best American colleges. The German language forms a part of the course, and all pupils above the sixth grade, inclusive, receive daily instruction in it; the study, however, being permissible, not compulsory. A classical course, including Latin and Greek for the whole four years, is provided for such as desire it.—(Report of territorial superintendent, p. 8, and of Denver school board, pp. 26, 27, and 36.)

SUPERIOR INSTRUCTION.

COLLEGES.

Two colleges, one Congregational, the other Presbyterian, outgrowths of the missionary as well as of the literary spirit, have been established, the former at Colorado Springs and the latter at Evans. Both sexes are represented in each. The curriculum has not yet in either attained a degree much beyond that of a high school, but the prospects for a full collegiate organization in the early future are flattering.

UNIVERSITY.

The University of Colorado, at Boulder, presents every appearance of having become

a fixed fact. This is to be a State institution, supplemental to the public schools. A beautiful building is rapidly approaching completion, erected at a cost of $35,000, by the joint appropriation of the legislature and the citizens of Boulder. The buildings will be ready for occupancy in the spring, (1876,) and it is the determination of its friends that the institution shall rank with the highest.—(Report of superintendent, pp. 9, 10.)

Statistics of Colorado College and Evans University, 1875.

Names of university and college.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
Colorado College	4	....	17	17	$20,000	.....	.....	.....	.....	.....	.....
Evans University	3	0	35	.....	10,000	.....	.....	.....	.....	.....	.....

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The Territorial School of Mines, at Golden, was started about two years ago, as the scientific school of the prospective State University. The school is, in a measure, associated with Jarvis Hall, but it is under the control and management of the Territory, through a board of trustees elected by the legislature. The present number of students is 19; the value of buildings, grounds, and apparatus, $12,000. The school is open to either sex and to any color.

THEOLOGICAL.

Matthew's Hall, at Golden, also closely associated with Jarvis Hall, is a theological school under the auspices of the Protestant Episcopal Church.—(Superintendent's report, 1875, p. 10.)

Statistics of schools for scientific and professional instruction, 1875.

Schools for scientific and professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
SCHOOLS OF SCIENCE.									
Mining Institute	2	....	23	2	*a* $1,000	.....	.....	.....	.....
Territorial School of Mines	6	....	*b* 17	3	8,030	.....	$0	*c* $290	100
SCHOOL OF THEOLOGY.									
Matthew's Hall	3	....	2	3	10,000	.....	.....	.....	.....

a Apparatus. *b* Also five preparatory students. *c* Also $5,000 territorial appropriation.

SPECIAL INSTRUCTION.

TERRITORIAL DEAF-MUTE INSTITUTE.

The Deaf-Mute Institute, at Colorado Springs, was established two years ago. The legislature of 1874 appropriated $5,000 for immediate use and levied a tax of one-fifth of one mill for its second year's maintenance. During the first year there were 12

pupils; at present the number is 19. Total appropriation for its support by the Territory for the two years, $13,878.65. The Colorado Springs Town Company donated to the institute 13 acres of land, valued at $6,500, upon which a comfortable stone building has been erected by the trustees. Attendance on the institute is free, including board, washing, and instruction, to all deaf-mutes in the Territory.—(Superintendent's report, 1875, p. 10.)

EDUCATIONAL CONVENTIONS.

ORGANIZATION OF STATE TEACHERS' ASSOCIATION.

About one hundred and fifty county and city school superintendents, teachers, and friends of education met in convention at the high school building, Denver, December 28, 1875. A State Teachers' Association was organized "in order to advance the interests of education and to diffuse a professional and friendly spirit among the teachers of the Commonwealth." After this action, many important questions involving the welfare of the school system were discussed, and measures were adopted which it was hoped would result in securing it. The territorial superintendent, Hon. H. M. Hale, and six others, selected by him, were constituted a committee to confer with the educational committee of the constitutional convention, which was at that time holding its session in the city, in respect to the educational provisions that should be incorporated in the constitution for the State of Colorado, and also with the educational committee of the territorial legislature. Among the points which this committee was instructed to urge upon the constitutional convention were the following: That the school fund be sacredly preserved intact, the interest of it only to be expended; that the sale of educational lands be postponed, to the end that the proceeds may in time be sufficient to maintain public schools without taxation; that it be made the duty of the legislature to provide for the establishment and maintenance of a uniform system of schools, including elementary, normal, preparatory, and university departments, such schools to be free to all residents of the State; to provide for the offices of State and county superintendents, for the establishment of libraries, for the care and education of the blind, mute, and feeble-minded, for the establishment of a reform school; to exclude sectarianism; to forbid the appropriation of public money to any sectarian school or institution whatever, and to have a fixed State tax for school purposes.

In addition to such business, a number of addresses and essays were delivered, and their topics afterward discussed by the association. Among those who spoke were Superintendent Hale, Mr. W. A. Henry and Dr. J. B. Groesbeck, of Boulder; Mr. W. E. Pabor, of Greeley; Judge Bedford, of Central. The subject of Mr. Henry's essay was "My hobby; a plea for a happier method of teaching reading in our common schools;" Dr. Groesbeck's essay showed the importance of the study of physiology and hygiene. The sentiments of both of these addresses were adopted as those of the association and ordered to be printed.—(Proceedings of the first annual session of the Colorado Teachers' Association.)

LIST OF SCHOOL OFFICIALS IN COLORADO.

Hon. HORACE M. HALE, *superintendent of public instruction, Denver.*

[Term, 1876–'78.]

COUNTY SUPERINTENDENTS, 1875–'77.

County.	Superintendent.	Post-office.
Arapahoe	W. A. Donaldson	Denver.
Bent	John Spiers	West Las Animas.
Boulder	J. B. Groesbeck, M. D	Boulder.
Clear Creek	P. E. Morehouse	Georgetown.
Conejos	Juan F. Ruyval	Guadalupe.
Costilla	José de la Cruz Martinez	San Luis.
Douglas	Charles E. Parkinson	Castle Rock.
El Paso	P. B. Anderson	Colorado Springs.
Elbert	Bernard C. Killin	Middle Kiowa.
Frémont	James M. Hoge	Ula.
Gilpin	W. Edmundson	Central City.
Grand	W. S. Chamberlin	Hot Sulphur Springs.
Hinsdale	H. H. Wilcox	San Juan City.
Huerfano	A. H. Quillian	Gardner.
Jefferson	R. L. Stewart	Golden City.
Lake	A. S. Weston	Oro City.
La Plata	J. M. Hanks	Silverton.
Larimer	E. N. Garbutt	La Porte.
Las Animas	James R. Brooking, jr	Trinidad.
Park	William E. Musgrove	Fairplay.
Pueblo	Theodore A. Sloane	Pueblo.
Rio Grande	D. E. Newcomb	Del Norte.
Saguache	J. Ross Pennisten	Bismarck.
Summit	George W. Wilson	Breckinridge.
Weld	Oliver Howard	Greeley.

DAKOTA.

SUMMARY OF STATISTICS, 1875.

SCHOOL POPULATION AND ATTENDANCE.

Number of children from 5 to 21 years of age	8,343
Number enrolled in schools	4,428
Number reported not attending	3,915

SCHOOLS, SCHOOL DISTRICTS, AND PROPERTY.

Number of schools, two counties not reporting	172
Number of organized school districts	296
Valuation of school property	$24,926

TEACHERS.

Number of teachers	208

INCOME AND EXPENDITURE.

Receipts.

From county tax	$13,138 41
From district tax	15,512 49
From other sources	3,952 23
Total	32 603 13

Expenditures.

For teachers' wages	18,045 86
For building, repairs, rent, &c	9,985 01
For incidentals and furnishing	4,572 26
Total	32,603 13

SCHOOL SYSTEM.

OFFICERS.

A territorial superintendent of public instruction, county superintendents, and school district boards are the officers of the school system.

POWERS AND DUTIES OF OFFICERS.

The *superintendent of public instruction* has the general oversight of the schools of the Territory, with power to grant to duly qualified persons authority to teach in any of these schools, to regulate the grade of county certificates, and to appoint a deputy for all duties to be performed north of the forty-sixth parallel of latitude. He must visit the schools, confer with county superintendents, hold teachers' institutes in company with them, furnish them with the needful blank forms, and make to the governor before the 15th day of December in each year a report of his official acts, and of the condition of the public schools and expenditure of school money. His election is by the people; his term of service, 2 years; his compensation, $5 a day for every day spent in performance of the duties of his office, with necessary office expenses. His deputy receives the same.

County superintendents, elected by the people at the same time and in the same manner with other county officers, hold office also for 2 years, give bond in $500 for faithful performance of duty, and have general charge of the common school interests of their several counties; must divide these into proper school districts; must apportion the school moneys to these in proportion to their school population; must examine and license teachers; must visit the county schools, look into their condition and management, and make full annual report respecting them. Compensation, $3 a day for each day spent in the discharge of official duties.

School district boards are composed of a director, clerk, and treasurer; are elected by the people at the annual district meetings for terms of 3 years each, one going out each year. They have the care of the school property of their districts and the general control of all matters relating to the schools, such as the hiring of teachers, admission of scholars, providing of school-houses, furniture, &c.

SCHOOLS.

The schools established under the territorial law are to be at all times equally free and accessible to all children over 5 and under 21 years of age, residents of the dis-

tricts in which they exist. In every school district are to be taught orthography, reading, writing, English grammar, geography, and arithmetic, if desired, and such other branches as may be determined by the district board.

SCHOOL FUNDS.

A poll tax of $1 on each elector and a further tax of 2 mills on the dollar on all taxable property form the current funds for the support of schools, and are distributed among the districts in the proportion of the population of school age.—(Public school law for the Territory of Dakota, approved January 15, 1875.)

ELEMENTARY INSTRUCTION.

GENERAL VIEW.

In the absence of any published report of educational affairs in this Territory for 1875, the following extracts are made from a letter received from Hon. J. J. McIntire, territorial superintendent of public instruction, under date of February 21, 1876:

"Our educational interests are in a state of formation. The masses who are rushing together here from all parts of our country and the Old World are forming settlements here and there in remote and, in many instances, in widely separated parts.

"Our school laws are mostly copied after those of the older States that have been most successful in carrying forward the work.

"We have no regularly formed school associations, except in some of the older counties, which are beginning to organize county teachers' associations.

"The graded system has been introduced in seven of the larger villages.

"Yankton contains a prosperous academy, the only school of a higher grade in the Territory.

"There will be no published report of schools in this Territory for the year 1875 until next fall, when the report for 1875 and 1876 will be presented to our biennial legislature."

STATISTICAL REPORT BY COUNTIES, 1875.—BON HOMME COUNTY.

Number of children over 5 and under 21 years of age, 602; number attending public schools, 237; number not attending public schools, 365; number of organized districts, 19; number of schools taught, 15; number of male teachers, 6; number of female teachers, 9; amount of public money apportioned, $557; amount raised by district tax, $379; amount paid for teachers' wages, $885; amount paid for incidental expenses, $45; amount paid for school property, not reported.

CLAY COUNTY.

Number of children over 5 and under 21 years of age, 1,655; number attending school, 913; number not attending school, 742; number of organized districts, 45; number of schools taught, 40; number of male teachers, 15; number of female teachers, 25; amount of public money apportioned, $2,010.65; amount raised by district tax, $3,632.82; amount paid for teachers' wages, $3,095.43; amount paid for building, $2,548.04.

DAVISON COUNTY.

Number of children between 5 and 21 years of age, 22; number of children attending school, 12; number of children not attending school, 10; organized district, 1; amount raised by tax, $91; amount paid for teachers' wages, $91.

GRAND FORKS COUNTY.

Number of children between 5 and 21 years of age, 125; number of children attending school, 45; number of children not attending school, 80; organized district, 1; school taught, 1; amount of money apportioned, $225; amount of money raised by district tax and subscription, $1,500; amount of money paid for teachers' wages, $180; amount of money paid for building, $1,545.

HANSON COUNTY.

Number of children between 5 and 21 years of age, 36; number of organized districts, 2; amount raised by district tax, $764; amount paid for building, $764.

HUTCHINSON COUNTY.

Number of children between 5 and 21 years of age, 74; number of children attending school, 45; number of children not attending school, 29; number of organized districts, 5; school taught, 1; amount apportioned from county tax, $60; amount raised by district tax, $183; amount paid for teachers' wages, $60; amount paid for building, $123.

LAKE COUNTY.

Number of children between 5 and 21 years of age, 47; number of children attending school, 19; number of children not attending school, 28; number of organized districts, 3; school taught, 1; amount of money apportioned, $23.52; amount raised by tax, $36.48; amount paid for teachers' wages, $60.

LINCOLN COUNTY.

Number of children between 5 and 21 years of age, 755; number of children attending school, 416; number of children not attending school, 339; number of organized districts, 40; number of schools taught, 20; number of male teachers, 2; number of female teachers, 18; amount of money apportioned, $1,200; amount raised by tax, $1,538; amount paid for teachers' wages, $914; amount paid for building, &c., $1,824.

MINNEHAHA COUNTY.

Number of children between 5 and 21 years of age, 740; number of children attending school, 377; number of children not attending school, 363; number of organized districts, 37; number of schools taught, 30; number of male teachers, 5; number of female teachers, 25; amount of money apportioned, $1,091.30; amount raised by tax, $3,073.20; amount paid for teachers' wages, $2,387; amount paid for building, $1,777.50; value of school property, $5,000.

MOODY COUNTY.

Number of children between 5 and 21 years of age, 225.

PEMBINA COUNTY.

Number of children between 5 and 21 years of age, 117; number of children attending school, 30; number of children not attending school, 87; school taught, 1; number of organized districts, 1; amount of money raised by tax, $135; amount paid for teachers' wages, $105; amount paid for incidentals, $35.

RICHLAND COUNTY.

Number of children between 5 and 21 years of age, 71; number of children attending school, 40; number of children not attending school, 31; number of districts organized, 3; number of schools taught, 3; amount raised by tax, $180; amount paid for teachers' wages, $180.

TURNER COUNTY.

Number of children between 5 and 21, 266; number of children attending school, 99; number of children not attending school, 167; number of schools taught, 5; number of organized districts, 15; amount of money apportioned, $149.86; amount of money raised by tax, $239.20; amount of money paid for teachers' wages, $240; amount of money paid for building, $149.06; value of school property, $850.

UNION COUNTY.

Number of children between 5 and 21, 1,904; number of children attending school, 1,400; number of children not attending school, 504; number of organized districts, 68; number of schools taught, 55; amount of money apportioned, $2,052.73; amount of money raised by tax, $3,402.56; amount of money paid for teachers' wages, $4,659.08; amount of money paid for building, $766.21; value of school property reported, $4,464.

YANKTON COUNTY.

Number of children between 5 and 21, 1,611; number of children attending school, 772; number of children not attending school, 839; number of organized districts, 45; number of schools taught, 31; amount apportioned districts, $3,444.35; amount raised by tax, $1,797.35; amount paid for teachers' wages, $3,254.45; amount paid for building, $1,987.25; value of school property, $6,550.—(Special report, for 1875, from Hon. J. J. McIntire, territorial superintendent of schools.)

LIST OF SCHOOL OFFICIALS IN DAKOTA TERRITORY.

Hon. J. J. McINTIRE, *territorial superintendent of public instruction, Finlay.*

COUNTY SUPERINTENDENTS.

County.	Superintendent.	Post-office.
Armstrong	William H. Lee	
Bon Homme	Samuel Hitchcock	Bon Homme.
Brookins	William Ames	
Buffalo	J. Harnett	Brûlé City.
Burbank	S. E. Stebbins	
Cass	J. R. Jones	
Clay	E. H. Hurlbutt	Vermillion.
Davison	John Morris	
Grand Forks	O. S. Freeman	
Hutchinson	A. Brown	Scotland.
Lake	J. S. Law	
Lincoln	V. B. Conklin	Canton.
Lyons	J. M. Hanson	
Minnehaha	E. W. Sherman	Sioux Falls.
Moody	P. A. Vanice	
Pembina	H. R. Vaughn	
Richland	J. M. Ruggles	
Stutsman	M. Wiseman	
Sully	D. R. Jones	Fort Sully.
Turner	M. S. Robinson	Swan Lake.
Union	R. Compton	Elk Point.
Yankton	Nathan Ford	Yankton.

DISTRICT OF COLUMBIA.

STATISTICAL SUMMARY.

SCHOOL POPULATION AND ATTENDANCE.

School population, 6–17 years of age, census of 1870, (whites)	19,489
Enrolment in public schools: Boys, 5,543; girls, 5,698	11,241
Estimated enrolment in private and parochial schools	6,837
Average daily attendance: Boys, 4,183; girls, 4,337	8,520
Average daily attendance per teacher, excluding special teachers	51

TEACHERS.

Number of teachers employed: Men, 9; women, 164	173
Highest salary paid men principals, (grammar grade)	$1,800
Highest salary paid women principals, (normal school)	1,140
Highest salary paid assistants	800
Lowest salary paid assistants	436

SCHOOLS.

Number of school rooms for both study and recitation under one teacher	157
Number of rooms used for recitation only	3
Number of rooms in charge of two or more teachers teaching in one room	11
Number of different school buildings	47
Number of sittings for study	9,645

INCOME AND EXPENDITURE.

Receipts.

From local taxation	$361,156 99
From all other sources	93,749 67
Total	454,906 66

Expenditures.

For sites, buildings, furniture, &c	58,884 77
For payment of indebtedness, (for white schools)	97,976 77
For payment of indebtedness, (for colored schools)	72,017 86
For supervision	6,570 00
For teaching	126,302 43
Incidental or contingent for white schools	61,408 72
Incidental or contingent for colored schools	80,817 70
Total expenditures	503,978 25
Per capita expenditure for education, including contingent expenses	22 80

—(Superintendent Wilson's report, 1874–'75, pp. 95–98.)

SCHOOL SYSTEM.

OFFICERS.

The public schools of the District are under the control of a board of 19 trustees, 11 of whom must be residents of the city of Washington, 3 of the city of Georgetown, and 5 of the county, which is the part of the District lying outside of the limits of the cities named. This board is composed of 14 white members and 5 colored ones. To facilitate the transaction of business and the personal attention to the schools and school buildings required of the trustees, the board divides itself into 7 subboards; but all matters of any considerable importance require the authority and sanction of the whole board.

There are two superintendents of schools, one having charge of the schools for whites of Washington and Georgetown and the schools for whites and colored of the county, the other having charge of the schools for colored of the two cities.

The members of the board and the superintendents are appointed by the commissioners of the District of Columbia, and the term of office is subject to their pleasure.—(Superintendent Wilson's reports of 1873–'74 and 1874–'75.)

ELEMENTARY INSTRUCTION.

PUBLIC SCHOOLS IN THE DISTRICT OF COLUMBIA.

The District of Columbia has an area of about sixty square miles, and is divided into the cities of Washington and Georgetown and an adjacent rural district called the county. The school population is composed of white and colored children, about two-thirds belonging to the former class and one-third to the latter. These classes are separated in the public schools, but like advantages are afforded to each. The white schools are taught exclusively by white teachers. The establishment of schools for colored children was one of the happy sequences of the rebellion, and their history, therefore, extends back but little beyond a decade. In their beginning the employment of white teachers to a great extent was quite necessary. As their schools have advanced, they have furnished competent and in many cases excellent teachers, until very few white teachers are now found in charge of these schools. About one-eleventh of the school population of the District of Columbia, nearly 3,000 children, is found in the county. The schools for these are similar to country and village schools elsewhere, many of them being ungraded. All of these schools are under the control of one board of trustees, composed of 19 members, 14 white and 5 colored; 14 from the cities and 5 from the county. The board of trustees has divided the schools under its charge into 7 school districts, the white schools of Washington constituting 4 of these districts and the white schools of Georgetown, the white and colored schools of the county, and the colored schools of the two cities each constituting one. It has also divided itself into 7 subboards, severally subject at all times to the control of the board and assigned to each the practical supervision of the schools of a district.—(Superintendent Wilson, in report of board of trustees, 1874–'75, pp. 132, 133.)

PROGRESS.

The facts indicating progress during the year 1874–'75 are as follows:

Increase in the value of school property, $107,355; in the number of seats provided for pupils, 994; in the number of teachers employed, 17; in the whole number of pupils enrolled, 946. It will be noticed that the total payments for school purposes were $140,059.69 in excess of the total receipts from the school tax: a state of the school account with which we have been familiar for many years; the causes have been stated repeatedly.

The whole number of pupils enrolled was divided as follows: White pupils, 12,137; colored pupils, 6,648; total, 18,785. The increase for the year in the number of white pupils was 625, and in the number of colored pupils, 321. The percentage of the entire school population enrolled was 59.3. If we add to the 18,785 pupils enrolled in the public schools the 7,261 pupils reported to be attending private schools, we have a total of 26,046 children attending school.—(Report, pp. 134, 135.)

HINDERANCE TO PROGRESS.

The report of the school committee calls attention to the great obstacle in the way of the progress of the public schools, namely:

"The want of adequate means to maintain the schools now in operation and provide accommodations for the increasing numbers who are urgently seeking admission into them. The honorable commissioners have shown a most friendly disposition toward the schools and have aided to the full extent of their power to give them efficiency and success. They have provided for the prompt payment of our teachers and made liberal provision for incidentals, providing, furnishing, and repairing school buildings so far as the law and means at their command would admit.

"There is still a pressing demand for increased school accommodations in almost every section of the District. This state of things does not arise from unwillingness of taxpayers to contribute for the maintenance of the public schools, for no tax has been more cheerfully paid; but the people of this District are not wealthy and are almost entirely destitute of the means of acquiring wealth. They have no manufactories or commerce or mechanical arts to any extent. The population is largely composed of those in Government employ, many of whom pay no taxes, while their children are admitted to the benefits of the public schools. Add to this the large influx of colored people, numbering now more than one-fourth of the population, and necessarily poor, and the additional fact that more than one-half of the property valuation of this District is owned by the Government and is not taxed, and the difficulties of maintaining our public schools in any tolerable condition are clearly apparent.

"Congress, which has exclusive jurisdiction over this District, though often importuned, has as yet failed to respond to this appeal in aid of the public schools of the District of Columbia, and that, too, when it has made liberal donations for educational purposes to every State and organized Territory in the Union. Extensive and valuable grants of land have been made to other sections for these purposes, but not a single acre for this District."—(Report of the board of trustees, 1875, pp. 5–8.)

PRESENT CONDITION.

By an order of the commissioners of the District of Columbia, dated August 8, 1874, the management of all the public schools was consolidated and placed in charge of one board of trustees. Since that time the white schools of Washington and Georgetown have been governed by the same rules and regulations, and the statistics of the two cities have for the most part been consolidated in this report. The legal school age includes the period between the sixth and seventeenth years, inclusive, and the number of school children reported by the United States census of 1870 was 19,489. No more recent census has been taken.

The increase in attendance for the past year was as follows: In the whole number of pupils enrolled, 577; in the average number of pupils enrolled, 505; and in the average daily attendance, 527. The table also shows that 11,241 pupils, 57.7 per cent. of the entire white school population, were enrolled in the public schools. Taking all the schools, the normal school included, for the whole year, we find the average number of pupils enrolled for each teacher to have been 54. The average number of pupils assigned to each teacher for the year 1873–'74 was 58; and, although the number for the last year was less, it is still quite too large an average.—(Superintendent Wilson's report, 1874–'75, pp. 102, 103.

CLASSIFICATION BY GRADES OF STUDY.

Our course of study is divided into nine grades, and each grade includes the work of one year; the first eight grades comprise the course ordinarily prescribed for elementary schools, and the ninth grade takes up work usually assigned to high schools. The classes engaged in this work are retained in the grammar schools, as we have not yet been able to establish a high school to receive them. Some of the studies of the eighth grade are continued, and the following, in addition thereto, are permitted: astronomy, book-keeping, botany, English literature, geometry, general history, physics, physiology, and rhetoric. The grade to which a pupil shall be assigned when admitted into school for the first time is determined by an examination made by the supervising principal. The subsequent promotions from grade to grade are made annually in the manner stated in the last report.

This system of *annual* promotions thus far has been a matter of necessity, for the seats in nearly all the school rooms, from the lowest grade up to the highest, are occupied before the end of September, and not many of them are found vacant before the year is well advanced toward its close. In the few instances where pupils signally fail to do the required work or are manifestly able to do the work of a higher grade, changes are made.

In the lower grades better progress could be made if the course of study were divided so as to give only a half year's work to each division, provided only one class was assigned to each teacher. The need of this change is especially manifest in the first grade, into which many pupils are admitted during the progress of the year. These schools, opening in September with 60 pupils, often receive accessions until at the end of four or five months the number is doubled, or nearly so, and the school is then taught upon the half day plan. In cases like this it is evident that at the end of the year many of the pupils must be reported to be continued another year in the first grade, as they are not qualified to take up the work assigned to the next higher grade. They have done about half of the work of the first year, and ought not to be placed in a class just beginning it. Such a division of the course of study, however, will not be practicable until more accommodations shall be provided for the schools.—(Report of Superintendent Wilson, 1874–'75, pp. 107, 108.)

COMPULSORY LAW.

Attendance at school in the District was made compulsory by an act of Congress approved June 25, 1864, but the statute has been a dead letter from the date of its enactment to the present hour, as during all this time the voluntary attendance has been in excess of the accommodations afforded by the schools. The attendance reported above, however, appears to indicate that the number of white children not attending any school during the year was quite small.

HALF DAY SCHOOLS.

Eight half day schools were in operation during the past year, and in September last three more were added to the number, making a total of eleven. In the first year of the school course the children in these schools progress as rapidly and accomplish as much as those in attendance the whole day. In the second year a daily session of four hours would be better than one of three. For the best teachers the latter number will answer, and the former gives all the time that may be desired by any. The work of instructing daily two half day classes, each having the full complement of 60 pupils, is more than one teacher should be required to perform. Three teachers, with ease, can

take charge of four full half day classes, and by this arrangement 25 per cent. of the usual cost of instruction can be saved.

The objections to half day schools come chiefly from those parents who desire to be relieved from the care of their children through the day and look upon the schools as the legitimate and proper nurseries for them. These objections must fail to have weight while our school fund continues so inadequate to supply more pressing wants. In fact, it is more than probable that there will be urgent necessity for greatly extending the half day system at the beginning of the next school year. The annual increase in the number of pupils belonging to the schools for whites of Washington and Georgetown requires the organization of some ten or twelve new schools each year. There is little prospect of obtaining additional buildings or school rooms for these schools, and hence it is quite certain that the alternative of increasing the number of half day schools or excluding five or six hundred children from school altogether will be presented to the board.—(Superintendent Wilson's report, pp. 104–107.)

DRAWING.

The results of the past year's work in drawing were very satisfactory.

Instruction was given to three classes of teachers. The first, composed of those who held no certificates in drawing, received instruction in free hand drawing, geometric definitions, drawing from memory and dictation, and elementary design. In the second class, composed of those who held primary certificates, the additional subjects taught were model drawing and the elements of perspective. In the third class, geometrical drawing was added.

As this instruction to teachers is the groundwork upon which the whole plan of instruction depends, it is gratifying to be able to say that the attendance was uniformly good, and the interest manifested in the subject was not only well sustained, but in advance of that of the previous year. The simple and gradually progressive system upon which the instruction was based commended itself to all those teachers who gave it a fair trial in their schools. Some found it difficult, with their limited time for practice, to attain to any great degree of manual skill; but, by careful study of the methods employed, even these were able to present the subject to their pupils in such a way as to interest them and produce results far beyond their expectations; thus proving beyond doubt to intelligent observers that the ability to imitate forms and to make pleasing combinations of such as are impressed upon the mind is the rule rather than the exception. This ability, however, requires wise development and guidance early in life.—(Report of Superintendent Wilson, pp. 113, 114.)

SCHOOLS FOR COLORED CHILDREN.

On the 21st of May, 1862, Congress passed an act requiring that 10 per cent. of taxes collected from persons of color in Washington and Georgetown should be set apart for the purpose of initiating a system of primary schools for the education of colored children residing in these cities. The administration of the trust was given to the board of trustees of public schools. In July of the same year it was transferred by Congress to a special board, denominated the "Board of trustees of colored schools for Washington and Georgetown." The inadequacy of provision given by the act did not permit the opening of a single school under it until 1864. In that year a teacher was employed at a salary of $400 per annum. In the two years next following that of the passage of the act less than $800 were received from the municipal authorities.

By another act of Congress in June, 1864, which provided that such a proportion of all school funds raised in Washington and Georgetown should be set apart for colored schools as the number of colored children between the ages of 6 and 17 bears to the whole number of children in said cities, greater provision was made. The construction placed upon this act by the municipal authorities was, however, adverse to the immediate availability of funds by the board and required the interposition of Congress by further legislation.

Prior to 1864 no school could be opened on account of the insufficiency of funds; and, for the same reason, but one from that time until 1866. In 1866–'67 there were five schools, with 7 teachers and 450 pupils. From 1867–'68, the year in which the last act of Congress became fully operative, to 1874–'75 inclusive, the number of schools and teachers and the whole number of pupils enrolled for the respective years stand as follows:

	1867–'68.	1868–'69.	1869–'70.	1870–'71.	1871–'72.	1872–'73.	1873–'74.	1874–'75.
Number of schools	41	52	62	64	71	76	74	75
Number of teachers	41	52	63	66	78	86	87	89
Number of pupils	2,300	3,000	3,430	4,964	4,413	5,188	5,280	5,489

—(Report of Superintendent Cook, in school commissioner's report, p. 94.)

PRIVATE AND CHURCH SCHOOLS.*

Statistical summary of private and denominational schools in the District of Columbia for 1875.

Number.	Name.	Principal.	Location.	Established.	Total number pupils.	Average attendance.	Ages of pupils.
	GEORGETOWN.						
	Schools for boys.						
1	Primary School for Boys	Miss E. A. Brown	No. 91 Beall street	1847	20	18	8–12
2	Trinity Parish School for Boys, (R. C.)	Brother E. Donnelly, S. J.	Corner First and Fayette streets	1817	160	155	6–16
	Schools for girls.						
3	Day School for Young Ladies	Miss R. N. Tenney	No. 91 Beall street	1852	20	16	8–12
4	Girls' Primary School	Miss S. E. Rittenhouse	No. 78 West street	1875	7	6	6–10
5	St. Joseph's Parochial School for Females, (R. C.)	Sisters of the Visitation	Corner Fourth and Fayette streets	1799	120	100	6–16
	Schools for boys and girls.						
6	Boys and Girls' Primary School	Miss Annie P. Waters	No. 155 Bridge street	1869	8	7	8–13
7	Boys and Girls' Primary School	Miss Lulu O'Brien	High street, between Dunbarton and Gay streets	1868	28	24	6–14
8	Boys and Girls' Primary School	Mrs. Mary W. Lawrence	No. 41 Frederick street	1873	24	22	5–14
9	Boys and Girls' School	Miss A. V. Shaw	No. 17 Prospect street	1858	21	20	6–10
10	Boys and Girls' School	Miss M. J. Gibbons	Corner Greene and Bridge streets	1874	10	9	6–12
11	Boys and Girls' School	Miss Mary Leavy	No. 100 Second street	1864	19	17	6–15
12	Boys and Girls' School	Mrs. E. Custis	No. 62 High street	1875	9	8	7–14
13	Select School for Boys and Girls	Miss M. C. Knowles	No. 123 Washington street	1867	20	18	6–15
14	Select School for Boys and Girls	Miss Jennie Barber	No. 92 Dunbarton street	1874	10	9	5–10
	Night school—colored.						
15	School for Adults	Miss Mattie Bowen	No. 25 West street	1875	12	11	20–40
	WASHINGTON.						
	Schools for boys.						
16	Immaculate Conception Parish School, (R. C.)	Mr. P. Vaughn	N street, between Seventh and Eighth streets	1865	175	158	5–17
17	St. Aloysius Parish School, (R. C.)	Mr. Simon Fennell	I street, between First and North Capitol streets, N. E	1861	160	145	5–16
18	St. Dominick's Parish School for Boys, (R. C.)	Mr. B. L. Hoover	Corner of Sixth and F streets S. W	1858	130	120	5–16
19	St. Joseph's Parish School, (R. C.) (German)	Mr. Lewis Mihm	Second street, between C and D streets, N. E	1870	60	50	10–12
20	St. Joseph's Select School	Sister Regina	H street, between Ninth and Tenth streets	1869	100	90	6–12

*Prepared for the Bureau of Education by Mr. T. C. Grey. This list does not include some schools of higher grade, which may be found in Table VI of the Appendix.

Statistical summary of private and denominational schools in the District of Columbia for 1875—Continued.

Number.	Name.	Principal.	Location.	Established.	Total number pupils.	Average attendance.	Ages of pupils.
	Schools for boys—Continued.						
21	St. Mary's Parish School, (R. C.)	Mr. Emil Schwakopf	Washington street, between Fourth and Fifth streets.	1845	58	53	6-13
22	St. Matthew's Parish School for Boys, (R. C.)	Brother Dositheus	Sixteenth street, between L and M streets	1869	80	70	7-17
23	St. Peter's Parish School for Boys, (R. C.)	Sisters of the Holy Cross	E street, between Third and Fourth streets, S. E.	1868	180	175	5-13
24	St. Stephen's Parish School for Boys, (R. C.)	Rev. Father McNally	Twenty-fourth street, between E and F streets	1875	40	35	5-13
25	School for Boys	Mrs. E. L. Jensen	D street, between First and Second streets	1862	21	18	7-14
26	School for Boys	Miss Louisa Forrest	No. 2036 G street	1875	11	9	6-10
	Schools for girls.						
27	Columbia Academy	Miss Marcelia Ball	No. 1549 Columbia street	1872	13	12	6-15
28	German and English School for Girls	Miss C. Dengler	No. 929 I street	1872	52	48	7-15
29	Immaculate Conception Parish School, (R. C.)	Sisters of Charity	No. 1554 Eighth street	1865	275	265	7-18
30	Primary School for Girls	Miss A. Clifton	No. 1016 Eleventh street	1872	16	15	5-19
31	St. Aloysius Parish School, (R. C.)	Sisters of Notre Dame	First street, between I and K streets	1861	380	365	5-14
32	St. Dominick's Parish School for Girls, (R. C.)	Dominican Sisters	D street, between Seventh and Eighth streets, S. W	1858	80	70	7-15
33	St. Joseph's Parish School, (R. C.) (German)	Sisters of Notre Dame	Second street, between C and D streets, N. E	1872	90	85	6-15
34	St. Mary's Parish School, (R. C.)	Sisters of Notre Dame	Corner of Washington and Fifth streets	1866	130	120	6-14
35	St. Matthew's Parish School for Girls, (R. C.)	Sisters of the Holy Cross	No. 813 Fifteenth street	1868	135	120	6-13
36	St. Peter's Parish School for Girls, (R. C.)	Sisters of the Holy Cross	E street, between Third and Fourth streets, S. E.	1868	200	180	6-14
37	St. Stephen's Parish School for Girls, (R. C.)	Rev. Father McNally	Twenty-fourth street, between E and F streets	1872	50	40	5-13
38	St. Vincent's School, (R. C.)	Sister Blanche	Corner of Tenth and G streets	1821	225	220	7-19
39	School for Girls	Misses James and Bursely	No. 1738 I street	1875	24	20	4-16
	Schools for boys and girls.						
40	Boys and Girls' Primary	Miss Mary Dunbar	No. 1239 Eighth street	1875	20	18	5-12
41	Boys and Girls' Primary	Miss Fanny Scott	Corner of Eighth and P streets	1875	21	18	5-12
42	Boys and Girls' Primary	Miss Margaret Roach	No. 125 H street N. E	1875	35	30	5-13
43	Boys and Girls' Primary	Miss Kittie Olds	No. 226 East Capitol street	1875	14	14	4-12
44	Boys and Girls' Primary	Mrs. Selden	No. 509 Sixth street	1874	11	10	5-10
45	Boys and Girls' Primary	Miss Mary E. Woodward	No. 1009 Twenty-sixth street	1868	16	13	4-13
46	Boys and Girls' Primary	Miss Helen Curran	No. 418 Third street	1871	4	4	6-10
47	Boys and Girls' Primary	Mrs. E. P. Viles	No. 1421 T street	1871	17	15	6-10
48	Boys and Girls' School	Miss E. Sendorff	No. 517 Ninth street	1865	28	25	6-14
49	Boys and Girls' School	Miss Mollie Thompson	No. 711 Twelfth street	1869	46	40	6-14
50	Boys and Girls' School	Rev. Dr. Harrold	Corner Massachusetts avenue and Eighteenth street	1875	16	14	5-18
51	Boys and Girls' School	Miss Jennie Russell	No. 618 Pennsylvania avenue S. E	1875	19	18	6-15
52	Boys and Girls' School	Miss Sarah Virginia Bright	No. 1317 E street S. E	1863	20	18	6-15

53	Boys and Girls' School	Miss L. C. Richards	No. 1217 Tenth street	1872	33	30	6-15
54	Boys and Girls' School	Miss Annie Willett	No. 476 F street S. W	1862	42	40	5-18
55	German and English School	Mr. R. Haefliger	Corner Sixth and P streets	1872	63	57	5-14
56	German and English School	Mr. Otto Schulz	G street, between Fourth and Fifth streets	1873	118	105	5-14
57	German and English School	Mr. P. A. Mattern	No. 606 Eleventh street	1869	80	70	6-14
58	German and English Boys' and Girls' School	Mr. A. Hecht	Corner Four-and-a-half and D streets S. W	1875	45	40	5-10
59	German and English School for Boys and Girls	Misses Criswell and Jackson	I street, between Eighteenth and Nineteenth streets	1875	7	6	5-13
60	German Lutheran Trinity Parish School	Mr. John Foitz	Corner of Fourth and E streets	1867	125	100	6-14
61	Home School for Boys and Girls	Miss Annie M. Hansom	No. 132 Ingle Place S. E	1868	42	35	6-12
62	Miss Smith's Kindergarten	Miss Helen Smith	No. 228 East Capitol street	1875	5	5	3-8
63	St. John's Parish School	Sister Florence	Sixteenth street near H street	1869	65	61	5-15
64	St. Paul's Parish School for Boys and Girls	Miss Virginia Lomax	St. Paul's Church, near Pennsylvania avenue and Twenty-third street.	1874	21	18	4-12
65	School for Boys and Girls	Miss Mattie Tiffey	No. 1831 Fourteenth street	1872	21	18	6-13
66	School for Boys and Girls	Miss Alice Herold	Corner Tenth and K streets S. E	1873	18	15	5-14
67	School for Boys and Girls	Miss Elizabeth Koones	No. 221 D street	1844	20	18	6-15
68	School for Boys and Girls	Miss Mollie B. Miller	Corner Ninth and G street S. E	1875	65	60	6-15
69	School for Boys and Girls	Miss Jennie F. Slight	No. 610 Half street S. W	1862	16	14	6-18
70	School for Boys and Girls	Miss Mary Hatch	No. 942 B street S. W	1873	15	14	6-9
71	Select School for Boys and Girls	Miss Regina Bean	No. 617 P street	1875	17	14	5-12
72	Select School for Boys and Girls	Mrs. M. D. Morris	No. 1743 Eleventh street	1874	8	7	6-10
	Colored schools—day.						
73	St. Augustine's Parish School for Colored Boys, (R. C.)	Sisters of the Holy Cross	Fifteenth street, between L and M streets	1867	40	35	6-18
74	St. Augustine's Parish School for Colored Girls, (R. C.)	Sisters of the Holy Cross	Fifteenth street, between L and M streets	1867	95	90	6-14
75	St. Mary's Parish School for Boys and Girls, (P. E.)	Mr. G. W. Brayo	Twenty-third street, between G and H streets	1873	30	24	9-16
76	School for Boys and Girls	Mrs. Sarah Taylor	No. 1111 Twenty-fourth street	1875	11	10	8-13
77	School for Boys and Girls	Mr. B. F. Grant	Nineteenth street, between R and S streets	1875	20	18	6-11
78	School for Boys and Girls	Miss Elizabeth Dodson	No. 22 Clarke's alley	1875	23	20	4-4
79	School for Boys and Girls	Mrs. S. I. Fleetwood	L street, between Sixteenth and Seventeenth streets.	1874	16	14	5-16
80	School for Boys and Girls	Mr. T. Howard	No. 638 B street S. E	1875	30	28	6-14
81	School for Boys and Girls	Mr. James Shippen	Virginia avenue, between Second and Third streets, S. W.	1875	5	4	6-10
82	School for Boys and Girls	Miss Mary E. Lee	No. 132 D street S. W	1874	24	20	5-15
83	School for Colored Males and Females	Mr. J. W. Hall	No. 1242 Blagden's alley	1875	29	25	6-12
84	School for Colored Males and Females	Mrs. R. Willsey	No. 2222 E street	1871	28	25	6-15
85	School for Colored Males and Females	Mr. Joseph Ambush	No. 924 Eleventh street	1868	90	80	10-20
86	School for Colored Males and Females	Mrs. Ellen Wood	No. 438 New Jersey avenue	1875	30	28	5-12
87	School for Colored Males and Females, (R. C.)	Mr. Lewis Brown	Eighteenth street, between L and M streets	1875	30	28	9-16
88	Select School for Boys and Girls	Mr. A. M. Powell	Corner of Eleventh and R streets	1875	43	37	6-22
	Night schools—white.						
89	École Française	Professor Collière and M'lle Prud'homme.	No. 1538 I street	1875	30	28	10-30
90	English, French, and Classical Night School for Males	Mrs. Angelo Jackson	No. 915 New York avenue	1875	8	8	15-20
91	German Night School	Miss Emma Marwedell	Corner of Eighteenth and H streets	1875	15	14	9-30
92	School for Male Adults	Mr. Lonsville Twitchell	Third street, near East Capitol street	1874	18	15	14-30

Statistical summary of private and denominational schools in the District of Columbia for 1875—Concluded.

Number.	Name.	Principal.	Location.	Established.	Total number pupils.	Average attendance.	Ages of pupils.
	Night schools—colored.						
93	Lincoln Mission Night School	Mr. Frank Camp	Corner of Eleventh and R streets	1869	40	30	12–45
94	Night School for Adults	Miss Fannie Gant	No. 407 B street S. E.	1875	7	6	16–30
95	Night School for Adults	Mr. Charles A. C. Lair	No. 1327 G street	1875	10	9	15–27
96	Night School for Adults	Mr. T. Howard	North Carolina avenue, between First and Second streets, S. E.	1875	10	9	25–33
97	Night School for Adults	Mr. James Shippen	Virginia avenue, between Second and Third street, S. W.	1875	13	12	20–30
98	Night School for Girls, (R. C.)	Sister Clare	Corner K and North Capitol streets	1873	50	45	12–20
99	School for Adults	Mrs. Madison	No. 918 Delaware avenue N. E.	1875	9	8	15–30
100	School for Adults	Mrs. Sarah Taylor	No. 1111 Twenty-fourth street	1875	15	14	20–50
101	School for Adults	Mr. Frank Bell	Fifth street, between D and E streets	1874	12	10	14–30
102	School for Adults	Mr. Chauncey Leonard	No. 456 C street	1875	23	20	18–35
103	School for Adults	Mr. Richard Jackson	No. 1742 E street	1875	13	12	14–45
104	School for Adults	Mr. J. W. Hall	No. 1242 Blagden's alley	1875	4	4	20–35
105	School for Adults	Miss Mary E. Fletcher	No. 1122 Twenty-first street	1875	9	8	18–40
106	School for Adults	Mr. Coleman Lewis	Kelly's alley, between New Hampshire avenue, M, N, and Twenty-first streets.	1875	8	7	14–40
107	School for Adults	Mrs. R. Willsey	No. 2222 E street	1874	6	6	23–40
108	School for Adults	Mrs. Ellen B. Wood	No. 438 New Jersey avenue	1875	9	8	25–35
109	School for Adults	Mr. E. D. Richardson	No. 1921 Eleventh street	1875	13	13	15–40
110	School for Adults	Mr. J. C. Taylor	Corner Vermont avenue and T street	1875	20	18	16–40
111	School for Adults	Mr. Wiley Jordan	No. 1636 Vermont avenue	1874	30	25	15–40

SUMMARY OF PRIVATE SCHOOLS.

The number, character, and attendance of private schools, &c., in the District of Columbia in the years 1874 and 1875 are summarized in the following table:

Kind and location of school.	Number in 1874.	Attendance in 1874.	Number in 1875.	Attendance in 1875.
GEORGETOWN.				
Boys' schools	2	187	2	180
Girls' schools	2	155	3	147
Boys' and girls' schools	9	170	9	149
Colored day schools	1	56	0	0
Colored night schools	1	10	1	12
Total number of private schools in Georgetown	15	578	15	488
WASHINGTON.				
Boys' schools	9	885	11	1,015
Girls' schools	13	1,456	13	1,670
Boys' and girls' schools	34	1,702	33	1,093
Colored day schools	9	368	16	549
White night schools	2	55	4	71
Colored night schools	11	179	19	301
Total number of private schools in Washington	78	4,645	96	4,699
Institutions for secondary instruction in Washington and Georgetown	34	1,787	35	1,806
Kindergärten	3	137	7	155
Business colleges	1	196	1	175
Kindergarten normal school	0	0	1	7
Total number of secondary and other private schools	38	2,120	44	2,143
Total of all private schools in the District of Columbia	131	7,343	155	7,330

It will be seen by the foregoing table that, while the number of private schools of all kinds in the District of Columbia in 1875 was 24 more than in 1874, the aggregate attendance was a little less than during the latter year. About 40 new schools were established during the present year and about 17 were discontinued. Of the new schools established 4 were for whites and 14 night schools for colored pupils. The increased number and attendance of colored day and night schools, as compared with the year 1874, will be noted. The total number of pupils attending private schools of all kinds, as shown by the foregoing table, was 7,330. About 600 youth in the various charitable and reformatory institutions in the District of Columbia are under instruction in the elementary English branches; and, adding these to the number of pupils attending private schools, we have a grand total of 7,930 children who receive instruction outside of public schools. The above does not, of course, include students of universities, colleges, law schools, medical schools, &c., in the District of Columbia, nor does it include quite a number of private classes in music, the modern languages, &c.

There are 23 charitable institutions, including the asylum proper of the Washington Asylum, (an institution for the sick and destitute as well as for petty criminals,) with 2,430 inmates. Of these 1,630 are adults and about 800 are children.

There are 2 reformatory institutions, the Washington Asylum and the Boys' Reform School. The reformatory branch of the Washington Asylum contains about 165 inmates and the reform school usually averages about 150 refractory boys.

TRAINING OF TEACHERS.

THE NORMAL SCHOOL.

The second year's history of the normal school has added to the evidences of its usefulness. All its graduates have been needed and employed in our own schools. It is expected that these young ladies, on first appointment, will be assigned to duty in the lower primary grades, and therefore the methods of instruction required for this work have been made quite prominent in the normal school course. Thus far all have commenced teaching in schools of the first or second grade, but several members of the first class, which graduated in 1874, are now in charge of schools of the third and fourth grades.

Among the more important studies are object lessons and theory and art of teaching. In connection with the latter a text book is used, but material for topical recitation is gleaned from various sources and the peculiar needs of our own city are taken into account. Many hints are copied into note books for future reference. The course in object lessons embraces color, form, number, and conversational exercises. Written analyses of subjects are prepared by the pupils, while constant practice in presentation of such subjects is given them. Some opportunity for practice and observation in primary schools is allowed each student during the term.

Other studies pursued are botany, physics, geography—including special attention to map-drawing—English literature and composition, language lessons, reading with phonetics and phonetization, penmanship, and arithmetic. Three lessons a week in drawing were given during the year 1874–'75, with extremely gratifying results.

The regulations of the board provide that graduates from the normal school who have taught in the public schools of the city one year and given satisfactory evidence of their ability to govern and instruct a school shall be entitled to receive diplomas, which shall be equivalent to intermediate certificates. In accordance with this provision and the recommendation of the committee on teachers and of the superintendent, the diploma of the normal school was conferred on 11 graduates of one year's standing.

A normal class has been formed in connection with the colored high school, and, under the charge of Miss Mary J. Patterson, the efficient principal of that school, gives promise of usefulness in providing teachers for those schools.

There are also normal departments connected with Howard University and Wayland Seminary.

SECONDARY INSTRUCTION.

HIGHER PUPILS IN PUBLIC SCHOOLS.

The following table shows the number of pupils pursuing the studies authorized for the ninth grade in public schools:

Pupils pursuing high school studies.

Studies.	Male grammar schools.						Female grammar schools.						Grand total.
	First district.	Second district.	Third district.	Fourth district.	Fifth district.	Total.	First district.	Second district.	Third district.	Fourth district.	Fifth district.	Total.	
Algebra	16	28	33	....	5	82	10	32	28	28	6	104	186
Book-keeping	....	....	....	56	....	56	....	....	....	....	....	....	56
Botany	....	....	....	....	....	....	....	....	....	....	....	....	....
General history	16	....	....	....	....	16	76	32	....	....	....	108	124
Geometry	15	12	18	....	....	45	....	24	....	....	1	25	70
Natural philosophy	16	28	33	....	10	87	16	24	27	32	....	99	186
Physical geography	72	71	40	56	....	239	76	42	25	67	6	216	455
Physiology	....	....	....	....	....	....	12	....	....	....	....	12	12
Rhetoric and English literature	....	....	....	....	....	....	10	24	20	....	....	54	54

PRIVATE SECONDARY SCHOOLS.

Thirty-seven schools of this class make report of 188 teachers and 1,892 scholars, of whom 320 were in classical studies and 700 in modern languages, 61 preparing for a classical course in college and 25 for a scientific course. In 27 of these schools drawing was taught; in 19, vocal music; in 21, instrumental music; 9 had chemical laboratories and 10 some philosophical apparatus, while 13 had libraries ranging from 100 to 3,500 volumes, the total number of volumes in the libraries being 8,205.—(Returns to Bureau of Education, 1875.

PREPARATORY DEPARTMENTS OF COLLEGES.

In these there are reported 304 students, 112 of whom are said to be preparing for a classical course in college and 1 for a scientific course, with 145 unclassified in this respect.—(Returns to the Bureau of Education, 1875.)

BUSINESS COLLEGE.

One such institution reports 4 teachers and 147 pupils, 93 in day classes and 54 in evening ones. Studies, commercial English and correspondence, penmanship, and book-keeping.—(Returns to the Bureau of Education, 1875.)

SUPERIOR INSTRUCTION.

GEORGETOWN COLLEGE, GEORGETOWN.

The course of study here includes classical, medical, and law departments. The classical course lasts seven years and includes preparatory classes. The college library, numbering 30,000 volumes, contains many rare and curious works. Among these are 100 volumes printed between the years 1472 and 1520, and three manuscripts anterior to the year 1400. The collections in the museum embrace an extensive cabinet of minerals, geological specimens, and shells, besides a valuable set of coins, medals, and miscellaneous objects. At a distance of about 400 yards from the college is an astronomical observatory, containing a first class meridian circle, by Troughton & Simms, of London; a fine transit instrument, by Ertel & Son, of Munich; and a well mounted equatorial telescope made by Troughton & Simms, and having a 4.8 inch object glass, giving powers from 25 to 400. There are also 5 portable astronomical instruments, and a library of 500 works on astronomy, mathematics, and the physical sciences.—(College catalogue, 1875–'76.)

HOWARD UNIVERSITY.

The departments of instruction in connection with this university are as follows: In the academical branch, normal, preparatory, collegiate; in the professional branch, medical, legal, and theological. These departments are separately constituted, but so connected as to secure to each other, as far as possible, all the advantages of the institution.

The full advantages of each department are offered to all, without regard to creed, race, or sex.

The general library contains about 7,000 volumes, many of them choice and select works. The professional departments have each a separate library.

The institution occupies a commanding and beautiful site just outside of the city. Its building is four stories in height, containing recitation and lecture rooms, chapel, library, philosophical rooms, museum, and offices. Minor Hall, set apart for ladies, will accommodate 140 students; Clarke Hall, for young men, 200.—(Catalogue of university, 1874–'76.)

COLUMBIAN UNIVERSITY.

The university provides collegiate, law, and medical departments. The regular course of instruction in the collegiate department is comprised in seven schools, as follows: (1) of English, (2) of Greek, (3) of Latin, (4) of modern languages, (5) of mathematics, (6) of natural science, and (7) of philosophy.

Students wishing to pursue a select course in any school or schools are permitted to do so under certain restrictions. The degree of bachelor of letters is conferred on students who obtain diplomas in the schools of English, Greek, Latin, modern languages, and philosophy, and who receive a certificate of proficiency in the school of mathematics or of natural science. The degree of bachelor of science is conferred on students who receive diplomas in the schools of English, modern languages, mathematics, natural science, and philosophy. The degree of bachelor of arts follows graduation in any six schools and a certificate of proficiency in the residuary school of the entire course. The degree of master of arts is conferred on students who after obtaining diplomas in all schools of the college shall sustain a final and satisfactory examination in review of all the studies pursued.—(Catalogue, 1875–'76.)

NATIONAL DEAF-MUTE COLLEGE.

This college was organized in the year 1864, with the object of affording to competent deaf-mutes and others who by reason of deafness cannot be educated elsewhere the opportunity to secure a thorough education in the studies usually pursued in American colleges. It has been found necessary to maintain a preparatory department, which is conducted by members of the college faculty.

To students from the States and Territories who have not the means of defraying all the expenses of the college course the board of directors renders such assistance as circumstances seem to require and as far as the means at its disposal for this object will allow.

The corporation is authorized by law to confer such degrees in the arts and sciences as are usually granted in colleges.—(Circular of college, 1875.)

Statistics of universities and colleges, 1875.

Names of universities and colleges.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
Columbian University	14	....	103	48	.....	.....	.....	.....	.....	.....	.....
Georgetown College	26	1	155	61	$420,000	$0	$0	.....	.....	$0	a33,100
Gonzaga College	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Howard University	5	3	30	22	.....	.....	.....	$529	$0	0	10,000
National Deaf-Mute College	9	0	16	16	(b)	(b)	(b)	(b)	(b)	.....	2,000

a Includes society libraries. b See Columbia Institution for Deaf and Dumb, Table XIX.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

Scientific training is to some extent provided for in the three principal colleges of the District, but no special scientific school exists.

THEOLOGY.

Theological instruction is given in Howard University (Congregational) and Wayland Seminary, (Baptist.) The complete course at Howard lasts three years. Instruction and rent of rooms are free. Students receive also, free of expense, instruction in the academical departments of the university. Wayland Seminary, under the direction of the American Baptist Home Missionary Society, was established more than ten years ago, its object being to assist in providing preachers and teachers for the South and at the same time to prepare the way for mission work in Africa.

LAW.

Students of law in Washington enjoy peculiar facilities, among which are the privilege of witnessing all the forms of judicial procedure, from those of the local courts up to the Supreme Court of the United States, and of consulting the law library of Congress, which contains a collection of law books unsurpassed in variety and extent, and is open for seven hours daily. The exercises of the law schools here are rendered available to a large class of young men who are engaged during the day in official duties by the adoption of evening hours for recitations and lectures. Columbian University Law School has a course of study lasting two years. Instruction is given by means of text books, lectures, and moot courts. The law school of Georgetown College also offers a two years' course of instruction, the plan of which embraces lectures, examinations, and recitations upon the several titles of law, together with illustrations of actual court proceedings through moot courts.

MEDICINE.

There is a medical department connected with Georgetown College, but situated on Tenth street, near the Government Medical Museum; one connected with Columbian University, located on H street, between Thirteenth and Fourteenth, in a building given by W. W. Corcoran, LL. D., and one belonging to Howard University. The lectures before the latter school have been made free; and the Freedmen's Hospital and Asylum, situated within the grounds of the institution, presents to the student unusual facilities for the study of practical medicine and surgery.

Statistics of schools for scientific and professional instruction, 1875.

Schools for professional instruction.	Corps of instruction.	Endowed professorships.	Number of students.	Number of years in course.	Property, income, &c.				Number of volumes in library.
					Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
SCHOOLS OF THEOLOGY.									
Theological department of Howard University.	3	0	25	3	.....	.....	.....	.....	400
Wayland Seminary	4	....	92	3	$35,000	.....	.....	.....	1,400
SCHOOLS OF LAW.									
Columbian University Law School	5	....	130	2	20,000	.....	*a*$1,200	$6,151	.....
Howard University, law department	2	....	4	2	.....	$10,000	600	820	300
Law school of Georgetown University	3	....	39	2	.....	.....	.....	2,270	.....
Law department of National University.	3	....	125	2	.....	.....	.....	.....	.....
SCHOOLS OF MEDICINE.									
Medical department of Georgetown University.	19	....	30	3	*b*2,000	0	0	.....	0
Medical department of Howard University.	9	....	24	2	75,000	0	0	.....	.....
National Medical College, (medical department of Columbian University.)	8	....	54	2	.....	.....	.....	5,000	.....
National College of Pharmacy	3	....	26	2	*b*500	0	0	1,200	200

a From rents of offices in Law Building. *b* Apparatus.

SCHOOL OFFICIALS IN DISTRICT OF COLUMBIA.

Hon. J. ORMOND WILSON, *superintendent of schools for white pupils.*
Hon. GEORGE F. T. COOK, *superintendent of schools for colored pupils.*

*Statistical summary of charitable and reformatory institutions in the District of Columbia for 1875.**

Name.	Location.	When established.	How established.	Chief officer.	Inmates.		
					Male.	Female.	Total.
Children's Hospital	Corner of Ninth and E streets	1871	By act of Congress	Mr. S. V. Niles	12	18	30
Washington City Orphan Asylum	I street, between Second and Third sts	1815	By act of Congress	Mr. W. W. Corcoran	61	46	107
St. Vincent's Female Orphan Asylum, (R. C.)	Corner of G and Tenth streets	1821	By act of Congress	Sister Blanche	------	140	140
St. Joseph's Male Orphan Asylum, (R. C.)	H street, between Ninth and Tenth sts	1855	By act of Congress	Sister Euphrasia	110	------	110
Louise Home *a*	Massachusetts avenue between Fifteenth and Sixteenth streets.	1869	By Mr. W. W. Corcoran	Mr. James M. Carlisle	------	32	32
St. Aloysius Industrial School, (R. C.)	Cor. K and North Capitol sts. N. E	1873	By Sisters of Notre Dame	Sister Clare	------	22	22
Home for the Aged, (R. C.) *b*	Corner Third and H streets N. E	1871	By Little Sisters of the Poor	Mother Gonzales	47	30	77
Columbia Hospital for Women *b*	Corner of Pennsylvania avenue and Twenty-fifth street.	1866	By act of Congress	General O. E. Babcock	------	28	28
St. Ann's Infant Asylum, (R. C.)	Corner of Twenty-fourth and K streets	1863	By Sisters of Charity	Sister Agnes	20	25	45
St. Rose House of Industry, (R. C.)	No. 2023 G street	1872	By Sisters of Charity	Sisters of Charity	------	30	30
St. John's Hospital	No. 1908 H street	1870	By Sisterhood of St. John's	Sister Lily	17	16	33
National Soldiers and Sailors' Orphans' Home *b*	No. 1732 G street	1866	By act of Congress	Hon. D. K. Cartter	17	11	28
Industrial Home School	One mile north of Georgetown	1867	By benevolent persons	Mr. A. M. Gangewer	13	1	14
National Colored Women's and Children's Home *b*	In the county at the head of Eighth st.	1863	By act of Congress	Mrs. S. C. Pomeroy	64	39	103
Freedmen's Hospital *b*	Corner of Fifth and Pomeroy streets	1863	By act of Congress	G. S. Palmer, M. D	88	107	195
Aged Women's Home	High near Bridge street, Georgetown	1871	By benevolent ladies	Mrs. John Marbury	------	11	11
Epiphany Church Home	No. 1319 and 1321 H street	1871	By ladies of Epiphany Church	Rev. Wilbur F. Watkins	------	17	17
Women's Christian Association Home *a*	Thirteenth street between R and S sts	1870	By Christian ladies	Mrs. William Stickney	27	13	40
Washington Asylum *c*	Corner of Nineteenth and C streets N. E.	------	By District of Columbia authorities.	Mr. Timothy Lubey	239	100	†339
Providence Hospital, (R. C.) *b*	Corner of Second and D sts. southeast	1861	By Sisters of Charity	Sister Beatrice	135	40	175
Georgetown Almshouse *c*	Corner of High and Bridge streets, Georgetown.	------	By District of Columbia authorities.	Mr. Timothy Lubey	------	------	12
Government Hospital for the Insane *b*	Two miles south of Uniontown	1853	By Miss Dorothea Dix	C. H. Nichols, M. D	561	166	727
Reform School for Boys *c*	Mount Lincoln, three miles northeast of the Capitol.	1869	By act of Congress	Mr. John Bailey	163	------	163
United States Soldiers' Home *b*	Two miles north of Washington	1851	By act of Congress	General Pitcher, U. S. A.	273	------	273

* Many of the above institutions have schools attached, where the inmates, or a portion of them, receive instruction in the common English branches. Probably as many as 600 children are under instruction, and these are not included in the list of private schools in the District of Columbia, given elsewhere in this volume. Several of these institutions have industrial branches where girls and young women are taught to sew, to do housework, &c., and where employment for the worthy is found. A more extended account of the operations of these institutions will be found in the Report of the Commissioner of Education for 1872.

a Endowed and supported by Mr. W. W. Corcoran, of Washington, D. C.

b Wholly or in part supported by the General Government. A few thus designated have only received appropriations to aid them in building, being supported otherwise wholly by voluntary contributions; the larger number, however, are sustained by annual congressional appropriations.

c Supported by the authorities of the District of Columbia.

† This number includes 174 sick or paupers in the almshouse proper, the number in the workhouse being 165.

IDAHO.

SUMMARY OF SCHOOL STATISTICS.

SCHOOL POPULATION AND ATTENDANCE.

Number of persons of school age, (5–21 :) Males, 2,150; females, 1,870	4,020
Number enrolled in schools during school year	3,270

SCHOOLS.

Number of school rooms used for both study and recitation	53

TEACHERS AND THEIR PAY.

Number of teachers employed	Not reported
Average salary of teachers per month	$55 00

This summary, prepared by Hon. Joseph Perrault, territorial superintendent of public instruction, furnishes, he says, the only information available for 1875, the report for the Territory not being due till the close of the year 1876.

SCHOOL SYSTEM.

OFFICERS.

A territorial superintendent of public instruction, county superintendents, and district school trustees.

DUTIES OF THESE OFFICERS.

The territorial controller is *ex officio* superintendent of public instruction, and his duties are (1) to prepare, publish, and distribute to the county superintendents the necessary instructions and forms for the use of teachers and school officers; (2) to exercise a general supervision over the public schools; (3) to apportion the territorial school moneys to the counties on the basis of the number of white children of school age residing therein, keeping record and giving due notice of such apportionment; (4) to make report to the legislature, during the first week of each regular session, of the number and grade of schools in each county, the number of white children of school age, the number of such attending public schools, and everything relating to the receipt and expenditure of school moneys.

The county school superintendents are elected by the people of the several counties at each general election; hold office for two years; apportion the public school moneys among the districts, two-thirds equally to the several districts and one-third *per capita* of school population; examine teachers as to their fitness for teaching and knowledge of the branches to be taught; license such as they find qualified; visit and inspect the schools at least once a year; distribute to school officers and teachers blank forms for their use; keep on file reports received from them; and make full report themselves to the territorial superintendent, annually, of all such items as he must embody in his report to the legislature. They also meet, at least once a year, with the board of trustees of each school district in their counties, and collect by process of law all penal fines not paid over by justices of the peace for the school fund. Compensation not to exceed $250 per annum, except in Boisé and Ada Counties, where it is $300.

School trustees, two for each school district, are elected by the voters of the district at each general election for terms of two years, the county superintendent being associated with them to form a board of three. They have charge of the school property, of the employment of teachers, of the visitation of the schools, and of the taking, through a marshal appointed by them, of a school census of their districts annually, as well as of the levying of a district school tax, when ordered.

SCHOOLS.

Spelling, reading, writing, arithmetic, geography, grammar, and history are to be taught in the schools; but no political or sectarian teaching is to be allowed.

SCHOOL FUNDS.

The general school fund of the Territory is to be formed of the principal of all moneys accruing from the sale of lands given by Congress for school purposes; of unclaimed moneys of the estates of deceased persons; of 1 per cent. of the gross proceeds of all franchises; and of 10 per cent. of the gross receipts of all moneys paid into the treasury of the Territory for territorial purposes. This is to be divided semi-annually among

the counties, in proportion to the number of white persons of school age, for the support of common schools.

A county fund for the same purpose is formed by levying in each county a tax of from one to five mills on the dollar on all taxable property, and from all fines for breach of penal laws, to be paid over by justices of the peace to the county treasurer.

Special taxes may also be levied for school purposes in the several school districts, on the vote of a majority of the voters of the district in favor of such taxes.—(School law of Idaho, 1871.)

LIST OF SCHOOL OFFICIALS IN IDAHO TERRITORY.

Hon. JOSEPH PERRAULT, *territorial superintendent of public instruction, Boisé City.*

COUNTY SUPERINTENDENTS.

County.	Superintendent.	Post-office.
Ada	N. M. Hawthorn	Boisé City.
Alturas	W. H. Hannahs	Rocky Bar.
Bear Lake	J. C. Rich	Paris.
Boisé	Henry McGuiness	Placersville.
Idaho	B. F. Morris	Mount Idaho.
Lemhi	J. P. Jewell	Salmon City.
Nez Percés	W. P. Hunt	Lewiston.
Oneida	B. F. White	Malad City.
Owyhee	James Lyman	Silver City.
Shoshone	D. M. Fraser	Pierce City.

MONTANA.

SUMMARY OF STATISTICS.

SCHOOL POPULATION AND ATTENDANCE.

Persons of school age, (4–21:) White males, 1,964; white females, 1,858; colored of both sexes, 29	3,851
Number enrolled in schools	2,215
Average monthly enrolment	1,875
Average daily attendance	1,710
Number attending private schools	292
Not attending any school	1,172

TEACHERS AND TEACHERS' PAY.

Number of teachers employed in public schools: Males, 43; females, 56	99
Number necessary to supply the schools	104
Number in private schools: Males, 14; females, 2	16
Average salary of male teachers per month	$65 00
Average salary of female teachers per month	57 00

SCHOOL DISTRICTS AND SCHOOLS.

Number of school districts in the Territory	96
Number of school-houses	76
Number of graded schools	6
Number of ungraded	90
Number using prescribed text books	79
Number using other than the prescribed series	17
Number teaching all the branches required	55
Number of private schools taught during the year	14
Value of school-houses in the Territory	$48,009 00
Value of sites, buildings, and all other school property	60,000 00

INCOME AND EXPENDITURE.

Receipts.

From county tax	30,011 01
From district tax	1,200 00
From other sources	610 67
Total receipts	31,821 68

Expenditure.

For salaries of superintendents	3,600 00
For salaries of teachers	31,821 68
For miscellaneous and contingent expenses	500 00
Total expenditures	35,921 68

The superintendent is disposed to add to the above the following items:

For erection of school buildings	48,000 00
For school apparatus	500 00

—(From biennial report of Hon. Cornelius Hedges, territorial superintendent of public instruction, for the years 1874–'75, collated with special report to Bureau of Education, December 27, 1875.)

SCHOOL SYSTEM.

OFFICERS.

The school system of the Territory embraces (1) a superintendent of public instruction, appointed by the governor with the concurrence of the legislative council and holding office for two years, his salary being $2,000; (2) county superintendents, elected in each organized county by the people and holding office for two years; compensation not less than $1 nor more than $2 for each census scholar in the county, with expenses; (3) boards of trustees for school districts, consisting of three members, elected by the people at the annual district meeting for terms of three years each, one to be changed each year; (4) district clerks, who keep the records of the boards and of the districts and make an annual census of the school population.

SCHOOLS.

The schools are to be taught in the English language and to be open for all children between 4 and 21 years of age resident in the districts where they exist. Separate schools are, however, to be provided for colored children.—(Montana school law, 1872.)

ELEMENTARY INSTRUCTION.

EDUCATIONAL PROGRESS.

There has been, during the past two years, an increase of 320 in the number of youth of school age, although the total population of the Territory is believed to have decreased during the same time. There has been a gain in the attendance of 8 per cent., or, if this attendance should be credited, as it fairly might, to those between the ages of 6 and 16, the rates of attendance would be raised to nearly 80 per cent., and would compare favorably with results attained in the most advanced and more densely settled States. There has been an increase in the average length of schools of ten days. The number attending private schools has doubled within two years, which item, while it may not be altogether complimentary to the public schools, shows the increased desire on the part of parents to provide in some way for the instruction of their children. The number not attending any school has been greatly reduced, showing that, when proper facilities shall be provided, there will be little or no cause to complain of non-attendance. The wide range of school age, from 4 to 21, will always tend to swell this item of the returns to an unreasonable degree; for, on the one extreme, it includes many of too tender years to leave home and, on the other, many of the younger married people, whose school days, in the ordinary acceptation of the term, are supposed to be over.

The total amount raised for school purposes is a little less than two years ago, yet the rate of taxation has in no instance been diminished and in two counties it has been increased. The average compensation of teachers has sensibly decreased; yet, owing to the reduced cost of living, teachers can now save of their wages as much as formerly or more. The most noticeable and encouraging feature is the great increase in the amount expended for building school-houses. Those erected during the year are worth four times as much as all the school-houses heretofore built in the Territory. This general and generous movement is not an outgrowth of overflowing prosperity, but—and this gives it increased significance—is freely offered by a diminishing population from their diminished revenues, as a proof of their faith in the future of Montana and of their appreciation of the true sources of wealth and empire.

AMOUNT PER CAPITA RAISED FOR SCHOOL PURPOSES.

Only 6 States and none of the Territories, unless the District of Columbia be so reckoned, surpass Montana in the amount of money raised *per capita* of school population, which, at the most moderate estimate of the expenditure, is $8.42, while for aid pupils enrolled it is $14.36; for average attendance, $18.60; and this without any derived from permanent funds, such as most of the older States possess. While in all the Southern States the large income of the Peabody fund goes to increase the amount raised by taxation and all the newer western States have magnificent funds derived from the sale of school lands donated by the General Government, only two of them, Ohio and Nebraska, raise as much *per capita* for the education of their school population.

CONDITION OF THE TERRITORIES IN RESPECT TO SCHOOL LANDS.

The superintendent has endeavored, by correspondence with the United States Commissioner of Education, with the National Teachers' Institute, and with the superintendents of other Territories, to bring about some concerted action that would command the attention of Congress to the treatment that the Territories are enduring in the matter of promised aid in establishing and maintaining schools, but thus far his efforts have not succeeded. If it be unreasonable, it is remarked, for the Territories to ask for the right to dispose of some portion of the school lands and use the proceeds or the interest thereof to sustain their schools when they most need help, surely the Government might, through its land officers, dispose of some portion of these lands, retaining the proceeds, but giving the interest to the Territories for their present necessities.

TRAINING OF TEACHERS.

TEACHERS' INSTITUTES.

Every complete school system must provide some means to train teachers for its schools. The expense of supporting a normal school places that means at present beyond the reach of the Territory, but it creates the greater necessity of providing for institutes, which, at little expense, may do immense good in teaching the best methods of imparting instruction and in kindling a spirit of emulation among teachers.

The attempt has been made, during the past two or three years, to cultivate teachers' institutes, relying upon the voluntary action of the teachers, and with good results. But it is found that those teachers who most need the practice and instruction afforded by institutes absent themselves, either through ill-timed modesty or some less worthy motive, and a law is needed to reach this class. It should be made the duty of the county superintendent in any county where there are 8 organized school districts to hold at least one such institute in every year, and of every teacher holding a certificate issued in the Territory to attend and participate in it under penalty of forfeiting the same. Such institutes should continue for at least two days, and for time lost by teachers in attendance no deduction should be allowed from their wages.

LIST OF SCHOOL OFFICIALS IN MONTANA TERRITORY.

Hon. CORNELIUS HEDGES, *territorial superintendent of public instruction, Helena.*

COUNTY SUPERINTENDENTS.

County.	Superintendent.	Post-office.
Beaver Head	Jos. S. Ferster	Bannack City.
Choteau	John J. Healy	Sun River.
Deer Lodge	Addison Smith	Deer Lodge City.
Gallatin	Fran. L. Stone	Bozeman City.
Jefferson	John J. Rohbaugh	Jefferson City.
Lewis and Clarke	Daniel Searles	Helena.
Madison	Amos Purdum	Sheridan.
Meagher	Charles S. Kelley	Diamond City.
Missoula	J. B. Burker	Missoula City.

NEW MEXICO.

EDUCATION IN NEW MEXICO.

THIRD ANNUAL REPORT OF HON. W. G. RITCH.

SECRETARY'S OFFICE, TERRITORY OF NEW MEXICO,
Santa Fé, February 1, 1876.

Hon. JOHN EATON,
Commissioner of Education:

In reply to your circular of December, 1875, asking for information as specific as may be on education and the school system of New Mexico as a contribution to your report for the year 1875 on the educational work of the country, I have the honor to submit the following:

APOLOGETIC.

In presenting a report on education in this Territory, it is not, in view of the situation, without some misgivings that we undertake the task; nor would we be doing justice to the Territory without first calling attention, as in a former report, to the conditions under which education first made its appearance and the circumstances under which it has since struggled for a place among the institutions of the Territory.

GENERAL CONDITION.

The Territory of New Mexico is part of the Far West, on the extreme frontier, settled to-day by a people nine-tenths of whom speak a foreign tongue, most of whom are illiterate, and the balance with little American literature. As a consequence, the inhabitants too often know little of the political and social institutions of our common country. Their habits and customs and modes of thought are generally rather of a past age than of the present. For centuries they have regarded obedience to the civil law as subordinate to the canonical law, the latter administered by an authoritative priesthood. With unimportant exceptions, the people have been without schools of any kind until nearly within the past decade. They have, too, been isolated by a thousand miles of wild, unsettled domain, through which lay the only highway of commerce and of the Army. This domain, too, has been swept by the aggressive movements of Indian nomads, only suppressed to any considerable degree during the past five years.

EDUCATIONAL PROGRESS.

It was under these circumstances and conditions that education in New Mexico had to make its start. It dates its first permanent establishment from the organization of the Academy of Our Lady of Light, (Sisters of Loretto,) in Santa Fé, in 1852, by Mother Magdalen Heyden, then, as now, mother superior, and under the patronage of the then Bishop, now Archbishop, John B. Lamy. This school started in small and unpretentious rented quarters with 7 boarders and a few day scholars, with 2 teachers. It now, according to the last annual report, numbers 10 teachers and 165 pupils, with an extended curriculum of English, Spanish, and classical studies, including music and fine arts, and occupying commodious buildings with broad grounds and delightful surroundings.

Since the organization of this school for home education, other private, academic, and parochial schools of various religious denominations, 25 in number, have been established in the various centers of population. These schools constitute the crowning feature of the education of our day in the Territory. A thirst for knowledge being thus induced, the people, through their legislative assembly of 1871–'72, reversed their decision at the polls of 10 years previous, when they had voted down a public school law by a nearly unanimous vote, for the reason that a tax for public schools was deemed oppressive. At the latter date they authorized by law the public school system in force to-day, giving one or more free schools in nearly every precinct, at least in the several counties reported.

PRESENT CONDITION.

The existing school law is crude in character as school laws are usually estimated. It is the best, however, that could be then or since obtained; certainly better than none. It leaves the details and management of the schools and of the school funds entirely to a "board of supervisors and directors of public schools," to be elected by each county respectively. The school system of each county is thus independent of any other, and may be as varied in character as the number and character of the several counties. Of course, the schools are efficient according to the degree of wisdom with which they are administered. Unfortunately, the school boards in most of the counties are composed of persons inexperienced in any school system whatever. All are without the instructions or advice of a central authority. Often they give but little personal attention to the schools. Not unfrequently they leave them under the

control of boards composed in part or in whole of priests, although under the requirements of law these are ineligible. The tendency of this priestly influence has been to gradually bring the public schools and the school fund, paid by persons of every shade of religious belief and of no religious belief, beneath the direction of a particular church. Thus, in a majority of the counties to-day, the school books and church catechism published by the Jesuits, and generally in Spanish, constitute the text books in use in the public schools; and, as announced by a newspaper friendly to the order, if not of it, "these are now being used in almost all the schools of New Mexico." In at least 5 counties public schools have been placed in direct charge of either the Jesuits or other religious orders, or members of orders kindred in character. The somewhat limited amount of the school fund, the disbursement of considerable portions of it for illegal or illegitimate purposes, and the attempt to meet the demand for schools in every neighborhood very naturally make the school term short, the compensation of teachers small, and the teachers, as a rule, comparatively poor. In aggravation of this condition of things, in some cases it has been charged in the public press and otherwise, and not denied, that the school authorities have employed relatives, dependents, or personal or political friends, and even debtors, to save an otherwise hopeless indebtedness, and with little or no regard to the fitness or qualification of the person thus employed as a teacher. The school fund in some counties, two of which report the fact, is illegally used to pay the $3 per diem of members of the school board, while among others money from the fund is appropriated to the salary of a secretary and other officers for slight or hypothetical services, and even, as we are assured, perverted to purposes entirely foreign to schools.

POPULAR INDIFFERENCE.

Among any people thoroughly imbued with the spirit and genius of our republican institutions, as is generally the case elsewhere in the United States, there comes a fixed appreciation of the patriotic duty of the citizen to watch and guard the public school and the school fund, and, as a matter of course, with it a sense of the duty of each to contribute his services gratuitously when called to assume the responsibilities of school commissioner, trustee, clerk, or other officer. But the imperfection and misdirection of the public schools in several counties will hardly be a matter of surprise among a people whose past history is so anomalous as that of the people of New Mexico. The outcome, however, is by no means all discouraging, notwithstanding this unfortunate condition of the public schools. The spirit of reform is abroad, and will eventually succeed. In my last annual report I took occasion to make several recommendations of legislation needed, with a view to guarding at once the interest of the pupil and of the school fund. Similar recommendations were also embodied in the very able message of Governor Axtell to the recent legislative assembly. The recommendations are so tersely stated and cover the ground so well that I have copied at length that portion referring to the school question.

RECOMMENDATIONS OF THE GOVERNOR.

In his last message the governor presented the following recommendations respecting common schools, female education, women as teachers, school districts, and graded schools:

Common schools.—"The foundation and corner stone of a republic rest upon the intelligence and virtue of the people; the people are the government. The system of common schools for the education of the people is the only method known to us by which the requisite intelligence for self-government can be obtained. These schools must have competent teachers, competent not only to teach the elementary branches, but competent to give moral instruction, both by example and precept, and to set such examples in manners and general deportment as children who learn quickly by the eye ought to follow; an incompetent school teacher is a public calamity. The public school fund is raised by taxation upon all religious denominations and upon persons of no religion; it is a fund which belongs to the state and must be strictly guarded against denominational influences. The state tolerates all religions but teaches none; so with the training school of the state, the common school. It admits within its walls every child of the Republic, but excludes every sectarian teacher. What is true of the common school is true of every dollar of the common school fund. It should be made a misdemeanor and punished by fine and imprisonment for any man or set of men to divert one dollar of this sacred fund to denominational or sectarian schools, and, if the territorial legislature is not willing to protect this fund, Congress will be called upon to do so. Not one dollar of this fund must be taken for any purpose except that of paying teachers, neither to pay school inspectors, nor rent, nor lights, nor other incidental expenses; all these must be provided for outside of this fund. It is but a poor compliment the men of this Territory pay to their enterprising, heroic, and renowned ancestors if they cannot supervise the ordinary affairs of a school in which their own children are taught without receiving $3 a day for it, and then abstract these $3 out of the meagre fund provided for the poor child's education."

Education of girls.—"The family is the highest type of the race. The father, mother, brothers, and sisters are the most perfect of all human societies. God's seal is set upon

these sacred relationships. As brothers and sisters are together in the family, equals in every respect, so should they be equal in the common school. I challenge the closest scrutiny into our common school system as to its influence upon female virtue, and I affirm, without fear of intelligent contradiction, that, where brothers and sisters, and whole neighborhoods and communities of such, have been educated together in the common school, the females compare favorably with any people on earth for personal purity. Intelligence is the strongest safeguard to virtue. If only one sex can have the advantage of the common school, let it be the females."

Women as teachers.—"Women are the best qualified to teach young children; wherever it is possible to do so, procure them, and pay them the same wages you would pay men for the same work. The importance of this subject must be my excuse for dwelling upon it at such length. There cannot possibly come before you anything of equal gravity. The state may lose treasure and regain it; may meet with reverses in the cabinet or on the field of battle, and win back the advantages lost; but when her youth are corrupted or cease to be intelligent and virtuous, all is gone."

School districts and graded schools.—"Special laws should be passed enabling all the large towns and villages to form themselves into one district, and levy a special tax upon that district to build a school-house large enough to accommodate all the children; then classify and grade the school, placing different ages in separate rooms, with one principal or head teacher. Also authorize such district, by a vote, to levy a special tax for the support of such school. There is money enough sent out of this Territory every year to educate children abroad, to do more than I have suggested."

LEGISLATION SOUGHT.

In accordance with these recommendations a bill was carefully prepared and submitted to and approved by the governor, secretary, and attorney-general, authorizing the organization of independent school districts, with power to raise additional school money and build school-houses where the population would warrant; abolishing all pay to school officers; restricting the disbursement of the general school fund to wages of qualified teachers; requiring teachers to be examined and hold certificates of qualification, without which disbursing officers were prohibited from paying their wages; providing that "the public schools of the Territory shall not be under the influence of any creed, religious society, or denomination whatever; that neither the Bible nor any sectarian book shall be used in the public schools, and that they shall be open to both boys and girls." The bill as drafted also required a system of reports and accountability to a central board; the taking of a school census, and that the whole question of the management of public schools, including the designation of school books and of all needful rules be under the supervision and governance of an *ex officio* board of commissioners of education, composed of the governor, attorney-general, and president of the council.

This bill was introduced in the council, where it passed without amendment by a vote of 9 to 4. In the house, however, it was first amended by striking out the non-sectarian clause, and then defeated by a vote of 14 to 10, 2 members being absent and not voting. It is fair to say that the members of the house voting for the amended bill would also have voted for it without the amendment. The opposition in the house had proved violent, owing to the organized efforts of a sectarian force. The friends of the bill made the amendment hoping to save the remainder. It may be noticed that on a joint vote of the two branches of the legislative assembly there was a majority of 1 in favor of the bill. It is significant that of the 20 members voting for the bill and 1 absent, also a friend of it, 15 were natives of the country, reared and educated under the old influences. The more intelligent and progressive citizens of the Territory generally gave evidence by their work or words, or both, that they can be counted among the friends of public schools as contemplated in the original bill. Manifestly liberal and efficient public schools are growing in favor with the people, with a strong hope that in the early future New Mexico will arise above its present inefficient and unsatisfactory school system, and fall into line with the other States and Territories in favor of a system and management looking to broad, liberal, and effective popular education.

THE GREAT NEED.

Tried by the standard that would be applied to the other States and Territories, the great need of New Mexico, beyond a peradventure, is good English public schools and educated and enterprising men in numbers and force sufficient to energize the whole people, and this before assuming greater responsibilities of government. To this end, so far as lays in her power, she must make the schools and men she needs.

THE SCHOOLS OF THE TERRITORY.

The following tabular statements are abstracts mainly from authoritative sources, and what is not authoritative is either from common repute or other reliable sources. Those relating to the public schools are from the school authorities of the respective counties and those relating to parochial schools are uniformly from the principals in charge.

County.	Number of public schools.	Number of children in attendance.	Number of teachers.	Average wages per month for teachers.	Number of months of school taught.	Languages taught—English or Spanish.	Male teachers.	Female teachers.	Schools for boys.	Schools for girls.	Mixed schools.	Schools known to be directly under religious societies or orders, and paid out of public school fund.	School-house owned or rented.	Value of school-house, if owned.	School fund from all sources.	Disbursed for teachers' wages.	For rent and school books.	For other purposes.
Bernalillo	16	765	18	$22 22	5.6	1 E. and S., 15 S.	18	0	16	....	....	3	....	.....	*a*$5,654 03	$1,513 00	.....	$214 85
Colfax	7	147	7	40 00	4	7 E	5	2	....	....	7	.....	....	.....	1,410 93	541 36	.....	*b*
Doña Ana, (partial report)	7	.....	7	.....	.....	.....	7	....	....	....	7	1	1	$500 00	1,598 29	1,500 00	.....	*c*81 00
Grant	3	95	3	40 00	3.7	2 E. and S., 1 S.	2	1	....	....	3	.....	....	.....	1,163 68	460 15	$123 00	.....
Lincoln, (no report)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mora	16	651	17	19 18	6	15 E. and S., 1 S.	13	4	10	4	2	*d*2	....	.....	1,623 71	1,445 00	81 00	.....
Rio Arriba	17	270	17	16 30	3	4 E. and S., 13 S.	17	....	15	....	2	.....	....	.....	1,176 00	825 00	76 00	132 70
Santa Ana, (no report)	3	.....	3	.....	.....	3 S	3	....	3	....	....	.....	....	.....	.....	.....	.....	.....
Santa Fé	12	678	14	26 18	10	3 E. and S., 9 S.	10	4	5	1	6	2	1	2,500 00	4,500 00	3,665 95	*e*833 98	502 29
San Miguel	24	1,100	27	25 00	10	6 E. and S., 18 S.	24	3	16	2	6	.....	3	1,975 00	5,099 62	3,255 75	601 96	98 26
Socorro, (no report)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Taos	16	688	17	20 00	4	7 E. and S., 9 S.	17	....	16	....	....	2	....	.....	1,366 10	1,094 00	85 00	140 10
Valencia	17	757	17	16 63	4	17 S	16	1	16	1	....	.....	....	.....	*f*1,881 10	1,131 79	.....	488 69
Total for 1875	138	5,151	147	.....	6.6	7 E. 38 E. and S. 86 S.	132	15	97	8	33	10	5	4,975 00	25,473 46	15,432 00	1,800 94	1,657 89
Total for same counties, report of 1874.	116	4,694	129	.....	5.8	14 E. 30 E. and S. 69 S.	.....	...	....	....	....	.....	4	4,300 00	27,110 99	.....	.....	.....

a $3,000 of school fund from surplus in county fund. *b* $'00 for per diem of commissioners. *c* Per diem of commissioners. *d* One to be discontinued in January.
e Includes for furniture. *f* With per cent. of assessor and collector deducted.

While in some particulars the preceding statement is incomplete and will not bear the full test of critical examination, it is quite sufficient to illustrate the present condition of the public school system. It is, without doubt, the most reliable specific information obtainable at this time, or that probably will be obtained so long as reliance has to be placed on reports by courtesy, with an apparent belief extant, in some instances at least, that local interests, ecclesiastical, political, or otherwise, are best served by silence or avoidance. I have this to say of the present report, as compared with either of my former reports—which to a certain extent, as stated, only approximated the facts—that I have succeeded in obtaining much more official information than ever before. Of the parochial schools, heretofore less than half has been authoritative. In this report all is believed to be reliable and with slight exceptions is authoritative.

OTHER STATISTICS.

In addition to the tabular statement previously given, we glean that in eleven counties there are 132 male and 15 female teachers; that there are 97 schools for boys, and 8 for girls exclusively, and 33 mixed schools. Ten public schools are under ecclesiastical control, paid in part or whole out of the public school fund. Mora and Doña Ana are the counties officially reporting public schools under ecclesiastical control. In the counties of Taos, Santa Ana, and Valencia there are 37 schools for boys, 1 for girls, and no mixed schools. It will be noticed by comparing the footings that, while there has been an increase in the number of school months taught and of teachers, the aggregate school fund for 1875 is $1,637.53 less than that of 1874. It will also be noticed there is an increase of 25 schools in which the Spanish is taught, an increase of only 1 in which the English is taught, and a decrease of 7 of the exclusively English schools. Eight counties report $4,320.73 received from the poll tax of one dollar *per capita* assessed by law for school purposes; while the whole number of votes cast in the same counties, as appears from the record in the secretary's office, was 11,576. Balance of school fund, 1874, $4,920.37. Balance on hand December 31, 1875, $11,503.19. Bernalillo and Doña Ana counties, in violation of law, pay the per diem of the school board out of the school fund. Valencia pays a secretary of the school board and other officers not designated the sum of $189. Average teachers' wages, computed from the whole number of months taught and the amount disbursed for teachers' wages, $16.58 per month. From the report of the auditor of the Territory for the year ended November 15, 1875, we learn that, of the property tax of one-half of 1 per cent. due the Territory on the 1st day of October, a fraction less than one-half has been paid into the treasury, and that the assessed value of the property of the Territory is $7,808,084; being about $200,000 greater than the assessment of 1874. The annual tax levy on property for school purposes is one-quarter of 1 per cent.

EDUCATION UNDER DIFFICULTIES.

Judge Gallegos, the president of the school board of Rio Arriba, writes of the extreme solicitude of parents to have their children attend school. Some who are quite poor and living at a distance make great sacrifices in order to provide maintenance for their children near the school, in order that they may attend. Others, so poor as to be unable even to purchase school books, send their children provided with stray leaves of old books from which to glean some of the elements of education. Under the rule of his county school books are not provided at public expense, the fund being utilized as far as possible to pay teachers. He very justly suggests that, where there is so deep an interest in education among the masses, there should be some more efficient means for meeting the demand.

SENTIMENTS ESSENTIALLY AMERICAN.

Charles E. Wesche, one of the commissioners and secretary of the school board of San Miguel County, and withal one of the foremost and most outspoken friends of public schools in the Territory, writes, in transmitting the report of his county: "You are no doubt aware that in many counties of New Mexico sectarianism has great influence, and in some even full control over the public schools. These pernicious tendencies ought to be cut short by *congressional legislation*. No public school and no money raised by taxation for the support of public schools should ever be allowed to come under the control of any religious sect."

Of San Miguel County, where the predecessors of the present school board adopted into the public schools of that county the Roman catechism and the school books published by the Jesuit order, and voted to place one or more of the public schools under the immediate control of the Jesuits, the present board, as noted in the press, "passed a resolution, by unanimous vote, declaring against the teaching of religion in the public schools of the county, and that the schools should be essentially American in character." The school board is composed of three Mexicans and one American.

PUBLIC SCHOOLS VS. PAROCHIAL SCHOOLS.

We have referred to sectarian influence in the public schools and the perversion of

the public school funds to schools of a parochial character. To avoid any misunderstanding as to the position of the liberal friends of education through the public schools, it should be said that they distinctly disclaim any exceptions to parochial schools as such. They concede the right of any religious denomination to establish their schools wherever and whenever they like, and the right of parents to send their children to the same wherever and whenever they incline to do it, so long as they do not interfere with public moneys or the benefits accruing therefrom to people of all shades of theology and religion. They do except, however, to pupils whose tuition is paid for out of public funds being taught either a sectarian catechism or that the highest public duty of man is to the ecclesiastical head of any church; that our republican government is in any degree whatever subordinate to the church, or that pupils are to be required or taught to go down on their knees at the approach to the school room of any mortal man in clerical robes, as is known to be the case in this Territory. Such obsequiousness to men they hold to be inconsistent with the dignity of a freeman, as well as humiliating to the liberty transmitted to us by the patriot fathers.

Morality in its relations to parents and the home circle, to patriotism and love of country, to industry, integrity, personal rights, temperance, and society in general is a legitimate part of the curriculum of the American school system. Sectarianism is not.

While the parochial schools are without doubt the best schools we now have in New Mexico, there is rather more than a suspicion that the advocates and promoters of some of them have a special interest in paralyzing the efficiency of the public schools and in keeping them in bad repute, as a means of maintaining their own superiority. But in this free country any system of sectarianism must in the end (like merchandising or manufacturing in the individual relations of proprietors) take an even chance with all other systems of sectarianism, and flourish or decline on the reasonableness, consistency, or merit of the system, judged by intelligent manhood. Make the public school system of New Mexico all it is practicable to be made at this time, and the result will be preparatory schools, not only for the State, but for higher education. The present denominational schools would then, under the free push of these preparatory schools, be forced, like the sects they represent, to stand on their merits, to enlarge and liberalize their curriculum of study, and brush up their diction and scholarship. They may thus, in an exalted sense, be made the promoters of higher education, first as academic, eventually as colleges. There is room for all, and to spare, and will be for years to come, under the greatest possible harmony of action. This is what all liberal friends of education in New Mexico, without regard to sect or religion, are working for, are expecting and demanding, and, by the merits and justice of their cause, will have. If private sources fail to provide higher education, then the latter will of necessity the sooner become part of the public school system.

PAROCHIAL AND OTHER SCHOOLS.

A table giving the statistics of these may be found on the two following pages.

Parochial and private schools, 1875.

Name and location.	Number of schools.	Sex.	Average attendance of pupils.	Months taught.	Teachers.		Reading.	Writing.	Arithmetic.	Grammar.	Geography.	History.	Higher branches.	English.	Spanish.	German.	French.	Latin.	Income.		When organized.	Value of property owned.	Remarks.
					Male.	Female.													Tuition.	Other sources.			
Roman Catholic schools.																							
Academy of Our Lady of Light, (Sisters of Loretto,) Santa Fé.	1	Girls..	165	10	....	10	165	82	77	59	60	16	....	55	165	....	....	....	$6,900	.....	1852	$13,000	Also keep public school for girls and receive public school money.
Sisters of Loretto, Mora	1	Girls..	70	10	....	4	30	30	30	12	12	12	1	35	70	....	....	....	2,780	$300	1864	8,000	Also keep public school for girls and receive public school money, ($400.)
Sisters of Loretto, Las Vegas	1	Girls..	68	10	....	4	*a*	....	....	....	....	....	....	....	....	....	....	....	1,047	.....	.....	.....	
Visitation Convent, Las Cruces	1	Girls..	70	10	....	5	70	60	32	....	....	....	....	30	40	....	....	....	2,000	.....	1870	5,000	Also keep public school for girls and receive public school money.
Convent of Our Lady of the Sacred Heart, (Sisters of Loretto,) Bernalillo.	1	Girls..	.....	10	....	2	*b*	....	....	....	....	....	....	....	....	....	....	....	.....	.....	c1875	.....	Do.
Sisters of Charity, Santa Fé	1	Girls..	37	10	....	3	*b*	....	....	....	....	....	....	....	....	....	....	....	.....	.....	1866	.....	Supported by the archbishop.
St. Michael's College, (Christian Brothers,) Santa Fé.	1	Boys..	93	10	8	....	57	57	57	36	36	36	15	93	14	10	....	5	9,117	700	1859	13,500	Also keep public school for boys and receive public school money, ($700.)
Christian Brothers, Bernalillo	1	Boys..	65	10	2	....	65	65	65	16	16	....	....	40	65	....	....	....	.....	.....	1872	800	Also keep public school for boys and receive public school money.
Christian Brothers, Mora	1	Boys..	70	10	4	....	40	40	40	30	30	30	30	64	6	....	4	....	2,000	.....	1866	.....	
Christian Brothers, Taos	1	Boys..	60	10	2	....	10	50	50	....	....	....	....	40	60	....	....	....	100	.....	d1875	.....	Also keep public school for boys and receive public school money.
The Fathers and Brothers of the Society of Jesus, Albuquerque.	1	Boys..	90	9	3	....	65	65	65	40	40	40	....	38	90	....	....	....	480	.....	1873	300	Do.
The Fathers and Brothers of the Society of Jesus, La Junta.	1	Boys..	.....	....	2	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	.....	.....	Also keep public school for boys and receive public school money, ($30 per month.)
Total Roman Catholic	12	.....	788	....	21	28	....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	.....	.....	

Protestant schools.																						
English and Classical School, (Presbyterian,) Santa Fé.	1	Mixed	50	10	1	2	40	40	40	24	26	10	....	50	....	....	....	2	800	600	c1875	5,000	Tuition free to the poor.
Presbyterian Mission School, Las Vegas.	1	Mixed	30	10	1	1	20	20	20	7	17	3	....	15	25	....	....	1	.....	.....	1870	2,500	Do.
Presbyterian Mission School, Taos	1	Mixed	30	10	1	2	30	20	28	12	11	4	....	30	19	....	....	....	250	1,300	1873	.....	Do.
La Junta Mission Institute, (Methodist Episcopal.)	1	Mixed	40	10	1	2	*a*	....	....	....	....	....	....	40	10	....	....	1	1,000	1,000	.....	10,000	Do.
Methodist Episcopal Mission Sch'l, Civnelita.	1	Mixed	20	5	1	....	*b*	....	....	....	....	....	....	....	....	....	....	....	.....	.....	.....	.....	Do.
Methodist Episcopal Mission Sch'l, Peralta.	1	Mixed	25	10	1	1	*a*	....	....	....	....	....	....	....	....	....	....	....	.....	.....	.....	5,000	Do.
Methodist Episcopal Mission Sch'l, Socorro.	1	Mixed	25	....	1	....	*b*	....	....	....	....	....	....	....	....	....	....	....	.....	.....	.....	.....	Do.
Methodist Episcopal Mission Sch'l, Las Cruces.	1	Mixed	.....	....	1	1	*a*	....	....	....	....	....	....	....	....	....	....	....	.....	.....	.....	.....	Tuition free to the poor, (recently opened.)
Total Protestant	8	.....	220	....	8	9	....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	.....	.....	
Other schools.																						
Academy of Progress, Lemitar	1	Mixed	13	4	1	....	10	10	10	3	3	3	....	10	13	....	....	....	350	.....	*f* 1875	.....	Also teaches night school.
Private schools, Ocaté	2	.....	42	10	2	....	*b*	....	....	....	....	....	....	....	....	....	....	....	.....	.....	.....	.....	
Private schools, San Miguel	3	.....	116	10	3	1	*b*	....	....	....	....	....	....	....	....	....	....	....	.....	.....	.....	.....	
Total miscellaneous private	6	.....	171	....	7	1	....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	.....	.....	
Pueblo Indian schools	7	Mixed	180	10	6	1	135	90	50	....	....	....	....	180	....	....	....	....	.....	.....	.....	.....	Male teachers, $50 per month; female teachers, $30.50 per month; 25 girls attend.
Grand total, 1875	33	.....	1,359	....	35	38	....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	.....	.....	
Grand total, 1874	39	.....	1 158	....	M&F	73	....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	.....	.....	

a Teach common and higher English and Spanish. *b* Teach primary and common branches. *c* April. *d* November. *e* May. *f* August.

PAROCHIAL AND PRIVATE SCHOOLS.

From the various reports under this head we glean a few items which are suggestive of some of the difficulties to be surmounted in the work of bringing order out of chaos.

WORDS FROM EXPERIENCE.

The sister in charge of the Loretto School at Mora writes: "I think it would be a good idea if parents would not take their children from school so soon, but leave them at least two or three years. The generality of people here think education is not necessary for women, and therefore leave them in the school sometimes only two or three months, with irregular attendance, and then, if they do not learn, charge the fault on the teacher. It is rather disheartening to have so many beginners every year. This is the reason why we have so few in the higher classes this year."

RELIGIOUS INSTRUCTION NOT OBLIGATORY FOR NON-CATHOLICS.

The sister in charge of the Loretto School at Las Vegas writes: "Religious instruction not obligatory for non-Catholics."

The school of the Sisters of Charity at Santa Fé is "for girls—orphan and destitute."

Brother Botolph, president of St. Michael's College, writes: "When the Christian Brothers established St. Michael's College, in 1859, they opened at the same time a *free department* for the poorer classes, which has been attended by a yearly average of 180 male pupils. In 1872, the school commissioners deemed it proper to make an annual appropriation of $700 to the members of the society as a token of appreciation of their charitable services."

"In addition to the ordinary school hours, half an hour is devoted to the religious instruction of Catholic children attending the college and the free school. A similar custom is observed in our schools at Mora and Bernalillo. This instruction being given after the regular class labor is terminated, non-Catholic children are at liberty to return to their homes before its commencement, thus losing none of the usual school exercises." Actual attendance, 45 boarders, 47 day scholars, and 143 free school.

Father Vito Tromby, S. J., in charge of the Jesuit school at Albuquerque, writes: "The apartments for school purposes are small and incommodious; we are desirous of building a new and commodious edifice, intending to apply the income derived from salaries of teachers as a part of the funds, and to ask the school authorities of Bernalillo County for a donation out of the surplus in their treasury in aid of the undertaking."

CONGRESS SHOULD ENACT A GENERAL SCHOOL LAW.

George G. Smith, principal of the English and classical school at Santa Fé, says: "Now that one branch of the legislative assembly have shown themselves such slaves to sectarian influence that they dare not adopt a wise and admirable bill for the regulation of the schools of the Territory, Congress should enact a general law requiring, as a condition of territorial authority, the establishment of good public schools, such as any person might send his children to without violating religious examples, rather than to engage in the passage or consideration of an enabling act to confer on New Mexico the sovereignty of a State."

We learn incidentally, on good authority, that the school represented by Mr. Smith has several thousand dollars assured, with prospects of other thousands, sufficient for the purpose of erecting commodious quarters for recitation rooms, apparatus, and a boarding house, and on a plane with the academic schools of the country at large.

Professor Annin, of the Presbyterian Mission School at Las Vegas, writes: "While our curriculum of study is confined to the primary and common branches, with music, we are prepared to extend it into the higher English and classical studies, according to demand.

"We are much interested here in the school law under discussion in the legislature. We would like a good law to be passed making the schools entirely non-sectarian, of course, and making effective provisions for a stringent accountability of the school fund. The school interest is much improving in our town, and we can see clearly that our private mission school has been a powerful stimulus."

Professor Roberts, of the Presbyterian school at Taos, says: "It is, in my opinion, better to teach the English first. In so doing, the pupils learn correctly all the different sounds used in English, which they are not apt to do if they have first learned Spanish. As there is usually but one sound given to each letter in Spanish, having first learned all the sounds in the more difficult language, with essentially the same alphabet in use in both, the pupil learns to read correctly in Spanish in a few weeks. * * * To induce my pupils to use what English they know, in common conversation, is an unfinished problem in my experience with these children."

Professor Harwood, of the La Junta Mission Institute, and superintendent of the Methodist Episcopal missions in New Mexico, writes: "We have in the Territory five

schools in operation. Our school-house doors are never closed against poor children. If parents are able to pay full price or part, we ask them to do so; but if not, as is the case with many of the Mexican parents, their children are permitted to attend free."

THE PROTESTANT SCHOOLS RELIGIOUS BUT NOT SECTARIAN.

"We teach, in school," says Professor Harwood, "the general principles of religion, such as honesty, truthfulness, love to each other, obedience to parents, reverence to their Creator; but sectarian differences are not touched."

And it may be remarked that this, with reference to admission of pupils and moral precepts, expresses the substance of the reports of the respective mission schools of the Presbyterian Church as well.

NORMAL SCHOOLS AND INDEPENDENT DISTRICTS.

Professor Ronguillo, of Lemitar Academy of Progress, thinks a normal school in each county, with independent school districts in cities, villages, and towns, under a local board, essential to secure qualified teachers and to educational reform.

PUEBLO INDIAN SCHOOLS.

OFFICE PUEBLO INDIAN AGENCY, TERRITORY OF NEW MEXICO.
Santa Fé, January 29, 1876.

SIR: In compliance with your request, I have the pleasure of giving the following information in regard to the work done in the year 1875 for the education of the Pueblo Indians:

Since May last there have been 7 day schools in operation; prior to that time there were only 2. In these schools there were enrolled at the close of the year 242 scholars, and of this number 180 were in daily attendance; but during the summer months the attendance was less than half that number. The number of scholars who can read and write is 47, and 15 work in the first four rules of arithmetic, while spelling, reading, writing, arithmetic, and geography are all successfully taught in English.

But few of the children understand English, and on that account it is necessary to use numerous devices to get them started in acquiring the language. The Indian children are able to make as rapid progress, apparently, as any other class of children, and, but for certain superstitions and the carelessness of the parents, very rapid advance would be made in their education.

It is very difficult to secure teachers of proper energy and conscientiousness to accomplish the greatest amount of good possible at these pueblos. If the agent were allowed to pay higher salaries for teachers or if he were even properly supported on all occasions in the best use of the funds already at his disposal, much more might be accomplished in this work than is now possible. Still, there is much encouragement in education actually accomplished, and I hope much from the present year.

Very respectfully,

B. M. THOMAS,
United States Agent Pueblo Indians.

Hon. W. G. RITCH,
Secretary of New Mexico.

IMPRESSIONS OF A PUEBLO INDIAN.

In addition to the above we give an incident which tells its own story: The governor of the Indian pueblo of San Juan, situate on the Rio Grande 30 miles northwest of Santa Fé, was one of a party of this semi-civilized village of Indians who made a trip to Washington last fall. A few weeks since he called on Governor Axtell and voluntarily called attention to the fact of his having been east, and that he had seen and realized the advantages of education to the American people; that he then resolved he would have his people educated. The Indian governor has shown his faith by his works. The Government school, which had only 6 pupils when he returned, now, through his influence, has a daily attendance of 60.

Respectfully,

W. G. RITCH.

UTAH.

SUMMARY OF STATISTICS.

SCHOOL POPULATION AND ATTENDANCE.

Number of boys in the Territory 4–16 years of age	18,094
Number of girls in the Territory 4–16 years of age	17,602
Total	35,696
Total enrolment: Boys, 9,870; girls, 9,408	19,278
Percentage of enrolment to whole number	54
Average daily attendance	13,462
Percentage of school population actually attending	38

TEACHERS AND TEACHERS' PAY.

Number of men teaching public schools	220
Number of women teaching public schools	238
Average salary of male teachers per month	$47 00
Average salary of female teachers per month	23 00

DISTRICTS AND SCHOOLS.

Number of school districts in Territory	236
Number of school districts reporting	204
Number of public common schools	296
Number of months schools were taught	7
Average number of days schools were taught	140
Estimated real value of all public school property	$438,665

INCOME AND EXPENDITURES.

Receipts.

From territorial tax	$15,000 00	
From local tax	20,267 28	
Total from taxation for current expenses		35,267 28
From other sources, such as rate bills		95,532 70
Total for current expenses		130,799 98
Raised by district tax for building purposes		49,568 87
Grand total for public schools		180,368 85

Expenditures.

For salaries of superintendents	3,450 00
For salaries of teachers	130,799 98
For school buildings, sites, and furniture	49,568 87
Total expenditure for public schools	183,818 85

PER CAPITA EXPENDITURE.

Expenditure *per capita* of school population	5 15
Expenditure *per capita* of pupils enrolled	9 53
Expenditure *per capita* of average attendance	13 69
Expenditure *per capita* of population between 6 and 16	6 18
Expenditure *per capita* of population between 6 and 16, including interest on school property	7 63

—(Report of territorial superintendent, Hon. O. H. Riggs, for 1874 and 1875, pp. 30, 31.)

SCHOOLS OTHER THAN PUBLIC.

Number of church schools: Methodist, 5; Presbyterian, 5; Protestant Episcopal, 2	12
Number of private and select schools	13
Total number of schools other than public	25

Number of teachers in these schools: Male, 25; female, 52	77
Number of enrolled pupils: Boys, 1,744; girls, 1,798	3,542
Average daily attendance	2,437
Number studying the higher branches in these schools	592
Number of free pupils enrolled	273
Whole amount paid teachers	$50,345
Value of school property	72,850

The above summary includes the University of Deseret and the Timpanogos branch at Provo.—(Report of territorial superintendent, p. 22.)

SCHOOL SYSTEM.

OFFICERS.

According to a new school law presented in the report of the territorial superintendent for 1874-'75, a law understood to have been approved February 18, 1876, the school officers of the Territory are to be in the future, as they have been in the past, a territorial superintendent of district schools, county superintendents of the same, and district school trustees, with county boards of examination.

DUTIES OF THESE OFFICERS.

The *territorial superintendent*, to be elected by the people every two years, is to have the general supervision of school affairs; to furnish blanks for the use of school officers; to provide for printing and distributing the school laws; to keep a record of the district schools throughout the Territory, and of course to make regular report respecting them, though this, somewhat singularly, is not called for in the law. He is also to apportion the school moneys to the counties and districts, according to the number of children in the districts between 6 and 16 years of age, and, with the county superintendents and president of the University of Deseret, is to decide what text books shall be used in the schools.

County superintendents, elected by the people at the general election every two years, are to take the general supervision of the schools of their counties; to visit them at least twice a year; to examine and audit the trustees' books; to see that they are diligent in the discharge of duty; to keep account with the county treasurer and the trustees as to all funds received and disbursed for school purposes in the county; to audit school accounts against the county treasurer, and draw warrants in favor of the districts for the payment of them, annually, by the first Monday in November, making full report to the territorial superintendent of all matters relating to the schools.

School district trustees, three in number for each district, are elected by the people at a called district meeting for terms of two years, and are to provide suitable school-houses for their districts; keep the same in repair; employ teachers; furnish maps, charts, fuel, and other necessaries for them, and may, at their option, collect tuition fees. They are also empowered to assess and collect, annually, a tax of one-fourth of 1 per cent. on all taxable property within their districts for school purposes, as well as to remit taxes; to prescribe the manner in which schools shall be conducted, and to establish outhouses and play-grounds for them.

County boards of examination are to be appointed in each county by the county court, and are to consist of three persons competent to examine and judge of the qualifications of school teachers applying for schools. To all applicants of good moral character, considered competent, they are to give suitable certificates signed by the board, without which certificate no person shall be eligible to employment as teacher by the district trustees.

SCHOOLS.

All schools organized under the direction of the trustees in the respective school districts of the Territory are to be known, in law, by the name and title of district schools, and are to be entitled to a just and equitable apportionment of any public school fund arising from the General Government or from a legislative act of the Territory. Tuition in them may be charged for, and generally is.

Provision is made for a normal department in the University of Deseret to train teachers for these schools. Teachers' institutes—which are substantially brief normal training classes—are held in several counties.

SCHOOL FUNDS.

The territorial fund for the support of schools has been, for two years past, a legislative appropriation of $15,000 annually. It is to be, hereafter, $25,000 annually; $5,000 to go to the support of the normal department of the University of Deseret, on condition of its receiving 40 free pupils to be trained as teachers for the Territory.

Local taxes are sometimes raised in the districts to eke out the territorial apportionment, but the main dependence—the superintendent says—is on tuition fees collected by the teachers.

ELEMENTARY INSTRUCTION.

ATTENDANCE.

The reported school population for the year 1875, of 35,696, is an increase of 2,399 over that of the previous year and of 7,973 over that of the year before. Of the 35,696 children, 19,278, or 54 per cent., are enrolled in the common schools, and this, increased by 3,542, or 10 per cent., enrolled in the private, select, and mission schools, gives a total enrolment of 22,820 pupils, or 64 per cent. of the school population. This is the highest percentage of enrolment ever secured in the Territory. It is believed that the enrolment would have been greater if admittance into the schools could have been gained. There are 296 schools, and, if the entire school population was admitted, there would be an average of about 130 pupils in each, whereas they are not calculated to accommodate an average of more than 65 pupils, the 54 per cent. of pupils attending making them, in the majority of cases, entirely too crowded. The result of this overcrowding is that many drop out, and this, with lack of comfort in the seats and other causes, brings the average attendance down to 13,462, or 5,816 less than the the enrolment. This 13,462, or 38 per cent. average daily attendance in the common schools, increased by 2,437, or 7 per cent. average daily attendance in the private, select, and mission schools, gives a total average daily attendance of 15,899 pupils, or 45 per cent. of the school population.—(Report of superintendent, p. 4.)

EXPENDITURES.

The expenditure in the common schools of $183,818.85, increased by $50,345 salaries paid teachers in the private, select, and mission schools, gives a total expenditure for educational purposes of $234,163.85 in the Territory. The value of the common school property and that of the private, select, and mission schools give a total of $511,515 for all school property in the Territory.—(Report of superintendent, pp. 4, 5.)

SCHOOL-HOUSES.

Several school-houses have been erected during the past two years that reflect much credit on the trustees, but others have been built at great expense, apparently without an object or design. More attention should be paid to school architecture and to the providing of furniture adapted to the children's comfort, also to the temperature, proper ventilation, and especially to the capacity of the buildings. In some districts heavy taxes have been raised and very substantial houses built that will not admit half the school population, whereas the same means would have erected houses capable of accommodating all. The adoption of the graded system in all the cities, towns, villages, and settlements of the Territory, wherever consistent with the school population, is earnestly recommended, as a matter of economy as well as of efficiency.—(Report of superintendent, pp. 5, 6.)

GOVERNMENT AID TO SCHOOLS.

In this Territory, as well as others, is felt the need for aid from the National Government in the support of the schools and also the injustice of being deprived of the benefit of those public school lands which the older and less needy States enjoy. The territorial superintendent expresses this feeling as follows:

"During the past year 1,698 acres of our Utah land have been given away to build agricultural colleges in the old and wealthy States, while not an acre or a dollar comes to benefit us in the days of our infancy and poverty, when we most need it. * * * We want a system of public free schools, to continue for nine months in the year, but the people are too poor to tax themselves to that extent at present. It has always seemed to me that, if ever there was a time when the Territories needed help, it is in the days of their poverty and weakness, and, if ever there was a time when they deserved help, it is when engaged in reclaiming the wilderness for the residence of civilization and industry and laying the foundation of a future State."—(Report of superintendent, pp. 13, 14.)

TERRITORIAL APPROPRIATION.

The act of 1874 appropriating to the public schools $15,000 yearly for the two years just past has accomplished much good. Though but a small amount, it proved to be a spark from which a flame of interest has been kindled that has never before been felt in the Territory. County superintendents have been enabled to get correct lists of the school population and to procure school reports from nearly all the districts in the Territory, which before was almost impossible.—(Report of superintendent, pp. 15, 16.)

CITY SYSTEM.

SALT LAKE CITY.

In Salt Lake City there are 19 common schools with an enrolment of 1,739 pupils—916 boys and 823 girls—and an average daily attendance in them of 1,301 pupils,

instructed by 18 male and 16 female teachers. There are also 10 select schools, taught by 48 teachers—9 male and 39 female—with an enrolment of 2,172 pupils—boys, 1,032; girls, 1,140—and an average daily attendance of 1,277. This gives a total average daily attendance in all the schools of 2,578 pupils, while the number in the city of school age (4 to 16 years) is 5,167, making a per cent. of attendance upon all schools of only 49.7, 25 per cent. of whom attend the common and 24.7 the select schools.

The amount of taxes appropriated to the common schools was $1,600; the amount of territorial appropriation apportioned was $2,254; amount of building funds raised, $9,057. The salaries paid teachers in these schools amounted to $15,167.50; the amount paid teachers in the select schools reached $31,195. The estimated real value of school grounds, buildings, furniture, and other property belonging to the common schools in the city is $113,200; that owned by the select schools is $51,850.—(Report of territorial superintendent, 1875, pp. 25, 26.)

TRAINING OF TEACHERS.

A NEW NORMAL SCHOOL.

With but few exceptions the teachers of the Territory are illy qualified for their work. Nearly all the county superintendents complain that, although the standard has been raised very materially by the introduction of examinations, still the principal want is of qualified teachers. A normal department was established in connection with the University of Deseret in August, 1875, for the special training of students who design to teach in the common schools. Since that time it has been in successful operation, with an average daily attendance of about 30 students, who have entered for one year's course and are doing excellent work. The institution was established to continue one year, and is supported by appropriations made by the various county courts. In order to meet the demand for qualified teachers throughout the Territory, the superintendent advises that a permanent chair of education be established in the University of Deseret by legislative enactment.—(Report of superintendent, pp. 8, 9.)

NORMAL INSTITUTE.

In August, 1875, the teachers of the Territory met together in the capacity of a normal institute, the session lasting two weeks. There were present 137 members, nearly all of whom were active teachers, and represented 11 counties of the Territory. A lively interest was exhibited and a season of much benefit enjoyed. The course included the entire curriculum of common school studies. The instructors were the best in the Territory, and their services were gratuitous.—(Report of superintendent, pp. 11, 12.)

SECONDARY INSTRUCTION.

UNIVERSITY OF DESERET, SALT LAKE.

This institution is open to both sexes. Its courses of instruction are preliminary, scientific, and classical preparatory. The classical preparatory course includes an amount of instruction in the Latin and Greek languages sufficient to prepare the student for entering the freshman year of the best classical institutions. A full course is given in mathematics and history, which exceeds the requisites for admission to college. The scientific course is designed to be essentially practical, so that, whatever profession or trade may be selected by the student after completing his course, he will be prepared to pursue it intelligently. This course includes instruction in literature, history, politics, mathematics, natural history, and science. Up to the date of the last report there were no students beyond the preparatory school.—(Circular of the academical department of the university, 1874–'75.)

BRIGHAM YOUNG ACADEMY.

This branch of the university, situated in Provo, held two terms during the past year, with a daily attendance of about 200 students. President Brigham Young, proprietor of the university buildings and grounds, has executed a deed of the property (valued at $15,000) to 7 trustees, who are to hold the same for the establishment and support of an academy to be known by the above title.—(Report of territorial superintendent, p. 18.)

OTHER SCHOOLS.

Various schools are sustained throughout the Territory by different religious denominations, in all of which a part of the pupils are pursuing the higher branches. The schools under the charge of the Methodist Church, having a total enrolment of 480 pupils, number 30 in higher or secondary branches; those of the Episcopal, with 750 enrolment, number 75 in secondary studies; the Presbyterian schools, with 255 enrolled, number 31 in secondary studies; and the Catholic schools, enrolling 127, number 50 pursuing the higher branches; making in all 186 pupils of church schools in academic

classes. The private and select schools numbered 62 in secondary studies, the University of Deseret 294 at the date of the superintendent's report, and the Timpanogos branch, or Brigham Young Academy, 50; which, added to the number in sectarian schools, give a total of 592 pupils engaged in secondary studies.—(Report of territorial superintendent, p. 22.)

Statistics of the University of Deseret, 1875.

Name of university.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
University of Deseret.	8	....	291	.....	a$1, 500	.....	.....	$3, 671	$2, 500	.....	2, 394

a Apparatus.

LIST OF SCHOOL OFFICIALS IN UTAH TERRITORY.

Hon. O. H. Riggs, *territorial superintendent of common schools, Salt Lake City.*

COUNTY SUPERINTENDENTS TO 1877.

County.	Superintendent.	Post-office.
Beaver	John P. Lee	Beaver.
Box Elder	A. Christensen	Brigham City.
Cache	Samuel Roskelley	Smithfield.
Davis	Chester Call	Sessions.
Iron	Morgan Richards, jr	Parowan.
Juab	T. B. Lewis	Nephi.
Kane	Martin Slack	Toquerville.
Millard	E. M. Webb	Fillmore.
Morgan	T. G. R. Welch	Morgan City.
Rich	W. P. Nebeker	Laketown.
Salt Lake	O. H. Riggs	Salt Lake City.
San Pete	W. T. Reid	Manti City.
Sevier	H. P. Miller	Richfield.
Summit	C. T. Mills	Coalville.
Tooele	Thomas P. Potts	Tooele.
Utah	W. H. Dusenberry	Provo.
Wasatch	Thomas H. Giles	Heber City.
Washington	J. E. Johnson	St. George.
Weber	L. F. Monck	Ogden.
Piute	No county school organization	

WASHINGTON TERRITORY.

STATISTICAL SUMMARY.

SCHOOL POPULATION AND ATTENDANCE.

Number of persons 4–21 years of age	8,350
Increase since 1872	731
Number of persons attending school	6,699
Increase since 1872	571

TEACHERS.

Number of teachers	220

SCHOOLS.

Number of school districts	267
Number of school districts in which schools have been kept	219
Average time schools have been kept, in months	3½
Number of school-houses	219
Increase since 1872	30

INCOME AND EXPENDITURE.

Receipts.

Amount of school fund for distribution	$53,557

Expenditure.

Amount paid teachers	54,720
Increase since 1872	10,713

—(From report of Hon. John P. Judson, territorial superintendent of common schools, for 1874-'75.)

SCHOOL SYSTEM.

OFFICERS.

These are a territorial superintendent of common schools, county superintendents, and directors of school districts.

DUTIES OF THESE OFFICERS.

The *territorial superintendent*, appointed by the governor, with consent of the council, for a term of two years, is to disseminate intelligence in relation to the value and methods of education, to examine and license teachers, to prepare and forward to county superintendents the needful school blanks, to recommend text books for the schools, and to make report of the condition of the schools to the legislature at each regular session. His salary, $300, includes office rent and other expenses, leaving him only about $258 in currency.

County superintendents are elected by the legal voters of their counties for terms of two years, and are to district their counties, examine teachers, visit the schools, receive and file reports from districts, make apportionment of school funds to the districts on the basis of school population, and report regularly to the territorial superintendent. Salary, $25 to $500.

School directors for districts, 3 in number for each district, are elected by the voters of the district at the annual meetings for terms of three years, one member being changed each year. They are to call special meetings of the district; make out tax lists; warrant the clerk of the district to collect the taxes assessed; build, hire, or purchase school-houses; contract with and employ duly licensed teachers; and, through their clerk, make annual report to the county superintendent of all things relating to to the schools.

SCHOOLS.

The schools are generally elementary in character. Graded ones are now proposed.

SCHOOL FUNDS.

The permanent school fund of the Territory is locked up in the school lands, which cannot be sold till it becomes a State. They will then give ample means for aiding local efforts to establish schools. The annual fund is derived from a territorial tax of 4 mills, a county tax not exceeding 8 mills, and a district tax of 3 mills on the dollar. There is also power in districts to levy a tax of 10 mills for repairing and building school-houses.—(School law of 1871, with subsequent amendments.)

ELEMENTARY INSTRUCTION.

PROGRESS.

There is evidence here, says the superintendent, of marked progress and steady advancement, especially in the attendance. It would appear, at first glance, that not much more than one-half of the school population attend the public schools. But it should be remembered that the legal school age extends from 4 to 21 years, and the enumeration is based upon that age; were the age from 6 to 16, a much better proportion would appear to be in attendance. Also, it must be remembered that the Territory extends over a vast area of country; that settlers have penetrated to the utmost parts of it; that many of them live where the population is not sufficient to form a school district, who, nevertheless, are included in the school census and embraced in school districts, though the school-house may be 20 miles from their homes. In each of these districts there has been at least one term of school. Although the average length of term throughout the Territory is only about three months, in the towns and villages schools are kept open generally eight months. The schools are supported by taxation, fines under criminal statutes, and by private contribution. The school fund of the county is apportioned to each district, according to its population. It follows, therefore, that the rich and populous districts retain nearly all the money they contribute to the school fund and the poor ones, where population is scarce, are left to take care of themselves. The superintendent recommends that a law be passed fixing the length of the school term in each school district and apportioning the school fund among the districts, so that all can pay their teachers.—(Superintendent's report, p. 9.)

GOVERNMENT AID TO EDUCATION IN THE TERRITORIES.

The Territory is too poor to sustain schools such as the people wish during a term of sufficient length, and it is recommended that Washington, as well as other Territories, should appeal to the General Government for aid. People, it is urged, who are converting the wilderness into a garden and increasing the wealth of the Government are entitled to some assistance from that Government in the education of their children. It is true that by the organic act certain lands are reserved for school purposes, but these lands are of no benefit to the Territories now. They can only be made available when the Territory is admitted as a State, and when, perhaps, it may want no help. If ever the people of the Territories need help to found and foster schools, it is surely in the days of their weakness and poverty, when there are so many demands upon their scanty earnings, and when, under many disadvantages, they are compelled to labor for the benefit of those who will reap the harvests they have sown. Let the Government, it is suggested, through its own officers, dispose of a portion of their school lands. Let it invest the proceeds in its own bonds, paying over the annual interest to be devoted to the support of schools. Or let it appropriate a special fund, to be at once available, taking security for repayment when the school lands can be advantageously sold.—(Superintendent's report, pp. 18, 19.)

MULTIPLICITY OF TEXT BOOKS.

The law makes it the duty of the territorial superintendent to report what school books seem to be most popular in the Territory and to recommend some series of books to be introduced. The reports of county superintendents show that there are not four counties which use the same kind of books, and it is impossible to say which seems most popular. The worst feature attaching to this great multiplicity of books is that in the same county, district, and school the books of different authors are used on the same subjects, making the labor of the teacher double what it would otherwise be. While this promiscuous use of text books should not continue, the superintendent does not, for many reasons, recommend the adoption by law of one uniform series, but thinks the matter of choice ought to be left with the territorial superintendent.—(Report of superintendent, pp. 29–38.)

COMPULSORY EDUCATION.

In 1871 the legislature passed a law compelling all parents and guardians to send children to school at least three months in the year, which provision was repealed in 1873. There is no occasion, it is thought, for such a law; in fact, its enactment would be premature until schools shall be established of such grade and character as to insure public confidence.—(Report of superintendent, pp. 46, 47.)

SECONDARY AND SUPERIOR INSTRUCTION.

Information as to both these classes of instruction is almost wholly wanting. The territorial university, unaided by the legislature, has been struggling to maintain itself as a preparatory school, but finds it difficult to do even this, reporting only 4 instructors, 21 students in its preparatory department and 3 in collegiate studies. The following is what is said of it in a circular sent with return for 1875:

WASHINGTON TERRITORIAL UNIVERSITY.

The university is located at Seattle, on Elliott Bay, Washington Territory, and is of easy access from all parts of the Territory. Seattle is noted for beauty of situation and the healthfulness of its climate. The university buildings are fine and commodious; the grounds spacious.

Boarding pupils will be constantly under the care of the president. Young ladies will have their rooms at his residence and be part of his family. Competent assistants, both male and female, will be employed as the wants of the institution demand.

Statistics of Holy Angels' College, 1875.

Name of college.	Corps of instruction.	Endowed professorships.	Number of students.		Property, income, &c.						Number of volumes in library.
			Preparatory.	Collegiate.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
Holy Angels' College..	3	....	.....	56	.....	.....	.....	.....	.....	.....	500

LIST OF SCHOOL OFFICIALS IN WASHINGTON TERRITORY.

Hon. J. P. JUDSON, *territorial superintendent of common schools, Olympia.*

COUNTY SUPERINTENDENTS.

County.	Superintendent.	Post-office.
Columbia		
Chehalis	James Gleason	Satsop.
Clallam	B. G. Hotchkiss	New Dungeness.
Clarke	A. S. Nicholson	Vancouver.
Cowlitz	S. Vestal	Kalama.
King	J. M. Hall	Seattle.
Kitsap	A. L. Allison	Post Gamble.
Klikatat	J. S. Burgen	Rockland.
Island	Jos. S. Gibson	Coveland.
Jefferson	John Rea	Post Townsend.
Lewis	J. D. Clinaet	Chehalis Station.
Mason		
Prince	John B. Meeker	Franklin.
San Juan	William Bell	San Juan.
Skamania	John W. Brazee	Cascades.
Snohomish	William H. Reeves	Snohomish.
Stevens	Moses Dukres	Fort Colville.
Thurston	D. R. Biglow	Olympia.
Walla Walla	A. W. Sweeney	Waitsburg.
Wahkiakum	J. W. Smith	Skamokawa.
Whatcom	F. W. Fonts	Whatcom.
Whitman	O. L. Wolford	Colfax.

WYOMING.

The territorial superintendent, Hon. John Slaughter, unable to forward a regular report, kindly furnishes the following brief summary of the chief school statistics for 1875:

Number of public school-houses	13
Number of teachers employed	23
Number of male teachers employed	7
Number of female teachers employed	16
Number of scholars enrolled	1,222
Length of school year, in months	10
Highest wages paid per annum	$2,000
Lowest wages paid per annum	600
Whole amount paid for teaching, (1875)	16,400
Total value of public school-houses and furniture, (not including land)	32,500

SCHOOL SYSTEM.

OFFICERS.

Here, as elsewhere, these are a territorial superintendent of public instruction, county superintendents, and boards of directors of school districts.

DUTIES OF THESE OFFICERS.

The *territorial superintendent* has general supervision of all the school districts of the Territory; apportions school funds among the counties, according to the aggregate days of attendance on the common schools; recommends text books for use in the schools; files in his office all school documents; furnishes to subordinate school officers the necessary forms for use; distributes to them copies of the school laws; and makes report to the legislative assembly on the first day of each regular session, exhibiting the condition of public schools and such other matters relating to the affairs of his office as he may think proper to communicate.

County superintendents determine the boundaries of school districts, apportion school moneys among them, examine and license teachers, visit the schools, keep account of the receipts and expenditures for them, distribute to the district officers the forms received from the territorial superintendent, and on the first Monday of November in each year must report to him an abstract of the particulars received from district clerks, and a statement of the financial affairs of their respective offices, number of days of such attendance, with a kindred and yet fuller report as to the affairs of the district in various specified particulars.

Boards of directors for districts consist of a director, clerk, and treasurer, chosen by the qualified voters of the district at a regularly called meeting. They determine, by delegation of the district meeting, the number of schools for their districts; fix the sites of school-houses; purchase or lease such sites; build, rent, or purchase school-houses; keep them in repair and furnish them with fuel; employ teachers; determine what branches of learning shall be taught; levy such taxes for school purposes as the district may direct; and transact generally such business as may tend to promote the cause of education and the efficiency of the common schools.

The director presides at meetings of the board and of the district; signs orders on the treasurer for money; draws drafts upon the county superintendent for money apportioned to his district; and appears in behalf of it in all suits brought against it.

The clerk records the proceedings of the district meetings and of the board; preserves copies of reports made to the county superintendent; files papers transmitted to him by other school officers; countersigns drafts, warrants, and orders drawn by the director; keeps account of expenses incurred by the district; presents the same to be audited and paid; gives notice of district meetings; and on the first Monday of October in each year submits to the county superintendent a report of the number of schools taught in the district, the number of days each scholar attended, and the aggregate.

The treasurer has the custody of all school moneys of the district; pays them out on the order of the director, countersigned by the clerk, and keeps account of the receipts and expenditures thereof in a book provided for the purpose.

SCHOOLS.

The schools of a wide and sparsely settled Territory are necessarily, in the larger proportion of instances, elementary in character; but the law allows the county superintendent, in conjunction with the district board of directors, to determine whether a school of higher grade shall be established in any district, the number of teachers to be employed, and the course of instruction to be pursued therein.

Where there are 15 or more colored children within the bounds of any district, the board of directors, with the approval of the county superintendent, may provide a separate school for such children.—(School law of 1870, with amendments.)

EDUCATION AMONG THE INDIANS.

The following statistics, prepared with great care by the educational department of the Indian Bureau, are believed to embody fuller and more accurate information respecting schools among the Indians than has ever previously been attainable.

ARIZONA.

The Moquis Pueblo Indians have 1 boarding school, with 2 male teachers and 33 male Indian scholars, 29 of whom are boarders. Five of these read and write English understandingly. Allowance for salaries of 2 teachers, $2,100. Control, Presbyterian.

The Papagos have 1 day school, with 4 female teachers, 89 Indian pupils, (46 male, 43 female,) and 23 half-breed pupils, (10 male, 13 female.) The average attendance of these is 65 Indians and 16 half-breeds. Of the former, 35 read and write English, and of the latter, 11. Twenty-eight of the Indians and 9 of the half-breeds work in the first four rules of arithmetic. Allowance for salaries of 4 teachers, $2,400. Control, Roman Catholic.

The Pimas and Maricopas have 1 day school, with 1 male teacher and 1 female, 51 Indian scholars, (33 male and 18 female;) average attendance, 39. Three read and write English. Allowance for salary of male teacher, $1,000; of female $200. Control, Reformed Church.

CALIFORNIA.

The Indians of Round Valley have 1 day school, with 1 male teacher, 68 Indian scholars, (43 male and 25 female,) and 14 half-breeds, (7 male and 7 female.) The average attendance of these is 58 Indians and 12 half-breeds. Eighteen of the Indians and 2 of the half-breeds read and write English. Eight of the Indians and 1 of the half-breeds work in the first four rules of arithmetic. Allowance for salary of 1 teacher, $720. Control, Methodist.

Those of Tule River have 1 day school, with 1 female teacher and 23 Indian scholars. The average attendance of these is 16 Indians. Eighteen of them read and write English. Eleven work in the first four rules of arithmetic. Allowance for salary of 1 teacher, $530. Control, Methodist.

COLORADO.

The White River Indians have 1 boarding school, with 1 female teacher and 11 Indian scholars. The average attendance of these is 8 Indian boarders and 2 day scholars. Four of these read and write English. Allowance for salary of 1 teacher, $900. Control, Unitarian.

DAKOTA.

The three Indian settlements of Cheyenne River have among them 3 day schools, with 1 male and 4 female teachers and 150 Indian scholars, (51 male and 99 female.) Average attendance, 90. Only 1 scholar in these reads and writes English; only 2 work in the first four rules of arithmetic. No salary mentioned in the report. Control in one case, Episcopal; in another, Presbyterian. There is also 1 boarding school, with 2 male teachers and 1 female, 34 Indian scholars, (16 male and 18 female,) and 26 half-breeds, (16 male and 10 female.) The boarding pupils here number 11 Indians, the day scholars, 23 Indians and 21 half-breeds. Nine of the Indians and 11 of the half-breeds read and write English, while 9 of the former and 8 of the latter are in the first four rules of arithmetic. The control of the boarding school is Episcopal. It is taught under contract for $800, the remaining expenses being supplied by a society.

Those of Crow Creek have 2 day schools, with 2 male teachers and 1 female, 54 Indian scholars, (29 male and 25 female,) and 15 half-breeds, (9 male and 6 female.) The average attendance of these is 31 Indians and 7 half-breeds. The 2 schools are taught under contract for $600 each, the remaining expenses being furnished by a society. Control, Episcopal. There is also among the Crow Creeks 1 boarding school, with 2 female teachers, 7 Indians, and 5 half-breeds; 5 of the Indians and 4 half-breeds are boarders; 3 of the former and 4 of the latter read and write English. It is taught under contract for $800, the remaining expenses being furnished by the society of the Protestant Episcopal Church, under whose control it is.

Those of Devil's Lake have boarding 1 school, with 1 male teacher and 3 female and 41 Indians, (18 male and 23 female,) all of whom are boarding scholars. Besides these there are 36 Indian day scholars, (17 male and 19 female;) 3 Indians read and write English; 8 Indians work in first four rules of arithmetic. Government allowance, $840. Control, Roman Catholic.

Those of Flandreau have 1 day school, with 1 male teacher and 33 Indians, (19 male

and 14 female.) The average attendance is 21. Ten of these read and write English. Allowance for salary of 1 teacher, $600. Control, Episcopal. All speak, read, and spell in the Sioux language.

Those of Fort Berthold have 1 day school, with 1 male teacher, 55 Indian children, (35 male and 20 female,) and 10 half-breeds, (5 male and 5 female.) The average attendance of these is 14 Indians and 6 half-breeds. Three of the former read and write English. Allowance for salary of 1 teacher, $900. Control, Congregational.

Those of Standing Rock have 1 day school, with 1 female teacher. The average attendance is 3 Indians (male) and 5 half-breeds, (3 male and 2 female.) No salary mentioned in the report. Control, Roman Catholic.

The Poncas have 1 day school, with 1 male teacher, 69 Indians, (33 male and 36 female,) and 38 half-breeds. The average attendance of these is 63 Indians (28 male and 35 female) and 40 half-breeds, (24 male and 16 female.) Six of the former read and write English. Government allowance, $600. Control, Episcopal.

The Sissetons have 1 boarding school, with 1 male teacher and 2 females, 39 Indian (21 male and 18 female) and 6 half-breed scholars. The boarding pupils include 36 of the Indians (19 male and 17 female) and the 6 half-breeds, (3 male and 3 female.) Nine of the Indians and 2 of the half-breeds work in first four rules of arithmetic. Allowance for salaries of 3 teachers, $1,440. Control, Congregational. There was also 1 day school, with 1 male teacher, 2 Indian children, (1 male and 1 female,) and 8 half-breeds, (4 male and 4 female.) The average attendance was 2 Indians and 5 half-breeds. Allowance for salary of 1 male teacher, $600.

The Spotted Tail band have 1 day school, with 1 male teacher and 2 females, 29 Indian children, (16 male and 13 female,) and 104 half-breeds, (47 male and 57 female.) The average attendance is 14 Indians and 63 half-breeds. Two of the former and 55 of the latter read and write English. No salary mentioned in the report. Government allowance, $1,000. Control, Episcopal.

The Lower Brûlés have 1 day school, with 1 male teacher and 29 Indian children. The average attendance is 15 Indians. No salary mentioned, and no other particulars given. Government allowance, $600. Control, Episcopal.

The Yanktons have 1 boarding school, with 1 male teacher and 1 female and 15 Indian children (3 male and 12 female) and 1 half-breed on its register. The boarding scholars appear to be 12 Indians and 5 half-breeds, with 3 Indian day scholars, making 3 more than the registered number. Of these, 12 read and write English. No salary mentioned in the report. Government allowance, $1,000. Control, Episcopal.

There are also 6 day schools, with 7 male teachers and 3 females, 191 Indians, (102 male and 89 female,) and 21 half-breeds, (12 male and 9 female.) The average attendance is 91 Indians (49 male and 42 female) and 12 half-breeds, (7 male and 5 female.) Thirty-seven of the Indians and 9 of the half-breeds read and write English. Eighteen of the former and 2 of the latter work in first four rules of arithmetic. No salaries mentioned in report. Government allowance, $1,800. Control, Presbyterian.

IDAHO.

The Indians of Fort Hall have 1 boarding school, with 1 male teacher, 22 Indian children, (18 male and 4 female,) and 1 half-breed boy. The boarding pupils are the same. Twelve of the Indians read and write English and 12 work in first four rules of arithmetic. Government allowance for salary of 1 teacher, $900; for other employés, $1,480. Control, Methodist.

The Nez Percés have 2 boarding schools, with 3 male teachers and 2 females, 47 Indian children, (29 male and 18 female,) and 5 half-breeds, (4 male and 1 female.) Of these, 45 Indians and the 5 half-breeds are boarding scholars, Thirty-four of the Indians and 3 of the half-breeds read and write English. Fifteen of the former and 2 of the latter work in first four rules of arithmetic. Government allowance for salary of male teacher, $1,950; female, $900. Control, Presbyterian. There is also 1 day school, with 1 female teacher, 5 Indian children, (females,) and 5 half-breeds, (females.) Five of the Indians read and write English, and 5 also work in first four rules of arithmetic. Government allowance for salary of teacher, $650. Control, Presbyterian.

INDIAN TERRITORY.

The Cheyennes and Arapahoes have 1 boarding school, (no teachers mentioned,) with 73 Indians (40 male and 33 female) and 11 half-breeds, (8 male and 3 female.) The boarding scholars are the same, viz, 73 Indians (40 male and 33 female) and 11 half-breeds, (8 male and 3 female.) Fourteen of the Indians and 7 of the half-breeds read and write English. Five of the Indians and 3 of the half-breeds work in first four rules of arithmetic. Government allowance, $3,000. Control, Orthodox Friends.

The Kiowas and Comanches have 1 boarding school, (no teachers mentioned in report,) with 58 Indian children (31 male and 27 female) and 3 half-breeds, all of whom appear to be boarding pupils. The 3 half-breeds read and write English. Government allowance, $3,500. Control, Orthodox Friends.

The Osages have 1 boarding school, (no teachers mentioned in report,) with 71 Indian children (55 male and 16 female) and 12 half-breeds. There are 52 Indian boarders (40 male and 12 female) and 7 half-breeds, (5 male and 2 female.) Thirty-six of the Indians and 9 of the half-breeds read and write English. Forty-two of the Indians and 9 of the half-breeds work in first four rules of arithmetic. Government allowance, $1,996.88. Control, Orthodox Friends.

The Kansas Osages have 1 boarding school, with 2 male teachers, 23 Indian children, (21 male and 2 female,) and 26 half-breeds, (15 male and 11 female.) The boarding scholars are 16 Indians (14 male and 2 female) and 12 half-breeds, (6 male and 6 female.), Nine of the Indians and 17 of the half-breeds read and write English. Seven of the former and 20 of the latter work in first four rules of arithmetic. Allowance for salaries of 2 male teachers, $840; for other employés, $990. Control, Orthodox Friends.

The Roman Catholic Osages have 1 boarding school; no teachers mentioned in report. Sixty Indian children (43 male and 17 female) and 22 half-breeds (11 male and 11 female) are on the register, and of these there are 58 Indians and 12 half-breed boarding scholars. Twenty-eight of the Indians read and write English. Twenty-one Indians and 37 half-breeds work in first four rules of arithmetic. Government allowance about $5,500. Control, Roman Catholic.

The Quapaw Indians have 3 boarding schools, with 2 male teachers and 1 female. 137 Indian children, (75 male and 62 female,) and 32 half-breeds, (17 male and 15 female;) 99 of the Indians (50 male and 49 female) and 17 of the half-breeds (9 male and 8 female) are boarding scholars: 79 of the Indians and 21 half-breeds read and write English; 48 of the Indians and 21 of the half-breeds work in first four rules of arithmetic. Government allowance, for salaries of two male teachers, $1,100; of 1 female, $250; for the whole working of one school, $5,000. Control, Orthodox Friends. There are also 2 day schools, with 2 male teachers, 36 Indian children, (20 male and 16 female,) and 5 half-breeds. The average attendance is 30 Indians (17 male and 13 female) and 3 half-breeds. Of these, 22 Indians and 2 half-breeds read and write English. Nine of the former and 2 of the latter work in first four rules of arithmetic. Government allowance for salaries of 2 teachers, $1,200. Control, Orthodox Friends.

The Sac and Fox Indians have 2 boarding schools, with 2 female teachers, 51 Indian children, (34 male and 17 female,) and 9 half-breeds, (4 male and 5 female.) There are 32 Indian boarding scholars (18 male and 14 female) and 5 half-breeds, (3 male and 2 female,) while 29 Indians (21 male and 8 female) and 4 half-breeds (1 male and 3 female) attend the boarding school as day scholars. Twenty Indians and 4 half-breeds read and write English. Nine of the former and 4 of the latter work in first four rules of arithmetic. Government allowance for 2 teachers, $750; for other employés, $1,000. Control, Orthodox Friends. There are also 4 day schools, with 2 male teachers and 2 females and 71 Indian children, (30 male and 41 female.) The average attendance is 58 Indians, (23 male and 35 female.) Eleven of them read and write English and 14 work in first four rules of arithmetic. Government allowance for salaries of 2 male teachers, $1,140; for salaries of 2 females, $1,200. Control, Orthodox Friends.

The Wichitas have 1 boarding school, with 2 male teachers and 1 female, registering 71 Indians (53 male and 18 female) and 5 half-breeds, (3 male and 2 female.) There are 58 Indian boarding scholars (42 male and 16 female) and 4 half-breeds, (3 male and 1 female.) Forty-two Indians and 4 half-breeds read and write English. Eighteen of the former and 3 of the latter work in first four rules of arithmetic. Government allowance for salaries of 2 male teachers, $1,080; for that of 1 female, $300; cost for other employés, $1,800. Control, Orthodox Friends.

The Union Agency Freedman's School has 3 day schools, with 3 male teachers and 1 female, and 122 registered colored children, (61 male and 61 female.) The average attendance is 84. Government allowance for 3 male teachers, $3,150, and for 1 female, $500. Control, Presbyterian and Baptist.

IOWA.

The Sac and Fox Indians have 1 day school, with 7 Indian scholars, 4 of whom are males and 3 females, and all attend regularly. Government allowance for 1 male teacher, $700; for 1 female teacher, $300. No denominational control indicated.

KANSAS.

The Pottawatomie Indians have 2 boarding schools, with 61 Indian scholars, (27 male and 34 female,) 54 of whom are boarding scholars, (24 male and 30 female.) Of day scholars at boarding school there are 11, (6 males and 5 females.) Forty-six read and write English understandingly, (24 males and 22 females.) Twenty-nine work in first four rules of arithmetic, (14 males and 15 females.) Government allowance for 2 male teachers, $1,080, and for 1 female, $600; for other employés $1,880. Total cost of employés, $3,560. Control, Orthodox Friends.

MICHIGAN.

The Mackinac Indians have 6 day schools, with 172 scholars on their register, 160 of

whom are Indians and 12 half-breeds; average attendance, 96. Forty-one Indians and 7 half-breeds read and write English, and about the same number work in first four rules of arithmetic. Government allowance for salary of 2 male teachers, $1,000; for salary of 4 females, $1,600. Control, Methodist.

MINNESOTA.

The Leech Lake Indians have 1 boarding school, with 29 scholars (10 male Indians and 11 female,) and 8 half-breeds, (5 males and 3 females.) There are 15 boarding scholars, 12 of whom are Indians, (6 of each sex,) and 3 half-breeds, (2 male and 1 female.) There are 12 day scholars, 3 male and 5 female Indians and 3 male and 1 female half-breeds. Eight Indians (7 male and 1 female) and 4 half-breeds (3 male and 1 female) read and write English, and 3 male Indians, with 2 male half-breeds, work in first four rules of arithmetic. Allowance for salary of 1 male teacher, $900; of 1 female, $300. Cost of other employés, $400. Total cost of employés, $1,600.

The Red Lake Indians have 1 day school with 36 scholars, 27 Indians (13 males and 14 female) and 9 half-breeds, (4 male and 5 female.) Average attendance, 11 Indians (5 males and 6 females) and 7 half-breeds, (3 male and 4 female.) Two Indians (1 of each sex) and 3 half-breeds (2 males and 1 female) read and write English understandingly, and 2 half-breeds, 1 of each sex, work in first four rules of arithmetic. Government allowance for 1 female teacher, $500. Control, Congregational.

The White Earth Indians have 1 boarding school with 3 female teachers and 69 Indian scholars, (32 male and 37 female.) The boarding scholars are 59 (28 male and 31 female) and the day scholars 10, (5 of each sex.) Sixty (30 of each sex) read and write English understandingly, and 38 (15 males and 23 females) work in first four rules of arithmetic. Government allowance for 3 female teachers, $1,800 and for other employés, $550; in all, $1,630. Control, Congregational. These last mentioned Indians have also 1 day school, with 1 female teacher and 20 Indian scholars, (10 of each sex.) Average attendance, 12. Three males and 4 females read and write English understandingly and 3 males and 6 females work in first four rules of arithmetic. Government allowance for salary of 1 female teacher, $420. Control, Congregational.

MONTANA.

The Blackfeet Indians have 1 day school, with 2 female teachers, 61 Indian scholars, (23 male and 38 female,) and 22 half-breeds, (10 male and 12 female.) Average attendance, 11 male and 17 female Indians and 1 male and 2 female half-breeds. Six male and 8 female Indians and 2 male and 6 female half-breeds read and write English understandingly. Five male and 8 female Indians and 3 male and 4 female half-breeds work in first four rules of arithmetic. Government allowance for salaries, $1,500. Control, Methodist.

The Crow Indians have 1 boarding school, with 1 male teacher and 1 female, 16 Indian scholars, (10 male and 6 female,) and 6 half-breeds, (3 of each sex.) Five male Indians and 1 male and 1 female half-breed are boarding scholars. Seven male and 4 female Indians and 2 male and 2 female half-breeds are day scholars. Five Indians (3 male and 2 female) read and write English understandingly. Government allowance for salaries, $1,500. Total cost of employés, $1,500. Control, Methodist.

The Flathead Indians have 1 boarding school, with 3 female teachers, 49 Indian children, (24 male and 25 female,) and 5 half-breeds, (1 male and 4 female.) Twenty-three female Indians and 4 female half-breeds are boarding scholars and 22 male and 2 female Indians are day scholars. Two male and 12 female Indians and 2 female half-breeds read and write English understandingly, and 6 female Indians and 1 female half-breed work in first four rules of arithmetic. Government allowance for salaries, $2,100. Control, Roman Catholic.

The Fort Peck Indians have 1 day school, with 1 male teacher and 1 female, 56 Indian scholars, (18 male and 38 female,) and 8 half-breeds, (3 male and 5 female.) Average attendance, 23 Indians (7 male and 16 female) and 4 half-breeds, (1 male and 3 female.) Six Indians, 3 of each sex, read and write English understandingly. Six female Indians and 1 female half-breed work in first four rules of arithmetic. Government allowance for salaries, $1,500. Control, Methodist.

NEBRASKA.

The Great Nemaha Indians have 1 boarding school, with 1 male teacher and 2 females, 20 Indian scholars, (16 male and 4 female,) and 8 male and 6 female half-breeds. Fifteen male and 4 female Indians and 2 male and 2 female half-breeds are boarding scholars, and 2 male Indians and 1 female, with 5 male and 3 female half-breeds, are day scholars. Sixteen male and 3 female Indians and 8 male and 4 female half-breeds read and write English understandingly. Eight male and 3 female Indians, with 3 male and 3 female half-breeds, work in the first four rules of arithmetic. Government allowance for salaries of teachers, $1,500; that of other employés, $500. Total cost of employés, $2,000. Control, Hicksite Friends. These Indians have also 1 day school, with 1 female teacher, 8 Indian scholars, (6 male and 2 female,) and 1 female half-

breed, all of whom attend regularly. Four male and 2 female Indians and 1 female half-breed read and write English understandingly. Government allowance for salary, $360. Control, Hicksite Friends.

The Omaha Indians have 2 day schools, with 2 male teachers and 1 female, 70 Indian scholars, (38 male and 32 female,) and 2 male and 6 female half-breeds. Thirty-one male and 25 female Indians and 2 male and 6 female half-breeds (64 in all) form the average attendance. Three male and 2 female Indians and 5 male and 8 female half-breeds read and write English understandingly, while 6 male and 1 female Indians and 1 male and 2 female half-breeds work in the first four rules of arithmetic. Government allowance for salaries, $2,080. Control, Hicksite Friends.

The Otoe Indians have 1 boarding school, with 2 female teachers and 25 (16 male and 9 female) Indian scholars. Eight males and 4 females are boarding scholars. Seven males and 2 females read and write English understandingly, and 3 males work in the first four rules in arithmetic. Allowance for salaries, $900; cost of other employés, $1,200; total cost of employés, $2,100. Control, Hicksite Friends.

The Pawnee Indians have 1 boarding school, with 61 Indian pupils (44 males and 17 females) and 8 half-breeds, (4 of each sex.) The boarding scholars are 43 male and 16 female Indians and 4 male and 3 female half-breeds; 43 male and 14 female Indians and 3 male and 3 female half-breeds read and write English understandingly. Cost of school for four months, $849. Control, Hicksite Friends.

The Pawnees have also 2 day schools, with 2 female teachers and 113 pupils, (62 male and 47 female Indians and 3 male and 1 female half-breeds.) Average attendance, 112, (62 male and 46 female Indians and 3 male and 1 female half-breeds.) Eight male Indians and 1 female and 1 male half-breeds work in the first four rules of arithmetic. Allowance for salaries, $800. Control, Hicksite Friends.

The Santee Sioux have 4 boarding schools, with 4 male teachers and as many female, 74 registered Indian pupils, (38 males and 36 females,) and 13 half-breed girls. The boarding pupils are 57 Indians (23 males, 34 females) and 12 half-breeds; 28 of the Indians and 6 of the half-breeds read and write English, while 45 of the former and 7 of the latter work in the first four rules of arithmetic. Three of these schools are wholly supported by the Congregationalists and Protestant Episcopalians, under whose charge they are. The remaining one, which is under the care of the Hicksite Friends, has a Government allowance of $800 for 1 male teacher and of $2,750 for other employés; in all, $3,550.

The Santees have also 2 day schools, with 3 male teachers, 31 Indian scholars, (18 male, 13 female,) and 3 half-breeds, (2 male, 1 female.) Fifteen of the Indians read and write English and 17 of them work in the first four rules of arithmetic. There is no Government allowance, the schools being entirely supported by the Protestant Episcopal church, under whose care they are.

The Winnebago Indians have 1 boarding school, with 2 teachers, (1 male and 1 female,) and 56 Indian scholars, (28 male and 28 female.) Eighteen males and 15 females are boarding scholars. Twenty-two males and 12 females read and write English understandingly, while 24 males and 9 females work in the first four rules in arithmetic. Government allowance for salaries of 1 male teacher, $700, and 1 female, $500. Cost of other employés, $1,950. Total cost of employés, $3,150. Control, Hicksite Friends.

The Winnebagoes have had 3 day schools, with 3 female teachers, 53 Indian children, (46 male and 7 female,) and 4 male and 3 female half-breeds. The average attendance was 35 male and 4 female Indians and 4 male and 2 female half-breeds. Twenty-two male and 4 female Indians and 2 male and 2 female half-breeds read and wrote English understandingly, while 27 male and 4 female Indians worked in the first four rules in arithmetic. Allowance for salaries, $1,800. Control, Hicksite Friends.

NEW MEXICO.

The Mescalero Indians have had 1 day school, with 1 male teacher and 65 Indian children, (32 male and 33 female.) Average attendance. 25: 12 males and 13 females. Government allowance for salary of 1 male teacher, $800. Control, Presbyterian.

The Navajo Indians had 1 day school, with 1 female teacher, 18 Indian scholars, (11 male and 7 female,) and 3 male and 1 female half-breed. Average attendance, 17: 9 male and 4 female Indians and 3 male and 1 female half-breeds. Three male and 2 female Indians and 1 male half-breed read and write English understandingly; while 1 male and 1 female Indian and 1 male half-breed work in the four first rules in arithmetic. Allowance for salaries, $1,000. Control, Presbyterian.

The Pueblo Indians had 7 day schools, with 6 male teachers and 1 female, and 249 Indian scholars, (184 male and 65 female.) Eighty-two males and 54 females were in average attendance. Twenty-two males and 5 females read and write English understandingly, and 17 males were in the first four rules in arithmetic. Government allowance for salaries of 6 male teachers, $3,000, and 1 female, $360. Control, Presbyterian.

The Southern Apache Indians had 1 day school, with 1 female teacher, 8 Indian scholars, (3 male and 5 female,) whose average attendance was 1 male and 5 females.

Two of the males read and wrote English understandingly. Allowance for salaries, $300. Control, Presbyterian.

NEVADA.

The Pi Ute Indians have 1 day school, with 1 male teacher and 9 male Indian scholars, whose average attendance is 8; these read and write English understandingly. Allowance for salary, $600. Control, Baptist.

OREGON.

The Alsea Indians have 1 day school, with 1 male teacher, 26 Indian children, (19 male and 7 female,) and 3 half-breeds, (2 male and 1 female.) The average attendance of these is 18 Indians (13 male and 5 female) and 3 half-breeds, (2 male and 1 female.) Twenty-eight Indians read and write English understandingly, (20 male and 8 female,) and 3 half-breeds, (2 male and 1 female.) Government allowance for teacher's salary, $840. Control, Methodist.

Those of Grand Ronde have 1 boarding school, with 2 female teachers, 55 Indian scholars, (25 male and 30 female,) and 6 half-breeds, (2 male and 4 female.) The boarding scholars are 45 Indians (20 male and 25 female) and the 6 half-breeds named. Fifty Indians read and write English understandingly, (20 male and 30 female,) and 4 female half-breeds. Government allowance for teachers' salaries, $1,100; cost of other employés, $400; total cost of employés, $1,500. Control, Roman Catholic.

Those of Klamath have 1 boarding school, with 2 male teachers, 23 Indian children, (17 male and 6 female,) and 6 half-breeds, (2 male and 4 female.) There are 18 Indian boarding scholars (13 male and 5 female) and 5 half-breeds, (2 male and 3 female.) Six of the male Indians read and write English understandingly, and 4 half-breeds, (2 male and 2 female.) Government allowance for teachers' salaries, $1,600; cost of other employés, $500; total cost, $2,100. Control, Methodist.

Those of Malheur have 1 day school, with 2 female teachers, 51 Indian scholars, (28 male and 23 female,) and 3 half-breeds, (1 male and 2 female.) The average attendance of these is 37 Indians and 3 half-breeds. Government allowance for teachers' salaries, $1,250. No religious control assigned to them in report.

Those of Siletz have 1 day school, with 1 male teacher, 62 Indian pupils, (46 male and 16 female,) and 5 half-breeds, (1 male and 4 female.) The average attendance of these is 39 Indians and 4 half-breeds. Forty Indians read and write English understandingly, (30 male and 10 female.) Four male Indians work in first four rules of arithmetic. Government allowance for teacher's salary, $1,000. Control, Methodist.

Those of Umatilla have 1 day school, with 1 male teacher, 20 Indian scholars, (12 male and 8 female,) and 4 half-breeds, (1 male and 3 female.) All the 20 Indians (12 male and 8 female) and 4 half-breeds are in average attendance. Fourteen of the Indians read and write English, (9 male and 5 female,) and 3 half-breeds. Five Indians and 3 half-breeds work in first four rules of arithmetic. Government allowance for teacher's salary, $800. Control, Roman Catholic.

Those of Warm Springs have 1 day school, with 1 male teacher and 1 female, 46 Indian children, (33 male and 13 female,) and 2 half-breeds, (1 male and 1 female.) The average attendance of these is 43 Indians and 2 half-breeds. Thirty-five Indians read and write English, (27 male and 8 female,) and 2 half-breeds, (1 of each sex.) Ten work in first four rules of arithmetic. Government allowance for teachers' salaries: male, $900; female, $480. Control, United Presbyterian.

UTAH.

Those of Uintah Valley have had 1 day school, with 1 female teacher, 15 Indian scholars, (12 male, 3 female.) These have all been in average attendance. Government allowance for teacher's salary, $600. Control, Presbyterian.

WASHINGTON TERRITORY.

Those of Colville have 1 boarding school, with 2 female teachers, 29 Indian children, (11 male, 18 female,) and 4 half-breeds, (2 male and 2 female,) all boarders. There are also 6 day scholars, 5 male Indians and 1 half-breed. Twenty-five read and write English understandingly, (17 male and 5 female Indians, and 3 half-breeds, 2 male, 1 female.) Twenty-one work in the first four rules of arithmetic. Government allowance for teachers' salaries, $1,500. Cost of other employés, $500. Control, Roman Catholic.

Those of Neah Bay have 1 boarding school, with 2 female teachers, 24 Indian scholars, (14 male, 10 female,) and 2 half-breeds, (1 male and 1 female.) The boarding scholars are 23 Indians, (14 male, 9 female.) Thirteen Indians read and write English (9 male, 4 female) and 10 Indians work in first four rules of arithmetic. Government allowance for teachers' salaries, $1,220. Cost of other employes, $800. Control, Methodist.

Those of Nisqually have 1 boarding school, with 1 male teacher and 1 female, 32 Indian children, (26 male, 6 female,) and 13 half-breeds, (10 male, 3 female;) 23 Indian boarding scholars, (17 male and 6 female,) and 11 half-breeds, (9 male, 2 female,) and

11 Indian day pupils, (10 male, 1 female,) with 1 half-breed. Six Indians work in first four rules of arithmetic. Government allowance for teachers' salaries: male, $1,000; female, $300. Cost of other employés, $500. No denominational control indicated.

Those of Quinaielt have 1 boarding school, with 1 male teacher and 1 female, 14 Indian scholars, (9 male, 5 female,) and 11 Indian boarders, 7 of them males and 4 females. Three Indians read and write English, (2 male, 1 female.) Six Indians work in first four rules of arithmetic. Government allowance for teachers' salaries: male $1,000; female, $200. Control, Methodist.

Those of Skokomish have 1 boarding school, with 1 male teacher and 1 female, 28 Indian scholars, (20 male, 8 female,) and 3 half-breeds, (2 male, 1 female.) Fifteen male and 6 female Indians and 2 male and 1 female half-breeds are boarding scholars, while 5 male and 2 female Indians are day scholars. Eleven read and write English, (9 male, 2 female,) and 2 half-breeds, (male.) Four Indians and 1 half-breed work in first four rules of arithmetic. Government allowance for teachers' salaries: male, $900; female, $600. Control, Congregational.

Those of Tulalip have 1 boarding school, (no teachers mentioned in report,) with 32 Indian scholars (19 male and 13 female) and 15 half-breeds, (5 male, 10 female;) 31 Indian boarding scholars (18 male, 13 female) and 15 half-breeds, (5 male, 10 female.) Eleven male and 10 female Indians and 4 male and 5 female half-breeds read and write English. Seven Indians and 2 half-breeds work in first four rules of arithmetic. No salaries mentioned in report. The school is conducted under contract for $4,000. Control, Roman Catholic.

Those of Yakama have 1 boarding school, with 2 male teachers and 1 female, 37 Indian scholars, (17 male, 20 female,) all boarders. Thirty read and write English, (15 male, 15 female,) while 8 male and 5 female Indians work in first four rules of arithmetic. Government allowance for teachers' salaries . 2 males, $900 each; female, $500. Cost of other employés, $500. Control, Methodist.

WISCONSIN.

Those of Green Bay have 5 day schools, with 4 male teachers and 2 female, 113 Indian scholars, (60 male, 53 female.) The average attendance of these is 64 Indians. Government allowance for salaries: 2 males, $500 each; female, $600. Control, Methodist.

Those of La Pointe have 4 day schools and 1 boarding school, with 1 male teacher and 3 females, 107 Indian scholars, (56 male, 51 female,) and 50 half-breeds, (29 male, 21 female.) The average attendance of these is 35 Indians and 29 half-breeds. Ten male and 3 female Indians are boarding scholars. Fifteen male and 11 female Indians and 1 male and 2 female half-breeds are day scholars. Forty-three Indians and 22 half-breeds read and write English, while 30 Indians and 20 half-breeds work in first four rules of arithmetic. Government allowance for teachers' salaries: male, $700; females, $500 each. Control, Presbyterian, Congregational, and Roman Catholic.

NORTH CAROLINA.

The Eastern Cherokees have 5 day schools, with 4 male teachers and 1 female 153 Indian scholars, (86 male, 67 female,) and 65 half-breeds, (39 male, 26 female.) The average attendance of these is 94 Indians and 33 half-breeds. Eight male and 9 female Indians and 42 male and 28 female half-breeds read and write English. Government allowance for teachers' salaries: males, $360 each; female, $360. Control, Baptist.

NEW YORK.

The New York Indians have 28 day schools, (no teachers mentioned in the report,) with 779 Indian children (419 male, 360 female) and 27 half-breeds, (14 male, 13 female.) The average attendance of these is 433 Indians and 19 half-breeds. Two hundred and fifty-one male and 222 female Indians and 14 male and 14 female half-breeds read and write English. No salaries mentioned in the report. Appropriation by New York State annually, $9,000; also, one by the Protestant Episcopal Church of $600 annually.

The Thomas Orphan Asylum is a boarding school, (no teachers mentioned in the report,) with 76 Indian children (42 male, 34 female) and 2 male half-breeds. Thirty-four male and 28 female Indians and the 2 male half-breeds are boarding scholars. All these read and write English.

In the report on the Friends' Boarding School no teachers are mentioned. There are 29 Indian children, (5 male, 24 female,) all but one of whom are boarding scholars. All the 29 Indians read and write English. The Friends appropriate $2,700 annually.

PENNSYLVANIA.

The Corn Planter Indians, in Pennsylvania, have 1 day school, (no teachers mentioned in report,) with 31 Indian scholars, (18 male, 13 female.) The average attendance of these is 28 Indians, (12 male, 16 female.)

Recapitulation.

Number of scholars registered in schools maintained by United States Government:		
Indian: males, 2,315; females, 1,703 } Half-breed: males, 375; females, 341 }		4,734
Freedmen: males, 61; females, 61		122
Number of day schools maintained by the United States Government		76
Average attendance at same—		
Indian: males, 788; females, 607 } Half-breed: males, 151; females, 144 }		1,690
Freedmen's schools, day		3
Average attendance: males, 39; females, 45		84
Number of boarding schools maintained by the United States Government		42
Boarders at same—		
Indian: males, 700; females, 482 } Half-breed: males, 109; females, 72 }		1,363
Day scholars attending said boarding schools		282
Average attendance at day schools		22
Average attendance at boarding schools		39
Number of schools maintained solely by religious denominations:		
Presbyterian: day schools		5
Aggregate attendance at same		215
Protestant Episcopal: day schools		4
Aggregate attendance at same		104
Boarding schools		*3
Aggregate attendance at same		64
Friends: boarding school on Allegany reservation, State of New York		1
Aggregate attendance at same		29
Number of scholars attending schools in State of New York not under control or care of the United States Government		944
Number of scholars in schools maintained by the Cherokees, Chickasaws, Creeks, Choctaws, and Seminoles in Indian Territory		4,400
Number of children attending schools maintained by the United States Government who can read and write English understandingly—		
Indian: males, 794; females, 488 } Half-breed: males, 180; females, 174 }		1,636
Number who can work in the first four rules of arithmetic—		
Indian: males, 486; females, 246 } Half-breed: males, 97; females, 91 }		920
Number of teachers employed by the United States Government in schools not under contract—		
Males		66
Annual amount of salaries paid them	$45,860 00	
Average salaries paid male teachers	695 00	
Females		74
Annual amount of salaries paid them	$34,410 00	
Average salaries paid female teachers	465 00	
Cost of other employés at boarding schools	19,480 00	
Number of schools carried on by contract		19
Annual cost of same, not included in foregoing figures	34,136 88	

DEPARTMENT OF THE INTERIOR,
Office Indian Affairs, July, 1876.

SCHOOLS OF THE INDIAN TERRITORY.

The preceding information does not include, except in the brief recapitulation, the schools of the several nations inhabiting this Territory. These for the different nations are as follows, according to official authorities:

SCHOOLS AMONG THE CHEROKEES.

For educational purposes the 9 judicial districts of this nation are divided into 3 educational districts, known as first, second, and third, each of which is under the supervision of a commissioner. The 3 districts are again subdivided into 3 each.

Examinations of applicants for the position of teacher are held at the close of each school term by a board composed of the three school commissioners. No person is deemed

* Two boarding schools at Santee agency, Nebraska, are maintained entirely by the American board of commissioners for foreign missions, (Congregational,) at a cost during the past year of $4,247, and with an aggregate of 50 boarders, besides day scholars.

qualified to teach without a certificate in force from this examining board. These examinations are held at the close of each school term, are written, and extend through the common branches of an English education, arithmetic, grammar, history, geography, theory and practice of teaching, penmanship, general information, &c. Testimonials of good character are required from strangers.

Teachers' salaries.—Teachers are divided into three classes, according to qualifications as shown by their examination, and are paid accordingly. First-class teachers, $50; second class, $40; third class, $30 per month. Teachers in the seminaries and asylum receive from $50 to $60 per month, with living, furnished rooms, &c.

School term.—The school year consists of two terms of twenty weeks each, the first commencing the first Monday in September, the second beginning the second Monday in February.

High schools.—The Cherokee Male Seminary, boarding school: teachers, 4; pupils, 75; in primary department, 50; advanced department, 25.

The Female Seminary, boarding school: teachers, 4; pupils, 94; in primary department, 64; in advanced department, 30.

The Cherokee Orphan Asylum and Manual Labor School: teachers, 5; pupils, 117, (40 males and 77 females:) in primary department, 97; in advanced department, 26. Total in high schools: teachers, 13; pupils, 286, males, (115, and females, 171;) in primary department, 205; in advanced department, 81.

Common schools.—Number of schools, 71; teachers, 74; aggregate attendance, 2,286; Cherokee-speaking, 654; English-speaking, 1,631; males, 1,080; females, 1,206. With these are included 6 schools for colored children. Number of native teachers, 59; number of white teachers, 28.

Separate schools are established for colored children.

SCHOOLS AMONG THE CHOCTAWS.

The Choctaw Nation is divided into three districts. Each district has a school trustee and there is one general superintendent of schools. These four constitute the board of trustees of the nation. At various points in the Choctaw Nation there are 52 day schools. A few of these were organized in 1844, but the most of them since the late war. Length of annual session, 10 months. Two dollars per scholar is paid the teachers. The average attendance is 1,200. Studies, English. There are also 2 boarding schools. One, the Spencer Academy, for boys, a manual labor school, 12 miles north of Doaksville, first organized in 1844. Length of annual session, 9 months. There are 3 teachers; number on rolls, 60; average attendance, the same. Studies, English. The New Hope Academy, for girls, is 1 mile from Scullyville. It was also established in 1844. Length of annual session, 9 months. Three teachers; number on rolls, 50; average attendance, the same. Studies, English. The Spencer Academy has annually $6,000 from the nation and the Presbyterian board of missions pay the salaries of the teachers and superintendent and other expenses necessary to sustain the school. The New Hope Seminary has annually $5,000 from the nation and the Methodist board of home missions pay the salaries of superintendent and teachers.

SCHOOLS AMONG THE CHICKASAWS.

The Chickasaws have 9 day schools and 3 boarding schools in various parts of the nation. One of the boarding schools is for boys, the other for girls. In these schools there are 5 teachers. The number in the day schools is not given. Average salaries of teachers per month, $45. The number on the rolls of the boys' school is 45; average attendance, the same; on rolls of the 2 girls' schools, 75; average attendance, the same. In each day school the average attendance is 30. In all the schools the session is 10 months.

There is 1 orphan asylum, for which the nation pay $200 per scholar per session of 10 months, the pupils of which are boarded and clothed.

The amount of educational fund of the Chickasaws is $40,000 per annum.

One of the seminaries for women above cost $22,000 and the other $7,000, each put up at the expense of the nation. The seminary for men and one of the seminaries for women are taught under contract, for each of which the nation pay the superintendents $5,750 annually. The other seminary for women is also taught under contract, for which the nation pay $165 per scholar for session of 10 months.

SCHOOLS AMONG THE CREEKS.

The Creeks have 2 manual labor schools: one the Tallahassee Mission, north of the Arkansas River, the other the Asbury Mission, south of North Fork River. Both these were founded in 1844. There are for these schools, in each case, 1 male teacher and 4 females. The number on the rolls of each is 80; the average attendance, the same. There is 1 boarding school for girls, Muskogee Female Institute, near Eufaula, founded in 1873. It has 1 male teacher and 2 females. Registered number of attendants,

40. There are also 33 day schools in different parts of the nation, with 15 male teachers and 18 females. Scholars on register, 700; attendance, 500. Salaries paid day school teachers, $40 per month. Eight of the 33 schools are for colored children. Length of annual session of all the schools, 10 months. Studies, English.

Tallahassee Mission is conducted under the auspices of the Presbyterian board of missions, who pay the salaries of the superintendent and teachers.

Asbury Mission is conducted on a like plan by the Methodist board. The total amount expended by the Creeks is $30,000 annually.

SCHOOLS AMONG THE SEMINOLES.

The Seminole Nation have 5 day schools located at different points, all organized in 1867. Length of annual session, 10 months. Three male teachers and 2 females. Number of children on rolls, 138. The average attendance is 105. Studies, English. Average salaries of teachers, $40 per month.

EDUCATIONAL CONVENTIONS AND ASSOCIATIONS.

AMERICAN GEOGRAPHICAL SOCIETY.

At the meeting of the American Geographical Society, held February 25, 1875, the annual address was delivered by Chief Justice Daly, the president of the society. Beginning with a brief survey of the remarkable physical phenomena of the year, including great falls of rain and snow, extreme and widely distributed cold, earthquakes, volcanic disturbances, floods, cyclones, &c., he alluded, in passing, to the geography of the sea bottom as made known by the recent examinations of the Challenger expedition, and then took up the geographical work in our own country, as carried on by the United States Engineer Corps and other explorers. The explorations of Lieutenant Wheeler show that every State and Territory west of the plains is crowded with the products of volcanic action, ancient and modern, the connected beds of lava in Arizona and New Mexico covering an area of twenty thousand square miles; and the conclusions of the geologists of the expedition are that volcanic disturbances and eruptions in our western territory will be resumed and may occur at any day. They have occurred so recently, geologically speaking, that it is extraordinary there is no human record of them. In the department of the Platte a new route to the Yellowstone Park has been discovered by Captain Jones's exploring party. The Black Hills country was penetrated by General Custer's military expedition and explored by Captain Ludlow. Professor Hayden's geographical survey has confirmed the discovery of 1872, that Colorado is the great center of elevation in the United States, having fifty peaks that are about 14,000 feet high. In the Pacific Ocean soundings have been made for ascertaining a practical route for a telegraph cable between Japan and Puget Sound and for one from San Francisco to the Hawaiian Islands.

The separate researches and explorations of M. Pinvart and Mr. W. H. Dall, in Alaska and the Aleutian Islands, were next reviewed. M. Pinvart is of the opinion that the Esquimaux of this region are of the same stock as those of Greenland and Baffin's Bay, and concludes from their legends and traditions that they came originally from Asia across Behring's Straits. The probability of this conclusion is doubted by Mr. Dall; moreover, many American ethnologists think that Greenland and vicinity were peopled from Europe.

Professor F. W. Putnam, of Salem, Mass., has been engaged in researches respecting the ancient inhabitants of North America. He believes that the Southern Indians (the Mound Builders of Ohio, Indiana, and other parts of the West) were not connected with the northern or eastern tribes, but were of the same stock as the ancient inhabitants of Mexico, though diversified by immigration and by mixing with other races.

In Central and South America specialists have carried on explorations in Costa Rica, Nicaragua, and the lower part of South America. A French expedition has been exploring Terra del Fuego.

The Arctic event of the year has been the return of the officers and crew of the Tegethof, of the Austrian expedition, and the important discoveries made by them. This expedition, in the difficulties it encountered, the perseverance displayed, the discipline maintained, and the success achieved, is about as heroic as anything that has occurred in the history of Arctic exploration. The ship was frozen in off the coast of Nova Zembla from August till October, 1872, when the ice broke up, and they found themselves fixed upon an ice floe, helplessly *drifting*, but, strangely enough, to the *northward*. Drifting fourteen months in this way, mere passengers on an ice floe, they were at last driven ashore and frozen in on a coast which they had discovered, but were unable to reach, two months before. This was in 79° 43′ north latitude and 60° 23′ east longitude. It was now November, 1873, and they had passed the eightieth parallel. The long polar winter of 175 days set in, and the cold was so severe that the quicksilver remained frozen for weeks, and the darkness in midwinter was intense. The land, to which they gave the name of Franz-Joseph Land, was a most desolate region. In April, 1874, they set out in sledges and reached 81° 57′ north latitude, coming upon a country which they called Crown-Prince Land, whose cliffs were covered with thousands of ducks and auks; seals lay upon the ice and there were traces of bears, hares, and foxes. Here, over a sea comparatively free from ice, they saw land in the distance, which seemed to stretch beyond the eighty-third parallel of north latitude. Their return journey was one of over three months' hardship, made in sledges and boats.—(Popular Science Monthly.)

NEW ENGLAND SCHOOL SUPERINTENDENTS.

The New England Association of School Superintendents held its semiannual meeting at the City Hall, Boston, on the 7th of May, 1875. The papers and discussions occupied the day and were unusually interesting.

At the morning session, which began at 9.30 o'clock, Mr. E. A. Hubbard, of Fitchburg, presided, with Mr. A. D. Small, of Salem, as secretary.

Health and comfort in schools.—Mr. J. W. Allard, superintendent of schools at Gloucester, Mass., opened the discussion upon "Physical health and comfort."

The subject of school architecture was first touched upon, and the hope expressed that the day of spending vast sums of money upon showy and useless ornamentation of the exteriors of our school buildings was rapidly passing. The statement was made that one-fourth of the amount was absolutely needed for the comfortable fitting up and proper equipment of the class rooms. The modern four story school-house, with class rooms in the fourth story, was emphatically condemned as destructive to the comfort and health, both of pupils and teachers. He thought that if this style of architecture must prevail, then the buildings should be furnished with steam-elevators, like that of the city hall.

The important topics of lighting, heating, and ventilating were fully discussed and a history given of the improvements which have been made during the last thirty years in the material arrangements of school rooms with regard to dressing rooms, blackboards, tables, desks, and single seats.

The diversion of gymnastic exercises from their legitimate object of physical rest and culture to purposes of show was condemned in the severest language.

Kindergarten instruction and reports.—A paper on the subject of "Kindergarten instruction" was read by Superintendent Thomas Tash, of Lewiston, Me.

After a short recess, "The usefulness of monthly or occasional reports of pupils to their parents, and the manner of preparing these reports," was discussed by Mr. Waterman, of Taunton, who took the ground that occasional reports would be more advisable than any of the present systems of weekly or monthly reports. He gave an interesting account of the various methods which had been tried in Taunton, the amount of interest felt by parents in the matter, and presented an interesting *résumé* of the results.

Practical education.—Mr. John D. Philbrick, of Boston, then presented a paper on the subject "How to make common school education practical." While he opposed the introduction of the workshop into the school, he favored a more practical use of its opportunities than is generally enjoyed. Mr. Philbrick's plan is, first, to discard the theory of aiming at mental discipline primarily, and adopt in its stead the theory of imparting the greatest amount of the most useful information; second, to introduce the following subjects of instruction: elementary geometry, natural philosophy, drawing, and elements of chemistry, as lying at the foundation of all industrial education; third, make room for these subjects by lopping off the more useless parts of the old branches, which, through the influence of rival bookmakers, have grown out of their due proportion; fourth, facilitate the acquirement of the needed practical knowledge by the adoption of better methods of teaching. He did not believe in teaching a child the names of all the branches of the Amazon and leaving him in ignorance of the principle by which water rises in a pump. After some debate on the best way in which to make a census of children between 5 and 15 years of age, it was voted that the matter be referred to a committee to report at the next meeting.

United States Bureau of Education.—The work of the National Bureau of Education was then presented to the meeting, and its importance recognized in the unanimous passage of the following resolutions, the first offered by Mr. Philbrick, of Massachusetts; the second, by State Superintendent Simonds, of New Hampshire; the third, by Superintendent Stone, of Springfield, Mass.:

"*Resolved*, That the National Bureau of Education, in its work of collecting and distributing annually, through printed reports and circulars, a vast amount of reliable and useful information, respecting the condition and progress of education both in our own and in foreign countries, has accomplished in the most satisfactory manner, so far as the limits of its means will permit, the objects for which it was established, and that we regard it as an indispensable instrumentality for the promotion of education throughout the country.

"*Resolved*, That, in the opinion of this body, the labors of the United States Commissioner of Education, General John Eaton, in promoting the educational interests of all sections of our country through the agency of the Bureau of Education, have been eminently wise and efficient, and that they merit and receive our cordial approbation.

"*Resolved*, That a committee be appointed, consisting of one from each State represented in this body, to memorialize Congress in behalf of the continuance and liberal support of the National Bureau of Education."

The afternoon session was devoted to a discussion of the subjects so ably presented in the morning. Superintendent Harrington, of New Bedford, thought that the condition of most of our school-houses, as regards ventilation and conveniences, is abominable. He was tired of hearing praises on our perfect school system, even though it is centennial year, and thought it quite time that the facts should be known, however disagreeable they may be. But very few primary schools in the districts, the very places which should receive most careful attention, have a proper system of ventilation. The condition of the outhouses in too many of the schools is indescribably bad;

and, though the subject is distasteful, it needs immediate attention. There is need of a great reform.

Ventilation.—The secretary, Mr. Small, of Salem, made reference to the subject of ventilation; whereupon, Mr. T. B. Stockwell, of Providence, gave an account of a system which produced excellent results in Providence. Mr. Marble, of Worcester, spoke of the objection in the mind of the public to the great expense attendant upon elaborate schemes of ventilation, and advocated a plan which has worked with complete success in the Asylum for the Insane at Worcester. Here, in the basement, a large fan is kept in slow but steady motion by an engine supplied by the steam in the building, keeping up in every part of the structure a steady current of warm, fresh air. By applying this arrangement, or a modification of it, to our school-houses and providing each room with an outlet, we can safely "trust to Providence" to clear out the foul air and give place to the fresh current continually ascending. Mr. Marble suggested the use of a sash with double windows directly connected, as doing away, to some extent, with the objectionable draughts of air inseparable from window ventilation.

Kindergärten.—Taking up Fröbel's, system Mr. Philbrick argued that the Kindergarten ought not to be a fixed institution, but should rather be considered an improved system of infant instruction. Viewed in this light, he was happy to report the Boston Kindergärten as doing splendid work. It is, however, the teacher far more than the system which makes the Kindergarten so great a success, as, indeed, in all grades of schools success depends very largely upon the instructor.

Mr. Stone, of Springfield, spoke of the advantages of a course of training which makes the child, at an early age, properly inquisitive and self-reliant. Mr. Tash explained some of the advantages of Fröbel's system of gifts, object and alphabet teaching; after which the subject of reports of scholars to their parents was further discussed by Messrs. Small of Salem, Harrington of New Bedford, and others.

"Practical education" resumed.—The final subject of discussion was Mr. Philbrick's paper on "Practical education." Messrs. Harrington of New Bedford and Hunt of Portland, Hood of Lawrence, and others talked over the subject. The matter of parsing, reading, spelling, and drawing was debated. Mr. Philbrick said that, in these things, too much attention was given to unimportant details. Reading is taught, for instance, in some of our schools as a fine art, and half the time thus used might give the scholar a knowledge of the French language. So in arithmetic. It may be "splendid" to train a girl to add in a minute a long column of figures, but it is splendid waste of time. So in spelling. President Felton, when rallied on account of his numerous blunders in spelling, would say, "Spelling isn't my business; take up Greek, and I am ready for you." In something of this spirit, the mere mechanical acquisition of the orthography of a hundred difficult words ought to be as nothing when compared with weightier matters.

The matter of drawing elicited some discussion. Mr. Morrill, of Lowell, thought that the dissatisfaction with the system there was no greater than elsewhere in the State; while Mr. Waterman, of Taunton, said that drawing was the most popular branch of instruction in that city, because it had not been ridden as a hobby. There had been no wholesale purchases of drawing books; no exalting of this department to the dignity of an exhibition, while other branches of study are neglected. In a word, the study had not been pushed; and he did not doubt that the few objections raised against its use would disappear as quickly as those made against the introduction of music.

The committee on nominations reported for president, W. W. Waterman, of Taunton; for secretary, Augustus D. Small, of Salem; committee of arrangements, Ephraim Hunt of Portland, T. B. Stockwell of Providence, Edward Conant of Vermont; committee on nominations, A. P. Marble of Worcester, H. T. Hoyt, S. H. Marvel. The report was adopted and the nominations confirmed.—(New-England Journal of Education, May 15 and 22, 1875, pp. 235, 247.)

AMERICAN SOCIAL SCIENCE ASSOCIATION.

The annual meeting of this association was held, for 1875, at Detroit, Mich., from the 11th to the 15th of May. The sessions were opened by an address from the president, Hon. David A. Wells, on the larger life to be secured by such investigations as those prosecuted by the association. Among the papers read were important ones from Dr. D. F Lincoln, of Boston, secretary of the health department, on "A project of a law for a medical inspection of public schools, on "Care of the eyes in school and elsewhere," and on "Health in the public schools;" from Dr. S. S. Putnam, on "Gymnastics in schools," and from Superintendent W. T. Harris, of St. Louis, on "Ideal education." The limited space at our command admits of only a few extracts from the papers of Drs. Lincoln and Putnam, bearing on the improvement of the sanitary condition of our schools. Dr. Lincoln, for instance, presented, as follows:

(1) A PROJECT OF A LAW TO ESTABLISH THE OFFICE OF MEDICAL INSPECTOR OF SCHOOLS.

(1) He shall be appointed by the head of the department of public instruction.
(2) Term of office, three years.

(3) Must be a physician.
(4) Is expected to devote his entire time to the duties of his office.
(5) Salary, $3,000, payable quarterly, plus necessary expenses for clerical labor and travel.
(6) He shall take cognizance of the interests of health among the teachers and children of the public schools.
(7) He shall make sanitary investigations in respect to school-houses and grounds, and to all circumstances connected with the management and instruction of schools which may appear to influence the health of scholars or teachers.
(8) He shall make himself acquainted with the means employed in other States for preserving the health of the inmates of schools.
(9) He shall seek to trace the origin and mode of extension of epidemic or other diseases among inmates of schools, and to point out measures for the arrest or prevention of such diseases.
(10) He shall from time to time inform the department of public instruction of the results of the aforesaid investigations, and shall suggest to the said department such modifications of the system of instruction and management existing in the schools of this State as, in his opinion, would conduce to the improvement of the health of teachers and scholars.
(11) He shall further, in the month of January of every year, present to the department of public instruction a written report of his doings and investigations in the line of his duty as aforesaid for the year ending with the 31st of December next preceding.
(12) He shall gather and, from time to time, shall present to the department such information in respect to the interests of the public schools as he may deem proper for diffusion among the people.

RULES FOR THE CARE OF THE EYES

Were submitted by Dr. D. F. Lincoln, secretary of the department of health, A. S. S. A.

When writing, reading, drawing, sewing, &c., always take care that (*a*) the room is comfortably cool and the feet warm; (*b*) there is nothing tight about the neck; (*c*) there is plenty of light without dazzling the eyes; (*d*) the sun does not shine directly on the object we are at work upon; (*e*) the light does not come from in front—it is best when it comes from over the left shoulder; (*f*) the head is not very much bent over the work; (*g*) the page is nearly perpendicular to the line of sight—that is, that the eye is nearly opposite the middle of the page, for an object held slanting is not seen so clearly; and (*h*) that the page or other object is not less than fifteen inches from the eye.

Nearsightedness is apt to increase rapidly when a person wears, in reading, the glasses intended to enable him to see distant objects.

In any case when the eyes have any defect, avoid fine needlework, drawing of fine maps, and all such work, except for very short tasks, not exceeding half an hour each; and in the morning never study or write before breakfast by candle-light. Do not lie down when reading. If your eyes are aching from fire light, from looking at the snow, from overwork, or other causes, a pair of colored glasses may be advised, to be used for a while. Light blue or grayish blue is the best shade, but these glasses are likely to be abused, and usually are not to be worn except under medical advice. Almost all those persons who continue to wear colored glasses, having perhaps first received advice to wear them from medical men, would be better without them. Travelling venders of spectacles are not to be trusted; their wares are apt to be recommended as ignorantly and indiscriminately as in the times of the Vicar of Wakefield.

SCHOOL HYGIENE.

Dr. Lincoln subsequently summed up thus the most conspicuous results of the investigation into this important matter:

(1) School work, if done in an unsuitable atmosphere, is peculiarly productive of nervous fatigue, irritability, and exhaustion.
(2) By "unsuitable" is chiefly meant "close" air, or air that is warm enough to flush the face, or cold enough to chill the feet, or that is "burned," or infected with noxious fumes of sulphur or carbonic oxide.
(3) Very few schools are quite free from these faults.
(4) Anxiety and stress of mind, dependent mostly on needless formalities in discipline or unwise appeals to ambition, are capable of doing vast harm.
(5) The amount of study required has not often been found so great as would harm scholars whose health is otherwise well cared for.
(6) Teachers who neglect exercise and the rules of health seem to be almost certain to become sickly or to "break down."
(7) Gymnastics are peculiarly needed by girls in large cities, but, with the present fashion of dresses, gymnastics are impracticable for larger girls. * * *
(9) One of the greatest sources of harm is found in circumstances lying outside of school life. The social habits of many older children are equally inconsistent with good health and a good education.

A PAPER UPON SCHOOL GYMNASTICS

Was then read by Dr. S. S. Putnam, of Boston, who divided his subject into three inquiries:

(1) In what way and to what extent may gymnastic training be made useful in the education of school children?

(2) What means of securing it have been adopted and with what results?

(3) What means will be likely to insure the best results in our schools?

As to the first matter, Dr. Putnam suggested that gymnastic training could not fail to be of use in regard to training children who are not naturally strong, and therefore not inclined to take part in out-door sports, which are, of course, beneficial to the healthy and vigorous among our children. * * * *

It is not necessary that very great muscular power should be developed, as that is not necessarily conducive to good health, nor does it always accompany it. One way in which school children may be greatly benefited is by helping them perfect the process of respiration. This was demonstrated by the work done by Professor Monroe with the children of the Boston schools. Good breathing is by no means common, and the singing teacher has always much to accomplish in this respect. Instruction in this regard may not only give vastly increased power to healthy persons, but it may save many who are affected by lung disorders from early deaths. * * *

Proper physical instruction in our schools would also relate to the sitting of the scholars, to proper methods of studying or of mental application, to proper means of ventilation, &c. It is a notorious fact that many cases of injury to the spinal column arise from improper postures while sitting. Among 731 pupils at Neufchâtel, 62 cases of this sort were observed among 350 boys and 156 cases among 381 girls. The curvature of the spine occasioned was mostly to the right, caused no doubt largely by writing at unsuitable desks. * * Herr Raag, of Berlin, says that he has found gymnastics very useful in preventing these spinal curvatures. * * *

For proper school gymnastics it is only requisite that there should be space enough about the desks to enable the pupil to advance one step and to swing the arms freely. A large hall with a few desirable pieces of apparatus is all that is needed for further gymnastic exercise, which is to give to the scholars special accomplishments in this matter. In Europe, halls are now considered absolutely necessary for the use of scholars in the public schools.

SANITARY REQUIREMENTS OF SCHOOL BUILDINGS.

Under this head an important paper was presented by Dr. Lincoln, containing the following suggestions:

(1) *The yard* should be placed by preference toward the sides where other buildings are standing, or may hereafter be erected, rather than toward the street; should contain at least 32 square feet of surface for each scholar, in order to serve as playground; should be situated so high as never to be overflowed with water; should be paved, so as to be quickly dried after rain; should be fenced, in certain cases, toward all thoroughfares and alleys, in order to shield from the gaze of passers by.

(2) *The site* should be elevated rather than low. Dampness of soil should condemn any site. The sun should have free access to the house on three sides at least. Many trees near the house are to be avoided, except in quite warm climates. Should not be near factories, railroads, &c.

(3) *The cellar* must be drained dry. A cellar, or else an air space of two feet, must extend under the entire lower floor of the house, except in situations where the soil is very dry.

(4) *Basement.*—The ceiling of the basement must be at least six feet above the ground. The height of such a room should not be less than ten feet, and it must be thoroughly lighted. Basements of which any portion is under ground should not be used for school work of any description except gymnastics, and the latter are to be assigned by preference to a loftier room, above ground, when this is possible. Basements may serve for space for clothes closets, if thought fit.

(5) *Entries* should be always warmed and ventilated; lighted sufficiently from out of doors.

(6) *Stairs* must be fire-proof, as also the walls inclosing them; straight, never spiral; height of steps, 4½ to 5 inches, and proportion of breadth considerable, the breadth being made at least six feet in large schools; it must have no well; not more than two runs in a stair.

(7) *Fire escape* to be provided for every school-house of three stories.

(8) *Hall.*—A large hall for assembling the whole school at once is a desirable feature, and if included in the plan it should have a floor space, in feet, equal to the whole number of scholars multiplied by 6, (for younger scholars,) or 7, (for older,) and should be not less than 14 feet high. The ventilating arrangements for such a hall must be such that 1,000 cubic feet of air per hour can be taken out for every one of the scholars as aforesaid. * * * * * *

(9) The *gymnasium* may be built, if thought proper, as a separate structure. If so, a covered and inclosed way must connect it with the school-house.

(10) *Rooms.*—Those for study ("school rooms") must contain a floor space of at least 15 square feet per scholar in primary schools and 20 square feet in schools for children over 11 years of age. They must have a cubical capacity of at least 200 and 250 cubic feet per caput for these two classes of scholars respectively, or a height of, say, 14 feet. When a portion of the scholars are expected to be constantly absent from the study room for recitation, the requirements as to capacity for the study room may be diminished; but rooms for recitation only require no more than two-thirds of the floor space per scholar above prescribed; the height remaining the same, say, 14 feet. Each room, whether for study, recitation, or the general hall, must open into the entry by a door and by a window eighteen inches high over the door. The walls of rooms are to be of a light, neutral tint, colored, but never papered. Blackboards never placed on the side of a room where windows are. Any columns required in the room must be of iron, in order to avoid darkening the room.

(11) *Windows* must never be in front of the pupils. They must contain a total of at least 30 square inches glass (excluding sash) for every square foot of floor surface in the room. The lower sill should be at least 3½ or 4 feet above the floor and the upper should be within a foot or less of the ceiling. Arched and gothic tops are inadmissible. Windows not opening into the outer air directly are not to be considered as such in fulfilling the above requirements.

(13) *Water-closets, &c.*, separated for the two sexes. Screens when out of doors; in this case, to be also connected with the main building by a covered way, dry, clean, and ventilated. Those indoors to be lighted and warmed, and ventilated by an outward draught of air. For girls, sufficient accommodation must be provided indoors; and if the house is three stories high, a third of the girls' closets should be placed on the third story. Should never be placed under any school room.

(14) *Drains* should be protected from rats and precautions taken against the danger of fouling the drinking-water.

(15) *Ventilation* must furnish the means of renewing the air of study rooms and recitation rooms, gymnasiums, and singing rooms at the rate of 500 cubic feet per hour for each one of the average number of inmates intended for such rooms. For entries, one-third of this ventilation is sufficient. In water closets and clothes closets the current must always set in—never outward into an entry or room. They cannot be safely ventilated by windows, as rain or snow might enter during the school session when the doors are closed. For water closets a double door, with interspace of three feet, is good, the interspace to be kept well ventilated. The method of exhaustion by a shaft of air tubes is recommended, for large buildings especially.

(16) *Heating.*—If by stoves or radiators exclusively, there should be also a proper system of ventilation added. In large schools it is best to provide a single source of heat for all the buildings.

Miscellaneous.—Two stories are better than three or more. The main façade should not be to the south; it is best when the corners of the house are set to the four cardinal points of the compass. The north side is a suitable place for stairways, library, gymnasium, closets, and any rooms for transient use; the front entrance may be placed on the north. The roof must not extend out so as to cut off light from the windows.—(School Bulletin, June, 1875, and Detroit Tribune, May 12–16, 1875.)

INTERSTATE EDUCATIONAL CONVENTION.

The Interstate Educational Convention, which assembled in Chattanooga June 30 and July 1, was in all respects a most important meeting. The States of Tennessee, Kentucky, Georgia, Alabama, Missouri, Illinois, and Virginia were represented. The meeting lasted only a day and a half, and but four regular addresses, of about an hour's length each, were delivered, the remaining time being taken up in interchanging ideas on the topics presented by the chosen orators. The speakers and essayists were Dr. W. T. Harris, superintendent St. Louis schools; Professor S. E. Pickett, superintendent Memphis schools; Dr. M. C. Briggs, Illinois; and Maj. William J. Davis, of Louisville. Dr. Harris's essay treated of the resources of the States in the valley of the Mississippi and indicated their place in the educational economy of the Republic. Professor Picket discoursed of school government. Dr. Briggs, one of the most popular orators of the Northwest, spoke on the subject of "Common school education: universal in opportunities, thorough in rudiments, compulsory within definite limits, and English in all things." Major Davis's address was entitled "Common sense in the school-room," and showed the defects of that training whereby children grow up in ignorance of the commonest things, a course of instruction adapted to develop the child's nature being placed on a blackboard and the scheme illustrated by facts and anecdotes. The discussion was participated in by most of the delegates, and the best thoughts on these interesting questions were presented. The body was a representative one, composed of the most distinguished members of the profession in the South and West. A permanent organization was effected by the election of the following officers: B. Mallon,

president; Z. C. Graves, W. T. Harris, M. C. Briggs, G. A. Woodward, William J. Davis, and A. S. Townes, vice-presidents; W. R. Garrett, secretary. The next regular meeting will be held in Memphis in June, 1876; and since membership in the association is open to all teachers and friends of education throughout the country, it is expected the second convention will equal in enthusiasm and consequence this first meeting of the Interstate Educational Association.—(Home and School Journal, August, 1875, p. 377.)

AMERICAN PHILOLOGICAL SOCIETY.

The session of the philologists for 1875 was held at Newport, R. I., in the month of July, under the presidency of J. Hammond Trumbull, LL. D., of Hartford, Conn., noted for his knowledge of the Indian tongue.

At the opening session the guests were welcomed by Hon. Samuel Powel, and no one among Newport's scholars could do this service more gracefully or eloquently. His reference to "our beautiful island Aquidneck, with the fair island of Conanicut upon the sunset side, the gray hill of Miantonomoh on the southwest, Sachuset Point toward the rising sun, Naushon and Nashawena in the farther east, and Mount Hope, the royal residence of Philip, in the northern waters," would have been worthy of a descendant of Massasoit himself. Nor can we forbear a single quotation from his address: "While we know full well that your profound studies belong chiefly to the deep problems of the diversity of tongues and to the wonderful analogies of their roots, whether or not those tongues sprang from the ban which divine wisdom saw fit to decree against Babylonian arrogance or whether they were pent up meanings, inborn and bursting the lips of man as he was first molded in his great Creator's hand, in the shadowy days of oldest time, far behind the dawn of the age of stone, still we know that a cherished part of your task is to rescue what you may of the language of our land's early people. Remembering this, I bid you again welcome to the family home of one of your most illustrious scholars in the Indian languages."

Dr. Trumbull's reply was well fitted to the compliments of Senator Powel, and opened new themes for philological research. He said: "So long as we are here, under the *genius loci*, we accept as established history all that has been told us of the visits of the Northmen to your Vinland—Leif and Thorwald Erieson and Thorfinn Karlsefne—and of the coming of Verazzano in 1524. In the very names your island has borne—Vinland, Monachunte, Aquidnay, Rood Eylant, the Isle of Rhodes—there is work for the philologist as well as for the historical antiquary. And the philologist has peculiar obligations to honor the memory of the founder of your State, he who directed the course of Coddington to this island. For it was Roger Williams who gave his countrymen the first 'key into the language of the natives'—'A little key,' he said, 'may open a great box'—and while he was in England, laboring for the establishment of the colony he had planted and for the promotion of civil and religious freedom in Old and New England, he found time, amid the distractions of London and the burden of many cares, to study ancient and modern languages, and, in exchange for lessons in Hebrew, to teach a little Dutch to John Milton."

The first paper, by Professor Haldeman, the learned Pennsylvania German, was suited to the most fastidious philologic ear and taste, on "The mutations of a consonant," as in the change from *proof* to *prove; cliff, cleave; gilt, gild*, &c., the professor citing 114 pairs of words with a similar change. The professor mentioned the curious fact that the vulgar pronunciation of "holt" for *hold* is at least as old as Chaucer, who uses *holte* for a stronghold or castle.

Professor March thought that where the verb was sonant and the noun surd, the verb had its final consonant between the two vowels. The tendency was to change this consonant, because it was easier for the vocal organs and natural to approximate it by softening to the nearest sound on either side. The organs of speech tend to their use in the direction of the least exertion.

"How many words does a writer use?" was the theme of a paper by Professor E. S. Holden, of the United States Naval Observatory. It discussed the question of the number of words used in speaking and writing by individuals. Professor Holden made a count of the number of words beginning with each letter of the alphabet, and noted the order of frequency of initial letters in Webster's Dictionary. He found the latter as follows: S, C, P, A, D, R, B, T, F, M, I, E, H, L, G, U, W, O, V, N, J, Q, K, Y, Z, X. He estimated that his own vocabulary was 33,456 words. A friend in the Patent-Office, Mr. Farquhar, assistant librarian, tested his own writing, and concluded that he must have a still larger vocabulary. In this estimate he disagrees with Professor March, who states that an intelligent person, in writing and speaking, uses less than 10,000 words. The discussion on this paper was brief and interesting, calling out Professor March, Colonel Higginson, and Professor Haldeman.

Dr. Trumbull's evening address on "The American language" was a valuable contribution to his previous rich and almost exhaustive researches in this direction.

The second day's session opened with a paper on a comparative view of the language of Deuteronomy and Jeremiah, by Rev. Dr. George R. Euther, of New York, showing the differences and parallelisms of these sacred books of the Old Testament.

Professor A. Harkness, of Providence, discussed with his usual clearness and scholarly accuracy, the difficult question of the origin of Latin reflects in *ui*, *vi*, and *i*, in a paper which is the complement of the paper read last year on the origin of the perfect in *si*.

Professor Richardson, of Kentucky, gave the results of his tabulation of the pronunciation of Latin in 249 American colleges. The figures obtained are essentially different from previous estimates. The Catholic institutions, as a rule, employ the European pronunciation. The percentage is as follows: 37 use the English, 32 the Continental, and 31 the Roman pronunciation.

Mr. Alonzo Williams, of Providence, a student of Sanskrit, as well as of Greek and Latin, read a paper on "Verb reduplication as a means of expressing completed action," in which he showed from the history of the rise, prosperity, and decay of the different forms in language that the reduplication of a sound or syllable is intended to give intensity to expression by the force of repetition. The primitive Aryan people used this to give emphasis. The Sanskrit recognizes this principle frequently; the Greek has a few late formations of like character. As instances of intensified and reduplicated verbs in the present tense, there is the Sanskrit *jajanmi*, Greek *gignomai*, Latin *gigno*. Applied to verbs in the present tense, it gave them not only force, but the significance of completed action. The mere repetition may itself suggest that the action has been already performed. The reduplication had taken the form of the perfect before the separation of the Indo-European people, and has been inherited by the Indian, Persian, Grecian, Latin, German, and Celtic branches. The Letto-Slavic has alone lost all traces of it. In the Rig Veda the form is still preserved, but subsequently it became a mere past narrative tense. In the classical period of Sanskrit it became an aorist.

The afternoon session was opened by Mr. O'Keefe, of Brooklyn, who took for his text "The first sentence of Cæsar's Commentaries."

Mr. Higginson read a paper of Mr. A. C. Merriam, of Columbia College, upon the relation of the recent discoveries of Dr. Schliemann at the site of Troy and the Cesnola collection. Professor March continued on "Dissimilated germinations," which would attract our readers by its popular title; and Professor Goodwin sandwiched a juicy treatise of "Juise," between Professor March's word changes and "Ists that grow out of isms," by Professor Brewer, of South Carolina. Professor March followed with a paper of a more popular charater, on "The evidences of the immaturity of Shakspere in Hamlet," and the session closed with a paper on the analysis of the old poem, the "Owl and the Nightingale," by Dr. L. A. Sherman, of New Haven.

The great movement of this meeting was the appointment of a committee on spelling reform, consisting of Professor W. D. Whitney, of Yale; Dr. J. H. Trumbull, of Hartford; Professor F. J. Child, of Harvard University; Professor F. A. March, of Lafayette College, and Professor S. S. Haldeman, of the University of Pennsylvania. Whether they will succeed in having all the silent letters dropped from our printed language is, to say the least of it, a question of the future. There was no debate on the subject, which is certainly a strange fact. What these wise men think and will propose on so great a matter as the dropping of all silent letters from our English vocabulary, we are interested to know, and shall learn in due season.

Professor Albert Harkness, of Providence, is honored with the presidency for the ensuing year. The next place of meeting is to be New York, July 18, 1876.—(New-England Journal of Education, July 31, 1875.)

AMERICAN INSTITUTE OF INSTRUCTION.

The forty-sixth annual meeting commenced at Music Hall, Providence, R. I., on Wednesday evening, July 7, 1875. Prior to the public meeting in the large hall, a business meeting of the board of directors was held in the committee room, at which Merrick Lyon, LL. D., president of the institute, presided. At 8 p. m. a large audience was present to listen to the opening exercises of the institute. The first welcome was one of song by the pupils of the Providence Grammar Schools, under the charge of B. W. Hood, esq., director of music in the public schools of the city. The singing was very effective, reflecting much credit both upon the pupils and teacher. The singers occupied the rising seats in the rear of the platform and portions of each balcony.

President Lyon introduced Rev. E. G. Robinson, LL. D., president of Brown University, who delivered the introductory lecture. Subject, "Teaching as related to the other professions." He said:

"A profession is any particular branch of business a man thinks himself fitted to engage in and does his best in; but the learned professions are commonly known as theology, law, and medicine. A clergyman must be educated in ancient languages, acquainted with mental and moral philosophy, to be comparatively well fitted for his work; a lawyer must know common organic law and be able to read men's minds; while a doctor must have a thorough knowledge of physiology, anatomy, and chemistry in order to succeed. Many succeed in these professions without a knowledge of these branches, but they are not learned men, and in an emergency cannot be depended upon. Many of this class, including even clergymen, practise upon the credulity of

the public. There are some successful teachers who have not much learning; but they are the exception, and not the rule. A teacher should know the English tongue perfectly, so as to set an example for the children to follow, and a thorough knowledge of the language is not possible without a knowledge of other dialects. Teachers are born as much as poets, and teaching is really an art. Put your child under the best possible instructor while he is young, for the early impressions are never effaced. Many young men have come to college completely ruined because the teacher of their early days was incompetent. Put the great educators in the primary schools, if you have to take them from a college. Let the teacher know the mind of the pupil, which once done never fails of ultimate success. Study minds. Learn the thoughts of children, and accommodate yourself to them. The teacher's profession is not only one of the learned professions, but even the fundamental one; for the teachers make the men; they sow seed and start the mental qualities which develop and make the great men of any profession. If a crime of any kind be committed by a scholar, let the lesson go, stop everything, and then and there let the scholars see the enormity of the act and reason out among themselves the evils of it. Teach morality; let that never be lost sight of. Study to learn how to apply the association of ideas to a child's mind. The moral power of a teacher must be exerted to show the better nature of the child and to instruct him that honesty and morality are to be his great stand-bys."

On Thursday, July 8, the members of the institute met at Music Hall at 9 a. m., the president, Merrick Lyon, LL. D., in the chair. The exercises were opened by the reading of Scriptures and prayer by Rev. Dr. E. G. Taylor, pastor of the First Baptist Church. At the conclusion of the devotional exercises, D. W. Hoyt, A. M., president of the Rhode Island Institute of Instruction, was introduced, and, in behalf of the State organization and the State itself, welcomed the visiting body with appropriate and cordial remarks.

President Robinson, of Brown University, was then introduced, who alluded to the fact that the university has furnished a large proportion of the teachers for New England and other portions of the country in the past, and said it would not be untrue to its mission as an educator of teachers in the future. Good teachers are in demand, and probably the want of them to-day is as urgent as the need of good men in the other professions. Dr. Robinson then most cordially, in the name of Brown University, welcomed the institute.

J. A. Shaw, A. M., principal of the Highland Military Academy, of Worcester, Mass., subsequently read a practical essay upon "English pronunciation: what have teachers to do about it?" He considered the subject of more than ordinary importance, and that pronunciation is at the foundation of the language. The Anglo-Saxon race is to be the reigning power, not only on the western continent, but throughout the Old World and the islands of the sea, and this before many years. Therefore well it is that we see to it that we keep our language pure; that we have no corrupt pronunciation, or "pigeon English." The essayist then declared himself a humble advocate of the dictionary and its constant use in the school. Webster and Worcester speak as tho e having authority. Their varied scholarship in general and study of words in particular rightly grant to them the respect and honor we are always willing to grant to experts. When asked what dictionary we should use, his answer would be both Worcester and Webster; but if you cannot have both, be thankful if you can have either.

A very lively and interesting discussion followed the reading of the paper. All the speakers indorsed the essay, and felt the great need of a better system of pronunciation in the school.

Mr. A. C. Perkins, principal of Phillips Academy, Exeter, believed it very important that a correct pronunciation of the dead and foreign languages should be secured, and if it is important here, much more is it important that we should pronounce our own language. The training in pronunciation should be made a very important portion of the work of the primary school teachers. Pronunciation should be made an essential study at the outset.

Mr. J. D. Philbrick, of Boston, agreed with Mr. Perkins as to the prime importance of correct pronunciation, but took exceptions to his point that pronunciation should be rigidly insisted upon in the primary school. There should be a fair amount of training in pronunciation there, perhaps, but, as for drawing the nicest lines, the primary school is not the place.

Mr. Ladd, of the State Normal School of New Hampshire, insisted strongly upon it that the primary school is the place for pronunciation to be taught.

Mr. David Crosby, of Nashua, N. H., agreed with the preceding speaker as to the high importance of a correct pronunciation of the vernacular, and hoped to see the time when more attention shall be paid to the subject.

Mr. B. G. Northrop, secretary of the State board of education of Connecticut, took grounds in favor of training in pronunciation in the primary school; "and," said he, "when you begin to train them in accuracy in one instance, train them in every instance. In this respect our schools are inferior to those of England. Both in pronunciation and felicity in expression are the points of our greatest weakness."

"The teacher an educator" was the subject of a paper by A. G. Boyden, A. M., principal of the State Normal School, Bridgewater, Mass. The speaker considered the teacher of far more importance than any other requisite to education; better a pine school-house and board seats with a good teacher, than a costly edifice and a man of no power. How to teach, what to teach, are the great questions that monopolize the thoughts of every good instructor. They demand the attention of every thoughtful man. Unity in education is most essential. Teachers are continually vexed over questions that should not trouble them in the least. These questions are of vital importance. What is the ultimate end for which you are striving? What principle of education guides your effort? Teachers do not work for the end in view. They work to get over a certain number of pages in the text book in a given number of days, and then gauge both their efforts and the scholar's progress by a certain rate per cent., making the record the same as of so much stock. Means and methods monopolize so much time that the end of all education is lost sight of. Make sure of the end in view and then use the best methods. Study the nature of the child and learn how to meet its wants. Only by studying the nature of the child can the end aimed at be attained, and, when once the child's thoughts are known, then the work of education is comparatively easy.

AFTERNOON SESSION.

The first paper of the afternoon was read by Dr. Samuel Eliot, head master of the Girls' High School of Boston. He spoke upon "The organization of school faculties." Without attempting to give a synopsis of Dr. Eliot's paper, we give a few points in his plan of organizing a school faculty. There is an organization under which the schools might be kept closely together and be managed educationally with far more efficiency than they now are. Let the teachers as a body nominate some of their number as their representatives, from whom the school committee shall elect not less than ten nor more than twenty to form a school faculty. Wherever the annual election of teachers is dispensed with, the members of the faculty might be elected to serve three years, one-third retiring each year.

This would insure permanence to the faculty and allow the calling in of new members. The faculty could bear to the school committee the same relation as a college faculty bears to its trustees. If the superintendent of schools were its chairman, he could assist its work and connect it with that of the committee. It would have authority over instruction and discipline; would decide upon the introduction of new branches and the lopping off of old ones; the expansion and contraction of studies, choice of books and methods; the standards of admission and promotion; rewards and punishments; hours, sessions, holidays, all the daily life of school; subject at each point to the supervision of the committee and responsible for executing their rules. The faculty would not have a supreme, but coördinate authority, not disturbing the higher powers of the committee.

On motion of Mr. Ladd, of New Hampshire State Normal School, a committee, consisting of Messrs. C. Northend, of Middletown, Conn.; A. P. Stone, of Springfield, Mass., and H. O. Ladd, of New Hampshire, was appointed to report next year upon the subject of Dr. Eliot's address.

At the close of the discussion upon this paper, Mr. E. G. Coy, of Andover, Mass., read a paper entitled, "Inconsistency of theory with practice the chief ground of opposition to classical study." It was a forcible plea for the continuance of classical studies.

Professors Lincoln and Harkness followed with extemporaneous but able speeches in support of Mr. Coy's views.

The last paper of the afternoon was by Mr. J. F. Blackinton, of Boston, upon "Silent forces in education," and was in every respect admirable. The speaker paid an eloquent tribute to Dr. Wayland, whose life, he said, was better than any lesson in moral philosophy that he ever gave.

A very large audience assembled in the evening to listen to a lecture by President Gregory, of the Illinois Industrial University, upon the subject of "The real problems in modern education," which were: (1) Is our educational system wide enough, active enough, advanced enough, to keep its hold upon the people and the age? Are we up to the times? (2) Is this educational system fitted to help the great minds of the age to promote the scientific, political, social, and religious progress of mankind? (3) Is our educational system strong enough, wise enough, and pure enough to serve as a safe leader of the age?

On Friday morning Rev. Daniel Leach presented the report of the committee on nominations for the officers for the ensuing year. T. W. Bicknell suggested that the list presented ignored entirely a large working force of the teachers of New England—viz: the lady teachers—and he moved that the report be recommitted, with instructions to place the names of ladies on the list of vice-presidents; which was passed.

Mr. William H. Ladd, of Boston, moved that the report be recommitted, with instructions to report a list of five vice-presidents, two of whom should be women.

Mr. Philbrick objected to this strongly, and it was withdrawn, and the list recommitted under the motion of Mr. Bicknell; but for lack of time, no changes were made.

The nominees elected were as follows: President, Merrick Lyon, Providence, R. I.; secretary, J. W. Webster, Boston, Mass.; treasurer, George A. Walton, Westfield, Mass.

The report of the treasurer, G. A. Walton, of Westfield, showing a balance in the treasury of $212.50, was presented, read, and accepted.

This finished the business of the institute, and attention was turned to the papers to be presented. Miss Anna C. Brackett, of New York, read the first paper of the day, on "The relation of the medical and the teachers' professions," arguing that education is so broad a theme as to include everything, the body as well as the mind; the exercises of the physical as well as the mental powers; combating to some extent the positions taken by Dr. E. H. Clark at Detroit.

After a recess of ten minutes, Professor Greene, of Brown University, spoke upon "The place and work of academies in our system of education." He adduced cogent reasons for the continued support of such institutions. Rev. A. D. Mayo, of Springfield, Mass., then read a paper entitled: "What next in the common schools?" Its main points are that our national arrangements for education are inadequate to the needs of the masses, and should be so reorganized that the children who attend school but five or six years shall be first provided for; that the Kindergarten will not be adopted as a portion of common school, but its methods will be taken into elementary schools, the best place for little children being in their homes, the mother needing the education of the Kindergarten, in order successfully to train her little ones. The chief aim of this school will be to impart the elements of English education by most approved methods, to awaken and direct the imagination. No foreign tongue should be taught in these schools. The elementary school teacher should be converted from an amateur to a professional character, the incompetency of mulitudes of teachers being a frightful fault at present. Every university should establish a department of instruction in which the principles of pedagogics may be expounded. Lastly, the funds of our schools should be supplemented by private beneficence, and a high standard of attainment be exacted from all who aspire to teach in them.

At 12 o'clock a paper was read by President Porter, of Yale College, upon "Classical study and instruction." It is now conceded that to a certain class of educated men classical study is indispensable, and that provision should be made for instruction in it in all the schools of higher education. A great diversity of opinion prevails, however, in respect to two questions, viz: For what class of pupils should classical study be prescribed as a necessary or very desirable element in education? and What are the best methods in which classical education can be imparted? One of these questions, in fact, involves the other. The answer to the first must necessarily determine the second. If classical learning is to be confined to the few who may be expected to become eminent proficients in its grammar and dialects, then the present system may be well enough; but if classical education is to be given to a mass of pupils, few of whom can be expected to become familiar with its philosophy or minute details, then a different course is to be followed.

Four distinct reasons may be urged why the study of the classics should be prosecuted in our schools and colleges. First, the study of the grammar of two of the most refined and finished languages that have ever been spoken is the most philosophical method of learning grammar. Secondly, a most valuable knowledge of the etymologies of English words is gained by the student. Thirdly, this study brings the mind into intimate acquaintance with the literature, the history, and the life of the most cultivated of ancient nations—with whom the most cultivated of modern nations are most closely allied. Lastly, this study is an excellent instrument of intellectual gymnastics, which would be worth all, and more than all, of the labor it involves if this were the only result which should remain.

At 1 p. m. the institute adjourned to the steamer Canonicus, and nearly all of the members, with invited guests, embarked for a trip down Narragansett Bay, stopping at Rocky Point for a clambake.

When dinner was finished, Dr. Lyon called the meeting to order and the report of the committee on resolutions was read and adopted. Among the resolutions were the following:

"Whereas some misapprehension has existed as to the true sphere and work of the National Bureau of Education:

"*Resolved*, That the American Institute of Instruction, while regarding the maintenance and management of public schools as solely the work and duty of the several States, regards the National Bureau of Education as a most important and efficient agency for the improvement of public schools and the advancement of education throughout the whole country. Though assuming no authority and exercising no dictation in any State, simply as an advisory agency, as a common medium of communication and a source of information, it has already proved to be of great practical utility to the whole country. Besides its extensive correspondence with the friends of education in all parts of the land, its prompt and judicious answers to the manifold ques-

tions of teachers and school officers of every State and city and almost every large town of the country, its circulars, papers, and reports have supplied the information greatly needed by the friends of education. Familiar with the wants of each State and with the results of various methods and systems, the Commissioner has become their valued counselor.

"*Resolved*, That education should hold a prominent place in the Centennial Exposition, as it did at the Expositions of Paris and Vienna, and that the efficient supervision of the National Bureau of Education is indispensable to the successful representation of our American educational systems and institutions at Philadelphia. Though American schools have been our pride and boast, we shall meet in this respect with humiliating disappointment and failure, without such thoroughly organized preparation and supervision of the educational department at the Exposition as the National Bureau only can secure.

"*Resolved*, That a committee of this body, consisting of one member from each State here represented, be appointed to memorialize Congress in favor of the liberal and continued support of the National Bureau of Education."

Others, of respect for the memory of Mr. James E. Parker, late master of the Harvard School, Brighton, Mass., and Hon. John Kingsbury, LL. D., one of the founders of the institute, were also passed, and so the business exercises terminated.

The afternoon passed off pleasantly in the enjoyment of the scenery of the beautiful bay, in conversation, and singing, and 9 o'clock found the members of the institute again at the Providence wharf, unanimous in their expression of delight in this enjoyable occasion.—(New-England Journal of Education, July 17, pp. 43-47.)

THE NATIONAL EDUCATIONAL ASSOCIATION.

The opening session of this association at Minneapolis, August 3, was claimed by President Harris to have the largest attendance of any in its history. Over five hundred delegates, from all parts of the United States, put in an early appearance. Addresses of welcome, delivered by Mayor Merriman and Governor Davis, and a response by the president introduced the exercises. President Harris outlined the work of the convention, which he resolved into three separate departments: the normal, the elementary, and the higher. Professor Phelps, of the Winona Normal School, Minnesota, was assigned the presidency of the normal section; Superintendent Harrington, of New Bedford, Mass., that of the elementary; and President Noah Porter, of Yale College, that of the higher education.

In the normal department a paper was read by Miss Lathrop, of Cincinnati, on "Professional education of public school teachers," which favored a post graduate course in high schools for normal training and urged the feasibility of normal institutes and didactic professorships in colleges. A general discussion ensued on the normal schools of Minnesota, Nebraska, Wisconsin, Michigan, Iowa, and Illinois, participated in by President Allen of Illinois, Professor Albee of Wisconsin, and a number of others. Forty-five minutes of discussion were given to each of the following topics: "What are we doing for the development of social culture?" "What for moral character?" "What for the establishment of social economy?"

In the elementary department, Mr. Harrington read a paper on "Language-teaching," in which, drawing a line between solid, substantial education and that of mere words, he advocated a teaching of the former rather than of the latter. "That marvelous thing, the modern newspaper," said the speaker, "must be taken into account as a coworker with the schools in the great field of American education." Superintendent J. L. Pickard; Mr. Rolf, of Chicago; Professor Olney, of Michigan; Mr. Warner, of Philadelphia, and others took issue with the speaker.

Professor Olney thinks that teachers, like preachers, are more successful in portraying sin than virtue. A broadside was leveled at the present system of introducing new text books, not at all agreeable to the school book agents. A paper by Superintendent J. L. Pickard, "What shall we do with our boys?" elicited considerable attention. The author gave a humorously scientific description of the boy "as a member of the animal kingdom, subkingdom vertebrata, class mammalia, an animal with a backbone more or less flexible, and deriving support from his mother, often far into manhood, and having two hands fitted for grasping, climbing, fighting, &c. He is endowed with a fickle disposition, permitting him to be good, bad, and indifferent in the same day; an ambition and desire to go and see as much as other boys; a faith, love, and sense of justice; a partisanship so intense as never to allow him to climb up on a fence until he grows older and begins to reason. Boy life must be studied and individuality encouraged. Troublesome boys may be divided into two classes, those guilty of fault and those guilty of crime. Crime includes fault, but fault does not necessarily include crime. There is a great difference between fault and crime. Whispering and inattention are faults; profanity and obscenity are crimes. Faults need correction, crime requires punishment. Many a poor, neglected boy is not to be personally blamed for his faults, and kindness and care are the true corrections for such a child. If he does wrong he does it from ignorance, and he is not the boy to be made a frightful example of. The feeble boys and those of a nervous temperament must be treated

according to their physical and mental deficiencies. Children must be cultivated and nurtured as are plants; if deformed and neglected when young, they will grow up so.

"The sensitive boy and the stubborn boy are two direct opposites. Their treatment must be entirely different. The former must be encouraged and the latter humbled.

"Some who are driven into the class which must be called criminal are forced to this stage by injudicious manipulation. Reasoning will not reach them. They will decide to reform, but will find it impossible. Encourage innocent amusements. Make life so pleasant for them that they shall have no incentive to crime. Parents should make it a study to embellish their homes and make them attractive, so that the boys may not desire to leave the old homestead for the scenes of the city. Show the boy that it is better to be good and gentlemanly than rude and bad. Give the boys something to do and attach to the achievement a suitable reward. The bad boy must have something to do and somebody to love him. He loves to fight his way back to respectability and has a keen sense of justice. He cannot be driven back to virtue, but must be wrought upon by kindness and love. But without the aid of divine intervention nothing can be accomplished. The teacher must approach his work with a full trust in divine power."

The subject was now open to discussion.

Superintendent MacAlister said it often happened that boys became mischievous more from the lack of will than from wilfulness. It is weakness which often causes the boy to be bad. If the teacher will encourage the child instead of punishing him, in most cases his conduct will improve. The graded system works much against a bad boy. His grade is injured by absence and bad conduct, and he is thus kept back among children younger and less advanced in study than he. It has been proposed in Milwaukee to establish an ungraded room, where such boys could make up to the grade where they should be. There were objections to the design, the worst of which was the herding of a large class of bad boys.

Mr. Gove said the bad boy was the same in all places. He was always ready to love, to please, and to work for his friends. Hence the way to manage such is to get near their hearts. What we want is boyish men among the boys. When we become jolly, good, funny fellows with the boys, they will do anything for us.

Mr. Warner, of Philadelphia, said we should find the good which is in the bad boys. To make a boy trustworthy you must trust him. You will find something good and lovable in every boy. It was the old, gray headed boy who loved his pupils the best.

Mr. Rolfe said it is not always the bad boy who causes mischief. The blame must lie about evenly divided between him and his teacher. He must not be allowed time to be wicked, but must be kept at work. He urged the great value of home influence. The school and the home must not be so greatly separated. Home should control all education, physical, mental, and moral.

In the elementary department, a paper on "The relation of the teacher to the reforms of the day" was presented by Miss Frances Willard, formerly dean of the Woman's College of Northwestern University. Her position was that reform is gospel doctrine. Rum must be abolished and schools established. The issues of the hour, reforms of the day, and all questions agitating the public mind must be explained to the children. The child is the text book of the age, and to establish reforms we need his help as much as he needs ours. She said, "The teacher should be a former rather than a reformer, using the 'golden rule,' realizing the poet's dream. Reform is only the gospel doctrine of 'Put yourself in his place.' Humanity moves on to realize this rule. Dorothea Dix, Florence Nightingale, Abraham Lincoln, and John Brown have been the vanguard in this war against selfishness. While it is the duty of every teacher to help on all reforms, yet there is one reform more needed than all others. Where is the rendezvous of hard men of the baser sort? The reply is, the rum-shop, supported at an expense of fifteen times the expense of our schools, and more, annually. A large part of the insanity and crime is laid at that door of the gateway of hell.

"Children should be taught what are the reforms which agitate the public mind. Books should be placed in the school libraries, and story books by the score, as helps in this reform. Fröbel's Return to Nature has set the world to thinking, and "From the Kindergarten of the intellect we are going on to the Kindergarten of the heart."

In reference to this paper, both ladies and gentlemen participated in a discussion, which, however, was not confined to the essayist's theme, but touched upon temperance, obscene literature, and the Bible in the public schools.

Leon. Trousdale, State superintendent of public instruction in the State of Tennessee, then read a paper on "Education at the South," taking the ground that education can properly exhibit as its chief aim the advancement of the people and civilization, and urging the importance of self government. The great question to settle was whether intelligence should precede citizenship or citizenship precede intelligence. The speaker dwelt at length on the difficulties surrounding the educational problems in the Southern States, but generally took a hopeful view of the future, notwithstanding the undeniable poverty of the people and their inability to appropriate the requisite means for the establishment of educational institutions or the encouragement of

educational projects. The war has destroyed their fields, and temporarily their prosperity. The people are doing all they can in this direction, and difficulties are being rapidly overcome, and good schools will soon make their own party and partisans. Out of the small pittance at command, everything possible is being done for the cause of education in the Southern States. The speaker then paid a glowing tribute to the educational systems of Massachusetts and other northern States, and especially the donation of Mr. Peabody for the glorious cause in the South, and the judicious manner in which the great trust has been discharged. After showing that the people of the South are unable to keep pace with the schools of the North, the speaker urged that something should be done to prepare the youth of the South for intelligent citizenship and self government. He referred to the munificent governmental appropriations of public lands for the endowment of agricultural colleges, embracing literary, scientific, and mechanical culture, and asked whether the proceeds of the remaining Government lands might not go for education.

Under the lead of a paper from Professor Phelps, of Minnesota, on "The country school problem," the merits and demerits of country schools were then considered, and much information was contributed by different speakers.

"Education in the South" was then resumed, George W. Warner, of Germantown, Pa., initiating it with a desire to come under the five-minute rule and urging the appointment of a committee to devise means for assisting the people of the South in their educational project.

Professor Pickett, superintendent of schools at Memphis, Tenn., indorsed the views of the speaker in regard to the improvement of the work, and mentioned some of the more hopeful movements in the schools under his charge. The point was to induce pupils to struggle in securing education, and blessed are they who search for it in earnest. In the South they are not in any rut, and will keep out if possible.

Miss Helen M. Nash, of Little Rock, Ark., gave an interesting sketch of the schools in her locality, which she declared in the main to be lamentable—sand and pointed sticks being used instead of blackboards and chalk in illustrations. A good system was now established at Little Rock, but difficulty was encountered because pupils were not inclined to depend sufficiently upon themselves.

In the department of higher instruction, presided over by President Porter, several papers were presented, chief among which was the one by Professor Sawyer, entitled "Comparative orthoëphy." Professors Sawyer, Shepard, and Hinkle were appointed a committee on comparative philology, to report at the next annual meeting on the condition and prospects of phonetic science, coöperating as far as possible with a similar committee of the American Philological Association. Also a lengthy address was delivered by W. W. Folwell, of the University of Minnesota, on "Agricultural and polytechnic institutions," arguing for the introduction of more practical branches of education in our college courses. "Full orbed education," by Dr. J. R. Buchanan, of Kentucky, and "The duties of education to crime," by J. B. Bittinger, D. D., of Pennsylvania, were two very elaborate efforts. Lieutenant Schenck, United States Army, of Iowa, presented an essay on "Military science and tactics in our universities and colleges," favoring compulsory military training in colleges and arguing for its adoption in all institutions, the points of which paper were sustained in the discussion which followed by Dr. Read, Professor Rollins, Lieutenant Coleman, Professor Clapp, and Professor Sawyer, and as ably opposed by Professor Campbell, of the Minnesota State University.

In the general sessions, "Families, past and present," was the subject of an essay written by Lewis Felméri, professor of pedagogics at Klausenburg University, Austria, in which the causes of the unhappiness of married life were pointed out and the way in which the education of children is apt to be onesided. A paper on "Caste in education," by Professor A. P. Marble, of Massachusetts, claimed that schools should be free, but systematically governed, the same as a nation. The power of the State must be supreme. The folly of people who refuse to help educate their neighbors' children in the common schools, when their own are trained at individual expense, was shown. Universal taxation is the guiding star of the nation. No dividing line can be drawn, save that the pupil who evinces the most genius and talent should receive the most attention, not to the neglect of duller scholars, however. A very entertaining but highly idealistic essay, "The relation of art to education," was read by Miss Grace C. Bibb, of St. Louis Normal School.

Resolutions of respect to the memory of Dr. J. W. McJilton, of New York; Superintendent Gibbs, of Florida; and Superintendent W. R. Creery, of Baltimore, were offered and adopted.

Hon. E. E. White, of Ohio, then made a report, in behalf of the committee on the United States Bureau of Education. He remarked that the Bureau of Education was established in response to the wishes of the educators of the country, and, from its establishment to the present time, has received the increasing appreciation and coöperation of all who are trusted with the management of schools in all parts of the

country. It was created by the votes of members of Congress of both parties and has been supported by men of both parties.

The opposition to the Bureau arises from three sources:

(1) There is a comparatively small number of statesmen who hold that the Bureau has no warrant in the Constitution. It is a sufficient answer to this view to say that the weight of opinion is not only against it, but the practice of the Government from its organization to the present time; and this may be accepted as a practical interpretation of our fundamental law.

(2) The Bureau is opposed as an interference on the part of the General Government with reserved rights of the States. This objection is based on an entire misapprehension of the functions of the Bureau. It has no authority whatever to interfere with the management of the school systems of the several States. The law organizing the Bureau and its administration fully answer this objection. It is simply a central agency, supported by the Government, for the collection and dissemination of important information respecting the condition and progress of education in the several States and Territories and in other countries, and it has not even authority to demand an item of information from any school officer. It is a fact that the Bureau has the support of the school officers of both political parties in the several States.

It is also urged that the Bureau, having no authority in school affairs, cannot be sufficiently useful to justify its support by the General Government. The Bureau has already answered this objection. It has given an impulse to education which is felt throughout the country, and its great usefulness is recognized and appreciated by all who take an intelligent action in educational progress.

In conclusion Mr. White complimented Commissioner Eaton on his wise and efficient administration of the Bureau, and then submitted the following resolution, which was unanimously adopted:

"*Resolved*, That the good already accomplished by the National Bureau of Education is a complete vindication of the wisdom of its establishment, and we earnestly request Congress to increase the usefulness of the Bureau by providing ampler facilities for the prosecution of its important work."

The following were the officers elected: President, W. F. Phelps; secretary, W. D. Hinkle; treasurer, A. P. Marble; vice-presidents, D. B. Hagar and 32 others.

This convention may be regarded as a success. The topics chosen were of practical interest and, as a general thing, ably treated. The daily press, however, and the public generally, both East and West, have not given the usual prominence to this annual gathering of American educators; a result which can be accounted for only, perhaps, by the remoteness of the place of meeting and by the fact that not the usual number of distinguished names graced the programme.—(The Common School, September, 1875, pp. 126–132; American Educational Monthly, 1875, pp. 419–422; and official report of the association.)

AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE.

This association closed on the evening of the 17th of August its session for 1875, held for a week at Detroit, Mich.

This annual gathering of scientific men exhibited about the usual features of these meetings for the last ten years. So far as the different departments of science are concerned, there has been a more decided attention given to geology and paleontology at this than at most of the previous meetings, from the institution of this organization as well as in the association which preceded it.

The more definite exposition of the old red sandstone and the other Devonian rocks in the State of New York, as brought out by recent surveys under the superintendence of Professor James Hall in the Catskill and adjacent regions, is one example of good geological work.

The announcement of the discovery by Professor Hitchcock, chief of the New Hampshire survey, of evidences that the great glacier once covered Mount Washington was received by non-geologists with some degree of incredulity; but Professor Hitchcock is too careful and too experienced in his science to be likely to be mistaken; nor is there a single improbability to a geologist in this announcement. It had before been settled that evidences of glacial action are unmistakable more than 5,000 feet up from the tide level on this mountain, so that a few hundred feet more only are added to the reach upward of the great ice cover in the glacial epoch.

Professor Winchell, formerly of the Michigan survey, cleared up, at this meeting, some of the obscure points in the geological structure of that State; but was obliged to admit the great obstacles which are presented there to an investigation of the rocks in the rarity of rock exposures. A thick layer of drift in the lower peninsula hides the rocks from view, and the uniformity and horizontality of the strata increase the difficulty. Around Lake Superior, however, all this is fully compensated for in the universality of rock exposures.

Professors Andrews, Newberry, and Whittlesey were present at this meeting, and gave interesting particulars of the progress of research in the geology of Ohio. The very

singular character of the glacial markings on Kelley's Island were referred to, as well as the discovery of new fossils in the coal measures. Dr. Newberry brought out some additional facts in regard to the properly named "terrible fish," *Dinicthys*, the nearly complete remains of which he has discovered, and which was the dominant fish of its period. It was more thoroughly armor plated than a modern iron clad ship of war, and quite as effectively provided with the means of destruction against its coinhabitants of those early seas. The relations, also, of this fish to other *ganoids* were traced. This brought out some sharp passages between Cope, of Philadelphia, and Wilder, of Cornell University, as well as a close rejoinder from Dr. Newberry. Cope, eminent as a comparative anatomist in the study of bones, and Wilder, a close student of the soft animal structures, including the nervous system, and especially the brain, were entirely at variance with regard to the division of ganoid fishes, the former claiming that no such division can be derived from the natural structure of their bones, and the latter, that the division of ganoids is thoroughly established through resemblances in their brains and other soft parts.

No more interesting matters were presented than those discussed by Dr. Dawson, of Montreal. He has thoroughly wrought out the structure and the history of the *Eözoön Canadense*, that early and abundant fossil of the lowest stratified rocks; so that there is no longer any room for doubt as to its history, and very little obscurity as to its structure and functions. In other respects Dr. Dawson's recent discoveries, as narrated at Detroit, are valuable, while his objections to every phase of the special evolution theory are strongly and shrewdly urged.

The most directly practical, in some respects, of all the matters presented at Detroit related to the predatory insects. Messrs. Riley, of St. Louis; Le Conte, of Philadelphia; Grote, of Buffalo, and others discussed matters in this relation that concern immediately the productiveness and the well being of the whole country. The various suggestions of Professor Riley were most important as to the Rocky Mountain locusts, which descend upon the fertile fields of Missouri, Kansas, Iowa, &c., and destroy every trace of the verdure which they can eat, leaving nothing of the crops and only the animals and the reserves of dry grain. He insists that these pests shall be attacked in their original breeding places; that their whole history shall be studied out and the warfare upon them directed accordingly; that the destruction of the various harmless and useful animals that prey upon them, like the prairie hen and others, shall cease; and that in this country, as on the eastern continent, the military power shall be brought to deal with them, since a few regiments of soldiers would be well able to cope with them. He suggests to the farmers that the young locusts bred in their midst cannot pass a perpendicularly sided ditch with cross section two feet square; that poultry and pigs may be fattened on the locusts, and that these locusts are susceptible of being cooked and eaten by man as an agreeable and wholesome food. The locusts, he shows, cannot maintain themselves permanently in the regions which they devastate, but must come there from their original breeding places on the flanks of the mountains; neither can they ever pass eastward beyond the Mississippi.

In chemistry, at this meeting, many interesting things were brought forward. One of the most notable was the exhibition of half a pound or more of coesium alum, by Professor J. L. Smith, of Louisville, extracted by him from lepidolite, or lithia mica. This alum is remarkably soluble in hot water and very slightly soluble in cold water. Professor Smith's exhibition of Clamond's thermo-electric pile, as an instrument requiring no acids and capable of furnishing, at an unobjectionable cost, a permanent force for electro-plating, &c., was another interesting dissertation. Kirkwood's discussions on the groupings of the asteroids and various abstract mathematical papers were brought out in this department of science.

Ethnology and archæology received some interesting contributions from the searches in the western mounds, and especially from the long abandoned dwellings seen in our southwestern regions. The stone houses, found by hundreds, perched on the crests of the rocks in New Mexico, as reported by Professor Cope, whence perpendicular precipices descend on one side for a thousand feet or more, with a steep slope on the other of an equal descent, show a population which protected itself in this way from incursions of an otherwise overpowering enemy. These residences most likely were temporarily resorted to or else great physical changes have intervened, for no water supply is now to be found within many miles of this region. The study of insectivorous plants and of leaf structures, brought up at this meeting by Professor Beal, of the Michigan Agricultural College, and that of the flowering season of plants, by Professor James Hyatt, of New York, were the only botanical matters presented.—(American Artisan, September, 1875.)

EDUCATION IN SUNDAY SCHOOLS AND MISSION SCHOOLS.

SUNDAY SCHOOLS.

The following statistics of Sunday schools in the United States were collected under the auspices of the international Sunday school convention held at Baltimore, Md., May 11, 12, 13, 1875. Thirty States, with at least one Territory, have so organized their Sunday school systems as to furnish reports to this association. The greater part of the statistics given, however, with reference to even these States, are only partly from direct reports, partly from estimates:

States and Territories.	Sunday schools.	Teachers and officers.	Sunday school scholars.	Total Sunday school membership.	Population.
Alabama	1,000	6,300	77,000	83,300	1,002,000
Alaska	27	161	1,179	1,340	67,000
Arizona	4	23	170	193	9,658
Arkansas	505	4,542	33,312	37,854	473,174
California	633	3,040	38,000	41,040	549,808
Colorado	40	238	1,746	1,984	39,681
Connecticut	944	15,899	117,870	133,769	537,417
Dakota	48	230	1,685	1,915	14,181
Delaware	200	3,090	22,003	25,093	125,015
Florida	247	3,423	25,079	28,502	189,995
Georgia	2,323	20,907	153,317	174,224	1,174,832
Idaho	6	36	261	297	14,882
Illinois	5,967	60,601	425,710	486,311	2,141,510
Indian Territory	34	206	1,513	1,719	56,312
Indiana	3,161	32,643	251,937	284,580	1,655,675
Iowa	2,659	25,384	354,682	380,066	1,026,750
Kansas	908	8,175	59,949	68,124	379,497
Kentucky	2,376	28,516	200,121	237,637	1,320,407
Louisiana	1,377	13,220	96,843	110,063	734,420
Maine	1,000	10,000	75,000	85,000	628,719
Maryland	1,656	18,514	162,589	181,163	790,095
Massachusetts	1,738	30,011	270,461	300,472	1,457,351
Michigan	1,998	17,979	131,844	149,823	749,113
Minnesota	805	6,913	44,995	51,908	500,000
Mississippi	1,503	14,244	104,452	118,696	791,305
Missouri	2,834	25,510	187,073	212,583	1,182,012
Montana	28	169	1,243	1,412	20,594
Nebraska	729	5,118	29,787	34,905	222,392
Nevada	67	411	2,928	3,339	42,456
New Hampshire	703	7,908	55,425	63,333	317,710
New Jersey	1,714	27,529	167,805	195,334	903,044
New Mexico	38	224	1,646	1,870	93,516
New York	6,000	83,000	729,000	812,000	4,382,759
North Carolina	1,985	17,867	131,026	148,893	992,622
Ohio	5,545	62,910	314,835	377,745	2,665,260
Oregon and Washington Territory	125	926	8,544	9,470	90,000
Pennsylvania	7,660	92,424	709,845	802,269	3,502,311
Rhode Island	401	5,998	43,994	49,992	217,356
South Carolina	1,412	12,704	93,164	105,868	705,789
Tennessee*	2,451	22,055	161,736	183,791	1,225,937
Texas	320	1,920	14,080	16,000	800,000
Utah	18	165	1,210	1,375	70,000
Vermont	708	6,232	50,421	56,653	330,582
Virginia	2,423	29,075	213,214	242,289	1,211,442
West Virginia	1,021	8,503	46,847	55,350	441,094
Wisconsin	2,454	18,094	165,925	184,019	1,055,501
Wyoming	4	23	171	194	9,118
Total	69,871	753,060	5,790,683	6,543,708	.....

*Report of East Tennessee Sunday School Association, with estimate added for the western portion of State.

MISSION SCHOOLS.

It was hoped that statistics on this point, kindred with those presented respecting Sunday schools, might be presented with this report. Efforts have been made to collect these, and some of the more important missionary societies have very kindly given the information sought. Others have failed to furnish it; and the statistics, although interesting, are hence too incomplete to warrant publication of them as a fair showing of educational missionary work abroad.

STATISTICAL TABLES

RELATING TO

EDUCATION IN THE UNITED STATES.

TABLE I.—PART 1.—*Statistics of the school systems of the States and Territories, showing States Bureau*

	States and Territories.	Report for the year.	SCHOOL YEAR.		SCHOOL POPULATION.	
			Begins—	Ends—	Between what ages?	Total number between said ages.
	1	2	3	4	5	6
1	Alabama	1874-'75	Oct. 1	Sept. 30	5-21	406,270
2	Arkansas	1874-'75	.....	June 30	6-21	184,692
3	California	1874-'75	July 1	June 30	5-17	171,563
4	Connecticut	1874-'75	Sept. 1	Aug. 31	4-16	154,976
5	Delaware	1874-'75	April—	.....	5-21	.....
6	Florida	1874-'75	Oct. —	Sept. —	6-21	94,522
7	Georgia	1875	Jan. 1	Dec. 31	6-18	394,037
8	Illinois	1874-'75	Oct. 1	Sept. 30	6-21	958,003
9	Indiana	1874-'75	July 1	June 30	6-21	667,711
10	Iowa	1874-'75	Sept. 16	Sept. 15	5-21	533,903
11	Kansas	1874-'75	Aug. 1	July 31	5-21	199,986
12	Kentucky	1874-'75	July 1	June 30	6-20	*a*437,100
13	Louisiana	1874-'75	Sept. 1	Aug. 31	6-21	274,688
14	Maine	1874-'75	April 1	Mar. 31	4-21	221,477
15	Maryland	1874-'75	Sept. 1	June 30	5-20	276,120
16	Massachusetts	1874-'75	April 1	Mar. 31	5-15	294,708
17	Michigan	1874-'75	Sept. 7	Sept. 6	5-20	448,784
18	Minnesota	1874-'75	Oct. 1	Sept. 30	5-21	218,641
19	Mississippi	1874-'75	Sept. 1	Aug. 31	5-21	318,459
20	Missouri	1874-'75	April—	April —	5-21	*c*738,431
21	Nebraska	1874-'75	April—	April —	5-21	80,132
22	Nevada	1873-'74	Sept. 1	Aug. 31	6-18	6,315
23	New Hampshire	1874-'75	Mar. —	Mar. —	4-21	76,272
24	New Jersey	1874-'75	Sept. 1	Aug. 31	5-18	312,694
25	New York	1874-'75	Oct. 1	Sept. 30	5-21	1,583,064
26	North Carolina	1873	.....	.....	6-21	348,603
27	Ohio	1874-'75	Sept. 1	Aug. 31	6-21	1,017,726
28	Oregon	1874-'75	April—	April —	4-20	44,661
29	Pennsylvania	1874-'75	June —	June —	6-21	*f*1,200,000
30	Rhode Island	1874-'75	May 1	April 30	5-15	53,316
31	South Carolina	1874-'75	Oct. —	June —	6-16	230,264
32	Tennessee	1874-'75	Sept. 1	Aug. 31	6-18	426,612
33	Texas	1874-'75	Sept. 1	Aug. 31	6-18	313,061
34	Vermont	1873-'74	April 1	Mar. 31	5-20	89,541
35	Virginia	1874-'75	Aug. 1	July 31	5-21	482,789
36	West Virginia	1874-'75	Sept. 1	Aug. 31	6-21	179,897
37	Wisconsin	1874-'75	Sept. 1	Aug. 31	4-20	461,829
38	Arizona	1875	Jan. 1	Dec. 31	6-21	2,508
39	Colorado	1874-'75	Oct. 1	Sept. 30	5-21	23,275
40	Dakota	1874-'75	Sept. 1	Aug. 31	5-21	8,343
41	District of Columbia	1874-'75	Sept. 1	Aug. 31	6-17	31,671
42	Idaho	1874-'75	Sept. 1	Aug. 31	5-21	4,020
43	Montana	1874-'75	Sept. 1	Aug. 31	4-21	3,822
44	New Mexico	1875	Jan. 1	Dec. 31	7-18	.....
45	Utah	1874-'75	Nov. 2	Nov. 1	4-16	35,696
46	Washington	1875	Jan. —	Dec. —	4-21	8,350
47	Wyoming	1875	.....	.....	5-20	.....
48	Indian	1875	.....	.....	6-16	.....

a These items are for white schools only.
b Legal school age is from 6 to 21.
c Sex not reported in all cases.
d Between 7 and 16 years of age.
e Number enrolled in public schools.

the enrolment, attendance, duration of schools, &c.; from replies to inquiries by the United of Education.

SCHOOL POPULATION.					PUBLIC SCHOOLS.			
Sex.								
Male.	Female.	Number under 6 years of age.	Number over 16 years of age.	Number between 6 and 16 years of age.	Number enrolled in schools during school year.	Average monthly enrolment.	Average daily attendance.	
7	8	9	10	11	12	13	14	
233, 733	172, 537	.....	.....	.....	147, 340	.....	110, 253	1
96, 096	88, 596	.....	.....	.....	73, 878	.....	42, 680	2
86, 967	84, 596	.....	.....	.....	130, 930	.....	78, 027	3
.....	.....	22, 496	0	112, 480	120, 189	.....	68, 993	4
.....	.....	.....	.....	.....	19, 881	.....	.....	5
47, 786	46, 736	.....	.....	.....	32, 371	.....	28, 306	6
202, 115	191, 922	.....	.....	.....	156, 394	.....	96, 680	7
487, 820	470, 183	.....	.....	.....	685, 676	.....	.....	8
345, 439	322, 272	.....	.....	.....	502, 362	.....	300, 743	9
274, 631	259, 272	66, 740	125, 450	341, 713	384, 012	.....	.....	10
102, 493	97, 493	28, 345	42, 310	129, 331	142, 606	.....	85, 580	11
.....	.....	.....	.....	.....	*a*228, 000	.....	*a*159, 000	12
.....	.....	.....	.....	.....	74, 246	.....	.....	13
.....	.....	.....	.....	.....	157, 323	.....	100, 641	14
138, 813	137, 307	0	.....	.....	142, 992	99, 382	69, 259	15
.....	.....	.....	.....	.....	302, 118	.....	216, 861	16
.....	.....	.....	.....	.....	343, 619	259, 000	200, 000	17
111, 629	107, 012	.....	52, 128	.....	130, 280	.....	71, 292	18
154, 882	163, 577	.....	.....	.....	168, 217	133, 330	106, 894	19
381, 720	338, 466	.....	.....	.....	394, 780	.....	192, 904	20
41, 980	38, 142	.....	.....	*d*49, 196	55, 423	.....	.....	21
3, 121	3, 194	.....	.....	.....	4, 811	.....	2, 884	22
39, 886	36, 386	*e*6, 222	*e*6, 664	*e*55, 865	68, 751	.....	48, 288	23
.....	.....	.....	.....	.....	191, 731	.....	98, 089	24
.....	.....	.....	.....	.....	1, 059, 238	.....	531, 895	25
179, 715	168, 888	.....	.....	.....	146, 737	.....	97, 830	26
522, 418	495, 308	0	260, 589	757, 138	782, 129	532, 473	435, 349	27
23, 265	21, 396	.....	.....	.....	21, 518	.....	.....	28
.....	.....	.....	.....	.....	890, 073	.....	551, 848	29
26, 596	26, 720	*g*4, 995	.....	*g*48, 321	*h* 4, 000 38, 554	*i*3, 306 30, 102	42, 256 26, 163	30
122, 910	116, 354	.....	.....	239, 264	130, 416	.....	.....	31
219, 009	207, 603	.....	.....	.....	199, 058	.....	136, 805	32
.....	.....	.....	.....	.....	*g*154, 705	.....	*g*125, 224	33
.....	.....	.....	.....	.....	78, 130	.....	50, 023	34
248, 894	233, 895	43, 889	131, 970	307, 230	184, 486	138, 015	103, 907	35
96, 354	83, 543	.....	.....	.....	115, 300	.....	79, 002	36
239, 647	232, 182	.....	.....	.....	279, 854	.....	.....	37
1, 265	1, 243	.....	.....	.....	568	.....	419	38
12, 264	11, 011	.....	.....	.....	12, 552	.....	7, 343	39
.....	.....	.....	.....	.....	4, 428	.....	.....	40
14, 971	16, 760	0	2, 538	29, 133	18, 785	14, 417	13, 494	41
2, 150	1, 870	.....	.....	.....	3, 270	.....	.....	42
1, 964	1, 858	.....	1, 025	2, 250	2, 215	1, 875	1, 710	43
.....	.....	.....	.....	.....	5, 151	.....	.....	44
18, 094	17, 602	5, 949	0	29, 747	19, 278	.....	13, 462	45
.....	.....	.....	.....	.....	6, 699	.....	.....	46
.....	.....	.....	.....	.....	1, 222	.....	.....	47
.....	.....	.....	.....	.....	3, 754	.....	.....	48

f In 1873.
g Estimated.
h In evening schools; 146 of these are also registered in day schools.
i In evening schools.

TABLE I.—PART 1.—*Statistics of the school systems of the States and Territories,*

States and Territories.	PUBLIC SCHOOLS.			SCHOOLS OTHER THAN PUBLIC.			
	Number of school rooms exclusive of those used only for recitation.	Number of school rooms used exclusively for recitation.	Average duration of school in days.	Schools corresponding to public schools below high schools.		Schools corresponding to public high schools.	
				Pupils.		Pupils.	
				Male.	Female.	Male.	Female.
1	15	16	17	18	19	20	21
1 Alabama	3,936	.....	86½	.....	.....	.....	.....
2 Arkansas	.....	2,134	.....	.....	.....	.....	.....
3 California	.....	.....	149	.....	.....	.....	.....
4 Connecticut	2,499	.....	176	(*a*9,145)		.....	.....
5 Delaware	.....	.....	140	(*b*)	.....	.....	.....
6 Florida	.....	.....	132	.....	.....	.....	.....
7 Georgia	.....	.....	.....	.....	.....	.....	.....
8 Illinois	.....	.....	.....	.....	.....	.....	.....
9 Indiana	.....	.....	120	.....	.....	.....	.....
10 Iowa	.....	.....	136	.....	.....	.....	.....
11 Kansas	4,319	39	102	2,831	2,460	933	711
12 Kentucky	.....	.....	100	(*a*40,000)		.....	.....
13 Louisiana	.....	.....	.....	.....	.....	.....	.....
14 Maine	.....	.....	117	.....	.....	.....	.....
15 Maryland	.....	.....	187	.....	.....	.....	.....
16 Massachusetts	.....	.....	177	(*a*24,244)		.....	.....
17 Michigan	.....	.....	138	(7,931)		.....	.....
18 Minnesota	3,085	25	120	.....	.....	.....	.....
19 Mississippi	1,288	5,550	140	.....	.....	.....	.....
20 Missouri	7,610	.....	99	.....	.....	.....	.....
21 Nebraska	1,905	.....	96	.....	.....	.....	.....
22 Nevada	.....	.....	.....	(*a*680)		.....	.....
23 New Hampshire	49	2,599	100	(*a*3,357)		.....	.....
24 New Jersey	.....	.....	194	(*a*44,434)		.....	.....
25 New York	.....	.....	176	.....	.....	.....	.....
26 North Carolina	.....	.....	50	.....	.....	.....	.....
27 Ohio	14,868	.....	140	.....	.....	.....	.....
28 Oregon	859	.....	105½	.....	.....	.....	.....
29 Pennsylvania	.....	.....	151	.....	.....	.....	.....
30 Rhode Island	*c*39 / 739	85	*e*64 / 178	*f*1,770	*f*1,870	*f*2,260	*f*1,600
31 South Carolina	.....	.....	100	.....	.....	.....	.....
32 Tennessee	.....	.....	100	.....	.....	.....	.....
33 Texas	.....	.....	78	.....	.....	.....	.....
34 Vermont	2,714	68	111	(*a*7,221)		.....	.....
35 Virginia	4,185	.....	112	8,778	9,855	2,111	2,541
36 West Virginia	3,245	.....	92½	.....	.....	.....	.....
37 Wisconsin	6,044	.....	*h*149	(10,733)		(917)	
38 Arizona	14	.....	180	.....	.....	.....	.....
39 Colorado	.....	.....	116	376	550	.....	.....
40 Dakota	221	.....	.....	.....	.....	.....	.....
41 District of Columbia	274	5	191	2,561	2,973	573	1,154
42 Idaho	53	.....	.....	.....	.....	.....	.....
43 Montana	96	10	92	(249)		0	0
44 New Mexico	.....	.....	132	(*a*1,259)		.....	.....
45 Utah	296	.....	140	1,453	1,497	291	301
46 Washington	.....	.....	70	.....	.....	.....	.....
47 Wyoming	.....	.....	.....	.....	.....	.....	.....
48 Indian	.....	*k*165	.....	.....	.....	.....	.....

a In private schools of all grades.
b Number of schools in the State, 369.
c These items are for white schools only.
d Including board.
e In evening schools.

showing the enrolment, attendance, duration of schools, &c.—Concluded.

SCHOOLS OTHER THAN PUBLIC.		Whole number of teachers employed in public schools during the year.			Number of teachers necessary to supply the public schools.	Average salary of teachers per month in public schools.		
Teachers in said schools in all grades.								
Teachers.								
Male.	Female.	Male.	Female.	Total.		Male.	Female.	
22	23	24	25	26	27	28	29	
.....	.....	2,702	1,297	3,999	4,000	($27 20)		1
.....	.....	1,582	740	2,322	.....	.....	.....	2
.....	.....	1,033	1,660	2,693	.....	$24 93	$68 01	3
.....	.....	721	2,324	3,045	2,631	70 05	37 35	4
.....	.....	.....	.....	430	456	($28 00)		5
.....	.....	.....	.....	796	1,000	50 00	30 00	6
.....	.....	.....	.....	.....	.....	.....	.....	7
.....	.....	9,288	12,330	21,618	13,197	48 21	33 32	8
.....	.....	7,670	5,463	13,133	.....	65 00	40 00	9
.....	.....	6,500	11,645	18,145	.....	36 68	28 33	10
165	186	2,484	2,899	5,383	4,434	33 98	27 25	11
.....	.....	4,236	1,732	5,968	.....	(c$49 40)		12
.....	.....	797	760	1,557	1,557	37 00	37 00	13
.....	.....	1,954	4,475	6,459	4,500	37 00	18 00	14
.....	.....	1,129	1,594	2,723	2,603	41 73	41 73	15
.....	.....	1,169	8,047	9,216	.....	88 37	35 35	16
150	.....	3,225	9,182	12,467	7,600	51 29	28 19	17
120	444	1,372	1,591	2,963	3,362	41 36	28 91	18
.....	.....	2,989	1,979	4,968	4,968	55 47	55 47	19
.....	.....	5,904	3,747	9,651	10,000	38 00	29 50	20
.....	.....	1,504	1,587	3,091	2,500	38 60	33 10	21
.....	.....	35	80	115	.....	($100 56)		22
.....	.....	503	3,166	3,669	2,599	d42 61	d25 54	23
.....	.....	946	2,307	3,253	2,948	67 65	37 75	24
.....	.....	7,428	22,585	30,013	.....	.....	.....	25
.....	.....	.....	.....	2,690	.....	30 00	25 00	26
.....	.....	12,306	10,186	22,492	15,087	60 00	44 00	27
.....	.....	496	457	953	859	51 45	45 50	28
.....	.....	8,585	11,295	19,880	.....	41 07	34 69	29
100	175	e83 195	e109 861	e192 1,056	e163 822	58 18	46 17	30
.....	.....	1,773	1,682	2,855	.....	31 64	29 21	31
.....	.....	3,125	1,040	g4,210	.....	30 85	30 85	32
.....	.....	.....	.....	f4,030	.....	($53 00)		33
71	128	667	3,739	4,406	2,782	45 02	25 65	34
487	832	2,711	1,551	4,262	5,215	33 52	28 71	35
.....	.....	2,677	784	3,461	.....	35 03	30 77	36
(784)		.....	.....	9,451	6,224	f43 50	$27 13	37
6	8	6	8	14	14	100 00	100 00	38
4	24	172	205	377	377	60 00	48 00	39
.....	.....	54	154	208	296	35 00	25 00	40
.....	.....	22	271	293	293	113 00	75 00	41
.....	.....	.....	.....	.....	.....	55 00	55 00	42
14	2	43	56	99	104	65 00	57 00	43
41	40	132	15	147	.....	.....	.....	44
25	52	220	238	458	296	47 00	23 00	45
.....	.....	.....	.....	220	.....	.....	.....	46
.....	.....	7	16	23	.....	.....	.....	47
.....	.....	.....	.....	.....	.....	.....	.....	48

f Estimated.
g Includes 45, sex not stated.
h In the country; in 26 cities 195 days.
i In the country; in the cities the average salaries are: male, $109; female, $39.40.
k Number of schools.

TABLE I.—PART 2.—*Statistics of the school systems of the States and Territories, showing*
States Bureau

Number.	States and Territories.	ANNUAL INCOME.			
		From State tax.	From local tax.	Total from taxation.	Interest on permanent fund, including rents of school lands.
	1	30	31	32	33
1	Alabama	$409, 889	.....	$409, 889	$139, 925
2	Arkansas	352, 679	$428, 997	781, 676	7, 860
3	California	1, 031, 531	1, 431, 213	2, 462, 744	179, 277
4	Connecticut	202, 119	1, 138, 714	1, 340, 833	148, 221
5	Delaware	.....	.....	159, 734	.....
6	Florida	14, 785	155, 867	170, 652	17, 500
7	Georgia	291, 319	144, 000	435, 319	.....
8	Illinois	1, 000, 000	5, 949, 674	6, 949, 674	455, 605
9	Indiana	1, 577, 533	2, 650, 622	4, 228, 155	607, 717
10	Iowa	.....	4, 226, 976	4, 226, 976	318, 998
11	Kansas	121, 546	685, 162	806, 708	205, 256
12	Kentucky	870, 150	429, 641	1, 299, 791	.....
13	Louisiana	207, 406	313. 358	520, 764	.....
14	Maine	274, 570	847, 655	1, 122. 225	19, 558
15	Maryland	499, 564	808, 350	1, 307, 914	53, 132
16	Massachusetts	0	6, 082, 214	6, 082, 214	177, 227
17	Michigan	508, 183	2, 340, 198	2, 848, 381	217, 841
18	Minnesôta	.....	.....	1, 535, 854	191, 578
19	Mississippi	489, 444	354, 872	844, 316	113, 466
20	Missouri	312, 009	2, 155, 810	2, 467, 819	545, 776
21	Nebraska	164, 389	.....	164, 389	95, 230
22	Nevada	.....	.....	93, 431	.....
23	New Hampshire	0	539, 165	539, 165	25 348
24	New Jersey	1, 298, 579	941, 117	2, 239, 696	31, 769
25	New York	2, 711, 635	8, 124, 128	10, 835, 763	170, 000
26	North Carolina	.....	.....	212, 363	.....
27	Ohio	1, 560, 398	6, 153, 442	7, 713, 840	238, 602
28	Oregon	30, 273	.....	30, 273	56, 400
29	Pennsylvania	.....	7, 798, 816	7, 798, 816	.....
30	Rhode Island	70, 402	614, 383	684, 785	22, 092
31	South Carolina	303, 443	130, 721	434, 164	.....
32	Tennessee	*g*212, 840	360, 370	573, 210	.....
33	Texas	.....	.....	*f*244, 879	.....
34	Vermont	.....	476, 107	476, 107	40, 145
35	Virginia	*h*452, 220	*i*620, 411	1, 072, 631	65 490
36	West Virginia	194, 791	541, 090	735, 881	17. 596
37	Wisconsin	0	1, 879, 499	1, 879, 499	178, 072
38	Arizona	4, 690	9, 232	13, 922	.....
39	Colorado	.....	240, 719	240, 719	.....
40	Dakota	13, 138	15, 512	28, 650	.....
41	District of Columbia	0	410, 678	410, 678	0
42	Idaho	0	.....	.....	0
43	Montana	0	31, 211	31, 211	0
44	New Mexico	.....	.....	.....	.....
45	Utah	15, 000	20, 267	35, 267	.....
46	Washington	.....	.....	.....	.....
47	Wyoming	.....	.....	.....	.....
48	Indian	.....	.....	.....	.....

a Included in teachers' salaries.
b Includes repairs in part.
c For libraries only.
d Includes debts.
e Estimated.
f In 1873.

the income, expenditure, and permanent school fund; from replies to inquiries by the United of Education.

ANNUAL INCOME.			Increase of permanent fund in the school year.	ANNUAL EXPENDITURE.			Number.
				Permanent.		Current.	
Revenue from other funds.	From other sources.	Total.		Sites, buildings, and furniture.	Libraries and apparatus.	Salaries of superintendents.	
34	35	36	37	38	39	40	
.....	$3,200	$553,014	$4,292	.....	$100	$34,187	1
.....	789,536	68,158		$54,912	.....	24,100	2
$387,761	360,577	3,390,359	190,000	421,279	44,676	43,622	3
62,150	41,545	1,592,749	0	212,680	8,262	20,000	4
33,001	.....	192,735	.....	.....	.....	.....	5
800	.....	188,952	.....	.....	.....	15,600	6
.....	.....	435,319	.....	.....	.....	.....	7
.....	455,274	7,860,553	.....	864,934	225,640	.....	8
.....	205,645	5,041,517	87,000	700,000	.....	50,000	9
.....	489,524	5,035,498	.....	1,087,983	26,700	(*a*)	10
3,300	27,034	1,042,298	114,595	169,188	13,698	34,100	11
.....	138,355	1,438,146	.....	111,406	.....	.....	12
.....	178,901	699,665	.....	60,182	.....	24,000	13
25,585	145,935	1,313,303	30,675	110,725	.....	29,668	14
.....	15,000	1,376,046	0	*b*272,539	.....	25,440	15
120,286	30,787	6,410,514	0	1,533,142	.....	.....	16
.....	1,107,329	4,173,551	.....	550,205	*c*20,904	.....	17
48,870	84,856	1,861,158	200,000	208,030	.....	.....	18
142,966	9,500	1,110,248	.....	50,000	5,000	48,650	19
0	0	3,013,595	286,280	.....	.....	.....	20
.....	32,856	292,475	.....	*d*316,596	10,810	18,916	21
.....	52,750	146,181	.....	22,241	482	.....	22
27,340	*e*29,796	621,649	.....	264,244	.....	.....	23
40,000	.....	2,311,465	.....	548,869	750	28,770	24
165,000	430,493	11,601,256	25,335	1,927,467	254,460	.....	25
63,301	133,130	*f*408,794	.....	25,100	.....	.....	26
489,408	270,161	8,711,411	12,478	1,313,515	.....	158,773	27
.....	.....	86,673	60,000	2,625	500	2,000	28
.....	1,000,000	8,798,816	240,000	2,059,465	.....	106,050	29
10,286	44,633	761,796	1,810	274,326	1,509	11,681	30
.....	55,378	489,542	.....	16,851	5,371	.....	31
.....	152,188	*h*740,316	0	44,406	.....	19,385	32
.....	.....	244,879	.....	60,081	.....	9,233	33
.....	.....	516,252	.....	89,789	.....	12,643	34
.....	77,232	1,215,353	.....	94,582	2,696	48,668	35
.....	.....	753,477	9,691	121,047	2,797	2,500	36
50,000	200,616	2,308,187	58,417	344,273	27,223	50,000	37
.....	14,837	28,759	.....	.....	.....	.....	38
6,460	7,500	254,679	.....	76,215	.....	7,500	39
.....	3,952	32,602	.....	9,935	.....	.....	40
0	106,932	517,610	0	61,123	0	9,520	41
.....	.....	.....	.....	.....	.....	0	42
0	610	31,821	.....	28,226	500	4,500	43
.....	.....	25,473	.....	.....	.....	.....	44
.....	95,532	130,799	.....	49,568	.....	3,450	45
.....	.....	.....	.....	.....	.....	.....	46
.....	.....	.....	.....	.....	.....	.....	47
.....	.....	99,929	.....	.....	.....	.....	48

14,809,877

g Includes interest on permanent fund.
h Includes $14,918 from sources not reported.
i Tax levied by school directors.
k Includes balance of $29,220 from last year.
l Includes balance of $146,433 from last year

TABLE I.—PART 2.—*Statistics of the school systems of the States and Territories,*

Number.	States and Territories.	ANNUAL EXPENDITURE.			
		Current.		Total.	Expenditure in the year *per capita* of the school population.
		Salaries of teachers.	Miscellaneous or contingent, (includes fuel, light, rent, repairs, &c.)		
	1	41	42	43	44
1	Alabama	$489,492		$523,779	
2	Arkansas	259,747		*a*750,000	$4 06
3	California	1,810,479	$381,807	2,701,863	
4	Connecticut	1,057,242	254,399	1,552,583	11 80
5	Delaware				
6	Florida			15,600	1 99
7	Georgia				1 10
8	Illinois	5,326,780	971,854	7,389,208	
9	Indiana	2,830,747	949,457	4,530,204	6 78
10	Iowa	2,598,440	892,626	4,605,749	6 75
11	Kansas	689,907	113,208	1,020,101	4 28
12	Kentucky			1,559,452	
13	Louisiana	573,144	42,339	699,665	2 45
14	Maine	1,046,766	126,144	1,313,303	5 41
15	Maryland	1,035,755	307,313	1,641,047	5 01
16	Massachusetts			7,000,000	22 00
17	Michigan	1,950,928	994,745	3,516,782	6 67
18	Minnesota	702,662	247,755	1,158,447	5 74
19	Mississippi	856,950	80,000	1,040,600	2 84
20	Missouri				
21	Nebraska	414,827	167,039	928,188	7 76
22	Nevada	83,548	18,030	124,301	
23	New Hampshire	424,889	*g*53,721	742,854	6 57
24	New Jersey	1,731,816	30,780	2,340,985	5 85
25	New York	7,849,667	1,569,662	11,601,256	
26	North Carolina	158,129	8,445	*h*191,674	
27	Ohio	4,787,964	1,391,704	7,651,936	7 76
28	Oregon			5,125	
29	Pennsylvania	4,640,825	2,557,587	9,363,927	
30	Rhode Island	383,284	77,059	*i*747,859	9 37
31	South Carolina	369,685	34,554	426,461	1 78
32	Tennessee	582,918	42,420	*k*703,358	1 64
33	Texas	630,344	26,588	726,236	
34	Vermont	440,536	82,089	625,057	7 04
35	Virginia	726,300	151,150	1,023,396	1 93
36	West Virginia	541,359	47,457	715,160	2 92
37	Wisconsin	1,350,884	241,777	2,014,157	3 64
38	Arizona			24,151	9 62
39	Colorado	102,783	31,815	218,313	9 38
40	Dakota	18,046	4,572	32,603	3 92
41	District of Columbia	209,368	86,568	366,579	11 57
42	Idaho				
43	Montana	33,921		67,147	8 42
44	New Mexico	15,432	3,458	18,890	
45	Utah	130,800		183,818	5 15
46	Washington	54,720		54,720	
47	Wyoming	16,400		16,400	
48	Indian				

a Items not all reported.
b Per capita of population between 5 and 17.
c Value of school-houses.
d Sites and buildings only.
e It is between 10 and 12 millions.
f Including value of school lands.

showing the income, expenditure, and permanent school fund, &c.—Concluded.

ANNUAL EXPENDITURE.				Amount of available school fund.	Amount of permanent school fund, (including portion not now available.)	Estimated real value of sites, buildings, and all other school property.	Number.
Expenditure in the year *per capita* of pupils enrolled in public schools.	Expenditure in the year *per capita* of average attendance in public schools.	Expenditure in the year *per capita* of population between 6 and 16.	Expenditure in the year *per capita* of population between 6 and 16, including interest on the value of all school property.				
45	46	47	48	49	50	51	
							1
$10 15	$17 57			$135, 000	$1, 222, 500	$355, 000	2
17 09	25 82	*b*$15 75	*b*$18 70	1, 737, 500		5, 068, 678	3
12 92	22 50	13 80		2, 044, 226	2, 044, 226		4
	9 64						5
5 83	6 69			219, 400	229, 400		6
2 78	4 50						7
							8
9 01	15 06			8, 799, 191	8, 799, 191	10, 870, 338	9
9 38	15 99	10 53	13 67	3, 363, 960	3, 363, 960	8, 617, 956	10
5 93	9 99	6 61	9 67	2, 304, 309		4, 140, 090	11
						*c*1, 624, 000	12
9 40						896, 100	13
7 68	12 01			400, 558		3, 019, 549	14
9 68	19 99			350, 370	350, 370		15
20 00	30 00			2, 065, 238	2, 065, 238	*d*20, 856, 777	16
11 97	14 97			3, 143, 662	4, 843, 662	9, 355, 894	17
9 29	16 98			3, 200, 000	*e*10, 000, 000	2, 808, 156	18
5 38	6 83			2, 068, 358		1, 000, 000	19
					7, 248, 535	6, 771, 163	20
11 42				121, 223	*f*15, 000, 000	1, 848, 239	21
						121, 011	22
7 31	10 41	8 81	11 25	52, 688		2, 258, 000	23
9 55	17 97			1, 210, 882		6, 287, 267	24
				3, 080, 107	3, 080, 107	29, 928, 626	25
				*h*2, 187, 564			26
10 57	17 29	8 06	9 94		3, 646, 713	19, 876, 504	27
				564, 000	1, 314, 000	350, 000	28
						24, 260, 789	29
12 96	19 09	10 34	15 22	250, 376	265, 142	2, 360, 017	30
3 86		1 78		489, 542		313, 289	31
3 53	5 14				2, 512, 500		32
*l*1 34	*l*1 95						33
8 89	12 60	10 02	11 11		669, 086	1, 339, 864	34
5 05	8 96	3 03	3 15	1, 430, 645	1, 430, 645	757, 181	35
4 68	7 19			293, 270	325, 243	1, 605, 627	36
6 05				2, 624, 239		4, 979, 169	37
42 41	57 66					20, 000	38
17 39	29 73			254, 679		474, 008	39
7 36						24, 926	40
19 51	27 16	12 58	14 87	0	0	1, 414, 162	41
							42
14 36	18 60	13 96	15 00	0	0	60, 000	43
							44
9 53	13 69	6 18	7 63	15, 000		438, 665	45
				53, 557			46
						*c*32, 500	47
							48

g Estimated.
h In 1873.
i $16,784 were expended for evening schools, (not included.)
k Includes $14,229 from sources not reported.
l Monthly expenditure *per capita.*

TABLE II.—*School statistics of cities, containing 7,500 inhabitants and over, for 1875; from replies to inquiries by the United States Bureau of Education.*

Number.	City.	Superintendent.	Total population, (census of 1870.)	Estimated present population.	School population.				Number enrolled in public schools.			Estimated enrolment in private and parochial schools.	Number of school days in the year.	Number of days the schools were taught.
					Legal school age.	Number under 6 years of age.	Number over 16 years of age.	Total number of legal school age.	Number under 6 years of age.	Number over 16 years of age.	Total number enrolled.			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	Mobile, Ala*	E. R. Dickson	32,034	45,000	5-21	.....	.....	18,041	.....	.....	.....	.....	180	172
2	Los Angeles, Cal*	William T. Lucky	5,728	13,000	6-21	0	150	2,411	0	45	974	306	192	189
3	San Francisco, Cal	James Denman	149,473	234,000	5-17	3,446	1,248	41,029	0	2,418	31,128	6,694	212	212
4	San José, Cal	L. J. Chipman	9,089	14,000	5-21	1,247	.....	.....	.....	.....	2,958	575	200	198
5	Stockton, Cal*	George S. Ladd	10,066	16,000	5-17	.....	.....	1,966	.....	.....	1,568	.....	200	200
6	Greenwich, Conn	Myron L. Mason, secretary	7,644	8,000	4-16	337	0	1,937	200	.....	1,546	250	200	200
7	Hartford, Conn*	E. K. Hunt, acting visitor	37,180	.....	4-16	.....	.....	9,620	.....	.....	6,800	.....	200	.....
8	Meriden, Conn*	Charles H. S. Davis, M. D	10,495	12,000	5-16	.....	.....	2,925	.....	.....	1,925	.....	200	200
9	New Britain, Conn	Charles Northend	9,430	11,000	4-16	556	0	3,028	.....	0	2,522	100	200	196
10	New Haven, Conn	Ariel Parish	50,840	58,566	4-16	2,567	0	12,836	2,076	0	11,490	1,500	200	200
11	Norwalk, Conn	Jos. W. Wilson, acting school visitor	12,119	14,000	4-16	680	0	3,896	.....	100	2,445	186	208	201
12	Stamford, Conn	Nathaniel R. Hart, secretary	9,714	11,000	4-16	.....	0	2,469	.....	.....	1,734	500	200	195
13	Wilmington, Del	D. W. Harlan	30,841	40,000	6-21	0	.....	.....	.....	.....	6,288	.....	203	196
14	Atlanta, Ga	B. Mallon	21,789	32,000	6-18	0	.....	10,362	.....	.....	3,627	200	200	199
15	Augusta, Ga	A. H. McLaws	15,389	18,000	6-18	0	.....	4,912	.....	.....	2,912	300	.....	205
16	Columbus, Ga	George M. Dews	7,401	8,648	6-18	0	.....	2,455	.....	.....	1,133	700	270	.....
17	Macon, Ga	B. M. Zettler	10,810	15,000	6-18	0	.....	3,442	.....	.....	1,723	200	200	180
18	Savannah, Ga	W. H. Baker	28,235	29,000	6-18	0	919	6,919	.....	.....	3,577	300	200	186
19	Alton, Ill	E. A. Haight	8,665	12,000	6-21	0	998	2,995	.....	100	1,334	420	210	200
20	Belleville, Ill	Henry Raab	9,825	12,000	6-21	0	.....	4,467	0	19	1,675	560	205	198
21	Bloomington, Ill	Sarah E. Raymond	14,590	22,000	6-21	0	.....	6,579	.....	.....	3,216	600	180	177
22	Chicago, Ill	J. L. Pickard	298,977	425,000	6-21	0	.....	102,555	.....	.....	49,121	20,000	200	199
23	Decatur, Ill	E. A. Gastman	7,161	10,000	6-21	0	635	2,595	0	200	1,878	100	180	178
24	Galesburgh, Ill*	M. Andrews	10,158	13,000	6-21	0	.....	3,572	.....	.....	2,166	.....	190	185
25	Jacksonville, Ill	D. H. Harris	9,203	12,000	6-21	0	921	3,683	.....	130	1,679	500	185	183
26	Joliet, Ill	K. J. Hammond, president board	7,263	15,731	6-21	0	.....	3,870	.....	.....	2,141	657	200	198
27	Peoria, Ill	H. Smith, secretary	22,849	30,639	6-21	0	.....	12,060	.....	.....	3,211	2,040	198	192
28	Quincy, Ill	T. W. Macfall	24,052	30,000	6-21	0	.....	.....	.....	.....	3,250	.....	200	195
29	Rock Island, Ill	J. F. Everett	7,890	12,000	6-21	0	750	3,321	.....	243	1,884	689	180	180
30	Evansville, Ind*	Alex. M. Gow	21,830	35,000	6-21	0	.....	12,326	0	.....	4,411	.....	200	183
31	Fort Wayne, Ind	John S. Irwin	17,718	24,600	6-21	0	2,403	8,620	.....	151	3,368	2,000	190	190

32	Indian polis, Ind	George P. Brown	48,241	100,000	6-21	0	4,774	20,723	0	11,013	1,500	200	192
33	Jeffersonville, Ind	E. S. Hopkins	7,254	10,000	6-21	0		2,441		1,000	350	185	182
34	Logansport, Ind	John K. Waits	8,950	15,000	6-21	0		3,622		1,695	700	180	177
35	Madison, Ind		10,700	12,000	6-21	0		4,629		1,412	2,000	220	220
36	Richmond, Ind	William H. Bradbury, secretary	9,445		6-21	0			0 160	1,458	906	180	178
37	South Bend, Ind[*]	D. A. Ewing	7,266	10,000	6-21	0	672	3,236	218	1,281		160	158
38	Terre Haute, Ind	William H. Wiley	16,103	20,000	6-21	0	2,192	6,598	0 225	3,647	435	200	198½
39	Burlington, Iowa	Robert G. Saunderson	14,930	25,000	5-21			5,933		3,027	1,500	200	195
40	Davenport, Iowa*	Miss P. W. Sudlow	20,038	24,000	5-21				156 251	4,109		200	196
41	Des Moines, (west side,) Iowa.	J. H. Thompson		10,000	5-21			2,848	103 37	1,831	300	190	186
42	Dubuque, Iowa	Thomas Hurdle, secretary	18,434	24,000	5-21	1,275	1,548	8,379		2,863	1,705	200	196
43	Keokuk, Iowa*	W. W Jamieson	12,766	13,000	5-21			4,876		2,369	100	190	190
44	Atchison, Kans	R. H. Jackson	7,054	10,927	5-21	150	651	3,001	114 81	1,428	325	200	170
45	Covington, Ky	J. W. Hall	24,505	30,000	6-20	0		10,182		3,513	1,500	220	212
46	Lexington, Ky	J. O. Harrison	14,801	15,000	a6-20	0		5,115		1,523		200	190
47	Louisville, Ky	George H. Tingley, jr	100,753	120,000	6-20	0		41,827		17,593		206	201
48	Newport, Ky	W. H. Jones	15,087	18,000	6-20	0			0 50	2,545		220	218
49	New Orleans, La*	Charles W. Boothby	191,418	195,000	6-21	0		70,093	0 613	25,215	14,235	187	187
50	Lewiston, Me	Thomas Tush	13,000	21,000	4-21	633	2,435	6,479	459 115	3,467		190	188
51	Portland, Me	E. Hunt	31,413	36,000	4-21	1,191	2,622	10,101	360 336	5,290	1,337	b220	210
52	Baltimore, Md	Henry E. Shepherd	267,354	302,839	6-18	0		77,737		45,565		200	180
53	Adams, Mass	Arthur G. Lewis	12,090	c15,660	5-15		0	3,322		3,178		195	190
54	Boston, Mass	Phineas Bates, jr., statistical clerk	250,526	c341,919	5-15		0	60,255		55,390		237	237
55	Fall River, Mass	William Connell, jr	26,766	45,000	5-15	1,500	0	9,100	1,500 100	9,062	600	200	195
56	Fitchburgh, Mass	Joseph G. Edgerly	11,260	13,000	5-15	307	0	2,357	214 118	2,473	0	200	190
57	Haverhill, Mass	R. Stuart Chase, secretary	13,092	c14,628	5-15		0	2,598		2,887	38	200	196
58	Holyoke, Mass	Louis H. Marvel	10,733	15,750	5-15		0	3,231		1,553	1,400	200	197
59	Lawrence, Mass	Gilbert E. Hood	28,921	35,000	5-15	545	0	5,648	515 156	5,631	1,200	197	194
60	Lowell, Mass	Charles Morrill	40,928	49,677	5-15	490	0	6,944	400 450	8,025	550	238	237
61	Lynn, Mass*	Theodore Atwell, chairman	28,233	30,500	5-15			7,373		5,072	300	252	248
62	Marlborough, Mass	W. D. Burdett	8,474	8,355	5-15	231	0	2,018	175	2,040		200	195
63	Newburyport, Mass	Isaac P. Noyes, secretary	12,595	13,000	5-15	650	0	2,603	475	2,142	320	260	251
64	Newton, Mass	H. M. Willard	12,825	16,500	5-15			2,845	210 304	3,094		197	194
65	Pittsfield, Mass	John M. Brewster	11,112	12,255	5-15		0	2,324		2,109	100	195	189
66	Salem, Mass	Augustus D. Small	24,117	26,060	5-15		0	4,688	367 173	4,148	764	205	192
67	Springfield, Mass	A. P. Stone	26,703	31,026	5-15	664	0	5,668	641 553	6,094	375	200	198
68	Taunton, Mass	William W. Waterman	18,629	20,429	5-15	442	0	3,846	434 82	4,068	216	200	200
69	Woburn, Mass	E. H. Davis	8,560	10,000	5-15	400	0	2,200	200 200	1,977	100	200	200
70	Worcester, Mass	A. P. Marble	41,105	c49,317	5-15	1,756	0	8,000	1,756 544	9,666	1,200	215	199½
71	Bay City, Mich	E. W. Morley	7,064	16,000	5-20	784	506	3,988	478 196	2,579	580	194	192
72	Detroit, Mich	John M. B. Sill	79,577	110,000	5-21			34,593		13,739	*4,000	*200	*195
73	East Saginaw, Mich	H. S. Tarbell	11,350	17,000	5-20	382	1,313	5,130	112 96	3,266	200	200	194
74	Grand Rapids, Mich	A. J. Daniels	16,507	29,400	5-20			8,400	272 394	4,854	1,046	200	194
75	Saginaw, Mich	C. A. Glower	7,460	10,080	5-20			2,789	0 150	1,788	300	200	195
76	Minneapolis, Minn	O. V. Tousley	13,066	26,000	5-21				320	3,303	1,000	196	195
77	St. Paul, Minn	L. M. Burrington	20,030	33,000	5-21			15,114		4,941	2,500	200	198
78	Vicksburgh, Miss	C. E. Bent	12,443	13,000	5-18			3,000		1,400	400	195	190
79	Hannibal, Mo	M. H. Ide, secretary	10,125	12,000	5-20			3,138		1,888	300	180	173

* From Report of Commissioner of Education for 1874.

a The legal school age for colored children is from 6 to 16.

b 240 in high school, which was taught 230 days.

c State census of 1875.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1875, &c.*—Continued.

Number.	City.	Superintendent.	Total population, (census of 1870.)	Estimated present population.	School population.				Number enrolled in public schools.			Estimated enrolment in private and parochial schools.	Number of school days in the year.	Number of days the schools were taught.
					Legal school age.	Number under 6 years of age.	Number over 16 years of age.	Total number of legal school age.	Number under 6 years of age.	Number over 16 years of age.	Total number enrolled.			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
80	Kansas City, Mo	J. M. Greenwood	32,260	40,000	5-21	.....	.....	8,144	.....	.....	4,262	.....	200	198
81	St. Joseph, Mo	Edward B. Neely	19,565	28,000	5-21	548	1,700	6,859	163	169	3,485	805	200	198
82	St. Louis, Mo	W. T. Harris	310,864	450,000	5-21	11,822	37,802	153,128	.....	2,980	41,692	22,654	200	196
83	Omaha, Nebr	S. D. Beals	16,083	20,000	5-21	367	1,146	4,138	.....	.....	2,486	389	200	191
84	Manchester, N. H	J. G. Dearborn	23,536	25,000	5-15	.....	.....	5,200	81	260	2,618	1,311	200	190
85	Nashua, N. H	John H. Goodale	10,543	12,600	4-17	578	610	2,754	493	380	2,354	145	193	192
86	Camden, N. J	H. L. Bonsall	20,045	36,000	5-18	.....	.....	9,000	.....	.....	5,000	1,000	230	230
87	Elizabeth, N. J	Elias D. Smith	20,832	25,000	5-18	.....	.....	7,145	.....	.....	2,720	2,300	210	201
88	Jersey City, N. J	William S. Dickinson	82,546	*a*116,883	5-18	2,928	5,856	38,068	.....	.....	18,827	7,530	200	199
89	Newark, N. J	George B. Sears	105,059	120,000	5-18	2,842	5,336	35,125	0	420	18,197	7,056	210	206
90	New Brunswick, N. J	Henry B. Pierce	15,058	18,000	5-18	362	731	5,075	219	12	2,395	1,234	210	206
91	Orange, N. J	Israel H. Gerry	9,348	10,500	5-18	.....	.....	3,151	114	14	1,515	750	205	200
92	Paterson, N. J	William J. Rogers	33,579	39,000	5-18	.....	.....	14,028	.....	.....	5,733	1,200	216	214
93	Trenton, N. J*	Cornelius Shepherd	22,874	25,000	5-18	594	602	8,332	185	64	2,500	1,000	200	190
94	Albany, N. Y*	J. O. Cole	76,216	.....	.....	.....	.....	.....	.....	.....	12,460	.....	200	.....
95	Auburn, N. Y	B. B. Snow	17,225	20,000	5-21	313	1,488	5,021	44	179	2,419	1,300	200	190
96	Binghamton, N. Y	R. B. Clark	12,692	16,000	5-21	235	1,459	5,059	.....	.....	2,686	510	210	205
97	Buffalo, N. Y	W. S. Rice	117,714	150,000	5-21	4,000	8,000	42,000	2,000	2,000	21,200	10,000	204	201
98	Cohoes, N. Y	Oliver P. Steves	15,357	26,000	5-21	.....	.....	9,607	.....	225	3,175	435	200	199
99	Elmira, N. Y	Edward Danforth	15,863	23,000	5-21	423	1,218	5,884	87	574	4,167	145	200	196
100	Ithaca, N. Y	L. C. Foster	8,462	10,058	5-21	.....	.....	2,589	.....	.....	*b*1,408	125	200	193
101	Kingston, N. Y*c*	R. C. Barrett	6,315	22,000	5-21	.....	.....	2,658	.....	.....	1,800	150	215	215
102	Lockport, N. Y*	James Ferguson	12,426	13,500	5-21	.....	.....	3,945	.....	.....	2,867	358	203	202
103	Long Island City, N. Y	Alanson Palmer	12,203	15,735	5-21	310	1,364	4,874	400	52	3,152	322	.....	204
104	Newburgh, N. Y	R. V. K. Montfort	17,014	17,400	5-21	.....	.....	5,765	101	108	2,348	1,121	203	201
105	New York, N. Y	Henry Kiddle	942,292	1,200,000	4-21	.....	.....	.....	.....	.....	157,298	75,000	203	203
106	Ogdensburgh, N. Y	N. W. Howard	10,076	10,370	5-21	.....	.....	4,159	209	497	1,690	1,265	210	206
107	Oswego, N. Y	Virgil C. Douglass	20,910	22,455	5-21	.....	.....	8,845	.....	.....	4,134	1,685	200	196
108	Poughkeepsie, N. Y	Richard Brittain, clerk	20,080	20,000	5-21	424	1,863	6,077	340	275	3,859	650	200	196
109	Rochester, N. Y	S. A. Ellis	62,386	*d*83,578	5-21	6,540	8,527	36,532	1,055	1,030	12,103	5,902	200	195
110	Rome, N. Y	O. C. Harrington	11,000	12,000	5-21	396	475	3,216	245	98	2,001	495	200	194

111	Saratoga Springs, N. Y.	L. S. Packard	7,516	9,000	5–21	.....	.....	2,600	.....	.....	1,713	300	210	190
112	Schenectady, N. Y.	S. B. Howe	11,026	12,900	5–21	350	1,581	4,431	.....	240	2,155	500	210	202
113	Syracuse, N. Y.	Edward Smith	43,051	54,099	5–21	3,032	1,010	16,552	467	207	7,400	1,525	200	197
114	Troy, N. Y.	David Beattie	46,465	50,000	5–21	1,496	5,674	17,720	798	54	7,925	2,500	204	200
115	Utica, N. Y.	Andrew McMillan	28,804	32,500	5–21	2,100	2,109	10,409	0	1,512	4,711	1,000	200	196
116	Watertown, N. Y.	A. R. Beal	9,336	10,500	5–21	.....	.....	3,031	.....	.....	2,032	180	200	182
117	Yonkers, N. Y.*	Joseph H. Palmer	12,733	20,000	5–21	.....	.....	6,336	.....	.....	2,840	700	200	200
118	Wilmington, N. C.*	Henry R. Blake	13,446	18,000	6–21	0	500	4,000	.....	.....	1,251	.....	160	156
119	Akron, Ohio	S. Findley	10,006	16,000	6–21	0	1,070	3,809	0	184	2,318	450	200	194
120	Canton, Ohio	Daniel Worley	8,660	11,500	6–21	0	789	3,155	0	69	1,690	540	200	194
121	Chillicothe, Ohio	G. N. Carruthers	8,920	12,000	6–21	0	1,008	3,344	0	138	1,790	411	190	185
122	Cincinnati, Ohio	John B. Pearsee	216,239	270,000	6–21	0	24,844	88,842	0	670	30,877	16,454	210	204
123	Cleveland, Ohio	Andrew J. Rickoff	92,829	140,341	6–21	0	10,287	44,363	.....	326	19,705	9,260	198	192
124	Columbus, Ohio	Robert W. Stevenson	31,274	42,707	6–21	0	2,709	12,198	.....	196	6,561	1,561	200	190
125	Dayton, Ohio	John Hancock	30,473	33,400	6–21	0	2,592	11,253	.....	223	5,512	1,703	200	197
126	Hamilton, Ohio	Alston Ellis	11,081	13,000	6–21	0	1,609	5,451	.....	130	1,631	716	200	194
127	Mansfield, Ohio	John Simpson	8,029	12,000	6–21	0	600	2,800	.....	100	1,782	300	.....	180
128	Newark, Ohio	J. C. Hartzler	6,698	12,000	6–21	0	1,104	3,384	.....	97	1,454	200	190	185
129	Portsmouth, Ohio	M. S. Campbell	10,592	14,000	6–21	0	.....	4,242	0	102	2,032	232	200	198
130	Sandusky, Ohio	U. T. Curran	13,520	16,000	6–21	0	1,963	6,363	.....	72	2,469	2,000	200	195
131	Springfield, Ohio	W. J. White	12,652	18,000	6–21	0	1,271	4,536	.....	150	2,145	500	200	197
132	Steubenville, Ohio	Martin R. Andrews	8,107	14,000	6–21	0	1,537	4,732	.....	93	2,181	360	200	197
133	Toledo, Ohio	.....	31,584	54,000	6–21	0	3,351	14,541	.....	338	7,094	2,500	200	198
134	Zanesville, Ohio	Alva T. Wiles	10,041	18,000	6–21	0	1,714	5,370	.....	148	3,063	400	200	196
135	Portland, Oreg	S. W. King	8,293	12,500	4–20	420	680	3,250	154	128	1,450	573	210	208
136	Allegheny, Pa	John Davis	53,180	70,000	6–18	0	.....	.....	.....	.....	11,981	3,300	220	.....
137	Allentown, Pa	R. K. Buehrle	13,884	18,000	6–21	0	.....	.....	.....	.....	3,612	400	200	.....
138	Altoona, Pa	D. S. Keith	10,610	15,000	6–21	0	116	2,855	.....	86	2,105	750	180	172
139	Carbondale, Pa*	Matthew G. Neary	6,393	10,000	6–21	0	.....	3,500	.....	.....	1,263	100	160	156
140	Chester, Pa	A. Robinette	9,485	14,000	6–21	0	300	3,300	.....	65	1,875	200	200	186
141	Danville, Pa	.....	8,436	8,200	6–21	0	.....	.....	.....	.....	1,400	.....	160	154
142	Erie, Pa	H. S. Jones	19,646	27,000	6–21	0	2,657	8,402	.....	190	4,250	1,300	200	195
143	Harrisburgh, Pa	D. S. Burns	23,104	30,000	6–21	0	.....	.....	0	105	4,896	450	220	204
144	Lancaster, Pa	J. I. Hartman, pres't board directors	20,233	25,000	6–21	0	400	4,200	.....	.....	3,114	400	200	197
145	Norristown, Pa	Joseph K. Gotwals	10,753	14,000	6–21	0	.....	.....	0	91	2,401	260	220	201
146	Philadelphia, Pa	Henry W. Halliwell, secretary board of public education.	674,022	750,000	.....	.....	.....	.....	.....	.....	95,552	.....	.....	.....
147	Pittsburgh, Pa	George J. Luckey	86,076	130,000	6–21	0	.....	.....	.....	.....	17,510	.....	200	198
148	Reading, Pa*	Thomas Severn	33,930	42,000	6–18	0	.....	.....	.....	200	6,457	1,200	220	220
149	Titusville, Pa	H. C. Bosley	8,639	10,000	6–21	0	1,000	2,600	.....	152	1,652	200	196	196
150	Wilkesbarre, Pa., 3d dist.	L. H. Taylor	.....	.....	6–21	0	.....	.....	.....	.....	1,583	600	200	189
151	Williamsport, Pa	S. Transeau	16,030	18,000	6–21	0	.....	.....	0	136	3,263	425	160	156
152	York, Pa	W. H. Shelley	11,003	13,000	6–21	0	600	2,600	0	81	2,288	250	179	179
153	Newport, R. I.	Thomas H. Clarke	12,521	14,000	5–16	104	88	2,800	100	54	2,072	592	197	194
154	Providence, R. I.	Daniel Leach	68,904	c100,675	5–16	.....	0	19,177	.....	.....	.....	.....	200	194
155	Warwick, R. I.	John F. Brown	10,453	11,614	4–16	.....	0	.....	.....	.....	1,644	200	200	196
156	Woonsocket, R. I.	Charles J. White	11,527	14,000	5–16	252	0	3,236	.....	142	1,567	750	200	197
157	Chattanooga, Tenn	H. D. Hyatt	6,093	12,000	6–18	0	386	2,286	.....	30	1,674	225	200	195

* From Report of the Commissioner of Education for 1874.
a Census of 1875.
b Present enrolment.
c Kingston and Rondout have been united, and the report, except of taxable property, refers only to the schools of the Kingston district.
d State census of 1875.
e By census.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1875, &c.*—Continued.

Number.	City.	Superintendent.	Total population, (census of 1870.)	Estimated present population.	School population.				Number enrolled in public schools.			Estimated enrolment in private and parochial schools.	Number of school days in the year.	Number of days the schools were taught.
					Legal school age.	Number under 6 years of age.	Number over 16 years of age.	Total number of legal school age.	Number under 6 years of age.	Number over 16 years of age.	Total number enrolled.			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
158	Knoxville, Tenn	H. T. Morton	8,682	.....	6-18	0	.....	1,992	.....	.....	840	500	200	200
159	Nashville, Tenn	S. Y. Caldwell	25,865	28,000	6-18	0	2,650	8,950	0	240	3,998	500	200	195
160	Houston, Tex	Ashbel Smith	9,382	25,000	6-18	0	.....	6,551	.....	.....	2,955	.....	85	85
161	Rutland, Vt	J. W. Eaton	9,834	7,500	5-20	591	492	1,514	.....	.....	.....	400	195	188
162	Alexandria, Va	Richard L. Carne	13,570	14,000	5-21	359	1,160	4,447	13	34	931	852	205	191
163	Lynchburgh, Va	A. F. Biggers	6,825	14,000	5-21	.....	.....	4,093	.....	.....	1,486	416	200	193
164	Norfolk, Va	R. L. Page	19,229	26,000	5-21	705	1,576	6,244	.....	.....	1,522	1,475	200	185
165	Petersburgh, Va*	F. P. Leavenworth	18,950	20,000	5-21	.....	.....	6,758	.....	.....	2,168	600	200	.....
166	Portsmouth, Va	James F. Crocker	10,492	11,000	5-21	348	868	3,399	.....	.....	837	850	203	203
167	Richmond, Va	J. H. Binford	51,038	72,500	5-21	2,062	5,864	20,754	62	258	5,069	4,194	211	206
168	Wheeling, W. Va*	F. S. Williams	19,280	26,266	6-21	.....	.....	9,015	.....	.....	4,099	1,000	210	199
169	Fond du Lac, Wis	C. A. Hutchins	12,764	16,000	4-20	.....	.....	5,993	.....	.....	3,096	.....	200	196
170	Janesville, Wis	R. W. Burton	8,789	.....	4-20	839	1,152	3,571	400	200	1,750	500	200	195
171	La Crosse, Wis	J. W. Weston	7,785	12,000	4-20	923	720	3,538	306	105	1,401	2,390	200	200
172	Madison, Wis	Samuel Shaw	9,176	10,000	5-20	.....	.....	3,766	.....	.....	2,234	500	185	180
173	Milwaukee, Wis	James MacAlister	71,440	a100,775	4-20	.....	.....	33,919	.....	.....	12,745	9,269	197	197
174	Racine, Wis	R. H. Tripp	9,880	13,300	4-20	1,137	1,271	4,449	416	193	2,181	1,000	200	199
175	Denver, Colo	Aaron Gove	4,759	20,000	5-21	.....	.....	3,000	.....	.....	2,100	350	200	190
176	Georgetown, D. C. *b*	J. Ormond Wilson	81,844	103,000	6-17	0	1,462	19,489	0	141	11,241	6,837	201	191
177	Washington, D. C. *b*	J. Ormond Wilson												

* From Report of the Commissioner of Education for 1874.

a City census of 1875.

b These statistics are for white schools only.

TABLE II.—*School statistics of cities, &c.*—Continued.

Number.	City.	Number of school buildings for—								Number of sittings for study in—								Number of teachers in—					
		Primary schools.	Grammar schools.	High schools.	City normal schools.	Evening schools.	All public schools.	Private and parochial schools.	All schools, public and private.	Primary schools.	Grammar schools.	High schools.	City normal schools.	Evening schools.	All public schools.	Private and parochial schools.	All schools, public and private.	Primary schools.		Grammar schools.		High schools.	
																		Male.	Female.	Male.	Female.	Male.	Female.
	1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
1	Mobile, Ala*	....	....	....	....	....	15	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
2	Los Angeles, Cal*	....	....	....	....	....	6	4	10	588	310	55	.....	.....	953	.....	.....	.....	.....	.....	.....	.....	.....
3	San Francisco, Cal	54	12	2	....	....	68	.....	.....	20, 381	6, 108	674	0	.....	27, 163	.....	.....	1	324	27	102	10	12
4	San José, Cal	5	2	1	....	....	8	3	11	1, 100	450	50	.....	.....	1, 600	.....	.....	.....	22	4	5	2	.....
5	Stockton, Cal*	....	....	....	....	....	8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
6	Greenwich, Conn	19	....	....	....	....	19	3	22	2, 200	100	.....	.....	.....	2, 300	100	2, 400	4	19	1	1	.....	.....
7	Hartford, Conn*	....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
8	Meriden, Conn*	....	....	....	....	....	12	.....	.....	.....	.....	.....	.....	.....	1, 980	.....	.....	.....	9	.....	18	7	.....
9	New Britain, Conn	....	....	....	....	....	10	.....	.....	.....	.....	.....	.....	.....	2, 200	.....	.....	.....	11	2	18	.....	.....
10	New Haven, Conn	20	....	1	....	....	.....	.....	21	6, 089	1, 817	380	.....	295	8, 581	.....	.....	7	129	5	44	2	11
11	Norwalk, Conn	....	....	....	....	....	12	.....	.....	.....	.....	.....	.....	.....	2, 425	.....	.....	.....	.....	.....	.....	.....	.....
12	Stamford, Conn	....	....	....	....	....	16	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
13	Wilmington, Del	....	(16)	....	....	3	19	.....	.....	.....	(4, 932)	.....	.....	210	5, 142	.....	.....	.....	.....	.....	.....	.....	.....
14	Atlanta, Ga	8	....	2	....	....	10	.....	.....	.....	.....	.....	.....	.....	2, 800	.....	.....	0	31	4	15	2	4
15	Augusta, Ga	13	4	2	....	....	19	10	29	2, 000	660	240	.....	.....	2, 900	360	3, 260	7	20	1	3	3	1
16	Columbus, Ga	....	....	....	....	....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
17	Macon, Ga	7	....	2	....	....	9	2	11	.....	.....	.....	.....	.....	1, 240	200	1, 440	3	24	.....	.....	2	1
18	Savannah, Ga	....	....	....	....	....	9	.....	.....	1, 400	1, 000	450	.....	.....	2, 850	.....	.....	.....	28	5	16	6	4
19	Alton, Ill	....	....	....	....	....	6	.....	.....	.....	.....	.....	.....	.....	1, 100	.....	.....	.....	.....	.....	.....	.....	.....
20	Belleville, Ill	....	....	....	....	....	5	.....	.....	1, 200	450	50	.....	.....	1, 700	.....	.....	4	22	5	4	1	0
21	Bloomington, Ill	9	....	....	....	....	9	.....	.....	1, 200	400	306	.....	.....	1, 906	.....	.....	.....	28	.....	23	.....	4
22	Chicago, Ill	14	a32	1	1	....	48	.....	.....	10, 584	a23, 856	1, 005	250	.....	35, 695	.....	.....	0	241	23	456	15	12
23	Decatur, Ill	1	4	1	0	0	6	.....	.....	1, 174	512	196	0	0	1, 882	.....	.....	0	16	1	7	1	4
24	Galesburgh, Ill*	....	....	....	....	....	7	.....	.....	.....	.....	.....	.....	.....	1, 750	.....	.....	.....	.....	.....	.....	.....	.....
25	Jacksonville, Ill	....	....	....	....	....	7	4	11	1, 100	360	120	.....	.....	1, 580	600	2, 180	.....	22	1	7	1	3
26	Joliet, Ill	6	2	2	....	....	10	.....	.....	.....	.....	.....	.....	.....	1, 682	.....	.....	.....	34	.....	6	2	.....
27	Peoria, Ill	(8)		1	....	1	10	.....	.....	(2, 885)		157	.....	120	3, 162	.....	.....	b3	b57	.....	.....	2	3
28	Quincy, Ill	....	....	....	....	....	10	.....	.....	.....	.....	.....	.....	.....	2, 500	.....	.....	.....	38	.....	4	2	3

* From Report of the Commissioner of Education for 1874.

a The grammar school buildings contain primary pupils, and the exact number of each cannot be given.
b In primary and grammar schools.

TABLE II.—*School statistics of cities, &c.*—Continued.

Number.	City.	Number of school buildings for—								Number of sittings for study in—								Number of teachers in—					
		Primary schools.	Grammar schools.	High schools.	City normal schools.	Evening schools.	All public schools.	Private and parochial schools.	All schools, public and private.	Primary schools.	Grammar schools.	High schools.	City normal schools.	Evening schools.	All public schools.	Private and parochial schools.	All schools, public and private.	Primary schools.		Grammar schools.		High schools.	
																		Male.	Female.	Male.	Female.	Male.	Female.
	1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
29	Rock Island, Ill	3	1	1	....	....	5	.....	.....	1,334	430	120	.....	.....	1,884	.....	.....	.....	.....	.....	.....	.....	.....
30	Evansville, Ind*	....	....	....	....	....	11	.....	.....	.....	.....	.....	.....	.....	4,411	.....	.....	.....	.....	.....	.....	.....	.....
31	Fort Wayne, Ind	8	4	1	....	....	13	10	23	2,217	792	280	15	.....	3,304	.....	.....	5	35	2	17	3	5
32	Indianapolis, Ind	....	....	....	....	....	22	.....	.....	.....	.....	.....	.....	.....	7,907	.....	.....	.....	.....	.....	.....	.....	.....
33	Jeffersonville, Ind	2	2	1	....	....	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	10	4	7	2	1
34	Logansport, Ind	7	4	1	1	....	7	.....	.....	880	440	110	10	.....	1,440	.....	.....	1	15	1	8	1	3
35	Madison, Ind	....	....	....	....	....	7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
36	Richmond, Ind	....	....	....	....	....	6	.....	.....	.....	.....	.....	.....	.....	1,783	.....	.....	.....	.....	.....	.....	.....	.....
37	South Bend, Ind*	....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	1,450	.....	.....	.....	12	.....	12	2	1
38	Terre Haute, Ind	....	....	....	....	....	.....	.....	11	.....	.....	.....	.....	.....	.....	.....	3,637	.....	.....	.....	.....	.....	.....
39	Burlington, Iowa	5	4	1	....	....	10	6	16	1,834	1,066	500	200	300	3,900	2,000	5,900	3	21	6	24	4	3
40	Davenport, Iowa*	3	5	1	....	....	9	.....	.....	2,469	885	264	50	184	3,852	.....	.....	5	45	10	20	3	2
41	Des Moines, (west side) Iowa	....	....	....	....	....	4	.....	.....	.....	.....	.....	.....	.....	1,855	.....	.....	.....	.....	.....	.....	.....	.....
42	Dubuque, Iowa	1	3	4	1	....	9	.....	.....	1,115	950	882	130	.....	3,077	.....	.....	.....	.....	.....	.....	.....	.....
43	Keokuk, Iowa*	....	....	....	....	....	9	.....	.....	.....	.....	.....	.....	.....	2,325	.....	.....	.....	.....	.....	.....	.....	.....
44	Atchison, Kans	....	....	....	....	....	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	9	1	6	.....	3
45	Covington, Ky	....	....	....	....	....	5	.....	.....	.....	.....	.....	.....	.....	3,360	.....	.....	.....	.....	.....	.....	.....	.....
46	Lexington, Ky	....	....	....	....	....	9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
47	Louisville, Ky	(23)		2	1	....	26	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	a17½	241	.....	.....	11	10
48	Newport, Ky	....	....	....	....	....	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
49	New Orleans, La*	73	....	....	....	....	73	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
50	Lewiston, Me	....	....	....	....	....	.....	.....	.....	2,384	560	156	.....	.....	3,100	.....	.....	1	51	1	9	1	4
51	Portland, Me	....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	5,695	.....	.....	.....	.....	.....	.....	.....	.....
52	Baltimore, Md	71	40	3	1	10	125	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
53	Adams, Mass	....	....	....	....	....	18	.....	.....	.....	.....	.....	.....	.....	2,740	.....	.....	.....	.....	.....	.....	.....	.....
54	Boston, Mass	90	50	8	....	....	148	.....	.....	22,495	30,619	2,922	75	.....	56,111	.....	.....	.....	425	96	511	49	46
55	Fall River, Mass	24	4	1	0	....	29	.....	.....	5,072	1,051	160	0	.....	6,283	.....	.....	2	94	4	17	1	4
56	Fitchburg, Mass	4	13	1	....	....	18	.....	.....	1,200	1,500	160	.....	200	3,060	.....	.....	.....	20	2	24	4	2
57	Haverhill, Mass	10	6	1	11	....	28	.....	.....	1,000	1,000	200	300	200	2,700	40	2,740	.....	18	2	24	4	3
58	Holyoke, Mass	10	1	1	....	5	17	2	19	1,100	300	76	.....	500	1,976	1,000	2,976	.....	20	1	6	2	1

59	Lawrence, Mass	16	3	1	....	2	22	2	21	2,548	1,007	180	.....	450	4,185	1,050	5,235	0	52	4	21	2	7
60	Lowell, Mass	24	9	1	....	....	34	.....	.....	3,279	2,919	330	.....	.....	6,528	.....	.....	0	60	7	54	3	7
61	Lynn, Mass*	....	32	....	....	....	32	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
62	Marlborough, Mass	....	....	....	....	....	11	.....	.....	.....	.....	.....	.....	.....	1,750	.....	.....	0	22	2	6	1	2
63	Newburyport, Mass	....	16	1	....	....	18	4	22	956	938	.....	.....	150	2,044	100	2,144	.....	24	4	11	3	3
64	Newton, Mass	....	....	....	....	....	17	.....	.....	.....	.....	.....	.....	.....	3,108	.....	.....	.....	.....	.....	.....	.....	.....
65	Pittsfield, Mass	21	3	1	....	....	25	.....	.....	2,500	338	110	.....	150	3,098	.....	.....	.....	40	2	10	1	2
66	Salem, Mass	11	6	1	....	....	18	.....	.....	.....	1,346	215	.....	.....	1,561	.....	.....	0	48	4	26	2	6
67	Springfield, Mass	20	6	1	....	2	29	12	41	2,150	3,000	324	.....	300	5,774	300	6,074	.....	68	6	50	3	6
68	Taunton, Mass	10	5	1	0	1	17	1	18	2,016	935	180	0	180	3,311	175	3,486	0	47	6	18	2	2
69	Woburn, Mass	....	....	....	....	....	14	2	16	.....	.....	.....	.....	.....	2,300	150	2,450	.....	.....	.....	.....	.....	.....
70	Worcester, Mass	3	30	1	0	0	34	.....	.....	4,525	2,915	382	.....	.....	8,822	.....	.....	.....	81	8	59	6	5
71	Bay City, Mich	7	6	1	....	....	14	4	18	1,737	531	156	.....	.....	2,424	.....	.....	.....	24	4	6	1	2
72	Detroit, Mich	....	....	....	....	....	26	.....	.....	.....	.....	.....	.....	.....	11,131	.....	.....	.....	.....	.....	.....	.....	.....
73	East Saginaw, Mich	....	....	....	....	....	10	5	15	.....	.....	.....	.....	.....	2,919	.....	.....	.....	32	1	13	1	3
74	Grand Rapids, Mich	8	4	1	....	....	13	5	18	2,940	970	300	.....	.....	4,210	.....	.....	.....	48	1	19	4	1
75	Saginaw, Mich	6	3	1	0	0	6	4	10	997	423	166	0	0	1,526	300	1,826	1	17	5½	8½	1½	½
76	Minneapolis, Minn	....	....	....	....	....	7	.....	.....	1,960	1,008	104	.....	.....	3,072	.....	.....	.....	.....	.....	.....	.....	.....
77	St. Paul, Minn	....	....	....	....	....	14	.....	.....	.....	.....	.....	.....	.....	3,625	.....	.....	.....	.....	.....	.....	.....	.....
78	Vicksburg, Miss	....	4	....	....	....	4	5	9	624	394	.....	.....	.....	1,018	300	1,318	.....	11	1	13	.....	.....
79	Hannibal, Mo	(5)	....	1	....	....	6	.....	.....	1,539	.....	36	.....	.....	1,575	.....	.....	.....	13	5	8	1	0
80	Kansas City, Mo	....	....	....	....	....	.....	.....	9	.....	.....	.....	.....	.....	.....	.....	3,400	.....	.....	.....	.....	.....	.....
81	St. Joseph, Mo	8	7	1	....	....	16	.....	.....	1,864	698	240	.....	.....	2,802	.....	.....	5	29	2	12	4	1
82	St. Louis, Mo	....	....	....	....	....	52	.....	.....	22,079	6,651	1,160	180	4,950	35,020	.....	.....	2	418	44	170	14	30
83	Omaha, Nebr	7	2	1	....	....	10	6	16	1,341	336	64	.....	.....	1,741	.....	.....	.....	28	3	8	3	.....
84	Manchester, N. H	16	5	1	....	....	22	4	26	1,685	1,350	300	.....	.....	3,335	2,000	5,335	.....	35	5	20	2	5
85	Nashua, N. H	....	....	....	....	....	17	2	19	.....	.....	.....	.....	.....	2,780	.....	.....	.....	35	1	9	2	2
86	Camden, N. J	....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
87	Elizabeth, N. J	6	4	3	....	b2	13	19	32	1,500	604	409	.....	.....	2,513	2,264	4,777	.....	28	.....	13	3	4
88	Jersey City, N. J	....	....	....	....	....	20	.....	.....	.....	.....	.....	.....	.....	11,133	.....	.....	.....	.....	.....	.....	.....	.....
89	Newark, N. J	(25)	....	....	....	....	25	.....	.....	8,500	3,500	400	.....	.....	12,400	.....	.....	5	126	12	80	5	7
90	New Brunswick, N. J	5	(1)	....	....	....	6	12	18	1,224	654	126	0	0	2,004	1,234	3,238	0	24	0	13	2	2
91	Orange, N. J	3	1	....	....	....	4	.....	.....	750	300	50	.....	.....	1,100	.....	.....	.....	17	.....	10	2	.....
92	Paterson, N. J	4	6	....	....	....	10	.....	.....	4,162	1,074	234	.....	.....	5,470	.....	.....	2	71	5	18	1	3
93	Trenton, N. J*	10	....	....	....	....	10	.....	.....	1,800	200	300	.....	.....	2,300	.....	.....	0	35	3	2	2	8
94	Albany, N. Y*	....	....	....	....	....	25	.....	.....	.....	.....	.....	.....	.....	8,831	.....	.....	.....	.....	.....	.....	.....	.....
95	Auburn, N. Y	3	5	1	....	....	9	4	13	1,400	1,128	216	.....	.....	2,744	1,259	4,003	.....	21	.....	20	2	3
96	Binghamton, N. Y	(7)	(1)	....	....	....	8	1	9	1,407	704	370	.....	.....	2,481	766	3,247	.....	31	3	8	3	8
97	Buffalo, N. Y	....	....	....	....	....	50	.....	.....	.....	.....	.....	.....	.....	18,000	.....	.....	.....	.....	.....	.....	.....	.....
98	Cohoes, N. Y	....	....	....	....	....	8	5	13	1,350	240	60	.....	.....	1,650	450	2,100	0	8	0	20	1	3
99	Elmira, N. Y	(6)	....	1	....	....	7	.....	.....	2,220	1,800	180	.....	.....	4,200	.....	.....	.....	38	8	30	1	4
100	Ithaca, N. Y	5	3	1	....	....	9	.....	.....	725	616	156	.....	.....	1,497	.....	.....	0	14	1	11	2	3
101	Kingston, N. Y*	....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
102	Lockport, N. Y*	6	1	1	....	....	8	5	13	.....	.....	.....	.....	.....	.....	.....	.....	.....	27	.....	6	4	4
103	Long Island City, N. Y	....	....	....	....	....	4	.....	.....	.....	.....	.....	.....	.....	2,000	.....	.....	.....	.....	.....	.....	.....	.....
104	Newburgh, N. Y	....	....	....	....	....	6	.....	.....	1,700	575	150	.....	132	2,557	.....	.....	.....	30	3	10	3	2
105	New York, N. Y	....	....	....	....	....	126	.....	.....	.....	.....	.....	.....	.....	151,818	.....	.....	.....	1,486	239	1,000	.....	c97
106	Ogdensburgh, N. Y	....	....	....	....	....	.....	.....	9	.....	.....	.....	.....	.....	.....	.....	1,700	.....	.....	.....	.....	.....	.....
107	Oswego, N. Y	....	....	....	....	....	14	.....	.....	2,048	1,954	220	.....	100	4,322	.....	.....	.....	30	2	33	1	3
108	Poughkeepsie, N. Y	....	....	....	....	....	9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	43	.....	8	1	6

* From Report of the Commissioner of Education for 1874. *a* In primary and grammar schools. *b* Used for day schools also. *c* Corporate schools.

TABLE II.—*School statistics of cities, &c.*—Continued.

Number.	City.	Number of school buildings for—								Number of sittings for study in—								Number of teachers in—					
		Primary schools.	Grammar schools.	High schools.	City normal schools.	Evening schools.	All public schools.	Private and parochial schools.	All schools, public and private.	Primary schools.	Grammar schools.	High schools.	City normal schools.	Evening schools.	All public schools.	Private and parochial schools.	All schools, public and private.	Primary schools.		Grammar schools.		High schools.	
																		Male.	Female.	Male.	Female.	Male.	Female.
	1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
109	Rochester, N. Y	8	4	1	...	...	23	10	33	5,278	4,100	400	.....	450	10,228	4,050	14,278	.....	93	15	88	5	4
110	Rome, N. Y	3	3	1	...	...	7	.....	.....	840	464	196	.....	.....	1,500	.....	.....	.....	13	.....	8	1	5
111	Saratoga Springs, N. Y	3	4	1	...	...	8	.....	.....	1,240	400	160	.....	.....	1,800	.....	.....	.....	17	3	3	2	2
112	Schenectady, N. Y	3	4	1	...	...	8	.....	.....	1,062	572	110	.....	.....	1,744	.....	.....	0	15	.....	14	.....	5
113	Syracuse, N. Y	17	15	1	1	1	45	15	60	4,360	3,308	442	.....	120	8,230	1,340	9,570	.....	135	7	47	4	7
114	Troy, N. Y	.....	.....	.....	.....	.....	19	4	23	4,170	2,898	152	.....	.....	7,220	.....	.....	.....	.....	.....	.....	.....	.....
115	Utica, N. Y	(15)		2	...	1	18	5	23	1,930	1,388	660	.....	108	4,086	1,000	5,086	.....	34	.....	29	7	11
116	Watertown, N. Y	2	6	1	...	...	9	3	12	1,123	720	230	.....	.....	2,073	150	2,223	0	25	0	12	3	3
117	Yonkers, N. Y*	5	2	..	..	...	7	.....	.....	800	700	.....	.....	.....	1,500	.....	.....	.....	.....	.....	.....	.....	.....
118	Wilmington, N. C*	.....	.....	.....	.....	.....	6	.....	.....	.....	.....	.....	.....	.....	1,000	.....	.....	.....	.....	.....	.....	.....	.....
119	Akron, Ohio	12	1	1	..	...	14	.....	.....	1,344	617	130	.....	.....	2,091	.....	.....	0	24	0	13	0	4
120	Canton, Ohio	1	5	...	...	...	6	3	9	920	360	75	.....	.....	1,355	600	1,955	1	18	4	7	2	2
121	Chillicothe, Ohio	.....	.....	.....	.....	.....	4	3	7	900	620	130	.....	.....	1,650	400	2,050	1	19	1	16	1	3
122	Cincinnati, Ohio	34	4	2	...	...	40	.....	.....	21,622	4,819	916	100	.....	27,457	.....	.....	52	361	27	67	12	12
123	Cleveland, Ohio	17	14	4	1	0	36	.....	.....	12,246	3,470	610	42	0	16,368	.....	.....	0	195	10	80	10	11
124	Columbus, Ohio	9	14	1	...	...	24	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	68	5	40	4	5
125	Dayton, Ohio	(10)		1	...	...	11	.....	.....	(4,853)		221	24	.....	5,098	.....	.....	7	52	8	26	3	4
126	Hamilton, Ohio	1	3	1	0	0	5	4	9	1,140	448	120	0	0	1,708	725	2,433	3	16	4	4	1	2
127	Mansfield, Ohio	.....	.....	.....	.....	.....	5	.....	.....	.....	.....	.....	.....	.....	1,800	.....	.....	.....	.....	.....	.....	.....	.....
128	Newark, Ohio	5	...	1	...	...	6	1	7	.....	.....	.....	.....	.....	.....	.....	.....	.....	18	.....	8	4	4
129	Portsmouth, Ohio	5	...	1	...	...	6	2	8	1,600	400	108	.....	.....	2,108	250	2,358	1	27	.....	7	2	.....
130	Sandusky, Ohio	8	3	1	...	...	12	6	18	1,618	522	90	20	.....	2,250	1,200	3,450	2	25	1	8	1	3
131	Springfield, Ohio	.....	.....	.....	.....	.....	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
132	Steubenville, Ohio	.....	.....	.....	.....	.....	6	2	8	1,000	580	120	.....	.....	1,700	350	2,050	2	14	3	10	2	3
133	Toledo, Ohio	(21)		1	0	...	22	.....	.....	3,701	2,226	417	0	.....	6,344	.....	.....	6	57	6	44	3	10
134	Zanesville, Ohio	(18)		1	...	...	19	4	23	(2,600)		200	.....	.....	2,800	.....	.....	1	34	5	23	3	2
135	Portland, Oreg	.....	.....	.....	.....	.....	6	.....	.....	.....	.....	.....	.....	.....	416	.....	.....	.....	.....	.....	.....	.....	.....
136	Allegheny, Pa	.....	.....	.....	.....	.....	18	.....	.....	5,500	3,000	.....	.....	.....	8,500	.....	.....	8	104	6	54	.....	.....
137	Allentown, Pa	.....	.....	.....	.....	.....	8	.....	.....	.....	.....	.....	.....	.....	3,500	.....	.....	.....	31	13	12	1	2
138	Altoona, Pa	12	12	1	...	2	27	4	31	.....	.....	.....	.....	.....	.....	.....	.....	1	23	9	4	1	.....
139	Carbondale, Pa*	7	.....	.....	.....	.....	7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	10	3	4	1	1

140	Chester, Pa	7	3	1	....	2	13	.....	.....	1,531	236	108	.....	.....	1,875	200	2,075	.....	28	.....	6	1	2
141	Danville, Pa	....	....	....	....	....	8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
142	Erie, Pa	....	....	....	....	..	15	.....	.....	2,100	890	200	.....	.....	3,190	.....	.....	3	45	.....	22	4	3
143	Harrisburgh, Pa	....	....	....	....	....	23	.....	.....	3,862	959	190	.....	.....	5,011	.....	.....	14	51	7	12	3	4
144	Lancaster, Pa	20	2	....	....	....	22	....	.....	2,100	750	300	.....	.....	3,150	.....	.....	1	39	4	11	2	2
145	Norristown, Pa	....	4	1	....	....	5	3	8	1,270	720	170	.....	.....	2,160	.....	.....	0	21	3	11	1	2
146	Philadelphia, Pa	....	....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
147	Pittsburgh, Pa	....	....	....	....	....	53	.....	.....	.....	.....	.....	.....	.....	25,000	.....	.....	.....	.....	.....	.....	.....	.....
148	Reading, Pa*	....	....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
149	Titusville, Pa	....	....	....	....	....	4	2	6	860	358	90	.....	.....	1,308	150	1,458	.....	15	.....	7	.....	3
150	Wilkesbarre (3d district), Pa	....	....	....	....	....	3	.....	.....	.....	.....	.....	.....	.....	1,367	.....	.....	.....	16	3	4	1	2
151	Williamsport, Pa	6	9	1	....	....	16	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	25	10	18	1	2
152	York, Pa	....	....	....	....	....	9	.....	.....	.....	.....	.....	.....	.....	2,100	.....	.....	.....	.....	.....	.....	.....	.....
153	Newport, R. I	5	2	1	....	1	9	.....	.....	1,207	626	118	.....	258	2,001	.....	.....	.....	25	2	11	4	2
154	Providence, R. I	....	....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
155	Warwick, R. I	....	....	....	....	....	.....	.....	28	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
156	Woonsocket, R. I	8	2	1	0	0	11	2	13	838	392	65	0	0	1,295	650	1,945	0	17	3	3	1	1
157	Chattanooga, Tenn	....	....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
158	Knoxville, Tenn	....	....	....	....	....	3	4	7	.....	.....	.....	.....	.....	840	500	1,340	1	10	4	5	.....	.....
159	Nashville, Tenn	3	4	1	....	....	8	5	13	2,120	1,280	220	.....	.....	3,620	800	4,420	1	37	11	17	3	2
160	Houston, Tex	....	....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
161	Rutland, Vt	....	....	....	....	....	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
162	Alexandria, Va	3	1	....	....	....	4	22	26	725	325	.....	.....	.....	1,050	1,000	2,050	.....	12	3	3	.....	.....
163	Lynchburg, Va	....	....	....	....	....	7	.....	.....	.....	.....	.....	.....	.....	1,100	.....	.....	.....	.....	.....	.....	.....	.....
164	Norfolk, Va	(6)		....	....	....	6	.....	.....	700	460	.....	.....	.....	1,160	.....	.....	.....	12	4	8	.....	.....
165	Petersburg, Va*	....	....	....	....	....	8	.....	.....	.....	.....	.....	.....	.....	1,920	.....	.....	.....	.....	.....	.....	.....	.....
166	Portsmouth, Va	....	....	....	....	....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	9	.....	.....	.....	.....
167	Richmond, Va	2	10	1	....	....	13	6	19	3,668	1,156	200	.....	.....	5,024	2,940	7,964	4	72	8	22	2	3
168	Wheeling, W. Va*	....	....	....	....	....	9	.....	.....	.....	.....	.....	.....	.....	3,570	.....	.....	1	53	6	8	.....	.....
169	Fond du Lac, Wis	13	2	1	....	....	16	.....	.....	1,900	616	280	.....	.....	2,796	.....	.....	.....	.....	.....	.....	.....	.....
170	Janesville, Wis	....	4	1	....	....	5	.....	.....	.....	.....	.....	.....	.....	1,482	.....	.....	.....	.....	.....	.....	.....	.....
171	La Crosse, Wis	....	....	....	....	....	.....	.....	8	.....	.....	.....	.....	.....	.....	.....	1,400	.....	.....	.....	.....	.....	.....
172	Madison, Wis	....	....	....	....	....	8	.....	.....	.....	.....	.....	.....	.....	1,600	.....	.....	.....	.....	.....	.....	.....	.....
173	Milwaukee, Wis	6	13	1	....	....	20	51	71	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
174	Racine, Wis	....	....	....	....	....	7	.....	.....	.....	.....	.....	.....	.....	1,850	.....	.....	.....	.....	.....	.....	.....	.....
175	Denver, Colo	....	....	....	....	....	.....	.....	3	.....	.....	.....	.....	.....	1,443	.....	.....	.....	14	.....	12	2	3
176	Georgetown, D. C *a*	....	....	0	....	0	47	109	156	6,985	2,640	0	20	0	9,645	.....	.....	0	116	9	47	0	0
177	Washington, D. C *a*																						

* From Report of the Commissioner of Education for 1874.

a These statistics are for white schools only.

TABLE II.—*School statistics of cities, &c.*—Continued.

Number.	City.	Number of teachers in—								Number of scholars in—													
		City normal schools.		Evening schools.		All public schools.		Private and parochial schools.	All schools, public and private.	Primary schools.		Grammar schools.		High schools.		City normal schools.		Evening schools.		All public schools.		Private and parochial schools.		All schools, public and private.	
		Male.	Female.	Male.	Female.	Male.	Female.			Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.
	1	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
1	Mobile, Ala*	...	...	...	...	75	25	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2	Los Angeles, Cal*	...	...	...	...	5	13	...	...	...	...	...	...	...	...	...	...	...	...	974	761	...	...	...	...
3	San Francisco, Cal	0	0	20	3	58	441	...	...	22,158	14,929	6,055	4,857	702	542	...	...	2,213	686	31,128	21,014	...	...	...	...
4	San José, Cal	...	...	...	...	6	27	...	...	...	...	...	...	...	...	...	...	...	...	2,958	1,302	...	...	...	...
5	Stockton, Cal*	...	...	...	...	6	27	...	...	...	...	...	...	...	...	...	...	...	...	1,568	...	...	...	...	...
6	Greenwich, Conn	...	...	...	...	7	18	6	31	1,546	696	...	...	...	...	...	...	...	...	1,546	696	55	48	1,601	744
7	Hartford, Conn*	...	...	...	...	25	106	49	180	...	...	...	...	...	...	...	...	...	...	6,800	5,224	1,812	...	8,612	...
8	Meriden, Conn*	...	...	...	...	7	27	...	...	...	...	...	...	...	...	...	...	...	...	1,022	909	...	...	...	...
9	New Britain, Conn	...	...	...	...	2	29	...	...	...	...	...	...	...	...	...	...	...	...	2,522	2,000	...	...	...	...
10	New Haven, Conn	...	...	10	1	24	185	...	...	8,560	5,304	2,140	1,326	397	294	...	...	393	142	11,490	7,066	...	...	...	...
11	Norwalk, Conn	...	...	...	...	8	38	...	...	...	...	...	...	...	...	...	...	...	...	2,445	1,707	...	...	...	...
12	Stamford, Conn	...	...	...	...	7	24	...	...	...	...	...	...	...	...	...	...	...	...	1,734	955	...	...	...	...
13	Wilmington, Del	...	...	0	9	1	102	...	...	...	...	...	...	...	...	...	...	255	107	6,288	3,612	...	...	...	...
14	Atlanta, Ga	...	...	...	...	6	50	3	59	...	...	...	...	...	...	...	...	...	...	3,627	2,378	...	...	...	...
15	Augusta, Ga	...	...	3	...	14	24	...	...	...	...	...	...	...	...	...	...	...	...	2,912	2,350	...	...	...	...
16	Columbus, Ga	...	...	...	...	2	16	...	...	...	...	...	...	...	...	...	...	...	...	1,153	816	...	...	...	...
17	Macon, Ga	...	...	...	...	5	25	...	...	1,663	974	...	...	60	...	...	...	...	...	1,723	...	...	...	...	...
18	Savannah, Ga	...	...	...	...	11	48	...	...	2,227	2,004	1,050	943	300	270	...	...	...	...	3,577	3,219	...	...	...	...
19	Alton, Ill	...	...	...	...	2	19	...	...	...	...	...	...	...	...	...	...	...	...	1,334	967	...	...	...	...
20	Belleville, Ill	...	...	...	...	10	26	12	48	...	...	...	...	...	...	...	...	...	...	1,675	...	...	...	...	...
21	Bloomington, Ill	...	...	...	...	...	55	...	...	...	...	...	...	...	...	...	...	...	...	3,216	2,250	...	...	...	...
22	Chicago, Ill	1	2	...	...	39	711	...	...	...	...	...	...	...	...	...	...	...	...	49,121	32,999	...	...	...	...
23	Decatur, Ill	0	0	0	0	2	27	...	...	1,257	853	421	337	200	155	0	0	0	0	1,878	1,345	...	...	...	...
24	Galesburgh, Ill*	...	...	...	...	3	26	...	...	...	...	...	...	...	...	...	...	...	...	2,166	1,333	...	...	...	...
25	Jacksonville, Ill	...	...	...	...	2	32	24	58	...	...	...	...	...	...	...	...	...	...	1,679	1,147	...	...	...	...
26	Joliet, Ill	...	...	...	...	2	40	...	...	...	...	...	...	...	...	...	...	...	...	2,141	1,824	...	...	...	...
27	Peoria, Ill	...	...	2	...	7	60	...	...	a2,949	a2,746	...	...	140	134	...	...	122	75	3,211	2,955	...	...	...	...
28	Quincy, Ill	...	...	...	...	2	45	...	...	...	...	...	...	...	...	...	...	...	...	3,250	1,951	...	...	...	...
29	Rock Island, Ill	...	...	...	...	3	34	...	...	...	...	...	...	...	...	...	...	...	...	1,884	1,246	...	...	...	...

30	Evansville, Ind*					13	77												4,411	3,545				
31	Fort Wayne, Ind		2			10	59	24	93	2,432	1,482	760	518	165	125	11	9		3,368	2,134	2,000	1,500	5,368	3,634
32	Indianapolis, Ind					18	162												11,013	7,210				
33	Jeffersonville, Ind					6	18												1,000					
34	Logansport, Ind		1			3	27			1,132		446		107	74	10	8		1,695	975	700		2,395	
35	Madison, Ind					1	35												1,412	1,200				
36	Richmond, Ind					2	36												1,458	1,258				
37	South Bend, Ind*					2	25												1,281	1,170				
38	Terre Haute, Ind								66										3,647				3,647	2,556
39	Burlington, Iowa	1		3		17	48	15	80										3,027	2,135	1,500		4,700	
40	Davenport, Iowa*	0	2	4	0	22	69			2,761	a2,678	784		192	158	11	9.8	361	167	4,109	3,013				
41	Des Moines, (west side,) Iowa.					4	24													1,831	1,170				
42	Dubuque, Iowa					5	59			1,196	1,042	869	742	704	580	94	85			2,863	2,449				
43	Keokuk, Iowa*					10	39													2,369	1,860				
44	Atchison, Kans					1	18													1,428					
45	Covington, Ky					7	51													3,513	2,531				
46	Lexington, Ky					8	22													1,523	1,246				
47	Louisville, Ky	1½	5			46	271			a16,906	7,305		3,636	645	573	42	37			17,593	11,551				
48	Newport, Ky					4	38													2,545	1,880				
49	New Orleans, La*					32	410													25,215	17,193	14,235		39,450	
50	Lewiston, Me		1			3	65			2,805		509		153						3,467	2,173				
51	Portland, Me					9	102													5,290	4,268				
52	Baltimore, Md					93	613													45,565	24,920				
53	Adams, Mass					7	46													3,178	1,939				
54	Boston, Mass	1	2	56	110	202	1,094			b18,665	16,889	b23,971	22,502	b2,112	2,002	b68	65	b3,416	1,904	b48,232	43,362				
55	Fall River, Mass			5	24	12	139			7,719	3,544	1,140	819	203	142					9,062	4,505				
56	Fitchburg, Mass			1	5	7	51			1,333	943	979	670	161	137			200	100	2,673	1,850				
57	Haverhill, Mass			3	16	9	72			1,130	935	1,034	923	168	152	c316	c257	250	190	2,898	2,457		30		2,297
58	Holyoke, Mass			12	4	15	31	16	62									536	193	2,083	1,196	1,400	1,000	3,483	2,196
59	Lawrence, Mass			0	23	6	106	20	132	3,748	2,171	1,157	924	220	168			506	287	5,631	3,550	1,200	950	6,831	4,500
60	Lowell, Mass					12	121			4,557	2,620	3,145	2,119	323	202					8,025	5,031				
61	Lynn, Mass*					12	146													5,072	4,300	300		5,372	
62	Marlborough, Mass				2	3	35													2,040					
63	Newburyport, Mass			1	9	8	47	4	59	1,168	1,021	750	620	224	197			150		2,292	1,838	130		2,422	
64	Newton, Mass					8	80													3,094	2,347				
65	Pittsfield, Mass			2	2	5	54													2,109	1,464				
66	Salem, Mass			2	11	8	91			2,626	1,720	1,311	1,048	211	192			365	164	4,513	3,124				
67	Springfield, Mass			3	11	12	135	12	159	2,168		3,276		246				404		6,094	4,144	300		6,394	
68	Taunton, Mass			2	10	10	77	5	92	2,685	1,679	1,034	784	162	150			187	100	4,068	2,713	216	136	4,284	2,849
69	Woburn, Mass					8	43	4	55											1,977	1,498				
70	Worcester, Mass	0		8	15	22	160			4,805	3,493	3,647	2,399	444	308			770	388	9,666	6,588	1,200		10,866	
71	Bay City, Mich					5	32			1,893	1,040	596	353	90	84					2,579	1,476				
72	Detroit, Mich					9	212													13,739	8,760	4,000		17,739	
73	East Saginaw, Mich					2	48			2,468	1,645	696	418	100	82					3,264	2,143				
74	Grand Rapids, Mich					5	68			3,250	1,708	1,304	912	300	224			300	145	5,154	2,989				
75	Saginaw, Mich	0	0	0	0	8	26	5	39	1,250	711	465	245	73	53	0	0	0	0	1,788	1,009	300	225	2,088	1,234
76	Minneapolis, Minn					2	55													3,393					
77	St. Paul, Minn					19	68													4,941					
78	Vicksburg, Miss					1	24	1	37	800	596	600	454							1,400	1,050	400	300	1,800	1,350

* From Report of Commissioner of Education for 1874. *a* In primary and grammar schools. *b* Average whole number belonging. *c* Ungraded schools.

TABLE II.—*School statistics of cities, &c.*—Continued.

Number.	City.	Number of teachers in—								Number of scholars in—													
		City normal schools.		Evening schools.		All public schools.		Private and parochial schools.	All schools, public and private.	Primary schools.		Grammar schools.		High schools.		City normal schools.		Evening schools.		All public schools.		Private and parochial schools.		All schools, public and private.	
		Male.	Female.	Male.	Female.	Male.	Female.			Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.
	1	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
79	Hannibal, Mo					6	21				827		372		32					1,888	1,231				
80	Kansas City, Mo					11	49													4,262	2,643				
81	St. Joseph, Mo					11	42			2,581	1,614	706	469	198	156					3,485	2,239				
82	St. Louis, Mo	1	11	39	92	100	721			27,821	18,606	6,879	4,650	1,287	1,010	254	172	5,751	2,644	41,692	27,082	22,654		64,356	
83	Omaha, Nebr					6	36			1,761		663		62						2,486	1,507	389		2,885	
84	Manchester, N. H			2	4	9	64	20	93	1,381		1,002		235						2,618	2,295	1,800	1,100	4,418	3,395
85	Nashua, N. H				5	3	51	3	57											2,354	1,731				
86	Camden, N. J					8	92													5,000	4,500				
87	Elizabeth, N. J			a2	a8	3	45	65	113	1,537	1,343	542	485	117	110			524	230	2,720	2,168	1,969	1,819	4,689	3,987
88	Jersey City, N. J					16	247													12,827	9,583				
89	Newark, N. J	4		26	15	52	228			11,667	6,720	4,397	2,931	420	342	124	88	1,589	859	18,197	10,940				
90	New Brunswick, N. J	0	0	0	0	2	39	30	71	1,630	1,061	585	411	120	90	0	0	0	0	2,395	1,562	1,234	700	3,629	2,262
91	Orange, N. J					2	27													1,515	954				
92	Paterson, N. J	a4		a6	a19	8	92			3,914	3,025	722	626	96	82	112	91	889	548	5,733	4,378				
93	Trenton, N. J*					5	45			1,931	1,617	269	233	300	279					2,500	2,129	1,000		3,500	
94	Albany, N. Y*																			12,460	7,095				
95	Auburn, N. Y					2	41	27	73	1,529	1,047	696	482	194	135					2,419	1,664	1,285	1,040	3,704	2,704
96	Binghamton, N. Y					6	47	29	82											2,686	1,880	680	615	3,276	2,495
97	Buffalo, N. Y					34	380													21,200	12,560				
98	Cohoes, N. Y					1	31	9	41	1,100	371	1,850	744	225	124					3,175	1,239	435	400	3,610	1,639
99	Elmira, N. Y					6	72			2,341	1,788	1,685	1,162	141	138					4,167	3,088				
100	Ithaca, N. Y					3	28	3	34	653	575	606	542	149	142					1,408	1,259				
101	Kingston, N. Y*					6	20													1,800		150		1,950	
102	Lockport, N. Y*					4	37	8	49	2,155	1,096	482	247	416	195					3,053	1,538	358	300	3,411	1,838
103	Long Island City, N. Y					3	34													3,152	1,766				
104	Newburgh, N. Y			1	2	7	44			1,605		484		159				100		2,348	1,887				
105	New York, N. Y	2	25	183	225	424	2,833			109,751	62,329	47,547	36,727	b22,633	b8,953	2,492	1,348	22,555	10,343	204,978	119,700				
106	Ogdensburgh, N. Y								25											1,690				1,690	
107	Oswego, N. Y				2	3	68			1,823	1,234	2,070	1,454	102	82			139		4,134	2,770				

108	Poughkeepsie, N. Y					1	57													3,859	2,156				
109	Rochester, N. Y			8	2	28	186	62	276	9,426	4,301	1,767	2,205	390	383			500	455	12,103	7,344	5,902	4,002	18,005	11,346
110	Rome, N. Y					1	26			1,342	671	478	302	181	130					2,001	1,103				
111	Saratoga Springs, N. Y					5	22													1,713	900				
112	Schenectady, N. Y					0	34													2,155	1,371				
113	Syracuse, N. Y		1	3		14	190	32	236	4,544	3,576	2,502	2,059	251	244	12	12	100	90	7,409	5,981	1,152	1,065	8,591	7,046
114	Troy, N. Y			7	23	(140)														7,925	5,050				
115	Utica, N. Y			2		9	74	18	101	2,556	1,599	1,453	945	564	448			138	80	4,711	3,072	1,000	500	5,711	3,572
116	Watertown, N. Y					3	40	5	48	1,103	800	670	451	259	158					2,032	1,409				
117	Yonkers, N. Y					12	35			1,000	600	1,840	1,000							2,840	1,600	700		3,540	
118	Wilmington, N. C*					2	18													1,252	700				
119	Akron, Ohio					0	41			1,533	1,130	648	513	137	112					2,318	1,755				
120	Canton, Ohio					7	27	7	41	1,092	682	521	325	77	59					1,690	1,066				
121	Chillicothe, Ohio					3	38	10	51	957	648	727	557	106	91					1,790	1,296	411		2,201	
122	Cincinnati, Ohio	1	2	48	30	140	472			22,727	17,606	4,220	3,575	873	751	78	57	2,979	1,615	30,877	23,604	16,804		47,681	
123	Cleveland, Ohio	1	2	2	5	23	293			15,292	9,812	3,798	2,839	565	461	50	36	306	153	20,011	13,301				
124	Columbus, Ohio			9	6	20	119			4,477	3,289	1,806	1,429	278	233			590	204	7,151	5,155				
125	Dayton, Ohio		1	2		20	83			3,668		1,317		238		15		274		5,512	3,611				
126	Hamilton, Ohio	0	0	0	0	8	22	13	43	1,124	814	388	293	119	95	0	0	0	0	1,631	1,202	716	420	2,347	1,622
127	Mansfield, Ohio					6	24													1,782					
128	Newark, Ohio					4	30	4	38	941	759	401	334	112	93					1,454	1,186				
129	Portsmouth, Ohio					2	34			1,553	1,051	385	317	94	69					2,032	1,437	232		2,264	
130	Sandusky, Ohio		2			4	38	20	c65	1,870	1,362	480	367	99	89	20	20			2,469	1,838	2,000	1,100	4,469	2,938
131	Springfield, Ohio					5	38													2,145	1,913				
132	Steubenville, Ohio					7	27	7	41	1,297	856	773	651	111	99					2,181	1,606	360		2,541	
133	Toledo, Ohio					15	111			4,731	2,885	2,057	1,502	306	245					7,094	4,632				
134	Zanesville, Ohio					9	59			d2,904	d2,034			159	126					3,063	2,160				
135	Portland, Oreg					10	19													1,450	1,260				
136	Allegheny, Pa					14	158	66	238	7,000		4,981	3,100							11,981		3,216	2,795	15,197	
137	Allentown, Pa					14	45													3,612	2,283				
138	Altoona, Pa			2		13	27	9	49	1,443	1,210	582	496	31	27			49	35	2,105	1,768	750	590	2,855	2,358
139	Carbondale, Pa*					5	15	4	24	804	633	405	311	54	43					1,263	987	100		1,363	
140	Chester, Pa					1	36			1,531		236		108						1,875					
141	Danville, Pa					6	22													1,400	940				
142	Erie, Pa			2		9	70	8	87	2,372	1,443	1,522	865	156	102			200	140	4,250	2,550				
143	Harrisburgh, Pa					24	67			3,812	2,185	896	562	178	118					4,886	2,865				
144	Lancaster, Pa					7	52			2,307		643		164						3,114	2,348				
145	Norristown, Pa					4	34			1,653	1,022	656	469	92	78					2,401	1,569				
146	Philadelphia, Pa					77	1,801													95,552	82,975				
147	Pittsburgh, Pa					59	357													17,510	14,903				
148	Reading, Pa*					5	117													6,457	4,582				
149	Titusville, Pa						25	3	28	1,235	811	321	211	96	63					1,652	1,085	220	140	1,872	1,225
150	Wilkesbarre, (third district,) Pa					4	22													1,583	1,040				
151	Williamsport, Pa					12	45													3,263	2,501				
152	York, Pa					9	33													2,288	1,866				
153	Newport, R. I			2	9	8	47			1,253	993	420	346	100	85			299	169	2,072	1,593				
154	Providence, R. I					15	262																		
155	Warwick, R. I					10	18													1,644	1,197				
156	Woonsocket, R. I	0	0	0	0	4	21	8	33	1,230	686	294	258	43	43	0	0	0	0	1,567	988	750	600	2,317	1,588

* From Report of Commissioner of Education for 1874. *a* These teach in day schools also. *b* Corporate schools. *c* Includes three special teachers.
d In primary and grammar schools.

TABLE II.—*School statistics of cities, &c.*—Continued.

Number.	City.	Number of teachers in—								Number of scholars in—															
		City normal schools.		Evening schools.		All public schools.		Private and parochial schools.	All schools, public and private.	Primary schools.		Grammar schools.		High schools.		City normal schools.		Evening schools.		All public schools.		Private and parochial schools.		All schools, public and private.	
		Male.	Female.	Male.	Female.	Male.	Female.			Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.
	1	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
157	Chattanooga, Tenn	.....	.....	.....	.....	7	16	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,674	.....	.....	.....	.....	.....
158	Knoxville, Tenn	.....	.....	.....	.....	5	15	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	840	609	.....	.....	.....	.....
159	Nashville, Tenn	.....	.....	.....	.....	15	56	24	95	2,507	1,756	1,320	950	171	145	.....	.....	.....	.....	3,998	2,851	500	450	4,498	3,301
160	Houston, Tex	.....	.....	.....	.....	35	15	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,955	.....	.....	.....	.....	.....
161	Rutland, Vt	.....	.....	.....	.....	2	15	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
162	Alexandria, Va	.....	.....	.....	.....	3	15	36	54	604	526	325	298	.....	.....	.....	.....	.....	.....	929	824	725	650	1,654	1,474
163	Lynchburg, Va	.....	.....	.....	.....	11	17	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,486	873	.....	.....	.....	.....
164	Norfolk, Va	.....	.....	.....	.....	4	20	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,522	915	.....	.....	.....	.....
165	Petersburg, Va*	.....	.....	.....	.....	4	25	36	65	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,168	1,280	600	.....	2,768	.....
166	Portsmouth, Va	.....	.....	.....	.....	4	9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	837	393	.....	.....	.....	.....
167	Richmond, Va	.....	.....	.....	.....	14	97	126	237	3,734	3,162	1,245	1,055	90	80	.....	.....	.....	.....	5,069	4,297	2,940	.....	8,009	.....
168	Wheeling, W. Va*	.....	.....	.....	.....	7	61	.....	.....	3,857	2,241	242	203	.....	.....	.....	.....	.....	.....	4,099	2,444	.....	.....	.....	.....
169	Fond du Lac, Wis	.....	.....	.....	.....	3	44	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3,096	1,916	.....	.....	.....	.....
170	Janesville, Wis	.....	.....	.....	.....	2	28	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,750	.....	.....	.....	.....	.....
171	La Crosse, Wis	.....	.....	.....	.....	5	27	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,401	1,313	.....	.....	.....	.....
172	Madison, Wis	.....	.....	.....	.....	2	28	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,234	.....	.....	.....	.....	.....
173	Milwaukee, Wis	.....	.....	.....	.....	46	144	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	12,745	7,548	.....	.....	.....	.....
174	Racine, Wis	.....	.....	.....	.....	5	31	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,181	1,464	.....	.....	.....	.....
175	Denver, Colo	.....	.....	.....	.....	2	29	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,100	1,509	.....	.....	.....	.....
176	Georgetown, D. C *a*	0	1	0	0	9	164	.....	.....	8,512	6,201	2,524	2,149	185	150	20	20	0	0	11,241	8,520	.....	.....	.....	.....
177	Washington, D. C *a*																								

* From Report of Commissioner of Education for 1874.

a White schools only.

TABLE II.—*School statistics of cities, &c.*—Continued.

Number.	City.	Average daily attendance per teacher, excluding special teachers in—						Average annual salaries of—													
		Primary schools.	Grammar schools.	High schools.	City normal schools.	Evening schools.	All public schools.	City superintendent.	Assistant superintendent.	Teachers in primary schools.		Principals in grammar schools.		Assistants in grammar schools.		Principals in high schools.		Assistants in high schools.		Principals in normal schools.		Teachers in evening schools.	
										Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	1	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82
1	Mobile, Ala*	.....	.....	.....	.....	.....	.....	$2,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
2	Los Angeles, Cal*	.....	.....	.....	.....	.....	42½	500	.....	$850	$900	$1,000	$1,000	.....	.....	$2,000	.....	.....	$1,250	.....	.....	.....	.....
3	San Francisco, Cal	49	37.6	25.5	.....	29.8	42	4,000	$3,000	1,200	.....	.....	2,220	.....	.....	3,530	.....	.....	.....	.....	.....	.....	.....
4	San José, Cal	.....	.....	.....	.....	.....	39	1,200	.....	.....	900	1,500	.....	.....	$900	1,800	.....	$1,200	.....	.....	.....	.....	.....
5	Stockton, Cal*	.....	.....	.....	.....	.....	.....	900	.....	.....	800	(1,200)		($900)		2,000	.....	.....	1,700	.....	.....	.....	.....
6	Greenwich, Conn	.....	.....	.....	.....	.....	28	.....	.....	1,200	500	.....	.....	.....	.....	1,200	.....	.....	.....	.....	.....	.....	.....
7	Hartford, Conn*	.....	.....	.....	.....	.....	.....	650	.....	.....	.....	2,500	800	.....	.....	3,500	.....	.....	.....	.....	.....	$400	$120
8	Meriden, Conn*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
9	New Britain, Conn	.....	.....	.....	.....	.....	.....	750	.....	.....	400	.....	703	.....	.....	2,000	.....	.....	750	.....	.....	.....	.....
10	New Haven, Conn	40	30	23	.....	15	.....	3,000	.....	.....	1,200	2,500	.....	.....	633	3,000	.....	2,500	782	.....	.....	160	160
11	Norwalk, Conn	.....	.....	.....	.....	.....	.....	2,000	.....	.....	400	.....	475	.....	500	1,350	$520	.....	700	.....	.....	.....	.....
12	Stamford, Conn	.....	.....	.....	.....	.....	31	.....	.....	*a*925	*a*410	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
13	Wilmington, Del	.....	.....	.....	.....	.....	37	1,800	.....	.....	550	.....	800	.....	472	1,200	1,000	.....	600	.....	.....	.....	.....
14	Atlanta, Ga	.....	.....	.....	.....	.....	42	2,500	.....	.....	600	1,500	700	.....	650	1,800	1,200	1,500	1,000	.....	.....	.....	.....
15	Augusta, Ga	.....	.....	.....	.....	.....	.....	1,500	.....	.....	.....	720	720	$480	480	.....	.....	.....	.....	.....	.....	.....	.....
16	Columbus, Ga	.....	.....	.....	.....	.....	.....	.....	.....	(*b*)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
17	Macon, Ga	.....	.....	.....	.....	.....	33	2,200	.....	.....	495	1,137	.....	.....	540	1,350	.....	.....	.....	.....	.....	.....	.....
18	Savannah, Ga	.....	.....	.....	.....	.....	.....	2,800	.....	.....	750	1,500	1,000	.....	750	2,500	.....	1,500	850	.....	.....	.....	.....
19	Alton, Ill	.....	.....	.....	.....	.....	.....	2,000	.....	.....	375	.....	462	.....	.....	900	700	.....	.....	.....	.....	.....	.....
20	Belleville, Ill	.....	.....	.....	.....	.....	.....	1,700	.....	517	378	1,025	537	.....	.....	1,300	.....	.....	.....	.....	.....	.....	.....
21	Bloomington, Ill	.....	.....	.....	.....	.....	45	1,500	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
22	Chicago, Ill	.....	.....	.....	.....	.....	49	4,000	3,000	.....	1,094	1,980	1,900	.....	697	2,625	.....	1,940	1,000	$2,500	$1,300	400	400
23	Decatur, Ill	53	42	31	0	0	46	2,000	.....	.....	437	1,200	700	.....	550	1,200	.....	.....	600	.....	.....	.....	.....
24	Galesburg, Ill*	.....	.....	.....	.....	.....	48	800	.....	.....	.....	.....	.....	.....	.....	.....	750	.....	480	.....	.....	.....	.....
25	Jacksonville, Ill	48	35	23	.....	.....	33	1,800	.....	.....	490	1,000	800	.....	500	1,200	.....	.....	583	.....	.....	.....	.....
26	Joliet, Ill	.....	.....	.....	.....	.....	.....	.....	.....	.....	600	.....	600	.....	375	1,200	.....	.....	550	.....	.....	.....	.....
27	Peoria, Ill	(45.7)		29.5	.....	.....	.....	.....	.....	.....	700	1,400	800	.....	500	2,000	.....	.....	800	.....	.....	.....	.....

*From Report of Commissioner of Education for 1874. *a* Of teachers in all schools of the town. *b* Teachers' salaries are from $20 to $110 per month.

TABLE II.—*School statistics of cities, &c.*—Continued.

Number.	City.	Average daily attendance per teacher, excluding special teachers in—						Average annual salaries of—													
		Primary schools.	Grammar schools.	High schools.	City normal schools.	Evening schools.	All public schools.	City superintendent.	Assistant superintendent.	Teachers in primary schools.		Principals in grammar schools.		Assistants in grammar schools.		Principals in high schools.		Assistants in high schools.		Principals in normal schools.		Teachers in evening schools.	
										Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	1	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82
28	Quincy, Ill							$1,400			$500		$540			$1,600		$1,200	$733				
29	Rock Island, Ill						41	1,800			540	$1,000	1,000		$540		$1,000	720	765				
30	Evansville, Ind*							2,500	$700		400	1,400	800		450	1,700			725				
31	Fort Wayne, Ind	38	31	21	5		35	3,000		$750	484		967		435	1,700		1,100	613		$900		
32	Indianapolis, Ind						42.3	3,000	1,500	700	783	1,060	1,060	$629	629	2,400	1,500	1,500	1,063		1,200		
33	Jeffersonville, Ind							1,220			540	900	630			1,320		960	720				
34	Logansport, Ind	(39.2)		18.5	8		35.7	1,800		360	360	405	382		416	1,000			503		700		
35	Madison, Ind									(480)		(720)		(300)		(1,080)			600				
36	Richmond, Ind						38	1,900			465		725				1,200	1,200	950				
37	South Bend, Ind*	(44)						1,200								1,900		900	400				
38	Terre Haute, Ind						47	2,500	750		525	786	786		600	1,100		900	832			$60	$60
39	Burlington, Iowa						33	2,000			400	1,000	600		400	1,500		1,100	566		800	400	
40	Davenport, Iowa*							2,000		766	459	1,200	1,200		693	1,500		900	950		1,000	312	
41	Des Moines, (west side,) Iowa						40.6	1,000			551	1,100	1,100		582	1,400			900				
42	Dubuque, Iowa	43	39	29	21					525	374	1,500			450	1,800		600	600				
43	Keokuk, Iowa*							1,800			540	1,000			450	1,500							
44	Atchison, Kans							1,500			720			900	630				720				
45	Covington, Ky							1,800		1,500	600	1,500	500		500	2,000		1,200	800			70	50
46	Lexington, Ky *a*							1,500															
47	Louisville, Ky	(42)		27			40	3,000	1,650	1,000	814	1,650		750	693	2,500		1,455	950	$2,000			
48	Newport, Ky *b*	(51)						2,000		1,600				800	500			1,100	900				
49	New Orleans, La*						46	4,000	2,500							2,500	1,800	1,800	1,500				
50	Lewiston, Me						36	2,000				1,700				1,800					800		
51	Portland, Me						50	2,500		(400)		1,700	750			2,500	900	1,800					
52	Baltimore, Md						36	3,000	1,800	700	700	1,500	900	900	504	2,800	2,208	2,000	900				
53	Adams, Mass	(41)						1,900			390		475			1,500			566				
54	Boston, Mass	43.9	46.7	26.9	22.7	20.5		4,500	3,000		700	3,000	2,000	2,150	930	3,750		2,450	1,500	4,000	1,250		
55	Fall River, Mass *b*							2,100			520	1,800	640		560	2,800							
56	Fitchburg, Mass	46	42	23				2,150			350	1,200	1,200		400	2,250		933	700				

57	Haverhill, Mass	52	35.5	25.3	c23.5	10					497	1,500	1,100		580	2,000		1,300	933			312	100
58	Holyoke, Mass		(32)			12		1,600			440	1,600			440	1,600		600	600			96	60
59	Lawrence, Mass	43	36	24		12	32	3,000			575	2,000	650		545	2,500		1,000	767				60
60	Lowell, Mass	49	38	30			42	2,300			487	1,700	1,000		487	2,500		1,850	737				
61	Lynn, Mass*										550	1,800	766		550	2,400		1,700	800				
62	Marlborough, Mass							600			350	1,050			480	1,800			600				
63	Newburyport, Mass	40	39	34							400	1,000	475		400	1,435	550		550				
64	Newton, Mass b						26	3,000		650		2,200		800		3,000		1,200	1,200				
65	Pittsfield, Mass						27	1,500			343	1,300	520		425	2,000			550				
66	Salem, Mass	36	35	24		13	32	2,500			600	1,800	1,000			3,000		1,300					
67	Springfield, Mass						32	3,500			640	2,000	1,100		580	3,000		1,650	700				
68	Taunton, Mass	36	33	38		8	31	2,000			491	1,200	700		450	1,600		1,200	75				
69	Woburn, Mass						37	1,800			425	1,000			475	1,800		1,500	725		800		
70	Worcester, Mass	43	35	31				3,000			510	1,671	807		567	3,000		1,475	912				
71	Bay City, Mich	45	37	28			42	1,800			450	1,000	500		450	1,200			500				
72	Detroit, Mich															2,000							
73	East Saginaw, Mich	51.3	30	20			42.8	3,000			400	800	700		480	1,500			600				
74	Grand Rapids, Mich	36	46	45				2,500			562	1,650	650		573	2,500		758	1,000				
75	Saginaw, Mich	42	20	26			33	2,000		750	375	800	425			1,200		1,200	550				
76	Minneapolis, Minn							2,500			600		800		600	1,600			800				
77	St. Paul, Minn							2,500		750	750	1,500	600		600	1,800		1,200	750				
78	Vicksburg, Miss	54	38				46	1,350		585	585	975	975	731	731								
79	Hannibal, Mo	63	28	31			45					900				1,250							
80	Kansas City, Mo							2,000		900				600		1,500		1,100	800				
81	St. Joseph, Mo	49	36	31			44	2,500			700	1,200	1,200	600	600	2,000		1,000	900				
82	St. Louis, Mo	51	38	27	17	27	42	4,000	2,750		995	2,120	1,975	790	665	2,375		1,560	980	3,000		180	130
83	Omaha, Nebr							1,800		(750)		1,550		1,000		1,800		1,200	750				
84	Manchester, N. H						34	1,800			400	1,500	450		450	2,000		800	600				
85	Nashua, N. H							800			445	1,350			450	1,375			600			126	84
86	Camden, N. J							900			600	1,600	800		450							40	40
87	Elizabeth, N. J	48	37	16		23	45	350			583		625		528	1,600			637			240	160
88	Jersey City, N. J						45	3,500			1,040	2,316	1,200		642	3,000		1,600	1,050	500			
89	Newark, N. J	52.2	37.6	31	29.3	21		2,500	1,200	1,100	750	1,900		1,100	625	2,300		1,400	1,000	250			
90	New Brunswick, N. J	44	32	30			40	2,500			560				460	1,400	1,000		500				
91	Orange, N. J						36+	1,000			666				512	2,400		1,000					
92	Paterson, N. J	43	28	20	24	22	34	2,000		625	600	1,150			500	1,500			700	150		270	216
93	Trenton, N. J*	46	46	28				600			500	1,200	650		500	1,200	500	1,200	500				
94	Albany, N. Y*															3,000		1,275	635				
95	Auburn, N. Y	50	27	27			38	1,500			450		675		400	1,800		1,200	650				
96	Binghamton, N. Y						35.5	d2,100			500	1,200	525		460	2,100		1,300	600				
97	Buffalo, N. Y						31	3,000		650	600	1,400	675		500	2,500		1,450	800				
98	Cohoes, N. Y	46.3	37.2	31				(e)			480		820		500	1,920			640				
99	Elmira, N. Y	47	46				45	3,000			440	1,500			450	2,000			800				
100	Ithaca, N. Y	41	45	28			40.6	2,000			450	1,500	550		411	1,000		600	466				
101	Kingston, N. Y*							1,200				1,000	500		500	1,500	1,500	600	600				
102	Lockport, N. Y*						40	1,200			575		900		450	1,800		1,100	533				
103	Long Island City, N. Y						48	1,000			525	1,700			525								
104	Newburgh, N. Y						40	2,000		660	380	1,200			444	1,800		1,250	650			500	333
105	New York, N. Y	49	36	60		28		5,500	4,250		1,550	2,700	1,800	1,500	850					f5,500			

* From Report of Commissioner of Education for 1874.

a Salaries of principals in white schools are $1,300; of assistants from $500 to $650; principals of colored schools, $360; assistants, $270. *b* These are the maximum salaries.
c In ungraded schools. *d* The superintendent is also principal of the high school. *e* Included in that of principal of high school. *f* In normal college.

TABLE II.—*School statistics of cities, &c.*—Continued.

Number.	City.	Average daily attendance per teacher, excluding special teachers in—						Average annual salaries of—													
		Primary schools.	Grammar schools.	High schools.	City normal schools.	Evening schools.	All public schools.	City superintendent.	Assistant superintendent.	Teachers in primary schools.		Principals in grammar schools.		Assistants in grammar schools.		Principals in high schools.		Assistants in high schools.		Principals in normal schools.		Teachers in evening schools.	
										Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	1	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82
106	Ogdensburgh, N. Y	.....	.....	.....	.....	.....	.....	$1,200	.....	($500)		$700	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
107	Oswego, N. Y	41	41	27	.....	.....	41	1,800	.....	.....	$525	1,500	.....	.....	.....	$1,500	.....	.....	.....	.....	.....	.....	.....
108	Poughkeepsie, N. Y	.....	.....	.....	.....	.....	37	.....	.....	.....	395	.....	$550	$350	.....	1,500	.....	.....	$508	.....	.....	.....	.....
109	Rochester, N. Y	47.7	22	42.5	.....	56.8	37	2,500	.....	.....	650	1,500	1,000	.....	$425	1,850	$900	$1,125	700	.....	.....	.....	.....
110	Rome, N. Y	51.6	37.7	21.6	.....	.....	.....	1,600	.....	.....	350	.....	600	.....	350	1,400	.....	.....	560	.....	.....	.....	.....
111	Saratoga Springs, N. Y	.....	.....	.....	.....	.....	.....	1,800	.....	.....	480	1,000	.....	.....	480	1,000	.....	.....	.....	.....	.....	.....	.....
112	Schenectady, N. Y[a]	.....	.....	.....	.....	.....	40	2,200	.....	.....	400	.....	650	.....	400	2,000	1,200	.....	700	.....	.....	.....	.....
113	Syracuse, N. Y	26.5	38	34.4	12	30	29.8	2,000	.....	.....	618	1,230	700	400	430	2,500	.....	1,533	812	.....	.....	$466	.....
114	Troy, N. Y	.....	.....	.....	.....	.....	38	2,300	.....	750	550	1,500	800	1,500	.....	1,900	.....	1,500	800	.....	.....	.....	.....
115	Utica, N. Y	65	49	40	.....	40	45	2,500	.....	.....	385	.....	500	.....	385	2,025	.....	1,300	682	.....	.....	90	.....
116	Watertown, N. Y	32	37.6	26.4	.....	.....	.....	1,200	.....	.....	370	.....	510	.....	340	1,700	.....	1,000	716	.....	.....	.....	.....
117	Yonkers, N. Y*	35	.....	.....	.....	.....	35	1,500	.....	.....	800	3,000	.....	1,500	700	.....	.....	.....	.....	.....	.....	500	$200
118	Wilmington, N. C[a]	.....	.....	.....	.....	.....	.....	800	.....	.....	320	.....	240	600	.....	.....	.....	.....	.....	.....	.....	.....	.....
119	Akron, Ohio	48	40	28	.....	.....	43.5	2,500	.....	.....	650	.....	700	.....	440	.....	1,400	.....	730	.....	.....	.....	.....
120	Canton, Ohio	36	30	19	.....	.....	32	1,800	.....	600	366	900	600	.....	400	1,150	.....	.....	675	.....	.....	.....	.....
121	Chillicothe, Ohio	31	33	26	.....	.....	31	2,000	.....	450	400	.....	750	400	425	1,000	.....	.....	650	.....	.....	.....	.....
122	Cincinnati, Ohio	42.8	44.8	36.2	19	31.7	40.7	3,500	.....	1,880	.....	2,100	.....	1,385	750	2,600	.....	1,900	1,173	.....	$2,000	.....	.....
123	Cleveland, Ohio	50	40	22	36	22	42	4,000	{$2,500 / 1,250}	.....	750	.....	961	.....	618	2,750	.....	1,642	920	$2,500	.....	.....	.....
124	Columbus, Ohio	47	44	29	.....	20	.....	3,000	2,000	833	800	1,000	1,000	.....	612	2,200	.....	1,234	900	.....	.....	97	65
125	Dayton, Ohio	.....	.....	.....	.....	.....	36	3,000	.....	850	504	1,550	1,500	1,100	584	2,000	.....	1,900	1,150	.....	1,400	400	400
126	Hamilton, Ohio	42.8	36.6	31.7	.....	.....	40	2,200	.....	725	463	766	.....	700	650	.....	950	850	850	.....	.....	.....	.....
127	Mansfield, Ohio	.....	.....	.....	.....	.....	.....	1,700	.....	.....	480	660	660	.....	.....	.....	1,200	.....	700	.....	.....	.....	.....
128	Newark, Ohio	55	50	46.8	.....	.....	49	1,800	.....	.....	375	.....	.....	.....	400	1,000	.....	.....	600	.....	.....	500	.....
129	Portsmouth, Ohio	39	45	35	.....	.....	40	1,800	.....	.....	.....	.....	.....	.....	.....	1,500	750	.....	.....	.....	.....	.....	.....
130	Sandusky, Ohio	.....	.....	.....	.....	.....	51	2,500	.....	550	.....	1,200	.....	.....	.....	.....	1,200	.....	850	.....	800	.....	.....
131	Springfield, Ohio	.....	.....	.....	.....	.....	.....	1,800	.....	700	500	1,000	1,000	.....	525	1,200	.....	.....	800	.....	.....	.....	.....
132	Steubenville, Ohio	54	50	25	.....	.....	.....	1,700	.....	470	400	1,100	.....	.....	520	1,400	.....	.....	675	.....	.....	120	.....
133	Toledo, Ohio	44	34	35	.....	.....	.....	3,000	.....	.....	.....	.....	.....	.....	.....	1,700	1,200	.....	.....	.....	.....	.....	.....

134	Zanesville, Ohio		(35)		25			33	2,000			450	850	850		480	1,350		990	700				
135	Portland, Oreg							47.5	1,800			600	1,800		725	725	2,000		1,000	1,200				
136	Allegheny, Pa	53	35						2,000	1,600		500				550							150	80
137	Allentown, Pa								1,500								1,000	500		450				
138	Altoona, Pa	51	38	27		35	44	1,000				358	492	459			720						75	
139	Carbondale, Pa*								300		480	280	560	280		280	900			320				
140	Chester, Pa							39	1,500			540		720		660	1,200			855				
141	Danville, Pa							34				240	480	280			800		480					
142	Erie, Pa	50	45	15					2,200			270		716		400	2,000	1,100	700	550			85	
143	Harrisburgh, Pa	35	31	20					1,500		607	412	705	596		400	1,200	900	720	650				
144	Lancaster, Pa							40				357					(825)		(660)					
145	Norristown, Pa	49	33	30					1,500			425	700	550		490	1,500							
146	Philadelphia, Pa																							
147	Pittsburgh, Pa							40	3,000				1,600	1,600	600	600	3,000		1,750	950			*b*35	*b*35
148	Reading, Pa*							48	1,200			360		525			1,800	1,350	850	700				
149	Titusville, Pa	54	30	21				43.4	2,350			625		800		574				850				
150	Wilkesbarre, (3d district,) Pa												875			620	1,400			750				
151	Williamsport, Pa								1,200		480	360	780	660		660	1,200			780				
152	York, Pa							45	1,800		450	400		550			1,500		1,000	600				
153	Newport, R. I	48	40	38		24			2,000			470	1,350	730			3,500		1,600	900			100	150
154	Providence, R. I *c*								2,500			575	2,000	1,500		650	2,200		950					
155	Warwick, R. I							43	200		307		645	371									300	
156	Woonsocket, R. I	40	43	22	0	0	75		500			400	1,116	450			1,700			700				
157	Chattanooga, Tenn								1,800			540		1,200	616	616	1,200							
158	Knoxville, Tenn								750		450	425	550	525		400							225	
159	Nashville, Tenn	46	34	29				40	2,500		600	700	1,400	700	800	675	2,000		1,400	850				
160	Houston, Tex																							
161	Rutland, Vt								200			312		450		400	2,000	950		450				
162	Alexandria, Va	42	50					45	245			450	750	575	600	500								
163	Lynchburg, Va							32	1,300		500	425	725		650	425	1,100		800	500				
164	Norfolk, Va								921				1,000	600										
165	Petersburg, Va*							44	350															
166	Portsmout, Va							30	600															
167	Richmond, Va	42	35	20				39	2,000		1,322	675	1,350	675	495	495	1,350		450	612				
168	Wheeling, W. Va*	41½	14½					36	1,200		600	369	1,200	1,200		440							160	100
169	Fond du Lac, Wis							41	1,000			400	600			450	1,000			625				
170	Janesville, Wis								1,500			348	480	480			1,500			620				
171	La Crosse, Wis								800			450	1,200	500		450	1,900	600	1,100	650				
172	Madison, Wis								2,000				555				2,000		555					
173	Milwaukee, Wis							43	3,000		860	600	1,500		700	600	2,500		1,500	800		1,200		
174	Racine, Wis							42					1,025	600			2,000							
175	Denver, Col							50	2,500	1,750		900		1,100		800		1,750		1,000				
176	Georgetown, D. C *d*	54	45		20		51		2,250			675	1,536	922	800	486						1,500		
177	Washington, D. C *d*																							

* From Report of Commissioner of Education for 1874.
a These are the maximum salaries.
b Per month.
c The salaries given are the maximum wages.
d For white schools only.

TABLE II.—*School statistics of cities, &c.*—Continued.

Number.	Average annual salaries of special teachers.			Estimated real value of property used for school purposes.					Total taxable property of the city.		Tax for school purposes.		Receipts.								
	Music.	Drawing.	Penmanship.	Grounds or sites.	Buildings.	Furniture.	Apparatus.	Total.	Estimated cash value.	Assessed valuation.	Mills per dollar of cash value.	Mills per dollar of assessed value.	Balance on hand from last school year.	Amount received from interest on permanent funds.			Amount received from taxation.		Amount received from tuition fees.	Amount received from all other sources.	Total receipts.
														State.	County.	Local.	State.	Local.			
	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103
1*	.....	.....	.....	.....	$75,000	$5,000	$2,000	$82,000	.....	.....	1.	.....	.....	.....	.....	.....	$21,000	$33,000	.....	$2,000	$56,000
2*	.....	.....	.....	$15,500	39,500	5,000	900	60,900	$10,000,000	$4,589,000	.5	1.	$1,768	.....	.....	.....	6,323	14,014	$0	650	22,785
3	.....	.....	.....	1,436,000	795,000	126,000	10,000	2,367,000	300,000,000	264,229,440	2.3	2.6	32,331	$0	$0	$0	288,837	391,654	.....	77,359	790,181
4	.....	.....	.....	25,000	100,000	7,000	2,000	134,000	.....	.....	.....	.....	14,699	.....	.....	.....	19,947	39,250	950	.....	74,846
5*	$1,100	$1,000	.....	(138,000)			2,853	140,853	6,000,000	6,000,000	3.5	3.5	30,842	5,620	17,790	14,078	.....	.....	3,472	.....	71,802
6	.....	.....	.....	1,900	15,000	1,250	200	18,350	4,500,000	3,708,539	3.2	4.	.....	.....	.....	.....	.....	.....	.....	.....	14,500
7*	.....	.....	.....	(1,062,500)		.....	8,000	1,070,500	.....	.....	.....	.....	.....	.....	.....	.....	.....	181,785	.....	8,087	189,872
8*	.....	700	.....	20,500	114,000	10,000	500	145,000	.....	.....	.....	.....	.....	7,295	.....	252	.....	29,702	.....	.....	37,249
9	.....	(1,300)		(78,950)		8,500	500	87,950	6,000,000	4,562,721	.....	20.	4,059	.....	.....	649	7,873	18,825	510	1,031	32,947
10	2,500	2,500	.....	(495,400)			2,000	497,400	77,124,217	57,843,163	.....	15.	7,686	0	0	0	33,587	142,465	1,149	3,298	188,185
11	.....	.....	.....	30,000	90,000	10,000	2,000	132,000	12,000,000	6,558,766	2.	4.5	0	8,000	0	300	.....	37,825	0	0	46,125
12	.....	.....	.....	.....	.....	.....	.....	.....	.....	7,761,513	.....	2.5	.....	6,419	a533	215	.....	15,140	.....	.....	22,307
13	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,801	1,615	.....	.....	52,276	.....	4,377	21,239	82,308
14	.....	.....	.....	25,000	53,000	10,000	200	88,200	18,000,000	.....	.....	2.5	3,873	.....	.....	.....	5,975	39,525	385	30	49,788
15	.....	.....	.....	14,000	59,000	2,000	1,500	76,500	23,524,757	17,643,568	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	12,000
16	.....	.....	.....	2,600	16,000	2,000	3,400	24,000	.....	.....	.....	.....	0	.....	.....	.....	1,631	7,453	.....	600	9,684
17	.....	.....	.....	4,000	28,000	2,500	150	34,650	8,000,000	8,000,000	2.	2.	.....	.....	.....	.....	2,650	25,000	.....	2,241	29,891
18	.....	.....	.....	18,000	50,000	15,000	1,000	84,000	14,000,000	.....	.....	.....	1,041	819	.....	.....	9,549	45,000	.....	.....	56,409
19	.....	.....	.....	15,000	45,000	8,000	1,000	69,000	12,000,000	3,200,000	.....	5.25	2,788	3,386	.....	663	.....	15,505	.....	109	22,451
20	833	.....	.....	30,000	70,000	4,000	600	104,600	5,800,203	3,480,122	16.6	10.	433	(4,260)			.....	23,924	592	91	29,300
21	.....	.....	.....	36,825	170,543	21,933	1,170	230,471	10,000,000	6,282,839	9.5	.....	5,906	.....	.....	1,124	5,791	54,156	118	9,670	76,765
22	2,000	2,000	.....	1,073,711	(1,529,075)			2,602,786	450,000,000	300,000,000	1.22	1.83	.....	108,475	.....	89,269	.....	478,971	.....	3,634	680,349
23	.....	.....	.....	15,000	75,882	9,869	500	101,251	6,944,000	3,472,000	5.5	11.	4,972	0	0	0	3,452	39,611	0	0	48,035
24*	.....	.....	.....	86,000	.....	.....	.....	.....	6,000,000	3,636,269	.....	6.1	.....	.....	.....	642	4,354	21,371	48	25,772	52,187
25	.....	.....	.....	20,000	140,000	9,000	200	169,200	5,597,551	3,731,701	6.4	9.6	10,245	.....	.....	489	3,789	27,718	.....	6	42,247
26	.....	.....	.....	15,000	40,000	10,000	400	65,400	.....	.....	26.	.....	.....	.....	.....	.....	4,156	20,537	140	92	24,925
27	1,400	.....	.....	33,100	124,200	10,180	1,200	168,680	24,015,408	15,009,630	1.5	2.5	705	.....	.....	3,797	10,249	30,961	493	17,926	64,131
28	.....	.....	.....	120,000	100,000	11,000	3,500	234,500	19,000,000	15,000,000	2.	2.5	538	.....	.....	.....	9,572	34,083	.....	3,013	47,206
29	.....	.....	.....	33,000	55,000	12,000	300	100,300	6,400,000	3,200,000	3.2	6.5	17	.....	.....	.....	3,351	23,933	15	.....	27,316

30[a]	1,500		900						24,859,120				11,750	28,493			39,000	46,972		36,000	162,215
31	1,100	1,100	800	54,900	115,200	14,200	5,700	190,000	18,250,000	13,250,000	4.1	4.1	20,638	14,053			15,341	40,686	10	304	91,032
32	1,800	750	1,800	311,600	450,451	39,288		801,339	80,000,000	70,000,000	3.2		24,774		60,623	1,026	(260,000)		67	18,238	304,728
33				9,000	50,000	3,000		62,000	4,000,000	2,600,000			5,351	550	260	584	7,298	1,257	19		15,319
34				50,000	130,000	9,000	500	189,500		6,669,310		3.5									
35								60,000	6,500,000	4,800,000		3.5									
36	600												2,400		(1,168)			31,516	27	474	35,585
37				50,000	100,000	4,000	500	154,500	11,463,480	5,731,740		5.1							300		28,000
38	950	200			(166,000)		1,550	167,550		12,827,675		4.4									85,788
39	900				150,000	9,000	4,000	163,000	11,000,000	5,500,000	5.5	11.	7,000				(66,500)		600		74,100
40[a]		1,000	750	55,000	186,500	21,300	500	263,300	16,000,000	4,000,337	5.75	23.	21,204	15,292			(82,653)		1,180	16	120,345
41				27,000	185,000	5,000	400	217,400	6,698,432	3,349,216	7.	14.			4,469			41,707	334	10,000	59,510
42				20,000	137,500	15,000	500	173,000	9,275,655		10.		4,213	9,416				44,500		211	58,340
43[a]	1,200		1,000	10,000	140,000	10,000	500	160,500	8,000,000	4,000,000	4.5	9.									46,000
44				10,000	65,000	3,000	260	78,260	2,385,396	1,834,920	6.	8.	275	3,768			14,159			78	18,280
45				40,000	180,000	10,000	1,000	231,000	15,000,000	12,000,000		2.5	11,278	17,604	(36,705)				1,023	5	86,615
46				2,500	30,000	2,000		34,500		5,143,610		3.5					8,528	8,367			16,895
47	1,025			208,800	(638,500)			847,300	75,024,649			4.5					189,562	87,505	976	1,876	279,919
48	800	600	600	70,000	75,000	4,000		149,000		7,000,000		3.	644				10,687	18,550		23,076	52,957
49[a]				(664,450)		20,000	2,500	686,950		130,913,356		2.25	0	0	0	30,000	70,000	190,368	0	0	290,368
50	900							178,700	11,873,558	11,873,558	3.64	3.62					11,738	26,216	56		38,010
51	1,000	(1,200)		(271,800)		25,000	500	297,300	45,000,000	31,042,501	1.78	2.68		0	0	0	17,926	83,155			101,081
52	1,375	500		407,800	996,350	75,000	6,000	1,485,150	231,242,513	231,242,513	2.1	2.1					147,148	439,388	43,674	3,421	633,631
53	600							181,550		6,679,320		3.83		683							
54	3,150	2,000		2,408,300	1,932,900	559,000		7,900,200	793,767,900	793,767,900											2,081,023
55	1,200	1,000		400,000	800,000	20,000	3,000	1,223,000	51,401,467	51,401,467	1.85	1.85	0	0	0	0	0	111,000			111,000
56	1,200	650	925		(201,150)		(6,139)	207,289		12,518,742		2.9	2,169	0	0	0	0	35,000	52	0	37,221
57	1,000				(275,000)	8,000	1,500	284,500	13,000,000	10,500,000	4.08	5.05						53,000		1,000	54,000
58	700			29,923	110,087	9,000	1,500	150,510	18,488,000	9,244,000	1.2	2.48	4,961					25,162			30,193
59	600	1,500	1,000	60,000	190,000	15,000	1,000	266,000	30,000,000	23,000,000	3.	3.9		0	0	0	0	90,462	137	200	90,799
60	1,700	1,500		(423,200)		13,000	1,000	437,200	50,000,000	38,694,555	.5	.65	14,905	0	0	0		125,000	440	545	140,894
61[a]	800 / 600							452,800					0	1,300				95,000		11,620	107,920
62	650			(50,000)		9,000		59,000						624		15		23,500			24,139
63				15,000	87,100	2,000	1,000	105,100		8,044,913				573		900		28,000			29,473
64	2,500	1,500	500	84,400	317,700	31,500	5,300	438,900	28,081,445	28,081,445	3.5	3.5		565	473		1,185	124,206	96		126,525
65	1,200	400	166	25,000	90,000	9,000	1,000	125,000		8,392,127		3.09	773				665	26,000	69		27,507
66	1,600	720		(302,000)		10,500	1,000	313,500	27,515,400	26,312,271	3.1	3.2				285		85,103	150	1,655	87,193
67	1,200	750					4,500	554,483		39,524,572		3.4	4,800					135,000			139,800
68	1,200			27,000	140,000	17,000	2,000	186,000	25,000,000	17,326,655	1.76	2.54	0	0	0	0	0	60,121	68	0	60,189
69	600							175,000	8,756,893	8,756,893	4.11	4.11		444				36,000	99	8,578	45,121
70	1,900	950		239,775	585,600	49,238	24,703	899,316	65,689,441	49,267,081	2.33	3.11	4,645	0	0	0	0	147,848	0	717	153,210
71				29,400	75,000	10,900	4,700	120,000	8,750,000	1,750,000	5.14	25.7	3,245				5,963	45,04	200		54,448
72								735,192	92,582,100	27,774,630			40,165			16,880		215,864		4,414	277,329
73	800	300	500	60,000	87,000	12,000	1,000	160,000	9,770,874	3,256,958	4.33	12.1	3,615			508	2,787	40,879	203	507	48,497
74	1,200		1,200	125,000	203,000	(14,500)		342,500	30,000,000	10,000,000	2.38	7.13	28,378	3,981		1,121		71,337	909	5,333	111,059
75			1,200	29,000	100,000	5,000	1,000	135,000	5,671,665	1,890,555	5.	15.	13,878	1,397			162	29,006	55	2	44,488
76	1,200	800	1,000	45,000	130,000	15,000	1,000	191,000	26,020,000	18,220,000		2.2	4,005	30,064			6,334	42,230	412		83,049
77			1,750					400,050													

* From Report of Commissioner of Education for 1874.

a From town fund.

TABLE II.—*School statistics of cities, &c.*—Continued.

Number.	Average annual salaries of special teachers.			Estimated real value of property used for school purposes.					Total taxable property of the city.		Tax for school purposes.		Receipts.								
	Music.	Drawing.	Penmanship.	Grounds or sites.	Buildings.	Furniture.	Apparatus.	Total.	Estimated cash value.	Assessed valuation.	Mills per dollar of cash value.	Mills per dollar of assessed value.	Balance on hand from last school year.	Amount received from interest on permanent funds.			Amount received from taxation.		Amount received from tuition fees.	Amount received from all other sources.	Total receipts.
														State.	County.	Local.	State.	Local.			
	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103
78	.....	.....	.....	$15,000	$13,000	$2,000	.....	$30,000	$6,000,000	$4,500,000	2.6	3.5	.....	.....	.....	.....	$8,000	$14,000	.....	.....	$22,000
79	.....	.....	.....	8,500	30,000	6,000	$200	44,700	5,000,000	2,693,406	.....	6.	$143	.....	.....	.....	2,732	18,832	$19	.....	21,726
80	.....	.....	.....	.....	.....	.....	.....	200,000	.....	6,900,000	.....	10.	.....	.....	.....	.....	.....	.....	.....	.....	77,686
81	.....	$700	$700	26,788	75,908	14,000	1,200	117,896	12,000,000	8,500,000	5.	7.	1,108	.....	$1,625	$144	4,263	53,927	112	$5	61,484
82	$1,900	1,050	.....	715,736	1,520,000	150,000	.....	2,385,736	250,499,490	166,999,660	2.66	4.	4,207	.....	.....	52,856	91,083	645,176	.....	390,398	1,183,720
83	.....	.....	.....	97,500	307,500	8,000	900	413,900	21,000,000	6,608,739	2.2	7.	24,374	a$14,472	.....	.....	.....	35,771	30	21,425	96,072
84	1,200	.....	.....	(274,000)		(6,000)		280,000	21,000,000	14,195,102	2.5	3.5	2,710	.....	.....	.....	(49,900)		.....	.....	52,610
85	1,000	.....	.....	35,000	165,000	10,000	3,600	213,600	.....	6,334,632	.....	.....	260	.....	.....	.....	15,694	16,000	.....	1,012	32,966
86	.....	.....	.....	100,000	250,000	(60,000)		410,000	25,000,000	12,500,000	2.	4.	15,050	3,846	.....	.....	34,990	48,000	.....	50,387	152,273
87	.....	.....	.....	33,500	73,000	10,000	.....	116,500	30,000,000	16,087,170	2.8	1.5	3,177	.....	.....	.....	30,829	12,171	.....	.....	46,177
88	.....	500	.....	(651,800)		44,300	1,000	697,100	120,041,488	60,020,744	1.85	3.7	0	11,667	0	0	144,511	78,972	0	0	235,150
89	2,000	.....	.....	300,000	500,000	50,000	5,000	855,000	158,435,565	105,623,710	1.2	2.	1,353	10,605	.....	294	131,725	65,700	.....	.....	209,677
90	.....	.....	.....	25,000	107,000	5,000	300	137,300	14,000,000	7,000,000	1.9	3.9	0	0	0	0	22,500	13,562	0	2,931	38,993
91	750	.....	.....	39,000	56,000	4,000	1,000	100,000	.....	5,100,000	.....	.....	159	.....	.....	.....	11,478	11,540	120	28	23,325
92	600	.....	.....	66,700	147,700	12,000	300	226,700	33,588,000	22,392,000	1.2	1.8	.....	.....	.....	.....	54,070	40,887	.....	.....	94,957
93*	.....	.....	.....	50,000	70,000	10,000	500	130,500	23,000,000	17,305,270	.....	2.	14,762	.....	.....	.....	32,740	4,400	.....	.....	51,892
94*	1,650	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	137,752	2,223	.....	.....	40,265	160,250	237	2,278	343,005
95	1,000	650	.....	20,000	97,000	11,000	3,000	131,000	13,650,000	10,238,550	1.46	1.95	7,319	.....	.....	.....	11,844	30,279	918	41	50,401
96	.....	700	.....	54,318	159,388	5,360	3,000	222,066	12,527,000	2,624,750	4.	16.	922	.....	.....	.....	8,529	38,500	1,898	654	50,503
97	1,100	1,000	1,250	250,000	770,000	66,000	5,000	1,091,000	112,000,000	112,000,000	2.	2.	0	0	.....	.....	76,000	236,000	.....	.....	312,000
98	750	.....	.....	50,000	50,000	10,000	3,000	113,000	10,819,257	3,606,419	2.5	7.5	27,043	.....	.....	.....	7,989	27,345	.....	1,715	64,092
99	.....	.....	.....	69,000	225,000	21,000	11,000	326,000	14,000,000	4,916,956	.....	.....	76,946	10,098	.....	.....	.....	66,624	2,498	4,950	161,116
100	.....	.....	.....	11,000	19,500	7,000	2,000	39,500	5,500,000	3,489,935	.....	6.4	773	.....	.....	.....	4,205	28,101	.....	.....	33,079
101*	.....	.....	.....	.....	.....	.....	.....	.....	.....	3,936,901	.....	.....	.....	4,607	.....	357	23,831	.....	.....	5,771	34,566
102*	.....	420	960	30,000	70,000	7,500	1,800	109,300	10,000,000	3,041,155	1.9	6.25	17,740	.....	.....	.....	7,132	19,000	3,294	1,821	48,996
103	.....	.....	.....	9,000	24,000	13,000	3,000	49,000	20,000,000	4,457,000	.....	7.5	2,111	.....	.....	.....	6,987	24,076	.....	3,819	36,993
104	.....	.....	.....	30,000	115,000	10,000	1,000	156,000	25,000,000	5,617,060	1.6	7.1	741	.....	.....	.....	9,470	40,085	527	802	51,625
105	.....	.....	.....	3,125,000	7,050,000	350,000	50,000	10,575,000	.....	1,100,943,699	.....	2.5	.....	.....	.....	.....	584,655	3,068,345	.....	.....	3,653,000

106	.....	.....	.....	17,914	36,000	2,500	0	56,414	6,182,775	2,060,925	.....	.....	8,385	.....	.....	.....	5,451	9,444	7	.....	23,287
107	800	.....	.....	25,090	121,101	.....	.....	146,791	.....	7,001,720	.....	7.	3,661	.....	.....	.....	13,642	49,652	303	7,896	75,154
108	700	.....	.....	22,000	88,000	7,000	900	117,900	16,500,000	5,500,000	1.6	4.9	0	0	0	0	11,414	30,709	0	504	42,627
109	1,500	.....	.....	100,000	375,000	45,000	6,500	526,500	61,351,700	61,351,700	.25	.25	26,989	4,125	.....	.....	33,744	259,204	211	110	324,383
110	.....	.....	.....	20,000	36,500	4,600	500	61,600	4,840,596	1,613,532	3.8	11.	.....	.....	.....	.....	5,111	18,496	150	5,365	29,122
111	.....	.....	.....	33,000	19,000	3,000	500	55,500	15,223,691	2,174,813	2.14	15.	11,215	.....	.....	.....	4,128	27,640	46	690	43,719
112	.....	.....	.....	20,000	45,000	5,000	2,000	72,000	.....	.....	.....	.....	856	.....	.....	.....	6,340	17,000	2,037	1,474	27,707
113	1,300	1,000	.....	560,000	570,000	25,000	2,000	1,157,000	37,277,019	12,425,673	3.1	9.4	55,377	.....	.....	.....	27,212	116,000	1,100	2,721	202,410
114	1,400	.....	.....	35,000	75,000	(10,000)		120,000	48,000,000	15,570,355	2.	5.5	26,124	.....	.....	.....	26,479	86,865	(1,561)		141,029
115	1,200	600	1,200	84,150	299,090	32,661	1,069	416,970	39,887,000	5,841,000	1.	7.1	26,274	.....	.....	.....	17,753	61,800	859	1,497	108,183
116	.....	.....	.....	10,000	72,131	6,000	1,500	89,631	20,000,000	9,173,125	1.2	2.6	641	911	.....	.....	6,494	25,000	676	.....	33,722
117*	.....	.....	.....	42,450	(114,500)		1,000	157,950	30,000,000	7,446,750	1.7	7.	3,107	.....	.....	.....	.....	52,387	.....	10,600	66,094
118*	.....	.....	.....	.....	10,000	1,000	200	11,200	.....	.....	.....	8.	.....	.....	.....	.....	.....	.....	.....	.....	.....
119	700	.....	.....	.....	.....	.....	.....	163,000	18,861,582	7,544,633	2.4	6.	4,522	.....	.....	.....	6,101	53,350	243	.....	64,216
120	600	.....	1,000	.....	.....	.....	.....	75,300	8,000,000	5,525,000	3.8	5.5	2,450	.....	432	.....	4,661	30,321	.....	78	37,942
121	.....	.....	.....	15,000	125,000	9,500	500	150,000	6,000,000	4,500,000	4.1	6.	26,669	364	.....	.....	5,266	28,073	.....	1,495	61,867
122	1,860	1,800	1,267	.....	.....	.....	.....	1,880,000	360,000,000	184,000,000	1.5	3.	63,131	1,361	.....	9,878	122,363	604,471	6,583	12,836	820,623
123	2,500	1,522	2,000	559,346	713,450	45,431	666,521	1,384,742	219,915,831	73,305,277	1.5	4.5	39,036	.....	.....	.....	69,804	320,461	811	67,061	497,173
124	1,600	1,150	.....	175,100	335,300	24,243	1,000	535,643	40,000,000	26,500,000	3.4	5.1	62,579	462	.....	.....	18,679	179,355	6	2,662	263,743
125	1,500	.....	.....	114,000	192,000	20,000	500	326,500	26,300,000	19,750,000	7.3	5.5	55,772	1,383	.....	.....	16,773	97,774	533	864	173,099
126	800	.....	.....	27,300	107,000	15,000	1,000	150,300	6,805,098	6,186,453	5.7	6.25	31,829	.....	.....	.....	4,511	23,283	.....	.....	59,623
127	600	(550)		20,000	140,000	10,000	1,000	171,000	15,000,000	4,715,000	.....	5.	.....	227	.....	.....	27,573	.....	200	.....	28,000
128	1,000	.....	1,000	.....	.....	.....	.....	80,000	10,000,000	.....	3.	7.	9,664	.....	.....	.....	5,201	26,224	(1,155)		42,244
129	.....	.....	.....	77,500	74,500	6,000	500	158,500	5,762,193	5,762,193	5.5	5.5	.....	.....	.....	.....	6,787	30,634	877	.....	38,298
130	900	(1,200)		20,000	115,000	5,000	290	140,290	10,800,000	4,240,000	2.8	7.	7,222	630	.....	.....	11,784	29,753	.....	16,103	65,492
131	1,500	500	.....	69,583	96,000	21,488	500	187,571	.....	9,277,377	4.5	4.5	16,863	.....	.....	243	6,869	39,369	.....	2,655	65,999
132	500	.....	.....	19,000	138,000	8,000	150	165,150	6,000,000	5,725,310	5.	5.25	14,259	6,805	63	.....	.....	38,458	.....	2,257	62,442
133	1,250	800	.....	.....	.....	.....	.....	.....	.....	.....	.....	7.	21,312	.....	.....	678	19,403	118,383	.....	62,557	222,333
134	525	.....	950	20,000	145,000	5,000	2,000	172,000	10,000,000	7,500,000	3.75	5.	7,176	300	.....	.....	8,592	23,326	697	8,986	49,077
135	.....	.....	.....	27,000	40,000	5,000	100	72,100	15,258,525	10,172,350	2.33	3.5	4,696	.....	.....	.....	c21,185	26,886	403	.....	53,170
136	1,200	.....	650	.....	.....	.....	.....	962,808	.....	56,562,571	.....	4.	20,766	.....	.....	.....	10,683	187,490	.....	140,086	359,625
137	.....	.....	.....	.....	.....	.....	.....	400,000	.....	11,000,000	.....	4.5	.....	.....	.....	.....	4,000	50,000	.....	.....	54,000
138	.....	.....	.....	13,000	44,000	3,900	100	61,000	6,300,000	2,100,000	4.	12.	.....	.....	.....	.....	3,769	23,000	12	.....	26,781
139*	.....	.....	.....	6,900	15,800	.....	.....	22,700	3,750,000	1,000,000	.....	.....	1,878	.....	.....	.....	1,419	9,004	.....	.....	12,301
140	.....	720	.....	33,610	59,500	7,341	.....	100,451	9,186,717	6,890,038	.....	5.	999	.....	.....	.....	.....	.....	.....	.....	40,221
141	.....	.....	.....	15,000	75,000	2,000	.....	92,000	.....	.....	.....	10.	.....	.....	.....	.....	.....	.....	.....	.....	.....
142	1,000	500	.....	120,000	168,000	8,500	2,000	298,500	22,439,977	16,829,983	3.5	5.	10,313	.....	.....	.....	3,726	80,662	60	1,285	96,046
143	700	700	.....	94,000	268,150	20,141	2,000	384,291	17,459,565	5,819,855	4 3	13.	6,407	.....	.....	.....	5,005	69,572	.....	490	81,474
144	.....	.....	.....	.....	.....	.....	.....	143,000	.....	12,000,000	.....	4.	2,670	.....	.....	.....	5,606	48,055	.....	30,886	87,217
145	300	280	.....	14,187	75,384	11,970	516	102,057	7,371,389	3,685,839	.....	7.5	318	.....	.....	.....	2,278	28,411	1,035	9,890	41,932
146	.....	.....	.....	.....	.....	.....	.....	5,286,405	.....	.....	.....	.....	22,757	.....	.....	.....	.....	1,646,929	.....	.....	1,669,686
147	1,200	.....	.....	.....	.....	.....	.....	2,000,000	176,000,000	176,000,000	1.75	1.75	104,597	.....	.....	.....	23,376	520,004	1,051	102,505	751,533
148*	.....	.....	.....	140,000	200,000	17,000	1,000	358,000	.....	.....	.....	10.	9,958	.....	.....	.....	.....	74,733	24	34,486	119,201
149	400	450	.....	25,000	70,800	5,950	1,650	103,400	6,200,000	1,550,000	3.75	15.	2,621	.....	.....	105	1,833	21,577	176	18,004	44,316
150	.....	.....	.....	20,000	114,000	(4,000)		138,000	11,000,000	2,329,019	.....	14.	2,262	.....	.....	.....	1,386	33,100	.....	2,820	39,568
151	.....	.....	.....	(132,000)		8,500	1,500	142,000	12,000,000	2,450,700	4.6	13.	0	.....	.....	.....	3,878	53,389	.....	.....	57,267
152	.....	.....	.....	.....	.....	.....	.....	125,000	9,000,000	7,084,015	.....	3.	243	.....	.....	.....	3,225	21,044	240	7,853	32,605
153	800	1,000	.....	28,006	157,000	7,000	5,000	197,006	30,000,000	28,887,600	.9	1.	.....	5,073	.....	6,846	350	27,750	45	436	40,500
154	1,800	600	1,500	(1,000,000)			.....	1,000,000	121,954,700	121,954,700	.....	.....	.....	24,556	.....	.....	.....	360,000	.....	14,432	398,988
155	.....	.....	.....	.....	.....	.....	.....	.....	.....	10,621,300	.....	.....	402	.....	.....	.....	4,179	6,868	.....	.....	11,509

* From Report of Commissioner of Education for 1874.

a Includes receipts from State tax.

b Heating fixtures.

c State and county.

TABLE II.—*School statistics of cities, &c.*—Continued.

Number.	Average annual salaries of special teachers.			Estimated real value of property used for school purposes.					Total taxable property of the city.		Tax for school purposes.		Receipts.								
														Amount received from interest on permanent funds.			Amount received from taxation.				
	Music.	Drawing.	Penmanship.	Grounds or sites.	Buildings.	Furniture.	Apparatus.	Total.	Estimated cash value.	Assessed valuation.	Mills per dollar of cash value.	Mills per dollar of assessed value.	Balance on hand from last school year.	State.	County.	Local.	State.	Local.	Amount received from tuition fees.	Amount received from all other sources.	Total receipts.
	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103
156	.....	.....	.....	.....	.....	.....	.....	$137,000	.....	$11,497,562	.....	1.3	.....	.....	.....	.....	$4,659	$14,000	.....	$1,034	$19,693
157	.....	.....	.....	$4,000	$11,000	$1,700	.....	16,700	$4,216,432	4,216,432	.....	.....	$661	.....	.....	.....	*a*3,659	10,637	$24	1,500	16,481
158	.....	.....	.....	(23,800)		3,000	$80	26,880	6,000,000	4,473,834	.....	2.	0	$0	$0	$0	3,100	15,400	137	2,000	20,637
159	$1,300	($900)		45,000	116,000	7,000	300	168,300	20,298,037	13,532,025	.....	4.	879	0	0	0	3,451	48,149	0	12,468	64,947
160	.....	.....	.....	.....	.....	.....	.....	.....	.....	8,000,000	2.	2.	.....	.....	.....	.....	8,019	12,000	.....	.....	20,019
161	.....	.....	.....	10,300	17,700	2,500	500	31,000	4,000,000	1,900,009	.....	4.	.....	.....	.....	.....	1,300	8,900	525	.....	10,725
162	.....	.....	.....	5,400	43,000	1,000	.....	49,400	4,160,000	5,694,698	2.25	2.7	564	.....	.....	.....	4,351	7,200	.....	2,254	14,369
163	.....	.....	.....	10,000	29,850	3,000	150	43,000	8,000,000	6,074,958	1.5	2.	1,188	.....	.....	.....	3,472	10,250	27	4,179	19,116
164	.....	.....	.....	.....	.....	.....	.....	50,000	.....	13,458,421	.....	.....	2,794	.....	.....	.....	6,182	10,818	.....	.....	19,794
165*	.....	.....	.....	(65,000)		4,000	500	69,500	.....	8,108,000	.....	1.85	5,031	.....	.....	.....	6,758	30,065	265	2,090	44,209
166	.....	.....	.....	5,500	6,500	500	.....	12,500	3,012,115	3,012,115	2.	2.	445	.....	.....	.....	3,040	6,307	.....	.....	9,792
167	.....	.....	.....	35,000	165,000	11,000	4,000	215,000	42,018,077	42,018,077	.....	.....	.....	.....	.....	.....	18,291	51,753	.....	.....	70,044
168*	.....	.....	.....	47,500	125,000	11,500	1,000	185,000	30,000,000	14,961,968	1.75	3.5	10,931	11,471	.....	.....	.....	50,231	.....	264	72,897
169	.....	.....	.....	21,000	95,656	1,500	600	118,756	6,500,000	3,887,640	.....	6.5	910	.....	.....	.....	2,297	49,245	254	.....	52,706
170	.....	.....	.....	18,000		(90,000)	500	108,500	4,000,000	3,727,055	3.8	4.	0	0	0	0	1,184	17,265	100	450	18,999
171	.....	.....	.....	10,000	52,000	3,000	700	65,700	3,320,000	.....	28.	.....	5,995	0	0	0	1,439	25,071	250	1,500	34,255
172	.....	.....	.....	10,000	96,000	.....	800	106,800	.....	.....	.....	4.	3,150	1,527	.....	.....	.....	23,400	.....	1,768	29,845
173	1,800	$1,500	.....	107,600	297,900	38,368	4,167	448,035	.....	52,585,664	.....	1.85	57,695	13,807	.....	.....	.....	146,155	.....	.....	217,657
174	.....	.....	.....	15,000	50,000	4,000	500	69,500	10,000,000	4,200,000	2.7	6.4	8,334	1,798	.....	.....	.....	20,000	449	114	30,695
175	.....	.....	.....	39,500	114,000	42,000	1,000	196,500	25,000,000	14,000,000	3.5	6.	.....	.....	.....	.....	.....	.....	.....	.....	59,000
176	*b*800	*b*700	.....	163,177	580,950	(57,325)		*b*801,452	88,500,000	88,500,000	3.7	3.7	0	0	0	0	0	361,157	0	93,749	454,906
177																					

* From Report of Commissioner of Education for 1874.

a State and county.

b For white schools only.

TABLE II.—*School statistics of cities, &c.*—Continued.

Number.	EXPENDITURES.															Average expenses per capita.	
	Permanent.			Payment of indebtedness.		Tuition.		Incidental or contingent expenses.									
	Sites and buildings.	Furniture and apparatus.	Libraries.	Bonds, (including interest.)	Floating, (including interest.)	Cost of supervision.	Amount paid for teaching.	Officers of board, secretaries, messengers, &c.	Pay of janitors of buildings.	Fuel.	Rent.	Insurance.	Repairs.	School books supplied for use of pupils.	All other supplies and current expenses.	Total expenditure.	Supervision and instruction, based on average daily attendance.	Incidental or contingent expenses, based on average daily attendance.
	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121
1*	$3,000	$448	.....	.....	.....	.....	$53,000	.....	.....	.....	.....	.....	.....	.....	.....	$56,448	$15 25	$3 57
2*	.....	1,425	$200	.....	.....	.....	15,037	.....	$950	$318	$45	$400	$500	$25	$526	19,426	19 80	3 62
3	21,500	9,262	.....	.....	.....	$51,500	467,639	$6,700	33,100	4,297	15,244	.....	51,099	10,099	29,707	700,147	24 70	7 15
4	14,000	1,237	.....	.....	.....	.....	24,930	.....	2,300	866	424	492	2,186	1,623	5,267	53,325	19 14	10 10
5*	1,531	991	566	.....	$16,163	.....	26,204	1,500	2,768	941	.....	474	279	43	1,103	52,563	.....	.....
6	.....	.....	.....	.....	.....	.....	13,099	.....	.....	686	.....	.....	.....	.....	239	14,024	18 82	1 32
7*	.....	.....	.....	.....	.....	650	96,773	.....	.....	.....	.....	.....	4,873	.....	20,068	122,364	.....	.....
8*	23,612	.....	78	$5,639	.....	600	22,700	.....	1,779	1,862	.....	.....	.....	.....	.....	56,270	.....	.....
9	.....	649	125	420	585	800	19,039	.....	2,236	1,524	25	110	870	.....	1,084	27,487	10 00	3 00
10	.....	900	300	0	0	3,000	129,186	2,850	7,694	7,448	1,900	2,960	3,228	611	9,245	169,322	19 00	5 18
11	0	300	50	.....	7,920	1,000	24,505	500	1,450	1,560	0	.....	586	125	4,461	42,457	14 00	.....
12	.....	.....	.....	.....	.....	.....	.....	550	.....	.....	.....	.....	.....	.....	18,812	22,307	.....	.....
13	13,583	1,528	.....	.....	.....	.....	40,494	550	2,148	2,801	1,650	302	5,162	4,924	7,785	80,927	11 55	7 22
14	.....	6	.....	.....	.....	2,500	37,500	250	1,840	1,137	2,820	530	889	.....	1,991	49,463	15 21	4 46
15	2,000	460	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	12,000	.....	.....
16	.....	.....	290	.....	.....	.....	8,813	.....	.....	.....	.....	.....	.....	.....	581	9,684	.....	.....
17	.....	100	.....	.....	.....	1,100	17,235	.....	380	363	1,494	45	229	.....	96	21,042	18 92	2 69
18	.....	305	.....	.....	.....	2,800	48,225	.....	975	698	775	295	758	.....	2,592	57,423	15 12	1 89
19	1,740	640	.....	5,100	1,144	2,000	9,238	.....	1,019	943	150	237	.....	.....	197	22,408	11 62	2 63
20	.....	867	.....	8,166	.....	1,700	17,772	.....	1,305	309	.....	455	.....	1,055	511	32,140	11 25	8 37
21	519	340	.....	25,938	4,567	.....	28,587	.....	2,132	3,450	.....	963	1,340	.....	2,278	70,114	17 16	4 51
22	139,522	12,678	428	.....	.....	.....	567,656	10,144	39,607	39,581	5,980	.....	25,637	1,593	16,477	859,303	17 20	4 21
23	650	735	0	9,136	0	2,000	15,266	0	1,804	880	0	588	1,025	0	702	32,786	12 74	3 68
24*	.....	(4,278)	.....	.....	1,150	.....	.....	200	1,013	.....	(2,582)	.....	1,358	.....	.....	25,627	.....	.....
25	3,511	1,000	.....	3,652	.....	1,800	19,475	400	1,054	785	.....	517	1,014	12	808	34,028	18 54	4 00
26	1,800	1,000	42	.....	.....	.....	.....	300	1,359	2,000	.....	141	1,800	.....	.....	26,000	(17 09)	
27	.....	993	.....	.....	10,386	1,162	34,280	650	3,379	1,280	701	200	3,967	.....	7,133	64,131	14 10	5 24
28	3,273	.....	.....	.....	7,000	1,200	24,196	542	1,532	1,553	240	709	636	250	3,761	41,892	13 42	4 32
29	.....	1,031	.....	.....	.....	1,600	14,908	79	2,353	844	.....	258	2,178	.....	337	23,588	13 24	4 34

* From Report of Commissioner of Education for 1874.

TABLE II.—*School statistics of cities, &c.*—Continued.

Number.	EXPENDITURES.															Average expenses per capita.	
	Permanent.			Payment of indebtedness.		Tuition.		Incidental or contingent expenses.									
	Sites and buildings.	Furniture and apparatus.	Libraries.	Bonds, (including interest.)	Floating, (including interest.)	Cost of supervision.	Amount paid for teaching.	Officers of board, secretaries, messengers, &c.	Pay of janitors of buildings.	Fuel.	Rent.	Insurance.	Repairs.	School books supplied for use of pupils.	All other supplies and current expenses.	Total expenditure.	Supervision and instruction, based on average daily attendance.	Incidental or contingent expenses, based on average daily attendance.
	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121
30*	$60,000	$2,000	.....	.....	$500	$3,200	$36,800	$600	$5,000	$1,700	$500	$800	$2,000	.....	.....	$113,100	$11 28	$2 99
31	17,521	2,653	.....	$0	0	5,816	32,202	1,505	3,123	2,369	250	789	826	.....	$2,848	69,902	17 80	5 49
32	48,700	4,600	$8,559	15,339	11,300	10,900	112,054	7,161	8,288	5,335	0	1,720	12,581	$300	13,308	260,145	16 91	6 75
33	.....	1,689	.....	.....	2,287	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	7,085	.....	.....
34	80,749	4,000	40	.....	.....	1,800	10,575	300	675	450	104	681	.....	25	75	99,474	12 69	2 37
35	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
36	4,025	969	.....	.....	.....	1,800	16,574	300	1,362	1,003	225	81	2,348	175	.....	28,862	14 60	4 36
37*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	28,000	.....	.....
38	11,413	99	.....	8,800	.....	2,500	37,532	900	2,769	1,494	142	109	1,595	300	1,910	69,563	15 66	3 60
39	9,606	2,300	.....	0	0	2,000	31,000	400	3,000	1,857	100	1,400	2,400	25	2,312	56,400	16 41	4 56
40*	40,883	5,772	.....	.....	683	12,000	40,321	915	4,222	1,844	120	968	1,066	14	1,845	110,653	17 96	3 74
41	23,422	806	.....	16,637	3,219	1,800	18,017	150	1,624	1,154	.....	1,130	2,493	.....	2,184	72,636	16 51	7 19
42	6,514	409	.....	.....	5,262	.....	31,724	1,300	3,300	2,972	60	420	1,600	.....	2,094	55,655	12 54	4 75
43*	.....	.....	.....	.....	.....	.....	30,000	300	1,700	1,200	135	500	.....	.....	.....	33,835	.....	.....
44	105	38	.....	6,500	.....	1,500	8,820	640	.....	.....	0	.....	.....	0	672	18,275	10 98	1 39
45	.....	.....	.....	6,000	15,000	1,800	37,267	720	2,440	726	.....	.....	4,176	.....	4,882	73,011	(23 11)	
46	.....	.....	.....	.....	.....	1,500	14,130	.....	.....	.....	.....	.....	.....	.....	1,353	16,983	.....	.....
47	14,681	.....	.....	.....	.....	(230,906)		.....	.....	.....	2,262	.....	6,103	.....	15,311	269,263	19 99	2 05
48	.....	.....	.....	.....	.....	1,600	24,657	675	2,258	.....	.....	.....	.....	.....	.....	52,518	13 42	.....
49*	30,000	0	0	0	0	6,500	375,595	.....	24,142	4,800	34,204	0	13,549	3,072	24,191	516,053	22 22	6 04
50	.....	.....	.....	.....	.....	2,000	24,779	.....	1,663	2,996	.....	.....	7,699	2,176	1,730	43,043	12 32	7 48
51	.....	50	.....	.....	.....	2,500	59,150	.....	.....	.....	.....	.....	.....	.....	21,505	83,155	13 51	4 77
52	122,696	24,656	.....	.....	.....	.....	401,719	8,216	16,784	16,270	26,587	0	23,184	51,757	9,313	701,182	16 12	6 10
53	.....	.....	.....	.....	.....	.....	24,675	.....	.....	.....	.....	.....	.....	.....	7,153	31,828	12 72	3 68
54	356,670	28,561	7,855	.....	.....	.....	1,217,009	32,490	74,415	60,776	17,893	.....	98,215	45,284	141,875	2,081,043	26 30	10 55
55	49,893	5,000	.....	0	0	2,360	54,153	.....	6,598	3,982	900	263	8,000	7,000	8,748	146,897	12 54	7 87
56	8,024	.....	0	0	0	2,408	31,572	.....	1,917	2,808	0	0	2,697	322	3,289	53,037	19 41	6 30
57	.....	.....	.....	.....	.....	762	41,148	200	3,205	3,818	.....	.....	2,490	.....	2,500	54,123	18 16	5 23

58	.....	1,127	390	.....	.....	1,600	17,286	.....	1,747	1,300	.....	.....	1,800	400	1,903	27,553	18 82	7 12
59	17,767	2,156	100	0	0	4,400	54,359	.....	2,564	4,938	150	.....	3,776	300	187	90,697	16 58	3 36
60	34,498	3,635	.....	.....	.....	2,300	93,432	2,200	5,341	6,500	200	0	2,000	2,100	12,666	164,872	17 24	6 16
61*		(1,901)		.....	.....	.....	81,038	2,200	6,424	6,361	.....	.....	5,015	3,846	.....	106,755	18 84	.....
62	.....	820	.....	.....	.....	.....	16,650	600	1,136	1,245	237	.....	437	1,219	1,014	23,358	.....	.....
63	.....	.....	.....	.....	.....	.....	25,636	200	1,234	1,500	1,000	.....	1,473	96	1,665	32,204	.....	.....
64	22,000	3,000	900	.....	.....	3,000	67,701	175	3,408	7,457	.....	.....	12,000	866	4,813	125,320	27 00	.....
65	.....	.....	.....	.....	.....	1,500	21,730	.....	(3,458)		.....	175	1,700	300	.....	28,863	.....	.....
66	8,500	.....	.....	.....	.....	2,500	61,057	.....	2,930	5,000	150	.....	6,000	1,250	8,306	95,693	20 34	7 57
67	30,885	1,200	150	.....	.....	3,500	90,668	.....	7,841	6,950	.....	.....	6,973	742	6,136	155,045	22 41	6 91
68	7,977	1,364	0	.....	.....	2,000	37,026	0	2,082	2,640	460	1,700	2,500	350	1,490	60,189	14 60	4 13
69	8,000	400	.....	.....	.....	1,800	28,254	.....	1,500	2,400	.....	.....	1,500	500	767	45,121	20 06	4 45
70	2,841	6,392	0	0	0	3,300	110,345	800	5,586	7,858	946	50	5,354	1,500	8,238	153,210	17 25	4 60
71	13,000	1,500	2,273	8,970	.....	1,800	18,300	.....	2,040	1,058	.....	577	400	17	1,242	51,177	13 62	3 61
72	69,994	2,587	.....	.....	.....	(120,376)			(14,592)		9,472	236	4,267	5,290	.....	12,883	239,697	a12 68	.....
73	2,272	1,499	545	.....	500	3,000	25,391	1,050	3,500	2,005	.....	488	857	50	3,165	44,322	13 24	7 45
74	31,005	3,075	2,495	12,417	.....	2,500	37,461	400	2,862	3,569	.....	2,265	817	156	5,130	104,152	12 37	5 08
75	.....	50	200	9,000	.....	2,000	17,400	200	1,500	900	.....	1,364	500	75	132	33,321	19 22	4 62
76	6,000	3,000	200	100	6,512	2,500	36,781	.....	2,800	3,000	400	2,163	1,300	100	.....	64,856	18 40	4 50
77	25,000	2,000	.....	13,500	3,300	.....	52,700	700	5,000	.....	2,500	400	500	.....	3,000	108,600	21 00	.....
78	.....	.....	.....	.....	1,400	1,950	15,693	.....	670	300	315	.....	1,700	50	938	23,016	16 80	3 87
79	987	43	.....	1,929	.....	.....	14,478	450	709	589	174	.....	356	.....	921	20,636	11 76	2 60
80	7,000	299	.....	24,000	.....	.....	42,850	1,100	.....	2,000	.....	.....	.....	.....	9,774	87,023	16 21	4 87
81	.....	.....	.....	9,330	.....	2,500	35,989	.....	2,903	2,169	1,877	535	2,246	.....	3,848	61,397	16 96	6 06
82	44,346	8,263	11,400	44,000	319,966	42,500	479,850	26,038	49,982	12,568	2,149	1,721	58,863	13,863	55,581	1,171,093	19 28	8 15
83	.....	1,411	.....	15,152	.....	4,000	29,573	500	3,604	5,389	.....	1,762	3,347	20	1,798	66,556	22 07	10 79
84	.....	(707)		.....	.....	.....	39,436	185	2,537	5,164	.....	.....	716	587	3,185	52,517	17 97	5 39
85	.....	.....	.....	.....	.....	.....	24,128	.....	1,480	2,187	.....	240	3,450	269	503	32,257	13 94	4 75
86	59,350	500	.....	4,929	.....	900	45,749	900	5,476	2,022	836	50	1,817	5,530	10,000	138,059	10 36	5 91
87	1,174	338	.....	.....	.....	353	28,953	279	2,596	971	925	286	1,969	3,206	1,502	42,552	13 51	5 41
88	0	0	1,000	.....	.....	44,260	152,717	2,500	10,884	.....	2,200	.....	10,613	13,133	25,002	262,310	20 55	6 71
89	.....	2,200	.....	51,909	.....	31,800	122,980	2,075	10,375	6,694	400	1,274	12,879	8,184	10,846	261,616	14 15	4 82
90	4,044	1,312	0	.....	8,158	2,500	17,610	250	1,200	943	583	125	.....	256	2,012	38,993	12 81	3 44
91	.....	398	.....	.....	.....	4,200	12,925	250	990	1,241	445	.....	1,759	429	264	22,901	17 95	5 77
92	19,013	984	.....	.....	.....	2,299	53,755	1,264	5,613	2,460	298	.....	2,381	4,267	2,623	94,957	13 09	4 41
93*	28,000	2,546	.....	.....	.....	.....	26,000	150	1,350	1,162	200	.....	1,209	657	1,154	62,428	12 21	2 76
94*	26,546	3,617	330	.....	.....	2,000	115,130	1,500	.....	5,341	3,800	.....	17,199	.....	11,522	186,985	.....	.....
95	.....	2,461	181	.....	.....	1,500	23,219	350	1,492	1,980	.....	328	2,340	50	1,876	35,777	14 85	5 05
96	6,557	3,559	723	.....	.....	2,100	26,851	500	2,779	63,242	.....	.....	.....	.....	.....	46,311	17 52	3 64
97	60,000	500	1,425	.....	.....	3,000	.....	2,000	7,300	12,000	1,240	.....	.....	500	8,000	312,000	.....	.....
98	3,255	1,712	412	.....	.....	.....	20,022	600	600	1,511	350	.....	3,730	.....	1,771	33,963	16 16	6 91
99	45,470	1,766	266	.....	.....	5,750	39,651	1,775	3,100	2,953	400	1,096	6,000	89	10,080	118,396	14 70	8 25
100	16,076	823	702	.....	.....	.....	10,640	100	865	629	167	214	444	762	1,021	32,443	10 82	4 27
101*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	40,000	.....	.....
102*	2,009	482	163	.....	.....	1,200	21,218	150	1,497	2,052	100	420	966	.....	550	30,807	14 57	3 73
103	40	1,408	.....	.....	.....	1,583	26,700	.....	2,104	982	2,225	(1,408)		.....	543	36,993	16 42	4 53
104	5,000	737	703	.....	.....	1,800	27,603	.....	1,213	1,605	35	624	3,469	.....	3,768	46,557	15 58	5 67
105	13,000	c81,489	.....	.....	.....	(2,482,817)		57,387	121,018	87,889	51,555	.....	83,845	162,844	126,138	3,371,094d	22 41	6 23
106	.....	.....	121	.....	.....	1,200	9,253	.....	761	1,114	.....	(2,439)		70	120	15,078	.....	.....
107	12,868	2,317	100	.....	.....	.....	36,354	2,000	4,037	3,648	905	1,136	2,829	895	3,105	70,194	13 12	6 71

* From Report of Commissioner of Education for 1874.

a Per capita of average number belonging. *b* Includes insurance. *c* Includes repairs. *d* Includes $103,112 for corporate schools.

TABLE II.—*School statistics of cities, &c.*—Concluded.

Number.	EXPENDITURES.															Average expenses per capita.	
	Permanent.			Payment of indebtedness.		Tuition.		Incidental or contingent expenses.									
	Sites and buildings.	Furniture and apparatus.	Libraries.	Bonds, (including interest.)	Floating, (including interest.)	Cost of supervision.	Amount paid for teaching.	Officers of board, secretaries, messengers, &c.	Pay of janitors of buildings.	Fuel.	Rent.	Insurance.	Repairs.	School books supplied for use of pupils.	All other supplies and current expenses.	Total expenditure.	Supervision and instruction, based on average daily attendance.	Incidental or contingent expenses, based on average daily attendance.
	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121
108	$0	$276	.....	.....	$1,450	.....	$24,791	$400	$1,963	$2,118	$567	$459	$1,890	$110	$1,882	$35,797	$11 53	$5 77
109	65,713	8,352	$1,344	.....	.....	$1,000	109,253	2,260	6,176	6,986	1,265	750	5,275	1,693	21,969	235,036	16 03	6 65
110	9,267	1,039	.....	.....	1,747	1,600	12,117	.....	848	1,087	.....	.....	405	.....	1,013	29,123	12 43	3 03
111	7,115	1,252	424	.....	.....	1,800	12,265	.....	600	1,596	.....	.....	.....	.....	935	25,987	15 63	2 44
112	5,503	.....	.....	.....	.....	2,000	13,871	.....	1,100	1,180	709	.....	1,299	.....	2,046	27,708	11 57	4 61
113	20,981	517	4,498	.....	.....	2,000	88,387	507	6,446	7,329	.....	1,442	12,601	650	834	146,192	15 11	7 65
114	13,956	(5,143)	.....	.....	.....	2,300	73,088	1,200	6,450	5,622	1,702	.....	6,403	1,000	4,248	121,112	14 93	5 27
115	18,415	2,620	550	.....	.....	2,500	42,463	875	3,187	3,527	150	815	2,576	403	637	78,718	14 66	3 96
116	7,502	1,164	278	.....	64	1,200	17,998	.....	1,904	1,378	220	606	2,032	189	2,461	36,996	13 47	6 23
117*	7,883	158	281	.....	.....	.....	42,705	.....	1,500	.....	.....	.....	.....	.....	.....	10,852	63,379	27 00	6 78
118*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
119	(23,144)		.....	$2,400	.....	2,500	24,169	.....	.....	1,097	.....	865	.....	.....	3,314	57,489	15 19	3 00
120	2,895	.....	.....	.....	1,289	1,800	16,591	.....	.....	.....	.....	.....	.....	.....	5,579	28,154	17 25	5 23
121	5,050	.....	.....	13,238	.....	2,233	18,930	.....	.....	.....	.....	.....	.....	.....	8,907	48,358	17 10	6 87
122	37,768	9,978	.....	1,680	.....	51,600	420,234	12,342	22,222	11,237	1,303	113	23,899	700	52,600	650,676	21 10	3 64
123	41,627	19,363	.....	0	0	13,108	211,411	3,898	14,905	10,214	4,059	1,867	12,424	214	16,918	350,038	16 93	5 37
124	31,681	3,590	.....	13,140	3,416	5,800	81,229	320	9,850	4,355	100	.....	5,256	150	11,337	170,224	17 32	4 26
125	7,325	4,850	2,796	11,800	.....	3,000	72,826	2,290	5,161	2,721	175	1,539	.....	60	11,708	126,251	20 84	8 60
126	1,962	2,000	.....	5,694	.....	2,000	18,923	310	2,123	678	.....	745	1,276	24	11,573	47,308	17 41	5 60
127	.....	.....	100	5,268	.....	2,200	14,295	.....	1,000	400	.....	400	.....	50	.....	23,713	.....	.....
128	(15,182)		.....	360	.....	1,800	12,539	.....	.....	.....	.....	.....	.....	.....	3,028	32,909	12 08	2 55
129	576	.....	.....	5,813	.....	1,800	18,041	250	1,250	6,861	200	576	829	.....	.....	36,196	13 80	6 93
130	23,699	1,267	0	802	.....	2,500	17,077	.....	1,302	.....	.....	.....	.....	.....	5,796	52,443	10 64	3 86
131	29,915	.....	.....	900	.....	1,800	22,798	200	2,804	.....	.....	.....	.....	.....	8,638	67,055	15 70	7 20
132	.....	700	.....	13,763	.....	1,700	17,623	300	1,200	721	.....	390	1,500	.....	2,099	39,996	11 33	4 93
133	(19,537)		.....	50,550	.....	3,750	70,465	2,300	4,276	9,716	565	994	.....	.....	16,049	178,202	16 02	7 31
134	500	309	.....	.....	.....	4,462	34,611	.....	2,930	910	225	.....	1,641	837	2,133	48,558	18 09	4 39
135	.....	317	.....	18,562	.....	900	24,831	.....	1,000	1,085	.....	260	1,331	.....	300	48,586	20 10	3 10
136	(125,343)		2,842	60,822	.....	22,000	89,971	500	(25,049)		(9,165)		.....	.....	.....	335,692	14 16	.....

137	.....	.....	.....	.....	.....	.....	26,181	.....	.....	.....	.....	.....	.....	.....	.....	26,181	.....	.....
138	2,800	583	.....	.....	.....	1,000	15,672	150	1,750	1,000	.....	250	400	4	.....	23,609	9 43	2 01
139*	3,300	150	.....	.....	.....	300	6,960	120	226	.....	.....	100	.....	.....	.....	11,156	7 36	45
140	9,021	1,088	.....	.....	.....	505	15,386	150	1,362	.....	.....	.....	.....	.....	12,404	39,916	11 35	9 94
141	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
142	22,912	856	.....	4,288	2,293	2,200	30,832	900	2,898	3,956	200	700	2,375	250	2,749	77,369	12 90	5 43
143	8,253	223	.....	8,947	12,000	2,700	44,838	1,278	3,521	2,377	1,467	784	1,000	981	2,671	91,040	16 20	4 75
144	(39,021)		.....	.....	.....	.....	24,637	1,548	1,400	1,176	125	325	1,025	300	2,400	71,957	4 92	1 66
145	12,720	1,427	.....	3,179	.....	1,280	16,975	1,715	1,150	933	.....	.....	300	.....	2,010	41,779	11 60	5 50
146	.....	73,910	.....	.....	.....	(1,029,902)		6,456	.....	59,337	72,858	.....	63,329	.....	328,881	1,634,653	.....	.....
147	108,824	7,957	25	172,971	.....	.....	263,995	4,303	24,953	8,628	2,720	4,442	14,686	.....	65,479	678,983	17 71	8 40
148*	20,939	1,923	.....	26,443	.....	427	49,421	1,700	3,192	2,023	120	443	5,189	979	6,403	119,202	10 88	4 37
149	.....	.....	.....	12,973	.....	2,500	13,259	416	1,651	1,472	88	472	1,911	225	795	35,762	14 54	6 47
150	24,225	.....	.....	2,012	.....	.....	16,096	1,987	1,460	.....	(1,600)	.....	1,448	.....	.....	48,828	15 47	6 24
151	0	1,000	.....	19,000	8,500	1,200	22,520	300	2,200	1,300	200	.....	.....	40	.....	56,260	.....	.....
152	1,924	2,552	.....	.....	5,352	341	17,943	200	.....	.....	2,552	.....	.....	.....	3,680	34,544	10 35	8 22
153	3,677	1,141	.....	.....	0	2,000	25,714	.....	2,062	1,562	75	.....	1,580	965	1,578	40,354	16 70	4 80
154	(166,116)		.....	.....	.....	2,500	179,463	1,346	10,240	12,300	270	0	10,000	4,733	6,577	393,545	.....	.....
155	.....	.....	.....	.....	.....	230	11,210	.....	.....	.....	.....	.....	.....	.....	70	11,510	9 35	.....
156	.....	.....	.....	.....	.....	500	14,431	125	.....	.....	.....	.....	.....	.....	5,121	20,177	14 95	5 26
157	405	644	.....	.....	.....	1,500	13,722	.....	311	286	175	131	525	.....	307	18,006	18 34	2 09
158	8,000	900	.....	.....	.....	750	8,000	.....	.....	.....	.....	.....	.....	.....	2,850	20,500	14 54	4 68
159	0	0	0	.....	399	5,500	49,325	420	2,985	863	330	0	917	717	3,461	64,917	19 23	3 41
160	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
161	.....	.....	.....	.....	.....	.....	8,244	.....	600	700	.....	100	1,000	25	.....	10,669	.....	.....
162	771	500	.....	2,420	.....	215	7,300	283	725	400	450	100	300	10	105	13,579	9 12	2 88
163	250	.....	.....	.....	.....	917	14,296	92	431	621	376	171	551	140	851	18,696	17 43	3 70
164	.....	1,329	.....	.....	.....	560	13,560	911	410	100	350	25	.....	600	574	18,419	15 43	32
165*	17,546	1,519	100	.....	.....	1,500	14,287	400	347	1,013	565	.....	849	225	344	38,695	12 33	2 92
166	.....	.....	.....	.....	80	367	6,200	321	154	303	450	40	584	.....	507	9,006	16 70	6 00
167	4,587	750	.....	.....	.....	11,250	42,518	1,860	2,534	2,239	696	689	1,387	164	1,370	70,044	13 83	2 81
168*	19,723	552	.....	.....	.....	1,500	34,251	800	1,606	2,395	350	.....	711	444	3,030	65,065	11 76	3 31
169	.....	2,462	.....	.....	16,689	1,500	18,929	.....	.....	.....	.....	.....	.....	.....	6,840	46,420	10 66	3 57
170	0	0	0	0	0	1,500	10,350	250	1,400	2,000	0	400	800	20	300	17,020	9 11	3 97
171	60,000	16,400	0	0	0	800	18,000	0	1,150	1,000	0	400	1,500	100	1,500	100,850	14 31	4 30
172	523	.....	.....	6,400	.....	2,000	12,703	.....	.....	.....	.....	.....	.....	.....	6,256	27,882	.....	.....
173	.....	586	.....	.....	.....	3,000	129,805	1,470	7,260	11,145	.....	.....	.....	.....	4,379	157,645	17 19	3 67
174	8,769	1,251	174	.....	5,418	1,000	17,187	150	755	746	.....	.....	1,289	.....	226	36,965	12 42	2 16
175	21,000	5,000	.....	.....	.....	.....	22,048	300	1,374	927	522	1,190	1,200	.....	8,457	62,018	14 61	9 25
176	49,362	9,523	0	0	a169,995	6,570	126,302	583	8,187	7,767	16,788	954	14,381	1,650	11,098	b503,978	15 60	7 20
177																		

* From Report of Commissioner of Education for 1874.

a Includes $72,018 for colored schools.

b Includes $80,818 for colored schools.

Cities containing 7,500 inhabitants or over from which no statistics have been received.

State,	City.	State.	City.
Alabama	Montgomery.	Massachusetts	Milford.
Arkansas	Little Rock.	Do	New Bedford.
California	Oakland.	Do	Waltham.
Do	Sacramento.	Do	West Roxbury.
Connecticut	Bridgeport.	Do	Weymouth.
Do	New London.	Michigan	Adrian.
Do	Norwich.	Do	Jackson.
Do	Waterbury.	Do	Kalamazoo.
Illinois	Aurora.	Mississippi	Natchez.
Do	Freeport.	New Hampshire	Concord.
Do	Ottawa.	Do	Dover.
Do	Rockford.	Do	Portsmouth.
Do	Springfield.	New Jersey	Hackensack.
Indiana	Lafayette.	Do	Hoboken.
Do	New Albany.	New York	Brooklyn.
Iowa	Council Bluffs.	Do	Hudson.
Kansas	Lawrence.	Do	West Troy.
Do	Leavenworth.	North Carolina	Raleigh.
Kentucky	Paducah.	Ohio	Youngstown.
Maine	Augusta.	Pennsylvania	Corry.
Do	Bangor.	Do	Easton.
Do	Biddeford.	Do	Pottsville.
Maryland	Cumberland.	Do	Scranton.
Do	Frederick. *a*	South Carolina	Charleston.
Massachusetts	Abington.	Do	Columbia. *a*
Do	Cambridge.	Tennessee	Memphis.
Do	Chelsea.	Texas	Galveston.
Do	Chicopee.	Do	San Antonio.
Do	Gloucester.	Vermont	Burlington.
Do	Malden.	Wisconsin	Oshkosh.
Do	Marblehead.	Utah	Salt Lake City.

a Has no school system.

TABLE III.—*Statistics of normal schools for* 1875; *from replies to inquiries by the United States Bureau of Education.*

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... signifies no returns.

Number.	Name.	Location.	Date of organization.	Principal.	Appropriation for the last year.				Number of instructors.	Number of students.			Graduates in the last year.	
					State.	County.	City.	State appropriation per capita of pupils in the past year.†		Total.	Male.	Female.	Whole number.	Number who have engaged in teaching.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	State Normal School	Florence, Ala	1873	S. P. Rice	$5,000	....	....	....	4	126	95	31	....	....
2	Rust Normal Institute	Huntsville, Ala	1866	C. W. Munson	0	$0	$0	$0	2	122	62	60	....	....
3	Lincoln Normal University	Marion, Ala	1870	George N. Card	4,000	....	....	6 00	3	73	35	38	....	....
4	Normal department, Talladega College	Talladega, Ala	1870	A. A. Safford, A. M	0	0	0	0	9	46	26	20	0	....
5	Normal department, Arkansas Industrial Univers'y	Fayetteville, Ark	1872	N. P. Gates	....	0	0	....	2	58	24	34	10	8
6	Pine Bluff Normal Institute	Pine Bluff, Ark	1870	M. W. Martin	0	0	360	0	3	158	75	83	0	....
7	State Normal School	San José, Cal	1862	Charles H. Allen, A. M	17,500	0	0	70 00	10	*a*390	....	....	46	44
8	State Normal School	New Britain, Conn	1850	Isaac N. Carleton, A. M	12,000	0	0	....	8	175	24	151	50	40
9	Normal department of Delaware College	Newark, Del	1873	William H. Purnell, LL. D	....	0	0	....	7	14	4	10	0	0
10	Delaware State Normal University	Wilmington, Del	1866	John C. Harkness, A. M	0	0	0	0	12	226	165	61	....	15
11	Normal department of Atlanta University	Atlanta, Ga	1869	Edmund A. Ware, A. M., pres't	....	....	....	....	(*b*)	169	82	87	....	....
12	Haven Normal School	Waynesboro', Ga	1868	Rev. C. W. McMahon	0	0	0	0	3	165	112	53	....	....
13	Evangelical Lutheran Normal School	Addison, Ill	1847	J. C. W. Lindemann	0	0	0	0	5	114	114	....	16	16
14	Southern Illinois Normal University	Carbondale, Ill	1874	Robert Allyn	15,000	0	0	37 20	11	*c*136	67	69	0	0
15	Chicago Normal School	Chicago, Ill	1856	Edward C. Delano	....	....	....	....	5	164	0	164	51	50
16	Normal department of Rock River University	Dixon, Ill	1875	Rev. Oscar G. May	0	0	0	0	4	23	15	8	0	0
17	Cook County Normal School	Englewood, Ill	1867	D. S. Wentworth	0	15,000	0	0	9	215	47	168	29	29
18	Northwestern German-English Normal School	Galena, Ill	1868	Prof. B. F. Merten	0	0	0	0	4	155	128	27	11	4
19	State Normal University	Normal, Ill	1857	Richard Edwards, LL. D.(*d*)	28,987	0	0	37 21	14	*e*467	....	....	19	....
20	Peoria County Normal School	Peoria, Ill	1868	S. H. White	0	4,900	0	0	4	105	39	66	8	....
21	Normal and Classical School	Goshen, Ind	1873	D. Moury and A. Blunt, A. M	0	0	0	0	5	110	50	60	13	13
22	Northwestern Normal School	Kentland, Ind	1874	B. F. Niesz	....	....	....	....	2	61	30	31	....	....
23	La Grange County Normal School	La Grange, Ind	1875	E. T. Cosper	....	....	....	....	2	100	52	48	....	....
24	Indiana State Normal School	Terre Haute, Ind	1870		....	....	....	....	....	....	....	....	....	....
25	Northern Indiana Normal School and Business Inst.	Valparaiso, Ind	1873	H. B. Brown	0	0	0	0	15	1,500	900	600	13	12

† Exclusive of appropriations for permanent objects.

a Also 98 in training school.

b Instructors are the same as in the classical department.

c There are also 206 in the preparatory department and 61 in the model school.

d Resigned.

e Also 312 in model school.

TABLE III.—*Statistics of normal schools for* 1875, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... signifies no returns.

Number.	Name.	Location.	Date of organization.	Principal.	Appropriation for the last year.				Number of instructors.	Number of students.			Graduates in the last year.	
					State.	County.	City.	State appropriation per capita of pupils in the past year.†		Total.	Male.	Female.	Whole number.	Number who have engaged in teaching.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
26	Eastern Iowa Normal School	Grandview, Iowa	1874	Edwin R. Eldridge	$0	$0	$2,300	$0	10	142	70	72	0	0
27	Chair of Didactics, Iowa State University	Iowa City, Iowa	1872	Rev. S. N. Fellows, D. D	.....	.....	.....	.....	1	17	13	4	7	6
28	Whittier Normal Institute, (Whittier College)	Salem, Iowa	1868	D. Sands Wright, A. M	.....	.....	.....	.....	6	71	25	46	10	7
29	Kansas State Normal School	Concordia, Kans	1874	H. D. McCarty, LL. D	5,312	0	500	28 57	3	a174	90	84	9	9
30	State Normal School	Emporia, Kans	1863	Rev. C. R. Pomeroy, D. D	12,440	0	0	28 00	11	400	270	130	16	14
31	Leavenworth State Normal School of Kansas	Leavenworth, Kans	1870	John Wherrell	6,500	0	0	15 47	6	420	185	235	12	12
32	Normal department of Berea College	Berea, Ky	1866	H. R. Chittenden, A. B	0	0	0	0	10	16	11	5	0	.....
33	Kentucky Normal School	Carlisle, Ky	1873	T. C. H. Vance	.....	.....	.....	.....	3	124	64	60	.....	.....
34	Louisville Training School	Louisville, Ky	1871		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
35	Minden High Public School	Minden, La	1873		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
36	Normal department, New Orleans University	New Orleans, La	....	W. D. Godman	.....	.....	.....	.....	(b)	14	5	9	.....	.....
37	Normal department, Straight University	New Orleans, La	....		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
38	Peabody Normal Seminary	New Orleans, La., (247 St. Charles street.)	1868	Robert M. Lusher, custodian	0	0	0	0	6	95	.....	95	28	15
39	Eastern State Normal School	Castine, Me	1867	Grenville T. Fletcher, A. M	7,562	0	0	26 85	7	250	100	150	12	12
40	State Normal School	Farmington, Me	1864	Charles C. Rounds, M. S	6,737	0	0	28 79	7	234	60	174	12	12
41	Normal department, Maine Central Institute	Pittsfield, Me	1872	Cyrus Jordan	600	.....	.....	25 00	2	24	2	22	.....	.....
42	Oak Grove Seminary, Normal department	Vassalboro', Me	1846	O. M. Cousens	600	.....	.....	25 00	3	40	15	25	10	8
43	'Baltimore Normal School for the Education of Colored Teachers.*	Baltimore, Md	1866	P. J. Doran	2,000	0	0	8 13	4	246	115	131	5	5
44	Maryland State Normal School	Baltimore, Md	1866	M. A. Newell	14,000	0	0	50 52	9	207	17	190	20	19
45	St. Catherine's Normal Institute	Baltimore, Md., (corner Harlan and Arlington avenues.)	1875	Sister Mary Ferdinand	0	0	0	0	8	25	0	25	.....	.....
46	Boston Normal School	Boston, Mass	1852	L. Dunton	.....	.....	.....	.....	8	76	0	76	58	.....
47	Massachusetts Normal Art School	Boston, Mass	1873	Walter Smith, director	.....	.....	.....	.....	12	239	84	155	.....	.....
48	State Normal School	Bridgewater, Mass	1840	Albert G. Boyden, A. M	13,000	.....	.....	62 00	9	210	55	155	49	46
49	Framingham State Normal School	Framingham, Mass	1839	Ellen Hyde	15,000	0	0	70 00	12	174	0	174	35	.....

50	State Normal School	Salem, Mass	1854	Daniel B. Hagar, Ph. D.	13,000	.....	.....	41	53	13	313	0	313	77	.....
51	Westfield State Normal School	Westfield, Mass	1839	J. W. Dickinson	14,000	.....	.....	.....	.....	9	178	20	158	42	42
52	Massachusetts State Normal School	Worcester, Mass	1874	E. H. Russell	.....	0	0	.....	.....	7	75	1	74	.....	.....
53	Michigan State Normal School	Ypsilanti, Mich	1852	Rev. J. Estabrook, M. A	17,200	0	0	.....	.....	13	411	222	189	60	54
54	State Normal School at Mankato	Mankato, Minn	1868	Rev. David C. John, A. M	10,000	0	0	35	00	6	259	93	166	11	11
55	State Normal School at St. Cloud	St. Cloud, Minn	1868	D. L. Kichle, A. M	9,000	.....	.....	56	00	7	222	66	156	17	14
56	First State Normal School	Winona, Minn	1864	William F. Phelps, M. A	12,000	.....	.....	30	00	11	301	64	237	38	36
57	Mississippi State Normal School	Holly Springs, Miss	1870	William B. Highgate, A. B	4,500	0	0	50	00	4	134	89	45	4	4
58	Tougaloo University and State Normal School	Tougaloo, Miss	1871	Rev. L. A. Darling	4,500	0	0	20	00	5	217	124	93	35	35
59	Normal Institute*	Bolivar, Mo	1868	James A. Race	0	0	0	0		3	133	60	73	.....	.....
60	Southeast Missouri State Normal School	Cape Girardeau, Mo	1873	L. H. Cheney	10,000	0	0	30	70	5	164	87	77	7	4
61	Normal College, University of Missouri	Columbia, Mo	1868	Erastus L. Ripley, A. M	.....	.....	.....	.....	.....	14	.....	.....	.....	.....	.....
62	Frnitland Normal Institute*	Jackson, Mo	1864	James H. Kerr, A. B. Ph. B	0	0	0	0		5	77	53	24	8	7
63	Normal department, Lincoln Institute	Jefferson City, Mo	1866	Samuel T. Mitchell	5,000	0	0	52	08	10	126	81	45	8	5
64	North Missouri State Normal School	Kirksville, Mo	1867	J. Baldwin	10,000	.....	.....	14	14	11	709	439	270	72	53
65	Normal School	St. Louis, Mo	1857	Louis Soldan	0	0	15,656	0		14	254	0	254	72	72
66	State Normal School, District No. 2	Warrensburg, Mo	1871	George L. Osborne	10,000	0	0	24	51	10	408	210	198	57	23
67	Nebraska State Normal School	Pern, Nebr	1867	A. Nichols, A. M	12,000	.....	.....	30	00	7	282	120	162	4	4
68	New Hampshire State Normal School	Plymouth, N. H	1870	Rev. Horatio O. Ladd, A. M	5,000	0	600	.....	.....	9	155	44	111	33	30
69	State Normal School	Trenton, N. J	1855	Lewis M. Johnson, A. M	15,000	0	0	55	00	10	269	39	230	44	40
70	New York State Normal School	Albany, N. Y	1844	Rev. Joseph Alden, D.D., LL.D	18,000	.....	.....	.....	.....	12	544	.....	.....	.....	65
71	State Normal School*	Brockport, N. Y	1867	Charles D. McLean, A.M., LL.B	18,000	.....	.....	61	85	18	291	68	223	20	10
72	State Normal School	Buffalo, N. Y	1871	Henry B. Buckham, A. M	18,000	0	0	100	00	11	265	40	225	16	10
73	State Normal and Training School	Cortland, N. Y	1869	J. H. Hoose, A. M., Ph. D	18,000	.....	.....	.....	.....	14	370	145	225	23	23
74	State Normal and Training School	Fredonia, N. Y	1866	John W. Armstrong, D. D	20,832	0	0	22	90	15	752	362	390	28	.....
75	State Normal and Training School	Geneseo, N. Y	1871	William J. Milne, A. M	18,000	0	0	51	88	17	347	142	205	24	24
76	Female Normal College	New York, N. Y	1870	Thomas Hunter, A. M., pres't	0	0	85,000	0		32	925	0	925	169	.....
77	Oswego State Normal and Training School	Oswego, N. Y	1861	Edward A. Sheldon, A. M	19,700	0	0	48	52	13	371	64	307	59	42
78	State Normal and Training School	Potsdam, N. Y	1869	E. D. Blakeslee, A. M., (acting)	18,000	0	0	.....	.....	16	c293	96	197	26	21
79	Ray's Normal Institute	Kernersville, N. C	1873	John S. Ray	.....	.....	.....	.....	.....	1	24	22	2	.....	.....
80	Ellendale Teachers' Institute	Little River P.O., N. C	1872	W. E. White	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
81	Shaw University	Raleigh, N. C	1865	H. M. Tupper, A. M	.....	.....	.....	.....	.....	6	193	123	70	.....	.....
82	Tileston Normal School	Wilmington, N. C	1872	Amy M. Bradley	.....	.....	.....	.....	.....	8	180	66	114	0	.....
83	Northwestern Ohio Normal School	Ada, Ohio	1871	H. S. Lehr, A. M	0	0	0	0		9	359	201	158	12	9
84	Ohio Normal School and Business Institute	Bloomingburgh, Ohio	....	L. C. Crippen	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
85	Cincinnati Normal School	Cincinnati, Ohio	1868	Miss Delia A. Lathrop	.....	.....	.....	.....	.....	9	78	0	78	41	.....
86	Hopedale Normal School	Hopedale, Ohio	1853	William Brinkerhoff, A. M	0	0	0	0		7	184	110	74	2	.....
87	National Normal School	Lebanon, Ohio	1855	Alfred Holbrook	0	0	0	0		17	1,576	1,257	319	46	40
88	Western Reserve Normal School	Milan, Ohio	1832	Miss Delia Palmer	0	0	0	0		4	178	98	80	.....	.....
89	Normal department, Mt. Union College	Mt. Union, Ohio	1846	James A. Brush, A. M	0	0	0	0		12	367	249	127	18	18
90	Orwell Normal Institute	Orwell, Ohio	1865	H. W. Johnson	0	0	0	0		3	182	106	76	2	.....
91	Southern Ohio Normal School	Pleasantville, Ohio	1875	C. Wilkinson	.....	.....	.....	.....	.....	4	104	64	40	.....	.....
92	Republic Normal School	Republic, Ohio	1874	B. B. Hall	.....	.....	.....	.....	.....	4	.....	.....	.....	.....	.....
93	Ohio Central Normal School	Worthington, Ohio	1871	John Ogden, A. M	.....	.....	.....	.....	.....	9	214	111	103	20	16
94	Normal School of Wilberforce University	Xenia, Ohio	1873	Rt. Rev. Daniel A. Payne, D. D	0	0	0	0	0	5	6	4	2	.....	.....
95	Normal Course in Pacific University	Forest Grove, Oreg	1871	Rev. S. H. Marsh, D. D., pres't	.....	.....	.....	.....	.....	.....	4	4	.....	.....	.....
96	Allegheny Normal Institute	Allegheny City, Pa	1874	P. Hayden, A. M	0	0	0	0		3	100	20	80	.....	.....
97	Bloomsburg State Normal School	Bloomsburg, Pa	1869	Dr. T. L. Griswold, A. M	.....	0	0	(d)		15	337	185	152	18	14
98	Northwestern State Normal School	Edinboro', Pa	1861	J. A. Cooper	.....	0	0	5	20	9	693	334	359	15	15

* From Report of Commissioner of Education for 1874.

b Instructors are the same as those in the classical department.

† Exclusive of appropriations for permanent objects.

c Also 318 in lower departments.

a Also 86 in the model and training school.

d 50 cents a week to all expecting to become teachers.

TABLE III.—*Statistics of normal schools for* 1875, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... signifies no returns.

Number.	Name.	Location.	Date of organization.	Principal.	Appropriation for the last year.				Number of instructors.	Number of students.			Graduates in the last year.	
					State.	County.	City.	State appropriation per capita of pupils in the past year.		Total.	Male.	Female.	Whole number.	Number who have engaged in teaching.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
99	State Normal School	Indiana, Pa	1875	Edmund B. Fairfield	$0	$0	$0	$	13	300	160	140	0	0
100	Keystone State Normal School	Kutztown, Pa	1866	Rev. A. R. Horne, A. M	11,500	.....	.....	3 00	12	516	450	66	20	15
101	Central Normal School Association *a*	Lock Haven, Pa	1870	S. D. Ball, sec'y board trustees	5,000	0	0	.....	....	....	....	....	....	....
102	State Normal School	Mansfield, Pa	1862	Charles H. Verrill, A. M	.....	.....	.....	.....	8	223	134	89	31	25
103	State Normal School	Millersville, Pa	1859	Edward Brooks, A. M	18,000	0	0	6 50	24	803	504	299	38	37
104	Southwestern Normal College	Sagamore, Pa	1865	Rev. C. L. Ehrenfeld, A. M	0	0	0	0	10	358	167	191	2	2
105	Snyder County Normal Institute	Selin's Grove, Pa	1872	William Noetling, A. M	0	0	0	0	1	48	43	5	0	.....
106	Cumberland Valley State Normal School*	Shippensburgh, Pa	1873	George P. Beard	5,000	0	0	21 00	16	342	234	108	24	24
107	Westchester State Normal School	West Chester, Pa	1871	George L. Maris, M. A	.....	.....	.....	16 00	14	297	152	145	18	15
108	Rhode Island Normal School	Providence, R. I	1871	J. C. Greenough, A. B	10,000	0	0	46 87	19	159	10	149	33	27
109	Avery Normal Institute	Charleston, S. C	1865	Amos W. Farnham	0	0	0	0	10	436	.....	.....	15	.....
110	State Normal School	Columbia, S. C	1874	Mortimer A. Warren	10,000	0	0	.....	4	39	7	32	0	0
111	Normal or Training School for Freedmen	Knoxville, Tenn	....	James P. Wright	0	0	0	0	3	90	.....	.....	....	....
112	Freedmen's Normal Institute	Maryville, Tenn	1873	William P. Hastings	0	0	0	0	2	182	106	76	0	0
113	New Providence Institute, (Maryville College)	Maryville, Tenn	1868	S. Z. Sharp	0	0	0	0	3	134	81	53	0	0
114	Le Moyne Normal School	Memphis, Tenn	1871	A. J. Steele	0	0	0	0	9	300	120	180	0	.....
115	Normal department of Fisk University	Nashville, Tenn	1866	A. K. Spence	0	0	0	0	10	110	51	59	18	11
116	Normal department, Central Tennessee College	Nashville, Tenn	1866	Rev. J. Braden, A. M	0	0	0	0	3	240	122	118	0	0
117	State Normal University	Nashville, Tenn	1875	Eben S. Stearns	.....	.....	.....	.....	5	....	....	....	....	.....
118	State Normal School	Castleton, Vt	1867	Rev. George A. Barrett	1,500	.....	.....	15 00	6	100	30	70	26	.....
119	Johnson Normal School	Johnson, Vt	1867	William C. Crippen	1,500	0	0	.....	9	140	60	80	13	.....
120	State Normal School	Randolph, Vt	1866	Abel E. Leavenworth, A. M	1,500	0	0	24 00	7	242	90	152	57	30
121	Hampton Normal and Agricultural Institute	Hampton, Va	1872	S. C. Armstrong	10,339	0	0	42 55	18	243	154	89	38	36
122	Richmond Normal School	Richmond, Va	1867	R. M. Manly, A. M	0	0	0	0	5	108	36	72	18	.....
123	Fairmount State Normal School	Fairmount, W. Va	1868	J. G. Blair, M. D., LL. D	1,500	0	0	9 97	9	167	120	47	33	31
124	Glenville State Normal School	Glenville, W. Va	1873	T. Marcellus Marshall	1,500	0	0	15 00	3	105	60	45	10	.....
125	Storer Normal School	Harper's Ferry, W. Va	1868	Rev. N. C. Brackett, A. M	.....	.....	.....	.....	6	174	90	84	7	7
126	Marshall College, State Normal School	Huntington, W. Va	1868	A. D. Chesterman	1,500	0	0	17 44	3	86	46	40	14	6

127	Shepherd College	Shepherdstown, W. Va	1873	Joseph McMurran, A. M.	1,500	0	0	9 37	6	160	84	76	21	16
128	West Liberty State Normal School	West Liberty, W. Va	1870	J. C. Gwynn	1,500				3	42	21	18	4	
129	State Normal School	Oshkosh, Wis	1871	George S. Albee	17,782	0	0	27 75	13	b293	122	171	20	16
130	Wisconsin State Normal School	Platteville, Wis	1866	Edwin A. Charlton, A. M.	17,338				10	213	104	109	9	8
131	River Falls Normal School	River Falls, Wis	1875	W. D. Parker		0	0	0	10	100	32	68	0	0
132	Holy Family Teacher's Seminary	St. Francis, Wis	1870	Rev. Th. Brunner	0	0	0	0	8	80	80	...	7	7
133	State Normal School	Whitewater, Wis	1868	Oliver Arey, A. M.					12	341	135	206	15	14
134	Kindergarten Normal School	Washington, D. C. (cor. 18th and H sts., n. w.)		Miss Emma Marwedel					1	6	0	6	7	7
135	Normal department, Howard University	Washington, D. C.	1867	Thomas Robinson					6	138	69	69	0	0
136	Washington Normal School	Washington, D. C.	1873	Miss Lucilla E. Smith			2,000		3	20	0	20	20	20
137	St. George Normal School	St. George, Utah	1875	Lucius W. Peck	200	0	0		1	76	46	30		4

*From Report of Commissioner of Education for 1874. †Exclusive of appropriations for permanent objects. *a* School not opened yet. *b* Also 215 in model school.

TABLE III.—*Statistics of normal schools for* 1875, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... signifies no returns.

Number.	Number of years in course.	Number of weeks in scholastic year.	Library.			Number of educational journals and magazines taken.	Annual expense for tuition 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 chemical laboratory?	School possesses a philosophical 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.
			Number of volumes.	Average annual increase.	Number of volumes of pedagogical works					Vocal.	Instrumental.									
	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
1	3	42	.....	.....	.....	.....	$3	×	.....	×	×	×	×	...	×	×	×	×	September, first Wednesday	June, last Thursday.
2	.....	36	200	.....	...	3	4[b]	0	....	×	0	0	0	0	0	0	...	0	September, first Monday	
3	6	40	.....	.....	...	...	1[b]	×	0	×	0	×	×	×	0	×	×	×	October 1	June 25.
4	3	39	300	.....	...	3	9	×	0	×	×	×	0	0	0	0	×	0	October 1	June 20–22.
5	3	40	.....	.....	15	2	36	×	0	×	×	×	0	×	0	×	×	0	September 6	June 15.
6	.....	36	0	0	0	3	10	×	×	×	×	×	0	0	...	×	×	0	October, first Monday	June 20.
7	2	4	1,370	200	120	5	0	×	0	×	0	×	×	×	×	×	×	×	July 1	March 31.
8	2	39	1,000	.....	...	...	0	×	×	×	×	×	×	×	0	0	×	0	September, first Tuesday	Last of June.
9	3	40	.....	.....	...	6	0	0	0	×	×	×	×	×	0	0	×	0	September, first Wednesday	June.
10	3	37	650	39	50	14	46	×	×	×	×	×	0	0	0	×	×	0	September, first Monday	May, last Friday.
11	2, 4	38	.....	.....	...	3	18	0	0	×	×	×	0	×	0	0	×	0	October 6	June 22.
12	2	40	.....	.....	...	0	12	0	0	×	×	0	0	0	0	0	0	0	September 1	
13	5	40	5,000	.....	660	12	0	×	.....	×	×	....	...	...	...	...	×	.....	September 1	June 30.
14	4	39	1,444	.....	150	18	a22	×	0	×	0	×	×	×	0	×	×	0	September, second Monday	June, third Thursday.
15	2	40	100	.....	22	...	.....	×	×	×	0	0	0	0	0	0	×	0	September, first Monday	June, last week.
16	3	40	.....	.....	...	1	50	×	0	×	×	×	×	×	0	0	×	0	September 11	June 28.
17	3	40	244	.....	19	0	b0	×	0	×	×	×	×	×	0	×	×	×	September, first Monday	December and June.
18	3	40	150	.....	4	0	26–32	0	.....	×	×	×	×	0	0	0	×	0	August 31	June 15.
19	3	39	1,400	...	...	...	0	×	0	×	×	×	×	0	0	×	×	0	September 6	June 22.
20	2	40	465	100	80	4	b0	0	0	×	0	0	×	×	0	×	×	×	September, first Monday	June 15–20.
21	4	12	.....	.....	...	5	20	×	0	×	0	×	0	0	0	×	×	×	August	
22	2, 3	36	.....	.....	...	...	28	×	×	×	0	0	0	0	0	×	×	0	September 8	June 9.
23	.....	6	.....	.....	...	....	5	0	0	×	0	0	....	...	...	×	0	0	.....	
24	.....	.....	.....	.....	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
25	3	44	3,000	800	150	23	28	×	0	×	×	×	×	×	0	0	×	0	September 7	July 7.
26	4	40	500	50	23	4	28–34	×	×	×	×	×	×	×	....	×	×	0	September 6	June 21–23.

27	.....	38	.....	.....	300	4	.....	×	0	....	....	×	×	×	0	0	×	0	September 15	June 28.
28	4	42	600	.....	...	4	32	....	.....	.....	.....	×	×	....	....	×	×	0	September 27	August 31.
29	2	38	200	.....	40	12	0	×	0	×	0	0	0	0	0	×	×	×	September, first Wednesday	June 15.
30	2, 4	35	400	50	55	8	0	×	×	×	0	×	×	×	×	×	×	×	September 9	June 16.
31	2	40	40	.....	....	10	0	×	0	0	×	×	0	0	×	×	×	×	September, first Wednesday	June.
32	2, 3	36	.....	.....	100	0	$10\frac{1}{2}$	0	0	×	×	×	×	....	0	0	×	0	September, last Wednesday	June, last Wednesday.
33	3	46	500	.....	13	....	40	0	0	×	×	....	....	....	....	×	×	×	September, first Tuesday	September 1.
34	.....	....	.....	.....	....	....	.....	....	.....	....	....	....	....	....	....	....	....	....	.....	
35	.....	....	.....	.....	....	....	.....	....	.....	....	....	....	....	....	....	....	....	....	.....	
36	3	36	.....	.....	....	1	0	×	0	×	×	0	0	0	0	0	×	×	October 2	June, first week.
37	.....	....	.....	.....	....	....	.....	....	.....	....	....	....	....	....	....	....	....	....	.....	
38	3	40	65	5	33	2	.....	0	0	×	0	0	0	0	0	×	×	0	September	March.
39	3	38	500	.....	75	1	4	×	×	×	0	×	×	×	0	×	×	0	August 17	June, last week.
40	2	38	1, 000	.....	65	5	0	×	×	×	0	×	×	0	0	×	×	0	August 24	July 1.
41	2	40	.....	.....	....	2	22	×	0	0	×	×	0	×	0	×	×	.....	Last of August	June 22.
42	3	34	350	.....	.....	....	18	×	.....	×	0	×	×	0	×	0	×	0	August, last Tuesday	
43	.....	40	1, 120	.....	31	2	15	×	0	0	0	0	0	0	×	×	×	0	September, first Monday	
44	2–3	39	1, 700	.....	85	11	(c)	×	×	×	×	×	....	....	×	×	×	×	September, first Tuesday	May, last week.
45	3	40	500	.....	75	5	.....	×	×	×	×	×	×	×	×	.....	.....	.....	September 8	
46	1	40	.....	.....	....	....	0	×	.....	×	0	....	....	....	....	....	×	d ×	September, second Monday	July 1.
47	4	34	12	0	0	0	0	×	×	0	0	0	0	0	0	×	×	0	October 6	
48	2, 4	38	2, 000	.....	180	4	0	×	×	×	0	×	×	×	×	0	×	0	September	June 29.
49	2	40	2, 020	50	....	3	0	×	×	×	0	×	×	×	0	×	×	0	September, first Thursday	July.
50	2, 4	40	8, 500	200	....	....	0	×	×	×	0	×	×	×	0	....	×	0	February and August	January and June.
51	2, 4	40	1, 560	.....	200	4	0	×	×	×	....	×	×	×	0	×	×	0	September 2	July 8.
52	2	38	567	.....	....	6	.....	×	×	×	0	×	×	0	0	0	×	0	September and February	July and February.
53	2, 3, 4, 5	40	1, 400	50	60	2	10	×	0	×	0	×	×	×	0	×	×	×	September 22	June, last Thursday.
54	$2\frac{1}{2}$	36	350	50	15	0	(e)	×	×	×	0	×	×	0	0	×	×	0	September 1	May 15.
55	2	36	200	.....	....	....	.....	×	0	×	0	×	0	0	×	×	0	0	August 23	May 17.
56	2	38	678	.....	200	9	0	×	×	×	....	×	×	×	0	×	×	0	September 1	May 10.
57	4	40	112	20	2	2	0	0	0	×	×	0	0	0	0	×	×	0	September, first Monday	June, second Wednesday.
58	3	40	650	50	20	2	15	0	0	×	×	×	×	0	0	0	×	0	October	June.
59	3	40	250	.....	35	6	130	×	0	×	×	0	0	0	0	×	×	0	September 6	June 16.
60	4	40	1, 225	.....	50	....	8	×	0	×	0	0	×	0	0	0	×	0	September, first Monday	
61	4	40	.....	.....	500	4	20	×	×	×	....	....	×	×	0	0	×	×	September 20	July 4.
62	3	36	1, 000	.....	81	6	60	×	×	×	×	×	×	×	0	0	×	0	September, first Monday	June.
63	4	36	752	.....	6	1	0	×	×	×	0	0	0	0	×	×	0	0	October, first Monday	June, second Friday.
64	4	40	1, 050	50	250	30	12	×	0	×	×	×	×	0	0	×	0	0	September, first Monday	June 17.
65	$2\frac{1}{2}$	40	294	.....	250	0	0	×	×	×	0	0	×	×	0	×	×	f ×	September, first Monday	
66	$2\frac{1}{2}$, 4	40	400	.....	0	0	10	×	.....	×	0	×	0	×	0	0	×	0	September, first Monday	June.
67	5	38	500	50	25	....	.....	×	0	×	×	×	0	0	×	×	×	×	September, first Thursday	June, third week.
68	1, 2	30	416	20	57	3	0	×	0	×	×	×	×	×	×	×	×	×	September 8	May.
69	3	40	.....	.....	200	15	0	×	×	×	×	×	×	0	×	×	×	×	September 1	June, last Thursday.
70	2	40	.....	.....	....	....	0	×	.....	×	×	×	....	....	....	×	×	×	September, second Wednesday	
71	2, 3, 4	40	5, 507	.....	.....	....	.....	×	0	×	×	×	×	×	0	×	×	×	September, first Wednesday	June, last Tuesday.
72	2, 4	40	2, 625	.....	30	10	0	×	×	×	0	×	×	×	0	×	×	×	September, first Wednesday	July, first Tuesday.
73	2, 3, 4	40	1, 220	25	90	4	0	×	0	×	×	×	×	×	....	×	×	×	September, first Wednesday	Tuesday before July 4.
74	2, 4, 5	40	1, 500	3	6	0	0	×	0	×	0	×	×	×	....	×	×	×	September, first Wednesday	June.

a Free to those pledged to teach in schools of the State.
b Free to residents of the county; $30 to others.
c Tuition and books free to 200 students; others $75 per annum.
d In schools in Boston.
e Tuition free to all pledged to teach two years in public schools of the State; $16 per annum to others.
f In schools of the city.

TABLE III.—*Statistics of normal schools for* 1875, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... signifies no returns.

Number.	Number of years in course.	Number of weeks in scholastic year.	Library.			Number of educational journals and magazines taken.	Annual expense for tuition 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 chemical laboratory?	School possesses a philosophical 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.
			Number of volumes.	Average annual increase.	Number of volumes of pedagogical works.					Vocal.	Instrumental.									
	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
75	2, 3, 4	40	250	.....	.....	.....	$0	×	×	×	×	×	×	×	....	×	×	×	September, first Wednesday	June, second Tuesday.
76	3	20	.....	.....	.....	.....	.....	×	×	×	...	×	×	×	×	×	×	0	September, first Monday	June.
77	2, 3, 4	40	361	.....	150	0	0	×	×	×	0	×	×	×	×	×	×	×	September, first Wednesday, and February, second Wednesday.	June.
78	2, 3, 4	40	2, 000	.....	50	0	.....	×	0	×	0	×	×	0	×	×	×	×	September, first Wednesday	February 1 and July 1.
79	.....	30	0	0	0	....	30	0	.....	×	×	0	×	.....	.....	.....	.....	.....	April, first Monday	
80	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
81	3	36	1, 300	.....	.....	20	16	×	×	×	×	0	0	0	0	×	×	0	October 1	May, last week.
82	6	36	0	.....	.....	.....	0	×	0	×	0	0	0	×	0	0	×	0	October 1	June, last week.
83	2, 3, 4	46	781	.....	46	5	35	×	.....	×	×	×	×	×	...	×	×	0	August, second Monday	June, second Friday.
84	.....	40	.....	.....	.....	.....	32	×	×	.....	.....	×	.....	.....	.....	.....	.....	.....	August 31	
85	1½	40	150	20	20	4	.....	×	×	×	0	0	0	0	0	×	×	0	September, first Monday	June.
86	4	40	1, 700	.....	11	3	180	0	0	×	×	×	×	×	×	0	×	0	September, first Tuesday	June, last Friday.
87	2¼	50	3, 216	200	110	6	40–50	×	0	×	×	×	×	0	0	0	×	0	September 7	August 18.
88	4	42	.....	.....	.....	.....	30	0	.....	×	×	×	0	0	0	0	×	0	August, second Monday	June, third Friday.
89	3	44	1, 475	.....	176	18	30–52	×	×	×	×	×	×	0	0	0	×	0	November, last Tuesday	November, second Thursday.
90	3	41	300	.....	.....	.....	25	×	.....	×	×	×	×	×	0	.....	×	0	August 17	June 23.
91	3	40	400	.....	.....	.....	27	.....	0	.....	×	×	×	.....	.....	0	×	0	August 17	June 16.
92	.....	40	.....	.....	.....	.....	30	.....	.....	×	×	.....	.....	.....	.....	.....	.....	.....	September 1	
93	2, 3	40	600	12	50	12	40	×	×	×	×	×	×	0	....	×	×	0	September	June 22.
94	1, 3	42	12	2	3	1	100–150	×	×	×	×	0	0	....	0	×	×	.....	September, first Wednesday	June, third Wednesday.
95	2	38	.....	.....	.....	0	45	×	.....	×	×	×	×	×	0	×	×	0	September, first Wednesday	June, first Wednesday.
96	3	40	.....	.....	.....	.....	66	.....	.....	×	.....	.....	.....	.....	.....	.....	.....	.....	September 1	
97	2	42	580	75	20	12	21	×	0	×	×	×	×	0	×	×	×	×	August 25	June 28.
98	2	42	2, 200	250	50	75	42	×	0	×	×	0	×	×	0	×	×	×	August	Thursday before July 1.

99	2, 4, 5	42	0	0	0	10	40	×	×	×	×	×	×	0	0	×	×	×	September, first Monday	July, third Thursday.
100	2	42	3,000	200	50	16	40	×	×	×	×	×	×	0	0	×	×	×	August 3	June 20.
101																				
102	2	42	900				*a*36	×	0	×	×	×	×	0	0	×	×	×	September, first Wednesday	June, last Thursday.
103	4	42	3,000		100	25	55	×	×	×	×	×	×	×	×	×	×	×	September, second Monday	July.
104	2	42					40	×		×	×					×	×	×		
105		20			10	5	20	×	0	×	0	0	0	0	0	0	0	0	April, first Monday	
106	2	42	650		30	25		×	×	×	×	×	×	×	×	×	×	×	September 1	April 15.
107	3	42	1,400		25	10	65	×	×	×	×	0	×	×	×	0	×	×	August 30	June 25.
108	2	42	600	20	50	0	0	×	×	×	0	×	×	×	0	0	×		September, first Tuesday	January and June.
109	4	39	500		200	2	9	×	×	×	0					0	0	×	October, first Monday	June, last Friday.
110	2	39	0			0	0	×	0	×	0	0	0	0	0	0	×	×	October, first Monday	
111																				
112	3	41	800	0	15	1	5	×	0	×	0	0	0	0	0	×	×	0	Wednesday bef. first Monday in Sept	June 16.
113	4	40	0			4	20	×		×	×	0		×	0	0	×	0	September, first Monday	June, last Friday.
114	4	37	900		100	4	12	×	×	×	×	×	×			×	×	0	October 1	June 28.
115	5, 2	37			30		9–11	×	0	×	×	×	×	0	×	×	×	0	September, first Monday	May, last Thursday.
116	3	36			20	2	9	×	0	×	×	0	×	0	0	0	×	0	September, first Monday	May.
117																×				
118	3	40	300			4	0	×	0	×	×	×	×	×	×	×	×	×	August, fourth Thursday	June, last Wednesday.
119	3	40	500				24	×	0	×	×	0	×	0	0	0	×	×	September, first Tuesday	
120	3	40	500		50	4	24	×	0			×	×	0	0	×	×	×	August, fourth Tuesday	June 23.
121	3	36			40	8	0	0	0	×	×		0	0	0	0	×	0	October 1	May 18.
122	3	40	500		55	3	0	×	0	×	×	×		0	×	×	×	0	Middle of September	June 9.
123	2	40	300	45	42	14	0	×	0	×	×	×	×	0	×	×	×	×	September 8	June 18.
124	2	38	50		4	1	20–32	0		0		0	×	0	0	0	×	×	September, second Monday	June 20–25.
125	3	36	975	50	4	1	*b*10–12	×	0	×	×	0	0	0	0	0	×	0	September 21	June 2.
126	2	38	1,000				20–32			×	×		×			×		×	September, second Monday	June, second Friday.
127	2, 4	42	200	20	10	2	25	0	0	×	×	0	0	0	0	×	×	×	September, first Monday	June, last Thursday.
128	2	38	400	5			23, 27	0	0	×	×	0	0	0	0	0	×	×	September, first Monday	June.
129	2, 4	40	448		48	4	0	×	0	×	×	×	×	×	×	×	×	*c*×	August, last Tuesday	June, third Thursday.
130	2, 4	40	5,000		100		0	×	0	×	×	×	×	0	×	×	×	*c*×	September, first Tuesday	June, last Thursday.
131	2, 4	40	60		10	4	20	×	0	×	0	×	×	0	×	×	×	×	September 1	June 23.
132	4	42	600			12	175	×	×	×	×	0		×	×	×		0	September 1	
133	4	40	400	50	20	0	0	×	×	×	×	×	×	×	0	×	×	*c*×	August 31	June 22.
134	1	32					100	×	×							×		×	October	May.
135	3	36					12	×	0	×	×	×	×	×	0	×	×		September 16	June 16.
136	1	40	200		50	7	0	×	×	×	0	0	×	×	0	×	×	*d*×	September, first Monday	June 11.
137	1½	36					24	0		0	0								October, first Monday	

a State aid pays all tuition senior year and part of junior year. *b* For tuition and room rent. *c* After one year's successful experience. *d* In schools of the city.

MEMORANDA.

State Normal School, Montgomery, Ala., not in existence; State Normal School, Selma, Ala., not in existence; Normal department of Eureka College, Eureka, Ill., not a distinct department; Quindaro State Normal School, Quindaro, Kans., closed; East Kentucky Normal School, Catlettsburgh, Ky., now a public graded school; Normal department of public school, Jackson, La., suspended; Central Normal School, Leoni, Mich., closed; Farnum Preparatory School, Beverly, N. J., has no normal department; Northwestern Normal School, Fostoria, Ohio, consolidated with school at Ada; Normal department of Lincoln University, Chester County, Pa., not a distinct department; Teacher's class in West Virginia University, Morgantown, W. Va., closed.

TABLE IV.—*Statistics of commercial and business colleges for* 1875; *from replies to inquiries by the United States Bureau of Education.*

Number.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Number of instructors.		Number of students.											
									In day school.			In evening school.							
						Male.	Female.	Total.	Total.	Male.	Female.	Total.	Male.	Female.	In phonography.	In telegraphy.	In German.	In French.	In Spanish.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1	Art and Business College	Sacramento, Cal., (K street, between Fifth and Sixth.)	....	1875	R. A. Dreisse and Leo Wetterman.	2	....	70	40	25	15	30	20	10	....	....	....	....	....
2	Sacramento Business College	Sacramento, Cal., (210 I street)	....	1873	E. C. Atkinson	8	1	160	100	90	10	60	50	10	10	75	2	0	0
3	Heald's Business College	San Francisco, Cal	....	1864	Edward P. Heald	12	3	455	351	317	34	104	96	8	5	42	21	32	29
4	Pacific Business College	San Francisco, Cal	....	1865	M. K. Lauden	7	1	369	312	300	12	57	54	3	....	16	....	....	....
5	Moore's Southern Business University	Atlanta, Ga	....	1858	B. F. Moore, A. M., president.	4	....	215	180	175	5	35	35	....	....	....	....	....	....
6	Business course of Bowdon College*	Bowdon, Ga	1857	1856	Rev. F. H. M. Henderson, A. B., president.	2	....	8	8	7	1	....	....	....	....	....	....	....	....
7	Bloomington Business University	Bloomington, Ill	....	1870	M. De La Brown, superintendent.	2	0	181	141	131	10	45	39	6	46	23	0	0	0
8	Commercial course, St. Viator's College	Bourbonnais, Ill	1874	1866	Rev. Thos. Roy, C. S. V.	(a)	....	(a)	....	....	....	....	....	....	....	10	12	60	....
9	Commercial course, St. Ignatius College	Chicago, Ill	1870	1870	Rev. J. De Blieck, S. J., president.	2	....	81	81	81	0	....	....	....	....	....	....	....	....
10	Dyhrenfurth Business College	Chicago, Ill., (149 East Randolph street.)	1864	1858	Julius Dyhrenfurth	4	1	191	191	120	71	....	....	....	....	....	....	....	....
11	H. B. Bryant's Chicago Business College*	Chicago, Ill., (southeast corner State and Washington streets.)	....	1856	H. B. Bryant	7	2	450	450	400	50	....	....	....	....	....	....	75	....
12	Commercial department, Eureka College	Eureka, Ill	1855	1870	A. M. Weston, A. M., president.	2	....	68	68	....	....	....	....	....	....	....	....	....	....
13	Western Business College	Galesburg, Ill	1864	1862	J. M. and A. B. Martin	3	....	343	245	175	70	98	75	23	....	17	....	....	....
14	Jacksonville Business College	Jacksonville, Ill	....	1866	G. W. Brown	6	....	224	177	147	30	47	29	18	....	....	....	....	....
15	Joliet Business College	Joliet, Ill	1866	1866	H. Russell	2	....	420	300	250	50	120	100	20	....	....	....	....	....
16	Northwestern Business College, (department of Northwestern College.)	Naperville, Ill	1865	1872	J. George Cross, A. M	5	....	49	49	47	2	....	....	....	....	....	....	....	....
17	Central Illinois Business College and Telegraph Institute.	Peoria, Ill	....	1865	A. S. Parish	3	1	....	....	....	....	....	....	....	....	....	....	....	....

18	Gem City Business College and Telegraph Institute.	Quincy, Ill., (508 Maine street,)	....	1865	G. L. Howe and D. L. Musselman.	4	....	167	127	117	10	40	40	0	....	....	....	....	....
19	Rockford Business College	Rockford, Ill	....	1866	Chamberlain & Doll	2	....	131	101	95	6	30	30	0	....	....	....	....	....
20	Rock Island Business College	Rock Island, Ill	....	1870	Theophilus A. Frey	5	....	*b*290	240	200	40	140	120	20	20	10	12	3	....
21	Springfield Business College	Springfield, Ill	....	1862	S. Bogardus	5	....	175	120	....	....	55	55	....	....	....	....	....	....
22	Crescent City Commercial College	Evansville, Ind., (corner of First and Main streets.)	....	1874	G. N. Wells & G. W. Rauk.	3	1	192	112	100	12	80	75	5	....	....	....	....	....
23	Evansville Commercial College	Evansville, Ind., (corner of Third and Main streets.)	....	1850	John J. Kleiner, president; Edwin J. Wright, principal.	5	....	417	211	198	13	206	196	10	....	17	4	....	....
24	Bryant & Stratton's Practical Business College and Telegraph Institute.*	Indianapolis, Ind., (44 South Meridian street.)	1871	1858	A. L. Southard and C. C. Koerner.	7	1	600	600	500	100	....	....	....	....	....	100	....	....
25	College of Business	Irvington, Ind	....	1870	C. E. Hollenbeck	2	....	41	41	31	10	0	0	0	0	0	0	0	0
26	Star City Business College	La Fayette, Ind	0	1866	P. W. Kennedy	2	0	123	78	75	3	45	45	0	0	21	0	0	0
27	Hall's Business College	Logansport, Ind	....	1867	E. A. Hall	3	....	80	55	48	7	25	16	9	....	....	....	....	....
28	Commercial department University of Notre Dame.	Notre Dame, Ind	1844	1842	Patrick S. Colovin, C.S.C	6	0	200	200	....	....	....	....	....	....	....	75	20	....
29	Terre Haute Commercial College	Terre Haute, Ind	....	1862	R. Garvin and A. W. Heinly.	4	....	197	112	85	27	85	66	19	....	8	....	....	....
30	Burlington Business College	Burlington, Iowa	....	1865	D. Burgess	7	....	518	518	487	31	....	....	....	50	....	....	....	....
31	Clinton Commercial College and Normal Training School.	Clinton, Iowa, (box 1180)	....	1870	John Riley	2	....	190	150	120	30	40	30	10	....	....	....	....	....
32	Davenport Business College and Telegraph Institute.	Davenport, Iowa	....	1865	A. J. Montague and D. R. Lillibridge.	8	....	311	311	288	23	....	....	....	....	25	....	....	....
33	Baylies' Commercial College	Dubuque, Iowa	1859	1858	C. Baylies	5	....	300	240	226	14	60	30	30	6	20	6	....	....
34	National Business College of Upper Iowa University.	Fayette, Iowa	....	1867	Prof. H. E. Hurd	2	....	50	50	40	10	....	....	....	....	10	....	....	....
35	Iowa City Commercial College	Iowa City, Iowa	0	1864	William McClain	2	....	105	75	50	25	30	22	8	....	....	....	....	....
36	The Baylies Mercantile College*	Keokuk, Iowa	1859	1858	William H. Miller	4	1	400	....	....	....	....	....	....	....	....	....	....	....
37	Muscatine Business College and Academy	Muscatine, Iowa	....	1869	H. K. Suavely	1	....	61	32	27	5	34	33	1	....	....	....	....	....
38	Ottumwa Business College	Ottumwa, Iowa	1871	1871	W. C. Thompson	4	1	104	99	85	14	35	28	7	....	24	6	....	....
39	Western Business College	Leavenworth, Kans	....	1859	W. H. Skillman	2	1	126	89	68	21	66	66	0	4	0	0	0	0
40	Western Business College	Topeka, Kans	....	1867	M. A. Pond	1	....	169	98	72	26	71	56	15	....	8	....	....	....
41	Commercial College of Kentucky University	Lexington, Ky	1865	1869	Horace P. Perrin, LL. B.	5	0	60	60	60	0	0	0	0	0	0	0	0	0
42	Bryant and Stratton Business College	Louisville, Ky., (80 W. Main street.)	....	1865	J. W. Warr and J. P. Burton.	3	0	302	210	186	24	92	92	0	0	0	0	0	0
43	J. W. Blackman's Commercial College	New Orleans, La., (131 Carondelet street.)	....	1862	J. W. Blackman	4	....	52	37	35	2	15	15	....	....	....	4	4	....
44	Soulé's Commercial College and Literary Institute.	New Orleans, La., (corner St. Charles and La Fayette sts.)	1861	1856	George Soulé, A. M	9	0	311	243	243	....	68	68	....	0	3	14	43	9
45	Dirigo Business College	Augusta, Mo., (Water street)	1867	1865	D. M. Waitt	1	1	175	100	80	20	75	....	....	....	....	....	....	....
46	Portland Business College	Portland, Me	....	1863	L. A. Gray	3	....	192	192	179	13	....	....	....	....	....	....	....	....
47	Sadler's Bryant & Stratton Business College.	Baltimore, Md., (6 and 8 N. Charles street.)	0	1864	W. H. Sadler	8	....	....	....	....	....	....	....	....	....	....	....	....	....
48	Bryant and Stratton Commercial School	Boston, Mass., (608 Washington street.)	0	1865	H. E. Hibbard	8	2	215	215	185	30	0	0	0	0	0	0	0	0
49	Comer's Commercial College	Boston, Mass., (666 Washington street.)	0	1840	George N. Comer, A. M., president.	7	3	455	*c*455	*c*370	*c*85	....	....	....	0	0	....	....	....
50	French's Business College	Boston, Mass., (630 Washington street.)	0	1849	Charles French, A. M	3	0	251	....	....	....	....	....	....	0	0	0	0	0

* From Report of Commissioner of Education for 1874.

b In this and some other colleges a number of the students are in both day and evening schools.

a Included in report of collegiate department. (See Table IX.)

c Includes day and evening schools.

TABLE IV.—*Statistics of commercial and business colleges for* 1875, *&c.*—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Number of instructors.		Number of students.											
									In day school.			In evening school.							
						Male.	Female.	Total.	Total.	Male.	Female.	Total.	Male.	Female.	In phonography.	In telegraphy.	In German.	In French.	In Spanish.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
51	Sawyer's Commercial College	Boston, Mass., (161 Tremont street.)	0	1838	George A. Sawyer	5	0	165	125	105	20	40	27	13	0	0	0	6	0
52	Carter's Commercial College	Pittsfield, Mass	0	1861	E. F. Carter, A. M.	....	....	195	35	30	5	160	120	40	....	....	....	....	....
53	Ann Arbor Business College*	Ann Arbor, Mich	....	1873	Prof. C. E. Pond	3	1	115	115	100	15	....	....	....	....	....	....	....	....
54	Battle Creek Business College	Battle Creek, Mich	....	1875	C. H. Devlin	2	1	66	45	32	13	21	19	2	....	....	....	....	....
55	Goldsmith's Bryant & Stratton Business University.	Detroit, Mich	....	1857	J. H. Goldsmith	6	....	338	206	204	2	132	125	7	....	....	....	....	....
56	Mayhew Business College	Detroit, Mich	0	1860	Ira Mayhew, A. M	3	0	120	84	80	4	53	50	3	0	0	0	0	0
57	Grand Rapids Business College and Telegraphic Institute.	Grand Rapids, Mich	....	1866	C. G. Swensberg	3	1	200	170	146	24	30	30	....	....	12	....	....	....
58	Commercial and Telegraphic department, Hillsdale College.	Hillsdale, Mich	1855	1866	Alexander C. Rideout	5	1	199	199	152	47	....	....	....	....	17	....	....	....
59	Jackson Business College	Jackson, Mich	....	1870	George M. Devlin	2	1	132	96	87	9	36	29	7	....	....	....	....	....
60	Kalamazoo Business College and Telegraph Institute.	Kalamazoo, Mich	....	1869	W. F. Parsons	1	1	202	172	150	22	30	30	....	....	25	....	....	....
61	Lansing Business College	Lansing, Mich	....	1867	H. P. Bartlett	1	....	95	75	....	....	20	....	....	....	....	....	....	....
62	International Business College and Telegraphic Institute.	St. Paul, Minn., (corner of Third and Jackson streets.)	....	1865	William A. Faddis	6	....	213	186	175	11	27	24	3	....	23	....	....	....
63	St. Stanislaus Commercial College	Bay St. Louis, Miss	1870	1855	Brother Gabriel	8	0	100	100	100	0	0	0	0	0	10	14	60	5
64	Spalding's Commercial College	Kansas City, Mo., (712 Main street.)	1867	1865	James F. Spalding, A. M.	12	2	175	....	....	....	....	....	....	....	10	6	4	....
65	Parson's Commercial College*	Louisiana, Mo	1869	1869	B. F. Parsons	3	4	135	135	75	60	....	....	....	....	....	20	....	....
66	Bryant's Business College	St. Joseph, Mo	....	1864	Thomas J. Bryant, LL.B.	2	....	68	33	30	3	35	35	....	....	....	....	....	....
67	Commercial department, St. Louis University.	St. Louis, Mo	1832	1829	Rev. L. Bushart, S. J	6	....	157	157	157	....	....	....	....	....	....	40	6	....
68	Jones Commercial College	St. Louis, Mo	1849	1841	{Jonathan Jones, pres't .. {J. W. Johnson, principal.	12	2	413	252	223	29	161	148	13	....	30	15	....	....
69	Mound City Commercial College	St. Louis, Mo., (210 North Fourth street.)	1861	1859	Thomas A. Rice, A. M., president.	5	....	254	144	140	4	110	110	0	....	5	3	....	....
70	Great Western Business College	Omaha, Nebr	....	1873	George R. Rathbun	(3)		75	60	40	20	35	30	5	5	10	....	....	....

71	Gaskell's Business College	Manchester, N. H.		1865	Prof. G. A. Gaskell	2		333												
72	Elizabeth Business College	Elizabeth, N. J		1872	James H. Lansley, Ph. D	5	4	80	80	55	25				2		15	9	4	
73	Bryant & Stratton Newark Business College.	Newark, N. J	1871	1862	Arthur B. Clark	7		213	93	90	3	120	105	15			7			
74	Trenton Business College	Trenton, N. J		1865	W. B. Allen	4		200	150			50								
75	Folsom's Albany Business College	Albany, N. Y		1857	E. G. Folsom, A. M	3		125	75			50								
76	Browne's Business College	Brooklyn, N. Y., (293 Fulton street.)		1863	T. R. Browne	8	1	185	125	100	25	60	50	10	10	10	40	10	10	
77	Claghorn's Bryant & Stratton Business College.	Brooklyn, N. Y., (38 to 44 Court street.)		1862	C. Claghorn	5		124	124	121	3	0	0	0	0	0	20	6	2	
78	French's Business and Telegraph College	Brooklyn, N. Y., (308 Fulton street.)	0	1868	George W. French	1	1	144	91	63	28	53	45	8		48				
79	Normal Business College	Brooklyn, N. Y., (Novelty Building.)		1870	Delwin F. Brown	5		110	110	110		0	0	0	0	0	30	43	0	
80	Bryant's Buffalo Business College*	Buffalo, N. Y., (corner Main and Seneca streets.)		1854	J. C. Bryant, M. D., president.	3	1	282	282	225	57									
81	Buffalo Telegraph College	Buffalo, N. Y		1860	C. L. Bryant	2	1	73	73	47	26									
82	Commercial department, St. Joseph's College.	Buffalo, N. Y		1861	Bro. Francis Regis	4		103	78	78		25	25				27	6		
83	Elmira Business College	Elmira, N. Y	0	1859	A. J. Warner	1	0	98	52	50	2	46	46	6	0	0	0	0	0	
84	Hudson Business College	Hudson, N. Y., (201 Warren street.)		1873	A. E. Mackey	2	1	86	70	67	3	16	16							
85	Commercial department, College of St. Francis Xavier.*	New York, N. Y., (49 West Fifteenth street.)	0	1847	Rev. H. Hudon, S. J	3		81	81	81							81	81		
86	Dolbear's Commercial College*	New York, N. Y., (1193 Broadway.)		1836	Thomas P. Dolbear	4	1	300	300	250	50									
87	Packard's Business College	New York, N. Y	0	1858	S. S. Packard	6	2	326	326	316	10				15	0	70	75	15	
88	Paine's Business College*	New York, N. Y., (Broadway, corner Thirty-fourth street.)	0	1849	Martin S. Paine	5	2	905												
89	Eastman's Business College	Poughkeepsie, N. Y	0	1859	H. G. Eastman, LL. D., president.	10		439	346	327	19	93	86	7		27				
90	Rochester Business University	Rochester, N. Y., (corner Buffalo and Fitzhugh sts.)	0	1862	L. L. Williams	7		514	402	381	21	112	34	78	0	0	0	0	0	
91	Bryant & Stratton Business College and Telegraphic Institute.	Syracuse, N. Y		1865	C. P. Meads	3	0	93	53	50	3	40	30	10	0	10	0	0	0	
92	Troy Business College	Troy, N. Y	1871	1858	John R. Carnell	5		224	179	170	9	45	40	5						
93	Utica Business College	Utica, N. Y	0	1863	H. B. McCreary and Thomas Shields.	3	1	190	90	85	5	100	90	10						
94	Commercial department, Wake Forest College.*	Forestville, N. C		1868	Prof. L. R. Mills, A. M	1		12	12	12										
95	Akron Business College	Akron, Ohio	0	1866	O. S. Warner, A. B	1		108	63	59	4	45	45	0	1	0	4			
96	Commercial department, St. Xavier College.	Cincinnati, Ohio	1842	1831	Rev. T. H. Miles, S. J	3		94	94	94										
97	Nelson's Business College	Cincinnati, Ohio, (southeast corner Fourth and Vine streets.)	1860	1856	H. Nelson and H. P. Kelsey, A. M.	5	0	375	300	300	0	75	75	0						
98	Queen City Commercial College	Cincinnati, Ohio		1874	Henry A. Faber, president.	8		321	155	148	7	166	166	0	0	0	0	0	0	

* From Report of the Commissioner of Education for 1874.

TABLE IV.—*Statistics of commercial and business colleges for* 1875, *&c.*—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Number of instructors.		Number of students.											
									In day school.			In evening school.							
						Male.	Female.	Total.	Total.	Male.	Female.	Total.	Male.	Female.	In phonography.	In telegraphy.	In German.	In French.	In Spanish.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
99	Union Business College	Cleveland, Ohio, (corner Superior and Seneca streets.)	....	1852	Platt R. Spencer	5	....	450	450	441	9	....	....	....	....	....	....	....	....
100	Columbus Business College	Columbus, Ohio	....	1864	E. K. Bryan	2	1	245	175	165	10	70	65	5	....	....	....	....	....
101	Miami Commercial College	Dayton, Ohio	....	1860	A. D. Wilt	2	....	120	100	100	....	20	20	....	2	....	....	....	....
102	Mt. Union Business College*	Mt. Union, Ohio	1858	1869	E. N. Hartshorn	8	....	483	483	391	92	....	....	....	....	....	49	38	0
103	Oberlin Business College	Oberlin, Ohio	....	1874	J. G. Kline and Stephen Howland.	2	1	162	162	142	20	....	....	....	....	....	....	....	....
104	Buckeye Business and Telegraph College.	Sandusky, Ohio	....	1866	H. D. Secle and H. O. Safford.	4	1	174	87	62	25	87	69	18	....	26	7	....	....
105	Van Sickle's Business College	Springfield, Ohio	....	1871	J. W. Van Sickle	1	....	30	20	15	5	10	10	0	....	....	....	....	....
106	Jordan's Business College	Toledo, Ohio	....	1861	J. B. Jordan	3	....	245	220	210	10	25	25	....	....	....	....	....	....
107	Zanesville Business College	Zanesville, Ohio	....	1866	J. W. Roll and F. M. Choguill.	3	....	212	155	138	17	57	46	11	....	....	....	....	....
108	Commercial department, Willamette University.*	Salem, Oreg	1853	....	T. H. Crawford, A. M.	1	....	64	64	48	16	....	....	....	....	....	....	....	....
109	Allentown Business College	Allentown, Pa	....	1869	William L. Blackman	6	....	244	167	167	....	77	76	1	....	2	....	....	....
110	United States Institute of Business and Finance.	Easton, Pa	....	1873	Thomas H. Stevens, A. M.	2	1	52	52	50	2	....	....	....	10	15	....	....	....
111	Bryant, Stratton & Smith Business College.	Meadville, Pa	....	1865	A. W. Smith.	2	1	130	90	70	20	40	30	10	....	....	....	....	....
112	Bryant & Stratton Philadelphia Business College.	Philadelphia, Pa., (108 South Tenth street.)	....	1859	J. E. Soulé	8	....	462	....	....	....	....	....	....	....	....	....	....	....
113	Crittenden's New Business College	Philadelphia, Pa., (1324 Chestnut street.)	....	1875	Samuel W. Crittenden	3	....	90	....	....	....	....	....	....	....	....	....	....	....
114	Peirce's Union Business College	Philadelphia, Pa	....	1865	Thomas May Peirce, M. A.	6	....	480	355	355	....	125	125	....	....	....	....	....	....
115	Iron City College	Pittsburgh, Pa	1855	1854	J. C. Smith, A. M.	5	....	....	....	....	....	....	....	....	....	....	....	....	....
116	Pottsville Business College	Pottsville, Pa	....	1874	A. H. Hinman	2	....	87	57	53	4	30	30	....	0	0	0	0	0

117	Villanova College, commercial department.	Villanova, Pa	1848	1842	Rev. Thomas Galberry, O. S. A., president.	2	....	....	....	....	....	....	....	....	0	0	8	4	7
118	Commercial Course, St. Vincent's College	Westmoreland County, Pa	1870	....	Rt. Rev. B. Wimmer, O. S. B., president.	(a)	....	102	102	102	....	....	....	....	....	....	....	....	....
119	Scholfield's Commercial College	Providence, R. I	0	1846	Albert G. Scholfield	7	....	335	225	197	28	110	97	13	4	....	....	....	....
120	Warner's Polytechnic and Business College.	Providence, R. I	0	1863	William W. Warner	10	2	270	180	120	60	90	80	10	....	....	....	....	....
121	Leddin's Business College	Memphis, Tenn	1867	1865	T. A. Leddin	2	....	103	75	68	7	28	28	....	....	....	....	....	....
122	Toney's Nashville Business College	Nashville, Tenn	1846	1865	Rev. Thomas Toney, A. M., M. D.	4	....	243	....	....	....	....	....	....	....	....	....	....	....
123	Old Dominion Business College	Richmond, Va	1868	1867	George M. Nicol	1	....	47	25	25	....	22	22	....	....	....	....	....	....
124	Commercial Department, Lawrence University.	Appleton, Wis	1847	1872	O. P. De Land	1	....	19	19	15	4	....	....	....	....	....	....	....	....
125	Fond du Lac Commercial College	Fond du Lac, Wis	....	1861	S. D. Mann and L. B. Everdell.	2	....	300	....	....	....	....	....	....	....	6	40	5	1
126	Green Bay Business College	Green Bay, Wis	0	1869	A. C. Blackman	4	1	95	60	....	....	35	....	....	2	20	....	24	....
127	Janesville Business College	Janesville, Wis	1866	1866	W. C. King and J. B. Silsbee.	4	....	223	181	153	28	42	34	8	....	....	58	18	....
128	Northwestern Business College	Madison, Wis	....	1865	H. M. Wilmot	8	2	360	308	221	87	52	45	7	4	25	17	1	....
129	Commercial Department of Milton College.	Milton, Wis	1867	1867	Rev. W. C. Whitford, A. M.	3	1	57	57	55	2	....	....	....	....	....	....	....	....
130	Spencerian Business College	Milwaukee, Wis	1870	1863	Robert C. Spencer	4	1	279	188	178	10	91	83	8	8	0	0	0	0
131	Spencerian Washington Business College.	Washington, D. C., (corner of Seventh and L streets northwest.)	0	1864	H. C. Spencer, president.	3	1	147	93	78	15	54	44	10	....	....	....	....	....

* From Report of Commissioner of Education for 1874.

a Instructors reported with classical department.

TABLE IV.—*Statistics of commercial and business colleges for* 1875, *&c.*—Continued.

NOTE.— × indicates the branches taught.

Number.	Name.	Average age of students.	Branches taught.											Volumes in library.		Number of years in course.	Number of weeks in scholastic year.	Number of months of evening school.	Annual cost of tuition for each student.	Scholastic year begins—
			Common English and correspondence.	Penmanship.	Book-keeping.	Higher mathematics.	Surveying.	Banking.	Commercial law.	Political economy.	Life insurance.	Phonography.	Telegraphy.	Whole number.	Average annual increase.					
	1	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
1	Art and Business College	15–50	(a)	×	×	....	....	....	....	....	....	....	....	.....	....	.....	....	12	.....	
2	Sacramento Business College	20	....	....	....	....	....	....	....	....	....	×	×	600	....	1	52	12	$75	
3	Heald's Business College	20	×	×	×	....	....	....	×	....	....	×	×	.....	....	1–2	52	12	125	
4	Pacific Business College	.....	....	....	....	....	....	....	....	....	....	....	....	.....	....	.....	52	12	150	
5	Moore's Southern Business University	20	....	×	×	×	×	×	×	....	....	....	....	0	....	½	52	6	50	
6	Business course of Bowdon College*	.....	....	....	....	....	....	....	....	....	....	....	....	.....	....	.....	40	....	54	August, 3d Thursday.
7	Bloomington Business University	20	....	×	×	....	....	....	×	....	....	×	×	75	....	1	41	7	60	September.
8	Commercial course, St. Viator's College	16	....	....	....	....	....	....	....	....	....	....	×	.....	....	4	42	....	40	September 1.
9	Commercial course, St. Ignatius College	.....	×	×	×	×	×	....	....	....	....	....	....	.....	....	4	40	....	60	Sept., 1st Monday.
10	Dyhrenfurth Business College	.....	×	×	×	....	....	×	×	....	....	....	....	.....	....	.....	52	....	75	September 1.
11	H. B. Bryant's Chicago Business College*	.....	×	×	×	....	....	....	×	....	....	×	....	260	....	2	52	....	100	Sept., 1st Monday.
12	Commercial department, Eureka College	.....	....	×	×	....	....	....	×	....	....	....	....	.....	....	.....	40	....	30	Sept., 1st Monday.
13	Western Business College	21	×	×	×	....	....	×	×	....	....	....	×	75	10	1, 3	40	6	15, 30, 50	September.
14	Jacksonville Business College	20	....	....	....	....	....	....	....	....	....	....	....	140	....	1	36	6	60	Sept., 1st Thursday.
15	Joliet Business College	17	×	×	×	×	....	....	....	....	....	....	....	2, 000	400	3	50	10	50	September 1.
16	Northwestern Business College, (department of Northwestern College.)	.....	×	×	×	....	....	....	×	....	....	....	....	.....	....	.....	40	....	50	August 25.
17	Central Illinois Business College and Telegraph Institute.	.....	×	×	×	....	....	....	×	....	....	....	×	.....	....	.....	52	4–6	48–100	
18	Gem City Business College and Telegraph Institute	18	×	×	×	....	....	....	×	×	....	....	×	100	....	1	....	7	60	September 1.
19	Rockford Business College	.....	×	×	×	....	....	....	....	....	....	....	×	.....	....	.....	....	6	40	
20	Rock Island Business College	18	×	×	×	....	....	....	×	....	×	×	×	100	....	1	50	8	40–50	September 1.
21	Springfield Business College	.....	....	....	....	....	....	....	....	....	....	....	....	100	....	.....	50	7	65	Sept., 1st Monday.
22	Crescent City Commercial College	.....	....	×	×	....	....	×	....	....	....	....	×	.....	....	.....	52	8	30	
23	Evansville Commercial College	19	×	×	×	....	....	....	....	....	....	....	×	.....	....	.....	52	12	30	
24	Bryant & Stratton's Practical Business College and Telegraph Institute.*	.....	×	×	×	....	....	×	....	....	×	....	×	.....	....	.....	52	....	*b*40	
25	College of Business	17	×	×	×	....	....	....	....	....	....	....	....	1, 200	....	1	39	0	50	September 10.

26	Star City Business College	16	×	×	×				×				×	0	0	2	44	7	b50	Sept., 1st Monday.
27	Hall's Business College	17	×	×	×			×	×	×			×			½		6	b40	September 1.
28	Commercial department, University of Notre Dame															5	42			
29	Terre Haute Commercial College			×	×								×				48	8	b30 & 40	September 1.
30	Burlington Business College											×				1	52	6		
31	Clinton Commercial College and Normal Training School.	19	×	×	×				×					200	50	1	40	6	40	Sept., 1st Monday.
32	Davenport Business College and Telegraph Institute	21	×	×	×				×				×			1	52	6	60	
33	Baylies' Commercial College	20	×	×	×			×	×			×	×	260	5	1	52	6	50	October.
34	National Business College of Upper Iowa University	20	×	×	×			×	×				×			½			25	September 1.
35	Iowa City Commercial College		×	×	×				×					0		½–5-6	52	6	50	July 1.
36	The Baylies Mercantile College*		×	×	×	×	×	×	×			×		20		1	52		40	
37	Muscatine Business College and Academy	19	×	×	×				×								52	8–9	45	September 1.
38	Ottumwa Business College	18												47			48	6	b40	
39	Western Business College		×	×	×				×			×		86			52	9½	b50	
40	Western Business College	20	×	×	×				×				×			½	50	7	b50	
41	Commercial College of Kentucky University	18½	×	×	×	×			×	×						1, 2, 3	40	0	40	Sept., 2d Monday.
42	Bryant and Stratton Business College	18	×	×	×				×							½–1	51	6	75	
43	J. W. Blackman's Commercial College	17		×	×												52	12	100	
44	Soulé's Commercial College and Literary Institute	19½	×	×	×	×		×	×	×			×	520		1, 2	52	12	150	October 1.
45	Dirigo Business College	20	×	×	×												48	3	50	September 1.
46	Portland Business College	18	×	×	×				×							1	48		75	Sept., 1st Monday.
47	Sadler's Bryant & Stratton Business College	20	×	×	×	×			×							½–1½	50	6	50–100	September 1.
48	Bryant and Stratton Commercial School	16	×	×	×				×							1–3	44	0	160	September 1.
49	Comer's Commercial College	17½	×	×	×		×	×									52	6		
50	French's Business College	18	×	×	×			×	×					0	0	1	52	6	120	September 1.
51	Sawyer's Commercial College	20	×	×	×		×		×							2	42	6	120	September 1.
52	Carter's Commercial College	18	×		×									0			40	4	125	Sept., 3d Monday.
53	Ann Arbor Business College*													150		½	52		100	
54	Battle Creek Business College	18	×	×	×			×	×								48	6	40	
55	Goldsmith's Bryant & Stratton Business University	20	×	×	×				×							½–1	52	6	40–60	
56	Mayhew Business College	21	×	×	×				×	×	×			500	40	1	52	6	100	
57	Grand Rapids Business College and Telegraphic Institute.	22	×	×	×				×			×	×	1,000			52	5	50	
58	Commercial and Telegraphic department, Hillsdale College.	21	×	×	×				×	×			×			5-12	42		b30	September 1.
59	Jackson Business College	20	×	×	×			×	×	×	×	×	×			1	50	9	40	
60	Kalamazoo Business College and Telegraph Institute.	20	×	×	×			×	×				×			½–1	52	4	40	January 2.
61	Lansing Business College	18															42	6	30	September.
62	International Business College and Telegraphic Institute.	19	×	×	×				×				×	136	18	¾–1	51	6	50–75	January 1.
63	St. Stanislaus Commercial College	12	×	×	×	×	×		×				×	800	25	4	42		c250	September 15.
64	Spalding's Commercial College	18	×	×	×			×	×	×		×	×	300	0			6	b40	
65	Parson's Commercial College*													275		¾–1	52			
66	Bryant's Business College	20	×	×	×									600			50	6	40	January, 1st Monday.
67	Commercial department, St. Louis University	15	×	×	×	×										4	42	0	60	September, 1st Monday.
68	Jones Commercial College	19											×				52	6		
69	Mound City Commercial College	18½	×	×	×	×	×		×	×		×	×	210		½–1	52	8	b67½	September 1.
70	Great Western Business College	25	×	×	×				×			×	×					9	b50	

* From Report of Commissioner of Education for 1874.

a Drawing and painting are taught.

b Life scholarship.

c Including board.

TABLE IV.—*Statistics of commercial and business colleges for* 1875, *&c.*—Concluded.

NOTE.— × indicates the branches taught.

Number.	Name.	Average age of students.	Branches taught.											Volumes in library.		Number of years in course.	Number of weeks in scholastic year.	Number of months of evening school.	Annual cost of tuition for each student.	Scholastic year begins—
			Common English and correspondence.	Penmanship.	Book-keeping.	Higher mathematics.	Surveying.	Banking.	Commercial law.	Political economy.	Life insurance.	Phonography.	Telegraphy.	Whole number.	Average annual increase.					
	1	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
71	Gaskell's Business College	18															50	8	$100	
72	Elizabeth Business College	19½	×	×	×			×				×		600	50		40		110	September 14.
73	Bryant & Stratton Newark Business College	18	×	×	×				×							1	48	6	*a*80	
74	Trenton Business College	18	×	×	×			×	×		×			0	0		41	6	60	September 1.
75	Folsom's Albany Business College	18	×	×	×				×	×			×			½-1		6	100	
76	Browne's Business College		×	×	×				×			×	×	200	25		50	12	40–80	
77	Claghorn's Bryant & Stratton Business College	17	×	×	×				×	×				190		1-½	48	0	125	
78	French's Business and Telegraph College	25	×	×	×	×	×						×	0	0		52	12	60–100	
79	Normal Business College	15	×											0		1–5	10	0	125	September 15.
80	Bryant's Buffalo Business College*		×	×	×			×	×		×					½	48		100	
81	Buffalo Telegraph College				×								×					5	40	
82	Commercial department, St. Joseph's College	16	×	×	×								×			3	44	5	50	September 1.
83	Elmira Business College	18		×	×				×				×	0	0	½-1	52	6	45	
84	Hudson Business College	14	×	×	×			×					×				40	6	50	January 1.
85	Commercial department, College of St. Francis Xavier*		×	×	×											3	40		60	Sept., 1st Monday.
86	Dolbear's Commercial College*		×	×	×			×								½-1	52		100	
87	Packard's Business College	18	×	×	×				×	×		×		2,000	150	2	44	0	200	
88	Paine's Business College*		×	×	×									0		½-1	52		80–100	
89	Eastman's Business College	19	×	×	×			×	×				×			½-1½	52	6	50	
90	Rochester Business University	21½	×	×	×				×							½-1	51	5	100	Jan., 1st Monday.
91	Bryant & Stratton Business College and Telegraphic Institute.	17	×	×	×			×					×			1	52	6	75	
92	Troy Business College	18	×	×	×											½-1	52	6		
93	Utica Business College	17	×	×	×				×			×	×			½-1	48	6	*b*50	January 1.
94	Commercial department, Wake Forest College*															1	40		70	September 1.
95	Akron Business College	20	×	×	×	×			×			×		0	0		45	6	35–60	September 1.
96	Commercial department, St. Xavier College		×	×	×	×										4	42		60	September 1.
97	Nelson's Business College													500		2	52	6	80	
98	Queen City Commercial College	20½	×	×	×				×								52	7	*b*50	

99	Union Business College	17	×	×	×				×						1	52	6	75			
100	Columbus Business College	18	×	×	×				×					300		1–2	40	6	50	September 1.	
101	Miami Commercial College	19	×	×	×								×			½		6	*b*50		
102	Mt. Union Business College*													715			44		*b*40	September.	
103	Oberlin Business College	19	×	×	×				×							½	52		90	September 1.	
104	Buckeye Business and Telegraph College	19											×	500			52	6	*b*40		
105	Van Sickle's Business College	21	×	×	×			×	×	×				100	25	1	36	7	50	January 1.	
106	Jordan's Business College	18															52	8	40		
107	Zanesville Business College	20	×	×	×				×							½–1	40	6	40	April.	
108	Commercial department, Willamette University*															1	39		36	Sept., 1st Monday.	
109	Allentown Business College	19	×	×	×			×	×				×				52	12	*b*50		
110	United States Institute of Business and Finance	19	×	×	×			×	×		×	×	×	100		1		4	75		
111	Bryant, Stratton & Smith Business College	17	×	×	×			×								1	48	6	*b*50	July 5.	
112	Bryant & Stratton Philadelphia Business College		×	×	×			×	×							1	51	6	120		
113	Crittenden's New Business College	18		×	×	×			×							½	52	7	50		
114	Peirce's Union Business College	19	×	×	×											½	47	7½	120	September.	
115	Iron City College	21	×	×	×				×								52	6	*b*50		
116	Pottsville Business College	18	×		×				×					20		½	26	7	50	September 1.	
117	Villanova College, commercial department	15	×	×	×			×	×							2	42	0	*c*300	Sept., 1st Monday.	
118	Commercial course, St. Vincent's College		×	×	×				×				×			3	42		*c*180	Sept., 1st Monday.	
119	Scholfield's Commercial College	18	×	×	×								×	120		½	48	8	100	September 1.	
120	Warner's Polytechnic and Business College	19½	×	×	×				×					3, 000		1, 2	50	7	100	September 1.	
121	Leddin's Business College		×	×	×				×	×				584			51	9	*b*50		
122	Toney's Nashville Business College	20	×	×	×				×	×							50	7	50	January, 1st Monday.	
123	Old Dominion Business College	17	×		×					×				506		1	34	6	50	October 1.	
124	Commercial department, Lawrence University	19	×	×	×				×							2	38		27–42	Sept., 3d Wednesday.	
125	Fond du Lac Commercial College	18	×	×	×				×				×				51	6			
126	Green Bay Business College	18	×	×	×								×			¼–2	52	9	25		
127	Janesville Business College	19												350		¾	52	5	40		
128	Northwestern Business College	18	×	×	×				×			×	×				52	7	*b*50		
129	Commercial Department of Milton College	17	×	×	×	×		×	×							2	39		27	September 1.	
130	Spencerian Business College	20	×	×	×			×	×	×	×	×		160	10	1	52	6	85	September 1.	
131	Spencerian Washington Business College	17	×	×	×											1, 2	40	10	60	September, 1st week.	

* From Report of Commissioner of Education for 1874. *a* Life scholarship. *b* Commercial scholarship. *c* Includes board.

Commercial and business colleges from which no information has been received.—Commercial course of St. Ignatius College, San Francisco, Cal.; San José Business College, San José, Cal.; Iowa Central Business College, Independence, Iowa; Union Commercial Institute, Mt. Pleasant, Iowa; Dolbear's Commercial College, New Orleans, La.; Parsons's Business College, East Saginaw, Mich.; Carpenter's Bryant & Strattou Business College, St. Louis, Mo.; Williamsburg Business College, Brooklyn, N. Y., (South Seventh street;) West-Side Business College, New York, N. Y., (corner Fourteenth street and Union Square;) Moore's Business College, Piqua, Ohio; Long's Business Institute, Philadelphia, Pa., (116 North Ninth street;) Greenwich Commercial College, East Greenwich, R. I.; Dolbear's Commercial College, Nashville, Tenn.; Burgess's Business College, Galveston, Tex.; Cundiff's Commercial College, Waco, Tex.; Morgan Business College, Salt Lake City, Utah.

MEMORANDA.

The Eastman Atlanta Business College, Atlanta, Ga., suspended July, 1875; Champaign City Business College, Champaign City, Ill., closed; Union Business College, Monmouth, Ill., united with Burlington Business College at Burlington, Iowa; Cole's Business College, Peoria, Ill., name changed to Central Illinois Business College and Telegraph Institute; Port Huron Business College, Port Huron, Mich., not in existence; Commercial Course of Brooklyn Collegiate and Polytechnic Institute, Brooklyn, N. Y., not a distinct department; Gundry's Business College, Cincinnati, Ohio, sold to proprietors of the Queen City Commercial College; Union Business College, Oberlin, Ohio, (see Oberlin Business College;) Business College and Telegraph Institute of Cumberland University, Lebanon, Tenn., consolidated with Toney's Business College at Nashville; Earhart's Business College, Nashville, Tenn., succeeded by Toney's Business College.

TABLE V.—*Statistics of Kindergärten for* 1875; *from replies*

Number.	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of—	
	1	2	3	4	5	6	7	8
1	Home Kindergarten	Odd Fellows' Temple, Sacramento, Cal.	1875	Mrs. N. G. Hill	1	15	3-9	4
2	Kindergarten	Bridgeport, Conn	1872	Miss H. W. Terry and Miss M. C. Terry.	3	80	4-12	4½, 5
3	Kindergarten of Homesworth School.	747 Chapel street, New Haven, Conn.	1874	Miss Tallman	0	12	4-8	4
4	German Kindergarten.	298 West Jackson street, Chicago, Ill.	1873	Mathilde Burmester	2	45	4-8	4
5	Kindergarten	1000 Wabash avenue, Chicago, Ill.	1875	Miss Emma C. Barrett	0	8	3-8	3
6	Kindergarten	1430 Prairie avenue, Chicago, Ill.	1874	Mrs. A. H. Putnam	....	12	3-7	3
7	The Misses Grant's Kindergarten	130 North Dearborn street, Chicago, Ill.	1874	Julia G. Smith	0	25	3-9	3
8	West Side Kindergarten.	51 South Sheldon street, Chicago, Ill.	1872	Miss Sara Eddy	1	19	3-7	3
9	Kindergarten	High School Building, Indianapolis, Ind.	1875	Miss Alice Chapin	....	25	3-8	3
10	Kindergarten	66 Breckenridge street, Louisville, Ky.	1875	Mrs. M. W. Graham	2	18	4-9	3
11	Kindergarten of German and English Academy.	Corner of Second and Gray streets, Louisville, Ky.	1870	Miss Bertha Lauber	0	35	4-7	5
12	Bates Street Kindergarten.	Lewiston, Me	1875	Grace M. Crosby	0	25	4-7	5
13	Bates Street Kindergarten.	Lewiston, Me	1874	Anna G. Morse	0	20	4-7	5
14	Kindergarten department of Mount Vernon Institute.	46 Mount Vernon Place, Baltimore, Md.	1872	Mrs. Wilhelmine O'Donnell.	1	20	3-8	3½
15	Kindergarten und Elementarklasse.	32 South Eutaw street, Baltimore, Md.	1875	Ernst G. A. Hiehle	1	60	4-8	4
16	Miss Williams' Kindergarten.	190 North Eutaw street, Baltimore, Md.	1870	Eliza Otis Williams	0	11	3-7	3
17	Kindergarten of Lasell Seminary.	Auburndale, Mass	1874	Mary H. Weston	....	11	3-9	3½
18	Charity Kindergarten.	225 Hanover street, Boston, Mass.	1874	Miss Eliza T. Hickey	0	30	2½-7	3
19	Chauncy Hall Kindergarten.	Corner of Boylston and Dartmouth streets, Boston, Mass.	1874	Miss D. Augusta Curtis.	0	14	3½-7	3
20	Private Kindergarten.	98 Chestnut street, Boston, Mass.	1872	Mary J. Garland and Rebecca J. Weston.	1	26	3-6	3
21	Public Kindergarten*.	Corner of Somerset and Allston streets, Boston, Mass.	1869	Lucy H. Symonds	0	5	3-7	3

* From Report of Commissioner of Education for 1874.

to inquiries by the United States Bureau of Education.

Number of school days in the week.	Number of weeks in the session.	Number of sessions in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13	14
5	.....	2	Block building, weaving, sewing, object lessons, &c.	The usual appliances.....	Quickens mental development.
5	10	4	Fröbel's occupations.....	Those appointed by Fröbel.	Very satisfactory.
5	12	3	.....	.....	Excellent.
5	10	4	Fröbel's Kindergarten occupations.	Fröbel's 18 Kindergarten "gifts."	Satisfactory in every respect.
5	10	4	Fröbel's "gifts" and occupations.	Narrow, low tables, plants, piano, pictures, Fröbel's "gifts," &c.	Excellent; the powers of observation are cultivated, and children learn *how* to think.
5	10	4	Sewing, weaving, stick laying, drawing, pricking, folding paper, modelling in clay, and Fröbel's games.	Low tables, marked off into inch squares, piano, blackboards, ruled slates, and "occupation material."	It strengthens the body, exercises the senses, and employs the awakening mind.
5	10	4	Fröbel's "gifts," also reading and German.	All the "gifts" and a piano.	Very good indeed.
5	10	4	Building blocks, sewing, perforating, laying sticks, weaving, laying rings, paper cutting and folding, drawing, tablets, wire, and peas-work, &c.	Fröbel's "gifts," ruled tables, piano, plants, and chairs.	Harmonious growth of the physical, mental, and spiritual natures, and a love of work, order, and law.
5	20	2	All the pure Kindergarten occupations.	Fröbel's twenty "gifts" and occupations, plants, playgrounds, and mineralogical cabinet.	Increased happiness and facility for work.
5	40	1	.....	Kindergarten "gifts" and aids for object teaching.	Perfect.
5	4	10	Those found in Fröbel's system.	Fröbel's "gifts."	A blessing for the children.
5	26	2	Sewing, weaving, drawing, peas-work, paper folding, &c.	Cubes, oblongs, staves, triangular and square tablets, wires, &c.	It gives strength of body, ideas of order, time, and beauty, and ability to express the thoughts.
5	26	2	Building, laying figures, weaving, sewing, peas-work, slat-work, drawing, marching, singing, &c.	Tables, chairs, and materials for occupations.	Ideas of time, order, regularity, and neatness are developed, and also strength and agility.
5	37	1	Weaving, plaiting, drawing, modelling, sewing, singing, object lessons, games, calisthenics, and instruction in German.	Fröbel's "gifts," Prang's chromos, natural history charts, blocks, clay, slates, paper, plants, &c.	It promotes physical and mental development, and the happiness of the children.
5	12	4	All true Kindergarten occupations.	Kindergarten "gifts".....	Harmonious development, physically and mentally.
5	9	4	Fröbel's exercises with cubes and balls, drawing, sewing, peas-work, folding, weaving, modelling, object lessons, and lessons in botany, &c.	Fröbel's Kindergarten "gifts."	Harmonious physical and mental development.
5	10	4	Modelling, weaving, sewing, staff laying, games, &c.	Fröbel's "gifts," plants, gardens, &c.	Satisfactory.
	52	1	The usual Kindergarten occupations.	The usual appliances.	Very satisfactory.
5	9	4	Building, modelling, drawing, singing, braiding in various colors, games, &c.	Blocks, clay, colored yarns, prepared papers, drawing implements, &c.	It makes the children healthy and happy.
5	36	....	Block building, card sewing, weaving, drawing, pricking, modelling, object lessons, &c.	Fröbel's "gifts," natural objects, &c.	Excellent.
6	20	2	Building, sewing, staff-laying, drawing, pricking, weaving, modelling, &c.	Everything needed for Fröbel's system in a primary Kindergarten.	Mind and body are strengthened.

TABLE V.—*Statistics of Kindergärten for* 1875; *from replies to*

Number.	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of—	
	1	2	3	4	5	6	7	8
22	South End Kindergarten.	154 West Concord street, Boston, Mass.	1875	Mrs. Annie E. Gardner	1	13	3–7	3½
23	Cambridge Kindergarten.	Cambridge Station, Cambridge, Mass.	1873	Mrs. Mary Mann	1	25	3–7	3
24	Fröbel's Kindergarten.	47 Seventh street, New Bedford, Mass.	1869	Miss Mary C. Peabody.	....	20	3–7	4
25	Kindergarten	Northampton, Mass	1876	Mrs. A. K. Aldrich	1	26	3–6	3
26	Kindergarten	West Newton, (box 217,) Mass.	1871	Nina Moore	1	9	3–6	3
27	Worcester Kindergarten.	1 Elm street, Worcester, Mass.	1870	Mrs. Anna B. Knox	2	15	2½–7	3
28	Kindergarten	Yarmouthport, Mass	1872	Alice Matthews	....	10	4–9	3
29	Kindergarten of the German-American Seminary.	East Lafayette street, Detroit, Mich.	1869	Auguste Hinze	1	50	4–7	3–4
30	Kindergarten	Flint, Mich	1874	Miss Cornie S. Parker.	1	12	3–7	3
31	Grand Rapids Kindergarten.	40 Fountain street, Grand Rapids, Mich.	1873	Miss M. D. Hyde	0	18	3–8	3
32	Minneapolis Kindergarten.	91 South Seventh street, Minneapolis, Minn.	1874	Mrs. E. R. Holbrook	....	18	3½–7	3
33	Carondelet Kindergarten.	St. Louis, Mo	1875	Miss Sallie A. Shawk	....	37	5–7	3½
34	Carroll A. M. Kindergarten.	Corner Carroll and Buell streets, St. Louis, Mo.	1875	Miss Laura Fisher	3	39	5–7	3½
35	Carroll P. M. Kindergarten.	Corner Carroll and Buell streets, St. Louis, Mo.	1875	Miss Nellie Fisher	3	30	5–7	2¾
36	Divoll A. M. Kindergarten.	St. Louis, Mo	1874	Miss Cynthia P. Dozier.	3	50	5–7	3½
37	Divoll P. M. Kindergarten.	St. Louis, Mo	1875	Miss Helen Douglass	3	43	5–7	2¾
38	Everett A. M. Kindergarten.	Eighth street, near Cass avenue, St. Louis, Mo.	1875	Miss Emma Dean	3	35	5–7	3
39	Everett P. M. Kindergarten.	Eighth street, near Cass avenue, St. Louis, Mo.	1875	Miss Ruth Graham	3	35	5–7	2½
40	Franklin A. M. Kindergarten.	Eighteenth street and Christy avenue, St. Louis, Mo.	1875	Mrs. Lucy A. Collins	5	45	5–7	3½
41	Franklin P. M. Kindergarten.	Corner Eighteenth street and Lucas avenue, St. Louis, Mo.	1875	Miss Helen P. Joslin	4	33	5–7	3
42	Webster A. M. Kindergarten.	St. Louis, Mo	1875	Miss Mary H. Waterman.	5	45	5–7	3½
43	Webster P. M. Kindergarten.	St. Louis, Mo	1875	Miss Ida M. George	4	53	4–7	2½
44	Des Pères Kindergarten.	South St. Louis, Mo	1873	Mrs. Ella Hildreth	3	51	5–7	3½
45	Private Kindergarten.	Nashua, N. H.	1874	Fräulein Anna Held	0	14	3–7	3

inquiries by the United States Bureau of Education—Continued.

Number of school days in the week.	Number of weeks in the session.	Number of sessions in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13	14
5	18	2	Fröbel's occupations.	Fröbel's "gifts," tables covered with network, slats, sticks, rings, cards, mats, clay, &c.	Physical development, clearness of ideas, and harmonious growth of the whole nature.
5	10	4	Sewing, weaving, pricking, block building, drawing, folding, plaiting, learning poetry, singing, gardening, modelling, exercises in colors, &c.	Squared tables and slates, drawing paper, blocks, tablets, rings, sticks, weaving mats and needles, peas, clay, flower pots, &c.	Healthful to mind and body.
5	10	4	Fröbel's occupations, sewing, weaving, building, counting, &c.	Fröbel's "gifts," pictures, blackboards, &c.	Healthful.
5	20	2	First and second "gifts," sewing, weaving, &c.	First and second "gifts," slates, clay, &c.	
5	18	2	Fröbel's Kindergarten occupations.	Steiger's "gifts"	Promotes healthful growth.
5	10	4	Building, weaving, drawing, sewing, modelling, paper cutting and folding, &c.	Fröbel's "gifts," plants, a garden, a cabinet, &c.	Healthy, progressive, harmonious.
6	12	3	Fröbel's occupations		
5	22	2	Building, stick and ring laying, perforating, embroidering, weaving, plaiting, folding, intertwining, peas-work, and modelling.	Twenty "gifts," large rooms, piano, tables, and benches.	It promotes a graceful carriage, healthy body, and well-balanced mind.
5	10	4	Fröbel's occupations, movement plays, &c.	Fröbel's "gifts"	Excellent.
5	10	4	All Fröbel's occupations	Squared tables, blackboard, and material for occupations.	Marked improvement.
5	10	4	All genuine Kindergarten occupations.	All needed for Fröbel's system.	
5	10	4	Fröbel's occupations	Fröbel's "gifts"	Most excellent.
5	10	4	do	do	Excellent.
5	10	4	do	do	Do.
5	20	2	Sewing, weaving, cutting, folding, pricking, &c.	The usual appliances	Skilfulness of hand and eye; discipline of mental faculties.
5	20	2	Regular Fröbel occupations.	Kindergarten "gifts," squared tables, and benches.	Most excellent.
5	40	1	Fröbel's system	Fröbel's "gifts"	Excellent.
5	40	1	do	do	Do.
5	10	4	Fröbel's occupations	All of Fröbel's "gifts"	Most excellent.
5	10	4	do	Fröbel's "gifts"	Quickening and harmonizing.
5	10	4	Weaving, folding, cutting, sewing, perforating, drawing, building, laying of surfaces, sticks, &c.	Tables, slates, drawing materials, cubes, triangles, rings, clay, worsted, cardboard, and paper.	Physical development, and quickened powers of observation, comparison, and invention.
5	10	4	Weaving mats, pricking, drawing, paper cutting and folding, peas-work, modelling, sewing, &c.	Tables, benches, plates, cups, slates, blackboards, &c.	Physical growth and development of mental faculties.
5	10	4	Fröbel's occupations	Those recommended by Fröbel.	Very remarkable.
6	17, 26	2	Drawing, weaving, &c	The usual Fröbel material.	It promotes healthy and harmonious growth, a habit of attention, and a clear perception.

TABLE V.—*Statistics of Kindergärten for* 1875; *from replies to*

Number.	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of—	
	1	2	3	4	5	6	7	8
46	Kindergarten department of public school.	Carlstadt, N. J.	1875	Ida Leichhardt	0	48	5–7	4–5
47	Kindergarten of Hackensack Academy.	Hackensack, N. J.	1874	Miss K. E. Smith	....	30	....	3½
48	Kindergarten of the Martha Institute.	Corner Sixth street and Park avenue, Hoboken, N. J.	1872	Miss Magdalena Horeis.	....	45	4–6	5
49	Kindergarten of the German, English, and French Academy.	Hoboken, N. J	1872	Frederick H. W. Schlesier.	2	25	3–7	5
50	Kindergarten of Hoboken Academy.	Hoboken, N. J	1861	Miss Louise Luther	0	40	4–7	3, 5
51	Miss M. S. Schmidt's Kindergarten.	Post-office box 77, Hoboken, N. J.	1875	Miss A. Kamm	....	20	5–7	5
52	Montclair Kindergarten.	Montclair, N. J	1873	Miss Annie E. Hawes	1	15	3–8	3
53	Beacon Street School Kindergarten.	Beacon street, Newark, N. J.	1871	Bertha Dorsch	2	70	4–7	5
54	Green Street School Kindergarten.	19 Green street, Newark, N. J.	1870	Miss Ottilie Douai	3	70	3½–7	5
55	Kindergarten of St. Peter's Parish School.	21 Livingston street, Newark, N. J.	1871	Sister Mary Severina	3	90	4–7	6
56	Twelfth Ward German-English Kindergarten.	32 Fourth street, Newark, N. J.	1874	Mary C. Beyer	2	40	3–7	5
57	Misses French & Randolph's Kindergarten.	116 Hamilton street, New Brunswick, N. J.	1872	Kate S. French	3	....	3–8	4
58	Plainfield Kindergarten.	Plainfield, N. J	1875	.....	....	12	3–7	3
59	Kindergarten of St. Agnes's School.	Albany, N. Y.	1873	Miss M. A. Migy	....	12	3–8	2
60	Kindergarten	260 Schermerhorn street, Brooklyn, N. Y.	1874	Miss Emily Christiansen.	1	20	3–7	3
61	Kindergarten department of Lockwood's New Academy.	139 South Oxford street, Brooklyn, N. Y.	1870	Miss A. A. Coffin	....	20	4–8	3
62	Remsen Street Kindergarten.	158 Remsen street, Brooklyn, N. Y.	1872	Mrs. A. W. Longfellow	2	32	3–7	4
63	Kindergarten of Glen's Falls Academy.	Glen's Falls, N. Y.	1875	Mrs. Jane Thorpe	0	20	3–7	4
64	Kindergarten department of Miss Devereux's School.	Irvington, N. Y.	1875	Mrs. S. S. Ropes	....	10	3–7	3
65	Kindergarten of Seamen's Orphan Asylum.	New Brighton, N. Y.	1874	Miss Eva Thompson	....	25	3–7	4
66	American Kindergarten.	44 East Forty-third street, New York, N. Y.	1860	Miss E. M. Coe	5	55	3–10	4
67	Kindergarten	16 Waverly Place, New York, N. Y.	1875	Miss Mary Perkins	....	18	3–7	3

inquiries by the United States Bureau of Education—Continued.

Number of school days in the week.	Number of weeks in the session.	Number of sessions in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13	14
5	12	3½	Fröbel's occupations	Fröbel's "gifts," pictures, and piano.	Ready use of the senses, and quickness in expressing ideas; grace, civility, and cleanliness.
5	.....	....	Clay modelling, building, sewing, weaving, stick laying, slat weaving, perforating, folding, drawing, wire work, &c.	.....	
5	11	4	Usual Kindergarten occupations and phonetic exercises.	Balls, clay, charts, pictures, blocks, &c.	Elevating and refining.
5	11	4	Paper folding, weaving, clay modelling, drawing, singing, building, &c.	After Fröbel's and Kœhler's systems.	The latent powers and abilities of the child are developed, and its activity is organized in the form of play.
6	11	4	Fröbel's occupations	Fröbel's "gifts"	Good.
5	11	4	.....do.....	.....do.....	Excellent.
5	10	4	Weaving, stick laying, paper cutting, folding, modelling, singing, gymnastics, &c.	The usual Kindergarten furniture and materials.	Excellent in every respect.
5	12	4	Fröbel's occupations	Fröbel's "gifts"	
5	48	1	All of Fröbel's occupations	All of Fröbel's	All that can be desired.
5	20	2	Perforating, embroidery, braiding, paper folding, peas-work, cutting of paper, &c.	Rings, staves, cubes, blocks, gymnastic apparatus and all necessary material.	Beneficial.
5	24	2	Object lessons, movement plays, building, drawing, perforating, embroidering, &c.	Fröbel's "gifts"	Healthful to mind and body; imparting grace in movement and strength of muscle.
5	10	4	All of Fröbel's occupations, singing, with plays, gardening, French conversational lessons, &c.	Fröbel's "gifts," piano, gardens and tools, plants, pictures, &c.	Children think and memorize much better for the training.
5	10	4	Fröbel's occupations	.....	Beneficial.
5	.....	3	Building, weaving, blackboard exercises, singing, gymnastics, &c.	.....	Healthful to the mental, moral, and physical nature.
5	10	4	Building, drawing, singing, modelling, pricking on perforated card board, &c.	Balls, blocks, maps, wires, colored paper, &c.	It benefits the mental and also the moral nature.
5	10	4	Varied work after Fröbel's system.	Fröbel's apparatus	Superior.
5	18	2	Those authorized by Fröbel.	Fröbel's "gifts" and material; also cabinet and museum for object lessons.	Strength, agility, and healthful development of mind and body.
5	12, 15	3	Ball playing, block building, paper folding, weaving, pricking, interlacing, stick laying, sewing, object lessons, &c.	Everything necessary for the occupations.	Beneficial in every respect.
5	20	2	Fröbel's occupations	.....	
5	48	1	Fröbel's occupations	.....	Most beneficial.
5	20	2	All of Fröbel's "gifts" and occupations.	.....	Very satisfactory.
5	20	2	Fröbel's occupations	.....	Harmonious development.

TABLE V.—*Statistics of Kindergärten for* 1875; *from replies to*

Number.	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of—	
	1	2	3	4	5	6	7	8
68	Kindergarten of German-American School.	159 East Eighty-fifth st., New York, N. Y.	1873	M. Gebhard and Miss Becker.	....	20	4–7	4
69	Kindergarten of German-American School.	244 East Fifty-second st., New York, N. Y.	1870	Miss E. von Briesen...	1	70	3–6	5
70	Kindergarten of Mrs. Sylv. Reed's School.	6 and 8 East Fifty-third street, New York, N. Y.	1875	Mrs. I. H. Walton.....	....	12	3–7	3
71	Normal Training School for Kindergarteners, and Model Kindergarten.	1266 Broadway, New York, N. Y.	1872	Prof. John Kraus and Mrs. Kraus-Boelte.	4	45	3–7	3½–4
72	P. W. Moeller's German-American Kindergarten.	336 West Twenty-ninth st., New York, N. Y.	1872	Miss C. Hoffmann.....	....	30	4½–7	5
73	Kindergarten der Rochester Realschule.	7 and 9 Mortimer street, Rochester, N. Y.	1872	Herman Pfaefflin.....	2	24	4–7	5
74	Mrs. Gardner's Kindergarten.	8½ East Onondaga street, Syracuse, N. Y.	1875	Mrs. Della Gardner....	0	11	3–6	3½
75	Volk's-Kindergarten *.	317 Main street, Cincinnati, Ohio.	1873	Therese Lochner.....	....	20	3–7	5
76	Volk's-Kindergarten *.	466 Vine street, Cincinnati, Ohio.	1873	Miss Sophia Lochner..	1	30	3–6	6
77	Kindergarten	Trinity School Building, Toledo, Ohio.	1875	Misses Mills and Bancroft.	....	20	3–7	3
78	Kindergarten of Ohio Central Normal School.	Worthington, Ohio	....	Mrs. A. B. Ogden.....	....	8	3–7	3
79	Germantown Kindergarten.	5013 Green street, Germantown, Pa.	1874	Miss Marianna Gay...	3	19	3–7	3
80	Mount Vernon Kindergarten.	612 North Thirteenth st., Philadelphia, Pa.	1869	Mrs. E. K. Mulford and Miss A. M. Kennard.	2	35	4–12	4
81	Miss Wilson's Kindergarten.	99 Penn avenue, Pittsburgh, Pa.	1875	Miss C. Bella Harehouse.	....	20	3–7	3½–4
82	Private Kindergarten	River street, Wilkesbarre, Pa.	1874	Miss Bertha Voss	....	14	....	3½
83	English Kindergarten of the German-English Academy.	Milwaukee, Wis.....	1876	Mrs. Eudora Hailmann	1	21	3–7	3
84	Kindergarten der Nordwest Seite.	Milwaukee, Wis.....	1874	Mathilde H. Jahns and Ida Glattli.	2	80	3–6	5
85	Kindergarten of German-English Acad'y.	Milwaukee, Wis.....	1873	W. N. Hailmann	4	79	4–7	4–5
86	Southside Kindergarten.	Greenbush street, Milwaukee, Wis.	1875	Miss Clara Frodien....	2	50	4–7	5
87	West Side Kindergarten.	Milwaukee, Wis.....	1874	Miss Louise T. D. Dethloffs.	2	60	3–7	3, 5
88	German-American Kindergarten.	Corner Eighteenth and H streets, Washington, D. C.	1871	Miss Emma Marwedel.	2	25	2½–7	4
89	Le Droit Park Kindergarten and Primary School.	Le Droit Park, Washington, D. C.	1874	Mrs. Louise Pollock...	1	22	3–7	4½
90	Miss Hooper's Kindergarten.	Corner Ninth and G sts., Washington, D. C.	1875	Miss Mary Hooper	....	9	3–7	5
91	Miss Knight's Kindergarten.	303 East Capitol street, Washington, D. C.	1875	Miss Knight	....	6	3–7	3½

*From Report of Commissioner of Education for 1874.

inquiries by the United States Bureau of Education—Continued.

Number of school days in the week.	Number of weeks in the session.	Number of sessions in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13	14
5	4	12	Instructive plays and singing and exercise in the open air.	Frōbel's complete outfit	Excellent.
5	10	4	All the occupations connected with Frōbel's "gifts."	Frōbel's "gifts"	Harmonious development.
5	38	1	Frōbel's occupations		
5	38	1	The lessons connected with Frōbel's "gifts."	Everything necessary to Frōbel's system.	Physical, mental, and moral development, and ability to combine knowing with doing.
5	44	1	The usual occupations	The usual apparatus	Excellent.
5	24	2	Object lessons, singing, drawing, sewing, gymnastics, exercises of memory, &c.	Pictures, blocks, slates, scissors, sticks, &c.	Physical and mental development.
5	10	4		The 3d, 4th, 8th–12th, 14th, 18th, and 20th "gifts."	Healthy growth of mind and body.
5		1	Frōbel's occupations	Blocks, balls, sticks, pictures, &c.	
5	21	2	Singing, playing, declamation, &c.		Satisfactory.
5		3	Sewing, weaving, pricking, drawing, paper folding, modelling, &c.	Materials for the occupations.	It awakens the mental faculties, and is decidedly beneficial.
5	40	1	Building, weaving, sewing, drawing, stick laying, folding, modelling, &c.	Squared tables, chairs, material for occupations, &c.	Correct habits of thinking are formed, accuracy of eye and manual skill are cultivated, and the muscles are exercised.
5	20	2	Frōbel's occupations, care of plants, object lessons, songs, games, &c.	1st–4th, 7th–10th, 12th, 14th, 18th–20th "gifts," low tables and arm chairs, blackboards, plants, birds, pictures, &c.	It promotes strength of limb, symmetry of form, grace and agility of movement; it cultivates powers of observation and concentration, use of language, memory, and reason.
5	20	2	Lessons in form, building, weaving, perforating, embroidering, modelling, &c.	Frōbel's "gifts," stuffed animals, birds' nests, wasps' nests, object pictures, tables, &c.	Very satisfactory.
5	40	1	Frōbel's occupations		Harmonious development.
5	43	1	Kindergarten occupations and German lessons.		Healthy.
5	12	4	Frōbel's occupations	Frōbel's "gifts"	
6	13	4	Building, weaving, drawing, modelling, paper folding, singing, peas-work, &c.	do	Eminently favorable.
6	12	4	Usual Kindergarten occupations.	Usual "gifts"	
5			Frōbel's occupations	Blocks, sticks, slates, clay, paper, peas, &c.	Healthy.
6	1	50			
5	10	4	All of Frōbel's occupations, extended to wood carving, pasteboard work, &c.	All of Frōbel's "gifts"	Harmonious and natural mental, moral, and physical development.
5	10	4	Building, ring and stick laying, weaving, pricking, sewing, drawing, modelling, musical plays, &c.	Square ruled tables, slates, drawing books, colored mats, clay, balls, triangles, cubes and oblongs, rings, &c.	It develops the perceptive faculties, love of work, powers of observation, taste for the beautiful, &c.
5	10	4	All the Kindergarten occupations.	Frōbel's "gifts" and appliances.	Excellent.
5	10	4	Object lessons of all kinds	All of Steiger's "gifts"	Development of the mental faculties.

TABLE V.—*Statistics of Kindergärten for* 1875; *from replies to*

Number.	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of—	
	1	2	3	4	5	6	7	8
92	Miss Susie Pollock's Kindergarten.	708 Eleventh street, n. w., Washington, D. C.	1875	Misses Susie Pollock and Catherine Noerr.	3	42	3½–12	5
93	The Misses Perley's Kindergarten.	509 Fourth street, n. w., Washington, D. C.	1872	Miss Fannie Perley ...	1	30	4–8	4
94	Washington Female Seminary Kindergarten.	1023 Twelfth street, n. w., Washington, D. C.	1874	Miss Harriet Douglass		23	4½–9	4
95	Kindergarten of St. Paul's School.	Walla Walla, Wash. Ter..	1875	Miss Lidie Kennedy...	0	25	3–9	4

Memoranda.

Name of teacher or school.	Residence.	Remarks.
Miss Martha L. Stearns	New Haven, Conn ..	Not found.
Mrs. John Ogden, University Square Kindergarten.	Chicago, Ill	Removed to Worthington, Ohio.
Miss H. F. Sawyer	Louisville, Ky	Not found.
Miss Ida A. Noyes, North-End Mission Kindergarten.	Boston, Mass	School closed.
M. I. Hersey, Wakefield Kindergarten	Wakefield, Mass	School closed.
Miss Fanny M. Richards	Detroit, Mich	Not found.
Miss Mary Conover, Kalamazoo Kindergarten.	Kalamazoo, Mich ...	School closed.
Miss Julia G. Smith, Mothers' Kindergarten Association.	Montclair, N. J	Not found. See Montclair Kindergarten; probably identical.
Mrs. S. E. C. Harwood	Red Bank, N. J	Not found.

inquiries by the United States Bureau of Education—Concluded.

Number of school days in the week.	Number of weeks in the session.	Number of sessions in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13	14
5	10	4	Drawing, sewing, lessons with geometrical solids and planes, singing, instruction in German, &c.	Schermerhorn's new forms and solids for object teaching, all of Fröbel's "gifts," pictures, &c.	It develops industry, art, invention, morality, and love of order.
5	10	4	Building, folding paper, counting, weaving, sewing, drawing, molding, &c.	Fröbel's "gifts" and all the usual appliances.	It promotes mental and physical development.
5	10	4	Drawing, weaving, sewing, singing, building, object lessons, oral composition, combinations of colors, &c.	Slates, paper, clay, rings, blackboards, piano, pictures, &c.	Beneficial to mind and body.
5	10	4	Object teaching, singing, sewing, &c.	Blocks, charts, pictures, &c.	

Memoranda—Concluded.

Name of teacher or school.	Residence.	Remarks.
Madame de Castro	Brooklyn, N. Y	Removed; not found.
Miss M. A. E. Phillips	New York, N. Y	School closed.
Liddy Ploeterll	New York, N. Y	School closed.
Miss E. E. Dickinson, Rochester Kindergarten	Rochester, N. Y	School closed.
Kindergarten of Ossining Institute	Sing Sing, N. Y	No information.
D. A. Curtiss	Syracuse, N. Y	Not found.
Kindergarten department of Miss Bulkley's School.	Tarrytown, N. Y	Closed.
Miss J. Berger	Cincinnati, Ohio	Not found.
Madame Selma von Diemer	Philadelphia, Pa	Not found.

TABLE VI.—*Statistics of institutions for secondary instruction for 1875; from replies to inquiries by the United States Bureau of Education.*

NOTE.— × indicates an affirmative answer; 0 indicates no or none.

Number.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	PART I.																	
	Schools for boys.																	
1	La Fayette Male Academy*	La Fayette, Ala	0	1875	B. H. Johnson	Non-sect.	1		30	30		25	6		10	6		
2	Hamner Hall School for Boys*	Montgomery, Ala	0	1874	Col. S. H. Lockett	Non-sect.	3		82	75	7	62	40	15		0	0	0
3	Park High School	Tuskegee, Ala			James F. Park, A. M.		2		100	100		65	35	0				
4	Golden Gate Academy	Oakland, Cal		1869	J. N. Haskins and A. E. Kellogg.	Cong	7	3	100	90	10	85	15	20	12	10	8	
5	Sacred Heart College	San Francisco, Cal		1874	Brother Cianan	R. C.	20		750	750		570	130	50				
6	Urban Academy	San Francisco, Cal., (Mason and Geary streets.)	0	1864	Nathan W. Moore	Non-sect.	6		40	40		10	30	30	25	5	3	2
7	Commercial and Military Institute	Bridgeport, Conn	0	1861	Emory F. Strong	Cong	2	1	57	57	0	50	15	10	2	0	0	0
8	Woodburn	Hartford, Conn		1848	Rev. C. E. and Dr. Geo. E. Abbott.	Cong	2	1	20	20			(20)					
9	Home School for Boys	New Haven, Conn		1870	William A. Magill, A. M	Non-sect.	1	1										
10	Bulkeley School	New London, Conn		1873	Eugene B. Collester	Non-sect.	2	0	45	45	0	26	12	7	12	1	3	0
11	Hillside School for Boys	Norwalk, Conn		1868	Dr. J. C. Fitch	Baptist	3	1	35	35	0							
12	Seabury Institute	Old Saybrook, Conn		1865	Rev. P. L. Shepard, A. M	P. E.	3	2	75	75		75	8	2	5	2		
13	Private and Select Boarding and Day School.	Stamford, Conn		1854	George B. Glendining	Non-sect.	3		35	35		35	20	20			4	2
14	Family School for Boys	Stratford, Conn		1861	Rev. Edward B. Emerson	Cong	1	1	22	22	0	22	6	2	4	2	0	0
15	Family School for Boys	Washington, Conn	0	1850	F. W. Gunn	Non-sect.	2	5	55	50	5	55	25	20	12	10	0	
16	Wilton Boarding Academy	Wilton, Conn		1847	Augustus Whitlock	Non-sect.	2	0	25	25								

17	Wilmington Conference Academy.	Dover, Del	1872	1873	Rev. J. M. Williams, A. M.	M. E	5	2	95	73	22	25	55	30	22	15	2	1
18	Rugby Academy	Wilmington, Del		1872	Dr. Sam'l W. Murphy, A. M.	Non-sect.	7	0	96	96	0	96	45	10	10	12		2
19	Hearn Manual Labor School	Cave Spring, Ga	1838	1838	Palemon J. King	Baptist	1		21	15	6	15	8		6	2	2	
20	Slade's School for Boys	Columbus, Ga		1867	James J. Slade, A. M	Non-sect.	1		40	40		15	25				0	0
21	Crawford High School	Dalton, Ga		1873	William Clay Wilkes, A. M	Baptist	2		126	126		80	46		80	20	0	6
22	Hilliard Institute	Forsyth, Ga	1854	1854	N. C. Napier	Meth	1		24	24	0	24	5	0	3			
23	Madison Male High School	Madison, Ga		1875	Edward W. Butler, A. B		1		43	43		24	19		5	11	0	0
24	Marietta Male Institute	Marietta, Ga		1875	George F. Gober, A. M	Non-sect.	1		30	30		16	14	3	9	5	3	
25	Talmage School	Near Milledgeville, Ga.	1873	1874	Benjamin T. Hunter	Presb	1		31	31		7	24		24	2	1	
26	Perry Male Academy	Perry, Ga			Sidney Lewis	Meth	1		43	43		43	12		12		2	
27	Collinsworth Institute	Talbotton, Ga		1837	Rev. J. T. McLaughlin, A.M.	Meth	2		50	50		50	25		10	12	2	
28	Fletcher Institute	Thomasville, Ga	1854	1855	Oscar D. Scott	Non-sect.	2	0	55	55		55	32	5	7	0	0	
29	Private School	Belleville, Ill			Hiram H. Post		1		17	13	4	17						
30	Lake Forest Academy	Lake Forest, Ill	1855	1858	Albert R. Sabin	Presb	5	1	94	94		44	50	30	40	1	8	
31	Mount Vernon Military Academy.	Morgan Park, Washington Heights, Ill.		1873	Col. S. S. Norton, A. M		7	3	48	48	0	(20)		28	40	8	7	0
32	Todd Seminary for Boys	Woodstock, Ill	0	1870	Rev. R. K. Todd, A. M	Non-sect.	3	1	30	30	0	21	3	6	3	4	3	7
33	St. Mary's Academy	La Fayette, Ind		1867	Brother Gabriel	R. C	7		250	250			10	15	8	6		
34	St. Paul's Grammar School*	Valparaiso, Ind		1862	Rev. Michael O'Reilly	R. C	2		81	81		81	6	8	5			
35	Danville Classical-Military Academy.	Danville, Ky	1874	1874	Prof. C. H. Withrow and James L. Ford.		4		86	86		25	75	7				2
36	United Schools of the Abbey of Gethsemani.	Gethsemane, Ky	1868	1861	Rt. Rev. B. M. Benedict, abbot.	R. C	3		47	47		47					5	
37	Thrukeld Select School	Lexington, Ky	0	1871	W. L. Thrukeld, A. M	Non-sect.	3	0	60	60	0	60	48	23	15		3	
38	Prof. W. H. Lockhart's School	Paris, Ky		1870	Prof. William H. Lockhart	Non-sect.	1		34	34		20	15	4	12	13	4	2
39	Morehouse College	Bastrop, La	0	1873	Arthur D. Bayles	Non-sect.	1		50	50		35	17	6	3		1	
40	St. Matthew's School	Monroe, La		1862	Very Rev. L. Enaud	R. C	2		50	50		50	10	35	4	2	1	
41	St. Aloysius Academy	New Orleans, La	1869	1869	Brother Florimond	R. C	7	0	180	180	0	180	0	175	10	30	4	6
42	St. Joseph's School for Boys*	New Orleans, La		1861	Brother Cadoc	R. C	5		250	250		150		50		57	30	20
43	University High School	Shreveport, La	0	1875	Rev. W. E. Paxton, A. M	Baptist	2	1	61	52	9	54	7	6	7			
44	Abbott Family School	Farmington, Me	1872	1842	Ambrose P. Kelsey, A. M	Non-sect.	1	1	37	37		31	8	5	4	2	0	1
45	Boy's School of St. Paul's Parish	Baltimore, Md., (258 Saratoga street.)	186–	1868	Ralph D. Whittle	P. E	5	1	70	70		70	45		15		1	
46	Melrose School*	Baltimore, Md., (corner Linden avenue and Hoffman street.)		1867	Miss M. Louise T. Trump	P. E		1	23	23								
47	Newton Academy	Baltimore, Md., (Baltimore street and Carrollton avenue.)		1845	Thomas Lester		2		36	36		36	10	20				
48	Oxford School for Boys	Baltimore, Md., (corner Myrtle avenue and Smith street.)		1873	William C. Hynds, A. M	P. E	2		30	30		30	13	8	12		1	
49	Pembroke School for Boys	Baltimore, Md., (187 Madison avenue.)		1861	Prof. James C. Kinear, A. M.		6	0	50	50	0	40	20	15	10	4	3	
50	St. Joseph's Academy, Calvert Hall.	Baltimore, Md., (79 Saratoga street.)	0	1849	Brother Edward	R. C	9		130	130		130	15	70	15	36	10	6
51	School for Boys	Baltimore, Md., (265 North Eutaw street.)		1864	George G. Carey, A. M		4		55	55		11	35	19			3	1
52	School of Letters and Sciences for Boys.	Baltimore, Md., (78 Read street.)		1866	C. Powell Grady, M. A		3											

* From Report of Commissioner of Education for 1874.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1875, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 indicates no or none.

Number.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
53	Stewart Hall Collegiate and Commercial Institute.*	Baltimore, Md., (1028 West Baltimore st.)	....	1867	Rev. J. N. Hank, A. M., Geo. S. Grape, A. M., and A. Z. Hartman, A. M.	Non-sect.	5	0	68	68	....	65	36	34	6	.....	4	.....
54	Brookville Academy	Near Brookville, Md	1815	1815	S. H. Coleman	Non-sect.	1	0	25	25	0	12	8	5	4	3	3	3
55	Charlotte Hall School	Charlotte Hall, Md	1774	1774	Herbert Thompson	Non-sect.	4	....	57	57	....	13	44	26	.....	.....	.....	.....
56	West Nottingham Academy	Near Colora, Md	1812	1813	George K. Bechtel, A. M	Non-sect.	3	0	77	77	....	42	25	5	11	6	3	5
57	St. Clement's Hall*	Ellicott City, Md	1870	1866	Rev. I. A. Shepherd, D. D	P. E.	6	....	54	54	....	54	46	12	12	16	4	4
58	St. John's Literary Institution	Frederick City, Md	1841	1835	James A. Ward, S. J	R. C.	3	....	70	70	....	.....	.....	.....	.....	.....	.....	.....
59	Glenwood Institute	Glenwood, Md	....	1863	L. G. Mathews, A. M	.....	2	....	70	70	....	40	12	18	12	15	4	7
60	College of St. James' Grammar School.	Hagerstown, Md	1844	1842	Henry Onderdonk, A. M	P. E.	7	....	50	50	....	13	37	20	37	.....	4	.....
61	McDonogh School	Owing's Mills, Md	....	1873	William Allan, M. A	Non-sect.	3	0	50	50	0	50	0	31	0	0	0	0
62	St. Thomas' Home School*	Owing's Mills, Md	....	1844	Rev. W. F. Lockwood, A. M	P. E.	2	....	14	14	.....	.....	.....	.....	.....	.....	.....	.....
63	Milton Academy*	Philopolis P. O., Md	....	1872	E. Parsons	Meth.	3	2	45	45	....	20	10	15	10	0	1	0
64	St. Michael's Home School for Boys	Reisterstown, Md	....	1868	Rev. R. Heber Murphy, A. M	P. E.	1	2	33	26	7	....	17	....	5	.....	.....	.....
65	Mount Pleasant Institute	Amherst, Mass	....	1846	Henry C. Nash, A. M	P. E.	1	....	20	20	....	20	15	3	10	.....	1	.....
66	Family Boarding School for Boys	Belmont, Mass	0	1874	David Mack	Unitar'n	1	2	4	4	0	3	1	1	2	1	0	0
67	Sedgwick Institute	Great Barrington, Mass	....	....	James Bird, M. A	Cong.	1	2	16	16	0	12	4	....	4	.....	0	0
68	Home School for Boys*	Marblehead, Mass	....	1873	Rev. Benjamin H. Bailey	Non-sect.	1	0	7	7	....	3	1	3	1	0	0	0
69	Eaglenest*	Newburyport, Mass	....	1866	Lloyd W. Hixon, M. D	P. E.	3	1	21	21	.....	.....	13	7	2	0	0	0
70	St. Mark's School	Southborough, Mass	1865	1865	Rev. J. I. T. Coolidge, D. D	P. E.	5	....	51	51	.....	.....	51	....	51	.....	3	.....
71	Family School for Boys*	West Tisbury, Mass	....	1870	M. C. Mitchell	.....	2	2	20	20	....	10	5	10	2	10	3	2
72	Highland Military Institute	Worcester, Mass	....	1856	C. B. Metcalf, A. M	Non-sect.	7	....	90	90	.....	90	....	10	.....	10	.....	5
73	Shattuck School	Faribault, Minn	1860	1865	Rev. Jas. Dobbin, A. M., B. D	P. E.	9	....	105	105	....	83	22	18	22	10	3	.....

74	Brookhaven High School for Boys	Brookhaven, Miss.	1874	1874	M. S. Shirk		2		50	50	0						
75	Summerville Institute	Gholson, Miss		1854	Thomas S. Gathright	Non-sect.	3		60	60	0	34	26	4	19	23	6	0
76	Chalmers Institute	Holly Springs, Miss			W. A. Anderson and W. M. Rogers.		2		31	31		13	18	4				
77	Iuka Collegiate Institute	Iuka, Miss			Charles E. Brame	Non-sect.	2		67	67		67	6	1	6			
78	Trinity High School*	Pass Christian, Miss			Rev. L. Y. Jessup, warden	P. E.	3		20	20								
79	The Kemper Family School	Boonville, Mo	0	1844	F. T. Kemper, A. M	Non-sect.	4	3	55	55	0	31	25	12	10	21	9	
80	High School for Males	St. Charles, Mo	1837	1830	J. J. Potts, A. M	M.E.S'th	1		25	25		10	15					
81	Deutsches Institut	St. Louis, Mo., (215 South Third street.)			John Eyser		4		100	100		100	30	60				
82	St. Patrick's Academy	St. Louis, Mo	1855	1868	Brother Nicholas	R. C.	10		220	220		220	11	35	6	6	5	4
83	Kearsarge School for Boys	North Conway, N. H		1874	Frederick Thompson	P. E.	2		12	12		4	8	8	8	0		
84	West Jersey Academy	Bridgeton, N. J	1851	1852	Rev. Alex. S. Vaughan, A. M.	Presb	7		41	41		26	15	7	12	2		1
85	Elizabeth Collegiate School	Elizabeth, N. J		1870	Rev. J. C. Wyckoff	Non-sect.	4	3	30	30	0	20	10	3	4		5	3
86	The Freehold Institute	Freehold, N. J		1845	Rev. A. G. Chambers, A. M.	Non-sect.	6	0	150	150	0	95	55	10	35	10	7	3
87	Neshanic Institute	Hillsboro', N. J		1869	Rev. P. D. Oakey	Non-sect.	2	1	17	17		17	9	2	9			
88	Jamesburg Institute	Jamesburg, N. J		1873	M. Oakey	Non-sect.	1	0	35	35		29	6	0	3	0	0	0
89	Hasbrouck Institute	Jersey City, N. J		1855	Washington Hasbrouck, A. M., Ph. D.		7		150	150		125	50	20	50	25	15	10
90	Classical and Com'l High School	Lawrenceville, N. J		1810	Rev. Sam'l M. Hamill, D. D.	Presb	7	0	71	71	0	29	42	21	24	18	12	3
91	St. Joseph's Preparatory Boarding School.	Near Madison, N. J	1871	1861	Mother Mary Xavier	R. C.	2	6	60	60								
92	Trenton Academy	Trenton, N. J	1785	1781	William W. Woodhull, Ph. D	Non-sect.	2		70	70		62	8					
93	Albany Academy	Albany, N. Y	1812	1813	Merrill E. Gates, A. M	Non-sect.	7	4	225	225	0	40	200	60	60	20	6	2
94	Christian Brothers' Academy	Albany, N. Y	1857	1853	Brother Hugh	R. C.	7		150	150		150	50	60	20	30	15	6
95	Bay View Institute	Babylon, N. Y		1870	L. Homer Hart	Non-sect.	1	1	33	33		27	6	6	6	6	3	2
96	Academic department, Collegiate and Polytechnic Institute.	Brooklyn, N. Y	1854	1855	Edward C. Seymour, A. M	Non-sect.	14	3	450	450		200	150	100	150			
97	College Grammar School	Brooklyn, N. Y., (197 Joralemon street.)	0	1849	Levi Wells Hart, A. M	Non-sect.	3	2	35	35		35	8	8	2	2	0	0
98	Juvenile High School	Brooklyn, N. Y., (Livingston street, near Court.)		1854	Misses A. S. Dobbin and S. E. Rogers.	Non-sect.	3	7	200	200		200			0	0	0	0
99	Prof. Davison's Institute	Brooklyn, N. Y., (111 South Oxford street.)	0	1867	Rev. Isaac S. Davison	Non-sect.	2		20	20		15	5	2	2	0	2	
100	St. Mary's School	Brooklyn, N. Y	0	1868	Brother Sylvester	R. C.	7		500	500		500						
101	Heathcote School	Buffalo, N. Y	0	1865	Lester Wheeler	P. E.	3	1	50	50		17	25	8	10	0	0	2
102	Canandaigua Academy	Canandaigua, N. Y	1795	1795	Noah T. Clarke, M. A., Ph. D.	Non-sect.	5	1	216	216		132	54	30	6		5	
103	Chatham Academy	Chatham Village, N. Y		1871	E. H. Weatherbee		1	1	180	180		180	30	10				
104	Clinton Grammar School	Clinton, N. Y	1817	1815	Rev. Isaac O. Best, A. M		2	1	36	36		24	12		12	1		
105	Cornwall Heights' School	Cornwall, N. Y		1864	Oren Cobb, A. M		4		22	20	2	22	10	22	10		1	
106	Flushing Institute	Flushing, N. Y			E. A. Fairchild, A. M., and A. P. Northrop, A. M.	Non-sect.	8		108	108					6	9	1	2
107	Hempstead Institute	Hempstead, N. Y		1861	Ephraim Hinds, A. M	Non-sect.	3	2	32	25	7	27	3	15	1	0	0	0
108	St. John's School for Boys	Manlius, N. Y		1869	Rev. Theodore Babcock, D. D	P. E.	4	1	32	32		6	26	4	14	2	0	0
109	Trinity School	New Brighton, N. Y., (Staten Island.)		1867	John M. Hawkins, A. M., Ph. D.	P. E.	4	1	35	35		5	30	12	16	5	3	2
110	Newburgh Institute and Family School for Boys.	Newburgh, N. Y., (Seminary Place.)		1863	Henry W. Siglar, M. A		3		75	75		40	25	8	25	5	1	2
111	Duane S. Everson's School for Boys.	New York, N. Y., (729 6th avenue.)		1835	Duane S. Everson, A. M	Non-sect.	7	0	90	90	0				40	2	8	3

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									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
112	Fezandié Institute	New York, N. Y., (37 W. 33d street.)	....	1866	Eugène Fezandié	.....	7	....	30	30	....	30	8	30	3	.....	.....	.....
113	Fort Washington Institute	New York, N. Y., (171st st. and Kingsbridge road.)	....	1855	Victor Prevost	Non-sect.	10	2	52	52	....	52	5	52	5	3	.....	2
114	Girard Institute	New York, N. Y., (35 E. 62d street.)	....	1872	Prof. Paul E. Girard	Non-sect.	4	1	50	47	3	50	11	50	0	0	.....	.....
115	Holladay Collegiate Institute	New York, N. Y., (3 Gramercy Park.)	0	1873	Waller Halladay, B. S., C. & M. E.	Non-sect.	4	0	18	18	0	2	10	15	.....	.....	0	0
116	John MacMullen's School	New York, N. Y., (1214 Broadway.)	0	1850	John MacMullen, A. M	Non-sect.	4	3	41	41	0	44	9	20	1	1	0	0
117	Manhattan Academy	New York, N. Y., (213 W. 32d street.)	1864	1863	Brother Bertram	R. C.	13	....	234	234	....	234	22	55	.....	.....	7	4
118	Murray Hill Institute	New York, N. Y., (58 Park avenue.)	0	1865	Rev. Joseph D. Hull	Non-sect.	4	3	40	40	0	20	20	40	.....	.....	.....	.....
119	Sachs' Collegiate Institute	New York, N. Y., (101 W. 45th street.)	....	1872	Dr. Julius Sachs	Non-sect.	4	1	44	44	....	44	20	40	12	3	3	.....
120	The Collegiate School	New York, N. Y., (79 W. 52d street.)	....	1820	Rev. Henry B. Chapin, Ph. D	Non-sect.	8	....	72	72	....	52	20	33	10	1	3	1
121	Granville Military Academy	North Granville, N. Y.	1872	1876	W. C. Willcox, A. M., and W. A. Flint.	Non-sect.	4	2	56	56	....	30	26	10	26	.....	.....	.....
122	North Granville Seminary *a*	North Granville, N. Y.	1875	1855	.....	Non-sect.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
123	The Peekskill Academy	Peekskill, N. Y	1835	1835	Col. C. J. Wright, A. M., and Robert Donald, A. M.	Non-sect.	5	0	95	95	0	45	30	20	10	12	.....	5

124	Port Chester Commercial, Collegiate, and Military Institute.	Port Chester, N. Y		1869	Oliver W. Starr, A. M	P. E	7		32	32		32	6	5	4			
125	Pelham Institute	Poughkeepsie, N. Y	0	1866	Stewart Pelham, A. M	Cong	2	2	76	70	6	76	15	0	4	0	1	0
126	Poughkeepsie Military Institute	Poughkeepsie, N. Y	1860	1860	Henry S. Jewett, A. M	Cong	6	1	75	75	0							
127	Riverview Academy	Poughkeepsie, N. Y	0	1836	Otis Bisbee, A. M	Non-sect.	5	1	68	66	2	32	17	20	6	5	1	0
128	Trinity School	Red Hook, (Tivoli,) N. Y.		1867	Rev. James S. Clark, S. T. D.	P. E	4	2	40	40		40	32	15	18	4	2	
129	St. Mark's School	Near Rochester, N. Y.		1868	Rev. Thomas Drumm, M. D	P. E	1	2	17	17		17	17	17	17			
130	St. Patrick's Preparatory Seminary	Rochester, N. Y., (Brown street.)		1870	Rev. H. De Regge	R. C	4		13	13		13	13	13	13			
131	Mt. Pleasant Military Academy	Sing Sing, N. Y	1832	1832	Maj. W. W. Benjamin		6		70	70		45	25	40	18	7	4	5
132	Rev. D. A. Holbrook's Military High School.	Sing Sing, N. Y	0	1866	Rev. D. A. Holbrook, Ph. D	Presb	7	0	70	70	0				15	10	12	5
133	Trinity Collegiate and Preparatory School.	Sing Sing, N. Y		1872	Alfred H. Austin	P. E	1		6	6		4	2		1		1	
134	Jackson Military Institute*	Tarrytown, N. Y		1857	Rev. F. J. Jackson, A. M	Non-sect.	4	2	45	45		45	10	12	10			
135	Troy Academy	Troy, N. Y	1834	1835	T. Newton Willson, A. M	Non-sect.	3	1	100	100	0	80	20	0	4	10	2	10
136	Alexander Institute	White Plains, N. Y	0	1845	Oliver R. Willis, Ph. D	Presb	5	1	46	46	0	46	11	22	5	1	2	1
137	Biddle Memorial Institute	Charlotte, N. C	1867	1867	Rev. Stephen Mattoon, D. D.	Presb	4	1	126	126		87	39		24			
138	Hillsboro' Military Academy	Hillsboro', N. C	0	1859	R. H. Graves, A. M	Non-sect.	3		31	31		3	28	8	15	0	3	0
139	Rev. W. R. Wetmore's School for Boys.	Lincolnton, N. C	0		Rev. W. R. Wetmore	Non-sect.	1	0	15	15	0	15	4	0	2	0	1	0
140	Bingham School	Mebanesville, N. C	1864	1793	Maj. Robert Bingham	Non-sect.	4		103	103		103	90	12	40	20	10	5
141	Mt. Airy Male High School*	Mt. Airy, N. C		1859	S. S. Burton, A. B	Non-sect.	2		43	43		30	13		13		3	
142	Catawba High School	Newton, N. C	1853	1851	Rev. J. C. Clapp, A. B	Ger. Ref.	3	0	57	57	0	20	37	0	20		2	0
143	Lovejoy Academy	Raleigh, N. C	0	1835	Jefferson M. Lovejoy		2	0	76	76	0	40	36	48	20	0	4	0
144	Raleigh High School	Raleigh, N. C	0	1873	Rev. J. M. Atkinson and C. H. Scott.	Non-sect.	3	1	79	79		42	37	1	25	0	0	0
145	Reynoldson Male Institute	Reynoldson, N. C		1853	T. E. Waff	Baptist	1		27	22	5	21	6		6			
146	Buckhorn Academy	Riddicksville, N. C	1832	1832	Julien Henri Picot, A. M	Baptist	2		45	45		20	20	5	10	3	4	3
147	Wentworth Male Academy*	Wentworth, N. C		1875	John T. Hall, A. B	Non-sect.	1		40	40					10	8		
148	St. Joseph's College	Cincinnati, Ohio, (269 W. 8th street.)	1873	1871	Rev. J. M. Toohey, C. S. C	R. C	9	0	170	170	0	170	6	150				
149	St. Aloysius Seminary	Columbus, Ohio		1871	Rev. N. A. Gallagher	R. C	6		20	20		20	12	12				
150	Mr. William Smith's School*	Dayton, Ohio		1872	William Smith		1		13	13			(13)		5	2		
151	St. Mary's Institute	Dayton, Ohio		1850	Brother M. Zehler	R. C	13		225	225		225		185	18	23	15	8
152	Harcourt Place Academy	Gambier, Ohio		1851	John D. H. McKinley, A. M	P. E	3		16	16		6	10	6	3		6	
153	Starr's Institute	Seven Mile, Ohio		1861	B. Starr, A. M	Meth	1	1	12	12		8	4					
154	Koch & Crumbaugh's School*	Toledo, Ohio		1873	E. W. E. Koch and S. C. Crumbaugh.	Non-sect.	2		20	20		13	7	9	4	6	3	
155	Bishop Scott Grammar and Divinity School.	Portland, Oreg		1870	Rev. George Burton, B. D	P. E	4	1	55	55			30	6	25			
156	St. Michael's College	Portland, Oreg		1871	Rev. A. J. Glorieux	R. C	5		90	90		90	7	20	10	60	15	
157	Andalusia Hall	Andalusia, Pa	0	1861	A. H. Fetterolf, A. M	P. E	4	1	38	38			(38)		5	6	3	0
158	Chester Valley Academy	Downingtown, Pa		1870	F. Donleavy Long, A. M	Non-sect.	6	2	45	45			20		4	5	2	1
159	Collegiate Institute	Germantown, (Phila.,) Pa., (Price street.)		1854	George R. Barker, A. M	P. E	4		60	60		20	40	12	20	20		
160	Germantown Academy	Germantown, (Phila.,) Pa., (School Lane.)	1784	1759	William Travis, A. M	Non-sect.	4	1	40	40		15	25	35	20	5	1	
161	University English Academy	Lewisburgh, Pa	1847	1847	William E. Martin, A. B	Baptist	2		21	21		21					3	
162	Lititz Academy	Lititz, Pa	1837	1822	F. D. Rickert and G. W. Hopp	Moravi'n	3	2	49	49		49	3	11	2		1	

* From Report of Commissioner of Education for 1874.

a School closed temporarily.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1875, *&c.*—Continued.

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Number.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
163	Nazareth Hall	Nazareth, Pa.	1863	1785	Rev. Eugene Leibert, A. M.	Moravi'n	14	0	171	171	0	171	0	30	.....	.....	.....	.....
164	Treemount Seminary	Norristown, Pa	....	1844	John W. Loch, A. M	Non-sect.	6	2	104	100	4	74	30	14	6	5	2	3
165	Academy of the Protestant Episcopal Church.	Philadelphia, Pa., (corner Locust and Juniper streets.)	1787	1785	Rev. James W. Robins, D. D.	P. E.	12	....	195	195	....	.....	.....	.....	.....	.....	.....	.....
166	Broad Street Academy	Philadelphia, Pa., (337 South Broad street.)	0	1863	Edward Roth, A. M.	R. C.	7	4	110	110	0	110	64	74	6	7	4	1
167	Classical and English School	Philadelphia, Pa., (1338 Chestnut street.)	....	1847	William T. Cooley	Non-sect.	2	....	20	20	....	.....	.....	.....	.....	.....	.....	.....
168	Classical Institute	Philadelphia, Pa., (238 Dean street.)	....	1838	Rev. J. W. Faires, D. D.	Non-sect.	6	...	70	70	....	7	60	5	60	.....	0	0
169	Friends' Select School for Boys	Philadelphia, Pa., (Seventh below Race street.)	....	1832	Zebedee Haines	Friends	2	1	50	50	....	.....	.....	.....	.....	.....	0	0
170	Girard College for Orphans	Philadelphia, Pa	....	1848	William H. Allen, A. M., M. D., LL. D.	Non-sect.	7	16	550	550	0	550	0	140	0	0	0	0
171	Lauderbach Academy	Philadelphia, Pa., (108 South Tenth street.)	....	....	H. Y. Lauderbach	.....	5	2	130	130	....	100	30	20	10	20	3	6
172	Rugby Academy	Philadelphia, Pa., (1415 Locust street.)	....	1865	Edward C. Smith, M. A.	.....	13	2	150	150	....	80	70	50	50	50	15	3
173	Ury House School	Philadelphia, Pa., (Oxford Church P. O.)	0	1863	Mrs. Jane Crawford	P. E.	6	2	40	40	....	20	20	40	10	4	0	0
174	West Penn Square Academy	Philadelphia, Pa., (corner Market and Merrick streets.)	....	1869	T. Brantly Langton	.....	12	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

175	William Penn Charter School	Philadelphia, Pa., (8 South Twelfth st.)	1711	1689	Richard M. Jones	Friends	2	2	50	50	0	....	30	26	.....	0	.....	.....
176	Episcopal Classical Academy	Pittsburgh, Pa., (64 Grant street.)	....	1867	Francis Schmid	P. E.	2	0	44	44	0	44	25	44	10	.....	.....	.....
177	Hill School	Pottstown, Pa	0	1851	Rev. Matthew Meigs, Ph. D	Non-sect.	3	1	48	48	....	48	8	3	9	0	0	0
178	Cheltenham Academy	Shoemakertown P. O. Pa.	0	1871	Rev. Samuel Clements, A. M.	P. E.	5	1	56	56	0	56	50	12	18	.....	2	1
179	West Philadelphia Academy	W. Philadelphia, Pa., (112 South Fortieth street.)	....	1874	Rev. John Moore and J. M. Rawlins, M. A.	Presb	2	....	20	20	....	8	12	....	12	2	1	.....
180	York County Academy	York, Pa	1799	1788	George W. Ruby	Non-sect.	2	....	75	75	....	75	18	....	4	0	2	0
181	Lexington Male High School	Lexington C. H., S. C	....	1875	W. D. Schönberg	.....	1	....	27	27	....	27	2	....	.....	.....	.....	.....
182	Edgefield Male Academy	Edgefield, Tenn	....	1865	George D. Hughes	.....	2	....	86	86	....	45	41	....	52	.....	8	.....
183	Reagan Male High School*	Morristown, Tenn	0	1867	Rev. A. W. Wilson and J. A. Corriger.	Non-sect.	4	0	80	80	0	80	26	0	15	.....	8	0
184	Giles College*	Pulaski, Tenn	....	1868	C. G. Rogers and F. A. Dickinson.	.....	2	....	100	100	....	75	35	2	25	15	0	.....
185	Ripley Male Academy*	Ripley, Tenn	1847	1848	H. T. Hanks	Non-sect.	1	....	35	35	....	28	7	....	2	0	1	.....
186	St. Mary's Institute*	San Antonio, Tex	....	1852	Brother Charles Francis	R. C.	10	0	310	310	0	310	....	220	.....	.....	(10)	.....
187	Mt. Anthony Seminary	Bennington Centre, Vt	....	1832	George W. Yates, A. M	Non-sect.	4	....	50	50	....	35	15	6	10	.....	.....	.....
188	Vermont Episcopal Institute	Burlington, Vt	1857	1860	Rev. T. A. Hopkins, A. M	P. E.	2	1	41	41	....	41	40	8	15	4	2	0
189	Rural Home	Pownal, Vt	0	1869	Rev. J. M. Bacheldor, A. M	Non-sect.	1	1	25	21	4	18	6	1	6	0	0	0
190	Abingdon Male Academy	Abingdon, Va	....	1822	James B. Baker and Robert P. Carson.	.....	2	....	93	93	....	.....	.....	.....	.....	.....	5	.....
191	Alexandria Academy	Alexandria, Va	....	1858	John S. Beach	Non-sect.	1	1	42	42	....	42	2	....	2	6	1	0
192	Episcopal High School of Virginia	Near Alexandria, Va	1854	1839	Launcelot M. Blackford, M. A.	P. E.	5	0	75	75	0	75	66	34	.....	.....	6	2
193	H. F. Henry's Private School	Alexandria, Va., (Queen street,)	....	1857	H. F. Henry	.....	1	....	30	30	....	.....	.....	.....	.....	.....	.....	.....
194	Potomac Academy	Alexandria, Va	....	1869	C. S. Taylor and J. S. Blackburn.	Non-sect.	2	....	49	49	....	49	30	20	.....	.....	.....	.....
195	St. John's Academy	Alexandria, Va	0	1833	Richard L. Carne, A. M	R. C.	5	0	80	80	0	68	12	6	7	0	0	0
196	Bethel Academy	Bethel Academy Post-office, Va.	....	1870	W. W. Smith, A. M	Non-sect.	7	....	72	72	....	30	35	25	.....	.....	15	.....
197	St. Timothy's Home School for Boys.	Herndon, Va	0	1873	David S. L. Johnson	P. E.	1	2	34	29	5	34	4	....	1	0	0	0
198	Leesburg Academy	Leesburg, Va	1800	1813	Professor Thomas Williamson.	Non-sect.	1	1	22	22	0	7	15	2	15	3	2	0
199	Webster Institute	Norfolk, Va., (45 Charlotte street,)	0	1869	Professor N. B. Webster, A. M.	Non-sect.	2	1	50	50	....	20	30	10	.....	.....	4	.....
200	Locust Dale Academy	Rapidan Station, Va	0	1856	Andrew J. Gordon, A. M	Non-sect.	3	1	80	75	5	20	40	25	25	10	6	2
201	Edgemont Private School for Boys	Whitlock Post-Office, Va.	....	1867	Thomas E. Barksdale	.....	1	....	18	14	4	11	6	1	2	.....	0	.....
202	Prince Edward Academy	Worsham, Va	1875	1874	James R. Thornton	Non-sect.	1	0	24	24	0	6	18	....	20	.....	0	0
203	Lindsley Institute*	Wheeling, W. Va	....	....	Jonas B. Clark	.....	2	....	32	32	....	25	6	7	3	0	0	0
204	Seminary of St. Francis of Sales	St. Francis Station, Wis.	....	1855	Rev. C. Wapelhorst	R. C.	16	....	245	245	....	140	140	150	.....	.....	.....	.....
205	Georgetown Institute for Males	Georgetown, D. C., (128 Bridge street.)	....	1857	Rev. P. Hall Sweet	Non-sect.	1	....	25	25	....	25	7	....	.....	.....	3	.....

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TABLE VI.—*Statistics of institutions for secondary instruction for* 1875, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 indicates no or none.

Number.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
206	Select Male Academy	Georgetown, D. C., (corner Dunbarton and Montgomery sts.)	0	1873	Rev. C. H. Nourse, A. M	Non-sect.	1	....	14	14	....	14	6	....	8	.....	5	.....
207	Boys' English and Classical High School.	Washington, D. C., (Four-and-a-half st.)	....	1869	John W. Hunt, A. M	Non-sect.	1	....	42	42	....	42	25	....	11	.....	.....	.....
208	Emerson Institute	Washington, D. C., (Fourteenth street, between I and K.)	....	1852	Chase B. Young, jr	Non-sect.	5	....	130	130	....	130	100	100	20	20	12	10
209	Episcopal Institute	Washington, D. C., (corner Fifteenth and I streets.)	....	1870	Rev. F. L. Knight, D. D	P. E	2	....	51	51	....	51	21	6	9	.....	.....	.....
210	Rittenhouse Academy	Washington, D. C., (Indiana avenue.)	....	1840	O. C. Wight	Non-sect.	2	....	32	32	....	32	16	....	3	.....	2	.....
211	Roys' Academy	Washington, D. C., (Four-and-a-half st.)	....	1870	Chase Roys, A. M., M. D	Non-sect.	1	0	25	25	0	25	3	8	10	3	0	0
212	St. Matthew's Institute	Washington, D. C., (K street, between Fourteenth and Fifteenth streets.)	....	1870	Brother Tobias	R. C	9	....	180	180	....	180	30	20	.....	.....	.....	.....
213	Thompson Academy	Washington, D. C	....	1869	S. John Thompson, A. M	.....	1	1	40	40	....	40	5	....	.....	.....	.....	.....
214	Spencer Academy	Caddo Station, Indian Ter.	....	1844	Rev. James H. Colton	Presb	2	1	60	60	....	60	....	....	.....	.....	.....	.....
215	St. Michael's College	Santa Fé, N. Mex	1874	1859	Brother Botulph	R. C	6	0	108	108	0	90	6	19	5	0	8	0

PART II.

Schools for girls.

216	Dadeville Masonic Female Institute	Dadeville, Ala	1847	1845	J. P. Oliver, A. M		2	2	85	20	65	75	10		5	5	1	
217	St. Mary of the Pacific	Benicia, Cal	1871	1871	Rev. J. Lloyd Breck, D. D.	P. E	1	8	62		62	62	15	22				
218	Mills Seminary*	Brooklyn, Cal	0	1871	Rev. Cyrus T. Mills, D. D	Non-sect.	7	12	207	0	207	207	30	103	0			
219	Napa Ladies' Seminary	Napa, Cal	1872	1864	Miss Sarah F. McDonald	Non-sect.	1	10	130	0	130	121	9	41				
220	Convent of Our Lady of the Sacred Heart.	Oakland, Cal		1868	Mother J. Baptist, superior	R. C	1	16	90		90	80		60				
221	Sacramento Seminary*	Sacramento, Cal., (I st., bet. 10th and 11th.)		1863	Hermon Porry	Non-sect.	1	7	130		130	130						
222	Young Ladies' Seminary	Sacramento, Cal., (cor. 6th and K sts.)		1862	William S. Hunt, A. M		1	2	60	40	20	60	2	3	3		0	15
223	Point Loma Seminary	San Diego, Cal	0	1873	Mrs. O. W. Gates	Baptist	5	2	43		43	43	2	8	0	0	0	0
224	Academy of Notre Dame, Mission Dolores.	San Francisco, Cal		1866	Sister Aloyse	R. C		14	425		425							
225	Homo Institute	San Francisco, Cal., (218 Eddy street.)		1866	Miss Isabella G. Prince	Cong	2	6	45		45	40	4	19				
226	Madame Zeitska's Institute	San Francisco, Cal		1863	Mme. B. Zeitska	Non-sect.	4	10	110		110	105		110		25		
227	Laurel Hall	San Mateo, Cal		1864	Miss L. A. Backmaster	Non-sect.	4	6	45		45	45		45				
228	School of the Holy Cross	Santa Cruz, Cal		1862	Sister Rosanna Smith	R. C		9	135		135	125		50				
229	Golden Hill Seminary	Bridgeport, Conn		1837	Miss Emily Nelson	Non-sect.	4	6	90		90	90		40				
230	Hillside Seminary	Bridgeport, Conn		1866	Mrs. E. B. Whiting Rundel	P. E	1	6	64	4	60				3			
231	Homesworth Family School for Young Ladies.	New Haven, Conn., (747 W. Chapel street.)		1860	Mrs. Lydia Black Newcomb	Non-sect.	0	10	25		25							
232	The Elderage School	New Haven, Conn., (68 Sherman avenue.)		1873	The Misses Bangs	Meth		4	33		33	33	8	12				
233	The Misses Notts' English and French School.	New Haven, Conn., (16 Elm street.)		1873	Misses L. P. & C. E. Nott	Non-sect.	3	7	80		80	80		45				
234	West End Institute	New Haven, Conn., (99 Howo street.)		1870	Mrs. S. L. Cady	Cong	3	5	65		65	65	20	30				
235	Boarding and Day School for Young Ladies.	Norwich, Conn		1872	Mrs. Martha W. Hakes	Cong	1	4	51	6	45	51	10	25				
236	French and English Boarding School.	Norwich, Conn., (56 Washington street.)			Miss Henrietta Meekor	Cong	2	4	35		35	35		25				
237	Saybrook Seminary	Saybrook, Conn		1873	A. L. Warner and O. C. Beauchamp.	P. E		6	63		63	63	4	14				
238	Home and Day School for Young Ladies.*	Stratford, Conn		1872	Elizabeth Wheeler			1	10		10	10	4	1				
239	St. Margaret's School for Girls	Waterbury, Conn	1875	1875	Rev. Francis T. Russell, M.A	P. E	3	5	106		106		5	6				
240	Oak Hill Ladies' Seminary	West Haven, Conn		1845	Mrs. S. E. W. Atwater	Cong	1	6	40		40							
241	Young Ladies' Institute	Windsor, Conn		1867	Miss Julia S. Williams	Non-sect.	1	5	60		60							
242	Family Boarding and Day School.	Wilmington, Del., (838 Market street.)			Miss M. S. H. Robertson	P. E	1	4	30		30	30	10	30				
243	St. Joseph's Academy	Jacksonville, Fla		1869	Mother Sidonie	R. C		8										
244	Convent of Mary Immaculate	Key West, Fla		1868	Mother Teresa of Jesus	R. C		14	353		353	353	40	153				
245	Conyers Female College	Conyers, Ga	1870	1870	Miss S. McKinley, M. A			3	50		50	50	20	25				
246	Forest Home Institute	Madison, Ga		1873	Mrs. E. Nebhut	Presb	0	3	18	4	14	18	5	1	3	0	5	0

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Number.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
247	Washington Female Seminary	Washington, Ga	....	....	Miss Fanny Andrews and Miss E. A. Bowen.	Non-sect.	1	3	45	0	45	45	8	10	2	.....	.....	.....
248	Chicago Ladies' Seminary	Chicago, Ill., (15 Sheldon street.)	....	1861	Miss Charlotte A. Gregg	Cong	3	9	73	....	73	....	....	....	.....	.....	.....	.....
249	Dearborn Seminary*	Chicago, Ill., (985 Wabash avenue.)	1855	1856	Z. Grover, A. M	Non-sect.	3	11	200	0	200	....	30	70	0	0	0	0
250	Misses Grant's Seminary	Chicago, Ill., (130 N. Dearborn street.)	0	1859	Misses E. & B. Grant	Non-sect.	4	9	110	....	110	110	25	35	.....	.....	.....	.....
251	Park Institute	Chicago, Ill., (71 Ashland avenue.)	....	1873	Alice E. Bates	Non-sect.	4	15	177	21	156	167	28	103	.....	.....	.....	.....
252	St. Francis Xavier's Female Academy.	Chicago, Ill	1847	1846	Sister Mary Geneviève	R. C	....	28	250	....	250	....	....	....	.....	.....	.....	.....
253	Monticello Seminary	Godfrey, Ill	1838	1838	Harriet N. Haskell	Non-sect.	....	....	150	....	150	....	(150)	....	.....	.....	.....	.....
254	The Young Ladies' Athenæum	Jacksonville, Ill	1865	1864	Rev. Wm. D. Sanders, D. D.	Non-sect.	5	9	175	....	175	100	25	10	.....	.....	.....	.....
255	Saint Mary's School	Knoxville, Ill	1858	1868	Rev. C. W. Leffingwell, A. M., B. D.	P. E	2	10	100	0	100	....	....	....	.....	.....	.....	.....
256	Academy of the Assumption*	East South Bend, Ind	0	1856	Sister M. Cyprian	R. C	....	5	150	30	120	100	20	10	.....	.....	.....	.....
257	St. Augustine's School	Fort Wayne, Ind	....	1846	Sister M. Cecilia	R. C	....	7	300	....	300	300	....	....	.....	.....	.....	.....
258	St. Joseph's Academy*	South Bend, Ind	1866	1865	Sister Claude	R. C	....	8	130	....	130	130	15	36	.....	.....	.....	.....
259	Ottumwa Seminary for Young Ladies.	Ottumwa, Iowa	....	1873	Mrs. Mary Squire	Non-sect.	0	4	70	20	50	....	....	....	.....	.....	.....	.....
260	St. Ann's Academy	Osage Mission, Kans	1870	1847	Mother Bridget Hayden	R. C	....	17	76	....	76	50	....	8	0	0	0	0
261	Bellewood Female Seminary	Anchorage, Ky	0	1861	Rev. W. M. McElwer	Presb	2	2	30	....	30	....	....	....	.....	.....	.....	.....

262	Bardstown Female Academy*	Bardstown, Ky	1837	1834	Rev. J. V. Cosby	Presb	1	3	32		32	32	5	5	0	0	0	0		
263	Nazareth Literary and Benevolent Institution.	Near Bardstown, Ky	1829	1812	Mother Columbia Carroll	R. C	0	25	225		225	225		140						
264	Green River Female Seminary	Bowling Green, Ky	1876	1868	Rev. Thomas H. Storts, A.M	Baptist	2	5	79	4	75	75	4							
265	Caldwell Institute for Young Ladies.	Danville, Ky	1860	1859	W. P. Hussey	Presb	2	6	120		120	120	23	20						
266	Greenwood Female Seminary	Frankfort, Ky		1845	Mrs. Mary T. Runyan			2	50	7	43									
267	Calvary Academy	Near Lebanon, Ky	1829	1822	Sister Theodosia Kelly	R. C		5	40		40	40		2	0	0				
268	Christ Church Seminary	Lexington, Ky		1866	Miss Helen L. Totten	P. E	(6)		50		50				2					
269	Sayre Female Institute	Lexington, Ky	1856	1854	H. B. McClellan, A. M	Presb	4	8	158	10	148	158	30	20						
270	Collegiate School for Young Ladies	Louisville, Ky., (205 Sixth street.)	1853	1854	S. B. Barton, A. M	Presb	1	5	70	0	70	70	14	11						
271	Jessamine Female Institute	Nicholasville, Ky	1866	1866	Rev. J. B. Tharp	Non-sect.	1	3	57	7	50	55	16	6						
272	Academy of St. Catherine of Sienna	Springfield, Ky	1840	1822	Sister Regina O'Meara, O.S.D	R. C		10	65		65	60		15						
273	St. Vincent's Academy	Fairfield, La	1869	1868	Mother Mary Hyacinth	R. C		4	14		14	14		7	0	0	0	0		
274	Feliciana Female Collegiate Institute.	Jackson, La	1850	1848	Miss C. L. Catlett	Presb	2	6	75		75	75	5	10						
275	Convent of the Presentation	Marksville, La	1865	1855	Sister Angelica	R. C		5	40		40	35		40						
276	St. Hyacinth's Academy	Monroe, La	1870	1870	Sister Mary Alexis	R. C		5	50		50	50	15	20						
277	D'Aquin Institute*	New Orleans, La., (282 Bayou Road.)	0	1835	Miss Hélène Fitz Gerald	Non-sect.	3	5	48	0	48	48		48						
278	Locquet-Leroy Institute	New Orleans, La., (280 Camp street.)	0	1871	Mrs. S. B. Locquet-Leroy	R. C		4	10	85		85	80	25	85					
279	St. Catharine's Hall	Augusta, Me	1869	1868	Hannah N. Bridge	P. E	0	6	39	0	39	39	9	20	0	0	0	0		
280	Family School for Girls at "The Willows."*	Farmington, Me	187-	1871	Mr. and Mrs. N. C. Goodenow	Non-sect.		5	45		45	45	15	40						
281	Boarding and Day School for Young Ladies.	Portland, Me., (12 Pine street.)		1862	The Misses Symonds	Non-sect.	3	4	50		50	50	30	50						
282	Casco Street Seminary*	Portland, Me., (245 Cumberland street.)			Theodosia M. Pendleton			1	12	6	6	12	1	3						
283	Morison Academy	Baltimore, Md			Helen S. Fletcher		1	3	40		40									
284	Mount Vernon Institute	Baltimore, Md., (46 Mt. Vernon Place.)		1859	Mrs. Mary J. Jones and Mrs. Maitland.	Non-sect.	5	11	80		80	80	26	80						
285	Roland Academy	Baltimore, Md., (253 West Hoffman st.)		1872	Rebecca McConkey			9	80		80		30	70						
286	Samuel T. Lester's Seminary	Baltimore, Md., (362 North Entaw st.)	0	1871	Samuel T. Lester	Non-sect.	4	2	23	0	23	23	4	6	0	0	0	0		
287	School for Young Ladies	Baltimore, Md., (234 Madison avenue.)		1871	Miss Sarah A. Jenness			5	28		28	28	8	12						
288	Southern Home School	Baltimore, Md., (197 North Charles st.)		1842	Mr. and Mrs. W. M. Cary and Mrs. Gen. John Pegram.	Non-sect.	7	11	80		80									
289	Alnwick Female Seminary	Contee's Station, Md	0	1840	Miss M. A. Tyson	P. E	2	4	25		25		12							
290	Notre Dame of Maryland	Govanstown, Md	1864	1846	Sister Mary Ildephonsa	R. C	2	21	123		123	121		115						
291	Hagerstown Seminary for Young Ladies.	Hagerstown, Md	1852	1852	Rev. C. L. Keedy, A. M., M. D.	Luth	3	6	110	4	106	110	25	20						
292	St. John's Female Seminary	Near Knoxville, Md		1855	Rev. Geo. Lewis Staley, D. D.	Reform'd		3	30		30		(30)							
293	Lutherville Female Seminary	Lutherville, Md	1852	1852	Rev. J. R. Dimm, A. M	Ev. Luth.	2	6	62		62	30	32	5						
294	Evandale Home School*	Near Port Deposit, Md.	0	1870	Mrs. Robert Evans	Non-sect.		2	23		23									

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									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
295	The Hannah More Academy	Reisterstown, Md	1874	1832	Rev. Arthur J. Rich, M. A., M. D., rector.	P. E.	3	6	40	....	40	40	36	15	.....	.....	.....	.....
296	Stanmore School for Girls	Sandy Spring, Md	....	1858	Caroline H. Miller	.....	2	3	28	....	28	28	3	12	0	0	0	0
297	Blackstone Square School	Boston, Mass., (45 West Newton st.)	....	1867	Miss R. I. Gilman and Miss M. E. Blair.	Cong.	2	6	40	....	40	.....	.....	.....	.....	.....	.....	.....
298	English, French, and German Family and Day School.	Boston, Mass., (68 Marlboro' street.)	....	1866	Miss M. Louise Putnam	P. E.	1	6	20	....	20		(20)		.....	.....	.....	.....
299	Newbury Street School	Boston, Mass., (34 Newbury street.)	....	1867	Rev. Henry C. Badger	Non-sect.	5	10	50	....	50	50	....	50	0	0	1	0
300	School for Young Ladies	Boston, Mass., (104 Mt. Vernon street.)	....	1869	Mary R. Southgate	.....	1	4	11	....	11	11	3	8	.....	.....	.....	.....
301	Union Park School for Young Ladies.	Boston, Mass., (Union Park and Washington street.)	0	1856	Henry Williams	.....	2	4	70	....	70	70	8	60	.....	.....	.....	.....
302	Home and Day School	Boston Highlands, Mass., (55 St. James street.)	....	....	Mary L. Hall	.....	....	6	26	....	26	26	9	26	.....	.....	.....	.....
303	St. Joseph's Select School *	Cambridgeport, Mass.	....	1869	Sister St. Emelia	R. C.	....	7	315	....	315	.....	.....	.....	.....	.....	.....	.....
304	Wayside Family School	Concord, Mass	0	1866	Miss Mary C. Pratt	Non-sect.	1	5	22	6	16	22	3	16	1	0	1	.....
305	Codman Mansion Home School	Dorchester, Mass	....	1867	Mrs. S. Morris Cochrane	Non-sect.	2	4	12	....	12	.....	.....	.....	.....	.....	.....	.....
306	Family Boarding and Day School for Young Ladies.	Everett, Mass	....	1874	Mrs. A. P. Potter and Miss O. J. Pierce.	Baptist	4	6	45	....	45	45	14	5	8	.....	0	0
307	Prospect Hill School	Greenfield, Mass	1868	1869	Miss Sabra Wright	Unitar'n.	....	5	46	6	40	30	10	26	.....	.....	.....	.....

308	Family School for Girls	Hadley, Mass	0	1866	Miss C. W. Porter and Miss R. Champney.			2	12		12										
309	Ipswich Female Seminary	Ipswich, Mass	1825	1826	Rev. John P. Cowles	Cong	1	5	40	0	40	40	20	30	0	0	0	0
310	St. Patrick's Female Academy	Lowell, Mass		1852	Sister Désirée	R. C		10	120		120	120		70				
311	Preston Cottage School	Newton, Mass	0	1867	Miss Julia A. Wilson	Cong	4	6	34		34	34	2	26	0	0	0	0
312	Family and Day School for Young Ladies.*	Springfield, Mass		1865	Mrs. Hosmer and Miss Rockwell.		2	4	25		25							
313	Boarding and Day School for Young Ladies.*	Worcester, Mass		1874	Mrs. Ava Williams	Non-sect.	1	5	28		28	28	15	20				
314	Family and Day School of Modern Languages.	Worcester, Mass., (116 Lincoln street.)		1875	Mrs. M. V. Fitch	Non-sect.	1	6	77		77	9	(68)					
315	School for Young Ladies and Children.	Grand Rapids, Mich., (54 Jefferson ave.)		1874	The Misses Bacon	Non-sect.	2	3	80		80	60		30				
316	Saint Mary's Academy	Monroe, Mich		1845	Mother Mary Clotilda	R. C		9	80		80	80						
317	Hallock Institute	Faribault, Minn., (cor. Cedar and Fifth sts.)		1873	Miss A. A. Hallock	Non-sect.	1	2	40		40	40	6	8	2			
318	St. Boniface Academy	Hastings, Minn		1872	Mother Augustine	R. C		4	50		50	50						
319	St. Joseph's Academy	St. Paul, Minn		1851	Mother Mechtilda	R. C	1	9	80		80	80		10				
320	Blue Mountain Female Institute	Blue Mountain, Miss	0	1873	Rev. M. P. Lowrey, D. D., president.	Non-sect.	1	3	76		76	70	6					
321	Mt. Hermon Female Seminary	Clinton, Miss	1873	1875	Sarah E. Dickey	Non-sect.		3	20		20	20	0	0	0	0	0	0
322	Grenada Female College	Grenada, Miss	1875	1875	Rev. D. D. Moore	M.E. S'th	1	4	50	0	50	50	10		10			
323	Young Ladies' Institute	St. Joseph, Mo., (cor. Fifth and Antoine streets.)		1869	Rev. Charles Martin, M. D	Non-sect.	2	3	67	7	60							
324	Mrs. Cuthbert's Seminary for Young Ladies.	St. Louis, Mo., (corner Sixteenth and Pine streets.)		1865	Mrs. Eugenia Cuthbert	Non-sect.	3	8	180		180	140	40	95				
325	School of the Good Shepherd	St. Louis, Mo., (1532 Washington ave.)	1873	1874	Sister Catharine, superior	P. E	3	8	73		73							
326	Brownell Hall	Omaha, Nebr	1867	1864	Mrs. P. C. Hall	P. E	1	6	70	10	60							
327	Dartmouth Home School for Young Ladies.	Hanover, N. H		1865	Miss L. J. Sherman	Cong	3	3	30		30	30	15	15				
328	Family and Day School for Young Ladies.	Keene, N. H		1872	Mrs. A. B. Leverett	Cong		3	20		20			16	2			
329	Boarding and Day School for Young Ladies.	Portsmouth, N. H		1874	Miss Arabella C. Morgan		2	6	42		42		(42)					
330	Boarding and Day School for Young Ladies.	Elizabeth, N. J			Misses E. R. Clarkson and J. E. Bush.	Non-sect.	3	4	40		40				4			
331	The Elizabeth Institute	Elizabeth, N. J., (521 N. Broad street.)		1861	Miss N. C. Read	Presb	2	5	45	10	35	45	5	7				
332	German, English, and French Boarding and Day School.	Hoboken, N. J., (352 Bloomfield street.)	1868		Miss Mathilde Schmidt		3	6	100	0	100							
333	Hopewell Female Seminary	Hopewell, N. J		1866	Misses E. H. and M. J. Boggs			3	36	6	30	36	3	5	2	0	0	0
334	Adrian Institute	Iselin, N. J		1872	Mrs. L. H. Matthews and Mrs. M. E. Baebler.		1	5	12	0	12	12	1	12	0	0	0	0
335	St. Elizabeth's Academy	Madison, N. J	1871	1859	Mother Mary Xavier	R. C	2	10										
336	Moorestown Boarding School*	Moorestown, N. J		1842	Mrs. Mary S. Lippincott	Friends		4	40		40							
337	Morris Female Institute	Morristown, N. J	1862	1862	Charles G. Hazeltine, A. M	Non-sect.	2	5	35		35							
338	Boarding School for Young Ladies.	New Brunswick, N. J., (College avenue.)		1841	Misses J. R. and M. E. Bucknall.	Rf. Dutch	2	4	30		30	30		30				

* Report of the Commissioner of Education for 1874.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1875, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 indicates no or none.

Number.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
339	Boarding and Day School	New Brunswick, N. J., (116 Hamilton st.)	....	1872	Misses Kate S. French and Nettie F. Randolph.	.....	1	4	20	....	20	20	....	20	.....	.....	.....	.....
340	Seminary for Young Ladies	New Brunswick, N. J., (13 Livingston ave.)	....	1872	Mrs. Martha S. Parks	Non-sect.	3	5	47	0	47	47	3	42	.....	.....	.....	.....
341	Plainfield College for Young Ladies.*	Plainfield, N. J	1868	1868	Elvira E. Kenyon	Non-sect.	3	5	55	....	55	55	....	23	.....	.....	.....	.....
342	Albany Female Academy	Albany, N.Y	1821	1814	Miss Louisa Ostrom	.....	1	9	233	....	233	233	60	....	.....	.....	.....	.....
343	St. Mary's School for Girls	Albany, N.Y	1871	1840	Sister Mary	R. C	1	7	250	0	250	250	0	20	0	0	0	0
344	Phipps Union Female Seminary *	Albion, N. Y	1840	1833	Caroline P. Achilles	Non-sect.	1	6	110	....	110	30	70	10	.....	.....	.....	.....
345	St. Elizabeth's Academy	Allegany, N. Y	....	1860	Rev. Mother Veronica	R. C	....	4	60	....	60	....	....	....	.....	.....	.....	.....
346	French and English Home Academy.*	Babylon, N. Y	.....	.....	Miss A. M. C. Gannon	Non-sect.	....	3	25	....	25	....	....	....	.....	.....	.....	.....
347	Chênevière Institute	Brooklyn, N. Y., (19 Elm Place.)	....	1865	Emeline Longchamp and Mary W. Mead.	.....	2	6	40	....	40	40	....	40	.....	.....	.....	.....
348	Female Institution of the Visitation.	Brooklyn, N.Y	1863	1855	Sisters of the Visitation	R. C	....	15	140	....	140	....	....	....	.....	.....	.....	.....
349	German, English, and French School.	Brooklyn, N. Y., (260 Schermerhorn st.)	....	1872	Miss Emily Christiansen	Non-sect.	1	5	60	20	40	60	....	60	.....	.....	.....	.....
350	Young Ladies' Seminary	Brooklyn, N. Y., (149 Lafayette avenue.)	....	1869	D. Marvin, jr., A. M	P. E	2	4	12	3	9	5	7	6	.....	.....	.....	.....
351	Ontario Female Seminary	Canandaigua, N. Y	1825	1825	Benjamin Richards, A. M	Cong	3	4	60	....	60	60	10	9	.....	.....	.....	.....
352	Drew Seminary and Female College	Carmel, N. Y	1866	1867	George C. Smith, A. M	M. E	3	3	65	0	65	44	5	16	.....	.....	.....	.....
353	Clifton Springs Seminary	Clifton Springs, N. Y	1868	1867	Clara E. Hahn	P. E	....	4	40	....	40	30	10	11	1	.....	.....	.....
354	Cottage Seminary	Clinton, N. Y	....	1860	Anne Chipman	Non-sect.	....	5	80	....	80	80	....	15	.....	.....	.....	.....

355	Dwight's School for Young Ladies	Clinton, N. Y	0	1874	Rev. Benj. W. Dwight, Ph. D., LL. D.	Presb	1	2	12	....	12	12	11	8	.....	.....	.....	.....
356	Houghton Seminary	Clinton, N. Y	1854	1861	John C. Gallup, A. M., M. D.	Presb	3	7	100	....	100	68	32	23	.....	.....	.....	.....
357	Croton Institute*	Croton, N. Y	....	1873	Fannie A. Sedgwick	.....	....	3	20	....	20	.....	.....	.....	.....	.....	.....	.....
358	English and French Boarding School.	Dobbs' Ferry, N. Y	....	1871	Miss E. Elizabeth Dana	Non-sect.	....	7	42	....	42	42	12	22	.....	.....	.....	.....
359	Macgregor Hall	Flushing, N. Y	1874	1866	Miss Margaret Macgregor	Cong	2	4	60	....	60	....	....	....	.....	.....	1	.....
360	St. Joseph's Academy*	Flushing, N. Y	1861	1861	Mother M. Teresa	R. C	2	9	90	....	90	90	20	50	.....	.....	.....	.....
361	St. Joseph's Academy	Fordham, N. Y	1863	1869	Mme. Victorine Boucher	R. C	....	4	20	....	20	....	....	....	.....	.....	.....	.....
362	Hamilton Female Seminary	Hamilton, N. Y	....	1866	M. M. Goodenough, A. M	Baptist	5	4	100	0	100	100	15	15	0	0	0	0
363	Hudson Young Ladies' Seminary	Hudson, N. Y	0	1849	Elizabeth and Sophia C. Peake.	Non-sect.	1	5	41	....	41	40	4	30	.....	.....	.....	.....
364	The Misses Skinner's School for Young Ladies.	Hudson, N. Y	....	1867	Miss Sarah R. Skinner	.....	....	4	50	....	50	28	22	6	.....	.....	.....	.....
365	Miss Devereux's School for Young Ladies.	Irvington, N. Y	....	1874	Miss Marian S. Devereux	.....	1	3	24	5	19	16	3	21	.....	.....	.....	.....
366	Union Hall Seminary	Jamaica, L. I., N. Y	....	....	Mrs. James A. Fleury	Reform'd	....	4	50	....	50	50	20	10	.....	.....	.....	.....
367	Jackson Institute	Morrisania, N. Y., (256 E. 123d street.)	....	1870	Mrs. F. J. Jackson	Non-sect.	....	5	60	....	60	....	20	50	.....	.....	.....	.....
368	Mt. Vernon Young Ladies' Seminary.	Mt. Vernon, N. Y	....	a'72	Prof. Hugh Craig and Mrs. E. Norris.	P. E	1	1	10	1	9	....	....	....	1	.....	.....	.....
369	Academy of the Visitation*	New Utrecht, N. Y	1869	1864	Mother Mary A. Connell	R. C	....	12	40	....	40	40	....	7	.....	.....	.....	.....
370	Academy of the Holy Cross	New York, N. Y	1858	1858	Sister of Charity	R. C	3	9	155	30	125	125	....	16	.....	.....	.....	.....
371	Boarding and Day School for Young Ladies.	New York, N. Y., (7 E. 42d street.)	0	1870	Mrs. J. T. Benedict	Non-sect.	8	13	140	....	140	140	20	120	.....	.....	.....	.....
372	Boarding and Day School for Young Ladies.	New York, N. Y., (25 W. 46th street.)	0	1867	Mlle. M. D. Tardivel du Saret	Non-sect.	10	8	76	6	70	76	....	76	.....	.....	.....	.....
373	Charlier Institute for Young Ladies.*	New York, N. Y., (167 Madison avenue.)	....	1868	Mr. and Mrs. Élisée Charlier	Non-sect.	10	10	150	....	150	150	....	150	.....	.....	.....	.....
374	Dr. Van Norman's Classical School*	New York, N. Y., (212 W. 59th street.)	0	1874	Rev. D. C. Van Norman, LL. D.	Non-sect.	3	12	76	0	76	76	36	76	.....	.....	.....	.....
375	English and French School for Young Ladies.	New York, N. Y., (24 E. 22d street.)	....	1848	Miss Ann A. Ballow	.....	7	9	90	....	90	90	....	90	.....	.....	.....	.....
376	English, French, and German Boarding and Day School.	New York, N. Y., (13 E. 31st street.)	....	1869	Mrs. Frederick Jonson and Miss A. L. Jones.	Non-sect.	8	8	100	....	100	100	75	100	.....	.....	.....	.....
377	English, French, and German School for Young Ladies.*	New York, N. Y., (275 Madison avenue.)	....	....	Miss C. A. Hinsdale	Non-sect.	8	15	70	....	70	70	....	70	.....	.....	.....	.....
378	French Protestant Institute	New York, N. Y., (36 E. 35th street.)	....	1871	Mlles. F. and M. Charbonnier	.....	7	15	48	...	48	....	....	....	.....	.....	.....	.....
379	Lespinasse Fort Washington Institute.	New York, N. Y., (175th street.)	...	1870	Mrs. N. A. Lespinasse	Non-sect.	4	3	30	....	30	30	....	30	.....	.....	.....	.....
380	Mlle. Rostan's School*	New York, N. Y., (31 W. 52d street.)	....	1857	Mlle. L. F. Rostan	Non-sect.	10	8	68	8	60	18	40	68	.....	.....	.....	.....
381	Mrs. Froehlich's School	New York, N. Y., (28 E. 50th street.)	....	1867	Mrs. B. Froehlich	Non-sect	10	18	159	18	141	159	....	159	.....	0	.....	.....
382	Mrs. S. Reed's Boarding and Day School.*	New York, N. Y., (6 E. 53d street.)	....	1864	Mrs. Caroline G. Reed	P. E	12	5	150	....	150	150	....	150	.....	.....	.....	.....
383	St. John's School	New York, N. Y., (21 W. 32d street.)	....	1873	Rev. Theo. Irving, LL. D., rector.	P. E	2	9	65	13	52	.....	.....	.....	.....	.....	.....	.....

*From Report of Commissioner of Education for 1874. *a* Reorganized in 1875.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1875, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none.

Number.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.								
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
384	Saint Mary's School	New York, N. Y., (8 E. 46th street.)	....	1868	Sister Agnes	P. E.	3	15	120	....	120	....	....	....	....	....	....	....
385	School for Girls	New York, N. Y., (9 W. 39th street.)	....	1872	Miss Anna C. Brackett	....	0	6	80	0	80	....	....	....	3	....	....	....
386	Sisterhood of Gray Nuns	Ogdensburgh, N. Y.	1871	1863	Sister L. Duguay	R. C.	....	6	60	....	60	60	....	35	....	....	....	....
387	Germond School	Peekskill, N. Y	....	1875	Phebe R. Germond	Meth.	1	5	40	....	40	30	12	10	....	....	....	....
388	Saint Gabriel's School	Peekskill, N. Y	....	1872	Sister Dolores	P. E.	1	6	30	....	30	30	27	29	....	....	....	....
389	Brooks Seminary for Young Ladies	Poughkeepsie, N. Y	....	1871	Mrs. Mary B. J. White	Non-sect.	2	9	89	....	89	....	....	....	....	....	....	....
390	Cottage Hill Ladies' Seminary	Poughkeepsie, N. Y	0	1854	Charles C. Wetsell	Non-sect.	3	4	51	....	51	28	4	19	0	0	1	....
391	Female Academy of the Sacred Heart.	Rochester, N. Y	1849	1849	Ellen White, superintendent	R. C.	1	16	100	....	100	100	2	100	....	....	....	....
392	Livingston Seminary	Rochester, N. Y	0	1856	Mrs. C. M. Curtis	P. E.	1	5	50	....	50	40	10	20	0	0	0	0
393	Nazareth Academy and Convent	Rochester, N. Y	....	1871	Mary Stanislaus	R. C.	3	7	85	....	85	80	23	26	....	....	....	....
394	Rochester Female Academy *	Rochester, N. Y., (68 South Fitzhugh st.)	1837	1836	Mrs. Sarah J. Nichols	Non-sect.	0	9	109	0	109	80	20	12	....	....	....	....
395	Rye Female Seminary *	Rye, N. Y	....	1869	Mrs. S. J. Life	Presb.	3	7	84	....	84	84	10	53	....	....	....	....
396	Temple Grove Seminary	Saratoga Springs, N. Y	1869	1856	Rev. Charles F. Dowd, A. M.	Non-sect.	2	8	117	....	117	....	....	....	....	....	....	....
397	Mrs. E. E. Clark's Seminary for Young Ladies.	Sing Sing, N. Y., (Croton avenue.)	....	1872	Mrs. E. E. Clark	Non-sect.	1	4	27	....	27	27	5	4	....	....	....	....
398	Boarding and Day School for Young Ladies.	Tarrytown, N. Y	....	1859	Miss H. L. Bulkley	....	3	5	50	....	50	50	8	38	....	....	....	....
399	Tarrytown Young Ladies' Semin'y *	Tarrytown, N. Y	0	1873	Rev. W. H. Kingsbury	Cong.	1	3	30	0	30	20	8	10	....	....	....	....
400	Troy Female Seminary	Troy, N. Y	1836	1814	Emily T. Wilcox	Non-sect.	1	4	80	0	80	80	20	14	0	0	0	0
401	Howland School	Union Springs, N. Y.	....	1863	Robert B. Howland	Non-sect.	3	13	58	....	58	29	5	10	....	....	....	....
402	Utica Female Academy	Utica, N. Y	....	....	Mrs. Julia C. G. Piatt	Non-sect.	3	10	101	0	101	75	25	101	....	....	....	....

403	White Plains Female Institute*	White Plains, N. Y	0	1849	Mrs. R. B. Searles	Presb	2	6	40		40				3						
404	White Plains Seminary	White Plains, N. Y		1871	Miss M. Beardsley			4	42	12	30	38	6	4							
405	Locust Hill Seminary	Yonkers, N. Y		1874	Emily A. Rice	Non-sect.	2	5	50		50		20	50							
406	Ravenscroft School	Asheville, N. C	0	1873	Fannie Buxton	P. E		2	21	9	12	13	6	2	0	0	0	0			
407	Charlotte Institute for Young Ladies.	Charlotte, N. C			S. Taylor Martin	Presb	3	4	110	0	110	110	8	9							
408	Mt. Pleasant Female Seminary	Mt. Pleasant, N. C	1870	1858	L. H. Rothrock	Luth	1	1	44		44	33	11	0	0	0	0	0			
409	Peace Institute	Raleigh, N. C	1857	1872	Rev. R. Burwell and J. B. Burwell, A. M.	Presb	4	9	110		110	110	25	42							
410	Literary Institute of the Sisters of Notre Dame.	Cincinnati, Ohio	1843	1840	Sister Louise	R. C		14	200		200										
411	Hudson Ladies' Seminary*	Hudson, Ohio	0	1844	Sarah A. Hosford	Non-sect.		2	38		38	38	15		0	0	0	0			
412	Portsmouth Young Ladies' Seminary.*	Portsmouth, Ohio	1867	1867	Miss Mary E. Urmston	Non-sect.	1	3	37	4	33	22	9	9	2		1				
413	Academy of the Ursulines	St. Martin's, Ohio	1847	1845	Sister M. Teresa Sherlock	R. C			70		70	70	40	35							
414	Springfield Seminary	Springfield, Ohio	1874	1873	Mrs. Ruth A. Worthington	Non-sect.		4	50		50	19	15	18							
415	Steubenville Female Seminary	Steubenville, Ohio	1829	1829	Rev. A. M. Reid, Ph. D	Presb		15	161		161		(161)								
416	Ursuline Convent	Tiffin, Ohio		1864	Sister Ignatia	R. C		15	600		600										
417	Putnam Female Seminary	Zanesville, Ohio	1835		Rev. E. Buckingham, D. D	Presb	1	5	80		80										
418	Miss Maitland's School for Girls	Allegheny City, Pa., (140 Grant avenue.)	0	1872	Miss Mary Maitland	Non-sect.	1	3	38	2	36	36	10	8							
419	Bellevue Ladies' Institute	Attleboro', Pa	0	1862	W. T. Seal, A. M	Presb	1	6	70	8	62										
420	St. Xavier's Academy*	Beatty's P. O., Pa	0	1847	Sisters of Mercy	R. C	0	20	100	0	100	70	0	30	0	0	0	0			
421	Young Ladies' Seminary*	Carlisle, Pa		1872	Miss M. S. Gibson			4	30		30	30		30							
422	Linden Female Seminary	Doylestown, Pa	1872	1872	Henry H. Hough and L. C. Sheip.	Non-sect.	2	5	85		85	85	27	9							
423	Ercildoun Seminary for Young Ladies.	Ercildoun, Pa		1854	Richard Darlington, jr	Friends	1		50		50	36	6	8							
424	St. Benedict's Academy for Young Ladies.	Erie, Pa	1868	1854	M. Scholastica Burkhard, O. S. B.	R. C	2	15	70		70	70	25	50							
425	School for Young Ladies	Germantown, (Philadelphia,) Pa., (103 Harvey street.)		1869	Miss Julia A. Wilson	R. C		2	26	5	21	26	4	17							
426	Hollidaysburg Seminary	Hollidaysburg, Pa	1866	1866	Rev. Joseph Waugh, A. M	Presb	1	9	140	0	140	140	10	20							
427	Eaton Female Institute	Kennett Square, Pa		1843	Evan T. Swayne	Friends	2	2	30	10	26	20	5	5							
428	St. Xavier's Academy*	Latrobe, Pa	1848	1846	Sisters of Mercy	R. C	0	20	100	0	100	70		30							
429	Linden Hall Seminary	Litiz, Pa	1863	1794	H. A. Brickenstein	Moravi'n	2	11	91		91	91		20							
430	Muncy Seminary for Young Ladies	Muncy, Pa	1849	1849	Miss Julia Ross	P. E		3	25		25	20	5	4							7
431	Aldine English and Classical Institute.*	Philadelphia, Pa., (1210 Spruce street.)		1869	Annie C. Webb and L. T. Scott.		5	8	80		80	80	20	50							
432	East Walnut Street Female Seminary.	Philadelphia, Pa., (1221 Walnut street.)		1867	Rev. W. W. Latta, Mrs. Kutz, and Miss Latta.		4	5	47		47	30	17	40							
433	French and English Academy	Philadelphia, Pa., (26 & 28 South Twenty-first street.)		1874	Rev. C. Miel	P. E	3	5	34		34	22	6	34							
434	Irving Seminary	Philadelphia, Pa., (1603 Arch street.)		1866	Lumena F. Carr		1	5	30		30										
435	Miss Anable's School	Philadelphia, Pa., (1350 Pine street.)		1848	Miss Anna M. Anable		4	9	70		70	70	10	70							

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									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
436	Miss Laird's Seminary for Young Ladies.	Philadelphia, Pa., (323 North Seventh st.)	....	1868	Miss Martha Laird	.....	1	2	38	6	32	....	....	....	.....	.....	.....	.....
437	Mt. Vernon Seminary and Kindergarten.	Philadelphia, Pa., (612 N. Thirteenth st.)	0	1869	Mrs. E. K. Mulford and Miss A. M. Kennard.	Non-sect.	2	6	35	....	35	....	5	12	.....	.....	.....	.....
438	Philadelphia Seminary	Philadelphia, Pa., (719 Brown street.)	....	1871	Rebecca E. Judkins	Orthodox	2	10	65	....	65	65	12	60	0	0	.....	.....
439	School for Young Ladies	Philadelphia, Pa., (1733 Filbert street.)	....	1867	Annie and Sarah Cooper	Friends	1	8	55	....	55	55	15	16	.....	.....	.....	.....
440	School for Young Ladies	Philadelphia, Pa., (1409 Locust street.)	....	1852	Anne V. Buffum and R. M. Watson.	Non-sect.	1	7	46	....	46	46	14	46	.....	.....	.....	.....
441	Select Private School	Philadelphia, Pa., (2214 Mt. Vernon street.)	....	1872	Miss F. Creighton	Non-sect.	....	....	....	....	....	....	....	....	.....	.....	.....	.....
442	Seminary for Young Ladies	Philadelphia, Pa., (1809 Vine street.)	....	....	Misses S. A. Scull and J. Pindell.	.....	....	....	....	....	....	....	....	....	.....	.....	.....	.....
443	Supplee Institute for Young Ladies	Philadelphia, Pa., (1637 Arch street.)	....	1855	Rev. E. H. Supplee, A. M	P. E	4	4	45	....	45	45	35	30	.....	.....	.....	.....
444	Washington Institute for Young Ladies.	Philadelphia, Pa., (601 N. Eighteenth st.)	....	1869	Miss Mary E. Clarke	Non-sect.	2	3	40	0	40	....	....	....	.....	.....	.....	.....
445	West Chestnut Street Institute	Philadelphia, Pa., (4035 Chestnut street.)	....	....	Mrs. J. A. Bogardus	Non-sect.	1	5	75	....	75	....	....	....	.....	.....	.....	.....
446	West Penn Square School	Philadelphia, Pa., (1834 Spruce street.)	....	1865	Agnes Irwin	.....	3	16	100	....	100	....	44	100	.....	.....	.....	.....
447	The Bishop Bowman Institute	Pittsburgh, Pa	1866	1862	Rev. R. J. Coster, A. M	P. E	1	5	105	....	105	42	35	28	.....	.....	.....	.....
448	Cottage Seminary for Young Ladies	Pottstown, Pa	....	1850	George G. Butler, A. M	Non-sect.	1	4	55	....	55	55	12	20	0	0	.....	.....
449	Bishopthorpe School for Girls	South Bethlehem, Pa	1875	1868	Miss Fanny I. Walsh	P. E	....	5	27	....	27	....	....	....	.....	.....	.....	.....

450	Eildon Seminary	Shoemakertown, Pa	....	1861	Rachael S. Carr,	Non-sect.	2	6	30	0	30	30	6	30	0	0	0	0
451	Family and Day School	Newport, R. I	....	1874	Mrs. John H. Gilliat		1	2										
452	English, French, and German Boarding and Day School.	Providence, R. I., (261 Benefit street.)	....	1864	Mrs. N. W. De Munn	Cong	6	5	27	....	27	20	12	25				
453	Lexington Female High School	Lexington C. H., S. C	....	1875	Mrs. L. M. Abney		....	2	43	8	35	43	....	1				
454	Limestone Springs Female High School.	Limestone Springs, S.C	....	1874	Charles Petty, A. M	Non-sect.	1	2	61	....	61	61	16	0				
455	Reidville Female College *	Reidville, S. C	1857	1858	Major John A. Leland	Presb	1	4	60	....	60	60	40	10	0	0		
456	Yorkville Female College*	Yorkville, S. C	1854	1855	William H. Hubbard	Non-sect.	1	2	40	....	40	40	....	....				
457	Clarksville Female Academy	Clarksville, Tenn	1853	1846	Rev. J. M. Wright, A. M	Meth	1	7	97	....	97	97	15	6				
458	Tipton Female Seminary	Covington, Tenn	1852	1854	George D. Holmes	Non-sect.	1	3	59	5	54	59	14	....				
459	Edgefield Female Seminary	Edgefield, Tenn	....	1866	Mrs. Henri Weber	Non-sect.	2	3	35	0	35	35	11	10				
460	Hope Institute	Franklin College P. O., Tenn.	1850	1850	Mrs. Charlotte Fanning	Christian	....	3	20	....	20	20	5	0	0	0	0	0
461	Greenwood Seminary	Near Lebanon, Tenn	0	1851	Mrs. N. Lawrence Lindsley	Non-sect.	....	3	20	....	20	20	3	20	1	1	10	
462	Lebanon Female College	Lebanon, Tenn	....	....	Rev. J. M. Phillips, A. M	Baptist	1	5	80	....	80	40	5	....				
463	St. Mary's School	Memphis, Tenn., (352 Poplar street.)	....	1873	Sisters of St. Mary	P. E	2	8	100	....	100	20	20	80				
464	Fairmount	Moffat, Tenn	....	1873	Mrs. M. L. Yerger and Mrs. H. B. Kells.	P. E	1	6	45	....	45							
465	Morristown Female High School	Morristown, Tenn	1855	1867	Rev. T. P. Summers, A. M., and R. A. Lowry.	M.E.S'th	3	1	90	....	90	90	10	0	0	0	0	0
466	Murfreesboro' Female Institute	Murfreesboro', Tenn	184–	184–	James E. Scobey, A. M	Non-sect.	4	5	118	0	118	....	....	....				
467	Paris Female Seminary	Paris, Tenn	....	....	William Shelton, jr	Non-sect.	1	1	80	0	80	80	10	15	10	6		
468	Ripley Female Institute *	Ripley, Tenn	1857	....	Mrs. Joseph S. Williams		....	3	45	....	45	45	6	....				
469	Shelbyville Collegiate Institute*	Shelbyville, Tenn	1852	1852	Rev. T. D. Wardlaw, D. D	Non-sect.	1	5	80	10	70	80	15	10				
470	German-American Ladies' College.	Austin, Tex	1874	1871	Mrs. N. von Schenck and Alice Nohl.	Non-sect.	0	7	67	0	67	37	2	28				
471	Live Oak Female Seminary	Near Brenham, Tex	0	1853	Rev. J. W. Miller, D. D	Presb	2	3	50	....	50	40	10	0	0	0	0	0
472	Clark Seminary for Young Ladies.	Houston, Tex	....	1871	Horace Clark, LL. D	Non-sect.	2	2	50	....	50	40	10	6				
473	Ursuline Convent	San Antonio, Tex	....	1851	Sister Magdalen, superior	R. C	....	12	120	....	120	120	....	50				
474	St. Agnes Hall*	Bellows Falls, Vt	0	1868	Miss Jane Hapgood	P. E	....	4	21	....	21	21	15	19				
475	Burlington Young Ladies' School	Burlington, Vt	....	1872	Louis Pollens		2	3	30	0	30	12	14	20				
476	Montebello Ladies' Institute	Newbury, Vt	....	1873	Miss Mary E. Tenny	Non-sect.	....	6	47	....	47	47	8	20	1			
477	Boarding and Select School of the Sisters of Notre Dame.	St. Albans, Vt	....	1869	Sister Ursula	R. C	....	7	110	....	110	110	....	....				
478	Academy of the Visitation	Abingdon, Va	1867	1867	Sister Placida Fitzgerald	R. C	....	8	38	....	38	....	....	....	20			
479	Sullins Female College	Bristol, Va	1871	1869	Rev. David Sullins, A.M., D.D	Meth. S	3	6	151	....	151	130	21	10				
480	Culpeper Female Institute	Culpeper, Va	....	1870	Dr. William R. Vaughan	Baptist	(5)		40	....	40	30	13	17				
481	White Rock Female High School	Near Fork Union, Va	0	1868	George H. Snead, M. D	Baptist	2	1	18	4	14	18	12	7	5		2	
482	Ann Smith Academy	Lexington, Va	1808	....	Rev. James A. Waddell		1	2	27	....	27	27	5	11				
483	Academy of the Visitation*	Richmond, Va	1867	1866	Sisters of the Visitation	R. C	....	11	50	....	50	50	....	20				
484	St. Patrick's Female Academy*	Richmond, Va	1869	1869	Sister Rosalie	R. C	....	6	166	....	166	166	....	....				
485	Landon Female School	Stevensville, Va	....	1862	Rev. H. R. Land	Baptist	1	2	9	1	8	9	2	4	4	1		
486	Yelverton Home School	The Plains, Va	....	1873	Miss A. L. Peyton	P. E	0	3	6	2	4	6	....	1	0	0	0	0
487	Fairfax Hall	Winchester, Va	....	1869	Rev. Silas Billings, A. M	Presb	2	11	104	14	90	54	50	30				
488	Morgantown Female Seminary	Morgantown, W. Va	1870	1869	Mrs. J. R. Moore		....	4	56	....	56	56	....	3				
489	Academy of the Visitation	Mt. de Chantal, near Wheeling, W. Va.	1848	1848	Sister M. Baptista Linton	R. C	....	....	....	....	....	....	....	....	....	....	....	....
490	Seguin Classical, Commercial, and Musical Institute.	Wheeling, W. Va	....	1868	Miss Pauline H. Seguin	Non-sect.	1	2	40	....	40	40	2	4				

* From Report of the Commissioner of Education for 1874.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1875, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 indicates no or none.

Number.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.								
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
491	Lake Geneva Seminary	Geneva, Wis	1871	1869	Mrs. Julia A. Warner	Non-sect.	0	6	77	0	77	77	9	4	0	0	0	1
492	Kemper Hall	Kenosha, Wis	1872	1871	Rev. Geo. M. Everhart, D. D.	P. E	3	9	70	....	70	70	10	70	.....	.....	.....	.....
493	St. Mary's Day School	Milwaukee, Wis	1869	1850	Sister Mary Ernesta	R. C	2	20	350	....	350	300	....	300	.....	.....	.....	.....
494	St. Mary's Institute	Milwaukee, Wis	1869	1850	Sister M. F. Seraphica	R. C	2	18	140	0	140	125	25	100	.....	.....	.....	.....
495	St. Catharine's Academy	Racine, Wis	1874	1869	Mother Mary Hyacinth, O.S.D	R. C	....	8	80	....	80	45	4	47	....	.....	.....	.....
496	Academy of the Visitation	Georgetown, D. C., (corner Third and Fayette streets.)	....	1799	Mother Angela Harrison	R. C	....	40	200	....	200	180	8	200	.....	.....	.....	.....
497	Georgetown Collegiate Institute	Georgetown, D. C., (46 First street.)	....	1871	Miss Lucy Stephenson	Non-sect.	2	3	40	....	40	40	12	8	.....	.....	.....	.....
498	Georgetown Female Seminary	Georgetown, D. C., (81 Stoddard street.)	....	1868	Miss S. A. Lipscomb	Non-sect.	3	8	75	....	75	75	0	30	.....	.....	.....	.....
499	Young Ladies' Boarding and Day Seminary.	Georgetown, D. C., (37 Market street.)	....	1865	Mrs. Hester A. Wheeler	Non-sect.	....	1	9	....	9	9	....	....	.....	.....	.....	.....
500	Academy of the Sacred Heart of Mary.	Washington, D. C	....	1870	Dominican Sisters	R. C	....	....	100	....	100	....	....	....	.....	.....	.....	.....
501	Academy of the Visitation	Washington, D. C., (corner Tenth and G streets.)	....	1850	Mother Mary de Sales O'Hare	R. C	....	17	100	....	100	100	....	20	.....	.....	.....	.....
502	Capitol Hill Female Seminary	Washington, D.C., (217 A street southeast.)	....	1874	Mrs. Louise E. Deane	Non-sect.	2	3	48	4	44	44	13	18	.....	.....	.....	.....
503	Columbia Academy	Washington, D.C., (1547 Columbia street.)	....	1872	Miss Marcelia Ball	.....	1	3	20	....	20	....	....	....	.....	.....	.....	.....
504	English and French Boarding and Day School.	Washington, D.C., (1700 L street.)	....	1875	Mr. and Mrs. Alfred Bujac	Non-sect.	1	1	11	....	11	11	0	11	.....	.....	.....	.....

505	English and French School for Young Ladies.	Washington, D.C., (121 Maryland ave., northeast.)	....	1872	Miss S. L. Jones	Non-sect.	1	3	25	....	25	25	....	8	.....	.....	.....	.....
506	English, French, and Classical Institute.	Washington, D.C., (915 New York avenue.)	....	1868	Mrs. Angelo Jackson	.....	1	3	20	....	20	20	4	10	.....	.....	.....	.....
507	Incarnation Church School	Washington, D.C., (1115 M street.)	....	1869	Miss Euphemia MacLeod	P. E.	....	3	52	6	46	46	4	23	.....	.....	.....	.....
508	Mt. Vernon Institute	Washington, D.C., (1530 I street.)	....	1872	Mrs. C. W. Pairo	Non-sect.	3	5	49	....	49	49	5	49	.....	.....	.....	.....
509	Mt. Vernon Seminary	Washington, D.C., (204 F street.)	....	1875	Mrs. J. Eddy Somers and Miss S. L. Magee.	Non-sect.	2	5	40	....	40	40	12	12	.....	.....	.....	.....
510	Park Seminary	Washington, D. C., (506 Fifth street.)	....	1868	Mrs. G. M. Condron and Miss A. Tolman Smith.	Non-sect.	2	3	50	....	50	50	6	19	.....	.....	.....	.....
511	Pinkney Institute	Washington, D.C., (1403 New York avenue.)	....	1865	Misses Maggie and Alice Burgess.	Non-sect.	1	3	27	....	27	27	....	24	.....	.....	.....	.....
512	Rosslyn Seminary	Washington, D.C., (1538 I street.)	....	1867	Miss B. Ross	Non-sect.	2	2	40	....	40	40	25	22	.....	.....	.....	.....
513	St. Cecilia's Academy	Washington, D. C., (601 East Capitol street.)	....	1869	Sister Mary Ambrose, superior.	R. C.	....	6	100	....	100	100	....	4	.....	.....	.....	.....
514	School for Young Ladies	Washington, D. C., (New York avenue, near Thirteenth st.)	....	1841	Mrs. C. B. Burr	Non-sect.	1	4	40	....	40	40	....	40	.....	.....	.....	.....
515	School for Young Ladies and Children.	Washington, D. C, (908 Twelfth street.)	....	1863	Miss Mary Kerr	Non-sect.	1	4	40	....	40	40	3	8	.....	.....	.....	.....
516	Select School	Washington, D.C., (708 Eleventh street.)	....	1875	Miss Sarah A. Pollock	Non-sect.	....	1	15	....	15	15	....	15	.....	.....	.....	.....
517	Washington Female Seminary	Washington, D.C., (1023 Twelfth street.)	...	1874	Mrs. Z. D. Butcher and Miss M. C. Douglass.	Non-sect.	2	6	52	....	52	52	4	6	.....	.....	.....	.....
518	West End Seminary	Washington, D.C., (1915 H street.)	....	1871	Miss Virginia Faust	Non-sect.	....	4	35	....	35	35	2	4	.....	.....	.....	.....
519	Young Ladies' Boarding and Day School.	Washington, D.C., (943 M street.)	....	1870	Miss Laura L. Osborne	Non-sect.	3	7	60	....	60	60	9	20	.....	.....	.....	.....
520	Young Ladies' Seminary	Washington, D.C., (1336 I street.)	....	1856	Miss M. J. Harrover	Non-sect.	....	1	10	....	10	10	....	....	.....	.....	.....	.....
521	St. Mary's Academy	Denver, Col	1873	1864	Mother M. Joanna	R. C.	....	11	150	....	150	150	....	....	.....	.....	.....	.....
522	Wolfe Hall	Denver, Col	0	1868	Mrs. Anna Palmer	P. E.	1	6	46	....	46	38	2	16	.....	.....	.....	.....
523	Muskogee Institute	Eufaula, Creek Nation, Indian Territory.	1874	1874	J. M. Perryman, superintendent.	Presb	1	2	47	4	43	47	....	....	.....	.....	2	.....
524	Cherokee Female Seminary	Near Tahlequah, Indian Territory.	....	1856	Rev. T. M. Rights, superintendent.	Non-sect.	1	3	90	....	90	90	....	....	.....	.....	.....	.....
525	Academy of Our Lady of Light	Santa Fé, N. Mex	1874	1852	Mother Magdalen Hayden	R. C.	....	12	180	....	180	....	....	....	.....	.....	.....	.....
526	St. Paul's School	Walla-Walla, Wash	0	1871	Rev. L. H. Wells	P. E.	1	5	69	5	64	....	....	....	0	0	0	0
	PART III.																	
	Schools for boys and girls.																	
527	Andrews Institute	Near Collinsville, Ala	1874	1874	Rev. John T. Blakemore, A.B	M. E	2	1	110	77	33	110	7	....	9	.....	.....	.....
528	Greene Springs School	Greene Springs, Ala	0	1847	Henry Tutwiler, LL. D	Non-sect.	2	2	33	28	5	30	23	10	.....	.....	3	.....
529	Burrell School	Selma, Ala	0	1868	Edwin C. Silsby	Non-sect.	1	6	262	100	162	262	....	....	10	0	0	0
530	Germania Institute	Talladega, Ala	....	1875	James Barker	Non-sect.	2	2	65	40	25	65	10	15	10	.....	3	.....

TABLE VI.—*Statistics of institutions for secondary instruction for* 1875, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 indicates no or none.

Number.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
531	Bentonville Institute	Bentonville, Ark	....	1872	John T. McGill	.....	2	....	100	55	45	80	20	....	10	5	3	.....
532	Greenwood High School	Greenwood, Ark	....	1875	John P. Leake	.....	1	1	68	34	34	53	12	3	.....	.....	.....	.....
533	Liberty Hill Academy	Liberty Hill, Ark	....	1875	G. Lucas	.....	1	....	71	49	22	63	6	2	.....	.....	.....	.....
534	Prairie Home Seminary *	Rally Hill, Ark	0	1872	J. S. Howard	Non-sect.	2	1	60	40	20	60	0	0	0	0	0	0
535	Searcy Male and Female Seminary	Searcy, Ark	1875	1873	John W. Jones, A. M	Meth	2	3	150	70	80	130	20	5	.....	.....	.....	.....
536	Batavia Select School	Batavia, Cal	....	1869	E. J. Rogers	.....	1	1	24	14	10	24	8	24	.....	.....	.....	2
537	Gilroy Seminary	Gilroy, Cal	0	1868	Miss Sarah M. Severance	Non-sect.	0	3	50	17	33	50	1	....	1	4	.....	.....
538	Napa Collegiate Institute	Napa City, Cal	1870	1870	Rev. Lowell L. Rogers, A. M.	M. E	5	3	206	123	83	206	85	8	25	36	5	15
539	Placerville Academy	Placerville, Cal	0	1861	E. B. Conklin, A. M	Non-sect.	3	4	124	51	73	....	.....	.....	.....	.....	.....	.....
540	Howe's High School and Normal Institute.	Sacramento, Cal., (Sixth street, between J and K.)	....	1873	Edward P. Howe	.....	3	3	200	75	125	200	10	....	1	.....	.....	.....
541	Sacramento German School	Sacramento, Cal., (Twelfth and K streets.)	....	1867	Henry J. Goethe	.....	1	1	125	79	46	125	....	125	.....	.....	.....	.....
542	Sacramento Select School	Sacramento, Cal., (Ninth street, between L and M.)	0	1870	Mrs. A. C. Curtis	Non-sect.	....	1	70	35	35	70	....	....	.....	.....	.....	.....
543	Golden Hill Institute and Family Boarding School.	Bridgeport, Conn	0	1850	Rev. G. B. Day, M. A	Non-sect.	2	1	47	31	16	47	35	22	15	2	3	0
544	Morgan School	Clinton, Conn	1870	1872	E. C. Winslow, A. M	Non-sect.	3	7	233	122	111	....	....	....	5	0	1	0
545	Bacon Academy	Colchester, Conn	1801	1802	George H. Tracy, A. M	Non-sect.	1	0	35	17	18	....	20	....	5	.....	2	.....
546	Durham Academy	Durham, Conn	1842	1838	Philo Mosher, A. B	Non-sect.	1	2	....	....	....	....	....	....	.....	.....	5	.....
547	Hills Academy	Essex, Conn	....	1830	Miss Sarah E. Bellows	Non-sect.	....	3	40	25	15	40	10	15	5	0	.....	.....

548	Glastonbury Academy	Glastonbury, Conn	1869	1869	John P. Slocum	Non-sect.	1	2	98	52	46	98	31	6	6		0	0
549	Goshen Academy	Goshen, Conn	1823	1823	Franklin H. Giddings	Non-sect.	1		22	13	9	22			1		1	
550	Greenwich Academy	Greenwich, Conn	1827	1827		Cong.	1	1	30	20	10				0	0	0	0
551	Kent Cottage Seminary	Kent, Conn	0	1870	Miss Susan C. Magie	Cong		3	40	30	10	40	4	5				
552	Rocky Dell Institute	Lime Rock, Conn		1864	J. H. Hurlburt		1		31	16	15	27	4		3			
553	Mystic Valley English and Classical Institute.	Mystic Bridge, Conn	0	1868	John K. Bucklyn, A. M	Non-sect.	2	1	70	50	20	20	35	20	10	2	1	0
554	New Britain Seminary	New Britain, Conn		1870	David N. Camp		2	3	54	26	28	44	10	10		3	1	2
555	Waramang Academy	New Preston, Conn	0	1853	Gould C. Whittlesey	Cong	1		25	12	13	25	2	0	1			
556	Sharon Institute	Sharon, Conn		1871	C. James, A. M	Non-sect.	1	1	30	18	12	30	4		2			
557	Stonington Classical Institute	Stonington, Conn	0	1865	A. J. Foster	Non-sect.	1	1	25	15	10	25	4	2	1	0	0	2
558	Classical School	Stratford, Conn	0	1846	Frederick Sedgwick, A. M	Cong	1	1	22	12	10	22	10	4	10	2	0	0
559	Green's Farms Academy	Westport, Conn		1868	Robert Forsyth, A. M	Cong	1		40	20	20	40	8		2			
560	Wilton Academy	Wilton, Conn		1846	Edward Olmstead	Non-sect.	1		31	15	16	20	15	2	6			
561	Winchester Institute	Winchester, Conn	0	185s	James Cowles	Cong	1	0	12	6	6	11	4	0	2	0	0	0
562	Parker Academy	Woodbury, Conn		1855	Thomas Pattison	Non-sect.	1	1	57	29	28	49	7					
563	Felton Seminary	Felton, Del	1867	1868	Henry Collins, A. B	Non sect.	3	3	94	51	43	63	21	15	18	3	0	3
564	Georgetown Academy*	Georgetown, Del	1849	1849	William H. Edwards	Non-sect.	1	0	30	15	15	30	5	0	3	3	0	2
565	Lewes Academy*	Lewes, Del	0	1871	William L. Avis	Non-sect.	1		40	20	20	33	7	7	1	0	1	0
566	Middletown Academy	Middletown, Del	1826	1827	F. S. Stevens	Non-sect.	1	1	71	35	36		2	0	0	0	0	
567	Milford Seminary	Milford, Del		1875	Rev. L. H. Parsons, A. M.	Non-sect.	1	2	45	25	20	35	10		6	2		
568	Milton Academy*	Milton, Del	1819		Henry C. Carpenter	Non-sect.	1		29	16	13	28	1	2				
569	Smyrna Seminary	Smyrna, Del	1870	1868	H. J. Hockenberry	Non-sect.	1	2	35	15	20	35	12					
570	Taylor Academy	Wilmington, Del	0	1857	J. K. Taylor	Non-sect.	4	2	80	60	20	80	10	6				
571	Wyoming Institute of Delaware	Wyoming, Del	1869	1867	Rev. M. Heath, A. M	Baptist	1	4	90	51	39	57	13	20	3		2	
572	Cookman Institute	Jacksonville, Fla	0	1874	Rev. S. B. Darnell, B. D	M. E	1	2	60	28	32	52	8	0	8		0	0
573	Masonic Academy	Milton, Fla	0	(a)	Prof. M. B. Du Bose	Non-sect.	2		75	50	25	75	25	10	0	0	0	0
574	Christ Church School	Pensacola, Fla		1856	Mary G. Scott	P. E	1	2	32	16	16	32	6	3	4	0	0	0
575	Clark University	Atlanta, Ga	0	1869	Rev. Isaac J. Lansing, M. A	M. E	2	3	200	110	90	180	20	0	20	0	0	0
576	Gordon Institute	Barnesville, Ga		1872	C. E. Lambdin, A. M., and T. Æ. Means, A. B.	Non-sect.	4	2	189	90	99	189	61	43	30	10	3	2
577	Blackshear Academy	Blackshear, Ga			Rev. J. W. Quarterman		1	1	29	17	12	28	1					
578	Carroll Masonic Institute	Carrollton, Ga	1872	1871	John M. Richardson	Non-sect.	1	2	71	37	34	71	12	3	0	0	1	0
579	Corinth High School	Corinth, Ga			F. J. Hines		1		27	14	13	24	3		3		1	
580	Hephzibah High School*	Hephzibah, Ga	1861	1861	Rev. W. L. Kilpatrick	Baptist	3	2	91	45	46	91	60	15	44		6	1
581	Bradwell Institute	Hinesville, Ga	1872	1871	S. D. Bradwell		1	3	60	36	24	20	45				2	
582	Martin Institute	Jefferson, Ga	1859	1859	John W. Glenn	Non-sect.	2	2	127	71	56	105	35	6	12	14	15	8
583	Liberty Hill High School	Liberty Hill, Ga	0	1870	John W. Rudisill	Non-sect.	1		43	20	23	43	3	1	0	0	0	0
584	Mercer High School	Penfield, Ga		1872	Vincent F. Sanford	Baptist	2	2	96	63	33	61	35		10		3	
585	Spalding Seminary	Spalding, Ga	1872	1869	Alonzo C. Jackson	Non-sect.	1		30	14	16	30	5		0	1	0	0
586	Sylvania Academy	Sylvania, Ga		1874	Henry Perry	Non-sect.	1		44	22	22	31	10	3	0	0		
587	German Evangelican Lutheran School.	Addison, Ill	1852	1849	H. Bartling	Ev. Luth.	2		150	80	70	80		150	1		1	
588	Aledo Academy	Aledo, Ill		1874	J. R. Wylie	Non-sect.	2	1	65	35	30	50	11	4	9	1	1	
589	Jennings Seminary	Aurora, Ill	1856	1857	Rev. C. E. Mandeville, A. M	Meth	7	3	290	175	115	200	50	35	18	10	5	3
590	Institute of the Immaculate Conception.	Belleville, Ill		1859	Sister Mary Terome	R. C		11	600	200	400	60	20	30				
591	Bunker Hill Academy	Bunker Hill, Ill		1857	N. R. Goss, A. B	Non-sect.	2	2	75	41	34	64	11	0	4	0	0	0
592	German Institute	Chicago, Ill., (181 Maxwell street.)		1871	John C. Stoelke	Non-sect.	2	1	175	100	75	175		175				

* From Report of Commissioner of Education for 1874.

a Reorganized in 1875.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1875, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none.

Number.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
593	Rogers' Collegiate Institute	Chicago, Ill., (corner Lake street and St. John's Place.)	....	1871	M. L. Rogers	Non-sect.	2	1	57	30	27	57	13	11	13	.....	.....	.....
594	Howe Literary Institute*	East St. Louis, Ill	1871	1874	S. F. Holt, A. M	Baptist	3	2	69	37	32	60	4	11	2	.....	.....	.....
595	Northern Illinois College	Fulton, Ill	1865	1865	Rev. Joseph W. Hubbard, president.	Non-sect.	3	2	93	55	38	93	29	....	3	.....	.....	.....
596	McDonough Normal and Scientific College.	Macomb, Ill	1867	1867	Daniel Branch	Non-sect.	3	1	120	50	70	117	3	0	3	0	0	0
597	Rock River Seminary	Mt. Morris, Ill	1837	1837	Newton C. Dougherty	Meth	4	3	178	96	82	44	101	33	76	28	12	6
598	Fowler Institute *a*	Newark, Ill	1857	1857	W. M. Sweetland, M. D., president.	Non-sect.	...	...	...	...	...	...	...	...	...	...	...	...
599	Grand Prairie Seminary and Commercial College.	Onarga, Ill	1865	1863	John T. Dickinson, A. M	M. E	3	4	282	161	121	247	21	....	.....	.....	.....	.....
600	Hurty's Normal Academy	Paris, Ill	0	1870	J. Hurty, A. M	.....	1	3	150	80	70	60	42	24	15	20	8	.....
601	Johnson College	Quincy, Ill	1855	1855	Rev. E. W. Hall, A. M	Meth	4	3	100	50	50	...	...	...	...	...	...	...
602	Saviour's College*	St. Anne, Ill	1859	1864	Charles Chiniquy	.....	1	2	135	71	64	130	12	100	25	10	12	10
603	Battle Ground Collegiate Institute	Battle Ground, Ind	1 57	1857	Rev. George W. Rice, A. M	Meth	3	2	327	180	147	....	.....	.....	.....	.....	3	.....
604	Friends' Bloomingdale Academy	Bloomingdale, Ind	1868	1845	Barnabas C. Hobbs, LL. D	Friends	1	2	156	93	63	....	.....	.....	2	5	4	2
605	Private School	New Albany, Ind	....	1869	Miss Emma L. Baldwin	Presb	....	1	112	43	69	....	.....	.....	.....	.....	.....	7
606	North Eastern Indiana Literary Institute.	Orland, Ind	0	1849	George L. Harding	Non-sect.	1	1	64	27	37	49	6	9	1	7	.....	.....
607	Friends Academy	Richmond, Ind	....	1868	William M. Jackson	Friends	2	4	165	78	87	165	23	17	5	2	6	0
608	Spiceland Academy*	Spiceland, Ind	1872	1861	Timothy Wilson	Friends	4	3	445	282	163	....	20	5	6	1	3	.....
609	Stockwell Collegiate Institute	Stockwell, Ind	1858	1858	Prof. G. M. Smith	M. E	2	5	153	87	66	152	1	....	1	.....	.....	.....

610	St. Paul's Academy*	Valparaiso, Ind	....	1872	Sisters of Providence	R. C	....	4	207	72	135	....	....	....	....	....	....	....	....
611	Vincennes University	Vincennes, Ind	1807	1872	Lewis Pragh, A. M	Non-sect.	2	1	80	39	41	62	18	12	3	2	0	0	
612	Waveland Collegiate Institute	Waveland, Ind	1848	1849	John Creath	Presb	1	2	41	26	15	25	6	0	1	....	....	....	
613	Albion Seminary	Albion, Iowa	1872	1872	John Sanborn, A. M	M. E	4	2	208	95	113	174	29	5	2	10	....	....	
614	Jones County Academy	Anamosa, Iowa	....	1870	Mrs. Col. Charles Springer	Non-sect.	....	1	40	....	....	....	....	....	....	....	1	53	
615	Birmingham Academy and Boarding School.	Birmingham, Iowa	....	1871	J. Wesley Wolf	Non-sect.	3	2	143	81	62	118	25	....	15	20	4	2	
616	Blairstown Academy	Blairstown, Iowa	1872	1872	Rev. David P. Lefever	Reform	2	0	33	24	9	21	2	6	....	....	....	....	
617	Bradford Academy	Bradford, Iowa	1865	1865	John F. Grawe	Cong	2	....	65	....	....	53	6	6	6	1	1	1	
618	Amity College	College Springs, Iowa	1857	1854	Rev. A. T. McDill, A. M	Non-sect.	3	2	145	70	75	130	15	....	....	....	....	....	
619	Decorah Institute	Decorah Iowa	0	1874	J. Breckenridge	Non-sect.	4	....	361	183	178	246	15	34	0	15	0	0	
620	Denmark Academy	Denmark, Iowa	1843	1843	Henry K. Edson, A. M	Cong	2	4	272	142	130	272	40	....	6	0	2	0	
621	Eldora Academy	Eldora, Iowa	0	1872	Susan A. Collins	Presb	1	3	97	46	51	85	12	0	10	....	....	....	
622	Epworth Seminary	Epworth, Iowa	....	1857	Rev. Adam Holm	M. E	1	2	108	58	50	100	8	....	7	....	....	2	
623	Grinnell Academy	Grinnell, Iowa	1870	1870	Jesse Macy	Cong	3	2	259	157	102	187	44	27	13	1	12	1	
624	Lenox Collegiate Institute	Hopkinton, Iowa	1873	1864	Rev. Samuel Hodge, D. D	Presb	5	3	192	121	71	126	59	20	50	....	....	....	
625	Iowa City Academy	Iowa City, Iowa	0	1870	William McClain	No...sect.	2	3	235	142	93	....	....	....	(50)	....	40	0	
626	Jefferson Academy	Jefferson, Iowa	....	1875	J. S. Dunning	....	1	2	80	45	35	73	7	8	7	18	....	....	
627	Kossuth Academy	Kossuth, Iowa	1873	1873	Miss Virginia L. Scott	....	1	3	75	35	40	....	14	6	14	....	4	....	
628	Friends' Academy	Le Grand, Iowa	....	1873	John R. White, B. S	Friends	1	2	89	47	42	89	0	10	....	7	....	....	
629	Le Grand Christian Institute	Le Grand, Iowa	1865	1865	Charles Ellison	Christ'n	3	3	75	40	35	75	3	0	10	25	4	....	
630	Riverside Institute	Lyons, Iowa	....	1875	Rev. W. T. Currie, A. M	P. E	3	2	110	50	60	....	....	....	....	....	....	....	
631	Mitchell Seminary	Mitchellville, Iowa	0	1873	John R. Sage	Univ	3	2	96	45	51	81	6	9	4	0	....	....	
632	New London Academy	New London, Iowa	1866	1866	....	Non-sect.	1	2	115	45	70	90	20	17	18	7	11	4	
633	New Providence Academy	New Providence, Iowa	....	1869	Edward Taylor	Friends	1	1	81	41	40	81	....	....	....	....	4	....	
634	Hazel Dell Academy	Newton, Iowa	0	1856	Darius Thomas, A. M	Non-sect.	3	2	80	37	43	62	18	....	18	....	5	....	
635	Cedar Valley Seminary	Osage, Iowa	1867	1863	Rev. Alva Bush, A. M	Baptist	1	2	115	60	55	115	21	20	10	....	1	....	
636	Troy Classical and Normal School.	Troy, Iowa	1852	1852	A. Hull, A M	....	2	1	170	....	....	....	9	....	....	....	....	....	
637	Washington Academy	Washington, Iowa	0	1874	Rev. S. E. McKee, A. M	Non-sect.	2	2	224	119	105	....	30	....	....	....	2	0	
638	Wilton Collegiate Institute	Wilton, Iowa	1872	1872	Rev. O. E. Baker, president	F. W. B	2	3	80	50	30	50	20	15	20	30	....	....	
639	Geneva Presbyterian Academy	Geneva, Kans	1867	1866	S. M. Irwin	Presb	2	....	17	11	6	16	3	2	3	....	....	....	
640	Western Methodist Collegiate Institute.*	Hartford, Kans	....	1862	J. M. Spangler	Meth	2	1	105	45	60	....	....	....	....	....	....	....	
641	Bracken County Academy*	Augusta, Ky	....	....	R. C. Mitchell	....	1	1	65	30	35	....	....	....	....	....	....	....	
642	Carlisle Academy	Carlisle, Ky	1874	1872	Mrs. Fannie Talbott	M. and P.	1	2	70	20	50	50	20	....	10	3	1	....	
643	Green River Academy and Military and Science School.	Elkton, Ky	1836	1835	A. F. Williams, A. M	Non-sect.	2	2	79	40	39	60	15	60	29	18	3	4	
644	Eminence Male and Female Seminary.	Eminence, Ky	1859	1857	B. F. Duncan, A. M	Baptist	2	2	103	58	45	60	10	0	12	20	3	....	
645	Flemingsburgh Seminary*	Flemingsburgh, Ky	....	1859	Watson A. Sudduth	....	1	1	42	27	15	32	10	0	0	0	0	0	
646	St. Aloysius and St. Joseph's Academies.*	Frankfort, Ky	0	1868	Brother Flavian and Sister Vincentia.	R. C	2	3	145	75	70	145	....	4	....	....	....	....	
647	Warrendale College*	Georgetown, Ky	....	1866	Miss Belle Ballen	Christ'n	1	4	49	....	....	....	....	....	....	....	....	....	
648	Ghent College	Ghent, Ky	1866	1866	W. J. Barbee	Non-sect.	2	2	65	35	30	45	20	10	....	....	....	....	
649	Owen College	Harrisburgh, Ky	1870	1870	Ed. Porter Thompson, pres't	Non-sect.	3	3	110	70	40	90	20	25	....	....	....	....	
650	Christian College*	Hustonville, Ky	1859	....	Mrs. F. B. Smith and Miss H. Burgin.	Christ'n	....	4	80	30	50	80	....	....	....	....	....	....	
651	German and English Academy	Louisville, Ky., (N. E. corner 2d and Gray streets.)	1865	1865	Theod. Schwartz, president	Non-sect.	3	1	123	73	50	123	0	123	0	0	0	0	

* From Report of the Commissioner of Education of 1874.

a School closed last year.

b One entered law department of State University.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1875, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 indicates no or none.

Number.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
652	Graves College	Mayfield, Ky	1860	1860	W. N. Hanna, A. M.	.....	1	2	88	39	49	84	4	.....	.....	.....	.....	.....
653	Maysville Seminary	Maysville, Ky	1822	1822	H. R. Blaisdolle	Non-sect.	2	2	92	64	28	.....	82	26	23	.....	.....	.....
654	Minerva Male and Female College	Minerva, Ky	1859	1854	C. N. Weaver and W. L. McCorkle.	Non-sect.	2	0	110	60	50	80	25	5	20	5	6	0
655	Morganfield Collegiate Institute*.	Morganfield, Ky	1868	1867	Col. I. S. Austin, A. M.	Non-sect.	3	1	108	52	56	85	15	8	.....	.....	.....	.....
656	Henry Male and Female College	New Castle, Ky	1870	....	Joseph Brinker	Non-sect.	4	3	150	55	95	.....	6	0	6	.....	.....	.....
657	Browder Institute*	Olmstead, Ky	1868	1868	James H. Fuqua, A. M	Non-sect.	2	2	110	70	40	110	50	10	43	25	8	0
658	Owenton High School	Owenton, Ky	1873	1872	Mrs. Virginia Taylor	Non-sect.	1	2	80	40	40	.....	.....	10	0	0	0	0
659	Bath Seminary	Owingsville, Ky	1846	1846	Marcus L. Lipscomb	.....	1	3	135	75	60	135	15	10	10	.....	.....	.....
660	St. Charles School*	Paris, Ky	....	1868	Sister Mary Berchmans	R. C.	....	6	135	60	75	.....	.....	.....	.....	.....	.....	.....
661	Male and Female Academy	Sharpsburg, Ky	0	....	Alison Norman	Non-sect.	2	1	66	32	34	66	16	14	6	9	0	0
662	Fair View Male and Female Seminary.	Simpsonville, Ky	1871	1871	H. F. Jordan	Baptist	2	2	70	40	30	70	4	....	4	.....	.....	.....
663	Masonic College	Somerset, Ky	1868	1868	J. S. Reppert	Non-sect.	2	2	200	110	90	180	20	....	20	25	.....	.....
664	Vanceburg Male and Female High School.*a*	Vanceburg, Ky	1870	1870	I. R. Garland, treasurer	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
665	Winchester Male and Female High School.	Winchester, Ky	0	1872	Th. Smith	Non-sect.	1	*b*2	60	20	40	60	26	11	8	.....	5	0
666	St. Matthew's Academy	Monroe, La	0	1859	Henry Floyd	R. C.	3	6	106	57	49	106	8	35	8	0	0	0
667	Hebrew Educational Institute	New Orleans, La., (Calliope street.)	....	1867	Ulric Bettison	Non-sect.	4	4	190	100	90	190	11	120	11	0	1	0
668	Somerset Academy	Athens, Me	1846	1846	Thomas P. Smith	.....	1	1	168	80	88	147	20	1	.....	.....	0	.....
669	Gould's Academy in Bethel	Bethel, Me	1836	1836	David M. McPherson, A. B.	Non-sect.	3	1	45	.....	.....	45	19	20	6	1	0	0
670	Bluehill Academy	Blue Hill, Me	1803	1803	L. A. Stanwood	Non-sect.	1	....	38	21	17	38	5	.....	.....	.....	.....	.....

671	East Maine Conference Seminary	Bucksport, Me	1850	1851	Rev. George Forsyth, A. M	M. E	4	2	173	94	79	126	40	7	10	2	2		
672	China Academy*	China, Me			Gustavus J. Nelson		2	1							5				
673	Corinna Union Academy	Corinna, Me	1852	1851	Rev. D. H. Sherman, A. M	Non-sect.	1	1	69	39	30	51	10	8	4		2	0	
674	Greely Institute*	Cumberland Centre, Me	1859	1868	W. R. Hemmenway	Non-sect.	1	2	70	39	31	60	10	1	4	0	0	1	
675	Westbrook Seminary *	Deering, Me	1831	1831	G. M. Bodgo	Univ	5	5	213	103	110	89	49	75	23	13	7	2	
676	Foxcroft Academy	Foxcroft, Me	1823	1823	James R. Brackett		2	1	108	44	64	43	20	7	10				
677	Freedom Academy	Freedom, Me	1838		Gustavus J. Nolson		1	1	66	36	30								
678	Fryeburg Academy	Fryeburg, Me	1792	1792	Angustine Simmons, A. B	Non-sect.	3	1	75	40	35	63	12	4	12	0	1	1	
679	Hallowell Classical and Scientific Academy.	Hallowell, Me	1872	1872	Rev. Almon W. Burr	Cong	2	3	104	54	50	25	15	12	15	0	1		
680	Hampden Academy	Hampden, Me	1803	1803	A. E. Rogers	Cong	1	1	100	50	50	82	18	60	10	0	2		
681	Houlton Academy	Houlton, Mo	1847	1847	Wm. S. Knowlton, A. M	Baptist	3	1	130	65	65	80	40	30	12				
682	Leo Normal Academy	Lee, Me	1845	1846	J. H. Sawyer, A. M	Non-sect	2		48	27	21	42	6						
683	Limington Academy	Limington, Me	1848	1850	W. G. Lord	Non-sect.	1	2	99	50	49		10		4				
684	Litchfield Academy*	Litchfield Cornors, Me	1845	1845	D. L. Smith	Cong	1	2	80	40	40	70	7	5	0	4	0	0	
685	Monmouth Academy	Monmouth, Mo	1800	1803	Charles E. Smith, A. B		2	2	75	29	46	55	17	3	6	0	0	0	
686	Lincoln Academy	Newcastle, Me	1801	1803	G. M. Thurlow, A. M	Non-sect.	1	2	72	40	32				3	0	5	0	
687	Eaton Family and Day School	Norridgowock, Mo	1856	1856	Hamlin F. Eaton		1	3	120	60	60	120		20					
688	Anson Academy*	North Anson, Mo	1823	1823	J. William Daniels	Non-sect.	1	2	85	40	45	80	5		3	4			
689	Paris Hill Academy	Paris, Me	1856	1857	Charles A. Black	Non-sect.	1		55						6				
690	Patten Academy	Patten, Mo	1847	1847	J. G. Thomas	Non-sect.	1	0	70	30	40	70							
691	Berwick Academy	South Berwick, Me	1791	1791	Thomas Knoeland	Non-sect.	2	0	50	40	10	25	15	10	5	1	3		
692	Oxford Normal Institute	South Paris, Me	1849	1849	Freeman T. Crommett, A. B.	Non-sect.	1	3	182	84	98	151	31	6	12		0	0	
693	Oak Grove Seminary	Vassalboro', Me	1851	1846	Rev. O. M. Consens	Friends	1	2	60	28	32	17	13	3	4				
694	Yarmouth High School	Yarmouth, Me		1873	I. C. Dennett, A. B		1	1	65	30	35	25	1		1				
695	Knapp's German-English Institute	Baltimore, Md., (Holliday street.)	1864	1852	Frederick Knapp	Non-sect.	12	3	450	350	100	450	12	450					
696	Zion School	Baltimore, Md., (North Gay street)		1836	Henry Schoib	Non-sect.	11	2	530	358	172	530		530	12	5	5		
697	Centreville Academy	Centreville, Md	1820	1820	A. G. Harley		2		120	70	50	120	15		(15)		4		
698	Holy Trinity School	Churchville, Md		1868	Rev. Edward A. Colburn	P. E	1	1	18	6	12								
699	Darlington Academy	Darlington, Md	1845	1847	Jno. M. Cooloy	Non-sect.	1	1	70	35	35	50	20	0	4	1	2	0	
700	Elkton Academy	Elkton, Md	1817	1818	Rev. Geo. A. Phœbus, D. D	Non-sect.	1	2	40	24	16	30	10	2	1		1		
701	Mechanicstown Male and Female Seminary.	Mechanicstown, Md	1874	1874	Rev. Victor Miller	Ev. Luth.	1	1	46	29	17	17	21		1				
702	New Windsor College	New Windsor, Md	1874	1874	Rev. L. B. W. Shryock, A. M	Presb	3	5	62	32	30	45	16	3	20				
703	Punchard Free School	Andover, Mass	1852	1856	Wm. G. Goldsmith, A. M	Non-sect.	2	2	77	35	42	77	0	7	0	0	0	0	
704	Powers Institute	Bernardston, Mass	0	1857	Albert J. Sanborn, A. M	Non-sect.	1	5	175	85	90	120	40	15	11	3	4	0	
705	Blackstone High School	Blackstono, Mass		1865	Hiram M. George		1	1	66	26	40	30	36	16					
706	Houghton School	Bolton, Mass	0	1849	Frederic S. Cutter, A. B	Non-sect.	1	0	50	25	25	50	10	4	0	0	0	0	
707	School of Modern Languages	Boston, Mass., (174 Tremont street.)	0	1866	Theophilus Heness, A. M		2		80	25	55			80					
708	Hitchcock Free High School	Brimfield, Mass	1855	1855	E. W. Norwood, A. M	Non-sect.	2	3	85	37	48						1	1	
709	Deerfield Academy and High School.	Deerfield, Mass	1798		Miss Junie O. Hall	Non-sect.	0	2	60	30	30	50	6	3	0	0	0	0	
710	Nichols Academy	Dudley, Mass	1819	1821	Marcellus Coggin, A. M	Liberal	2	3	175	80	95	125	33	14	33	6	9	0	
711	Partridge Academy	Duxbury, Mass	1829	1829	Edmund W. Wright, A. M	Non-sect.		1	50	22	28	40	10	16					
712	Lawrence Academy	Falmouth, Mass	1833	1831	Lucian Hunt, A. M	Cong	2		38	18	20	38	10	5	4				
713	Dean Academy	Franklin, Mass	1865	1864	Rev. James P. Weston, D. D	Univ	4	5	180	86	94				8	2	1	4	
714	Hopkins Academy	Hadley, Mass	1816	1816	W. W. Mitchell		1	1	63	33	30	41	22	0	1		0	3	

* From Report of Commissioner of Education for 1874. *a* Building not yet completed. *b* Two teachers of music are also employed; sex not reported.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1875, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 indicates no or none.

Number.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
715	Hanover Academy	Hanover, Mass	1862	....	J. G. Knight	.....	1	....	33	13	20	....	....	....	0	0	0	.....
716	Derby Academy	Hingham, Mass	1784	1785	William I. Nichols	Non-sect.	1	1	39	15	24	....	11	....	.....	.....	.....	.....
717	Leicester Academy*	Leicester, Mass	1784	1784	James O. Averill	Cong	2	2	80	45	35	67	8	6	8	.....	1	.....
718	Barstow School	Mattapoisett, Mass	1868	1870	Rev. D. S. C. M. Potter, A. M.	Non-sect.	1	0	57	24	33	36	21	3	0	0	0	0
719	Eaton Family School	Middleboro', Mass	....	1854	Amos H. Eaton	.....	1	2	21	19	2	21	....	....	0	1	0	1
720	Peirce Academy	Middleboro', Mass	1838	1808	Chas. W. Greene, A. M., M. D	Baptist	2	2	64	48	16	32	13	8	4	1	0	0
721	Coffin's Lancasterian School	Nantucket, Mass	1827	1827	Edmund B. Fox	Non-sect.	1	3	100	50	50	70	60	60	0	0	0	0
722	Friends' Academy	New Bedford, Mass	1812	1813	John Tetlow	Non-sect.	2	2	49	23	26	37	32	44	13	4	6	4
723	Putnam Free and Brown High School.	Newburyport, Mass	a'38	a'48	Amos H. Thompson	Non-sect.	3	4	264	117	147	206	58	67	5	.....	1	.....
724	South Berkshire Institute	New Marlboro', Mass	1856	1856	Isaac J. Osbun	Non-sect.	1	3	51	33	18	34	5	12	3	1	.....	.....
725	New Salem Academy	New Salem, Mass	1795	1795	F. E. Stratton, A. M	Non-sect	1	1	....	....	....	....	6	8	3	.....	.....	.....
726	Home School for Boys*	Northborough, Mass	....	1871	Miss Elvira Johnson	Unitar'n.	....	1	13	5	8	13	6	12	4	.....	.....	.....
727	Highland Institute*	Petersham, Mass	0	1867	E. C. Anderson, A. M	Baptust	2	3	65	30	35	38	10	8	.....	.....	1	.....
728	Sawin Academy and Dowse High School.	Sherborn, Mass	1871	1874	Edward A. H. Allen, C. E	Non-sect.	2	2	58	27	31	58	38	0	1	.....	0	0
729	Dummer Academy	South Byfield, Mass	1782	1763	Rev. E. G. Parsons, M. A	.....	1	1	29	17	12	27	11	2	6	0	0	0
730	Waltham New-Church School	Waltham, Mass	1857	1860	Benjamin Worcester	N. Jerus	2	3	65	30	35	....	....	....	.....	.....	1	0
731	Willow Park Seminary	Westboro', Mass	....	1867	Norman P. Wood, A. B	Non-sect.	1	3	50	26	24	40	5	4	5	.....	.....	1
732	Wesleyan Academy	Wilbraham, Mass	1824	1825	Rev. Nathaniel Fellows, A. B	M. E	8	5	475	309	166	303	129	43	50	15	19	.....
733	German-American Seminary	Detroit, Mich., (La Fayette street.)	1861	1861	Norbert Schanz	Non-sect.	4	4	251	145	106	201	5	251	1	0	0	0
734	Latimer Hall	Fentonville, Mich	1868	1871	Rev. L. W. Applegate	P. E	1	1	18	6	12	16	2	....	.....	.....	.....	.....
735	St. Croix Valley Academy	Afton, Minn	1867	1868	M. E. Severance, A. B	Non-sect.	1	1	29	22	7	25	4	3	2	.....	2	.....
736	Caledonia Academy	Caledonia, Minn	....	1872	William D. Belden	Non-sect.	1	1	70	45	25	60	10	....	.....	2	.....	.....

737	St. Ansgar's Academy*b*	Carver County, Minn	1867	1863	Rev. Andr. Jackson	Luther'n	2		63	43	20	63	6	*c*63	6	3	1				
738	Bethlehem Academy	Faribault, Minn	0	1865	Sister Mary Gertrude	R. C		7	310	150	160	310									
739	Hokah Convent	Hokah, Minn		1867	SisterM. C. Borromea	R. C		5	50	20	30										
740	Red Wing Collegiate Institute*...	Red Wing, Minn	1871	1871	Wendell P. Hood, A. M	Non-sect.	2	2	75	33	42	40	20	15	6						
741	St. Louis School	St. Paul, Minn	0	1873	L. Lanzon, O. M. I	R. C	0	3	135	60	75	125		125				0	0		
742	Wesleyan Methodist Seminary	Wasioja, Minn	1873	1873	Edwin G. Paine, A. B	Meth	2	2	94	57	37	82	9	3	4	3	0	0			
743	Yazoo District Conference High School.	Black Hawk, Miss	1853	1853	H. J. Carter	M.E. S'th	1	2	47	37	10	36	11	3	6						
744	Columbus Union Academy	Columbus, Miss		1868	T. S. Wood	Non-sect,	1	6	277	116	161	277			1	0	0	0			
745	High School	Fayette, Miss		1815	R. V. Love		1	1	60	30	30	30	10		10	10	5				
746	Langston Institute	Holly Springs, Miss		1866	Mrs. M. E. Gill, sup't		3	3	271	151	120										
747	McComb City Academy	McComb City, Miss		1872	T. S. Dabney, jr	Baptist	1	2	139	60	70		2	12							
748	Parks' Female Institute	Ripley, Miss	0	1875	Miss Corra M. Gaillard	Presb		1	29	15	14	28	1		0	0	0	0			
749	Sardis High School	Sardis, Miss	0		James A. Rainwater	Non-sect.	2	1	85	60	25	40	26	10	30	5	11	2			
750	Vaiden Male and Female Institute	Vaiden, Miss	0	1875	C. H. Barksdale, A. M	Non-sect.	1	1	63	32	31	53	10	1	9	0	2	0			
751	Arcadia College	Arcadia, Mo	1870	1846	Rev. Charles O. Jones, A. M	Meth	3	1	68	37	31	45	20	8							
752	St. Vincent's Academy*	Cape Girardeau, Mo	1869	1839	Sister Mary Catharine	R. C		12	100	30	70	100	14	12	46						
753	Chillicothe Academy	Chillicothe, Mo	0	1869	J. M. Long, A. M	Non-sect.	1	3	55	25	30	55	5	0	5	5	1	0			
754	Grand River College	Edinburgh, Mo	1859	1866	Jno. E. Vertrees, A. M	Baptist															
755	Lincoln Institute	Jefferson City, Mo	1870	1866	Samuel T. Mitchell	Non-sect.	4	5	118	71	47	30			3	1					
756	Marionville Collegiate Institute	Marionville, Mo	0	1872	Rev. Jasper A. Smith	M. E	2	1	112	66	46	101	11				0	0			
757	Palmyra Seminary*	Palmyra, Mo	1853	1851	Miss S. A. B. Pryor	Non-sect.		7	100				6	10							
758	St. Paul's College	Palmyra, Mo	1852	1848	Rev. I. A. Wainwright, A. M., M. D.	P. E	2	2	45	30	15	34	11	10	12	10					
759	Van Rensselaer Academy	Rensselaer, Mo	1850	1853	Rev. James Greer, A. M	Presb	1	1	22	13	9	19	4	0	0	0	1	0			
760	Shelby High School	Shelbyville, Mo	1855		Rev. W. W. McMurry	M. E. S'th	(3)		81	40	41										
761	Stewartsville Male and Female Seminary.	Stewartsville, Mo		1863	Rev. W. O. H. Perry, A. M	Non-sect.	2	1	126	78	48	126	2	1	15	35	2	0			
762	Proctor Academy	Andover, N. H	1874	1874	Rev. Alva Herman Morrill, A. M.	Christian	1	2	76	52	24	10	11	2	4	1	0	0			
763	Atkinson Academy	Atkinson, N. H	1791	1788	M. P. White	Cong	1	1	122	78	44	101	3	18	3	1					
764	Stevens High School	Claremont, N. H	0	1868	A. J. Swain, A. M	Non-sect.	1	3	111	40	71	60	6	22	6	2	0	0			
765	Colebrook Academy	Colebrook, N. H	1832	1848	F. F. Phillips	Non-sect.	1	2	110	50	60	100	26	15	10	25	0	12			
766	Pinkerton Academy	Derry, N. H	1816	1815	Homer P. Lewis, A. B	Cong	2	2	89	47	42	58	31	6							
767	Dover High School	Dover, N. H	1850	1851	Edward D. Mason	Non-sect.	1	2	100	35	65	12	88	20	7	0	4	1			
768	Franklin Academy	Dover, N. H	1818	1819	John Scales, A. M		1	1	86	50	36	86	15	6			2				
769	Dunbarton High School*	Dunbarton, N. H		1815	John B. Mills	Cong	1	2	60	28	32	40	18	2	3	2	0	1			
770	Penacook Normal Academy	Fisherville, N. H	1866	1866	Anthony C. Hardy	Non-sect.	6	4							17						
771	Francestown Academy	Francestown, N. H	1819	1800	Charles W. Savage	Non-sect.	1	1	43	25	18	33	18	7	4	1	0	2			
772	Gilmanton Academy	Gilmanton, N. H	1794	1796	William A. Deering, A. B	Cong	1	3	75	40	35	40	17	35	8	0	0	0			
773	Contoocook Academy	Hopkinton, N. H	1856	1856	Edmund C. Cole	Sweu'b'n	2		50	26	24	35	15		4						
774	Kingston Academy	Kingston, N. H	1855	1856	Daniel J. Bakie	Non-sect.	1	1	49	26	23	46	3	0	0	0	0	1			
775	Lancaster Academy	Lancaster, N. H	1828	1829	Thomas Macomber, A. B		2	1	134	56	78		20	3	4	2	4	3			
776	Marlow Academy	Marlow, N. H	0	1871	D. W. McKeen	Non-sect.	2	0	36	19	17	31	5	0	0	0	0	0			
777	Milton Classical Institute	Milton, N. H	1867	1867	Jesse P. Bickford	Non-sect.	1	1	113	57	56	110	3		3	0	0	0			
778	McCollom Institute	Mt. Vernon, N. H	1850	1850	George W. Todd, LL. B	Non-sect.	3	1	241	143	98	160	8	30	9	0	4	0			
779	Nashua High School	Nashua, N. H		1869	Edward A. Kingsley	Non-sect.	3	7	333	161	172	265	68	28	12		3				
780	Nashua Literary Institution	Nashua, N. H	1840	1841	David Crosby, A. M	Non-sect.	1	1	180	100	80	180	4	2	2	0	1	0			
781	New Hampton Literary Institution	New Hampton, N. H	1853	1853	Rev. A. B. Meservey, Ph. D.	F.W.Bap	5	4	301	190	111	208	84	9			1				

* From Report of Commissioner of Education for 1874. *a* For Putnam Free School; Brown High was organized in 1764, and the Female High School in 1844; the three are consolidated. *b* To be removed in the fall of 1876 to St. Peter and called "Gustavus Adolphus College." *c* In Swedish.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1875, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 indicates no or none.

Number.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
782	New Ipswich Appleton Academy.	New Ipswich, N. H	1789	1789	William A. Preston, A. M	.....	3	2	77	30	47	50	27	...	8	2	2	.....
783	North Conway Academy*	North Conway, N. H	1836	1836	Rev. S. G. Norcross	Cong	2	1	65	40	25	65	4	...	1	.....	.....	.....
784	Coe's Northwood Academy	Northwood, N. H	1867	1866	Rev. Elliott C. Cogswell	Non-sect.	1	1	130	87	43	130	33	7	9	0	0	0
785	Oxford Academy	Oxford, N. H	1853	1850	John R. Bachelder	Non-sect.	2	1	62	.....	.....	52	10	...	.....	.....	.....	.....
786	Pembroke Academy	Pembroke, N. H	1818	1819	Isaac Walker, A. M	Cong	1	2	142	71	71	127	15	11	2	0	0	0
787	Raymond High School	Raymond, N. H	1865	1863	James De Buchananne	Non-sect.	1	1	30	20	10	25	4	1	0	0	0	0
788	McGaw Normal Institute	Reed's Ferry, N. H	1849	1849	B. H. Weston, A. M	Non-sect.	2	1	50	30	20	40	10	5	5	4	1	.....
789	Dearborn Academy	Seabrook, N. H	1851	1854	Emma Webster	Cong	....	1	30	20	10	30	..	.....	0	0	0	0
790	New Hampshire Conference Seminary and Female College.	Tilton, N. H	1845	1845	Rev. John B. Robinson, A. M	M. E	6	6	237	125	112	25	75	44	66	.....	2	.....
791	Simonds Free High School	Warner, N. H	0	1871	N. N. Atkinson	Non-sect.	2	1	58	34	24	33	12	13	1	0	0	0
792	Clinton Grove Seminary	Weare, N. H	....	1837	Hervey S. Cowell	Non-sect.	2	1	150	85	65	145	3	0	2	0	0	0
793	Farnum Preparatory School	Beverly, N. J	1856	1857	J. Fletcher Street, A. M	.....	1	5	140	68	72	140	6	.....	.....	.....	.....	.....
794	Blair Presbyterial Academy	Blairstown, N. J	....	1848	Henry D. Gregory, A. M., Ph. D.	Presb	2	4	56	35	21	29	21	6	10	3	0	.....
795	New Jersey Collegiate Institute	Bordentown, N. J	....	1868	Edgar Haas, A. M	.....	1	3	75	50	25	75	3	12	1	.....	.....	.....
796	Bound Brook Institute	Bound Brook, N. J	0	1856	Rev. Charles W. Cooper, A. M	Non-sect.	2	1	56	24	32	33	13	10	3	2	.....	1
797	South Jersey Institute	Bridgeton, N. J	1866	1870	H. K. Trask, A. M	Baptist	3	4	135	90	45	80	55	10	25	7	4	3
798	Branch Institute	Cranbury, N. J	1865	1865	Leonard T. Brown	Presb	1	1	40	.....	.....	.....	.....	.....	.....	.....	.....	.....
799	Misses Hayward's English and French School.	Elizabeth, N. J., (523 Monroe street.)	...	1868	Miss Julia L. Hayward	P. E	1	4	22	10	12	22	....	12	.....	.....	.....	.....
800	Union County Academy	Elizabeth, N. J	1873	1873	James H. Lansley, Ph. D	.....	4	5	75	50	25	...	.....	.....	.....	.....	.....	.....
801	English and Classical School	Flemington, N. J	0	1875	Isaiah N. Leigh	Presb	1	1	31	20	11	22	9	0	2	0	0	0

802	Hackensack Academy	Hackensack, N. J	....	....	W. W. Richards	.....	2	5	....	....	....	....	....	....	....	....	....	....
803	Centenary Collegiate Institute	Hackettstown, N. J	1869	1866	Rev. George H. Whitney, D. D., president.	M. E	7	5	202	127	75	90	130	40	80	35	.....	.....
804	Hammonton Family Boarding School.	Hammonton, N. J	....	1868	Rev. J. L. Scott	Presb	1	1	12	7	5	....	....	....	2	.....	.....	.....
805	Hoboken Academy	Hoboken, N. J	1861	1861	Magnus Schoeder	Non-sect.	12	5	422	283	139	....	....	....	1	5	1	.....
806	Martha Institute	Hoboken, N. J., (corner Sixth street and Park avenue.)	1870	1867	Rev. Leopold Mohn	Ref'd D	4	4	212	127	85	212	3	87	3	.....	2	3
807	Glenwood Institute	Matawan, N. J	1860	1855	Charles Jacobus, A. M	Non-sect.	1	4	75	30	45	75	6	4	2	.....	.....	.....
808	St. Stephen's School	Millburn, N. J	1872	1870	Julius D. Rosé, A. M., M. D., Ph. D.	P. E	1	1	25	15	10	25	10	10	4	2	.....	.....
809	Hulse Seminary	Newark, N. J., (41 Webster street.)	....	1867	Miss C. G. Hulse	P. E	1	2	21	6	15	12	....	....	.....	.....	.....	.....
810	Newton Collegiate Institute	Newton, N. J	1856	1852	S. S. Stevens, A. M	Non-sect.	6	3	104	70	34	60	44	10	6	6	4	.....
811	Tyng Seminary*	Orange, N. J	....	1848	C. O. Herdsman, A. M	Non-sect.	2	1	88	46	42	88	12	6	12	6	4	8
812	Tallman Seminary*	Paterson, N. J	....	1871	Mrs. George C. Tallman, jr.	.....	1	4	85	....	....	....	18	25	.....	.....	3	1
813	Pennington Institute	Pennington, N. J	....	1844	Rev. Albert P. Lasher	Non-sect.	2	2	40	29	11	40	2	2	.....	.....	.....	.....
814	Shewsbury Model School and Kindergarten.*	Red Bank, N. J	1872	1873	Mrs. S. E. C. Harwood	P. E	5	7	223	106	123	201	22	65	.....	.....	.....	.....
815	Seminary at Ringoes	Ringoes, N. J	....	1870	K. B. Larison	Baptist	1	....	34	19	15	34	....	2	.....	.....	.....	.....
816	Union Academy	Shiloh, N. J	1849	1846	G. M. Cottrell, A. B	7th day B	1	a1	66	....	....	....	....	....	1	.....	.....	.....
817	Stevensdale Institute	South Amboy, N. J	....	1868	J. H. Withington, A. M	Non-sect.	1	2	25	15	10	25	10	....	2	.....	1	.....
818	Summit Institute	Summit, N. J	0	1872	Henry F. Belcher	Non-sect.	2	1	50	27	23	50	....	20	3	3	.....	.....
819	Hungerford Collegiate Institute	Adams, N. Y	1864	1864	Albert B. Watkins, A. M., Ph. D.	Non-sect.	6	5	224	120	104	82	32	45	14	17	4	0
820	Afton Union School and Academy	Afton, N. Y	....	1870	David E. Kohler, A. B	.....	1	1	55	30	25	48	3	4	3	.....	.....	.....
821	Albion Academy	Albion, N. Y	1837	1838	Francis W. Forbes	Non-sect.	1	....	31	19	12	24	5	4	5	.....	2	.....
822	Cottage Seminary	Alden, N. Y	0	1858	Miss Emily H. Rundell	Non-sect.	1	2	51	25	26	48	1	5	0	0	0	2
823	Alfred University, (academic department.)*	Alfred Centre, N. Y	1843	1836	Jonathan Allen, A. M	.....	9	5	371	166	205	100	50	45	35	40	25	.....
824	Amenia Seminary	Amenia, N. Y	1835	1835	Simeon T. Frost, A. M	Meth	4	6	147	78	69	118	9	21	4	3	2	.....
825	Amsterdam Academy and Female Seminary.	Amsterdam, N. Y	1865	1867	William W. Thompson, A. M.	Non-sect.	4	6	218	102	116	156	42	20	29	0	11	3
826	Ives Seminary	Antwerp, N. Y	1873	1868	Rev. M. A. Veeder, A. M	M. E	4	2	218	121	97	160	21	25	17	16	4	2
827	Argyle Academy	Argyle, N. Y	1841	....	George A. Headley, A. B., C. E.	Non-sect.	2	1	102	56	46	98	4	3	0	2	0	0
828	Attica Union School and Collegiate Institute.	Attica, N. Y	1867	1867	Thomas B. Lovell, A. M	.....	1	6	350	160	190	10	1	....	1	.....	.....	.....
829	Augusta Academy	Augusta, N. Y	1833	1834	Miss S. Light	Non-sect.	....	2	34	18	16	30	4	....	4	.....	.....	.....
830	Cayuga Lake Academy	Aurora, N. Y	1801	1798	Charles Kelsey, M. A	Non-sect.	1	4	54	33	21	46	5	3	4	4	3	0
831	Batavia Union School, (academic department.)	Batavia, N. Y	1862	1862	Gardner Fuller, A. M	.....	2	3	155	75	80	85	30	40	5	5	0	0
832	Genesee Valley Seminary and Union School.	Belfast, N. Y	1857	1856	Prof. C. D. Davie, A. B	Non-sect.	2	3	170	75	95	....	....	....	.....	.....	.....	.....
833	Belleville Union Academy*	Belleville, N. Y	1826	1824	George F. Sawyer, A. B	Non-sect.	3	4	168	80	88	....	20	5	6	0	2	0
834	Brookfield Academy	Brookfield, N. Y	1847	1847	James H. Messenger	.....	1	1	86	50	36	....	....	....	.....	.....	.....	.....
835	Adelphi Academy	Brooklyn, N. Y	1869	1862	Stephen G. Taylor, A. M	Non-sect.	10	18	573	328	245	482	33	77	24	6	14	1

* From Report of Commissioner of Education for 1874.

a There are also two or three teachers for the "extras."

TABLE VI.—*Statistics of institutions for secondary instruction for* 1875, *&c.*—Continued.

NOTE.— × indicates an affirmative answer; 0 indicates no or none.

Number.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.								
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
836	Carroll Park School	Brooklyn, N. Y., (242 Carroll street.)	....	1870	Mrs. Delia A. Dunning	.....	....	5	50	12	38	50	....	20	.....	.....	.....	.....
837	Friends' Seminary	Brooklyn, N. Y., (Schermerhorn, near Boerum street.)	....	1867	Miss Clara Lockwood	Friends	....	4	65	30	35	.....	.....	.....	.....	.....	.....	.....
838	German, English, and French School.	Brooklyn, N. Y., (247 State street.)	....	1862	Mrs. Elise Medler	Non-sect.	2	2	103	61	42	103	15	103	.....	.....	.....	.....
839	Lockwood's Academy	Brooklyn, N. Y., (139 South Oxford st.)	....	1870	John Lockwood	Non-sect.	6	8	274	156	118	.....	.....	.....	.....	.....	.....	.....
840	Remsen Street School and Kindergarten.	Brooklyn, N. Y., (158 Remsen street.)	0	1872	Miss I. S. Cragin, A. M., and Mrs. A. W. Longfellow.	Non-sect.	1	6	70	32	38	.....	.....	37	.....	.....	.....	.....
841	St. Mary's Academy	Brooklyn, N. Y	..	1868	Brother Sylvester	R. C.	7	8	1200	600	600	1200	.....	.....	.....	.....	.....	.....
842	Gilbertsville Academy and Collegiate Institute.	Butternuts, N. Y	1840	1839	Rev. Abel Wood, A. M	Non-sect.	1	3	132	65	67	132	11	2	6	2	0	0
843	Cambridge Washington Academy and Union School.	Cambridge, N. Y	1815	1813	James L. King	Non-sect.	1	4	179	96	83	.....	14	.....	3	.....	0	0
844	Ames Union Free School	Canajoharie, N. Y	1836	1837	S. A. Wessels	.....	2	...	56	...	...	.....	.....	.....	.....	.....	.....	.....
845	Candor Free Academy	Candor, N. Y	....	1868	Le Roy D. Farnham	Non-sect.	3	4	260	120	140	215	20	25	.....	2	.....	.....
846	Canisteo Academy	Canisteo, N. Y	1871	1871	Wellington La Monte, A.M.	Non-sect.	1	2	100	43	57	68	32	7	5	3	1	.....
847	Canton Union School	Canton, N. Y	1841	1842	N. W. Evans	.....	1	7	479	215	264	.....	.....	.....	66	.....	.....	.....
848	Chappaqua Mountain Institute	Chappaqua, N. Y	....	1870	S. C. Collins, M. A	Friends	2	2	57	40	17	....	2	16	.....	.....	2	4
849	Cincinnatus Academy	Cincinnatus, N. Y	1857	1857	E. C. Wheeler	.....	2	2	120	70	50	....	15	5	10	.....	.....	12
850	Clarence Classical Union School*	Clarence, N. Y	1854	1853	Herman C. De Groat, A. M	.....	2	9	450	225	225	400	....	50	.....	.....	.....	1

851	Clinton Liberal Institute	Clinton, N. Y.	1834	1831	I. Thornton Osmond, A. M	Univ	3	5	92	61	31	82	10	15	10	16	2	
852	German, English, and French Boarding and Day School.*	College Point, N. Y		1869	Miss Pauline Walther			2	24	12	12	24	0	24				
853	Coxsackie Academy*	Coxsackie, N. Y	1837	1843	Alexander Reynolds		1	1	73	35	38	71	20	8	4		1	
854	Dansville Seminary	Dansville, N. Y	1858	1857	Samuel H. Goodyear, A. B	Non-sect.	5	5	217	96	121	105	23	15	13	8	1	
855	Deansville Academy*	Deansville, N. Y	0		Charles E. Howe		1		36	22	14	36						
856	Delaware Academy	Delhi, N. Y	1820	1820	Sheril E. Smith	Non-sect.	2	3	120	70	50	110	18	15	6	2	0	1
857	Aurora Academy	East Aurora, N. Y	1838	1834	Donald J. Sinclair, A. M	Non-sect.	1	2	135	60	75	40	10	13	0	0		
858	East Hamburgh Friends' Institute	East Hamburgh, N. Y.	1871	1869	Hiram B. Farmer, LL. B	Friends	1	2	60	35	25	12	1	10	1	1		
859	Marshall Seminary *a*	Easton, N. Y	1863		A. W. Macy	Friends	1	2	75	40	35	20	1		0	0	0	0
860	Rural Seminary	East Pembroke, N. Y	1856	1856	Seward Robson	Non-sect.	2	1	55	19	36		2	1	1	1	0	0
861	Starkey Seminary	Eddytown, N. Y	1848	1842	Prof. B. F. McHenry, A. M	Christian	3	4	189	96	93	160	23	6	10	2	2	
862	Methfessel Institute	Edgewater, N. Y	0	1862	Anton G. Methfessel	Non-sect.	4	1	84	56	28	84	1	84	1	4	0	1
863	Munro Collegiate Institute	Elbridge, N. Y	1839	1839	Truman K. Wright, A. M	Non-sect.	2	2	94	56	38	59	20	15	10	0	2	0
864	Ellington Union Free School, (academic department.)	Ellington, N. Y	1852	*b* 70	Willis P. Spring		1	2	125	63	62	114	8	3	1			
865	Fairfield Academy	Fairfield, N. Y	1803	1803	Charles V. Parsell	Non-sect.	3	2	198	120	78	141	30	27	20	10	5	3
866	Fergusonville Academy	Fergusonville, N. Y	0	1848	James Oliver	Non-sect.	2	2	60	41	19	60	4	11	3	1	0	0
867	Erasmus Hall Academy*	Flatbush, N. Y	1787	1787	J. Hasbrouck, A. M	Non-sect.	1	2	24	18	6	19	5	4	5	0	0	0
868	Seward Institute	Florida, N. Y	1847	1847	T. G. Schriver, A. M	Non-sect.	3	4	95	50	45	80	5	12	2	1	1	0
869	Fort Plain Seminary and Female Collegiate Institute.	Fort Plain, N. Y	1853	1853	Rev. Abraham Mattice, A. M	Non-sect.	4	6	160	80	80	145	10	5	10		1	0
870	Delaware Literary Institute	Franklin, N. Y	1835	1835	Rev. E. M. Rollo	Non-sect.	3	3	146	56	90	100	46	23	12		1	1
871	Ten Broeck Free Academy*	Franklinville, N. Y	1862	1867	William M. Benson, A. M	Non-sect.	3	4	260	120	140	175	40	45	10	15	1	
872	Friendship Academy	Friendship, N. Y	1849	1849	Prosper Miller	Non-sect.	1	3	150	80	70	125	15	10	3			
873	Falley Seminary	Fulton, N. Y	1836	1836	Rev. James Gilmour, A. M		3	2	90	40	50	60	30	6	15	10	2	0
874	Gainesville Seminary*	Gainesville, N. Y	0	1855	Abbie B. Burt	Non-sect.		4	81	42	39	81	6	9				
875	Glen's Falls Academy	Glen's Falls, N. Y	1842	1841	James S. Cooley, A. M	Non-sect.	3	3	269	130	139		13		7	2	1	
876	Gouverneur Seminary	Gouverneur, N. Y	1828	1829	M. H. Fitts, A. B	Non-sect.	2	4	110	50	60	90	8	12	3	4	0	3
877	Greenville Academy	Greenville, N. Y	1816	1816	James V. D. Ayers	Non-sect.	2		92	51	41	80	9	3	2	0	0	0
878	Half Moon Academy*	Half Moon, N. Y		1851	Anna Smith	Non-sect.		3	76	34	42	76	3	4				1
879	Hartwick Seminary	Hartwick Seminary, N. Y.	1816	1815	Rev. James Pitcher, A. M	Lutheran	5	1	76	47	29	76	18	6	4			
880	Haverstraw Mountain Institute	Haverstraw, N. Y	0	1853	Lavalette Wilson, A. M	Non-sect.	2	1	71	65	6	62	6	3	6			
881	Monroe Academy and Union School.*	Henrietta, N. Y	1832		C. H. Planck		1	2	85	45	40	85	20	0	5	3	1	0
882	Holley Union School and Academy	Holley, N. Y	1868	1868	Marvin M. Baldwin, A. M	Non-sect.	2	3	100	50	50	90	7	3	8	0		
883	Homer Academy and Union School	Homer, N. Y	1819	*b* 73	Ezra J. Peck, M. A	Non-sect.	3	7	100	50	50	40	60	20	10		1	
884	Hudson Academy	Hudson, N. Y	1807	1807	William D. Perry		2	2	48	38	10	40	18	3	4			
885	Jamestown Union School and Collegiate Institute.	Jamestown, N. Y	1866	1866	Samuel G. Love	Non-sect.	3	5	264	125	139	245	45	34	11	0	5	0
886	Jonesville Academy	Jonesville, N. Y		1871	H. F. Savage, A. M	Non-sect.	1	1	76	45	31	70	6	0				
887	Hudson Vale Institute	Lansingburgh, N. Y	0	1840	Rev. I. G. Ogden, A. M	Non-sect.	2	2	44	24	20	40	4	4	2	0		
888	Lansingburgh Academy*	Lansingburgh, N. Y	1794	1796	C. T. R. Smith	Non-sect.	1	1	70	40	30	60	10		3	4	1	
889	Lawrenceville Academy	Lawrenceville, N. Y	1861	1861	Emmett W. Sharon	Non-sect.	2	3	150	90	60	144	6	3	7			
890	Le Roy Academic Institute	Le Roy, N. Y	1864	1863	Wilfred H. Munro, A. M	Non-sect.	3	4	144	89	55	105	21	18	12			
891	Liberty Normal Institute	Liberty, N. Y	1847	1848	M. B. Hall	Non-sect.	2		80	30	50	80						
892	Genesee Wesleyan Seminary	Lima, N. Y	1838	1837	Rev. Geo. H. Bridgman, A.M.	M. E	6	6	265	140	125		18	15	15	5	4	
893	Lowville Academy	Lowville, N. Y	1808	1808	W. R. Adams, A. M	Non-sect.	3	4	181	74	107	159	12	10	10	2	0	0

* From Report of Commissioner of Education for 1874.

a The name has been changed to "Friends' Seminary," but not in the state department.

b Reorganized.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1875, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 indicates no or none.

Number.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
894	Macedon Academy	Macedon, N. Y	1842	1842	J. Edman Massee, A. B	Non-sect.	1	3	.....	.....	.....	.....	.....	.....	10	.....	0	0
895	Marion Collegiate Institute	Marion, N. Y	1856	1856	J. Burns Fraser, A. M	Non-sect.	3	2	186	85	101	150	19	7	6	.....	0	1
896	Mayville Union School, (academic department.)	Mayville, N. Y	1834	1867	William F. Ulery	Non-sect.	1	5	48	.....	.....	30	12	6	5	6	0	0
897	Mechanicville Academy	Mechanicville, N. Y	1860	1860	Mrs. S. E. K. Ames	Non-sect.	2	6	148	80	68	23	11	15	9	1	4	.....
898	Medina Academy*	Medina, N. Y	1850	1850	M. J. Keeler	.....	3	1	127	49	78	41	32	27	8	12	.....	.....
899	Mexico Academy	Mexico, N. Y	1826	1826	Charles E. Havens	.....	2	3	201	110	91	150	35	16	10	.....	5	.....
900	Montgomery Academy	Montgomery, N. Y	1791	1791	Benjamin C. Nevins, A. M	Non-sect	2	1	81	43	38	65	2	14	0	1	0	0
901	Naples Academy	Naples, N. Y	1860	1860	Charles H. Davis	Non-sect.	2	3	149	73	76	146	11	10	3	.....	.....	.....
902	Nassau Academy	Nassau, N. Y	1868	1868	Kate L. Hyser	Non-sect.	....	3	34	12	22	34	....	8	.....	.....	.....	.....
903	New Berlin Academy	New Berlin, N. Y	1844	1843	Irving P. Bishop	Non-sect.	2	4	111	55	56	96	10	5	0	2	2	1
904	New Paltz Academy	New Paltz, N. Y	1833	1833	Dr. H. M. Bauscher, A. B	Non-sect.	2	2	70	40	30	55	5	10	1	1	2	.....
905	Cooper Union for the Advancement of Science and Art.	New York, N. Y	1857	1859	F. G. Tisdall, jr., Ph. D., (director.)	.....	22	7	1732	1472	260	.....	.....	.....	.....	.....	.....	.....
906	Friends' Seminary	New York, N. Y., (cor. of Rutherford Place and E. 16th street.)	....	1860	Hugh Foulke	Friends	5	8	168	96	72	.....	.....	.....	4	1	2	.....
907	German-American Day and Boarding School.	New York, N. Y., (336 W. 29th street.)	....	1863	Peter W. Moeller	.....	7	3	152	102	50	152	....	152	.....	.....	.....	.....
908	Mount Washington Collegiate Institute.	New York, N. Y., (40 Washington Square.)	....	1843	George W. Clarke, Ph. D	Non-sect.	8	1	130	110	20	130	35	40	15	10	11	3
909	Chili Seminary	North Chili, N. Y	1873	1870	Rev. B. T. Roberts	Fr. Meth.	3	3	105	60	45	84	13	8	5	.....	2	.....
910	Nunda Academy	Nunda, N. Y	1863	1862	Rev. Wm. H. Rogers, A. M	Non-sect.	2	5	302	140	162	144	70	88	30	20	6	7

911	Cary Collegiate Seminary*	Oakfield, N. Y	1840	1840	Melville A. Kellogg	P. E	3	3	146	92	54	57	35	28	12	8	3	0
912	Ogdensburgh Educational Institute.*	Ogdensburgh, N. Y		1857	C. F. Ainsworth		1		44	11	33	44				4		
913	Onondaga Academy	Onondaga, N. Y	1813	1813	Oliver W. Sturdevant	Non-sect	2	5	236	128	108	203	20	13	11	4	2	
914	Oxford Academy	Oxford, N. Y	1794	1793	Rev. Frank B. Lewis, A. M	Non-sect	2	3	76	36	40	44	30	15	2	1		
915	Sanquoit Academy	Paris, N. Y	1849	1849	B. F. Miller	Non-sect	2	2	73	40	33	70	3	0	1	0	0	0
916	Evans Academy	Peterboro', N. Y	1853	1851	Elbert Place, A. B	Non-sect	1	1	48	23	25	46	7	6	1		1	
917	Pike Seminary	Pike, N. Y	1856	1856	Irving B. Smith, A. B	Non-sect	2	4	175	96	79	127	17	31	20	2	3	
918	Pompey Academy	Pompey, N. Y	1811	1801	H. F. Henderson	Cong	1		80	46	34	80			0	0	0	0
919	Franklin Academy	Prattsburgh, N. Y	1824	1823	James Christie		1	4	104	48	56	16	39	12	12			
920	Pulaski Academy	Pulaski, N. Y	1854	1854	Sebastian Duffy, A. M		2	4	156	75	75	50	25	15	15	10	5	5
921	Chamberlain Institute and Female College.	Randolph, N. Y	1851	1851	Rev. J. T. Edwards, A. M		5	4	310	150	160	200	60	50	30	7	3	1
922	Red Creek Union Seminary*	Red Creek, N. Y	1839	1839	Timothy Sanderson, A. B	Non-sect.	1	2	77	35	42	60	7	10	1	2	0	
923	De Garmo Institute	Rhinebeck, N. Y	0	1863	James M. de Garmo, A. M	Non-sect.	4	5	135	71	64	135	40	15	4	2	2	2
924	Washington Academy	Salem, N. Y	1791	1780	J. A. McFarland, A. M	Non-sect.	2	7	375	175	200	259	12	4	4	3	1	2
925	Saugerties Institute	Saugerties, N. Y	1866	1866	Albert B. Wiggin, A. M	Non-sect.	1	2	80	45	35	60	20	15	10	0	0	0
926	Sodus Academy	Sodus, N. Y	1855		Elisha Curtiss, A. B	Non-sect.	2	3	284	160	124	180	40	64	7	8	4	5
927	Rogersville Union Seminary	South Dansville, N. Y	1852	1853	E. L. Maxson, A. B	Non-sect.	1	1	40	22	18	37	3		3			
928	Hartford Academy*	South Hartford, N. Y	1866	1866	Henry Barker	Non-sect.	1	1	44	20	24	44	2					
929	Southold Academy	Southold, N. Y		1867	James R. Robinson	Presb	1	1	66	41	25	25	37	4	5	1	4	
930	Spring Valley Academy*	Spring Valley, N. Y		1867	Phebe R. Germond	Meth	1	3	40	15	25			3	3		1	
931	Griffith Institute	Springville, N. Y	1827	1825	John W. O'Brien, A. B	Non-sect.	2	6	179	87	92	159	16	4	6	2		
932	Mountain Institute	Suffern, N. Y	0	1871	Thomas W. Suffern	Non-sect	1	1	34	26	8	29		5	0	0	1	
933	Trumansburg Academy	Trumansburg, N. Y	1854	1854	R. S. Smith	Non-sect.	2	1	79	39	40	59	10	10	3	4	1	
934	Unadilla Academy	Unadilla, N. Y	1852	1850	James O. Griffin	Non-sect.	1	3	116	54	62	76	21	19	2	3		
935	Friends' Academy	Union Springs, N. Y	1860	1858	Elijah Cook, jr	Friends	3	4	122	69	53	85	23	16				
936	Walton Academy and Union School	Walton, N. Y	1854	1853	Strong Comstock, A. M	Non-sect.	1	3	124	57	67	72	36	16	3		6	
937	Warrensburgh Academy	Warrensburgh, N. Y	1860	1854	Warrington Somers	Non-sect	1	2	70	30	40	64	6		6			
938	Waterford Union School, (academic department.)	Waterford, N. Y	1870	1870	E. E. Ashley	Non-sect.	1	2	66	34	32	58	8	12				
939	West Winfield Academy	West Winfield, N. Y	1850	1850	T. H. Roberts	Baptist	2	4	66	23	43	20	30	13	12	8	0	0
940	Whitestown Seminary	Whitestown, N. Y	1845	1845	Jas. S. Gardner, A.M., Ph.D		5	4	315	196	119	234	71	10	71	10	16	5
941	Windsor Union School, (academic department.)	Windsor, N. Y	1837	1837	R. L. Thatcher	Non-sect.	1	2	160	80	80	140	15	5	6	0	0	1
942	Middlebury Academy	Wyoming, N. Y	1819	1816	H. G. Davis, A. B	Non-sect.	3	2	110	53	57	90	7		6	4	3	1
943	Yates Academy*	Yates, N. Y	1842		Philo Mosher	Non-sect.	2	3	137			127					1	
944	Belvidere Academy*	Belvidere, N. C		1837	John N. Parker	Friends	2		50	28	22	50	16	0	16	20	4	1
945	Cary Female Seminary	Cary, N. C	1870	1870	Rev. Jesse H. Page	Non-sect.	1	1	45	20	25	45	5	2				
946	Rock Spring Seminary	Denver, N. C		1873	D. Matt Thompson, A. M	Non-sect.	2	1	95	56	39	86	9		6			
947	East Bend Academy	East Bend, N. C		1867	L. A. Speas	Baptist	1		35	20	15	35	15		8	6		
948	Graham High School	Graham, N. C	1875		Rev. D. A. Long, A. M		2	1	75	50	25	30	20	25	5	9	4	3
949	Bennett Seminary	Greensboro', N. C		1874	Edward O. Thayer, B. A	Meth	1		68	30	38	68						
950	Hicksville Academy	Hayesville, N. C		1857	John O. Hicks	Non-sect.	1	1	126	72	54							
951	Mills River Academy*	Henderson Co., N. C		1817	Richard H. Lewis	Non-sect	1	1	56	46	10	40	15	1	3		0	
952	Somerville Female Institute	Leasburg, N. C		1840	Rev. Solomon Lea	M.E. S'th	1	1	25	10	15	25	4	2				
953	Monroe High School	Monroe, N. C	1875	1875	John D. Hodges, A. B	Non-sect.	1	2	89	47	42	64	19	2	9	0	0	0
954	New Garden Boarding School	New Garden, N. C	1837	1837	George N. Hartley, A. B	Friends	1	2	40	24	16	32	8		8	12	2	4
955	Locust Hill Seminary	Pittsboro', N. C		1860	Rev. Robert B. Sutton, D. D	Non-sect.	1	3	42	12	30	25	17	15	4			
956	Sylvan High School	Snow Camp, N. C		1865	J. Clarkson Blair	Friends	2	1					2				1	

*From Report of the Commissioner of Education for 1874.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1875, *&c.*—Continued.

NOTE.— × indicates an affirmative answer; 0 indicates no or none.

Number.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
957	English and Classical School	Wilmington, N. C	....	1859	Rev. Daniel Morrelle	P. E	1	....	16	12	4	2	14	14	5	.....	.....	1
958	Williston Academy and Normal School.	Wilmington, N. C	0	1873	D. D. Dodge, superintendent	Cong	1	4	78	35	43	78	0	0	0	0	0	0
959	Yadkinville High School	Yadkinville, N. C	0	1870	J. M. Phillips	Non-sect.	1	1	60	40	20	27	18	15	10	3	4	0
960	Albany Enterprise Academy	Albany, Ohio	....	1863	B. A. Imes, (*pro tempore*)	.....	1	....	25	12	13	25	1	.....	.....	.....	.....	.....
961	Alum Creek Academy	Ashley, Ohio	0	1875	Clayton W. Townsend, M. D.	Friends	1	1	32	14	18	30	2	.....	.....	1	.....	.....
962	Grand River Institute	Austinburg, Ohio	1831	....	J. Tuckerman, M. A	Cong	3	3	345	181	164	251	94	.....	.....	.....	3	.....
963	Beverly Academy	Beverly, Ohio	1830	1830	R. J. Smith	C. Presb	1	1	70	37	33	70	15	0	.....	.....	0	0
964	Canton Collegiate Institute	Canton, Ohio	0	1869	W. H. H. Avery, A. M	Non-sect.	2	4	105	45	60	80	25	0	20	60	0	0
965	Academy of Central College	Central College, Ohio	1842	1842	F. A. Wilber	Presb	1	1	50	30	20	....	5	0	2	0	0	0
966	Hughes High School	Cincinnati, Ohio	0	1851	Eliab W. Coy	Non-sect.	8	6	452	189	263	....	37	212	37	20	0	3
967	Clermont Academy	Clermontville, Ohio	1875	1839	James K. Parker	Baptist	1	2	90	63	27	.....	.....	.....	.....	.....	3	.....
968	Cleveland Academy	Cleveland, Ohio	1865	1866	Miss L. T. Guilford	Non-sect.	5	6	130	37	93	130	40	19	.....	.....	.....	.....
969	Ewington Academy	Ewington, Ohio	1858	1858	Alexander Baird, jr	Non-sect.	1	1	60	30	30	60	2	.....	.....	.....	.....	.....
970	Gallia Academy	Gallipolis, Ohio	1811	1811	Edward W. Chase, A. B	Non-sect.	2	2	118	84	34	109	9	0	4	0	0	0
971	Germantown Institute	Germantown, Ohio	1875	1875	G. C. Dasher	Ev. Luth.	3	1	16	12	4	12	4	....	(2)	.....	.....	.....
972	Goshen Seminary	Goshen, Ohio	....	1860	L. M. Nevins	.....	1	1	40	30	10	40	....	3	.....	.....	.....	.....
973	Harlem Springs College	Harlem Springs, Ohio	1867	1860	D. Butterfield, A. B	Presb	2	1	60	40	20	.....	.....	.....	.....	.....	.....	.....
974	Vermillion Institute*	Hayesville, Ohio	....	....	J. A. Brown, (*pro tempore*)	Presb	1	0	21	10	11	.....	.....	.....	.....	.....	3	.....
975	Atwood Institute	Lee, Ohio	....	....	J. M. Wood	F. W. B	2	1	200	110	90	.....	.....	.....	.....	.....	.....	.....
976	Lexington Male and Female Seminary.	Lexington, Ohio	1860	1851	Jane Gailey	U. Presb	2	1	61	31	30	57	4	0	4	10	0	0
977	Madison Seminary	Madison, Ohio	1844	1844	Charles A. Hebbard, B. S	.....	2	2	89	31	58	64	25	....	3	.....	0	0

978	Maineville Academy and Training School.*	Maineville, Ohio	1850	1850	Dean Babbitt		3	2	100	60	40	80	15	15			6	
979	Morning Sun Academy*	Morning Sun, Ohio	1855	1852	O. V. Stewart	U. Presb	1		25	20	5	25	8		5		8	
980	New Hagerstown Academy	New Hagerstown, Ohio	1837	1837	J. Howard Brown	Presb	2	2										
981	Pierpont Central High School	Pierpont, Ohio		1850	H. A. Andrews	Non-sect.	1	1	80	40	40	80						
982	Bartlett Academy	Plymouth, Ohio		1857	A. L. Roadaimour	Non-sect.	1	1	55	25	30							
983	Poland Union Seminary	Poland, Ohio	1862	1862	Horace J. Clark, A. M	Presb	1	2	155	75	80	40	20	10	10		1	
984	Savannah Male and Female Academy.	Savannah, Ohio	1858	1858	Rev. J. A. Brown, A. M	Presb	3	2	83	51	32	62	20		20	8		
985	Smithville High School*	Smithville, Ohio	1866	1865	J. B. Eberly, A. M	U. Breth	4	1	274	190	84	114	40	20				
986	Salem Academy	South Salem, Ohio	1843	1843	Thomas J. Dague, A. M	Presb	2	5	60	30	30	1	15	6	6	1		
987	Sunbury High School	Sunbury, Ohio		1866	G. K. Sharpe		1	2	50	20	30	45	5	10	5	8	1	
988	Plains Seminary*	Tupper's Plains, Ohio		1860	Morris Powers		1	1	45	24	21						2	
989	Twinsburg Institute	Twinsburgh, Ohio	0	1828	Samuel Bissell		1	1	108	46	62	94	9	5	2			
990	Western Reserve Seminary	West Farmington, Ohio	1855	1855	O. J. Steward	M. E	2	5	136	67	69	136	10	15				
991	Rayen High School	Youngstown, Ohio	1856	1866	Edwin S. Gregory, M. A	Non-sect.	2	1	81	44	37	2	79					
992	Portland Academy and Female Seminary.*	Portland, Oreg	1851	1850	Rev. T. F. Royal, A. M	M. E	2	2	115	55	60	53	12	6	2		4	2
993	Umpqua Academy	Wilbur, Oreg	1857	1854	Rev. E. D. Curtis	M. E	1	5	150	72	78	13	27	0	0	0	1	0
994	Beaver College and Musical Institute.	Beaver Court-House, Pa.	1872	1853	Rev. R. T. Taylor, D. D	M. E	3	5	140	40	100	25	45	25	4	2	1	0
995	Bellefonte Academy	Bellefonte, Pa			Rev. James P. Hughes, A. M		1		55	25	30	30	20		20	6	6	3
996	Mountain Seminary	Birmingham, Pa	1853		L. G. Grier	Presb	2	3	80	40	40	80	25		20		1	
997	Kallyuean Academy	Boyertown, Pa	0	1866	I. B. Hankey, A. M	Lutheran	3	1	148	108	40	148	10	4	10	3	4	6
998	Mt. Pleasant Seminary	Boyertown, Pa	0	1848	L. M. Koons, A. M	Reform'd	2	2	171	95	76	171		8				
999	Witherspoon Institute	Butler, Pa	1849	1849	Rev. W. I. Brugh, D. D	Presb	2	2	180	100	80	140	40					
1000	Chester Academy	Chester, Pa., (P. O. box 164.)		1862	George Gilbert		1	3	90	60	30	72	13	5	12		2	
1001	Maplewood Institute	Concordville, Pa	1870	1870	Joseph Shortlidge, A. M	Friends	3	3	70	45	25	30	15	5	2		2	0
1002	Doylestown English and Classical Seminary.	Doylestown, Pa	1867	1867	Benjamin Smith, M. A	Non-sect.	4	5	200	160	40	180	20	10	5	2	0	1
1003	Trach's Academy	Easton, Pa		1872	Reuben H. Trach		3	1	92	70	22	80	10	7	2	2		
1004	Eldersridge Academy	Elders' Ridge, Pa	0	1847	Rev. Alexander Donaldson, D. D.	Presb	3	0	91	78	13	51	40	8		50	5	0
1005	Keystone Academy	Factoryville, Pa	1868	1869	Rev. John H. Harris, A. M	Baptist	5	3	191	119	72				19			
1006	Collegiate Institute*	Jersey Shore, Pa	1852	1852	J. P. Sherman	Presb	1	2	70	35	35	70	4	1	4	0	0	0
1007	Mount Dempsey Academy	Landisburgh, Pa		1856	J. Calvin Sheibley and S. C. Cooper.	Non-sect.	2		45	30	15	45	5	2	3	2	2	
1008	Leechburgh Lutheran Academy	Leechburgh, Pa	1864	1864	(Vacant)	Ev. Luth	1	1	70	40	30	65	5		3		2	
1009	Manchester English and German School.	Manchester, Pa		1875	Louis Harr	Non-sect.	2	2	113	71	42	113		113				
1010	Greenwood Seminary	Millville, Pa	1851		A. W. Potter, B. E	Friends	1	1	100	55	45							
1011	Hamiltonian Institute	Monongahela City, Pa		1874	Rev. J. M. Hantz, A. M	Luth	1	1	25	13	12	20	3	5				
1012	Cedar Hill Seminary	Mount Joy, Pa		1874	D. Denlinger	Ev. Ass'n	6	3	130	111	19	125	12	31				
1013	Western Pennsylvania Classical and Scientific Institute.	Mount Pleasant, Pa	1871	1873	Jonathan Jones, A. M	Baptist	3	4	95	52	43	57	30	6	15		1	1
1014	Laird Institute	Murrysville, Pa		1862	Rev. George M. Spargrove, A. M.		3		67	38	29	51	16	4	16		2	
1015	Lake Shore Seminary	North East, Pa	1868	1871	Lewis T. Kirk, A. M	Meth	5	4	225	100	125	125	50	50	15	10	3	0
1016	Parkesburgh Classical Institute	Parkesburgh, Pa		1858	Rev. J. L. Landis	Non-sect.	2	1	23	7	16	23	7		7			

* From Report of Commissioner of Education for 1874.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1875, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 indicates no or none.

Number.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1017	Friends' Central School	Philadelphia, Pa., (S. W. cor. 15th and Race streets.)	0	1845	Aaron B. Ivins, A. M., and Annie Shoemaker.	Friends	8	13	395	160	235	....	....	....	.....	.....	0	6
1018	Private School	Philadelphia, Pa., (1313 Poplar street.)	....	....	Miss Mary Ann Fisher	P. E	....	2	27	15	12	27	...	....	.....	.....	.....	.....
1019	Reid Institute	Reidsburgh, Pa	1866	1862	C. A. Gilbert, A. M	Baptist	1	3	78	42	36	65	13	2	4	.....	1	.....
1020	Clarion Collegiate Institute	Rimersburgh, Pa	1859	1859	J. T. Rimer and A. Fleming, jr	Reform'd	5	3	116	55	61	106	11	3	7	12	.....	.....
1021	Merrill's Academic School	Scranton, Pa	0	1870	Hubert H. Merrill, A. M	Non-sect.	1	a2	110	73	37	110	31	48	10	15	3	2
1022	Missionary Institute	Selin's Grove, Pa	1859	1858	P. Born	Luth	3	2	110	91	19	43	67	20	32	.....	5	.....
1023	Smethport Graded School	Smethport, Pa	1867	1869	John W. Kales	Non-sect.	1	2	139	69	70	40	3	....	.....	.....	.....	.....
1024	George's Creek Academy	Smithfield, Pa	1856	1856	George D. Purinton	Baptist	2	....	121	73	48	113	7	1	.....	.....	.....	.....
1025	Stewartstown English and Classical Institute.	Stewartstown, Pa	....	1856	R. S. Maxwell	Non-sect.	2	1	75	30	45	70	5	2	.....	.....	.....	3
1026	Westtown Boarding School	Street Road, Chester County, Pa.	0	1799	Benjamin W. Passmore, superintendent.	Friends	7	6	222	136	86	122	100	....	.....	.....	1	.....
1027	Susquehanna Collegiate Institute.	Towanda, Pa	1853	1854	Edwin E. Quinlan	Presb	2	5	169	87	82	101	60	8	15	.....	4	.....
1028	Washington Hall Collegiate Institute.	Trappe, Pa	0	1830	A. Rambo	Non-sect.	3	2	130	100	30	130	7	2	3	.....	.....	.....
1029	Unionville Institute	Unionville, Pa	1830	1830	Jacob W. Harvey	Non-sect.	3	1	70	40	30	....	....	....	.....	.....	.....	.....
1030	Williamsport Dickinson Seminary.	Williamsport, Pa	1844	1844	Rev. Edward J. Gray	M. E	6	3	222	157	65	133	79	35	.....	.....	.....	.....
1031	Prince s Hill Family and Day School	Barrington Centre, R. I.	0	1870	Isaac F. Cady, A. M	Non-sect.	1	1	4[illegible]	33	15	30	18	1	2	0	2	0
1032	Island High School	New Shoreham, R. I	0	1875	Arthur W. Brown	Non-sect.	1	0	16	11	5	14	(2)	....	.....	.....	.....	.....
1033	New England Yearly Meeting Boarding School of Friends.	Providence, R. I	1819	1819	Albert K. Smiley, A. M	Friends	9	6	205	120	85	110	110	45	30	0	5	1

1034	Avery Normal Institute	Charleston, S. C	....	1865	Amos W. Farnham	Cong	3	7	310	137	173	268	42	0	2	0	4	0
1035	Benedict Institute	Columbia, S. C	0	1870	Rev. Timothy S. Dodge	Baptist	1	1	108	36	72	108	3	0	2	0	1	0
1036	Gowensville Seminary	Gowensville, S. C	1873	1859	Rev. Thomas J. Earle	Non-sect.	1	2	87	39	48	73	14	....	1	4	.....	.....
1037	Brewer Normal School	Greenwood, S. C	....	1872	J. D. Backenstose	Cong	1	....	27	17	10	.....	.....	.....	6	.....	2	.....
1038	Alexandria Masonic Academy	Alexandria, Tenn	1857	1857	H. L. W. Gross	.....	2	....	150	....	....	.....	.....	.....	.....	.....	.....	.....
1039	Ebenezer Male and Female Academy.	Big Bottom, Tenn	....	....	J. N. Ellis	Non-sect.	1	1	45	35	10	44	1	0	0	0	0	0
1040	Enon Seminary	Butler, Tenn	1870	1870	J. J. T. Reece	Baptist	1	....	55	25	30	55	.....	.....	.....	.....	.....	.....
1041	Buffalo Male and Female Institute.	Cave Spring, Tenn	1868	....	Josephus Hopwood	Christian	1	1	86	46	40	80	6	....	2	2	.....	.....
1042	Oak Grove Academy*	Cave Spring, Tenn	.....	1872	A. J. F. Hyder	.....	1	1	107	56	51	33	6	4	6	15	0	4
1043	Centreville Academy	Centreville, Tenn	1843	1843	Rev. Ed. W. Halbach	Non-sect.	1	1	53	25	28	40	10	5	.....	.....	.....	.....
1044	Chapel Hill High School	Chapel Hill, Tenn	1856	1859	S. V. Wall	.....	1	2	80	32	48	59	21	....	21	.....	2	.....
1045	Tracy Academy	Charlotte, Tenn	1806	1806	J. C. Armstrong	Non-sect.	1	....	44	22	22	.....	.....	.....	20	.....	2	0
1046	Clifton Masonic Academy	Clifton, Tenn	1856	1856	D. B. Johnston	Non-sect.	1	2	60	35	25	55	5	0	4	0	0	0
1047	Cane Creek Academy	Cog Hill, Tenn	1869	1869	J. J. Huff	Non-sect.	1	1	95	50	45	90	10	0	10	20	0	0
1048	Jones' Academy	Columbia, Tenn	....	1866	M. W. Embroy	Meth	1	2	40	25	15	20	8	12	6	.....	0	0
1049	Stonewall Male and Female College	Cross Plains, Tenn	1874	1874	James O. Blain	Non-sect.	4	2	145	79	66	90	40	14	50	70	.....	.....
1050	Cullecka Institute	Cullecka, Tenn	1868	1868	W. R. Webb, A. M., and J. M. Webb.	Non-sect.	3	0	105	85	20	80	50	6	30	10	12	5
1051	Lauderdale Male and Female Institute.	Durhamville, Tenn	0	1856	Rev. Nathaniel Futrell, president.	Non-sect.	2	1	40	18	22	15	13	....	.....	.....	.....	.....
1052	Flag Pond Seminary	Flag Pond, Tenn	....	1870	Nat. E. Hyder	.....	1	1	140	95	45	45	13	....	.....	.....	.....	.....
1053	Friendsville Institute	Friendsville, Tenn	....	1855	William Russell, A. B	Friends	1	2	125	57	68	117	4	4	.....	.....	1	.....
1054	Greenwood Seminary	Greeneville, Tenn	1875	1874	W. N. Billingsley	Non-sect.	1	0	96	42	54	82	10	4	10	18	9	15
1055	Ithea Academy*	Greeneville, Tenn	....	1850	James Armitage	.....	3	2	250	130	120	140	60	....	60	90	40	25
1056	Harrison High School*	Harrison, Tenn	1874	1863	B. H. Logan	.....	2	1	153	80	73	65	42	46	22	14	2	1
1057	West Tennessee Seminary	Hollow Rock, Tenn	1874	1874	Rev. T. C. Carter, A. B	M. E	2	1	125	80	45	115	6	1	.....	.....	0	0
1058	Huntingdon Male and Female Academy.	Huntingdon, Tenn	1847	1847	A. F. Estes	Non-sect.	1	0	23	10	13	20	3	3	1	2	0	0
1059	Sam Houston Academy	Jasper, Tenn	1836	1836	A. J. Roberts, A. M., LL. B	.....	1	1	70	42	28	64	4	....	.....	.....	.....	.....
1060	Masonic Academy	Liberty, Tenn	1870	1868	John Bryan	Non sect.	1	1	95	50	45	95	.....	.....	.....	.....	2	.....
1061	Hopewell Academy	Lincoln, Tenn	....	1873	John A. Ramsay, A. B	U. Pres	1	1	50	29	21	44	6	0	4	.....	2	.....
1062	Savannah Grove Academy	Long Savannah, Tenn	....	1875	E. F. Bell	Non-sect.	1	....	40	20	20	40	.....	.....	.....	.....	.....	.....
1063	Loudon High School	Loudon, Tenn	1869	1870	E. B. Olmstead	.....	3	1	170	94	76	131	34	5	23	2	5	0
1064	Lynchburg Male and Female Institute.	Lynchburg, Tenn	1870	1870	A. T. Seitz	Non-sect.	1	2	73	43	30	20	7	....	2	2	1	.....
1065	Macedonia Academy	Near McKenzie, Tenn	1867	1867	B. F. Thompson	C. Presb.	1	0	46	22	24	45	1	0	2	2	0	0
1066	McKenzie Male and Female College.	McKenzie, Tenn	1871	1868	E. H. Randle, A. M	Non-sect.	3	3	125	69	56	94	31	3	15	25	1	5
1067	Waters and Walling College	McMinnville, Tenn	....	1869	I. N. Jones	Christian	1	2	110	60	50	100	10	....	8	20	.....	.....
1068	Mt. Pleasant Male and Female Institute.	Mt. Pleasant, Tenn	....	....	N. J. Finney, A. M	Non-sect.	1	3	80	45	35	60	20	2	.....	.....	2	.....
1069	McMinn Grange High School	Mouse Creek, Tenn	....	....	Rev. J. Albert Hyden, A. M	.....	3	1	105	62	43	87	18	....	22	25	.....	.....
1070	Normal and Theological Institute.	Nashville, Tenn	0	1866	Rev. D. W. Phillips, D. D	Baptist	2	3	136	95	41	.....	.....	.....	.....	.....	.....	.....
1071	Holston Seminary	New Market, Tenn	1831	1828	W. R. Turner	M. E	1	1	70	45	25	63	7	....	.....	.....	.....	.....
1072	Oak Hill Institute	Norris's Creek, Tenn	1869	1868	P. Himebaugh	Non-sect.	2	3	159	103	56	138	20	8	20	40	40	20
1073	Chattanooga District High School	Ooltewah, Tenn	1868	1869	R. H. Brown, A. B	M. E. S'th	1	2	80	40	40	75	5	....	10	2	.....	.....
1074	Mrs. Welch's School	Paris, Tenn	....	1869	Mrs. S. H. Welch	Non-sect.	1	1	60	40	20	60	4	....	20	30	.....	.....
1075	Oak Grove Academy	Pin Hook Landing, Tenn.	0	1867	(Vacant)	M. E. S'th	1	....	50	30	20	50	0	0	5	0	3	0

From Report of Commissioner of Education for 1874.

a Does not include music and drawing teachers.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1875, *&c.*—Continued.

NOTE.— × indicates an affirmative answer; 0 indicates no or none.

Number.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1076	Clear Spring Academy	Rheatown, Tenn	1849	....	A. G. Register	C. Presb.	2	....	108	80	28	....	12	....	.....	.....	1	.....
1077	Sequatchie College*	Roberson's × Roads, Tenn.	1870	1864	A. F. Moore	Non-sect.	2	2	130	70	60	120	10	....	.....	.....	.....	.....
1078	Madison Academy	Rutledge, Tenn	1845	1845	J. M. Davidson	.....	2	1	80	50	30	80	....	....	0	0	0	0
1079	Fulton Academy	Smithville, Tenn	1850	1850	James Thomas	Non-sect.	2	1	75	35	40	30	5	0	4	4	3	0
1080	Cumberland Institute	Near Sparta, Tenn	0	1850	James Tate Williams	C. Presb.	1	1	42	28	14	38	2	2	.....	.....	.....	.....
1081	Nourse Seminary	Sparta, Tenn	0	....	J. J. Smith	Baptist	2	0	130	70	60	70	40	20	20	10	1	0
1082	Melrose Institute	Trenton, Tenn	1870	1869	G. R. McGee	Non-sect.	1	3	157	21	136	126	31	5	.....	.....	.....	.....
1083	Watauga Academy	Watauga, Tenn	....	....	Miss Jennie Stover	.....	....	1	20	....	....	....	....	....	....	....	....	.....
1084	Barnes Institute	Galveston, Tex	1869	1869	A. G. Marment	Cong	2	1	197	102	95	185	6	15	6	.....	3	.....
1085	Gonzales College	Gonzales, Tex	1850	1851	Bradford and Niblo	Non-sect.	2	2	175	80	95	175	25	....	25	1	.....	.....
1086	Lancaster Masonic Institute	Lancaster, Tex	....	1872	Thomas J. Adams	.....	1	1	75	40	35	60	15	....	4	3	.....	.....
1087	River Side Institute	Lisbon, Tex	0	1875	Rev. James R. Malone	Non-sect.	1	2	82	47	35	69	13	0	13	0	0	0
1088	New Braunfels Academy	New Braunfels, Tex	1858	....	Julius Voelcker	Non-sect.	5	1	264	164	100	264	....	....	.....	.....	.....	.....
1089	Owensville High School	Owensville, Tex	1872	1872	T. W. Jones	Meth.	1	1	70	30	40	70	10	50	5	8	0	0
1090	St. Mary's Hall	San Antonio, Tex	0	1867	James T. Briggs, A. M	P. E	2	1	150	63	87	130	20	98	10	18	7	15
1091	Coronal Institute	San Marcos, Tex	....	1870	Maj. J. H. Bishop	Meth.	3	3	153	75	78	153	40	....	40	60	.....	.....
1092	McIndoe's Falls Academy	Barnet, Vt	1853	1853	Thomas Martin	Non-sect.	1	1	100	55	45	100	4	....	2	.....	.....	.....
1093	Barre Academy	Barre, Vt	1849	1852	J. S. Spaulding, A. M., LL.D	Cong	3	2	175	100	75	75	100	....	75	5	10	2
1094	Goddard Seminary	Barre, Vt	1863	1870	Henry Priest, A. B	Univ	5	4	68	38	30	46	12	10	10	3	5	2
1095	Bradford Academy and High School	Bradford, Vt	1820	1821	F. P. McGregor	Non-sect.	1	2	70	30	40	64	6	0	0	0	1	0
1096	Brattleboro' Academy	Brattleboro', Vt	1801	1801	V. F. Lung, A. M	Cong	2	3	95	53	42	67	28	4	10	.....	1	.....
1097	Bristol Academy	Bristol, Vt	0	1855	C. M. Wilds	Non-sect.	1	1	80	40	40	70	10	...	5	.....	.....	.....
1098	Derby Academy*	Derby, Vt	1840	1839	Austin Norcross, A. M	Baptist	4	3	88	43	45	67	15	3	.....	.....	0	.....

1099	Christ Church School	Fairfax, Vt		1869	Miss H. Sibyl Swett	P. E.	1	2	37	19	18	31	6				
1100	Orleans Liberal Institute	Glover, Vt		1852	Henry Babcock	Univ	1	1	39	9	30	37	2	0	0	0	
1101	Hardwick Academy	Hardwick, Vt	1860	1861	J. H. McLoud	Liberal	1	1	80	32	48		5		1	0	0	0
1102	Jericho Centre Academy	Jericho, Vt	0	1873	George W. Henderson	Non-sect.	1		25	18	7	18	4	3	2			
1103	Londonderry Academy *	Londonderry, Vt	1853	1853	F. R. Utley		1	2	61	30	31	27	13	10	7	4		
1104	Black River Academy	Ludlow, Vt	1834	1835	Herbert Tilden, A. B		1	5	300				25		12			
1105	Lyndon Literary and Biblical Institution.	Lyndon Centre, Vt	1867	1868	John S. Brown, A. M	Free Bap.	2	2	128	58	70	76	52	12	20		2	1
1106	Morgan Academy*	Morgan, Vt	1866	1865	Sarah L. Adams			1	40	25	15	40						
1107	Beeman Academy	New Haven, Vt	1869	1855	H. S. Perrigo, A. M	Non-sect.	1	2	42	23	19	25	15	2	4	1	2	
1108	Norwich Classical and English Boarding School.	Norwich, Vt	1867	1867	W. W. Morrill	Non-sect.	1	1	60	40	20	40	20	4	15	10		
1109	Caledonia County Grammar School	Peacham, Vt	1795	1797	C. A. Bunker, A. M	Non-sect.	1	4	178	89	89	140	38	7	6	0	1	0
1110	Troy Conference Academy	Poultney, Vt	1834	1836	Rev. Martin E. Cady, A. M	M. E	7	4	185	97	88	144	39	12	16	1	1	0
1111	St. Johnsbury Academy	St. Johnsbury, Vt	1842	1843	Rev. Homer T. Fuller, A. M	Non-sect.	4	5	393	200	193	250	150	25	65	15	6	
1112	The Vermont Academy *a*	Saxton's River, Vt	1872			Baptist												
1113	Shoreham Central High School	Shoreham, Vt	1810	1811	Henry M. Boyce	Non-sect.	1	2	70	30	40	65	12					
1114	Thetford Academy	Thetford, Vt	1819	1819	David Turner, A. M	Cong	1	2	125	60	65				10			
1115	Underhill Academy*	Underhill, Vt		1852	E. F. Garvin	Non-sect.	1	1	38	23	15	38	3					
1116	Westfield Grammar School*	Westfield, Vt	1857	1857	Miss Nellie B. Prouty			2	46	22	24	34	12					
1117	Green Mountain Perkins Academy	Woodstock, Vt	1848	1849	Edgar H. Aldrich, A. B	Univ	6	2	94	57	37	94	20	4	18	0	1	0
1118	Yeates' Lower School	Belleville, Va	1803	1731	Richard L. Brewer	Non-sect.	1		65	35	30	65	3	5	3	10	3	2
1119	Elk Creek Academy	Elk Creek, Va		1868	Rev. Thomas M. Cecil, A. B	Meth	2	1	110	75	35	100	20	3	20	5	2	
1120	Holy Neck Seminary	Holy Neck, Va	0	1855	Rev. C. A. Apple	Non-sect.	1	0	24	17	7	24	7	7	7		1	
1121	Union Academy	Spout Spring, Va	1840	1839	C. H. Chilton	Non-sect.	1	0	50	30	20	40	10	0	0	5	4	0
1122	Suffolk Collegiate Institute	Suffolk, Va	1872	1872	Rev. W. B. Wellons, D. D., president.	Christian	3	1	98	63	35						2	1
1123	St. Augustine's School	Grafton, W. Va		1870	Sister Mary Magdalen	R. C		6	154	70	84	154		15				
1124	St. Alphonsus' School	Wheeling, W. Va		1858	Sister Mary Alphonsus	R. C		5	300	100	200	300		300				
1125	St. Joseph's Academy	Wheeling, W. Va		1865	Mother Mary de Chantal	R. C		11	190	55	135	190		58				
1126	St. Mary's School	Wheeling, W. Va		1869	Sister Mary Loretto	R. C		3	133	60	73	133		48				
1127	Albion Academy and Normal Institute.	Albion, Wis	1854	1854	Rev. A. R. Cornwall, A. M		5	6	244	126	118		63	18	23		9	
1128	Elroy Seminary	Elroy, Wis	1874	1873	Rev. F. M. Washburn, A. B	U. Breth.	3	5	116	61	55	82	9	8	9	29		
1129	Jefferson Liberal Institute	Jefferson, Wis	1866	1866	Prof. Elmore Chase, A. M	Univ	6	2	70	40	30		10	10				4
1130	German and English Academy	Milwaukee, Wis	1851	1851	W. N. Hallmann	Non-sect.	6	5	266	190	76						7	3
1131	Rochester Seminary	Rochester, Wis	1867	1866	R. F. Pouley, B. S	Free Bap.	1	1	116	72	44		4	5	2	2	1	
1132	Carroll College	Waukesha, Wis	1845	1846	W. L. Rankin, A. M	Presb	2	4	153	82	71		32	15			0	0
1133	Miss Calkins' School for Boys and Girls.	Washington, D.C., (cor. 3d and B sts., S. E.)			Miss R. M. Calkins	Non-sect.		1	40	26	14	40						
1134	Misses Perley's Select School	Washington, D. C., (509 4th street.)		1871	Misses Lucy and Fanny Perley.	Non-sect.		2	40	22	18	40						
1135	School for Mental and Physical Culture.	Washington, D.C., (cor. 18th and H st., N. W.)		1872	Miss Emma Marwedel	Non-sect.		4	15	10	5	15	0	15				
1136	English and Classical School	Santa Fé, N. Mex	0	1875	George G. Smith	Presb	1	2	58	29	29	55	3	0	3	0		
1137	Beaver Seminary	Beaver City, Utah		1873	Rev. Clark Smith, A. M	M. E	1	2	92	42	50		3		3			
1138	St. John's School	Logan City, Utah	0	1873	Rev. William H. Stoy, B. D., rector.	P. E.	3	1	57	30	27	50	7		7	0	0	0

* From Report of Commissioner of Education for 1874.

a Not yet in operation; $121,000 have been subscribed, and buildings are to be erected at an estimated cost of $100,000.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1875, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 indicates no or none.

Number.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1139	School of the Good Shepherd	Ogden, Utah	....	1870	Charles G. Davis	P. E.	1	3	120	50	70	....	....	....	.....	.....	.....	.....
1140	Rocky Mountain Seminary	Salt Lake City, Utah	....	1872	Rev. Clark Smith, A. M	M E	2	3	135	65	70	135	....	20	15	15	.....	.....
1141	Saint Mark's School	Salt Lake City, Utah	0	1867	Rev. G. D. B. Miller, A. M	P. E.	1	11	300	155	145	300	15	0	8	0	0	0
1142	Salt Lake Collegiate Institute	Salt Lake City, Utah	..	1875	J. M. Coyner, Ph. D	Presb	1	2	104	60	44	96	8	7	5	.....	.....	.....
1143	University of Washington Territory.	Seattle, Wash	1861	1864	Rev. George F. Whitworth, A. M., president.	Non-sect.	3	1	24	10	14	....	....	....	.....	.....	.....	.....

TABLE VI.—*Statistics of institutions for secondary instruction for* 1875, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 indicates no or none.

Number.	Is drawing taught?	Is music taught?		Chemical laboratory?	Philosophical cabinet and apparatus?	Library.				Average annual expenses for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		Vocal?	Instrumental?			Date of origin.	Number of volumes.	Average annual increase.	Amount of fund.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
1	0	.....	0	0	0	.....	0	.....	.....	.....	$2,500	$0	$0	.....	40	January 12.
2	×	×	×	×	0	.....	500	.....	.....	.....	25,000	0	0	.....	39	October 1.
3	0	.....	.....	.....	.....	.....	400	.....	.....	$36	2,500	.....	.....	.....	39	Oct., 1st Mon.
4	×	×	×	0	×	1869	200	40	.....	*a*320	100,000	.....	.....	$*a*30,000	40	July, last Wed.
5	×	×	×	×	.....	1874	2,000	.....	.....	60	80,000	.....	.....	.....	.....	July 6.
6	×	.....	0	0	0	.....	0	0	$0	125	*b*1,000	0	0	6,000	43	July 10.
7	0	0	0	0	×	.....	0	.....	.....	60	.....	0	0	.....	40	September 1.
8	0	0	.....	0	0	1848	350	.....	0	*a*360	.....	.....	.....	.....	.....	September 15.
9	×	×	×	0	0	.....	0	.....	0	65	18,000	.....	.....	.....	37	Sept., 2d Wed.
10	0	0	0	0	0	.....	.....	.....	.....	.....	45,000	*50,000	*2,800	0	40	September 1.
11	×	×	×	.....	.....	.....	200	.....	0	78–100	20,000	.....	.....	.....	39	Sept., 2d week.
12	×	×	×	0	0	1868	150	15	0	25	25,000	.....	.....	2,000	40	September 11.
13	×	×	×	0	×	.....	.....	.....	.....	60	20,000	.....	.....	.....	44	September 1.
14	×	×	×	0	0	1861	200	.....	0	*a*300	10,000	.....	.....	*a*4,700	40	September 20.
15	×	×	×	0	0	1850	500	.....	.....	.....	10,000	.....	.....	*a*18,000	38	May.
16	×	.....	×	0	0	.....	.....	.....	.....	.....	12,000	.....	.....	.....	48	May 1.
17	×	×	×	0	0	.....	0	0	0	45	50,000	0	0	3,600	40	Sept., 1st Mon.
18	×	0	0	×	×	1873	5 0	.....	.....	60	.....	.....	.....	4,000	40	Sept., 1st Mon.
19	×	0	0	0	0	.....	0	0	0	30	4,000	6,000	450	518	40	September 1.
20	0	0	0	×	×	.....	0	0	0	75	5,000	.....	.....	.....	.....	
21	0	×	.....	0	×	.....	0	.....	.....	.....	10,000	.....	.....	2,200	40	Jan., 2d Mon.
22	0	0	0	0	0	.....	.....	.....	.....	.....	2,500	.....	.....	900	40	Jan., 2d week.
23	0	0	0	0	0	.....	.....	.....	0	50	.....	0	0	641	40	Aug. 2d Wed.
24	0	0	0	0	0	.....	.....	.....	.....	40	2,000	.....	.....	.....	40	September 1.
25	×	0	0	×	×	.....	3,000	.....	.....	45	25,000	.....	.....	1,325	44	September 1.
26	.....	.....	.....	.....	.....	.....	.....	.....	.....	31½	.....	.....	.....	.....	39	Jan., 2d or 3d Mon.
27	0	0	0	.....	×	1856	350	.....	.....	35	4,000	.....	.....	.....	40	Aug., 1st Mon.
28	0	0	0	0	0	.....	0	.....	0	45	3,000	0	0	2,300	40	Jan., 1st Wed.

* From Report of Commissioner of Education for 1874.

a Board and tuition.

b Apparatus.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1875, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 indicates no or none.

Number.	Is drawing taught?	Is music taught?		Chemical laboratory?	Philosophical cabinet and apparatus?	Library.				Average annual expenses for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		Vocal?	Instrumental?			Date of origin.	Number of volumes.	Average annual increase.	Amount of fund.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
29	.....	.....	.....	.....	.....	.....	.....	.....	.....	$50	.....	.....	.....	.....	40	September 13.
30	×	×	×	×	×	1858	500	.....	$0	60	$25,000	$0	$0	$4,800	40	Sept., 1st Thurs.
31	×	×	×	0	0	.....	250	.....	.....	.....	53,000	.....	.....	*a*16,000	45	September 1.
32	×	×	×	×	×	.....	500	50	.....	.....	12,000	.....	.....	*a*6,000	40	Sept , 1st Tues.
33	0	0	0	0	0	1867	300	.....	0	14	20,000	.....	.....	4,000	44	Sept., 1st Mon.
34	0	×	×	0	0	.....	200	.....	.....	.....	5,000	.....	.....	175	42	Sept., 1st Mon.
35	.....	.....	.....	.....	.....	1871	100	.....	.....	.....	20,000	.....	.....	4,000	40	September 7.
36	0	0	0	0	0	1862	90	.....	0	.....	*b*2,800	.....	603	1,851	43	Sept., 1st Mon.
37	0	0	0	0	0	.....	0	.....	.....	80	.....	.....	.....	5,000	40	Sept., 1st Mon.
38	×	.....	.....	0	×	.....	.....	.....	.....	60	3,500	.....	.....	1,600	40	Sept., 2d Mon.
39	×	×	.....	0	0	.....	.....	.....	0	30–40	4,000	0	0	1,200	40	September 1.
40	.....	×	×	.....	.....	1870	.....	.....	.....	.....	4,000	.....	.....	800	44	September 15.
41	×	×	0	0	0	1870	1,580	250	0	.....	12,000	.....	.....	.....	42	Oct., 1st Mon.
42	0	×	×	0	0	.....	200	.....	.....	.....	50,000	.....	.....	2,500	40	September 1.
43	0	×	×	0	0	.....	0	.....	.....	50	.....	0	0	.....	40	Oct , 1st Mon.
44	×	.....	×	.....	×	1842	2,270	.....	0	45	50,000	0	0	1,300	38	September 6.
45	×	×	×	×	×	1868	750	.....	.....	*a*185	40,000	.....	.....	*a*11,000	44	Sept., 1st Mon.
46	×	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	800	40	September 8.
47	.....	.....	.....	.....	.....	.....	300	.....	.....	80	10,000	.....	.....	3,000	40	September 13.
48	×	.....	.....	.....	.....	.....	200	.....	.....	.....	15,000	.....	.....	2,500	40	September 13.
49	×	0	0	×	×	.....	300	.....	.....	40	40,000	.....	.....	8,000	40	Sept , 2d Mon.
50	0	×	0	0	×	1849	1,000	.....	0	.....	35,000	0	0	4,000	.....	September 1.
51	0	0	0	0	0	.....	.....	.....	.....	130–160	9,000	.....	.....	6,500	41	September 15.
52	×	.....	.....	.....	.....	.....	.....	.....	.....	100–150	.....	.....	.....	.....	.....	September 15.
53	.....	.....	.....	×	×	.....	.....	.....	.....	.....	12,000	.....	.....	5,600	40	September 15.
54	0	0	0	×	×	.....	.....	.....	.....	30	7,500	.....	.....	*a*2,500	36	Sept., 3d Wed.
55	0	0	0	0	×	.....	800	.....	0	34	32,000	.....	.....	.....	44	Sept., 1st Mon.
56	×	.....	.....	×	×	1874	50	.....	0	50	7,200	0	.....	*c*3,000	40	Sept., 1st Mon.
57	×	×	×	×	×	.....	300	.....	.....	.....	30,000	0	0	*a*12,000	41	September 9.
58	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3,000	0	0	200	44	Sept., 1st Mon.
59	×	.....	×	×	×	1863	2,450	100	.....	30	13,500	.....	.....	2,000	40	September 21.

60	×	×	×	×	×	1842	11,000		0	a300	40,000	0	0	a12,000	40	Sept., 1st week.
61	×	×	×	×		1874	600	150	0		100,000	680,000	40,800	0	41	Aug., 2d Mon.
62																Sept., 2d Wed.
63	×	×	×	0	0		500				10,000			10,000	40	September 15.
64	×	0	0	0	0					40					40	September 11.
65	×	×	×	0	0	1846	500			a340	25,000			a5,000	38	September 9.
66	×		×	0	0		0		0	200	25,000	0	0	a2,000	40	September 27.
67	×	0	0	0	×		300			75	16,000			1,000	38	Sept., 2d week.
68	0	0	0	0	×					150				1,500	40	September 23.
69	×	×		0	0		200			a500	11,000			9,650	40	Sept., 1st Tues.
70	×	×	×							a500	40,000			a20,000	38	Sept., 2d Wed.
71	×	×	×	0	×		300			a350	1,600				40	August
72	×	×	×	×	×	1860	2,000	25	0	a450	125,000			25,000	39	September 8.
73	0	×	×	×	×	1867	450	25	0	a350	100,000	0	0	a34,000	38	September 15.
74										30–50	2,000	0	0	1,400	40	
75	0	×	×				0			50	25,000			3,000	40	Oct., 1st Mon.
76	0	0	0	0	0						4,000				40	September.
77	0			0	0		0			18	1,000		60		40	Sept., 1st Mon.
78										a300					40	October 5.
79	×	×	0	×	×						14,000	0	0	a16,000	40	Sept., 2d Thurs.
80	0	0	0	0	0		500		0	30	10,000	20,000	1,200	650	40	September 7.
81	×	0	0	×	×		1,000								42	September 1.
82	×	×	×	0	0	1869	800	0	0	32	60,000	0	0	4,500	40	September 1.
83	×	×	×	0	×	1875	150		0	a350	d2,500			3,000	40	Sept., 2d Wed.
84	×	×	×		×	1852	800	40		50	40,000			1,200	40	Sept., 1st Thurs.
85	×		×	×	×		600			100	70,000			6,000	40	September 13.
86	×		×	×	×		2,000	100	0	75	60,000	0	0	25,000	40	Sept., 1st Tues.
87	0	0	×	0	0						14,000	0	0	5,600	40	September 15.
88	0	0	0	0	0	1873	100		0	a400	12,000	0	0	1,750	40	September 15.
89	0	0	0	×	×						25,000			12,000	40	September.
90	×	×	×	×	×		4,000				45,000			6,600	38	September 9.
91	×	×	×												40	
92				×	×					32	20,000	10,000	1,000	2,200	40	September 1.
93	0	0	0	×	×	1812	2,400		0	60	97,500	3,000	200	13,000	41	Sept., 1st Mon.
94	×	×	×	×	×	1859	6,000				60,000	0	0	3,000	46	September.
95	×	×	×	0	×	1870	300			300	5,000			2,400	40	September 6.
96	×	×		×	×	1855	(e)			110	(e)			41,972	40	September 15.
97	×	×		×	×	1852	350	20	0	90		0	0		40	September 15.
98		×	0	0	0		0			80	75,000	0	0	13,000	40	September 15.
99	0		0	0	0		0		0	120		0	0	2,400	40	September 14.
100		×	×	0	0		0				75,000	0	0	0	44	September.
101	0	0	0	0	0		0		0	80	12,000	0	0	4,000	40	Sept., 1st Mon.
102	×		×	×	×	1795	961		0	40	18,000	12,000	840	3,522	40	Sept., 1st Thurs.
103	0	0	0	0	0						3,060			2,000	40	September 7.
104	×	×	×	×	×		100		0	38	2,000				40	September 2.
105	×		×	×			200			100	10,000			2,000	40	September 14.
106	×		×				1,068			80					40	September.
107	×	×	×	×	×	1861	250	12	0	a300	15,000				40	May and Nov.
108					×	1869	500	50		350–a400	80,000			10,000	38	Sept., 2d Wed.
109	×	0	0	×	×		0	0	0	100–120	20,000	0	0	5,800	40	Sept., 3d week.

a Board and tuition. *b* Value of buildings. *c* Includes $500 from State for tuition of five students. *d* Furniture, &c. *e* See collegiate department, Table IX.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1875, *&c.*—Continued.

NOTE.— × indicates an affirmative answer; 0 indicates no or none.

Number.	Is drawing taught?	Is music taught?		Chemical laboratory?	Philosophical cabinet and apparatus?	Library.				Average annual expenses for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		Vocal?	Instrumental?			Date of origin.	Number of volumes.	Average annual increase.	Amount of fund.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
110	×	×	×	×	×	.....	500	.....	.....	.....	$30,000	.....	.....	.....	38	September 14.
111	×	0	0	0	×	.....	0	0	$0	$225	*b*1,200	$0	$0	.....	37	Sept., last Wed.
112	×	×	×	×	×	.....	.....	.....	.....	.....	40,000	.....	.....	$7,500	40	Sept., 3d Tues.
113	×	.....	×	×	×	.....	800	.....	.....	*b*550–550	.....	.....	.....	.....	42	September 16.
114	×	×	×	0	0	1872	200	50	0	160	30,000	.....	.....	9,650	40	Sept., 3d Mon.
115	×	0	0	0	0	.....	0	.....	0	200	.....	0	0	3,761	39	September 20.
116	×	0	0	×	×	1860	452	15	0	216	*a*300	0	0	6,000	39	September 15.
117	×	×	×	0	0	1866	.....	.....	.....	220	75,000	.....	.....	18,000	42	September 1.
118	×	0	0	0	0	.....	0	.....	.....	250	.....	0	0	10,000	38	September 20.
119	×	0	0	0	0	.....	.....	.....	.....	.....	.....	.....	.....	5,800	42	September 14.
120	×	0	0	.....	.....	.....	.....	.....	.....	125–250	.....	.....	.....	.....	38	Sept., 3d Mon.
121	×	×	×	0	×	1872	1,000	100	.....	100	60,000	.....	.....	.....	39	September 12.
122	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	50,000	.....	.....	.....	.....	.....
123	×	×	×	×	×	1835	700	.....	0	100	70,000	0	0	10,000	40	September 8.
124	×	.....	×	0	0	.....	.....	.....	.....	100	25,000	.....	.....	9,000	40	September 14.
125	0	0	0	.....	0	.....	0	.....	0	50	12,000	0	0	3,000	40	September 6.
126	×	×	×	×	×	1869	1,500	50	.....	*b*500	40,000	0	0	17,000	40	September 10.
127	×	×	×	×	×	.....	0	.....	.....	*b*500	75,000	.....	.....	*b*22,500	40	September 14.
128	×	×	×	.....	.....	.....	.....	.....	.....	*b*400	20,000	.....	.....	*b*12,000	40	Sept., 2d Tues.
129	×	×	×	×	×	1868	250	.....	0	*b*350	20,000	.....	.....	.....	42	September 9.
130	.....	×	.....	.....	.....	.....	.....	.....	.....	*b*400	.....	0	0	.....	.....	September.
131	×	×	×	×	×	.....	2,000	30	0	90	70,000	2,000	120	6,060	40	September.
132	×	×	×	×	0	.....	.....	.....	.....	.....	35,000	.....	.....	5,600	40	September 15.
133	0	0	0	0	0	.....	.....	.....	.....	.....	.....	.....	.....	400	40	September 1.
134	×	×	×	0	0	.....	1,500	.....	.....	.....	50,000	.....	.....	*b*15,795	40	Sept., 2d Wed.
135	×	0	0	0	×	.....	150	3	0	56	18,000	0	0	4,500	40	September.
136	×	0	×	×	×	1863	500	20	0	*b*500	25,000	0	0	*b*15,000	40	Sept., 3d Wed.
137	0	×	0	.....	×	1867	1,000	150	0	0	37,000	7,500	450	0	.....	Oct., 1st Wed.

138	0	0	0	×	×	.....	.....	.....	.....	100	25,000	0	0	8,500	40	July and January.
139	0	0	0	0	0	.....	0	.....	.....	40	1,000	0	0	250	40	January.
140	0	.....	0	.....	.....	.....	.....	.....	.....	125	20,000	0	0	.....	40	January 12.
141	0	0	0	0	0	.....	0	.....	.....	.....	1,500	.....	.....	2,000	40	Aug., last Wed.
142	0	×	0	×	×	1852	2,500	.....	0	30	8,000	0	0	1,200	36	Jan., 1st Mon.
143	0	0	0	0	0	.....	0	0	0	20	1,500	.....	.....	2,500	40	January 17.
144	×	0	0	0	0	.....	1,200	.....	.....	42	10,000	.....	.....	2,500	40	August.
145	.....	×	.....	.....	.....	.....	.....	.....	.....	.....	1,000	.....	.....	500	40	October, 1st Mon.
146	×	0	0	0	0	1855	1,000	25	0	50	1,000	.....	.....	800	40	October, 1st Wed.
147	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	20	July 15.
148	×	×	×	0	0	1871	.....	.....	0	.....	50,000	0	0	7,000	40	Sept., 1st Tues.
149	.....	0	0	.....	.....	1871	3,000	500	.....	175	15,000	.....	.....	.....	42	Sept., 1st Mon.
150	0	0	0	0	.....	.....	1,500	.....	.....	300	.....	.....	.....	.....	40	Sept., 1st Mon.
151	×	×	×	×	0	1864	500	.....	.....	15	120,000	.....	.....	2,500	43	Sept., 1st Mon.
152	.....	.....	×	.....	.....	.....	.....	.....	.....	*b*400	15,000	.....	.....	5,000	40	Nov., 1st Wed.
153	×	.....	×	.....	.....	.....	.....	.....	.....	*b*250	3,500	.....	.....	.....	40	Sept., 1st Mon.
154	×	0	0	0	0	.....	.....	.....	.....	75	.....	.....	.....	2,200	36	Sept., 1st Mon.
155	0	×	×	×	×	1870	3,500	.....	.....	50	20,000	.....	.....	.....	40	September 1.
156	0	×	×	×	×	1872	200	20	20	.....	16,000	.....	.....	1,300	44	Aug., last Mon.
157	×	×	×	×	×	1862	700	.....	0	*b*300	15,000	0	0	8,000	40	September 9.
158	×	×	×	×	×	1870	500	.....	.....	60	25,000	.....	.....	.....	40	Sept., 1st Wed.
159	×	.....	.....	.....	.....	.....	.....	.....	.....	100	.....	.....	.....	5,000	40	September.
160	×	×	×	.....	.....	1800	.....	.....	0	80	50,000	.....	1,000	3,000	40	Sept., 1st Mon.
161	×	.....	.....	.....	.....	.....	.....	.....	.....	30	(*c*)	(*c*)	(*c*)	(*c*)	40	September 9.
162	×	×	×	×	×	.....	575	50	.....	.....	5,000	.....	.....	3,500	42	September 1.
163	×	×	×	×	×	1785	5,000	55	0	*b*300	70,000	0	0	*b*32,000	40	August 25.
164	×	×	×	×	×	1862	1,040	40	.....	*b*260	40,000	.....	.....	.....	40	September.
165	×	×	.....	×	×	.....	.....	.....	.....	100	.....	.....	.....	.....	40	Sept., 2d Mon.
166	×	×	0	0	×	1863	3,500	100	.....	100	30,000	0	0	10,000	40	Sept., first week.
167	×	.....	.....	.....	×	.....	.....	.....	.....	110	.....	.....	.....	.....	40	Sept., 2d Mon.
168	×	0	0	0	0	.....	0	.....	.....	90	5,000	.....	.....	6,000	.....	.....
169	×	0	0	×	×	.....	0	.....	.....	120	35,000	.....	.....	1,290	44	Sept., 1st Mon.
170	×	×	×	×	×	1848	5,000	.....	0	0	3,000,000	.....	*d*175,000	0	42	January 2.
171	×	.....	.....	.....	×	.....	.....	.....	.....	.....	*e*2,000	.....	.....	12,000	40	September 16.
172	×	.....	.....	×	×	.....	.....	.....	.....	120	40,000	.....	.....	18,000	40	Sept., 2d Mon.
173	×	×	×	×	.....	1863	400	50	0	.....	50,000	.....	.....	20,000	37	September 15.
174	×	.....	.....	×	×	.....	.....	.....	.....	150	.....	.....	.....	.....	40	September 18.
175	×	0	0	0	0	.....	.....	.....	.....	.....	50,000	96,000	5,760	.....	38	September.
176	0	0	0	0	0	.....	0	.....	.....	80	.....	.....	.....	.....	40	September 1.
177	×	.....	×	0	0	.....	.....	.....	0	51	30,000	.....	.....	2,500	40	Sept., 2d Wed.
178	×	×	×	×	×	.....	.....	.....	0	.....	50,000	.....	.....	.....	40	September 17.
179	.....	×	.....	.....	.....	.....	.....	.....	.....	75	.....	.....	.....	1,100	40	September 15.
180	0	0	0	.....	×	.....	.....	.....	.....	36	20,000	4,000	300	2,000	40	Aug., 4th Mon.
181	.....	.....	.....	.....	.....	.....	.....	.....	.....	26	.....	.....	.....	.....	40	Oct., 1st Mon.
182	×	.....	.....	.....	.....	.....	.....	.....	.....	54	4,000	.....	.....	4,142	40	Sept., 1st Mon.
183	.....	×	0	0	.....	.....	0	.....	.....	.....	2,500	0	0	3,000	40	August 24.
184	0	.....	0	0	0	.....	0	.....	.....	.....	5,000	.....	.....	2,000	40	August 15.
185	0	.....	0	0	0	.....	0	.....	.....	.....	2,500	0	0	1,000	40	Sept., 1st Mon.
186	×	×	×	0	×	.....	1,200	.....	.....	.....	.....	.....	.....	.....	45	Sept., 1st Mon.

a Apparatus, &c. *b* Board and tuition. *c* Included in the report of the University at Lewisburg. (See Table IX.)
d The total income from the Girard estate was $700,000; one-fourth of this supported the school. *e* Apparatus.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1875, *&c.*—Continued.

NOTE.— × indicates an affirmative answer; 0 indicates no or none.

Number.	Is drawing taught?	Is music taught?		Chemical laboratory?	Philosophical cabinet and apparatus?	Library.				Average annual expenses for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		Vocal?	Instrumental?			Date of origin.	Number of volumes.	Average annual increase.	Amount of funds.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive fund.	Receipts for the last year from tuition fees.		
	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
187	×	×	×	0	0	1860	300	.....	$0	$40	$20,000	$0	$0	.....	40	September.
188	×	×	×	×	×	1832	3,100	25	0	*a*410	40,000	0	0	*a*$16,000	43	September 1.
189	0	×	×	0	0	.....	.....	.....	.....	*a*400	8,000	0	0	.....	40	Sept., 1st Wed.
180	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	25,000	.....	.....	.....	40	Aug., last Mon.
191	×	0	0	0	×	1870	150	.....	0	36	8,000	.....	.....	1,300	42	September 1.
192	0	×	0	0	0	.....	.....	.....	.....	100	15,000	0	0	*a*19,541	38	Sept., 4th Wed.
193	.....	.....	.....	.....	.....	.....	.....	.....	.....	24–60	.....	.....	.....	.....	40	September 13.
194	.....	.....	.....	.....	.....	.....	.....	.....	.....	60	.....	.....	.....	.....	40	Sept., 3d Wed.
195	0	0	×	0	×	1849	1,000	.....	0	36	8,000	0	0	1,721	44	Sept., 1st Mon.
196	0	0	0	0	×	.....	.....	.....	.....	50	15,000	0	0	.....	40	September 15.
197	×	×	×	0	0	.....	0	.....	0	*a*225	3,000	0	0	1,450	36	Oct., 1st Mon.
198	0	0	0	0	×	.....	0	.....	.....	50	13,500	350	35	1,150	40	Sept., 1st Mon.
199	×	0	0	×	×	.....	.....	.....	.....	60	10,000	.....	.....	3,000	40	September 18.
200	0	×	×	0	0	1856	1,000	100	0	45	15,000	0	0	2,500	42	Sept., 1st Mon.
201	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	.....	.....	.....	750	40	October 1.
202	0	0	0	0	0	.....	0	.....	0	60	1,500	0	0	900	41	September 1.
203	×	0	0	×	×	.....	.....	.....	.....	.....	40,000	.....	500	1,000	40	September 8.
204	.....	×	×	0	×	1860	7,000	.....	0	175	.....	.....	.....	.....	40	Sept., 1st Tues.
205	0	0	0	0	×	.....	180	.....	.....	40	.....	.....	.....	.....	43	Sept., 1st Mon.
206	0	0	0	×	×	.....	100	.....	.....	50	.....	0	0	1,600	40	Sept., first week.
207	0	0	0	0	0	.....	.....	.....	.....	84	.....	.....	.....	.....	40	Aug., last Mon.
208	×	0	0	×	×	.....	.....	.....	.....	100	25,000	.....	.....	.....	40	Sept., 2d Wed.
209	×	×	0	0	0	1871	100	.....	.....	40–80	.....	.....	.....	1,800	40	Sept., 2d Wed.
210	0	0	0	×	×	.....	.....	.....	.....	100	6,000	.....	.....	3,100	41	Sept., 1st Mon.
211	×	0	0	0	0	.....	0	.....	.....	60	.....	0	0	1,200	40	Sept., 1st Mon.
212	0	0	0	×	×	.....	.....	.....	.....	32–60	.....	.....	.....	.....	40	Sept., first week.
213	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	Sept., 1st Mon.
214	0	.....	.....	0	.....	.....	1,000	.....	.....	.....	12,000	.....	8,000	.....	42	September 1.

215	0	×	×	0	0	1859	600	.....	.....	30	18,000	0	0	*a*7,560	42	November 1.
216	0	×	×	×	×	.....	.....	.....	.....	40	2,000	.....	.....	1,500	36	Sept., 1st Monday.
217	×	×	×	0	0	1872	700	.....	.....	*a*300	30,000	.....	.....	9,500	40	July 24.
218	×	×	×	0	×	.....	2,000	.....	.....	*a*350	150,000	5,000	500	*a*72,420	40	July, last Wed.
219	×	×	×	.....	.....	1873	250	.....	.....	50	25,000	.....	.....	.....	42	August 1.
220	×	×	×	.....	×	1869	900	100	0	*a*500	.....	.....	.....	.....	44	August.
221	×	×	×	×	×	.....	350	.....	.....	.....	35,000	.....	.....	6,500	.....	Jan., 1st Monday.
222	×	×	×	0	0	.....	.....	.....	.....	.....	10,000	.....	.....	1,800	50	January 3.
223	×	×	×	0	0	.....	0	.....	.....	45	5,000	0	0	1,000	40	September.
224	×	×	×	×	.....	.....	500	.....	.....	*a*265	.....	.....	.....	.....	.....	
225	×	×	×	0	×	1866	500	.....	0	150	20,000	0	0	3,000	40	Aug., 1st Monday.
226	×	×	×	×	×	1870	300	50	.....	96	.....	.....	.....	.....	44	July 22.
227	×	×	×	0	0	1864	800	.....	0	*a*300	30,000	.....	.....	*a*18,000	40	Aug., 1st Thurs.
228	×	×	×	0	0	1862	400	10	12	.....	8,000	.....	.....	2,000	43	August.
229	×	×	×	.....	×	.....	800	.....	.....	100	25,000	.....	.....	.....	40	September 20.
230	×	×	×	0	0	.....	80	.....	.....	.....	25,000	.....	.....	3,000	40	September 15.
231	×	×	×	.....	.....	.....	500	.....	.....	50	25,000	.....	.....	.....	39	September 15.
232	×	×	×	.....	.....	.....	.....	.....	.....	50–70	25,000	.....	.....	.....	40	September 15.
233	×	×	×	0	.....	.....	.....	.....	.....	70	.....	.....	.....	6,000	38	September 26.
234	×	×	×	.....	.....	.....	.....	.....	.....	.....	25,000	.....	.....	.....	40	Sept., last Wed.
235	×	×	×	.....	.....	.....	1,000	.....	.....	*a*450	20,000	.....	.....	.....	40	September.
236	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	14,000	0	0	8,000	.....	
237	×	×	×	0	0	.....	.....	.....	.....	.....	.....	.....	.....	2,940	40	September 10.
238	.....	.....	×	0	0	.....	25	.....	.....	.....	.....	.....	.....	400	39	September 9.
239	×	×	×	0	0	1875	570	.....	.....	54	60,000	.....	.....	1,000	40	September 15.
240	×	×	×	×	×	1845	1,000	.....	0	27	25,000	.....	.....	.....	39	September 20.
241	×	×	×	.....	.....	1868	.....	.....	.....	75	.....	.....	.....	.....	39	Sept., 1st Wed.
242	×	×	×	.....	.....	.....	1,000	.....	.....	80	.....	.....	.....	.....	40	Sept., 2d Wed.
243	×	×	×	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	October 1.
244	×	×	×	.....	.....	1870	900	.....	.....	.....	.....	.....	.....	3,313	44	Sept., 1st Mon.
245	.....	×	×	.....	.....	.....	.....	.....	.....	.....	7,000	.....	.....	2,500	40	August 21.
246	×	×	×	0	0	.....	.....	.....	.....	33⅓	3,000	.....	.....	600	40	September.
247	×	×	×	×	0	.....	.....	.....	.....	45	6,000	.....	.....	2,500	40	Aug., 4th Monday.
248	×	×	×	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	September.
249	×	×	×	.....	×	.....	.....	.....	.....	*a*400	.....	.....	.....	15,000	40	September.
250	0	×	×	0	0	.....	0	.....	.....	120	.....	0	0	12,000	40	September 15.
251	×	×	×	×	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	September 15.
252	×	×	×	.....	.....	.....	.....	.....	.....	*a*300	250,000	.....	.....	.....	40	Sept., 1st Monday.
253	.....	×	×	×	.....	1838	3,000	.....	0	50–75	200,000	.....	.....	.....	38	September 18.
254	×	×	×	×	×	.....	.....	.....	.....	40	*b*10,000	0	0	12,500	38	Sept., 2d Wed.
255	×	×	×	×	×	1868	1,000	.....	0	*a*360	60,000	0	0	*a*25,000	40	September.
256	×	×	×	0	0	.....	.....	.....	.....	.....	20,000	.....	.....	1,000	43	Sept., 1st Monday.
257	0	.....	×	.....	.....	.....	0	.....	.....	.....	5,000	.....	.....	2,500	22	Sept., 1st Monday.
258	×	.....	×	.....	×	.....	500	.....	.....	.....	30,000	.....	.....	3,000	44	September 1.
259	×	×	×	0	0	.....	.....	.....	.....	16–21	10,000	.....	510	1,200	40	Sept., 1st Monday.
260	×	×	×	0	×	.....	0	.....	0	.....	30,000	.....	.....	4,000	40	September 1.
261	0	×	×	0	0	.....	0	.....	.....	30–50	25,000	.....	.....	.....	40	Sept., 1st Monday.
262	×	×	×	×	×	.....	500	.....	.....	304	10,000	0	0	800	40	Sept., 2d Monday.
263	×	×	×	×	×	1825	3,000	150	0	.....	.....	0	0	.....	42	Sept., 1st Monday.
264	×	×	×	0	0	1868	500	12	0	40	25,000	.....	.....	2,500	40	Sept., 1st Monday.

a Board and tuition. *b* Apparatus and fixtures.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1875, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 indicates no or none.

Number.	Is drawing taught?	Is music taught?		Chemical laboratory?	Philosophical cabinet and apparatus?	Library.				Average annual expenses for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		Vocal?	Instrumental?			Date of origin.	Number of volumes.	Average annual increase.	Amount of fund.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
265	×	×	×	×	×	.....	400	.....	$0	$85	$100, 000	$0	$0	$10, 230	40	September.
266	×	×	×	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	Sept., 1st Monday.
267	×	×	×	0	0	.....	.....	.....	0	120	.....	.....	.....	.....	44	Sept., 1st Monday.
268	×	×	×	×	×	.....	500	.....	.....	.....	a150	.....	.....	4, 426	40	Sept., 2d Monday.
269	×	×	×	×	×	.....	.....	.....	0	46⅔	100, 000	.....	2, 150	18, 000	40	Sept., 2d Monday.
270	.....	×	.....	×	×	.....	0	.....	.....	70	60, 000	0	0	3, 200	40	Sept., 1st Monday.
271	×	×	×	0	0	.....	0	.....	.....	30–40	8, 000	0	0	1, 750	40	Sept., 1st Monday.
272	×	×	×	0	0	.....	2, 500	100	0	150	100, 000	.....	.....	10, 000	42	Sept., 1st Monday.
273	×	×	×	0	0	.....	0	.....	.....	30–50	15, 000	0	0	b2, 000	40	September 15.
274	×	×	×	0	0	1866	1, 500	.....	.....	.....	15, 000	.....	.....	5, 000	40	September.
275	×	×	×	0	0	1860	800	12	.....	.....	5, 000	.....	.....	.....	44	September 15.
276	×	×	×	.....	.....	1870	500	50	.....	.....	8, 000	.....	.....	1, 200	44	September 15.
277	×	×	×	0	0	.....	200	.....	.....	b275	15, 000	0	0	5, 000	47	Sept., 1st Mon.
278	×	×	×	×	0	.....	.....	.....	.....	.....	a100	.....	.....	11, 000	42	Sept., 1st Mon.
279	×	×	×	0	×	1870	500	0	0	b275	30, 000	0	0	2, 500	37	September 8.
280	×	×	×	0	0	.....	400	.....	.....	b375	42, 000	.....	.....	.....	38	September 2.
281	×	×	×	.....	.....	.....	.....	.....	.....	60	12, 000	.....	.....	c2, 500	39	Sept., 3d Thurs.
282	.....	×	×	.....	.....	.....	.....	.....	.....	24	.....	.....	.....	.....	.....	.....
283	×	.....	.....	×	×	.....	.....	.....	.....	.....	.....	0	0	.....	40	September 17.
284	×	×	×	×	×	.....	.....	.....	0	100, 130	60, 000	.....	.....	.....	40	September 20.
285	×	.....	.....	.....	×	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	September 20.
286	×	×	×	0	×	.....	0	.....	0	.....	9, 600	0	0	1, 361	40	Sept., 2d Mon.
287	×	×	×	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1, 500	40	September.
288	×	×	×	×	×	.....	.....	.....	.....	.....	.....	.....	.....	b40, 000	40	September.
289	×	×	.....	.....	×	.....	.....	.....	.....	b500	30, 000	.....	.....	.....	39	September 15.
290	×	×	×	×	×	1858	1, 600	.....	0	.....	.....	.....	.....	.....	40	Sept., 1st Mon.
291	×	×	×	×	×	.....	.....	.....	.....	30–50	40, 000	.....	.....	b15, 000	40	September 9.
292	×	×	×	0	0	1855	1, 000	.....	0	b325	20, 000	0	0	.....	40	Sept., 1st Wed.
293	×	×	×	×	×	1854	500	.....	.....	b300	40, 000	.....	.....	10, 000	40	September 5.

294	×	×	×	0	0	.....	.....	.....	.....	20	30,000	.....	.....	3,000	40	Sept., 2d Mon.
295	×	×	×	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	39	September 15.
296	×	.....	×	0	×	.....	500	.....	.....	.....	10,000	.....	.....	5,000	39	October 1.
297	×	×	×	.....	.....	.....	.....	.....	.....	175	.....	.....	.....	.....	39	September 22.
298	×	×	×	.....	.....	.....	.....	.....	.....	250	.....	.....	.....	.....	37	September 30.
299	×	0	0	0	0	.....	.....	.....	.....	200	30,000	.....	.....	5,000	37	October 1.
300	×	.....	.....	.....	.....	.....	.....	.....	.....	200	.....	.....	.....	2,000	38	
301	×	0	0	0	×	.....	0	.....	.....	150	.....	.....	.....	.....	40	September 21.
302	×	0	0	.....	.....	.....	0	.....	.....	135	.....	.....	.....	3,500	40	Sept., 4th Mon.
303	×	.....	×	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	43	September 1.
304	×	.....	×	0	0	1866	200	.....	.....	100	10,000	50	.....	1,000	40	September 22.
305	×	×	×	0	0	.....	.....	.....	0	.....	20,000	.....	.....	5,000	40	September 20.
306	×	×	×	0	0	1875	250	.....	0	.....	8,000	.....	.....	.....	40	September 10.
307	×	×	×	0	0	.....	100	.....	0	450	25,000	.....	.....	6,000	40	Sept., 3d Wed.
308	×	×	×	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	September.
309	×	×	×	0	×	.....	1,200	.....	.....	.....	10,000	0	0	1,200	40	Sept., 1st Mon.
310	×	×	×	×	×	.....	625	.....	.....	.....	.....	.....	.....	.....	44	Sept., 1st Mon.
311	×	×	×	0	0	1867	300	50	0	100	22,000	0	0	7,364	40	September 16.
312	×	.....	×	.....	.....	.....	.....	.....	.....	*b*350	.....	.....	.....	.....	40	September 16.
313	×	×	×	.....	.....	.....	.....	.....	.....	50	.....	.....	.....	3,000	40	September 15.
314	×	×	×	0	0	.....	400	.....	.....	24	.....	.....	.....	.....	40	Sept., 3d Wed.
315	×	×	×	.....	.....	.....	.....	.....	.....	50	.....	.....	.....	2,500	40	September 8.
316	×	×	×	0	×	.....	500	25	0	.....	.....	.....	.....	.....	43	September 1.
317	×	×	×	0	.....	1874	75	20	.....	24	6,000	.....	.....	675	40	September 20.
318	×	.....	×	.....	.....	1872	100	.....	0	.....	2,000	.....	.....	.....	40	September.
319	×	×	×	0	0	.....	.....	.....	.....	.....	70,000	.....	.....	7,000	42	Sept., 1st Mon.
320	×	×	×	0	0	.....	.....	.....	.....	40,50	8,000	.....	.....	2,200	40	September.
321	0	×	.....	.....	.....	1873	100	.....	0	100	6,000	0	0	.....	40	Sept., 1st week.
322	×	×	×	0	×	1875	500	.....	0	.....	25,000	.....	.....	.....	40	Sept., 1st Mon.
323	0	×	×	×	0	.....	.....	.....	.....	30–50	12,000	0	0	3,900	42	Sept., 1st Mon.
324	×	×	×	×	×	1866	1,500	100	.....	*b*600	*a*1,500	.....	.....	*b*24,000	40	Sept., 2d Mon.
325	×	×	×	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	September 11.
326	×	×	×	×	×	1866	1,500	.....	0	.....	15,000	.....	.....	8,000	40	Sept., 1st Wed.
327	.....	×	×	.....	.....	1869	100	.....	0	30	*d*5,000	.....	.....	.....	40	Sept., 1st Wed.
328	×	.....	×	0	0	.....	.....	.....	.....	50	25,000	.....	.....	750	40	Sept., 1st Mon.
329	×	×	×	0	.....	.....	.....	.....	.....	*b*575	15,000	.....	.....	.....	39	September 20.
330	×	×	.....	.....	.....	.....	.....	.....	.....	60, 80	.....	.....	.....	.....	39	September 21.
331	×	.....	×	0	0	.....	450	20	.....	*b*400	20,000	.....	.....	5,000	40	Sept., 3d Wed.
332	×	×	×	.....	.....	.....	.....	.....	.....	28–72	.....	.....	.....	.....	44	September 6.
333	×	×	×	0	0	1866	250	40	0	250	20,000	0	0	3,000	40	Sept., 2d Wed.
334	×	×	×	0	×	1872	250	.....	0	*b*400	40,000	0	0	*b*5,000	40	September 6.
335	×	×	×	.....	×	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	Sept., 1st Mon.
336	×	.....	.....	.....	×	.....	.....	.....	.....	45–70	15,000	.....	.....	.....	40	September 22.
337	×	×	×	0	0	.....	.....	.....	.....	.....	25,000	.....	.....	4,500	39	September 23.
338	×	×	×	.....	.....	.....	.....	.....	.....	.....	40,000	.....	.....	.....	39	September.
339	×	×	×	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,340	40	September 15.
340	×	×	×	0	×	.....	300	20	.....	80	*a*250	.....	.....	5,400	40	September.
341	×	×	×	0	×	.....	1,000	.....	.....	45–90	40,000	0	0	3,000	39	September 15.
342	×	×	0	×	×	.....	1,050	.....	0	55	42,000	8,000	.....	10,000	40	September 15.
343	×	×	×	0	0	1856	300	50	0	40	.....	0	0	1,593	40	Sept., 1st Mon.

a Apparatus. *b* Board and tuition. *c* Tuition for music not included. *d* Value of grounds.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1875, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 indicates no or none.

Number.	Is drawing taught?	Is music taught?		Chemical laboratory?	Philosophical cabinet and apparatus?	Library.				Average annual expenses for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		Vocal?	Instrumental?			Date of origin.	Number of volumes.	Average annual increase.	Amount of fund.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
344	×	×	×	×	×	.....	1,171	.....	.....	.....	$25,000	.....	.....	.....	40	Sept., 1st Thurs.
345	×	×	×	.....	.....	.....	.....	.....	.....	$150	.....	.....	.....	.....	40	Sept., 1st Mon.
346	×	×	×	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
347	×	×	×	.....	.....	1865	.....	.....	.....	.....	*a*2,000	.....	.....	$2,576	40	September 16.
348	×	×	×	×	×	.....	500	.....	$0	.....	.....	.....	.....	.....	40	Sept., 1st Mon.
349	×	.....	×	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	Sept., 2d week.
350	×	×	×	0	0	.....	0	.....	.....	40–120	*b*500	.....	.....	2,200	40	September 15.
351	×	×	×	×	×	1831	1,000	.....	.....	60	20,000	.....	.....	2,286	40	September.
352	×	×	×	×	×	1866	3,000	.....	0	65	70,000	$0	$0	.....	38	August 12.
353	×	×	×	.....	.....	1868	300	20	.....	*c*250	10,000	.....	.....	3,500	40	September 5.
354	×	×	×	.....	.....	.....	.....	.....	.....	28	15,000	.....	.....	2,500	38	Sept., 1st Tues.
355	.....	×	×	.....	×	.....	.....	.....	.....	*c*400	20,000	.....	.....	.....	40	September 13.
356	×	×	×	×	×	1854	800	.....	.....	56½	26,060	.....	.....	5,640	40	Sept., 2d Thurs.
357	×	×	×	.....	.....	.....	.....	.....	.....	.....	20,000	.....	.....	.....	40	September 10.
358	×	×	×	0	0	1871	400	50	.....	*c*450	20,000	.....	.....	8,000	38	September 26.
359	×	×	×	.....	.....	.....	.....	.....	.....	*c*400	30,000	.....	.....	.....	40	September.
360	×	×	×	0	×	.....	500	.....	.....	.....	130,000	.....	.....	.....	42	Sept., 1st Mon.
361	×	.....	×	.....	.....	.....	.....	.....	.....	50⅓	37,500	.....	.....	1,006	42	Sept., 1st Mon.
362	×	×	×	×	×	1867	500	25	0	30	20,000	.....	.....	3,500	38	September 15.
363	×	×	×	0	0	.....	.....	.....	.....	40	.....	.....	.....	1,500	40	Sept., 1st Mon.
364	×	.....	×	0	×	.....	50	.....	.....	24–48	9,000	.....	.....	2,000	40	Sept., 2d Mon.
365	×	×	×	0	0	.....	.....	.....	.....	.....	1,500	.....	.....	3,698	38	September 20.
366	×	×	×	.....	.....	.....	.....	.....	.....	32–60	.....	.....	.....	.....	40	September.
367	×	×	×	0	0	.....	.....	.....	.....	.....	.....	.....	.....	4,000	40	September 15.
368	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
369	×	×	×	.....	.....	.....	500	.....	.....	*c*250	.....	.....	.....	.....	40	Sept., 1st Mon.
370	×	×	×	.....	×	1860	500	.....	.....	.....	.....	.....	.....	.....	42	Sept., 1st Mon.
271	×	×	×	×	×	1850	3,000	.....	0	150	100,000	0	0	30,000	36	October 1.
372	×	×	×	×	×	1869	900	50	0	.....	*a*2,000	.....	.....	16,000	42	September 21.

373	×	×	0	×	------	------	------	------	------	------	------	------	------	------	39	September 23.
374	×	×	×	0	×	------	2,040	------	------	------	------	------	0	0	40	September 24.
375	×	------	------	------	------	------	------	------	------	75–250	------	------	------	------	40	September 25.
376	×	×	×	------	------	------	------	------	------	------	------	------	------	------	40	September 26
377	×	×	×	×	------	------	------	------	------	------	------	------	------	------	40	September 22.
378	×	×	×	------	0	------	------	------	------	------	------	------	------	------	40	September.
379	×	------	×	0	0	------	------	------	------	------	60,000	------	------	11,000	42	September 22.
380	×	×	×	------	------	------	1,000	------	------	------	75,000	------	------	------	39	Sept., last Wed.
381	×	×	×	0	0	1867	1,000	------	0	150	------	------	------	------	40	September 20.
382	×	×	×	------	------	------	------	------	------	150	125,000	0	0	------	40	September 20.
383	×	×	×	0	0	------	------	------	------	100–200	------	------	------	------	40	Sept., last Wed.
384	×	×	×	------	×	------	300	------	------	*c*600	------	------	------	------	40	September 21.
385	×	0	0	------	×	------	------	------	------	100–250	------	------	------	------	40	September 30.
386	×	×	×	0	0	1870	200	12	0	------	13,000	0	0	2,797	40	September 1.
387	×	×	×	0	0	------	------	------	------	50	------	------	------	2,250	40	September 14.
[illegible]	×	------	×	------	------	------	------	------	------	------	20,000	------	------	8,400	40	September 21.
389	×	×	×	×	×	------	------	------	------	*c*400	75,000	------	------	------	40	September 15.
390	×	×	×	×	×	------	------	------	------	------	25,000	------	------	7,000	39	Sept., 3d Wed.
391	×	×	×	×	×	1849	900	50	------	*c*250	150,000	------	------	------	40	September.
392	×	×	×	0	------	1860	200	------	0	50	25,000	0	0	2,000	40	Sept., 2d Wed.
393	×	×	×	------	------	1872	600	------	0	*c*250	40,000	------	------	------	37	September 1.
394	×	0	×	0	×	------	203	------	------	------	7,717	------	------	4,034	40	Sept., 1st Mon.
395	×	×	×	×	×	------	1,050	------	------	------	55,000	------	------	------	40	September 14.
396	×	×	×	×	×	------	------	------	0	60	100,000	0	0	------	38	September 15.
397	0	×	×	0	0	------	500	------	------	50	25,000	------	------	2,500	40	September 20.
398	×	×	×	------	------	------	------	------	------	*c*600	------	------	------	------	40	September.
399	×	×	×	0	0	------	0	------	------	------	40,000	0	0	------	40	September 20.
400	×	0	0	×	×	1838	1,140	8	0	68	80,000	0	0	3,000	40	Sept., 3d Wed.
401	×	×	×	×	×	1856	800	------	0	152	65,628	22,500	1,575	6,595	38	September.
402	×	×	×	0	0	------	------	------	------	*c*600	75,000	------	------	------	38	September 15.
403	×	×	×	0	------	------	300	------	------	------	30,000	------	------	------	40	Sept., 2d Wed.
404	×	×	×	------	------	1875	------	------	------	50	------	------	------	------	40	September 13.
405	×	×	×	0	------	------	250	------	------	120	50,000	------	------	8,000	38	Sept., 3d Wed.
406	0	------	×	0	0	------	0	------	------	28	------	------	------	------	40	September.
407	×	×	×	------	------	------	0	------	0	60	25,000	0	0	8,000	40	October 1.
408	×	×	×	0	0	1873	100	6	0	------	2,500	0	0	500	40	August, 1st Mon.
409	×	×	×	0	×	------	300	------	0	50	50,000	0	0	------	40	September 23.
410	×	×	×	×	×	------	------	------	------	------	------	------	------	------	44	Sept., 1st Mon.
411	0	0	0	0	0	------	100	------	------	20–25	2,000	0	0	------	40	September 3.
412	×	×	×	×	×	------	100	------	------	------	33,000	------	------	------	39	Sept., 2d week.
413	×	×	×	×	×	------	------	------	------	200	------	0	0	------	40	Sept., 1st Mon.
414	×	------	×	------	×	------	------	------	------	75	25,000	------	------	3,750	40	Sept., 1st Mon.
415	×	×	×	×	×	1829	3,000	------	0	28	50,000	------	------	*c*20,000	39	September 9.
416	×	×	×	------	------	------	------	------	------	------	------	------	------	------	44	Sept., 1st Mon.
417	×	×	×	×	×	1845	2,600	100	5,000	50	20,000	0	0	3,000	39	September 9.
418	×	------	0	------	------	------	------	------	------	------	------	0	0	------	40	September 10.
419	×	×	×	×	×	------	300	------	------	------	25,000	------	------	------	42	Sept., 1st week.
420	×	×	×	0	×	------	3,000	------	------	------	150,000	0	0	------	42	September 1.
421	×	×	×	------	------	------	------	------	------	70	------	------	------	------	40	September 15.
422	×	×	×	------	------	------	------	------	------	50	15,600	------	------	3,600	40	Sept., 1st Wed.
423	×	------	×	0	×	1861	500	50	0	40	15,000	------	------	2,000	40	September 26.

a Apparatus. *b* Furniture and apparatus. *c* Board and tuition.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1875, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 indicates no or none.

Number.	Is drawing taught?	Is music taught?		Chemical laboratory?	Philosophical cabinet and apparatus?	Library.				Average annual expenses for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		Vocal?	Instrumental?			Date of origin.	Number of volumes.	Average annual increase.	Amount of fund.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
424	×	×	×	0	0	1866	1,200	25	$0	$200					40	Sept., 1st Mon.
425	×									90					40	September 15.
426	×	×	×	×	×	1867	1,000	100	0	50	$80,000	$0	$0	$2,150	40	September 15.
427	×	×	×	×	×					a600	12,000			4,500	38	September 9.
428	×	×	×	0	×		3,000				150,000	0	0		40	September 13.
429	×	×	×	×	×	1794	3,100	100		a250	40,000			30,000	42	September 1.
430	×	×	×			1869	100			40	3,800			a18,112	40	September 1.
431	×	×	0	0	0									1,600	40	September.
432	×	×	×		×		300								40	September.
433	×	×								100–150		0	0	a8,000	39	Sept., 3d Wed.
434	×	×								40–160					38	Sept., last week.
435	×	×	×	0	×				0					2,500	40	September.
436	×	×								400					40	September 15.
[illegible]	×	×		0			0		0	60, 80				1,554	40	Sept., 2d Mon.
[illegible]	×	×	×	×	×	1871	260								40	September 15.
439	0	0												4,000	40	Sept., 2d Wed.
440	×	×								80–180					40	Sept., 2d week.
441															38	September 22.
442	×	×	×							600					40	September 11.
443	×	×	×	×	×	1855	3,000		0	100	30,000			4,000		September 15.
444	×	×	0							40–80					40	September 20,
445	×	×	×							50–120					40	September.
446	×	0													40	September 15.
447	×		×	0		1868	1,000		0	80				12,000	40	Sept., 3d Thurs.
448	×	×	×	×	×	1850	550	25	0	50	30,000				40	Sept., 2d Mon.
449	×	×	×			1870	300			a500	30,000	0	0	a12,000	40	Sept., 2d Thurs.
450	×	×	×	0	0										38	September,
451	×	×	×											5,000	38	September 15.
															38	Sept., last week.

452	×	×	×	0	×	1865	500		0	125	*b*1,000				37	September 20.
453	0	×	×	0	0					60					40	September 15.
454		×	×	×	×		700			40	16,000	0	0	1,800	40	Feb., 3d Wed.
455		×	×	×	×		0				15,000	0	0	3,000	40	February 1.
456	0	0	×	0	0		0				6,000	0	0	1,400	40	Feb., 1st Mon.
457	×	×	×	0	0		0			40	25,000				40	Sept., 1st Mon.
458	0	×	×	0						36	3,500				40	August.
459	0	×	×	0	0					60	7,000	0	0	2,000	40	Sept., 1st Mon.
460		×	×	0	×	1850	2,000	0	0	6	18,000	0	0	100	40	Sept., 1st Mon.
461	×	×	×				3,000			*a*325	20,000			4,000	40	Sept., 1st Mon.
462	×	×	×	0	0				0	35	5,000	0	0	3,000	40	Aug., 4th Mon.
463	×	×	×	×	×	1873				40–200					40	September 14.
464	×	×	×			1873	300			*a*280	20,000			*a*10,000	40	March 15.
465	×	×	×	0	0		0		0	30	7,000	0	0	2,000	40	September 1.
466	×	×	×	×			300		0	40	15,000			5,000	40	September 1.
467	×	×	×	0	0		600	0		30	1,000	0	0	2,600	40	Sept., 1st Mon.
468		×	×	0	0		0				2,500				40	September 9.
469	×	×	×	×	×		2,000				1,500			5,000	41	September.
470	×	×	×	0	0	1871	321			*a*300					42	Sept., 1st Mon.
471	0	×	×	×	×					30	10,000	0	0	4,000	42	Feb., 2d Mon.
472	×	×	×	0	×	1856	300		0	45				1,500	40	September 1.
473	×	×	×				300								46	Sept., 1st Mon.
474	×	×	×	0	0		300								38	October 7.
475	×		×	0	0					70				1,800	37	September 7.
476	×	×	×	×	0		2,000			30					39	September 14.
477	×	×	×				200			80	10,000			1,200	44	Sept., 1st week.
478	×	×	×	×	×	1867	300		0	*a*160	10,000				42	September 1.
479	×	×	×	0	×					30	10,000			4,500	40	Aug., 4th Thurs.
480	×		×	0	0					75	7,300				40	September 15.
481	0	×	×	0	0					180	3,500			1,800	36	September 20.
482			×	0						50				1,200	39	September 15.
483	×	×	×	0	0		1,000				25,000	0	0	5,000		Sept., 1st Mon.
484	×	×	×	0	0						8,000			1,534	40	Sept., 1st Mon.
485	0	×	×				200			40	3,000			350	40	Sept., last Mon.
486	×	×	×	0	0					*a*300	6,000			600	40	September 15.
487	×	×	×	0	×		400			50	20,000				40	September 8.
488	×	×	×				700				10,000			791	40	Sept., 1st Mon. or Wed.
489	×	×	×	×	×	1848	3,000			*a*250	100,000				43	September 1.
490		×	×											800	44	Sept., 1st Mon.
491	×	×	×	0	×	1869	450	15	0	*a*300	50,000	0	0	*a*6,551	40	September 15.
492	×	×	×	×	×	1871	1,300	100	0	*a*380	65,000	0	0	8,000	38	Sept., 1st Wed.
493	×	×	×	×	×							0	0		46	Sept., 1st Mon.
494	×	×	×	×	×	1863	1,500		0	*a*180	100,000				44	Sept., 1st Mon.
495	×	×	×	0	0		2,000				20,000				44	Sept., 1st Mon
496	×	×	×	×	×		3,500			25–75	250,000				44	September 1.
497	×	×	×				200			30–75					40	September 9.
498		×	×				350			37–100					42	September 16.
499	×	×	×												40	Sept., 1st Mon.
500	×		×													

a Board and tuition. *b* Apparatus.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1875, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 indicates no or none.

Number.	Is drawing taught?	Is music taught?		Chemical laboratory?	Philosophical cabinet and apparatus?	Library.				Average annual expenses for tuition.	Property, income, &c.				Number of weeks in scholastic year	Scholastic year begins—
		Vocal?	Instrumental?			Date of origin.	Number of volumes.	Average annual increase.	Amount of fund.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
501	×	×	×	×	×	.....	2,000	.....	.....	$37–67	$60,000	.....	.....	.....	43	September 1.
502	×	×	×	.....	.....	1875	.....	.....	.....	40–60	.....	.....	.....	.....	40	September.
503	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	September 13.
504	×	.....	.....	.....	.....	.....	.....	.....	.....	50–100	.....	.....	.....	.....	40	September 20.
505	×	×	×	0	0	.....	200	.....	.....	45–200	.....	.....	.....	.....	40	September 20.
506	×	×	×	.....	.....	.....	.....	.....	.....	60–100	.....	.....	.....	.....	40	Sept., 2d Mon.
507	×	×	×	.....	.....	.....	125	.....	.....	21–65	.....	.....	.....	.....	40	September 15.
508	0	0	×	.....	.....	.....	400	.....	.....	100	.....	.....	.....	.....	40	September 20.
509	×	×	×	0	0	.....	350	.....	.....	50–100	.....	.....	.....	.....	40	September 15.
510	×	0	0	×	×	.....	500	.....	.....	90	.....	.....	.....	.....	40	Sept., 2d week.
511	×	0	0	0	0	.....	0	.....	.....	120	.....	.....	.....	.....	40	Sept., 1st Wed.
512	×	0	×	.....	.....	.....	.....	.....	.....	100	.....	.....	.....	.....	39	September 15.
513	×	×	×	×	×	.....	200	50	.....	36	35,000	.....	.....	.....	40	Sept., 1st Mon.
514	×	×	×	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	Sept., 1st Sat.
515	×	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	Sept., 2d Mon.
516	×	×	.....	.....	.....	.....	.....	.....	.....	60	.....	.....	.....	.....	40	September 13.
517	×	×	×	×	×	.....	.....	.....	.....	40–80	6,000	.....	.....	$2,000	40	September 13.
518	×	.....	×	.....	.....	.....	.....	.....	.....	40–60	.....	.....	.....	.....	40	September 13.
519	×	×	×	.....	.....	.....	.....	.....	.....	32–72	.....	.....	.....	.....	41	September 4.
520	×	×	×	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	September.
521	×	×	×	.....	.....	1864	500	50	.....	.....	45,000	.....	.....	8,000	44	September 1.
522	×	×	×	×	×	1870	400	.....	$0	40–60	33,000	$0	$0	8,500	40	September 8.
523	0	.....	×	0	0	.....	60	.....	0	.....	.....	.....	.....	0	43	Sept., 1st Wed.
524	.....	×	.....	.....	.....	.....	.....	.....	.....	.....	75,000	.....	.....	.....	40	Sept., 1st Mon.
525	×	×	×	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	42	November.
526	×	×	×	0	0	1874	50	.....	0	30$\frac{3}{5}$	8,500	0	0	3,500	40	Sept., 1st Mon.
527	.....	×	.....	.....	.....	.....	.....	.....	.....	10–30	2,500	.....	.....	700	40	Aug., 1st Mon.
528	0	0	×	×	×	.....	4,000	20	0	50	3,000	0	0	1,500	39	October 1.
529	×	×	0	0	×	.....	0	0	0	0	6,000	0	0	0	32	Oct., 1st Mon.

530			×	0	0						2,000			3,000	40	September.
531	0	0	0	0	0		0	0		25	14,000			1,400	40	January 25.
532	0		×	0	0		0	0	0						40	September 1.
533		×									2,000			654		
534	×	×	×	0	0		0				5,000	0	0	1,000	40	September 1.
535		×	×	0	0						5,000			3,500	40	September 1.
536	×	×	0	0	×						2,000			1,000	38	April 14.
537	0	0	×	0	0	1868	325	20	0	30–50	10,000			1,600	40	August.
538	×	×	×	×	×	1870	512	20	0	48	32,000	20,000	2,000	6,000	40	June 1.
539	×	×	×	×	×		250			50	*15,000	0	0	*5,450	40	August 23.
540	×	×	×		×					48				3,000	52	
541	×	×	0							12	a200				52	January 1.
542	×	×	0	0			0		0	30–46				2,500	46	June.
543	×	×	×	0	×	1850	1,500	40	0	50 & 60	25,000	0	0	1,576	40	Sept., 1st week
544	×	0	×	×	×	1872	500		0	24	66,000	85,000	5,750	800	40	September.
545	0	0	0	×	×		300		0	24	20,000	15,000	1,700		40	September 1.
546	×	×	×	×	×	1870	1,100	300	0	9	7,000	0	0	2,000	40	Sept., 1st Mon.
547	×	×	×	×			50						250	700	40	September 20.
548	0	×	×	×	×					30	10,000	0	0	2,000	40	April 1.
549										27	1,500	1,500	120		36	September 1.
550	0	0	0	0	0		0		0		4,000	0	0	1,000	40	September.
551	×		×	0	0	1876	500			40	7,000			1,000	40	September 15.
552				×	0					36						Sept., 3d Wed.
553	×	×	×	×	×	1870	400	50	0	50	9,000		0	b3,000	40	Aug., last Mon.
554	×	×	×	0	×	1870				40–70				2,587	40	Sept., 1st Tues.
555	0	×		0	0		0							400	30	Sept., 1st Mon.
556	0	0	0	0	0					40–50				1,000	38	Sept., 2d Wed.
557	×	×	×	×	×	1865	50		0	45	5,000	0	0	1,500	50	Sept., 1st week.
558	×		×	0	0					40	10,000	0	0	700	40	September 12.
559	0	0	0	0	0		0		0	36	2,000			1,000	40	September 1.
560										45					40	September 15.
561	×	×	×	0	0		0		0	30	11,000	0	0	300	40	Sept., 1st Wed.
562		×	×							50	10,000			1,400	40	Sept., 1st Mon.
563	×	×	×	0	0		400	0	0	200	10,000	0	0		39	Sept., 1st Mon.
564	0	0	0	0	0		0				2,000	0	0	800	40	Sept., 1st Mon.
565	0	0	0	0	0		0					0	0	950	40	September 1.
566	0	×	×	0	×		125	0	0		15,000	5,000	300		40	September 1.
567	0	×	×	0	0		0			33	5,000	1,200		800	40	September 1.
568											1,000				39	September 1.
569	×	×	×	0	0					30	5,000			2,000	40	September 10.
570	×	0	0	×	×	1863	250				16,000	0	0	4,500	39	Sept., 1st Mon.
571	×		×	0	×	1868	150		0	36	7,000			2,000	40	September.
572	0	×	0	0	0		50		0		2,500	0	0	0	27	October 15.
573	0	0	0	0		1875	1,000		0	27	5,000	0	0	0	39	October 1.
574											2,000			1,000	36	October 1.
575	×	0	0	0	0	1869	1,000		0	8	16,000			700	34	October 1.
576	×	×	×	×	×	1873	500	200	0	40	12,000	0	0	6,000	40	September 1.
577	0	0	0	0	0				0		500			600	40	January.
578	×	×	×	0	0	1874	40		0	22½–52½	6,500	0	0	1,800	40	Jan., 2d Thurs.
579											600			650	36	January 10.

* From Report of Commissioner of Education for 1874.

a Apparatus.

b Board and tuition.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1875, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 indicates no or none.

Number.	Is drawing taught?	Is music taught?		Chemical laboratory?	Philosophical cabinet and apparatus?	Library.				Average annual expenses for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		Vocal?	Instrumental?			Date of origin.	Number of volumes.	Average annual increase.	Amount of fund.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
580	×	×	×	0	×	.....	200	.....	.....	.....	$10,000	$0	$0	$4,500	40	Sept., 1st Mon.
581	×	×	×	×	0	1873	250	100	$0	$30	2,500	.....	.....	1,200	40	Aug., 4th Mon.
582	0	×	×	0	0	1870	150	9	.....	20–40	2,500	16,200	600	2,100	40	Aug., 3d Wed.
583	0	0	0	0	0	.....	0	0	0	30	1,000	0	0	1,150	40	Jan., 2d Mon.
584	.....	×	×	0	0	.....	.....	.....	.....	35	50,000	.....	1,200	20,000	40	September 1.
585	×	0	0	0	0	1870	300	.....	0	30	4,000	0	0	1,000	40	Jan., 1st Mon.
586	.....	.....	×	0	0	.....	.....	.....	.....	22½	.....	.....	.....	800	43	January 1.
587	.....	×	.....	.....	.....	.....	.....	.....	.....	6	6,000	.....	.....	721	41	April 1.
588	×	0	×	0	×	1874	40	.....	0	35	3,500	0	0	2,100	40	Sept., 1st Mon.
589	×	×	×	×	×	.....	300	.....	0	.....	100,000	0	0	.....	39	September 1.
590	×	×	×	.....	.....	1870	500	.....	.....	.....	80,000	.....	.....	8,000	42	September 1.
591	0	.....	×	×	×	.....	100	.....	0	30	30,000	600	50	1,500	40	September 4.
592	×	×	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
593	×	×	×	.....	.....	.....	.....	.....	.....	.....	5,000	.....	.....	5,000	40	September 4.
594	×	×	×	0	0	.....	0	.....	.....	36	25,000	.....	.....	.....	39	Sept., 1st Mon.
595	×	×	×	×	×	.....	600	.....	0	30	35,000	17,000	1,700	1,400	38	Sept., 3d Wed.
596	0	×	×	×	×	1870	100	10	0	21½	7,000	0	0	1,200	40	November 30.
597	.....	×	×	×	×	1841	1,200	100	.....	45	100,000	.....	.....	7,000	39	Aug., last Mon.
598	×	×	×	×	×	1867	200	.....	0	24	3,000	1,500	100	.....	40	September 1.
599	×	×	×	0	×	.....	800	.....	0	24	18,000	18,000	1,500	4,000	40	August 24.
600	×	0	×	0	×	1870	500	.....	0	.....	4,000	.....	.....	3,100	40	September 9.
601	×	×	×	×	×	.....	.....	.....	.....	.....	200,000	.....	.....	.....	.....	
602	×	×	×	0	0	.....	1,000	.....	.....	0	20,000	.....	.....	0	40	Sept., 1st Mon.
603	.....	×	×	0	×	1860	1,500	.....	0	.....	30,000	.....	.....	.....	39	September 13.
604	.....	0	0	×	×	1846	1,000	.....	0	25	8,000	2,000	200	2,220	39	September.
605	.....	×	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	750	40	September.
606	0	0	0	0	×	1855	250	13	0	20	6,000	.....	.....	1,500	36	August 24.
607	×	0	0	×	×	.....	100	.....	0	30	21,000	.....	2,000	2,600	40	Sept., 1st week.
608	0	.....	×	×	×	.....	3,000	.....	.....	24	10,000	2,800	150	6,000	39	Sept., 1st week.

609	0	×	×	×	×	.....	0	.....	0	24	10,000	0	0	2,800	39	September 15.
610	×	×	×	0	0	.....	0	.....	.....	.....	7,000	.....	.....	.....	42	Sept., 1st Mon.
611	0	×	0	.....	×	1855	800	.....	0	9 & 12	8,000	41,000	4,160	600	39	Sept., 1st Mon.
612	×	×	×	0	×	.....	0	.....	.....	28	15,000	0	0	1,269	40	Sept., 1st Mon.
613	×	×	×	0	.....	1872	225	.....	0	.....	16,000	6,000	300	2,200	39	September 9.
614	.....	×	×	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	36	September 1.
615	.....	0	×	0	0	.....	30	5	0	25	6.000	.....	.....	1,200	44	Aug., 1st Mon.
616	×	.....	×	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	September.
617	×	.....	×	0	0	1866	200	4	20	.....	4,000	0	0	760	36	Sept., 1st week.
618	0	0	×	×	×	.....	500	100	0	.....	10,000	25,000	2,500	500	40	September 1.
619	×	×	0	×	0	.....	0	.....	.....	25	.....	0	0	2,250	40	Sept., 1st Mon.
620	×	×	×	0	×	1854	500	.....	0	30	25,000	7,000	400	4,000	39	September.
621	0	×	×	0	0	.....	.....	.....	.....	21	3,000	.....	.....	930	36	Aug., last Mon.
622	0	×	×	0	0	.....	0	.....	.....	30	3,500	0	0	1,200	37	September 1.
623	×	×	×	×	×	.....	.....	.....	.....	17	.....	.....	.....	2,100	38	Sept., 1st week.
624	0	×	×	0	×	1871	300	.....	0	27	15,000	10,000	1,000	3,045	37	Sept., 1st Wed.
625	0	0	0	0	0	.....	0	.....	.....	.....	.....	0	0	.....	37	September 6.
626	×	×	×	.....	×	.....	1,700	.....	.....	.....	7,000	.....	.....	.....	39	Sept., 1st Mon.
627	×	×	.....	0	0	1874	60	.....	.....	21	5,132	0	0	798	39	Sept., 1st Mon.
628	0	0	0	0	0	.....	7	.....	0	15	9,000	(240)		928	36	September 20.
629	×	×	×	0	×	1866	500	.....	0	5	15,000	15,000	1,500	500	40	Sept , 1st Wed.
630	×	×	×	.....	.....	.....	.....	.....	.....	32	25,000	.....	.....	2,000	40	Sept., 1st week.
631	0	.....	×	×	0	.....	0	.....	.....	.....	30,000	0	0	980	36	September 12.
632	×	×	×	0	×	1868	489	40	0	35	9,000	0	0	3,500	36	Sept., 2d Mon.
633	0	0	0	0	×	.....	0	.....	.....	20	8,200	.....	.....	800	35	September 25.
634	.....	.....	.....	.....	.....	.....	.....	.....	.....	25	4,000	.....	.....	.....	40	Aug., 3d Mon.
635	0	×	×	×	×	1870	100	.....	1,000	21	15,000	10,000	600	1,200	39	September 22.
636	0	0	×	0	0	.....	.....	.....	0	30	2,000	0	0	2,000	40	September 1.
637	0	0	0	0	0	.....	0	0	0	26	16,000	0	0	2,200	40	Sept., 1st Mon.
638	×	×	×	×	×	.....	.....	.....	.....	.....	30,000	25,000	.....	2,000	38	September 1.
639	0	×	×	×	×	1870	100	.....	.....	12	3,500	.....	.....	75	30	Sept., 3d Mon.
640	×	×	.....	0	0	.....	.....	.....	.....	.....	8,000	.....	.....	.....	36	September.
641	0	0	0	0	0	.....	500	.....	.....	40	6,000	0	0	.....	40	Sept., 1st Mon.
642	0	×	×	×	×	.....	.....	.....	.....	.....	4,000	.....	.....	2,000	40	Sept., 1st Mon.
643	×	×	×	0	0	1843	500	.....	0	40	5,000	0	0	3,000	40	Sept., 1st Mon.
644	0	×	×	0	0	.....	.....	.....	.....	45	4,500	.....	.....	2,800	40	September 1.
645	0	0	0	0	0	.....	0	.....	.....	30	.....	.....	.....	.....	40	Sept., 1st Mon.
646	0	×	×	0	0	.....	400	.....	.....	.....	16,000	.....	.....	.....	42	Sept., 1st Mon.
647	×	×	×	0	0	.....	10	.....	.....	50	15,000	0	0	.....	40	September 1.
648	0	×	×	0	0	.....	0	.....	.....	40	18,000	0	0	2,500	40	Sept., 1st Mon.
649	×	×	×	×	0	.....	.....	.....	.....	40	7,000	0	0	3,000	40	Sept., 1st Mon.
650	×	×	×	.....	×	.....	50	.....	.....	30	10,000	.....	.....	2,500	40	Sept., 2d Mon.
651	×	×	0	×	×	.....	0	.....	.....	.....	31,000	0	0	5,918	40	Sept., 1st Mon.
652	0	0	0	×	0	.....	0	.....	.....	25	2,500	.....	.....	1,245	36	September 6.
653	×	×	×	.....	×	.....	.....	.....	.....	50	.....	0	0	.....	40	Sept., 1st Mon.
654	0	×	×	0	0	1856	200	.....	0	25	4,000	.....	.....	1,200	44	Sept., 1st Mon.
655	0	×	×	0	.....	.....	0	.....	.....	34	5,000	.....	.....	4,000	40	Sept., 1st Mon.
656	×	×	×	0	×	1850	1,000	0	0	15	10,000	1,000	.....	3,600	40	Aug., 4th Mon.
657	0	×	×	×	.....	.....	500	.....	.....	.....	7,000	3,000	180	3,250	40	Sept., 1st Mon.
658	0	0	×	0	0	.....	.....	.....	0	30	1,500	0	0	1,500	40	September 1.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1875, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 indicate no or none.

Number.	Is drawing taught?	Is music taught?		Chemical laboratory?	Philosophical cabinet and apparatus?	Library.				Average annual expenses for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		Vocal?	Instrumental?			Date of origin.	Number of volumes.	Average annual increase.	Amount of fund.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
659	×	×	×	0	×	.....	.....	.....	$0	$30	$10,000	$0	$0	$2,500	40	Sept., 1st Mon.
660	×	×	×	.....	.....	.....	300	.....	.....	30	14,000	.....	.....	800	42	Sept., 1st Mon.
661	0	0	0	0	0	.....	0	.....	0	40	6,000	0	0	.....	40	September 13.
662	.....	×	×	.....	.....	.....	.....	.....	.....	30	4,000	.....	.....	1,600	36	Aug., last Mon.
663	.....	.....	×	0	0	.....	.....	.....	.....	.....	10,000	.....	.....	1,800	40	September 7.
664	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
665	0	×	×	0	0	.....	0	.....	.....	50	6,000	.....	.....	2,500	40	September 1.
666	0	×	×	0	0	1859	2,000	100	0	.....	5,000	0	0	3,000	42	Sept., 1st Mon.
667	0	0	0	0	0	.....	.....	.....	.....	57	30,000	0	0	7,000	40	Sept., 1st Mon.
668	×	×	×	0	.....	.....	.....	.....	0	14	2,500	5,911	413	205	32	August 23.
669	.....	.....	×	0	×	1843	600	.....	0	20	2,000	4,000	240	900	44	Sept., 1st week.
670	0	×	0	×	×	.....	.....	.....	0	.....	2,000	10,000	600	157	.....	.....
671	0	×	×	×	×	1851	900	.....	0	25	33,000	30,000	2,000	900	40	Aug., 1st Wed.
672	.....	×	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	32	Sept., 1st Mon.
673	0	.....	.....	0	.....	1852	1,000	50	0	8	6,000	2,300	130	300	20	September 1.
674	0	×	0	×	×	.....	450	.....	.....	.....	10,000	22,000	1,320	175	35	August 31.
675	×	×	×	×	×	.....	1,000	.....	.....	.....	105,000	20,000	.....	2,300	39	August 17.
676	×	.....	.....	×	×	.....	218	0	0	15	4,000	2,600	156	650	33	Aug., last Tues.
677	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	Sept., 1st Mon.
678	×	×	×	×	×	1850	500	0	0	.....	8,000	4,000	300	1,000	40	August.
679	0	×	×	×	×	1875	50	.....	0	30	60,000	1,000	60	2,250	39	September 2.
680	0	0	0	0	×	1847	800	40	0	12–15	5,000	0	0	500	40	September 1.
681	0	0	0	×	×	.....	500	.....	.....	5½	.....	.....	.....	1,200	33	September 4.
682	0	0	0	0	×	.....	.....	.....	.....	.....	4,250	3,500	210	314	.....	.....
683	×	.....	×	0	.....	.....	.....	.....	.....	12	4,000	1,000	70	300	24	Aug., 3d Wed.
684	×	.....	×	×	×	.....	400	.....	.....	.....	3,000	1,500	90	550	40	Aug., last Tues.
685	0	.....	×	×	×	1850	600	10	0	12	6,000	4,500	300	500	22	August 30.
686	0	×	0	0	×	1863	30	.....	0	.....	3,000	10,300	600	1,300	40	September.

687	×	×	×	×	×	1856				22	10,000			2,500	39	September.
688	0		0	0	0		200				4,000	4,000	240	400	30	August 31.
689	×	×	×	0	0		0	0	0		3,000	1,000	60		33	Sept., 1st Tues.
690											3,000	2,000	125			
691	0	0	×	0	0	1835	650	0	0		10,000	12,000	600	800	39	August 28.
692	×	×	×	0	×					13	5,000	1,656		300	36	May 16.
693	×	×	0	×	×	1849	350		0		25,000			1,250	34	Aug., last Tues.
694	0	×	0	×	×	1875									36	September 1.
695	×	×	×	×	×	1852	2,000				60,000				45	September 1.
696	×	×		×	×	1850	1,300	50	0	20	50,000		(12,500)		42	September 1.
697	0	0	0	0	0					0	2,000				42	October 1.
698	0	×	×	0	0					*a*250	7,000			1,200	40	Sept., 1st Mon.
699	0	0	0	0	0		0	0	0	20	3,000	0	0		42	September 1.
700	0	0	0	0	0					25	8,000			600	40	Sept., 1st Mon.
701	×		×	0	0					30½				825	39	September 1.
702	×	×	×	×	×		1,500	20		36	60,000	4,000		1,800	40	September 13.
703	0	×	0	×	×	1868	88	0	0	50	40,000	75,000	4,500	0	39	August 30.
704	×	×	×	0	×	1862	3,311	120	3,000	24	18,000	20,000	1,200	1,235	34	Aug., last Wed.
705	×	×	0	×	×	1871	100								39	March, last Mon.
706	0	0	0		×		36	1	0	0	6,500	12,000	900	20	40	August.
707										160				10,000	36	October, 1st Mon.
708	×	×	×	×	×	1868	1,000	75	*b*5,000	0	14,000	78,000	4,500	100	41	August 20.
709	×	×	0	0	×		1,000	0			20,000				35	September.
710	×	×		0	×	1870	200	25			50,000	6,000	420	850	40	August 24.
711	0	0	0	0	×	1829	200		0	*c*20	5,000	24,000	1,700	20	40	Sept., 1st Mon.
712	×			×	×						3,000	10,000	1,100	700	36	September 1.
713	×	×	×	×	×	1865	800			24	250,000	150,000	9,000	5,000	40	Sept., 1st Tues.
714	0	0	0	0	×		0		0		15,000	30,000	2,000	0	40	Aug., last Mon.
715	×	0	0	0	×		100			27	4,000	2,000	133	650	41	
716	×	×	0								8,000	30,800	3,153	636	40	September 2.
717	×	0	×	×	×		150				20,000	28,110	1,901	2,761	41	Aug., last Tues.
718	0	0	0	0	×	1872	50	0	0	16	3,500	8,552	657	16	40	Sept., 1st Mon.
719	×	×	×	0	0		500		0	*a*300	10,000			*a*3,000	39	Sept., 1st Mon.
720	×	0	0	×	×					36	15,000	10,000	700	1,075	39	August 23.
721	0	×	0	×	×		750		0	8	8,000	30,700	2,785	800	42	September 1.
722	×	×	0	×	×	1812	2,000	8	0	125	20,000	3,000	200	8,000	40	Sept., 1st Mon.
723	×	0	0		×	1841	300		0	0	40,000	56,351	3,761	0	43	Sept., 1st Mon.
724	×	×	×	×	×					*a*250	20,000			*a*2,500	40	September 10.
725	×		×	×	×		260	0	0	20	10,700	18,000	630	800	38	Dec., 186 Tues.
726	×		0	0	×									3,000	39	September 16.
727	×		×	0	×		1,000				10,000			1,000	36	September 14.
728	×	×	0	×	×		0			*d*87½	26,000	21,000	1,500	790	38	September 15.
729	0	0	0	0	0	1776	400	0	0		6,000		1,200	300	39	Aug., 4th Tues.
730	×	×	×	×	×				0	75	20,000	8,000	500	3,000	39	September 20.
731	×	×	×	0	×						15,000	0	0	1,500	36	September 15.
732	×	×	×	×	×		3,409	209	0	33	153,400	0	0	12,278	39½	August 23.
733	×	×	0	×	×	1861	610		0	27	25,000	7,000	700	5,425	45	August 16.
734			×			1871	100	10		*a*325	15,000			2,000	40	Sept., 1st Wed.
735	0			0	×		350			31	8,000			1,100		

a Board and tuition. *b* For books and apparatus. *c* To non-residents; free to residents. *d* For each of 9 pupils.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1875, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 indicates no or none.

Number.	Is drawing taught?	Is music taught?		Chemical laboratory?	Philosophical cabinet and apparatus?	Library.				Average annual expenses for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		Vocal?	Instrumental?			Date of origin.	Number of volumes.	Average annual increase.	Amount of fund.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
736	×	0	0	0	0	1872	125	.....	.....	$30	$3,500	.....	.....	$900	36	Sept., 2d Mon.
737	0	×	×	0	0	1863	300	.....	.....	.....	3,000	.....	.....	250	38	September 1.
738	×	×	×	.....	.....	1865	200	.....	.....	150	15,000	.....	.....	2,240	43	Sept., 1st Mon.
739	×	×	×	0	0	.....	50	.....	.....	.....	4,000	.....	.....	2,000	48	September 1.
740	×	×	×	×	×	.....	150	.....	.....	.....	30,000	.....	.....	2,600	36	September 16.
741	0	×	0	0	0	.....	0	.....	.....	.....	10,000	$0	$0	0	40	September.
742	0	×	×	0	0	1861	158	.....	$0	16	15,000	8,000	800	800	39	September 8.
743	0	.....	×	0	0	.....	0	.....	.....	45	.....	0	0	2,500	40	September 1.
744	×	×	×	0	0	.....	.....	.....	0	9	4,000	.....	.....	.....	36	October.
745	.....	.....	×	×	0	.....	.....	.....	.....	.....	40,000	.....	.....	900	40	Sept., 1st Mon.
746	×	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	44	September 6.
747	0	×	×	0	0	.....	.....	.....	.....	.....	8,000	.....	.....	.....	40	September 1.
748	0	0	0	0	0	.....	0	.....	.....	.....	200	0	0	.....	40	September 4.
749	0	×	×	0	0	.....	0	.....	0	.....	.....	2,000	.....	1,900	40	September 1.
750	0	0	×	0	0	.....	0	.....	0	40	.....	0	0	0	40	September 1.
751	0	0	×	0	0	1870	300	.....	0	40	55,000	.....	.....	.....	40	September 10.
752	×	×	×	.....	.....	.....	600	.....	.....	.....	.....	.....	.....	.....	40	Sept., 1st Mon.
753	0	×	×	0	0	.....	.....	.....	0	36	4,000	0	0	800	40	Sept., 2d Mon.
754	.....	.....	.....	.....	.....	.....	.....	.....	.....	30	6,000	.....	.....	.....	36	September 18.
755	×	×	×	0	0	1871	800	.....	0	.....	35,000	6,000	.....	0	36	Oct., 1st Mon.
756	×	×	.....	0	×	.....	0	.....	.....	.....	25,000	0	0	900	36	Oct., 1st Mon.
757	×	×	×	.....	.....	.....	.....	.....	.....	.....	8,000	.....	.....	.....	40	Sept., 1st Mon.
758	.....	×	×	×	×	1852	2,000	12	.....	40	15,000	.....	.....	2,000	40	September 1.
759	0	.....	×	0	0	.....	0	.....	0	40	6,000	0	0	1,120	40	Sept., 1st Mon.
760	×	×	×	.....	.....	.....	.....	.....	.....	.....	8,000	.....	.....	1,400	40	September 6.
761	0	×	×	0	×	1875	50	.....	0	16–50	4,000	0	0	650	40	Sept., 1st Mon.
762	.....	×	×	0	×	1871	75	.....	0	20	12,000	2,000	120	700	39	Aug., 4th Tues.
763	0	×	0	×	×	.....	1,000	.....	.....	25	5,000	4,000	240	750	37	August 28.
764	0	×	0	×	×	1868	375	40	0	21	30,000	10,000	800	204	39	Sept., 1st Mon.

765	0	0	0	×	×	.....	0	.....	0	10	4,000	1,200	75	700	21	Sept., 1st Tues.
766	0	.....	×	×	×	.....	360	25	0	21	4,500	20,000	.....	1,050	40	Aug., 4th Mon.
767	0	×	0	×	×	.....	100	.....	0	.....	30,000	0	0	.....	38	September 1.
768	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	10,000	6,000	375	1,200	.....	September.
769	×	×	×	0	0	.....	50	.....	.....	.....	1,000	0	0	350	28	Aug., 2d Wed.
770	×	×	×	×	×	.....	1,600	.....	.....	34, 40	40,000	0	0	3,000	40	Sept., 1st Wed.
771	0	0	×	0	×	1866	526	.....	0	18	2,400	11,600	690	826	35	August 17.
772	×	×	×	0	×	1860	600	.....	0	12, 15	18,000	10,000	700	300	36	August 24.
773	×	.....	×	.....	.....	.....	.....	.....	.....	9	4,000	.....	.....	450	20	September.
774	0	×	.....	0	0	.....	.....	.....	.....	20-24	3,000	3,000	180	194	40	September.
775	×	.....	.....	.....	.....	.....	.....	.....	.....	23	.....	.....	250	700	42	Sept., 1st Mon.
776	0	×	0	×	×	.....	0	.....	.....	.....	.....	0	0	.....	22	September.
777	0	0	0	0	0	.....	0	.....	0	15	2,000	.....	.....	600	33	September.
778	×	×	×	×	×	1850	1,600	.....	0	18¾	12,000	15,000	900	1,400	36	Sept., 1st Wed.
779	×	×	0	×	×	.....	0	.....	0	0	160,000	.....	.....	.....	39	January 3.
780	0	0	0	0	×	.....	0	.....	0	20	5,000	0	0	1,200	42	December.
781	×	×	×	×	×	.....	4,000	.....	.....	24	30,000	20,000	1,200	3,590	40	August 23.
782	×	.....	×	×	×	1789	500	.....	0	24	20,000	25,000	1,500	700	39	August 26.
783	×	×	×	0	0	.....	.....	.....	.....	.....	3,000	2,000	.....	478	30	September 20.
784	×	×	×	0	×	.....	525	15	0	18	2,000	700	42	780	30	Sept., 1st Wed.
785	×	0	×	×	×	1856	1,500	.....	0	15	5,000	.....	.....	.....	.....	April.
786	0	0	0	0	.....	.....	311	1	0	19¼	5,000	7,844	473	1,162	39	Aug., last Wed.
787	×	×	.....	0	0	.....	.....	.....	.....	15	1,500	.....	.....	500	30	September.
788	0	×	×	×	×	.....	.....	.....	.....	25	15,000	10,000	750	800	38	September 1.
789	0	0	0	0	0	.....	140	.....	.....	10	6,000	4,000	300	150	33	Sept., 1st Mon.
790	×	×	×	×	×	1845	1,500	.....	.....	27	45,000	10,000	1,000	8,000	39	Aug., 3d Wed.
791	0	.....	.....	0	0	1872	200	25	0	15 & 18	11,000	25,000	1,600	200	39	August 23.
792	0	×	×	0	×	.....	0	.....	.....	15	5,000	.....	238	500	36	Aug., last Tues.
793	×	×	×	0	×	1857	100	.....	0	25	50,000	20,000	1,200	2,500	40	January 3.
794	×	×	×	0	0	1853	500	.....	0	40	50,000	37,000	2,590	*a*2,865	40	September.
795	.....	×	×	.....	.....	.....	.....	.....	.....	50	25,000	.....	.....	3,750	42	September 1.
796	.....	.....	×	.....	.....	.....	.....	.....	.....	52	10,000	.....	.....	2,100	42	Sept., 2d Wed.
797	×	×	×	×	×	1871	600	.....	0	*a*250	90,000	0	0	12,000	40	Sept., 1st Wed.
798	.....	.....	×	.....	.....	.....	.....	.....	.....	32	11,000	.....	.....	.....	40	September 5.
799	×	×	×	0	0	.....	300	.....	.....	100	.....	.....	.....	.....	40	Sept., 3d Wed.
800	.....	×	×	.....	.....	.....	.....	.....	.....	60-120	.....	.....	.....	.....	40	September 14.
801	×	×	0	0	0	.....	.....	.....	0	30	.....	0	0	0	44	Sept., 1st Mon.
802	.....	.....	.....	.....	.....	.....	.....	.....	.....	40-100	.....	.....	.....	.....	.....	September 7.
803	×	×	×	×	×	1874	500	100	0	45	200,000	.....	.....	.....	40	September 8.
804	×	.....	×	0	0	.....	.....	.....	.....	.....	8,000	.....	.....	.....	40	September 9.
805	×	×	.....	0	×	.....	.....	.....	.....	.....	18,635	0	0	15,000	41	Sept., 1st Mon.
806	×	.....	×	.....	0	.....	0	.....	0	.....	65,000	0	0	4,500	44	Sept., 1st Mon.
807	0	×	×	×	×	.....	.....	.....	.....	45	12,000	.....	.....	3,000	40	Sept., 1st week.
808	×	×	.....	0	0	.....	.....	.....	.....	80-100	12,000	.....	.....	903	40	Sept., 1st Tues.
809	×	×	×	.....	.....	.....	.....	.....	.....	.....	10,000	.....	.....	.....	40	September.
810	×	×	×	×	×	1856	.....	.....	.....	.....	.....	.....	.....	2,000	40	September 8.
811	×	×	×	×	.....	.....	600	.....	.....	.....	25,000	.....	.....	*a*24,000	40	September 14.
812	×	×	×	.....	.....	.....	1,000	.....	.....	.....	30,000	.....	.....	.....	40	September 15.
813	×	×	×	.....	.....	1844	2,200	.....	.....	*a*180	40,000	.....	.....	.....	44	September 1.
814	×	×	×	×	×	.....	10,749	.....	.....	.....	50,000	125,000	8,000	6,000	40	September 8.

a Board and tuition.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1875, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 indicates no or none.

Number.	Is drawing taught?	Is music taught?		Chemical laboratory?	Philosophical cabinet and apparatus?	Library.				Average annual expenses for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		Vocal?	Instrumental?			Date of origin.	Number of volumes.	Average annual increase.	Amount of fund.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
815	.....	.....	.....	.....	×	1870	.....	.....	.....	.....	.....	.....	.....	.....	44	August.
816	×	×	×	×	×	.....	0	.....	.....	$24	$10,000	.....	.....	$710	39	September 1.
817	×	×	×	×	×	.....	.....	.....	.....	60	.....	.....	.....	a4,500	40	September 15.
818	×	×	0	0	×	.....	.....	.....	.....	.....	6,000	.....	.....	2,500	40	September 18.
819	×	×	×	×	×	1864	1,240	150	$0	27-50	60,000	$0	$0	4,629	39	Sept., 1st Tues.
820	0	0	0	0	×	1870	300	.....	.....	24	5,000	.....	.....	300	42	August.
821	0	0	0	0	0	1838	512	.....	0	36	14,300	.....	.....	854	40	Aug., 1st Mon.
822	×	×	×	0	0	.....	0	.....	0	30	4,000	0	0	850	39	September 21.
823	×	×	×	×	×	.....	3,500	.....	.....	.....	.....	.....	.....	.....	39	Sept., 1st Wed.
824	×	×	×	×	×	1835	1,700	.....	0	35	34,000	.....	.....	2,100	39	Sept., 2d Tues.
825	×	×	×	×	×	1867	589	60	0	10½	60,000	.....	.....	6,000	40	July 1.
826	×	×	×	×	×	.....	525	20	.....	27,33	40,000	15,000	725	1,709	39	August 18.
827	0	0	×	0	×	.....	947	.....	.....	21	3,500	.....	.....	692	39	August 1.
828	×	×	×	×	×	1850	748	.....	0	21	29,081	.....	.....	475	40	Sept., 1st Mon.
829	.....	.....	.....	.....	×	1834	221	.....	.....	18	3,152	0	0	602	39	September 1.
830	×	×	×	.....	×	1820	2,745	.....	5,000	28	17,000	5,800	406	2,080	40	Sept., 2d Tues.
831	×	×	0	×	×	1860	3,500	650	0	18	90,718	.....	.....	450	40	July 1.
832	×	.....	×	×	×	1858	380	.....	0	20	8,000	0	0	250	39	September 1.
833	×	×	×	×	×	.....	809	.....	.....	.....	19,136	0	0	1,584	40	August.
834	×	×	×	.....	.....	.....	82	.....	.....	18	3,500	.....	.....	425	42	October 1.
835	×	×	0	×	×	1869	902	.....	0	107⅔	143,517	0	0	42,374	40	September 15.
836	.....	×	×	.....	.....	.....	1,500	.....	.....	.....	30,000	.....	.....	3,000	40	September.
837	×	0	0	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	39	September 8.
838	×	×	0	0	0	.....	.....	.....	0	.....	14,000	.....	.....	.....	44	September 1.
839	×	0	0	.....	×	.....	440	.....	.....	.....	.....	.....	.....	.....	40	September 13.
840	×	×	×	0	×	1872	.....	.....	0	100	.....	.....	.....	5,200	40	September.
841	0	×	×	0	0	.....	.....	.....	.....	.....	75,000	0	0	.....	44	September.
842	×	×	×	0	×	1840	475	.....	0	24	6,235	2,500	175	1,465	39	Aug., last Mon.

843	×	0	×	×	×	.....	1,500	30	.....	21	25,000	2,000	150	494	40	September 1.
844	×	.....	.....	0	×	.....	.....	.....	.....	.....	3,000	350	24	.....	20	
845	0	0	0	×	×	.....	600	150	.....	6	10,529	.....	.....	215	42	Sept., 1st Mon.
846	0	×	×	×	×	1871	630	100	0	26	12,000	0	0	1,400	39	September 1.
847	0	0	0	×	×	.....	.....	.....	.....	.....	10,000	.....	.....	.....	40	
848	×	0	0	0	×	1870	360	.....	0	a260	61,000	0	0	a11,000	40	September 7.
849	0	×	×	×	×	.....	341	.....	.....	20½	5,000	.....	.....	1,000	42	
850	.....	×	×	×	×	.....	900	.....	.....	27	15,000	18,000	1,200	650	40	August 31.
851	×	×	×	×	×	.....	3,000	.....	0	15	40,000	35,000	2,100	.....	40	Aug., last Thurs.
852	×	×	×	.....	.....	.....	.....	.....	.....	a400	.....	.....	.....	.....	40	September 14.
853	×	.....	0	0	×	.....	125	.....	.....	20	3,500	.....	.....	1,200	41	Sept., 1st Mon.
854	×	×	×	×	×	1865	569	20	.....	24	17,000	.....	.....	2,500	37	September 15.
855	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3,000	.....	.....	325	.....	
856	×	.....	×	×	×	1825	1,453	5	0	25	29,041	5,000	289	1,824	42	July 1.
857	0	×	0	.....	×	1840	600	.....	0	19½	16,750	0	0	1,331	40	September 1.
858	0	0	×	×	×	1869	300	10	.....	27	12,275	.....	.....	1,500	39	September 7.
859	×	×	×	0	×	.....	100	.....	0	30	14,000	3,000	210	.....	40	July 1.
860	0	0	0	0	×	1856	211	0	0	6¾	5,266	0	0	871	40	Sept., 2d Thurs.
861	×	×	×	×	×	1844	1,543	48	.....	25½	20,526	10,000	700	3,519	42	September 1.
862	×	×	×	0	×	.....	.....	.....	.....	60	20,000	0	0	4,840	42	Sept., 1st Mon.
863	×	×	×	×	×	1845	833	3	0	21	25,000	15,370	1,100	1,000	40	July 25.
864	×	0	0	0	×	1852	350	.....	.....	.....	5,000	.....	.....	300	40	August.
865	×	×	×	×	×	1810	2,500	40	0	10	20,000	0	0	2,850	39	August 28.
866	×	×	×	×	×	1848	400	20	0	25	12,000	0	0	1,200	42	May 6.
867	×	×	×	×	×	.....	.....	.....	.....	.....	40,000	11,000	660	.....	40	September 9.
868	×	×	×	0	×	1847	3,000	50	0	24	18,000	20,000	1,400	.....	40	September 14.
869	×	×	×	×	×	1853	305	.....	0	34	31,000	0	0	3,747	39	September 5.
870	×	×	×	×	×	.....	1,800	.....	.....	31	32,000	0	0	3,346	42	September 1.
871	×	×	×	×	×	.....	500	.....	.....	.....	25,000	50,000	3,500	1,300	39	August 25.
872	0	0	0	×	×	1849	700	.....	0	23	12,000	0	0	2,500	39	September 1.
873	×	×	×	×	×	.....	900	10	0	35	20,000	0	0	3,500	40	September 1.
874	×	×	×	0	×	.....	200	.....	.....	.....	8,000	.....	.....	804	36	Sept., 2d Mon.
875	0	.....	×	×	×	.....	571	.....	0	30	10,550	0	0	3,100	40	September 4.
876	×	×	×	×	×	1829	800	.....	0	20	13,800	16,000	1,120	2,337	39	September.
877	0	0	×	×	×	1827	302	.....	0	26½	3,600	.....	.....	950	40	September 6.
878	×	×	×	×	×	.....	152	.....	.....	.....	2,750	1,049	.....	619	42	September 1.
879	×	×	×	×	×	.....	3,200	200	0	29	40,000	15,000	1,050	880	39	September 13.
880	×	.....	×	×	.....	.....	250	.....	.....	50	12,000	0	0	.....	42	September 1.
881	×	×	×	0	×	.....	760	.....	.....	.....	20,000	.....	.....	389	16	September.
882	×	0	0	0	×	.....	400	.....	0	15–20	7,000	0	0	200	39	August 30.
883	.....	×	.....	×	×	.....	2,500	10	0	24	5,500	0	0	629	42	August 31.
884	×	×	.....	×	×	.....	192	.....	.....	45	12,320	.....	.....	2,293	40	September 1.
885	×	×	×	×	×	1866	1,220	130	0	22½	100,000	.....	.....	2,932	41	Aug., last Tues.
886	.....	×	×	.....	.....	.....	.....	.....	.....	30	5,000	0	0	700	40	August 30.
887	×	×	×	×	×	.....	100	0	0	12–28	10,000	0	0	.....	40	September 1.
888	×	×	×	×	×	.....	422	.....	.....	.....	12,000	5,000	950	1,900	40	September 2.
889	×	.....	×	×	×	1861	500	10	.....	19½	4,943	.....	.....	900	40	Aug., last Tues.
890	0	0	×	0	×	1864	523	.....	0	40	32,585	10,000	700	4,115	40	Sept., 1st Tues.
891	×	×	×	.....	×	1849	400	.....	.....	5	3,400	.....	.....	970	40	Sept., 1st Mon.
892	×	×	×	×	×	.....	4,500	50	.....	.....	150,000	54,000	4,000	.....	39	August 26.

a Board and tuition.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1875, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 indicates no or none.

Number.	Is drawing taught?	Is music taught?		Chemical laboratory?	Philosophical cabinet and apparatus?	Library.				Average annual expenses for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		Vocal?	Instrumental?			Date of origin.	Number of volumes.	Average annual increase.	Amount of fund.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
893	×	×	×	×	×	1808	2,551	.....	$0	$30	$23,535	$13,500	$945	$2,583	39	August 1.
894	×	×	×	×	×	1842	250	.....	0	29	6,418	0	0	2,431	39	August 26.
895	×	×	×	×	×	.....	392	.....	.....	24	16,147	.....	.....	1,398	41	September 1.
896	×	×	.....	×	×	1866	430	.....	0	.....	19,000	0	0	400	40	September 1.
897	×	×	×	×	×	1864	275	.....	0	.....	10,000	.....	.....	.....	39	September 4.
898	×	×	×	×	×	.....	1,200	.....	.....	.....	9,478	.....	.....	700	41	September 1.
899	×	×	×	×	×	1826	1,208	50	.....	25	13,707	.....	.....	1,803	39	August 25.
900	0	0	0	×	×	.....	512	0	0	21	7,800	0	0	1,471	42	August 1.
901	×	×	×	×	×	.....	999	.....	.....	26¼	17,500	.....	.....	1,900	39	September 8.
902	×	.....	×	.....	×	1868	30	.....	.....	.....	6,000	.....	.....	.....	39	September 23.
903	×	×	×	×	×	1843	363	8	0	.....	4,400	0	0	1,454	39	September 1.
904	.....	×	×	×	×	.....	500	.....	.....	.....	7,000	.....	.....	.....	40	September.
905	×	0	0	×	×	1859	17,000	.....	0	.....	2,000,000	.....	a50,000	.....	29	October 1.
906	×	0	0	0	×	1861	.....	.....	0	.....	.....	.....	.....	.....	40	September 6.
907	×	×	×	×	×	.....	200	.....	.....	.....	25,000	.....	.....	8,900	44	September.
908	×	0	0	×	×	.....	0	.....	.....	.....	40,000	.....	.....	14,000	42	Sept., 2d Mon.
909	0	.....	×	0	0	1870	512	.....	.....	23	15,776	.....	.....	1,183	39	Sept., 1st Tues.
910	×	×	×	×	×	1860	520	5	0	24	15,000	.....	.....	3,200	39	August 24.
911	×	×	×	0	×	.....	763	.....	.....	.....	40,000	20,000	1,400	b7,500	42	Sept., 1st Wed.
912	0	0	0	0	×	.....	3,320	.....	.....	.....	12,000	.....	700	.....	41	August 31.
913	×	×	×	×	×	.....	1,000	.....	.....	25½	13,300	2,000	140	976	40	August 15.
914	0	×	×	×	×	1835	1,200	20	0	.....	13,500	13,000	766	1,800	40	August 17.
915	×	.....	×	×	×	.....	106	.....	.....	25	5,000	.....	.....	910	39	August.
916	0	0	0	0	0	1851	316	0	0	18	9,606	15,000	1,200	459	40	July 1.
917	0	0	×	×	×	.....	475	.....	0	22½	12,394	26,500	1,500	950	40	June 20.
918	0	0	0	0	0	.....	409	.....	0	.....	5,669	750	52	443	41	September 1.
919	×	×	×	.....	×	1823	1,600	.....	.....	21	.....	.....	.....	.....	42	August 23.
920	×	×	×	×	×	1855	500	.....	.....	30	20,000	.....	.....	3,000	39	August 22.
921	×	×	×	×	×	1855	1,300	400	0	18	109,000	40,000	2,800	2,500	42	August 24.

922			×	0	×		100				12,000			1,020	39	August 17.
923	×	×	×	×	×					50	24,000	0	0		40	September 11.
924	×	×	×	×	×	1801	1,300	20	0	24	32,000				40	September 3.
925				0	0		0				8,600	0	0	2,749	40	August, last Mon.
926	×	×	×	×	×	1855	242	5	0	7	5,042	0	0	2,679	42	August 21.
927	0	×	×	0	×		225		0	21	10,075		1,587	840	39	September 2.
928	0	0	×		×		75				3,300				20	November 2.
929	×		×	0	0	1867	90			28	6,000				40	Sept., 1st Mon.
930	×	×	×	0	0		50				10,000			1,700	40	September 14.
931	×	×	×	×	×		200	0	0	7	9,400	10,450	731	1,880	41	July 31.
932	×	×	×	0	0		0		0		15,000			1,540	40	September 20.
933	0	0	0	×	×	1855	390	0	0		5,500	0	0	889	40	Sept., 1st Mon.
934	×			×	×		500		0	24	3,994	10,000	700	1,000	40	September 1.
935	×			×	×	1858	508	20		50	35,000			3,180	40	September 20.
936	×	×	×	×	×	1853	544			24	10,230			1,634	42	August 23.
937	×		×	×	×	1860	180	5	0	20	3,750			800	44	July 11.
938	×	×		×	×		1,500			15					42	October 1.
939	×	×	×	×	×	1850	500		0	9	1,500	0	0	2,500	40	August 28.
940	×	×	×	×	×	1845	3,000			36	26,000			7,000	39	August 23.
941	×	0	0	0	×	1837	700	3	0	17	4,934	0	0	250	40	Sept., 1st Mon.
942	×	×	×	×	×		1,200	2	0	18	8,000	5,500	385	800	39	
943	×	0	×	0	×		580				4,492			1,687	39	September 2.
944	0	0	0	0	0		100				1,000	0	0	900	40	October 5.
945	×	×	×	0	0					30	2,500			1,200	40	Jan., 1st Thurs.
946	×	×	×		×					22½	3,000			1,100	40	Aug., 2d Wed.
947	0	0	0								500			400	40	Jan., 2d Mon.
948	0	×	×	0	0		0		0	40	5,000			2,500	40	Aug., last Mon.
949		×	0	0	0		200		0	1¼	2,500			50	40	Sept., 3d Mon.
950	0		×	0	0					18	3,000			1,500	40	January 10–18.
951	×				×									500	40	Sept., 1st Mon.
952	0	×	×	×	×					25	800			600	40	February.
953	×	×	×	0	0		0		0	36	10,000	0	0	1,500	40	Aug., 1st Thurs.
954	×	0	0	×	×	1844	1,200	3	0	32	12,000	10,000	600	1,000	40	November 13.
955	×	×	×	0	×	1860	2,000		0	30, 50	1,500	0	0	1,000	40	August, last Mon.
956				0	0						2,000				40	January 1.
957	0		0	0	×	1859	2,200			66	5,000			1,000	34	October, 1st Wed.
958	0	×	×	0	0		0		0		5,000	0	0		32	October, 1st Mon.
959	0			0	×		0				2,500	0	0	800	20	January 8.
960										15	10,000				38	Sept. or Oct. 8.
961	0	0	0	0	0		0		0	15	1,000	0	0	250	39	Sept., 1st Wed.
962		×	×	0	×					20–24	10,000	10,500	800		39	August 17.
963	0	0	0	0			0			22	4,000	2,250	180	950	40	April, 2d Monday.
964	0	×	×	0	0		0		0	40	25,000	0	0	4,000	40	September.
965	0		×		×		250	0	0	27	15,000	0	0	1,100	38	August, last week.
966	×	×		×	×	1854	1,200	50	0		100,000		2,300	2,200	41	Sept., 1st Mon.
967	×	×	×	×	×				0	30	5,000			1,588	36	October 1.
968	×	×	0	0	×		50		0	80	20,000			5,500	40	September.
969										25	2,500				44	August, 1st Mon.
970	0	×	×	×	×		225	0	0	24–30	17,000	11,000	550	1,300	39	September 1.
971	0	×	×	0	0				0	40	10,000	0	0		40	Sept., 2d week.

a Rents from stores, rooms, and offices. *b* Board and tuition.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1875, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 indicates no or none.

Number.	Is drawing taught?	Is music taught?		Chemical laboratory?	Philosophical cabinet and apparatus?	Library.				Average annual expenses for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		Vocal?	Instrumental?			Date of origin.	Number of volumes.	Average annual increase.	Amount of fund.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
972	×	0	0	0	.....	.....	.....	.....	.....	$32	$3,000	.....	.....	$850	.....	
973	.....	×	×	.....	.....	.....	.....	.....	.....	35	8,000	.....	.....	650	38	Sept., 1st Tuesday.
974	×	×	×	×	0	.....	300	.....	.....	.....	15,000	$0	$0	.....	40	Nov., 1st week.
975	0	×	×	0	0	.....	.....	.....	.....	.....	8,000	.....	.....	1,400	33	August.
976	0	×	×	0	0	1858	.....	0	$0	7½	2,500	0	0	412	42	August 26.
977	×	×	×	0	.....	.....	0	.....	.....	15-20	5,000	0	0	750	36	August 15.
978	×	×	×	0	×	.....	500	.....	.....	.....	5,000	.....	.....	2,000	36	Sept., 1st Mon.
979	.....	.....	.....	.....	×	.....	.....	.....	.....	.....	3,000	.....	.....	700	32	October 7.
980	×	×	×	0	.....	1838	.....	.....	.....	30	.....	.....	.....	.....	39	Sept., 1st Tuesday.
981	0	0	0	0	0	.....	0	.....	.....	15	1,000	.....	.....	200	39	August 1.
982	0	×	.....	0	0	.....	.....	.....	.....	.....	6,000	.....	.....	1,200	40	
983	0	0	0	×	×	1862	400	50	0	26	20,000	15,000	800	1,568	39	August 24.
984	×	×	×	×	×	.....	1,307	.....	0	27	20,639	5,000	220	1,600	40	August 10.
985	0	×	×	0	×	.....	800	.....	.....	.....	20,000	.....	.....	2,500	42	July 28.
986	×	×	×	×	×	1875	270	.....	0	25	5,000	800	55	1,200	40	Sept., 1st Mon.
987	0	.....	0	0	×	.....	.....	.....	.....	.....	10,000	.....	.....	200	36	September 4.
988	0	0	0	0	0	.....	0	.....	.....	30	3,000	.....	.....	850	43	September 1.
989	0	×	×	0	×	.....	.....	.....	.....	.....	11,000	0	0	260	40	April 10.
990	0	×	×	×	×	.....	500	.....	.....	21-27	25,000	3,000	300	.....	39	August 24.
991	0	0	0	×	×	.....	0	.....	0	20	90,000	70,000	5,300	150	38	Sept., 1st Tuesday.
992	×	×	×	×	×	.....	250	.....	.....	.....	20,000	300	36	2,000	42	September 1.
993	×	×	×	×	×	.....	1,000	.....	0	22	8,000	0	0	1,982	40	August 30.
994	×	×	×	×	×	1873	400	100	0	30	50,000	0	0	7,000	40	September 15.
995	0	×	×	0	0	.....	.....	.....	.....	.....	20,000	.....	.....	3,000	40	September 1.
996	.....	×	×	0	0	1857	500	.....	0	a300	25,000	.....	.....	.....	38	September 8.
997	×	×	×	×	×	.....	.....	.....	.....	25	12,000	.....	.....	1,200	44	Aug., 1st Monday.
998	×	×	×	×	0	.....	500	.....	0	17	15,000	0	0	800	43	Aug., 2d Monday.
999	0	×	×	0	×	1850	400	.....	0	27½	22,000	0	0	.....	40	Nov., 1st Monday.
1000	×	×	×	×	×	.....	.....	.....	.....	51	15,000	.....	.....	3,500	42	Sept., 1st Monday.

1001	×	0	0	×	×	1870	600	.....	0	.....	30,000	.....	.....	.....	39	September 13.
1002	×	×	×	×	×	1867	200	.....	0	55	40,000	0	0	10,000	39	September.
1003	.....	×	.....	.....	.....	1875	10	.....	.....	50	*b*35	.....	.....	3,000	44	August 16.
1004	0	0	0	0	0	1853	600	.....	0	20, 30	3,000	0	0	1,075	40	Sept., 1st Wed.
1005	×	×	×	×	×	1869	400	.....	2,500	27½	30,000	2,500	150	.....	40	Sept., 1st Tuesday.
1006	×	.....	×	×	.....	.....	200	.....	.....	20	30,000	0	0	2,375	40	Sept., 1st Monday.
1007	0	×	×	0	0	1857	.....	.....	0	*a*200	1,000	.....	.....	.....	40	April.
1008	0	×	0	0	0	1864	.....	.....	0	23½	5,000	.....	50	400	40	April 1.
1009	×	×	×	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	Sept., 1st Monday.
1010	×	.....	.....	.....	×	1858	269	.....	.....	.....	6,000	.....	.....	900	42	August 14.
1011	0	0	0	0	0	.....	.....	.....	.....	46	.....	.....	.....	1,125	39	Sept., 1st Monday.
1012	×	×	×	×	0	1850	4,500	150	.....	.....	15,000	.....	.....	5,000	44	Aug., 1st Monday.
1013	0	×	×	×	×	1873	300	.....	0	12	25,000	.....	.....	2,160	40	August 31.
1014	.....	.....	.....	×	×	.....	.....	.....	.....	27	400	.....	.....	1,000	40	October 18.
1015	×	×	×	0	×	1872	.....	.....	0	30	100,000	0	0	3,000	37	Sept., 1st Tuesday.
1016	×	×	×	.....	.....	.....	.....	.....	.....	45	7,000	.....	.....	.....	40	September 4.
1017	×	0	0	×	×	.....	0	.....	.....	50	75,000	0	0	18,865	38	Sept., 2d Monday.
1018	×	×	×	0	0	.....	.....	.....	.....	.....	.....	.....	.....	600	43	Sept., 1st Monday.
1019	×	×	×	.....	.....	1867	700	.....	.....	22	14,000	.....	.....	1,000	40	November 2.
1020	×	0	×	0	0	1875	100	.....	0	30	10,000	0	0	1,400	40	November 1.
1021	×	×	×	×	×	1871	225	25	0	55	15,000	0	0	5,000	40	Sept., 1st Monday.
1022	0	×	×	0	×	1858	2,500	.....	0	30	25,000	0	0	2,000	40	Aug., 3d Thursday.
1023	×	×	×	.....	.....	.....	.....	.....	.....	17	10,000	.....	.....	300	39	June 15.
1024	0	0	0	0	0	.....	.....	.....	0	18	7,000	.....	.....	1,000	40	September 15.
1025	×	×	×	0	0	.....	0	.....	.....	15	2,500	.....	.....	.....	40	Sept., 1st Monday.
1026	×	0	0	×	×	1799	3,000	100	0	.....	.....	.....	.....	.....	44	May 1.
1027	×	×	×	×	×	.....	250	.....	0	28	50,000	.....	.....	3,000	40	August 23.
1028	.....	×	×	.....	×	1856	1,200	.....	0	32	16,000	.....	.....	1,000	40	Sept., 1st Monday.
1029	×	×	×	×	×	.....	100	.....	0	200	15,000	.....	.....	5,000	43	October 1.
1030	×	×	×	×	×	.....	2,500	.....	.....	29	55,000	0	0	.....	40	August, last week.
1031	×	×	0	.....	.....	.....	500	.....	0	40	10,000	0	0	*a*2,054	40	Sept., 1st Monday.
1032	×	0	0	0	0	.....	0	.....	.....	.....	.....	0	0	.....	40	November 29.
1033	×	0	0	×	×	1819	3,000	75	0	225	700,000	135,000	8,300	43,000	40	Sept., 1st Wed.
1034	×	×	.....	.....	.....	.....	500	.....	0	.....	25,000	.....	.....	.....	39	Oct., 1st Monday.
1035	0	×	0	0	0	1872	1,200	.....	0	4	20,000	.....	.....	.....	34	Oct., 1st Monday.
1036	.....	.....	×	.....	.....	.....	.....	.....	.....	22	2,000	.....	.....	700	40	February 1.
1037	×	0	0	0	0	.....	.....	.....	.....	6	4,000	.....	.....	.....	40	Sept., 1st Wed.
1038	.....	.....	.....	.....	.....	.....	.....	.....	.....	125	4,000	.....	.....	.....	40	August 2.
1039	×	0	0	0	0	.....	0	.....	0	12	800	0	0	.....	.....	January 10.
1040	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3,000	.....	.....	.....	40	January 1.
1041	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,700	.....	.....	.....	36	Sept., 2d Monday.
1042	0	0	.....	0	0	.....	.....	.....	.....	.....	1,200	.....	.....	617	40	Aug., 1st Monday.
1043	×	×	×	.....	.....	.....	.....	.....	.....	32	5,000	800	.....	.....	40	September 1.
1044	0	×	.....	0	0	.....	.....	.....	.....	28	2,000	.....	.....	1,500	40	January.
1045	0	.....	×	0	0	.....	0	.....	.....	50	1,000	0	0	1,000	40	July 31.
1046	0	×	×	0	0	.....	0	.....	0	.....	3,000	0	0	1,100	40	Sept., 1st Monday.
1047	0	×	×	0	0	1870	750	20	0	14	5,000	0	0	1,000	40	Aug., 1st Monday.
1048	×	×	×	0	0	.....	.....	.....	.....	.....	3,000	0	0	1,300	40	August 7.
1049	×	×	×	.....	.....	1874	200	.....	.....	40	20,000	.....	.....	4,000	40	Sept., 1st Monday.
1050	0	0	0	0	0	1870	525	40	0	40	.....	.....	.....	1,800	40	August 7.

a Board and tuition.

b Apparatus.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1875, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 indicates no or none.

Number.	Is drawing taught?	Is music taught?		Chemical laboratory?	Philosophical cabinet and apparatus?	Library.				Average annual expenses for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		Vocal?	Instrumental?			Date of origin.	Number of volumes.	Average annual increase.	Amount of fund.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition-fees.		
	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
1051	0	.....	×	0	0	.....	.....	.....	.....	.....	$38	$5,000	.....	.....	$1,800	40	Sept., 2d Wed.
1052	0	0	0	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	July 19.
1053	.....	.....	.....	.....	×	1856	300	.....	$0	14	5,000	$0	$0	939		36	August 30.
1054	×	×	0	0	0	.....	0	.....	0	.....	1,500	0	0	656		40	Feb., 3d Monday.
1055	.....	×	.....	0	.....	.....	800	.....	.....	.....	10,000	.....	.....	800		40	Sept., 1st Monday.
1056	0	0	×	0	×	.....	300	.....	.....	.....	1,000	500	30	800		40	August.
1057	×	×	×	0	0	.....	.....	.....	.....	12½-20	4,000	.....	.....	700		40	November 15.
1058	×	0	0	0	0	.....	0	.....	.....	.....	1,200	0	0	.....		40	Sept., 1st Monday.
1059	0	×	×	0	0	.....	.....	.....	.....	.....	8,000	6,000	600	.....		40	Aug., 1st Monday.
1060	0	0	0	0	0	.....	.....	.....	.....	.....	2,000	.....	.....	600		40	Sept., 1st Monday.
1061	0	×	0	0	0	.....	.....	.....	.....	20	2,500	.....	.....	.....		40	September 6.
1062	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	500	.....	.....	.....		40	Aug., 1st Monday.
1063	0	×	×	×	×	1870	168	0	0	20	8,000	0	0	2,160		40	Sept., 1st Monday.
1064	0	×	×	0	0	.....	0	.....	.....	26	2,000	.....	.....	955		20	Feb., 1st Monday.
1065	0	0	0	0	0	.....	0	.....	0	16–32	3,000	0	0	360		40	Sept., 1st Monday.
1066	×	×	×	×	×	1871	454	.....	0	.....	12,000	0	0	4,000		40	Sept., 1st Monday.
1067	0	×	×	0	0	.....	.....	.....	.....	30	8,000	.....	.....	1,000		40	Aug., 1st Monday.
1068	×	×	×	×	0	1873	250	.....	.....	.....	4,000	.....	.....	1,500		40	August.
1069	.....	×	×	.....	×	.....	.....	.....	.....	18	5,000	.....	.....	.....		40	Aug., 1st Monday.
1070	.....	×	×	.....	.....	1866	1,300	.....	.....	9	70,000	0	0	.....		39	September 8.
1071	0	0	0	0	0	.....	0	.....	.....	20	10,000	.....	.....	1,000		40	September.
1072	0	×	×	×	×	1870	150	10	0	20	7,000	0	0	6,000		40	August 4.
1073	.....	.....	×	.....	.....	.....	.....	.....	.....	18	3,500	.....	.....	800		40	August 10.
1074	.....	×	×	.....	.....	.....	.....	.....	.....	.....	2,000	.....	.....	1,000		40	Sept., 1st Monday.
1075	0	×	0	0	0	.....	0	.....	0	10	1,500	0	0	500		40	July 27.
1076	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3,200	.....	.....	750		40	Aug., 1st Monday.
1077	.....	×	×	0	0	.....	0	.....	.....	.....	10,000	.....	.....	1,600		40	Mar., 1st Monday.
1078	0	×	×	0	0	.....	0	.....	.....	20	800	10,000	600	800		40	August.
1079	0	×	×	0	0	1875	.....	50	0	25	4,000	0	0	.....		40	August.

1080	0	0	0	0	0	.....	0	.....	0	.....	1,000	.....	.....	700	20	February 21.
1081	0	0	0	0	0	.....	0	.....	0	1	3,000	0	0	1,400	40	
1082	×	×	×	0	0	.....	.....	.....	0	35	3,500	0	0	3,000	40	Sept., 1st Monday.
1083	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,000	.....	.....	.....	.....	.....
1084	×	×	×	0	0	1870	269	.....	0	.....	9,000	.....	.....	1,600	44	September 1.
1085	0	×	×	×	.....	.....	100	.....	0	.....	7,000	0	0	14	40	September 6.
1086	0	0	0	0	0	.....	.....	.....	.....	28	2,000	.....	.....	.....	40	September 1.
1087	0	0	×	0	0	.....	0	.....	0	a150	3,000	0	0	.....	40	Sept., 3d Monday.
1088	×	.....	.....	.....	×	.....	400	.....	.....	20	9,000	.....	.....	3,085	40	September 1.
1089	0	0	×	0	0	.....	0	.....	0	30	2,000	0	0	1,000	40	Sept., 1st Monday.
1090	×	×	0	0	0	.....	0	.....	.....	3	12,000	0	0	3,000	40	Sept., 1st Monday.
1091	×	×	×	×	×	.....	200	.....	.....	40	11,000	.....	.....	5,000	40	Sept., 1st Monday.
1092	×	0	×	0	×	1853	.....	.....	.....	13	4,000	3,000	180	400	33	Aug., last Tues.
1093	×	×	×	×	×	1851	600	.....	500	28	25,000	.....	.....	3,475	40	August 20.
1094	×	×	×	×	×	1871	690	75	0	32	75,000	.....	.....	2,400	40	August 23.
1095	×	0	0	×	×	.....	1,145	40	.....	.....	.....	.....	.....	180	40	September 1.
1096	×	.....	×	×	×	1873	200	.....	.....	23½	10,000	1,000	100	1,050	36	Aug., last Wed.
1097	0	0	0	0	0	.....	.....	.....	.....	15	3,000	0	0	260	36	September 2.
1098	0	.....	×	×	×	.....	350	.....	.....	.....	12,000	5,000	.....	.....	33	Aug., last Wed.
1099	×	×	×	.....	.....	.....	.....	.....	.....	15	.....	.....	.....	.....	33	Sept., 1st Monday.
1100	0	×	0	0	×	.....	31	.....	0	.....	1,500	700	43	.....	34	September 6.
1101	0	0	0	0	0	.....	21	0	0	15	1,500	0	0	250	33	March 6.
1102	0	0	0	0	0	.....	0	.....	0	.....	1,500	0	0	500	33	September 1.
1103	0	0	×	0	×	.....	.....	.....	.....	.....	1,000	0	0	170	13	September 1.
1104	×	×	×	×	×	.....	.....	.....	.....	.....	10,000	.....	.....	1,140	34	August 24.
1105	×	×	×	×	×	1873	225	25	0	24	25,000	4,000	200	1,315	39	August 24.
1106	0	.....	×	0	0	.....	.....	.....	.....	.....	1,000	400	24	60	20	September 1.
1107	.....	×	×	×	×	.....	.....	.....	.....	20–30	4,000	11,500	700	800	40	August 23.
1108	0	0	×	×	0	1870	150	.....	0	9	.....	.....	.....	1,300	39	August 20.
1109	×	0	×	×	×	.....	0	.....	0	14	10,000	15,000	900	1,000	41	Sept., 1st Tuesday.
1110	×	×	×	×	×	.....	1,000	.....	0	25	125,000	0	0	2,500	40	August 27.
1111	×	×	×	×	×	1843	400	20	0	32	110,000	10,000	600	5,318	40	Aug., last Tues.
1112	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1113	×	×	×	.....	.....	.....	.....	.....	.....	.....	9,000	.....	.....	800	39	August 24.
1114	×	×	×	×	×	.....	.....	.....	.....	22	10,000	5,000	300	1,000	42	August 28.
1115	0	0	0	.....	×	.....	.....	.....	.....	.....	2,000	.....	.....	.....	33	September 1.
1116	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	600	40	140	11	
1117	×	×	×	0	×	1860	1,000	25	0	21	2,000	12,000	850	950	34	August 24.
1118	0	0	0	0	0	.....	0	.....	.....	.....	3,000	5,000	300	0	39	Oct., 1st Monday.
1119	0	0	0	0	0	.....	.....	.....	.....	25	1,800	.....	.....	1,000	36	September 7.
1120	0	0	0	0	×	.....	0	.....	0	30	1,500	0	0	500	40	September 15.
1121	0	0	0	0	0	.....	.....	.....	0	10	2,500	0	0	500	40	September 15.
1122	0	×	×	×	×	1875	.....	.....	0	45	4,750	0	0	1,050	40	September 20.
1123	0	×	×	0	0	1871	300	.....	0	10	3,000	0	0	700	44	Sept., 1st Monday.
1124	0	0	0	.....	.....	1866	300	.....	.....	10	30,000	.....	.....	1,000	41	September 1.
1125	×	×	×	0	0	.....	400	.....	.....	40	40,000	.....	.....	3,700	44	Sept., 1st Monday.
1126	0	0	0	0	0	.....	0	.....	.....	10	.....	0	0	100	41	September 1.
1127	×	×	×	×	×	.....	.....	.....	.....	.....	75,000	5,000	.....	3,200	42	Aug., last Tues.
1128	0	×	×	0	×	.....	.....	.....	.....	21	5,000	.....	.....	990	39	August 26.
1129	×	×	×	×	×	.....	500	50	.....	25	3,300	0	0	2,500	39	September 14.

a Board and tuition.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1875, *&c.*—Concluded.

NOTE.—× indicates an affirmative answer; 0 indicates no or none.

Number.	Is drawing taught?	Is music taught?		Chemical laboratory?	Philosophical cabinet and apparatus?	Library.				Average annual expenses for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		Vocal?	Instrumental?			Date of origin.	Number of volumes.	Average annual increase.	Amount of fund.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
1130	×	×	0	×	×	1853	650	.....	.....	.....	$50,000	$6,000	$650	$9,000	44	August 15.
1131	0	.....	×	0	×	1875	26	.....	.....	$25	5,000	.....	.....	1,300	38	Nov., 2d Tuesday.
1132	×	×	0	×	×	.....	1,100	100	0	28	15,000	.....	1,000	2,000	40	Sept., 1st Tuesday.
1133	0	0	0	0	0	.....	0	.....	0	.....	.....	.....	.....	.....	40	Sept., 1st Monday.
1134	×	×	×	.....	.....	.....	.....	.....	.....	40	.....	.....	.....	.....	40	Sept., 1st Monday.
1135	×	×	×	.....	.....	.....	.....	.....	.....	60	.....	.....	.....	.....	40	September 15.
1136	0	0	0	0	0	.....	0	.....	0	20	5,500	0	0	800	42	May.
1137	×	×	×	.....	.....	.....	.....	.....	.....	.....	2,000	.....	.....	1,200	40	Sept., 1st Monday.
1138	0	×	0	0	0	.....	200	.....	0	40	.....	.....	.....	400	40	Sept., 1st Monday.
1139	0	×	×	0	0	.....	0	.....	0	15	5,000	.....	.....	800	40	September 1.
1140	×	×	×	×	×	.....	0	.....	0	.....	.....	.....	.....	3,000	40	Sept., 1st Monday.
1141	×	×	0	0	×	1873	500	50	0	40	16,000	0	0	4,000	40	Sept., 1st Monday.
1142	×	×	0	0	.....	1875	100	.....	0	30	.....	0	0	2,500	40	September 1.
1143	×	×	×	.....	.....	1862	150	.....	.....	18–36	45,000	8,000	1,000	1,500	42	

List of institutions for secondary instruction from which no information has been received.

Name.	Location.
PART I.—*Schools for boys.*	
St. Joseph's Academy	Oakland, Cal.
St. John's Male Academy	Jacksonville, Fla.
Samuel Bailey Male Institute	Griffin, Ga.
La Grange High School	La Grange, Ga.
Forest Academic, Collegiate, and Military Institute.	Anchorage, Ky.
Lexington Select Male School	Lexington, Ky.
University School, E. C. Venable	New Orleans, La.
Richland School for Boys, 145 Lanvale street.	Baltimore, Md.
Cambridge Male Academy	Cambridge, Md.
Howard Institute	Matthews' Store, Post-Office, Md.
Pontotoc Male Academy	Pontotoc, Miss.
Mr. Young's Classical School for Boys.	Elizabeth, N. J.
Bede Hall, (boarding school for boys.)	Cooperstown, N. Y.
St. Mary's Seminary for Boys	Flushing, N. Y.
Lyons Collegiate Institute, 5 E. Twenty-second street.	New York, N. Y.
Home Institute	Nyack, N. Y.
Cary School	Oakfield, N. Y.
Classical School, Vought street.	Rochester, N. Y.
Irving Institute	Tarrytown, N. Y.
Yonkers Military Institute	Yonkers, N. Y.
Mohegan Lake School	Yorktown, N. Y.
McNeill Turner High School	Shelby, N. C.
Bethlehem Home School for Boys.	Bethlehem, Pa.
Boys' School, S. C. Shortlidge	Kennett Square, Pa.
Cumberland Valley Institute	Mechanicsburg, Pa.
Boys' School	Media, Pa.
Academy, W. Kirshaw's, Germantown.	Philadelphia, Pa.
Boys' Select School, Cherry st., above Ninth street.	Philadelphia, Pa.
Collegiate School, southwest corner Broad and Walnut sts.	Philadelphia, Pa.
Rittenhouse Academy, northeast corner Eighteenth and Chestnut streets.	Philadelphia, Pa.
English and Classical School for Boys, northwest corner Fortieth and Sansom streets.	W. Philadelphia, Pa.
Mantua Academy, Powelton avenue and Thirty-fifth st.	W. Philadelphia, Pa.
PART II.—*Schools for girls.*	
Ursuline Convent	Tuscaloosa, Ala.
St. Ann's Academy	Fort Smith, Ark.
St. Mary's Academy	Little Rock, Ark.
St. Joseph's Female Academy, corner Eighth and G streets.	Sacramento, Cal.
Seminary for Young Ladies, Mrs. R. T. Huddart.	San Francisco, Cal.
St. Margaret of Cortona	E. Winsted, Conn.
Academy of Our Lady of the Sacred Heart.	Hartford, Conn.
Family School for Young Ladies, Miss M. G. A. Fessenden	Stamford, Conn.
Gothic Hall	Stamford, Conn.
Young Ladies' Boarding and Day School, Mrs. C. E. Richardson.	Stamford, Conn.
Sisters of the Holy Names	Key West, Fla.
Academy of the Immaculate Conception.	Atlanta, Ga.
St. Mary's Academy	Augusta, Ga.
O. O. Nelson Institute	Dawson, Ga.
Academy of St. Vincent de Paul	Savannah, Ga.
Ursuline Academy	Alton, Ill.
Loretto Academy	Cairo, Ill.
Benedict Academy	Chicago, Ill.
Institute of the Infant Jesus	Quincy, Ill.
St. Mary's Institute	Quincy, Ill.
The Bettie Stuart Institute, Mrs. M. McK. Homes.	Springfield, Ill.
Our Lady of the Sacred Heart.	Fort Wayne, Ind.
St. Ignatius' School	La Fayette, Ind.
St. Rose's Boarding School	Vincennes, Ind.
Young Ladies' School, Mrs. M. A. P. Darwin.	Burlington, Iowa.
Loretto Academy	Loretto, Ky.
Cedar Grove Female Seminary	Louisville, Ky.
Visitation Academy	Maysville, Ky.
Academy of St. Vincent de Paul	Morganfield, Ky.
Mt. St. Benedict's Academy	Portland, Ky.
Ursuline Order	New Orleans, La.
All Saints' School, 261 Hamilton Terrace.	Baltimore, Md.
Miss Furlong's Select School, 634 W. Fayette street.	Baltimore, Md.
Home and Day School, 76 Chester Square.	Boston, Mass.
School for Young Ladies, Miss Cushing's, 135 Warren st.	Boston Highlands, Mass.
Home and Day School for Girls, Mrs. Jas. P. Walker's.	Jamaica Plain, Mass.
Mrs. Towle's School, 35 Lafayette avenue.	Detroit, Mich.
Mrs. Wheaton's Day School	St. Paul, Minn.
Norwood Seminary	St. Paul, Minn.
St. Paul's Female Seminary	St. Paul, Minn.
Bethlehem Academy	Holly Springs, Miss.
Yazoo Seminary for Girls	Yazoo, Miss.
Kirkwood Seminary	Kirkwood, Mo.
Academy of St. Vincent de Sales.	Ste. Geneviève, Mo.
Boarding and Day School for Young Ladies, Miss Ranney.	Elizabeth, N. J.
Boarding School for Young Ladies, Lewis M. Johnson.	Trenton, N. J.
English and French Boarding and Day School, Mrs. Doty.	Astoria, N. Y.
Young Ladies' Institute	Auburn, N. Y.
Mrs. William G. Bryan's Boarding School for Young Ladies.	Batavia, N. Y.
Dean Female College	Binghamton, N. Y.
St. Joseph's Academy	Brooklyn, N. Y.
Select School for Young Ladies, Madame de Castro, 238 Raymond street.	Brooklyn, N. Y.
English and French School for Young Ladies, Miss Whitcomb, 82 Pierrepont street.	Brooklyn Heights, N. Y.
Church Boarding and Day School, 78 Lake street.	Elmira, N. Y.
Family School for Young Ladies, Miss E. J. Mackie.	Newburgh, N. Y.
Boarding and Day School for Young Ladies, Mrs. Steer. 12 East Forty-seventh street.	New York, N. Y.
English and French Boarding and Day School, Mrs. Williames, 26 West Thirty-ninth street.	New York, N. Y.
English and French School for Young Ladies, Miss Ayres, 15 West Forty-second street.	New York, N. Y.
English, French, and German Boarding and Day School, Miss Comstock's, 32 West Fortieth street.	New York, N. Y.
English, French, and German Boarding and Day School, Mrs. Garretson, 52 West Forty-seventh street.	New York, N. Y.
English, French, and German School for Young Ladies, Miss Haines, 10 Gramercy Park.	New York, N. Y.
Gardner Institute, 620 Fifth avenue.	New York, N. Y.
Hendrick Institute, 25 West Twenty-sixth street.	New York, N. Y.

List of institutions for secondary instruction, &c.—Continued.

Name.	Location.
Madame de Valencia's Institute, 33 West One Hundred and Thirtieth street.	New York, N. Y.
Madame O. da Silva's School, 17 West Thirty-eighth street.	New York, N. Y.
Miss Burgess' School, 108 West Forty-seventh street.	New York, N. Y.
Miss Crittenden's Boarding and Day School, 39 West Thirty-fifth street.	New York, N. Y.
Seabury Seminary, 125 West Forty-second street.	New York, N. Y.
Pelham Female Institute	Pelham, N. Y.
Ossining Institute for Young Ladies.	Sing Sing, N. Y.
Keble School, Mary J. Jackson	Syracuse, N. Y.
Cottage Hill Seminary for Young Ladies.	Tarrytown, N. Y.
Home Institute, Miss M. W. Metcalf.	Tarrytown, N. Y.
Female Seminary	Raleigh, N. C.
St. Mary's Academy for Young Ladies.	Jacksonville, Oreg.
Academy of the Sacred Heart.	Salem, Oreg.
Boarding School for Young Ladies, Mary B. Thomas.	Downington, Pa.
Boarding and Day School for Young Ladies, 5254 Germantown avenue.	Germantown, Pa.
Academy of Our Lady of the Sacred Heart.	Harrisburg, Pa.
Sunnyside Seminary, Rev. William E. Jones.	Hartsville, Pa.
Academy of the Assumption	Philadelphia, Pa.
Academy of the Sisters of Mercy.	Philadelphia, Pa.
Boarding and Day School for Young Ladies, 611 Marshall street.	Philadelphia, Pa.
Convent of the Society of the Holy Child Jesus.	Philadelphia, Pa.
Ingleside Seminary, 1532 Spruce street.	Philadelphia, Pa.
Miss E. M. Bennett's School, 637 North Seventeenth st.	Philadelphia, Pa.
St. Joseph's Academy	Philadelphia, Pa.
Select School, Mr. E. Roberts, 1712 Jefferson street.	Philadelphia, Pa.
Wallace Street Seminary for Young Ladies, 1806 Wallace street.	Philadelphia, Pa.
St. Benedict's Academy	St. Mary's, Pa.
Catholic Female Seminary	Sharon Hill, Pa.
Convent of the Sacred Heart	Torresdale, Pa.
Academy of the Sacred Heart	Newport, R. I.
Academy of Our Lady of Mercy	Charleston, S. C.
Ursuline Institute	Columbia, S. C.
Academy of Our Lady of Mercy	Sumter, S. C.
St. Stephen's School	Willington, S. C.
Columbia Athenæum	Columbia, Tenn.
Durhamville Female Institute	Durhamville, Tenn.
Academy of the Immaculate Conception.	Jackson, Tenn.
Austin Female Institute	Austin, Tex.
Convent of the Incarnate Word	Brownsville, Tex.
Ursuline Academy	Laredo, Tex.
Convent of Our Lady of Vermont.	East Rutland, Vt.
Glenwood Ladies' Seminary	West Brattleboro', Vt.
St. Mary's Academy, North Fairfax street.	Alexandria, Va.
St. Mary's Academy	Norfolk, Va.
Suffolk Female Institute	Suffolk, Va.
PART III.—*Schools for boys and girls.*	
Southwood Select School	Talladega, Ala.
Lutheran High School	Fort Smith, Ark.
Napa Seminary	Napa City, Cal.
Sacramento Home School, H street, between Thirteenth and Fourteenth.	Sacramento, Cal.
Brainerd Academy	Haddam, Conn.
East District High School	Vernon, Conn.
Laurel Academy	Laurel, Del.
Newark Academy	Newark, Del.
Bairdstown Academy	Bairdstown, Ga.
Mt. Zion Institute	Mt. Zion, Ga.
Chicago Academy, 11 Eighteenth street.	Chicago, Ill.
John Street High School	New Albany, Ind.
Mt. Pleasant High School and Female Seminary.	Mt. Pleasant, Iowa.
Wetmore Institute	Irving, Kans.
School of the Parish of the Good Shepherd.	Frankfort, Ky.
St. Augustine's Academy	Lebanon, Ky.
Orphans' School	Midway, Ky.
Nicholasville Academy	Nicholasville, Ky.
Select School, George Varden.	Paris, Ky.
Calais Academy and High School.	Calais, Me.
Exeter High School	Exeter, Me.
Hartland Academy	Hartland, Me.
Mattanawcook Academy	Lincoln, Me.
Harpswell Academy	N. Harpswell, Me.
North Yarmouth Academy	Yarmouth, Me.
Howe School	Billerica, Mass.
St. Francis Xavier's Academy	Baraga, Mich.
School of the Holy Apostles	Mankato, Minn.
Select School	Mankato, Minn.
Christ Church Parish School	Red Wing, Minn.
Assumption School	St. Paul, Minn.
St. Paul Home School	St. Paul, Minn.
Crystal Springs Institute	Crystal Sp's, Miss.
St. Joseph's Academy	Edina, Mo.
Newtonia High School	Newtonia, Mo.
Ingleside Academy	Palmyra, Mo.
Academy of the Sacred Heart	St. Louis, Mo.
Antrim High School	Antrim, N. H.
Chester Academy	Chester, N. H.
Academic School	Conway, N. H.
Landaff High School	Landaff, N. H.
Pittsfield Academy	Pittsfield, N. H.
Christian Institute	Wolfboro', N. H.
Champlain Union School and Academy.	Champlain, N. Y.
Yates Union School	Chittenango, N. Y.
East Bloomfield Seminary	East Bloomfield, N. Y.
Andrew J. Qua's School	Hartford, N. Y.
McGrawville Union School and Academy.	McGrawville, N. Y.
Franklin Academy	Malone, N. Y.
Martin Institute	Martinsburg, N. Y.
Monticello Academy	Monticello, N. Y.
Sisters of St. Ann	Oswego, N. Y.
Bird's Nest Cottage Home School.	Rhinebeck, N. Y.
Mt. Pleasant Academy	Sing Sing, N. Y.
Woodhull Academy	Woodhull, N. Y.
St. Augustine's Normal School and Collegiate Institute.	Raleigh, N. C.
Bartlett Academy	Bartlett, Ohio.
Bloomingburgh Academy	Bloomingburgh, Ohio.
Fayette Normal School	Bloomingburgh, Ohio.
Geauga Seminary	Chester, Ohio.
Mansfield Seminary	Mansfield, Ohio.
Madison Academy	Mt. Perry, Ohio.
De Camp Institute	Pagetown, Ohio.
Carlton College	Syracuse, Ohio.
Westminster Academy	Waterford, Ohio.
Canaan Academy	Windsor, Ohio.
Boalsburgh Academy	Boalsburgh, Pa.
Young Ladies' Seminary	Carlisle, Pa.
Columbia High School	Columbia, Pa.
St. Bernard's Academy	Woonsocket, R. I.

List of institutions for secondary instruction, &c.—Concluded.

Name.	Location.	Name.	Location.
Spring Hill Female Academy.	Spring Hill, Tenn.	Jonesville Academy	Jonesville, Vt.
Walnut Grove Academy	Walnut Grove, Tenn.	Yeates Upper School	Lordsville, Va.
		Oak Hill Institute	Wadesville, Va.
Oakland Grove Academy	Waynesboro', Tenn.	St. Mary's Academy	Charleston, W. Va.
		Waupaca County Academy	Baldwin's Mills, Wis.
High School	San Antonio, Tex.		
New Hampton Institute	Fairfax, Vt.	Lakeside Seminary	Oconomowoc, Wis.
Lamoille Central Academy	Hyde Park, Vt.	St. Joseph's Academy	Steilacoom, Wash.

TABLE VI.—*Memoranda.*

Name.	Location.	Remarks.
PART I.—*Schools for boys.*		
Montgomery Male High School	Montgomery, Ala	Not in existence.
Darien Seminary	Darien, Conn	Closed.
Collegiate and Commercial Institute	New Haven, Conn	See Table VII.
Stamford Military Institute	Stamford, Conn	Removed to North Granville, N.Y., (see Granville Military Academy.)
English and Classical School for Boys	Stratford, Conn	See Family School for Boys, (identical.)
English and Classical Boarding School for Boys.	Stratford, Conn	See Classical School, Part 3, (identical.)
Fairfield College	Fairfield, Iowa	Now a public school.
St. Joseph's College	Bardstown, Ky	See Table IX.
Somerset Collegiate Institute	Harrodsburg, Ky	Not in existence.
Lexington Male High School	Lexington, Ky	See Thrukeld Select School, (identical.)
St. Timothy's Hall	Catonsville, Md	Closed.
Dr. Griswold's School for Boys	Hooversville, Md	Closed.
Borromeo Institute	Pikesville, Md	Not in existence.
Hermann High School	Hermann, Mo	Closed.
Clinton Military Academy	Clinton, N. Y	See Clinton Grammar School, (identical.)
Hobart College Grammar School	Geneva, N. Y	Closed.
Park Institute	Rye, N. Y	See Table VII.
Hiram H. Post's Private School	Sing Sing, N. Y	Removed to Belleville, Ill.
Horner & Graves' School	Hillsboro', N. C	See Hillsboro' Military Academy, (identical.)
Raleigh Academy	Raleigh, N. C	Not in existence.
St. Vincent's Seminary	Germantown, (Philadelphia,) Pa.	See Table XI.
Brownsville Male Academy	Brownsville, Tenn	Now a public graded school.
Richmond Institute	Richmond, Va	See Table XI.
Jarvis Hall Collegiate School	Golden, Colo	See Table VII.
Select School for Boys, (Mrs. S. A. Peck)	Washington, D. C	Closed.
PART II.—*Schools for girls.*		
Grove Hall	New Haven, Conn	See Table VIII.
Mrs. Piatt's Boarding and Day School	Norwich, Conn	Mrs. Piatt removed to Utica, N. Y., (see Utica Female Academy.)
St. Mary's Priory	Fernandina, Fla	Not found.
Maysville Female College	Maysville, Ky	Closed.
St. Francis' Academy	Owensboro', Ky	Not found.
Misses Clark's Young Ladies' School	Ann Arbor, Mich	Closed.
Convent of Our Lady of La Salette	Sault Ste. Marie, Mich	Removed to Marquette, Mich.
Minneapolis Female Seminary	Minneapolis, Minn	See Table VIII.
Christian Female Institute	Lexington, Mo	Closed.
St. Louis Seminary	St. Louis, Mo	See Table VIII.
Wettling Institute	Cortland Village, N. Y	Closed.
French Institute for Young Ladies	Ft. Washington, N. Y	Closed.
Home School for Young Ladies, (Miss Parkhurst's.)	Newburgh, N. Y	Not found.
D'Aert's Institute for Young Ladies	New York, N. Y	Removed; not found.
German-American Institute	New York, N. Y	Removed; not found.
Mrs. Bleeker's School	New York, N. Y	Removed; not found.
Primary, Progressive, and Finishing School.	New York, N. Y	See Miss Comstock's School, (identical.)
Academy of the Sisters of Mercy	Rochester, N. Y	A parochial school.
Riverside Seminary	Rochester, N. Y	Closed.
Yonkers Collegiate Institute	Yonkers, N. Y	Not found.
Mt. Amœna Seminary	Mt. Pleasant, N. C	See Mt. Pleasant Female Seminary, (identical.)
Miss E. H. Appleton's Select School	Cincinnati, Ohio	Removed; not found.
Lake Erie Seminary	Painesville, Ohio	See Table VIII.
School for Young Ladies and Children	Easton, Pa	Not found.
Miss Mary E. Stevens' School	Germantown, Pa	See Table VIII.
Select School for Girls	Philadelphia, (1507 Oxford street,) Pa.	Removed; not found.
St. John's Hall	Spartanburgh, S. C	Closed.
Masonic Female Academy	Morristown, Tenn	See Morristown Female High School, (identical.)
Academy of St. Cecilia	Mt. Vernon, Tenn	Not found.
Convent of the Incarnate Word	Victoria, Tex	See Nazareth Convent, Table VIII. (identical.)
Boarding and Day School for Young Ladies.	Harrisonburg, Va	Not found.
Memorial Hall School	Washington, D. C	Closed.
PART III.—*Schools for boys and girls.*		
Arkansas College	Batesville, Ark	See Table IX.
Baptist Seminary	Fort Smith, Ark	Not in existence.

TABLE VI—*Memoranda*—Concluded.

Name.	Location.	Remarks.
Methodist High School	Fort Smith, Ark	Not found.
Verner Episcopal School	East Windsor Hill, Conn.	Not found.
Stratford Academy	Stratford, Conn	Charter about to be given up.
Natchang School	Willimantic, Conn	A district school.
Milford Classical and Mathematical Institute.	Milford, Del	Merged into Milford Seminary.
Delaware Institute	Wilmington, Del	Not now in existence.
Dyhrenfurth College	Chicago, Ill	See Table IV.
Mt. Zion Male and Female Seminary	Mt. Zion, Ill	Not found.
Harrisburgh Academy	Harrisburgh, Ky	See Owen College, (identical.)
Murray Institute	Murray, Ky	See Table IX.
Bridgeton Academy	North Bridgeton, Me	Not found.
Groveland Seminary	Wasioga, Minn	See Wesleyan Methodist Seminary, (identical.)
James Institute	St. James, Mo	Closed.
English and Classical School	Jamesburg, N. J	See Jamesburg Institute, Part 1, (identical.)
Clintonian Seminary	Brooklyn, N. Y	Closed.
Ulster Seminary	Ellenville, N. Y	Closed.
Geneseo Academy	Geneseo, N. Y	Closed.
Middlebury Academy	Middlebury, N. Y	See Wyoming, N. Y.
Oneida Seminary	Oneida, N. Y	Closed.
Vernon Academy	Vernon, N. Y	Now a public free school.
Indian Ridge Academy	Currituck County, N.C.	Closed.
Sylvan High School	Jackson's Creek, N. C	Closed.
Kernersville High School	Kernersville, N. C	Closed.
Shaw University	Raleigh, N. C	See Tables III and XI.
Fairfield Union Academy	Pleasantville, Ohio	Closed.
Select School	Sunbury, Ohio	Not found.
School in the Mountains	Bellefonte, Pa	See Bellefonte Academy, (identical.)
Milnwood Academy	Shade Gap, Pa	Closed.
Luzerne Presbyterial Institute	Wyoming, Pa	Closed.
Neophogen College	Gallatin, Tenn	See Table IX.
Le Moyne Commercial School	Memphis, Tenn	See Le Moyne Normal School, Table III, (identical.)
Riverside Academy	Dallas, Tex	See Riverside Institute, Lisbon, Tex., (identical.)
Orleans County Grammar School	Brownington, Vt	Not found.
Chester Academy	Chester, Vt	Closed.
Newton Academy	Shoreham, Vt	Now Shoreham Central High School.
St. Vincent's School	Wheeling, W. Va	Name changed to St. Joseph's School.
Evansville Seminary	Evansville, Wis	Closed.
River Falls Institute	River Falls, Wis	Closed.
Milton School	Washington, D. C	Closed.

TABLE VII.—*Statistics of preparatory schools, including schools for secondary instruction having preparatory departments, for* 1875; *from replies to inquiries by the United States Bureau of Education.*

NOTE.—× indicates an affirmative answer; 0 signifies no, or none; ..... indicates no returns.

Number.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Number of instructors.	Students.							Number of years in course.	Number of weeks in scholastic year.
								Number preparing for classical course in college.	Number preparing for scientific course in college.	Number of other students.	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.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	Talladega College	Talladega, Ala	1869	1869	A. A. Safford, A. M	Cong	12	15	.....	216	.....	.....	.....	.....	4	39
2	Oak Mound School for Boys	Napa, Cal	....	1872	C. M. Walker, A. B	.....	3	5	9	31	10	2	.....	.....	4	44
3	California Military Academy	Oakland, Cal	....	1865	Col. David McClure	.....	9	.....	20	90	(a)	7	.....	.....	4	40
4	Oakland High School	Oakland, Cal	0	1869	J. B. McChesney	.....	8	40	20	70	14	8	2	9	3	43
5	Franciscan College	Santa Barbara, Cal	....	1868	Very Rev. J. M. Romo, O. S. F	R. C	5	4	20	21	.....	.....	.....	.....	6	42
6	Santa Barbara College	Santa Barbara, Cal	1869	1869	Ellwood Cooper	Non-sect.	9	4	5	71	8	7	6	0	8	40
7	Hartford Public High School	Hartford, Conn	0	1847	Joseph Hall, A. M	Non-sect.	15	100	.....	320	12	8	3	34	4	40
8	Collegiate and Commercial Institute.	New Haven, Conn	....	1834	William H. Russell, A. M	.....	15	117	.....	.....	.....	.....	.....	.....	.....	38
9	Hopkins Grammar School	New Haven, Conn	....	1660	William L. Cushing, A. M	.....	9	160	40	0	12	35	15	3	5	38
10	Norwich Free Academy	Norwich, Conn	1854	1854	William Hutchison, A. M	Non-sect.	4	20	2	95	(a)	6	1	6	4	41
11	Connecticut Literary Institution	Suffield, Conn	1833	1833	J. A. Shores, A. M	Baptist	7	28	6	106	....	5	1	6	4	40
12	Woodstock Academy	Woodstock, Conn	1800	1801	F. E. Burnette, A. B	Non-sect.	7	2	3	65	13	3	.....	.....	3, 4	39
13	South Georgia Male Institute	Dawson, Ga	....	1872	J. W. F. Lowrey	Meth	2	4	2	80	6	2	1	.....	.....	40
14	Allen's Academy	Chicago, Ill., (737 Michigan avenue.)	0	1874	Ira W Allen, A. M., LL. D	Non-sect.	12	50	40	38	11	3	.....	.....	4	40
15	St. Francis Solanus College*	Quincy, Ill	1873	1859	Rev. P. A. Mueller, O. S. F	R. C	11	(59)		50	10	12	.....	.....	6	....
16	Burlington Collegiate Institute	Burlington, Iowa	1852	1852	L. E. Wortman, A. B	Baptist	5		(60)		.....	.....	.....	.....	3	40
17	Preparatory Department of Griswold College.	Davenport, Iowa	1859	1859	Prof. D. S. Sheldon, A. M	P. E	3	18	0	26	....	0	0	0	4	40
18	Bethlehem Academy	Elizabethtown, Ky	....	....		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
19	Lynnland Military Institute	Glendale, Ky	....	....	Col. W. F. Perry	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
20	Edward Little High School	Auburn, Me	1873	1873	Charles E. Fish	Non-sect.	3	40	5	35	(a)	6	0	20	4	33

21	Gorham Seminary*	Gorham, Me	1803	1803	Joel Wilson	Cong	9	6	7	125	(a)		1	8	3, 4	43
22	Nichols Latin School	Lewiston, Me	1856	1857	Fritz W. Baldwin, A. M	Free Bap.	4	50			13	8		1	3	39
23	Maine Central Institute	Pittsfield, Me	1866	1866	Kingsbury Bachelder, A. M	F. W. B.	6	85	8	159					3, 4	
24	Johnson Home School for Boys	Topsham, Me		1857	D. L. Smith	Non-sect.	4	4	2	15	(a)					40
25	Classical Institute	Waterville, Me	1842	1828	James H. Hanson, LL. D	Baptist	5	75	0	100	(a)	22	0	10	3, 4	40
26	West Lebanon Academy	West Lebanon, Me	1852	1852	George F. Chace, A. M	Free Bap.	3	3	0	50	(a)	0	0	0	3, 4	40
27	Friends' Elementary and High School.	Baltimore, Md., (Lombard street, near Entaw.)	0	1864	Eli M. Lamb	Friends	14	15	2	259	(a)			35	9	40
28	Rockville Academy	Rockville, Md	1805	1807	Washington Cattell		2	4		25	10	2		5	4	40
29	Phillips Academy	Andover, Mass	1780	1778	C. F. P. Bancroft, A. M	Non-sect.	8	140	(99)		(a)	38	6	21	3, 4	38½
30	Chauncy Hall School	Boston, Mass., (259 Boylston street.)	1874	1828	Thomas Cushing, William H. Ladd, and Herbert B. Cushing.		18			b250						40
31	Classical School	Boston, Mass., (40 Winter street.)	0	1866	G. W. C. Noble, A. M	Non-sect.	5	66	0	0	10	9	0	2	6	40
32	Classical and Mathematical School	Boston, Mass., (47 Winter street.)		1842	William H. Brooks, A. M		2	6		1		1	1			
33	English and Classical School for Boys.	Boston, Mass., (150 Tremont street.)	0	1860	William N. Eayrs, A. B	Non-sect.	3	9	7	25	10	5	1	6	6	40
34	Private Classical School	Boston, Mass., (20 Boylston Place.)		1868	John P. Hopkinson		5	61		0	10	8	1	2	6	38
35	Private Latin School	Boston, Mass., (80 Charles street.)		1872	Henry S. Mackintosh, A. M	Non-sect.	6	20	0	4	8	0	0	0	6	40
36	Public Latin School	Boston, Mass., (Bedford street.)	0	1635	Francis Gardner, A. M	Non-sect.	17	373			10	28	0	6	9	40
37	Bridgewater Academy	Bridgewater, Mass	1799	1799	Joshua Eddy Crane, A. M	Non-sect.	3	5	2	70	13		3		3, 4	40
38	High School	Cambridge, Mass		1846	Lyman R. Williston, A. M		12	(100)			300	(a)	9		37	4, 5	42
39	Private School for Boys	Cambridgeport, Mass		1865	Joshua Kendall		2	12	1	5			2	1			40
40	Concord High School	Concord, Mass		1851	W. L. Eaton		2	3			30	(a)				4	40
41	Williston Seminary	Easthampton, Mass	1841	1841	Rev. Marshall Henshaw, D. D., LL. D.	Cong	9	110	30	100		24	5	11	4	39
42	Lawrence Academy	Groton, Mass	1793	1793	Rev. James Fletcher	Cong	5	16	8	50	(a)	3		2	4	40
43	Monson Academy	Monson, Mass	1804	1806	Rev. Charles Hammond, A. M	Non-sect.	4	25	2	135	12	2				40
44	Mr. Knapp's Private School	Plymouth, Mass		1867	Fred. N. Knapp		3	2	2	6	10		2	4	6	40
45	Adams Academy	Quincy, Mass	1826	1872	William R. Dimmock, LL. D	Non-sect.	9	130	0	0	13	14	1	0	4	39
46	Greylock Institute	So. Williamstown, Mass	0	1842	Benjamin F. Mills, A. M	Cong	9	34	16	59	12	6	8	2	4	38
47	Springfield Collegiate Institute*	Springfield, Mass		1874	Rev. M. C. Stebbins, A. M		7	17	8	30						40
48	Edwards Place School	Stockbridge, Mass	0	1855	Ferdinand Hoffmann	Non-sect.	2	5		1	(a)	4	0			52
49	West Newton English and Classical School.	West Newton, Mass	1854	1854	Nathaniel T. Allen, A. M	Non-sect.	11	20	16	50	8	3	3	15	8	38
50	Warren Academy	Woburn, Mass	1825	1820	L. S. Burbank, A. M	Non-sect.	4	0	28	12	13	0	20	2	3	38
51	Worcester Academy	Worcester, Mass	1832	1832	J. D. Smith, A. M	Baptist	6	40			20	8		1	4	40
52	Austin Academy	Centre Strafford, N. H	1830	1830	S. C. Kimball	F. W. B.	3	5	0	100	6	0	0	2	3	36
53	St. Paul's School	Concord, N. H	1855	1856	Rev. Henry A. Coit, D. D	P. E.	14	182			12	20	2		6	40
54	Phillips Exeter Academy	Exeter, N. H	1781	1783	Albert C. Perkins, A. M	Non-sect.	6	149	0	13	13	36	0		4	38
55	Collegiate School	Hopkinton, N. H														
56	Kimball Union Academy	Meriden, N. H	1813	1815	George J. Cummings, M. A	Cong	8	35	4	95	14	10		7	3	39
57	New London Literary and Scientific Institution.	New London, N. H	1854	1853	Rev. A. L. Lane, A. M	Baptist	9	35	0	125	14	4	0	11	4	40
58	Preparatory Department of Burlington College.	Burlington, N. J	1846	1846	Rt. Rev. John Scarborough, D. D.	P. E.	7	56							4	40

* From Report of Commissioner of Education for 1874.

a None specified.

b Total number of pupils.

TABLE VII.—*Statistics of preparatory schools, including schools for secondary instruction having preparatory departments, for* 1875, *&c.*—Continued.

NOTE.— × indicates an affirmative answer; 0 signifies no or none; ..... indicates no returns.

Number.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Number of instructors.	Students.							Number of years in course.	Number of weeks in scholastic year.
								Number preparing for classical course in college.	Number preparing for scientific course in college.	Number of other students.	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.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
59	Peddie Institute	Hightstown, N. J	1865	1865	La Roy F. Griffin, A. M	Baptist	7	8	0	70	(a)	2	0	2	4	40
60	Stevens High School	Hoboken, N. J	0	1870	Edward Wall, A. M	Non-sect.	6	1	19	12	.....	.....	6	.....	6	38
61	Rutgers College Grammar School.	New Brunswick, N. J	.....	1770	Rev. Abraham Thompson, A. M., rector.	Ref. Ch. in Am.	7	63	5	42	(a)	24	4	9	5	40
62	Princeton College Preparatory School.	Princeton, N. J	.....	1873	Rev. Charles J. Collins, A.M	Non-sect.	4	38	8	.....	.....	5	6	.....	3	37
63	Cazenovia Seminary	Cazenovia, N. Y	1825	1824	Rev. W. S. Smyth, M. A	M. E	13	70	42	460	12	36	21	32	3	39
64	Claverack Academy and Hudson River Institute.	Claverack, N. Y	1854	1854	Rev. Alonzo Flack, Ph. D	Non-sect.	20	40	20	190	12	6	4	15	4	40
65	Fort Edward Collegiate Institute	Fort Edward, N. Y	1854	1854	Rev. Joseph E. King, D.D., Ph.D.	Meth	15	25	10	265	13	9	3	27	3	39
66	Colgate Academy	Hamilton, N. Y	1853	1832	Francis W. Towle	Baptist	8	50	6	33	12	15	5	0	3	39
67	Cook Academy	Havana, N. Y	1872	1873	A. C. Winters	Baptist	7	25	2	175	(a)	3	1	5	4	39
68	Ithaca High School	Ithaca, N. Y	1874	1875	Fox Holden	.....	5	25	30	95	12	3	.....	.....	4	40
69	Mr. Kinne's School	Ithaca, N. Y	0	1869	William Kinne, M. A	Non-sect.	2	2	15	0	(a)	0	4	0	.....	37
70	Kingston Academy	Kingston, N. Y	1774	1774	Charles Curtis, M. A	Non-sect.	8	40	21	42	.....	.....	.....	.....	3	42
71	Anthon Grammar School	New York, N. Y	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
72	Charlier Institute for Young Gentlemen.	New York, N. Y., (108 W. 9th street.)	0	1855	Prof. Elie Charlier	Non-sect.	30	50	.....	200	7	.....	.....	.....	10	40
73	Columbia Grammar School	New York, N. Y., (333 4th avenue.)	0	1753	Dr. R. S. Bacon, A. M.; and B. H. Campbell, A. M.	Non-sect.	15	80	22	78	6, 10	9	11	14	5–6	40
74	Preparatory Scientific School	New York, N. Y., (1267 Broadway.)	.....	1872	Prof. Alfred Colin, M. E	Non-sect.	4	0	12	6	9	0	1	1	8	38
75	University Grammar School	New York, N. Y.	0	1837	M. M. Hobby, A. M	.....	7	17	1	43	7	.....	.....	.....	4	40

76	Park Institute	Rye, N. Y.	0	1869	Henry Tatlock, A. M	Non-sect.	5	22	11	10	6	1	1	.....	12	42
77	Union Classical Institute*	Schenectady, N. Y	1855	1872	Samuel B. Howe, A. M	Non-sect.	6	40	20	70	12	18	.....	3	3	42
78	St. John's School	Sing Sing, N. Y	....	1869	Rev. J. B. Gibson, D. D., rector	P. E.	9	25	.....	53	10	2	2	7	6	40
79	De Veaux College	Suspension Bridge, N. Y.	1853	1857	Rev. George Herbert Patterson, A. M.	P. E.	8	32	2	28	9	1	0	1	6	40
80	Rev. M. R. Hooper's Academy	Yonkers, N. Y	....	1867	Rev. M. R. Hooper, A. M	.....	5	20	4	21	....	1	.....	1	5	40
81	Chickering Institute	Cincinnati, Ohio	0	1855	J. B. Chickering, A. M	.....	13	40	50	100	....	10	4	7	5	39
82	Department of preparatory instruction in Oberlin College.	Oberlin, Ohio	1834	1834	Henry F. Clark, A. M.; and Rev. James H. Laird.	Cong	9	250	.....	429	16	36	*b*45	0	3	36
82	Miami Classical School	Oxford, Ohio	0	1873	R. H. Bishop, A. M	Non-sect.	2	37	.....	40	14	5	.....	3	3	39
84	Chambersburg Academy	Chambersburg, Pa	1797	1796	J. H. Shumaker, A. M., Ph. D.	Non-sect.	5	20	10	50	12	9	3	12	5	40
85	Easton Classical and Mathematical School.	Easton, Pa	....	1870	B. F. Stem, Ph. D	.....	2	14	.....	16	10	.....	.....	.....	.....	43
86	Wyoming Seminary	Kingston, Pa	1844	1844	Rev. David Copeland, A. M., Ph. D.	Meth	16	40	25	457	12	4	3	6	3, 4	40
87	Cumberland Valley Institute	Mechanicsburg, Pa	....	1853	Prof. A. H. Ege, A. M	Meth	3	5	.....	25	....	1	.....	.....	.....	40
88	Fewsmith's Classical and Mathematical School.	Philadelphia, Pa., (1008 Chestnut street.)	0	1857	William Fewsmith	Non-sect.	4	10	4	33	10	4	2	6	5	42
89	Select High School	Philadelphia, Pa., (114 N. 9th street.)	0	1862	George Eastburn, M. A	Non-sect.	12	10	8	70	(*a*)	7	3	6	5	40
90	York Collegiate Institute	York, Pa	1872	1873	Rev. James McDougall, jr., Ph. D.	Non-sect.	7	20	.....	100	....	.....	.....	.....	4	40
91	East Greenwich Academy	East Greenwich, R. I	1802	1802	Rev. F. D. Blakeslee, A. M	M. E	12	67	.....	157	....	.....	.....	.....	3	40
92	Rogers High School	Newport, R. I	0	1873	F. W. Tilton, A. M	Non-sect.	8	12	4	102	....	2	0	9	4	40
93	Lapham Institute	North Scituate, R. I	1839	1839	W. S. Stockbridge, A. M	Free B.	5	2	0	94	....	3	0	4	4	39
94	English and Classical School	Providence, R. I., (49 Snow street.)	....	1864	William A. Mowry, A. M.; Charles B. Goff, A. M.	.....	14	114	20	156	8	10	3	5	9	40
95	University Grammar School	Providence, R. I	0	1764	Merrick Lyon, A. M., LL. D.; Emory Lyon, A. M., M. D.	Baptist	6	35	.....	29	8	1	0	11	6	40
96	Claflin University	Orangeburg, S. C	1869	1870	Rev. Edward Cooke, D. D	M. E	6	11	.....	198	....	.....	.....	.....	.....	.....
97	Mt. Zion College	Winnsboro', S. C	1773	1777	W. M. Dwight	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
98	St. Mary's Institute	San Antonio, Tex	....	1852	Brother Charles Francis	R. C.	3	10	20	240	....	.....	.....	.....	.....	.....
99	Castleton Seminary*	Castleton, Vt	1786	1787	Edward J. Hyde, A. M	Non-sect.	8	5	2	66	8, 12	3	2	1	3–5	40
100	Burr and Burton Seminary*	Manchester, Vt	1832	1833	H. H. Shaw, A. M	Cong	10	60	15	50	13	10	3	3	3	40
101	Green Mountain Institute	Waterbury, Vt	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
102	Kenmore University High School	Amherst C. H., Va	....	1872	H. A. Strode	.....	2	15	2	19	....	6	1	0	4	38
103	Bellevue High School	Bellevue, Va	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
104	Norwood High School	Norwood, Va	1872	1865	William D. Cabell	Non-sect.	4	27	18	9	10	10	2	20	.....	40
105	Hanover Academy	Near Taylorsville, Va	0	1850	Col. H. P. Jones, M. A	Non-sect.	3	15	3	18	13	4	.....	14	4	39
106	Wayland University	Beaver Dam, Wis	1855	1855	A. S. Hutchens	Baptist	6	11	14	71	....	4	.....	1	3	39
107	Milwaukee Academy	Milwaukee, Wis	....	1864	Albert Markham	Non-sect.	6	25	18	45	(*a*)	9	3	1	4	40
108	Jarvis Hall	Golden, Colo	0	1870	Rev. T. L. Bellam, A. M	P. E.	4	6	8	6	....	2	.....	.....	.....	.....

* From Report of Commissioner of Education for 1874. *a* None specified. *b* Entered literary course.

TABLE VII.—*Statistics of preparatory schools, including schools for secondary instruction having preparatory departments, for* 1875, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; ..... indicates no returns.

Number.	Name.	Has the school a chemical laboratory?	Has the school a philosophical cabinet and apparatus?	Has the school a gymnasium?	Library.		Annual cost of tuition.	Average cost of board and lodging per year.	Property, income, &c.				Scholastic year begins—
					Number of volumes.	Average annual increase.			Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
	1	17	18	19	20	21	22	23	24	25	26	27	28
1	Talladega College	.....	.....	.....	300	.....	$9	$97.50	.....	$0	$0	.....	October 4.
2	Oak Mound School for Boys	×	×	0	97	.....	75	.....	$3,000	.....	.....	$3,000	August.
3	California Military Academy	×	×	×	1,500	.....	*a*360	.....	85,000	.....	.....	.....	July 28.
4	Oakland High School	×	×	0	400	20	*b*40	.....	40,000	.....	*c*$7,000	300	July.
5	Franciscan College	.....	.....	.....	2,500	.....	.....	.....	.....	.....	.....	.....	
6	Santa Barbara College	.....	×	×	1,000	500	100	250	75,000	.....	.....	10,000	August, 1st Monday.
7	Hartford Public High School	×	×	×	2,000	100	*b*60	.....	180,000	.....	.....	4,500	May 1.
8	Collegiate and Commercial Institute	.....	.....	.....	.....	.....	63	*d*510	.....	.....	.....	.....	September 16.
9	Hopkins Grammar School	.....	.....	.....	.....	.....	65	.....	.....	.....	.....	.....	September 16.
10	Norwich Free Academy	×	×	0	3,500	.....	30	.....	60,000	70,000	5,000	1,600	September.
11	Connecticut Literary Institution	×	×	0	1,000	40	27–36	150	140,000	20,000	1,200	5,243	August, last Wednesday.
12	Woodstock Academy	×	×	×	400	100	25	156	30,000	10,000	442	1,100	September 1.
13	South Georgia Male Institute	.....	×	0	.....	.....	20–50	125	10,000	.....	.....	2,100	January 10.
14	Allen's Academy	×	×	.....	2,500	100	60–200	250–300	85,000	0	0	.....	September, 1st Monday.
15	St. Francis Solanus College*	0	×	0	2,100	.....	30	150	35,000	.....	.....	.....	September, 1st Monday.
16	Burlington Collegiate Institute	.....	×	.....	2,300	.....	40	100	45,000	12,500	1,250	2,000	September 1.
17	Preparatory Department of Griswold College	×	×	0	.....	.....	30–46	140–400	125,000	.....	.....	1,150	September, 1st Thursday.
18	Bethlehem Academy	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
19	Lynnland Military Institute	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
20	Edward Little High School	×	.....	0	250	15	.....	350	10,000	.....	.....	.....	September 1.
21	Gorham Seminary*	0	×	×	2,000	.....	.....	225	40,000	5,000	300	2,350	August, last Tuesday.
22	Nichols Latin School	.....	.....	×	1,000	50	27	120	25,000	.....	.....	700	August, last Tuesday.
23	Maine Central Institute	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	August 23.
24	Johnson Home School for Boys	0	×	×	400	.....	*a*350	.....	12,000	0	0	1,500	September, 2d Wednesday.
25	Classical Institute	0	×	0	60	10	20–25	140	10,000	0	0	3,500	September 1.

26	West Lebanon Academy	×	×	0	130	.....	20–24	140	2,000	5,000	300	1,000	August, last Tuesday.
27	Friends' Elementary and High School	×	×	0	3,000	.....	30–80	.....	70,000	.....	.....	14,500	September, 1st Monday.
28	Rockville Academy	.....	0	.....	.....	.....	20–40	.....	3,000	.....	*e*800	1,000	September 1.
29	Phillips Academy	×	×	×	2,800	.....	60	200–350	105,000	94,600	4,682	11,389	September, 1st Wednesday.
30	Chauncy Hall School	×	×	×	.....	.....	100–240	.....	100,000	.....	.....	44,000	September, 2d Monday.
31	Classical School	.....	.....	.....	.....	.....	200	.....	.....	.....	.....	13,000	September 13.
32	Classical and Mathematical School	.....	.....	.....	.....	.....	200	.....	.....	.....	.....	2,417	September 20.
33	English and Classical School for Boys	×	×	×	500	20	160–700	.....	*f*1,500	0	0	6,500	September, 3d Monday.
34	Private Classical School	.....	.....	.....	.....	.....	200	.....	.....	.....	.....	13,000	September 20.
35	Private Latin School	0	.....	.....	.....	.....	150–200	.....	.....	0	0	.....	October 1.
36	Public Latin School	0	×	×	5,000	50	.....	.....	210,000	0	0	1,180	September, 2d Monday.
37	Bridgewater Academy	×	×	.....	500	.....	40	200	18,000	2,500	200	1,600	September 1.
38	High School	×	×	0	3,000	.....	.....	.....	75,000	.....	.....	.....	September, 1st Monday.
39	Private School for Boys	×	×	.....	.....	.....	150	450	9,000	.....	.....	2,500	September 23.
40	Concord High School	0	×	0	.....	.....	*b*30	.....	10,000	.....	.....	.....	March.
41	Williston Seminary	×	×	×	1,800	.....	60	240	214,000	100,000	9,198	12,843	September, 1st Wednesday.
42	Lawrence Academy	×	×	0	2,500	.....	22	160	40,000	37,000	2,600	1,200	September 1.
43	Monson Academy	×	×	0	1,000	50	21–27	200	20,000	25,600	2,000	2,272	August, last Wednesday.
44	Mr. Knapp's Private School	.....	.....	.....	.....	.....	(800)	.....	10,000	.....	.....	7,500	September 23.
45	Adams Academy	0	0	×	2,500	0	100	272	30,000	50,000	1,200	9,000	September 8.
46	Greylock Institute	×	×	×	400	25	100	350	75,000	0	0	10,000	September 1.
47	Springfield Collegiate Institute*	0	.....	.....	.....	.....	100	320	.....	.....	.....	.....	September, 2d week.
48	Edwards Place School	0	.....	×	500	.....	300	300	20,000	0	0	*a*3,600	Any time.
49	West Newton English and Classical School	×	×	×	450	.....	125	325	30,000	0	0	.....	September, 3d Wednesday.
50	Warren Academy	×	×	0	300	.....	75	250	30,000	12,000	800	3,000	September, 2d Monday.
51	Worcester Academy	×	×	×	1,000	.....	45	150	100,000	45,000	3,100	4,000	September 1.
52	Austin Academy	0	×	0	100	.....	17	108	4,000	0	0	500	September 24.
53	St. Paul's School	.....	×	×	2,000	.....	(500)	.....	100,000	.....	.....	.....	September 9.
54	Phillips Exeter Academy	0	0	0	325	21	60	220	95,000	140,000	9,000	5,800	September, 1st Wednesday.
55	Collegiate School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
56	Kimball Union Academy	×	×	×	1,200	.....	30	.....	.....	33,000	2,500	2,000	August.
57	New London Literary and Scientific Institution	×	×	×	1,700	50	24–36	140	100,000	0	0	3,500	August 23.
58	Preparatory department of Burlington College	.....	.....	×	2,000	.....	60, 90	360	.....	.....	.....	.....	September 14.
59	Peddie Institute	×	×	0	0	.....	50	200	175,000	0	0	3,000	September 1.
60	Stevens High School	×	×	0	0	.....	150	.....	26,000	0	0	3,852	October, 1st Wednesday.
61	Rutgers College Grammar School	×	×	×	.....	.....	65	400	15,000	0	0	.....	September 8.
62	Princeton College Preparatory School	.....	.....	×	30	.....	(500)	.....	40,000	.....	.....	.....	September 8.
63	Cazenovia Seminary	×	×	×	3,000	.....	33	150	101,605	0	0	8,560	August 23.
64	Claverack Academy and Hudson River Institute	×	×	×	1,309	30	50	350	43,328	0	0	12,003	September 10.
65	Fort Edward Collegiate Institute	×	×	×	1,000	50	51	160	80,000	.....	.....	11,000	September 1.
66	Colgate Academy	0	×	.....	800	.....	30	130	60,000	30,000	2,100	1,518	September, 2d Thursday.
67	Cook Academy	×	×	0	549	.....	21–36	151	150,000	47,393	3,330	4,363	September, 1st Monday.
68	Ithaca High School	×	×	0	554	.....	30	200	20,000	0	0	*g*2,872	September 1.
69	Mr. Kinne's School	0	×	×	500	25	100	400	20,000	0	0	*a*6,000	September 15.
70	Kingston Academy	×	×	0	772	5	60	240	42,824	3,000	180	290	September 1.
71	Anthon Grammar School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
72	Charlier Institute for Young Gentlemen	(*h*)	(*h*)	×	3,500	200	150–300	500	500,000	.....	.....	.....	September 18.
73	Columbia Grammar School	×	×	0	.....	.....	.....	.....	.....	.....	.....	.....	September 20.

* From Report of Commissioner of Education for 1874.
a Including board.
b To non-residents only.
c From city tax and State school fund.
d Including tuition.
e State donation.
f Apparatus.
g Received by Ithaca Academy.
h Uses those of the Columbia School of Mines.

TABLE VII.—*Statistics of preparatory schools, including schools for secondary instruction having preparatory departments, for* 1875, *&c.*—Continued.

NOTE.— × indicates an affirmative answer; 0 signifies no or none; ..... indicates no returns.

Number.	Name.	Has the school a chemical laboratory?	Has the school a philosophical cabinet and apparatus?	Has the school a gymnasium?	Library.		Annual cost of tuition.	Average cost of board and lodging per year.	Property, income, &c.				Scholastic year begins—
					Number of volumes.	Average annual increase.			Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
	1	17	18	19	20	21	22	23	24	25	26	27	28
74	Preparatory Scientific School	×	×	.....	.....	.....	$150–300	.....	.....	.....	.....	$3,179	September, 3d Monday.
75	University Grammar School	0	0	0	.....	.....	100	.....	.....	.....	.....	.....	September.
76	Park Institute	0	×	0	80	25	60–120	*a*$500	$25,000	$0	$0	3,000	September 13.
77	Union Classical Institute*	0	×	0	250	.....	36	200	25,000	.....	.....	905	September 1.
78	St. John's School	×	×	×	700	100	600	.....	75,000	.....	.....	.....	September 12,
79	De Veaux College	×	0	×	1,200	20	(400)		75,000	120,000	10,000	*b*13,296	September, 1st Wednesday.
80	Rev. M. R. Hooper's Academy	.....	.....	×	.....	.....	120–160	440	.....	.....	.....	6,000	September 15.
81	Chickering Institute	×	×	0	500	50	100	.....	50,000	.....	.....	18,000	September 15.
82	Department of preparatory instruction in Oberlin College.	.....	.....	×	.....	.....	.....	150	.....	.....	.....	.....	September 5.
83	Miami Classical School	.....	.....	.....	.....	.....	40	200	.....	.....	.....	1,700	September 8.
84	Chambersburg Academy	0	0	0	500	75	50–60	240	40,000	0	0	3,500	September, 1st Wednesday.
85	Easton Classical and Mathematical School	.....	.....	.....	.....	.....	80	.....	.....	.....	.....	1,500	September 1.
86	Wyoming Seminary	×	×	0	500	.....	27	160	200,000	0	0	10,343	September 1.
87	Cumberland Valley Institute	0	.....	.....	500	50	30–50	200	18,000	.....	.....	800	September, 2d Monday.
88	Fewsmith's Classical and Mathematical School	×	×	.....	175	15	100	.....	*c*3,000	.....	.....	4,585	September, 2d Monday.
89	Select High School	×	×	×	325	.....	140	.....	*c*6,000	0	0	10,500	September, 1st Monday.
90	York Collegiate Institute	×	×	×	1,200	200	40	.....	87,000	60,000	4,200	4,000	September 6.
91	East Greenwich Academy	×	×	0	2,500	.....	24–33	150	*75,000	.....	.....	.....	August 24.
92	Rogers High School	×	×	0	400	.....	75	400	41,000	100,000	7,000	30	September, 2d Monday.
93	Lapham Institute	×	×	0	600	25	24–33	150	30,000	0	0	*d*1,800	August 29.
94	English and Classical School	×	×	×	1,000	100	60–125	275	100,000	0	0	21,000	September, 1st Monday.
95	University Grammar School	0	0	0	0	.....	75–125	.....	.....	0	0	5,639	September, 1st Monday.
96	Claflin University	.....	.....	.....	882	.....	.....	.....	40,000	.....	.....	210	
97	Mt. Zion College	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
98	St. Mary's Institute	.....	.....	.....	*e*1,200	.....	.....	.....	.....	.....	.....	.....	

99	Castleton Seminary*	×	×	×	400		24	140	20,000				September, 1st Thursday.
100	Burr and Burton Seminary*	×	×	0	1,000		27	175	12,000	40,000	2,000	2,000	August.
101	Green Mountain Institute												
102	Kenmore University High School	×	0	×	0		60–100	220	20,000	0	0	3,200	September 15.
103	Bellevue High School												
104	Norwood High School	0	0	×	200		100	250				5,000	September 20.
105	Hanover Academy	×	×	×	850	25	100	200	13,000				October 1.
106	Wayland University	0	×	0	1,500		30	83	30,000			1,700	September 10.
107	Milwaukee Academy	0	×	×			60	200	50,000	0	0	5,800	September, 1st Monday.
108	Jarvis Hall	×	×		2,000	50	70		20,000			1,000	September, 1st Monday.

* From Report of Commissioner of Education for 1874. *a* Includes tuition. *b* Including board. *c* Apparatus. *d* Includes room rent. *e* Books and pamphlets.

MEMORANDA.

South Norwalk Military Institute, South Norwalk, Conn., discontinued; Brown's University, near Live Oak, Fla., not found; Winnetka Institute, Winnetka, Ill., closed; Franklin Family School, Topsham, Me., (see Johnson Home School for Boys, identical.)

TABLE VIII.—*Statistics of institutions for the superior instruction of women for* 1875; *from replies to inquiries by the United States Bureau of Education.*

NOTE.—× indicates an affirmative answer; 0 signifies no or none; ..... indicates no returns.

Number.	Name.	Location.	Date of charter.	Date of organization.	President or principal.	Religious denomination.	Corps of instruction.			Collegiate department.						
							Total.	Male.	Female.	Instructors in preparatory department.	Students in preparatory department.	Number of students in regular course.	Number of students in special or partial course.	Number of post-graduate students.	Total number of students.	Number of scholarships.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	Florence Synodical Female College	Florence, Ala	1850	1850	Prof. J. D. Anderson, A. M	Presb	7	1	6	1	18	83	10	1	94	0
2	Huntsville Female College	Huntsville, Ala	1852	1853	Rev. George W. F. Price, A. M.	M. E. South.	15	4	11	1	47	133	18	0	151	1
3	Huntsville Female Seminary	Huntsville, Ala	1829	1829	Mrs. F. A. Ross	Presb	.....	.....	.....	.....	.....	.....	.....	1	63	.....
4	Judson Female Institute	Marion, Ala	1841	1837	Rev. M. T. Sumner, D. D	Baptist	17	3	14	3	70	62	33	13	108	.....
5	Marion Female Seminary	Marion, Ala	1836	1835	J. K. Thompson, A. M	Non-sect	10	2	8	2	25	100	6	3	109	.....
6	Centenary Institute*	Summerfield, Ala	1842	1841	Rev. A. D. McVoy, A. M	M. E. South.	3	1	2	.....	18	32	0	0	32	0
7	Synodical Female Collegiate Institute	Talladega, Ala	1850	1850	Maj. A. H. Todd, A. M	Presb	2	1	1	.....	5	30	.....	0	30	.....
8	Troy Female College	Troy, Ala	1859	1859	Prof. D. P. Hurley	Non-sect	6	1	5	1	25	48	0	2	50	.....
9	Alabama Central Female College	Tuscaloosa, Ala	1857	1858	John F. Lanneau, A. M	Baptist	11	3	8	.....	20	52	2	1	55	0
10	Tuscaloosa Female College	Tuscaloosa, Ala	1841	1841	B. F. Larrabee, A. M	Methodist	7	2	5	2	27	.....	.....	.....	70	.....
11	Alabama Conference Female College	Tuskegee, Ala	1855	1855	Rev. Henry D. Moore	M. E. South.	5	1	4	1	23	22	2	1	25	0
12	Young Ladies' Seminary	Benicia, Cal	.....	1852	Mary E. Snell	Non-sect	10	3	7	.....	30	50	.....	.....	50	.....
13	College of Notre Dame*	San José, Cal	1868	1851	Sister Marie Cornelia	R. C	33	1	32	.....	100	.....	.....	1	150	.....
14	School for Girls	Farmington, Conn	.....	1850	Miss Sarah Porter	.....	12	3	9	.....	.....	.....	.....	.....	80	.....
15	Hartford Female Seminary	Hartford, Conn	1827	1827	William T. Gage, A. M	Non-sect	5	3	2	1	.....	.....	.....	1	35	.....
16	Grove Hall	New Haven, Conn	.....	1820	Miss Maria P. Montfort	.....	12	5	7	.....	.....	.....	.....	.....	.....	.....
17	Congrégation de Notre Dame	Waterbury, Conn	.....	1869	Sister St. Cecilia	R. C	9	.....	9	.....	50	.....	.....	.....	100	.....
18	Young Ladies' Institute	Windsor, Conn	.....	1867	Miss J. S. Williams	Non-sect	7	1	6	.....	.....	.....	.....	.....	60	.....
19	Furlow Masonic Female College	Americus, Ga	1859	1859	William B. Seals, A. M	.....	8	2	6	2	43	113	.....	.....	113	.....
20	Southern Masonic Female College	Covington, Ga	1851	1852	Rev. J. N. Bradshaw	Non-sect	6	1	5	1	31	47	12	0	59	0
21	Andrew Female College*	Cuthbert, Ga	1854	1855	A. H. Flewellen, A. M	Methodist	5	1	4	.....	40	93	.....	.....	93	2
22	Bethel Female College	Cuthbert, Ga	1852	1851	W. B. Seals	Baptist	4	2	2	1	20	.....	0	0	60	.....
23	Dalton Female College	Dalton, Ga	1872	1873	Rev. W. A. Rogers, A. M	Methodist	7	4	3	1	20	60	.....	.....	60	.....
24	Monroe Female College	Forsyth, Ga	1849	1849	Richard T. Asbury, A. M	Baptist	8	3	5	2	82	61	.....	.....	61	142
25	Griffin Female College	Griffin, Ga	1848	1848	Alanson B. Niles, A. M	Non-sect	7	3	4	2	85	67	.....	.....	67	.....
26	Hamilton Female College	Hamilton, Ga	1854	1854	J. H. Lovelace, A. M	Non-sect	1	1	.....	.....	.....	.....	.....	.....	.....	.....
27	La Grange Female College	La Grange, Ga	1845	1845	Rev. J. R. Mayson	M. E. South.	6	2	4	.....	20	38	.....	.....	44	1

28	Southern Female College	La Grange, Ga	1848	1845	I. F. Cox, A. M	Non-sect	9	4	5	1	25	83	15	8	106	3
29	Lumpkin Masonic Female College	Lumpkin, Ga	1850	1850	Dr. G. B. Atkisson	Non-sect	4	2	2	1	60					180
30	Wesleyan Female College	Macon, Ga	1836	1839	Rev. W. C. Bass, D. D	M. E. South	10	5	5	1	20	195	4	0	199	10
31	Georgia Female College	Madison, Ga	1849	1850	Rev. George Young Browne, A. M.	Baptist	6	2	4		23	56		1	57	0
32	Marietta Female College	Marietta, Ga	1869	1870	I. R. Branham	Non-sect	5	1	4	1	20	44			44	
33	College Temple	Newnan, Ga	1853	1853	M. P. Kellogg, A. M		6		6	1	25	54		1	55	
34	Houston Female College	Perry, Ga	1853	1853	George R. Briggs	Baptist	3	1	2		30	25			25	
35	Cherokee Baptist Female College	Rome, Ga	1873	1873	Rev. L. R. Gwaltney, A. M	Baptist	6	2	4		49	38			38	
36	Rome Female College	Rome, Ga	1857	1857	Rev. J. M. M. Caldwell	Presb	6	4	2	1	18	92	1	1	94	
37	Le Vert Female College	Talbotton, Ga	1856	1855	William Park	Methodist	4	1	3						36	
38	West Point Female College	West Point, Ga	1869	1867	A. P. Mooty, A. M	Non-sect	6	3	3							
39	Seminary of the Sacred Heart*	Chicago, Ill	1872	1859	Mme. Margaret J. Bourke	R. C	25		25		53	77			77	
40	Almira College	Greenville, Ill	1859	1857	Rev. J. B. White, A. M	Baptist	7	1	6	1	25	68	7	1	76	
41	Illinois Female College*	Jacksonville, Ill	1847	1847	W. H. De Motte, A. M	M. E	13	4	9		36	94	15		109	
42	Jacksonville Female Academy	Jacksonville, Ill	1835	1830	E. F. Bullard, A. M	Presb	9	2	7	2	46	42	13		55	
43	Ferry Hall, Lake Forest University	Lake Forest, Ill		1869	Edward P. Weston, A. M	Presb	10	3	7		18	38	34		72	0
44	St. Angela's Academy	Morris, Ill	1868	1857	Sister M. Claudine	R. C	10		10	4	45		28		28	100
45	Mt. Carroll Seminary	Mt. Carroll, Ill	1852	1853	Mrs. F. A. W. Shimer	Baptist	13	1	12						200	
46	Rockford Female Seminary	Rockford, Ill	1847	1849	Miss Anna P. Sill	Cong. & Pres	17	2	15	3	77	61	54	2	117	5
47	Female College of Indiana	Greencastle, Ind	1870	1870	Rev. E. W. Fisk, D. D	Presb	4	2	2	2	30	40	0	3	43	0
48	Moravian Seminary for Young Ladies	Hope, Ind	1851	1866	Rev. F. R. Holland	Moravian	9	2	7					1	75	0
49	De Pauw Female College*	New Albany, Ind	1865	1846	Rev. Erastus Rowley, D. D	M. E	6	1	5	1	30	64			64	
50	Immaculate Conception Academy	Davenport, Iowa	1869	1859	Sister Mary Gonzaga	R. C	18		18						200	
51	Mt. Pleasant Female Seminary	Mt. Pleasant, Iowa	1865	1864	Rev. Luther M. Belden	Presb	7	2	5						38	
52	Bowling Green Female College	Bowling Green, Ky	1872	1871	Prof. S. M. Gaines	Presb	5	2	3		30	60			60	
53	Baptist Female College	Clinton, Ky	1871	1871	T. N. Wells	Baptist	3	1	2		30	30	0		30	0
54	Franklin Female College	Franklin, Ky	1868	1869	Dr. M. L. Bourne		5	1	4	2	60	60			60	
55	Georgetown Female Seminary	Georgetown, Ky	1829	1869	J. J. Rucker, A. M	Baptist	9	2	7	2	30				70	
56	Liberty Female College	Glasgow, Ky	1874	1875	James H. Fuqua	Baptist	6	1	5	2	37	87	2		89	0
57	Daughter's College	Harrodsburg, Ky	1869	1856	J. Aug. Williams	Non-sect	8	1	7		40				110	
58	Bethel Female College	Hopkinsville, Ky	1851	1855	J. W. Rust, A. M	Baptist	10	2	8						100	12
59	Lebanon Female College*	Lebanon, Ky	1868	1864	James Rice, A. M	Baptist	4	1	3	2	22	69	2		71	
60	Hocker Female College	Lexington, Ky	1870	1869	Harry Turner	Christian	8	3	5	3	2	61			61	
61	Lexington Female College	Lexington, Ky	1868	1868	Rev. R. Ryland, D. D	Baptist	6	3	3		12	40		1	41	
62	Lonisville Female College	Lonisville, Ky	1854	1853	Rev. S. Prettyman, A. M	Meth. South	8	4	4		0				115	
63	Millersburg Female College	Millersburg, Ky	1860	1851	Rev. George T. Gould, A. M	M. E. South	12	3	9	3	66	65	7	3	75	0
64	Bourbon Female College*	Paris, Ky	1872	1871	James A. Brown	Non-sect	5	2	3		45	80			82	0
65	Kentucky College	Pewee Valley, Ky		1873	Alfred E. Sloan, M. A	Non-sect	10	4	6		12	49	6	1	56	
66	Logan Female College	Russellville, Ky	1867	1869	A. B. Stark, LL. D	M. E. South	6	2	4	1	23	70		1	71	0
67	Science Hill Academy	Shelbyville, Ky	0	1825	Mrs. Julia A. Tevis	Methodist	10	2	8	1	38	105	2	0	107	0
68	Shelbyville Female College	Shelbyville, Ky	1849	1839	W. H. Stuart	Pres., South	5	2	3	5	15	43	2		45	
69	Stanford Female College	Stanford, Ky	1868	1869	Mrs. Sallie C. Trueheart, A. M	Non-sect	7	2	5	2	40	45			78	0
70	Silliman Female Collegiate Institute	Clinton, La	1868	1851	Edwin H. Fay, A. M	Presb	4	1	3		25	20			20	20
71	Maine Wesleyan Seminary and Female College.	Kent's Hill, Me	1821	1821	Rev. H. P. Torsey, D. D., LL. D.	Methodist	14	9	5						a180	5
72	Baltimore Academy of the Visitation	Baltimore, Md	1838	1837	Mother Mary Paula Combs	R. C	22		22						153	
73	Baltimore Female College	Baltimore, Md., (Park Place.)	1849	1849	N. C. Brooks, LL. D	Non-sect	9	5	4		20	80			80	25
74	The Misses Norris' School	Baltimore, Md., (32 McCulloh street.)		1868	Miss Rebecca Norris		7	2	5							

*From Report of Commissioner of Education for 1874.

a There were also 203 male students in the institution during the year.

TABLE VIII.—*Statistics of institutions for the superior instruction of women for* 1875, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; ..... indicates no returns.

Number.	Name.	Location.	Date of charter.	Date of organization.	President or principal.	Religious denomination.	Corps of instruction.			Instructors in preparatory department.	Students in preparatory department.	Collegiate department.				
							Total.	Male.	Female.			Number of students in regular course.	Number of students in special or partial course.	Number of post-graduate students.	Total number of students.	Number of scholarships.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
75	Burkittsville Female Seminary	Burkittsville, Md	1867	1866	Rev. W. C. Wire, A. M	Lutheran	5	1	4	1	20	50	....	....	50	....
76	Cambridge Female Seminary	Cambridge, Md	1858	1860	J. F. Baugher, A. M	Non-sect	5	1	4	....	20	23	....	....	23	....
77	Frederick Female Seminary	Frederick, Md	1840	1843	James H. Hackelton, A. M	Non-sect	8	2	6	1	6	74	4	0	78	5
78	Abbott Academy	Andover, Mass	1827	1828	Miss Philena McKeen	Non-sect	10	3	7	....	....	....	....	....	133	2
79	Lasell Seminary for Young Women	Auburndale, Mass	1850	1851	Charles C. Bragdon, A. M	Methodist	13	6	7	2	36	29	10	....	39	0
80	Gannett Institute	Boston, Mass., (69 Chester Square.)	....	1852	Rev. George Gannett, A. M	Cong	23	15	8	....	....	....	....	....	85	....
81	Bradford Academy	Bradford, Mass	1804	1803	Miss Annie E. Johnson	Cong	11	2	9	....	0	165	....	....	168	....
82	Smith College	Northampton, Mass	1871	1875	Rev. L. Clark Seelye, D. D	Non-sect	12	6	6	....	0	16	1	....	17	20
83	Wheaton Female Seminary	Norton, Mass	1837	1835	Mrs. C. C. Metcalf	Cong	19	6	13	....	46	64	10	2	76	12
84	Maplewood Institute for Young Ladies.	Pittsfield, Mass	1848	1841	Rev. C. V. Spear, A. M	Non-sect	7	3	4	....	....	....	....	1	100	....
85	Mt. Holyoke Female Seminary	South Hadley, Mass	1836	1837	Miss Julia E. Ward	Non-sect	40	10	30	....	0	284	....	1	285	15
86	Wellesley College	Wellesley, Mass	....	1875	Miss Ada L. Howard	Non-sect	27	2	25	....	250	60	0	0	60	0
87	Oread Institute	Worcester, Mass	1850	1850	Harris R. Greene, A. M	Non-sect	9	4	5	0	0	70	....	0	70	0
88	Michigan Female Seminary	Kalamazoo, Mich	1857	1867	Miss Jeannette Fisher	Presb	8	0	8	....	0	70	....	....	70	....
89	Young Ladies' Seminary and Collegiate Institute.	Monroe, Mich	1850	1849	Rev. E. J. Boyd, A. M	Non-sect	9	2	7	2	46	59	18	9	86	....
90	St. Mary's Hall	Faribault, Minn	....	1866	Rt. Rev. H. B. Whipple, D. D	P. E	11	3	8	....	....	....	....	....	80	....
91	Minneapolis Female Seminary	Minneapolis, Minn	1871	1871	Mrs. B. B. Bennet	Non-sect	5	1	4	....	2	69	....	....	69	66
92	Whitworth Female College	Brookhaven, Miss	1859	1859	Rev. H. F. Johnson, A. M	M. E. South	13	5	8	1	30	180	..	2	182	0
93	Central Female Institute	Clinton, Miss	1853	1853	Rev. Walter Hillman, LL. D	Baptist	7	3	4	....	67	44	....	....	44	....
94	Columbus Female Institute	Columbus, Miss	1846	1847	Miss L. S. Street	Non-sect	4	1	3	2	25	30	6	....	36	8
95	Franklin Female College	Holly Springs, Miss	1849	1849	William Clark, A. M	P. E	6	1	5	4	56	29	0	0	29	....
96	Meridian Female College	Meridian, Miss	1866	1865	Rev. C. M. Gordon	Baptist	5	1	4	2	45	40	1	....	41	....
97	Union Female College	Oxford, Miss	1854	1854	Rev. J. S. Howard, A. M	Cumb. Presb.	4	1	3	1	37	55	8	....	63	....
98	Chickasaw Female College	Pontotoc, Miss	1854	1854	P. F. Witherspoon	Presb., (O.S.)	5	1	4	....	58	27	....	....	27	0
99	Christian College	Columbia, Mo	1851	1851	J. K. Rogers, A. M	Christian	7	4	3	....	....	....	....	....	....	....
100	Stephens College	Columbia, Mo	1857	1857	Rev. E. S. Dulin, D. D., LL. D	Baptist	10	3	7	1	34	107	5	0	112	0

101	Howard College	Fayette, Mo	1859	1859	R. H. Pitman, A. M	M. E. South.	6	1	5	1	30	60	....	....	60	0
102	Independence Female College*	Independence, Mo	1872	1871	French Strother *a*	Presb.	5	1	4	....	....	....	2	50	....	
103	Central Female College	Lexington, Mo	....	....	Rev. W. T. J. Sullivan, A.M., M.D.	M. E. South.	5	1	4	....	....	....	0	0	62	1
104	Clay Seminary	Liberty, Mo	....	1856	A. B. Jones	....	3	1	2	1	25	40	....	....	40	....
105	Ingleside Female College*	Palmyra, Mo	1874	....	Mrs. P. A. Baird	Non-sect	3	....	....	....	25	71	....	....	71	....
106	Lindenwood College for Young Ladies*	St. Charles, Mo	1870	....	Rev. J. H. Nixon, D. D	Presb.	7	2	5	....	23	40	....	1	41	....
107	Mary Institute, (Washington University.)	St. Louis, Mo	1853	1859	C. S. Pennell, A. M	Non-sect	18	2	16	2	160	120	0	8	128	0
108	St. Louis Seminary	St. Louis, Mo	1872	1871	B. T. Blewett, A. M., LL. D	Non-sect	3	1	2	....	....	25	....	....	25	....
109	Ursuline Academy	St. Louis, Mo	1847	1848	Mother Johanna	R. C	21	1	20	....	....	....	....	....	80	....
110	Adams Female Seminary	Derry, N. H	1823	1828	Miss Emma L. Taylor	Orthodox	3	....	3	....	....	....	....	....	....	....
111	Robinson Female Seminary	Exeter, N. H	1867	1867	Harriet E. Paine	Non-sect	11	3	8	3	135	41	23	17	81	0
112	Tilden Ladies' Seminary	West Lebanon, N. H	*b* '68	1854	Hiram Orcutt, A. M	Non-sect	12	1	11	....	....	....	....	....	96	3
113	Bordentown Female College	Bordentown, N. J	1853	1853	Rev. William C. Bowen, A. M	Non-sect	9	3	6	....	10	52	....	....	52	....
114	Ivy Hall*	Bridgeton, N. J	0	1861	Miss Adee L. Howard	Non-sect	9	2	7	1	21	29	7	0	36	0
115	St. Mary's Hall	Burlington, N. J	1846	1837	Rev. E. K. Smith, A. M	P. E	23	7	16	....	....	....	....	3	125	....
116	Pennington Seminary and Female Collegiate Institute.	Pennington, N. J	1854	1839	Joseph A. Dilks, A. M	Methodist	8	4	4	....	20	....	....	....	113	....
117	Academy of the Sacred Heart	Near Albany, N. Y	1861	....	Madame Amelia Fowler	R. C	17	1	16	4	20	....	....	....	108	0
118	St. Agnes School	Albany, N. Y	1870	1869	Rt. Rev. William C. Doane, S. T. D.	P. E	24	9	15	....	....	....	12	7	187	3
119	Young Ladies' Institute *c*	Albany, N. Y	....	1842	....	Non-sect	3	....	3	....	....	50	20	....	70	3
120	Brooklyn Heights Seminary	Brooklyn, N. Y., (138 Montagne Place.)	0	1851	Charles E. West, M. D., LL. D	Non-sect	21	8	13	13	84	83	10	0	93	0
121	Packer Collegiate Institute	Brooklyn, N. Y	1853	1845	A. Crittenden, A. M., Ph. D	Non-sect	37	4	33	29	617	86	....	6	92	50
122	Buffalo Female Academy	Buffalo, N. Y	1851	1851	Rev. Albert T. Chester, D. D	Non-sect	9	3	6	3	96	....	....	....	26	17
123	Holy Angels Academy	Buffalo, N. Y	1864	1861	Mother St. Peter	R. C	10	0	10	....	....	123	18	1	142	....
124	St. Clare's Academy*	Buffalo, N. Y	....	1860	Mother Mary Coletta Coyle, O. S. F.	R. C	10	....	10	6	140	37	21	3	61	....
125	Ontario Female Seminary	Canandaigua, N. Y	1825	1825	B. Richards, A. M	Cong. & Epis.	1	1	....	....	....	....	....	....	....	....
126	St. Joseph's Academy	Lockport, N. Y	1866	1867	Josephine Kemin	R. C	12	....	12	4	80	89	....	....	89	....
127	Academy of the Sacred Heart	Manhattanville, N. Y., New York City.	1851	....	Madame Sarah Jones	R. C	38	8	30	10	80	....	....	....	220	....
128	Jane Grey School	Mt. Morris, N. Y	1866	1866	Joseph Lindley, A. M	P. E	5	1	4	1	1	31	2	....	41	....
129	Academy of Mt. St. Vincent, on the Hudson	New York, N. Y	1865	1847	Mother M. Regina Lawless	R. C	35	5	30	....	....	....	....	....	350	....
130	Marguerite Institute	New York, N. Y., (14 East Forty-second street.)	....	1873	Mrs. E. F. Wait	....	7	3	4	....	....	....	....	....	16	....
131	D'Youville Academy*	Plattsburg, N. Y	1871	1860	Mother Mary of the Sacred Heart	R. C	5	....	5	....	....	....	....	....	....	0
132	Cook's Collegiate Institute	Poughkeepsie, N. Y	0	1848	George W. Cook, A. M., Ph. D	Non-sect	11	4	7	....	....	....	10	1	135	....
133	Poughkeepsie Female Academy	Poughkeepsie, N. Y	1836	1836	Rev. D. G. Wright, A. M	Non-sect	11	4	7	....	37	30	....	1	31	....
134	Asheville Female College*	Asheville, N. C	1852	....	Rev. J. S. Kennedy, A. M	M. E. South.	5	2	3	1	....	50	....	1	51	....
135	Greensboro' Female College*	Greensboro', N. C	1837	1846	T. M. Jones	Methodist	9	4	5	1	40	114	....	....	114	....
136	Davenport Female College	Lenoir, N. C	1858	1858	William M. Robey	Methodist	5	2	3	1	20	....	....	1	....	....
137	Chowan Baptist Female Institute	Murfreesboro', N. C	1849	1848	Rev. A. McDowell, D. D	Baptist	10	3	7	....	12	63	47	2	112	....
138	Wesleyan Female College	Murfreesboro', N. C	1854	1854	Rev. William G. Starr, A. M	M. E. South.	15	5	10	....	10	187	0	1	188	0
139	Baptist Female Seminary	Raleigh, N. C	1871	1869	F. P. Hobgood, A. M	Baptist	8	2	6	2	40	....	....	....	40	....
140	St. Mary's School	Raleigh, N. C	....	1842	Rev. Albert Smedes, D. D., rector	P. E	13	3	10	....	....	....	....	....	....	5
141	Salem Female Academy	Salem, N. C	1866	1804	Rev. M. E. Grunert	Moravian	26	3	23	....	....	....	....	0	180	0
142	Thomasville Female College	Thomasville, N. C	1853	1849	H. W. Reinhart, A. B	Non-sect	6	2	4	....	....	....	....	....	60	....
143	Bartholomew Classical School for Young Ladies.	Cincinnati, Ohio, (northwest corner Fourth and John streets,)	....	1875	G. K. Bartholomew, M. A	Non-sect	9	3	6	....	....	....	....	....	100	....
144	Cincinnati Wesleyan College	Cincinnati, Ohio	1842	1842	Rev. David H. Moore, D. D	M. E	20	8	12	....	58	108	43	3	154	....

*From Report of Commissioner of Education for 1874. *a* Now principal of public school, Carrollton, Mo. *b* New charter. *c* Principal deceased, and school now closed.

TABLE VIII.—*Statistics of institutions for the superior instruction of women for* 1875, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; ..... indicates no returns.

Number.	Name.	Location.	Date of charter.	Date of organization.	President or principal.	Religious denomination.	Corps of instruction.			Instructors in preparatory department.	Students in preparatory department.	Collegiate department.				
							Total.	Male.	Female.			Number of students in regular course.	Number of students in special or partial course.	Number of post-graduate students.	Total number of students.	Number of scholarships.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
145	Cleveland Female Seminary	Cleveland, Ohio	1853	1853	S. N. Sanford, A. M	P. E	13	6	7	..	14	69	4	0	73	0
146	Cooper Seminary*	Dayton, Ohio	1845	1843	Mrs. B. G. Galloway	Presb	6	1	5	2	20	40	....	....	40	....
147	Ohio Wesleyan Female College	Delaware, Ohio	1853	1853	William Richardson, A. M	M. E	8	2	6	....	50	115	10	....	125	....
148	Glendale Female College	Glendale, Ohio	1854	1854	Rev. Ludlow D. Potter, D. D	Presb	14	5	9	....	21	96	7	0	103	0
149	Granville Female College*	Granville, Ohio	1834	1834	Rev. George H. Webster, A. M	Presb	7	3	4	....	15	33	24	3	60	....
150	Young Ladies' Institute	Granville, Ohio	....	1832	Rev. D. Shephardson, D. D	Baptist	10	1	9	....	....	....	....	....	100	....
151	Highland Institute	Hillsboro', Ohio	1864	1857	Miss Emilie L. Grand Girard	Non-sect	7	1	6	....	16	32	9	1	42	....
152	Hillsboro' Female College	Hillsboro', Ohio	1855	1839	Rev. Joseph McD. Mathews, D. D.	M. E	6	1	5	....	7	37	16	0	60	*a*80
153	Oxford Female College	Oxford, Ohio	1854	1854	Rev. Robert D. Morris, D. D	Presb	8	3	5	....	9	77	24	....	101	....
154	Western Female Seminary	Oxford, Ohio	1853	1854	Miss Helen Peabody	Non-sect	15	....	15	....	....	....	....	....	174	....
155	Lake Erie Female Seminary	Painesville, Ohio	1859	1859	Miss Mary E. Evans	Non-sect	14	2	12	....	....	103	0	0	103	0
156	St. Helen's Hall	Portland, Oreg	....	1869	Rt. Rev. B. W. Morris	P. E	10	....	10	....	....	....	....	....	120	....
157	Allentown Female College	Allentown, Pa	1867	1867	Rev. W. R. Hofford, A. M	Reformed	8	4	4	....	76	24	....	....	24	1
158	Moravian Seminary for Young Ladies	Bethlehem, Pa	1863	1749	Rev. Francis Wolle	Moravian	30	6	24	....	....	....	....	....	249	0
159	Blairsville Ladies' Seminary	Blairsville, Pa	....	1851	Rev. J. Jewett Parks, A. M	Presb	6	1	5	....	....	....	....	....	65	....
160	Wilson College	Chambersburg, Pa	1869	1870	Rev. James F. Kennedy, D. D., vice-president.	Presb	10	6	4	....	16	29	5	1	35	28
161	Pennsylvania Female College	Collegeville, Pa	1853	1853	J. W. Sunderland, LL. D	Non-sect	14	7	7	....	50	30	20	1	51	....
162	Madame Clement's School	Germantown, Pa	0	1857	Madame Clement	P. E	12	4	8	2	25	....	....	....	59	....
163	Miss Mary E. Stevens's School	Germantown, Pa., (West Chelton avenue, near Wayne street.)	....	1867	Miss Mary E. Stevens	P. E	12	6	6	....	14	....	....	4	37	....
164	University Female Institute	Lewisburg, Pa	1846	1852	Miss H. E. Spratt	Baptist	12	3	9	2	44	66	5	....	71	10
165	Irving Female College	Mechanicsburg, Pa	1857	1856	Rev. T. P. Ege, A. M	Non-sect	5	2	3	....	12	36	....	....	36	0
166	Brooke Hall Female Seminary	Media, Pa	....	1856	Miss Maria L. Eastman	P. E	12	1	11	....	....	50	....	....	50	4
167	Academy of Notre Dame*	Philadelphia, Pa	1867	1854	Sister Julie	R. C	12	....	12	....	130	....	....	....	20	....
168	Chestnut Street Female Seminary*	Philadelphia, Pa., (1615 Chestnut street.)	....	1850	Miss M. L. Bonney and Miss H. A. Dillaye.	Non-sect	13	5	8	....	..	....	....	....	75	....

169	M. A. Longstreth's School	Philadelphia, Pa., (West Penn Square.)	0	1829	M. A. Longstreth		30	4	26	....	....	....	....	....	100	....
170	Pittsburgh Female College	Pittsburgh, Pa	1854	1854	Rev. J. C. Pershing, D. D	M. E	25	11	14	3	121	59	89	4	152	53
171	Pennsylvania Female College	Pittsburgh, Pa., (East end)	1869	1869	Rev. Thomas C. Strong, D. D	Non-sect	10	4	6	1	....	71	3	....	74	....
172	Washington Female Seminary	Washington, Pa	1838	1836	Miss N. Sherrard	Presb	9	1	8	1	20	....	....	....	100	....
173	Cottage Hill Seminary	York, Pa	1868	....	Miss S. E. Thornbury and Miss M. J. Mifflin.		5	1	4	....	....	....	....	....	....	....
174	Columbia Female College	Columbia, S. C	1854	1856	Rev. Samuel B. Jones, D. D	M. E. South	9	4	5	....	0	68	29	2	99	0
175	Due West Female College	Due West, S. C	1860	1859	J. I. Bonner		9	3	6	1	20	80	....	....	96	....
176	Greenville Baptist Female College	Greenville, S. C	1854	1854	Prof. C. H. Judson	Baptist	9	4	5	1	47	68	....	....	72	0
177	Williamston Female College	Williamston, S. C	1875	1872	Rev. Samuel Lander, A. M	Non-sect	8	2	6	1	20	119	0	0	139	0
178	Athens Female Seminary	Athens, Tenn	1869	1867	Mrs. Mary W. Sullins	Non-sect	3	1	2	....	....	....	....	....	36	0
179	Bristol Female College	Bristol, Tenn	1872	1869	W. J. Morrissett, A. M	Baptist	6	3	3	1	20	40	....	....	40	....
180	Brownsville Female College	Brownsville, Tenn	1851	1850	G. W. Johnston	Baptist	6	2	4	2	40	80	4	2	86	0
181	Wesleyan Female College	Brownsville, Tenn	1870	1870	Rev. John Williams, A. M	Methodist	4	1	3	....	....	12	....	2	60	....
182	Bellevue Female College	Collierville, Tenn	1872	1872	Rev. W. T. Plummer, A. M	Non-sect	7	1	6	1	31	67	7	1	75	....
183	Tennessee Female College	Frank in, Tenn	1854	1857	William J. Vaughn		7	....	....	....	....	....	....	....	144	....
184	Odd Fellows' Female College	Humboldt, Tenn	1871	1872	A. J. Haile, A. M	Non-sect	7	3	4	1	35	67	2	0	69	0
185	Memphis Conference Female Institute	Jackson, Tenn	1843	1844	Rev. A. W. Jones, D. D	Methodist	14	5	9	3	77	165	3	11	179	....
186	East Tennessee Female Institute	Knoxville, Tenn	1839	1840	M. C. Butler	Non-sect	4	2	2	1	15	28	12	0	40	....
187	La Grange Female College	La Grange, Tenn	1854	1855	Prof. Henry F. Scott		4	2	2	....	30	101	....	....	101	....
188	Cumberland Female College	McMinnville, Tenn	1851	1851	Prof. A. M. Barney, A. M	Cumb. Presb	5	2	3	1	40	36	....	....	36	0
189	State Female College	Memphis, Tenn	1857	1858	Mrs. Harriet N. Collins	Methodist	10	3	7	1	46	....	16	6	134	....
190	Murfreesboro' Female Institute	Murfreesboro', Tenn	....	....	James E. Scobey, A. M	Non-sect	8	3	5	2	....	....	....	....	69	0
191	W. E. Ward's Seminary for Young Ladies	Nashville, Tenn	1869	1865	Rev. W. E. Ward, D. D	Non-sect	15	3	12	1	30	154	60	5	219	0
192	Rogersville Female College	Rogersville, Tenn	1849	....	Rev. A. W. Wilson, A. M	Non-sect	6	2	4	....	36	68	0	0	68	....
193	Savannah Female College	Savannah, Tenn	1861	1867	A. G. McDougal	M. E. South	4	1	3	1	....	....	....	....	....	....
194	Mary Sharp College	Winchester, Tenn	1850	1850	Z. C. Graves, LL. D	Baptist	9	4	5	1	51	98	0	1	111	0
195	Austin Collegiate Female Institute	Austin, Tex	1856	1852	Rev. B. J. Smith, A. M	Non-sect	8	2	6	....	25	100	....	....	100	....
196	Bryan Female Seminary	Bryan, Tex	....	1873	Rev. W. H. Vernor	Non-sect	4	3	1	....	....	....	....	....	76	0
197	Chappell Hill Female College	Chapel Hill, Tex	1851	1850	Rev. E. D. Pitts, A. M., D. D	M. E. South	5	2	3	1	20	53	....	....	53	....
198	Dallas Female College*	Dallas, Tex	....	1871	Rev. W. H. Scales	M. E	4	1	3	....	78	....	....	....	....	....
199	Andrew Female College	Huntsville, Tex	1854	1853	Rev. E. S. Smith	M. E. South	4	2	2	1	61	40	4	....	44	....
200	Baylor Female College	Independence, Tex	1845	1843	Rev. William Royall, D. D	Baptist	4	2	2	....	....	....	....	....	....	....
201	Lamar Female Seminary	Paris, Tex	1871	1866	Rev. Oliver P. Stark	Non-sect	4	1	3	....	....	45	....	1	80	....
202	Nazareth Convent	Victoria, Tex	....	1866	Sister Mary St. Claire	R. C	12	....	12	....	....	....	....	....	100	....
203	Waco Female College	Waco, Tex	1859	1859	Rev. S. P. Wright, A. M	M. E. South	9	4	5	2	25	83	0	0	83	0
204	Vermont Methodist Seminary and Female College.	Montpelier, Vt	1865	1869	Rev. Lorenzo White, A. M	Methodist	8	4	4	....	34	52	....	....	166	....
205	Martha Washington College	Abingdon, Va	1855	1855	Richard W. Jones, M. A	M. E. South	10	4	6	2	22	98	1	1	100	5
206	Hollins Institute	Botetourt Springs, Va	1844	1842	Charles L. Cocke, A. M	Baptist	14	4	10	....	....	122	....	....	122	....
207	Albemarle Female Institute	Charlottesville, Va	1875	1856	Richard H. Rawlings, A. M	Non-sect	11	3	8	2	34	36	7	4	47	....
208	Roanoke Female College*	Danville, Va	1859	1859	S. W. and I. T. Averett	Baptist	7	3	4	1	....	68	....	0	68	0
209	Farmville College	Farmville, Va	1875	1873	Rev. Paul Whitehead	M. E. South	8	4	4	....	....	....	....	....	90	0
210	Marion Female College	Marion, Va	1874	1874	Rev. J. J. Scherer, A. M	Evang. Luth	10	3	7	....	43	28	4	....	32	....
211	Petersburg Female College	Petersburg, Va	1856	1854	Mrs. F. M. Wright	Non-sect	6	4	2	....	....	....	....	....	75	0
212	Southern Female College	Petersburg, Va	1863	1862	W. T. Davis, A. M	M. E. South	6	3	3	....	20	44	9	0	53	0
213	Augusta Female Seminary	Staunton, Va	1844	1840	Miss Mary J. Baldwin	Presb	21	7	14	4	40	....	....	....	160	0
214	Staunton Female Seminary	Staunton, Va	1870	1870	Rev. J. T. Miller, A. M	Lutheran	11	5	6	....	....	....	....	....	65	....
215	Virginia Female Institute*	Staunton, Va	1815	1845	Rev. R. H. Phillips, A. M	P. E	15	8	7	2	25	146	54	3	203	3

* From Report of Commissioner of Education for 1874.

a Suspended at present.

TABLE VIII.—*Statistics of institutions for the superior instruction of women for* 1875, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; ..... indicates no returns.

Number.	Name.	Location.	Date of charter.	Date of organization.	President or principal.	Religious denomination.	Corps of instruction.			Instructors in preparatory department.	Students in preparatory department.	Collegiate department.				
							Total.	Male.	Female.			Number of students in regular course.	Number of students in special or partial course.	Number of post-graduate students.	Total number of students.	Number of scholarship.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
216	Wesleyan Female Institute	Staunton, Va	1849	1850	Rev. William A. Harris, D. D	M. E. South.	13	6	7	4	50	....	4	0	52	....
217	Episcopal Female Institute	Winchester, Va	1874	1874	Rev. J. C. Wheat, D. D	P. E	6	2	4	2	15	43	2	0	45	0
218	Parkersburg Female Academy	Parkersburg, W. Va	1865	1864	Sister M. Bernardine	R. C	12	0	12	....	60	....	....	....	50	....
219	Wheeling Female College	Wheeling, W. Va	1850	....	Miss A. Taylor	Non-sect	10	3	7	....	....	....	....	....	....	....
220	Wisconsin Female College	Fox Lake, Wis	1855	1856	Rev. A. O. Wright	Cong	6	2	4	1	18	60	....	5	65	....
221	Milwaukee College	Milwaukee, Wis	1851	1852	Charles S. Farrar, A. M	Non-sect	17	2	15	3	67	99	6	1	106	0
222	St. Clara Academy	Sinsinawa Mound, Wis	1852	1850	Sister M. Emilie, O. S. D	R. C	15	0	15	....	40	57	....	....	57	....

TABLE VIII.—*Statistics of institutions for the superior instruction of women for* 1875, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no return.

Number.	Name.	Is the institution authorized by law to confer collegiate degrees?	Number of years in collegiate course.	Number of weeks in scholastic year.	Library.		Cost of—			Property, income, &c.				Date of next commencement.
					Number of volumes.	Average annual increase.	Board and lodging per annum.	Tuition per annum in preparatory department.	Tuition per annum in regular course.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
	1	17	18	19	20	21	22	23	24	25	26	27	28	29
1	Florence Synodical Female College	×	4	40	2,500	.....	$200	$30	$60	$35,000	.....	.....	$6,000	June 15.
2	Huntsville Female College	×	5	40	575	0	237	30–40	60	50,000	$0	$0	11,250	June 10.
3	Huntsville Female Seminary	....	4	40	.....	.....	200	40	50	.....	.....	.....	.....	
4	Judson Female Institute	×	5	39	5,000	100	180	30	50	50,000	.....	.....	10,000	June 22.
5	Marion Female Seminary	×	5	38	1,000	.....	158	40	50	30,000	.....	.....	9,000	June, last Thursday.
6	Centenary Institute*	×	4	38	1,000	.....	165	45	60	30,000	0	0	6,385	June 30.
7	Synodical Female Collegiate Institute	×	4	40	300	.....	150	30–40	60	15,000	0	0	1,500	June 16.
8	Troy Female College	×	5	39	0	.....	120	40	50	6,500	.....	.....	3,950	July 1.
9	Alabama Central Female College	×	4	36	0	.....	152	36–50	60	200,000	0	0	6,000	June 28.
10	Tuscaloosa Female College	×	5	40	1,200	.....	185	40	60	30,000	.....	.....	6,450	June 29.
11	Alabama Conference Female College	×	5	40	300	.....	160	30	50	40,000	3,000	300	1,800	June 15.
12	Young Ladies' Seminary	....	4	40	600	.....	320	50	50	20,000	.....	.....	8,000	May 24.
13	College of Notre Dame*	×	4	46	2,000	.....	*a*250	.....	.....	.....	0	0	.....	June.
14	School for Girls	0	....	40	3,500	.....	*a*636	.....	.....	25,000	0	0	.....	
15	Hartford Female Seminary	0	....	40	300	.....	500	40	48–120	50,000	0	0	.....	June 27.
16	Grove Hall	.....	.....	39	.....	100	.....	.....	*b*475	75,000	.....	.....	.....	
17	Congrégation de Notre Dame	....	8	40	2,000	100	250	40	72	80,000	.....	.....	.....	June 22.
18	Young Ladies' Institute	0	4	39	.....	.....	300	60	75	10,000	.....	.....	.....	June 30.
19	Furlow Masonic Female College	×	4	40	.....	.....	165	45	60	15,000	.....	.....	6,850	June, last Wednesday.
20	Southern Masonic Female College	×	4	40	600	.....	150	30	60	20,000	0	0	4,227	June 21.
21	Andrew Female College*	×	4	40	600	.....	125	42	54	.....	.....	.....	.....	June 23.
22	Bethel Female College	×	4	40	.....	.....	125	30	50	10,000	.....	.....	2,500	July 1.
23	Dalton Female College	×	4	40	500	.....	135	36	50	15,000	.....	.....	5,000	July 5.
24	Monroe Female College	....	4	40	.....	.....	200	50	60	20,000	0	0	5,000	July 5.

* From Report of Commissioner of Education for 1874.

a Includes tuition.

b Includes board.

TABLE VIII.—*Statistics of institutions for the superior instruction of women for* 1875, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; ... indicates no return.

Number.	Name.	Is the institution authorized by law to confer collegiate degrees?	Number of years in collegiate course.	Number of weeks in scholastic year	Library.		Cost of—			Property, income, &c.				Date of next commencement.
					Number of volumes.	Average annual increase.	Board and lodging per annum.	Tuition per annum in preparatory department.	Tuition per annum in regular course.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
	1	17	18	19	20	21	22	23	24	25	26	27	28	29
25	Griffin Female College	....	4	4	1,200	100	$160	$40	$50	$10,000	.....	.....	$4,850	July, 1st Wednesday.
26	Hamilton Female College	×	4	40	.....	.....	150	30	50	10,000	.....	.....	.....	July, first Wednesday.
27	La Grange Female College	×	4	40	100	.....	150	50	60	50,000	$0	$0	3,000	June 14.
28	Southern Female College	×	4	38	300	.....	155	40	60	14,000	0	0	5,000	June 22.
29	Lumpkin Masonic Female College	×	6	40	.....	0	150	30	50	10,000	0	0	3,000	June 18.
30	Wesleyan Female College	×	5	40	3,000	50	225	50	80	120,000	.....	.....	14,000	June 20.
31	Georgia Female College	×	4	40	100	.....	125	30	40	23,000	0	0	5,000	June 24.
32	Marietta Female College	×	4	40	.....	.....	160	40	50	10,000	0	0	3,000	June 28.
33	College Temple	×	4	40	5,000	0	165	25–40	55–80	50,000	.....	.....	.....	June, last Wednesday.
34	Houston Female College	....	4	40	.....	.....	125–150	30	50	8,000	.....	.....	1,200	June 29.
35	Cherokee Baptist Female College	×	4	40	50	.....	180	40	60	10,000	0	0	4,000	June 23.
36	Rome Female College	×	4	40	1,000	.....	220	30	50	15,000	.....	.....	4,000	June 17.
37	Le Vert Female College	×	5	40	300	.....	125	25–42	52	7,000	.....	.....	.....	June.
38	West Point Female College	×	4	36	1,000	.....	172	32	60	20,000	.....	.....	3,000	July.
39	Seminary of the Sacred Heart*	..	8	40	2,758	.....	200	.....	.....	50,000	.....	.....	15,000	June 30.
40	Almira College	×	4	40	*a*1,950	50	160	32	40	102,000	0	0	11,667	June 14.
41	Illinois Female College*	×	4	40	2,000	.....	190	40	40	60,000	.....	.....	9,000	June, first Thursday.
42	Jacksonville Female Academy	...	4	40	300	.....	200	30, 40	40	30,000	.....	.....	8,000	May 31.
43	Ferry Hall, Lake Forest University	×	4	4	.....	.....	300	60	60	80,000	.....	.....	11,150	June.
44	St. Angela's Academy	×	5	4	300	10	160	.....	.....	15,000	.....	.....	7,500	February 1.
45	Mt. Carroll Seminary	×	6	37	3,000	150	*b*208	.....	.....	75,000	.....	.....	*c*20,000	June, first Wednesday.
46	Rockford Female Seminary	×	4	38	*d*2,090	25	175	28	36	100,000	4,000	380	10,105	June, last Wednesday.
47	Female College of Indiana	×	4	40	.....	.....	160	24	32	25,000	.....	.....	1,000	June 21.
48	Moravian Seminary for Young Ladies	....	3	42	500	.....	*b*200	.....	.....	40,000	.....	.....	*e*9,953	June, last Wednesday.
49	De Pauw Female College *	×	4	40	1,000	.....	200	32	40	50,000	.....	.....	4,000	June 10.

50	Immaculate Conception Academy	×	4, 5	43	8°0	.....	*b* 180	.....	.....	.....	.....	.....	.....	June, last Thursday.
51	Mt. Pleasant Female Seminary	×	4	40	600	.....	170	28	32	25,000	.....	.....	.....	June 21.
52	Bowling Green Female College	×	4	40	.....	.....	225	30–40	50	20,000	.....	.....	4,000	June 2.
53	Baptist Female College	0	4	40	.....	.....	125	.....	40	25,000	0	.....	1,200	
54	Franklin Female College	×	...	40	100	.....	175	30	50	29,000	.....	.....	4,000	June.
55	Georgetown Female Seminary	×	5	40	300	50	200	40	60	25,000	.....	.....	3,450	June, second Wednesday.
56	Liberty Female College	×	4	40	700	.....	180	32	52–104	20,000	.....	.....	.....	June, second Thursday.
57	Daughter's College	×	1	40	3,000	.....	250	50	50	40,000	.....	.....	20,000	June 15.
58	Bethel Female College	×	4	40	.....	.....	210	40	50	32,000	.....	.....	10,000	June, first Thursday.
59	Lebanon Female College *	×	4	40	.....	.....	160	27–33	53	12,000	.....	.....	1,600	June, first Thursday.
60	Hocker Female College	×	4	40	300	25	300	36–50	60	125,000	.....	.....	.....	June 8.
61	Lexington Female College	....	3	40	.....	.....	200	30–40	50–60	15,000	.....	.....	3,000	June.
62	Louisville Female College	×	4	40	1,000	.....	190	.....	60	20,000	.....	.....	12,500	June 8.
63	Millersburg Female College	×	4	40	800	.....	200	30	50	12,000	0	0	.....	June 13.
64	Bourbon Female College *	×	4	40	.....	.....	200	40	55	12,000	0	0	4,000	June 10.
65	Kentucky College	....	4	36	.....	.....	*b* 350	80	100	* 40,000	.....	.....	.....	June 2.
66	Logan Female College	×	....	40	.....	.....	180	30	50	30,000	0	0	5,000	June 1.
67	Science Hill Academy	0	4	40	1,250	.....	200	40	50	50,000	.....	.....	11,000	June 8.
68	Shelbyville Female College	×	4	40	300	.....	200	30	40–50	20,000	.....	.....	3,460	June.
69	Stanford Female College	×	4–6	40	450	30	160	40–90	50–120	13,000	.....	.....	6,000	June 15.
70	Stillman Female Collegiate Institute	×	4	40	300	.....	180	30–40	50	30,000	20,000	1,600	3,500	June 29.
71	Maine Wesleyan Seminary and Female College.	×	4	40	4,500	50	120	.....	.....	150,000	50,000	5,000	8,000	June.
72	Baltimore Academy of the Visitation	....	8	42	4,178	.....	.....	.....	.....	.....	.....	.....	.....	June 22.
73	Baltimore Female College	×	4	40	3,875	.....	225	32–50	60–150	70,000	.....	.....	11,500	June, third Thursday.
74	The Misses Norris' School	....	....	....	.....	.....	400	90	110	.....	.....	.....	.....	June 15.
75	Burkittsville Female Seminary	....	3	40	.....	.....	200	20–25	30	16,000	.....	.....	7,000	June 15.
76	Cambridge Female Seminary	....	4	40	500	.....	*b*220	32	48	10,000	.....	.....	.....	June 15–20.
77	Frederick Female Seminary	×	4	40	700	0	200	34	54	100,000	20,000	800	4,000	June 14.
78	Abbott Academy	....	4	35	.....	.....	240	(36)		40,000	.....	.....	6,400	June 28.
79	Lasell Seminary for Young Women	0	4	30	250	.....	250	60	90	65,000	0	0	5,000	June 15.
80	Gannett Institute	....	4	40	4,200	200	300	100–125	200	100,000	.....	.....	.....	June 14.
81	Bradford Academy	....	4	38	2,500	.....	250	60	60	150,000	.....	.....	12,036	June 21.
82	Smith College	×	4	37	.....	.....	250	.....	100	500,000	350,000	28,000	1,400	June 21.
83	Wheaton Female Seminary	....	4	35	3 000	25	260	45	45	50,000	.....	.....	3,000	June 28.
84	Maplewood Institute for Young Ladies	....	4	40	1,000	50	*b*350	.....	.....	50,000	.....	.....	10,000	June 28.
85	Mt. Holyoke Female Seminary	0	4	38	9,500	.....	*b*175	.....	.....	350,000	50,000	3,000	45,000	June 22.
86	Wellesley College	....	4	38	10,000	.....	*b*250	.....	.....	.....	.....	.....	*c*69,000	June 27.
87	Oread Institute	0	4	41	1,500	.....	225	60	75, 100	60,000	0	0	4,000	June 30.
88	Michigan Female Seminary	0	4	38	500	35	*b*175	.....	.....	75,000	0	0	*f*10,000	June 22.
89	Young Ladies' Seminary and Collegiate Institute.	×	4	40	500	28	260	28	32	25,000	0	0	5,000	June 15.
90	St. Mary's Hall	....	....	36	.....	.....	*b*350	.....	.....	.....	.....	.....	.....	June 20.
91	Minneapolis Female Seminary	×	4	39	600	.....	250	50	50	25,000	0	0	3,500	June 6.
92	Whitworth Female College	×	4	40	.....	.....	.....	30	40, 50	50,000	.....	.....	12,400	June 20.
93	Central Female Institute	×	4	40	1,000	50	190	40	50	25,000	.....	.....	8,000	June 30.
94	Columbus Female Institute	×	5	40	.....	.....	180	50	60	100,000	0	0	5,000	June 28.
95	Franklin Female College	×	3	40	500	.....	180	40, 50	60	10,000	0	0	5,500	June 14.
96	Meridian Female College	×	5	40	.....	.....	154	36–45	50	5,000	.....	.....	2,500	June 26–30.
97	Union Female College	×	3	40	200	10	180	30	50	35,000	.....	.....	4,762	June 14.

* From Report of Commissioner of Education for 1874.

a Includes a society library of 750 volumes.

b Includes tuition.

c Including board.

d Includes 288 volumes in society libraries.

e For the current year.

f Includes receipts from boarders.

TABLE VIII.—*Statistics of institutions for the superior instruction of women for* 1875, *&c.*—Continued.

NOTE. × indicates an affirmative answer; 0 signifies no or none; .... indicates no return.

Number.	Name.	Is the institution authorized by law to confer collegiate degrees?	Number of years in collegiate course.	Number of weeks in scholastic year.	Library.		Cost of—			Property, income, &c.				Date of next commencement.
					Number of volumes.	Average annual increase.	Board and lodging per annum.	Tuition per annum in preparatory department.	Tuition per annum in regular course.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
	1	17	18	19	20	21	22	23	24	25	26	27	28	29
98	Chickasaw Female College	×	4	40	2,000	.....	$175	$30–40	$50	$30,000	$0	$0	.....	June 17.
99	Christian College	×	4	40	.....	.....	200	30	40–50	50,000	.....	.....	.....	June 16.
100	Stephens College	×	4	40	600	0	200	20, 30, 40	50	45,000	20,000	1,200	$6,930	June 8.
101	Howard College	×	4	40	0	.....	180	40	50	25,000	0	0	2,560	June 23.
102	Independence Female College*	×	3	40	200	.....	220	30	50	15,000	.....	.....	.....	June 12.
103	Central Female College	×	....	40	200	0	184	40	50	40,000	0	0	7,000	June, second Wednesday.
104	Clay Seminary	0	4	38	200	.....	200	40	50	7,500	.....	.....	2,500	June, first Friday.
105	Ingleside Female College*	×	4	40	.....	.....	146	25	50	10,000	.....	.....	2,500	
106	Lindenwood College for Young Ladies*	×	4	39	400	.....	200	40	50	40,000	.....	.....	4,000	June 4.
107	Mary Institute, (Washington University)	×	....	40	500	75	.....	55	80	55,000	.....	.....	31,000	June 17.
108	St. Louis Seminary	×	4	36	.....	.....	180	30	70	20,000	0	0	*a*6,000	May 17.
109	Ursuline Academy	....	....	40	2,000	.....	150	.....	.....	.....	.....	.....	.....	
110	Adams Female Seminary	×	....	39	500	15	200	15	24	5,000	3,120	150	200	
111	Robinson Female Seminary	0	3	39	310	.....	.....	.....	*b*30	90,000	158,000	14,000	325	June 15.
112	Tildeu Ladies' Seminary	×	4	38	1,100	.....	195	30	30–105	50,000	0	0	5,000	June 12–17.
113	Bordentown Female College	×	4	40	1,000	.....	.....	*c*250	*c*300	25,000	.....	.....	12,000	June 14.
114	Ivy Hall*	0	4	37	1,000	.....	*d*350	40	50–60	20,000	.....	.....	14,000	June 16.
115	St. Mary's Hall	....	7	40	.....	.....	*e*450	.....	.....	200,000	.....	.....	.....	July 20.
116	Pennington Seminary and Female Collegiate Institute.	×	3	40	2,000	.....	.....	.....	.....	100,000	.....	.....	.....	June 30.
117	Academy of the Sacred Heart	×	6	42	2,000	.....	200	.....	.....	300,000	0	0	.....	June 20.
118	St. Agnes School	×	9	36	1,050	.....	350	(30–125)		200,000	.....	.....	40,000	June 16.
119	Young Ladies' Institute	....	3	40	.....	.....	240	50	60	.....	.....	.....	.....	
120	Brooklyn Heights Seminary	0	4	40	10,000	100	450	100–120	130–170	60,000	0	0	19,167	June.
121	Packer Collegiate Institute	0	....	40	3,580	350	*d*475	60–80	.....	300,000	40,000	2,500	47,075	June 15.

122	Buffalo Female Academy	0	3	40	1,221	.....	250–300	24–40	48–64	54,200	400	21	6,402	June 12.
123	Holy Angels Academy	0	....	40	508	.....	120	12	24	80,000	0	0	5,228	June 30.
124	St. Clare's Academy*	....	6	40	532	.....	150	.....	.....	25,000	.....	.....	2,800	June 28.
125	Ontario Female Seminary	0	4	40	1,000	.....	300	.....	.....	20,000	.....	.....	.....	
126	St. Joseph's Academy	....	4	40	650	.....	230	.....	.....	50,000	.....	.....	2,000	June, last Tuesday.
127	Academy of the Sacred Heart	×	6	42	2,000	.....	*d*300	.....	.....	400,000	0	0	.....	June, last Tuesday.
128	Jane Grey School	....	5	40	200	.....	*d*300	20	40	10,000	.....	.....	1,500	June 23.
129	Academy of Mt. St. Vincent, on the Hudson	×	4	40	5,000	.....	260	95	95	500,000	.....	.....	.....	June, last Thursday.
130	Marguerite Institute	0	5	40	.....	.....	800	150	200	.....	.....	.....	.....	October 1.
131	D'Youville Academy*	0	7	40	350	.....	*d*130	20	25	40,000	0	0	3,500	June 30.
132	Cook's Collegiate Institute	0	4	40	1,000	.....	300	40, 48	60	50,000	.....	.....	7,500	June 15.
133	Poughkeepsie Female Academy	....	4	42	2,000	.....	300	40	60	30,000	.....	.....	.....	June 21.
134	Asheville Female College*	×	4	40	300	.....	130	30–38	46	30,000	.....	.....	.....	May 27.
135	Greensboro' Female College*	×	4	40	.....	.....	200	40	50	75,000	.....	.....	.....	June, first Thursday.
136	Davenport Female College	....	4	40	.....	.....	150	24	50	25,000	.....	.....	.....	
137	Chowan Baptist Female Institute	×	4	40	.....	.....	108	40	50	35,000	0	0	.....	June 28.
138	Wesleyan Female College	×	4	40	0	0	108	40	50	40,000	0	0	15,000	June 21.
139	Baptist Female Seminary	....	4	41	1,000	.....	170	40	70	35,000	.....	.....	.....	June 27.
140	St. Mary's School	....	....	40	.....	.....	*f*230	.....	.....	.....	.....	.....	.....	June 11.
141	Salem Female Academy	×	....	42	3,500	.....	*f*200	.....	.....	65,000	5,500	.....	.....	May 31.
142	Thomasville Female College	×	4	40	500	.....	127	25, 35	45	12,000	.....	.....	.....	June 6.
143	Bartholomew Classical School for Young Ladies.	0	6	40	.....	.....	600	120	150	.....	0	0	.....	June 9.
144	Cincinnati Wesleyan College	×	4	38	500	50	230	80	100	225,000	.....	.....	.....	June 15.
145	Cleveland Female Seminary	×	4	40	1,000	.....	300	40	48	175,000	0	0	.....	June 15.
146	Cooper Seminary*	....	4	40	.....	.....	200	50	100	.....	.....	.....	.....	June 18.
147	Ohio Wesleyan Female College	×	4	37	2,000	.....	138	20	30	100,000	.....	.....	10,000	June 29.
148	Glendale Female College	0	4	38	2,300	100	*d*300	40	50–60	75,000	0	0	.....	June 15.
149	Granville Female College*	×	4	40	.....	.....	170	15	30	30,000	.....	.....	2,000	June 16.
150	Young Ladies' Institute	....	4	40	.....	.....	190	36	36	25,000	.....	.....	*g*10,000	June 29.
151	Highland Institute	×	4	39	600	.....	219	18	36	30,000	.....	.....	.....	June 14.
152	Hillsboro' Female College	×	4	38	800	.....	190	30	40	40,000	0	0	2,000	June 8.
153	Oxford Female College	....	4	39	2,000	.....	250	40	40	100,000	.....	.....	21,316	June 13.
154	Western Female Seminary	0	4	38	2,000	.....	*d*165	.....	.....	.....	.....	.....	.....	June 16.
155	Lake Erie Female Seminary	....	4	39	1,400	.....	*d*165	.....	.....	110,000	0	0	*g*15,341	June 22.
156	St. Helen's Hall	....	....	....	.....	.....	300	.....	.....	20,000	.....	.....	.....	
157	Allentown Female College	....	3	40	275	.....	*d*250	32–40	40–50	45,000	0	0	.....	June 39.
158	Moravian Seminary for Young Ladies	×	....	40	5,000	75	240	40	40	100,000	0	0	12,000	June 27.
159	Blairsville Ladies' Seminary	....	3	40	500	.....	170	20	40	27,000	.....	.....	.....	June 21.
160	Wilson College	×	4	38	1,050	200	290	60	60	80,000	20,000	1,400	6,000	June 28.
161	Pennsylvania Female College	×	4	42	2,000	.....	150	40	50	50,000	.....	.....	.....	June, last Thursday.
162	Madame Clement's School	0	4	40	350	50	400	80	125	50,000	.....	.....	15,000	June 15.
163	Miss Mary E. Stevens's School	0	....	40	750	.....	500	75	125	25,000	.....	.....	.....	June 25.
164	University Female Institute	0	3	40	1,000	.....	140	30	36	80,000	.....	.....	16,000	June 27.
165	Irving Female College	×	4	40	3,000	.....	220	50	80	33,000	0	0	.....	June 21.
166	Brooke Hall Female Seminary	0	4	39	650	50	*d*150	.....	.....	65,000	.....	.....	25,000	June 15.
167	Academy of Notre Dame*	×	4	40	7,000	.....	300	48–72	80	.....	.....	.....	12,000	
168	Chestnut Street Female Seminary*	....	....	39	.....	.....	600	100	125	.....	.....	.....	.....	June 16.
169	M. A. Longstreth's School	0	....	40	.....	.....	.....	.....	140	.....	.....	.....	.....	

* From Report of Commissioner of Education for 1874. *a* Includes receipts from boarders. *b* For English branches. *c* Includes board.
d Includes tuition. *e* For all expenses; to daughters of the clergy, $300. *f* Includes tuition in English branches. *g* Total receipts.

TABLE VIII.—*Statistics of institutions for the superior instruction of women for* 1875, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no return.

Number.	Name.	Is the institution authorized by law to confer collegiate degrees?	Number of years in collegiate course.	Number of weeks in scholastic year.	Library.		Cost of—			Property, income, &c.				Date of next commencement.
					Number of volumes.	Average annual increase.	Board and lodging per annum.	Tuition per annum in preparatory department.	Tuition per annum in regular course.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
		17	18	19	20	21	22	23	24	25	26	27	28	29
170	Pittsburgh Female College	×	4	40	570	50	$240	$48½	$65	$100,000	$21,950	$1,275	$13,633	June 21.
171	Pennsylvania Female College	×	4	40	.....	.....	280	40	80	125,000	.....	.....	4,862	June 22.
172	Washington Female Seminary	....	3	40	3,000	.....	250	24	36–50	15,000	.....	.....	.....	June 14.
173	Cottage Hill Seminary	....	....	....	.....	.....	a225	.....	40	.....	.....	.....	.....	
174	Columbia Female College	×	5	39	500	.....	225	.....	50	50,000	0	0	4,500	June 30.
175	Due West Female College	×	4	40	400	25	108	20	40	15,000	.....	.....	5,200	July, first Thursday.
176	Greenville Baptist Female College	×	4–5	40	.....	.....	150	25–40	50	20,000	0	0	6,200	June 20.
177	Williamston Female College	×	4	40	100	.....	140	20	30–50	15,000	0	0	.....	June 15.
178	Athens Female Seminary	×	4	40	0	.....	100	27	35	6,000	0	0	450	June 4.
179	Bristol Female College	×	3	40	.....	.....	130	24	44	15,000	.....	.....	.....	June 10.
180	Brownsville Female College	×	3–4	40	300	.....	180	30	40, 50	25,000	500	.....	6,000	June 9.
181	Wesleyan Female College	×	4	40	30	.....	180	34, 44	50	8,000	.....	.....	2,500	June, first Wednesday.
182	Bellevue Female College	×	4	40	.....	.....	140	30–40	50	12,000	0	.....	5,000	June.
183	Tennessee Female College	×	4	40	800	30	244	44	54–64	20,000	.....	.....	8,000	June 7.
184	Odd Fellows' Female College	×	4	40	.....	.....	180	30	50	20,000	0	0	6,000	June, second Thursday.
185	Memphis Conference Female Institute	×	5	40	4,000	100	.....	40	50	35,000	.....	.....	26,000	June, second Wednesday.
186	East Tennessee Female Institute	×	4	40	0	0	.....	30	40	20,000	0	0	2,400	June 9.
187	La Grange Female College	×	4	40	500	.....	180	44	54	15,000	.....	.....	.....	June 11.
188	Cumberland Female College	×	4	40	400	.....	150	30	50	20,000	.....	.....	3,000	June 9.
189	State Female College	×	4	....	200	.....	200	40	60	75,000	.....	.....	.....	June, second week.
190	Murfreesboro' Female Institute	×	4	40	.....	.....	180	40	50	12,000	.....	.....	2,800	June 6.
191	W. E. Ward's Seminary for Young Ladies	×	5	40	2,000	.....	240	60	80	75,000	0	0	12,000	June 10.
192	Rogersville Female College	×	5	40	2,500	0	135	22–32	32–42	.....	0	0	3,000	May 26.
193	Savannah Female College	×	4	40	.....	.....	120	20	50	6,000	.....	.....	.....	June.

194	Mary Sharp College	×	4	41	1,500	100	160	40	60	25,000	0	0	11,000	June 18.
195	Austin Collegiate Female Institute	×	4	40	.....	.....	200	30	60	20,000	.....	.....	5,000	June 8.
196	Bryan Female Seminary	0	4	40	.....	.....	180	35	42–50	4,500	0	0	1,500	June 20.
197	Chappell Hill Female College	×	....	40	400	.....	150–180	35	55	13,000	.....	.....	5,000	June 28.
198	Dallas Female College*	....	4	30	.....	.....	a300	40	60	15,000	.....	.....	2,500	
199	Andrew Female College	×	4	40	.....	.....	.....	20–35	50	12,000	.....	.....	.....	June 14.
200	Baylor Female College	×	4	40	.....	.....	125	35	55	10,000	6,000	600	.....	June 10.
201	Lamar Female Seminary	×	3	40	800	.....	175	30	40–50	20,000	.....	.....	.....	June, last Wednesday.
202	Nazareth Convent	....	....	....	600	.....	130	20	30	8,000	.....	.....	.....	
203	Waco Female College	×	4	40	.....	.....	180	30	50	35,000	.....	.....	7,500	May 31.
204	Vermont Methodist Seminary and Female College.	....	4	39	.....	.....	120	30	40	80,000	.....	.....	3,500	June 15.
205	Martha Washington College	×	4	40	1,300	.....	140–150	40	60	60,000	0	0	.....	June 21.
206	Hollins Institute	×	....	....	.....	.....	165	25	60	75,000	.....	.....	12,000	June 22.
207	Albemarle Female Institute	×	4	39	1,000	100	175	25	60	30,000	0	0	7,000	June, fourth Wednesday.
208	Roanoke Female College*	×	4	39	.....	.....	150	40	50	37,400	0	0	2,900	June 2.
209	Farmville College	....	4	40	.....	.....	170	40	80	10,000	0	0	4,500	June 7.
210	Marion Female College	×	4	40	50	.....	110	20	60, 80	10,000	.....	.....	2,000	June 10.
211	Petersburg Female College	×	4	40	0	0	175	40	50	6,000	0	0	3,000	June.
212	Southern Female College	×	4	38	1,000	.....	180	40	50	20,000	0	0	3,500	June 20.
213	Angusta Female Seminary	0	4	40	1,000	.....	228	46	50	55,000	0	0	.....	June 5.
214	Stannton Female Seminary	×	3	40	300	.....	a225	.....	.....	25,000	.....	.....	.....	June 10.
215	Virginia Female Institute*	×	4	40	2,500	.....	a290	50	60	75,000	0	0	.....	June 3.
216	Wesleyan Female Institute	×	3	40	.....	.....	180	35, 45	60	40,000	0	0	10,000	June 18.
217	Episcopal Female Institute	×	4	42	0	.....	250	30	50	15,000	0	0	4,500	June 15.
218	Parkersburg Female Academy	....	5	....	600	.....	175	12–16	30–40	.....	.....	.....	.....	June 29.
219	Wheeling Female College	×	4	40	.....	.....	300	.....	.....	30,000	.....	.....	.....	June 14.
220	Wisconsin Female College	×	4	39	800	.....	149	26	26	35,000	6,200	470	.....	June 30.
221	Milwaukee College	×	4	40	821	0	350	50	60	75,000	0	0	10,000	June 21.
222	St. Clara Academy	×	4	42	.....	.....	200	150	.....	45,000	.....	.....	14,000	July 8.

*From Report of Commissioner of Education for 1874.

a Includes tuition.

List of institutions for the superior instruction of women from which no information has been received.

Name.	Location.	Name.	Location.
Wesleyan Female College	Wilmington, Del.	Elmwood Seminary	Glen's Falls, N. Y.
Lucy Cobb Institute	Athens, Ga.	English, French, and German School, 222 Madison ave.	New York, N. Y.
St. Mary's Academic Institute	St. Mary's of the Woods, Ind.	Simonton Female College	Statesville, N. C.
College of the Sisters of Bethany.	Topeka, Kans.	Cincinnati Young Ladies' Seminary.	Cincinnati, Ohio.
St. Catherine's Academy	Lexington, Ky.	Chegaray Institute, 1527 Spruce street.	Philadelphia, Pa.
Patapsco Female Institute	Ellicott City, Md.	Soulé Female College	Murfreesboro', Tenn.
Simmons College	Boston, Mass.	St. Cecilia's Female College	Nashville, Tenn.
Notre Dame Academy	Boston Highlands, Mass.	Galveston Female High School	Galveston, Tex.
Female College	Sardis, Miss.	Ursuline Academy	Galveston, Tex.
Sharon Female College	Sharon, Miss.	Paine Female College	Goliad, Tex.
St. Teresa's Academy	Kansas City, Mo.	Richmond Female Institute	Richmond, Va.
Academy of the Visitation	St. Louis, Mo.	Mozart Institute	Staunton, Va.
Delacove Institute	Trenton, N. J.		
Athenæum Seminary, corner Clinton st. and Atlantic ave.	Brooklyn, N. Y.		

TABLE VIII.—*Memoranda.*

Name.	Location.	Remarks.
Young Ladies' High School	New London, Conn.	A public school.
North Georgia Female College	Atlanta, Ga.	Not found.
Montpelier Institute for Young Ladies.	Macon, Ga.	Not in existence.
Woman's College of the Northwestern University.	Evanston, Ill.	Included in report of the university. (See Table IX.)
Southern Illinois Female College	Salem, Ill.	Not found.
Wilson Collegiate Seminary	Wilson, N. C.	Merged in Wilson College. (See Table IX.)
Mt. Auburn Young Ladies' Institute.	Cincinnati, Ohio	Closed.
Oberlin College, ladies' department.	Oberlin, Ohio	Included in report of college. (See Table IX.)
Oakland Female Institute	Norristown, Pa.	Closed.
Jackson Female College	Jackson, Tenn.	See Memphis Conference Female Institute, (identical.)
Mrs. Haile's Memphis Female Seminary.	Memphis, Tenn.	Mrs. Haile removed to Humboldt, Tenn.
Fairmount College for Young Ladies	Sewanee Mt., Tenn.	See Fairmount, Moffat, Tenn., Table VI, Part 2, (identical.)
Washington Female College	Washington County, Tenn.	Now a mixed school.
Galveston Female Seminary	Galveston, Tex	Name changed to Galveston Female High School.
Suffolk Female Institute	Suffolk, Va	See Table VI, Part 2.

TABLE IX.—*Statistics of universities and colleges for* 1875; *from replies to inquiries by the United States Bureau of Education.*

NOTE.—For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

Number.	Name.	Location.	Date of charter.	Date of organization.	Religious denomination.	President.	Preparatory department.					Number of students unclassified.
							Number of instructors.	Students.				
								Male.	Female.	Preparing for classical course.	Preparing for scientific course.	
	1	2	3	4	5	6	7	8	9	10	11	12
1	Southern University	Greensboro', Ala	1856	1859	M. E. South	Rev. Luther M. Smith, A. M., D.D	....	.....	.....	.....	.....	.....
2	Howard College	Marion, Ala	1843	1843	Baptist	J. T. Murfee, LL.D	1	22	0	15	10	.....
3	Spring Hill College	Near Mobile, Ala	1836	1830	R. C	Rev. D. Beaudequin, S. J	....	.....	.....	.....	.....	131
4	University of Alabama	Tuscaloosa, Ala	1820	1831	Non-sect	Carlos G. Smith, M. D., LL.D	....	.....	.....	.....	.....	.....
5	Arkansas College	Batesville, Ark	1872	1872	Presb	Rev. Isaac J. Long, A. B	....	(26)		.....	.....	.....
6	Cane Hill College	Boonsboro', Ark	1852	1868	Cumb. Presb	Rev. F. R. Earle, A. M	....	50	23	.....	.....	.....
7	Evening Shade College	Evening Shade, Ark	1872	1874	Non-sect	John W. Shaver	....	43	52	.....	.....	.....
8	St. John's College of Arkansas	Little Rock, Ark	1850	1859	Masonic	R. H. Parham, jr	....	49	.....	23	.....	.....
9	Missionary College of St. Augustine	Benicia, Cal	1868	1867	Prot. Epis	Rt. Rev. J. H. D. Wingfield, D.D., LL.D.	2	27	.....	6	21	.....
10	St. Vincent's College *	Los Angeles, Cal	1869	1867	R. C	Rev. James McGill, C. M	....	.....	.....	.....	.....	.....
11	University of California	Oakland, Cal	1868	1869	Non-sect	John Le Conte, M. D	....	.....	.....	.....	.....	36
12	St. Ignatius College	San Francisco, Cal	1859	1855	R. C	Rev. A. Masnata, S. J	....	.....	.....	.....	.....	625
13	St. Mary's College	San Francisco, Cal	1872	1863	R. C	Rev. Bro. Justin	....	174	.....	72	102	.....
14	University College of San Francisco *a*	San Francisco, Cal	1859	1859	Presb	(Vacant)	....	.....	.....	.....	.....	.....
15	Santa Clara College	Santa Clara, Cal	1855	1851	R. C	Rev. A. Varsi, S. J	1	40	0	.....	.....	.....
16	University of the Pacific	Santa Clara, Cal	1853	1851	Meth. Epis	Rev. A. S. Gibbons, A. M., M. D	3	66	43	14	73	.....
17	College of Our Lady of Guadalupe	Santa Inez, Cal	1816	1844	R. C	Bro. Bernard Mathews, O. S. F	....	45	.....	8	19	.....
18	Pacific Methodist College	Santa Rosa, Cal	1862	1861	Meth. South	A. L. Fitzgerald, A. M	1	110	83	30	163	.....
19	California College *	Vacaville, Cal	1871	1871	Baptist	A. S. Worrell, A. M	4	(110)		46	.....	.....
20	Washington College	Washington, Cal	1871	1871	Non-sect	S. S. Harmon, A. M	....	62	22	.....	.....	14
21	Hesperian College *	Woodland, Cal	1869	1869	Christian	J. M. Martin	....	54	59	.....	.....	.....
22	Trinity College	Hartford, Conn	1823	1824	Prot. Epis	Rev. Thomas R. Pynchon, D.D	....	.....	.....	.....	.....	.....
23	Wesleyan University	Middletown, Conn	1831	1830	Meth. Epis	Rev. Cyrus D. Foss, D.D	0	0	0	0	0	.....

* From Report of Commissioner of Education for 1874.

a Suspended until July, 1876, on account of removal to another part of the city.

TABLE IX.—*Statistics of universities and colleges for* 1875, *&c.*—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	Religious denomination.	President.	Preparatory department.					Number of students unclassified.
							Number of instructors.	Students.				
								Male.	Female.	Preparing for classical course.	Preparing for scientific course.	
	1	2	3	4	5	6	7	8	9	10	11	12
24	Yale College	New Haven, Conn	1701	1701	Non-sect	Rev. Noah Porter, D. D., LL. D	0	0	0	0	0	
25	Delaware College	Newark, Del	1869	1870	Non-sect	William H. Purnell, LL. D	0	0	0	0	0	
26	University of Georgia	Athens, Ga	1785	1801	Non-sect	Rev. Henry H. Tucker, D. D., chancellor.	0	0	0	0	0	
27	Atlanta University	Atlanta, Ga	1867	1869	Non-sect	Edmund A. Ware, A. M	....	38	2	35	5	
28	Bowdon College*	Bowdon, Ga	1857	1856	Non-sect	A. C. Reese	....	16	12			
29	Mercer University	Macon, Ga	1837	1838	Baptist	Rev. A. J. Battle, D. D	....					
30	Pio Nono College	Macon, Ga	1876	1874	R. C	Rev. C. P. Gaboury	....	75				
31	Emory College	Oxford, Ga	1836	1838	M. E. South	Rev. O. L. Smith, D. D	1	45		25	20	
32	Abingdon College	Abingdon, Ill	1855	1855	Christian	Prof. Oval Pirkey	....					
33	Hedding College	Abingdon, Ill	1854	1854	Meth. Epis	Rev. J. G. Evans, A. M	2	130	80	25	40	
34	Illinois Wesleyan University	Bloomington, Ill	1851	1850	Methodist	Rev. W. H. H. Adams, A. M., B. D.	8	175	100	100	175	
35	St. Viator's College	Bourbonnais Grove, Ill	1873	1868	R. C	Rev. Peter Beaudoin	....					150
36	Carthage College	Carthage, Ill	1870	1870	Lutheran	Rev. D. L. Tressler, A. M	2	90	30	30	90	
37	St. Ignatius College	Chicago, Ill	1870	1870	R. C	Rev. J. DeBlieck, S. J	....	133	0	80	53	
38	University of Chicago	Chicago, Ill	1857	1857	Baptist	Hon. Alonzo Abernethy	....	94	6			
39	Rock River University	Dixon, Ill	1868	1875	Non-sect	Rev. O. G. May, A. M., and Rev. M. M. Tooke, D. D., (chancellors.)	....	40	24	8	12	
40	Eureka College*	Eureka, Ill	1855	1856	Christian	A. M. Weston, A. M	....	58	19	77		
41	Northwestern University	Evanston, Ill	1851	1853	Meth. Epis	Rev. C. H. Fowler, D. D., LL. D	10	(442)				
42	Ewing College	Ewing, Ill	1874	1874	Non-sect	J. W. Patton	....	113	37	41	109	
43	Knox College*	Galesburgh, Ill	1837	1841	Presb. & Cong	Hon. Newton Bateman	....	112	75	31		
44	Lombard University*	Galesburgh, Ill	1852	1857	Univ	Rev. William Livingston, A. M	4	46	25	71		
45	Illinois College*	Jacksonville, Ill	1835	1829	Non-sect	Rev. J. M. Sturtevant, D. D., LL. D	2	61		38		
46	Swedish-American Ansgari College	Knoxville, Ill	1875	1875	Evang.-Luth	Rev. Charles Anderson	2	26	0			
47	McKendree College	Lebanon, Ill	1834	1830	Meth. Epis	Rev. John W. Locke, D. D	1	76	18	49	45	
48	Lincoln University	Lincoln, Ill	1865	1864	Cumb. Presb	Rev. A. J. McGlumphy, D. D	....	127	65			
49	Evangelisch-Lutherisches Collegium	Mendota, Ill	1875	1868	Lutheran	Rev. I. A. List	....					
50	Monmouth College	Monmouth, Ill	1857	1856	United Presb	Rev. David A. Wallace, D. D., LL. D	2	82	52			

51	Northwestern College	Naperville, Ill	1865	1861	Evang	Rev. A. A. Smith, A. M	5	229	74	4	21	
52	Augustana College	Rock Island, Ill	1865	1860	Lutheran	Rev. T. N. Hasselquist, D. D		54				
53	College of the Sacred Heart of Jesus*	Ruma, Ill			R. C	Rev. William Cluse						
54	St. Joseph's Ecclesiastical College	Teutopolis, Ill		1861	R. C	Very Rev. P. M. Klostermann, O. S. F.	2	45	0	9	36	
55	Shurtleff College	Upper Alton, Ill	1835	1835	Baptist	Rev. A. A. Kendrick, D. D	3	82	54	34	35	
56	Westfield College	Westfield, Ill	1865	1867	United Breth	Rev. S. B. Allen, A. M	2	77	30	12	34	
57	Wheaton College	Wheaton, Ill	1860	1858	Cong	Rev. J. Blanchard		74	48	48	0	
58	Bedford College*	Bedford, Ind	1855	1872	Christian	Elder James M. Mathes		13	11			
59	Indiana University	Bloomington, Ind	1828	1828	Non sect	Rev. Lemuel Moss, D. D	3	67	45	100	12	
60	Bourbon College	Bourbon, Ind		1875	Non-sect	Rev. J. A. Roubelt, A. M., D. D		65	35	5	95	
61	Wabash College*	Crawfordsville, Ind	18[illegible]	1832	Presb	Rev. Joseph F. Tuttle, D. D		129		80		
62	Concordia College	Fort Wayne, Ind	1850	1848	Evang.-Luth	Dr. William Sihler	7	255	0			
63	Fort Wayne College	Fort Wayne, Ind	1846	1846	Meth. Epis	Rev. R. D. Robinson, D. D						95
64	Franklin College	Franklin, Ind	1872	1872	Baptist	Rev. W. T. Stott, A. M		39	12			
65	Indiana Asbury University	Greencastle, Ind	1837	1837	Meth. Epis	Rev. Alexander Martin, D. D	4	167	110	158	119	
66	Hanover College*	Hanover, Ind	1833	1827	Presb	Rev. George C. Heckman, D. D	3	37	0	37		
67	Hartsville University	Hartsville, Ind	1851	1852	United Breth	Rev. William J. Primer						
68	North Western Christian University	Irvington, Ind	1854	1855	Christian	Rev. O. A. Burgess, A. M	2	30	15	30	15	
69	Smithson College	Logansport, Ind	1871	1872	Universalist	Rev. R. N. John, (acting)	2	28	16	14	10	
70	Union Christian College	Merom, Ind	1859	1858	Christian	Rev. T. C. Smith, A. M	3	49	31	6	0	
71	Moore's Hill College	Moore's Hill, Ind	1854	1854	Meth. Epis	Rev. F. A. Hester, D. D		68	24			
72	University of Notre Dame du Lac	Notre Dame, Ind	1844	1842	R. C	Rev. Patrick J. Colovin, C. S. C	20	260		200		
73	Earlham College	Richmond, Ind	1859	1859	Friends	Joseph Moore, A. M	3	47	67	30	38	
74	Ridgeville College	Ridgeville, Ind	1867	1868	F. W. Bapt	Rev. Samuel D. Bates, A. M		50	40	8	8	
75	St. Meinrad's College	St. Meinrad, Ind		1860	R. C	Rev. Isidore Hobie, O. S. B	3	30		11	19	
76	St. Bonaventure's College*	Terre Haute, Ind	0	1872	R. C	Very Rev. Jos. Lesen, D. D., O. M. C.		160		160		
77	Algona College	Algona, Iowa	1870	1869	Meth. Epis	Rev. W. F. Barclay, A. B						200
78	Norwegian Luther College	Decorah, Iowa	0	1861	Lutheran	Rev. Laur. Larson		121	0	74		
79	University of Des Moines	Des Moines, Iowa	1866	1866	Baptist	Frederick Mott		85	71	70	60	
80	Parsons College	Fairfield, Iowa	1875	1875	Presb	Rev. A. G. Wilson, A. M., (rector)	4	34	12	21	25	
81	Upper Iowa University	Fayette, Iowa	1857	1857	Meth. Epis	Rev. J. W. Bissell, A. M	2	150	100	85	42	
82	Iowa College*	Grinnell, Iowa	1847	1848	Cong	Rev. George F. Magoun, D. D	5	157	101	68		
83	Humboldt College	Humboldt, Iowa		1869	Non-sect	Rev. S. H. Taft		45	52			
84	Simpson Centenary College	Indianola, Iowa	1867	1868	Meth. Epis	Rev. Alexander Burns, D. D	3	120	75	100	95	
85	Iowa State University	Iowa City, Iowa	1857	1860	Non-sect	Rev. George Thacher	8	177	100			
86	German College	Mt. Pleasant, Iowa	1873	1873	Meth. Epis	George F. W. Willey, A.M., (vice-president.)	5	25	7	6	26	
87	Iowa Wesleyan University	Mt. Pleasant, Iowa	1855	1855	Methodist	Rev. J. W. Spaulding, Ph. D	2	16	14	9	21	
88	Cornell College	Mt. Vernon, Iowa	1857	1857	Meth. Epis	Rev. William F. King, D. D	8	271	165			
89	Oskaloosa College	Oskaloosa, Iowa	1856	1856	Christian	F. M. Bruner, A. M		115	42	82		
90	Penn College	Oskaloosa, Iowa	1866	1873	Friends	John W. Woody, A. M	1	109	91	31	22	
91	Central University of Iowa	Pella, Iowa	1853	1854	Baptist	Rev. L. A Dunn, D.D	4	116	90	71	135	
92	Whittier College	Salem, Iowa	1857	1857	Friends	D. Sands Wright, A. M		92	91		25	
93	Tabor College	Tabor, Iowa	1854	1866	Cong	Rev. William M. Brooks, A. M	5	69	77	12	6	
94	Western College	Western College, Iowa	185[illegible]	1857	United Breth	Rev. E. B. Kephart, A. M	5	98	51	11	5	
95	St. Benedict's College	Atchison, Kans	1868	1859	R. C	Very Rev. Oswald Moosmüller, O. S. B.		18		10		
96	Baker University	Baldwin City, Kans	1857	1858	Meth. Epis	Joseph Denison		45	35			

* From Report of Commissioner of Education for 1874.

TABLE IX.—*Statistics of universities and colleges for* 1875, *&c.*—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	Religious denomination.	President.	Preparatory department.					
							Number of instructors.	Students.				Number of students unclassified.
								Male.	Female.	Preparing for classical course.	Preparing for scientific course.	
	1	2	3	4	5	6	7	8	9	10	11	12
97	University of Kansas	Lawrence, Kans	1864	1865	Non-sect	Rev. James Marvin, D. D	1	60	59	35	84	.....
98	Ottawa University	Ottawa, Kans	1865	1862	Baptist	Robert Atkinson, (acting)	3	28	34	10	.....	.....
99	St. Mary's College	St. Mary's, Kans	1869	1869	R. C	Rev. F. H. Stuntebeck, S. J	.....	.....	.....	.....	.....	.....
100	Washburn College	Topeka, Kans	1865	1865	Cong	Rev. Peter McVicar, M. A., D. D.	1	.....	.....	.....	.....	.....
101	St. Joseph's College	Bardstown, Ky	1824	1819	R. C	Rev. Michael M. Coghlan	.....	.....	.....	.....	.....	.....
102	Berea College	Berea, Ky	1865	1858	Non-sect	Rev. E. H. Fairchild	6	147	111	7	23	.....
103	Cecilian College	Cecilian Junction, Ky	1867	1860	R. C	H. A. Cecil	.....	125	.....	30	50	.....
104	Centre College	Danville, Ky	1819	1823	Presb	Ormond Beatty, LL. D	2	83	0	62	21	.....
105	Eminence College	Eminence, Ky	1857	1857	Christian	W. S. Giltner	2	48	32	20	54	.....
106	Kentucky Military Institute	Farmdale, Ky	1846	1846	Non-sect	Col. R. D. Allen, A. M., C. E., M. D	.....	100	.....	.....	.....	.....
107	Georgetown College	Georgetown, Ky	1829	1830	Baptist	Rev. Basil Manly, jr., D. D., LL. D	1	25	0	11	14	.....
108	Kentucky University*	Lexington, Ky	1857	1858	Non-sect	John B. Bowman, LL. D., regent; Henry H. White, LL. D., chairman of faculty.	.....	.....	.....	.....	.....	.....
109	Kentucky Wesleyan University	Millersburgh, Ky	1860	1866	M. E. South	Rev. T. J. Dodd, D. D	.....	.....	.....	.....	.....	.....
110	Murray Institute	Murray, Ky	1870	1870	Non-sect	J. P. Brannock, A. M	.....	.....	.....	12	10	166
111	Concord College	New Liberty, Ky	1866	1865	Baptist	H. J. Greenwell, A. B	1	30	23	2	35	.....
112	Central University	Richmond, Ky	1873	1874	Presb. South	Rev. Robert L. Breck, D. D., (chancellor.)	.....	81	0	81	.....	.....
113	Bethel College	Russellville, Ky	1856	1856	Baptist	Leslie Waggener, (chairman of faculty.)	1	20	.....	10	.....	.....
114	St. Mary's College	St. Mary's, Ky	1837	1821	R. C	Rev. David Fennessy, C. R	.....	.....	.....	.....	.....	.....
115	Louisiana State University*	Baton Rouge, La	1853	1860	Non-sect	David F. Boyd	.....	4	0	4	.....	.....
116	St. Charles College	Grand Côteau, La	1852	1837	R. C	Rev. Robert Ollivier, S. J	.....	18	.....	18	.....	.....
117	Centenary College of Louisiana	Jackson, La	1848	1825	M. E. South	Rev. C. G. Andrews, A. M., D. D	.....	26	.....	.....	.....	.....
118	Leland University	New Orleans, La	1870	1873	Baptist	Rev. L. B. Barker, A. M	.....	63	33	14	82	.....
119	New Orleans University	New Orleans, La	1873	1873	Meth. Epis	Rev. W. D. Godman, D. D	2	73	65	.....	.....	.....
120	St. Mary Jefferson College	St. James, La	1861	1864	R. C	Rev. J. B. Bigot, S. M	1	12	.....	8	.....	.....
121	Bowdoin College	Brunswick, Me	1794	1802	Cong	Joshua L. Chamberlain, LL. D	0	0	0	0	0	.....

122	Bates College	Lewiston, Me	1863	1863	F. W. Baptist	Rev. O. B. Cheney, S. T. D	2	45	3	43	5	
123	Colby University	Waterville, Me	1820	1818	Baptist	Rev. Henry E. Robins, D. D	0	0	0	0	0	
124	St. John's College	Annapolis, Md	1784	1789	Non-sect	James M. Garnett, M. A., LL. D	2	52				
125	Loyola College	Baltimore, Md	1853	1852	R. C	Rev. S. A. Kelly, S. J						
126	Johns Hopkins University *a*	Baltimore, Md	1867		Non-sect	Daniel C. Gilman, A. M						
127	Washington College	Chestertown, Md	1782	1783	Non-sect	William J. Rivers						
128	Rock Hill College	Ellicott City, Md	1865	1857	R. C	Rev. Brother Botteiin	7	137		50	87	
129	St. Charles College	Near Ellicott City, Md	1830	1848	R. C	Rev. S. Ferté, S. S., D. D						
130	Mt. St. Mary's College*	Emmittsburg, Md	1830	1808	R. C	Rev. John McCloskey	26	122		122		
131	Western Maryland College	Westminster, Md	1868	1867	Meth. Prot	Rev. J. T. Ward, D. D	2	36	12	23	10	
132	Amherst College	Amherst, Mass	1825	1821	Cong	Rev. William A. Stearns, D. D., LL. D.	0	0	0	0	0	
133	Boston College	Boston, Mass	1863	1864	R. C	Rev. Robert Fulton, S. J	5	130	0	130		
134	Boston University	Boston, Mass	1869	1873	Meth. Epis	Rev. William F. Warren, D. D., LL. D.	0	0	0	0	0	
135	Harvard College	Cambridge, Mass	1642	1638	Non-sect	Charles W. Eliot, LL. D	0	0	0	0	0	
136	Tufts College	College Hill, Mass	1852	1854	Universalist	Elmer H. Capen						
137	Williams College	Williamstown, Mass	1793	1793	Cong	Rev. P. A. Chadbourne, D. D., LL. D						
138	College of the Holy Cross	Worcester, Mass	1865	1843	R. C	Rev. Joseph B. O'Hagan, S. J		75		75		
139	Adrian College	Adrian, Mich	1859	1859	Methodist	Rev. G. B. McElroy, D. D		22	26			
140	Albion College	Albion, Mich	1861	1864	Meth. Epis	Rev. G. B. Jocelyn, D. D		60	80			
141	University of Michigan	Ann Arbor, Mich	1836	1841	Non-sect	James B. Angell, LL. D	0	0	0	0	0	
142	Battle Creek College	Battle Creek, Mich	1874	1874	7th-day Adv't	James White	3	152	126	23		
143	Hillsdale College	Hillsdale, Mich	1855	1855	F. W. Baptist	Rev. De Witt C. Durgin, D. D	6	171	230	41	57	
144	Hope College	Holland City, Mich	1866	1863	Ref., (Dutch)	Rev. Philip Phelps, jr	4	75	7	72		
145	Kalamazoo College	Kalamazoo, Mich	1855	1855	Baptist	Rev. Kendall Brooks, D. D	4	106	38	21	123	
146	Olivet College	Olivet, Mich	1859	1858	Cong. & Presb	Rev. H. Q. Butterfield, D. D	4	151	166	20	13	
147	University of Minnesota	Minneapolis, Minn	1868	1868	Non-sect	William W. Folwell, A. M		102	43	18	*b*113	
148	Carleton College	Northfield, Minn	1866	1866	Cong	Rev. James W. Strong, D. D		83	54	67	0	
149	St. John's College	St. Joseph, Minn	1857	1857	R. C	Rev. Alexius Edelbrock, O. S. B	3	21		11	10	
150	Mississippi College	Clinton, Miss	1850	1830	Baptist	Rev. W. S. Webb, A. M	2	66		16	4	
151	Shaw University	Holly Springs, Miss	1870	1868	Methodist	W. W. Hooper, (acting)	2	40	35	62	13	
152	University of Mississippi	Oxford, Miss	1844	1848	Non-sect	Alex. P. Stewart, (chancellor)	2	45				
153	Madison College*	Sharon, Miss	1852	1852	Non-sect	John S. Robinson, A. M						75
154	Christian University	Canton, Mo	1853	1855	Christian	Winthrop H. Hopson, A. M., M. D	1	19	11	11	19	
155	St. Vincent's College*	Cape Girardeau, Mo	1843	1844	R. C	Rev. Antony Verrina, C. M	1	54	0	54		
156	University of the State of Missouri	Columbia, Mo	1839	1840	Non-sec	Daniel Read, LL. D		160	44			
157	Central College	Fayette, Mo	1855	1858	M. E. South	Rev. J. C. Wills, A. M., D. D	1	43				
158	Westminster College	Fulton, Mo	1853	1849	Pres. South	Rev. M. M. Fisher, D. D						
159	Lewis College	Glasgow, Mo	1866	1866	Meth. Epis	Rev. James C. Hall, A. M	2	42	40			
160	Pritchett School Institute	Glasgow, Mo	1868	1866	Non-sect	Richard T. Bond, A. M	3	64	68	20	39	
161	Lincoln College	Greenwood, Mo	1870	1869	United Presb	Rev. M. M. Brown, A. M	1	10	28			
162	Hannibal College*	Hannibal, Mo	1869	1869	M. E. South	Rev. Leo. Baier, A. M		33	40	32		
163	Woodland College*	Independence, Mo		1869	Christian	W. A. Buckner, A. M		50	40	7		
164	Thayer College	Kidder, Mo	1863	1869	Cong	Rev. Oliver Brown, (senior prof.)		27	32	26	29	
165	La Grange College	La Grange, Mo	1859	1866		J. F. Cook, LL. D						143
166	William Jewell College	Liberty, Mo	1849	1854	Baptist	Rev. W. R. Rothwell, D. D., (chairman of faculty.)	2	40		25	15	95
167	Baptist College	Louisiana, Mo	1869	1869	Baptist	J. T. Williams, A. M		10	15			
168	St. Joseph College*	St. Joseph, Mo	1872	1867	R. C	Brother Gelvinian, (acting)	4	110		29		

* From Report of Commissioner of Education for 1874. *a* Classes not yet organized; students to be received October 3, 1876. *b* Preparing for scientific and modern courses.

TABLE IX.—*Statistics of universities and colleges for* 1875, *&c.*—Continued

Number.	Name.	Location.	Date of charter.	Date of organization.	Religious denomination.	President.	Preparatory department.					Number of students unclassified.
							Number of instructors.	Students.				
								Male.	Female.	Preparing for classical course.	Preparing for scientific course.	
	1	2	3	4	5	6	7	8	9	10	11	12
169	College of the Christian Brothers*	St. Louis, Mo	1855	1855	R. C	Rev. Brother James	10	270	.....	200	.....	.....
170	St. Louis University	St. Louis, Mo	1832	1829	R. C	Rev. L. Bushart, S. J	4	162	.....	116	.....	.....
171	Washington University	St. Louis, Mo	1853	1859	Non-sect	Rev. William G. Eliot, D. D	14	315	.....	44	41	.....
172	Drury College*	Springfield, Mo	1873	1873	Cong	Rev. N. J. Morrison, D. D	4	63	67	130	.....	.....
173	Central Wesleyan College	Warrenton, Mo	.....	1863	.....	Rev. Hermann A. Koch, D. D	....	83	16	.....	.....	33
174	Doane College	Crete, Nebr	1872	1873	Cong	Prof. D. B. Perry, (in charge)	....	(62)		16	.....	.....
175	University of Nebraska	Lincoln, Nebr	1869	1871	Non-sect	Allen R. Benton, A. M., LL. D	1	6	44	46	58	.....
176	Nebraska College*	Nebraska City, Nebr	1868	1865	Prot. Epis	Rev. John McNamara, D. D	....	88	0	11	.....	.....
177	State University of Nevada	Elko, Nev	.....	1874	.....	D. R. Sessions	1	15	16	.....	.....	.....
178	Dartmouth College	Hanover, N. H	1769	1770	Cong	Rev. Asa D. Smith, S. T. D, LL. D.	0	0	0	0	0	.....
179	St. Benedict's College	Newark, N. J., (522 High st.)	1868	1868	R. C	Rev. Alphonse Heimler, O. S. B	....	13	.....	.....	.....	.....
180	Rutgers College	New Brunswick, N. J	1770	1771	Reformed	Rev. William H. Campbell, D. D., LL. D.	....	.....	.....	.....	.....	.....
181	College of New Jersey	Princeton, N. J	1746	1747	Presb	Rev. James McCosh, D. D., LL. D	3	40	.....	25	15	.....
182	Seton Hall College	South Orange, N. J	1861	1856	R. C	Rt. Rev. M. A. Corrigan, D. D	....	40	.....	17	23	.....
183	Alfred University	Alfred, N. Y	1857	1857	S. D. Baptist	Rev. Jonathan Allen	4	176	156	50	40	.....
184	St. Bonaventure's College	Allegany, N. Y	1875	1859	R. C	Very Rev. Charles Da Nazzano, O. S. F.	20	135	.....	58	77	.....
185	St. Stephen's College	Annandale, N. Y	1860	1860	Prot. Epis	Rev. Robert B. Fairbairn, D. D	2	24	0	24	0	.....
186	Wells College*	Aurora, N. Y	1866	1868	Non-sect	Rev. Thomas C. Strong, D. D *a*	....	.....	.....	.....	.....	.....
187	Brooklyn Collegiate and Polytechnic Institute.	Brooklyn, N. Y	1854	1855	Non-sect	David H. Cochran, Ph. D., LL. D	17	450	0	150	.....	.....
188	St. Francis College	Brooklyn, N. Y	0	1861	R. C	Brother Paul St. Ledger	6	150	.....	80	70	.....
189	St. John's College	Brooklyn, N. Y	.....	1870	R. C	P. M. O'Regan	....	135	.....	45	30	.....
190	Canisius College	Buffalo, N. Y	.....	1870	R. C	Rev. Henry Behrens, S. J	....	.....	.....	.....	.....	.....
191	St. Joseph's College	Buffalo, N. Y	.....	1861	R. C	Rev. Brother Frank	6	215	.....	78	137	.....
192	St. Lawrence University	Canton, N. Y	1856	1866	Universalist	Rev. A. G. Gaines, D. D	0	0	0	0	0	.....
193	Hamilton College	Clinton, N. Y	1812	1812	Presb	Rev. Samuel G. Brown, D. D., LL. D.	....	.....	.....	.....	.....	.....

194	Elmira Female College*	Elmira, N. Y	1855	1855	Presb	Rev. A. W. Cowles, D. D			81	81	
195	Hobart College	Geneva, N. Y	1822	1825	Prot. Epis	Rev William Stevens Perry, D.D., LL. D.	0	0	0	0	0
196	Madison University	Hamilton, N. Y	1846	1834	Baptist	Rev. Ebenezer Dodge, D. D., LL. D.	6	87	0	50	37
197	Cornell University	Ithaca, N. Y	1865	1868	Non-sect	Andrew D. White, LL. D	0	0	0	0	0
198	Ingham University	Le Roy, N. Y	1857	1835	Presb	Mrs. E. E. I. Stanton	5		51		
199	College of the City of New York	New York, N. Y	1866	1847	Non-sect	Alex. S. Webb, LL. D		276		155	121
200	College of St. Francis Xavier*	New York, N. Y	1861	1847	R. C	Rev. Henry Hudson, S. J	9	242		242	
201	Columbia College	New York, N. Y	1754	1753	Prot. Epis	F. A. P. Barnard, S. T. D., LL. D., L. H. D.	0	0	0	0	0
202	Manhattan College	New York, N. Y	1863	1863	R. C	Brother Paulian		409	0	200	100
203	Rutgers Female College*	New York, N. Y	1867	1838	Non-sect	Rev. Charles F. Deems, D. D			84	84	
204	University of the City of New York	New York, N. Y	1830	1830	Non-sect	Howard Crosby, D. D., LL. D., (chancellor.)	0	0	0	0	0
205	Vassar College	Poughkeepsie, N. Y	1861	1864	Non-sect	John H. Raymond, LL. D			159	159	
206	University of Rochester	Rochester, N. Y	1850	1850	Baptist	Martin B. Anderson, LL. D	0	0	0	0	0
207	Union College*	Schenectady, N. Y	1795	1795	Non-sect	Rev. E. Nott Potter, D. D					
208	Syracuse University	Syracuse, N. Y	1870	1872	Meth. Epis	Rev. E. O. Haven, D. D., LL. D	0	0	0	0	0
209	University of North Carolina	Chapel Hill, N. C	1789	1795	Non-sect	Rev. Charles Phillips, D. D., (chairman of faculty.)					
210	Davidson College	Davidson College, N. C	1838	1839	Presb	Prof. J. R. Blake, A. M., (chairman of faculty.)	0	0	0	0	0
211	Rutherford College	Happy Home, N. C	1869	1870	Non-sect	Rev. R. L. Abernethy, A. M		174	69	108	120
212	North Carolina College	Mt. Pleasant, N. C	1859	1859	Lutheran	Rev. John B. Davis, D. D		60		30	
213	Trinity College	Trinity, N. C	1853	1853	M. E. South	Rev. B. Craven, D. D., LL. D					
214	Wake Forest College	Wake Forest, N. C	1834	1834	Baptist	Rev. W. M. Wingate, D. D		40	0	30	10
215	Wilson College	Wilson, N. C	1872	1872	Non-sect	Sylvester Hassell, A. M		(83)			
216	Buchtel College*	Akron, Ohio	1869	1871	Universalist	Rev. S. H. McCollester, A. M	4	52	48	72	
217	Ohio University	Athens, Ohio	1804	1820	Non-sect	Rev. William H. Scott, A. M	2	45	9	17	25
218	Baldwin University	Berea, Ohio	1856	1846	Meth. Epis	Aaron Schuyler, LL. D	2	120	80	28	74
219	German Wallace College	Berea, Ohio	1864	1864	Meth. Epis	Rev. William Nast, D. D		33	14	8	18
220	McCorkle College	Bloomfield, Ohio	1873	1873	Presb., (assoc.)	Rev. William Ballantine, A. M	2	20	14		26
221	Hebrew Union College	Cincinnati, Ohio	1874	1873	Jewish	Isaac M. Wise	2	13	1		
222	St. Xavier College	Cincinnati, Ohio	1842	1831	R. C	Rev. Edward A. Higgins, S. J		197	0	190	7
223	University of Cincinnati	Cincinnati, Ohio	1870	1873	Non-sect	H. T. Eddy, C. E., Ph. D., (dean of faculty.)	0	0	0	0	0
224	Farmers' College of Hamilton County	College Hill, Ohio	1852	1852	Non-sect	J. S. Lowe		16	18	34	
225	Ohio Wesleyan University	Delaware, Ohio	1842	1844	Meth. Epis	Rev. Charles H. Payne, D. D	2	203	0	81	27
226	Kenyon College	Gambier, Ohio	1824	1825	Prot. Epis	Rev. E. C. Benson, A. M., (acting)					
227	Denison University	Granville, Ohio	1832	1831	Baptist	Rev. E. Benj Andrews, A. M	3	75		41	34
228	Hiram College	Hiram, Ohio	1867	1867	Disciples	B. A. Hinsdale, A. M	2	126	107	5	6
229	Western Reserve College	Hudson, Ohio	1826	1826	Non-sect	Rev. Carroll Cutler, D. D	2	54	4	58	
230	Ohio Central College	Iberia, Ohio	1853	1854	U. Presb	Rev. William Maclarren, D. D					
231	Marietta College	Marietta, Ohio	1835	1835	Non-sect	Rev. I. W. Andrews, D. D., LL. D	2	100		80	0
232	Mt. Union College	Mt. Union, Ohio	1858	1846	Non-sect	Rev. O. N. Hartshorn, LL. D	6	216	112	73	225
233	Franklin College	New Athens, Ohio	1825	1824		Rev. R. G. Campbell, vice-president		25	5		
234	Muskingum College	New Concord, Ohio	1837	1837	Non-sect	Rev. David Paul, D. D		40	30	20	
235	Oberlin College	Oberlin, Ohio	1834	1834	Cong	Rev. James H. Fairchild, D. D	9	431	198	250	
236	Richmond College*	Richmond, Ohio	1835	1835	Non-sect	L. W. Ong, A. M		80	41	46	
237	Ohio Stndy University	Scio, Ohio	1856	1859	Meth. Epis	A. D. Lee, A. M		24	13		

* From Report of Commissioner of Education for 1874.

@ Now in charge of Pennsylvania Female College; succeeded by Prof. E. H. Frisbee.

TABLE IX.—*Statistics of universities and colleges for* 1875, *&c.*—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	Religious denomination.	President.	Preparatory department.					Number of students unclassified.
							Number of instructors.	Students.				
								Male.	Female.	Preparing for classical course.	Preparing for scientific course.	
	1	2	3	4	5	6	7	8	9	10	11	12
238	Wittenberg College	Springfield, Ohio	1845	1844	Evang. Luth	Rev. J. B. Helwig, D. D	3	45	5	40	.....	.....
239	Heidelberg College	Tiffin, Ohio	1850	185.	Ref., (German)	Rev. George W. Williard, D. D	....	83	24	.....	.....	.....
240	Urbana University	Urbana, Ohio	1850	1851	New Church	Rev. Frank Sewall, A. M	....	14	14	.....	.....	.....
241	Otterbein University	Westerville, Ohio	1849	1847	U. Brethren	Rev. H. A. Thompson, D. D	2	82	47	25	34	.....
242	Geneva College	West Geneva, Ohio	1853	1849	Ref. Presb	Rev. Henry H. George	4	79	45	51	73	.....
243	Willoughby College*	Willoughby, Ohio	1864	1865	Methodist	W. W. Gist	....	60	60	.....	.....	.....
244	Wilmington College	Wilmington, Ohio	1875	1870	Friends	Benjamin Trueblood, A. B	....	30	28	18	....	.....
245	University of Wooster	Wooster, Ohio	1866	1870	Presb	Rev. A. A. E. Taylor, D. D	5	60	18	36	42	.....
246	Wilberforce University	Near Xenia, Ohio	1863	1863	African M. E	Rt. Rev. Daniel A. Payne, D. D	....	.....	.....	.....	.....	.....
247	Xenia College	Xenia, Ohio	1850	1850	Meth. Epis	William Smith, A. M	2	20	28	.....	.....	106
248	Antioch College	Yellow Springs, Ohio	1859	1853	Non-sect	Sam'l C. Derby, A. M., (vice-pres't)	4	38	41	30	49	.....
249	Corvallis College	Corvallis, Oreg	1868	1868	M. E. South	B. L. Arnold	1	30	20	.....	.....	.....
250	Pacific University and Tualatin Acad.	Forest Grove, Oreg	1854	1854	Evang	Rev. S. H. Marsh, D. D	2	28	9	16	21	.....
251	McMinnville College	McMinnville, Oreg	1858	1859	Baptist	Rev. Mark Bailey, A. M	3	128	92	10	27	.....
252	Christian College	Monmouth, Oreg	1865	1866	Christian	T. F. Campbell	4	40	27	18	49	.....
253	Philomath College	Philomath, Oreg	1865	1865	U. Brethren	Rev. R. E. Williams, A. B	....	51	54	1	.....	.....
254	Willamette University*	Salem, Oreg	1853	1854	Meth. Epis	T. M. Gatch, A. M., Ph. D	....	152	130	.....	.....	.....
255	Muhlenberg College	Allentown, Pa	1867	1867	Lutheran	Rev. F. A. Muhlenberg, D. D	2	30	0	30	.....	.....
256	Lebanon Valley College	Annville, Pa	1867	1866	U. Brethren	L. H. Hammond, A. M	2	83	20	29	44	.....
257	Dickinson College	Carlisle, Pa	1783	1783	Meth. Epis	Rev. J. A. McCauley, D. D	0	0	0	0	0	.....
258	Pennsylvania Military Academy	Chester, Pa	1862	1862	Non-sect	Col. Theodore Hyatt, M. A	....	21	0	0	21	.....
259	Lincoln University	Chester County, Pa	1854	1853	Presb	Rev. Isaac N. Rendall, D. D	....	61	.....	.....	.....	.....
260	Lafayette College	Easton, Pa	1826	1831	Presb	Rev. W. C. Cattell, D. D	0	0	0	0	0	.....
261	Ursinus College	Freeland, Pa	1869	1870	Reformed	Rev. J. H. A. Bomberger, D. D	4	.....	0	.....	.....	.....
262	Pennsylvania College	Gettysburg, Pa	1832	1832	Evang. Luth	Rev. M. Valentine, D. D	2	44	.....	40	.....	.....
263	Thiel College	Greenville, Pa	1870	1870	Evang. Luth	H. W. Roth	2	36	15	21	.....	.....
264	Haverford College	Haverford College, Pa	1833	1830	Friends	Thomas Chase, A. M	0	0	0	0	0	.....
265	Monongahela College	Jefferson, Pa	.....	1867	Baptist	Rev. H. K. Craig	1	46	35	.....	.....	.....
266	Franklin and Marshall College	Lancaster, Pa	1853	1853	Ref., (German)	Rev. J. W. Nevin, D. D., LL. D	3	57	0	28	0	.....

267	St. Vincent's College	Near Latrobe, Pa	1870	1846	R. C	Rt. Rev. B. Wimmer, O. S. B		25				
268	University at Lewisburg	Lewisburg, Pa	1846	1847	Baptist	Rev. J. R. Loomis, LL. D	2	54		32	22	
269	St. Francis College	Loretto, Pa	1844	1849	R. C	Rev. D. J. Devlin						106
270	Allegheny College	Meadville, Pa	1817	1817	Meth. Epis	Rev. Lucius H. Bugbee, D. D		25	4	15	14	
271	Mercersburg College	Mercersburg, Pa	1865	1866	Reformed	Rev. E. E. Higbee, D. D	4	46	0	42	0	
272	Palatinate College*	Myerstown, Pa	1868	1868	Reformed	Rev. G. W. Anghinbangh, D. D	4	147	45	20		
273	New Castle College	New Castle, Pa	1875	1872	Non-sect	John R. Steeves, A. B	1	(25)				*a*204
274	Westminster College	New Wilmington, Pa	1852	1852	U. Presb	Rev. E. T. Jeffers, D. D		40	8	48	0	
275	La Salle College	Philadelphia, Pa	1863	1867	R. C	Brother Joachim	4	250		170	80	
276	St. Joseph's College *b*	Philadelphia, Pa	1852	1851	R. C							
277	University of Pennsylvania	Philadelphia, Pa	1755	1748	Non-sect	C. J. Stillé, LL. D., (provost)						
278	Western University of Pennsylvania	Pittsburgh, Pa	1819	1819	Non-sect	George Woods, LL. D., (chancellor)	4	212	0	86	126	
279	The Lehigh University	South Bethlehem, Pa	1866	1866	Prot. Epis	Rev. John M. Leavitt, D. D		104				
280	Swarthmore College	Swarthmore, Pa	1864	1869	Friends	Edward H. Magill, A. M	6	95	52	74	34	
281	Villanova College	Villanova, Pa	1848	1842	R. C	Very Rev. Thomas Galberry, O.S.A	1	25		20	5	
282	Washington and Jefferson College	Washington, Pa	1802	1802	Presb	Rev. George P. Hays, D. D	2	19		19		
283	Waynesburg College	Waynesburg, Pa	1850	1850	Cumb. Presb	Rev. A. B. Miller, D. D	1	64	39			
284	Brown University	Providence, R. I	1764	1765	Baptist	Rev. E. G. Robinson, S. T. D., LL. D	0	0	0	0	0	
285	College of Charleston	Charleston, S. C	1785	1789	Non-sect	N. Russell Middleton	0	0	0	0	0	
286	University of South Carolina	Columbia, S. C	1801	1805	Non-sect	Rev. A. W. Cummings, A. M., D. D., (chairman of faculty.)	2	110	0	110		
287	Erskine College	Due West, S. C	1841	1839	Asso. Ref. Pres	Rev. William M. Grier, D. D		76	0	70	6	
288	Furman University*	Greenville, S. C	1850	1851	Baptist	Rev. James C. Furman, D. D						
289	Wofford College	Spartanburg, S. C	1851	1854	M. E. South	James H. Carlisle, A. M., LL. D	1	92	0	26		
290	Newberry College	Walhalla, S. C	1857	1858	Lutheran	Rev. J. P. Smeltzer, D. D	1	44	0	18	0	
291	East Tennessee Wesleyan University	Athens, Tenn	1867	1867	Meth. Epis	Rev. John F. Spence, A. M		48	17	15		
292	Beech Grove College	Beech Grove, Tenn	1869	1868	Non-sect	M. Parker, A. M	1	12	3	15	0	
293	King College	Bristol, Tenn	1868	1868	Presb	Rev. J. D. Tadlock	1	20		15	5	
294	South Western Presbyterian University.	Clarksville, Tenn	1875	1875	Pres. (South)	Rev. J. B. Shearer, D. D		80		60	20	
295	Neophogen Male and Female College	Gallatin, Tenn	1873	1873		John M. Walton, LL. D						
296	Hiwassee College	Hiwassee College, Tenn	1850	1849	M. E. South	Rev. J. H. Brunner, A. M						186
297	Greeneville and Tusculum College	Home, Tenn	1868	*c*1794	Non-sect	Rev. W. S. Doak, A. M	1	90	30	30	48	
298	Southwestern Baptist University	Jackson, Tenn	1874	1874	Baptist	Rev. William Shelton, D. D	3	128		57	29	
299	East Tennessee University	Knoxville, Tenn	1807	1808	Non-sect	Rev. Thomas W. Humes, S. T. D	4	176	0			
300	Cumberland University	Lebanon, Tenn	1842	1842	Cumb. Presb	Nathan Green, A. M., LL. D., (chancellor.)	2	50				
301	Bethel College	McKenzie, Tenn	1847	1847	Cumb. Presb	Rev. W. W. Hendrix		65	51	60	56	
302	Manchester College	Manchester, Tenn	1856	1857	Non-sect	W. M. Janes		50	40	55	0	
303	Maryville College	Maryville, Tenn	1842	1819	Presb	Rev. P. M. Bartlett, D. D	3	91	46	50	61	
304	Christian Brothers' College	Memphis, Tenn., (282 Adams street.)	1854	1871	R. C	Brother Maurolian	4	90		40	50	
305	Mosheim Male and Female Institute	Mosheim, Tenn	1870	1869	Lutheran	Rev. James M. Wagner, A. M	2	45	15	9	13	
306	Mossy Creek Baptist College	Mossy Creek, Tenn	1853	1853	Baptist	N. B. Goforth	1	50		30		
307	Central Tennessee College	Nashville, Tenn	1866	1866	Meth. Epis	Rev. John Braden, D. D		17	12	29		
308	Fisk University	Nashville, Tenn	1867	1867	Non-sect	Rev. E. M. Cravath	6	26	17	43	0	
309	Vanderbilt University	Nashville, Tenn	1873	1875	M. E. South	L. C. Garland, LL. D., (chancellor)	0	0	0	0	0	
310	University of the South	Sewanee, Tenn	1858	1868	Prot. Epis	General J. Gorgas, (vice chancellor)	6	98		45	53	
311	Woodbury College	Woodbury, Tenn	1859	1859	Non-sect	A. P. Seitz		40	35			
312	Texas Military Institute	Austin, Tex	0	1867	Non-sect	Col. John G. James						

* From Report of Commissioner of Education for 1874. *a* Students in music, book-keeping, and normal departments. *b* Classes temporarily suspended. *c* As Greeneville College.

TABLE IX.—*Statistics of universities and colleges for* 1875, *&c.*—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	Religious denomination.	President.	Preparatory department.					Number of students unclassified.
							Number of instructors.	Students.				
								Male.	Female.	Preparing for classical course.	Preparing for scientific course.	
	1	2	3	4	5	6	7	8	9	10	11	12
313	St. Joseph's College	Brownsville, Tex	.....	1866	R. C	Rev. P. F. Parisot, O. M. T	....	100	.....	5	27	.....
314	University of St. Mary	Galveston, Tex	1856	1855	R. C	Rev. Joseph C. Carrier, C. S. C	3	65	.....	.....	.....	.....
315	Southwestern University	Georgetown, Tex	1840	1840	M. E. South	Rev. F. A. Mood, A. M., D. D., (regent.)	2	18	.....	(18)	.....	.....
316	Henderson Male and Female College	Henderson, Tex	1876	1873	Non-sect	Oscar H. Cooper	5	50	70	40	80	.....
317	Austin College*	Huntsville, Tex	1849	1850	Presb	Rev. S. M. Luckett, A. M	....	.....	.....	.....	.....	.....
318	Baylor University	Independence, Tex	1845	1846	Baptist	Rev. William Carey Crane, D. D., LL. D.	1	25	.....	5	20	.....
319	Wiley University	Marshall, Tex	0	1873	Meth. Epis	Rev. W. H. Davis, A. B	3	92	88	80	.....	.....
320	Salado College	Salado, Tex	1860	1869	Non-sect	Samuel D. Sanders, A. M., M. D	1	49	46	8	87	.....
321	Trinity University	Tehuacana, Tex	1869	1869	Cumb. Presb	Rev. W. E. Beeson, D. D	4	101	96	77	120	.....
322	Waco University*	Waco, Tex	1861	1861	Baptist	Rev. R. C. Burleson, A. M., D. D	3	103	87	.....	.....	.....
323	Marvin College*	Waxahachie, Tex	1873	1869	Methodist	John E. Bishop, A. M	2	43	47	.....	.....	.....
324	University of Vermont and State Agricultural College.	Burlington, Vt	1791 1865	1800 1865	Non-sect	Matthew H. Buckham, A. M	0	0	0	0	0	.....
325	Middlebury College	Middlebury, Vt	1800	1800	Cong	C. B. Hulbert	....	.....	.....	.....	.....	.....
326	Norwich University	Northfield, Vt	1834	1834	Prot. Epis	Rev. Josiah Swett, D. D	....	10	.....	.....	7	.....
327	Randolph Macon College*	Ashland, Va	1832	1834	M. E. South	Rev. James A. Duncan, A. M., D. D	....	.....	.....	.....	.....	.....
328	Emory and Henry College	Emory, Va	1839	1837	M. E. South	Rev. E. E. Wiley, D. D	....	87	.....	.....	.....	.....
329	Hampden Sidney College	Hampden Sidney, Va	1783	1775	Presb	Rev. J. M. P. Atkinson, D. D	0	0	0	0	0	.....
330	Washington and Lee University	Lexington, Va	1782	1749	Non-sect	General G. W. C. Lee	0	0	0	0	0	.....
331	Richmond College	Richmond, Va	1844	1846	Baptist	B. Puryear, A. M., (chairman of faculty.)	0	0	0	0	0	.....
332	Roanoke College	Salem, Va	1853	1854	Lutheran	Rev. D. F. Bittle, D. D	3	53	.....	30	23	.....
333	University of Virginia	University of Virginia, Va	1819	1825	Non-sect	James F. Harrison, M. D., (chairman of faculty.)	....	.....	.....	.....	.....	.....
334	College of William and Mary	Williamsburg, Va	1693	1693	Non-sect	Benj. S. Ewell, LL. D	2	18	.....	10	2	.....
335	Bethany College	Bethany, W. Va	1840	1841	Christian	W. K. Pendleton, LL. D	....	.....	.....	.....	.....	.....
336	West Virginia College	Flemington, W. Va	1868	1868	F. W. Baptist	Rev. William Colegrove, A. M	....	68	7	17	.....	.....

337	West Virginia University	Morgantown, W. Va	1867	1867	Non-sect	Rev. J. W. Scott, D. D., LL. D., (vice-president.)	3	73		15	30	
338	Lawrence University	Appleton, Wis	1847	1853	Meth. Epis	Rev. George M Steele, D. D	6	127	104	12	85	
339	Beloit College	Beloit, Wis	1846	1847	Cong. & Presb	Rev. Aaron L. Chapin, D. D	2	87	0	50	20	
340	Galesville University	Galesville, Wis	1859	1860	Meth. Epis	Rev. Harrison Gilliland, A. M., D.D	2	55	51			
341	University of Wisconsin	Madison, Wis	1848	1849	Non-sect	Rev. John Bascom, D. D., LL. D	5	59	14	52	21	
342	Milton College	Milton, Wis	1867	1867	S. D. Baptist	Rev. W. C. Whitford, A. M	5	118	60	35	55	
343	St. John's College	Prairie du Chien, Wis	1873	1870	R. C	Brother Oliver		150		50	100	
344	Racine College	Racine, Wis	1852	1852	Prot. Epis	Rev. James De Koven, D. D	9	118	0	61	57	
345	Ripon College	Ripon, Wis	1854	1863	Cong	Rev. W. E. Merriman, D. D	5	122	123			
346	Pio Nono College and Teachers' Seminary.	St. Francis Station, Wis		1871	R. C	Rev. Th. Brunner		104				
347	Northwestern University	Watertown, Wis	1864	1865	Lutheran	Rev. Augustus F. Ernst, A. M	1	67		67		
348	Georgetown College	Georgetown, D. C	1815	1789	R. C	Rev. P. F. Healy, S. J	7	155		(145)		
349	Columbian University	Washington, D. C	1821	1822	Baptist	James C. Welling, LL. D		103				
350	Howard University	Washington, D. C	1867	1866	Non-sect	Rev. Edward P. Smith	2	30		30	0	
351	National Deaf-Mute College	Washington, D. C	1864	1864	Non-sect	Edward M. Gallaudet, Ph. D., LL.D		16	0	15	1	
352	Colorado College	Colorado Springs, Colo	1874	1874	Cong	Rev. James G. Dougherty		11	6	15	9	
353	Evans University*	Evans, Colo	1874		Presb	J. F. Stewart		20	15	7		
354	University of Deseret	Salt Lake City, Utah	1850	1850	Non-sect	John R. Park, M. D	4	172	119			
355	Holy Angels' College*	Vancouver City, Wash		1865	R. C	Rev. Louis D. G. Schram						

* From Report of Commissioner of Education for 1874.

TABLE IX.—*Statistics of universities and colleges for* 1875, *&c.*—Continued.

Number.	Name.	Collegiate department.																							
		Corps of instruction.				Whole number of students.	Students in classical course.								Students in scientific course.								No. of graduate students.	No. of fellowships.	No. of scholarships.	No. of years in collegiate course.	No. of weeks in scholastic year.
		No. of faculty.	No. of resident professors and instructors.	No. of non-resident professors and instructors.	No. of endowed professorships.		Freshman.		Sophomore.		Junior.		Senior.		Freshman.		Sophomore.		Junior.		Senior.						
							Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
	1	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
1	Southern University	14	14	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	39
2	Howard College	5	5	0	0	77	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	0	4	38
3	Spring Hill College	20	20	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	0	6	43
4	University of Alabama	9	9	0	0	71	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	0	3, 4	38
5	Arkansas College	4	.....	.....	.....	62	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	40
6	Cane Hill College	4	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	40
7	Evening Shade College	4	0	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	40
8	St. John's College of Arkansas	4	4	.....	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	0	4	39
9	Missionary College of St. Augustine	12	10	2	.....	62	23	....	18	....	15	....	6	....	.....	.....	.....	.....	.....	.....	.....	.....	0	0	0	4	40
10	St. Vincent's College*	5	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	7	44
11	University of California	41	39	2	1	134	(74)		(31)		(12)		(17)		(a)	....	.....	.....	.....	.....	.....	.....	9	0	0	4	38
12	St Ignatius College	24	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
13	St. Mary's College	13	11	2	0	88	10	....	9	....	8	....	8	....	18	....	17	....	16	....	2	....	2	0	0	4	42
14	University College of San Francisco	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
15	Santa Clara College	28	17	8	0	237	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6	40
16	University of the Pacific	7	7	.....	.....	61	9	1	4	0	3	1	1	....	16	8	6	8	....	....	3	1	....	.....	.....	4	40
17	College of Our Lady of Guadalupe	2	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	44
18	Pacific Methodist College	11	11	.....	.....	58	0	0	7	2	5	2	0	0	3	22	7	5	2	0	0	3	....	.....	.....	4	40
19	California College*	4	4	.....	1	48	.....	.....	2	.....	.....	.....	1	2	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	4	40
20	Washington College	8	(12)	.....	.....	76	22	16	6	15	7	1	3	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	40
21	Hesperian College*	9	6	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	36
22	Trinity College	15	9	6	4	83	20	....	16	....	21	....	12	....	b2	....	{ b4 3 }		.....	.....	b5	....	.....	.....	47	4	38
23	Wesleyan University	16	.....	.....	7	c182	47	1	45	1	37	4	45	....	.....	.....	.....	.....	.....	.....	.....	.....	1	0	.....	4	38
24	Yale College	25	26	0	8	582	180	....	155	....	122	....	125	....	.....	.....	.....	.....	.....	.....	.....	.....	60	.....	.....	4	37
25	Delaware College	6	6	1	0	40	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	0	30	4	40
26	University of Georgia	13	13	0	.....	202	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	.....	.....	.....	42
27	Atlanta University	6	6	0	0	19	5	0	4	0	4	0	6	0	.....	.....	.....	.....	.....	.....	.....	.....	0	0	1	4	38

28	Bowdon College*	4	4			45	24	10	3	1	5		1	1										6	4	41
29	Mercer University	6	6	0		141	20		52		33		26		3		4		3		0		1		4	40
30	Pio Nono College	11				57	6		4				3		15		25				4				6	40
31	Emory College	6	6			64	10		25		15		14												4	40
32	Abingdon College	12	9	3	2	101																			4	40
33	Hedding College	8	8	0		27	4	2	2	1	2	1	1	1					6	6		1			4	39
34	Illinois Wesleyan University	10	18	0		106	16	4	8	2	7	1	7	1	12	15	12	6	9		5	1	30		4	40
35	St. Viator's College	16	16																							
36	Carthage College	7	7	0	1	86	14	8	6	5	3	5	3	5	16	5	3	1	4	2	6		0	0	0	4	35
37	St. Ignatius College	13	13	0	0	81	21	0	13	0	8	0			39	0							0	0	0	4	40
38	University of Chicago	10	(15)			*d*111	26		23	3	16		11										3		48	4	39
39	Rock River University	16	8	8	0																			0	0	4	40
40	Eureka College*	6	6	0	0	83	20		12	1	7		1		5		6		3	4		2	4	0	0	4	37
41	Northwestern University	65	53	12	1	*e*224	(74)		(51)		(31)		(28)												336	4	38
42	Ewing College	6	1	5	0	39	11	0	1	0	0	0	0	0	20	6	1	0					0	0	0	4	40
43	Knox College*	6	0	0	0	42	6	2	2	0	9	1	4	0	6	2	0	0	5	1	4	0	0	0	0	4	39
44	Lombard University*	7	7			35	1		1	1	1	1			8	2	1	2	2	7	5	3				4	40
45	Illinois College*	10	9	1	3	39	5		3		7		2		12				8		2				9	4	36
46	Swedish-American Ansgari College	5	4	1	0																		0	0	0	4	34
47	McKendree College	8	7	1		130	9	3	17	1	8	4	7		16	14	12	9	16	3	7	2				4	39
48	Lincoln University	11				61	23	9	10	9	2	2	3	3												4	40
49	Evangelisch-Lutherisches Collegium	4	4	2		26	9		3		12		2													4	40
50	Monmouth College	9	8	1	2	151	24	7	18	2	30	2	17	4	1				12	20	6	8				4	39
51	Northwestern College	7				42	4		3		2		1		8	4	4	4	5		5	2				4	39
52	Augustana College	9	6	0		38																	0			4	40
53	College of the Sacred Heart of Jesus*	4	7			50																				5	40
54	St. Joseph's Ecclesiastical College	8	6	2		39	16		8		9		5				1									4	41
55	Shurtleff College	8	6	2	3	58	13	2	4	1	6		10	3	8	4	2	4				1			3	4	40
56	Westfield College	5	5	0	0	55	4		1		2				20	17	2	2	2	2	2	1	0	0	0	4	40
57	Wheaton College	9	9	0	3	39	8	5	2	5	4	4	6	5	0	0	0	0	0	0	0	0				6	40
58	Bedford College*	5				91																				4	36
59	Indiana University	12				*f*134	(35)		(24)		20	1	13	3	(9)		(8)		4	0	7	2				4	40
60	Bourbon College	4				23	2		1						10	10										4	42
61	Wabash College*	11				86	31		27		16		12													4	40
62	Concordia College	8	7	1	0	138	51		47		22		18													6	40
63	Fort Wayne College	8	8	0	0	17	3	2			2	2			2	1			2	3				0	0	5	40
64	Franklin College	4	4			19	5		5		2		1				1		1							4	40
65	Indiana Asbury University	12	9	3	8	280	37	18	30	28	18	14	14	4	30	15	20	12	16	12	10	2	3	0	5	4	40
66	Hanover College*	10	10		3	87	15		16		12		16		13		6		3		6					4	37
67	Hartsville University	6	6		1	71			1		1	1	3	1	33	9	11	6	4		1				317	4	37
68	North Western Christian University	10	7	3	2	114	24	8	18	7	10	6	7	1	6	8	6	5	5	2		1				4	36
69	Smithson College	8	8		0	23	1	4	2	1	2	2	2		2		3	1	2		1				10	4	39
70	Union Christian College	6	6	0		*g*56	1		1	1			2		11	3	3	2	3	3	5		0		1	6	37
71	Moore's Hill College	5	5			38	3	1	1	1	1		2		11	4	5	5			2	2				6	40
72	University of Notre Dame du Lac		7			200	70		40		25		15		18		16		10		6					7	41
73	Earlham College	6	6	0		55	13	7	3	6	2	1	1	0	7	3	4	3	2	1	2	0	1			4	39
74	Ridgeville College	5	4	1		21			1		1				7	5	1			1					50	4	36
75	St. Meinrad's College		5			41	11		12		5		13													5	42
76	St. Bonaventure's College*	7	7			35	5		3		3				24											5	40

*From Report of Commissioner of Education for 1874. *a* For students in scientific department, see Table X. *b* In partial course. *c* Includes two special students.
d Includes 32 in special and partial courses. *e* Includes 40 in selected studies. *f* Includes 8 special students. *g* Includes 21 special students.

TABLE IX.—*Statistics of universities and colleges for* 1875, *&c.*—Continued.

Number.	Name.	Collegiate department.																								Preparatory department.			
		Corps of instruction.				Whole number of students.	Students in classical course.								Students in scientific course.								No. of graduate students.	No. of fellowships.	No. of scholarships.	No. of years in collegiate course.	No. of weeks in scholastic year.	No. of teachers.	No. of students.	No. of years in preparatory course.	No. of weeks in scholastic year.
		No. of faculty.	No. of resident professors and instructors.	No. of non-resident professors and instructors.	No. of endowed professorships.		Freshman.		Sophomore.		Junior.		Senior.		Freshman.		Sophomore.		Junior.		Senior.									
							Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.									
	1	13	14	15	16	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
77	Algona College	8	8																							4	37				
78	Norwegian Luther College	8	8	0	0	68	27		21		9		7		4								0	0	0	4	40				
79	University of Des Moines	5	5	0	0	21	6	6	2	1		2	1		1	1					1		0	0	0	4	40				
80	Parsons College	3	3			2	2																			4	37				
81	Upper Iowa University	12	12	3	1	24	4	5	2	1	0	0			3	3	1		0	0	5			0	0	4	38				
82	Iowa College*	10	10	0	8	72	7	27	5	5	5		3	4	7		3		2		3		0	0	25	4	38				
83	Humboldt College	4	4																							4	40				
84	Simpson Centenary College	10	10	0	0																			0	0	4	40				
85	Iowa State University	16	16			145	33	7	26	11	22	14	30	2												4	38				
86	German College	7	7			8	1						1				3		3							4	40				
87	Iowa Wesleyan University	15	15	0	1	120	13	2	3	7	7	1	2	4	24	11	16	10	3	6	6	5	0		200	4	37				
88	Cornell College	11	11	0	3	64	8	1	4	2	5	0	3	0	13	15	2	0	2	2	5	2	0	0	250	4	38				
89	Oskaloosa College	6	6	0	1	17	3	1	2	4	3	1	1	2												4	40				
90	Penn College	8	2			38	18	8	5	2	3	1		1												4	39				
91	Central University of Iowa	8	8			61	17	12	2	9	5	4	2	3	2	3		1			1	3				4	40				
92	Whittier College	6	5																							4	42				
93	Tabor College	8	12	0		58	3	1	2	1	1	0	3	0	6	11	2	6	1	2	1	3	0	0	0	4	37½				
94	Western College	5	5		1½	27			5		1		1			2	1	6	6	3		2	1		44	4	39				
95	St. Benedict's College	8				50																					43				
96	Baker University	7				19	2	1	2						1	3			1							4	38				
97	University of Kansas	9	9	0	0	78	5	2	6	3	3	0	2		16	8	9	8	5	5	4	2	1	0	0	4	40				
98	Ottawa University																														
99	St. Mary's College	8	8	0																						3	40				
100	Washburn College	4	4																							4	36				
101	St. Joseph's College	7	7			100																				6	40				
102	Berea College	5	6		1	26	7	1	4		2				4	4	1	2				1			48	4	39				
103	Cecilian College	7	3	4		6																	1				4	40				

104	Centre College	7	7	0	0	100	33		30		8		8		8		5		4		4		0	0	20	4	40
105	Eminence College	8	8			108	7	6	8	4	1	3	2	2	5	19	9	10	7	18	1	6	2			4	40
106	Kentucky Military Institute	5	5	1	0	60	25		15		15		5										0	0	0	3-5	40
107	Georgetown College	7	7	0		72																				4-5	40
108	Kentucky University*	8			7	105																				4	40
109	Kentucky Wesleyan University	5	4	1	3	85																	0	0	1,000	4	38
110	Murray Institute	4																								4	40
111	Concord College	2		1		4	4																			4	40
112	Central University	10				36																				4	40
113	Bethel College	6	6			73																				5	40
114	St. Mary's College	10	10			87																				5	42
115	Louisiana State University*	8	8	0	0	8																	1	0	0	4	39
116	St. Charles College	7	7	0	0	20	5		4		11												0			6	43
117	Centenary College of Louisiana	4	4			22	6		5		5		3								3					4	40
118	Leland University	4	4																							4	36
119	New Orleans University	5	5			12	5	4	2	1																4	36
120	St. Mary Jefferson College	14	14																								43
121	Bowdoin College	15	14	1	3	142	25		14		34		25		8		9		15		18					4	38
122	Bates College	7	7	0	2	96	25	1	23	0	20	2	25	0									0	0	18	4	37
123	Colby University	8	10	0	2	91	35	3	19	3	19	2	10										0	0	60	4	36
124	St. John's College	9	8	1	0	69	30		22		9		8										0		150	4	42
125	Loyola College	16	9			143																				7	40
126	Johns Hopkins University																										
127	Washington College																								20	4	40
128	Rock Hill College	22	18	4	0	28	18		8		0		2										0		0	4	40
129	St. Charles College	11	11			175																			3	6	43
130	Mt. St. Mary's College*	15	11	6		78	37		16		15		10													4	43
131	Western Maryland College	13	9	4		65	15	15	10		3	19	2	1											50	3, 4	41
132	Amherst College	20	18	2	7	335	84	0	95	0	79	0	73	0			3				1		3	0	83	4	38
133	Boston College	4	3	1		41	0	0	12	0	14	0	15	0									0			4	40
134	Boston University	10	6	4		84	18	5	11	10	20	5			2	2	4	7								4	36
135	Harvard College	43	53	0	a26	776	252	0	182	0	194	0	148	0									54	6	104	4	37
136	Tufts College	11	11		0	70	19		12		17		10				8		1		3		3	0	27	4	39
137	Williams College	14				172	45		50		40		37													4	38
138	College of the Holy Cross	15	15	0	0	b80	30		17		15		18										0	0	0	7	40
139	Adrian College	9	8	0	1	c69	3		2		7		3		2	2	5	2	4		3	1				4	40
140	Albion College	9	9			47	2	5	5	3	3		2	2	7	5	1	1	3	1	6	1	1			4	38
141	University of Michigan	24	24	0	0	324	d72	13	43	13	41	10	35	10	21	2	29	2	16	1	15	1	14	0	0	4	40
142	Battle Creek College	12	10	2	0	27	6	5							9	7							0	0	3	3	40
143	Hillsdale College	19	19	1	2	104	9		12	1	8		7	4	18	11	6	11	2	4	5	6			700	4	37
144	Hope College	7	7	0	0	22	8		4		4		6										0	0	16	4	40
145	Kalamazoo College	6	6		1	21	5	0	3	2	1	0			0	0	3	0	4	0					2	4	39
146	Olivet College	7	7		2	124	11	2	7	2	2		3	1	19	13	5	10	3	16	2				100	4	40
147	University of Minnesota	16	15	1		e83	11	0	12	0	4	0	3	0	22	4	5	0	6	1	1	0				4	38
148	Carleton College	12	11	1		18	4	1	7	2	2		2										0	0	0	4	39
149	St. John's College	13	13			82	10		11		12		13		8		9		11		8				5	4	40
150	Mississippi College	7	7	0	0	84																	0	0	0		40
151	Shaw University	6	6			38	6	4	2	2	1				8	5	6	4								4	36
152	University of Mississippi	9	9	0		55	17	0	13	0	12	0	13	0	(f)		(f)		(f)		(f)		4			4	38

* From Report of Commissioner of Education for 1874.

a Partially endowed; 13 of these are in the college proper.

b The four classes are called the "First Humanities," "Poetry," "Rhetoric," and "Philosophy" classes.

c Includes 35 special students.

d The classical and Latin scientific students are reported together.

e Includes 14 students in modern course.

f For students in scientific department, see Table X.

TABLE IX.—*Statistics of universities and colleges for* 1875, *&c.*—Continued.

Number.	Name.	Collegiate department.																									
		Corps of instruction.				Whole number of students.	Students in classical course.								Students in scientific course.								No. of graduate students.	No. of fellowships.	No. of scholarships.	No. of years in collegiate course.	No. of weeks in scholastic year.
							Freshman.		Sophomore.		Junior.		Senior.		Freshman.		Sophomore.		Junior.		Senior.						
		No. of faculty.	No. of resident professors and instructors.	No. of non-resident professors and instructors.	No. of endowed professorships.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
	1	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
153	Madison College*	3	3	0	0																						
154	Christian University	10	8	2	1	82	11	9	5	2	3	2	4	1	15	14	2	4	2	4	1	3	0	0	0	4	40
155	St. Vincent's College*	15	14	1	0	82																		0	0	5	43
156	University of the State of Missouri	31	28	3		132																	6	0	40	4	40
157	Central College	6	6	0	0	80																	0	2	0	4–6	40
158	Westminster College	6	6			100																				4	40
159	Lewis College	6	6			3																3				4	38
160	Pritchett School Institute	10	10			23																					40
161	Lincoln College	3	3																							4	36
162	Hannibal College*	6	6	0	0	44	7	11	5	5	3	8	1	4									0	0	0	4	40
163	Woodland College*	6				33	5	4	5	5	4	6	1	3												4	37
164	Thayer College	3	4	2	0	12	3	2	2	3													0	0	0	4	36
165	La Grange College	10																								4	36
166	William Jewell College	6	6																							4	40
167	Baptist College	4	4			22					2	2		1	5	4			2	6						4	40
168	St. Joseph College*	11	9	2		65	10		8		11				15		12		9							4	41
169	College of the Christian Brothers*	20	14	6	0	34	17		6		5		6											0	0	4	40
170	St. Louis University	21	(24)		0	52	32		8		4		8											0	0	4	42
171	Washington University	13	13	0	0	59	7		11				7	2	8		8		8		8		1	0	20	4	40
172	Drury College*	5	5			32	7	0	0	0	1	0	0	0	7	1	0	7	1	3	0	5	0	0	0	4	39
173	Central Wesleyan College	6				35	4		7	1			2		11	1	7	2								4	
174	Doane College	3				7				3	4															4	39
175	University of Nebraska	8	8	0	0	35	4	5	5	2	2		2	1	1		2	1	3		1					4	39
176	Nebraska College*	10	7	3	0	4	1								3									0	0	4	40
177	State University of Nevada																										
178	Dartmouth College	37	23	14	9	357	76		76		60		69		28		21		16		11		0	0	100	4	39
179	St. Benedict's College	6	5	1		71	5		10		13				7		15		21							3	40
180	Rutgers College	13	11	3	2	119	42		33		17		27		(a)		(a)		(a)		(a)		0	0	0	4	36

181	College of New Jersey	21	21		10	474	121		92		108		109		22		14		8				6	6	63	4	37
182	Seton Hall College	10	6	4	0	42	6		4		13		13		4		6		1		1		0	0	0	7	40
183	Alfred University	10	10	0		116																				4	39
184	St. Bonaventure's College	6			0	*b*58	19		18		12		9													4	40
185	St. Stephen's College	7	7	0	0	54	16	0	17	0	10	0	9	0	0	0	1	0	0	0	1	0	0	0	60	4	37
186	Wells College*	12	11	1	1	76		2		8		9		2		5		13		18		9				5	40
187	Brooklyn Collegiate and Polytechnic Institute	12	12	0	0	*b*127	85	0	24	0	12	0	6	0									0	0	0	4	40
188	St. Francis College	8	6	2		100																					42
189	St. John's College	6	6		0																						
190	Canisius College	17	11	5		120																				6	42
191	St. Joseph's College	10	7			10	7		3																	4	44
192	St. Lawrence University	6	5	1	1	49	1	1	5	0	2	2	3	1	9	6	5	2	3	1	5	3	0	0	14	4	39
193	Hamilton College	13	12		8	139	34		30		34		40													4	38
194	Elmira Female College*	12		5		42		18		12		8		4									3		1	4	40
195	Hobart College	5	6	2	3	31	5		8		4		8		1		0		2		3				25	4	38
196	Madison University	11	11		5	88	17		25		20		15		11								31		50	4	39
197	Cornell University	33	33	6	1	333	28	9	21	5	26	5	10	1	83	12	55	6	34	2	31	5	12	0	128	4	37
198	Ingham University	20	17	3	0	*c*136		22		7		10		8									1	0	0	4	40
199	College of the City of New York	15	33			342	88		49		40		25		68		30		23		19		3			4	40
200	College of St. Francis Xavier*	33	25	5		74	33		17		10		14										3		16	4	40
201	Columbia College	9	10	0	2	151	48		33		29		41										0	2	14	4	
202	Manhattan College	10	35	5	0	233	31	0	30	0	16	0	25	0	55	0	30	0	20	0	0	0	2	0	0	4	42
203	Rutgers Female College*	13	13																						12	4	40
204	University of the City of New York	17	17	0	0	154	42		54		38		20										1	3	1	4	39
205	Vassar College	8	34	0	0	225		63		58		51		42									0	0	9⅔	4	40
206	University of Rochester	8	8	0	3	*d*160	30		36		35		32		8		2		4		0		4	1	56	4	39
207	Union College*	15	14	0	6	151	21	0	15	0	13	0	10	0	37	0	9	0	24	0	22	0	0	0	40	4	39
208	Syracuse University	11	11	0		153	18	1	25	0	10	0	14	3	23	8	13	6	11	2	12	7		0	0	4	40
209	University of North Carolina	7	7	0	0	67	15	0	13	0	0	0	0	0	30	0	5	0	4	0	0	0	0	0	(*e*)	4	50
210	Davidson College	7	7	0		88	19		23		18		17		3		6		2							4	40
211	Rutherford College	9	4	1	0																						
212	North Carolina College	5	5	0	0	20	13		4		1		2										0	0	0	4	40
213	Trinity College	6	6	0	0	113	31		30		16		15		15		5		1							4	40
214	Wake Forest College	6	6	0	0	60	15		15		12		5		5		5		1		2			0	0	3,4,5	41
215	Wilson College		10			85	(36)		(26)		(9)		(6)										0		0	4	39
216	Buchtel College*	11	11		2	98	3	3	7		2	2	2		20	15	15	15	7	7			14		20	4	39
217	Ohio University	4	4			40	5	1	9	1	6	0	6	1	5	1	2	1	2	0	0	0			(*f*)	4	28
218	Baldwin University	10	10		2	102	8	6	6	3	3		5	2	17	9	15	8	7	2	5	2	2		200	4	39
219	German Wallace College	6	5	1	0	78	11	0	4	0	3	0	4	0	21	5	5	3	1	1	0	0	0	0	247	4	40
220	McCorkle College	3	3		1	9	3		3		3															4	39
221	Hebrew Union College																									8	
222	St. Xavier College	14	20			77	16	0	17	0	13	0	5	0	26	0	0	0	0	0	0	0	0			7	40
223	University of Cincinnati		7		0	45	5	0	4	3	1	0	0	0	15	10	6	1	0	0	0	0	0	0	0	4	37
224	Farmers' College of Hamilton County	8	6	2		24	1	4	6	6	1	2			1		2		1							4	38
225	Ohio Wesleyan University	11	11	0	5	163	44		33		38		27										0	0	0	4	38
226	Kenyon College	6	8		4	47	16	0	9	0	14		8													4	38
227	Denison University	8	8	0	1	*g*87	27		19		21		9													4	40
228	Hiram College	9	9	0	3	30	1		3				3		6	6	4	3			3	1			25	4	40

* From Report of Commissioner of Education for 1874.
a For students in scientific department, see Table X.
b Classical and scientific.
c Includes students in special course.
d Includes 7 special students.
e One for each county.
f Each county of Ohio may send 1 student free.
g Includes students in elective studies.

TABLE IX.—*Statistics of universities and colleges for* 1875, *&c.*—Continued.

Number.	Name.	Collegiate department.																										Graduate students.	Fellowships.	Scholarships.	Years in collegiate course.	Weeks in scholastic year.
		Corps of instruction.				Whole number of students.	Students in classical course.								Students in scientific course.																	
							Freshman.		Sophomore		Junior.		Senior.		Freshman.		Sophomore.		Junior.		Senior.											
		No. of faculty.	No. of resident professors and instructors.	No. of non-resident professors and instructors.	No. of endowed professorships.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.										
	1	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38					
229	Western Reserve College	8	8	.....	4	72	25	2	20	1	14	0	9	1	...	...	...	...	...	...	...	...	1	...	.....	4	39					
230	Ohio Central College	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	...	...					
231	Marietta College	9	6	.....	.....	82	22	...	23	...	14	...	17	...	2	...	3	...	0	...	1	...	...	...	28	4	38					
232	Mt. Union College	17	13	4	3	346	63	23	14	9	24	3	53	6	75	24	29	4	7	2	8	3	2	0	0	4	36					
233	Franklin College	6	4	2	.....	36	19	2	12	0	1	0	...	1	...	...	...	...	...	...	1	...	...	...	.....	6	40					
234	Muskingum College	3	3	1	.....	50	7	...	7	...	7	3	11	...	2	...	...	3	5	...	...	5	...	...	.....	4	39					
235	Oberlin College	11	11	.....	1	292	35	8	38	4	28	3	28	3	...	a51	...	a37	...	a35	...	a22	...	0	0	4	36					
236	Richmond College*	4	.....	2	.....	.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	.....	4	40					
237	One Study University	4	4	0	0	82	b35	b19	...	...	10	3	12	3	...	...	...	...	...	...	...	...	...	0	0	4	43					
238	Wittenberg College	9	9	.....	.....	85	41	1	10	...	14	...	19	...	...	...	...	...	...	...	...	...	...	.....	.....	4	40					
239	Heidelberg College	6	6	0	0	104	15	...	6	...	11	...	10	...	24	15	13	4	...	...	1	7	...	0	800	4	40					
240	Urbana University	4	4	.....	.....	17	2	...	...	...	1	...	2	...	7	...	...	...	4	...	1	...	...	.....	.....	3	39					
241	Otterbein University	6	6	0	4	72	7	0	7	1	7	0	7	1	8	8	2	9	3	2	7	3	0	.....	.....	4	39					
242	Geneva College	4	4	0	0	29	7	1	6	1	3	...	4	...	...	1	...	...	...	2	...	4	...	.....	.....	4	40					
243	Willoughby College*	5	.....	.....	.....	24	...	...	3	2	...	...	...	...	8	...	5	5	...	...	...	1	...	.....	.....	...	40					
244	Wilmington College	4	4	.....	.....	16	2	3	1	2	...	...	...	...	1	2	4	1	...	...	...	...	4	.....	.....	4	39					
245	University of Wooster	13	10	3	4	171	44	2	29	5	33	2	18	5	10	4	7	3	2	3	1	3	...	0	40	4	36					
246	Wilberforce University	8	6	6	0	2	...	...	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...	0	2	4	42					
247	Xenia College	4	.....	.....	.....	89	10	6	3	6	...	2	...	1	16	11	4	20	...	7	...	3	...	.....	.....	4	40					
248	Antioch College	6	6	0	5	40	4	5	3	2	4	...	2	2	...	...	...	...	...	...	...	...	0	0	0	4	37					
249	Corvallis College	5	5	.....	.....	.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	6	40					
250	Pacific University and Tualatin Academy	5	4	1	.....	6	0	0	3	1	0	0	2	0	...	...	...	...	...	...	...	...	.....	.....	.....	4	39					
251	McMinnville College	1	.....	.....	0	.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	0	54	4	40					
252	Christian College	2	2	0	0	83	7	4	6	7	5	2	2	0	11	7	10	6	6	4	4	2	0	0	41	4	40					
253	Philomath College	4	8	0	1	13	...	...	...	...	...	...	...	...	...	...	6	2	...	1	2	2	0	0	0	4	40					
254	Willamette University*	8	7	1	.....	64	16	5	4	5	3	1	2	2	4	5	2	4	2	5	1	3	...	0	40	4	39					
255	Muhlenberg College	6	5	1	0	48	13	...	17	...	10	...	9	...	...	...	...	...	...	...	...	...	...	0	17	4	40					
256	Lebanon Valley College	4	4	0	0	23	5	0	4	0	3	0	1	0	3	4	3	1	...	2	1	1	...	.....	.....	4	40					

257	Dickinson College	6	6	0	0	86	16		19		17		17		0		0		11		6		0	0		4	38
258	Pennsylvania Military Academy	11	11	0	0	109									40		36		25		8		2	0	0	4	38
259	Lincoln University	10			4	73	26		25		16		6												8	4	
260	Lafayette College	28	26	2	3	170	53		48		43		26		(c)		(c)		(c)		(c)		4			4	39
261	Ursinus College	6	6	0	1	39	15		6		8		10													4	40
262	Pennsylvania College	8	10		5	83	21		20		26		16													4	39
263	Thiel College	5	4	1		28	7		8	2	3		4	4											2	4	39
264	Haverford College	7	5	2	0	42	4		17		5		15										0		d1	4	39
265	Monongahela College	6	6			12	5	2	1	3				1												4	39
266	Franklin and Marshall College	7	7	0	1	71	15	0	19	0	18	0	19	0									0	0	100	4	39
267	St. Vincent's College	37				179																				6	40
268	University at Lewisburg	7	7	0	2	69	6		16		18		10		16		2				1		0	0	34	4	40
269	St. Francis College	10	9																							5	43
270	Allegheny College	11	8	3		63	17		14	2	13	2	12	3												4	40
271	Mercersburg College	10	10	0	0	46	13		14		14		5										13	0	0	4	40
272	Palatinate College*	4	4	1		16	8		8																		42
273	New Castle College	9	8	1		96	(67)		(19)		(10)															5	40
274	Westminster College	8	7	1	0	117	22	3	20	0	10	0	16	0	7	18	4	11	2	4	0	0		0	0	4	38
275	La Salle College	18	14	4		140	30		20		14		10		10		12		8		6					4	44
276	St. Joseph's College																										
277	University of Pennsylvania	17	15	2	0	c130	44		33		24		10		(c)		(c)		(c)		(c)				8	4	40
278	Western University of Pennsylvania	12	12	0	0	67	11	0	9	0	3	0	4	0	24	0	11	0	5	0	0	0		0	0	4	40
279	The Lehigh University	8	14			119									52		34		22		11						
280	Swarthmore College	8	14	2	0	87	10	15	5	10	6	1	3	6	14	0	10	1	2	0	4	0	1	0	5	4	39
281	Villanova College	15	13	2	0	38	12		12		10		4		(c)		(c)		(c)		(c)		0		0	7	42
282	Washington and Jefferson College	8	8		2	131	35		32		22		23		5		2		10		2					4	39
283	Waynesburg College	6	6																								
284	Brown University	15	14	0	4	255	64		76		57		58										0	0	95	4	40
285	College of Charleston	6			1	37	12		8		9		8												6	4	40
286	University of South Carolina	9	8	1	0	86	26		10		4		1		36		8				1				124	4	40
287	Erskine College	5	5		0	58	9		18		20		10				1									4	40
288	Furman University*	5	5	0	0	50	15		10		10		5		5		5									4	40
289	Wofford College	7	6			92	27		21		12		21		8		1		2							4	36
290	Newberry College	4	4			34	13		11		5		5													4	41
291	East Tennessee Wesleyan University	4				16	2	1	1		1		1		1			2	1	1	3	2				4	40
292	Beech Grove College	4	4			10	4	1			2	1	1	1									0			4	40
293	King College	4	4	0	2	44	18		12		4		1		1		4				4		33			4	40
294	South Western Presbyterian University	6			0	70																	0	0	0	4	40
295	Neophogen Male and Female College	16	13	3		195																			50		39
296	Hiwassee College	4	4																							4	40
297	Greeneville and Tusculum College	6	5	1	0	24	4	1	4		4		2		9											4	32
298	Southwestern Baptist University	6	6			69	18		10		11		6		10		7		6		1					3-6	40
299	East Tennessee University	11	11	0	0	f86	18		21		16		5		(g)		(g)		(g)		(g)		2	0	275	4	40
300	Cumberland University	5	5			85	14		15		17		17		1		10		4		7					4	40
301	Bethel College	5	5			38	8	5	5			8	7	5												4	40
302	Manchester College	4				100	20		14	17	15	16	1	7									2			4	40
303	Maryville College	4	3			27	9	1	5	1	5	1	4	1												4	39

* From the Report of the Commissioner of Education for 1874.

a These are in literary course. *b* Includes sophomores. *c* For students in scientific department, see Table X, Part 2.

d The income of the general fund is appropriated for scholarships whenever there is any surplus over the amount required for the expenses of the college.

e Includes 19 partial and special students.. *f* Includes 20 special students. *g* For students in scientific department, see Table X, Part 1.

TABLE IX.—*Statistics of universities and colleges for* 1875, *&c.*—Continued.

Number.	Name.	Collegiate department.																								
		Corps of instruction.				Whole number of students.	Students in classical course.								Students in scientific course.								No. of graduate students.	No. of fellowships.	No. of scholarships.	No. of years in collegiate course.	No. of weeks in scholastic year.
		No. of faculty.	No. of resident professors and instructors.	No. of non-resident professors and instructors.	No. of endowed professorships.		Freshman.		Sophomore.		Junior.		Senior.		Freshman.		Sophomore.		Junior.		Senior.						
							Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
	1	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
304	Christian Brothers' College	11	11	.....	.....	45	27	.....	12	.....	4	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	42
305	Mosheim Male and Female Institute	4	4	.....	.....	50	4	.....	4	.....	2	3	5	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	2	4	40
306	Mossy Creek Baptist College	2	2	.....	.....	97	45	.....	30	.....	15	.....	7	..	.....	..	.....	..	.....	.....	.....	.....	.....	.....	.....	4	40
307	Central Tennessee College	2	2	.....	.....	2	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	36
308	Fisk University	5	5	0	0	7	2	2	.....	1	.....	1	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	0	0	0	4	37
309	Vanderbilt University	24	22	2	0	245	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	0	2	.....	40
310	University of the South	8	8	.....	.....	150	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	40
311	Woodbury College	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	40
312	Texas Military Institute	6	6	0	0	*a*79	43	.....	24	.....	8	.....	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	0	0	4	40
313	St. Joseph's College	7	6	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
314	University of St. Mary	6	6	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	0	4	42
315	Southwestern University	6	7	.....	.....	71	31	.....	19	.....	17	.....	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	40
316	Henderson Male and Female College	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	40
317	Austin College*	.....	.....	.....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	40
318	Baylor University	5	5	1	2	95	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	0	0	3–5	40
319	Wiley University	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	36
320	Salado College	5	5	0	0	62	6	20	9	8	7	6	1	5	.....	.....	.....	.....	.....	.....	.....	.....	0	0	0	4	40
321	Trinity University	9	10	.....	.....	175	18	14	13	9	11	8	3	2	21	18	16	13	13	12	1	3	.....	.....	49	4	40
322	Waco University*	10	10	0	1	130	20	18	26	20	15	18	4	9	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	0	4	40
323	Marvin College*	5	5	0	0	23	8	2	0	1	2	.....	.....	.....	2	6	1	1	.....	.....	.....	.....	.....	0	0	4	20
324	University of Vermont and State Agricultural College.	8	7	0	1	90	23	1	19	3	10	2	10	3	0	1	3	2	7	1	3	2	0	0	17	4	39
325	Middlebury College	8	7	1	3	53	10	.....	14	.....	13	.....	16	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	0	46	4	38
326	Norwich University	6	6	.....	.....	41	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	0	4	38
327	Randolph Macon College*	11	11	0	0	235	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	50	6	40
328	Emory and Henry College	6	6	0	0	89	31	.....	17	.....	28	.....	13	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	0	4	40
329	Hampden Sidney College	5	5	0	5	79	28	.....	27	.....	18	.....	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	0	45	4	40
330	Washington and Lee University	15	14	1	.....	194	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	0	10	.....	40

331	Richmond College	7	7	0	.....	148	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	0	0	.....	39
332	Roanoke College	7	.....	0	.....	122	42	.....	38	.....	25	.....	17	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	43
333	University of Virginia	14	18	0	.....	326	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	102	.....	39
334	College of William and Mary	6	6	.....	0	66	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	.....	15	3–5	38
335	Bethany College	10	10	0	.....	152	37	0	31	0	14	0	13	0	30	0	14	0	4	0	4	0	.....	.....	4	39
336	West Virginia College	6	6	0	0	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	0	4	40
337	West Virginia University	8	8	0	0	52	10	.....	10	.....	3	.....	6	.....	8	.....	6	.....	8	.....	1	0	0	0	4	41
338	Lawrence University	8	7	1	.....	91	4	2	6	2	2	0	5	0	16	17	10	8	5	6	2	6	6	500	4	38
339	Beloit College	8	8	0	6	77	21	.....	15	.....	21	.....	11	.....	6	.....	3	.....	0	.....	0	.....	0	0	*b*69	4	39
340	Galesville University	5	5	.....	.....	29	8	2	6	1	4	1	3	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	.....
341	University of Wisconsin	20	20	0	0	201	27	6	10	1	8	1	9	3	39	10	15	6	16	11	8	16	0	0	0	4	38
342	Milton College	6	5	1	.....	77	14	8	12	3	2	.....	3	.....	13	7	4	5	2	3	1	.....	.....	.....	.....	4	39
343	St. John's College	15	12	0	0	150	35	.....	40	.....	60	.....	15	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	0	6	4	40
344	Racine College	10	9	1	.....	31	8	.....	4	.....	5	.....	6	.....	4	.....	2	.....	2	.....	.....	.....	.....	.....	.....	4	38
345	Ripon College	12	12	0	0	56	4	1	8	2	7	1	0	0	5	4	3	8	1	0	3	1	0	0	0	4	39
346	Pio Nono College and Teachers' Seminary	8	8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	44
347	Northwestern University	6	7	.....	.....	30	13	.....	9	.....	5	.....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	4	40
348	Georgetown College	19	12	7	1	61	25	.....	21	.....	8	.....	7	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	0	0	4	43
349	Columbian University	14	.....	.....	.....	48	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	39
350	Howard University	3	3	0	*c*3	22	10	.....	2	.....	4	.....	4	.....	.....	.....	.....	.....	2	.....	.....	0	.....	.....	.....	4	38
351	National Deaf-Mute College	9	7	1	0	16	5	0	5	0	3	0	3	0	.....	.....	.....	.....	.....	.....	.....	0	0	0	4	39
352	Colorado College	4	4	0	.....	17	6	3	.....	.....	.....	.....	.....	.....	5	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	40
353	Evans University*	3	3	.....	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	42
354	University of Deseret	4	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	40
355	Holy Angels' College*	3	.....	.....	.....	56	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	40

*From the report of Commissioner of Education for 1874. *a* No separate classical and scientific courses. *b* Nineteen permanent; fifty for a single course *c* Partially.

TABLE IX.—*Statistics of universities and colleges for* 1875, *&c.*—Continued.

Number.	Name.	Cost of—		Libraries.						Property, income, &c.						Date of next commencement.
				College library.				Society libraries.								
		Tuition per annum.	Board per month.	Number of volumes.	Number of pamphlets.	Average annual increase in books.	Amount of fund.	Number of volumes.	Average annual increase.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
	1	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53
1	Southern University	$70	$8–16	2,000	150	.....	.....	1,500	.....	$100,000	$20,000	$2,000	.....	.....	.....	July, 1st Wed.
2	Howard College	100	10	1,000	500	50	$0	800	35	65,000	0	0	$9,000	$0	$0	June 17.
3	Spring Hill College	.....	*a*30	5,000	.....	250	0	.....	.....	120,000	.....	.....	45,000	0	0	
4	University of Alabama	50	16	4,000	.....	.....	.....	.....	.....	*120,000	*300,000	*24,000	*1,500	0	0	July, 1st Wed.
5	Arkansas College	35	15	400	.....	.....	0	.....	.....	10,000	3,500	350	2,000	.....	.....	
6	Cane Hill College	40	1	.....	.....	.....	.....	.....	.....	5,000	.....	.....	.....	.....	.....	June.
7	Evening Shade College	20	9	0	.....	.....	.....	.....	.....	6,000	0	0	2,500	0	.....	June 15.
8	St. John's College of Arkansas	50	15–20	.....	.....	.....	.....	.....	.....	75,000	18,000	1,800	600	.....	0	June 24.
9	Missionary College of St. Augustine.	400	30	600	57	25	50	.....	.....	30,000	.....	.....	20,000	0	.....	June 8.
10	St. Vincent's College*	*a*280	.....	1,000	.....	.....	.....	.....	.....	11,520	.....	.....	.....	.....	.....	
11	University of California	0	.....	12,000	2,000	.....	0	0	0	780,000	*b*779,900	*c*231,890	0	84,800	0	June 7.
12	St. Ignatius College	.....	.....	5,000	.....	.....	.....	5,000	.....	.....	.....	.....	.....	.....	.....	May.
13	St. Mary's College	*a*300	.....	3,500	.....	.....	.....	.....	.....	200,000	0	0	52,500	0	0	June 1.
14	University College of San Francisco.	.....	.....	.....	.....	.....	.....	.....	.....	209,000	0	0	.....	.....	.....	
15	Santa Clara College	150	20	(13,000)		.....	0	1,700	100	120,000	0	0	*a*53,000	0	0	June 5.
16	University of the Pacific	48–60	20	1,025	300	.....	.....	.....	.....	60,225	35,000	3,125	6,463	.....	.....	June 8.
17	College of Our Lady of Guadalupe.	125	124	550	48	.....	0	0	0	.....	.....	.....	.....	.....	.....	August 16.
18	Pacific Methodist College	67	20	490	500	20	.....	580	30	36,000	.....	.....	10,000	.....	.....	May 19.
19	California College*	50–60	16–20	2,000	.....	.....	.....	.....	.....	25,000	20,000	.....	4,000	.....	.....	June 2.
20	Washington College	*a*300	.....	.....	.....	.....	.....	.....	.....	32,000	.....	.....	.....	.....	.....	
21	Hesperian College*	45–65	20	160	.....	.....	.....	.....	.....	30,000	10,000	1,000	4,500	0	.....	
22	Trinity College	90	16–24	18,000	.....	.....	34,300	.....	.....	*700,000	*300,000	*16,000	.....	.....	60,000	June 29.
23	Wesleyan University	75	12–16	26,000	.....	.....	27,000	.....	.....	*533,700	*367,756	*31,293	.....	.....	.....	June 24.
24	Yale College	115	25	78,000	.....	.....	43,000	19,000	.....	.....	318,083	21,203	63,003	0	.....	June 29.

25	Delaware College	60	15	6,000	1,000	50	150	1,200	100	75,000	83,000	5,000	1,000	3,000	0	June, 1st Wed.
26	University of Georgia	40–75	20	13,000	.....	.....	.....	.....	.....	200,000	373,000	28,000	8,000	0	.....	August 2.
27	Atlanta University	18	10	3,000	.....	.....	5,000	0	0	100,000	0	0	.....	8,000	300	June 22.
28	Bowdoin College*	54	10–12	.....	.....	.....	.....	600	.....	5,600	.....	.....	2,500	.....	.....	July 7.
29	Mercer University	60	12–25	6,000	.....	.....	.....	6,000	.....	175,000	150,000	12,500	4,000	0	.....	July 5.
30	Pio Nono College	50	22	300	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
31	Emory College	60	12½–18	3,000	.....	.....	.....	4,000	.....	75,000	20,000	1,000	4,500	.....	.....	July.
32	Abingdon College	40	15	.....	.....	.....	.....	.....	.....	60,000	.....	.....	.....	.....	.....	June 1.
33	Hedding College	36	14–16	200	.....	.....	.....	1,150	.....	50,000	.....	.....	3,800	.....	.....	June 15.
34	Illinois Wesleyan University	32	16	.....	.....	.....	.....	.....	.....	260,000	75,000	5,000	6,000	0	.....	June 15.
35	St. Viator's College	.....	.....	1,200	100	.....	.....	.....	.....	50,000	.....	.....	9,519	.....	.....	June 25.
36	Carthage College	28	8	2,000	300	50	0	0	0	50,000	40,000	3,000	3,700	0	0	May 4.
37	St. Ignatius College	60	.....	9,000	.....	.....	.....	.....	.....	262,500	0	0	7,200	0	0	June 28.
38	University of Chicago	70	10–12	*18,000	.....	.....	.....	.....	.....	*700,000	.....	.....	*6,000	.....	*48,000	June 28.
39	Rock River University	40–88	15–20	.....	.....	.....	.....	.....	.....	40,000	0	0	0	0	0	June 9.
40	Eureka College*	33	14–16	2,000	.....	.....	.....	500	.....	60,000	25,000	2,000	4,465	0	0	June 1.
41	Northwestern University	66	10–24	(30,000)	.....	.....	88,000	0	.....	412,000	666,000	40,000	26,000	0	.....	June 22.
42	Ewing College	30	8–10	52	0	26	0	141	85	10,000	0	0	1,800	0	0	June 30.
43	Knox College*	45	15	5,000	.....	.....	.....	2,700	.....	150,000	102,000	10,000	5,600	0	0	June 24.
44	Lombard University*	25, 33	16–18	3,600	.....	.....	.....	500	.....	80,000	100,000	10,000	2,500	.....	.....	June 16.
45	Illinois College*	36	.....	7,000	.....	.....	.....	3,000	.....	190,000	135,000	11,500	4,500	.....	3,000	June 3.
46	Swedish-American Ansgari College.	30	8	.....	.....	.....	.....	.....	.....	20,500	0	0	.....	0	0	
47	McKendree College	40	16	4,000	500	.....	200	3,500	.....	50,000	44,000	2,300	5,400	0	.....	June 8.
48	Lincoln University	26–40	15	.....	.....	.....	.....	.....	.....	75,000	50,000	5,000	2,306	.....	.....	June 15.
49	Evangelisch-Lutherisches Collegium.	.....	.....	300	.....	.....	.....	.....	.....	2,400	.....	.....	.....	.....	.....	June 30.
50	Monmouth College	30	12	2,000	1,500	.....	.....	.....	.....	50,000	30,000	2,193	4,701	.....	.....	
51	Northwestern College	18	12	1,000	.....	.....	.....	.....	.....	50,000	120,000	9,200	1,360	.....	.....	June, 2d Wed.
52	Augustana College	30	10	5,000	2,000	.....	0	.....	.....	50,000	20,000	2,000	.....	0	.....	June 13.
53	College of the Sacred Heart of Jesus.*	30	20	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
54	St. Joseph's Ecclesiastical College.	20	16	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
55	Shurtleff College	48	9–14	4,500	2,720	.....	250	1,335	.....	65,000	100,000	7,000	6,000	.....	3,000	June 8.
56	Westfield College	24	13	700	100	.....	0	165	.....	40,000	30,000	3,000	2,219	0	0	June 14.
57	Wheaton College	30	10	3,000	.....	.....	.....	1,000	.....	100,000	25,000	2,000	2,600	0	1,500	June 28.
58	Bedford College*	30	15	50	.....	.....	.....	.....	.....	.....	0	.....	.....	.....	.....	June 18.
59	Indiana University	0	.....	6,000	928	.....	.....	.....	.....	100,000	108,000	7,560	1,205	23,000	.....	June 14.
60	Bourbon College	21–36	10	.....	.....	.....	.....	.....	.....	15,000	.....	.....	1,000	.....	.....	July 2.
61	Wabash College*	30	12–14	8,000	.....	.....	.....	5,000	.....	150,000	160,000	15,000	.....	.....	17,000	June, 4th Wed.
62	Concordia College	100	6	4,000	.....	.....	.....	500	50	150,000	.....	.....	200	0	0	September 1.
63	Fort Wayne College	26	8	600	300	.....	0	.....	.....	75,000	0	0	2,000	0	0	June 21.
64	Franklin College	28	15	2,000	600	.....	.....	1,000	.....	40,000	70,000	3,000	2,200	.....	.....	June 14.
65	Indiana Asbury University	0	16	10,000	2,000	.....	0	4,000	.....	200,000	171,000	14,000	4,800	0	500	June 23.
66	Hanover College*	0	14–16	4,300	.....	.....	.....	2,700	.....	145,000	100,000	7,600	1,500	.....	.....	June 17.
67	Hartsville University	15–18	8–12	775	100	.....	.....	.....	.....	20,000	25,000	.....	818	.....	4,250	June 15.
68	North Western Christian Univ	.....	16	4,000	.....	.....	.....	.....	.....	150,000	300,000	18,000	.....	.....	.....	June 10.
69	Smithson College	36	20	300	200	.....	.....	50	.....	100,000	3,000	300	1,000	.....	3,000	June 20.
70	Union Christian College	44	10–14	500	1,000	100	.....	.....	.....	50,000	80,000	5,000	500	0	1,000	June 7.

* From Report of Commissioner of Education for 1874. *a* Board and tuition. *b* Also an amount producing $50,000 interest per annum. *c* Total income for 1874–'75.

TABLE IX.—*Statistics of universities and colleges for* 1875, *&c.*—Continued.

Number.	Name.	Cost of—		Libraries.						Property, income, &c.						Date of next commencement.
				College library.				Society libraries.								
		Tuition per annum.	Board per month.	Number of volumes.	Number of pamphlets.	Average annual increase in books.	Amount of fund.	Number of volumes.	Average annual increase.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
	1	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53
71	Moore's Hill College	$30–36	$12–16							$27,000						June 15.
72	University of Notre Dame du Lac		*a*30	15,000				5,000						$0		June 30.
73	Earlham College	60–75	9–12	2,200	100	100		1,392	93	110,500	$55,000	$4,600	$9,700	0		June 28.
74	Ridgeville College	24	13	300	200		$0			25,000	15,000	900	300		$15,000	June.
75	St. Meinrad's College	30	15	6,000	500	200				10,000			1,800			July 4.
76	St. Bonaventure's College*	10–30						650		25,000			12,500			June 24.
77	Algona College	22								10,000	25,000					June 14.
78	Norwegian Luther College	0	7	3,000				407		110,000	0	0	0	0	0	June 30.
79	University of Des Moines	36	12	1,000			0	0	0	40,000	35,000	2,000	3,000	0	0	June 14.
80	Parsons College	30	14–17	18						24,000	20,000	2,000				June 21.
81	Upper Iowa University	27	12–14	3,000	100			1,300		50,000	15,000	3,000	4,000		0	June 15.
82	Iowa College*	22	8–10	4,500				1,650		84,548	74,589	7,000	1,500	0	7,032	June 30.
83	Humboldt College	0	10–16	1,300						60,000			0			June 21.
84	Simpson Centenary College	30–36	12–16	400						40,000	70,000	5,000	4,000	0	0	June 14.
85	Iowa State University	0	14–18	7,000						*b*200,000	*b*222,000	*b*20,000	*b*10,000	*b*23,000		June 28.
86	German College	15	7–15							16,000	21,000	1,800	335			June 17.
87	Iowa Wesleyan University	24	14	1,785	500	100	0	1,200	75	50,000	54,296	4,000	1,663	0	0	June 21.
88	Cornell College	8	13	4,000	1,000	200		2,400	100	70,000	50,000	5,000	8,000	0	20,000	June 22.
89	Oskaloosa College	30	8–16	882		60				50,000	30,000	1,500	3,500	0		June 16.
90	Penn College	30	8–14	1,200	100			100		40,000	15,000	1,450	4,600			June 28.
91	Central University of Iowa	150	12	2,000	1,800					50,000	50,000	5,000				June 14.
92	Whittier College	25–30	10	600	200	50				6,000			2,500			August 31.
93	Tabor College	19½–25½	12–16	3,670	100		0			20,000	40,000	3,500	3,100	0		June 7.
94	Western College	21	12	740	400	100		562		40,000	15,700	895	1,756		11,000	June 21.
95	St. Benedict's College		*a*180	2,000												
96	Baker University	18–20	12	200				60		15,000		40	850			June 14.
97	University of Kansas	10	16	2,358	200	236	0	90		250,000	10,500	713	1,492	18,201	0	June 14.

98	Ottawa University									100,000			400			
99	St. Mary's College		a15										a10,000	0		June 29.
100	Washburn College	30	10	3,000						60,000	40,000	4,800	500	0		June 21.
101	St. Joseph's College			2,030						20,000						June 27.
102	Berea College	10	9	2,000						100,000	34,000	2,800	1,200			June 28.
103	Cecilian College	200	16	1,000		24				40,000			a12,000			June 9.
104	Centre College	45	20	4,160	300	150	1,250	5,060		80,000	175,000	9,012	c1,577	0	0	June, 3d Thur.
105	Eminence College	50	16	1,550	300	50		650	40	50,000			9,400			June 8.
106	Kentucky Military Institute	100	20	3,500	1,000	50		1,000	30	125,000	0	0	9,000	0	0	June.
107	Georgetown College	50	16-20	9,000	1,000			2,200		75,000	75,000			0		June 8.
108	Kentucky University*	5	20-25	10,000						100,000	200,000	12,000				June 10.
109	Kentucky Wesleyan University	40	20	0				500		30,000	43,000	3,000		0	d100,000	June 14.
110	Murray Institute	33		0			0			16,000			2,500			
111	Concord College	30	15	140						15,000	0	0	1,200	278		June 5.
112	Central University	60	20	1,000						*70,000	*150,000		*5,000			June, 3d Thurs.
113	Bethel College	60	16	1,000	500			800		20,000	91,000	5,460	4,000			June 8.
114	St. Mary's College	225								20,000			15,000			June, last Wed.
115	Louisiana State University*	80	20	11,500				0		82,055	138,000		6,817	0	0	July 4.
116	St. Charles College	250		5,500	200	200		350		20,000			5,000	0	0	Aug., 1st week.
117	Centenary College of Louisiana	65	15-20	1,500				2,000		125,500			2,755			July, 2d Wed.
118	Leland University	9	8	200						70,000			277			June 8.
119	New Orleans University									18,000						
120	St. Mary Jefferson College	a260	26							40,000						July 21.
121	Bowdoin College	75	12-16	18,760	4,400	300	0	13,100		418,850	e200,500	12,000	27,000	0	34,500	July 13.
122	Bates College	36	11	3,685	1,000	300	6,000	1,050	100	100,000	120,000	8,400	3,000	0	560	
123	Colby University	30	10-12	11,100	5,200	500	2,000	3,000	10	130,000	200,000	13,000	6,000	0	50,000	July 26.
124	St. John's College	75	20	4,000		200		0		200,000			2,000	25,000	0	July 5.
125	Loyola College	75		20,000				1,600								June 28.
126	Johns Hopkins University										3,000,000	180,000				
127	Washington College	40-60														July 14.
128	Rock Hill College	a260		5,000	300		0	1,100		50,000	0	0		0	0	June 29.
129	St. Charles College	180	18	4,100				350	30							July.
130	Mt. St. Mary's College*	a300		7,000				1,625		125,000			a51,000	0	0	June 30.
131	Western Maryland College	35,00	18	400	100	75		530	230	35,000			f4,788			June, 3d Thurs.
132	Amherst College	100	14-20	37,684	6,000	940				g375,000	h396,234	25,595	36,611	0	h271,581	June 29.
133	Boston College	60		7,000	500	500	0	1,000		200,000	0	0	7,000	0		July.
134	Boston University	60														June.
135	Harvard College	150	18-36	155,00	150,000	6,000	166,775	16,000		*2,000,000	1,000,000	115,462	103,414	0	i329,695	June 28.
136	Tufts College	75	14	16,000	5,000	800	1,200			j(1,000,000)						June 21.
137	Williams College	75	12-24	17,500		450	10,000	10,000		200,000	*280,000	*20,000	*9,000		79,982	June 28.
138	College of the Holy Cross	a275		11,000		600	0	1,000		250,000	0	0	35,000	0	0	
139	Adrian College	15	12		500	75	0	925	150	137,000	87,000	6,000	3,000	0		June 22.
140	Albion College	0	10	1,000						70,000	186,000	14,000	0	0		June 21.
141	University of Michigan	15-25	8-30	23,000									29,255	83,150	0	June 28.
142	Battle Creek College	20	11	0	0	0	0	0	0	60,000	0	0	2,100	0	0	
143	Hillsdale College	0	9	5,000						150,000	85,000	9,000	0	0	70,000	June 15.

* From Report of Commissioner of Education for 1874.

a Board and tuition.

b These figures are for the entire university, including the law and medical departments.

c Exclusive of preparatory department.

d Not all paid in.

e Includes $30,000 scholarship funds.

f Includes $1,090, annual appropriation out of academic fund for Carroll County.

g Cost, not including museums and collections.

h Not all productive at present.

i Scholarship and fellowship funds. There is in addition an annual rent of $5,000 from a building.

j Total valuation of college property; the income is about $40,000.

TABLE IX.—*Statistics of universities and colleges for* 1875, *&c.*—Continued.

Number.	Name.	Cost of—		Libraries.						Property, income, &c.						Date of next commencement.
				College library.				Society libraries.								
		Tuition per annum.	Board per month.	Number of volumes.	Number of pamphlets.	Average annual increase in books.	Amount of fund.	Number of volumes.	Average annual increase.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
	1	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53
144	Hope College	$60	$12–15	1,200	.....	.....	$500	0	....	$30,000	$50,000	$3,500	$0	$0	.....	July, 4th Wed.
145	Kalamazoo College	18	9–18	2,600	.....	.....	.....	500	....	100,000	71,000	7,100	1,900	.....	a$15,000	June 21.
146	Olivet College	21	12–20	6,000	1,000	.....	.....	650	....	93,250	107,426	7,777	2,821	.....	.....	June 22.
147	University of Minnesota	0	10–40	10,000	3,000	300	0	0	....	80,000	247,537	10,699	0	19,000	.....	June 22.
148	Carleton College	18–24	11	2,575	300	322	0	0	....	60,877	72,000	6,200	4,560	0	3,000	June 28.
149	St. John's College	b180	.....	1,600	24	.....	.....	983	....	50,000	.....	.....	.....	.....	.....	September 9.
150	Mississippi College	50	10–16	2,000	600	0	.....	1,055	....	75,000	40,000	4,000	3,500	0	.....	June 29.
151	Shaw University	.....	10–13	300	.....	.....	.....	.....	....	12,000	8,000	400	.....	.....	.....	June 7.
152	University of Mississippi	25	16–25	4,847	.....	.....	.....	2,600	....	c275,000	.....	.....	.....	28,000	.....	June 29.
153	Madison College*	55	15	650	.....	.....	.....	.....	....	12,000	0	0	2,500	0	0	July 15.
154	Christian University	40	15	300	100	300	0	.....	....	100,000	5,000	500	4,000	0	0	
155	St. Vincent's College*	b250	.....	5,500	.....	.....	.....	.....	....	.....	.....	.....	.....	0	0	June, last week.
156	University of the State of Missouri.	20	5–16	10,000	1,000	800	0	2,400	....	375,000	.....	d63,467	7,055	.....	30,000	July 4.
157	Central College	40–50	12–16	500	.....	.....	.....	.....	....	40,000	60,000	4,800	3,000	0	0	June.
158	Westminster College	50	12	5,000	.....	.....	.....	.....	....	30,000	86,000	5,500	2,000	0	.....	June 15.
159	Lewis College	35	14	3,500	1,000	.....	10,000	.....	....	50,000	.....	600	1,800	.....	.....	June 7.
160	Pritchett School Institute	50	12–16	.....	.....	.....	.....	.....	....	50,000	95,000	7,080	4,625	.....	.....	June 8.
161	Lincoln College	30	12	500	.....	.....	.....	.....	....	3,000	.....	.....	.....	.....	.....	June 15.
162	Hannibal College*	40, 50	20	.....	.....	.....	.....	.....	....	13,850	0	0	5,200	0	0	June 15.
163	Woodland College*	30–50	16	.....	.....	.....	.....	.....	....	20,000	.....	.....	500	.....	.....	June 4.
164	Thayer College	27	10	400	200	200	.....	100	....	50,000	0	0	500	0	0	June 17.
165	La Grange College	b170	.....	.....	.....	.....	.....	.....	....	.....	0	0	.....	.....	.....	May 25.
166	William Jewell College	40	.....	4,000	.....	.....	.....	.....	....	60,000	100,000	4,500	3,000	.....	.....	June 8.
167	Baptist College	30–40	16	.....	.....	.....	.....	.....	....	12,000	.....	.....	2,500	.....	.....	June, 2d Friday.
168	St. Joseph College*	16–40	22	625	.....	.....	.....	320	....	18,000	.....	.....	6,500	.....	.....	July 1.
169	College of the Christian Brothers*	60	24	15,000	.....	.....	.....	.....	....	150,000	0	0	50,000	0	0	June 24.

170	St. Louis University	60	24	19,500	2,000	300	.....	6,700	50	.....	.....	.....	.....	.....	0	June 28.
171	Washington University	100	25–30	2,000	.....	.....	.....	.....	...	200,000	350,000	28,000	50,000	0	45,000	June 15.
172	Drury College*	24–45	12–16	1,200	.....	.....	.....	.....	...	35,000	.....	.....	4,000	0	0	June 24.
173	Central Wesleyan College	36	11	.....	.....	.....	.....	.....	...	.....	.....	.....	.....	.....	.....	
174	Doane College	15–21	16	250	.....	50	.....	.....	...	8,000	33,785	2,478	614	.....	.....	June 14 and 15.
175	University of Nebraska	0	12	1,400	.....	150	.....	.....	...	150,000	0	0	0	20,000	.....	June 23.
176	Nebraska College*	50	23	1,500	.....	.....	.....	200	...	23,000	0	0	8,000	0	0	June 29.
177	State University of Nevada	.....	.....	.....	.....	.....	.....	.....	...	.....	.....	.....	.....	.....	.....	
178	Dartmouth College	90	.....	20,000	.....	700	36,500	27,000	...	160,000	350,000	21,000	15,000	0	100,000	June 29.
179	St. Benedict's College	60	.....	400	.....	.....	.....	550	...	18,400	.....	.....	3,000	.....	.....	June 28.
180	Rutgers College	75	.....	6,814	1,200	.....	.....	3,800	200	690,000	390,000	20,000	3,859	0	26,400	June 21.
181	College of New Jersey	75	13–28	29,500	900	1,00	40,000	12,000	...	600,000	862,405	57,750	18,128	.....	65,785	June 28.
182	Seton Hall College	*b*430	.....	6,000	200	100	.....	350	...	300,000	.....	.....	.....	0	0	June 21.
183	Alfred University	24–36	12	4,676	.....	180	.....	.....	...	87,600	86,000	6,025	3,543	2,992	.....	July 5.
184	St. Bonaventure's College	*b*200	.....	5,000	500	.....	.....	.....	...	192,000	0	0	32,650	0	0	June 22.
185	St. Stephen's College	.....	*c*225	2,000	.....	66	0	0	...	150,000	2,000	140	45	0	0	June 22.
186	Wells College*	200	30	3,000	.....	.....	.....	.....	...	300,000	100,000	7,000	15,200	.....	.....	June, 4th Wed.
187	Brooklyn Collegiate and Polytechnic Institute.	160	.....	3,000	.....	56	0	.....	...	138,620	.....	.....	62,088	2,495	.....	June 22.
188	St. Francis College	60	.....	.....	.....	.....	.....	.....	...	75,000	.....	6,000	10,500	0	.....	
189	St. John's College	80	.....	.....	.....	.....	.....	.....	...	*150,000	.....	.....	.....	0	0	
190	Canisius College	50	*b*25	10,000	.....	.....	.....	800	...	.....	.....	.....	.....	.....	.....	Sept. 1.
191	St. Joseph's College	50	20	2,050	.....	.....	.....	.....	...	120,000	.....	.....	.....	.....	.....	June 29.
192	St. Lawrence University	30	14–16	7,008	.....	.....	.....	.....	...	39,200	83,912	5,873	355	0	0	June 22.
193	Hamilton College	60	14–20	12,000	.....	.....	5,000	.....	...	*320,000	*300,000	*18,300	*6,560	0	*50,000	July 1.
194	Elmira Female College*	*b*330	.....	1,200	.....	.....	.....	2,500	...	154,800	100,000	7,000	*b*29,000	3,500	30,000	June 17.
195	Hobart College	50	14–18	13,000	5,500	.....	1,000	.....	...	75,000	238,050	13,747	1,635	0	68,392	June 22.
196	Madison University	30	12	10,000	.....	200	20,000	3,000	...	165,500	393,347	24,711	4,293	.....	50,000	June 21 and 22.
197	Cornell University	60	24	39,000	15,000	.....	0	.....	...	844,700	1,223,999	82,735	19,480	35,000	0	June 15.
198	Ingham University	14–30	20	4,000	.....	.....	0	600	...	123,500	0	0	6,718	0	0	June 16.
199	College of the City of New York	.....	.....	20,000	.....	450	30,000	600	100	210,200	.....	.....	.....	150,000	.....	June 29.
200	College of St. Francis Xavier*	60	.....	12,000	.....	.....	.....	4,000	...	228,000	.....	.....	21,519	0	.....	
201	Columbia College	100	.....	18,066	.....	500	.....	2,200	...	787,600	4,581,694	301,087	12,100	0	0	June 28.
202	Manhattan College	50	30	8,500	1,500	100	0	0	...	178,000	0	0	*b*52,224	0	0	July 1.
203	Rutgers Female College*	200	.....	5,000	.....	.....	.....	.....	...	150,000	.....	.....	.....	.....	.....	June 18.
204	University of the City of New York.	0	5–15	.....	.....	.....	.....	.....	...	500,000	500,000	35,000	0	0	5,000	
205	Vassar College	100	30	9,632	.....	625	(*f*)	0	...	676,950	281,000	19,534	48,868	0	56,000	June 28.
206	University of Rochester	75	16–30	12,000	.....	400	25,000	0	...	378,662	212,016	.....	.....	0	56,000	June 28.
207	Union College*	45	16–20	12,000	.....	.....	.....	6,000	...	200,000	465,000	22,000	6,795	0	100,000	June 23.
208	Syracuse University	60	14–20	8,000	500	1,000	0	0	...	300,000	250,000	14,000	4,800	0	5,000	June 28.
209	University of North Carolina	60	8–15	10,000	.....	.....	0	15,000	...	175,000	125,000	.....	3,830	7,500	0	June 1.
210	Davidson College	70	10–12½	6,000	.....	100	.....	.....	...	150,000	85,000	6,000	7,000	0	.....	June, last Thurs.
211	Rutherford College	10–40	8–10	5,000	.....	.....	0	.....	...	25,000	0	0	4,000	0	.....	August 2
212	North Carolina College	40	11–14	700	200	100	0	800	160	.....	*g*450	.....	1,700	0	0	May 24.
213	Trinity College	60	11–12	1,800	600	50	0	8,500	...	60,000	.....	.....	5,800	.....	0	June 8.
214	Wake Forest College	70	10	.....	.....	.....	.....	8,000	100	20,000	20,000	1,200	3,600	.....	0	June, 2d Thurs.
215	Wilson College	54	.....	1,200	.....	100	0	.....	...	20,000	0	0	5,000	.....	.....	June 29.

* From Report of Commissioner of Education for 1874. *a* $14,000 of this will not be productive till 1880. *b* Board and tuition. *c* Estimated.
d Total income from all sources. *e* Annual cost. *f* Library, art, and cabinet fund of $50,000, from the income of which $1,500 are annually devoted to the library.
g $13,500 not yet productive.

TABLE IX.—*Statistics of universities and colleges for* 1875, *&c.*—Continued.

Number.	Name.	Cost of—		Libraries.						Property, income, &c.						Date of next commencement.
				College library.				Society libraries.								
		Tuition per annum.	Board per month.	Number of volumes.	Number of pamphlets.	Average annual increase in books.	Amount of fund.	Number of volumes.	Average annual increase.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
	1	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53
216	Buchtel College*	$30	$20	1,000				100		$250,000	$40,000	$2,400	$3,600		$20,000	June 30.
217	Ohio University	30	8–15	5,000	1,000			2,502		50,000	70,000	4,025	2,681	a$3,821		June 22.
218	Baldwin University	4½	9	2,600	500	50		960	60	44,500	75,000	7,500			50,000	June 8.
219	German Wallace College	6–30	7–14	550	100	50	$0	400	50	47,539	38,883	4,195	144	0	25,812	June 8.
220	McCorkle College	28½–34½	10–12	100						20,000	8,600	700	567			July, 1st Thurs.
221	Hebrew Union College										b64,000					
222	St. Xavier College	75		14,000				2,000		150,000			12,000			September 4.
223	University of Cincinnati	0		500	0	0	0	0					150	c17,909	0	
224	Farmers' College of Hamilton County.	20	16					5,000		35,000	66,000	4,200	750			June 8.
225	Ohio Wesleyan University	30	15–25	10,000	2,500	100		3,500		179,000	240,262	17,000	4,000	0		June 29.
226	Kenyon College	36	14–16	3,659	300	500	5,000	10,016	177	100,000	90,000	6,300	800			June, last Thurs.
227	Denison University	15	8–14	9,000	5,000	300	0	4,000	90	100,000	190,000	19,000	1,900	0	0	June 29.
228	Hiram College	21–30	12–16	900	0			1,640	112	25,000	40,000	3,200	3,334		2,500	June 22.
229	Western Reserve College	3	10–16							100,000	207,000	15,500				June 28.
230	Ohio Central College															
231	Marietta College	38	9–14	15,130	5,000		5,500	11,570		130,000					38,000	June 28.
232	Mt. Union College	39	12	4,168	350					385,473	78,000	10,965	16,575	0		July 27.
233	Franklin College	40	10–12					2,100		10,000			2,500			July 1.
234	Muskingum College	24, 30	9							25,000			1,609			June 29.
235	Oberlin College	9	12	7,000	250	200		4,000	500	300,000	115,000	9,200				August 2.
236	Richmond College*	30	10–12	200						25,000			1,270			June 24.
237	One Study University	43	14	800			0	1,000		25,000	0	0	3,500	0	0	June 20.
238	Wittenberg College	30	8	1,000	300	25		6,000	100	190,000	120,000	9,000	2,600			June 10.
239	Heidelberg College	22, 26	10	4,000			0			32,000	60,000	4,500	2,000	0	60,000	June 14.
240	Urbana University	60	20	5,000	100					20,000	30,000	6,000	1,100			July 1.
241	Otterbein University	12	12–14	950	300	100	300	620	100	75,000	70,000	6,000	3,000	0	0	June 1.
242	Geneva College	30	13	400						20,000			2,528			June 17.

243	Willoughby College*			3,000						75,000					
244	Wilmington College	39	10-20	500						50,000					June 28.
245	University of Wooster	45	16	5,000		1,000				150,000	150,000	9,000	7,000	20,000	June 21.
246	Wilberforce University	100-150	6-12	3,000	300		0	0		60,000			*d*1,900	0	2,350	June, 3d Thurs.
247	Xenia College	36						300		24,000			2,500			June 20
248	Antioch College	37½	10-16	5,000		100	0	850		200,000	123,000	9,500	3	0	0	June 21.
249	Corvallis College	80	4	0			0			10,000			1,500	5,000		July 1.
250	Pacific University and Tualatin Academy.	25-45	12-20	5,500	200		300			15,000	65,000	6,500	1,800			June 7.
251	McMinnville College	30, 44	10-15	100						5,000	22,000	1,760	1,400		27,000	June 20.
252	Christian College	40	15	150	20	0	0	0	0	30,000	20,000	1,600	2,000		20,000	June 14.
253	Philomath College	27	12	131						14,861	13,349	1,834	1,531	0	0	June 7.
254	Willamette University*	45	20	2,000				500		121,000	38,500	3,800	5,001	0	20,000	June 21.
255	Muhlenberg College	50-60	15-20	1,200			0	2,400	150	100,000	43,000	2,400	5,000	0	17,000	June, last Thurs.
256	Lebanon Valley College	47	15	1,123	100	600		150		62,000	3,100		4,000	0	0	June 8.
257	Dickinson College	6⅔	10-16	7,765		250	0	19,738	600	250,000	185,000	12,505	0	0		June, last Thurs.
258	Pennsylvania Military Academy	*e*550		1,000		150	0	0		100,000				0	0	June 13.
259	Lincoln University	25		4,000						125,000	95,000					
260	Lafayette College	45	12-20	16,000			1,800	4,700	100	684,000		26,865	8,022	0		June 28.
261	Ursinus College	48	15½					800		32,000	30,000	1,800	2,400	0		June 22.
262	Pennsylvania College	50	13	7,200		300	1,500	12,350	400	109,000	133,000	7,500	5,600			June 29.
263	Thiel College	40	13	3,000						40,000		2,175	2,262			June 15.
264	Haverford College	*e*425		7,000	500	420	10,000	4,450	195	*150,000	*91,200	6,541	*c*18,813	0		June 28.
265	Monongahela College	21, 30	14							31,000	22,000	1,300	1,200			August 2.
266	Franklin and Marshall College	39	16	3,500		15		8,000	100	100,000	103,000	7,500	800	0		June 29.
267	St. Vincent's College	*c*180		13,000												
268	University at Lewisburg	36	8-20	5,255	3,010	157	0	1,171	50	88,000	125,000	8,315	4,312	0	0	June 28.
269	St. Francis College	200	20	3,000	260					250,000		4,000	15,800			July 1.
270	Allegheny College	0	12	8,000	2,000			2,500		210,000	160,000	13,000	0	0		June 29.
271	Mercersburg College	*e*205		300	50	50	0	4,000	500	60,000	18,000	1,000			0	June 29.
272	Palatinate College*	40	16					900		30,000			5,000			
273	New Castle College	43	18	300		150		100	50	*f*4,000			6,000			June 15.
274	Westminster College		12	3,000				700		25,000	74,000	6,000	0	0	0	June 21.
275	La Salle College	60-80		5,000		250				80,000			9,800			June 17.
276	St. Joseph's College															
277	University of Pennsylvania	150		20,000						250,000	417,000	*g*22,700	13,000	0	0	June 29.
278	Western University of Pennsylvania.	100	16-24	6,000	300		0	600		195,000	250,000	7,384	18,379	0	0	June 24.
279	The Lehigh University	0	20							500,000				0		
280	Swarthmore College	150	20	2,000	1,000		1,000	400	100	500,000	50,000	3,000	*c*80,000	0	25,000	June 20.
281	Villanova College	*c*300		6,000	1,000	400	0	3,600	200	200,000	20,000		30,000	0	0	June, last Wed.
282	Washington and Jefferson College.	80	12							125,000	180,000	11,200	0	0	0	June 28.
283	Waynesburg College									30,000	35,000	3,000	1,200	0	30,000	
284	Brown University	75	14-20	45,000	10,000	1,000	25,000	0		*1,500,000	642,555	43,043	*h*31,265	0	57,725	June, 3d Wed.
285	College of Charleston	40		8,000						75,000	200,000	12,000	1,600		30,000	March, last Tues.
286	University of South Carolina	0	10-15	27,000	1,000		0	1,250		500,000	75,000	1,000	0	41,050	*i*18,600	December 21.
287	Erskine College	20	12	7,500		200		5,000		30,000	59,000	3,600			0	July 5.

* From Report of Commissioner of Education for 1874.

a Taxes on college lands refunded.

b This is the sinking fund. The college opened in October, 1875, with its lowest preparatory class, and it is intended to add one class annually.

c City tax.

d Total income for the year was $5,439.

e Board and tuition.

f Apparatus; buildings rented.

g For classical and scientific departments.

h Includes $7,960 from scholarship funds for tuition fees of scholarship students.

i Appropriated by State.

TABLE IX.—*Statistics of universities and colleges for* 1875, *&c.*—Continued.

Number.	Name.	Cost of—		Libraries.						Property, income, &c.						Date of next commencement.
				College library.				Society libraries.								
		Tuition per annum.	Board per month.	Number of volumes.	Number of pamphlets.	Average annual increase in books.	Amount of fund.	Number of volumes.	Average annual increase.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
	1	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53
288	Furman University*	.....	$15	.....	.....	.....	.....	.....	...	$75,000	$150,000	$10,000	.....	$0	.....	June, 3d Wed.
289	Wofford College	$64	12–16	4,000	.....	.....	.....	3,00	...	100,0 0	.....	.....	$3,298	.....	.....	June 29.
290	Newberry College	45	10	4,000	800	.....	.....	50	10	4,000	.....	.....	3,200	.....	.....	June, 3d Thurs.
291	East Tennessee Wesleyan University.	16–48	12	1,500	.....	.....	.....	.....	...	12,000	.....	.....	1,350	.....	.....	June 1.
292	Beech Grove College	50	10	0	0	0	$0	.....	...	*30,000	.....	.....	1,800	.....	.....	June.
293	King College	40, 50	12	.....	.....	.....	.....	1,000	...	18,000	28,000	1,700	1,650	0	.....	June 7.
294	South Western Presbyterian University.	40–70	15–20	1,100	.....	.....	0	2,00	...	75,000	100,000	6,000	5,500	0	$0	June 1.
295	Neophogen Male and Female College.	50	12	1,200	300	.....	.....	40(	...	20,000	.....	.....	6,000	.....	.....	June 1.
296	Hiwassee College	40	10	1,480	.....	.....	0	.....	...	.....	0	0	2,000	0	.....	May 25.
297	Greeneville and Tusculum College.	30	10	.....	.....	.....	.....	60(	..	8,000	.....	.....	.....	.....	18,000	April.
298	Southwestern Baptist University	40, 60	14–16	436	70	400	.....	.....	...	70,000	62,000	.....	.....	0	.....	June, 1st Thurs.
299	East Tennessee University	36	10	3,000	.....	.....	.....	95(	30	150,000	399,000	22,887	2,543	0	.....	June 14.
300	Cumberland University	65	16–20	7,000	.....	.....	.....	.....	..	20,000	.....	.....	3,000	.....	.....	June 8.
301	Bethel College	50	10–12½	404	.....	.....	.....	.....	...	12,000	.....	.....	2,500	.....	.....	June 8.
302	Manchester College	50	10	.....	.....	.....	.....	.....	...	10,000	.....	.....	.....	.....	.....	June 23.
303	Maryville College	2	8–12	2,000	.....	.....	.....	200	...	75,000	13,200	800	900	.....	.....	May 26.
304	Christian Brothers' College	55	25	1,200	.....	.....	.....	700	300	40,000	.....	.....	6,500	.....	.....	June.
305	Mosheim Male and Female Institute.	15–30	8–10	.....	.....	.....	.....	40(	...	2,500	.....	.....	800	125	.....	May 19.
306	Mossy Creek Baptist College	42	10	.....	.....	.....	.....	.....	...	20,000	.....	.....	1,800	.....	.....	June 2.
307	Central Tennessee College	9	6	800	200	75	.....	.....	...	60,000	10,000	500	800	.....	.....	May 18.
308	Fisk University	11	10	1,500	.....	300	1,000	.....	...	150,000	0	0	.....	0	0	May 25.
309	Vanderbilt University	70	16–20	6,000	.....	.....	.....	.....	...	400,000	300,000	21,000	5,247	0	6,000	June 21.
310	University of the South	100	21	6,000	1,500	.....	.....	350	...	150,000	30,000	2,500	18,000	.....	.....	August 3.

311	Woodbury College	18–34	12							5,000						June 16.
312	Texas Military Institute	100	20	1,000	200		0	300	25	75,000	0	0	7,000	0	0	June 9.
313	St. Joseph's College			2,000	150					30,000			2,000			July 1.
314	University of St. Mary	60	50	300	150					25,000	0	0	5,000	0	0	July 1.
315	Southwestern University	53	15	500	300			300		40,000			3,500			July 11.
316	Henderson Male and Female College.	50	12½	300						6,000	0	0	5,000	0		
317	Austin College*	30–50	18	2,500				500		60,000	5,000	500				June, 4th Thurs.
318	Baylor University	30–60	12½	1,300	1,000	30	0	200		40,000	31,000	800	1,800	0	31,200	June, 1st Wed.
319	Wiley University	4½		500	50	250				5,000	2,000	200	a1,200	420		
320	Salado College	20–50	15	0	0	0	0	50		20,000	0	0		0	0	June 23.
321	Trinity University	50	15	2,000	260			2,461		41,600	78,000	1,000	15,540			June 10.
322	Waco University*	40	15	2,000				350		18,000	13,000	1,000	9,000	0	0	June 24.
323	Marvin College*	20–50	15							30,000	0	0	3,500	0	0	June 18.
324	University of Vermont and State Agricultural College.	45	12–16	13,521	5,000	300	1,700	2,500		129,400	29,250	1,800	5,600	0	12,500	June 28.
325	Middlebury College	45	14	12,000	1,000	150	5,000	1,900		125,000	180,000	12,181	600	0	52,000	July 19.
326	Norwich University	b300		3,000						20,000	0	0	3,000		0	June 15.
327	Randolph Macon College*	75	10–15	1,000				10,000		70,000	25,000	1,500	11,875	0	0	June 25.
328	Emory and Henry College	60	10	4,580			0	9,000		130,000	0	0	9,628	0	0	June 14.
329	Hampden Sidney College	60	10–15	2,000	300		0	5,100	75	72,000	88,000	5,280	700	c5,000	75,000	June 15.
330	Washington and Lee University	100	15	11,000				5,000		150,000	125,000	7,500	3,825	0	2,485	June 28.
331	Richmond College	75	9–13	6,000				3,000		150,000	100,000	7,000	6,000	0		June 24.
332	Roanoke College	50	10	14,000	800	1,000		1,500		60,000			6,000			June 21.
333	University of Virginia		10–20	40,000										15,000		June 29.
334	College of William and Mary	40	10–25	5,000	1,000	250	1,000			40,000	55,000	4,500	850		15,000	July 4.
335	Bethany College	50	9–18	3,500				3,000		150,000	70,000	5,000	3,200	0	0	June 15.
336	West Virginia College	24, 40	10	580	30					15,000	0	0	1,072	0	0	July 7.
337	West Virginia University	24	12–16	4,000				150		124,000	110,000	6,410	1,601	22,477	0	June 22.
338	Lawrence University	21–37½	11	7,000	700	150	10,000	600		75,000	100,000	5,000	4,500			June 29.
339	Beloit College	36	10–20	8,300	5,000	300	15,000	1,000	40	80,000	120,000	12,000	3,600	0	15,000	June 28.
340	Galesville University	27		4,500						50,000						
341	University of Wisconsin	18	8–12	6,370		540		1,893		250,000	458,389	31,551	7,234	17,303	0	June 21.
342	Milton College	24–33	7–13½	1,300	300	40		700	75	46,125	6,000	250	3,750			June 28.
343	St. John's College	b230		3,000		500				100,000	0	0	15,000	0	0	June, last Thurs.
344	Racine College			1,000						150,000	27,000		63,460			June 28.
345	Ripon College	21–24	10–16	3,500	1,500	300	0	400		65,000	50,718	4,531	3,433	0	0	June 21.
346	Pio Nono College and Teachers' Seminary.			500	600					80,000			20,000			June 30.
347	Northwestern University	32	10	2,000		100		50		47,000			2,400			June 30.
348	Georgetown College	60	26½	30,000				3,100		420,000	0	0			0	June 22.
349	Columbian University	60	18	5,750												June 28.
350	Howard University	12	12	d10,000									529	0	0	June 15.
351	National Deaf-Mute College	b150		2,000				0		(e)	(e)	(e)	(e)	(e)		April.
352	Colorado College	40	20							20,000						June 29.
353	Evans University*	45	28							10,000						
354	University of Deseret	36	25	2,394	400	94				f1,500			3,671	2,500		
355	Holy Angels' College*			500												June 30.

* From Report of Commissioner of Education for 1874. *a* From Freedmen's Aid Society. *b* Board and tuition. *c* Interest on State bonds. *d* Includes pamphlets. *e* See Columbia Institution for Deaf and Dumb, Table XIX. *f* Apparatus.

Colleges from which no information has been received.

Name.	Location.	Name.	Location.
La Grange College	La Grange, Ala.	Martin Luther College	Buffalo, N. Y.
Christian College of State of California.	Santa Rosa, Cal.	St. John's College	Fordham, N. Y.
Blackburn University	Carlinville, Ill.	Weaverville College	Weaverville, N. C.
Highland University	Highland, Kans.	Capital University	Columbus, Ohio.
Lane University	Lecompton, Kans.	Oregon State University	Eugene City, Oreg.
Warren College	Bowling Green, Ky.	Wilbur College	Wilbur, Oreg.
College of the Immaculate Conception.	New Orleans, La.	Bradyville College	Bradyville, Tenn.
Straight University	New Orleans, La.	West Tennessee College	Jackson, Tenn.
Frederick College	Frederick, Md.	Franklin College	Nashville, Tenn.
Grand Traverse College	Benzonia, Mich.	Burritt College	Spencer, Tenn.
Jefferson College	Washington, Miss.	Gonzaga College	Washington, D. C.
		University of Idaho	Boisé City, Idaho.

TABLE IX.—*Memoranda.*

Name.	Location.	Remarks.
Talladega College	Talladega, Ala	See Table VII.
Petaluma College	Petaluma, Cal	Not found.
San Rafael College	San Rafael, Cal	Not found.
Franciscan College	Santa Barbara, Cal	See Table VII.
Christ's College	Montpelier, Ga	Not in existence.
Mendota College	Mendota, Ill	Removed to Carthage, Ill.
Augustana College	Paxton, Ill	Removed to Rock Island, Ill.
North Western Christian University	Indianapolis, Ind	Removed to Irvington, Ind.
Burlington University	Burlington, Iowa	See Burlington Collegiate Institute, Table VII.
Borromeo College	Pikesville, Md	Discontinued.
Newburyport College of Modern Languages	Newburyport, Mass	Not found.
Pass Christian College	Pass Christian, Miss	Closed.
Tougaloo University	Tougaloo, Miss	See Table III.
McGee College	College Mound, Mo	Suspended.
Burlington College	Burlington, N. J	Suspended.
Mt. St. Mary's Seminary of the West	Cincinnati, Ohio	See Table XI.
Harlem Springs College	Harlem Springs, Ohio	See Table VI.
St. Louis College	Louisville, Ohio	Not found.
Maimonides College	Philadelphia, Pa	Not found.
Claflin University	Orangeburg, S. C	See Table VII.
Mt. Zion College	Winnsboro', S. C	See Table VII.
Stewart College	Clarksville, Tenn	Name changed to South Western Presbyterian University.
University of Nashville	Nashville, Tenn	Buildings lent to the State for two years for a State Normal School.
Texas University	Georgetown, Tex	Name changed to Southwestern University.
St. Mary's College	San Antonio, Tex	See St. Mary's Institute, Table VII, identical.
Washington Territorial University	Seattle, Wash	See Table VI.

TABLE X.—PART 1.—*Statistics of schools of science (mining, engineering, agriculture, &c.) endowed by the national land grant for 1875; from replies to inquiries by the United States Bureau of Education.*

Number.	Name.	Location.	Date of charter.	Date of organization.	President.	Preparatory department.			Scientific department.												
						Instructors.	Students.		Corps of instruction.		Students.									Number in partial course.	Number of graduate students.
							Male.	Female.	Resident professors and instructors.	Non-resident professors and lecturers.	Total number in regular course.	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	20	21
1	State Agricultural and Mechanical College.	Auburn, Ala	1872	1872	Rev. I. T. Tichenor, D. D.	1	33	....	6	0	50	4	0	9	0	18	0	19	....	5	0
2	Arkansas Industrial University.	Fayetteville, Ark	1871	1872	N. P. Gates	1	....	....	9	0	8	8	0	....	....	....	....	....	....	3	0
3	Agricultural, Mining, and Mechanical Arts College, (University of California.)	Oakland, Cal	1868	1869	John Le Conte, M. D	....	....	....	37	2	139	(81)		(26)		(15)		(7)		15	....
4	Sheffield Scientific School of Yale College.	New Haven, Conn	1701	1846	Rev. Noah Porter, D.D., LL.D	0	0	0	30	0	187	72	....	63	....	52	....	....	....	10	27
5	Agricultural department of Delaware College.	Newark, Del	1867	1870	William H. Purnell, LL. D	0	0	0	6	1	33	7	7	4	2	5	8	0	0	....	1
6	Florida *a*	—, Fla	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
7	Georgia State College of Agriculture and Mechanic Arts, (University of Georgia.)	Athens, Ga	1872	1872	L. H. Charbonnier, A. M	....	....	....	6	....	86	26	....	20	....	30	....	10	....	....	1
8	North Georgia Agricultural College.	Dahlonega, Ga	1872	1873	Hon. D. W. Lewis	....	(245)		3	....	....	....	....	....	....	....	....	....	....	....	....
9	Illinois Industrial University	Urbana, Ill	1867	1867	John M. Gregory, LL. D	0	0	0	23	5	332	100	40	75	20	48	13	34	2	....	3
10	Purdue University	La Fayette, Ind	1869	1874	A. C. Shortridge	....	....	....	8	0	....	....	0	....	0	....	0	....	0	....	1
11	Iowa State Agricultural College	Ames, Iowa	1857	1869	A. S. Welch, LL. D	4	20	9	16	1	273	100	47	40	19	34	8	14	11	33	....
12	Kansas State Agricultural College.	Manhattan, Kans	1863	1863	John A. Anderson	....	....	....	14	1	237	....	..	....	....	....	....	....	....	..	....

a College not yet established.

TABLE X.—PART 1.—*Statistics of schools of science, (mining, engineering, agriculture, &c.) for* 1875, *&c.*—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	President.	Preparatory department.			Scientific department.												
						Instructors.	Students.		Corps of instruction.		Students.									Number in partial course.	Number of graduate students.
							Male.	Female.	Resident professors and instructors.	Non-resident professors and lecturers.	Total number in regular course.	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	20	21
13	Agricultural and Mechanical College,* (Kentucky University.)	Lexington, Ky	1865	1866	John B. Bowman, LL. D., (regent.) James K. Patterson, (chairman of faculty.)	1	40	....	7	.....	140	....	....	....	....	....	....	....	....	....	0
14	Agricultural and Mechanical College of Louisiana.	New Orleans, La	1869	1874	Prof. J. L. Cross	1	22	....	5	0	55	40	....	15	....	0	....	0	....	13	0
15	Maine State College of Agriculture and Mechanic Arts.	Orono, Me	1868	1869	Rev. C. F. Allen, D. D	0	0	0	7	.....	110	32	3	21	1	17	3	32	1	5	....
16	United States Naval Academy	Annapolis, Md	0	1845	Rear Admiral C.R.P.Rodgers, U. S. N., (superintendent.)	0	0	0	63	0	322	146	0	70	0	61	0	45	0	0	0
17	Maryland Agricultural College	College Station, Md	1856	1858	William H. Parker	0	0	0	5	1	47	39	0	5	0	0	0	3	0	17	0
18	Massachusetts Agricultural College.	Amherst, Mass	1863	1867	W. S. Clark, Ph. D., LL. D	....	....	....	9	2	75	18	....	20	...	13	....	24	....	12	6
19	Massachusetts Institute of Technology.	Boston, Mass	1861	1865	John D. Runkle, Ph.D., LL.D	0	0	0	34	0	171	36	....	55	....	45	....	35	....	108	21
20	Michigan State Agricultural College.	Lansing, Mich	1855	1857	Theophilus C. Abbot, LL. D	0	0	0	13	0	140	82	....	21	....	21	....	16	....	11	5
21	Colleges of Agriculture and of Mechanic Arts, (University of Minnesota.)	Minneapolis, Minn	1868	1870	William W. Folwell, A. M	....	....	....	14	0	7	....	....	....	....	4	....	3	....	....	....
22	School of Agriculture and Mechanic Arts, (University of Mississippi.)	Oxford, Miss	1844	1871	Alex. P. Stewart, (chancellor)	....	....	....	*a*1	.....	27	10	0	11	0	3	0	3	0	....	....
23	Agricultural and Mechanical department of Alcorn University.	Rodney, Miss	1871	1871	Rev. C. H. Thompson, D. D	2	39	....	4	1	5	5	0	0	0	0	0	0	0	0	0

24	Missouri Agricultural and Mechanical College, (University of Missouri.)	Columbia, Mo	1839	1870	Daniel Read, LL. D., (president) George C. Swallow, M. D., LL.D., (dean of agr. fac.)				11		(a)														
25	School of Mines and Metallurgy, (University of Missouri.)	Rolla, Mo	1870	1871	Charles P. Williams, Ph. D., (director.)		18		8		18	10		6		2					65				
26	Agricultural College, (University of Nebraska.)	Lincoln, Nebr	1869	1872	A. R. Benton, A. M., LL. D., (chancellor.)		15		3	0	18	13		5											
27	College of Agriculture, (University of Nevada.)	Elko, Nev		1874	D. R. Sessions	(a)	(a)	(a)																	
28	New Hampshire College of Agriculture and the Mechanic Arts, (Dartmouth College.)	Hanover, N. H	1866	1868	Rev. Asa D. Smith, D. D., LL. D.				14	0	29	7		14		8					0	0			
29	Rutgers Scientific School, (Rutgers College.)	New Brunswick, N. J	1770	1864	Rev. William H. Campbell, D. D., LL. D.				9	2	44	17		10		14		3		2	0				
30	College of Agriculture, Mechanic Arts, &c., (Cornell University.)	Ithaca, N. Y	1865	1868	Hon. A. D. White, LL. D	0	0	0	32	2	187	60	2	48	0	43	0	34	0						
31	United States Military Academy	West Point, N. Y		1802	Colonel Thomas H. Ruger, U. S. A., (superintendent.)				45		307	117	0	61	0	79	0	50	0						
32	Agricultural and Mechanical College, (University of North Carolina.)	Chapel Hill, N. C	1789		Rev. Charles Phillips, D. D., (chairman of faculty.)				(a)		10														
33	Ohio Agricultural and Mechanical College.	Columbus, Ohio	1870	1870	Edward Orton, Ph. D	0	0	0	11	0	100											0			
34	Corvallis State Agricultural College.	Corvallis, Oreg	1868	1868	B. L. Arnold	1	50	25	4		150														
35	Pennsylvania State College	State College, Pa	1854	1859	Rev. James Calder, D. D	2	74	16	9	0	54	19	3	12	3	9	1	7		5	1				
36	Agricultural and Scientific department, (Brown University.)*b*	Providence, R. I	1764		Rev. E. G. Robinson, D. D., Ll. D.																0				
37	South Carolina Agricultural College and Mechanics' Institute, (Clatlin University.)	Orangeburg, S. C	1872	1875	Rev. Edward Cooke, A. M., D. D.				2		35														
38	Tennessee Agricultural College, (East Tennessee University.)	Knoxville, Tenn	1807	1869	Rev. Thomas W. Humes, S. T. D.		(a)		(a)		44	23		6		9		6							
39	Agricultural and Mechanical College of Texas.	Bryan, Tex																							
40	University of Vermont and State Agricultural College.	Burlington, Vt	1865	1865	Matthew H. Buckham, A. M.	0	0	0	7	0	19	0	1	3	2	7	1	3	2	1	0				
41	Virginia Agricultural and Mechanical College.	Blacksburg, Va	1872	1872	C. L. C. Minor, A. M				7	0	222										3				
42	Hampton Normal and Agricultural Institute.	Hampton, Va	1870	1872	S. C. Armstrong, (principal.)	3	14	21	17	0	208	59	32	40	26	40	11			0	0				
43	Agricultural department of West Virginia University.	Morgantown, W. Va	1867	1867	Rev. Alex. Martin, D. D		(a)		(a)		(a)														
44	Departments of Civil Engineering, Mining, and Metallurgy, (University of Wisconsin.)	Madison, Wis	1848	1866	John Bascom, LL. D				6	0	15					9	0	6	0	0	0				

* From Report of the Commissioner of Education for 1875. *a* Reported with classical department, (see Table IX.) *b* No separate organization, (see Table IX.)

TABLE X.—PART 1.—*Statistics of schools of science (mining, engineering, agriculture, &c.) for* 1875, *&c.*—Continued.

Number.	Name.	Number of State scholarships.	Number of other free scholarships.	Number of years in course.	Number of weeks in scholastic year.	Annual cost of tuition.	Libraries.						Property, income, &c.					Date of next commencement.
							General library.				Society libraries.							
							Number of volumes.	No. of pamphlets.	Average annual increase in books.	Amount of fund.	Number of volumes.	Average annual increase.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	
	1	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
1	State Agricultural and Mechanical College	42	20	4	40	$50	1,720	100	260	$0	2,500	....	$100,000	$259,300	$16,224	$600	$0	June 28.
2	Arkansas Industrial University	219	.....	4	40	30	300	.....	53	0	.....	....	140,000	130,000	10,400	2,000	.....	June 15.
3	Agricultural, Mining, and Mechanical Arts College, (University of California.)	0	0	4	38	0	(a)	(a)	.....	.....	.....	....	(a)	(a)	(a)	0	(a)	June 7.
4	Sheffield Scientific School of Yale College	27	1	3	37	150	5,000	.....	.....	12,000	0	....	.....	280,123	17,000	.....	.....	June 27.
5	Agricultural department of Delaware College.	30	.....	3	40	200	(a)	(a)	.....	.....	(a)	....	(a)	(a)	(a)	(a)	(a)	June 21.
6	Florida *b*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	....	.....	.....	.....	.....	.....	.....
7	Georgia State College of Agriculture and Mechanic Arts, (University of Georgia.)	219	0	3, 4	40	.....	(a)	(a)	.....	.....	(a)	....	40,000	243,000	17,010	0	5,000	August 2.
8	North Georgia Agricultural College	.....	.....	3	.....	0	*1,000	.....	.....	.....	.....	....	*80,000	*45,000	*3,500	*350	0	July, 1st Wed.
9	Illinois Industrial University	0	0	4	36	c15	10,600	.....	500	0	.....	25	359,411	319,000	29,410	*d*6,748	7,500	June 7.
10	Purdue University	.....	.....	3, 4	40	0	800	.....	.....	0	.....	....	300,000	360,000	21,000	0	60,000	June 16.
11	Iowa State Agricultural College	0	0	4	34	0	3,540	.....	.....	0	0	0	400,000	500,000	40,000	0	0	November 15.
12	Kansas State Agricultural College	0	0	6	37	0	3,000	.....	.....	0	150	35	117,591	225,691	19,799	0	13,675	May 24.
13	Agricultural and Mechanical College,* (Kentucky University.)	300	0	4	40	25	.....	.....	.....	.....	200	....	250,000	165,000	9,900	2,600	0	June 10.
14	Agricultural and Mechanical College of Louisiana.	(*e*)	0	4	43	.....	300	100	.....	0	0	....	25,000	196,200	13,754	0	0	July 31.
15	Maine State College of Agriculture and Mechanic Arts.	.....	.....	4	38	0	2,200	500	500	.....	.....	....	100,000	134,400	8,264	.....	12,500	August 2.
16	United States Naval Academy	0	.....	6	38	0	17,678	705	900	0	0	0	3,000,000	0	0	0	0	June 20.
17	Maryland Agricultural College	30	0	4	40	.....	0	~ 0	.....	.....	1,500	0	100,000	.....	6,600	.....	6,000	June 24.
18	Massachusetts Agricultural College	0	5	4	39	75	1,500	.....	100	.....	300	0	250,000	250,000	15,000	6,000	0	June 21.
19	Massachusetts Institute of Technology	0	2	4	36	200	(3,000)		.....	0	0	0	.....	250,000	17,500	47,000	0	
20	Michigan State Agricultural College	0	0	4	37	0	3,700	.....	.....	0	500	200	231,407	231,377	16,196	0	28,602	November 22.
21	Colleges of Agriculture and of Mechanic Arts, (University of Minnesota.)	.....	.....	2	.....	.....	(a)	(a)	.....	.....	(a)	....	(a)	(a)	(a)	(a)	(a)	June 22.

22	School of Agriculture and Mechanic Arts, (University of Mississippi.)	.....	.....	4	38	25	(a)	.....	.....	.....	(a)	....	(a)	75,000	6,000	.....	(a)	June 29.
23	Agricultural and Mechanical department of Alcorn University.	0	65	4	39	0	50	.....	.....	.....	0	....	28,905	123,150	9,852	0	15,000	June 21.
24	Missouri Agricultural and Mechanical College, (University of Missouri.)	.....	.....	4	40	.....	(a)	.....	.....	.....	(a)	....	(a)	(a)	(a)	(a)	.....	July 4.
25	School of Mines and Metallurgy, (University of Missouri.)	.....	.....	3	38	20	1,478	800	370	0	200	....	35,000	.....	7,000	.....	5,000	June 29.
26	Agricultural College, (University of Nebraska.)	.....	.....	3	38	0	150	.....	.....	.....	.....	....	(a)	(a)	(a)	(a)	(a)	June 23.
27	College of Agriculture, (University of Nevada.)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	....	.....	.....	.....	.....	.....	
28	New Hampshire College of Agriculture and the Mechanic Arts, (Dartmouth College.)	12	30	3	29	30	1,300	1,000	50	0	146	49	106,000	110,000	6,600	180	5,000	April 19.
29	Rutgers Scientific School, (Rutgers College.)	40	0	4	36	75	(a)	(a)	(a)	(a)	(a)	(a)	f8,000	116,000	6,900	1,200	0	June 21.
30	College of Agriculture, Mechanic Arts, &c., (Cornell University.)	0	(a)	3, 4	37	g60	(a)	(a)	(a)	(a)	(a)	(a)	(a)	30,000	2,100	(a)	(a)	June 15.
31	United States Military Academy	.....	.....	4	39	.....	25,000	.....	.....	.....	.....	....	.....	.....	.....	.....	.....	
32	Agricultural and Mechanical College, (University of North Carolina.)	.....	.....	3	.....	.....	.....	.....	.....	.....	.....	....	.....	.....	.....	.....	.....	June 1.
33	Ohio Agricultural and Mechanical College.	.....	.....	6	37	0	1,000	.....	.....	0	200	....	500,000	500,000	30,000	0	0	June 21.
34	Corvallis State Agricultural College	60	.....	6	40	80	.....	.....	.....	.....	.....	....	5,000	.....	.....	2,000	5,000	July 1.
35	Pennsylvania State College	0	1	4	40	0	1,800	.....	.....	.....	1,400	50	532,000	500,000	30,000	0	0	June 29.
36	Agricultural and Scientific department, (Brown University.)h	30	.....	4	40	75	.....	.....	.....	.....	.....	....	.....	50,000	.....	.....	.....	June 21.
37	South Carolina Agricultural College and Mechanics' Institute, (Claflin University.)	.....	.....	4	32	0	.....	.....	.....	.....	.....	....	.....	191,800	i11,508	.....	5,000	
38	Tennessee Agricultural College, (East Tennessee University.)	.....	.....	4	40	36	(a)	.....	.....	.....	(a)	....	(a)	(a)	(a)	(a)	(a)	June 14.
39	Agricultural and Mechanical College of Texas.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	....	.....	.....	.....	.....	.....	
40	University of Vermont and State Agricultural College.	0	17	4	39	45	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	855	0	June 28.
41	Virginia Agricultural and Mechanical College.	.....	.....	3	43	.....	.....	.....	.....	0	.....	....	*49,947	*172,000	*20,685	*560	.....	August 10.
42	Hampton Normal and Agricultural Institute.	100	.....	3	36	.....	1,289	.....	21	0	0	...	183,848	136,087	12,323	0	0	May 18.
43	Agricultural department of West Virginia University.	.....	.....	2	41	.....	(a)	.....	.....	.....	(a)	....	(a)	(a)	(a)	(a)	(a)	June 22.
44	Departments of Civil Engineering, Mining, and Metallurgy, (University of Wisconsin.)	0	0	2	38	18	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)	June 21.

* From Report of Commissioner of Education for 1874.
a Reported with classical department, (see Table IX.)
b College not yet established.
c For incidental fees; tuition free.
d From fees and room rent.
e Two to each State senator, and one to each member of House of Representatives.
f College farm for experimental purposes included in "value of grounds, &c.," in Table IX.
g Tuition in agriculture is free.
h No separate organization, (see Table IX.)
i Interest annually due on State bonds; only $5,000 received during the year.

TABLE X.—PART 2.—*Statistics of schools and of collegiate departments of science (mining, engineering, &c.) for 1875, not endowed with the national grant of lands; from replies to inquiries by the United States Bureau of Education.*

Number.	Name.	Location.	Date of charter.	Date of organization.	President.	Preparatory department.			Scientific department.												
						Instructors.	Students.		Corps of instruction.		Students.									Number in partial course.	Number of post-graduates.
							Male.	Female.	Resident professors and instructors.	Non-resident professors and lecturers.	Total number in regular course.	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	20	21
1	Illinois Agricultural College*	Irvington, Ill	1861	1866	D. W. Phillips	1	77	57	4	.....	8	3	....	1	1	....	3	....	....	70	....
2	Rose Polytechnic Institute *a*	Terre Haute, Ind	1874	1874	Chauncey Rose, (prest. of cor'n)	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
3	Scientific department of Bowdoin College. *b*	Brunswick, Me	1794	1872	Joshua L. Chamberlain, LL. D.	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
4	School of all Sciences, (Boston University.)	Boston, Mass	1869	1874	John W. Lindsay, S. T. D., (acting dean.)	....	....	....	.....	.....	7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
5	Lawrence Scientific School, (Harvard University.)	Cambridge, Mass	1642	1848	Charles W. Eliot, LL. D	0	0	0	18	0	31	11	....	3	....	12	....	5	....	6	0
6	Worcester County Free Institute of Industrial Science.	Worcester, Mass	1865	1868	C. O. Thompson, A. M., (principal.)	....	....	....	11	1	99	43	....	30	....	26	....	....	....	2	2
7	Polytechnic department of Washington University.	St. Louis, Mo	1853	1857	Calvin M. Woodward, A. M., (dean.)	7	206	....	12	.....	30	8	....	8	....	8	....	6	....	2	....
8	Chandler Scientific department of Dartmouth College.*	Hanover, N. H	1769	1852	Rev. Asa D. Smith, D. D., LL. D	0	0	0	17	0	77	22	....	30	....	13	....	12	....	....	0
9	Thayer School of Civil Engineering, (Dartmouth College.)	Hanover, N. H	1769	1871	Rev. Asa D. Smith, D. D., LL. D	0	0	0	4	0	6	3	....	3	....	....	....	....	....	1	0
10	Stevens Institute of Technology	Hoboken, N. J	1870	1871	Henry Morton, Ph. D	4	....	....	7	.....	95	35	....	30	....	14	....	16	....	....	5
11	John C. Green School of Science, (College of New Jersey.)	Princeton, N. J	1746	1873	Rev. James McCosh, D. D., LL. D.	....	....	....	13	.....	44	22	....	14	....	8	....	....	....	1	1
12	School of Mines of Columbia College.	New York, N. Y	1754	1863	Charles F. Chandler, Ph. D., M.D., LL.D., (dean of faculty.)	....	56	....	(25)		121	68	....	32	....	21	....	....	....	19	5
13	Scientific department, University of the City of New York.*	New York, N. Y	1830	1871	Rev. Howard Crosby, D. D., LL. D., (chancellor.)	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
14	Engineering School of Union College.*	Schenectady, N. Y	1795	1845	Rev. E. N. Potter, D. D	....	....	....	12	3	35	20	....	15	....	....	....	....	....	7	5
15	Rensselaer Polytechnic Institute*	Troy, N. Y	1826	1824	Hon. James Forsyth	0	0	0	12	1	180	55	0	63	0	37	0	25	0	6	4

16	Scientific department of Denison University.	Granville, Ohio	1832	1831	Rev. E. Benj. Andrews, A. M.	....	....	....	(b)	.....	6	2	....	1	....	3	....	....	....	....	....	....
17	Scientific department of Oberlin College. b	Oberlin, Ohio	1834	1834	Rev. James H. Fairchild, D. D	....	....	....	.....	.....	....	....	....	....	....	....	....	....	....	....	....	....
18	Toledo University of Arts and Trades.	Toledo, Ohio	1872	1872	Hon. Richard Mott, (president board of trustees.)	....	....	....	1	.....	276	....	....	....	....	....	....	....	....	....	....	....
19	Scientific department of Willamette University. b	Salem, Oreg	1853	1844	T. M. Gatch, A. M., Ph. D	....	....	....	.....	.....	....	....	....	....	....	....	....	....	....	....	....	....
20	Pardee Scientific department in Lafayette College.	Easton, Pa	1826	1866	Rev. William C. Cattell, D. D	0	0	0	(b)	(b)	145	62	....	38	....	36	....	9	....	....	3	
21	Franklin Institute	Philadelphia, Pa	1824	1824	Coleman Sellers	....	....	....	(c)	.....	(c)	....	....	....	....	....	....	....	....	....	....	....
22	Polytechnic College of the State of Pennsylvania.	Philadelphia, Pa	....	....	.....	....	....	....	.....	.....	....	....	....	....	....	....	....	....	....	....	....	....
23	Towne Scientific School, (University of Pennsylvania.)	Philadelphia, Pa	1755	1872	J. P. Lesley, A. M., (dean)	....	....	....	19	.....	114	46	....	27	....	18	....	23	....	12	....	
24	Wagner Free Institute of Science.	Philadelphia, Pa	1855	1845	William Wagner, LL. D.	....	....	....	7	.....	(d)	....	....	....	....	....	....	....	....	....	....	....
25	Scientific department of Villanova College.	Villanova, Pa	1848	1842	Very Rev. T. Galberry, O. S. A.	1	5	....	6	0	34	8	....	10	....	8	....	8	....	74	0	
26	Schools of Industrial Chemistry, Civil and Mining Engineering, and Agriculture, (University of Virginia.)	Charlottsville, Va	1819	....	James F. Harrison, M. D., (chairman of faculty.)	....	....	....	7	.....	29	....	....	....	....	....	....	....	....	....	....	....
27	School of Civil and Mining Engineering, (Washington and Lee University.) b	Lexington, Va	1782	....	Gen. G. W. C. Lee	....	....	....	.....	.....	....	....	....	....	....	....	....	....	....	....	....	....
28	Virginia Military Institute	Lexington, Va	1839	1839	Gen. Francis H. Smith, LL. D.	....	....	....	18	.....	221	60	....	69	....	50	....	42	....	....	4	
29	New Market Polytechnic Institute	New Market, Va	1870	....	.....	....	....	....	.....	.....	....	....	....	....	....	....	....	....	....	....	....	....
30	Mining Institute	Colorado Springs, Colo.	....	1875	James H. Kerr	....	....	....	2	.....	28	21	7	....	....	....	....	....	....	....	....	....
31	Territorial School of Mines	Golden, Colo	1874	1874	Hon. W. A. H. Loveland, (president board of trustees.)	....	5	0	4	2	14	7	0	7	0	....	....	....	....	3	0	

* From Report of Commissioner of Education for 1874.
a Buildings not completed; classes not yet organized.
b Reported with classical department, (see Table IX.)
c Instruction given by lectures; there are no regular classes.
d From 300 to 1,200.

TABLE X.—PART 2.—*Statistics of schools and of collegiate departments of science (mining, engineering, &c.) for 1875, &c.*—Concluded.

Number.	Name.	Number of State scholarships.	Number of other free scholarships.	Number of years in course.	Number of weeks in scholastic year.	Annual cost of tuition.	Libraries.						Property, income, &c.					Date of next commencement.
							General library.				Society libraries.							
							Number of volumes.	No. of pamphlets.	Average annual increase in books.	Amount of fund.	Number of volumes.	Average annual increase.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	
	1	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
1	Illinois Agricultural College*	8	0	4	40	$36	500	.....	.....	.....	.....	.....	$25,000	$30,000	$1,200	$1,950	$0	
2	Rose Polytechnic Institute *a*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	186,000	.....	.....	.....	
3	Scientific department of Bowdoin College *b*	.....	.....	4	38	75	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
4	School of all Sciences, (Boston University.)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
5	Lawrence Scientific School, (Harvard University.)	0	4	1, 3, 4	37	150	1,800	.....	80	$0	0	....	*75,000	*401,733	20,766	4,320	0	June 28.
6	Worcester County Free Institute of Industrial Science.	20	3	3, 3½	42	100	1,000	.....	.....	.....	.....	....	175,000	.....	25,000	1,200	.....	July 12.
7	Polytechnic department of Washington University.	.....	.....	4	40	100	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
8	Chandler Scientific department of Dartmouth College.*	.....	1	4	38	60	.....	.....	.....	.....	1,200	....	10,000	100,000	7,000	4,952	0	June 24.
9	Thayer School of Civil Engineering, (Dartmouth College.)	0	0	2	38	60	(2,000)		.....	10,000	.....	....	.....	55,000	3,000	360	0	June 29.
10	Stevens Institute of Technology	.....	32	4	40	.....	5,000	2,000	200	0	0	0	500,000	500,000	40,000	4,000	0	
11	John C. Green School of Science, (College of New Jersey.)	.....	.....	3	38	120	.....	.....	.....	.....	.....	.....	150,000	200,000	14,000	2,700	.....	June 28.
12	School of Mines of Columbia College	.....	.....	3	.....	200	*5,798	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
13	Scientific department, University of the City of New York.*	.....	.....	4	37	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
14	Engineering School of Union College*	.....	.....	2	39	75	3,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	June 23.
15	Rensselaer Polytechnic Institute*	0	0	4	38	200	3,200	.....	.....	.....	.....	.....	76,000	25,000	.....	38,000	0	June 16.
16	Scientific department of Denison University	.....	.....	3	40	35	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	June 29.
17	Scientific department of Oberlin College *b*	.....	.....	4	36	9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	August 1.
18	Toledo University of Arts and Trades	.....	.....	.....	.....	0	100	.....	.....	0	.....	....	20,000	.....	.....	400	.....	
19	Scientific department of Willamette University.*b*	.....	.....	4	39	45	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	June 24.

20	Pardee Scientific department in Lafayette College.	0	.....	4	39	45–75	(b)	.....	.....	(b)	.....	.....	(b)	.....	(b)	(b)	(b)	June 28.
21	Franklin Institute	.....	.....	.....	.....	.....	16,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
22	Polytechnic College of the State of Pennsylvania.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
23	Towne Scientific School, (University of Pennsylvania.)	0	47	4	40	150	(b)	.....	.....	.....	.....	.....	200,000	d50,000	3,500	15,000	0	June 29.
24	Wagner Free Institute of Science	0	.....	.....	.....	.....	15,000	.....	.....	0	0	0	250,000	30,000	1,500	0	0	
25	Scientific department of Villanova College.	0	0	7	42	.....	(b)	(b)	(b)	(b)	(b)	(b)	(b)	.....	.....	(b)	0	June 28.
26	Schools of Industrial Chemistry, Civil and Mining Engineering, and Agriculture, (University of Virginia.)	.....	51	.....	.....	100	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	June 29.
27	School of Civil and Mining Engineering, (Washington and Lee University.)b	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
28	Virginia Military Institute	50	.....	4	40	100	5,000	2,000	500	.....	500	20	330,000	40,000	2,200	17,000	15,000	July 4.
29	New Market Polytechnic Institute	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
30	Mining Institute	.....	.....	2	40	100	.....	.....	.....	.....	.....	.....	e1,000	.....	.....	.....	.....	
31	Territorial School of Mines	0	0	3	36	135	100	20	.....	0	0	0	8,030	.....	0	290	5,000	June.

* From Report of Commissioner of Education for 1874.
a Buildings not completed; classes not yet organized.
b Reported with classical department, (see Table IX.)
c Includes funds for the support of the museum of zoölogy.
d The Towne bequest is not yet productive.
e Apparatus.

TABLE X.—PART 2.—*Memoranda.*

Name.	Location.	Remarks.
Terre Haute School of Industrial Science	Terre Haute, Ind	Name changed to Rose Polytechnic Institute.
Mississippi Polytechnic and Agricultural College	Osyka, Miss	Suspended.

TABLE XI.—*Statistics of schools of theology for* 1875; *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.			Students.			
							Resident professors and instructors.	Non-resident professors and lecturers.	Endowed professorships.	Present number.	Resident graduates.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1875.
	1	2	3	4	5	6	7	8	9	10	11	12	13
1	Theological department of Talladega College	Talladega, Ala	1869	....	Cong	Albert A. Safford, A.M., (principal)	2			14			
2	Pacific Theological Seminary	Oakland, Cal	1869	1869	Cong	Rev. J. A. Benton, D. D., (senior professor.)	2	5	2	7	0	2	0
3	San Francisco Theological Seminary	San Francisco, Cal	1869	1871	Presb	Rev. W. A. Scott, D. D., LL. D	4			8			2
4	Theological Institute of Connecticut	Hartford, Conn	1834	1834	Cong		3		4	16			8
5	Berkeley Divinity School	Middletown, Conn	1854	1854	Prot. Epis	Rt. Rev. J. Williams, D. D., LL. D., (dean.)	6	1		39		34	10
6	Yale Divinity School	New Haven, Conn	1701	1822	Cong	Rev. Noah Porter, D. D., LL. D	6	4	4	99	1	86	34
7	Augusta Institute	Augusta, Ga	0	1869	Baptist	Rev. Joseph T. Robert, LL. D	2	0	0	70	0	0	0
8	Theological department of Illinois Wesleyan University.	Bloomington, Ill	1850	1875	Methodist	Rev. W. H. H. Adams, A. M., B. D.	3						0
9	Theological department of Blackburn University.	Carlinville, Ill	1838	1867	Presb								
10	Baptist Union Theological Seminary	Chicago, Ill	1865	1867	Baptist	Rev. G. W. Northrup, D. D	6			70	3		9
11	Chicago Theological Seminary	Chicago, Ill	1855	1858	Cong	Rev. G. S. F. Savage, D. D., (secretary.)	7	0	5	35	2		8
12	Presbyterian Theological Seminary of the Northwest.	Chicago, Ill	1857	1859	Presb	Rev. L. J. Halsey, D.D., (secretary)	6	0	4	23	0	19	9
13	Bible department of Eureka College	Eureka, Ill	1855	1864	Christian	A. M. Weston, A. M	2	0	0	27			
14	Garrett Biblical Institute	Evanston, Ill	1855	1856	Meth. Epis	Rev. Henry Bannister, D.D., (act'g.)	6	9	0	81	0	23	17
15	Theological department of Lincoln University.	Lincoln, Ill	1872	1874	Cumb. Presb	Rev. S. Richards, D. D	4		1	80			10
16	Wartburg Seminary	Mendota, Ill	1875	1853	Lutheran	Rev. Prof. Sigm. Fritschel	2	1	1	30			11
17	Jubilee College	Robinsnest, Ill	1845	1839	Prot. Epis	Rt. Rev. William E. McLaren, D.D.	1						
18	Augustana Theological Seminary	Rock Island, Ill	1865	1860	Lutheran	Rev. T. N. Hasselquist, D. D	3		2	18	0	0	6
19	Concordia College	Springfield, Ill	1853	1846	Evang. Luth	Rev. A. Cramer	4			112			
20	Theological department of Shurtleff College	Upper Alton, Ill	1835	1862	Baptist	Rev. A. A. Kendrick, D. D	3		2	5			2
21	St. Meinrad's Theological Seminary	St. Meinrad, Ind	....	1860	R. C	Abbot Martin	6			21			

22	Theological department of Griswold College	Davenport, Iowa	1859	1860	Prot. Epis	Rev. W. H. Barris, D. D., (acting dean.)	3		2½	4		1	1
23	German Presbyterian Theological School of the Northwest.	Dubuque, Iowa	1871	1865	Presb	Rev. Jacob Couzett	3	1		18			1
24	Department of Theology, Iowa Wesleyan University.*	Mt. Pleasant, Iowa	1855		Meth. Epis	Rev. John Wheeler, D. D							
25	Biblo department of Oskaloosa College	Oskaloosa, Iowa	1856	1872	Christian	F. M. Bruner, A. M	1	0	1	15	0	6	1
26	Danville Theological Seminary	Danville, Ky	1854	1853	Presb	Rev. Stephen Yerkes, D. D., (senior professor.)	4	0		19	0	18	0
27	Western Baptist Theological Institute	Georgetown, Ky	1840	1841	Baptist	Rev. Basil Manly, jr., D. D	2	0		23			
28	Bible College of Kentucky University*	Lexington, Ky	1865	1865	Christian	John B. Bowman, LL. D., (regent). Robert Milligan, A. M., (presiding officer.)	2			49			
29	Theological Seminary of the Diocese of Kentucky.	Louisville, Ky	1834	1832	Prot. Epis	Rt. Rev. B. B. Smith, D. D., (rector)			0	*a*4			
30	Theological department of Bethel College	Russellville, Ky	1866	1867	Baptist	Rev. W. W. Gardner, D. D., (senior professor.)	6			20			5
31	Thomson Biblical Institute, (New Orleans University.)	New Orleans, La	1873	1873	Meth. Epis	Rev. W. D. Godman, D. D	1			15			
32	Bangor Theological Seminary	Bangor, Me	1814	1816	Cong	Rev. Enoch Pond, D. D	5	0	4	40	0	12	17
33	Theological School of Bates College	Lowiston, Mo	1863	1870	Free Baptist	Rev. O. B. Cheney, D. D	4		1	22	3	9	5
34	Centenary Biblical Institute	Baltimore, Md., (44 Saratoga street.)	1867	1872	Meth. Epis	Rev. J. Emory Round, M. A	2	13	0	*b*34	0	0	0
35	St. Mary's Theological Seminary of St. Sulpice.*	Baltimore, Md	1860	1791	R. C	Very Rev. J. P. Dubreul, D. D	6			90			
36	Theological department of Mt. St. Mary's College.*	Emmittsburgh, Md		1808	R. C	Rev. John McCloskey	3		0	14		6	
37	Mt. St. Clement's College	Ilchester, Md		1868	R. C	Rev. George Ruland	12	2		134			
38	Woodstock College	Woodstock, Md	1867	1868	R. C	James Porron	12	0	0	94			6
39	Andover Theological Seminary	Andover, Mass	1807	1808	Cong	Rev. John L. Taylor	7	3	7	64	3	50	18
40	Boston University School of Theology	Boston, Mass	1869	1847	Meth. Epis	Rev. James E. Latimer, S. T. D., (dean.)	11	4		100	2	61	27
41	Divinity School of Harvard University	Cambridge, Mass	1650	1816	Undenom	Charles W. Eliot, LL.D., (ex officio.)	5	1	4	17	3	9	5
42	Episcopal Theological School	Cambridge, Mass	1867	1867	Prot. Epis	Rev. John S. Stone, D. D., (dean)	4	0	(*c*)	15	0	6	3
43	Tufts College Divinity School	College Hill, Mass	1852	1868	Universalist	Rev. Elmer H. Capen	5	3	0	22	1	9	12
44	Newton Theological Institution	Newton Centre, Mass	1826	1825	Baptist	Rev. Alvah Hovey, D. D	5	3		77		53	25
45	New Church Theological School	Waltham, Mass		1860	N. J. Church	Rev. Thomas Worcester	1	1		2			
46	Theological department of Hillsdale College	Hillsdale, Mich	1855	1873	F. W. Baptist	Rev. De Witt C. Durgin, D. D	3	1	1	24			2
47	Theological department of Hope College	Holland City, Mich	1866	1866	Ref. Dutch	Rev. Philip Phelps, jr	4	0	*d*1	7	0	6	2
48	Seabury Divinity School	Faribault, Minn	1860	1860	Prot. Epis	Rt. Rev. H. B. Whipple, D. D	8	1		25	4		5
49	Augsburg Seminary	Minneapolis, Minn	1874	1869	Evang. Luth	Rev. A. Weenaas, A. M	4			16			3
50	St. John's Seminary	St. Joseph, Minn	1857	1867	R. C	Rev. Alexius Edelbrock, O. S. B	4			26	6	3	9
51	Bishop Green Associate Mission and Training School.	Dry Grove, Miss		1869	Prot. Epis	Rev. William K. Douglas, S. T. D	3	1	0	15	0	0	1
52	St. Vincent's College, (theological department.)*	Cape Girardeau, Mo	1843	1844	R. C	Very Rev. Antony Verrina, C. M	15	1		157	0		
53	Theological School of Westminster College	Fulton, Mo			Presb								

* From Report of the Commissioner of Education for 1874.

a Beneficiaries; the funds are invested and used to educate young men in other seminaries until buildings are provided in Louisville.
b Also 52 in a normal department. *c* None separately; there is a common endowment for all the professorships of $100,000. *d* Partially.

TABLE XI.—*Statistics of schools of theology for 1875, &c.*—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	Denomination.	President.	Corps of instruction.			Students.			
							Resident professors and instructors.	Non-resident professors and lecturers.	Endowed professorships.	Present number.	Resident graduates.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1875.
	1	2	3	4	5	6	7	8	9	10	11	12	13
54	Vardeman School of Theology, (William Jewell College.)	Liberty, Mo	1849	1868	Baptist	Rev. W. R. Rothwell, D. D		5	2	45			
55	Concordia College	St. Louis, Mo	1853	1839	Evang. Luth	Rev. C. F. W. Walther		5		90			23
56	Divinity School of Nebraska College*	Nebraska City, Nebr	1868	1865	Prot. Epis	Rev. John McNamara, D. D	2	3	0	2		1	0
57	German Theological School of Newark	Bloomfield, N. J	1871	1869	Presb	Rev. Charles E. Knox	4	2	0	25	0	0	7
58	Drew Theological Seminary	Madison, N. J	1867	1867	Meth. Epis	Rev. John F. Hurst, D. D	6	9		103	1	37	18
59	Theological Seminary of the Reformed Church in America.	New Brunswick, N. J	0	1784	Ref. Dutch	Rev. S. M. Woodbridge, D. D., (senior professor.)	4	1	4	45		44	9
60	Theological Seminary of the Presbyterian Church.	Princeton, N. J	1822	1812	Presb	Rev. Charles Hodge, D. D., LL. D., (senior professor.)	7	0	7	116	4	107	1
61	Auburn Theological Seminary	Auburn, N. Y	1820	1820	Presb	Rev. E. A. Huntington, D. D., (professor and librarian.)	5	1	5	50	0	40	9
62	Tabernacle Free College	Brooklyn, N. Y., (Schermerhorn st.)	1871	1872	Non-sect	Rev. T. De Witt Talmage, D. D	4			346			30
63	Martin Luther College, (theological department.)*	Buffalo, N. Y	1868	1854	Lutheran	Rev. J. An. A. Graban	4		1	16			
64	St. Lawrence University, (theological department.)	Canton, N. Y	1856	1858	Universalist	Rev. Ebenezer Fisher, D. D	3	0	3	28	0		7
65	De Lancey Divinity School	Geneva, N. Y	0	1860	Prot. Epis	Rev. James Rankine, D. D., (rector)	1	0	1	2	0	1	
66	Hamilton Theological Seminary	Hamilton, N. Y	1819	1820	Baptist	Rev. Ebenezer Dodge, D. D., LL. D., (senior professor.)	5			37		33	21
67	Hartwick Seminary, (theological department)	Hartwick Seminary, N. Y.	1816	1815	Lutheran	Rev. P. Bergstresser, A. M	2	1		8			
68	Newburgh Theological Seminary	Newburgh, N. Y	1836	1804	United Presb	James Harper, (acting)	2	2	2	8	1	8	7
69	General Theological Seminary of the Protestant Episcopal Church.	New York, N. Y	1822	1821	Prot. Epis	Rev. George F. Seymour, S. T. D., (dean.)	3	3	2	72	0	52	13
70	Union Theological Seminary	New York, N. Y	1839	1836	Presb	Rev. William Adams, D. D., LL. D	7	5	a6	142	6	117	41

71	Seminary of Our Lady of Angels	Niagara Falls, N. Y	1863	1856	R. C	Rev. Robert E. V. Rice, C. M	4	0	0	87	1	10	9
72	Rochester Theological Seminary	Rochester, N. Y	1850	1850	Baptist	Rev. Augustus H. Strong, D. D	7		4	78	1	45	
73	St. Joseph's Provincial Seminary	Troy, N. Y		1864	R. C	Very Rev. Henry Gabriels, S. T. L	7			133			20
74	Theological department of Biddle Memorial Institute.	Charlotte, N. C	1867	1867	Presb	Rev. Stephen Mattoon, D. D	4		1	10			2
75	Theological department of North Carolina College.	Mt. Pleasant, N. C	1859	1870	Evang. Luth	Rev. J. B. Davis, D. D	2			5			0
76	Theological department of Shaw University	Raleigh, N. C	1875	1865	Baptist	Rev. H. M. Tupper, A. M	2			40			
77	Theological department of Trinity College	Trinity, N. C	1853	1866	M. E. South	Rev. R. Craven, D. D., LL. D	4	0		16	0	0	0
78	Theological department of German Wallace College.	Berea, Ohio	1864	1864	Meth. Epis	Rev. William Nast, D. D	5	1	0	20	0	0	0
79	St. Charles Borromeo Theological Seminary	Carthagena, Ohio		1860	R. C	Very Rev. Henry Drees, C. P. P. S	7			50	4		
80	Lane Theological Seminary	Cincinnati, Ohio	1829	1832	Presb	Rev. Henry Smith, D. D., (chairman of faculty.)	5	0	4	36	0	30	14
81	Mt. St. Mary's Provincial Seminary	Cincinnati, Ohio	0	1849	R. C	Rev. Francis Joseph Pabisch, D. D., LL. D.	8	0	0	34	3	5	11
82	St. Mary's Theological Seminary	Cleveland, Ohio		1849	R. C	Rev. N. A. Moes	3			25			
83	German Lutheran Seminary	Columbus, Ohio	1834	1831	Evang. Luth	Rev. William F. Lehmann	3	0		23		12	8
84	Union Biblical Seminary	Dayton, Ohio	1870	1871	U. Brethren	Rev. L. Davis, D. D., (sen. prof)	3	0	0	22	2	2	6
85	Theological Seminary of Diocese of Ohio	Gambier, Ohio	1825		Prot. Epis	Right Rev. G. T. Bedell, D. D	3		4				
86	Department of Theology in Oberlin College	Oberlin, Ohio	1834	1834	Cong	Rev. James H. Fairchild, D. D	6	4	1	51	2	33	12
87	Theological department of Wittenberg College.	Springfield, Ohio	1845	1845	Lutheran	Rev. J. B. Helwig	3			23			
88	Heidelberg Theological Seminary	Tiffin, Ohio	1840	1851	Reformed	Rev. J. H. Good, D. D	2		2	22		13	
89	Christliche Bildungs-Anstalt der Mennoniten.	Wadsworth, Ohio	1872	1868	Mennonite	Carl J. van der Smissen	3	0	0	16			0
90	Theological Seminary of Wilberforce University.	Near Xenia, Ohio	1863	1865	African M. E	Right Rev. Daniel A. Payne, D. D	2	3	0	20	2	2	2
91	United Presbyterian Theological Seminary	Xenia, Ohio		1794	United Presb	Rev. William Bruce, D. D	5	0	0	29	0		10
92	Theological Seminary of the United Presbyterian Church.	Allegheny City, Pa	1830	1825	United Presb	Rev. A. D. Clark, D. D	4			46			16
93	Western Theological Seminary of the Presbyterian Church.	Allegheny City, Pa	1844	1825	Presb	Rev. M. W. Jacobus, D. D., LL.D., (senior professor.)	6		5	85		69	14
94	Moravian College and Theological Seminary.	Bethlehem, Pa	1864	1807	Moravian	Right Rev. Edmund de Schweinitz, S. T. D.	3			33			4
95	Theological department of Ursinus College	Freeland, Pa	1869	1870	Reformed	Rev. J. H. A. Bomberger, D. D	3	0		15			4
96	Theological Seminary of the Evangelical Lutheran Church.	Gettysburg, Pa	1827	1826	Lutheran	Rev. I. A. Brown, D. D., (chairman of faculty.)	3	2	3	40	0	32	12
97	Theological Seminary of the Reformed Church in the United States.	Lancaster, Pa	1831	1825	Reformed	Rev. E. V. Gerhart, D. D	3	0	0	32	0	22	10
98	Philadelphia Theological Seminary of St. Charles Borromeo.	Lower Merion, Pa	1838	1832	R. C	Very Rev. Charles P. O'Connor	9		0	100			
99	Meadville Theological School	Meadville, Pa	1846	1847	Unitarian	Rev. A. A. Livermore	4	3	0	10	0	0	5
100	Theological department of Lincoln University.	Oxford, Pa	1871	1871	Presb	Rev. I. N. Rendall, D. D	(7)		3	16			
101	Divinity School of the Protestant Episcopal Church.	Philadelphia, Pa	1862	1862	Prot. Epis	Rev. D. R. Goodwin, D. D., LL. D., (dean.)	5	1	4	25	1	12	8
102	St. Vincent's Seminary	Philadelphia, Pa., (Germantown.)			R. C	Very Rev. James Rolando, (superior.)							
103	Theological Seminary of the Evangelical Lutheran Church.	Philadelphia, Pa		1864	Evang. Luth	Rev. Charles F. Schaeffer, D. D., (chairman of faculty.)	5		*b* 5	47			15

* From Report of the Commissioner of Education for 1874.

a Also three lectureships.

b One partially.

TABLE XI.—*Statistics of schools of theology for* 1875, *&c.*—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	Denomination.	President.	Corps of instruction.			Students.			
							Resident professors and instructors.	Non-resident professors and lecturers.	Endowed professorships.	Present number.	Resident graduates.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1875.
	1	2	3	4	5	6	7	8	9	10	11	12	13
104	St. Michael's Seminary	Pittsburgh, Pa	....	1844	R. C	Rev. Stephen Wall	8	1	....	70	0	.....	6
105	Missionary Institute	Selinsgrove, Pa	1858	1856	Evang. Luth	Rev. Henry Ziegler, D. D	2	.....	a2	10	....	.....	6
106	Crozer Theological Seminary	Upland, Pa	1867	1868	Baptist	Rev. Henry G. Weston, D. D	5	.....	....	45	3	.....	11
107	Augustinian College of Villanova	Villanova, Pa	1848	1842	R. C	Rev. N. Proposta, O. S. A., (regent)	4	0	0	15	10	10	5
108	Theological Seminary of the General Assembly of the Presbyterian Church in the United States.	Columbia, S. C	1832	1829	Presb	Rev. George Howe, D. D., LL. D., (chairman of faculty.)	5	.....	....	23	....	.....	18
109	Southern Baptist Theological Seminary	Greenville, S. C	1868	1869	Baptist	Rev. James P. Boyce, D. D., LL. D.	6	.....	....	65	2	35	b33
110	Theological department of Cumberland University.	Lebanon, Tenn	1842	1856	Cumb. Presb	Nathan Green, A. M., LL. B., (chancellor.)	2	.....	a1	25	....	2	5
111	Theological department of Central Tennessee College.	Nashville, Tenn	1866	1870	Meth. Epis	Rev. J. Braden, A. M., D. D	3	3	0	16	0	0	0
112	Theological department of Vanderbilt University.	Nashville, Tenn	1873	....	M. E. South	L. C. Garland, LL. D., (chancellor;) Rev. T. O. Summers, D. D., LL. D., (dean.)	3	.....	....	52	....	.....	.....
113	Theological department of Baylor University.	Independence, Tex	1845	1864	Baptist	Rev. William Carey Crane, D. D. LL. D.	1	1	....	12	0	0	.....
114	Protestant Episcopal Theological Seminary.	Fairfax County, Va	1854	1823	Prot. Epis	Right Rev. John Johns, D. D., LL. D.	5	.....	....	51	....	.....	9
115	Union Theological Seminary of the General Assembly of the Presbyterian Church.	Hampden Sidney, Va	1867	1824	Presb	Rev. B. M. Smith, D. D., (chairman of faculty.)	4	0	4	74	0	55	24
116	St. John's Theological Seminary	Norfolk, Va	....	....	R. C	.....	.....	.....	.....	.....	.....	.....	.....
117	Richmond Institute	Richmond, Va	....	1866	Baptist	Rev. Charles H. Corey, A. M	3	.....	....	45	....	.....	.....
118	Theological Seminary of the Evangelical Lutheran Church.	Salem, Va	....	1831	Lutheran	Rev. S. A. Repass	3	.....	....	11	....	10	2
119	Nashotah House*	Nashotah Mission, Wis.	1847	1842	Prot. Epis	Rev. A. D. Cole, D. D	5	1	1	50	0	7	.....

120	Seminary of St. Francis of Sales	St. Francis, Wis	....	1856	R. C	Rev. C. Wapelhorst	12	.....	....	245	....	.....	.....
121	Theological department of Howard University.	Washington, D. C	1867	1871	Union Evang.	Rev. Lorenzo Westcott, A. M., (dean.)	3	0	0	25	0	.....	4
122	Wayland Seminary	Washington, D. C	....	1865	Baptist	Rev. G. M. P. King, A. M	4	.....	....	92	....	.....	9
123	Matthews' Hall	Golden, Colo	....	1872	Prot. Epis	Right Rev. I. F. Spalding, D. D	1	2	....	2	....	1	5

* From Report of Commissioner of Education for 1874.

a Partially.

b Thirty partial graduates, three full graduates.

TABLE XI.—*Statistics of schools of theology for* 1875, *&c.*—Continued.

Number.	Name.	Number of free scholarships.	Number of years in course.	Number of weeks in scholastic year.	Library.				Property, income, &c.			Date of next commencement.
					Number of volumes.	Number of pamphlets.	Average annual increase in books.	Amount of fund.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	
	1	14	15	16	17	18	19	20	21	22	23	24
1	Theological department of Talladega College	....	4	....	....	....	....	....	....	....	....	June 23.
2	Pacific Theological Seminary	0	3	38	1,860	....	150	....	$50,000	$50,000	$6,000	May 23.
3	San Francisco Theological Seminary	....	3	35	5,000	....	....	....	....	a80,000	....	April 27.
4	Theological Institute of Connecticut	....	3	40	7,000	....	....	$4,000	....	....	....	May.
5	Berkeley Divinity School	....	3	36	16,000	....	....	....	....	....	....	
6	Yale Divinity School	18	3	35	2,000	....	....	500	....	247,544	15,000	May 18.
7	Augusta Institute	(b)	....	40	375	25	....	0	9,000	0	0	June 22.
8	Theological department of Illinois Wesleyan University	....	....	....	....	....	....	....	....	....	....	June 15.
9	Theological department of Blackburn University	....	....	....	....	....	....	....	....	....	....	
10	Baptist Union Theological Seminary	(b)	3	34	15,000	5,000	....	....	50,000	100,000	8,000	May 11.
11	Chicago Theological Seminary	(b)	3	34	5,500	....	325	0	125,000	220,000	19,600	May 10.
12	Presbyterian Theological Seminary of the Northwest	6	3	32	8,000	....	250	2,500	225,000	149,750	14,975	April 6.
13	Bible department of Eureka College	(b)	2	37	....	....	....	....	....	....	....	June 1.
14	Garrett Biblical Institute	(b)	3	35	3,000	2,000	....	0	50,000	300,000	20,000	June 15.
15	Theological department of Lincoln University	(b)	4	16	400	155	50	....	....	18,000	1,700	June 13.
16	Wartburg Seminary	....	3	40	2,000	....	....	....	10,000	8,000	700	June 30.
17	Jubilee College	....	4	40	3,000	....	25	....	35,000	....	....	
18	Augustana Theological Seminary	(b)	2	40	....	....	....	0	....	20,000	2,000	June 13.
19	Concordia College	....	....	43	5,000	....	....	....	17,000	....	....	
20	Theological department of Shurtleff College	....	3	36	1,260	650	....	5,000	....	45,000	3,000	June 8.
21	St. Meinrad's Theological Seminary	....	4	40	....	....	....	....	100,000	....	....	July 4.
22	Theological department of Griswold College	....	3	40	4,775	300	500	....	125,000	....	....	June 28.
23	German Presbyterian Theological School of the Northwest	....	7	40	1,116	....	....	....	30,000	25,000	....	April 26.
24	Department of Theology, Iowa Wesleyan University*	....	2	....	....	....	....	....	....	....	....	
25	Bible department of Oskaloosa College	....	2, 3	40	....	....	....	....	....	30,000	1,500	June 16.
26	Danville Theological Seminary	8	3	35	10,000	....	....	0	14,000	120,000	9,658	April 27.
27	Western Baptist Theological Institute	....	2	40	....	....	....	....	....	c48,000	1,690	June 8.
28	Bible College of Kentucky University*	....	3	40	....	....	....	....	....	....	....	

29	Theological Seminary of the Diocese of Kentucky	....	3	....	1,654	.....	.....	0	.....	16,900	1,200	
30	Theological department of Bethel College	(b)	3	40	.....	.....	.....	.....	.....	.....	.....	June 8.
31	Thomson Biblical Institute, (New Orleans University)	....	3	36	.....	.....	.....	.....	.....	.....	.....	
32	Bangor Theological Seminary	0	3	37	15,000	.....	275	10,000	80,000	170,000	10,000	June 6.
33	Theological School of Bates College	....	3	37	2,300	.....	100	1,500	.....	.....	.....	June 28.
34	Centenary Biblical Institute	(b)	3	42	.....	.....	.....	.....	12,000	3,100	212	June 28.
35	St. Mary's Theological Seminary of St. Sulpice*	....	4½	42	15,000	.....	.....	.....	.....	.....	.....	July 1.
36	Theological department of Mt. St. Mary's College	0	3	40	.....	.....	.....	.....	.....	.....	.....	June 30.
37	Mt. St. Clement's College	....	11	45	9,000	500	500	.....	.....	.....	.....	
38	Woodstock College	0	7	43	18,000	2,000	200	0	150,000	0	0	
39	Andover Theological Seminary	....	3	40	34,000	12,000	800	45,000	200,000	525,000	35,000	June 29.
40	Boston University School of Theology	1	3	38	4,000	.....	.....	2,000	.....	.....	.....	June 8.
41	Divinity School of Harvard University	d15	3	39	17,000	1,400	100	0	c14,800	252,000	22,500	June 28.
42	Episcopal Theological School	0	3	40	750	.....	.....	10,500	250,000	110,000	7,700	June 21.
43	Tufts College Divinity School	(f)	4	39	.....	.....	.....	.....	.....	.....	.....	June 14.
44	Newton Theological Institution	9	3	39	13,000	.....	300	10,000	124,839	322,043	22,543	June.
45	New Church Theological School	....	....	21	550	.....	.....	.....	.....	.....	.....	
46	Theological department of Hillsdale College	....	3	37	1,000	100	100	1,000	.....	.....	.....	June 15.
47	Theological department of Hope College	0	3	38	.....	.....	.....	.....	.....	2,000	130	June 28.
48	Seabury Divinity School	6	3	36	4,500	.....	.....	.....	60,000	.....	.....	June 12.
49	Augsburg Seminary	(b)	6	32	1,200	.....	200	.....	30,000	.....	.....	June 15.
50	St. John's Seminary	0	3	40	1,081	1,242	.....	0	*31,000	0	0	June 27.
51	Bishop Green Associate Mission and Training School	(b)	3	40	.....	.....	.....	.....	5,000	0	0	July.
52	St. Vincent's College, (theological department)*	....	5	....	.....	.....	.....	.....	.....	.....	.....	June, last week.
53	Theological School of Westminster College	....	....	....	.....	.....	.....	.....	.....	.....	.....	
54	Vardeman School of Theology, (William Jewell College)	....	3	40	.....	.....	.....	.....	.....	40,000	2,500	June 8.
55	Concordia College	....	3	43	(4,800)	.....	.....	1,000	40,000	.....	.....	September 1.
56	Divinity School of Nebraska College*	....	3	40	800	.....	.....	.....	.....	.....	.....	June 29.
57	German Theological School of Newark	0	3	40	400	100	100	.....	30,000	10,000	600	June 21.
58	Drew Theological Seminary	....	3	36	10,875	.....	.....	.....	300,000	250,000	17,500	May 18.
59	Theological Seminary of the Reformed Church in America	....	3	36	26,600	.....	.....	30,000	300,000	280,000	17,900	May 16.
60	Theological Seminary of the Presbyterian Church	76	3	34	26,779	.....	894	10,000	300,000	450,000	30,000	April 25.
61	Auburn Theological Seminary	....	3	35	10,000	.....	300	5,865	200,000	280,000	19,600	May 4.
62	Tabernacle Free College	....	2	26	.....	.....	.....	.....	40,000	.....	.....	October, second Tuesday.
63	Martin Luther College, (theological department)*	....	....	44	300	.....	.....	.....	13,000	.....	.....	April 5.
64	St. Lawrence University, (theological department)	28	3, 4	39	5,600	.....	25	5,000	19,000	92,000	6,440	June 21.
65	De Lancey Divinity School	2	....	....	250	.....	.....	1,000	0	26,671	1,866	
66	Hamilton Theological Seminary	....	3	39	.....	.....	.....	.....	40,000	35,900	2,148	June 21.
67	Hartwick Seminary, (theological department)	....	3	39	.....	.....	.....	.....	.....	.....	.....	June 25.
68	Newburgh Theological Seminary	....	3	30	3,500	200	30	0	35,000	34,400	3,244	April, last week.
69	General Theological Seminary of the Protestant Episcopal Church.	....	3	37	15,208	9,200	350	6,000	*650,000	666,020	25,045	June 30.
70	Union Theological Seminary	....	3	34	33,500	.....	.....	0	200,000	750,000	55,000	May 8.
71	Seminary of Our Lady of Angels	2	4	40	4,500	.....	.....	0	*150,000	0	0	June 28.
72	Rochester Theological Seminary	20	3	34	10,000	.....	1,000	25,000	80,000	238,000	16,660	May 15.
73	St. Joseph's Provincial Seminary	....	3½	42	8,000	400	.....	.....	200,000	.....	.....	June 29.
74	Theological department of Biddle Memorial Institute	....	2, 3	34	.....	.....	.....	.....	.....	.....	.....	June 7.
75	Theological department of North Carolina College	....	3	40	.....	.....	.....	.....	.....	0	0	May 21–24.

* From Report of Commissioner of Education for 1874.

a In money and subscriptions. *b* Tuition is free. *c* Cost of building in 1826. *c* $26,000 of this are temporarily unproductive. *d* Only six of these are sufficient for the support of a student each. *f* The general convention of Universalists lends $180 a year to every needy student.

TABLE XI.—*Statistics of schools of theology for* 1875, *&c.*—Concluded.

Number.	Name.	Number of free scholarships.	Number of years in course.	Number of weeks in scholastic year.	Library.				Property, income, &c.			Date of next commencement.
					Number of volumes.	Number of pamphlets.	Average annual increase in books.	Amount of fund.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	
	1	14	15	16	17	18	19	20	21	22	23	24
76	Theological department of Shaw University	40	...	36	1,300	.....	.....	.....	$30,000	.....	.....	May 31.
77	Theological department of Trinity College	(a)	4	40	600	100	.....	$0	.....	.....	.....	June 8.
78	Theological department of German Wallace College	0	3	40	.....	.....	.....	.....	.....	.....	.....	June 8.
79	St. Charles Borromeo Theological Seminary	50	9	40	5,000	.....	200	.....	30,000	.....	.....	September 4.
80	Lane Theological Seminary	15	3	35	12,000	.....	250	9,600	160,000	$253,000	$17,000	May 10.
81	Mt. St. Mary's Provincial Seminary	0	3	40	(15,100)	.....	.....	.....	147,000	0	0	June 24.
82	St. Mary's Theological Seminary	....	5	42	.....	.....	.....	.....	75,000	.....	.....	September 1.
83	German Lutheran Seminary	....	3	40	2,500	1,750	.....	.....	.....	.....	.....	June 22.
84	Union Biblical Seminary	....	3	38	300	.....	.....	1,000	10,000	40,000	2,000	May 10.
85	Theological Seminary of Diocese of Ohio	....	3	....	7,000	.....	100	1,000	100,000	100,000	7,600	
86	Department of Theology in Oberlin College	....	3	36	3,000	700	100	.....	65,000	45,000	3,600	July 29.
87	Theological department of Wittenberg College	....	2	40	.....	.....	.....	.....	.....	.....	.....	June 15.
88	Heidelberg Theological Seminary	....	3	40	2,777	200	.....	.....	.....	35,000	1,900	June 20.
89	Christliche Bildungs-Anstalt der Mennoniten	0	3	44	.....	.....	.....	.....	17,000	150	12	January 3.
90	Theological Seminary of Wilberforce University	2	5	42	900	300	12	0	60,000	2,300	.....	June 15.
91	United Presbyterian Theological Seminary	0	3	27	5,000	.....	.....	.....	10,000	48,000	3,000	April 26.
92	Theological Seminary of the United Presbyterian Church	....	3	30	4,000	.....	.....	.....	45,000	.....	.....	October 4.
93	Western Theological Seminary of the Presbyterian Church	21	3	32	15,000	.....	.....	5,000	*200,000	317,166	21,000	April 20.
94	Moravian College and Theological Seminary	....	6	40	4,397	619	140	1,500	8,000	38,000	2,405	June 27.
95	Theological department of Ursinus College	....	2	40	.....	.....	.....	.....	.....	.....	.....	June 22.
96	Theological Seminary of the Evangelical Lutheran Church	1	3	36	11,000	.....	.....	.....	40,000	90,000	5,400	June 27.
97	Theological Seminary of the Reformed Church in the United States.	0	3	36	10,000	.....	37	2,000	25,000	60,000	3,600	May 10.
98	Philadelphia Theological Seminary of St. Charles Borromeo	60	9	41	10,500	200	200	0	.....	.....	.....	June 21.
99	Meadville Theological School	0	3	40	12,308	10,000	400	1,250	31,476	149,801	7,257	June 15.
100	Theological department of Lincoln University	2	3	30	.....	.....	.....	.....	.....	*60,000	*3,378	June 2.
101	Divinity School of the Protestant Episcopal Church	5	3	37	6,578	200	50	3,000	150,000	248,000	17,000	June 22.
102	St. Vincent's Seminary	....	....	....	6,000	.....	.....	.....	.....	0	0	

103	Theological Seminary of the Evangelical Lutheran Church	....	3	39	3,500	.....	.....	0	50,000	116,856	7,356	June 7.
104	St. Michael's Seminary	....	6	40	3,500	500	.....	.....	60,000	.....	.....	June 21.
105	Missionary Institute	0	3	39	2,500	800	.....	.....	15,000	20,000	1,200	May 31.
106	Crozer Theological Seminary	....	3	36	7,500	.....	1,100	.....	*150,000	228,000	15,000	May 10.
107	Augustinian College of Villanova	0	5	42	.....	.....	.....	.....	.....	.....	.....	June 27.
108	Theological Seminary of the General Assembly of the Presbyterian Church in the United States.	....	3	39	18,884	.....	419	0	40,000	160,000	9,000	May 11.
109	Southern Baptist Theological Seminary	....	3, 4	34	5,000	500	.....	.....	25,000	.....	.....	May 1.
110	Theological department of Cumberland University	....	2	40	3,000	.....	.....	.....	15,000	18,000	1,800	June 8.
111	Theological department of Central Tennessee College	....	3	36	.....	.....	.....	.....	.....	0	0	May 18.
112	Theological department of Vanderbilt University	4	2	....	.....	.....	.....	.....	.....	.....	.....	
113	Theological department of Baylor University	....	3–4	40	.....	.....	.....	.....	.....	.....	.....	June 7.
114	Protestant Episcopal Theological Seminary	....	3	40	10,000	3,000	.....	.....	*100,000	*115,000	8,000	June 22.
115	Union Theological Seminary of the General Assembly of the Presbyterian Church.	....	3	35	10,000	1,000	375	5,000	50,000	223,000	12,000	April 12.
116	St. John's Theological Seminary	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
117	Richmond Institute	....	4	36	1,900	.....	300	.....	50,000	8,000	.....	May.
118	Theological Seminary of the Evangelical Lutheran Church	....	3	39	500	.....	.....	.....	.....	.....	.....	June 8.
119	Nashotah House*	....	6	42	6,000	.....	.....	.....	70,000	25,000	2,000	June 29.
120	Seminary of St. Francis of Sales	....	9	40	.....	.....	.....	.....	.....	.....	.....	June 30.
121	Theological department of Howard University	0	3	37	400	0	20	0	.....	.....	.....	June 14.
122	Wayland Seminary	....	3	35	1,400	.....	.....	.....	35,000	.....	.....	May, last week.
123	Matthews' Hall	....	3	40	.....	.....	.....	.....	10,000	.....	.....	June 28.

* From Report of the Commissioner of Education for 1874. *a* Sons of preachers in the North Carolina Conference of the Methodist Episcopal Church have free tuition.

TABLE XI.—*Memoranda.*

Name.	Location.	Remarks.
Howard College School of Theology	Marion, Ala	Not a distinct department.
Augustana Seminary	Paxton, Ill	Removed to Rock Island.
Swedish-Lutheran Mission Institute	Keoknk, Iowa	Succeeded by the Swedish-American Ansgari College at Knoxville, Illinois, (see Table IX.)
St. Joseph's College	Bardstown, Ky	See Table IX.
Theological department of Adrian College	Adrian, Mich	Not a distinct department.
Baker Theological Institute, (Claflin University)	Orangeburg, S. C	Not a distinct department.
Nashville Institute	Nashville, Tenn	See Table VI.
St. Vincent's College	Wheeling, W. Va	Temporarily suspended.

TABLE XII.—*Statistics of schools of law for* 1875; *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.		Students.		
						Resident professors and instructors.	Non-resident professors and lecturers.	Present number.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1875.
	1	2	3	4	5	6	7	8	9	10
1	College of Law, Southern University	Greensboro', Ala	----	----	Rev. L. M. Smith, A. M., D. D., chancellor	3	------	------	------	------
2	School of Law, University of Alabama	Tuscaloosa, Ala	----	----	H. M. Somerville, A. M., LL.B., prof. of law	1	------	4	------	------
3	Yale Law School	New Haven, Conn	1745	1824	Hon. Francis Wayland, A. M., dean	10	3	84	------	18
4	Law department, University of Georgia	Athens, Ga	----	1866	Rev. H. H. Tucker, D. D., chancellor	3	------	14	------	12
5	Law department, Illinois Wesleyan University	Bloomington, Ill	1851	1874	Reuben M. Benjamin, A. M., dean	4	0	25	------	8
6	Union College of Law of Chicago and Northwestern Universities.	Chicago, Ill	---	1873	Hon. Henry Booth, LL. D	8	30	136	34	26
7	Law department, McKendree College	Lebanon, Ill	1834	1870	Rev. John W. Locke, D. D	1	------	7	3	2
8	Law department, Lincoln University	Lincoln, Ill	----	----	Rev. A. J. McGlumphy, D. D., president	4	------	15	------	------
9	Department of Law, Indiana University	Bloomington, Ind	----	1842	Rev. Lemuel Moss, D. D	3	0	40	------	18
10	Iowa College of Law, (Simpson Centenary College)	Des Moines, Iowa	1875	1875	C. C. Cole, LL. D., dean	5	10	34	------	------
11	Law department, Iowa State University	Iowa City, Iowa	1847	1866	William G. Hammond, LL. D., chancellor	3	5	86	23	72
12	Law department, Iowa Wesleyan University*	Mt. Pleasant, Iowa	1855	1871	Rev. John Wheeler, D. D., president	2	------	16	------	------
13	Law College, Kentucky University*	Lexington, Ky	1865	1865	John B. Bowman, LL. D., regent; Madison C. Johnson, LL. D., presiding officer.	5	------	16	------	------
14	College of Law, Central University	Richmond, Ky	1873	1874	William Chenault	2	------	4	------	------
15	Law department, University of Louisiana	New Orleans, La	1847	1847	Carleton Hunt, dean	4	------	36	------	7
16	School of Law, University of Maryland	Baltimore, Md	1812	1812	Hon. George W. Dobbin, dean	3	0	59	24	14
17	Boston University School of Law	Boston, Mass	1869	1872	Hon. George S. Hillard, LL. D., dean	15	2	165	83	54
18	Law School of Harvard University	Cambridge, Mass	---	1817	C. C. Langdell, LL. D., dean	5	0	161	96	35
19	Law department, University of Michigan	Ann Arbor, Mich	----	1858	Hon. T. M. Cooley, LL. D., dean	5	0	321	------	159
20	Law College of the University of the State of Missouri	Columbia, Mo	1839	1872	Hon Philemon Bliss, dean	4	3	21	9	9
21	Law School of Washington University	St. Louis, Mo	1853	1867	George M Stewart, A. M., dean	9	0	65	60	17
22	Albany Law School, (Union University)	Albany, N. Y	1851	1851	Isaac Edwards, LL. D,	3	------	89	------	84
23	Law School of Hamilton College	Clinton, N. Y	....	..	Rev. Samuel G. Brown, D. D, LL. D., pres't	2	------	------	------	------
24	Columbia College Law School	New York, N. Y	1860	1858	Theodore W. Dwight, LL. D., dean	5	2	522	238	------

25	Department of Law, University of the City of New York.	New York, N. Y	1830	1857	Hon. Henry E. Davies, LL. D	[illegible]	0	67	17	40
26	Law department, Rutherford College	Happy Home, N. C	1871	....	Rev. R. L. Abernethy, A. M., president	.....	.....	.....	.....	.....
27	Law department, Trinity College	Trinity, N. C	1853	1867	Rev. B. Craven, D. D., LL. D	1	.....	16	.....	0
28	Cincinnati Law School, (Cincinnati College)	Cincinnati, Ohio	1819	1833	Rufus King, dean	4	0	60	18	36
29	Ohio State and Union Law College	Cleveland, Ohio	1856	1856	Hon John Crowell, LL. D	4	.....	.....	.....	.....
30	Law department, Wilberforce University	Near Xenia, Ohio	1863	1872	Rt. Rev. D. A. Payne, D. D	2	0	1	.....	.....
31	Law department, Lafayette College	Easton, Pa	....	1875	Hon. William S. Kirkpatrick, dean	5	5	7	3	.....
32	Law department, University of Pennsylvania	Philadelphia, Pa	1850	....	E. Coppée Mitchell, A. M., dean	5	.....	59	.....	.....
33	Law School, University of South Carolina	Columbia, S. C	1868	1868	Rev. A. W. Cummings, A. M., D. D	1	.....	24	3	6
34	Neophogen Law School	Gallatin, Tenn	....	....	S. F. Wilson	4	.....	13	1	.....
35	Law School, Cumberland University	Lebanon, Tenn	1842	1847	Nathan Green, A. M., LL. D., chancellor	2	.....	52	.....	55
36	Law department, Vanderbilt University	Nashville, Tenn	....	....	L. C. Garland, LL. D., chancellor; Thomas H. Malone, M. A., dean.	3	.....	25	.....	.....
37	Law School, University of Virginia	Near Charlottesville, Va	1819	1825	James F. Harrison, M. D., ch'n of faculty	2	.....	93	.....	15
38	School of Law and Equity, Washington and Lee University.	Lexington, Va	1871	1871	J. Randolph Tucker, LL. D., senior professor	2	.....	17	.....	5
39	Law College, University of Wisconsin	Madison, Wis	1848	1868	Hon. P. L. Spooner, dean	7	0	25	8	36
40	Columbian University Law School	Washington, D. C	1821	1864	James C. Welling, LL. D	4	1	130	.....	35
41	Law department, Howard University	Washington, D. C	1867	1869	William F. Bascom, dean	2	.....	4	1	11
42	Law School of Georgetown University	Washington, D. C	....	1870	Rev. P. F. Healy, S. J., president	1	2	39	.....	11
43	National University Law School	Washington, D. C	1870	1870	W. B. Wedgewood, LL. D., vice-chancellor	3	.....	125	.....	38

* From Report of Commissioner of Education for 1874.

TABLE XII.—*Statistics of schools of law for* 1875, *&c.*—Concluded.

Number.	Name.	Location.	No. of years in course.	No. of weeks in scholastic year.	Annual cost of tuition.	Library.				Property, income, &c.				Date of next commencement.
						No. of volumes.	No. of pamphlets.	Average annual increase.	Amount of fund.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
	1	2	11	12	13	14	15	16	17	18	19	20	21	22
1	College of Law, Southern University	Greensboro', Ala												
2	School of Law, University of Alabama	Tuscaloosa, Ala	1½											
3	Yale Law School	New Haven, Conn	2	35	$90	8,000	100	1,500	$10,000					June 28.
4	Law department, University of Georgia	Athens, Ga	1	51	75	*600								Aug. 2.
5	Law department, Illinois Wesleyan University	Bloomington, Ill	2	36	40	2,000		75			$0	$0	$1,000	June 14.
6	Union College of Law of Chicago and Northwestern Universities.	Chicago, Ill	2	36	50						0	a4,000	5,000	June.
7	Law department, McKendree College	Lebanon, Ill	2	40	7									June 8.
8	Law department, Lincoln University	Lincoln, Ill												
9	Department of Law, Indiana University	Bloomington, Ind	2	38	0	700	100	75	0					June 13.
10	Iowa College of Law, (Simpson Centenary College)	Des Moines, Iowa	1	36	50	300			0		0	0	1,500	June 15.
11	Law department, Iowa State University	Iowa City, Iowa	1, 2	38	50	1,823	500	100	0				4,120	June 27.
12	Law department, Iowa Wesleyan University*	Mt. Pleasant, Iowa	2		45									June 15.
13	Law College, Kentucky University*	Lexington, Ky	2	22	50	2,000								June.
14	College of Law, Central University	Richmond, Ky	2		80									June, 3d Thurs.
15	Law department, University of Louisiana	New Orleans, La	2	20	100					$15,000			2,000	
16	School of Law, University of Maryland	Baltimore, Md	2	34	100	0	0	0	0		0	0	3,000	June.
17	Boston University School of Law	Boston, Mass	3	30	75, 100	1,600								June 1.
18	Law School of Harvard University	Cambridge, Mass	2	37	150	15,500		1,000	0		647,701	11,845	17,820	June 28.
19	Law department, University of Michigan	Ann Arbor, Mich	2			3,500			0					Mar., last Wed.
20	Law College of the University of the State of Missouri	Columbia, Mo	2	21	40	1,000								Mar. 31.
21	Law School of Washington University	St. Louis, Mo	2	24	60, 80	3,000					500	50	3,500	May 15.
22	Albany Law School, (Union University)	Albany, N. Y	1	38	130						0	0		May 20.
23	Law School of Hamilton College	Clinton, N. Y	1		60	5,000								
24	Columbia College Law School	New York, N. Y	2	32	100	4,100								May.
25	Department of Law, University of the City of New York.	New York, N. Y	2	36	100	1,200	0	50	0		0	0	3,500	May 10.
26	Law department, Rutherford College	Happy Home, N. C												
27	Law department, Trinity College	Trinity, N. C	2	40	40									June 8.
28	Cincinnati Law School, (Cincinnati College)	Cincinnati, Ohio	2	30	30, 60	938	0						2,853	Apr. 19.

29	Ohio State and Union Law College	Cleveland, Ohio	2	39	60									
30	Law department, Wilberforce University	Near Xenia, Ohio	2	42		50	0		0					
31	Law department, Lafayette College	Easton, Pa	2	29	100	400							630	June 28.
32	Law department, University of Pennsylvania	Philadelphia, Pa	2	40	80									
33	Law School, University of South Carolina	Columbia, S. C	2	40										Dec. 21.
34	Neophogen Law School	Gallatin, Tenn	1	39	60									June 1.
35	Law School, Cumberland University	Lebanon, Tenn	1	40	120					10,000				June 8.
36	Law department, Vanderbilt University	Nashville, Tenn	2		120									June 18.
37	Law school, University of Virginia	Near Charlottesville, Va	1	39	80									June 29.
38	School of Law and Equity, Washington and Lee University.	Lexington, Va	1, 2		85									June 28.
39	Law College, University of Wisconsin	Madison, Wis	1	38	58	300	0		0				1,050	June 21.
40	Columbian University Law School	Washington, D. C	2	36	80					20,000		c1,200	6,151	June 14.
41	Law department. Howard University	Washington, D. C	2	37	40	300	20		0		10,000	600	820	June 7.
42	Law School of Georgetown University	Washington, D. C	2	34	80									June.
43	National University Law School	Washington, D. C	2	36	(d)									May, last week.

* From Report of Commissioner of Education for 1874. *a* Appropriated by the universities to this college. *b* Also one-fourth interest in a fund of $413,092.
c From rents of offices in law building. *d* Tuition free; incidental expenses, $5 per month.

TABLE XII.—*Memoranda.*

Name.	Location.	Remarks.
Law School of Northwestern Christian University	Indianapolis, Ind	Suspended.
Law department of Lincoln University	West Chester, Pa	Closed.
Law School of Richmond College	Richmond, Va	Closed.

TABLE XIII.—*Statistics of schools of medicine, of dentistry, and of pharmacy for* 1875; *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.		Students.				
						Resident professors and instructors.	Non-resident professors and lecturers.	Present number.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1875.	Number of years in course.	Number of weeks in scholastic year.
	1	2	3	4	5	6	7	8	9	10	11	12
	I. MEDICAL AND SURGICAL.											
	1. *Regular.*											
1	College of Medicine, Southern University	Greensboro', Ala	....	....	Rev. L. M. Smith, A. M., D. D., chancellor.	5	.....	.....	.....	.....	....	....
2	Medical College of Alabama	Mobile, Ala	1860	1860	William H. Andersen, M. D., dean	9	0	50	.....	36	2	24
3	College of Medicine, University of California	San Francisco, Cal	1864	1864	A. A. O'Neil, A. M., M. D., dean	12	0	.....	0	14	2	....
4	Medical College of the Pacific, (University College)	San Francisco, Cal	1859	1858	Henry Gibbons, jr., M. D., dean	12	1	39	1	13	2	20
5	Medical Institution of Yale College	New Haven, Conn	1810	1813	Charles A. Lindsley, M. D., dean	7	2	42	13	14	3	34
6	Atlanta Medical College*	Atlanta, Ga	1854	1855	V. H. Taliaferro, M. D., dean	10	1	140	.....	.....	2	17
7	Medical College of Georgia, (University of Georgia)	Augusta, Ga	1832	1832	Louis A. Dugas, M. D., LL. D., dean	12	.....	63	.....	33	1	14
8	Savannah Medical College	Savannah, Ga	1838	1853	Juriah Harriss, M. D., president; W. Duncan, M. D., dean.	14	.....	*13	0	9	2	16
9	Chicago Medical College, (Northwestern University)	Chicago, Ill	1859	1859	Nathan S. Davis, A. M., M. D., dean	19	0	140	11	46	3	37
10	Rush Medical College, (Chicago University)	Chicago, Ill	1843	1844	Joseph W. Freer, M. D	23	.....	200	.....	78	3	20
11	Woman's Hospital Medical College	Chicago, Ill	1870	1870	W. Godfrey Dyas, M. D., F. R. C. S.	17	.....	34	.....	10	2	33
12	Medical College of Evansville	Evansville, Ind	1846	1846	George B. Walker, M. D., dean	10	0	25	.....	6	1	23
13	College of Physicians and Surgeons	Indianapolis, Ind	1873	1873	Henry Jameson, dean	8	2	62	.....	27	2	20
14	Indiana Medical College, (Indiana University)	Indianapolis, Ind	1869	1869	Rev. Lemuel Moss, D. D., president	15	0	126	.....	.....	2	20
15	Medical department of Iowa State University	Iowa City, Iowa	....	1870	W. F. Peck, M. D., dean	7	7	10	.....	19	a2	22
16	College of Physicians and Surgeons	Keokuk, Iowa	1849	1850	J. C. Hughes, M. D., dean	8	2	175	.....	86	3	16
17	Transylvania Medical College, (Kentucky University)	Lexington, Ky	....	1872	James M. Bush, M. D., dean†	7	.....	3	.....	0	a2	17
18	Hospital College of Medicine, (Central University)	Louisville, Ky	1873	1874	William H. Bolling, M. D., dean	13	.....	89	.....	57	2	24
19	Kentucky School of Medicine*	Louisville, Ky	1851	1852	E. S. Gaillard, M. D., LL. D., dean	9	.....	.....	.....	.....	2	20
20	Louisville Medical College*	Louisville, Ky	1869	1869	E. S. Gaillard, M. D., LL. D., dean	8	.....	306	.....	.....	2	24
21	Medical department, University of Louisville*	Louisville, Ky	1837	1837	J. M. Bodine, M. D., dean	12	0	170	.....	.....	2	20

22	Charity Hospital Medical College	New Orleans, La	1874	1874	D. Warren Brickoll, M. D., dean	10	1	36	2	12	*b*2	21
23	Medical department, University of Louisiana	New Orleans, La	1835	1834	T. G. Richardson, M. D., dean	8	0	118	.....	41	3	17
24	Medical School of Maine, (Bowdoin College)	Brunswick, Me	1820	1820	Joshua L. Chamberlain, LL. D	2	6	97	9	15	3	16
25	College of Physicians and Surgeons	Baltimore, Md	1872	1872	Thomas Opie, M. D., dean	11	.....	94	.....	40	2	23
26	School of Medicine, (University of Maryland)	Baltimore, Md	1807	1807	Samuel C. Chew, M. D , dean	11	.....	110	.....	50	2	20
27	School of Medicine, (Washington University)	Baltimore, Md	1826	1826	J. E. Lindsay, M. D., dean	13	.....	50	2	29	2	21
28	Medical School of Harvard University	Boston, Mass	....	1782	Calvin Ellis, M. D., dean	(35)		192	78	.....	3	38
29	Medical department, University of Michigan	Ann Arbor, Mich	....	1849	A. B. Palmer, M. A., M. D., dean	10	0	312	17	82	2	26
30	Detroit Medical College	Detroit, Mich	1868	1868	Edward W. Jenks, M. D.	16	.....	99	.....	29	3	40
31	Medical College, (University of the State of Missouri)	Columbia, Mo	1839	1873	Joseph G. Norwood, M. D., dean	7	.....	33	0	6	2	36
32	Kansas City College of Physicians and Surgeons	Kansas City, Mo	1869	1869	Simeon S. Todd, M. D	9	.....	28	0	8	2	21
33	Missouri Medical College	St. Louis, Mo	1840	1840	John S. Meore, M. D	11	.....	200	20	75	1	22
34	St. Louis Medica College	St. Louis, Mo	1832	1842	John T. Hedgen, M. D., dean	9	0	135	.....	47	2	21
35	New Hampshire Medical Institution, (Dartmouth College)	Hanover, N. H	1769	1797	C. P. Frost, M. D., dean	1	9	84	18	25	3	42
36	Albany Medical College, (Union University)	Albany, N. Y	1839	1839	Rev. E. N. Potter, D. D., (acting)	7	3	125	.....	39	3	24
37	Long Island College Hospital	Brooklyn, N. Y	1858	1860	Samuel G. Armor, M. D., LL. D., dean	(19)		.....	.....	44	*b*2	.....
38	Medical department, University of Buffalo	Buffalo, N. Y	1846	1847	M. G. Potter, M. D., dean	4	4	110	6	44	3	20
39	Bellevue Hospital Medical College	New York, N. Y	1861	1861	Isaac E. Taylor, M. D	18	1	425	.....	196	*b*2	35
40	College of Physicians and Surgeons, (Columbia College)	Now York, N. Y	1807	1807	Alonzo Clark, M. D	25	.....	434	.....	108	3	20
41	Medical department, University of the City of New York	New York, N. Y	....	1841	Charles I. Pardee, M. D., dean	32	.....	450	77	95	3	32
42	New York Free Medical College for Women	51 St. Mark's Place, New York, N. Y.	1871	1871	Frederic R. Marvin, M. D	17	1	67	3	9	3	26
43	Women's Medical College of the New York Infirmary	128 Second avenue, corner Eighth st., New York, N. Y.	1864	1864	Samuel Willcts, president board trustees; Mercy N. Baker, M. D., secretary of college.	.....	16	40	10	3	3	34
44	Medical College of Syracuse University	Syracuse, N. Y	1870	1872	Frederick Hydo, M. D., dean	12	3	72	10	11	3	38
45	Cincinnati College of Medicine and Surgery	Cincinnati, Ohio	1851	1851	D. D. Bramble, M. D., dean	10	.....	124	.....	65	*b*2	.....
46	Medical College of Ohio	Cincinnati, Ohio	1819	1819	Reberts Bartholow, M. D., dean	10	.....	282	.....	102	3	20
47	Miami Medical College	Cincinnati, Ohio	1852	1852	John A. Murphy, M. D., dean	12	.....	122	.....	36	3	32
48	Cleveland Medical College, (Western Reserve College)	Cleveland, Ohio	1843	1843	John Bennett, M. D., dean	11	.....	86	.....	33	2	20
49	Medical department, University of Wooster	Cleveland, Ohio	1864	1864	Gustav C. E. Weber, M. D., dean	9	3	84	6	27	3	20
50	Columbus Medical College	Columbus, Ohio	1875	1876	D. N. Kinsman, M. D	5	7	60	.....	33	3	24
51	Starling Medical College	Columbus, Ohio	1846	1846	Francis Cartor, M. D., dean	10	4	30	.....	19	2	20
52	Medical department, Willamette University	Salem, Oreg	1853	1867	D. Payton, M. D	7	1	23	3	7	3	24
53	Jefferson Medical College	Philadelphia, Pa	1825	1824	John B. Biddle, M. D., dean	7	10	500	.....	170	*c*2	43
54	Medical department, University of Pennsylvania	Philadelphia, Pa	1749	1765	Robert E. Rogers, M. D., dean	(13)		482	.....	.....	*c*2	22
55	Woman's Medical College of Pennsylvania	Philadelphia, Pa	1850	1850	Prof. Rachel L. Bodley, A. M., dean	.....	14	75	.....	12	3	32
56	Medical College of the State of South Carolina	Charleston, S. C	1832	1832	R. A. Kinlech, M. D., dean	.....	7	63	.....	20	2	20
57	Medical department, University of South Carolina †	Columbia, S. C	1868	1868	A. W. Cummings, A. M., D. D	1	.....	0	.....	0	2	40
58	Medical department, Vanderbilt University	Nashville, Tenn	....	1874	L. C. Garland, M. D., chancellor; Thomas Menees, M. D., dean.	(12)		*210	.....	.....	*c*2	21
59	Texas Medical College and Hospital	Galveston, Tex	1873	1873	J. M. Callaway, M. D	5	2	23	.....	8	2	16
60	Medical department, University of Vermont	Burlington, Vt	1791	1809	A. P. Grinnell, M. D., dean	4	8	62	5	30	2	16
61	Medical College of Virginia	Richmond, Va	1851	1837	James B. McCaw, M. D., dean	14	.....	37	.....	17	2	33
62	Medical School, University of Virginia	University of Virginia, Va.	1819	1825	James F. Harrisen, M. D., chairman of faculty.	4	*d*1	50	.....	20	1	39
63	Medical department, Georgetown University	Washington, D. C	1848	1848	Robert Reyburn, M. D., dean	0	19	30	.....	13	3	21
64	Medical department, Howard University	Washington, D. C	1867	1868	Gideon S. Palmer, M. D., dean	8	.....	27	.....	6	3	21
65	National Medical College, (Columbian University)	Washington, D. C	1821	1825	John C. Riley, M. D., dean	8	0	54	.....	8	*c*2	21

* From Report of Commissioner of Education for 1874.
† Recently deceased.
‡ School suspended.
a Three years of study, two of lectures.
b Three years of study and two courses of lectures.
c With three years' study.
d Instructor.

TABLE XIII.—*Statistics of schools of medicine, of dentistry, and of pharmacy for* 1875, *&c.*—Continued.

Number.	Name.	Location.	Date of charter.	Date of organization.	President or dean.	Corps of instruction.		Students.			Number of years in course.	Number of weeks in scholastic year.
						Resident professors and instructors.	Non-resident professors and lecturers.	Present number.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1875.		
	1	2	3	4	5	6	7	8	9	10	11	12
	2. *Eclectic.*											
66	College of American Medicine and Surgery	Macon, Ga	1839	1839	A. L. Clinkscales, M. D., dean	4	3	30	.....	16	....	16
67	Bennett College of Eclectic Medicine and Surgery	Chicago, Ill	1862	1857	Milton Jay, M. D., dean	12	.....	80	25	28	2	22
68	Eclectic Medical College of the City of New York	No. 1 Livingston Place and East Fifteenth st., New York, N. Y.	1865	1865	Robert S. Newton, M. D	8	2	100	20	29	3	....
69	Eclectic Medical Institute	Cincinnati, Ohio	1845	1843	John M. Scudder, M. D	7	.....	188	.....	68	3	30
	3. *Homœopathic.*											
70	Hahnemann Medical College and Hospital of Chicago*	Chicago, Ill	1859	1860	J. S. Mitchell, A. M., M. D., dean	14	0	92	.....	.....	....	29
71	School of Medicine of Boston University	East Concord street, Boston, Mass.	1869	1873	J. T. Talbot, M. D., dean	18	9	170	.....	30	3	36
72	Homœopathic Medical College, (University of Michigan)	Ann Arbor, Mich	....	1875	Samuel A. Jones, M. D., dean	2	.....	24	.....	.....	a2	25
73	Homœopathic Medical College of Missouri*	St. Louis, Mo	1857	1858	John T. Temple, A. M., M. D	8	4	.....	35	.....	2	18
74	Missouri School of Midwifery and Diseases of Women and Children.	St. Louis, Mo	1875	1875	Alfred E. Riess, M. D	3	.....	19	2	16	1	24
75	St. Louis Homœopathic Medical College	2623 Morgan street, St. Louis, Mo.	1875	1875	F. R. Moore, M. D., dean	7	.....	.....	.....	.....	2½	20
76	New York Homœopathic Medical College	568 Fifth avenue, New York, N. Y.	1859	1859	J. W. Dowling, M. D., dean	22	.....	138	.....	38	3	40
77	New York Medical College and Hospital for Women	Northeast corner Lexington avenue and Thirty-seventh st., New York, N. Y.	1863	1863	Mrs. C. S. Lozier, M. D., dean	1	12	27	1	9	3	32

78	Pulte Medical College	Corner Seventh and Mound streets, Cincinnati, Ohio.	1872	1872	William Owens, M. D., dean	11	0	54	8	23	3	36
79	Homœopathic Hospital College	Cleveland, Ohio	1849	1849	N. Schneider, M. D	12					3	20
80	Hahnemann Medical College of Philadelphia	Philadelphia, Pa	1848	1848	A. R. Thomas, M. D., dean	12	1	140	12	52	2, 3	20
	II. DENTAL.											
81	New Orleans Dental College	New Orleans, La	1867	1867	A. F. McLain, M. D., D. D. S., dean	7	0	9	0	1	2	17
82	Baltimore College of Dental Surgery	Baltimore, Md	1839	1840	Ferdinand J. S. Gorgas, M. D., D. D. S., dean.	10		50	25	17	2	35
83	Maryland Dental College	Baltimore, Md	1872	1872	R. B. Winder, M. D., D. D. S., dean	10		16		10	2	26
84	Boston Dental College	Boston, Mass	1867	1867	I. J. Wetherbee, D. D. S	6		23	4	14	3	17
85	Dental School of Harvard University	Boston, Mass		1867	Thomas H. Chandler, D. M. D., dean	14	0	34	3	5	*b*2	20
86	Dental College of Michigan University	Ann Arbor, Mich	1875	1875	J. Taft, D. D. S., dean	5	2	19	10		3	26
87	Missouri Dental College	St. Louis, Mo	1866	1866	W. H. Eames, D. D. S., dean	12		14		6	2	22
88	New York College of Dentistry	New York, N. Y	1865	1866	Frank Abbott, M. D., dean	9	2	66	2	16	2	20
89	Ohio College of Dental Surgery	Cincinnati, Ohio	1844	1845	J. Taft, D. D. S., dean	6	2	28	10	6	2	20
90	Pennsylvania College of Dental Surgery	Philadelphia, Pa	1856	1856	Elias Wildman, M. D., D. D. S., dean	14	6	90	8	27	2	35
91	Philadelphia Dental College	Philadelphia, Pa	1863	1863	J. H. McQuillen, M. D., D. D. S., dean	18	3	105		41	2	48
92	American Dental College	Austin, Tex	1873	1873	Edward Clay Wise, D. D. S	9	0	13	3	8	3	16
	III. PHARMACEUTICAL.											
93	California College of Pharmacy	San Francisco, Cal	1872	1872	William T. Wenzell	4		40		5	1	24
94	Chicago College of Pharmacy	77 Dearborn street, Chicago, Ill.	1859	1859	James W. Mill	5	0	30		9		42
95	School of Pharmacy, Iowa Wesleyan University*	Mt. Pleasant, Iowa			Rev. J. W. Spaulding, Ph. D., president of university.			3			1	40
96	Louisville College of Pharmacy	Louisville, Ky	1873	1870	C. Lewis Diehl	3		36		4	2	20
97	Maryland College of Pharmacy	Baltimore, Md	1841	1841	J. Brown Baxley, dean	2	1	60		14	*c*2	24
98	Massachusetts College of Pharmacy	Boston, Mass	1852	1867	Samuel M. Colcord	3	0	75		6	*d*2	25
99	School of Pharmacy, University of Michigan	Ann Arbor, Mich		1868	Albert B. Prescott, Prof. Phar	11	0	74	2	18	3	36
100	St. Louis College of Pharmacy*	St. Louis, Mo	1865	1864	Theodore Fay, M. D., dean	3					2	24
101	College of Pharmacy of the City of New York	New York, N. Y	1831	1829	Paul Balluff	5	0	170	0	38	2	41
102	College of Pharmacy of Baldwin University	Berea, Ohio	1856	1866	Aaron Schuyler, LL. D	4		4		4	1	30
103	Cincinnati College of Pharmacy	Cincinnati, Ohio	1850	1871	F. L. Eaton	3		80	0	17	2	21
104	Philadelphia College of Pharmacy	Philadelphia, Pa	1822	1821	Dillwyn Parrish	0	3	316		80	2	21
105	Tennessee College of Pharmacy	Nashville, Tenn	1872	1872	Gen. E. Kirby Smith	6		8		8	2	20
106	National College of Pharmacy	Washington, D. C	1872	1872	Robert B. Ferguson	3	0	26		5	2	22

* From Report of Commissioner of Education for 1874.

a With three years' study. *b* No diploma is given without three years of study.

c With four years in dispensary store. *d* With four years' practical experience in compounding and dispensing.

TABLE XIII.—*Statistics of schools of medicine, of dentistry, and of pharmacy for* 1875, *&c.*—Continued.

Number.	Name.	Library.				Amount of—			Property, income, &c.				Date of next commencement.
		Number of volumes.	Number of pamphlets.	Average annual increase in books.	Amount of fund.	Matriculation fee.	Graduation fee.	Annual cost of tuition.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition and other fees.	
	1	13	14	15	16	17	18	19	20	21	22	23	24
	I. MEDICAL AND SURGICAL.												
	1. *Regular.*												
1	College of Medicine, Southern University	500	0	.....	$0	$25	$30	$0	$175,000	$0	$0	$0	March 20.
2	Medical College of Alabama	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
3	College of Medicine, University of California	.....	.....	.....	.....	5	40	$130	75,000	0	0	.....	
4	Medical College of the Pacific, (University College)	0	.....	.....	0	5	40	130	.....	0	0	$4,000	November.
5	Medical Institution of Yale College	2,200	.....	.....	.....	5	25	164	a200,000	$25,000	.....	.....	June 29.
6	Atlanta Medical College*	300	.....	.....	.....	5	25	.....	25,000	0	0	3,700	March 4.
7	Medical College of Georgia, (University of Georgia)	5,000	1,000	.....	0	5	30	65	50,000	0	0	3,300	March 1.
8	Savannah Medical College	*4,000	.....	.....	.....	5	30	105	*40,000	0	0	.....	March 1.
9	Chicago Medical College, (Northwestern University)	.....	.....	.....	.....	5	20	50	a45,000	0	0	6,868	March 21.
10	Rush Medical College, (Chicago, University)	.....	.....	.....	.....	5	25	70	.....	.....	.....	.....	February 16.
11	Woman's Hospital Medical College	50	40	.....	.....	5	20	50	4,000	.....	.....	1,100	March.
12	Medical College of Evansville	.....	.....	.....	.....	5	25	60	.....	.....	.....	500	February.
13	College of Physicians and Surgeons	.....	.....	.....	.....	5	25	40	5,000	10,000	2,000	5,000	March 1.
14	Indiana Medical College, (Indiana University)	500	5,000	25	2,000	10	25	25	b4,500	0	0	5,000	February 28.
15	Medical department of Iowa State University	.....	.....	.....	.....	5	25	30	.....	.....	.....	.....	March 1.
16	College of Physicians and Surgeons	.....	.....	.....	.....	5	30	30	75,000	0	0	9,000	February 17.
17	Transylvania Medical College, (Kentucky University)	7,000	.....	.....	0	5	20	(c)	.....	.....	0	.....	
18	Hospital College of Medicine, (Central University)	.....	.....	.....	0	5	30	60	16,000	0	0	3,900	June, last week.
19	Kentucky School of Medicine*	.....	.....	.....	.....	5	30	120	b500	.....	.....	.....	July.
20	Louisville Medical College*	.....	.....	.....	.....	5	30	120	b2,000	.....	.....	11,000	March.
21	Medical department, University of Louisville*	4,000	.....	.....	.....	5	30	60	.....	.....	.....	.....	March 1.
22	Charity Hospital Medical College	1,500	300	.....	.....	5	30	105	35,000	0	0	4,765	
23	Medical department, University of Louisiana	2,000	.....	.....	0	5	30	155	100,000	0	0	11,820	March 15.
24	Medical School of Maine, (Bowdoin College)	4,000	.....	.....	.....	5	20	75	25,000	2,500	150	5,297	July 13.
25	College of Physicians and Surgeons	.....	.....	.....	.....	5	20	120	.....	.....	.....	.....	February 29.

26	School of Medicine, (University of Maryland)					5	20	125	100, 000			19, 000	February 23.
27	School of Medicine, (Washington University)					5	20	80	25, 000			5, 000	February 24.
28	Medical School of Harvard University	2, 000				5		200		*48, 184	*4, 369	35, 028	
29	Medical department, University of Michigan	1, 500			0	d10	5	15–20					March.
30	Detroit Medical College					5	25	55	40, 000			6, 287	February 28.
31	Medical College, (University of the State of Missouri)						5	40					July 4.
32	Kansas City College of Physicians and Surgeons	100	150	25	0	5	20	65	b1, 200	1, 000	100	1, 550	March 7.
33	Missouri Medical College				0	5	25	65	50, 000			14, 000	March 2.
34	St. Louis Medical College	1, 130				5	20	120	60, 000	0	0	9, 025	March 15.
35	New Hampshire Medical Institution, (Dartmouth College)	1, 000	500	100	0	5	25	122	40, 000	0	0	6, 000	June 29.
36	Albany Medical College, (Union University)	4, 800	150			5	25	100	50, 000	0	0	8, 485	December 23.
37	Long Island College Hospital					5	25	100					June, last week.
38	Medical department, University of Buffalo	600	300		0	5	25	75	45, 000			6, 480	February 23.
39	Bellevue Hospital Medical College	0	0	0	0	5	30	140	e10, 000	0	0		February 21.
40	College of Physicians and Surgeons, (Columbia College)	1, 200				5	30	155	151, 000	f 9, 332		35, 375	March, 1st week.
41	Medical department, University of the City of New York					5	30	145	100, 000				February 15.
42	New York Free Medical College for Women	0	0			5	15	0	27, 250	0	0	370	April.
43	Women's Medical College of the New York Infirmary					5	30	150	27, 500			1, 865	March 29.
44	Medical College of Syracuse University	2, 000	800			5	25	100	25, 000	0	0	3, 000	June 28.
45	Cincinnati College of Medicine and Surgery					5	25	25	30, 000				February.
46	Medical College of Ohio	5, 000				5	25	40					March 1.
47	Miami Medical College					5	25	40	50, 000			6, 600	February 29.
48	Cleveland Medical College, (Western Reserve College)	900	400	30		5	30	50	75, 000	0	0		February 21.
49	Medical department, University of Wooster					5	30	40	50, 000				February 24.
50	Columbus Medical College					30	25	30	6, 000			2, 400	March 1.
51	Starling Medical College	2, 000	500	100	0	5	25	108	80, 000	0	0	1, 000	March 1.
52	Medical department, Willamette University	50	300			5	30	120				2, 600	May 30.
53	Jefferson Medical College					5	30	140	60, 000	0	0	45, 000	March 11.
54	Medical department, University of Pennsylvania	3, 000				5	30	140					March.
55	Woman's Medical College of Pennsylvania					5	30	120	60, 000	64, 250	4, 612	3, 195	March.
56	Medical College of the State of South Carolina					5	30	50	15, 000				March 2.
57	Medical department, University of South Carolina†					0	0	0				150	December 21.
58	Medical department, Vanderbilt University						36	55	*250, 000				
59	Texas Medical College and Hospital	60	90		0	5	30	15	b500			3, 190	March 19.
60	Medical department, University of Vermont	0				5	25	70	15, 500	0	0	4, 200	June 28.
61	Medical College of Virginia	1, 000				5	30	125	60, 000		g 1, 500	5, 000	March.
62	Medical School, University of Virginia					h30	15	110					June 29.
63	Medical department, Georgetown University	0	0	0	0	5	30	135	b2, 000	0	0		March 10.
64	Medical department, Howard University					10	30	0	*75, 000	0	0		March 8
65	National Medical College, (Columbian University)					5	30	135				5, 000	March 9.
	2. Eclectic.												
66	College of American Medicine and Surgery	500				65	25	65	10, 000	0	0	2, 500	March 6.
67	Bennett College of Eclectic Medicine and Surgery	500	200	100		5	25	50	100, 000			5, 000	October 3.
68	Eclectic Medical College of the City of New York	400			0	5	30	100	26, 000	0	0	3, 000	January 27.
69	Eclectic Medical Institute					70	25		80, 000	0	0	14, 928	February.

* From Report of Commissioner of Education for 1874.
† School suspended.
a Value of buildings and apparatus.
b Apparatus.
c $15 to each professor.
d To residents of Michigan; $25 to others.
e Apparatus and fixtures.
f Also a sinking fund of $4,888.
g State appropriation.
h Includes use of library.

TABLE XIII.—*Statistics of schools of medicine, of dentistry, and of pharmacy for* 1875, *&c.*—Concluded.

Number.	Name.	Library.				Amount of—			Property, income, &c.				Date of next commencement.
		Number of volumes.	Number of pamphlets.	Average annual increase in books.	Amount of fund.	Matriculation fee.	Graduation fee.	Annual cost of tuition.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition and other fees.	
	1	13	14	15	16	17	18	19	20	21	22	23	24
	3. *Homœopathic.*												
70	Hahnemann Medical College and Hospital of Chicago*	0				$5	$30	$115	$60,000			$6,500	February 11.
71	School of Medicine of Boston University	1,500	1,000	200	$0	5	30	100	150,000	$50,000	$2,500	6,000	March 1.
72	Homœopathic Medical College, (University of Michigan)					a10		15					March 29.
73	Homœopathic Medical College of Missouri*					5	30	75		0	0	2,000	February 25.
74	Missouri School of Midwifery and Diseases of Women and Children.						25	75	400			600	May 27.
75	St. Louis Homœopathic Medical College					5	30	50					February.
76	New York Homœopathic Medical College					5	30	b115	10,000			14,929	March 2.
77	New York Medical College and Hospital for Women	200	300			5	0	50	135,000	10,000	600		March.
78	Pulte Medical College	480	1,700	120	0	5	30	75		0	0	3,500	February 3.
79	Homœopathic Hospital College					75	30	250	75,000				February 16.
80	Hahnemann Medical College of Philadelphia	2,000	500		0	5	30	100	50,000			9,545	March 9.
	II. DENTAL.												
81	New Orleans Dental College	0				5	30	100	c500	0	0	550	March 15.
82	Baltimore College of Dental Surgery	(1,000)				5	30		c10,000			8,000	March.
83	Maryland Dental College					5	30	120				2,500	October 1.
84	Boston Dental College	75				5	30					3,000	March 2.
85	Dental School of Harvard University	88	27			5	30	150	20,000	0	0	4,433	February 9.
86	Dental College of Michigan University					d10, 25	5	d15, 20					March 29.
87	Missouri Dental College	300	100	50		5	30	105	1,000			1,500	October 10.
88	New York College of Dentistry					5	30	115	e4,000	0	0	6,471	February 23.
89	Ohio College of Dental Surgery	50	100			5	30	110	20,000			3,000	March 1.
90	Pennsylvania College of Dental Surgery					5	30	150				7,050	February 26.
91	Philadelphia Dental College					5	30	100	12,500			12,734	February 25.
92	American Dental College					20	30	120					November 15.

	III. PHARMACEUTICAL.												
93	California College of Pharmacy	100	250			2½	10		c1, 000			c590	October.
94	Chicago College of Pharmacy	2, 500	800	250	500	4	5	36	15, 000	0	0	2, 000	October 2.
95	School of Pharmacy, Iowa Wesleyan University*					35	5	10					
96	Louisville College of Pharmacy	30	60	3		5	10			1, 350	80	1, 690	March 10.
97	Maryland College of Pharmacy	330	50			4	10	36, 51	5, 000				March, 2d week.
98	Massachusetts College of Pharmacy	850	575	50	0	4	10	45	f8, 000	2, 500	175	3, 975	April.
99	School of Pharmacy, University of Michigan					d10, 25		d15, 20					June 28.
100	St. Louis College of Pharmacy*	100				2	5	32	c500			1, 500	March 12.
101	College of Pharmacy of the City of New York	1, 200	180	70		2	10	36	c4, 000	19, 700	1, 400	9, 151	March 21.
102	College of Pharmacy of Baldwin University						5	45				200	February 17.
103	Cincinnati College of Pharmacy	100	200			5	10	30	g1, 000			2, 500	March 9.
104	Philadelphia College of Pharmacy	2, 350				4	10	36	76, 000	16, 000	1, 550		March 14.
105	Tennessee College of Pharmacy					5	10	36, 51	c750			500	March 1.
106	National College of Pharmacy	200	100		0	5	15	25	c500	0	0	1, 200	April 11.

* From Report of Commissioner of Education for 1874.
a To residents of Michigan; $25 to others.
b Fee for entire term of 3 years, $180.
c Apparatus.
d For non-residents of Michigan.
e Includes subscriptions to capital stock.
f Value of apparatus, library, and cabinet.
g Furniture and apparatus.

TABLE XIII.—*Memorandum.*

Name.	Location.	Remark.
Medical department of Lincoln University	Chester County, Pa	Closed.

TABLE XIV.—PART 1.—*Summary of examinations for admission to the United States Military Academy for the year* 1875.

States and Territories.	Number of candidates.	Number accepted.	Number rejected.							
			Total.	On what account.						
				Physical disability.	For deficiency in—					
					Reading.	Writing and orthography.	Arithmetic.	Geography.	Grammar.	History.
Alabama	5	5	.....	.....	.....	.....	.....	.....	.....	.....
Arkansas	5	3	2	.....	.....	1	1	1	.....	2
California	1	1	.....	.....	.....	.....	.....	.....	.....	.....
Connecticut	2	2	.....	.....	.....	.....	.....	.....	.....	.....
Delaware	1	1	.....	.....	.....	.....	.....	.....	.....	.....
Florida	1	.....	1	.....	.....	.....	1	1	1	.....
Georgia	2	2	.....	.....	.....	.....	.....	.....	.....	.....
Illinois	11	5	6	1	.....	1	2	1	3	2
Indiana	9	5	4	.....	1	3	2	1	1	2
Iowa	3	2	1	.....	.....	1	1	1	1	1
Kansas	1	1	.....	.....	.....	.....	.....	.....	.....	.....
Kentucky	6	4	2	.....	.....	.....	1	.....	.....	1
Louisiana	5	3	2	.....	.....	2	.....	1	1	1
Maine	2	1	1	.....	1	1	1	1	.....	.....
Maryland	1	1	.....	.....	.....	.....	.....	.....	.....	.....
Massachusetts	7	5	2	.....	.....	2	.....	.....	1	.....
Michigan	3	2	1	1	.....	.....	.....	.....	.....	.....
Minnesota	1	1	.....	.....	.....	.....	.....	.....	.....	.....
Mississippi	1	1	.....	.....	.....	.....	.....	.....	.....	.....
Missouri	6	3	3	.....	.....	1	.....	2	2	2
Nebraska	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Nevada	1	1	.....	.....	.....	.....	.....	.....	.....	.....
New Hampshire	1	.....	1	.....	.....	.....	.....	.....	.....	1
New Jersey	1	1	.....	.....	.....	.....	.....	.....	.....	.....
New York	19	12	7	.....	.....	1	4	4	3	3
North Carolina	2	2	.....	.....	.....	.....	.....	.....	.....	.....
Ohio	10	7	3	.....	.....	2	.....	2	1	3
Oregon	1	1	.....	.....	.....	.....	.....	.....	.....	.....
Pennsylvania	17	11	6	.....	1	2	2	4	4	3
Rhode Island	1	1	.....	.....	.....	.....	.....	.....	.....	.....
South Carolina	6	2	4	1	.....	2	2	1	3	1
Tennessee	7	5	2	.....	.....	.....	.....	.....	1	1
Texas	1	.....	1	.....	.....	1	.....	1	1	.....
Vermont	1	1	.....	.....	.....	.....	.....	.....	.....	.....
Virginia	6	1	5	1	.....	3	3	4	2	3
West Virginia	5	3	2	.....	.....	.....	1	.....	1	.....
Wisconsin	1	.....	.....	.....	.....	1	.....	.....	.....	.....
Arizona	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Colorado	1	.....	1	.....	.....	1	.....	.....	.....	.....
Dakota	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
District of Columbia	1	1	.....	.....	.....	.....	.....	.....	.....	.....
Idaho	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Montana	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
New Mexico	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Utah	1	1	.....	.....	.....	.....	.....	.....	.....	.....
Washington	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Wyoming	1	1	.....	.....	.....	.....	.....	.....	.....	.....
Foreign	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
At large	37	22	15	2	1	6	4	2	8	5
Total	194	121	72	6	4	31	25	27	34	31

TABLE XIV.—PART 2.—*Summary of examinations for admission to the United States Naval Academy for the year* 1875.

States and Territories.	Number of candidates.	Number accepted.	Number rejected.							
			Total.	On what account.						
				Physical disability.	For deficiency in—					
					Reading.	Writing and orthography.	Arithmetic.	Geography.	Grammar.	History, *a*.
Alabama	2	2	0	0	0	0	0	0	0	0
Arkansas	3	1	2	0	0	0	2	1	0	0
California	1	1	0	0	0	0	0	0	0	0
Connecticut	2	1	1	1	0	0	0	0	0	0
Delaware	2	1	1	1	0	0	0	0	0	0
Florida	3	1	2	0	0	0	2	0	0	0
Georgia	2	1	1	0	0	0	1	0	0	0
Illinois	11	3	8	2	0	3	6	3	2	0
Indiana	10	7	3	0	0	1	2	2	2	0
Iowa	6	1	5	1	0	2	4	3	4	0
Kansas	1	1	0	0	0	0	0	0	0	0
Kentucky	9	2	7	0	0	3	7	3	5	0
Louisiana	5	4	1	0	1	1	1	1	1	0
Maine	3	1	2	0	0	2	2	2	1	0
Maryland	2	0	2	0	0	0	2	0	0	0
Massachusetts	4	2	2	0	0	1	2	2	1	0
Michigan	5	4	1	0	0	0	1	1	0	0
Minnesota	0	0	0	0	0	0	0	0	0	0
Mississippi	1	0	1	0	0	0	1	0	0	0
Missouri	7	5	2	0	0	2	2	0	0	0
Nebraska	0	0	0	0	0	0	0	0	0	0
Nevada	0	0	0	0	0	0	0	0	0	0
New Hampshire	1	1	0	0	0	0	0	0	0	0
New Jersey	4	2	2	0	0	2	2	2	0	0
New York	14	6	8	2	0	4	5	4	5	0
North Carolina	2	1	1	0	0	0	1	0	0	0
Ohio	10	4	6	1	0	1	5	2	2	0
Oregon	1	0	1	0	0	1	1	1	1	0
Pennsylvania	18	5	13	3	5	6	10	8	9	0
Rhode Island	1	1	0	0	0	0	0	0	0	0
South Carolina	3	2	1	0	0	0	1	0	0	0
Tennessee	9	3	6	0	0	4	6	5	4	0
Texas	8	3	5	1	0	2	4	2	4	0
Vermont	1	0	1	0	0	1	1	1	1	0
Virginia	5	2	3	1	0	0	2	1	0	0
West Virginia	0	0	0	0	0	0	0	1	0	0
Wisconsin	3	2	1	0	0	0	1	0	0	0
Arizona	0	0	0	0	0	0	0	0	0	0
Colorado	0	0	0	0	0	0	0	0	0	0
Dakota	0	0	0	0	0	0	0	0	0	0
District of Columbia	1	1	0	0	0	0	0	0	0	0
Idaho	1	0	1	0	0	1	1	1	0	0
Montana	2	1	1	0	0	0	1	1	1	0
New Mexico	0	0	0	0	0	0	0	0	0	0
Utah	0	0	0	0	0	0	0	0	0	0
Washington	1	0	1	0	0	1	1	1	1	0
Wyoming	0	0	0	0	0	0	0	0	0	0
Foreign	0	0	0	0	0	0	0	0	0	0
At large	23	18	5	2	0	1	2	2	2	0
Total	187	90	97	15	6	39	79	49	46	0

a Not examined in this branch

TABLE XV.—PART 1.—*Degrees conferred in* 1875 *by universities, colleges, scientific*

[The following are the explanations of abbreviations used in Part 1 of this table: L. B., Bachelor of of Science; B. C. E., Bachelor of Civil Engineering; C. E., Civil Engineer; B. Agr., Bachelor of Agri Mining Engineer; D. E., Dynamic Engineer; B. Arch., Bachelor of Architecture; Ph. B., Bachelor of B., Bachelor of Divinity; D. D., Doctor of Divinity; M. D., Doctor of Medicine; D. D. S., Doctor of

NOTE.—0 shows that no degrees were

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.
	1	2	3	4	5	6	7	8
1	Agricultural and Mechanical College of Alabama, Auburn, Ala	4	.....	....	....	....	....	....
2	Southern University, Greensboro', Ala	7	0	....	2	....	3	....
3	Howard College, Marion, Ala	2	3	....	2	....	....	....
4	Spring Hill College, near Mobile, Ala	7	.....	....	7	....	....	....
5	Evening Shade College, Evening Shade, Ark	0	0	....	....	....	....	....
6	Arkansas Industrial University, Fayetteille, Ark	0	0	....	....	....	....	....
7	St. John's College of Arkansas, Little Rock, Ark	8	3	....	5	....	....	....
8	University of California, Oakland, Cal	42	.....	....	10	....	3	....
9	St. Ignatius College, San Francisco, Cal	8	.....	....	5	....	....	....
10	St. Mary's College, San Francisco, Cal	7	0	....	6	....	....	....
11	University College of San Francisco, San Francisco, Cal	13	.....	....	....	....	....	....
12	Santa Clara College, Santa Clara, Cal	6	1	....	2	....	....	....
13	University of the Pacific, Santa Clara, Cal	10	2	....	1	....	5	1
14	Pacific Methodist College, Santa Rosa, Cal	5	.....	....	....	....	....	....
15	Trinity College, Hartford, Conn	31	6	....	17	....	14	5
16	Yale College, New Haven, Conn	220	14	....	96	....	....	9
17	Delaware College, Newark, Del	10	1	5	1	....	....	....
18	University of Georgia, Athens, Ga	75	0	....	20	....	....	....
19	Atlanta University, Atlanta, Ga	0	0	....	....	....	....	....
20	Mercer University, Macon, Ga	39	2	7	20	....	3	1
21	Abingdon College, Abingdon, Ill	9	.....	....	3	....	....	....
22	Illinois Wesleyan University, Bloomington, Ill	32	5	....	12	....	5	1
23	Carthage College, Carthage, Ill	4	0	....	3	....	....	....
24	Eureka College, Eureka, Ill	2	.....	....	1	....	1	....
25	Northwestern University, Evanston, Ill	110	3	1	18	....	16	....
26	Ewing College, Ewing, Ill	0	0	....	....	....	....	....
27	McKendree College, Lebanon, Ill	43	3	....	10	....	6	2
28	Lincoln University, Lincoln, Ill	*b*2	.....	....	....	....	....	....
29	Monmouth College, Monmouth, Ill	34	3	....	17	....	....	....
30	Northwestern College, Naperville, Ill	*c*6	.....	....	....	....	....	....
31	Augustana College, Rock Island, Il	0	.....	....	....	....	....	....
32	Shurtleff College, Upper Alton, Ill	11	3	....	8	....	....	....
33	Illinois Industrial University, Urbana, Ill	0	0	....	....	....	....	....
34	Westfield College, Westfield, Ill	6	.....	....	3	....	1	....
35	Wheaton College, Wheaton, Ill	11	0	....	*d*3	....	8	....
36	Indiana University, Bloomington, Ind	45	5	....	12	....	....	3
37	Bourbon College, Bourbon, Ind	0	0	....	....	....	....	....
38	Fort Wayne College, Fort Wayne, Ind	0	0	....	....	....	....	....
39	Franklin College, Franklin, Ind	4	1	....	1	....	3	....
40	Indiana Asbury University, Greencastle, Ind	*b*35	*b*3	....	....	....	....	....
41	Hartsville University, Hartsville, Ind	4	1	....	3	....	....	1
42	North Western Christian University, Irvington, Ind	8	.....	....	....	....	8	....
43	Purdue University, Lafayette, Ind	*e*1	0	....	....	....	....	....
44	Smithson College, Logansport, Ind	4	.....	....	1	....	....	....
45	Union Christian College, Merom, Ind	7	.....	....	....	....	1	....
46	Moore's Hill College, Moore's Hill, Ind	2	3	....	....	....	2	3
47	Earlham College, Richmond, Ind	3	0	....	1	....	....	....
48	Ridgeville College, Ridgeville, Ind	2	0	....	1	....	....	....
49	Iowa State Agricultural College, Ames, Iowa	20	0	....	....	....	....	....
50	Norwegian Luther College, Decorah, Iowa	6	0	....	6	....	....	....
51	University of Des Moines, Des Moines, Iowa	2	0	....	2	....	....	....
52	Upper Iowa University, Fayette, Iowa	10	1	....	5	....	1	....
53	Simpson Centenary College, Indianola, Iowa	13	.....	....	1	....	*f*6	....
54	Iowa State University, Iowa City, Iowa	123	.....	....	23	....	....	....
55	German College, Mt. Pleasant, Iowa	1	.....	....	....	....	1	....

a These were conferred on young women, and are "mistress of science."
b Degrees not specified.

and other professional schools, and by schools for the superior instruction of women.

Letters; A. B., Bachelor of Arts; A. M., Master of Arts; Sc. B., Bachelor of Science; Sc. M., Master culture; B. M. E., Bachelor of Mining Engineering; M. E., Mining Engineer; C. & M. E., Civil and Philosophy; Ph. D., Doctor of Philosophy; Mus. B., Bachelor of Music; Mus. D., Doctor of Music; D. Dental Surgery; Ph. G., Graduate in Pharmacy; LL. B., Bachelor of Laws; LL. D., Doctor of Laws.]

conferred; ..... indicates none returned.

SCIENCE.										PHILOSOPHY.				ART.		THEOLOGY.		MEDICINE.			LAW.		
Sc. B.		Sc. M.								Ph. B.		Ph. D.											
In course.	Honorary.	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. D.	In course, D. D. S.	In course, Ph. G.	In course, LL. B.	Honorary, LL. D.	Number.
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
3	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	1
...	...	...	...	...	...	...	...	...	...	2	...	...	...	...	...	...	...	...	...	...	...	...	2
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	...	...	...	..	1	3
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	5
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	6
...	...	...	...	...	...	...	...	...	...	3	...	...	...	...	...	...	3	...	...	...	...	...	7
...	...	...	...	...	...	...	...	...	...	15	...	...	...	...	...	...	...	14	...	...	...	...	8
3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	9
1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	10
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	13	...	...	...	...	11
4	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	12
2	...	...	...	...	...	...	...	...	...	2	...	...	...	...	...	...	1	...	...	...	...	...	13
*a*5	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	14
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	15
...	...	...	...	2	...	...	...	...	2	51	...	4	...	...	...	31	2	14	...	...	17	3	16
...	...	...	...	...	...	...	...	...	...	4	...	...	...	...	...	...	...	...	...	...	...	1	17
2	...	...	...	5	...	...	...	2	...	1	...	...	...	...	...	...	...	33	...	...	12	...	18
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	19
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	20
6	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	21
4	...	...	...	...	...	...	...	...	...	1	...	2	...	...	...	...	4	...	...	...	8	...	22
1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	23
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	24
3	...	...	...	1	...	...	...	...	...	5	...	...	...	...	...	...	3	40	...	...	26	...	25
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	26
9	...	16	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	2	...	27
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	28
17	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3	...	...	...	...	...	29
4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	30
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	31
...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	2	2	...	...	...	...	1	32
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	33
2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	34
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	35
15	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	18	2	36
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	37
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	38
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	39
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	40
...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	41
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	42
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	43
3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	44
4	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	45
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	46
2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	47
1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	48
20	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	49
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	50
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	51
...	...	4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	52
4	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	53
..	...	...	...	...	...	...	...	...	...	9	...	...	...	...	...	...	...	19	...	...	72	.	54
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	55

c Includes two "M. E. L."
d These are "artium sorores."

e Bachelor of chemistry.
f Includes one *ad eundem*

TABLE XV.—PART 1.—*Degrees conferred in*

NOTE.—0 shows that no degrees were

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.
	1	2	3	4	5	6	7	8
56	Iowa Wesleyan University, Mt. Pleasant, Iowa	34	2	....	6	....	10	1
57	Cornell College, Mt. Vernon, Iowa	25	2	....	3	....	7	....
58	Oskaloosa College, Oskaloosa, Iowa	7	.....	....	2	....	.....	....
59	Penn College, Oskaloosa, Iowa	1	.....	....	.....	....	.....	....
60	Central University of Iowa, Pella, Iowa	3	4	....	3	....	.....	2
61	Whittier College, Salem, Iowa	10	1	....	.....	....	.....	....
62	Tabor College, Tabor, Iowa	6	0	....	6	....	.....	....
63	Western College, Western College, Iowa	9	.....	....	1	....	6	....
64	University of Kansas, Lawrence, Kans	7	1	....	3	....	.....	....
65	Kansas State Agricultural College, Manhattan, Kans	2	0	....	2	....	.....	....
66	Berea College, Berea, Ky	3	.....	....	3	....	.....	....
67	Cecilian College, Cecilian Junction, Ky	3	.....	....	3	....	.....	....
68	Centre College, Danville, Ky	22	2	....	15	....	7	....
69	Eminence College, Eminence, Ky	9	.....	....	4	....	5	....
70	Kentucky Military Institute, Farmdale, Ky	3	.....	....	3	....	.....	....
71	Georgetown College, Georgetown, Ky	12	0	....	4	....	2	....
72	Kentucky Wesleyan University, Millersburgh, Ky	5	.....	....	5	....	.....	....
73	Central University, Richmond, Ky	57	.....	....	.....	....	.....	....
74	Bethel College, Russellville, Ky	11	8	....	6	....	.....	6
75	Louisiana State University, Baton Rouge, La	48	.....	....	.....	....	.....	....
76	St. Charles College, Grand Côteau, La	0	0	....	.....	....	.....	....
77	St. Mary-Jefferson College, St. James, La	4	.....	....	4	....	.....	....
78	Bowdoin College, Brunswick, Me	72	6	....	37	....	12	1
79	Bates College, Lewiston, Me	18	*b*3	....	18	....	.....	....
80	Maine State College of Agriculture and the Mechanic Arts, Orono, Me.	*c*18	.....	....	.....	....	.....	....
81	Colby University, Waterville, Me	18	5	....	16	....	2	3
82	St. John's College, Annapolis, Md	5	2	....	5	....	.....	....
83	Loyola College, Baltimore, Md	3	.....	....	3	....	.....	....
84	Maryland Agricultural College, College Station, Md	4	0	....	2	....	.....	....
85	Rock Hill College, Ellicott City, Md	3	.....	....	2	....	1	....
86	Western Maryland College, Westminster, Md	*d*3	2	....	.....	....	.....	1
87	Amherst College, Amherst, Mass	55	2	....	46	....	8	....
88	Massachusetts Agricultural College, Amherst, Mass	18	0	....	.....	....	.....	....
89	Boston College, Boston, Mass	0	0	....	.....	....	.....	....
90	Boston University, Boston, Mass	100	.....	....	.....	....	.....	....
91	Massachusetts Institute of Technology, Boston, Mass	*e*0	0	....	.....	....	.....	....
92	Harvard University, Cambridge, Mass	202	6	....	133	....	13	1
93	Tufts College, College Hill, Mass	29	1	....	12	....	3	....
94	College of the Holy Cross, Worcester, Mass	16	0	....	13	....	3	....
95	Worcester County Free Institute of Industrial Science, Worcester, Mass.	19	.....	....	.....	....	.....	....
96	Adrian College, Adrian, Mich	7	0	....	5	....	1	....
97	University of Michigan, Ann Arbor, Mich	391	2	....	42	....	28	....
98	Battle Creek College, Battle Creek, Mich	0	0	....	.....	....	.....	....
99	Hillsdale College, Hillsdale, Mich	32	4	....	8	....	.....	4
100	Hope College, Holland City, Mich	11	.....	....	6	....	5	....
101	Kalamazoo College, Kalamazoo, Mich	*h*7	2	....	3	....	2	1
102	Michigan State Agricultural College, Lansing, Mich	16	0	....	.....	....	.....	....
103	Olivet College, Olivet, Mich	10	.....	....	5	....	4	....
104	University of Minnesota, Minneapolis, Minn	9	0	1	3	....	.....	....
105	Carleton College, Northfield, Minn	0	0	....	.....	....	.....	....
106	St. John's College, St. Joseph, Minn	9	.....	....	7	....	2	....
107	Mississippi College, Clinton, Miss	7	.....	....	6	....	.....	....
108	University of Mississippi, Oxford, Miss	15	1	....	11	....	2	....
109	Alcorn University, Rodney, Miss	0	0	....	.....	....	.....	....
110	University of the State of Missouri, Columbia, Mo	*h*32	1	....	13	....	2	....
111	Central College, Fayette, Mo	2	0	....	.....	....	1	....
112	Westminster College, Fulton, Mo	3	0	....	3	....	.....	....

a Includes masters in pharmacy.
b These are S. T. D.
c Includes three degrees of mechanical engineer.
d Degrees not specified.
e Includes seven degrees of mechanical engineer, one degree in chemistry, and one in physics.

1875 *by universities, colleges, &c.*—Continued.

conferred; .... indicates none returned.

SCIENCE.										PHILOSOPHY.				ART.		THEOLOGY.		MEDICINE.[e]			LAW.		
Sc. B.		Sc. M.								Ph. B.		Ph. D.											
In course.	Honorary.	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. D.	In course, D. D. S.	In course, Ph. G.	In course, LL. B.	Honorary, LL. D.	Number.
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
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f These are D. M. D.
g Three were not in course.
h Includes one Ph. M.
i Eight degrees in horticulture were also conferred.

TABLE XV.—PART 1.—*Degrees conferred in*

NOTE.—0 shows that no degrees were

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.
	1	2	3	4	5	6	7	8
113	Pritchett School Institute, Glasgow, Mo	5	.....	3	2	....	....	....
114	Lincoln College, Greenwood, Mo	5	0	....	5	....	....	....
115	Thayer College, Kidder, Mo	0	.....	....	....	....	....	....
116	La Grange College, La Grange, Mo	4	2	....	3	....	1	....
117	St. Louis University, St. Louis, Mo	7	.....	....	4	....	3	....
118	Washington University, St. Louis, Mo	23	0	....	4	....	1	....
119	University of Nebraska, Lincoln, Nebr	1	.....	....	....	....	....	....
120	Dartmouth College, Hanover, N. H	39	*a*19	....	....	2	....	10
121	Stevens Institute of Technology, Hoboken, N. J	*b*8	0	....	....	....	....	....
122	Rutgers College, New Brunswick, N. J	59	9	....	23	1	16	3
123	College of New Jersey, Princeton, N. J	.....	*c*11	.....	....	....	....	2
124	Seton Hall College, South Orange, N. J	15	.....	....	8	....	6	....
125	Alfred University, Alfred, N. Y	*d*5	.....	....	2	....	....	....
126	St. Stephen's College, Annandale, N. Y	12	1	....	8	....	4	....
127	Brooklyn Collegiate and Polytechnic Institute, Brooklyn, N. Y.	4	.....	....	1	....	....	....
128	St. Lawrence University, Canton, N. Y	12	1	....	2	....	2	1
129	Hobart College, Geneva, N. Y	10	*e*7	....	7	....	....	2
130	Madison University, Hamilton, N. Y	38	5	....	26	....	11	3
131	Cornell University, Ithaca, N. Y	55	.....	....	8	....	....	....
132	Ingham University, Le Roy, N. Y	*f*6	.....	....	....	....	....	....
133	College of the City of New York, New York, N. Y	30	4	....	17	....	....	3
134	College of St. Francis Xavier, New York, N. Y	25	3	....	16	3	9	....
135	Columbia College, New York, N. Y	156	*g*8	....	21	....	27	....
136	Manhattan College, New York, N. Y	*h*20	0	....	....	....	....	....
137	University of the City of New York, New York, N. Y	135	.....	....	....	....	....	....
138	Vassar College, Poughkeepsie, N. Y	42	0	....	42	....	....	....
139	University of Rochester, Rochester, N. Y	24	.....	....	22	....	....	....
140	Union University, Schenectady, N. Y	123	.....	....	....	....	....	....
141	Syracuse University, Syracuse, N. Y	56	1	....	15	....	15	....
142	University of North Carolina, Chapel Hill, N. C	0	0	....	....	....	....	....
143	Davidson College, Davidson College, N. C	18	.....	....	15	....	3	....
144	Rutherford College, Happy Home, N. C	6	3	....	4	....	2	1
145	North Carolina College, Mt. Pleasant, N. C	3	0	....	1	....	2	....
146	Trinity College, Trinity, N. C	20	0	....	14	....	6	....
147	Wake Forest College, Wake Forest, N. C	9	2	....	6	....	2	....
148	Ohio University, Athens, Ohio	10	2	....	8	....	2	2
149	Baldwin University, Berea, Ohio	19	.....	....	7	....	....	....
150	German Wallace College, Berea, Ohio	4	0	....	2	....	2	....
151	St. Xavier College, Cincinnati, Ohio	6	0	....	5	....	1	....
152	University of Cincinnati, Cincinnati, Ohio	0	0	....	....	....	....	....
153	Ohio Agricultural and Mechanical College, Columbus, Ohio	0	0	....	....	....	....	....
154	Ohio Wesleyan University, Delaware, Ohio	27	5	....	23	....	....	2
155	Kenyon College, Gambier, Ohio	8	0	....	8	....	....	....
156	Denison University, Granville, Ohio	*h*11	4	....	....	....	....	....
157	Hiram College, Hiram, Ohio	12	.....	....	3	....	5	....
158	Western Reserve College, Hudson, Ohio	11	2	....	11	....	....	....
159	Marietta College, Marietta, Ohio	23	0	....	22	....	1	....
160	Mt. Union College, Mt. Union, Ohio	75	3	....	59	....	5	....
161	Franklin College, New Athens, Ohio	2	6	....	1	....	....	....
162	Muskingum College, New Concord, Ohio	5	.....	....	....	....	3	....
163	Oberlin College, Oberlin, Ohio	56	0	....	35	....	11	....
164	One Study University, Scio, Ohio	15	0	....	4	....	....	....
165	Wittenberg College, Springfield, Ohio	36	2	....	19	....	17	....
166	Heidelberg College, Tiffin, Ohio	8	8	....	....	....	8	5
167	Otterbein University, Westerville, Ohio	18	0	....	9	....	1	....
168	Geneva College, West Geneva, Ohio	8	0	....	4	....	....	....
169	Wilmington College, Wilmington, Ohio	4	.....	....	4	....	....	....
170	University of Wooster, Wooster, Ohio	58	6	....	20	....	8	....

a Includes 1 honorary M. D.
b These are mechanical engineer.
c Includes 1 D. S.
d Includes 3 S. A.

1875 *by universities, colleges, &c.*—Continued.

conferred; .... indicates none returned.

SCIENCE.										PHILOSOPHY.				ART.		THEOLOGY.		MEDICINE.			LAW.		
Sc. B.		Sc. M.								Ph. B.		Ph. D.											
In course.	Honorary.	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. D.	Honorary, D. D.	In course, M. D.	In course, D. D. S.	In course, Ph. G.	In course, LL. B.	Honorary, LL. D.	Number.
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
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e Includes 4 S. T. D.
f 3 A. P., 1 A. C., and 2 A. P. M.
g Includes 5 S. T. D.
h Degrees not specified.

TABLE XV.—PART 1.—*Degrees conferred in*

NOTE.—0 shows that no degrees were

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.
	1	2	3	4	5	6	7	8
171	Wilberforce University, near Xenia, Ohio	4	a1	....	....	....	....	....
172	Xenia College, Xenia, Ohio	b4	.....	....	....	....	....	....
173	Antioch College, Yellow Springs, Ohio	6	1	....	4	....	2	1
174	Corvallis College, Corvallis, Oreg	2	0	....	....	....	....	....
175	Corvallis State Agricultural College, Corvallis, Oreg	2	.....	....	....	....	....	....
176	Pacific University and Tualatin Academy, Forest Grove, Oreg	3	.....	....	....	....	....	....
177	McMinnville College, McMinnville, Oreg	0	0	....	....	....	....	....
178	Christian College, Monmouth, Oreg	6	0	....	....	....	....	....
179	Philomath College, Philomath, Oreg	4	0	....	....	....	1	....
180	Willamette University, Salem, Oreg	7	.....	....	....	....	....	....
181	Muhlenburg College, Allentown, Pa	20	0	....	7	....	13	....
182	Lebanon Valley College, Annville, Pa	7	1	....	1	....	6	....
183	Moravian College and Theological Seminary, Bethlehem, Pa	4	.....	....	4	....	....	....
184	Dickinson College, Carlisle, Pa	23	5	....	23	....	....	2
185	Pennsylvania Military Academy, Chester, Pa	19	3	....	1	....	....	2
186	Lafayette College, Easton, Pa	50	3	....	26	....	14	....
187	Pennsylvania College, Gettysburg, Pa	35	2	....	16	....	19	1
188	Thiel College, Greenville, Pa	a8	.....	....	....	....	....	....
189	Haverford College, Haverford College, Pa	13	1	....	10	....	3	1
190	Franklin and Marshall College, Lancaster Pa	22	6	....	15	....	7	3
191	St. Vincent's College, near Latrobe, Pa	4	2	....	2	....	1	....
192	University at Lewisburg, Lewisburg, Pa	30	6	....	16	....	10	3
193	Allegheny College, Meadville, Pa	10	2	....	10	....	....	....
194	Mercersburg College, Mercersburg, Pa	12	2	....	9	....	3	....
195	New Castle College, New Castle, Pa	2	.....	....	1	....	....	....
196	Westminster College, New Wilmington, Pa	15	4	....	15	....	....	....
197	University of Pennsylvania, Philadelphia, Pa	50	5	....	16	....	28	1
198	Western University of Pennsylvania, Pittsburg, Pa	12	1	....	4	....	2	....
199	Pennsylvania State College, State College Post-Office, Pa	4	0	....	1	....	....	....
200	Swarthmore College, Swarthmore, Pa	13	0	....	8	....	....	....
201	Villanova College, Villanova, Pa	5	1	....	2	....	....	....
202	Washington and Jefferson College, Washington, Pa	23	9	....	21	2	1	....
203	Brown University, Providence, R. I	70	9	....	43	....	27	5
204	College of Charleston, Charleston, S. C	6	.....	....	6	....	....	....
205	University of South Carolina, Columbia, S. C	6	0	....	....	....	....	....
206	Erskine College, Due West, S. C	8	3	....	8	....	....	....
207	Wofford College, Spartanburg, S. C	a18	.....	....	....	....	....	....
208	Newberry College, Walhalla, S. C	6	2	....	4	....	2	2
209	East Tennessee Wesleyan University, Athens, Tenn	6	3	....	1	....	....	2
210	King College, Bristol, Tenn	3	2	....	3	....	....	....
211	Southwestern Presbyterian University, Clarksville, Tenn	4	.....	....	4	....	....	....
212	Neophogen Male and Female College, Gallatin, Tenn	.....	1	....	....	....	....	....
213	Hiwassee College, Hiwassee College, Tenn	8	0	....	8	....	....	....
214	Greeneville and Tusculum College, Home, Tenn	2	1	....	2	....	....	....
215	East Tennessee University, Knoxville, Tenn	11	2	....	8	....	3	....
216	Cumberland University, Lebanon, Tenn	77	9	....	13	....	....	4
217	Bethel College, McKenzie, Tenn	2	.....	....	....	....	2	....
218	Manchester College, Manchester, Tenn	6	.....	....	3	....	3	....
219	Maryville College, Maryville, Tenn	10	2	....	5	....	5	....
220	Christian Brothers' College, 232 Adams street, Memphis, Tenn	2	1	....	2	....	....	1
221	Mosheim Male and Female Institute, Mosheim, Tenn	6	.....	....	5	....	....	....
222	Mossy Creek Baptist College, Mossy Creek, Tenn	.....	7	....	....	7	....	....
223	Central Tennessee College, Nashville, Tenn	.....	2	....	....	....	....	....
224	Fisk University, Nashville, Tennessee	3	0	....	3	....	....	....
225	University of the South, Sewanee, Tenn	4	c2	....	2	....	....	....
226	Woodbury College, Woodbury, Tenn	0	0	....	....	....	....	....
227	Texas Military Institute, Austin, Tex	0	0	....	....	....	....	....
228	Southwestern University, Georgetown, Tex	0	0	....	....	....	....	....
229	Baylor University, Independence, Tex	2	1	....	2	....	....	....
230	Salado College, Salado, Tex	d3	0	....	2	....	....	....
231	Trinity University, Tehuacana, Tex	16	3	....	9	....	....	....

a Degrees not specified.

b 3 M. E. L., and 1 M. L. L.

1875 *by universities, colleges, &c.*—Continued.

conferred; ..... indicates none returned,

SCIENCE.										PHILOSOPHY.				ART.		THEOLOGY.		MEDICINE.			LAW.		
Sc. B.		Sc. M.								Ph. B.		Ph. D.											
In course.	Honorary.	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. D.	Honorary, D. D.	In course, M. D.	In course, D. D. S.	In course, Ph. G.	In course, LL. B.	Honorary, LL. D.	Number.
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
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c One is D. C. L.

d Includes 1 B. E. L.

TABLE XV.—PART 1.—*Degrees conferred in*

NOTE.—0 shows that no degrees were

Number.	Institutions and locations.	ALL CLASSES.		LETTERS.				
		All degrees.			A. B.		A. M.	
		In course.	Honorary.	In course, L. B.	In course.	Honorary.	In course.	Honorary.
	1	2	3	4	5	6	7	8
232	University of Vermont and State Agricultural College, Burlington, Vt.	47	10	....	8	....	6	2
233	Middlebury College, Middlebury, Vt	15	5	....	7	....	8	3
234	Norwich University, Northfield, Vt	4	.....	....	....	....	....	....
235	Virginia Agricultural and Mechanical College, Blacksburg, Va	c12	0	....	....	....	....	....
236	Emory and Henry College, Emory, Va	11	2	....	11	....	....	2
237	Hampden Sidney College, Hampden Sidney, Va	6	0	....	6	....	....	....
238	Virginia Military Institute, Lexington, Va	d2	0	....	....	....	....	....
239	Washington and Lee University, Lexington, Va	24	6	....	3	....	6	....
240	Richmond College, Richmond, Va	0	0	....	....	....	....	....
241	Roanoke College, Salem, Va	19	2	....	19	....	....	2
242	University of Virginia, University of Virginia, Va	41	.....	....	....	....	....	....
243	College of William and Mary, Williamsburg, Va	4	4	....	3	....	....	1
244	Bethany College, Bethany, W. Va	17	5	7	6	....	....	5
245	West Virginia University, Morgantown, W. Va	7	1	....	6	....	....	....
246	Lawrence University, Appleton, Wis	18	0	....	3	....	3	....
247	Beloit College, Beloit, Wis	10	2	....	3	....	7	1
248	University of Wisconsin, Madison, Wis	e68	2	1	12	....	....	2
249	Milton College, Milton, Wis	4	7	....	3	....	....	1
250	St. John's College, Prairie du Chien, Wis	2	.....	....	2	....	....	....
251	Racine College, Racine, Wis	14	f1	....	9	....	5	....
252	Ripon College, Ripon, Wis	13	0	....	7	....	....	....
253	Northwestern University, Watertown, Wis	3	0	....	2	....	1	....
254	Georgetown College, Georgetown, D. C	20	7	....	7	....	....	3
255	Columbian University, Washington, D. C	43	.....	....	....	....	....	....
256	Howard University, Washington, D. C	21	.....	....	4	....	....	....
257	National Deaf-Mute College, Washington, D. C	6	0	....	6	....	....	....
258	Territorial School of Mines, Golden City, Colo	0	0	....	....	....	....	....

a Includes 1 *ad eundem*.
b One is honorary.
c Includes 3 degrees in the School of Mechanics, and 3 in the School of Agriculture and of Mechanics.

1875 *by universities, colleges, &c.*—Concluded.

conferred; ..... indicates none returned.

SCIENCE.										PHILOSOPHY.				ART.		THEOLOGY.		MEDICINE.			LAW.		
Sc. B.		Sc. M.								Ph. B.		Ph. D.											
In course.	Honorary.	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. D.	In course, D. D. S.	In course, Ph. G.	In course, LL. B.	Honorary, LL. D.	Number.
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
...	...	....	....	3	....	....	....	....	....	....	....	....	3	....	....	....	*a*2	*b*31	....	....	....	*a*2	232
...	...	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	2	....	....	....	....	....	233
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d Also 43 "graduate of Virginia Military Institute."
e Includes 2 degrees of master of engineering.
f S. T. D.

TABLE XV.—PART 2.—*Degrees conferred in professional schools not connected with universities and colleges.*

[The following are the explanations of abbreviations used in Part 2 of this table: D. B., Bachelor of Divinity; D. D., Doctor of Divinity; M. D., Doctor of Medicine; D. D. S., Doctor of Dental Surgery; Ph. G., Graduate in Pharmacy; LL. B., Bachelor of Laws; LL. D., Doctor of Laws.]

Number.	Institutions and locations.	Degrees of all classes in course.	Theology.		Medicine.			Law.	
			In course, D. B.	Honorary, D. D.	In course, M. D.	In course, D. D. S.	In course, Ph. G.	In course, LL. B.	Honorary, LL. D.
	1	2	3	4	5	6	7	8	9
	SCHOOLS OF THEOLOGY.								
1	San Francisco Theological Seminary, San Francisco, Cal	2	2						
2	Theological Institute of Connecticut, Hartford, Conn	*a*8							
3	Berkeley Divinity School, Middletown, Conn	*a*10							
4	Baptist Union Theological Seminary, Chicago, Ill	9	9						
5	Chicago Theological Seminary, Chicago, Ill	8	8						
6	Presbyterian Theological Seminary of the Northwest, Chicago, Ill.	*a*9							
7	Garrett Biblical Institute, Evanston, Ill	10	10						
8	Theological department of Griswold College, Davenport, Iowa.	*a*1							
9	German Presbyterian Theological School, Dubuque, Iowa	*a*1							
10	Bangor Theological Seminary, Bangor, Me	*b*17							
11	Woodstock College, Woodstock, Md	*a*6							
12	Andover Theological Seminary, Andover, Mass	*b*18							
13	The Episcopal Theological School, Cambridge, Mass	3	3						
14	Newton Theological Institution, Newton Centre, Mass	*a*24							
15	Seabury Divinity School, Faribault, Minn	4	4						
16	Augsburg Seminary, Minneapolis, Minn	*a*3							
17	Bishop Green Associate Mission and Training School, Dry Grove, Miss.	*a*1							
18	Concordia College, St. Louis, Mo	*a*23							
19	German Theological School, Bloomfield, N. J	*b*7							
20	Drew Theological Seminary, Madison, N. J	18	18						
21	Theological Seminary of the Reformed Church, New Brunswick, N. J.	*a*9							
22	Theological Seminary of the Presbyterian Church, Princeton, N. J.	*b*31							
23	Theological Seminary of Auburn, Auburn, N. Y	*b*9							
24	The Tabernacle Free College, Brooklyn, N. Y	*b*13							
25	Hamilton Theological Seminary, Hamilton, N. Y	*b*21							
26	Newburgh Theological Seminary, Newburgh, N. Y	*b*7							
27	General Theological Seminary of the Protestant Episcopal Church, New York, N. Y.	*b*13							
28	Union Theological Seminary, New York, N. Y	*a*41							
29	Seminary of Our Lady of Angels, Niagara Falls, N. Y	1	1						
30	St. Joseph's Provincial Seminary, Troy, N. Y	*c*20							
31	Biddle Memorial Institute, Charlotte, N. C	*a*2							
32	Lane Theological Seminary, Cincinnati, Ohio	*b*12							
33	German Lutheran Seminary, Columbus, Ohio	*a*8							
34	Union Biblical Seminary, Dayton, Ohio	*b*6							
35	United Presbyterian Theological Seminary, Xenia, Ohio	*a*10							
36	Allegheny Theological Seminary, Allegheny City, Pa	*a*16							
37	Western Theological Seminary, Allegheny City, Pa	*b*14							
38	Theological Seminary of the Evangelical Lutheran Church, Gettysburg, Pa.	*b*12							
39	Theological Seminary of the Reformed Church, Lancaster, Pa.	10	10						
40	Meadville Theological School, Meadville, Pa	*a*5							
41	Divinity School of the Protestant Episcopal Church, Philadelphia, Pa.	*a*8							
42	Theological Seminary of the Evangelical Lutheran Church, Philadelphia, Pa.	*b*15							
43	St. Michael's Seminary, Pittsburgh, Pa	*a*6							
44	Missionary Institute, Selinsgrove, Pa	*a*6							
45	Crozer Theological Seminary, Upland, Pa	*a*11							
46	Theological Seminary of the Presbyterian Church, Columbia, S. C.	*b*18							

a Number of graduates reported.
b Number of graduates; diplomas conferred.
c Number of priests ordained during the year.

TABLE XV.—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. D.	In course, D. D. S.	In course, Ph. G.	In course, LL. B.	Honorary, LL. D.
	1	2	3	4	5	6	7	8	9
47	Southern Baptist Theological Seminary, Greenville, S. C	*a*3	.....	....	....	....	....	....	....
48	Protestant Episcopal Theological Seminary, Fairfax County, Va.	*b*9	.....	....	....	....	....	....	....
49	Union Theological Seminary, Hampden Sidney, Va	*c*24	.....	....	....	....	....	....	....
50	Theological Seminary of the Evangelical Lutheran Church, Salem, Va.	*c*2	.....	....	....	....	....	....	....
51	Wayland Seminary, Washington, D. C	*b*9	.....	....	....	....	....	....	....
52	Matthews' Hall, Golden, Colo	*b*5	.....	....	....	....	....	....	....
	SCHOOLS OF LAW.								
53	Union College of Law of the University of Chicago and the Northwestern University, Chicago, Ill.	26	.....	....	....	....	....	26	....
54	Law School of the University of Maryland, Baltimore, Md.	14	.....	....	....	....	....	14	....
55	Cincinnati Law School, Cincinnati, Ohio	36	.....	....	....	....	....	36	....
56	Law department, National University, Washington, D. C.	38	.....	....	....	....	....	38	....
	SCHOOLS OF MEDICINE.								
57	Medical College of Alabama, Mobile, Ala	36	.....	....	36	....	....	....	....
58	Rush Medical College, Chicago, Ill	78	.....	....	78	....	....	....	....
59	Women's Hospital Medical College, Chicago, Ill	10	.....	....	10	....	....	....	....
60	Medical College of Evansville, Evansville, Ind	6	.....	....	6	....	....	....	....
61	College of Physicians and Surgeons, Indianapolis, Ind	27	.....	....	27	....	....	....	....
62	College of Physicians and Surgeons, Keokuk, Iowa	86	.....	....	86	....	....	....	....
63	Charity Hospital Medical College, New Orleans, La	12	.....	....	12	....	....	....	....
64	College of Physicians and Surgeons, Baltimore, Md	40	.....	....	40	....	....	....	....
65	School of Medicine, University of Maryland, Baltimore, Md.	50	.....	....	50	....	....	....	....
66	Washington University, School of Medicine, Baltimore, Md.	29	.....	....	29	....	....	....	....
67	Detroit Medical College, Detroit, Mich	29	.....	....	29	....	....	....	....
68	College of Physicians and Surgeons, Kansas City, Mo	8	.....	....	8	....	....	....	....
69	Missouri Medical College, St. Louis, Mo	75	.....	....	*d*75	....	....	....	....
70	St. Louis Medical College, St. Louis, Mo	47	.....	....	47	....	....	....	....
71	Medical department, University of Buffalo, Buffalo, N. Y.	44	.....	....	44	....	....	....	....
72	Bellevue Hospital Medical College, New York, N. Y	196	.....	....	196	....	....	....	....
73	New York Free Medical College for Women, New York, N. Y.	9	.....	....	9	....	....	....	....
74	Woman's Medical College of the New York Infirmary, New York, N. Y.	3	.....	....	3	....	....	....	....
75	Cincinnati College of Medicine and Surgery, Cincinnati, Ohio.	65	.....	....	65	....	....	....	....
76	Medical College of Ohio, Cincinnati, Ohio	102	.....	....	102	....	....	....	....
77	Miami Medical College, Cincinnati, Ohio	36	.....	....	36	....	....	....	....
78	Cleveland Medical College, Cleveland, Ohio	*e*33	.....	....	31	....	....	....	....
79	Starling Medical College, Columbus, Ohio	19	.....	....	19	....	....	....	....
80	Jefferson Medical College, Philadelphia, Pa	170	.....	....	170	....	....	....	....
81	Woman's Medical College of Pennsylvania, Philadelphia, Pa	12	.....	....	12	....	....	....	....
82	Medical College of the State of South Carolina, Charleston, S. C.	20	.....	....	20	....	....	....	....
83	Texas Medical College and Hospital, Galveston, Tex	8	.....	....	8	....	....	....	....
84	Medical College of Virginia, Richmond, Va	17	.....	....	15	....	2	....	....
85	College of American Medicine and Surgery, Macon, Ga	16	.....	....	16	....	....	....	....
86	Bennett College of Eclectic Medicine and Surgery, Chicago, Ill.	28	.....	....	28	....	....	....	....
87	Eclectic Medical College of the City of New York, New York, N. Y.	*f*41	.....	....	29	....	....	....	....
88	Eclectic Medical Institute, Cincinnati, Ohio	68	.....	....	68	....	....	....	....
89	Missouri School of Midwifery and Diseases of Women and Children, St. Louis, Mo.	16	.....	....	*g*16	....	....	....	....
90	New York Homœopathic Medical College, New York, N. Y.	38	.....	....	38	....	....	....	....
91	New York Medical College and Hospital for Women, New York, N. Y.	9	.....	....	9	....	....	....	....

a Full graduates; 30 diplomas were conferred on partial graduates.
b Number of graduates reported.
c Number of graduates; diplomas conferred.
d Five were *ad eundem*.
e Includes 1 *ad eundem* and 1 honorary.
f Includes 8 *ad eundem* and 4 honorary.
g Ten degrees of doctor of midwifery and 6 of doctor of midwifery and diseases of women and children.

TABLE XV.—PART 2.—*Degrees conferred in professional schools, &c.*—Concluded.

Number.	Institutions and locations.	Degrees of all classes in course.	Theology.		Medicine.			Law.	
			In course, D. B.	Honorary, D. D.	In course, M. D.	In course, D. D. S.	In course, Ph. G.	In course, LL. B.	Honorary, LL. D.
	1	2	3	4	5	6	7	8	9
92	Pulte Medical College, Cincinnati, Ohio	23	.....	....	23	....	....	....	....
93	Hahnemann Medical College of Philadelphia, Philadelphia, Pa.	52	.....	....	52	....	....	....	....
94	New Orleans Dental College, New Orleans, La	1	.....	....	....	1	....	....	....
95	Baltimore College of Dental Surgery, Baltimore, Md	17	.....	....	....	17	....	....	....
96	Maryland Dental College, Baltimore, Md	10	.....	....	....	10	....	....	....
97	Boston Dental College, Boston, Mass	14	.....	....	....	14	....	....	....
98	Missouri Dental College, St. Louis, Mo	6	.....	....	....	6	....	....	....
99	New York College of Dentistry, New York, N. Y	16	.....	....	....	16	....	....	....
100	Ohio College of Dental Surgery, Cincinnati, Ohio	6	.....	....	....	6	....	....	....
101	Pennsylvania College of Dental Surgery, Philadelphia, Pa	27	.....	....	....	27	....	....	....
102	Philadelphia Dental College, Philadelphia, Pa	41	.....	....	....	41	....	....	....
103	American Dental College, Austin, Tex	8	.....	....	....	8	....	....	....
104	California College of Pharmacy, San Francisco, Cal	5	.....	...	....	....	5	....	....
105	Chicago College of Pharmacy, Chicago, Ill	9	.....	....	....	....	9	....	....
106	Louisville College of Pharmacy, Louisville, Ky	4	.....	...	....	....	4	....	....
107	Maryland College of Pharmacy, Baltimore, Md	14	.....	....	....	....	14	....	....
108	Massachusetts College of Pharmacy, Boston, Mass	6	.....	....	....	....	6	....	....
109	College of Pharmacy of the City of New York, New York, N. Y	38	.....	....	....	....	38	....	....
110	Cincinnati College of Pharmacy, Cincinnati, Ohio	17	.....	....	....	....	17	....	....
111	Philadelphia College of Pharmacy, Philadelphia, Pa	80	.....	....	....	....	86	....	....
112	Tennessee College of Pharmacy, Nashville, Tenn	*a*8	.....	....	....	....	*a*8	....	....
113	National College of Pharmacy, Washington, D. C	5	.....	....	....	....	5	....	....

a Five were doctor of pharmacy and 3 pharmacal chemist.

TABLE XV.—PART 3.—*Degrees conferred in schools for the superior instruction of women.*

[The following are the explanations of abbreviations used in Part 3 of this table: A. B., Graduate in Arts; A. M., Mistress of Arts; B. L. A., Graduate in Liberal Arts; B. L., Graduate in Letters; M. L. A., Mistress of Liberal Arts; M. E. L., Mistress of English Literature; L. C., Laureate of Letters; M. P. L., Mistress of Polite Literature; B. Sc., Graduate in Science; Mis. Mus., Mistress of Music.]

Number.	Institutions and locations.	All degrees.		A. B.	A. M.	B. L. A.	B. L.	M. L. A.	M. E. L.	L. C.	M. P. L.	B. Sc.	Mis. Mus.
		In course.	Honorary.										
	1	2	3	4	5	6	7	8	9	10	11	12	13
1	Florence Synodical Female College, Florence, Ala.	6						6					
2	Judson Female Institute, Marion, Ala.	4		4									
3	Alabama Central Female College, Tuscaloosa, Ala.	7		7									
4	Tuscaloosa Female College, Tuscaloosa, Ala.	1			1								
5	Alabama Conference Female College, Tuskegee, Ala.	7							7				
6	Furlow Masonic Female College, Americus, Ga.	5		5									
7	Southern Masonic Female College, Covington, Ga.	11		11									
8	Bethel Female College, Cuthbert, Ga	6			6								
9	Dalton Female College, Dalton, Ga	7							7				
10	Monroe Female College, Forsyth, Ga	6		6									
11	Lumpkin Masonic Female College, Lumpkin, Ga.	2			2								
12	Wesleyan Female College, Macon, Ga.	4		2	2								
13	College Temple, Newnan, Ga	8			7				1				
14	Almira College, Greenville, Ill	8		8									
15	Ferry Hall, Lake Forest, Ill.	6								6			
16	Female College of Indiana, Greencastle, Ind.	5		5									
17	Bowling Green Female College, Bowling Green, Ky.	7							7				
18	Franklin Female College, Franklin, Ky.	2		2									
19	Millersburg Female College, Millersburg, Ky.	7							7				
20	Shelbyville Female College, Shelbyville, Ky.	2			2								
21	Stanford Female College, Stanford, Ky.	3		1					2				
22	Silliman Female Collegiate Institute, Clinton, La.	7							7				
23	Baltimore Female College, Baltimore, Md.	7		5			2						
24	Frederick Female Seminary, Frederick, Md.	6							6				
25	Minneapolis Female Seminary, Minneapolis, Minn.	a5											
26	Whitworth Female College, Brookhaven, Miss.	15			1				14				
27	Franklin Female College, Holly Springs, Miss.	4			4								
28	Union Female College, Oxford, Miss	1			1								
29	Chickasaw Female College, Pontotoc, Miss.	3			3								
30	Bordentown Female College, Bordentown, N. J.	6							6				
31	Pennington Seminary and Female Collegiate Institute, Pennington, N. J.	6							6				
32	Wesleyan Female College, Murfreesboro', N. C.	11							11				
33	Cincinnati Wesleyan College, Cincinnati, Ohio.	20		7								13	
34	Ohio Wesleyan Female College, Delaware, Ohio.	30		5					11			14	
35	Highland Institute, Hillsboro', Ohio	7						7					
36	Hillsboro' Female College, Hillsboro', Ohio.	3							3				
37	Wilson College, Chambersburg, Pa.	11		6								5	
38	Pennsylvania Female College, Collegeville, Pa.	5		3	2								
39	Irving Female College, Mechanicsburg, Pa.	3		2					1				

a Two are L. A. and 3 L. S.

TABLE XV.—PART 3.—*Degrees conferred in schools, &c.*—Concluded.

Number.	Institutions and locations.	All degrees.		A. B.	A. M.	B. L. A.	B. L.	M. L. A.	M. E. L.	L. C.	M. P. L.	B. Sc.	Mis. Mus.
		In course.	Honorary.										
	1	2	3	4	5	6	7	8	9	10	11	12	13
40	Brooke Hall Female Seminary, Media, Pa.	12	.....	....	12	....	....	....	....	....	....	....	....
41	Pennsylvania Female College, Pittsburgh, Pa.	*a*14	.....	8	....	....	....	....	....	....	....	....	....
42	Pittsburgh Female College, Pittsburgh, Pa.	9	.....	....	....	....	....	4	5	....	....	....	....
43	Columbia Female College, Columbia, S. C.	17	.....	....	17	....	....	....	....	....	....	....	....
44	Due West Female College, Due West, S. C.	16	.....	16	....	....	....	....	....	....	....	....	....
45	Greenville Baptist Female College, Greenville, S. C.	6	.....	6	....	....	....	....	....	....	....	....	....
46	Williamston Female College, Williamston, S. C.	4	.....	....	....	4	....	....	....	....	....	....	....
47	Athens Female Seminary, Athens, Tenn.	9	.....	....	....	....	....	....	....	....	9	....	....
48	Brownsville Female College, Brownsville, Tenn.	8	.....	*b*6	2	....	....	....	....	....	....	....	....
49	Bellevue Female College, Collierville, Tenn.	4	.....	....	2	....	....	....	2	....	....	....	....
50	Odd Fellows' Female College, Humboldt, Tenn.	*c*4	.....	....	....	....	....	....	2	....	....	....	....
51	Memphis Conference Female Institute, Jackson, Tenn.	30	.....	....	9	....	....	....	21	....	....	....	....
52	East Tennessee Female Institute, Knoxville, Tenn.	3	.....	....	....	....	....	....	....	....	3	....	....
53	La Grange Female College, La Grange, Tenn.	5	.....	....	5	....	....	....	....	....	....	....	....
54	Cumberland Female College, McMinnville, Tenn.	4	.....	....	4	....	....	....	....	....	....	....	....
55	State Female College, Memphis, Tenn.	11	.....	....	11	....	....	....	....	....	....	....	....
56	Murfreesboro' Female Institute, Murfreesboro', Tenn.	12	.....	....	3	....	....	....	9	....	....	....	....
57	W. E. Ward's Seminary for Young Ladies, Nashville, Tenn.	29	.....	....	29	....	....	....	....	....	....	....	....
58	Mary Sharp College, Winchester, Tenn.	22	.....	11	11	....	....	....	....	....	....	....	....
59	Chappell Hill Female College, Chapel Hill, Tex.	3	.....	....	....	....	....	....	3	....	....	....	....
60	Episcopal Female Institute, Winchester, Va.	1	.....	1	....	....	....	....	....	....	....	....	....
61	Milwaukee College, Milwaukee, Wis ...	3	.....	3	....	....	....	....	....	....	....	....	....

a Includes 6 M. P., (mistress of philosophy.)
b Maid of arts.
c Includes 2 degrees of "mistress of modern literature."

TABLE XVI.—*Statistics of public libraries numbering 300 volumes and upwards; from replies to inquiries by the United States Bureau of Education.*

NOTE.—Explanation of abbreviations: Acad., Academy; Sch., School; Col., College; Soc'y, College society libraries; Soc'l, Social; Med., Medical; Th'l, Theological; Hist'l, Historical; Sci., Scientific; Pub., Public; Mer., Mercantile; Y. M. C. A., Young Men's Christian Association; Gov't, Government; Ter., Territorial; Gar., Garrison; A. & R., Asylum and reformatory; Mis., Miscellaneous; 0 signifies no or none; .... signifies no answer.

Number.	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidentals.
1	Auburn, Ala	Agricultural and Mechanical College of Alabama	1873	.....	Col	1,720	260	.....	$0	$0	$80	$50
2	Auburn, Ala	Society Libraries	.....	.....	Soc'y	2,500	.....	.....	.....	.....	.....	.....
3	Florence, Ala	Florence Synodical Female College	1855	.....	Acad	2,500	.....	.....	0	.....	.....	.....
4	Florence, Ala	State Normal School	1873	.....	Acad	1,000	.....	.....	.....	.....	.....	.....
5	Gainesville, Ala	Club or Society Library	.....	.....	Soc'l	700	.....	.....	.....	.....	.....	.....
6	Greene Springs, Ala	Greene Springs School	1847	.....	Acad	2,500	17	.....	0	.....	.....	.....
7	Greene Springs, Ala	Society Library	.....	.....	Soc'y	1,500	.....	.....	.....	.....	.....	.....
8	Greensboro', Ala	Southern University	1859	.....	Col	2,000	.....	.....	.....	.....	.....	.....
9	Greensboro', Ala	Society Libraries, (2)	.....	.....	Soc'y	1,500	.....	.....	.....	.....	.....	.....
10	Huntsville, Ala	Huntsville Female College	1853	.....	Acad	575	0	.....	0	.....	.....	.....
11	Huntsville, Ala	Huntsville Female Seminary	1829	.....	Acad	3,000	.....	.....	.....	.....	.....	.....
12	Marion, Ala	Howard College	1841	Free	Col	1,000	50	.....	0	.....	.....	.....
13	Marion, Ala	Society Libraries, (2)	.....	.....	Soc'y	800	35	.....	.....	.....	.....	.....
14	Marion, Ala	Judson Female Institute	1836	.....	Acad	3,000	.....	.....	.....	.....	.....	.....
15	Marion, Ala	Marion Female Seminary	1835	.....	Acad	1,000	.....	.....	.....	.....	.....	.....
16	Mobile, Ala	Franklin Society Reading Room and Library	1835	Sub	Soc'l	3,670	215	1,500	0	.....	250	250
17	Mobile, Ala	Law Library	1869	.....	Law	3,000	.....	.....	.....	.....	.....	.....
18	Mobile, Ala	Medical College of Alabama	1860	.....	Med	500	.....	.....	0	0	.....	.....
19	Near Mobile, Ala	Spring Hill College	1829	.....	Col	5,000	250	.....	.....	.....	.....	.....
20	Montgomery, Ala	Alabama State Library	1828	.....	State	14,000	.....	.....	.....	.....	.....	.....
21	Montgomery, Ala	Hanner Hall School for Boys	1874	.....	Acad	500	.....	.....	.....	.....	.....	.....
22	Selma, Ala	Young Men's Christian Association	.....	.....	Y. M. C. A.	600	.....	.....	.....	.....	.....	.....
23	Summerfield, Ala	Centenary Institute	1841	.....	Acad	1,000	.....	.....	.....	.....	.....	.....
24	Talladega, Ala	Institution for the Deaf and Dumb and the Blind	1860	.....	Acad	300	.....	.....	0	.....	.....	.....
25	Talladega, Ala	Synodical Female Collegiate Institute	1852	.....	Acad	300	.....	.....	0	.....	.....	.....
26	Talladega, Ala	Talladega College	1875	.....	Col	300	.....	.....	0	.....	.....	.....
27	Tuscaloosa, Ala	Alabama Historical Society	1851	.....	Hist'l	250	.....	.....	0	.....	.....	.....
28	Tuscaloosa, Ala	Tuscaloosa Female College	1850	.....	Acad	1,200	.....	.....	.....	.....	.....	.....
29	Tuscaloosa, Ala	University of Alabama	1831	Free	Col	4,000	.....	.....	.....	.....	.....	.....
30	Tuskegee, Ala	Alabama Conference Female College	1855	.....	Acad	300	.....	.....	0	.....	.....	.....

TABLE XVI.—*Statistics of public libraries numbering 300 volumes and upwards, &c.*—Continued.

Number.	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidentals.
31	Tuskegee, Ala	Park High School	.....	.....	Acad	400	.....	.....	.....	.....	.....	.....
32	Sitka, Alaska	Post Library	1868	.....	Gar	596	.....	.....	.....	.....	.....	.....
33	Camp McDowell, Ariz	Post Library	1867	.....	Gar	300	.....	.....	.....	.....	.....	.....
34	Fort Whipple, Ariz	Regimental Library	1868	.....	Gar	328	.....	.....	.....	.....	.....	.....
35	Tucson, Ariz	Territorial Library	1873	.....	Ter	2,600	.....	.....	.....	.....	.....	.....
36	Batesville, Ark	Arkansas College	1873	.....	Acad	400	.....	.....	$0	.....	.....	.....
37	Fayetteville, Ark	Arkansas Industrial University	1872	.....	Sci	300	53	.....	0	$0	.....	$80
38	Fort Smith, Ark	Public Library Association	1875	Sub.	Soc'l	275	.....	.....	1,750	152	.....	250
39	Little Rock, Ark	Arkansas State Library	1846	.....	State	4,000	.....	.....	.....	.....	.....	.....
40	Little Rock, Ark	Institution for the Education of the Blind	1859	.....	Acad	650	.....	.....	0	.....	.....	.....
41	Little Rock, Ark	Mercantile Library	1867	Sub.	Mer	3,024	250	.....	0	.....	.....	.....
42	Anaheim, Cal	Public School Library	.....	.....	Sch	350	.....	.....	.....	.....	.....	.....
43	Angel Island, Cal	Post Library	1869	.....	Gar	776	.....	4,500	.....	.....	.....	.....
44	Benicia, Cal	Missionary College of St. Augustine	1870	.....	Col	600	25	.....	.....	50	.....	.....
45	Benicia, Cal	St. Mary of the Pacific	1872	.....	Acad	700	.....	.....	.....	.....	.....	.....
46	Benicia, Cal	Young Ladies' Seminary	1852	.....	Acad	600	.....	.....	.....	.....	.....	.....
47	Brooklyn, Cal	Mills Seminary	1871	.....	Acad	2,000	.....	.....	.....	.....	.....	.....
48	Gilroy, Cal	Gilroy Seminary	1868	.....	Acad	325	20	.....	0	.....	.....	.....
49	Gilroy, Cal	School Library	.....	.....	Sch	430	.....	.....	.....	.....	.....	.....
50	Grass Valley, Cal	Grass Valley High School	1856	.....	Acad	300	.....	.....	.....	.....	.....	.....
51	Knight's Ferry, Cal	Public Library	1860	Free	Pub	1,650	65	1,000	.....	100	$50	50
52	Los Angeles, Cal	St. Vincent's College	1867	.....	Col	1,000	.....	.....	.....	.....	.....	.....
53	Marysville, Cal	Odd Fellows' Library	1863	Free	Soc'l	1,200	.....	480	.....	.....	.....	150
54	Monterey, Cal	Monterey Library	1849	Sub.	Soc'l	800	0	.....	0	0	0	0
55	Napa, Cal	Napa Collegiate Institute	1870	.....	Acad	512	20	.....	0	.....	.....	.....
56	Nevada City, Cal	Odd Fellows' Library	1855	Free	Soc'l	2,340	60	900	.....	.....	.....	300
57	Nevada City, Cal	Public School Library	.....	.....	Sch	300	.....	.....	.....	.....	.....	.....
58	Oakland, Cal	California Institution for the Deaf and Dumb and the Blind.	1866	.....	Acad	300	.....	.....	600	.....	.....	.....
59	Oakland, Cal	California Military Academy	1865	.....	Acad	1,500	.....	.....	.....	.....	.....	.....
60	Oakland, Cal	Convent of Our Lady of the Sacred Heart	1869	.....	Acad	900	100	.....	0	.....	.....	.....
61	Oakland, Cal	Oakland High School	1869	.....	Acad	400	20	.....	0	.....	.....	.....
62	Oakland, Cal	Oakland Library Association	1868	Sub.	Soc'l	4,000	332	13,954	.....	1,687	511	1,080
63	Oakland, Cal	Odd Fellows' Library	1867	Free	Soc'l	2,498	454	7,774	0	1,000	525	475
64	Oakland, Cal	Pacific Theological Seminary	1869	.....	The'l	1,860	150	.....	100	9	20	0

65	Oakland, Cal	University of California	1869	Free	Col	12,000				a2,400		
66	San Francisco, Cal	Medical Department	1864		Med	1,600						
67	Oroville, Cal	Ladies' Library	1860	Sub.	Soc'l	802	75	2,360	172	175	75	60
68	Petaluma City, Cal	Odd Fellows' Library	1866	Sub.	Soc'l	1,685	234					
69	Placerville, Cal	Neptune Library	1856	Sub.	Soc'l	1,750	100	500	0		0	
70	Point San José, Cal	Company and Post Library	1869		Gar	580						
71	Sacramento, Cal	California State Library	1850		State	37,000	1,500				6,000	
72	Sacramento, Cal	Library Association	1857	Sub.	Soc'l	5,539	87	5,000	0			
73	Sacramento, Cal	Odd Fellows' Library	1872	Free	Soc'l	3,013	350	6,800	0	1,000	600	400
74	Sacramento, Cal	Sacramento Business College	1873		Acad	600						
75	Sacramento, Cal	Sacramento Seminary	1863		Acad	350						
76	Sacramento, Cal	Supreme Court Library	1868		Law	5,600	500			2,500	1,500	
77	San Francisco, Cal	Academy of Notre Dame	1866		Acad	1,000						
78	San Francisco, Cal	Bancroft Pacific Library	1859	Free	Hist	12,000						
79	San Francisco, Cal	Bibliothèque de la Ligue Nationale Française	1875	Sub.	Soc'l	6,000	b3,600		0		c1,160	b4,000
80	San Francisco, Cal	City and County Alms House	1870		A. & R.	672	100		0	0	0	0
81	San Francisco, Cal	City and County Industrial School			A. & R.	800						
82	San Francisco, Cal	Eureka Turn-Verein	1866	Free	Soc'l	470			0	0	125	0
83	San Francisco, Cal	Home Institute	1866		Acad	500						
84	San Francisco, Cal	Law Library			Law	12,500						
85	San Francisco, Cal	Madame Zeitska's Institute	1870		Acad	300	50					
86	San Francisco, Cal	Mechanics' Institute	1855	Sub.	Soc'l	24,108	1,800	80,000	10,000	13,879	4,707	9,546
87	San Francisco, Cal	Mercantile Library	1853	Sub.	Mer	41,563	3,000	85,940	0	29,000	6,500	9,000
88	San Francisco, Cal	Military Library	1873	Sub.	Gar	900						
89	San Francisco, Cal	New Jorusalem Church Free Library	1866	Free	Soc'l	610	50	230	0	75	75	0
90	San Francisco, Cal	Odd Fellows' Library	1854	Sub.	Soc'l	26,883	2,500	80,000	5,000		2,500	
91	San Francisco, Cal	St. Ignatius College	1855		Col	5,000						
92	San Francisco, Cal	Sodality Library, (gentlemen's)			Soc'y	3,000						
93	San Francisco, Cal	Sodality Library, (ladies')			Soc'y	1,500						
94	San Francisco, Cal	Students' Library			Soc'y	1,500						
95	San Francisco, Cal	St. Mary's College	1863	Free	Col	3,500						
96	San Francisco, Cal	St. Mary's Library Association	1867		Soc'l	800	0		0			
97	San Francisco, Cal	San Francisco Art Association	1872	Sub.	Soc'l	280	42	0	0	100	100	0
98	San Francisco, Cal	San Francisco Verein	1853	Free	Soc'l	5,000	500	2,500			2,000	800
99	San Francisco, Cal	Society of California Pioneers	1850		His'l	2,500			250,000	15,000		3,500
100	San Francisco, Cal	Society of Red Men	1875	Sub.	Soc'l	500						
101	San Francisco, Cal	Territorial Pioneers of California	1874		His'l	530			0	2,000		
102	San Francisco, Cal	Theological Seminary of San Francisco	1871		The'l	5,000	100					
103	San Francisco, Cal	United States Mint			Gov't	300			0			
104	San Francisco, Cal	Young Men's Christian Association	1853	Sub.	Y.M.C.A.	5,000						
105	San José, Cal	College of Notre Dame	1851		Acad	2,000						
106	San José, Cal	San José Library Association	1872	Sub.	Soc'l	4,000	1,085	13,118	1,181	652	651	
107	San José, Cal	State Normal School	1862		Acad	1,379	200		0			
108	San Mateo, Cal	Laurel Hall	1864		Acad	800			0			
109	San Quentin, Cal	State Prison			A. & R.	3,103						
110	Santa Barbara, Cal	Franciscan College	1786		Col	2,500						
111	Santa Barbara, Cal	Odd Fellows' Library	1874	Sub.	Soc'l	1,300	200	2,400	0	800	500	300
112	Santa Barbara, Cal	Santa Barbara College	1873		Acad	1,000	500			500		
113	Santa Clara, Cal	Santa Clara College	1851		Col	10,000						
114	Santa Clara, Cal	University of the Pacific	1851		Col	1,025						
115	Santa Cruz, Cal	Public School Library			Sch	500						

a Legislative appropriation. *b* Estimated. *c* For periodicals and binding.

TABLE XVI.—*Statistics of public libraries numbering* 300 *volumes and upwards, &c.*—Continued.

Number.	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidentals.
116	Santa Cruz, Cal	Santa Cruz Library	1868	Sub.	Soc'l	600	100	2,500	$0	$800	$200	$500
117	Santa Inez, Cal	College of Our Lady of Guadaloupe	1864	.....	Col	550	20	.....	0	.....	.....	.....
118	Santa Rosa, Cal	Christian College	.....	.....	Col	300	.....	.....	.....	.....	.....	.....
119	Santa Rosa, Cal	Library Association	.....	Sub.	Soc'l	840	.....	.....	.....	.....	.....	.....
120	Santa Rosa, Cal	Pacific Methodist College	1861	.....	Col	490	20	.....	.....	.....	.....	.....
121	Santa Rosa, Cal	Ulatus Society	1861	.....	Soc'y	490	20	.....	.....	.....	.....	.....
122	Stockton, Cal	Insane Asylum of California	1869	.....	A. & R.	1,125	.....	.....	.....	.....	.....	.....
123	Stockton, Cal	Odd Fellows' Library	.....	Sub.	Soc'l	2,000	0	.....	0	.....	.....	96
124	Stockton, Cal	Society of Natural History	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
125	Vacaville, Cal	California College	1871	.....	Col	2,000	.....	.....	.....	.....	.....	.....
126	Vallejo, Cal	Vallejo Library	1856	Sub.	Soc'l	12,000	0	.....	0	.....	.....	150
127	Yreka, Cal	Public School Library	.....	.....	Sch	400	.....	.....	.....	.....	.....	.....
128	Central City, Colo	Public School Library	1868	Both	Acad	1,450	.....	.....	.....	.....	.....	.....
129	Colorado Springs, Colo	El Paso County Library	1875	Sub.	Soc'l	357	.....	1,500	0	0	0	0
130	Denver, Colo	St. Mary's Academy	1864	.....	Acad	500	50	.....	.....	.....	.....	.....
131	Denver, Colo	Supreme Court Library	1872	.....	Law	1,000	.....	.....	.....	.....	.....	.....
132	Denver, Colo	Territorial Library	1863	.....	Ter	5,000	.....	.....	.....	.....	.....	.....
133	Denver, Colo	Wolfe Hall	1870	.....	Acad	400	.....	.....	0	.....	.....	.....
134	Golden City, Colo	Jarvis Hall Collegiate School	1872	.....	Acad	2,600	50	.....	0	.....	.....	.....
135	Golden City, Colo	University Schools of Colorado	1869	Free	Acad	1,547	253	.....	.....	.....	.....	0
136	Ashford, Conn	Babcock Library	1865	Free	Pub	1,050	100	.....	2,700	162	.....	10
137	Baltic, Conn	School Libraries	.....	.....	Sch	500	.....	.....	.....	.....	.....	.....
138	Berlin, Conn	Berlin Library	1843	Sub.	Soc'l	829	20	1,000	0	30	30	0
139	Berlin, Conn	District School Library	.....	.....	Sch	450	.....	.....	.....	.....	.....	.....
140	Bridgeport, Conn	Bridgeport Library	1850	Sub.	Soc'l	9,500	208	.....	.....	1,205	.....	.....
141	Bridgeport, Conn	Golden Hill Institute	1850	.....	Acad	1,500	40	.....	0	.....	.....	.....
142	Bridgeport, Conn	Golden Hill Seminary	1857	.....	Acad	800	.....	.....	.....	.....	.....	.....
143	Bristol, Conn	Young Men's Christian Association	1869	Sub.	Y.M.C.A	1,200	200	10,000	0	389	389	0
144	Buckingham, Conn	Circulating Library	.....	.....	Mis	450	.....	.....	.....	.....	.....	.....
145	Canaan, Conn	Douglas Library	1823	Free	Pub	1,734	35	.....	1,300	78	.....	.....
146	Clinton, Conn	Morgan School	1872	.....	Acad	500	.....	.....	0	.....	.....	.....
147	Colchester, Conn	Bacon Academy	1802	.....	Acad	300	.....	.....	.....	.....	.....	.....
148	Colchester, Conn	Colchester Library	1854	Sub.	Soc'l	1,260	80	.....	500	.....	.....	50
149	Collinsville, Conn	High School Library	.....	.....	Sch	300	.....	.....	.....	.....	.....	.....

150	Coventry, Conn	Hale Donation Library	.....	.....	The'l	857	.....	.....	.....	.....	.....	.....
151	Cromwell, Conn	Friendly Association	1810	Sub	Soc'l	300	.....	.....	0	.....	110	.....
152	Danbury, Conn	Danbury Library	1871	Sub	Soc'l	2,526	400	.....	10,000	.....	.....	.....
153	Darien, Conn	Fitch's Home	1864	.....	A. & R.	2,184	25	.....	0	.....	.....	.....
154	Derby, Conn	Allis' Circulating Library	1854	Sub	Mis	2,500	225	.....	.....	.....	.....	.....
155	Derby, Conn	Ousatonic Lodge No. 6, I. O. O. F	1872	Free	Soc'l	400	75	1,000	0	100	100	0
156	Durham, Conn	Durham Academy	1871	Sub	Acad	1,100	200	2,600	0	250	250	0
157	East Berlin, Conn	Public and School Library	.....	.....	Sch	550	.....	.....	.....	.....	.....	.....
158	East Haddam, Conn	Middlesex Lodge I. O. O. F	1863	Sub	Soc'l	400	30	1,040	0	50	40	10
159	East Windsor, Conn	Library Association	1849	Sub	Soc'l	823	16	.....	0	34	.....	.....
160	Farmington, Conn	Farmington Library	1785	Sub	Soc'l	1,600	.....	112	0	15	10	5
161	Farmington, Conn	Miss Porter's School for Girls	1850	.....	Acad	3,500	.....	.....	.....	.....	.....	.....
162	Guilford, Conn	Guilford Circulating Library	1872	Sub	Mis	625	75	5,000	0	175	150	0
163	Hampton, Conn	Library Association	1827	Sub	Soc'l	480	20	900	0	20	20	0
164	Hartford, Conn	American Asylum for the Deaf and Dumb	1817	....	Acad	2,000	50	.....	0	.....	.....	.....
165	Hartford, Conn	Circulating Library	1860	Sub	Mis	4,500	.....	.....	.....	.....	.....	.....
166	Hartford, Conn	Connecticut Historical Society	1825	.....	Hist'l	16,000	.....	.....	9,000	1,500	.....	.....
167	Hartford, Conn	District School Libraries	.....	.....	Sch	1,271	.....	.....	.....	.....	.....	.....
168	Hartford, Conn	Hartford County Law Library Association	1856	....	Law	1,000	.....	.....	.....	.....	.....	.....
169	Hartford, Conn	Hartford Female Seminary	.....	.....	Acad	300	.....	.....	.....	.....	.....	.....
170	Hartford, Conn	Hartford Hospital	1859	....	Med	1,100	.....	0	0	0	.....	0
171	Hartford, Conn	Hartford Orphan Asylum	1868	....	A. & R.	450	.....	.....	.....	.....	.....	.....
172	Hartford, Conn	Hartford Public High School	1847	Free	Acad	2,000	100	0	.....	.....	300	0
173	Hartford, Conn	Medical Library and Journal Association	1873	Sub	Med	350	.....	.....	0	.....	.....	.....
174	Hartford, Conn	State Library	1854	....	State	12,000	.....	.....	.....	.....	.....	.....
175	Hartford, Conn	Theological Institute of Connecticut	1834	....	The'l	7,000	.....	.....	4,000	350	400	60
176	Hartford, Conn	Trinity College	1824	Free	Col	15,000	.....	.....	35,000	.....	.....	.....
177	Hartford, Conn	Watkinson Library of Reference	1858	Free	Pub	26,788	1,486	0	130,000	8,000	4,250	3,500
178	Hartford, Conn	Woodburn School for Boys	1848	.....	Acad	350	.....	.....	0	.....	.....	.....
179	Hartford, Conn	Young Men's Institute	1838	Sub	Soc'l	24,000	1,000	30,000	15,000	4,000	1,660	5,400
180	Kensington, Conn	Kensington Library Society	1829	Sub	Soc'l	548	35	600	0	50	35	15
181	Kent, Conn	Kent Cottage Seminary	1876	.....	Acad	500	.....	.....	.....	.....	.....	.....
182	Lakeville, Conn	Lakeville Library	1860	Sub	Soc'l	350	25	500	0	50	40	10
183	Lebanon, Conn	Buckingham Pastor's Library	.....	....	Mis	713	.....	.....	.....	.....	.....	.....
184	Ledyard, Conn	Bill Library	1867	Free	Pub	1,952	26	.....	1,621	.....	.....	.....
185	Litchfield, Conn	Harris Plain District Library	1858	Sub	Acad	431	23	200	.....	12	12	.....
186	Litchfield, Conn	Wolcott Library Association	1864	Sub	Soc'l	300	.....	0	0	0	0	0
187	Lyme, Conn	Old Lyme Library	1876	Free	Pub	700	.....	.....	.....	.....	.....	.....
188	Manchester, Conn	Library Association	1871	Sub	Soc'l	.....	.....	.....	0	2,061	.....	150
189	Meriden, Conn	Young Men's Christian Association	1867	Sub	Y M C A	1,900	300	3,000	.....	1,000	300	1,000
190	Middletown, Conn	Berkeley Divinity School	1855	....	The'l	16,000	.....	.....	500	40	.....	300
191	Middletown, Conn	Central School	.....	.....	Acad	1,000	.....	.....	.....	.....	.....	.....
192	Middletown, Conn	Connecticut Industrial School for Girls	1872	....	A. & R.	1,300	.....	.....	0	.....	.....	.....
193	Middletown, Conn	Retreat for Insane	1868	Free	A. & R.	1,002	143	.....	0	0	150	0
194	Middletown, Conn	Russell Library	1875	Free	Pub	4,100	.....	.....	.....	1,900	.....	.....
195	Middletown, Conn	Wesleyan University	1833	Sub	Col	26,000	1,300	.....	27,600	.....	.....	.....
196	Middletown, Conn	Young Men's Christian Association	1866	....	Y.M.C.A	1,000	0	0	.....	.....	.....	.....
197	Milford, Conn	Milford Lyceum	.....	Sub	Soc'l	1,300	.....	.....	.....	.....	.....	.....
198	Moodus, Conn	Library Association	1853	Sub	Soc'l	400	.....	.....	.....	30	.....	12
199	Mystic Bridge, Conn	Mystic Valley English and Classical Institute	1870	.....	Acad	400	50	.....	0	.....	.....	.....
200	Mystic River, Conn	Whipple's Home School for Deaf-Mutes	.....	.....	Acad	350	.....	.....	.....	.....	.....	.....
201	Naugatuck, Conn	High School Library	.....	.....	Sch	500	.....	.....	.....	.....	.....	.....

TABLE XVI.—*Statistics of public libraries numbering 300 volumes and upwards*—Continued.

Number.	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidentals.
202	New Britain, Conn	High School	1848	.....	Acad	310	.....	.....	.....	.....	.....	.....
203	New Britain, Conn	New Britain Institute	1854	Sub.	Soc'l	3,605	251	.....	$10,000	.....	.....	.....
204	New Britain, Conn	State Normal School	1850	.....	Acad	1,000	.....	.....	0	.....	.....	.....
205	New Haven, Conn	American Oriental Society	1843	.....	Sci	3,500	75	.....	0	.....	.....	.....
206	New Haven, Conn	Bartholomew's Library	1871	Sub.	Mis	3,000	350	.....	.....	.....	.....	.....
207	New Haven, Conn	Connecticut Academy of Arts and Sciences	1799	Free	Sci	700	125	.....	0	$600	.....	.....
208	New Haven, Conn	First Church and Society	1859	Free	Soc'l	1,400	62	1,000	0	150	$150	$0
209	New Haven, Conn	Grove Hall School for Young Ladies	1820	.....	Acad	600	100	.....	.....	.....	.....	.....
210	New Haven, Conn	Homesworth; Family School	1860	.....	Acad	500	.....	.....	.....	.....	.....	.....
211	New Haven, Conn	New Haven Colony Historical Society	1862	.....	Hist'l	450	.....	.....	0	150	.....	.....
212	New Haven, Conn	New Haven Orphan Asylum	1865	.....	A. & R.	800	50	.....	.....	.....	50	.....
213	New Haven, Conn	Yale College	1700	Free	Col	78,000	4,500	.....	43,000	6,600	.....	.....
214	New Haven, Conn	Linonian & Brothers Library	1769	Sub	Soc'y	19,000	.....	.....	.....	2,000	.....	.....
215	New Haven, Conn	Sheffield Scientific School	1866	.....	Sci	5,000	.....	.....	12,000	720	.....	.....
216	New Haven, Conn	Theological Department	1870	.....	The'l	2,000	.....	.....	500	30	.....	.....
217	New Haven, Conn	Law School	1845	.....	Law	8,000	1,500	.....	10,000	700	.....	.....
218	New Haven, Conn	Medical Department	1812	.....	Med	2,200	.....	.....	0	.....	.....	.....
219	New Haven, Conn	Young Men's Institute	1826	Sub.	Soc'l	10,000	100	700	30,000	1,000	300	1,000
220	New London, Conn	St. John's Library	1860	Free	Soc'l	432	10	200	300	350	20	200
221	New London, Conn	Young Men's Library Association	1840	Sub.	Soc'l	3,000	70	.....	0	.....	.....	250
222	New Milford, Conn	Benevolent Library	1820	Free	Soc'l	700	.....	500	0	.....	.....	0
223	New Milford, Conn	School Libraries	.....	.....	Sch	1,000	.....	.....	.....	.....	.....	.....
224	Norfolk, Conn	Circulating Library	1865	Sub.	Mis	348	34	.....	0	.....	.....	0
225	Norwich, Conn	Mrs. M. W. Hakes' Boarding and Day School for Young Ladies.	1871	.....	Acad	1,000	.....	.....	.....	.....	.....	.....
226	Norwich, Conn	Mrs. Platt's Boarding and Day School	1869	.....	Acad	1,000	.....	.....	.....	.....	.....	.....
227	Norwich, Conn	Norwich Free Academy	1854	.....	Acad	3,500	.....	.....	5,000	.....	.....	.....
228	Norwich, Conn	Otis Library	1850	Sub.	Soc'l	9,171	366	18,304	17,850	700	730	.....
229	Rockville, Conn	Rockville High School	.....	.....	Acad	500	.....	.....	0	.....	.....	.....
230	Saybrook, Conn	Acton Library	1852	Sub.	Soc'l	2,200	100	2,300	2,500	110	110	160
231	Seymour, Conn	Seymour Library Association	1871	Sub.	Soc'l	520	20	3,000	325	80	25	75
232	Simsbury, Conn	Free Library	1874	Free	Pub.	1,000	100	5,000	1,500	250	125	125
233	Southington, Conn	Lewis Academy	.....	.....	Acad	500	.....	.....	.....	.....	.....	.....
234	South Manchester, Conn	Library Association	.....	.....	Soc'l	1,350	.....	.....	.....	.....	.....	.....

235	Stamford, Conn	Social Reading Rooms	1874	Sub.	Soc'l	600			0	1,500	600	900
236	Stonington, Conn	Book Club and Circulating Library	1858	Sub.	Soc'l	1,600	100	4,500	0			
237	Stonington, Conn	Palmer & Trumbull's Library	1872	Sub.	Miss	625	300	5,000	0	225	225	
238	Stratford, Conn	Book Club	1866	Sub.	Soc'l	840	100	2,240	0	200	150	50
239	Suffield, Conn	Connecticut Literary Institution	1833		Acad	1,000	40					
240	Terryville, Conn	Lyceum Library	1838	Free	Soc'l	1,000	20	500	0	35	35	0
241	Thomaston, Conn	Village Library	1859	Sub	Soc'l	350	0		0	0		0
242	Thompson, Conn	Fire Engine Library	1845	Sub	Soc'l	350	0	350	0	0	0	0
243	Vernon, Conn	East District High School	1839		Acad	500						
244	Washington, Conn	Family School for Boys	1850		Acad	500			0			
245	Waterbury, Conn	Congrégation de Notre Dame	1869		Acad	2,000	100					
246	Waterbury, Conn	St. Margaret's School for Girls	1875		Acad	570						
247	Waterbury, Conn	Silas Bronson Library	1870	Free	Pub	20,000	1,700	68,000	200,000	14,000	5,500	5,200
248	Watertown, Conn	Library Association	1865	Sub	Soc'l	1,332	200		5,000	600	350	87
249	Wauregan, Conn	Library Association	1861	Sub	Soc'l	820			0			0
250	West Haven, Conn	Oak Hill Ladies' Seminary	1845		Acad	1,000			0			
251	West Killingly, Conn	Dowe's Circulating Library	1862	Sub	Mis	800	100		0		150	
252	West Meriden, Conn	Connecticut Reform School	1854		A. & R	1,500						
253	West Winsted, Conn	Beardsley Library	1874	Sub.	Soc'l	3,200			5,000	500	500	
254	Wethersfield, Conn	Rose Library	1866	Sub	Soc'l	1,600			1,500	105		275
255	Wethersfield, Conn	State Prison	1846		A. & R	1,225				200	200	
256	Windsor Locks, Conn	Holden's Circulating Library	1870	Sub	Mis	650		750		50	0	0
257	Windsor Locks, Conn	Union School Library	1868	Free	Acad	500	30	1,000		60	50	0
258	Wolcottville, Conn	Library Association	1864	Sub	Soc'l	1,500	37		0		120	321
259	Woodbury, Conn	Library Association	1850	Sub	Soc'l	425	12	480	0	15	12	3
260	Woodstock, Conn	Woodstock Academy			Acad	400	100					
261	Fort Randall, Dak	Post Library			Gar	750						
262	Fort Sully, Dak	Post Library			Gar	745						
263	Yankton, Dak	Library Association	1872	Sub	Soc'l	488	100	1,000	0	100	100	0
264	Yankton, Dak	Territorial Library	1865		Ter	1,900						
265	Dover, Del	Masonic Library			Soc'l	425						
266	Dover, Del	State Library	1832		State	11,000				150	150	
267	Felton, Del	Felton Institute and Classical Seminary	1868		Acad	400	0		0			
268	Newark, Del	Delaware College	1835		Col	6,000	50			150		
269	Newark, Del	Delta Phi Society	1835		Soc'y	600	50					
270	Newark, Del	Athenæan Society			Soc'y	600	50					
271	New Castle, Del	Library Company	1812	Sub	Soc'l	6,200	100		6,000			
272	Smyrna, Del	Library Association	1858	Sub	Soc'l	2,500	75		0			
273	Wilmington, Del	Delaware Historical Society	1864		Hist'l	400	50		0	250	100	
274	Wilmington, Del	Delaware State Normal University	1866		Acad	650	39		0			
275	Wilmington, Del	Misses Robertson's Boarding and Day School			Acad	1,000						
276	Wilmington, Del	New Castle County Law Library Association	1873	Sub	Law	426			0			
277	Wilmington, Del	Rugby Academy	1873		Acad	500						
278	Wilmington, Del	Shield's Library	1863	Sub	Soc'l	462	45	1,135	150	1,000	200	650
279	Wilmington, Del	United States District Court	1846		Law	893						
280	Wilmington, Del	Wesleyan Female College	1837		Acad	3,660						
281	Wilmington, Del	Wilmington Institute	1787	Sub	Soc'l	11,000				8,000		
282	Wilmington, Del	Young Men's Free Library Association	1870	Free	Soc'l	384			0			550
283	Georgetown, D. C	Academy of the Visitation	1799		Acad	3,500						
284	Georgetown, D. C	Georgetown College	1791		Col	28,000	150		0	0	500	0
285	Georgetown, D. C	Society Libraries, (6)	1815-1867	Sub	Soc'y	4,268	25					

TABLE XVI.—*Statistics of public libraries numbering* 300 *volumes and upwards*—Continued.

Number.	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidentals.
286	Georgetown, D. C	Georgetown Female Seminary	1868	.....	Acad	350	.....	.....	.....	.....	.....	.....
287	Georgetown, D. C	Peabody Library Association	1876	Free	Pub	575	.....	.....	$25,000	$2,500	.....	$800
288	Washington, D. C	Academy of the Visitation	1850	.....	Acad	2,000	.....	.....	.....	.....	.....	.....
289	Washington, D. C	Adjutant-General's Office	.....	.....	Gov't	1,700	.....	.....	.....	.....	.....	.....
290	Washington, D. C	Attorney-General's Office	1853	.....	Gov't	12,000	.....	.....	.....	3,000	.....	.....
291	Washington, D. C	Bar Association	1871	Sub.	Law	1,000	.....	.....	.....	.....	.....	.....
292	Washington, D. C	Book Exchange	1870	Sub.	Mis	10,000	.....	7,000	.....	.....	.....	.....
293	Washington, D. C	Bureau of Education	1868	.....	Gov't	4,522	.....	.....	.....	.....	$1,675	.....
294	Washington, D. C	Bureau of Medicine and Surgery	.....	.....	Gov't	1,000	.....	.....	.....	.....	.....	.....
295	Washington, D. C	Bureau of Navigation	.....	.....	Gov't	1,250	.....	.....	.....	.....	.....	.....
296	Washington, D. C	Bureau of Ordnance	1838	.....	Gov't	2,200	.....	.....	.....	.....	.....	.....
297	Washington, D. C	Bureau of Statistics	1866	.....	Gov't	6,000	.....	.....	.....	.....	.....	.....
298	Washington, D. C	Columbia Institution for the Deaf and Dumb	1864	.....	Acad	2,000	.....	.....	0	500	500	.....
299	Washington, D. C	Columbian University	1822	.....	Col	5,750	.....	.....	.....	.....	.....	.....
300	Washington, D. C	Department of Agriculture	1860	.....	Gov't	7,000	567	.....	.....	1,500	1,250	1,800
301	Washington, D. C	Department of State	1789	Free	Gov't	29,000	.....	.....	.....	2,500	.....	.....
302	Washington, D. C	Department of the Interior	1850	Free	Gov't	5,589	1,028	.....	.....	.....	.....	.....
303	Washington, D. C	Executive Mansion	1810	.....	Gov't	1,453	.....	.....	.....	.....	.....	.....
304	Washington, D. C	First Auditor's Office	1789	.....	Gov't	2,000	.....	.....	.....	.....	.....	.....
305	Washington, D. C	Gonzaga College	1858	.....	Col	10,000	.....	.....	.....	.....	.....	.....
306	Washington, D. C	Government Hospital for the Insane	1855	.....	A. & R	1,400	.....	.....	.....	.....	.....	.....
307	Washington, D. C	House of Representatives	1789	.....	Gov't	125,000	.....	.....	.....	.....	.....	.....
308	Washington, D. C	Howard University	1869	Free	Col	a10,000	.....	.....	.....	.....	.....	.....
309	Washington, D. C	Theological Department	1872	.....	Theol	400	20	.....	0	.....	.....	.....
310	Washington, D. C	Law Department	1869	.....	Law	300	.....	.....	0	.....	.....	.....
311	Washington, D. C	Hydrographer's Office	1867	.....	Gov't	7,000	.....	.....	.....	.....	.....	.....
312	Washington, D. C	I. O. O. F. Library Association	1860	Free	Soc'l	3,600	100	6,000	0	400	.....	250
313	Washington, D. C	I. O. O. F. Library Association of East Washington	1874	Free	Soc'l	520	200	250	0	338	120	.....
314	Washington, D. C	Irving Circulating Library	1875	Sub.	Mis	1,100	.....	.....	.....	.....	.....	.....
315	Washington, D. C	Land-Office	.....	.....	Gov't	500	.....	.....	.....	.....	.....	.....
316	Washington, D. C	Library of Congress	1802	.....	Gov't	300,000	15,400	.....	.....	15,000	15,000	29,340
317	Washington, D. C	Light-House Board	1852	.....	Gov't	1,500	.....	.....	.....	.....	.....	.....
318	Washington, D. C	Marine Barracks	1852	Free	Gov't	1,500	.....	.....	.....	.....	.....	.....

319	Washington, D. C.	Masonic Library of the District of Columbia	1810	Free	Soc'l	1,600			500	250		250
320	Washington, D. C.	Mt. Vernon Institute	1872		Acad.	400						
321	Washington, D. C.	Mt. Vernon Seminary	1875		Acad.	350						
322	Washington, D. C.	Navy Department			Gov't	4,000						
323	Washington, D. C.	Nimmo's Circulating Library	1867	Sub.	Mis.	3,000				1,800		
324	Washington, D. C.	Park Seminary	1868		Acad.	500						
325	Washington, D. C.	Patent-Office	1839		Gov't	23,000	533					
326	Washington, D. C.	Post-Office Department	1862	Free	Gov't	6,301	300					
327	Washington, D. C.	St. Vincent's Orphan Asylum	1850		A. & R.	500						
328	Washington, D. C.	Signal-Office, United States Army	1861		Gov't	2,900	775					
329	Washington, D. C.	Soldiers' Home	1850	Free	Gar.	2,500						
330	Washington, D. C.	Solicitor of the Treasury	1843		Gov't	6,000					1,000	
331	Washington, D. C.	Supervising Architect's Office	1858		Gov't	250						
332	Washington, D. C.	Surgeon-General's Office	1865		Gov't	40,000	2,500					
333	Washington, D. C.	Treasury Department	1803	Free	Gov't	8,440	87					
334	Washington, D. C.	United States Coast Survey	1832		Gov't	6,000						
335	Washington, D. C.	United States Naval Observatory	1845		Gov't	7,000	203					
336	Washington, D. C.	United States Senate	1852		Gov't	25,000						
337	Washington, D. C.	War Department	1832	Free	Gov't	13,000	805				1,000	1,400
338	Washington, D. C.	Washington City Library	1865	Sub.	Y.M.C.A.	15,000	250		175			
339	Washington, D. C.	Wayland Seminary	1865		The'l.	1,215	400					40
340	Jacksonville, Fla	Florida Circulating Library	1873	Sub.	Soc'l	1,500	250					
341	Jacksonville, Fla	St. Joseph's Academy	1869		Acad.	500						
342	Milton, Fla	Masonic Academy	1875	Free	Acad.	1,000			0			
343	Pensacola, Fla	United States Navy Yard	1864		Gov't	650						
344	St. Augustine, Fla	City Library	1875	Free	Pub.	500		500		1,000	800	150
345	Tallahassee, Fla	State Library	1845		State	10,000						
346	Athens, Ga	University of Georgia	1831	Sub.	Col.	14,000				1,000	1,000	
347	Athens, Ga	Gilmer Library			Col.	1,000						
348	Athens, Ga	Demosthenian Society	1801		Soc'y.	3,000						
349	Athens, Ga	Phi Kappa Society	1820		Soc'y.	3,000						
350	Athens, Ga	Law Department	1866		Law	600						
351	Augusta, Ga	Medical College of Georgia	1831		Med.	5,000			0			
352	Dahlonega, Ga	North Georgia Agricultural College	1873		Col.	1,000						
353	Atlanta, Ga	Atlanta Medical College			Med.	300						
354	Atlanta, Ga	Atlanta University	1870		Col.	3,000			5,000			
355	Atlanta, Ga	Clark University	1869		Acad.	1,000			0			
356	Atlanta, Ga	Georgia State Library	1825		State	20,000	2,000					
357	Atlanta, Ga	Young Men's Library	1867	Sub.	Soc'l	4,510		15,000	2,500			
358	Augusta, Ga	Augusta Institute	1870		Acad.	375			0			
359	Augusta, Ga	Catholic Young Men's Society	1873	Sub.	Soc'l	933	300	1,200	0	1,100	200	800
360	Augusta, Ga	Young Men's Library Association	1848	Sub.	Soc'l	4,400	300	8,200	7,500	850	225	600
361	Barnesville, Ga	Gordon Institute	1873		Acad.	500	200		0			
362	Bowdon, Ga	Bowdon College Society Libraries, (2)	1858		Soc'y.	600						
363	Cave Spring, Ga	Georgia Institution for the Deaf and Dumb	1859		Acad.	1,000			0			
364	Covington, Ga	Southern Masonic Female College	1852		Acad.	500						
365	Cuthbert, Ga	Andrew Female College	1855		Acad.	600						
366	Dalton, Ga	Dalton Female College	1873		Acad.	500						
367	Griffin, Ga	Griffin Female College	1857		Acad.	1,200	100					
368	La Grange, Ga	Southern Female College	1850		Acad.	300			0			
369	La Grange, Ga	Phi Rho Society			Soc'y.	300						

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TABLE XVI.—*Statistics of public libraries numbering* 300 *volumes and upwards*—Continued.

Number.	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidentals.
370	Macon, Ga	Academy for the Blind	1852	.....	Acad	800	40	.....	$0	.....	.....	.....
371	Macon, Ga	College of American Medicine and Surgery	.....	.....	Med	500	.....	.....	.....	.....	.....	.....
372	Macon, Ga	Mercer University	1840	.....	Col	6,000	.....	.....	.....	.....	.....	.....
373	Macon, Ga	Ciceronian Society	.....	.....	Soc'y	3,000	.....	.....	.....	.....	.....	.....
374	Macon, Ga	Phi Delta Society	.....	.....	Soc'y	3,000	.....	.....	.....	.....	.....	.....
375	Macon, Ga	Pio Nono College	1875	.....	Col	300	.....	.....	.....	.....	.....	.....
376	Macon, Ga	Public Library and Historical Society	1874	Sub.	Soc'l	1,800	.....	.....	0	$1,800	$1,800	$1,000
377	Macon, Ga	Wesleyan Female College	1839	.....	Acad	3,000	50	.....	.....	150	.....	.....
378	Near Milledgeville, Ga	Talmage School	.....	.....	Acad	3,000	.....	.....	.....	.....	.....	.....
379	Newnan, Ga	College Temple	1853	Free	Acad	5,000	.....	.....	0	.....	0	0
380	Oxford, Ga	Emory College	1838	.....	Col	3,000	.....	.....	.....	.....	.....	.....
381	Oxford, Ga	Society Libraries	.....	.....	Soc'y	4,000	.....	.....	.....	.....	.....	.....
382	Rome, Ga	Rome Female College	1857	.....	Acad	1,000	.....	.....	.....	.....	.....	.....
383	Savannah, Ga	Georgia Historical Society	1839	.....	Hist'l	9,326	600	.....	15,000	5,000	.....	.....
384	Savannah, Ga	Savannah Medical College	1853	.....	Med	4,000	.....	.....	.....	.....	.....	.....
385	Savannah, Ga	United States Military Post and Company Library	.....	.....	Gar	450	.....	.....	.....	.....	.....	.....
386	Talbotton, Ga	Collinsworth Institute	1856	.....	Acad	350	.....	.....	.....	.....	.....	.....
387	Talbotton, Ga	Le Vert College	1856	Free	Acad	300	.....	.....	.....	.....	.....	.....
388	West Point, Ga	West Point Female College	1870	.....	Acad	1,000	.....	.....	.....	.....	.....	.....
389	West Point, Ga	Young Men's Library Association	1872	Sub.	Soc'l	900	200	.....	.....	500	450	50
390	Boisé City, Idaho	Territorial Library	1863	.....	Ter	1,846	.....	.....	.....	150	.....	.....
391	Abingdon, Ill	Abingdon College	1855	.....	Col	300	.....	.....	.....	.....	.....	.....
392	Abingdon, Ill	Society Libraries	.....	.....	Soc'y	500	.....	.....	.....	.....	.....	.....
393	Abingdon, Ill	Hedding College	1860	.....	Col	200	.....	.....	.....	.....	.....	.....
394	Abingdon, Ill	Society Libraries, (3)	.....	.....	Soc'y	1,150	.....	.....	.....	.....	.....	.....
395	Addison, Ill	Evangelical Lutheran Normal School	1847	.....	Acad	5,000	.....	.....	.....	.....	.....	.....
396	Alton, Ill	Public Library	1852	Sub.	Soc'l	3,000	235	.....	0	.....	.....	.....
397	Amboy, Ill	High School Library	.....	.....	Sch	325	.....	.....	.....	.....	.....	.....
398	Amboy, Ill	Illinois Central Library Association	.....	Sub.	Soc'l	808	.....	.....	.....	.....	.....	.....
399	Aurora, Ill	Jennings Seminary	1857	.....	Acad	300	.....	.....	0	.....	.....	.....
400	Aurora, Ill	Library Association	1864	Sub.	Soc'l	2,250	50	.....	0	.....	.....	.....
401	Batavia, Ill	Batavia Free Library	1873	Free	Pub	1,000	100	8,000	.....	.....	200	300
402	Belleville, Ill	Institute of the Immaculate Conception	1870	.....	Acad	500	.....	.....	.....	.....	.....	.....

403	Belleville, Ill	Saengerbund Library	1836	Sub.	Soc'l	4,000		7,200				25
404	Belvidere, Ill	Library Society	1874	Sub.	Soc'l	456		3,340	0			10
405	Bloomington, Ill	Illinois Wesleyan University	1850		Col	2,000						
406	Bloomington, Ill	Society Libraries			Soc'y	400						
407	Bloomington, Ill	Law Department	1874		Law	2,000	75					
408	Bloomington, Ill	Library Association	1856	Sub.	Soc'l	7,000	500	26,000	150	2,000	673	1,246
409	Bourbonnais Grove, Ill	St. Viator's College	1871		Col	1,200	100					
410	Bunker Hill, Ill	Library Association	1867	Sub	Soc'l	1,600	50	1,500	0	165	50	115
411	Bushnell, Ill	Library Association	1869	Sub	Soc'l	1,000	100	662	0			40
412	Cairo, Ill	Public School Library			Sch	400						
413	Carbondale, Ill	Southern Illinois Normal University	1875		Acad	1,444			0			
414	Carlinville, Ill	Blackburn University	1867		Col	1,200						
415	Carthage, Ill	Carthage College	1871		Col	2,000	50		0			
416	Centralia, Ill	Public Library	1872	Free	Pub	614			0			
417	Chicago, Ill	Academy of Sciences		Free	Sci	1,500	100			0	0	0
418	Chicago, Ill	Allen's Academy	1874		Acad	2,500	100		0			
419	Chicago, Ill	American Electrical Society	1874	Free	Sci	100						
420	Chicago, Ill	Baptist Union Theological Seminary	1869		Theol	15,000		2,000	200	0		0
421	Chicago, Ill	Bennett College of Eclectic Medicine and Surgery	1868		Med	500	a100					
422	Chicago, Ill	Board of Trade	1871		Mis	300						
423	Chicago, Ill	Chicago Astronomical Society	1863		Sci	654			2,000	1,000		
424	Chicago, Ill	Chicago College of Pharmacy	1859		Med	2,500	250		500			
425	Chicago, Ill	Chicago Historical Society	1856		Hist'l	300			44,000	4,400		
426	Chicago, Ill	Chicago Theological Seminary	1855		Theol	5,500	325		0	0	1,700	20
427	Chicago, Ill	Chicago Turngemeinde	1856	Sub.	Soc'l	1,500	125	600		250	250	0
428	Chicago, Ill	Chicago University	1857		Col	18,000						
429	Chicago, Ill	Cobb's Library	1869	Sub	Mis	9,126	2,000					
430	Chicago, Ill	Dearborn Observatory	1866		Sci	300			0			
431	Chicago, Ill	Law Institute	1857	Sub	Law	7,000	600	10,000	0	7,500	5,000	2,000
432	Chicago, Ill	Newsboys and Bootblacks' Association	1871		A. & R	600	200		0			
433	Chicago, Ill	North Chicago Rolling Mill	1870	Sub	Soc'l	700	360		0	0		850
434	Chicago, Ill	Presbyterian Theological Seminary of the Northwest	1859		Theol	8,000	250		2,500	250	300	10
435	Chicago, Ill	Public Library	1872	Free	Pub	48,100	11,231	403,356	0	63,616	32,317	31,057
436	Chicago, Ill	St. Ignatius College	1870		Col	9,000						
437	Chicago, Ill	Seminary of the Sacred Heart	1859		Acad	2,758						
438	Chicago, Ill	Union Catholic Library Association	1868	Sub	Soc'l	1,972	216	2,136	0		393	1,648
439	Chicago, Ill	West Side Library, 239 West Madison street	1869	Sub	Mis	6,000	1,000					0
440	Chicago, Ill	Young Men's Christian Association	1867	Free	Y.M.C.A	2,670	140	9,000	0	2,000		
441	Danville, Ill	Culbertson Library	1867	Sub	Mis	1,250	6	0	2,000			0
442	Danville, Ill	High School Library			Acad	500						
443	Decatur, Ill	Ladies' Library Association	1867	Sub	Soc'l	2,000						
444	Dixon, Ill	Hose Company No. 1	1872	Sub	Soc'l	700	125	400	0		75	45
445	Dwight, Ill	Kenyon's Circulating Library	1874	Sub.	Mis	800		3,000				
446	East St. Louis, Ill	Public Library and Reading Room	1874	Free	Pub	4,622	1,583	7,798		7,500	2,819	1,647
447	Eden, Ill	Mutual Improvement and Library Association	1848	Sub	Soc'l	1,000	25	300		150	75	75
448	Edwardsville, Ill	Public School Library			Sch	700						
449	Elgin, Ill	Free Public Library	1874	Free	Pub	1,800		700	0			1,000
450	Elmwood, Ill	Young Men's Library and Reading Room	1875	Sub.	Soc'l	280	50	1,000	0	200	125	75
451	El Paso, Ill	Ladies' Library	1873	Sub	Soc'l	669		400		30		
452	Eureka, Ill	Eureka College	1856		Col	2,000						

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TABLE XVI.—*Statistics of public libraries numbering* 300 *volumes and upwards*—Continued.

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									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidentals.
453	Eureka, Ill	Eureka College: Society Libraries	.....	.....	Soc'y	500	.....	.....	.....	.....	.....	.....
454	Evanston, Ill	Northwestern University	1856	.....	Col	30,000	.....	.....	$88,000	.....	.....	.....
455	Evanston, Ill	Garrett Biblical Institute	1856	.....	The'l	3,000	.....	.....	0	.....	.....	.....
456	Fulton, Ill	Northern Illinois College	1873	.....	Acad	600	.....	.....	0	.....	.....	.....
457	Galena, Ill	Normal School Library	.....	.....	Acad	400	.....	.....	.....	.....	.....	.....
458	Galena, Ill	Young People's Library Association	1871	Sub.	Soc'l	800	150	.....	.....	$200	$200	$0
459	Galesburg, Ill	Free Public Library	1858	Free	Pub	4,436	308	.....	0	.....	.....	.....
460	Galesburg, Ill	Knox College	1841	.....	Col	5,000	.....	.....	.....	.....	.....	.....
461	Galesburg, Ill	Society Libraries	.....	.....	Soc'y	2,700	.....	.....	.....	.....	.....	.....
462	Galesburg, Ill	Lombard University	1857	.....	Col	3,600	.....	.....	.....	.....	.....	.....
463	Galesburg, Ill	Society Libraries	.....	.....	Soc'y	500	.....	.....	.....	.....	.....	.....
464	Geneseo, Ill	High School	.....	.....	Acad	350	.....	.....	.....	.....	.....	.....
465	Geneseo, Ill	Young Men's Christian Association	.....	.....	Y.M.C.A	1,250	.....	.....	.....	.....	.....	.....
466	Geneva, Ill	Public Library	1873	Sub.	Soc'l	1,200	40	2,000	0	.....	.....	250
467	Godfrey, Ill	Monticello Female Seminary	1838	.....	Acad	3,000	.....	.....	0	.....	.....	.....
468	Greenville, Ill	Almira College	1865	.....	Acad	1,200	70	.....	0	.....	.....	.....
469	Greenville, Ill	Society Library	1870	.....	Soc'y	750	.....	.....	.....	.....	.....	.....
470	Greenville, Ill	Ladies' Library Association	1856	Sub.	Soc'l	1,075	.....	4,100	712	150	85	50
471	Griggsville, Ill	Circulating Library	.....	.....	Mis	900	.....	.....	.....	.....	.....	.....
472	Irvington, Ill	Illinois Agricultural College	1866	.....	Sci	500	.....	.....	0	0	.....	.....
473	Jacksonville, Ill	Illinois College	1830	.....	Col	8,000	.....	.....	0	.....	.....	.....
474	Jacksonville, Ill	Phi Alpha Society	1845	.....	Soc'y	1,200	.....	.....	.....	.....	.....	.....
475	Jacksonville, Ill	Sigma Pi Society	1843	.....	Soc'y	1,800	.....	.....	.....	.....	.....	.....
476	Jacksonville, Ill	Illinois Female College	1847	.....	Acad	2,000	.....	.....	.....	.....	.....	.....
477	Jacksonville, Ill	Institution for the Education of the Blind	1849	.....	Acad	961	.....	.....	0	.....	.....	.....
478	Jacksonville, Ill	Institution for the Education of the Deaf and Dumb	1871	.....	Acad	1,450	300	.....	0	.....	.....	.....
479	Jacksonville, Ill	Jacksonville Female Academy	1830	.....	Acad	300	.....	.....	0	.....	.....	.....
480	Jacksonville, Ill	Jacksonville Library Association	1871	Sub	Soc'l	600	.....	.....	.....	.....	.....	.....
481	Jacksonville, Ill	Morgan County Library	1874	.....	Law	2,500	.....	.....	.....	.....	.....	.....
482	Jacksonville, Ill	Reading-Room and Library	1874	Sub.	Soc'l	1,628	120	.....	0	.....	450	450
483	Jacksonville, Ill	State Hospital for the Insane	1854	.....	A. & R	1,200	.....	.....	.....	.....	.....	.....
484	Joliet, Ill	Joliet Business College	1866	.....	Acad	2,000	400	.....	.....	.....	.....	.....
485	Joliet, Ill	Public Library	1875	Free	Pub	764	.....	.....	0	.....	.....	.....

486	Joliet, Ill	State Prison	1872	.....	A. & R.	4,436	.....	.....	.....	1,200	1,200	.....
487	Kaukakee, Ill	Ladies' Library Association	1875	Sub.	Soc'l	600	150	2,000	0	250	200	50
488	Kewanee, Ill	Public Library	1875	Free	Pub.	800	.....	.....	.....	750	.....	300
489	Knoxville, Ill	St. Mary's School	1868	.....	Acad.	1,000	.....	.....	0	.....	.....	.....
490	Lake Forest, Ill	Ferry Hall, Lake Forest University	1869	.....	Acad.	1,000	.....	.....	0	.....	.....	.....
491	Lake Forest, Ill	Lake Forest Academy	1858	.....	Acad.	500	.....	.....	0	.....	.....	.....
492	La Salle, Ill	Barnes & Co.'s Circulating Library	1875	Sub.	Mis.	450	200	1,500	.....	250	.....	.....
493	La Salle, Ill	Malone's Circulating Library	1874	Sub.	Mis.	450	50	1,700	.....	100	50	.....
494	La Salle, Ill	St. Patrick's Total Abstinence Society	1874	Sub.	Soc'l	850	.....	2,000	.....	50	50	.....
495	Lebanon, Ill	McKendree College	1835	.....	Col.	4,000	.....	.....	.....	200	.....	.....
496	Lebanon, Ill	Philosophian Society	1838	.....	Soc'y	1,500	.....	.....	.....	.....	.....	.....
497	Lebanon, Ill	Platonian Society	1849	.....	Soc'y	1,500	.....	.....	.....	.....	.....	.....
498	Lebanon, Ill	Clionian Society	1869	.....	Soc'y	500	.....	.....	.....	.....	.....	.....
499	Mendota, Ill	Evangelisch-Lutherisches Collegium	1875	.....	Col.	300	.....	.....	.....	.....	.....	.....
500	Mendota, Ill	Mendota Library Association	1874	Sub.	Soc'l	1,020	.....	.....	.....	.....	.....	.....
501	Mendota, Ill	Wartburg Seminary	1853	.....	The'l	2,000	.....	.....	.....	.....	.....	.....
502	Moline, Ill	Concordia Society	1862	Sub.	Soc'l	300	18	175	.....	750	40	750
503	Moline, Ill	Public Library	1873	Free	Pub.	2,776	643	10,662	.....	.....	998	910
504	Monmouth, Ill	Monmouth College	1856	.....	Col.	2,000	.....	.....	0	0	.....	.....
505	Monmouth, Ill	Warren County Library and Reading Room	1870	Sub.	Soc'l	3,600	800	16,000	16,000	2,200	1,200	1,000
506	Morris, Ill.	Library Association	1873	Sub.	Soc'l	800	150	2,500	0	300	300	0
507	Morris, Ill	St. Angela's Academy	1859	.....	Acad.	300	10	.....	0	.....	.....	.....
508	Mt. Carroll, Ill	Mt. Carroll Seminary	1853	.....	Acad.	3,000	150	.....	0	.....	.....	.....
509	Mt. Morris, Ill.	Rock River Seminary	1841	.....	Acad.	1,200	100	.....	.....	.....	.....	.....
510	Mt. Vernon, Ill	Supreme Court, Southern Grand Division	.....	Free	Law	3,500	.....	.....	.....	1,000	1,000	250
511	Napervillo, Ill	Northwestern College	1861	.....	Col.	1,000	.....	.....	.....	.....	.....	.....
512	Normal, Ill	Illinois State Natural History Society	.....	.....	Sci.	700	.....	.....	0	0	.....	.....
513	Normal, Ill	Soldiers' Orphans' Home	1869	.....	A. & R.	1,200	250	.....	.....	250	.....	.....
514	Normal, Ill	State Normal University	1857	.....	Acad.	1,400	.....	.....	0	.....	.....	.....
515	Olney, Ill	Public Library	1872	Sub.	Soc'l	2,000	200	.....	0	.....	.....	100
516	Onarga, Ill	Grand Prairie Seminary and Commercial College	1863	.....	Acad.	800	.....	.....	0	.....	.....	.....
517	Onarga, Ill	Public Library	1873	Free	Pub.	1,006	150	.....	.....	300	475	125
518	Ottawa, Ill	Odd Fellows' Library	1865	Sub	Soc'l	695	75	1,200	0	0	10	0
519	Ottawa, Ill	Supreme Court, Northern Division	1849	Free	Law	4,500	200	0	0	0	1,000	500
520	Paua, Ill	Library Association	1860	Sub	Soc'l	400	100	300	0	200	100	100
521	Paris, Ill	Hurty's Normal Institute	1870	.....	Acad.	500	50	.....	0	.....	.....	.....
522	Peoria, Ill	High School Library	.....	Free	Acad.	1,100	150	5,000	.....	175	150	25
523	Peoria, Ill	Mercantile Library	1855	Sub.	Mer.	9,155	671	.....	.....	1,000	.....	.....
524	Peoria, Ill	Peoria County Normal School	1868	.....	Acad.	465	100	.....	0	.....	.....	.....
525	Pern, Ill	Public School Library	.....	.....	Sch.	300	.....	.....	.....	.....	.....	.....
526	Pittsfield, Ill	Ladies' Free Reading Room and Public Library	1874	Sub.	Soc'l	1,200	.....	800	0	250	500	360
527	Polo, Ill	Library Association	1871	Sub.	Soc'l	994	35	3,500	.....	150	65	85
528	Polo, Ill	Public School Library	.....	.....	Sch.	300	.....	.....	.....	.....	.....	.....
529	Princeton, Ill	Princeton High School	1867	.....	Acad.	525	.....	.....	.....	.....	.....	.....
530	Quincy, Ill	Friends in Council	1875	Sub.	Soc'l	400	.....	.....	0	.....	.....	.....
531	Quincy, Ill	Johnson College	1874	.....	Acad.	1,000	.....	.....	.....	.....	.....	.....
532	Quincy, Ill	Quincy Library	1841	Sub.	Soc'l	4,650	50	.....	0	700	100	530
533	Quincy, Ill	St. Francis Solanus College	1859	.....	Acad.	2,100	.....	.....	.....	.....	.....	.....
534	Rantoul, Ill	Literary Society	.....	Sub.	Soc'l	1,941	.....	7,544	.....	.....	.....	.....
535	Robin's Nest, Ill	Jubilee College	1839	.....	The'l	3,000	25	.....	.....	.....	.....	.....
536	Rockford, Ill	Public Library	1872	Free	Pub.	6,500	.....	.....	0	3,500	.....	2,000
537	Rockford, Ill	Rockford Seminary	1851	.....	Acad.	2,000	25	.....	0	.....	.....	.....

TABLE XVI.—*Statistics of public libraries numbering 300 volumes and upwards*—Continued.

Number.	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidentals.
538	Rock Island, Ill	Augustana College	1861	.....	Col	5,000	.....	.....	$0	.....	.....	.....
539	Rock Island, Ill	Public Library	1872	Free	Pub	3,676	785	15,972	0	$3,000	$1,120	.....
540	Rock Island, Ill	United States Arsenal	1870	.....	Gar	454	.....	.....	.....	.....	.....	.....
541	St. Anne, Ill	Saviour's College	1864	.....	Acad	1,000	.....	.....	.....	.....	.....	.....
542	Sandwich, Ill	Literary Association	1865	Sub	Soc'l	400	0	.....	0	.....	.....	$0
543	Sparta, Ill	Addisonian Library	1872	Sub	Soc'l	305	50	300	0	125	50	75
544	Sparta, Ill	Circulating Library	1873	Sub	Mis	594	62	745	0	95	90	.....
545	Springfield, Ill	Library Association	1866	Sub	Soc'l	4,500	450	.....	0	.....	.....	720
546	Springfield, Ill	State Board of Agriculture	1853	Free	Sci	801	.....	0	0	0	.....	0
547	Springfield, Ill	State Library	1818	.....	State	42,000	1,603	.....	.....	.....	.....	.....
548	Springfield, Ill	Supreme Court, Central Grand Division	1837	.....	Law	5,500	.....	.....	0	700	700	.....
549	Springfield, Ill	United States District Court	1855	.....	Law	385	.....	.....	.....	.....	.....	.....
550	Sterling, Ill	Library and Free Reading Room	1873	Sub	Soc'l	900	300	.....	.....	1,000	500	400
551	Streator, Ill	Public Library	1871	Free	Pub	300	75	500	650	100	100	5
552	Tuscola, Ill	Library Association of First Presbyterian Church	1873	.....	Soc'l	440	146	5,280	.....	60	.....	.....
553	Upper Alton, Ill	Shurtleff College	1835	.....	Col	4,500	.....	.....	250	25	.....	.....
554	Upper Alton, Ill	Alpha Zeta Society	1847	.....	Soc'y	614	.....	.....	.....	.....	125	.....
555	Upper Alton, Ill	Sigma Phi Society	1859	.....	Soc'y	721	.....	.....	.....	.....	.....	.....
556	Upper Alton, Ill	Theological Department	1866	.....	Theol	1,260	.....	.....	5,000	500	.....	0
557	Urbana, Ill	Free Library	1874	Free	Pub	1,046	.....	.....	0	900	100	400
558	Urbana, Ill	Industrial University	1868	.....	Sci	10,660	500	.....	0	0	2,800	600
559	Warsaw, Ill	Free Public Library	1872	Free	Pub	925	75	300	0	350	150	150
560	Washington, Ill	Library Association	1870	Sub	Soc'l	400	.....	.....	.....	0	0	0
561	Waterloo, Ill	Monroe Advance Society	1870	Sub	Soc'l	465	50	250	800	966	500	250
562	Watseka, Ill	Library Association	1871	Sub	Soc'l	400	50	.....	0	0	50	50
563	Westfield, Ill	Westfield College	1865	.....	Col	865	.....	.....	0	.....	.....	.....
564	Wheaton, Ill	Wheaton College	1858	.....	Col	1,500	.....	.....	.....	.....	.....	.....
565	Wheaton, Ill	Society Libraries	.....	.....	Soc'y	668	.....	.....	.....	.....	.....	.....
566	Winnetka, Ill	Winnetka Institute	1872	.....	Acad	300	.....	.....	.....	.....	.....	.....
567	Woodstock, Ill	Todd Seminary for Boys	1870	.....	Acad	500	50	.....	.....	.....	.....	.....
568	Angola, Ind	Township Libraries	.....	Free	Pub	1,000	.....	.....	.....	.....	.....	.....
569	Attica, Ind	Maclure Workingmen's Library	1868	Free	Pub	350	10	500	0	.....	40	20
570	Attica, Ind	Township Library	.....	Free	Pub	358	.....	.....	.....	.....	.....	.....
571	Battle Ground, Ind	Battle Ground Collegiate Institute	1860	.....	Acad	1,500	.....	.....	0	.....	.....	.....

572	Bedford, Ind	Lawrence County Library	1833	Free	Pub	2,000						
573	Bloomingdale, Ind	Friends' Bloomingdale Academy	1846		Acad	1,000			0			
574	Bloomington, Ind	Indiana University	1828	Sub	Col	5,300						
575	Bloomington, Ind	Law Department	1869		Law	700			0		75	
576	Bloomington, Ind	Monroe County Library	1821	Free	Pub	2,000			3,500		350	100
577	Bluffton, Ind	Wells County Library	1853	Free	Pub	800	6	100	1,329	133	75	35
578	Boonville, Ind	Township Library		Free	Pub	300	0	200	0	0	0	75
579	Brazil, Ind	Maclure Library Association	1864	Free	Pub	550				0	0	0
580	Brazil, Ind	Masonic and Odd Fellows' Societies' Library		Sub	Soc'l	350						
581	Columbia City, Ind	Whitley County Library	1852	Free	Pub	1,000	50	300			25	0
582	Columbus, Ind	Bartholomew County Library	1855	Free	Pub	300	0	200	0	0	0	25
583	Connelton, Ind	Township Libraries		Free	Pub	7,000						
584	Connersville, Ind	Maclure Library	1852	Free	Pub	600	20	150				
585	Connersville, Ind	Public Library		Free	Pub	500						
586	Crawfordsville, Ind	Wabash College	1833		Col	10,482						
587	Edinburgh, Ind	Maclure Workingmen's Library	1857	Free	Pub	800	0	100	0	0	0	0
588	Elkhart, Ind	Kirby's Circulating Library		Sub	Mis	600						
589	Elkhart, Ind	Ladies' Library	1866	Sub	Soc'l	1,250	100	6,000	0	150	150	0
590	Evansville, Ind	Catholic Library Association	1869	Sub	Soc'l	750	60	900				0
591	Evansville, Ind	John A. Boeller's Circulating Library	1872	Sub	Mis	3,300	300		0		100	
592	Evansville, Ind	Pigeon Township Library		Free	Pub	1,200			0		300	400
593	Evansville, Ind	Public Library	1874	Free	Pub	6,435	1,659			4,800	2,800	2,000
594	Evansville, Ind	Vanderburgh County Library	1850	Free	Pub	3,150	60	1,800	0	400	0	400
595	Fort Wayne, Ind	Catholic Library Association	1871	Sub	Soc'l	3,000	300	4,050	0	500	175	300
596	Fort Wayne, Ind	Concordia College	1850		Col	4,000				100		
597	Fort Wayne, Ind	Society Library	1866		Soc'y	500	50					
598	Fort Wayne, Ind	Fort Wayne College	1851		Col	600			0			
599	Fort Wayne, Ind	Lafayette Benevolent Society	1870	Sub	Soc'l	500	50		0	0		0
600	Fort Wayne, Ind	Public School Library	1869	Free	Acad	1,000	0	1,000	0	0	25	50
601	Fort Wayne, Ind	Wayne Township Library		Free	Pub	646						
602	Franklin, Ind	City High School			Sch	300						
603	Franklin, Ind	Franklin College	1844		Col	2,000				100		
604	Franklin, Ind	Society Libraries, (2)	1850		Soc'y	1,000						
605	Goshen, Ind	Young Ladies' Library Association			Soc'l	300						
606	Greencastle, Ind	Indiana Asbury University	1837		Col	10,000			0			
607	Greencastle, Ind	Society Libraries, (4)			Soc'y	4,000						
608	Hanover, Ind	Hanover College	1827		Col	4,300						
609	Hanover, Ind	Society Libraries			Soc'y	2,700						
610	Hartsville, Ind	Hartsville University	1852		Col	700						
611	Hope, Ind	Moravian Seminary for Young Ladies	1866		Acad	500			0			
612	Huntington, Ind	Public School Library	1874		Acad	1,500						
613	Indianapolis, Ind	Centre Township Library		Free	Pub	775		200				300
614	Indianapolis, Ind	Indiana Historical Society	1831		Hist	2,500						
615	Indianapolis, Ind	Indiana Hospital for Insane	1875		A. & R.	2,000						
616	Indianapolis, Ind	Institution for the Blind			Acad	2,500			0			
617	Indianapolis, Ind	Institution for the Deaf and Dumb	1853		Acad	3,025	150		0			
618	Indianapolis, Ind	Marion County Library	1844	Free	Pub	2,500	300		2,000	375		85
619	Indianapolis, Ind	Public Library	1872	Free	Pub	17,000	3,500		0	12,000		
620	Indianapolis, Ind	Social Turnverein	1850	Sub	Soc'l	355	25	214	0		25	0
621	Indianapolis, Ind	Sodality of St. Patrick's Roman Catholic Church	1873	Sub	Soc'l	375			0	500	350	
622	Indianapolis, Ind	State Library	1825		State	10,641	1,171			1,000	400	
623	Indianapolis, Ind	Young Men's Christian Association	1870	Free	Y.M.C.A	500	50	3,000	0	0		0

TABLE XVI.—*Statistics of public libraries numbering 300 volumes and upwards*—Continued.

Number.	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidentals.
624	Irvington, Ind	College of Business	1870	.....	Acad	1,200	.....	.....	.....	.....	.....	.....
625	Irvington, Ind	North Western Christian University	1860	.....	Col	4,000	1,500	.....	.....	.....	.....	.....
626	Jeffersonville, Ind	State Prison, (South)	1858	.....	A. & R.	1,100	.....	.....	.....	$130	$130	.....
627	Jeffersonville, Ind	Township Library	.....	.....	Pub	600	.....	.....	.....	.....	.....	.....
628	Jeffersonville, Ind	Workingmen's Institute	1854	Sub.	Soc'l	537	12	120	$0	80	25	$50
629	Kentland, Ind	Newton County Library	1868	Free	Pub	566	25	1,000	0	0	33	20
630	Knightsville, Ind	Mack's School Library	.....	.....	Sch	1,000	.....	.....	.....	.....	.....	.....
631	Knightsville, Ind	Maclure Workingmen's Library	.....	Free	Pub	500	.....	.....	.....	.....	.....	.....
632	Knox, Ind	Starke County Library	1852	Free	Pub	500	.....	.....	.....	.....	.....	.....
633	La Fayette, Ind	Purdue University	1875	.....	Sci	800	.....	.....	.....	.....	.....	.....
634	La Fayette, Ind	St. Mary's Academy	1867	.....	Acad	300	.....	.....	0	.....	.....	.....
635	La Porte, Ind	Library and Natural History Association	1856	Sub.	Soc'l	3,000	175	8,000	2,500	.....	.....	.....
636	La Porte, Ind	Odd Fellows's Library	.....	Sub.	Soc'l	800	.....	.....	.....	.....	.....	.....
637	Lawrenceburg, Ind	Township Library	1853	Free	Pub	769	0	1,088	.....	.....	.....	75
638	Lebanon, Ind	Centre Township and Y. M. C. A. Library	1872	Free	Y.M.C.A	450	10	800	0	.....	.....	25
639	Logansport, Ind	Smithson College	1873	.....	Col	350	.....	.....	.....	.....	.....	.....
640	Madison, Ind	Library Association	1854	Sub.	Soc'l	4,000	115	.....	0	.....	.....	.....
641	Martinsville, Ind	Washington Township Library	.....	Free	Pub	350	.....	.....	.....	.....	.....	.....
642	Martinsville, Ind	Workingmen's Library	1836	Free	Pub	7 0	.....	2,000	0	0	20	30
643	Merom, Ind	Union Christian College	1858	.....	Col	500	100	.....	.....	.....	.....	.....
644	Michigan City, Ind	Indiana Penitentiary, (North)	1862	.....	A. & R.	700	.....	.....	.....	.....	.....	.....
645	Moore's Hill, Ind	Moore's Hill College	1854	.....	Col	424	.....	.....	.....	.....	.....	.....
646	Mooresville, Ind	Brown Township Library	.....	Free	Pub	480	7	250	0	0	.....	18
647	Mooresville, Ind	Hovey's Institute	.....	.....	Acad	500	.....	.....	.....	.....	.....	.....
648	Mooresville, Ind	Township Library	.....	Free	Pub	400	.....	.....	.....	.....	.....	.....
649	Mt. Vernon, Ind	Mechanics' Library	.....	Free	Pub	450	.....	.....	.....	.....	.....	.....
650	Mt. Vernon, Ind	Township Library, &c	.....	Free	Pub	1,000	.....	150	0	0	0	0
651	Muncie, Ind	Public Library	1874	Free	Pub	2,220	.....	.....	0	1,926	1,200	726
652	New Albany, Ind	De Pauw Female Seminary	1846	.....	Acad	1,000	.....	.....	.....	.....	.....	.....
653	New Albany, Ind	Young Men's Christian Association	.....	.....	Y.M.C.A	300	.....	.....	.....	.....	.....	.....
654	New Castle, Ind	Township School Library	.....	.....	Acad	325	.....	.....	.....	.....	.....	.....
655	New Castle, Ind	Workingmen's Library	1855	Free	Pub	400	0	50	0	.....	0	5
656	New Harmony, Ind	Workingmen's Institute	1858	Free	Pub	4,000	100	6,240	1,100	.....	.....	136
657	Notre Dame, Ind	Library of Notre Dame, (University of Notre Dame)	1843	Sub.	Col	10,000	700	.....	.....	.....	.....	.....

658	Oxford, Ind	Maclure Workingmen's Library	1855	Free	Pub	300	0	100	0	0	0	0
659	Peru, Ind	Miami Workingmen's Institute	1852	Sub.	Soc'l	300	0	0	0	0	0	0
660	Plainfield, Ind	House of Refuge	1868	.....	A. & R.	500	.....	.....	.....	.....	.....	.....
661	Plymouth, Ind	Marshall County Library	1867	Free	Pub	300	.....	260	0	0	.....	48
662	Princeton, Ind	Gibson County Library	1855	Free	Pub	1,500	.....	.....	.....	.....	.....	.....
663	Richmond, Ind	Earlham College	1847	.....	Col	2,200	100	.....	.....	.....	.....	.....
664	Richmond, Ind	Phœnix Band	1856	.....	Soc'y	450	40	.....	.....	.....	.....	.....
665	Richmond, Ind	Ionian Society	1857	.....	Soc'y	942	50	.....	.....	.....	.....	.....
666	Richmond, Ind	Morrison Library	1864	Free	Pub	9,294	392	32,125	.....	.....	.....	.....
667	Richmond, Ind	Wayne County Law Library	1874	Sub.	Law	911	40	.....	1,675	200	.....	0
668	Ridgeville, Ind	Ridgeville College	1869	.....	Col	300	.....	.....	0	.....	.....	.....
669	Rising Sun, Ind	Maclure Workingmen's Library	1855	Free	Pub	600	.....	0	0	.....	0	.....
670	Rising Sun, Ind	Ohio County Library	1853	Free	Pub	1,680	.....	.....	.....	.....	.....	.....
671	Rising Sun, Ind	Randolph Township Library	.....	Free	Pub	838	20	1,200	0	.....	0	75
672	Rockport, Ind	Ohio Township Library	1855	Free	Pub	800	.....	.....	.....	.....	.....	.....
673	Rockport, Ind	Spencer County Library	.....	Free	Pub	500	.....	.....	.....	.....	.....	.....
674	Rockville, Ind	Indiana School Library	.....	.....	Sch	5,850	.....	.....	.....	.....	.....	.....
675	St. Mary's of the Woods, Ind	St. Mary's Academic Institute	1840	.....	Acad	3,000	.....	.....	.....	.....	.....	.....
676	St. Meinrad, Ind	St. Meinrad's College	1860	.....	Col	6,000	200	.....	.....	.....	.....	.....
677	South Bend, Ind	Library Association	1873	Sub.	Soc'l	1,000	350	1,200	0	2,700	1,500	450
678	South Bend, Ind	Maclure Workingmen's Library Association	.....	Free	Pub	600	0	0	0	0	0	0
679	South Bend, Ind	Portage Township Library	1855	Free	Pub	583	0	700	0	.....	0	100
680	South Bend, Ind	St. Joseph's Academy	1865	.....	Acad	500	.....	.....	.....	.....	.....	.....
681	Spiceland, Ind	Spiceland Academy	1861	.....	Acad	3,000	.....	.....	.....	.....	.....	.....
682	Terre Haute, Ind	St. Bonaventure's College Society Libraries	.....	.....	Soc'y	650	.....	.....	.....	.....	.....	.....
683	Terre Haute, Ind	State Normal School	1870	.....	Acad	1,200	.....	.....	.....	.....	.....	.....
684	Thorntown, Ind	Young Men's Christian Association	.....	.....	Y M.C.A	500	.....	.....	.....	.....	.....	.....
685	Tipton, Ind	Maclure Workingmen's Library	.....	Free	Pub	500	.....	.....	.....	.....	.....	.....
686	Valparaiso, Ind	Northern Indiana Normal School	1873	.....	Acad	3,000	800	.....	0	.....	.....	.....
687	Vevay, Ind	Workingmen's Library	1850	Free	Pub	300	0	100	0	0	0	0
688	Vincennes, Ind	Diocesan Library	1834	.....	The'l	8,000	.....	.....	.....	.....	.....	.....
689	Vincennes, Ind	Maclure Workingmen's Institute	1850	Free	Pub	550	0	0	.....	0	0	0
690	Vincennes, Ind	Public School Library	1873	Free	Acad	400	50	200	0	0	0	0
691	Vincennes, Ind	Township Library	185–	Free	Pub	600	0	100	0	0	0	50
692	Vincennes, Ind	Vincennes Library	1807	Sub.	Soc'l	2,000	0	200	0	40	0	0
693	Vincennes, Ind	Vincennes University	1855	.....	Acad	800	.....	.....	0	.....	.....	.....
694	Wabash, Ind	Maclure Workingmen's Institute	1854	Free	Pub	300	0	100	0	0	0	0
695	Wabash, Ind	Noble Township Library	1865	Free	Pub	648	0	350	0	.....	0	40
696	Wabash, Ind	Wabash County Library	.....	Free	Pub	300	.....	.....	.....	.....	.....	.....
697	Warsaw, Ind	Town Library	.....	Free	Pub	350	.....	.....	.....	.....	.....	.....
698	Waterloo, Ind	Maclure Workingmen's Institute	1861	Free	Pub	408	0	350	0	0	0	0
699	Waterloo, Ind	Union Township Library	1855	Free	Pub	450	3	100	0	.....	.....	15
700	Winchester, Ind	Township Library	.....	Free	Pub	400	.....	.....	.....	.....	.....	.....
701	Caddo Station, Ind. T	Spencer Academy	.....	.....	Acad	1,000	.....	.....	.....	.....	.....	.....
702	Camp Supply, Ind. T	Post Library	.....	.....	Gar	530	.....	.....	.....	.....	.....	.....
703	Fort Sill, Ind. T	Post Library	1868	.....	Gar	560	.....	7,500	.....	.....	.....	.....
704	Tahlequah, Ind. T	National Council Library	1869	.....	Ter	500	.....	.....	.....	.....	.....	.....
705	Albia, Iowa	Albia Lyceum	1870	Free	Pub	1,600	100	500	0	.....	100	50
706	Albion, Iowa	Albion Seminary	1872	.....	Acad	350	.....	.....	.....	.....	.....	.....
707	Ames, Iowa	State Agricultural College	1868	.....	Sci	3,540	340	.....	0	.....	600	250
708	Burlington, Iowa	Burl'ngton University	1852	.....	Col	2,300	.....	.....	0	.....	.....	.....
709	Burlington, Iowa	Public Library	1868	Sub.	Soc'l	5,340	214	.....	0	.....	.....	.....

TABLE XVI.—*Statistics of public libraries numbering 300 volumes and upwards*—Continued.

Number.	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidentals.
710	Burlington, Iowa	Swedish Public Library	1871	Sub.	Soc'l	500	0	381	$675	$249	$27	$195
711	Cedar Falls, Iowa	Library Association	1869	Sub	Soc'l	1,025	90	300	50	125	125	
712	Cedar Falls, Iowa	Soldiers' Orphans' Home	1869		A. & R.	1,000	150					
713	Cedar Rapids, Iowa	Enos Free Library	1874	Free	Pub.	1,560	107	1,300	1,000			0
714	Clinton, Iowa	Young Men's Library Association		Sub	Soc'l	1,500	100					
715	College Springs, Iowa	Amity College			Acad.	500	100		0			
716	Council Bluffs, Iowa	Iowa Institution for the Deaf and Dumb	1863		Acad.	450			0			
717	Davenport, Iowa	Academy of Natural Sciences	1867	Sub.	Sci	343	50		0	300	50	0
718	Davenport, Iowa	Academy of the Immaculate Conception	1859		Acad.	800						
719	Davenport, Iowa	Griswold College	1860		Col.	4,775	500		0	0		
720	Davenport, Iowa	Library Association	1866	Sub.	Soc'l	3,500	700		0	400		
721	Davenport, Iowa	Soldiers' Orphans' Home	1868		A. & R.	1,300	75		0	100		
722	Davenport, Iowa	Young Men's Christian Association	1865	Free	Y.M.C.A	500	50	3,000	0	0		0
723	Decorah, Iowa	Norwegian Luther College	1861		Col	3,000				150		
724	Decorah, Iowa	Society Library	1873		Soc'y	407						
725	Denmark, Iowa	Denmark Academy	1851		Acad.	500			0			
726	Des Moines, Iowa	Des Moines Library	1866	Sub	Soc'l	3,440	100	5,025	0			750
727	Des Moines, Iowa	Iowa College of Law	1875		Law	300						
728	Des Moines, Iowa	State Library	1858		State	14,000	1,608				2,500	
729	Des Moines, Iowa	University of Des Moines	1872		Col.	1,000			0			
730	Dubuque, Iowa	German Presbyterian Theological School of the Northwest.	1856		Theol.	1,116	100		0			
731	Dubuque, Iowa	High School	1866		Acad.	500						
732	Dubuque, Iowa	Iowa Institute of Science and Arts	1869	Free	Sci	1,500	40	0	0	500	100	400
733	Dubuque, Iowa	Young Men's Library	1866	Sub	Soc'l	8,000	500		0			
734	Eldora, Iowa	State Reform School	1874		A. & R.	400						
735	Fairfield, Iowa	Jefferson County Library Association	1853	Sub	Soc'l	3,844	1,133		0			
736	Fayette, Iowa	Upper Iowa University	1860		Col.	3,000						
737	Fayette, Iowa	Philomathean Society			Soc'y	1,000						
738	Fort Dodge, Iowa	Library Association	1874	Sub	Soc'l	500		800	0	283	240	0
739	Fort Madison, Iowa	Library Association	1872	Sub	Soc'l	1,500	100		0			0
740	Fort Madison, Iowa	Penitentiary	1856		A. & R.	1,972				250		
741	Grandview, Iowa	Eastern Iowa Normal School	1874		Acad.	500	50		0			

742	Grinnell, Iowa	Iowa College	1848	.....	Col.....	4,500	.....	.....	.....	.....	.....	.....
743	Grinnell, Iowa	Society Libraries	.....	.....	Soc'y...	1,650	.....	.....	.....	.....	.....	.....
744	Hopkinton, Iowa	Lenox Collegiate Institute	1871	.....	Acad...	300	.....	.....	0	.....	.....	.....
745	Humboldt, Iowa	Humboldt College	1873	.....	Col.....	1,360	.....	.....	.....	.....	.....	.....
746	Independence, Iowa	Public Library	1873	Free	Pub....	914	300	12,000	0	1,000	500	500
747	Indianola, Iowa	Simpson Centenary College	1867	.....	Col.....	300	.....	.....	.....	.....	.....	.....
748	Iowa City, Iowa	Iowa State University	1860	Free	Col.....	7,000	.....	.....	.....	.....	.....	.....
749	Iowa City, Iowa	Law Department	1868	.....	Law....	1,823	100	.....	0	.....	.....	.....
750	Iowa City, Iowa	State Historical Society	1857	.....	Hist'l ..	3,773	339	.....	500	520	.....	.....
751	Jefferson, Iowa	Jefferson Academy	1875	...	Acad....	1,700	.....	.....	.....	.....	.....	.....
752	Keokuk, Iowa	Library Association	1863	Sub	Soc'l	6,987	350	.....	0	.....	.....	.....
753	Keosauqua, Iowa	Odd Fellows' Library, No. 3	1848	Sub	Soc'l	1,000	.....	.....	0	.....	.....	.....
754	Le Grand, Iowa	Le Grand Christian Institute	1866	.....	Acad....	500	.....	.....	0	.....	.....	.....
755	Lyons, Iowa	Catholic Young Men's Association	.....	Sub	Soc'l	400	.....	.....	.....	.....	.....	.....
756	Lyons, Iowa	German Association	1859	Sub	Soc'l	447	135	660	0	750	135	30
757	Lyons, Iowa	Young Men's Association	1863	Sub	Soc'l	2,500	200	2,488	0	500	250	200
758	McGregor, Iowa	Public Library	.....	.....	Pub....	550	.....	.....	.....	.....	.....	.....
759	Maquoketa, Iowa	Literary Association	1854	Sub	Soc'l	610	30	.....	0	60	40	25
760	Mason City, Iowa	Library Association	1871	Sub	Soc'l	416	40	.....	0	60	60	0
761	Mt. Pleasant, Iowa	Iowa Hospital for the Insane	1861	.....	A. & R..	1,000	.....	.....	.....	.....	.....	.....
762	Mt. Pleasant, Iowa	Iowa Wesleyan University	1855	.....	Col.....	1,785	109	.....	0	.....	.....	.....
763	Mt. Pleasant, Iowa	Hamline Society	.....	.....	Soc'y....	400	25	.....	.....	.....	.....	.....
764	Mt. Pleasant, Iowa	Philomathian Society	.....	.....	Soc'y....	400	25	.....	.....	.....	.....	.....
765	Mt. Pleasant, Iowa	Ruthean Society	.....	.....	Soc'y....	400	25	.....	.....	.....	.....	.....
766	Mt. Pleasant, Iowa	Mt. Pleasant Female Seminary	1865	.....	Acad....	600	.....	.....	.....	.....	.....	.....
767	Mt. Vernon, Iowa	Cornell College	1857	.....	Col.....	4,000	200	.....	.....	250	.....	.....
768	Mt. Vernon, Iowa	Adelphian Society	1859	.....	Soc'y....	1,800	50	.....	.....	.....	.....	.....
769	Mt. Vernon, Iowa	Amphictyon Society	1857	.....	Soc'y....	600	50	.....	.....	.....	.....	.....
770	Muscatine, Iowa	County Law Library	1857	.....	Law	500	.....	.....	.....	.....	.....	.....
771	New London, Iowa	New London Academy	1868	.....	Acad....	489	49	.....	0	.....	.....	.....
772	Osage, Iowa	Sage Library	1875	Free	Pub.....	400	.....	.....	.....	400	.....	.....
773	Oskaloosa, Iowa	Oskaloosa College	1860	.....	Col	882	60	.....	.....	.....	.....	.....
774	Oskaloosa, Iowa	Penn College	1873	...	Col.....	1,200	.....	.....	.....	80	.....	.....
775	Ottumwa, Iowa	Public Library	1874	Sub	Pub....	1,800	100	2,500	0	550	200	300
776	Pella, Iowa	Central University of Iowa	1871	.....	Col	2,000	.....	.....	.....	.....	.....	.....
777	Salem, Iowa	Whittier College	1867	.....	Col.....	600	50	.....	.....	.....	.....	.....
778	Tabor, Iowa	Tabor College	1870	.....	Col.....	3,670	.....	.....	0	.....	.....	.....
779	Vinton, Iowa	Iowa College for the Blind	1858	.....	Acad....	400	20	.....	0	.....	.....	.....
780	Waterloo, Iowa	Library Association	1865	Sub	Soc'l	1,200	.....	300	0	500	400	100
781	Waverly, Iowa	Library and Lecture Association	1868	Sub	Soc'l	800	100	3,000	0	100	100	0
782	Western College, Iowa	Western College	1856	.....	Col.....	740	100	.....	.....	.....	.....	.....
783	Western College, Iowa	Society Libraries, (3)	.....	.....	Soc'y...	562	.....	.....	.....	.....	.....	.....
784	Atchison, Kans	St. Benedict's College	1859	.....	Col	2,000	.....	.....	.....	.....	.....	.....
785	Atchison, Kans	Young Men's Christian Association	.....	.....	Y.M.C.A	1,500	.....	.....	.....	.....	.....	.....
786	Emporia, Kans	State Normal School	1863	.....	Acad....	400	50	.....	0	.....	.....	.....
787	Fort Dodge, Kans	Post Library	1869	.....	Gar	406	.....	.....	.....	.....	.....	.....
788	Fort Hays, Kans	Post Library	.....	.....	Gar	300	.....	.....	.....	.....	.....	.....
789	Geneva, Kans	Geneva Academy	1865	.....	Acad....	500	.....	.....	.....	.....	.....	.....
790	Highland, Kans	Highland University	1857	.....	Col.....	5,000	.....	.....	.....	.....	.....	.....
791	Lawrence, Kans	City Library	1865	Sub	Soc'l ...	2,000	.....	.....	.....	.....	500	.....
792	Lawrence, Kans	State University	1866	Free	Col.....	2,448	276	.....	0	.....	.....	.....
793	Leavenworth, Kans	Law Library	1866	Sub	Law	2,200	125	0	0	1,200	1,000	132

TABLE XVI.—*Statistics of public libraries numbering* 300 *volumes and upwards*—Continued.

Number.	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidentals.
794	Leavenworth, Kans	Penitentiary	1869	.....	A. & R.	1,660	.....	18,000	.....	$300	.....	.....
795	Manhattan, Kans	State Agricultural College	1860	.....	Sci	3,000	20	.....	$0	.....	.....	$0
796	St. Mary's, Kans	St. Mary's College	1869	.....	Col	700	.....	.....	.....	.....	.....	.....
797	St. Mary's, Kans	Society Libraries	.....	.....	Soc'y	1,000	.....	.....	.....	.....	.....	.....
798	Topeka, Kans	College of the Sisters of Bethany	1872	.....	Acad	1,500	.....	.....	.....	.....	.....	.....
799	Topeka, Kans	Kansas State Library	1857	.....	State	10,500	1,076	.....	.....	.....	$2,000	.....
800	Topeka, Kans	Library Association	1871	Sub.	Soc'l	2,000	100	.....	0	700	100	600
801	Topeka, Kans	Washburn College	1865	.....	Col	3,000	.....	.....	.....	.....	.....	.....
802	Wyandotte, Kans	Library Association	1867	Sub.	Soc'l	750	40	600	0	30	50	0
803	Augusta, Ky	Bracken County Academy	.....	.....	Acad	500	.....	.....	.....	.....	.....	.....
804	Bardstown, Ky	Bardstown Female Academy	1834	.....	Acad	500	.....	.....	.....	.....	.....	.....
805	Near Bardstown, Ky	Nazareth Literary and Benevolent Institution	1825	.....	Acad	3,000	150	.....	0	.....	.....	.....
806	Bardstown, Ky	St. Joseph's College	1824	.....	The'l	3,500	100	.....	0	0	.....	0
807	Berea, Ky	Berea College	1865	.....	Col	2,000	.....	.....	.....	.....	.....	.....
808	Bowling Green, Ky	Green River Female Seminary	1868	.....	Acad	500	12	.....	0	.....	.....	.....
809	Bowling Green, Ky	Presbyterian Female College	1871	.....	Acad	400	.....	.....	.....	.....	.....	.....
810	Carlisle, Ky	Kentucky Normal School	1873	.....	Acad	500	.....	.....	.....	.....	.....	.....
811	Cecilian Junction, Ky	Cecilian College	1870	.....	Col	1,000	24	.....	.....	.....	.....	.....
812	Covington, Ky	High School Library	.....	.....	Acad	625	.....	.....	.....	.....	.....	.....
813	Covington, Ky	Public Law Library	.....	Sub.	Law	600	.....	.....	.....	.....	.....	.....
814	Danville, Ky	Caldwell Female Institute	1859	.....	Acad	400	.....	.....	0	.....	.....	.....
815	Danville, Ky	Centre College	1824	.....	Col	4,160	150	.....	1,250	125	.....	.....
816	Danville, Ky	Chamberlain Society	1824	.....	Soc'y	2,500	.....	.....	.....	.....	.....	.....
817	Danville, Ky	Deinologian Society	1830	.....	Soc'y	2,500	.....	.....	.....	.....	.....	.....
818	Danville, Ky	Danville Theological Seminary	1853	.....	The'l	10,000	.....	.....	0	.....	.....	.....
819	Danville, Ky	Institution for Deaf-Mutes	1823	.....	Acad	750	.....	.....	0	.....	.....	.....
820	Elkton, Ky	Green River Academy	1843	.....	Acad	500	.....	.....	0	.....	.....	.....
821	Eminence, Ky	Eminence College	1860	.....	Col	1,550	50	.....	.....	.....	.....	.....
822	Eminence, Ky	Society Libraries, (2)	1862-1874	.....	Soc'y	650	40	.....	.....	.....	.....	.....
823	Farmdale, Ky	Kentucky Military Institute	1846	.....	Col	3,500	50	.....	.....	.....	.....	.....
8 4	Farmdale, Ky	Philomathean Society	.....	.....	Soc'y	1,000	30	.....	.....	.....	.....	.....
825	Frankfort, Ky	Kentucky State Library	1821	.....	State	30,000	657	.....	.....	.....	600	.....
826	Frankfort, Ky	St. Aloysius and St. Joseph's Academy	1868	.....	Acad	400	.....	.....	.....	.....	.....	.....

827	Frankfort, Ky	State Prison	1836	.....	A. & R..	600	.....	.....	.....	.....	.....	.....
828	Georgetown, Ky	Georgetown College	1830	.....	Col.....	7,000	.....	.....	0	0	.....	.....
829	Georgetown, Ky	Society Libraries	.....	.....	Soc'y....	2,400	.....	.....	.....	.....	.....	.....
830	Georgetown, Ky	Georgetown Female Seminary	1872	.....	Acad....	300	50	.....	.....	.....	.....	.....
831	Glasgow, Ky	Liberty Female College	1875	.....	Acad....	700	.....	.....	0	.....	.....	.....
832	Greenville, Ky	Female Academy	.....	.....	Acad....	900	.....	.....	.....	.....	.....	.....
833	Harrodsburg, Ky	Daughter's College	1856	.....	Acad....	3,000	.....	.....	.....	.....	.....	.....
834	Harrodsburg, Ky	Library Association	1873	Sub.	Soc'l	1,800	400	.....	0	280	140	140
835	Lancaster, Ky	Library, Company E, Sixteenth Infantry	.....	.....	Gar	500	.....	.....	.....	.....	.....	.....
836	Lebanon, Ky	Calvary Academy	.....	.....	Acad....	300	.....	.....	.....	.....	.....	.....
837	Lexington, Ky	Christ Church Seminary	1866	.....	Acad....	500	.....	.....	.....	.....	.....	.....
838	Lexington, Ky	Hocker Female College	1869	.....	Acad....	300	25	.....	.....	.....	.....	.....
839	Lexington, Ky	Kentucky University	1858	.....	Col.....	3,261	.....	.....	.....	.....	.....	.....
840	Lexington, Ky	Cecropean Society	.....	.....	Soc'y....	605	.....	.....	.....	.....	.....	.....
841	Lexington, Ky	Law College	1865	.....	Law	2,201	.....	.....	.....	.....	.....	.....
842	Lexington, Ky	Periclean Society	.....	.....	Soc'y....	719	.....	.....	.....	.....	.....	.....
843	Lexington, Ky	Philothean Society	.....	.....	Soc'y....	525	.....	.....	.....	.....	.....	.....
844	Lexington, Ky	Transylvania Medical College	.....	.....	Med.....	5,383	.....	.....	.....	.....	.....	.....
845	Lexington, Ky	Union Society	.....	.....	Soc'y....	240	.....	.....	.....	.....	.....	.....
846	Lexington, Ky	Lexington Library Association	1800	Sub.	Soc'l	17,000	250	.....	.....	.....	.....	.....
847	Lexington, Ky	Sayre Female Institute	1854	.....	Acad....	300	.....	.....	.....	.....	.....	.....
848	Louisville, Ky	Asylum for the Education of the Blind	1842	.....	Acad....	800	200	.....	.....	.....	.....	.....
849	Louisville, Ky	Law Library	1850	Sub.	Law	4,000	124	.....	.....	.....	.....	.....
850	Louisville, Ky	Library Association	1871	Sub.	Soc'l	6,097	365	.....	0	.....	.....	.....
851	Louisville, Ky	Louisville Female College	1853	.....	Acad....	1,000	.....	.....	.....	.....	.....	.....
852	Louisville, Ky	Medical Department, University of Louisville	1837	.....	Med.....	4,000	.....	.....	.....	.....	.....	.....
853	Louisville, Ky	Public Library of Kentucky	1871	Free	Pub....	50,000	1,800	.....	*500,000	.....	.....	.....
854	Louisville, Ky	Theological Seminary of the P. E. Church	1831	.....	Tho'l....	1,654	.....	.....	15,000	1,200	.....	.....
855	Maysville, Ky	Odd Fellows' Library	1850	Sub.	Soc'l	696	30	561	.....	71	45	26
856	Maysville, Ky	Visitation Academy	1865	.....	Acad	650	.....	.....	.....	.....	.....	.....
857	Millersburg, Ky	Kentucky Wesleyan University Society Libraries	.....	.....	Soc'y....	600	.....	.....	.....	.....	.....	.....
858	Millersburg, Ky	Millersburg Female College	1851	.....	Acad....	800	.....	.....	0	.....	.....	.....
859	Mt. Sterling, Ky	Athenæum Library	.....	Sub.	Soc'l	500	.....	.....	.....	.....	.....	.....
860	New Castle, Ky	Henry Male and Female College	1850	.....	Acad....	1,000	0	.....	0	.....	.....	.....
861	Newport, Ky	Odd Fellows' Library	1868	Sub.	Soc'l	1,835	253	.....	0	.....	.....	.....
862	Olmstead, Ky	Browder Institute	1868	.....	Acad....	500	.....	.....	.....	.....	.....	.....
863	Paris, Ky	City Library	1873	Free	Acad...	1,314	0	.....	0	.....	.....	0
864	Paris, Ky	St. Charles School	1868	.....	Acad....	300	.....	.....	.....	.....	.....	.....
865	Portland, Ky	Mt. St. Benedict's Academy	1842	.....	Acad....	1,000	.....	.....	.....	.....	.....	.....
866	Russellville, Ky	Bethel College	1856	.....	Col.....	1,000	.....	.....	.....	.....	.....	.....
867	Russellville, Ky	Neotrophian Society	1870	.....	Soc'y....	400	.....	.....	.....	.....	.....	.....
868	Russellville, Ky	Philomathean Society	1856	.....	Soc'y....	400	.....	.....	.....	.....	.....	.....
869	Russellville, Ky	Logan Female College	1869	.....	Acad....	1,100	100	.....	.....	.....	.....	.....
870	Shelbyville, Ky	Science Hill Academy	1825	.....	Acad....	1,250	.....	.....	0	.....	.....	.....
871	Shelbyville, Ky	Shelbyville Female College	.....	.....	Acad....	300	.....	.....	.....	.....	.....	.....
872	South Union, Ky	South Union Library	1810	Sub.	Soc'l	500	20	.....	0	.....	50	0
873	Springfield, Ky	Academy of St. Catherine of Sienna	1822	.....	Acad....	2,500	100	.....	0	.....	.....	.....
874	Stanford, Ky	Stanford Female College	1869	.....	Acad....	450	30	.....	0	.....	.....	.....
875	Baton Rouge, La	Institution for the Deaf and Dumb	1859	.....	Acad....	300	0	.....	0	.....	.....	.....
876	Baton, Rouge, La	Louisiana State University	1860	.....	Col.....	13,000	.....	.....	0	.....	.....	.....

a Total property, including building.

TABLE XVI.—*Statistics of public libraries numbering 300 volumes and upwards*—Continued.

Number.	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidentals.
877	New Orleans, La	Louisiana State University: Medical Department	1834		Med	2,000			$0	$0		
878	Clinton, La	Silliman Female Collegiate Institute	1851		Acad	300						
879	Donaldsonville, La	St. Aloysius Catholic Library	1873	Sub.	Soc'l	400		500	0	0	$50	$0
880	Grand Côteau, La	St. Charles College	1836		Col	5,500	200					
881	Grand Côteau, La	Society Library	1837		Soc'y	350						
882	Jackson, La	Centenary College of Louisiana	1825		Col	1,500						
883	Jackson, La	Franklin Institute			Soc'y	1,000						
884	Jackson, La	Union Literary Society			Soc'y	1,000						
885	Jackson, La	Feliciana Female Collegiate Institute	1866		Acad	1,500						
886	Marksville, La	Convent of the Presentation	1860		Acad	800	12					
887	Minden, La	Minden Public High School	1873		Acad	846						
888	Monroe, La	St. Matthew's Academy	1870		Acad	500	50		0			
889	Monroe, La	Young Catholic Friends' Society	1858	Sub.	Soc'l	2,800	460	2,146	0	750	500	
890	New Orleans, La	Academy of Sciences	1853		Sci	3,000	150		0	200		
891	New Orleans, La	Agricultural and Mechanical College	1875		Sci	300			0			
892	New Orleans, La	Charity Hospital Medical College	1856		Med	1,500						
893	New Orleans, La	Ellis' Circulating Library	1868	Sub.	Mis	9,000	1,000	150,000				1,200
894	New Orleans, La	Fisk Free Library	1850	Free	Pub	5,000	0			1,380	0	700
895	New Orleans, La	Librairie de la Famille	1872	Sub.	Mis	25,000		50,000				
896	New Orleans, La	Louisiana State Library	1813		State	21,832	450			300		
897	New Orleans, La	Louisiana Turnverein	1855	Sub.	Soc'l	450	10	100	0	0	50	0
898	New Orleans, La	New Orleans Law Association	1855	Sub.	Law	4,500	300		0	1,500	1,000	500
899	New Orleans, La	New Orleans University	1873		Col	300						
900	New Orleans, La	Public School and Lyceum Library	1844	Free	Acad	16,000						1,500
901	New Orleans, La	St. Aloysius Academy	1870		Acad	1,580	250		0			
902	New Orleans, La	Soulé's Commercial College and Literary Institute	1856		Acad	520						
903	New Orleans, La	Straight University	1869		Col	2,500						
904	New Orleans, La	Young Men's Christian Association	1871	Free	Y.M.C.A	3,000	0	0	0	0	0	0
905	St. James, La	St. Mary Jefferson College	1864		Col	5,000						
906	Alfred, Me	York County Bar Library Association			Law	4,000						
907	Auburn, Me	Androscoggin County Law Library	1855		Law	701						
908	Auburn, Me	Edward Little High School	1869		Acad	300						
909	Auburn, Me	Young Men's Christian Association	1867	Sub.	Y.M.C.A	1,890	300	5,000	0	600	100	400
910	Augusta, Me	Kennebec County Law Library	1800		Law	350						

911	Augusta, Me	Maine Insane Hospital	1843		A. & R.	2,500						
912	Augusta, Me	Maine State Library	1832		State	25,000	872			500	500	
913	Near Augusta, Me	National Home for Disabled Volunteer Soldiers	1867		Soc'l	3,781		5,435				300
914	Augusta, Me	St. Catherine's Hall	1870		Acad	500			0			
915	Bangor, Me	Bangor Mechanics' Association	1828	Sub.	Soc'l	13,737			12,000			
916	Bangor, Me	Bangor Theological Seminary	1820		Tho'l	15,000	275		10,000	600	480	50
917	Bangor, Me	Penobscot Bar Library	1849	Free	Law	1,000	30		0	100	100	0
918	Bath, Me	Patten Library Association	1847	Sub.	Pub	2,500	50	1,200	0	200	125	75
919	Bath, Me	Sagadahoc County Law Library	1854		Law	300						
920	Bethel, Me	Gould's Academy	1843		Acad	600						
921	Biddeford, Me	Circulating Library	1874	Sub.	Mis	600	50	6,188	0	520		250
922	Biddeford, Me	City Library	1862	Free	Pub	3,500	50		0	200	100	100
923	Biddeford, Me	French Canadian Institute	1869	Free	Acad	700	100		0	150	50	0
924	Brunswick, Me	Bowdoin College	1802	Sub.	Col	18,760	300		0			
925	Brunswick, Me	Athenæan Society			Soc'y	5,950						
926	Brunswick, Me	Medical School of Maine	1820		Med	4,000						
927	Brunswick, Me	Peucinian Society	1805		Soc'y	7,150						
928	Brunswick, Me	Maine Historical Society	1822		Hist'l	3,600			10,000	650		
929	Bucksport, Me	East Maine Conference Seminary	1851		Acad	900			0			
930	Bucksport, Me	Social Library	1806	Sub.	Soc'l	1,500	55		0			
931	Calais, Me	St. Croix Library	1868	Sub.	Soc'l	2,700	300	9,000	0	400	250	150
932	Cape Elizabeth, Me	State Reform School	1853		A. & R.	1,400	150		700	142	142	0
933	Castine, Me	Eastern Maine State Normal School	1868		Acad	500	50		0			
934	Castine, Me	Town Library	1801	Free	Pub	1,700	50		0			
935	Corinna, Me	Corinna Union Academy	1851		Acad	1,000	50		0			
936	Cumberland Centre, Me	Greely Institute	1868		Acad	450						
937	Deering, Me	Westbrook Seminary	1831		Acad	1,000						
938	Dexter, Me	Mercantile Library	1867	Sub.	Mer	650	50			200	100	50
939	Eastport, Me	Sentinel Circulating Library	1866	Sub.	Mis	800			0			
940	Ellsworth, Me	City Library	1856	Sub.	Pub	1,114	134		0		200	
941	Fairfield, Me	Circulating Library		Sub.	Mis	300						
942	Fairfield, Me	Village Library		Sub.	Soc'l	347	50		0	50	50	0
943	Farmington, Me	Abbott Family School	1842		Acad	2,270			0			
944	Farmington, Me	Family School for Girls	1871		Acad	400						
945	Farmington, Me	Western Maine State Normal School	1873		Acad	1,000			0			
946	Fryeburg, Me	Fryeburg Academy	1850		Acad	500	0		0			
947	Gardiner, Me	Public Library	1840	Sub.	Pub	2,500	250		0			250
948	Gorham, Me	Gorham Seminary	1803		Acad	2,000						
949	Hallowell, Me	Social Library	1846	Sub.	Soc'l	5,000	100		1,500			
950	Hampden, Me	Hampden Academy	1847		Acad	800	40		0			
951	Houlton, Me	Houlton Academy			Acad	800						
952	Houlton, Me	Library Association	1869	Sub	Soc'l	550			0			25
953	Kent's Hill, Me	Maine Wesleyan Seminary and Female College	1831		Acad	4,500	50		2,200			
954	Lewiston, Me	Bates College	1859	Free	Col	4,500	300		6,000	420		
955	Lewiston, Me	Eurosophian Society	1856		Soc'y	900	50					
956	Lewiston, Me	Polymnian Society	1864		Soc'y	700	50					
957	Lewiston, Me	Theological School	1840		Tho'l	2,300	25		1,500	85	75	10
958	Lewiston, Me	French's Circulating Library	1870	Sub.	Mis	2,180	350	12,000		800	250	250
959	Lewiston, Me	Manufacturers' and Mechanics' Library	1861	Sub.	Pub	5,300	500	15,000	0	1,500	1,000	500
960	Lewiston, Me	Nichols Latin School	1859		Acad	1,000	50					
961	Lewiston, Me	Parker's Circulating Library	1875	Sub.	Mis	870		10,000		500		
962	Lewiston, Me	Stevens & Co.'s Circulating Library	1873	Sub.	Mis	1,000	200	15,000		500		

TABLE XVI.—*Statistics of public libraries numbering* 300 *volumes and upwards*—Continued.

Number.	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidentals.
963	Litchfield Corners, Me	Litchfield Academy	1845	.....	Acad	400	.....	.....	.....	.....	.....	.....
964	Machias, Me	Washington County Bar Library	1820	.....	Law	400	.....	.....	.....	.....	.....	.....
965	Monmouth, Me	Monmouth Academy	1850	.....	Acad	600	10	.....	$0	.....	.....	.....
966	Norridgewock, Me	Eaton Family and Day School	1856	.....	Acad	450	.....	.....	.....	.....	.....	.....
967	Norridgewock, Me	Somerset County Law Library	1820	.....	Law	450	.....	.....	.....	.....	.....	.....
968	Orono, Me	Maine State College of Agriculture and Mechanic Arts	1869	.....	Sci	2,200	500	.....	0	.....	$500	$0
969	Portland, Me	Mechanic Apprentices' Library	1820	Sub.	Soc'l	4,200	600	.....	0	.....	.....	.....
970	Portland, Me	Mercantile Library	1851	Sub.	Mer	5,031	250	18,000	8,000	$2,350	650	1,000
971	Portland, Me	Portland Institute and Public Library	1867	Sub.	Pub	15,644	806	.....	0	.....	.....	.....
972	Richmond, Me	Library Association	1868	Sub.	Soc'l	1,700	.....	.....	0	.....	.....	0
973	Rockland, Me	Athenæum	1850	Sub.	Soc'l	4,000	.....	.....	.....	.....	.....	.....
974	Saco, Me	Saco Athenæum	1844	Sub.	Soc'l	2,261	51	.....	.....	.....	.....	.....
975	Saco, Me	York Institute	1866	Sub.	Sci	400	.....	.....	300	.....	.....	.....
976	Searsport, Me	Sears Library	1872	Free	Pub	1,276	58	4,000	0	.....	.....	65
977	Skowhegan, Me	Library Association	1867	Sub.	Soc'l	3,040	.....	.....	0	250	.....	110
978	South Berwick, Me	Berwick Academy	1835	.....	Acad	650	0	.....	0	.....	.....	.....
979	South Berwick, Me	Library Association	1869	Sub.	Soc'l	449	30	1,100	0	55	45	10
980	Thomaston, Me	Ladies' Library	1851	Sub.	Soc'l	1,260	.....	.....	.....	.....	.....	50
981	Thomaston, Me	State Prison	1838	.....	A. & R.	600	125	5,980	0	100	225	75
982	Topsham, Me	Johnson Home School	1860	Free	Acad	400	.....	.....	0	0	.....	.....
983	Vassalboro', Me	Oak Grove Seminary	1849	.....	Acad	350	.....	.....	0	.....	.....	.....
984	Waterville, Me	Colby University	1813	.....	Col	11,100	500	.....	2,000	620	.....	.....
985	Waterville, Me	Erosophian Adelphi	.....	.....	Soc'y	1,500	5	.....	.....	.....	.....	.....
986	Waterville, Me	Literary Fraternity	.....	.....	Soc'y	1,500	5	.....	.....	.....	.....	.....
987	Wilton, Me	Wilton Academy	1866	.....	Acad	300	.....	.....	.....	.....	.....	.....
988	Winterport, Me	Ladies' Circle Library	.....	Sub.	Mis	800	.....	.....	.....	.....	.....	.....
989	Wiscasset, Me	Lincoln County Law Library	1799	.....	Law	569	.....	.....	.....	.....	.....	.....
990	Yarmouth, Me	North Yarmouth Academy	1814	.....	Acad	800	.....	.....	.....	.....	.....	.....
991	Annapolis, Md	Maryland State Library	1826	.....	State	40,000	1,000	.....	.....	2,500	2,500	.....
992	Annapolis, Md	St. John's College	1789	Sub.	Col	4,500	.....	.....	.....	.....	.....	.....
993	Annapolis, Md	United States Naval Academy	1845	.....	Gov't	17,678	1,066	8,000	.....	2,000	2,000	.....
994	Baltimore, Md	Archiepiscopal Library	.....	.....	The'l	10,000	.....	.....	.....	.....	.....	.....
995	Baltimore, Md	Baltimore Academy of the Visitation	1838	.....	Acad	4,178	.....	.....	.....	.....	.....	.....

996	Baltimore, Md	Baltimore College of Dental Surgery	1840	.....	Med	a1,000	.....	.....	.....	.....	.....	.....
997	Baltimore, Md	Baltimore Female College	1849	.....	Acad	3,875	.....	.....	.....	.....	.....	.....
998	Baltimore, Md	Baltimore Normal School for Colored Teachers	1864	Free	Acad	1,000	.....	.....	0	0	.....	.....
999	Baltimore, Md	Board of Trade	1850	.....	Mis	450	.....	.....	.....	.....	.....	.....
1000	Baltimore, Md	Boys' School of St. Paul's Parish	1868	.....	Acad	750	.....	.....	.....	.....	.....	.....
1001	Baltimore, Md	City Library	1874	Free	Mis	5,000	1,800	0	0	.....	5,000	2,000
1002	Baltimore, Md	Concordia Library	1865	Sub.	Soc'l	3,500	200	10,000	0	0	300	600
1003	Baltimore, Md	Friends' Elementary and High School	1843	.....	Acad	3,000	.....	.....	.....	.....	.....	.....
1004	Baltimore, Md	General Society for Aid of Mechanics	1851	Sub.	Soc'l	3,000	200	3,500	.....	200	150	50
1005	Baltimore, Md	German-American Institute	1852	.....	Acad	2,000	.....	.....	.....	.....	.....	.....
1006	Baltimore, Md	House of Refuge	1860	.....	A. & R.	1,800	.....	.....	0	.....	.....	.....
1007	Baltimore, Md	Library Company of the Baltimore Bar	1840	Sub.	Law	7,000	100	.....	.....	.....	.....	.....
1008	Baltimore, Md	Loyola College	1852	.....	Col	21,500	.....	.....	.....	.....	.....	.....
1009	Baltimore, Md	Maryland Academy of Sciences	1868	Sub.	Sci	600	100	.....	0	0	.....	.....
1010	Baltimore, Md	Maryland Historical Society	1844	Sub.	Hist'l	15,000	.....	.....	20,000	2,500	.....	1,500
1011	Baltimore, Md	Maryland Hospital for the Insane	1860	.....	A. & R.	500	.....	.....	.....	.....	.....	.....
1012	Baltimore, Md	Maryland Institute	1847	Sub.	Soc'l	16,433	625	.....	.....	.....	.....	.....
1013	Baltimore, Md	Mercantile Library Association	1839	Sub.	Mer	31,032	1,800	35,000	0	.....	.....	.....
1014	Baltimore, Md	Newton Academy	1845	.....	Acad	300	.....	.....	.....	.....	.....	.....
1015	Baltimore, Md	Odd Fellows' Library	1840	Sub.	Soc'l	19,835	381	15,753	0	.....	.....	.....
1016	Baltimore, Md	Peabody Institute Library	1857	Free	Pub	57,458	3,854	32,944	257,000	15,420	8,880	5,814
1017	Baltimore, Md	Pembroke School for Boys	1861	.....	Acad	300	.....	.....	.....	.....	.....	.....
1018	Baltimore, Md	Public School Library	1875	Free	Acad	1,200	.....	.....	0	.....	.....	.....
1019	Baltimore, Md	St. Anthony's Orphan Asylum	1854	.....	A. & R.	520	.....	.....	.....	.....	.....	.....
1020	Baltimore, Md	St. Catherine's Normal Institute	1875	Free	Acad	500	.....	.....	.....	.....	.....	.....
1021	Baltimore, Md	St. Joseph's Academy	1849	.....	Acad	1,000	100	.....	0	.....	.....	.....
1022	Baltimore, Md	St. Mary's Female Orphan Asylum	1854	.....	A. & R.	356	.....	.....	0	.....	.....	.....
1023	Baltimore, Md	St. Mary's Theological Seminary of St. Sulpice	1791	.....	Theol	15,000	.....	.....	.....	.....	.....	.....
1024	Baltimore, Md	St. Vincent's Male Orphan Asylum	1851	.....	A. & R.	498	16	.....	0	.....	.....	.....
1025	Baltimore, Md	Social Democratic Turners' Union	1851	Sub.	Soc'l	1,370	.....	575	0	0	.....	0
1026	Baltimore, Md	South Baltimore Mechanics' Library Association	1863	Sub.	Soc'l	2,000	.....	7,500	0	950	250	700
1027	Baltimore, Md	State Normal School	1866	.....	Acad	1,700	.....	.....	0	.....	.....	.....
1028	Baltimore, Md	State Prison	1846	.....	A. & R.	500	.....	.....	.....	.....	.....	.....
1029	Baltimore, Md	Young Men's Catholic Association	1872	Sub.	Soc'l	977	.....	.....	.....	.....	.....	.....
1030	Baltimore, Md	Young Men's Christian Association	1864	Free	Y.M.C.A	1,600	50	1,000	0	.....	300	600
1031	Baltimore, Md	Zion School	1850	.....	Acad	1,300	50	.....	0	.....	.....	.....
1032	Burkittsville, Md	Burkittsville Female Seminary	1866	.....	Acad	600	.....	.....	0	.....	.....	.....
1033	Cambridge, Md	Cambridge Female Seminary	1860	.....	Acad	500	.....	.....	.....	.....	.....	.....
1034	Carroll, Md	St. Mary's Industrial School for Boys	1866	.....	A. & R.	400	40	.....	0	.....	.....	.....
1035	Charlotte Hall, Md	Charlotte Hall School	.....	Free	Acad	800	.....	.....	0	0	.....	.....
1036	Charlotte Hall, Md	Washington and Stonewall Library	1871	.....	Soc'y	885	.....	.....	0	0	.....	.....
1037	Chestertown, Md	Washington College	1783	.....	Col	1,100	.....	.....	.....	.....	.....	.....
1038	College Station, Md	Mercer Literary Society, (Md. Agricultural College)	1859	.....	Soc'y	1,500	100	.....	0	0	.....	0
1039	Ellicott City, Md	Rock Hill College	1857	.....	Col	5,000	200	.....	0	.....	.....	.....
1040	Ellicott City, Md	Rock Hill Literary Society	.....	.....	Soc'y	1,100	.....	.....	.....	.....	.....	.....
1041	Near Ellicott City, Md	St. Charles College	1848	.....	Col	4,100	.....	.....	.....	.....	.....	.....
1042	Near Ellicott City, Md	Society Library	1855	.....	Soc'y	350	30	.....	.....	.....	.....	.....
1043	Ellicott City, Md	St. Clement's Hall	1866	.....	Acad	300	.....	.....	.....	.....	.....	.....
1044	Emmittsburg, Md	Mt. St. Mary's College	1808	Free	Col	7,000	50	1,000	0	0	.....	0
1045	Emmittsburg, Md	Society Libraries	.....	.....	Soc'y	1,625	.....	.....	.....	.....	.....	.....

a Books and pamphlets.

TABLE XVI.—*Statistics of public libraries numbering 300 volumes and upwards*—Continued.

Number.	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidentals.
1046	Frederick, Md	Frederick College	1797	.....	Col	2,500	.....	.....	.....	.....	.....	.....
1047	Frederick, Md	Frederick Female Seminary	1845	.....	Acad	700	0	.....	$0	.....	.....	.....
1048	Frederick, Md	Maryland Institution for the Education of the Deaf and Dumb.	1871	.....	Acad	2,000	.....	.....	0	.....	.....	.....
1049	Glenwood, Md	Glenwood Institute	1863	.....	Acad	2,450	100	.....	.....	.....	.....	.....
1050	Govanstown, Md	Notre Dame of Maryland	1858	.....	Acad	1,600	.....	.....	0	.....	.....	.....
1051	Hagerstown, Md	Boys and Girls' Reading Association	.....	Sub	Soc'l	500	.....	.....	.....	.....	.....	.....
1052	Hagerstown, Md	College of St. James	1842	.....	Col	11,000	.....	.....	0	.....	.....	.....
1053	Hagerstown, Md	Seminary for Young Ladies	1853	.....	Acad	400	.....	.....	.....	.....	.....	.....
1054	Ilchester, Md	Mt. St. Clement's College	1868	.....	The'l	9,000	500	.....	0	$0	.....	.....
1055	Near Knoxville, Md	St. John's Female Seminary	1855	.....	Acad	1,000	.....	.....	.....	.....	.....	.....
1056	Lonaconing, Md	Odd Fellows' Library, No. 85	1868	Sub	Soc'l	1,000	.....	.....	.....	.....	.....	.....
1057	Lonaconing, Md	St. Mary's Library	1871	Sub	Soc'l	529	10	100	.....	120	$105	$0
1058	Lutherville, Md	Lutherville Female Seminary	1854	Sub	Acad	506	.....	.....	.....	.....	.....	.....
1059	New Windsor, Md	New Windsor College	1874	.....	Acad	1,500	20	.....	.....	.....	.....	.....
1060	Owing's Mills, Md	McDonogh School	1874	.....	Acad	600	150	.....	0	.....	.....	.....
1061	Philopolis, Md	Milton Academy	1872	.....	Acad	500	.....	.....	.....	.....	.....	.....
1062	Salisbury, Md	Circulating Library	1870	Sub	Soc'l	552	100	.....	0	0	150	0
1063	Sandy Spring, Md	Sandy Spring Library	1841	Sub	Soc'l	1,200	.....	500	.....	50	50	0
1064	Sandy Spring, Md	Stanmore School for Girls	1858	.....	Acad	500	.....	.....	.....	.....	.....	.....
1065	Westminster, Md	Western Maryland College	1873	.....	Col	400	75	.....	.....	.....	.....	.....
1066	Westminster, Md	Society Libraries, (3)	1868	.....	Soc'y	530	230	.....	.....	.....	.....	.....
1067	Woodstock, Md	Woodstock College	1869	.....	The'l	18,000	200	.....	0	0	600	0
1068	Abington, Mass	Centre Abington Library	1854	Sub	Soc'l	1,000	50	120	100	60	75	.....
1069	Amesbury, Mass	Circulating Library	1868	Sub	Mis	850	250	8,500	.....	450	250	.....
1070	Amesbury, Mass	Public Library of Amesbury and Salisbury	1856	Sub	Pub	3,466	196	5,350	0	275	47	64
1071	Amherst, Mass	Amherst College	1821	Free	Col	30,406	940	15,395	.....	1,553	.....	.....
1072	Amherst, Mass	Alexandria Society	1821	.....	Soc'y	3,754	.....	.....	.....	.....	.....	.....
1073	Amherst, Mass	Athenæ Society	1821	.....	Soc'y	4,373	.....	.....	.....	.....	.....	.....
1074	Amherst, Mass	Massachusetts Agricultural College	1867	.....	Sci	1,500	100	.....	0	0	200	0
1075	Amherst, Mass	Society Libraries	.....	.....	Soc'y	300	.....	.....	.....	.....	.....	.....
1076	Amherst, Mass	Mt. Pleasant Institute	1846	.....	Acad	500	.....	.....	.....	.....	.....	.....
1077	Amherst, Mass	Public Library	1874	Free	Pub	1,530	200	16,000	0	390	330	360

1078	Andover, Mass.	Abbott Academy	1828	.....	Acad.	1,500	.....	.....	.....	.....	.....	.....
1079	Andover, Mass.	Andover Theological Seminary	1807	.....	The'l.	34,000	800	.....	45,000	3,160	2,300	2,600
1080	Andover, Mass.	Memorial Hall Library	1873	Free	Pub.	4,180	700	21,300	20,000	1,960	.....	1,400
1081	Andover, Mass.	Phillips Academy	1805	.....	Acad.	2,800	.....	.....	0	.....	.....	.....
1082	Arlington, Mass	Public Library	1871	Free	Pub.	3,687	322	15,000	10,100	.....	.....	.....
1083	Ashburnham, Mass	Ladies' Library	1855	Sub.	Soc'l	305	10	.....	.....	.....	.....	.....
1084	Ashfield, Mass	Library Association	1866	Sub.	Soc'l	1,620	50	1,700	.....	65	85	50
1085	Attleboro', Mass	Library Association	1864	Sub.	Soc'l	1,000	45	.....	0	.....	55	.....
1086	Auburn, Mass	Public Library	1872	Free	Pub.	422	100	1,370	1,500	150	150	50
1087	Auburndale, Mass	Lasell Female Seminary	1875	.....	Acad.	300	.....	.....	0	.....	.....	.....
1088	Ayer, Mass	Town Library	1871	Free	Pub.	800	100	3,900	.....	.....	200	50
1089	Barnstable, Mass	Sturgis Library	1863	Free	Pub.	4,000	200	.....	17,500	.....	.....	.....
1090	Barre, Mass	Town Library	1857	Free	Pub.	1,842	100	.....	1,700	102	.....	.....
1091	Belchertown, Mass.	Young Men's Christian Association	.....	.....	Y.M.C.A	375	.....	.....	.....	.....	.....	.....
1092	Belmont, Mass	Free Public Library	1867	Free	Pub.	2,258	200	7,800	0	550	350	350
1093	Bernardston, Mass.	Cushman Library	1862	Free	Pub.	3,000	100	.....	3,000	.....	.....	75
1094	Bernardston, Mass.	Power's Institute	1863	.....	Acad.	3,311	120	.....	3,000	.....	.....	.....
1095	Beverly, Mass	Public Library	1855	Free	Pub.	6,000	.....	15,000	0	.....	.....	.....
1096	Billerica, Mass.	Library Association	1851	Sub.	Soc'l	700	15	.....	0	20	20	0
1097	Blackinton, Mass	Blackinton Library	1859	Sub.	Pub.	1,100	70	2,000	0	100	100	0
1098	Blackstone, Mass	Athenæum and Library Association	1856	Sub.	Soc'l	3,000	.....	1,500	0	.....	.....	25
1099	Bolton, Mass.	Town Library	1856	Free	Pub.	1,500	112	3,620	0	150	.....	40
1000	Boston, Mass.	American Academy of Arts and Sciences	1780	.....	Sci.	16,000	.....	.....	63,620	11,000	.....	.....
1101	Boston, Mass.	American Board Commissioners of Foreign Missions	1825	Free	The'l.	6,000	75	.....	0	0	250	0
1102	Boston, Mass.	Boffin's Bower	1870	.....	A. & R.	600	50	.....	0	.....	.....	.....
1103	Boston, Mass.	Boston and Albany Railway Library	1869	Free	Soc'l	1,650	.....	4,800	.....	.....	.....	.....
1104	Boston, Mass.	Boston Asylum and Farm School for Indigent Boys.	1833	.....	A. & R.	900	.....	.....	2,500	.....	.....	.....
1105	Boston, Mass.	Boston Athenæum	1807	Sub.	Soc'l	105,000	3,729	33,000	250,000	43,413	10,669	21,994
1106	Boston, Mass.	Boston College	1864	.....	Col.	7,000	500	.....	0	.....	.....	.....
1107	Boston, Mass.	Literary Society	1870	.....	Soc'y	1,000	.....	.....	.....	.....	.....	.....
1108	Boston, Mass.	Boston Female Asylum	1808	.....	A. & R.	500	.....	.....	.....	.....	.....	.....
1109	Boston, Mass.	Boston Library Society	1794	Sub.	Soc'l	25,000	500	6,118	12,000	2,250	1,000	1,200
1110	Boston, Mass.	Boston Society of Natural History	1831	Sub.	Sci.	10,000	1,397	835	190,000	13,000	.....	.....
1111	Boston, Mass.	Boston University, School of Theology	1847	.....	The'l.	4,000	.....	.....	2,000	120	120	.....
1112	Boston, Mass	School of Law	1872	.....	Law	1,600	.....	.....	.....	.....	.....	.....
1113	Boston, Mass.	School of Medicine	1873	.....	Med.	1,500	200	.....	0	.....	.....	.....
1114	Boston, Mass.	Caledonian Club	1853	Sub.	Soc'l	300	.....	.....	.....	.....	.....	.....
1115	Boston, Mass.	Channey Hall School	1874	.....	Acad.	300	.....	.....	.....	.....	.....	.....
1116	Boston, Mass.	City Hospital	1865	.....	Med.	650	.....	.....	0	0	.....	.....
1117	Boston, Mass.	Codman Mansion Home School	1867	.....	Acad.	300	.....	.....	.....	.....	.....	.....
1118	Boston, Mass.	Comer's Commercial College	.....	.....	Acad.	400	.....	.....	.....	.....	.....	.....
1119	Boston, Mass.	Commonwealth Circulating Library	1875	Sub.	Mis.	1,800	1,500	26,000	.....	.....	.....	.....
1120	Boston, Mass.	Congregational Library	1853	.....	Hist'l	22,895	4,957	.....	.....	.....	.....	.....
1121	Boston, Mass.	Consumptives' Home	1865	.....	A. & R.	1,237	.....	.....	.....	.....	.....	.....
1122	Boston, Mass.	Deaf-Mute Library Association	1872	Free	Soc'l	800	62	1,450	0	.....	1,000	3,500
1123	Boston, Mass.	Dorchester Athenæum	1857	Sub.	Soc'l	3,657	175	6,482	0	768	269	476
1124	Boston, Mass.	English and Classical School for Boys, (W. N. Eayrs).	1860	.....	Acad.	500	20	.....	0	.....	.....	.....
1125	Boston, Mass.	English High School	.....	.....	Acad.	900	.....	.....	.....	.....	.....	.....
1126	Boston, Mass.	Gannett Institute	1852	.....	Acad.	4,200	200	.....	.....	.....	.....	.....
1127	Boston, Mass.	General Theological Library	1860	Sub.	The'l.	12,000	750	40,000	8,000	3,400	400	3,000
1128	Boston, Mass.	Girls' High School	1852	.....	Acad.	2,000	.....	.....	.....	.....	.....	.....
1129	Boston, Mass.	Handel and Haydn Society	1815	Sub.	Soc'l	11,669	.....	.....	10,000	900	.....	.....

TABLE XVI.—*Statistics of public libraries numbering 300 volumes and upwards*—Continued.

Number.	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidentals.
1130	Boston, Mass	House of Correction	1840	.....	A. & R.	750	.....	.....	.....	.....	.....	.....
1131	Boston, Mass	House of Reformation for Juvenile Offenders	1827	.....	A & R.	700	.....	.....	.....	.....	.....	.....
1132	Boston, Mass	Latin Grammar School	.....	.....	Acad.	5,000	50	.....	$500	.....	.....	.....
1133	Boston, Mass	Lindsley's Circulating Library	1861	Sub.	Mis.	3,000	300	.....	0	.....	$500	.....
1134	Boston, Mass	Liscom's Circulating Library	1869	Sub.	Mis.	1,000	50	10,000	.....	$600	100	$100
1135	Boston, Mass	Loring's Select Library	1859	Sub.	Mis.	10,000	.....	.....	0	.....	.....	.....
1136	Boston, Mass	Lunatic Hospital, (South Boston)	1864	.....	A. & R.	1,200	.....	.....	.....	.....	.....	.....
1137	Boston, Mass	Massachusetts College of Pharmacy	1867	.....	Med.	850	50	.....	0	.....	.....	.....
1138	Boston, Mass	Massachusetts General Hospital	.....	.....	A. & R.	500	.....	.....	.....	.....	.....	.....
1139	Boston, Mass	Treadwell Library	1857	Free	Med.	3,542	123	.....	5,000	.....	.....	.....
1140	Boston, Mass	Massachusetts Historical Society	1791	Sub.	Hist'l.	23,000	500	.....	150,000	15,000	.....	.....
1141	Boston, Mass	Massachusetts Horticultural Society	1829	Sub.	Sci.	2,800	.....	.....	0	1,000	.....	.....
1142	Boston, Mass	Massachusetts Institute of Technology	1866	.....	Sci.	2,500	100	.....	0	.....	2 0	.....
1143	Boston, Mass	Massachusetts State Prison, Charlestown District	1840	.....	A. & R.	3,200	.....	.....	.....	200	200	.....
1144	Boston, Mass	Mechanic Apprentices' Library	1820	Free	Soc'l.	4,500	16	.....	.....	.....	.....	.....
1145	Boston, Mass	Medical Library Association of Boston	1875	Sub.	Med.	2,500	.....	.....	0	1,400	.....	.....
1146	Boston, Mass	Mercantile Library	1820	Sub.	Mer.	21,500	553	26,000	12,500	6,758	412	6,336
1147	Boston, Mass	Merrill's Library	.....	Sub.	Mis.	4,000	.....	.....	.....	.....	.....	.....
1148	Boston, Mass	Mrs. S. H. Hayes' Family and Day School	1872	.....	Acad.	1,500	.....	.....	.....	.....	.....	.....
1149	Boston, Mass	Naval Library and Institute	1842	Sub.	Soc'l.	4,500	20	.....	0	200	.....	150
1150	Boston, Mass	New Church Library	.....	.....	Soc'l.	2,000	.....	1,200	.....	.....	.....	.....
1151	Boston, Mass	New England Historic-Genealogical Society	1845	Sub.	Hist'l.	12,337	.....	.....	26,000	2,887	.....	.....
1152	Boston, Mass	New England Hospital for Women and Children	.....	.....	A. & R.	550	.....	.....	.....	.....	.....	.....
1153	Boston, Mass	Odd Fellows' Library	1854	Sub.	Soc'l.	2,754	.....	7,624	.....	.....	.....	.....
1154	Boston, Mass	Perkins Institution for the Blind	1833	.....	Acad.	735	.....	.....	0	.....	.....	.....
1155	Boston, Mass	Post Library, Fort Warren	.....	.....	Gar.	1,450	.....	.....	.....	.....	.....	.....
1156	Boston, Mass	Public Institutions, Deer Island	1856	.....	A. & R.	2,000	.....	.....	.....	.....	.....	.....
1157	Boston, Mass	Public Library	1852	Free	Pub.	299,869	18,000	758,493	105,000	141,300	21,500	119,800
1158	Boston, Mass	Roxbury Athenæum	1848	Sub.	Soc'l.	8,700	180	8,200	5,000	.....	.....	.....
1159	Boston, Mass	Roxbury Society for Medical Improvement	1866	.....	Med.	1,500	.....	.....	0	.....	.....	.....
1160	Boston, Mass	Seamen's Friend Society	1832	.....	Mis.	1,000	.....	.....	.....	.....	.....	.....
1161	Boston, Mass	Social Law Library	1804	Sub.	Law.	13,000	600	.....	.....	4,500	3,079	1 166
1162	Boston, Mass	State Library	1826	.....	State.	37,000	1,300	.....	.....	5,000	2,300	2,700

1163	Boston, Mass	United States Marine Hospital Service	.....	.....	Mis	785	.....	.....	.....	.....	.....	.....
1164	Boston, Mass	Weston's Pioneer Library	1865	Sub.	Mis	800	200	900	.....	450	250	60
1165	Boston, Mass	Young Men's Christian Association	1851	Sub.	Y.M.C.A	4,785	269	2,700	0	.....	.....	.....
1166	Boston, Mass	Young Men's Christian Union	1852	Sub.	Y.M.C.A	3,635	500	.....	0	.....	750	1,200
1167	Boston, Mass	Young Women's Christian Association	1867	.....	Y.M.C.A	1,000	.....	.....	.....	.....	.....	.....
1168	Boxford, Mass	Public Library	1874	Free	Pub	450	75	800	0	100	75	25
1169	Boylston Centre, Mass	Social Library	1792	Sub.	Soc'l	372	4	106	0	19	13	5
1170	Bradford, Mass	Bradford Academy	1840	.....	Acad	2,500	.....	.....	500	.....	.....	.....
1171	Bradford, Mass	Union Library	1864	Sub.	Soc'l	1,200	72	2,500	0	137	112	25
1172	Braintree, Mass	Thayer Public Library	1874	Free	Pub	1,540	.....	.....	10,000	.....	.....	500
1173	Brewster, Mass	Ladies' Library	1850	Sub.	Soc'l	1,100	30	5,200	750	45	50	30
1174	Bridgewater, Mass	Bridgewater Academy	1868	.....	Acad	500	.....	.....	.....	.....	.....	.....
1175	Bridgewater, Mass	State Normal School	1840	.....	Acad	2,000	.....	.....	.....	.....	.....	.....
1176	Bridgewater, Mass	State Workhouse	1860	.....	A. & R	400	.....	.....	.....	.....	.....	.....
1177	Brimfield, Mass	Hitchcock Free High School	1855	.....	Acad	1,100	.....	.....	.....	.....	.....	.....
1178	Brockton, Mass	Public Library	1867	Free	Pub	4,478	160	37,500	0	1,440	692	748
1179	Brookfield, Mass	Merrick Public Library	1865	Free	Pub	4,000	300	15,000	10,000	.....	600	.....
1180	Brookline, Mass	Public Library	1857	Free	Pub	16,669	1,092	40,000	15,000	6,700	2,522	2,545
1181	Burlington, Mass	Town Library	1857	Free	Pub	965	40	1,400	.....	.....	.....	35
1182	Byfield, Mass	Dummer Academy	1776	.....	Acad	400	0	.....	0	.....	.....	.....
1183	Cambridge, Mass	Cambridge High School	1846	.....	Acad	3,000	.....	.....	.....	.....	.....	.....
1184	Cambridge, Mass	Cambridge Horticultural Society	1852	.....	Sci	350	.....	.....	0	400	.....	0
1185	Cambridge, Mass	Dana Library	1857	Free	Pub	7,000	849	16,000	0	.....	.....	.....
1186	Cambridge, Mass	Episcopal Theological School	1867	.....	Tho'l	2,000	.....	.....	10,500	700	.....	.....
1187	Cambridge, Mass	Harvard College	1638	Free	Col	154,000	7,000	.....	166,775	8,584	9,158	15,640
1188	Cambridge, Mass	Christian Brethren and St. Paul's Societies	.....	.....	Soc'y	600	.....	.....	.....	.....	.....	.....
1189	Cambridge, Mass	Hasty Pudding Club	1807	.....	Soc'y	4,000	.....	.....	.....	.....	.....	.....
1190	Cambridge, Mass	Institute of 1770	1770	.....	Soc'y	3,500	.....	.....	.....	.....	.....	.....
1191	Cambridge, Mass	Natural History Society	.....	.....	Soc'y	500	.....	.....	.....	.....	.....	.....
1192	Cambridge, Mass	Porcellian Club	1803	.....	Soc'y	7,000	.....	.....	.....	.....	.....	.....
1193	Cambridge, Mass	Botanical Gardens	1864	.....	Sci	2,500	.....	.....	.....	.....	.....	.....
1194	Cambridge, Mass	Bussey Institution, at Jamaica Plain	.....	.....	Sci	1,500	200	.....	0	.....	.....	.....
1195	Cambridge, Mass	Divinity School	1825	.....	Tho'l	17,000	100	.....	.....	.....	300	.....
1196	Cambridge, Mass	Lawrence Scientific School	1847	.....	Sci	2,500	.....	.....	0	250	250	.....
1197	Cambridge, Mass	Law School	1817	.....	Law	15,000	1,000	.....	.....	3,500	.....	.....
1198	Cambridge, Mass	Medical School at Boston	1782	.....	Med	3,550	.....	.....	1,700	.....	.....	.....
1199	Cambridge, Mass	Museum of Comparative Zoölogy	1858	.....	Sci	13,000	350	.....	0	.....	.....	.....
1200	Cambridge, Mass	Phillips Library, (Observatory)	1847	.....	Sci	3,000	.....	.....	0	.....	.....	.....
1201	Cambridgeport, Mass	St. Mary's Parochial School	1875	.....	Acad	700	.....	.....	.....	.....	.....	.....
1202	Canton, Mass	Public Library	1875	Free	Pub	575	175	8,000	0	500	.....	200
1203	Canton, Mass	Social Library	1830	Sub.	Soc'l	3,000	85	5,000	.....	.....	.....	35
1204	Charlton, Mass	Young Men's Library Association	1860	Sub	Soc'l	560	50	.....	.....	50	.....	15
1205	Chatham, Mass	Pilgrim Library	1875	Sub	Soc'l	114	30	100	0	45	38	7
1206	Chelmsford, Mass	Social Library	.....	Sub.	Soc'l	594	6	.....	.....	16	6	5
1207	Chelsea, Mass	Marine Hospital	1821	.....	A. & R	794	.....	.....	.....	.....	.....	.....
1208	Chelsea, Mass	Public Library	1870	Free	Pub	5,400	450	45,000	0	2,500	785	1,200
1209	Cheshire, Mass	Library Association	1866	Sub.	Soc'l	1,750	150	.....	.....	.....	.....	59
1210	Chesterfield, Mass	Town Library	1873	Free	Pub	500	0	1,500	0	.....	30	50
1211	Chicopee, Mass	Town Library	1846	Sub.	Pub	4,100	200	7,500	0	850	450	250
1212	Clinton, Mass	Bigelow Free Public Library	1873	Free	Pub	4,541	.....	15,000	0	2,500	500	.....
1213	College Hill, Mass	Tufts College	1854	Free	Col	16,000	800	1,800	1,200	80	.....	400
1214	College Hill, Mass	Universalist Historical Society	1834	Sub.	Hist'l	1,500	50	.....	0	.....	.....	.....

TABLE XVI.—*Statistics of public libraries numbering* 300 *volumes and upwards*—Continued.

Number.	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and bindings.	Salaries and incidentals.
1215	Concord, Mass	Public Library	1851	Free	Pub	10,601		33,000	$13,400	$2,438		
1216	Conway, Mass	Social Library	1821	Sub.	Pub	875	50	1,500		115	$80	
1217	Cummington, Mass	Bryant Library	1872	Free	Pub	4,050	220		0			$200
1218	Dalton, Mass	Dalton Library	1860	Sub.	Pub	1,000	40	2,000	125	150	75	40
1219	Danvers, Mass	Peabody Library	1857	Free	Pub	7,696	205		67,500			
1220	Dedham, Mass	Dedham Historical Society	1859	Sub.	Hist'l	500	25		0	50		
1221	Dedham, Mass	Norfolk County Law Library	1815		Law	1,200						
1222	Dedham, Mass	Public Library	1871	Free	Pub	4,800	712	32,400	7,200	1,500	636	800
1223	Deerfield, Mass	Academy and High School			Acad	1,000			0			
1224	Deerfield, Mass	Reading Association	1841	Sub.	Pub	2,060	38					
1225	Dennis, Mass	Dennis Library	1873	Sub.	Pub	389	75		0	200	175	25
1226	East Attleboro', Mass	Daily Circulating Library	1873	Sub.	Mis	300	100	2,200		200	130	70
1227	East Bridgewater, Mass	Library Association	1871	Sub.	Soc'l	450	15	1,100	0	45	25	35
1228	East Cambridge, Mass	St. John's Literary Institute	1854	Sub.	Soc'l	1,000	75					
1229	East Dennis, Mass	Association Library	1868	Sub.	Pub	425	65	1,000	500	110	85	5
1230	East Hampton, Mass	Public Library Association	1869	Sub.	Pub	4,350		25,000				
1231	East Hampton, Mass	Williston Seminary	1845		Acad	1,800			20,000			
1232	East Walpole, Mass.	East Walpole Library	1869	Sub.	Pub	690	80	2,500	0	100	90	10
1233	Edgartown, Mass	Library Association		Sub	Soc'l	500						
1234	Erving, Mass	Library Association	1874	Sub.	Soc'l	300	100	800		50	50	10
1235	Fairhaven, Mass	Library Association	1860	Sub.	Soc'l	1,173	50	900	0	140	50	12
1236	Fall River, Mass	Public Library	1860	Free	Pub	12,754	1,500	62,083	0	6,236	4,732	1,578
1237	Falmouth, Mass	First Congregational Church	1786	Free	Soc'l	930	10	200	450	31	25	5
1238	Fitchburg, Mass	House of Correction	1859		A. & R.	500			0	0		
1239	Fitchburg, Mass	Public Library	1859	Free	Pub	11,000	550	71,727		1,200	240	600
1240	Fitchburg, Mass	Worcester North District Medical Society	1858	Sub.	Med	500	35	100	0		50	0
1241	Foxboro', Mass	Boyden Library		Free	Pub	2,300	150	20,000	1,000	570	100	500
1242	Framingham, Mass	State Normal School	1840		Acad	2,020	50		0			
1243	Framingham, Mass	Town Library	1855	Free	Pub	5,700	225	24,000	500	1,035	431	650
1244	Franklin, Mass	Dean Academy	1865		Acad	500						
1245	Franklin, Mass	Franklin Library	1786	Free	Pub	2,380	200	8,000	3,500	600	275	325
1246	Freetown, Mass	Freetown Law Library		Free	Law	300	15					
1247	Georgetown, Mass	Peabody Library	1869	Free	Pub	4,325	308		3,000			
1248	Gill, Mass	Town Library	1872	Free	Pub	275	20	600	0	50	50	8

1249	Glebe Village, Mass	Hamilton Free Library	1872	Free	Pub	3,400		3,600	0	0	0	60
1250	Gloucester, Mass	Sawyer Free Library	1854	Free	Pub	4,500			15,000			
1251	Grafton, Mass	Grafton Library	1866	Free	Pub	3,203	200	9,460	0	750		
1252	Great Barrington, Mass	Library Association		Sub.	Pub	1,000			0			
1253	Great Barrington, Mass	Sedgwick Institute			Acad	300						
1254	Greenfield, Mass	Library Association	1855	Sub	Soc'l	4,600	250	7,600				175
1255	Groton, Mass	First Parish Library			Soc'l	450	40	1,000	0	50	50	0
1256	Groton, Mass	Lawrence Academy	1793		Acad	2,500						
1257	Groton, Mass	Public Library	1851	Free	Pub	3,310	125	8,000	0			
1258	Harvard Mass	Public Library	1808	Free	Pub	1,826	76	4,000	0	100		
1259	Harvard, Mass	Union Library	1865	Sub.	Soc'l	300	25	175		0	100	0
1260	Hatfield, Mass	Social Library	1870	Free	Pub	3,000	125	12,000	0	300	250	50
1261	Haverhill, Mass	Morse & Son's Circulating Library	1869	Sub.	Mis	2,000	250					
1262	Haverhill, Mass	Public Library	1874	Free	Pub	20,000		50,000	0	2,000		2,400
1263	Hingham, Mass	Public Library	1869	Free	Pub	5,515	519	14,000	25,000	1,000		1,000
1264	Hingham, Mass	Second Social Library	1773	Sub.	Pub	1,750	50	2,738	0	116	60	50
1265	Hinsdale, Mass	Public Library Association	1866	Sub.	Pub	2,417	20	4,000	0			
1266	Holbrook, Mass	Public Library	1874	Free	Pub	2,332	368	24,000	5,000	800		500
1267	Holyoke, Mass	Public Library	1870	Sub.	Pub	5,350	550	19,500	0		1,100	425
1268	Hopkinton, Mass	Young Men's Christian Association	1867	Sub.	Y.M.C.A	1,091	55		0			160
1269	Housatonic, Mass	The Cone Library	1869	Free	Pub	2,500	600	11,000				
1270	Hubbardston, Mass	Public Library	1872	Free	Pub	2,200	250	7,500				75
1271	Hudson, Mass	Public Library	1868	Free	Pub	1,622	250	9,100	0	500	320	180
1272	Hyde Park, Mass	Public Library	1874	Free	Pub	4,439	614	45,000	3,870	3,916		
1273	Ipswich, Mass	House of Correction	1868		A. & R.	400						
1274	Ipswich, Mass	Ipswich Female Seminary	1826		Acad	1,200						
1275	Ipswich, Mass	Public Library	1868	Free	Pub	8,000		12,000	20,000			
1276	Jamaica Plain, Mass	Jamaica Plain Circulating Library	1868	Sub.	Mis	1,200	200		0		300	0
1277	Kingston, Mass	Library Association	1870	Sub.	Soc'l	566	100	3,000	0	150	150	0
1278	Lakeville, Mass	Town Library	1860	Free	Pub	625	45	700			75	25
1279	Lancaster, Mass	State Industrial School for Girls	1857		A. & R.	1,250						
1280	Lancaster, Mass	Town Library	1862	Free	Pub	8,430	499	15,000	5,000			
1281	Lanesboro', Mass	Library Association	1870	Sub.	Soc'l	588	100	5,000	0	150	125	30
1282	Lawrence, Mass	Atlantic Cotton Mills		Sub.	Soc'l	2,800						
1283	Lawrence, Mass	Free Public Library	1872	Free	Pub	13,328	700	128,463		7,300	2,300	5,000
1284	Lawrence, Mass	House of Correction	1868		A. & R.	300						
1285	Lawrence, Mass	Industrial School	1875		A. & R.	500			0			
1286	Lawrence, Mass	Pacific Mills	1854	Sub.	Soc'l	6,000	150		0	2,400		
1287	Lee, Mass	Library Association	1874	Free	Pub	2,500			0			
1288	Leicester, Mass	Public Library	1861	Free	Pub	3,007	219	5,000	0	300		
1289	Lenox, Mass	Academy Library			Acad	400						
1290	Lenox, Mass	District School Libraries			Sch	300						
1291	Lenox, Mass	Library Association		Free	Pub	3,500		5,000	2,500	500	150	350
1292	Leominster, Mass	Public Library	1856	Free	Pub	6,500	800	20,000				
1293	Lexington, Mass	Cary Library	1868	Free	Pub	4,468	600	15,000	6,100	707	695	450
1294	Lincoln, Mass	Public Library	1871	Free	Pub	2,000	125	7,000	0	250	150	100
1295	Lowell, Mass	Bar Association		Sub.	Law	600						
1296	Lowell, Mass	City Library	1841	Sub.	Pub	17,539	980	67,474	0	5,385	1,283	3,264
1297	Lowell, Mass	Coggeshall's Circulating Library	1874	Sub.	Mis	500	100	5,000	0	250	100	0
1298	Lowell, Mass	Middlesex Mechanics' Association	1825	Sub.	Soc'l	12,782	567		0			
1299	Lowell, Mass	Rector's Library, (St. Anne's Church)	1844		Soc'l	2,000	15	0	0	44	44	0
1300	Lowell, Mass	Reform School	1854		A. & R.	525	30		0			

TABLE XVI.—*Statistics of public libraries numbering* 300 *volumes and upwards*—Continued.

Number.	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidentals.
1301	Lowell, Mass	St. Patrick's Female Academy	1852	.....	Acad	625	.....	.....	.....	.....	.....	.....
1302	Lowell, Mass	Young Men's Catholic Library Association	1855	Sub.	Soc'l	700	42	4,000	$1,500	$300	$150	$100
1303	Lowell, Mass	Young Men's Christian Association	1868	Free	Y.M.C.A	600	50	600	.....	.....	60	1,600
1304	Lunenburg, Mass	Town Library	1850	Free	Pub	1,500	50	2,875	500	80	80	52
1305	Lynn, Mass	Free Public Library	1862	Free	Pub	19,808	1,301	70,332	10,000	6,118	2,913	2,829
1306	Lynn, Mass	Young Men's Christian Association	1868	Free	Y.M.C.A	400	12	600	0	0	50	150
1307	Malden, Mass	Boston Rubber Shoe Company	1873	Sub.	Soc'l	845	100	2,800	0	100	100	0
1308	Malden, Mass	Central Square Circulating Library	1872	Sub	Mis	1,250	.....	.....	.....	.....	.....	300
1309	Malden, Mass	Centre Grammar School	.....	.....	Sch	300	.....	.....	.....	.....	.....	.....
1310	Malden, Mass	High School	.....	.....	Sch	675	.....	.....	.....	.....	.....	.....
1311	Manchester, Mass	Public Library	1871	Free	Pub	2,650	.....	7,000	.....	.....	450	125
1312	Marion, Mass	Marion Library	1855	Sub.	Soc'l	1,000	30	1,000	0	40	40	0
1313	Marlboro', Mass	Public Library	1871	Free	Pub	6,000	600	23,000	.....	1,000	.....	360
1314	Marlboro', Mass	West Parish Library	1847	.....	Soc'l	2,800	124	.....	800	106	106	20
1315	Medfield, Mass	Public Library	1873	Free	Pub	1,200	450	6,000	0	1,550	.....	100
1316	Medford, Mass	Public Library	.....	Free	Pub	6,003	500	25,000	500	1,479	.....	.....
1317	Medway, Mass	Dean Library Association	1860	Sub.	Soc'l	1,600	150	5,000	3,500	300	225	75
1318	Melrose, Mass	Melrose Library	1871	Free	Pub	2,600	.....	17,000	.....	850	.....	.....
1319	Methuen, Mass	Public Library	1873	Free	Pub	850	350	14,500	.....	550	350	200
1320	Middleboro', Mass	Eaton Family School	1854	.....	Acad	500	.....	.....	0	.....	.....	.....
1321	Middleboro', Mass	Public Library	1874	Free	Pub	1,200	.....	5,000	0	460	.....	.....
1322	Middlefield, Mass	Public Library	1873	Free	Pub	250	50	350	.....	.....	.....	.....
1323	Middlesex, Mass	Middlesex County Law Library	1815	.....	Law	2,430	.....	.....	.....	.....	.....	.....
1324	Middleton, Mass	Library Association	1865	Sub.	Pub	900	100	1,650	.....	145	100	45
1325	Milford, Mass	Town Library	1858	Free	Pub	4,215	557	14,000	0	.....	.....	.....
1326	Millbury, Mass	Town Library	1867	Free	Pub	2,863	300	8,500	0	700	450	250
1327	Milton, Mass	Public Library	1871	Free	Pub	6,000	600	15,000	0	1,600	.....	.....
1328	Monson, Mass	Monson Academy	1842	.....	Acad	1,000	50	.....	500	.....	.....	.....
1329	Monson, Mass	Society Library	.....	.....	Soc'y	1,000	.....	.....	.....	.....	.....	.....
1330	Monson, Mass	State Primary School	1866	.....	A. & R.	600	.....	.....	.....	.....	.....	.....
1331	Montague, Mass	Public Library	1869	Sub.	Pub	1,250	115	8,000	0	.....	240	50
1332	Nahant, Mass	Public Library	1871	Free	Pub	4,000	600	12,000	.....	1,500	.....	300
1333	Nantucket, Mass	Coffin School	1827	.....	Acad	750	.....	.....	0	.....	.....	.....
1334	Nantucket, Mass	Nantucket Athenæum	1834	Sub.	Soc'l	4,903	200	10,061	2,500	800	250	500

1335	Nantucket, Mass	Town and County Law Library			Law	594							
1336	Natick, Mass	Morse Institute	1874	Free	Pub	7,803	1,523	15,000	10,000				
1337	Needham, Mass	Library Association	1875	Sub.	Soc'l	250			300				
1338	New Bedford, Mass	Free Public Library	1853	Free	Pub	31,000	1,012	46,640	52,600	6,692	2,969	3,209	
1339	New Bedford, Mass	Friends' Academy	1812		Acad	2,000	8		0				
1340	New Bedford, Mass	House of Correction			A. & R.	300							
1341	New Bedford, Mass	Union for Good Works	1870		Soc'l	375							
1342	Newburyport, Mass	Public Library	1854	Free	Pub	16,218	583	35,000	26,600	4,043	2,020	1,539	
1343	Newburyport, Mass	Putnam Free and Brown High School	1844		Acad	300			0				
1344	New Marlboro', Mass	South Berkshire Institute	1856		Acad	500							
1345	Newton, Mass	Free Library	1870	Free	Pub	10,088	753	42,000	0		1,246	3,032	
1346	Newton, Mass	Newton Athenæum	1850	Free	Pub	3,782		10,000	2,000				
1347	Newton, Mass	Preston Cottage School	1867		Acad	300	50		0				
1348	Newton Centre, Mass	Newton Theological Institution	1826		The'l	13,000	300		a10,000	1,200	1,100	700	
1349	Newton Lower Falls, Mass	Free Library	1869	Free	Pub	2,000	250		0	300		100	
1350	North Adams, Mass	Library Association	1855	Sub.	Pub	2,200	50	4,000	0	300	50	250	
1351	Northampton, Mass	Clarke Institution for Deaf-Mutes	1867		Acad	470							
1352	Northampton, Mass	Hampshire County Law Library	1825		Law	1,550							
1353	Northampton, Mass	Northampton Lunatic Hospital	1858		A. & R.	2,019							
1354	Northampton, Mass	Public Library	1860	Free	Pub	10,474	307	20,000	40,000				
1355	North Andover, Mass	North Andover Library	1875	Free	Pub	2,000		15,600	0	300		200	
1356	North Attleboro', Mass	Public Library, Union Improvement District	1869	Free	Pub	1,200	150	2,000	0	500	150	250	
1357	Northboro', Mass	Free Library	1868	Free	Pub	3,142	385	10,000	1,746				
1358	Northbridge, Mass	Whitinsville Social Library	1844	Sub.	Soc'l	2,643	100	4,000	750	175	112	40	
1359	North Brookfield, Mass	Appleton Library	1859		The'l	3,400	100		3,000				
1360	North Brookfield, Mass	Ladies' Association	1872	Sub.	Soc'l	625	100	1,596	0	200	150	25	
1361	Northfield, Mass	First Parish Library	1835	Free	Soc'l	400	20	1,500	100	16	16	0	
1362	Northfield, Mass	Social Library	1813	Sub.	Soc'l	1,612	30		0		25	12	
1363	North Reading, Mass	Flint Library	1872	Free	Pub	800	150	8,000	2,000		200	65	
1364	Norton, Mass	Wheaton Female Seminary	1835		Acad	3,000	25						
1365	Norwood, Mass	Free Public Library	1873	Free	Pub	2,100	200	10,000	200	616	350	266	
1366	Orange, Mass	Town Library	1846	Free	Pub	2,436		18,000	0			125	
1367	Orleans, Mass	Library Association	1854	Sub.	Soc'l	1,165			0		100	0	
1368	Oxford, Mass	Free Public Library	1870	Free	Pub	1,680	275	8,000	0	300			
1369	Palmer, Mass	Allen & Cowen's Circulating Library	1870	Sub.	Mis	500	75	2,500	0	212	75		
1370	Palmer, Mass	Public Library Association	1866	Sub.	Soc'l	500	100	3,000	0			100	
1371	Peabody, Mass	Peabody Institute	1853	Free	Pub	15,555	502	30,000	100,000	6,000	1,702	2,474	
1372	Peabody, Mass	Eben Dale Sutton Reference Library	1869	Free	Pub	950	80	0	20,000	1,000	600	400	
1373	Pepperell, Mass	Pepperell Library			Pub	660							
1374	Petersham, Mass	Highland Institute	1867		Acad	1,000							
1375	Phillipston, Mass	Phillips Free Public Library	1862	Free	Pub	2,953	250	10,500	5,000				
1376	Pittsfield, Mass	Berkshire Athenæum	1871	Free	Pub	18,000	500	40,000	60,000	2,000	750	1,500	
1377	Pittsfield, Mass	Berkshire Law Library Association	1842	Sub.	Law	2,000							
1378	Pittsfield, Mass	Maplewood Institute for Young Ladies			Acad	1,000	50						
1379	Plymouth, Mass	Pilgrim Society	1820	Sub.	Hist'l	2,000			700	1,200			
1380	Plymouth, Mass	Public Library	1871	Free	Pub	5,000	400	6,000	2,050	300	550	550	
1381	Princeton, Mass	Ladies' Circulating Library		Sub.	Soc'l	754							
1382	Provincetown, Mass	Public Library	1874	Free	Pub	2,180		31,200	0			500	
1383	Quincy, Mass	Adams Academy	1822		Acad	2,500	0		0				
1384	Quincy, Mass	National Sailors' Home	1863		A. & R.	400							

a $10,000 additional pledged.

TABLE XVI.—*Statistics of public libraries numbering* 300 *volumes and upwards*—Continued.

Number.	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidentals.
1385	Quincy, Mass	Public Library	1871	Free	Pub	8,941	764	45,000	$0			
1386	Randolph, Mass	Ladies' Library Association	1856	Sub	Soc'l	713	50	1,000	0	$70	$52	$18
1387	Randolph, Mass	Mechanics' Library	1843	Sub	Soc'l	1,200			0			0
1388	Randolph, Mass	Reading Room Library	1870	Free	Pub	1,240	60	3,120	0			125
1389	Reading, Mass	Public Library	1869	Free	Pub	3,450	150	17,472	0			
1390	Rockland, Mass	Library Association	1855	Sub	Soc'l	2,276	160	13,520	0	340	250	280
1391	Rockport, Mass	Public Library	1871	Sub	Pub	1,200	175	10,400	0			55
1392	Royalston, Mass	Public Library	1874	Sub	Pub	546	115	1,800	0	100		30
1393	Rowe, Mass	Town Library	1797	Free	Pub	600	30	800		25	25	10
1394	Rutland, Mass	Public Library	1865	Free	Pub	760	75	1,500			0	50
1395	Salem, Mass	Charitable Mechanic Association	1820	Free	Soc'l	4,000	100	8,400	0	250		450
1396	Salem, Mass	Essex Agricultural Library			Soc'l	700	0		0	0	0	0
1397	Salem, Mass	Essex County Law Library	1856		Law	3,300						
1398	Salem, Mass	Essex Institute	1848		Sci	30,655	655		10,000	2,500		
1399	Salem, Mass	Essex Lodge, I. O. O. F	1874	Sub	Soc'l	480	100	625		240	150	0
1400	Salem, Mass	Essex South District Medical Society	1805		Med	2,000	0		0			
1401	Salem, Mass	Fraternity Lodge, I. O. O. F	1870	Sub	Soc'l	800	50	1,000	0		55	0
1402	Salem, Mass	Grammar School Library			Sch	300						
1403	Salem, Mass	Peabody Academy of Science	1868		Sci	1,000						
1404	Salem, Mass	Plummer Farm School	1870		A. & R	600	100		0			
1405	Salem, Mass	Salem Athenæum	1810	Sub	Soc'l	20,000	200	7,000	4,900	1,275	640	555
1406	Salem, Mass	Salem Fraternity	1869	Sub	Soc'l	1,708	554	7,146	a15,000	2,450		
1407	Salem, Mass	Sons of Temperance		Sub	Soc'l	600						
1408	Salem, Mass	State Normal School	1854		Acad	8,500						
1409	Salem, Mass	Young Men's Catholic Temperance Society		Sub	Soc'l	1,000						
1410	Salisbury, Mass	Agricultural Library		Free	Soc'l	300			500			
1411	Sandwich, Mass	Sandwich Circulating Library	1864	Sub	Mis	1,200	100					
1412	Seekonk, Mass	Public School Libraries			Sch	336						
1413	Sheffield, Mass	Friendly Union	1870	Free	Soc'l	420	50	1,040	0		50	50
1414	Shelburne Centre, Mass	First Independent Social Library Company	1821	Sub	Soc'l	950	15	270		16	16	0
1415	Shelburne Falls, Mass	Arms Library	1844	Sub	Soc'l	4,133	16		5,400			
1416	Sherborn, Mass	Public Library	1860	Free	Pub	2,025	120	8,000	0			
1417	Shirley Village, Mass	Shaker Community		Free	Soc'l	2,000			0	0		
1418	Shrewsbury, Mass	Free Public Library	1872	Free	Pub	1,000	150	3,500		200		312

1419	Somerville, Mass	McLean Asylum	1855	.....	A. & R.	3,500	.....	.....	.....	300	300	.....
1420	Somerville, Mass	Public Library	1873	Free	Pub.	4,600	2,000	22,000	0	5,162	.....	1,500
1421	Southboro', Mass	Fay Library	1851	Free	Pub.	3,370	100	8,000	1,500	.....	.....	.....
1422	Southbridge, Mass	Public Library	1870	Free	Pub.	5,500	782	14,700	0	1,852	855	971
1423	South Dedham, Mass	Norwood Public Library	1873	Free	Pub.	2,100	200	12,000	200	614	300	215
1424	South Dennis, Mass	Library Association	1873	Sub.	Pub.	500	25	1,000	25	50	50	0
1425	South Gardner, Mass	South Gardner Social Library	1841	Sub.	Soc'l	1,163	.....	.....	500	.....	.....	50
1426	South Hadley, Mass	Mt. Holyoke Female Seminary	1838	.....	Acad	9,500	.....	.....	0	.....	.....	.....
1427	South Natick, Mass	Historical Natural History and Library Society	.....	.....	Hist'l	425	.....	.....	0	0	.....	0
1428	South Scituate, Mass	James Library	1873	Free	Pub.	1,100	150	4,000	.....	400	250	150
1429	South Sudbury, Mass	Goodnow Library	1862	Free	Pub	5,300	250	.....	20,000	.....	.....	.....
1430	South Williamstown, Mass	Greylock Institute	1842	.....	Acad	400	25	.....	0	.....	.....	.....
1431	Spencer, Mass	Public Library	1860	Free	Pub.	2,070	100	10,000	.....	45	200	175
1432	Springboro', Mass	Library Company	1836	Sub	Soc'l	2,000	25	100	0	25	25	0
1433	Springfield, Mass	Central Circulating Library	1867	Sub.	Mis	1,200	150	.....	0	1,000	175	0
1434	Springfield, Mass	City Library Association	1857	Sub.	Soc'l	36,790	1,500	40,000	5,000	7,500	3,000	4,500
1435	Springfield, Mass	Gill & Hayes's Circulating Library	1871	Sub.	Mis	1,200	300	16,500	.....	450	300	300
1436	Springfield, Mass	Hampden County Law Library	1812	Free	Law	1,503	250	.....	0	1,000	1,000	0
1437	Springfield, Mass	Young Men's Christian Association	1865	Free	Y.M.C.A	300	.....	200	0	.....	.....	.....
1438	Sterling, Mass	Free Public Library	1870	Free	Pub	2,500	250	9,336	.....	300	333	150
1439	Stockbridge, Mass	Edwards Place School	1858	.....	Acad	500	.....	.....	.....	.....	.....	.....
1440	Stockbridge, Mass	Jackson Library	1863	Free	Pub.	4,000	143	12,000	1,200	.....	.....	.....
1441	Stoneham, Mass	Public Library	1859	Free	Pub.	4,651	250	14,000	0	.....	500	800
1442	Stoughton, Mass	Public Library	1874	Free	Pub.	962	.....	13,000	0	550	.....	.....
1443	Stoughton, Mass	Stoughton Circulating Library	1870	Sub.	Mis	700	100	2,500	0	300	150	50
1444	Sturbridge, Mass	Public Library	1873	Free	Pub.	1,140	239	5,943	0	.....	250	100
1445	Sunderland, Mass	Sunderland Library	1869	Sub.	Pub.	1,520	.....	.....	0	.....	.....	50
1446	Sutton, Mass	Sutton Free Library	1875	Free	Pub.	1,200	.....	3,600	0	.....	.....	0
1447	Swampscott, Mass	Town Library	1868	Sub.	Pub.	2,225	200	8,000	.....	520	.....	.....
1448	Swansea, Mass	Agricultural Library Association	.....	.....	Soc'l	560	.....	.....	.....	.....	.....	.....
1449	Taunton, Mass	Bristol County Law Library Association	1858	Free	Law	1,200	100	.....	0	450	450	0
1450	Taunton, Mass	Dickerman's Circulating Library	1870	Sub.	Mis	2,000	200	10,000	.....	.....	200	.....
1451	Taunton, Mass	Lunatic Hospital	1860	.....	A. & R.	1,000	.....	.....	.....	.....	.....	.....
1452	Taunton, Mass	Public Library	1866	Free	Pub.	12,726	550	44,864	1,000	4,352	1,150	1,470
1453	Templeton, Mass	Boynton Free Public Library	1873	Free	Pub.	1,400	.....	9,600	4,000	.....	.....	150
1454	Templeton, Mass	Ladies' Social Circle	1840	Sub	Soc'l	1,400	75	3,120	0	.....	100	0
1455	Tewksbury, Mass	State Almshouse	1854	.....	A. & R.	590	.....	.....	.....	50	50	.....
1456	Topsfield, Mass	Town Library	1875	Free	Pub.	1,250	.....	7,700	0	.....	700	75
1457	Townsend, Mass	Public Library	1861	Sub.	Pub.	1,064	71	3,200	0	150	100	45
1458	Tyngsboro', Mass	Social Library	.....	Sub	Soc'l	350	.....	.....	.....	.....	.....	.....
1459	Upton, Mass	Town Library	1871	Free	Pub.	825	75	3,000	0	400	250	150
1460	Uxbridge, Mass	Free Public Library	1874	Free	Pub.	1,000	500	3,500	0	325	300	100
1461	Vineyard Haven, Mass	Sailors' Free Library	.....	.....	Mis	1,400	100	.....	0	0	.....	.....
1462	Wakefield, Mass	Beebe Town Library	1856	Free	Pub.	4,897	300	26,842	1,000	570	375	275
1463	Wales, Mass	Library Association	1866	Sub.	Soc'l	442	20	1,000	0	27	27	0
1464	Waltham, Mass	New Church Theological School	1866	.....	Th'l	550	.....	.....	.....	.....	.....	.....
1465	Waltham, Mass	Public Library	1865	Free	Pub.	7,560	300	39,875	0	2,500	1,000	1,500
1466	Ware, Mass	Young Men's Association	1870	Sub.	Soc'l	2,100	425	27,600	0	1,050	646	400
1467	Warwick, Mass	Public Library	1870	Free	Pub.	1,300	100	2,400	0	135	35	100
1468	Watertown, Mass	Free Public Library	1868	Free	Pub.	8,300	729	25,000	.....	2,350	1,100	1,250
1469	Watertown, Mass	United States Arsenal	1867	.....	Gar	353	.....	.....	.....	.....	.....	.....

a This is for the fraternity as a whole, not merely for the library.

TABLE XVI.—*Statistics of public libraries numbering* 300 *volumes and upwards*—Continued.

Number.	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidentals.
1470	Wayland, Mass	Free Public Library	1848	Free	Pub.	4,782	400	8,000	$500			
1471	Wellesley, Mass	Library Association	1859	Sub.	Pub.	890	60	2,080	0	$95	$62	$10
1472	Wellesley, Mass	Wellesley College	1875		Col.	10,000						
1473	Wellfleet, Mass	Workers' Library	1874	Sub.	Soc'l	350	300		0	350	350	0
1474	Westboro', Mass	Free Public Library	1857	Free	Pub.	2,250	100	7,500				
1475	Westboro', Mass	State Reform School	1855		A. & R.	2,368			0			
1476	West Brookfield, Mass	Public Library	1874	Free	Pub.	1,408		10,080	0	200		200
1477	West Dennis, Mass	Public Library	1874	Sub.	Pub.	274		1,000	0	75	75	0
1478	Westfield, Mass	Athenæum	1864	Sub.	Soc'l	7,306	608		10,000			
1479	Westfield, Mass	State Normal School	1844		Acad.	1,560	100		0			
1480	Westford, Mass	Town Library	1797	Free	Pub.	2,356	240	8,000	0			
1481	Westminster, Mass	Westminster Library	1855	Free	Pub.	850	50	5,000	0	150	100	50
1482	West Newbury, Mass	Library Association	1874	Sub.	Pub.	750	225	2,800	0	100	250	20
1483	West Newton, Mass	West Newton English and Classical School	1855		Acad.	450			0			
1484	Weston, Mass	Town Library	1857	Free	Pub.	3,800	220	10,000	1,400	252		
1485	West Roxbury, Mass	Free Library	1823	Free	Pub.	2,684	229	8,000		400		
1486	West Scituate, Mass	Assinippi Library	1869	Sub.	Pub.	750	75	1,000	0	180	100	24
1487	West Springfield, Mass	Public Library	1854	Sub.	Pub.	1,623	218	5,000		390		50
1488	Whately, Mass	Whately Library		Free	Pub.	375		1,500	0	85		100
1489	Wilbraham, Mass	Wesleyan Academy	1866	Sub.	Acad.	3,409	75	1,783	0	187	187	100
1490	Wilbraham, Mass	Club Library		Sub.	Soc'l	1,000		300	0	0		0
1491	Wilbraham, Mass	Union Philosophical Society	1852	Sub.	Soc'l	1,000		400	0	0		0
1492	Williamstown, Mass	Williams College	1793	Sub.	Col.	17,500	400		10,000	900	900	
1493	Williamstown, Mass	Philologian Society	1795		Soc'y.	5,000						
1494	Williamstown, Mass	Philoteclanian Society	1795		Soc'y.	5,000						
1495	Wilmington, Mass	Public Library	1871	Free	Pub.	1,000	200	3,000	0	100	75	25
1496	Winchendon, Mass	Public Library	1867	Free	Pub	2,264	164	9,000	0			
1497	Winchester, Mass	Town Library	1860	Free	Pub.	3,100	363	12,000	0			
1498	Woburn, Mass	Town Library	1856	Free	Pub	6,500	550	20,000	6,000	1,550	728	600
1499	Woburn, Mass	Warren Academy			Acad.	300			0			
1500	Worcester, Mass	American Antiquarian Society	1812		Hist'l	60,497	1,500		80,303	5,800		
1501	Worcester, Mass	Chamberlain's Circulating Library	1868	Sub.	Mis.	2,500	200	17,000	3,000	1,375	400	
1502	Worcester, Mass	College of the Holy Cross	1843	Free	Col.	11,000	200		0	0	600	0
1503	Worcester, Mass	B. J. F. Society			Soc'y.	600						

1504	Worcester, Mass	Sodality and Reading Room Libraries			Soc'y	400						
1505	Worcester, Mass	Free Public Library	1859	Free	Pub	34,609	4,043	123,125	45,700	17,741	7,794	8,645
1506	Worcester, Mass	Highland Military Academy	1860		Acad	2,000	25		0			
1507	Worcester, Mass	House of Correction	1840		A. & R	500						
1508	Worcester, Mass	Orcad Collegiate Institute	1850		Acad	2,000			0			
1509	Worcester, Mass	School of Modern Languages	1875		Acad	400						
1510	Worcester, Mass	South End Circulating Library	1872	Sub.	Mis	300	100	4,000				
1511	Worcester, Mass	State Normal School	1874		Acad	567			0			
1512	Worcester, Mass	Technical Institute of Reference		Free	Acad	1,000	50				100	0
1513	Worcester, Mass	Worcester Academy	1832	Free	Acad	1,000		1,000	0	0	0	0
1514	Worcester, Mass	Worcester County Free Institute of Industrial Science.	1868		Sci	1,000	50				100	0
1515	Worcester, Mass	Worcester County Horticultural Society	1840		Sci	1,100	30		0	350		
1516	Worcester, Mass	Worcester County Law Library			Law	3,000						
1517	Worcester, Mass	Worcester County Mechanics' Association	1842	Sub.	Soc'l	4,450	650		0			
1518	Worcester, Mass	Worcester County Musical Association		Free	Soc'l	1,500	600				200	
1519	Worcester, Mass	Worcester District Medical Society	1798		Med	4,000	100		6,000			
1520	Yarmouth, Mass	Library Association	1866	Free	Pub	1,536	200	5,000	5,000		300	50
1521	Adrian, Mich	Adrian College	1860		Col	500			0			
1522	Adrian, Mich	Society Libraries, (3)			Soc'y	925	150					
1523	Adrian, Mich	Ladies' Library Association	1868	Sub.	Soc'l	1,950	94		600			
1524	Adrian, Mich	Public School Library	1868	Free	Acad	2,050	275		0			
1525	Albion, Mich	Albion College	1843	Free	Col	1,000			0	0	0	0
1526	Albion, Mich	Ladies' Library Association		Sub.	Soc'l	602	50	602	0			0
1527	Allegan, Mich	Literary and Library Association	1871	Sub	Soc'l	630		2,500		300		100
1528	Allegan, Mich	Township Library			Pub	600						
1529	Alpena, Mich	Union School	1870	Free	Acad	1,158	400					75
1530	Ann Arbor, Mich	High School	1859		Acad	750						
1531	Ann Arbor, Mich	The Misses Clarks' Young Ladies' School	1839		Acad	2,350						
1532	Ann Arbor, Mich	University of Michigan	1841	Free	Col	23,000						
1533	Ann Arbor, Mich	Law department	1858		Law	3,000						
1534	Ann Arbor, Mich	Medical department	1850		Med	1,500						
1535	Ann Arbor, Mich	Young Men's Christian Association			Y.M.C.A	900						
1536	Battle Creek, Mich	Ladies' Library Association	1864	Sub.	Soc'l	1,180	100	1,816	900	90		45
1537	Battle Creek, Mich	Public School Library			Acad	500						
1538	Bay City, Mich	Bay County Law Library	1872		Law	1,207						
1539	Bay City, Mich	Public Library	1870	Free	Pub	3,850		20,000	0	1,000		600
1540	Big Rapids, Mich	Literary Association	1871	Sub.	Soc'l	450	100			250		200
1541	Buchanan, Mich	Township Library		Free	Pub	284	25	300	0	50	50	48
1542	Calumet, Mich	Primary School Library			Sch	630						
1543	Coldwater, Mich	State Public School for Dependent Children	1875		A. & R	460			*500			
1544	Corunna, Mich	Ladies' Library Association	1863	Sub.	Soc'l	800	75	8,500	0	235	100	135
1545	Detroit, Mich	Bar Library	1853	Sub	Law	3,544						
1546	Detroit, Mich	Board of Trade	1850		Mis	500						
1547	Detroit, Mich	Detroit Mechanics' Society	1820	Sub.	Soc'l	3,500	50	1,600			200	600
1548	Detroit, Mich	German-American Seminary	1861		Acad	610			0			
1549	Detroit, Mich	House of Correction	1865		A. & R	995						
1550	Detroit, Mich	Mayhew Business College	1860		Acad	500	40					
1551	Detroit, Mich	Public Library	1865	Free	Pub	22,882	767		0	10,151		
1552	Detroit, Mich	Young Men's Christian Association			Y.M.C.A	516						

a State appropriation.

TABLE XVI.—*Statistics of public libraries numbering* 300 *volumes and upwards*—Continued.

Number.	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidentals.
1553	Detroit, Mich	Young Men's Society	1833	Sub.	Soc'l	12,790	640	20,000	$11,000	$2,000	$600	$1,200
1554	Dundee, Mich	Township Library	1840	Free	Pub	446	19	300	0	20	20	20
1555	Elk Rapids, Mich	Township Library	1865	Free	Pub	531						
1556	Fenton, Mich	Ladies' Library Association	1869	Sub.	Soc'l	568	80	4,420		200	150	50
1557	Flint, Mich	Ladies' Library Association	1851	Sub.	Soc'l	2,177	100		0			0
1558	Flint, Mich	Michigan Institution for the Deaf and Dumb and the Blind.	1867		Acad	800						
1559	Fort Brady, Mich	Post Library			Gar	349						
1560	Fort Wayne, Mich	Post Library			Gar	1,200						
1561	Grand Rapids, Mich	Business College and Telegraph Institute	1866		Acad	1,000						
1562	Grand Rapids, Mich	Public Library	1872	Free	Pub	7,500	1,000	100,000		3,480	1,625	894
1563	Grand Rapids, Mich	Young Men's Christian Association	1866	Free	Y.M.C.A	300						
1564	Greenville, Mich	Ladies' Library Association	1868	Sub.	Soc'l	900	125	3,000	0	400	200	125
1565	Hillsdale, Mich	Hillsdale College	1855		Col	4,000						
1566	Hillsdale, Mich	Theological department	1873		The'l	1,000	100		1,000	100		
1567	Holland City, Mich	Hope College	1857		Col	1,200			500			
1568	Houghton, Mich	Houghton County Historical Society and Mining Institute.	1866		Hist'l	1,266			1,000	125		0
1569	Ionia, Mich	Ladies' Library Association	1875	Sub	Soc'l	600		4,800	0			0
1570	Ishpeming, Mich	Township Library	1872	Free	Pub	300		1,000	0		150	120
1571	Jackson, Mich	School Library	1865	Free	Acad	1,200	100	2,600	0	200		0
1572	Jackson, Mich	School Library, No. 17			Acad	350						
1573	Jackson, Mich	State Prison	1840		A. & R.	2,500						
1574	Jackson, Mich	Young Men's Association	1863	Sub.	Soc'l	2,171	60	5,784			191	360
1575	Kalamazoo, Mich	Kalamazoo College	1855		Col	2,600						
1576	Kalamazoo, Mich	Society Libraries, (2)	1851		Soc'y	500						
1577	Kalamazoo, Mich	Kalamazoo County Law Library	1869		Law	334						
1578	Kalamazoo, Mich	Ladies' Library Association	1852	Sub.	Soc'l	2,663	230	3,692	1,400			
1579	Kalamazoo, Mich	Michigan Asylum for the Insane	1860		A. & R.	1,310						
1580	Kalamazoo, Mich	Michigan Female Seminary	1867		Acad	500	35		0			
1581	Kalamazoo, Mich	Public Library		Free	Pub	3,925	515	38,446	0			
1582	Kalamazoo, Mich	Young Men's Library Association	1858	Sub.	Soc'l	1,784	110	150				
1583	Lansing, Mich	Library and Literary Association	1871	Sub.	Soc'l	1,070		3,822	1,000		200	350
1584	Lansing, Mich	Public Library		Free	Pub	520	60	400	0	100	100	0

1585	Lansing, Mich	State Agricultural College	1857	------	Sci	3,700	250	----------	0	525	426	99
1586	Lansing, Mich	Society Libraries	------	------	Soc'y	500	200	----------	----------	------	------	------
1587	Lansing, Mich	State Library	1828	------	State	39,886	------	----------	----------	------	1,500	------
1588	Lansing, Mich	State Reform School	1862	------	A. & R.	2,040	------	----------	0	------	------	------
1589	Lapeer, Mich	Ladies Library Association	1859	Sub.	Soc'l	925	150	4,500	0	350	200	125
1590	Marquette, Mich	City Library	1856	Free	Pub	1,500	160	----------	0	------	323	------
1591	Marshall, Mich	Ladies' Library Association	1869	Sub.	Soc'l	1,536	100	----------	300	------	------	------
1592	Monroe, Mich	City Library	1840	Free	Pub	1,672	100	10,400	0	------	------	100
1593	Monroe, Mich	St. Mary's Academy	1845	------	Acad	300	25	----------	0	------	------	------
1594	Monroe, Mich	Young Ladies' Seminary and Collegiate Institute	1852	------	Acad	500	28	----------	0	------	------	------
1595	Muskegon, Mich	Library Association	1869	Sub.	Soc'l	400	0	----------	0	0	0	0
1596	Olivet, Mich	Olivet College	1848	Sub.	Col	6,000	------	----------	----------	300	------	------
1597	Olivet, Mich	Society Libraries, (2)	1861–1862	------	Soc'y	650	------	----------	----------	------	------	------
1598	Owasso, Mich	Ladies' Library Association	1867	Sub.	Soc'l	875	87	3,000	0	200	125	100
1599	Plymouth, Mich	District School Libraries	------	------	Sch	1,460	------	----------	----------	------	------	------
1600	Pontiac, Mich	School Library	------	------	Sch	375	------	----------	----------	------	------	------
1601	Port Huron, Mich	Ladies' Library Association	1866	Sub.	Soc'l	1,933	100	----------	2,140	551	105	130
1602	St. Clair, Mich	Ladies' Library Association	1869	Sub.	Soc'l	730	100	3,000	0	240	130	110
1603	St. Clair, Mich	Union School District Library	------	------	Sch	331	------	----------	----------	------	------	------
1604	St. Joseph, Mich	Union School District Library	------	------	Sch	400	------	----------	----------	------	------	------
1605	Sturgis, Mich	Library Association	1872	Sub.	Soc'l	525	75	2,100	0	150	125	25
1606	Tecumseh, Mich	Union School Library	------	------	Sch	500	------	----------	----------	------	------	------
1607	Three Rivers, Mich	Ladies' Library	1865	Sub.	Soc'l	500	------	----------	0	------	50	25
1608	Three Rivers, Mich	Lockport Township Library	------	Free	Pub	1,200	150	----------	0	350	300	0
1609	Ypsilanti, Mich	State Normal School	1853	------	Acad	1,400	50	----------	0	------	------	------
1610	Afton, Minn	St. Croix Valley Academy	1868	------	Acad	350	------	----------	----------	------	------	------
1611	Carver County, Minn	St. Ansgar's Academy	1863	------	Acad	300	------	----------	----------	------	------	------
1612	Chatfield, Minn	Library Association	1874	Sub.	Soc'l	384	50	1,241	435	87	------	58
1613	Du Luth, Minn	Library Association	1869	Sub.	Soc'l	725	------	1,200	0	100	70	75
1614	Faribault, Minn	Institution for the Deaf and Dumb and the Blind	1866	------	Acad	700	70	----------	0	------	------	------
1615	Faribault, Minn	Department for the Blind	1866	------	Acad	314	35	----------	0	------	------	------
1616	Faribault, Minn	Library Association	------	Sub.	Soc'l	1,500	------	----------	750	------	------	------
1617	Faribault, Minn	St. Mary's Hall	1866	------	Acad	600	------	----------	----------	------	------	------
1618	Faribault, Minn	Seabury Divinity College	1860	------	The'l	5,000	------	----------	----------	------	------	------
1619	Faribault, Minn	Shattuck School	1867	------	Acad	450	25	----------	0	------	------	------
1620	Hastings, Minn	Library Association	1872	Sub.	Soc'l	2,000	300	5,000	0	------	------	300
1621	Mankato, Minn	State Normal School	1868	------	Acad	350	50	----------	0	------	------	------
1622	Minneapolis, Minn	Augsburg Seminary	1870	------	The'l	1,200	200	----------	0	------	100	------
1623	Minneapolis, Minn	Minneapolis Athenæum	1859	Sub.	Soc'l	4,670	292	6,948	----------	5,443	------	1,000
1624	Minneapolis, Minn	Minneapolis Female Seminary	1871	------	Acad	600	------	----------	0	------	------	------
1625	Minneapolis, Minn	University of Minnesota	1869	Free	Col	10,000	300	----------	0	------	------	------
1626	Minneapolis, Minn	Young Men's Christian Association	1873	Free	Y.M.C.A	500	100	1,600	0	0	------	0
1627	Northfield, Minn	Carleton College	1868	Free	Col	2,575	322	----------	0	------	------	------
1628	Owatonna, Minn	Literary Association	1874	Sub.	Soc'l	535	200	----------	0	------	------	------
1629	Red Wing, Minn	Lawrence & Co.'s Circulating Library	1874	Sub.	Mis	1,000	100	9,000	----------	------	------	------
1630	Rochester, Minn	German Library Association	1872	Sub.	Soc'l	800	200	----------	0	------	------	25
1631	Rochester, Minn	Library Association	1866	Sub.	Soc'l	1,969	54	2,843	0	------	------	200
1632	St. Cloud, Minn	State Normal School	1869	------	Acad	400	------	----------	----------	------	------	------
1633	St. Cloud, Minn	Union Library	1865	Sub.	Soc'l	1,018	------	----------	0	150	100	50
1634	St. Joseph, Minn	St. John's College	1867	------	Col	1,600	------	----------	----------	------	------	------
1635	St. Joseph, Minn	Society Libraries, (3)	1867	------	Soc'y	983	------	----------	----------	------	------	------

TABLE XVI.—*Statistics of public libraries numbering 300 volumes and upwards*—Continued.

Number.	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidentals.
1636	St. Joseph, Minn	St. John's Theological Seminary	1867	.....	The'l	1,016	80	.....	$0	$0	$200	$0
1637	St. Paul, Minn	Assumption School	1857	.....	Acad	521	.....	.....	.....	.....	.....	.....
1638	St. Paul, Minn	Minnesota Historical Society	1849	.....	Hist'l	6,411	233	.....	1,200	2,500	.....	.....
1639	St. Paul, Minn	Minnesota State Library	1849	.....	State	10,000	.....	.....	.....	.....	.....	.....
1640	St. Paul, Minn	St. Paul Home School	1847	.....	Acad	875	.....	.....	.....	.....	.....	.....
1641	St. Paul, Minn	St. Paul Library	1863	Sub	Soc'l	7,400	1,360	.....	0	.....	.....	.....
1642	St. Paul, Minn	State Reform School	1871	.....	A. & R.	850	.....	.....	0	.....	.....	.....
1643	St. Peter, Minn	Minnesota Hospital for Insane	1868	.....	A. & R.	400	.....	.....	.....	.....	.....	.....
1644	St. Peter, Minn	St. Peter Library	1869	Sub	Soc'l	900	40	.....	0	125	50	75
1645	Stillwater, Minn	Library Association	1869	Sub	Soc'l	660	50	550	20	130	125	75
1646	Stillwater, Minn	State Prison	1866	.....	A. & R.	596	.....	.....	.....	.....	25	.....
1647	Winona, Minn	First State Normal School	1862	.....	Acad	678	100	.....	0	500	.....	.....
1648	Winona, Minn	Winona Library	1862	Sub	Soc'l	2,000	100	5,200	.....	.....	.....	275
1649	Bay St. Louis, Miss	St. Stanislaus Commercial College	1855	.....	Acad	800	25	.....	.....	.....	.....	.....
1650	Clinton, Miss	Central Female Institute	1856	.....	Acad	1,000	50	.....	0	.....	.....	.....
1651	Clinton, Miss	Mississippi College	1850	.....	Col	2,000	.....	.....	.....	.....	.....	.....
1652	Clinton, Miss	Hermenian Society	1855	.....	Soc'y	500	.....	.....	.....	.....	.....	.....
1653	Clinton, Miss	Philomathean Society	1846	.....	Soc'y	555	.....	.....	.....	.....	.....	.....
1654	Columbus, Miss	Columbus Female Institute	1847	.....	Acad	1,000	.....	.....	.....	.....	.....	.....
1655	Grenada, Miss	Grenada Female College	1875	.....	Acad	500	.....	.....	0	.....	.....	.....
1656	Holly Springs, Miss	Franklin Female College	1870	.....	Acad	500	.....	.....	0	.....	.....	.....
1657	Holly Springs, Miss	Shaw University	1870	.....	Col	300	.....	.....	.....	.....	.....	.....
1658	Jackson, Miss	Mississippi State Library	1838	.....	State	16,000	350	.....	.....	.....	5,000	.....
1659	Jackson, Miss	Post and Company Libraries	1869 1872	.....	Gar	484	.....	.....	.....	.....	.....	.....
1660	Meridian, Miss	Meridian Female College	1865	.....	Acad	425	.....	.....	0	.....	.....	.....
1661	Natchez, Miss	Catholic Circle Library	.....	Sub	Soc'l	400	.....	.....	.....	.....	.....	.....
1662	Natchez, Miss	Literary Society of the Sacred Heart	.....	Sub	Soc'l	360	.....	.....	.....	.....	.....	.....
1663	Natchez, Miss	Natchez Institute	1847	Free	Soc'l	1,200	0	200	0	0	0	.....
1664	Oxford, Miss	University of Mississippi	1848	.....	Col	4,847	.....	.....	.....	.....	.....	.....
1665	Oxford, Miss	Hermean Literary Society	.....	.....	Soc'y	1,000	.....	.....	.....	.....	100	.....
1666	Oxford, Miss	Phi Sigma Society	.....	.....	Soc'y	1,600	.....	.....	.....	.....	100	.....
1667	Oxford, Miss	Law School	.....	.....	Law	1,282	.....	.....	.....	.....	.....	.....
1668	Pontotoc, Miss	Chickasaw Female College	1854	.....	Acad	2,000	.....	.....	0	.....	.....	.....

1669	Rodney, Miss	Alcorn University	1874		Col	457	229		0	500	500	0
1670	Sharon, Miss	Madison College	1852		Col	650						
1671	Tougaloo, Miss	Tougaloo University	1871		Acad	650	50			500		
1672	Arcadia, Mo	Arcadia College	1870		Acad	300			0			
1673	Boonville, Mo	Turners' Society		Sub	Soc'l	500						
1674	Brunswick, Mo	Library Association	1871	Sub	Soc'l	500	100	400	0	100	100	0
1675	Canton, Mo	Canton Library	1874	Sub	Soc'l	500	150		500	350	250	0
1676	Canton, Mo	Christian University	1875		Col	300	300		0			
1677	Canton, Mo	Risk's Library	1865	Free	Mis	483			1,000		100	0
1678	Cape Girardeau, Mo	St. Vincent's Academy	1839		Acad	600						
1679	Cape Girardeau, Mo	St. Vincent's College	1844		Col	5,500						
1680	Cape Girardeau, Mo	Southeast Missouri Normal School	1873		Acad	1,225			0			
1681	Carrollton, Mo	Hill & Gittings' Circulating Library		Sub	Mis	600						
1682	Chillicothe, Mo	Chillicothe High School	1870		Acad	400						
1683	College Mound, Mo	McGee College	1853		Col	575						
1684	Columbia, Mo	Stephens Female College	1870		Acad	600	0		0			
1685	Columbia, Mo	University of Missouri	1840		Col	10,000	800		0	1,200		
1686	Columbia, Mo	Athenæan Society			Soc'y	1,200						
1687	Columbia, Mo	Union Literary Society			Soc'y	1,200						
1688	Columbia, Mo	Law College	1872		Law	1,000						
1689	Fayette, Mo	Central College	1871		Col	500						
1690	Fulton, Mo	Institution for the Deaf and Dumb	1851		Acad	600						
1691	Fulton, Mo	State Lunatic Asylum, No. 1	1855		A. & R.	550				0		
1692	Fulton, Mo	Westminster College	1855		Col	5,000						
1693	Glasgow, Mo	Lewis College	1865		Col	3,600						
1694	Greenwood, Mo	Lincoln College	1869		Col	500						
1695	Hannibal, Mo	Mercantile Library Association	1871	Sub	Mer	2,219				1,000		700
1696	Independence, Mo	Library Association	1871	Sub	Soc'l	1,100	100	600	0	100	0	75
1697	Jackson, Mo	Fruitland Normal Institute	1864		Acad	1,000						
1698	Jefferson City, Mo	Lincoln Institute	1871		Acad	752			0			
1699	Jefferson City, Mo	State Library	1833		State	13,000				500		
1700	Kansas City, Mo	Fetterman's Circulating Library	1875	Sub	Mis	1,300						
1701	Kansas City, Mo	Law Library	1871	Sub	Law	3,000	150		0	1,250	500	600
1702	Kansas City, Mo	St. Teresa's Academy	1865		Acad	400						
1703	Kansas City, Mo	Whittemore's Circulating Library	1875	Sub	Mis	1,000			0			
1704	Kidder, Mo	Thayer College	1871		Col	400	200					
1705	Kirksville, Mo	North Missouri State Normal School	1870		Acad	1,050	50					
1706	Liberty, Mo	William Jewell College	1854		Col	4,000						
1707	Louisiana, Mo	Public School Library	1867	Free	Acad	782	75	150	0	120	120	0
1708	Palmyra, Mo	St. Paul's College	1852		Acad	2,000	12					
1709	Rolla, Mo	Missouri School of Mines and Metallurgy	1871		Sci	1,478	370		0	0		0
1710	St. Charles, Mo	Lindenwood College for Young Ladies	1870		Acad	400						
1711	St. Charles, Mo	Public School Library	1868	Free	Acad	450	30		0	0	35	0
1712	St. Charles, Mo	St. Charles Catholic Library	1859	Sub	Soc'l	1,716	34		0			
1713	St. Charles, Mo	Select School for Males			Acad	500			0			
1714	St. Joseph, Mo	Bryant's Business College	1864		Acad	600						
1715	St. Joseph, Mo	Carl Fuelling's Library	1867	Sub	Mis	6,000	200			500	150	300
1716	St. Joseph, Mo	Law Library	1864	Sub	Law	2,000	60		0	350	300	50
1717	St. Joseph, Mo	Public School Library	1866	Sub	Acad	2,500				400		240
1718	St. Joseph, Mo	St. Joseph College	1867		Col	625						
1719	St. Joseph, Mo	Society Libraries			Soc'y	320						
1720	St. Joseph, Mo	Woolworth & Colt's Circulating Library	1875	Sub	Mis	1,500						

TABLE XVI.—*Statistics of public libraries numbering* 300 *volumes and upwards*—Continued.

Number.	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidentals.
1721	St. Louis, Mo	Academy of Science	1856	.....	Sci	2,744	100	.....	.....	.....	.....	.....
1722	St. Louis, Mo	Academy of the Visitation	1832	Sub.	Acad	4,000	.....	.....	.....	150	150	.....
1723	St. Louis, Mo	Cavalry Depot, St. Louis Barracks	1871	.....	Gar	800	.....	.....	.....	.....	.....	.....
1724	St. Louis, Mo	College of the Christian Brothers	1860	Sub.	Col	22,000	.....	.....	.....	.....	.....	.....
1725	St. Louis, Mo	Deutsches Institut	.....	.....	Acad	1,000	.....	.....	.....	.....	.....	.....
1726	St. Louis, Mo	German Evangelical Lutheran Concordia College	1840	.....	The'l	a4,800	a150	.....	1,000	100	150	0
1727	St. Louis, Mo	Germania Saengerbund	1857	Sub.	Soc'l	350	.....	.....	.....	1,900	45	0
1728	St. Louis, Mo	House of Refuge	1854	.....	A. & R.	300	.....	.....	0	.....	.....	.....
1729	St. Louis, Mo	Institution for the Education of the Blind	.....	.....	Acad	460	.....	.....	.....	300	300	.....
1730	St. Louis, Mo	Law Library Association	1838	Sub.	Law	8,000	375	.....	0	.....	.....	.....
1731	St. Louis, Mo	Missouri Dental College	1866	.....	Med	300	50	.....	.....	.....	.....	.....
1732	St. Louis, Mo	Missouri Medical College	1840	.....	Med	1,000	.....	.....	.....	.....	.....	.....
1733	St. Louis, Mo	Mrs. Cuthbert's Seminary for Young Ladies	1866	Free	Acad	1,500	100	.....	.....	.....	.....	.....
1734	St. Louis, Mo	Normal School	1857	Free	Acad	294	.....	.....	0	.....	.....	.....
1735	St. Louis, Mo	Odd Fellows' Library	1868	Sub.	Soc'l	4,000	.....	.....	.....	1,500	.....	.....
1736	St. Louis, Mo	Public School Library	1865	Sub.	Acad	33,097	2,951	106,495	100,000	12,896	4,702	7,767
1737	St. Louis, Mo	St. John's Circulating Library	1872	Sub.	Mis	600	.....	.....	.....	75	.....	.....
1738	St. Louis, Mo	St. Louis College of Pharmacy	1865	.....	Med	250	.....	.....	.....	.....	.....	.....
1739	St. Louis, Mo	St. Louis County Jail	1873	.....	A. & R.	800	.....	.....	0	.....	.....	.....
1740	St. Louis, Mo	St. Louis Medical College	1844	.....	Med	1,100	.....	.....	.....	0	.....	.....
1741	St. Louis, Mo	St. Louis Mercantile Library	1846	Sub.	Mer	42,013	1,543	132,175	.....	46,505	.....	.....
1742	St. Louis, Mo	St. Louis Seminary	1871	.....	Acad	2,000	.....	.....	.....	.....	.....	.....
1743	St. Louis, Mo	St. Louis Turnverein	1855	Sub.	Soc'l	2,000	200	900	.....	300	300	0
1744	St. Louis, Mo	St. Louis University	1829	Free	Col	17,000	300	.....	0	.....	.....	.....
1745	St. Louis, Mo	Society Libraries	1855	.....	Soc'y	8,000	.....	.....	.....	.....	.....	.....
1746	St. Louis, Mo	St. Patrick's Academy	1869	Sub.	Acad	800	.....	.....	0	.....	.....	.....
1747	St. Louis, Mo	South St. Louis Turnverein	1861	Sub.	Soc'l	400	.....	.....	.....	.....	.....	.....
1748	St. Louis, Mo	Ursuline Academy	1840	Sub.	Acad	2,000	.....	.....	.....	125	.....	.....
1749	St. Louis, Mo	Washington University	1853	Free	Col	4,500	.....	.....	.....	1,500	.....	.....
1750	St. Louis, Mo	Mary Institute	1859	.....	Acad	500	75	.....	0	.....	.....	.....
1751	St. Louis, Mo	St. Louis Law School	1872	.....	Law	3,000	.....	.....	.....	.....	.....	.....
1752	St. Louis, Mo	Young Men's Sodality	1855	Sub.	Soc'l	1,327	.....	1,225	.....	.....	.....	.....
1753	Sedalia, Mo	Library Association	1871	Sub	Soc'l	1,500	0	0	0	.....	0	0
1754	Sedalia, Mo	Public School Library	.....	.....	Acad	1,045	.....	.....	.....	.....	.....	.....

1755	Springfield, Mo	Drury College	1873	Sub	Col	2,000						
1756	Troy, Mo	Social Library	1821	Sub	Soc'l	407	25	300	0	27	25	0
1757	Warrensburg, Mo	Enoch Clark Library	1876	Sub	Soc'l	400			0			
1758	Warrensburg, Mo	South Missouri State Normal School	1871		Acad	400			0			
1759	Helena, Mont	Library Association	1868	Sub	Soc'l	1,250	200	1,000	0	1,000	300	700
1760	Helena, Mont	Territorial Library	1865		Ter	550						
1761	Ft. McPherson, Nebr	Company Libraries, Third United States Cavalry			Gar	562						
1762	Fremont, Nebr	Liberal Library Association	1873	Sub	Soc'l	250						
1763	Lincoln, Nebr	Nebraska State Library	1856		State	13,133	250			900		
1764	Lincoln, Nebr	Penitentiary Library	1874		A. & R	384				200		
1765	Lincoln, Nebr	Public Library Association	1875	Sub	Soc'l	500						600
1766	Lincoln, Nebr	University of Nebraska	1871		Col	1,400	150					
1767	Nebraska City, Nebr	Nebraska College	1865		Col	1,500						
1768	Omaha, Nebr	Brownell Hall	1866		Acad	1,500			0			
1769	Omaha, Nebr	Company Libraries, Twenty-third Infantry and Second Cavalry.			Gar	1,231						
1770	Omaha, Nebr	High School Library			Acad	300						
1771	Omaha, Nebr	Law Library Association	1872	Sub	Law	1,000			0			100
1772	Omaha, Nebr	Odd Fellows' Library		Sub	Soc'l	500						
1773	Omaha, Nebr	Omaha Library	1872	Sub	Soc'l	4,500	650	3,200	0	3,000	1,500	1,500
1774	Peru, Nebr	State Normal School	1867		Acad	500	50					
1775	Carson City, Nev	State Library	1863		State	9,600				2,450		
1776	Carson City, Nev	State Prison			A. & R	300						
1777	Gold Hill, Nev	Public School Library			Sch	300						
1778	Virginia City, Nev	I. O. O. F. Library Association	1865	Sub	Soc'l	3,300		4,000	0		660	
1779	Virginia City, Nev	Masonic Library of Story County	1866	Sub	Soc'l	2,100	100	3,600	0		200	600
1780	Virginia City, Nev	Public School Library			Acad	500						
1781	Amherst, N. H	Library Association	1859	Sub	Soc'l	655	40		47	75	50	25
1782	Ashuelot, N. H	Ashuelot Union	1871	Sub	Soc'l	327	60	300	0	100	100	25
1783	Atkinson, N. H	Atkinson Academy	1789		Acad	1,000						
1784	Charlestown, N. H	Social Library	1810	Sub	Soc'l	1,460	18		0			
1785	Claremont, N. H	Book Club	1869	Sub	Soc'l	560	50	1,500	0		50	5
1786	Claremont, N. H	Fiske Free Library	1873	Free	Pub	2,202	202	13,000	0	250		250
1787	Claremont, N. H	Stevens High School	1868		Acad	375	40		0			
1788	Concord, N. H	Concord High School	1850		Acad	445						
1789	Concord, N. H	New Hampshire Asylum for Insane	1855		A. & R	1,598				150		
1790	Concord, N. H	New Hampshire Historical Society	1822		His'l	5,000	300		1,889	300		
1791	Concord, N. H	Public Library	1855	Free	Pub	6,532	284		2,000			
1792	Concord, N. H	St. Paul's School	1856		Acad	2,000						
1793	Concord, N. H	State Library	1818		State	13,500	1,156					
1794	Concord, N. H	State Prison	1844		A. & R	1,500					100	
1795	Contoocook, N. H	New Hampshire Antiquarian Society	1873		Hist'l	2,028			0	346		
1796	Derry, N. H	Adams Female Academy	1860		Acad	500	15					
1797	Derry, N. H	Pinkerton Academy			Acad	360	25		0			
1798	Dover, N. H	Dover Library	1850	Sub	Soc'l	5,055		3,000	0	125	150	50
1799	Dublin, N. H	Juvenile and Social Library	1793	Sub	Soc'l	1,883	40					
1800	East Franklin, N. H	Aiken Association	1868	Sub	Soc'l	750	50	1,750	0	55	50	10
1801	Enfield, N. H	Family Library	1793	Sub	Soc'l	1,500	70		0	0	150	0
1802	Exeter, N. H	Phillips Exeter Academy			Acad	325	21		0			
1803	Exeter, N. H	Robinson Female Seminary	1874		Acad	310			0			
1804	Exeter, N. H	Town Library	1853	Free	Pub	4,000	250			500	250	250

a Includes pamphlets.

TABLE XVI.—*Statistics of public libraries numbering 300 volumes and upwards*—Continued.

Number.	Place.	Name of library	When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidentals.
1805	Farmington, N. H.	Circulating Library	1874	Sub.	Mis.	420	125	4,000	$300	$325	$100	$25
1806	Farmington, N. H.	Farmington Library	1853	Sub.	Soc'l	800	0					
1807	Fisherville, N. H.	Library Association	1865	Sub.	Soc'l	1,300	0					
1808	Fisherville, N. H.	Penacook Normal Academy	1859		Acad.	1,600						
1809	Fitzwilliam, N. H.	Town Library	1851	Sub.	Soc'l	1,000	110	1,570	0	150	146	50
1810	Francestown, N. H.	Francestown Academy	1866		Acad.	326	0		0			
1811	Francestown, N. H.	Town Library	1852	Free	Pub.	1,000	60	2,500		105	75	30
1812	Franklin, N. H.	Library Association	1860	Sub.	Soc'l	1,092	58		1,000			
1813	Franklin, N. H.	New Hampshire Orphans' Home School of Industry	1871		A. & R.	325						
1814	Gilmanton, N. H.	Gilmanton Academy	1800		Acad.	600			0			
1815	Great Falls, N. H.	Manufacturers' and Village Library	1855	Sub.	Soc'l	5,525	175					
1816	Great Falls, N. H.	Thwing's Circulating Library		Sub.	Mis.	550	25		0	300	37	0
1817	Hanover, N. H.	Dartmouth College	1770		Col.	20,000	700		36,500			
1818	Hanover, N. H.	Society Libraries	1783		Soc'y.	27,000						
1819	Hanover, N. H.	College of Agriculture and Mechanic Arts	1868		Sci.	1,300	50		0			
1820	Hanover, N. H.	Medical Department	1796		Med.	1,500	100		0			
1821	Hanover, N. H.	Shattuck Observatory	1854		Sci.	750			0	0		
1822	Hanover, N. H.	Thayer School of Civil Engineering	1862		Sci.	2,000			10,000			
1823	Hinsdale, N. H.	Public Library	1867	Free	Pub.	1,200	200		0	300	250	50
1824	Hollis, N. H.	Social Library	1799	Sub.	Soc'l	1,757	97		0			
1825	Keene, N. H.	Public Library	1875	Free	Pub.	3,027		7,000	0	500	500	400
1826	Laconia, N. H.	Johnson's Circulating Library	1870	Sub.	Mis.	500						
1827	Lake Village, N. H.	Citizens' Library		Sub.	Soc'l	360						
1828	Lancaster, N. H.	Public Library	1869	Sub.	Soc'l	1,678	75		0			
1829	Littleton, N. H.	Village Library	1867	Sub.	Soc'l	1,295	75	4,480	0	200	100	80
1830	Manchester, N. H.	City Library	1854	Free	Pub.	17,527	743		5,000			
1831	Manchester, N. H.	High School			Acad.	300						
1832	Manchester, N. H.	State Reform School	1857		A. & R.	402	50		0			
1833	Meriden, N. H.	Kimball Union Academy	1815		Acad.	1,200			0			
1834	Meriden, N. H.	Philadelphian Society			Soc'y.	1,000						
1835	Milford, N. H.	Free Library	1868	Free	Pub.	2,251	321	13,513	0		360	140
1836	Mt. Vernon, N. H.	Appleton Library	1850	Free	Pub.	1,000	25	200	0	0	0	0
1837	Mt. Vernon, N. H.	McCollum Institute	1850		Acad.	1,000			0			
1838	Nashua, N. H.	City Library	1867	Free	Pub.	6,000		30,000	0	1,000		

1839	Nashua, N. H	High School	1869	.....	Acad	300	.....	.....	.....	.....	.....	.....
1840	New Hampton, N. H	Germanae Dilectae Scientiae Library	1853	Sub	Soc'y	1,500	40	800	0	75	40	.....
1841	New Hampton, N. H	Literary Adelphi Library	1827	Sub	Soc'y	1,200	60	1,400	.....	175	150	25
1842	New Hampton, N. H	Social Fraternity	.....	Sub	Soc'y	2,500	.....	2,080	0	.....	.....	0
1843	New Ipswich, N. H	New Ipswich Appleton Academy	1789	.....	Acad	500	.....	.....	0	.....	.....	.....
1844	New London, N. H	New London Literary and Scientific Institute	1853	.....	Acad	1,700	50	.....	0	.....	.....	.....
1845	New Market, N. H	Library Association	1850	Sub	Soc'l	850	.....	.....	0	.....	.....	50
1846	Newport, N. H	Public Library	.....	.....	Pub	400	.....	.....	.....	.....	.....	.....
1847	Northwood, N. H	Northwood Academy	1866	.....	Acad	525	15	.....	0	.....	.....	.....
1848	Oxford, N. H	Oxford Academy	1856	.....	Acad	1,500	.....	.....	0	.....	.....	.....
1849	Pembroke, N. H	Pembroke Academy	.....	.....	Acad	311	1	.....	0	.....	.....	.....
1850	Peterboro', N. H	Town Library	1834	Free	Pub	3,733	175	9,000	0	250	110	.....
1851	Plymouth, N. H	State Normal School	1871	.....	Acad	416	80	.....	0	.....	.....	.....
1852	Plymouth, N. H	Young Ladies' Circulating Library Association	1873	Sub	Soc'l	560	.....	.....	0	.....	.....	55
1853	Portsmouth, N. H	Mechanics' Association Library	1826	Sub	Soc'l	2,000	.....	.....	.....	.....	.....	500
1854	Portsmouth, N. H	Mercantile Library Association	1852	Sub	Mer	2,000	50	.....	.....	.....	.....	.....
1855	Portsmouth, N. H	Portsmouth Athenæum	1817	Sub	Soc'l	11,607	79	.....	6,420	.....	.....	.....
1856	Portsmouth, N. H	United States Navy Yard	1824	.....	Mis	400	.....	.....	.....	.....	.....	.....
1857	Rochester, N. H	Social Library Company	1792	Sub	Soc'l	1,700	100	.....	0	70	60	10
1858	Rolling's Ford, N. H	Salmon Falls Library Association	.....	Sub	Soc'l	1,000	0	0	0	0	0	0
1859	Shaker Village, N. H	Shaker Community	.....	.....	Soc'l	1,000	.....	.....	0	0	.....	.....
1860	Tilton, N. H	N. H. Conference Seminary and Female College	1845	.....	Acad	1,500	.....	.....	.....	.....	.....	.....
1861	Union, N. H	Village Library	1851	Sub	Soc'l	622	25	700	0	40	15	25
1862	Washington, N. H	Shedd Free Library	1869	Free	Pub	845	100	3,000	2,400	160	160	60
1863	West Lebanon, N. H	Tilden Ladies' Seminary	1865	.....	Acad	1,100	.....	.....	0	.....	.....	.....
1864	Wilton, N. H	Public Library	1871	Free	Pub	1,446	.....	8,800	.....	520	220	250
1865	Winchester, N. H	Washington Library Association	1813	Sub	Soc'l	1,250	37	.....	0	.....	87	25
1866	Windham, N. H	Nesmith Library	1871	Free	Pub	1,900	35	4,160	1,000	60	.....	50
1867	Atlantic City, N. J	Literary Association	1872	Sub	Soc'l	650	65	600	0	125	100	0
1868	Atlantic City, N. J	Public School Library	.....	.....	Acad	400	.....	.....	.....	.....	.....	.....
1869	Beverly, N. J	Young Men's Christian Association	1868	Free	Y.M.C.A	350	.....	.....	0	.....	.....	0
1870	Blairstown, N. J	School Library	.....	.....	Acad	300	.....	.....	.....	.....	.....	.....
1871	Bloomfield, N. J	German Theological School	1870	.....	The'l	400	100	.....	.....	150	.....	.....
1872	Bloomfield, N. J	Library Association	1872	Sub	Soc'l	1,000	.....	.....	.....	.....	.....	.....
1873	Bloomfield, N. J	Public School Library	.....	.....	Acad	300	.....	.....	.....	.....	.....	.....
1874	Bordentown, N. J	Bordentown Female College	1851	.....	Acad	1,000	.....	.....	.....	.....	.....	.....
1875	Bricksburg, N. J	Library Association	1869	Sub	Soc'l	1,000	50	800	0	50	20	30
1876	Bridgeton, N. J	Ivy Hall	1861	.....	Acad	1,000	.....	.....	.....	.....	.....	.....
1877	Bridgeton, N. J	South Jersey Institute	1871	.....	Acad	600	.....	.....	0	.....	.....	.....
1878	Bridgeton, N. J	West Jersey Academy	1852	.....	Acad	800	40	.....	.....	.....	.....	.....
1879	Bridgeton, N. J	Young Men's Christian Association	1859	Sub	Y.M.C.A	1,500	207	.....	0	.....	.....	.....
1880	Burlington, N. J	Burlington College	1846	.....	Col	2,000	.....	.....	.....	.....	.....	.....
1881	Burlington, N. J	St. Mary's Hall	1837	.....	Acad	2,000	.....	.....	.....	.....	.....	.....
1882	Camden, N. J	Library and Literary Association	.....	Sub	Soc'l	2,000	100	500	0	100	50	124
1883	Elizabeth, N. J	Business College and Classical Academy	1872	.....	Acad	600	.....	.....	.....	.....	.....	.....
1884	Elizabeth, N. J	Elizabeth Circulating Library	1862	Sub	Mis	586	125	2,000	0	350	150	0
1885	Elizabeth, N. J	Elizabeth Collegiate School	1845	.....	Acad	600	.....	.....	.....	.....	.....	.....
1886	Elizabeth, N. J	Elizabeth Institute	1861	.....	Acad	450	20	.....	.....	.....	.....	.....
1887	Elizabeth, N. J	Misses Hayward's School	1868	.....	Acad	300	.....	.....	.....	.....	.....	.....
1888	Elizabeth, N. J	Putnam Circulating Library	1875	Sub	Mis	500	350	.....	75	.....	350	.....
1889	Elizabeth, N. J	Young Men's Christian Association	1865	Sub	Y.M.C.A	1,350	75	3,500	.....	600	150	800
1890	Franklinville, N. J	Christian Union Association	.....	.....	Soc'l	300	.....	.....	.....	.....	.....	.....

TABLE XVI.—*Statistics of public libraries numbering* 300 *volumes and upwards*—Continued.

Number.	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidentals.
1891	Franklinville, N. J	Iona Morning Star	1872	Sub.	Mis	400	100	500	$0	$20	$20	$6
1892	Freehold, N. J	Freehold Institute	1845	.....	Acad	2,000	100	.....	0	.....	.....	.....
1893	Hackettstown, N. J	Centenary Collegiate Institute	1874	.....	Acad	500	150	.....	0	.....	.....	.....
1894	Hackettstown, N. J	District School Library	.....	.....	Sch	500	.....	.....	.....	.....	.....	.....
1895	Hoboken, N. J	Franklin Lyceum	1865	Sub.	Soc'l	2,000	150	2,500	0	400	200	100
1896	Hoboken, N. J	Stevens Institute of Technology	1871	.....	Sci	5,000	200	.....	0	0	1,000	.....
1897	Jersey City, N. J	Bergen Library	1866	Sub.	Soc'l	4,500	400	15,000	.....	.....	.....	.....
1898	Jersey City, N. J	Young Men's Christian Association	1867	Free	Y.M.C.A	700	25	1,400	0	0	.....	0
1899	Lawrenceville, N. J	Classical and Commercial High School	1810	.....	Acad	4,000	.....	.....	.....	.....	.....	.....
1900	Lodi, N. J	Lodi Circulating Library	1846	Sub.	Mis	2,500	0	.....	0	.....	.....	.....
1901	Madison, N. J	Drew Theological Seminary	1867	.....	The'l	10,875	300	.....	0	0	350	100
1902	Madison, N. J	Young Men's Christian Association	1873	Free	Y.M.C.A	352	150	22,500	0	.....	.....	.....
1903	Millville, N. J	Millville Library and Reading Room	1860	Sub.	Soc'l	2,000	100	4,000	0	400	200	200
1904	Montclair, N. J	Library Association	1871	Sub	Soc'l	1,796	0	4,500	0	.....	.....	250
1905	Morristown, N. J	Apprentices' Library	1848	Sub.	Soc'l	1,200	.....	.....	0	.....	.....	.....
1906	Morristown, N. J	Morristown Library and Lyceum	1866	Sub.	Soc'l	1,200	.....	.....	.....	.....	.....	.....
1907	Mount Holly, N. J	Burlington County Lyceum of History and Natural Science.	1859	Sub.	Soc'l	2,000	50	.....	0	100	.....	0
1908	Mount Holly, N. J	Rhees Circulating Library	.....	Sub.	Mis	600	55	.....	0	130	.....	.....
1909	Newark, N. J	Howard Lodge No. 7, I. O. O. F.	1873	Sub.	Soc'l	336	80	325	0	50	25	10
1910	Newark, N. J	Library Association	1847	Sub.	Soc'l	22,000	1,425	.....	100,000	.....	.....	.....
1911	Newark, N. J	New Jersey Historical Society	1845	.....	Hist'l	6,100	200	.....	12,000	1,900	350	1,100
1912	Newark, N. J	New Jersey Home for Disabled Soldiers	1872	.....	A. & R	392	20	202	0	96	0	96
1913	Newark, N. J	Public School Libraries	.....	Free	Acad	2,025	.....	.....	0	0	.....	.....
1914	Newark, N. J	St. Benedict's College	1870	.....	Col	400	.....	.....	.....	.....	.....	.....
1915	Newark, N. J	St. Benedict's Society	1871	.....	Soc'y	550	.....	.....	.....	.....	.....	.....
1916	Newark, N. J	Young Men's Christian Association	1865	Free	Y.M.C.A	1,125	100	.....	0	0	.....	300
1917	New Albany, N. J	Young Men's Christian Association	1871	Free	Y.M.C.A	400	.....	800	.....	1,200	200	1,000
1918	New Brunswick, N. J	Mrs. M. S. Park's Seminary for Young Ladies	1872	.....	Acad	300	20	.....	.....	.....	.....	.....
1919	New Brunswick, N. J	Rutgers College	1770	.....	Col	6,814	.....	.....	0	.....	.....	.....
1920	New Brunswick, N. J	Peithessophian Society	1825	.....	Soc'y	1,800	100	.....	.....	.....	.....	.....
1921	New Brunswick, N. J	Philoclean Society	1828	.....	Soc'y	2,000	100	.....	.....	.....	.....	.....
1922	New Brunswick, N. J	Theological Seminary of the Reformed Church in America.	1784	.....	The'l	26,000	.....	.....	0	.....	.....	1,000

1923	New Brunswick, N. J	Young Men's Christian Association	1868	Sub.	Y.M.C.A	3,000	100		0			
1924	Newton, N. J	Dennis Library	1873	Sub.	Soc'l	3,000	400		2,500			
1925	Orange, N. J	Tyng Seminary	1848		Acad	600						
1926	Orange, N. J	Young Men's Christian Association	1869		Y.M.C.A	322				1,200	600	600
1927	Paterson, N. J	Manson's Circulating Library	1865	Sub.	Mis	2,000	200	26,000		1,500	300	600
1928	Paterson, N. J	Passaic County Historical Society	1867		Hist'l	300	50		0	25	0	0
1929	Paterson, N. J	Tallman Seminary	1871		Acad	1,000						
1930	Paterson, N. J	Young Men's Christian Association	1871	Sub.	Y.M.C.A	500						
1931	Pennington, N. J	Pennington Seminary and Female Collegiate Institute	1844		Acad	2,000						
1932	Plainfield, N. J	Plainfield College for Young Ladies	1868		Acad	1,000						
1933	Princeton, N. J	College of New Jersey	1755		Col	29,500	400		40,000	4,000		
1934	Princeton, N. J	American Whig Society	1769		Soc'y	8,000						
1935	Princeton, N. J	Cliosophic Society	1765		Soc'y	4,000						
1936	Princeton, N. J	Ivy Hall Library	1873	Sub.	Mis	1,200						
1937	Princeton, N. J	Theological Seminary of the Presbyterian Church	1821		The'l	26,779	894		10,000	600	625	175
1938	Rahway, N. J	Library Association	1858	Sub.	Soc'l	4,976	500	4,500	16,000	1,250	1,000	250
1939	Red Bank, N. J	Shrewsbury Model School and Kindergarten	1873		Acad	10,749						
1940	Red Bank, N. J	Worrell's Riverside Library	1870	Sub.	Mis	600				300	300	
1941	Ringoes, N. J	Seminary at Ringoes	1870		Acad	500						
1942	Rockaway, N. J	Sons of Temperance			Soc'l	450						
1943	Salem, N. J	Library Company	1804	Sub.	Soc'l	3,300	300	8,500	0		395	70
1944	Shrewsbury, N. J	Shrewsbury Library			Soc'l	500						
1945	Somerville, N. J	People's Reading-Room and Library	1870	Sub.	Soc'l	700	100	15,000	0	500	225	275
1946	South Orange, N. J	Library Association	1865	Sub.	Soc'l	1,600	80	1,600	0	721		255
1947	South Orange, N. J	St. Mary's Orphan Asylum			A. & R	1,000						
1948	South Orange, N. J	Seton Hall College	1856		Col	6,000	100		0			
1949	Trenton, N. J	Fallsington Library Company		Sub.	Soc'l	2,000		7,800	5,000	468	500	150
1950	Trenton, N. J	Grand Lodge, I. O. O. F	1844	Sub.	Soc'l	500	300		0	0	50	0
1951	Trenton, N. J	State Library	1796		State	20,000				2,750		
1952	Trenton, N. J	State Lunatic Asylum	1848		A. & R	2,500						
1953	Trenton, N. J	State Normal School	1856		Acad	2,500	100		0			
1954	Trenton, N. J	State Prison	1845		A. & R	2,500			0	0		
1955	Trenton, N. J	Young Men's Christian Association	1856	Sub.	Y.M.C.A	3,404	41		0			
1956	Vineland, N. J	District Library			Sch	400						
1957	Woodstown, N. J	Pilesgrove Library Association	1860	Sub.	Soc'l	1,200	50					
1958	Fort Bayard, N. Mex	Post Library	1866		Gar	385						
1959	Santa Fé, N. Mex	Academy of Our Lady of Light	1852		Acad	500						
1960	Santa Fé, N. Mex	St. Michael's College	1859		Acad	600						
1961	Santa Fé, N. Mex	Territorial Library	1850		Ter	4,500						
1962	Adams, N. Y	Hungerford Collegiate Institute	1864		Acad	1,240	150		0			
1963	Afton, N. Y	Afton Union School	1870		Acad	300						
1964	Albany, N. Y	Academy of the Sacred Heart	1866		Acad	2,000			0			
1965	Albany, N. Y	Albany Academy	1812	Free	Acad	2,400	5		0	0	0	0
1966	Albany, N. Y	Albany County Law Library	1871		Law	695						
1967	Albany, N. Y	Albany Female Academy	1814		Acad	5,022						
1968	Albany, N. Y	Albany High School	1871	Free	Acad	2,700	323	7,845	0	500	500	0
1969	Albany, N. Y	Albany Institute	1824		Sci	6,600	50		0	1,000		0
1970	Albany, N. Y	Albany Penitentiary	1855		A. & R	3,000				375	375	
1971	Albany, N. Y	Attorney-General's Office	1850		Law	2,600	100					
1972	Albany, N. Y	Christian Brothers' Academy	1859		Acad	6,000						
1973	Albany, N. Y	Court of Appeals	1849		Law	2,000						
1974	Albany, N. Y	Dudley Observatory	1856		Sci	800			65,000	3,000		0

TABLE XVI.—*Statistics of public libraries numbering* 300 *volumes and upwards*—Continued.

Number.	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidentals.
1975	Albany, N. Y	German Literatur Verein	1849	Free	Soc'l	524			$0			$0
1976	Albany, N. Y	St. Agnes School	1869		Acad	1,050						
1977	Albany, N. Y	St. Mary's School for Girls	1856		Acad	300	50		0			
1978	Albany, N. Y	State Agricultural Society			Sci	3,145						
1979	Albany, N. Y	State Library	1818		State	95,000	2,922					
1980	Albany, N. Y	State Museum of Natural History			Sci	311						
1981	Albany, N. Y	Young Men's Association	1833	Sub	Soc'l	13,000	650	35,000	10,000	$9,000	$1,500	2,500
1982	Albany, N. Y	Young Men's Catholic Lyceum	1871	Sub	Soc'l	2,000	25	2,400			120	1,500
1983	Albany, N. Y	Young Men's Christian Association	1857	Sub	Y.M.C.A	2,000			0			
1984	Albion, N. Y	Albion Academy	1838		Acad	512			0			
1985	Albion, N. Y	Circulating Library			Soc'l	1,225						
1986	Albion, N. Y	Phipps Union Female Seminary	1833		Acad	571						
1987	Alexander, N. Y	Genesee and Wyoming Seminary			Acad	571						
1988	Alfred, N. Y	Alfred University	1857		Col	4,676	180					
1989	Allegany, N. Y	St. Bonaventure's College	1859		Col	5,000						
1990	Amenia, N. Y	Amenia Seminary	1835		Acad	1,700				18		
1991	Ames, N. Y	Ames Union Free School and Academy	1834		Acad	500						
1992	Amsterdam, N. Y	Amsterdam Academy	1867		Acad	589	60		0			
1993	Annandale, N. Y	St. Stephen's College	1860		Col	2,000	60		0	0		
1994	Antwerp, N. Y	Ives Seminary	1868		Acad	525	20					
1995	Argyle, N. Y	Argyle Academy	1841		Acad	947						
1996	Attica, N. Y	Attica Union School	1850		Acad	748			0			
1997	Auburn, N. Y	Academic High School	1866		Acad	300						
1998	Auburn, N. Y	Auburn Prison	1844		A. & R	2,500				700	700	
1999	Auburn, N. Y	Auburn Theological Seminary	1821		The'l	10,000	300		5,865	400	1,400	500
2000	Auburn, N. Y	Celtic Library and Benevolent Association	1873	Free	Soc'l	300				250		200
2001	Auburn, N. Y	Young Ladies' Institute	1855		Acad	500						
2002	Aurora, N. Y	Cayuga Lake Academy	1820		Acad	2,745	0		5,000			
2003	Aurora, N. Y	Wells College	1868		Col	3,000						
2004	Babylon, N. Y	Bay View Institute	1870		Acad	300						
2005	Bainbridge, N. Y	Bainbridge Union School			Acad	531						
2006	Baldwinsville, N. Y	Baldwinsville Academy	1864		Acad	463						
2007	Ballston, N. Y	Public School Library			Sch	420						
2008	Ballston, N. Y	Saratoga County Law Library	1791		Law	600						

2009	Batavia, N. Y	Batavia Union School	1860	.....	Acad	3,500	650	.....	0	.....	.....	.....
2010	Batavia, N. Y	County Law Library	1804	.....	Law	500	.....	.....	.....	.....	.....	.....
2011	Batavia, N. Y	Literary Association	1872	Sub.	Soc'l	2,500	400	10,000	4,000	780	500	700
2012	Batavia, N. Y	State Institution for the Blind	1868	.....	Acad	400	50	.....	.....	.....	.....	.....
2013	Bath, N. Y	Davenport Female Orphan Institute	1863	.....	A. & R	450	40	.....	0	.....	.....	.....
2014	Bath, N. Y	Library Association	1869	Sub.	Soc'l	3,730	671	5,150	0	955	.....	256
2015	Bedford, N. Y	Westchester County Law Library	1865	.....	Law	864	.....	.....	.....	.....	.....	.....
2016	Belfast, N. Y	Genesee Valley Seminary	1858	.....	Acad	380	.....	.....	0	.....	.....	.....
2017	Belleville, N. Y	Belleville Union Academy	1826	.....	Acad	809	.....	.....	.....	.....	.....	.....
2018	Belmont, N. Y	Allegany County Law Library	1806	.....	Law	2,500	.....	.....	.....	.....	.....	.....
2019	Binghamton, N. Y	Central Free School	1862	Free	Acad	3,960	450	.....	0	650	700	250
2020	Binghamton, N. Y	Library Association	1874	Sub.	Soc'l	1,500	.....	.....	.....	.....	.....	600
2021	Binghamton, N. Y	Ollapod Club	1869	Sub.	Soc'l	500	50	.....	0	0	62	0
2022	Binghamton, N. Y	Sherwood Hollow Farmers' Club	1873	Free	Soc'l	1,200	300	750	0	0	500	25
2023	Binghamton, N. Y	State Inebriate Asylum	1865	.....	A. & R	700	0	.....	0	.....	200	0
2024	Brockport, N. Y	Beach Free Library	1872	Free	Pub	730	100	4,000	0	0	150	75
2025	Brockport, N. Y	State Normal School	1867	.....	Acad	5,507	.....	.....	.....	.....	.....	.....
2026	Brooklyn, N. Y	Academy of the Visitation	1855	.....	Acad	500	.....	.....	0	.....	.....	.....
2027	Brooklyn, N. Y	Adelphi Academy	1869	.....	Acad	902	.....	.....	0	.....	300	.....
2028	Brooklyn, N. Y	Brooklyn Collegiate and Polytechnic Institute	1855	.....	Col	3,000	50	.....	0	0	.....	.....
2029	Brooklyn, N. Y	Brooklyn Heights Female Seminary	1835	.....	Acad	10,000	100	.....	0	.....	.....	.....
2030	Brooklyn, N. Y	Brooklyn Law Library	1850	Sub.	Law	5,325	350	.....	0	14,500	1,000	3,000
2031	Brooklyn, N. Y	Brooklyn Orphan Asylum	.....	.....	A. & R	300	.....	.....	.....	.....	.....	.....
2032	Brooklyn, N. Y	Carroll Park School	1870	.....	Acad	1,500	.....	.....	.....	.....	.....	.....
2033	Brooklyn, N. Y	Eastern District School Library	1866	Free	Acad	10,000	500	.....	.....	1,200	.....	1,200
2034	Brooklyn, N. Y	Free Reading Room and Library of Church of the Pilgrims.	1871	Free	Soc'l	438	62	0	0	2,500	300	2,200
2035	Brooklyn, N. Y	Hamilton Literary Association	1830	.....	Soc'l	1,000	.....	.....	.....	.....	.....	.....
2036	Brooklyn, N. Y	Hawkins Circulating Library	1848	Sub.	Mis	17,000	.....	25,310	.....	.....	.....	.....
2037	Brooklyn, N. Y	House of the Good Shepherd	1868	.....	A. & R	1,080	120	.....	0	.....	.....	.....
2038	Brooklyn, N. Y	Lockwood's New Academy	1870	.....	Acad	440	.....	.....	.....	.....	.....	.....
2039	Brooklyn, N. Y	Long Island Historical Society	1863	.....	Hist'l	26,000	.....	.....	54,000	10,000	.....	.....
2040	Brooklyn, N. Y	Mercantile Library	1857	Sub.	Mer	50,257	2,300	119,308	.....	28,943	5,107	24,707
2041	Brooklyn, N. Y	New Church Free Reading Room	.....	Free	Soc'l	400	.....	.....	0	0	.....	.....
2042	Brooklyn, N. Y	Packer Collegiate Institute	1846	.....	Acad	3,580	350	.....	.....	500	.....	.....
2043	Brooklyn, N. Y	St. Francis College	.....	.....	Col	13,970	.....	.....	.....	.....	.....	.....
2044	Brooklyn, N. Y	Union for Christian Work	1866	Sub.	Soc'l	1,500	165	.....	0	.....	60	4,000
2045	Brooklyn, N. Y	Young Men's Christian Association	1854	Sub.	Y.M.C.A	8,000	1,500	78,000	0	.....	.....	.....
2046	Brooklyn, N. Y	Youths' Free Library	1821	Free	Soc'l	10,000	250	.....	35,000	6,593	.....	.....
2047	Buffalo, N. Y	Buffalo Catholic Institute	1870	Sub.	Soc'l	1,756	440	3,000	0	.....	.....	250
2048	Buffalo, N. Y	Buffalo Central School	1865	.....	Acad	771	.....	.....	.....	.....	.....	.....
2049	Buffalo, N. Y	Buffalo Female Academy	1851	Free	Acad	1,221	7	500	0	0	.....	0
2050	Buffalo, N. Y	Buffalo Historical Society	1862	.....	Hist'l	4,658	470	.....	5,784	1,500	.....	.....
2051	Buffalo, N. Y	Buffalo Society of Natural Sciences	1861	.....	Sci	1,500	275	.....	0	0	.....	0
2052	Buffalo, N. Y	Canisius College	1870	.....	Col	5,000	.....	.....	.....	.....	.....	.....
2053	Buffalo, N. Y	Choral Union	1871	Free	Soc'l	538	125	.....	0	.....	150	500
2054	Buffalo, N. Y	Erie County Medical Society	1835	Sub.	Med	500	10	.....	0	115	20	10
2055	Buffalo, N. Y	Erie County Penitentiary	1865	.....	A. & R	600	.....	.....	.....	0	.....	.....
2056	Buffalo, N. Y	German Orphan Asylum	1850	.....	A. & R	600	.....	.....	.....	.....	.....	.....
2057	Buffalo, N. Y	German Young Men's Association	1841	Sub.	Soc'l	4,680	238	5,300	0	.....	.....	425
2058	Buffalo, N. Y	Grosvenor Library	1859	Free	Pub	18,000	1,920	0	40,060	5,800	.....	.....
2059	Buffalo, N. Y	Holy Angels Academy	1861	.....	Acad	500	.....	.....	0	.....	.....	.....

TABLE XVI.—*Statistics of public libraries numbering* 300 *volumes and upwards*—Continued.

Number.	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidentals.
2060	Buffalo, N. Y	Law Library, Eighth Judicial District	1863	.....	Law	5,250	200	.....	$0	.....	$1,030	$1,000
2061	Buffalo, N. Y	Malleable Iron Works Library	1872	Free	Soc'l	522	.....	2,000	0	$50	.....	.....
2062	Buffalo, N. Y	Martin Luther College	1853	.....	Col	350	.....	.....	.....	.....	.....	.....
2063	Buffalo, N. Y	Masonic Library	.....	.....	Soc'l	500	.....	.....	.....	.....	.....	.....
2064	Buffalo, N. Y	Mechanics' Institute	1865	Sub.	Soc'l	4,504	170	.....	0	.....	.....	.....
2065	Buffalo, N. Y	Medical department, University of Buffalo	1847	.....	Med	600	.....	.....	0	.....	.....	.....
2066	Buffalo, N. Y	Public School Libraries, (36)	1839	.....	Acad	20,000	.....	.....	.....	.....	.....	.....
2067	Buffalo, N. Y	St. Clare's Academy	1860	.....	Acad	532	.....	.....	.....	.....	.....	.....
2068	Buffalo, N. Y	St. John's Orphan Asylum	1865	.....	A. & R	450	40	.....	0	.....	.....	.....
2069	Buffalo, N. Y	St. Joseph's College	1862	.....	Col	2,050	.....	.....	.....	.....	.....	.....
2070	Buffalo, N. Y	St. Mary's Parochial School	1854	.....	A. & R	500	65	.....	0	.....	.....	.....
2071	Buffalo, N. Y	State Normal School	1871	.....	Acad	2,625	.....	.....	0	.....	.....	.....
2072	Buffalo, N. Y	Turnverein Library	.....	.....	Soc'l	360	.....	.....	.....	.....	.....	.....
2073	Buffalo, N. Y	Young Men's Association	1835	Sub.	Soc'l	27,597	894	84,412	20,050	13,131	4,247	6,167
2074	Buffalo, N. Y	Young Men's Catholic Association	1855	Free	Soc'l	1,800	200	1,500	0	800	300	250
2075	Buffalo, N. Y	Young Men's Christian Association	1852	.....	Y.M.C.A	1,065	.....	0	.....	0	.....	.....
2076	Butternuts, N. Y	Gilbertsville Academy and Collegiate Institute	1840	.....	Acad	475	.....	.....	0	.....	.....	.....
2077	Cambridge, N. Y	Cambridge Washington Academy and Union School	1813	.....	Acad	1,500	30	.....	.....	.....	.....	.....
2078	Canandaigua, N. Y	Canandaigua Academy	1795	.....	Acad	961	15	.....	0	.....	.....	.....
2079	Canandaigua, N. Y	Ontario Female Seminary	1831	.....	Acad	1,000	.....	.....	0	.....	.....	.....
2080	Canandaigua, N. Y	St. Mary's Orphan Asylum	1873	.....	A. & R	300	.....	.....	0	.....	.....	.....
2081	Canandaigua, N. Y	Wood Library	1854	Sub.	Soc'l	5,000	100	80,000	0	.....	125	70
2082	Canastota, N. Y	Canastota Union School	.....	.....	Acad	306	.....	.....	.....	.....	.....	.....
2083	Candor, N. Y	Candor Free Academy	1868	.....	Acad	600	.....	.....	.....	.....	.....	.....
2084	Canisteo, N. Y	Canisteo Academy	1871	.....	Acad	630	100	.....	0	.....	.....	.....
2085	Canton, N. Y	Canton Union School	1842	.....	Acad	502	.....	.....	.....	.....	.....	.....
2086	Canton, N. Y	St. Lawrence University	1866	.....	Col	7,008	.....	.....	.....	.....	.....	.....
2087	Canton, N. Y	Herring Library, (theological department)	1858	.....	The'l	5,600	125	.....	5,000	350	200	70
2088	Carmel, N. Y	Drew Seminary and Female College	1866	.....	Acad	3,000	.....	.....	0	.....	.....	.....
2089	Carmel, N. Y	Putnam County Law Library	1813	.....	Law	300	.....	.....	.....	.....	.....	.....
2090	Carmel, N. Y	Village Library	1866	Free	Soc'l	900	.....	.....	0	0	.....	.....
2091	Carthage, N. Y	Carthage Union School	1870	.....	Acad	305	.....	.....	.....	.....	.....	.....
2092	Catskill, N. Y	Catskill Free Academy	1853	.....	Acad	1,700	.....	.....	.....	.....	.....	.....
2093	Catskill, N. Y	School District Library No. 1	.....	.....	Sch	2,100	.....	.....	.....	.....	.....	.....

2094	Cazenovia, N. Y	Cazenovia Seminary	1842		Acad	3,000			0			
2095	Champlain, N. Y	Champlain Union School	1871		Acad	339						
2096	Champlain, N. Y	District School Libraries			Acad	2,500						
2097	Champlain, N. Y	Young Men's Association			Soc'l	300						
2098	Chappaqua, N. Y	Chappaqua Mountain Institute	1870		Acad	360			0			
2099	Charlotteville, N. Y	N. Y. Conference Seminary and Collegiate Institute	1851		Acad	360						
2100	Chazy, N. Y	School District Libraries			Acad	908						
2101	Chester, N. Y	Chester Union School			Acad	750						
2102	Chili, N. Y	Chili Seminary	1870		Acad	512						
2103	Chittenango, N. Y	Yates Union School	1871		Acad	843						
2104	Cincinnatus, N. Y	Cincinnatus Academy	1857		Acad	341						
2105	Clarence, N. Y	Clarence Classical Union School	1853		Acad	791						
2106	Claverack, N. Y	Claverack Academy and Hudson River Institute	1840		Acad	1,309	30		0			
2107	Clayton, N. Y	District School Library			Sch	600						
2108	Clifton Springs, N. Y	Clifton Springs Seminary	1868		Acad	300						
2109	Clinton, N. Y	Clinton Liberal Institute	1831		Acad	3,000			0			
2110	Clinton, N. Y	Hamilton College	1812		Col	17,000						
2111	Clinton, N. Y	Law School	1864		Law	5,000						
2112	Clinton, N. Y	Houghton Seminary	1854		Acad	800						
2113	Coeymans, N. Y	School Library			Sch	500						
2114	Cohoes, N. Y	Circulating Library			Mis	800						
2115	Cohoes, N. Y	District School Library		Free	Acad	1,500	150	3,000	0	200	200	
2116	College Point, N. Y	Harmonic Library	1855	Free	Soc'l	720						
2117	College Point, N. Y	Krakehlia Library	1866	Free	Soc'l	750	50	1,500			50	0
2118	College Point, N. Y	Poppenhusen Institute	1869	Free	Acad	880	50	2,600	0		360	
2119	College Point, N. Y	Turner Society	1859	Free	Soc'l	1,000	87	3,000			75	0
2120	Collins, N. Y	Thomas Asylum for Orphan and Destitute Indian Children	1872		A. & R.	411						
2121	Cooperstown, N. Y	Cooperstown Union School			Acad	833						
2122	Cooperstown, N. Y	Young Men's Christian Association			Y.M.C.A	1,200						
2123	Corning, N. Y	Corning Free Academy			Acad	400						
2124	Corning, N. Y	Corning Library	1873	Sub	Soc'l	3,250	500		0		1,200	400
2125	Corning, N. Y	Young Men's Christian Association			Y.M.C.A	400						
2126	Cornwall, N. Y	Cornwall Circulating Library Association	1869	Sub	Soc'l	2,000	50	600	0		130	700
2127	Cornwall, N. Y	School District Libraries			Acad	2,500						
2128	Cortland, N. Y	State Normal and Training School	1869		Acad	1,220	25		0			
2129	Coxsackie, N. Y	School District Libraries			Sch	400						
2130	Cuba, N. Y	Cuba Circulating Library			Soc'l	600						
2131	Dannemora, N. Y	Clinton Prison	1845		A. & R.	3,000						
2132	Dansville, N. Y	Dansville Seminary	1865		Acad	569	20					
2133	Delhi, N. Y	Delaware Academy	1825		Acad	1,453	5		0			
2134	Deposit, N. Y	Union Graded School			Acad	500			0			
2135	Dunham, N. Y	School District Libraries			Sch	1,500						
2136	Dunham, N. Y	Village School Library			Sch	500						
2137	Dunkirk, N. Y	Public Library	1872	Sub	Soc'l	1,700	100	2,500	0	650		
2138	Dunkirk, N. Y	St. Mary's Temperance Society			Soc'l	300						
2139	Dunkirk, N. Y	Union School			Acad	520						
2140	East Aurora, N. Y	Aurora Academy	1840		Acad	600						
2141	East Bloomfield, N. Y	East Bloomfield Seminary	1838		Acad	720						
2142	East Hamburg, N. Y	East Hamburg Friends' Institute	1869		Acad	300	10					
2143	Eddytown, N. Y	Starkey Seminary	1844		Acad	1,543	48					
2144	Elbridge, N. Y	Munro Collegiate Institute	1845		Acad	833			0			

TABLE XVI.—*Statistics of public libraries numbering 300 volumes and upwards*—Continued.

Number.	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidentals.
2145	Ellington, N. Y	Ellington Union School	1852	.....	Acad	350	.....	.....	.....	.....	.....	.....
2146	Elmira, N. Y	Chemung County Law Library	1836	.....	Law	871	.....	.....	.....	.....	.....	.....
2147	Elmira, N. Y	Elmira Farmers' Club	1870	Free	Soc'l	1,800	0	.....	$0	$220	.....	$0
2148	Elmira, N. Y	Elmira Female College	1855	.....	Col	1,200	.....	.....	.....	.....	.....	.....
2149	Elmira, N. Y	Society Libraries	.....	.....	Soc'y	2,500	.....	.....	.....	.....	.....	.....
2150	Elmira, N. Y	Elmira Free Academy	.....	.....	Acad	1,317	.....	.....	.....	.....	.....	.....
2151	Elmira, N. Y	German Library Association	1859	Sub	Soc'l	1,367	.....	.....	0	.....	.....	70
2152	Elmira, N. Y	Young Men's Christian Association	1858	Sub	Y.M.C.A	5,200	800	8,000	0	1,000	$1,200	300
2153	Fairfield, N. Y	Fairfield Academy	.....	.....	Acad	1,550	.....	.....	.....	.....	.....	.....
2154	Fergusonville, N. Y	Fergusonville Academy	1848	.....	Acad	400	20	.....	0	.....	.....	.....
2155	Fishkill, N. Y	Public School Library	.....	.....	Sch	300	.....	.....	.....	.....	.....	.....
2156	Flatbush, N. Y	Erasmus Hall Academy	1787	.....	Acad	2,748	.....	.....	.....	.....	.....	.....
2157	Florida, N. Y	Seward Institute	1847	.....	Acad	3,000	50	.....	0	.....	.....	.....
2158	Flushing, N. Y	Flushing Institute	.....	.....	Acad	1,050	.....	.....	.....	.....	.....	.....
2159	Flushing, N. Y	Library Association	1858	Sub	Soc'l	4,000	150	.....	300	.....	.....	.....
2160	Flushing, N. Y	St. Joseph's Academy	1861	.....	Acad	500	.....	.....	.....	.....	.....	.....
2161	Fonda, N. Y	Montgomery County Law Library	1836	.....	Law	305	.....	.....	.....	.....	.....	.....
2162	Fordham, N. Y	St. John's College	1840	.....	Col	15,000	.....	.....	.....	.....	.....	.....
2163	Forestville, N. Y	Forestville Free Academy	1866	.....	Acad	375	.....	.....	.....	.....	.....	.....
2164	Fort Edward, N. Y	Fort Edward Collegiate Institute	1854	.....	Acad	1,000	50	.....	0	.....	.....	.....
2165	Fort Hamilton, N. Y	Battery C, Third Artillery	.....	.....	Gar	1,500	.....	.....	.....	.....	.....	.....
2166	Fort Hamilton, N. Y	District School No. 4	.....	.....	Acad	700	.....	.....	.....	.....	.....	.....
2167	Fort Hamilton, N. Y	Military Post Library	.....	.....	Gar	1,150	.....	.....	.....	.....	.....	.....
2168	Fort Plain, N. Y	Ft. Plain Seminary and Female Collegiate Institute	1853	.....	Acad	300	.....	.....	0	.....	.....	.....
2169	Franklin, N. Y	Delaware Literary Institution	1835	.....	Acad	1,800	.....	.....	.....	.....	.....	.....
2170	Franklinville, N. Y	Ten Broeck Free Academy	1867	.....	Acad	532	.....	.....	.....	.....	.....	.....
2171	Fredonia, N. Y	State Normal and Training School	1868	Free	Acad	1,500	3	.....	0	0	0	0
2172	Friendship, N. Y	Friendship Academy	1849	.....	Acad	700	250	.....	0	.....	.....	.....
2173	Fulton, N. Y	Falley Seminary	1836	.....	Acad	900	10	.....	0	.....	.....	.....
2174	Fulton, N. Y	Graded School Library	.....	.....	Sch	400	.....	.....	.....	.....	.....	.....
2175	Geddes, N. Y	School District Library	.....	.....	Sch	600	.....	.....	.....	.....	.....	.....
2176	Geneseo, N. Y	Geneseo Academy	1826	.....	Acad	1,050	.....	.....	.....	.....	.....	.....
2177	Geneseo Village, N. Y	Wadsworth Library	1843	Free	Pub	7,022	210	.....	36,625	.....	.....	.....

2178	Geneva, N. Y	Geneva Classical and Union School	1839	.....	Acad	2,023	.....	.....	.....	.....	.....	.....
2179	Geneva, N. Y	Hobart College	1824	.....	Col	13,000	.....	.....	.....	.....	.....	.....
2180	Glen's Falls, N. Y	Glen's Falls Academy	1841	.....	Acad	571	.....	.....	0	.....	.....	.....
2181	Goshen, N. Y	Young Men's Christian and Library Association	1866	Sub	Y.M.C.A	900	87	.....	.....	300	.....	75
2182	Gouverneur, N. Y	Gouverneur Seminary	1829	.....	Acad	800	.....	.....	0	.....	.....	.....
2183	Gravesend, N. Y	District School Libraries	.....	.....	Sch	1,300	.....	.....	.....	.....	.....	.....
2184	Greenbush, N. Y	Library of Public School No. 1	.....	.....	Sch	600	.....	.....	.....	.....	.....	.....
2185	Greene, N. Y	Library of School District No. 4	1820	Free	Acad	1,020	20	.....	.....	.....	.....	.....
2186	Green Island, N. Y	Public School Library	.....	.....	Sch	400	.....	.....	.....	.....	.....	.....
2187	Greenport, N. Y	District School Libraries	.....	.....	Sch	513	.....	.....	.....	.....	.....	.....
2188	Greenville, N. Y	Greenville Academy	1816	.....	Acad	387	.....	.....	.....	.....	.....	.....
2189	Greenwich, N. Y	Greenwich Union School	1868	.....	Acad	615	.....	.....	.....	.....	.....	.....
2190	Hamburg, N. Y	Hamburg Union School	1870	.....	Acad	472	.....	.....	.....	.....	.....	.....
2191	Hamilton, N. Y	Colgate Academy	1832	.....	Acad	800	.....	.....	0	.....	.....	.....
2192	Hamilton, N. Y	Hamilton Female Seminary	1867	.....	Acad	500	25	.....	0	.....	.....	.....
2193	Hamilton, N. Y	Hamilton Union Graded School	1856	.....	Acad	800	.....	.....	.....	.....	.....	.....
2194	Hamilton, N. Y	Madison University	1820	.....	Col	10,000	200	.....	20,000	1,200	.....	.....
2195	Hamilton, N. Y	Adelphian Society	1840	.....	Soc'y	1,000	.....	.....	.....	.....	.....	.....
2196	Hamilton, N. Y	Æonian Society	1840	.....	Soc'y	1,000	.....	.....	.....	.....	.....	.....
2197	Hamilton, N. Y	Society for Inquiry	1824	.....	Soc'y	1,000	.....	.....	.....	.....	.....	.....
2198	Hartwick Seminary P.O., N.Y	Hartwick Seminary	1815	.....	Acad	3,200	200	.....	0	.....	.....	.....
2199	Havana, N. Y	Cook Academy	1872	.....	Acad	549	.....	.....	0	.....	300	.....
2200	Havana, N. Y	Havana Library	1873	Sub	Soc'l	450	200	2,200	0	275	170	105
2201	Hempstead, N. Y	Public School Libraries	.....	.....	Acad	5,524	.....	.....	.....	.....	.....	.....
2202	Henrietta, N. Y	Monroe Academy and Union School	.....	.....	Acad	700	.....	.....	.....	.....	.....	.....
2203	Herkimer, N. Y	Herkimer County Law Library	1804	.....	Law	1,573	.....	.....	.....	.....	.....	.....
2204	Holland Patents, N. Y	Holland Patent Union School	1870	.....	Acad	505	.....	.....	.....	.....	.....	.....
2205	Holley, N. Y	Holley Union School and Academy	1868	.....	Acad	400	.....	.....	0	.....	.....	.....
2206	Homer, N. Y	Homer Academy	1819	.....	Acad	2,500	10	.....	0	.....	.....	.....
2207	Hoosick Falls, N. Y	Hoosick Falls Union School	1863	.....	Acad	656	.....	.....	.....	.....	.....	.....
2208	Hornellsville, N. Y	Hornell Library	1868	Sub	Soc'l	4,980	470	.....	.....	.....	.....	.....
2209	Hudson, N. Y	Franklin Library Association	1830	Sub	Soc'l	4,200	70	.....	0	.....	.....	.....
2210	Huntington, N. Y	Huntington Union School	1858	.....	Acad	671	.....	.....	.....	.....	.....	.....
2211	Huntington, N. Y	Public Library	1875	Sub	Soc'l	1,000	.....	.....	0	1,000	900	350
2212	Ilion, N. Y	Free Library of the Liberal Christian Society	1870	Free	Soc'l	1,330	.....	.....	.....	.....	.....	0
2213	Ithaca, N. Y	Cornell Library	1866	Free	Pub	10,000	400	23,907	.....	2,935	544	2,391
2214	Ithaca, N. Y	Cornell University	1868	Free	Col	39,000	3,000	.....	0	.....	5,000	.....
2215	Ithaca, N. Y	Ithaca High School	.....	.....	Acad	554	.....	.....	0	.....	.....	.....
2216	Ithaca, N. Y	Mr. Kinne's School	1869	.....	Acad	500	25	.....	0	.....	.....	.....
2217	Jamestown, N. Y	City Circulating Library	1874	Sub	Soc'l	428	.....	.....	0	.....	.....	.....
2218	Jamestown, N. Y	Union School and Collegiate Institute	1866	.....	Acad	1,220	130	.....	0	.....	.....	.....
2219	Johnstown, N. Y	Union School	1869	.....	Acad	947	.....	.....	.....	.....	.....	.....
2220	Jordan, N. Y	Jordan Academy	1841	.....	Acad	440	.....	.....	.....	.....	.....	.....
2221	Keeseville, N. Y	Union Free School	1870	.....	Acad	700	.....	.....	.....	.....	.....	.....
2222	Kingsbridge, N. Y	Academy of Mt. St. Vincent	1847	.....	Acad	5,000	.....	.....	200	.....	.....	.....
2223	Kingston, N. Y	Kingston Academy	.....	.....	Acad	772	5	.....	0	.....	.....	.....
2224	Kingston, N. Y	Library of the Third Judicial District	1874	.....	Law	1,442	.....	.....	.....	.....	.....	.....
2225	Kirkland, N. Y	District School Libraries	.....	.....	Sch	378	.....	.....	.....	.....	.....	.....
2226	Lansingburg, N. Y	Lansingburg Academy	1796	.....	Acad	425	.....	.....	.....	.....	.....	.....
2227	Lansingburg, N. Y	Public School Library	1840	Free	Acad	2,300	75	7,800	0	100	100	225
2228	Lawrenceville, N. Y	Lawrenceville Academy	1861	.....	Acad	500	10	.....	.....	.....	.....	.....
2229	Le Roy, N. Y	Ingham University	1835	.....	Col	4,000	.....	.....	0	.....	.....	.....

TABLE XVI.—*Statistics of public libraries numbering 300 volumes and upwards*—Continued.

Number.	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidentals.
2230	Le Roy, N. Y	Ingham University: Altonia and Concordia Societies	.....	.....	Soc'l	600	.....	.....	.....	.....	.....	.....
2231	Le Roy, N. Y	Le Roy Academic Institute	1864	.....	Acad	400	.....	.....	.....	.....	.....	.....
2232	Liberty, N. Y	Liberty Normal Institute	1849	.....	Acad	400	.....	.....	.....	.....	.....	.....
2233	Lima, N. Y	Genesee Wesleyan Seminary	1837	.....	Acad	4,500	50	.....	.....	.....	.....	.....
2234	Little Falls, N. Y	Union School	.....	Free	Acad	913	.....	500	.....	$70	.....	$50
2235	Little Valley, N. Y	Cattaraugus County Law Library	1870	.....	Law	400	.....	.....	.....	.....	.....	.....
2236	Lockport, N. Y	St. Joseph's Academy	1866	.....	Acad	650	.....	.....	$0	.....	.....	.....
2237	Lockport, N. Y	Union School District Library	1848	Free	Acad	3,765	30	.....	0	.....	.....	.....
2238	Lowville, N. Y	Lewis County Law Library	1820	.....	Law	600	.....	.....	.....	.....	.....	.....
2239	Lowville, N. Y	Lowville Academy	1808	.....	Acad	2,551	.....	.....	0	.....	.....	.....
2240	Lyons, N. Y	Lyons Union School	1846	.....	Acad	1,217	.....	.....	.....	.....	.....	.....
2241	Madison Barracks, N. Y	Military Post Library	1816	.....	Gar	840	.....	.....	.....	.....	.....	.....
2242	Malone, N. Y	Franklin Academy	1831	.....	Acad	1,669	.....	.....	.....	.....	.....	.....
2243	Malone, N. Y	Malone Village District School Library	.....	Free	Acad	1,150	300	.....	0	500	$400	30
2244	Manhattanville, N. Y	Academy of the Sacred Heart	1851	.....	Acad	2,000	.....	.....	.....	.....	.....	.....
2245	Manlius, N. Y	St. John's School for Boys	1869	.....	Acad	500	50	.....	.....	.....	.....	.....
2246	Marion, N. Y	Marion Collegiate Institute	1856	.....	Acad	302	.....	.....	.....	.....	.....	.....
2247	Massena, N. Y	Massena Union Free School	1867	.....	Acad	300	.....	.....	.....	.....	.....	.....
2248	Matteawan, N. Y	Howland Circulating Library	1872	Sub.	Soc'l	3,000	250	9,500	2,000	600	290	800
2249	Mayville, N. Y	Union School	1868	Free	Acad	424	50	300	.....	.....	.....	.....
2250	Medina, N. Y	Medina Academy	1850	.....	Acad	865	.....	.....	.....	.....	.....	.....
2251	Mexico, N. Y	Mexico Academy	1826	.....	Acad	1,208	50	.....	.....	.....	.....	.....
2252	Middlebury, N. Y	Middlebury Academy	1814	.....	Acad	944	.....	.....	.....	.....	.....	.....
2253	Middletown, N. Y	Middletown Lyceum	1841	Sub.	Soc'l	1,502	200	.....	0	800	500	300
2254	Middletown, N. Y	Wallkill Academy	1867	.....	Acad	504	.....	.....	.....	.....	.....	.....
2255	Montgomery, N. Y	Montgomery Academy	1791	.....	Acad	512	0	.....	0	.....	.....	.....
2256	Monticello, N. Y	Sullivan County Law Library	1809	.....	Law	2,156	.....	.....	.....	.....	.....	.....
2257	Moravia, N. Y	Moravia Union School	1868	.....	Acad	348	.....	.....	.....	.....	.....	.....
2258	Morrisville, N. Y	Chambers' Loan Library	1868	Sub.	Mis	500	.....	.....	.....	.....	.....	.....
2259	Morrisville, N. Y	Madison County Law Library	1866	.....	Law	695	.....	.....	.....	.....	.....	.....
2260	Mount Morris, N. Y	Union Free School	1857	Free	Acad	520	50	1,200	.....	100	100	.....
2261	Mount Vernon, N. Y	Wartburg Orphans' Farm School	1866	.....	A. & R.	600	45	.....	0	.....	.....	.....
2262	Naples, N. Y	Naples Academy	1860	.....	Acad	999	.....	.....	.....	.....	.....	.....
2263	Newark, N. Y	Newark Union School	1849	.....	Acad	442	.....	.....	.....	.....	.....	.....

2264	New Berlin, N. Y	New Berlin Academy	1843	.....	Acad	363	8	.....	0	.....	.....	.....
2265	New Brighton, N. Y	Sailors' Snug Harbor	1837	.....	A. & R..	1,040	.....	.....	.....	.....	.....	.....
2266	Newburgh, N. Y	Free Library	1852	Free	Pub	8,560	281	15,600	.....	1,573	773	800
2267	Newburgh, N. Y	Newburgh Institute	1863	.....	Acad	500	.....	.....	.....	.....	.....	.....
2268	Newburgh, N. Y	Newburgh Theological Seminary	1805	.....	The'l	3,500	30	.....	0	0	100	0
2269	Newburgh, N. Y	Orange County Law Library	1800	.....	Law	600	.....	.....	.....	.....	.....	.....
2270	Newburgh, N. Y	St. Patrick's Library	1856	Free	Soc'l	1,500	55	600	0	0	150	0
2271	New Paltz, N. Y	New Paltz Academy	.....	.....	Acad	653	.....	.....	.....	.....	.....	.....
2272	New Utrecht, N. Y	Academy of the Visitation	1864	.....	Acad	500	.....	.....	.....	.....	.....	.....
2273	New Utrecht, N. Y	District School No. 1	.....	.....	Acad	500	.....	.....	.....	.....	.....	.....
2274	New Utrecht, N. Y	District School No. 2	.....	.....	Acad	575	.....	.....	.....	.....	.....	.....
2275	New Utrecht, N. Y	District School No. 4	.....	.....	Acad	800	.....	.....	.....	.....	.....	.....
2276	New York, N. Y	Academy of Design	1826	.....	Mis	800	30	800	.....	0	0	.....
2277	New York, N. Y	Academy of Medicine	1846	Free	Med	3,000	1,500	.....	0	.....	2,250	.....
2278	New York, N. Y	Academy of Sciences	1818	.....	Sci	3,500	.....	.....	2,500	1,500	.....	.....
2279	New York, N. Y	Academy of the Holy Cross	1858	.....	Acad	500	.....	.....	.....	.....	.....	.....
2280	New York, N. Y	American Bible Society	1817	.....	The'l	2,400	14	0	0	.....	.....	.....
2281	New York, N. Y	American Eclectic Library	1869	Sub	Mis	30,300	.....	52,000	0	.....	.....	.....
2282	New York, N. Y	American Ethnological Society	1842	.....	Hist'l	300	.....	.....	0	.....	.....	.....
2283	New York, N. Y	American Geographical Society	1852	.....	Sci	10,000	250	.....	0	10,000	500	.....
2284	New York, N. Y	American Institute	1833	Free	Soc'l	10,600	250	2,500	0	.....	700	0
2285	New York, N. Y	American Institute of Architects	1857	.....	Sci	*a*550	.....	.....	0	.....	.....	.....
2286	New York, N. Y	American Numismatic and Archæological Society	1857	.....	Hist'l	900	.....	.....	300	.....	100	0
2287	New York, N. Y	Apprentices' Library	1820	*b* Both	Soc'l	53,000	2,500	120,000	5,000	12,000	2,400	.....
2288	New York, N. Y	Aschenbroedel-Verein	1861	Free	Soc'l	1,700	.....	800	0	0	.....	0
2289	New York, N. Y	Astor Library	1849	Free	Pub	152,446	2,750	*c*135,065	*d*385,000	15,118	4,738	12,451
2290	New York, N. Y	Bar Association	1870	Sub	Law	9,077	1,500	.....	0	.....	5,000	.....
2291	New York, N. Y	Bellevue Hospital	1826	.....	A. & R..	600	0	1,200	0	0	.....	.....
2292	New York, N. Y	Benedict's (Mrs. J. T.) School	1850	.....	Acad	3,000	.....	.....	0	.....	.....	.....
2293	New York, N. Y	Bloomingdale Asylum for the Insane	1806	.....	A. & R..	1,000	50	1,500	.....	.....	200	.....
2294	New York, N. Y	Catholic Protectory for Boys	1864	.....	A. & R..	2,000	.....	.....	.....	.....	.....	.....
2295	New York, N. Y	Century Club	1857	Free	Soc'l	2,000	35	.....	0	0	.....	.....
2296	New York, N. Y	Chamber of Commerce	1858	.....	Mis	2,500	.....	.....	.....	.....	.....	.....
2297	New York, N. Y	Charlier Institute	1852	Free	Acad	3,500	112	1,350	0	.....	275	.....
2298	New York, N. Y	Children's Aid Society Lodging-houses	.....	.....	A. & R..	1,100	.....	.....	.....	.....	.....	.....
2299	New York, N. Y	City Library	1652	Free	Law	4,000	87	.....	0	.....	.....	.....
2300	New York, N. Y	City Prison	1874	.....	A. & R..	1,022	.....	2,000	0	0	0	.....
2301	New York, N. Y	College of Pharmacy of the City of New York	1829	.....	Med	1,200	70	.....	.....	250	.....	.....
2302	New York, N. Y	College of St. Francis Xavier	1847	Free	Col	21,000	600	10,000	0	0	1,000	.....
2303	New York, N. Y	College of the City of New York	1850	Free	Col	20,000	450	3,500	30,000	2,750	2,750	.....
2304	New York, N. Y	Clionian Society	.....	.....	Soc'y	300	50	.....	.....	.....	.....	.....
2305	New York, N. Y	Phronocosmian Society	.....	.....	Soc'y	300	50	.....	.....	.....	.....	.....
2306	New York, N. Y	Columbia College	1757	Free	Col	18,745	500	.....	.....	2,000	2,000	.....
2307	New York, N. Y	Peithologian Society	1806	.....	Soc'y	1,000	0	.....	.....	.....	.....	.....
2308	New York, N. Y	Philolexian Society	1802	.....	Soc'y	1,200	0	.....	.....	.....	.....	.....
2309	New York, N. Y	Botanical Library	.....	.....	Sci	1,145	.....	.....	.....	.....	.....	.....
2310	New York, N. Y	College of Physicians and Surgeons	1859	.....	Med	1,200	0	.....	0	.....	0	.....
2311	New York, N. Y	Law School	1860	.....	Law	4,500	100	.....	0	0	.....	.....
2312	New York, N. Y	School of Mines	1864	Free	Sci	7,000	500	3,000	0	2,000	2,000	1,500
2313	New York, N. Y	Cooper Union	1858	Free	Pub	17,500	1,000	*c*606,000	100,000	8,000	8,000	2,150

a Books and pamphlets. *b* Free to apprentices; subscription required from others. *c* Books read in 1875. *d* Includes part of William B. Astor's bequest.

TABLE XVI.—*Statistics of public libraries numbering 300 volumes and upwards*—Continued.

Number.	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidentals.
2314	New York, N. Y.	Court of Common Pleas	.....	.....	Law	1,000	37	.....	$0	$0	$125	.....
2315	New York, N. Y.	Depot General Recruiting Service, at Fort Columbus	1842	.....	Gar	2,556	.....	.....	.....	.....	.....	.....
2316	New York, N. Y.	Dr. Van Norman's Classical School	1874	.....	Acad	2,040	.....	.....	.....	.....	.....	.....
2317	New York, N. Y.	Eclectic Medical College	1865	.....	Med	400	.....	.....	0	.....	.....	.....
2318	New York, N. Y.	Fire Department Library and Lyceum	1867	Free	Soc'l	6,750	250	3,600	0	0	0	.....
2319	New York, N. Y.	Five Points House of Industry	1850	.....	A. & R.	1,000	100	2,500	.....	.....	0	.....
2320	New York, N. Y.	Fort Washington Institute	1855	.....	Acad	300	.....	.....	.....	.....	.....	.....
2321	New York, N. Y.	Froehlich's (Mrs.) School	1867	.....	Acad	1,000	.....	.....	0	.....	.....	.....
2322	New York, N. Y.	General Theological Seminary of the Protestant Episcopal Church.	1820	.....	The'l	15,400	300	.....	6,000	360	560	$100
2323	New York, N. Y.	German Hospital	.....	Free	A. & R.	700	63	2,400	.....	.....	63	.....
2324	New York, N. Y.	Grand Lodge Free and Accepted Masons, (224 Centre street.)	1870	Free	Soc'l	1,500	150	0	0	0	300	0
2325	New York, N. Y.	Harlem Library	1871	Sub.	Soc'l	8,000	3,000	8,000	44,464	2,853	2,900	1,500
2326	New York, N. Y.	Harmonic Club	1851	.....	Soc'l	6,000	500	22,500	0	.....	1,000	.....
2327	New York, N. Y.	Health Department	1873	Free	Mis	800	35	.....	0	0	.....	.....
2328	New York, N. Y.	Hebrew Orphan Asylum	1871	.....	A. & R.	550	30	.....	0	.....	.....	.....
2329	New York, N. Y.	Home for the Friendless	1834	.....	A. & R.	1,000	.....	.....	0	.....	.....	.....
2330	New York, N. Y.	House of Detention	1875	.....	A. & R.	600	.....	.....	0	.....	.....	.....
2331	New York, N. Y.	House of Refuge	1859	.....	A. & R.	4,086	215	.....	7,000	.....	.....	.....
2332	New York, N. Y.	House of the Good Shepherd	1857	.....	A. & R.	500	.....	.....	0	.....	.....	.....
2333	New York, N. Y.	Institution for the Blind	.....	.....	Acad	600	.....	.....	0	.....	.....	.....
2334	New York, N. Y.	Institution for the Improved Instruction of Deaf Mutes.	1868	.....	Acad	368	25	.....	0	.....	.....	.....
2335	New York, N. Y.	Institution for the Instruction of the Deaf and Dumb	1817	.....	Acad	2,800	250	8,000	4,000	280	300	.....
2336	New York, N. Y.	John MacMullen's School	1860	.....	Acad	452	15	.....	0	.....	.....	.....
2337	New York, N. Y.	Ladies' Five Points Mission	1869	.....	A. & R.	1,400	100	.....	0	.....	.....	.....
2338	New York, N. Y.	Law Institute	1828	Sub.	Law	20,000	800	.....	0	8,500	3,500	3,000
2339	New York, N. Y.	Leake & Watts Orphan House	1847	.....	A. & R.	570	.....	.....	.....	.....	.....	.....
2340	New York, N. Y.	Liederkranz	1864	Sub.	Soc'l	1,000	62	800	0	20,000	500	250
2341	New York, N. Y.	Lotos Club	1870	Free	Soc'l	500	37	.....	0	0	.....	.....
2342	New York, N. Y.	Ludlow Street Jail	1875	.....	A. & R.	1,500	.....	.....	0	0	.....	.....
2343	New York, N. Y.	Manhattan Club	1864	Free	Soc'l	400	37	.....	0	0	.....	.....
2344	New York, N. Y.	Manhattan College	1863	Sub.	Col	13,000	500	10,000	0	.....	500	.....

2345	New York, N. Y	Medical Library and Journal Association	1864	Sub.	Med	3,500	300		0	3,500	(3,500)	
2346	New York, N. Y	Medico-Legal Society	1873		Med	490		0	0		500	0
2347	New York, N. Y	Mercantile Library Association	1820	Sub.	Mer	160,613	8,183	203,145	19,000	40,048	14,000	
2348	New York, N. Y	Midnight Mission	1869		A. & R	375						
2349	New York, N. Y	Mott Memorial Free Medical and Surgical Library	1867	Free	Med	4,700	50		0	0		1,000
2350	New York, N. Y	Mt. Sinai Hospital	1855		A. & R	700	75	2,400			200	
2351	New York, N. Y	Naval Hospital	1850		A. & R	771	70					
2352	New York, N. Y	Naval Lyceum	1835		Soc'l	4,250						
2353	New York, N. Y	New York Catholic Protectory for Girls	1873		A. & R	310						
2354	New York, N. Y	New York Genealogical and Biographical Society	1869		Hist'l	1,500	200			500		
2355	New York, N. Y	New York Historical Society	1804		Hist'l	60,000	1,000		0	0		
2356	New York, N. Y	New York Hospital	1796		Med	10,000	350		0	0	1,500	
2357	New York, N. Y	New York Juvenile Asylum	1852		A. & R	1,500		3,000	500	0		
2358	New York, N. Y	New York Society Library	1754	Sub.	Soc'l	65,000	500	24,000	3,000	8,000	1,600	5,513
2359	New York, N. Y	Oriental Coterie Library	1875	Sub.	Soc'l	600			500			
2360	New York, N. Y	Packard's Business College	1858		Acad	2,000	150		0	0		
2361	New York, N. Y	Philharmonic Society	1843		Soc'l	a1,400	0		0	0		
2362	New York, N. Y	Presbyterian Board of Foreign Missions	1831	Free	The'l	6,000	200		0		275	
2363	New York, N. Y	Presbyterian Home for Aged Women	1866		A. & R	300						
2364	New York, N. Y	Presbyterian Hospital	1873		Med	650						
2365	New York, N. Y	Printers' Library	1823	Sub.	Soc'l	4,100	50	1,200	0	150		
2366	New York, N. Y	Prison Association	1844		Mis	800	20		0			
2367	New York, N. Y	Protestant Episcopal Church Mission Society for Seamen.	1843		Mis	1,500					500	
2368	New York, N. Y	Roosevelt Hospital	1873		A. & R	500						
2369	New York, N. Y	Rostan's (Mlle.) School	1857		Acad	1,000						
2370	New York, N. Y	Rutgers Female College	1838		Col	5,000						
2371	New York, N. Y	St. Joseph's Industrial School	1869		A. & R	600						
2372	New York, N. Y	St. Mary's School	1868		Acad	300						
2373	New York, N. Y	St. Vincent's Hospital	1859		A. & R	300						
2374	New York, N. Y	Sheltering Arms, (The)	1870		A. & R	460	50		0			
2375	New York, N. Y	Society for Promoting the Gospel among Seamen	1819		Mis	500					300	
2376	New York, N. Y	Society for Relief of Destitute Children of Seamen	1846		A. & R	300			0			
2377	New York, N. Y	Society for the Relief of Half-Orphan and Destitute Children.	1873		A. & R	546						
2378	New York, N. Y	Society for the Relief of Juvenile Delinquents	1859		A. & R	4,010						
2379	New York, N. Y	Society for the Relief of the Ruptured and Crippled	1863		A. & R	300			0			
2380	New York, N. Y	Standard Club	1872		Soc'l	1,000	100				400	0
2381	New York, N. Y	Sunday School Teachers' Reading Room and Exchange.	1867	Free	Soc'l	2,000	225		0	0	0	
2382	New York, N. Y	Superior Court			Law	600	27		0	0	87	
2383	New York, N. Y	Supreme Court, First Department, First Judicial District.	1852		Law	2,000	62		3,000		275	
2384	New York, N. Y	Tardivel's (Mlle.) Institute for Young Ladies	1869		Acad	900	50		0			
2385	New York, N. Y	Travelers' Club	1866	Free	Soc'l	800	25		0	0		
2386	New York, N. Y	Turnvercin, (66 East Fourth street)	1853	Sub.	Soc'l	1,750	75	2,500	0	250	200	0
2387	New York, N. Y	Union League Club	1863	Free	Soc'l	1,500	250			0	1,500	
2388	New York, N. Y	Union Theological Seminary	1836		The'l	34,600	400		0	0	750	600
2389	New York, N. Y	University of the City of New York	1832	Free	Col	3,500	150		0	0		
2390	New York, N. Y	Law Department	1860		Law	1,200	50		0			

a Pieces of music.

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									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidentals.
2391	New York, N. Y	Verein Freundschaft	1869	Free	Soc'l	1,357	175	1,500	$0	$0	$400	$0
2392	New York, N. Y	Washington Heights Library	1868	Sub	Soc'l	2,794	100	3,000	0	1,000	55	.....
2393	New York, N. Y	Woman's Library	1854	Free	Soc'l	2,500	0	550	0	0	0	0
2394	New York, N. Y	Woman's Prison Association and Isaac T. Hopper Home.	1870	.....	A. & R.	540	.....	.....	0	.....	.....	.....
2395	New York, N. Y	Young Men's Christian Association	1852	Sub.	Y.M.C.A	10,552	1,554	18,500	0	.....	1,500	.....
2396	New York, N. Y	Young Women's Christian Association	1871	Free	Y.M.C.A	4,000	.....	.....	.....	.....	.....	.....
2397	New York, N. Y	Young Women's Home	1860	.....	A. & R.	800	.....	.....	.....	.....	.....	.....
2398	Niagara Falls, N. Y	Seminary of Our Lady of Angels	1868	.....	The'l	4,500	.....	.....	0	0	a750	.....
2399	North Granville, N. Y	Granville Military Academy	1872	.....	Acad.	1,000	100	.....	.....	.....	.....	.....
2400	Norwich, N. Y	Circulating Library Association	1875	Sub.	Soc'l	907	.....	3,064	.....	.....	.....	.....
2401	Norwich, N. Y	Norwich Union School	1854	.....	Acad.	945	.....	.....	.....	.....	.....	.....
2402	Nunda, N. Y	Nunda Academy	1860	.....	Acad.	520	5	.....	0	.....	.....	.....
2403	Nyack, N. Y	Public School Library	.....	.....	Acad.	825	.....	.....	.....	.....	.....	.....
2404	Nyack, N. Y	Young Men's Christian Association	.....	.....	Y.M.C.A	400	.....	.....	.....	.....	.....	.....
2405	Oakfield, N. Y	Cary Collegiate Seminary	1840	.....	Acad.	763	.....	.....	.....	.....	.....	.....
2406	Ogdensburgh, N. Y	Ogdensburgh Educational Institute	1857	.....	Acad.	3,320	.....	.....	.....	.....	.....	.....
2407	Oneida, N. Y	Oneida Community	1848	Free	Soc'l	4,100	100	.....	0	.....	520	.....
2408	Oneida, N. Y	Oneida Seminary	.....	.....	Acad.	300	.....	.....	.....	.....	.....	.....
2409	Onondaga, N. Y	Onondaga Academy	1813	.....	Acad.	1,000	.....	.....	.....	.....	.....	.....
2410	Oswego, N. Y	City Library	1855	Free	Pub.	7,800	216	.....	4,000	.....	.....	.....
2411	Oswego, N. Y	Oswego High School	1853	.....	Acad.	4,492	.....	.....	.....	.....	.....	.....
2412	Oswego, N. Y	State Normal and Training School	1866	.....	Acad.	361	.....	.....	0	.....	.....	.....
2413	Ovid, N. Y	Ovid Union School	.....	.....	Acad.	752	.....	.....	.....	.....	.....	.....
2414	Owego, N. Y	Owego Free Academy	1869	.....	Acad.	569	.....	.....	.....	.....	.....	.....
2415	Oxford, N. Y	Oxford Academy	1835	.....	Acad.	1,200	20	.....	0	.....	.....	.....
2416	Oyster Bay, N. Y	District School Library	.....	.....	Acad.	300	.....	.....	.....	.....	.....	.....
2417	Oyster Bay, N. Y	Lyceum Library	1873	Free	Soc'l	500	.....	250	0	0	0	0
2418	Palmyra, N. Y	Palmyra Classical Union School	1848	.....	Acad.	1,402	.....	.....	.....	.....	.....	.....
2419	Peekskill, N. Y	District School Libraries	.....	.....	Sch	2,500	.....	.....	.....	.....	.....	.....
2420	Peekskill, N. Y	Peekskill Academy	1835	.....	Acad.	700	.....	.....	0	.....	.....	.....
2421	Penn Yan, N. Y	Penn Yan Academy	1857	.....	Acad.	600	100	.....	.....	.....	.....	.....
2422	Penn Yan, N. Y	Yates County Law Library	1823	.....	Law	525	.....	.....	.....	.....	.....	.....
2423	Perry, N. Y	Perry Union School	1852	.....	Acad.	859	.....	.....	.....	.....	.....	.....

2424	Peterboro', N. Y	Evans Academy	1851	.....	Acad....	316	0	.....	0	.....	.....	.....
2425	Phelps, N. Y	Phelps Union and Classical School	1865	.....	Acad....	515	.....	.....	.....	.....	.....	.....
2426	Phœnix, N. Y	Union School	.....	.....	Sch	400	.....	.....	.....	.....	.....	.....
2427	Piermont, N. Y	District School Libraries	.....	.....	Sch	454	.....	.....	.....	.....	.....	.....
2428	Pike, N. Y	Pike Seminary	1855	.....	Acad....	475	.....	.....	0	.....	.....	.....
2429	Plattsburgh, N. Y	D'Youville Academy	1860	.....	Acad....	300	.....	.....	.....	.....	.....	.....
2430	Plattsburgh, N. Y	Post Library, Plattsburgh Barracks	1866	.....	Gov	520	.....	.....	.....	.....	.....	.....
2431	Plattsburgh, N. Y	Young Men's Association	.....	.....	Soc'l	700	.....	.....	.....	.....	.....	.....
2432	Pompey, N. Y	Pompey Academy	1803	.....	Acad....	409	.....	.....	0	.....	.....	.....
2433	Port Byron, N. Y	Port Byron Free School and Academy	1858	.....	Acad....	990	.....	.....	.....	.....	.....	.....
2434	Port Chester, N. Y	School District Library	1854	Free	Acad ...	806	25	1,940	0	40	.....	40
2435	Port Jervis, N. Y	District School Libraries	.....	.....	Acad....	3,000	.....	.....	.....	.....	.....	.....
2436	Port Richmond N. Y	District School Libraries	.....	.....	Acad....	1,100	.....	.....	.....	.....	.....	.....
2437	Potsdam, N. Y	State Normal and Training School	1869	.....	Acad....	2,000	.....	.....	0	.....	200	.....
2438	Poughkeepsie, N. Y	Brooks Seminary	1871	.....	Acad....	400	.....	.....	.....	.....	.....	.....
2439	Poughkeepsie, N. Y	Cook's Collegiate Institute	1848	.....	Acad....	1,000	.....	.....	.....	.....	.....	.....
2440	Poughkeepsie, N. Y	Cottage Hill Seminary	1854	.....	Acad....	300	.....	.....	.....	.....	.....	.....
2441	Poughkeepsie, N. Y	Dutchess County Law Library	1800	.....	Law ...	500	.....	.....	.....	.....	.....	.....
2442	Poughkeepsie, N. Y	Poughkeepsie Female Academy	1836	.....	Acad....	1,500	.....	.....	.....	.....	.....	.....
2443	Poughkeepsie, N. Y	Poughkeepsie Military Institute	1860	.....	Acad....	1,500	50	.....	.....	.....	.....	.....
2444	Poughkeepsie, N. Y	Public Library	1840	Free	Pub.....	9,000	250	35,030	0	.....	700	900
2445	Poughkeepsie, N. Y	Vassar College	1865	.....	Col.....	9,632	625	.....	.....	1,500	.....	.....
2446	Poughkeepsie, N. Y	Vassar College Observatory	1865	.....	Sci	249	.....	.....	0	0	.....	.....
2447	Poughkeepsie, N. Y	Young Men's Christian Association	1866	.....	Y. M. C. A	1,000	.....	.....	0	.....	.....	.....
2448	Prattsburgh, N. Y	Franklin Academy	1823	.....	Acad....	1,600	.....	.....	.....	.....	.....	.....
2449	Pulaski, N. Y	Pulaski Academy	1855	.....	Acad....	500	.....	.....	.....	.....	.....	.....
2450	Randolph, N. Y	Chamberlain Institute and Female College	1855	.....	Acad....	1,300	400	.....	0	.....	.....	.....
2451	Red Hook, N. Y	District School Libraries	.....	.....	Sch	1,200	.....	.....	.....	.....	.....	.....
2452	Rhinebeck, N. Y	De Garmo Institute	1863	.....	Acad....	1,000	.....	.....	.....	.....	.....	.....
2453	Richmond, N. Y	Richmond County Law Library	1847	.....	Law ...	438	.....	.....	.....	.....	.....	.....
2454	Riverhead, N. Y	Village Library Association	1874	Sub.	Soc'l	500	.....	250	0	60	.....	0
2455	Rochester, N. Y	Academy of the Sacred Heart	1849	Sub.	Acad....	900	50	.....	.....	.....	.....	.....
2456	Rochester, N. Y	Athenæum and Mechanics' Association	1829	Sub.	Soc'l	21,000	550	.....	2,000	.....	.....	.....
2457	Rochester, N. Y	Court of Appeals	1849	.....	Law ...	9,000	350	.....	.....	1,500	.....	.....
2458	Rochester, N. Y	Monroe County Penitentiary	.....	.....	A. & R..	500	.....	.....	.....	0	.....	.....
2459	Rochester, N. Y	Nazareth Academy and Convent	1672	.....	Acad ...	600	.....	.....	0	.....	.....	.....
2460	Rochester, N. Y	Public School Central Library	.....	Free	Acad....	6,970	537	.....	.....	.....	.....	.....
2461	Rochester, N. Y	Rochester Orphan Asylum	1838	.....	A. & R..	650	.....	.....	.....	.....	.....	.....
2462	Rochester, N. Y	Rochester Theological Seminary	1851	.....	The'l....	10,000	1,000	.....	25,000	1,875	.....	.....
2463	Rochester, N. Y	University of Rochester	1850	Free	Col.....	12,000	400	.....	25,000	1,750	.....	.....
2464	Rochester, N. Y	Western House of Refuge	1846	.....	A. & R..	1,275	.....	.....	.....	.....	.....	.....
2465	Rome, N. Y	Rome Union School	1869	.....	Acad ...	965	.....	.....	.....	.....	.....	.....
2466	Rome, N. Y	Young Men's Christian Association	1873	Both	Y. M. C. A	1,000	100	3,600	0	.....	50	0
2467	Roslyn, N. Y	Public School Library	.....	.....	Sch	500	.....	.....	.....	.....	.....	.....
2468	Rushville, N. Y	Rushville Union School	.....	.....	Acad....	300	.....	.....	.....	.....	.....	.....
2469	Rye, N. Y	Rye Female Seminary	1869	.....	Acad....	1,050	.....	.....	.....	.....	.....	.....
2470	Sackett's Harbor, N. Y	School District Library	.....	.....	Sch	300	.....	.....	.....	.....	.....	.....
2471	Sageville, N. Y	Hamilton County Law Library	1857	.....	Law ...	1,350	.....	.....	.....	.....	.....	.....
2472	Salem, N. Y	Washington Academy	1801	.....	Acad....	1,300	20	.....	0	.....	.....	.....
2473	Sandy Hill, N. Y	Sandy Hill Union School	1868	.....	Acad....	635	.....	.....	.....	.....	.....	.....

a Includes incidentals.

TABLE XVI.—*Statistics of public libraries numbering* 300 *volumes and upwards*—Continued.

Number.	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidentals.
2474	Saratoga Springs, N. Y	Stevens Circulating Library	1874	Sub.	Mis	550	100	200	$0		$100	
2475	Saratoga Springs, N. Y	Temple Grove Seminary	1856		Acad	600			0			
2476	Saratoga Springs, N. Y	Union School Library	1867	Free	Acad	1,200	60	4,000		$275	125	$150
2477	Saratoga Springs, N. Y	Young Men's Christian Association			Y.M.C.A	1,000						
2478	Saugerties, N. Y	District School Libraries			Sch	1,150						
2479	Saugerties, N. Y	Saugerties Circulating Library	1872	Sub.	Soc'l	1,254	300		10,000			700
2480	Schenectady, N. Y	Library of the Fourth Judicial District	1866		Law	2,500				300		
2481	Schenectady, N. Y	Union College	1795	Free	Col	12,000						
2482	Schenectady, N. Y	Adelphic Society	1797		Soc'y	3,000						
2483	Schenectady, N. Y	Philomathean Society	1793		Soc'y	3,000						
2484	Schenectady, N. Y	Albany Medical College, at Albany	1839		Med	4,800						
2485	Schenectady, N. Y	Engineering School	1845		Sci	3,000						
2486	Schenectady, N. Y	Young Men's Christian Association			Y.M.C.A	700						
2487	Schoharie, N. Y	Schoharie Academy and Union Free School	1837		Acad	621						
2488	Schoharie, N. Y	Schoharie County Law Library	1840		Law	445						
2489	Seneca Castle, N. Y	School District Libraries			Sch	1,500						
2490	Sherburne, N. Y	Sherburne Union High School	1866		Acad	677						
2491	Sing Sing, N. Y	Clark's (Mrs.) Seminary	1872		Acad	500						
2492	Sing Sing, N. Y	Mt. Pleasant Academy	1850		Acad	2,000	30		0			
2493	Sing Sing, N. Y	St. John's School	1869		Acad	700	100					
2494	Sing Sing, N. Y	State Prison	1842		A. & R	3,695				600	600	
2495	Skaneateles, N. Y	Skaneateles Union School and Academy	1866		Acad	795						
2496	Springville, N. Y	Association Library	1874	Sub	Soc'l	2,000	75	1,620	0	175	40	0
2497	Stamford, N. Y	Judson Library	1871	Sub.	Soc'l	1,800	10	1,300	0		35	75
2498	Stapleton, S. I., N. Y	Seamen's Retreat Hospital	1835		A. & R	724						
2499	Starkey, N. Y	Georgic Library	1847	Free	Pub	1,855	77		0			
2500	Stuyvesant, N. Y	School District No. 4			Sch	3 0						
2501	Suspension Bridge, N. Y	De Veaux College	1857		Acad	1,200	20		0			
2502	Suspension Bridge, N. Y	Public School Library			Sch	600						
2503	Syracuse, N. Y	Central Library	1856	Free	Pub	13,300	852		0			
2504	Syracuse, N. Y	Court of Appeals	1849		Law	8,500	300			1,100		
2505	Syracuse, N. Y	High School	1856		Acad	435						
2506	Syracuse, N. Y	Onondaga County Penitentiary	1853		A. & R	300				75	75	
2507	Syracuse, N. Y	Syracuse University	1871		Col	8,000	1,000		0			

2508	Syracuse, N. Y	College of Physicians and Surgeons	1872		Med	2,000						
2509	Syracuse, N. Y	Young Men's Christian Association		Free	Y.M.C.A	1,500	0		0			
2510	Tarrytown, N. Y	Cottage Hill Seminary for Young Ladies			Acad	2,000						
2511	Tarrytown, N. Y	District School Library			Sch	500						
2512	Tarrytown, N. Y	Irving Institute	1838		Acad	1,000						
2513	Tarrytown, N. Y	Jackson Military Institute	1857		Acad	1,500						
2514	Tarrytown, N. Y	Young Men's Lyceum			Soc'l	1,200						
2515	Tivoli, N. Y	Trinity School	1867		Acad	400						
2516	Troy, N. Y	Catholic Male Orphan Asylum	1869		A. & R	300	15		0			
2517	Troy, N. Y	Marshall Infirmary	1855		A. & R	1,500						
2518	Troy, N Y	Rensselaer Polytechnic Institute	1824		Sci	3,000			0	0		0
2519	Troy, N. Y	St. Joseph's Provincial Seminary	1864		The'l	8,000			0	0	0	0
2520	Troy, N. Y	Troy Female Seminary	1838		Acad	1,140	8		0			
2521	Troy, N. Y	Troy High School	1854		Acad	578						
2522	Troy, N. Y	Troy Orphan Asylum	1864		A. & R	450	60		300			
2523	Troy, N. Y	Young Men's Association	1831	Sub	Soc'l	21,424	454		16,000			
2524	Trumansburg, N. Y	Trumansburg Academy	1855		Acad	390	0		0			
2525	Unadilla, N. Y	Unadilla Academy	1850		Acad	500			0			
2526	Union Springs, N. Y	Friends' Academy	1858		Acad	508	20					
2527	Union Springs, N. Y	Howland School	1856		Acad	800			0			
2528	Utica, N. Y	City Library	1842	Free	Pub	5,509	425	26,000	0	661	674	375
2529	Utica, N. Y	School District Library		Free	Acad	6,655		15,831				
2530	Utica, N. Y	State Lunatic Asylum, General Library			A. & R	2,197						
2531	Utica, N. Y	Medical Library	1844		Med	4,358			0			
2532	Utica, N. Y	Utica Academy	1853		Acad	467						
2533	Utica, N. Y	Utica Orphan Asylum	1861		A. & R	567			0			
2534	Vernon, N. Y	Vernon Academy	1838		Acad	459						
2535	Walden, N. Y	Public Library		Free	Pub	300	12		65	82	17	65
2536	Walton, N. Y	Walton Academy and Union School	1853		Acad	544						
2537	Wappinger's Falls, N. Y	District School No. 1			Sch	400						
2538	Wappinger's Falls, N. Y	District School No. 3			Sch	400						
2539	Wappinger's Falls, N. Y	Wappinger's Falls Circulating Library and Reading Room.	1867	Sub	Soc'l	4,000	250	30,000	0	230	340	400
2540	Warsaw, N. Y	Warsaw Union School	1853		Acad	1,497						
2541	Warwick, N. Y	District School Library			Sch	700						
2542	Warwick, N. Y	Warwick Institute and Union Free School	1852		Acad	1,200						
2543	Waterford, N. Y	Waterford Union School	1870		Acad	1,500			44			
2544	Waterloo, N. Y	Waterloo Union School	1853		Acad	1,109						
2545	Watertown, N. Y	Public School Library	1867	Free	Acad	2,730	50	700		117	117	25
2546	Watertown, N. Y	Sterling & Mosher's Circulating Library	1867	Sub	Mis	1,800	75		0		200	0
2547	Watertown, N. Y	Young Men's Christian Association	1869	Free	Y.M.C.A	300	10	0	0	0	0	0
2548	Watervilie, N. Y	Public School Library			Sch	380						
2549	Watervliet, N. Y	School District No. 14	1863	Free	Acad	367	9	150	0	25	25	
2550	Watkins, N. Y	Schuyler County Law Library	1855		Law	500						
2551	Watkins, N. Y	Watkins Academic Union School	1863		Acad	602						
2552	Woodsport, N. Y	Woodsport Union School			Acad	613						
2553	Wellsville, N. Y	Library Association	1869		Soc'l	1,300						
2554	Westchester, N. Y	District School Libraries			Sch	1,500						
2555	Westchester, N. Y	New York Catholic Protectory	1873		A. & R	2,410	400		0			
2556	Westfield, N. Y	Westfield Academy and Union School	1837		Acad	1,461						
2557	West Point, N. Y	United States Military Academy	1812		Gov't	25,000			0	2,000		
2558	Westport, N. Y	Westport Union School			Acad	410						

TABLE XVI.—*Statistics of public libraries numbering* 300 *volumes and upwards*—Continued.

Number.	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidentals.
2559	West Troy, N. Y	Watervliet Arsenal	1840	.....	Gar	618	.....	.....	.....	.....	.....	.....
2560	West Winfield, N. Y	West Winfield Academy	1850	.....	Acad	500	.....	.....	$0	.....	.....	.....
2561	Whitehall, N. Y	Whitehall Union School	.....	.....	Acad	1,200	.....	.....	.....	.....	.....	.....
2562	White Plains, N. Y	Alexander Military Institute	1863	.....	Acad	500	20	.....	0	.....	.....	.....
2563	White Plains, N. Y	Lyceum Library	1871	Sub.	Soc'l	550	87	700	0	$500	$100	$400
2564	White Plains, N. Y	White Plains Female Institute	1849	.....	Acad	300	.....	.....	.....	.....	.....	.....
2565	Whitestown, N. Y	Whitestown Seminary	1845	Free	Acad	3,000	.....	.....	.....	.....	.....	.....
2566	Willard, N. Y	Williard Asylum for the Insane	1870	.....	A. & R.	243	.....	.....	.....	.....	.....	.....
2567	Willet's Point, N. Y	Battalion Library in New York Harbor	.....	.....	Gar	2,300	.....	.....	.....	.....	.....	.....
2568	Wilson, N. Y	Wilson Union School	1869	.....	Acad	850	.....	.....	.....	.....	.....	.....
2569	Windsor, N. Y	Windsor Union School	1837	.....	Acad	700	3	.....	.....	.....	.....	.....
2570	Wolcott, N. Y	Leavenworth Institute	1856	.....	Acad	566	.....	.....	.....	.....	.....	.....
2571	Woodhull, N. Y	Woodhull Academy	1868	.....	Acad	407	.....	.....	.....	.....	.....	.....
2572	Yates, N. Y	Yates Academy	1842	.....	Acad	580	.....	.....	.....	.....	.....	.....
2573	Yonkers, N. Y	Free Reading Room Library	1868	Free	Pub	400	25	0	0	1,500	200	1,300
2574	Yonkers, N. Y	Locust Hill Seminary	1874	.....	Acad	300	.....	.....	.....	.....	.....	.....
2575	Yonkers, N. Y	Lyceum Library	1868	Sub.	Soc'l	1,000	200	2,000	0	150	125	0
2576	Yonkers, N. Y	School District No. 6	1861	Free	Acad	616	60	1,000	.....	.....	.....	0
2577	Yonkers, N. Y	Union Free School	1845	Free	Acad	1,800	75	5,200	0	105	.....	100
2578	Asheville, N. C	Asheville Female College	.....	.....	Acad	300	.....	.....	.....	.....	.....	.....
2579	Chapel Hill, N. C	University of North Carolina	1795	.....	Col	8,394	.....	.....	.....	.....	.....	.....
2580	Chapel Hill, N. C	Dialectic Society	.....	.....	Soc'y	6,908	.....	.....	.....	.....	.....	.....
2581	Chapel Hill, N. C	Philanthropic Society	.....	.....	Soc'y	6,905	.....	.....	.....	.....	.....	.....
2582	Charlotte, N. C	Biddle Memorial Institute	1867	.....	Acad	1,000	150	.....	0	.....	.....	.....
2583	Clinton, N. C	Clinton Female Institute	.....	.....	Acad	500	.....	.....	.....	.....	.....	.....
2584	Davidson College, N. C	Davidson College	1839	.....	Col	6,000	100	.....	.....	.....	.....	.....
2585	Fayetteville, N. C	Cross Creek Lodge, No. 4, I. O. O. F	1846	Free	Soc'l	1,200	7	.....	.....	35	20	15
2586	Happy Home P. O., N. C	Rutherford College	1870	.....	Col	3,000	.....	.....	.....	.....	.....	.....
2587	Hillsboro', N. C	Horner & Graves' School	1874	.....	Acad	700	.....	.....	.....	.....	.....	.....
2588	Mt. Pleasant, N. C	North Carolina College	1859	Free	Col	700	100	.....	0	0	.....	.....
2589	Mt. Pleasant, N. C	Philalathian Society	1860	.....	Soc'y	490	50	.....	.....	.....	.....	.....
2590	Mt. Pleasant, N. C	Pi Sigma Phi Society	1860	.....	Soc'y	400	50	.....	.....	.....	.....	.....
2591	Murfreesboro', N. C	Chowan Baptist Female Institute	1848	.....	Acad	800	.....	.....	.....	.....	.....	.....
2592	New Garden, N. C	New Garden Boarding School	1844	.....	Acad	1,200	3	.....	0	.....	.....	.....

2593	Newton, N. C	Catawba English and Classical High School	1852		Acad	2,500			0			
2594	Pittsboro', N. C	Locust Hill Seminary	1860		Acad	2,000			0			
2595	Raleigh, N. C	Insane Asylum of North Carolina	1868		A. & R	709						
2596	Raleigh, N. C	Peace Institute	1872		Acad	300			0			
2597	Raleigh, N. C	Raleigh Female Seminary	1871		Acad	1,000			0			
2598	Raleigh, N. C	Raleigh High School	1873		Acad	1,200						
2599	Raleigh, N. C	St. Mary's School	1841		Acad	2,200						
2600	Raleigh, N. C	Shaw University	1874		Acad	1,300						
2601	Raleigh, N. C	State Library	1831		State	40,000	1,140				500	
2602	Riddicksville, N. C	Buckhorn Academy	1855		Acad	1,000	25		0			
2603	Salem, N. C	Salem Female Academy	1806	Sub	Acad	3,500						
2604	Statesville, N. C	Simonton Female College			Acad	300						
2605	Thomasville, N. C	Thomasville Female College			Acad	500						
2606	Trinity, N. C	Trinity College	1849		Col	1,800	50		0			
2607	Trinity, N. C	Columbian Society			Soc'y	4,300						
2608	Trinity, N. C	Hesperian Society			Soc'y	4,200						
2609	Trinity, N. C	Theological Department	1849		Theol	600			0			
2610	Wake Forest, N. C	Wake Forest College, Euzelian Society	1835		Soc'y	4,000	50					
2611	Wake Forest, N. C	Philomathesian Society	1835		Soc'y	4,000	50					
2612	Wilmington, N. C	English and Classical School	1859		Acad	2,200						
2613	Wilmington, N. C	Library Association	1855	Sub	Soc'l	2,500	150	3,600	0	900	150	750
2614	Wilson, N. C	Wilson College	1872		Col	1,200	100		0			
2615	Ada, Ohio	Northwestern Ohio Normal School	1871		Acad	781						
2616	Akron, Ohio	Buchtel College	1871		Col	1,000						
2617	Akron, Ohio	Public Library	1866		Pub	6,080			0			
2618	Alliance, Ohio	Linnæan Library	1854	Sub	Soc'l	1,400	80	900	0	100	90	10
2619	Ashtabula, Ohio	Social Library Association	1830	Sub	Soc'l	1,192			0	50	35	16
2620	Athens, Ohio	Ohio University	1820		Col	7,500						
2621	Austinburg, Ohio	Grand River Institute			Acad	500						
2622	Bellefontaine, Ohio	Brown Library Association	1871	Sub	Soc'l	1,200	250	3,000	600	600		185
2623	Bellevue, Ohio	Goodson's Circulating Library			Mis	500						
2624	Berea, Ohio	Baldwin University	1850		Col	2,000	50					
2625	Berea, Ohio	Society Libraries, (4)			Soc'y	960	60					
2626	Berea, Ohio	German Methodist Orphan Asylum	1866		A. & R	300	0		0			
2627	Berea, Ohio	German Wallace College	1866		Col	550	50		0	0		
2628	Berea, Ohio	Society Libraries, (2)			Soc'y	400	50					
2629	Blendon, Ohio	Central College Academy	1842		Acad	500						
2630	Bloomingburgh, Ohio	Bloomingburgh Academy			Acad	700						
2631	Canton, Ohio	Public School Library			Acad	1,000						
2632	Canton, Ohio	Young Men's Christian Association	1867	Sub	Y.M.C.A	1,546	0					
2633	Carthage, Ohio	Longview Library	1860		A. & R	2,087	55					
2634	Carthagena, Ohio	Theological Seminary of St. Charles Borromeo	1864		Theol	5,000	200				350	
2635	Chillicothe, Ohio	Public Library	1874	Free	Pub	4,000		17,736	2,030	250		400
2636	Cincinnati, Ohio	Catholic Institute	1860	Free	Soc'l	3,000	0		0	0	0	0
2637	Cincinnati, Ohio	Chickering Institute	1868		Acad	500	50		0			
2638	Cincinnati, Ohio	Cincinnati Hospital	1870		Med	2,119						
2639	Cincinnati, Ohio	Cincinnati Law Library	1847	Sub	Law	6,329	428		0			
2640	Cincinnati, Ohio	Cincinnati Orphan Asylum	1833		A. & R	396			0			
2641	Cincinnati, Ohio	Cincinnati Wesleyan College	1842		Acad	500	50					
2642	Cincinnati, Ohio	German Orphan Asylum	1869		A. & R	480						
2643	Cincinnati, Ohio	Gundry's (now Queen City) Business College	1843		Acad	1,000						

TABLE XVI.—*Statistics of public libraries numbering* 300 *volumes and upwards*—Continued.

Number.	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidentals.
2644	Cincinnati, Ohio	Historical and Philosophical Society	1831	.....	Hist'l	5,413	344	.....	$8,735	$1,265	.....	.....
2645	Cincinnati, Ohio	House of Refuge	1869	.....	A. & R.	1,000	165	.....	.....	.....	.....	.....
2646	Cincinnati, Ohio	Hughes High School	1854	.....	Acad.	1,200	50	.....	0	.....	.....	.....
2647	Cincinnati, Ohio	Lane Theological Seminary	1829	.....	The'l	12,000	250	.....	9,600	700	$600	$100
2648	Cincinnati, Ohio	Law School of Cincinnati College	1874	.....	Law	938	.....	.....	.....	1,500	.....	.....
2649	Cincinnati, Ohio	Literary Institute of the Sisters of Notre Dame	1840	.....	Acad.	700	.....	.....	.....	.....	.....	.....
2650	Cincinnati, Ohio	Medical College of Ohio	1819	.....	Med.	5,000	.....	.....	.....	.....	.....	.....
2651	Cincinnati, Ohio	Mendenhall's Circulating Library	1854	Sub.	Mis.	6,000	300	.....	.....	.....	.....	.....
2652	Cincinnati, Ohio	Mt. St. Mary's Seminary of the West	1849	.....	The'l	a15,100	300	.....	.....	.....	.....	.....
2653	Cincinnati, Ohio	Nelson's Business College	1856	.....	Acad.	500	.....	.....	.....	.....	.....	.....
2654	Cincinnati, Ohio	New Church Library	.....	Free	The'l	1,100	.....	360	0	.....	.....	.....
2655	Cincinnati, Ohio	Protectory for Boys	1868	.....	A. & R.	627	.....	.....	.....	.....	.....	.....
2656	Cincinnati, Ohio	Public Library	1867	Free	Pub.	71,405	11,398	443,100	5,300	41,443	21,801	18,394
2657	Cincinnati, Ohio	Theological and Religious Library Association	1863	Free	The'l	4,000	.....	.....	.....	.....	.....	.....
2658	Cincinnati, Ohio	Pulte Medical College	1872	.....	Med.	480	120	.....	0	0	.....	.....
2659	Cincinnati, Ohio	St. Xavier College	1840	.....	Col.	14,000	.....	.....	.....	.....	.....	.....
2660	Cincinnati, Ohio	Society Libraries	.....	.....	Soc'y	3,000	.....	.....	.....	.....	.....	.....
2661	Cincinnati, Ohio	Society of Natural History	1870	.....	Sci.	900	.....	.....	51,000	850	.....	500
2662	Cincinnati, Ohio	Turners' Library	1848	Free	Soc'l	3,310	12	7,800	0	100	95	0
2663	Cincinnati, Ohio	University of Cincinnati	1875	.....	Col.	500	.....	.....	0	.....	.....	.....
2664	Cincinnati, Ohio	Young Men's Christian Association	1848	Free	Y.M.C.A.	1,200	100	8,000	0	.....	500	.....
2665	Cincinnati, Ohio	Young Men's Mercantile Library	1835	Sub.	Mer.	36,193	1,184	56,256	4,230	12,160	3,003	7,514
2666	Circleville, Ohio	Public Library	1873	Free	Pub.	1,400	.....	.....	0	.....	.....	.....
2667	Circleville, Ohio	School Library	1857	Free	Acad.	700	0	5,000	0	0	0	0
2668	Cleveland, Ohio	Cleveland Female Seminary	1853	.....	Acad.	1,000	.....	.....	0	.....	.....	.....
2669	Cleveland, Ohio	Cleveland Medical College	1843	.....	Med.	2,000	.....	.....	.....	.....	.....	.....
2670	Cleveland, Ohio	Cleveland Orphan Asylum	.....	.....	A. & R.	1,000	.....	.....	0	.....	.....	.....
2671	Cleveland, Ohio	Homœopathic Hospital College	1849	.....	Med.	1,000	.....	.....	.....	.....	.....	.....
2672	Cleveland, Ohio	Ohio State and Union Law College	1856	.....	Law	3,000	.....	.....	.....	.....	.....	.....
2673	Cleveland, Ohio	Orphan Asylum, I. O. B. B.	1870	.....	A. & R.	450	.....	.....	.....	.....	.....	.....
2674	Cleveland, Ohio	Public Library	1868	Free	Pub.	24,000	3,500	173,281	.....	8,500	7,500	6,500
2675	Cleveland, Ohio	Western Reserve and Northern Ohio Historical Society.	1867	.....	Hist'l	2,275	.....	.....	10,000	1,100	.....	.....
2676	Cleveland, Ohio	Working Women's Home	1869	.....	A. & R.	300	30	.....	0	.....	.....	.....

2677	Cleveland, Ohio	Young Men's Christian Association	1873	Free	Y.M.C.A	1,200	25	7,000	0			1,500
2678	Cleveland, Ohio	Young Men's Christian Association Railway Library	1872	Free	Y.M.C.A	375	16		0	0		
2679	College Hill, Ohio	Cincinnati Sanitarium			A. & R.	800						
2680	College Hill, Ohio	Farmers' College of Hamilton County, Society Libraries, (4.)			Soc'y	1,500 1,500 1,000 1,000						
2681	Columbus, Ohio	Capital University	1852		Col	3,000						
2682	Columbus, Ohio	Columbus Business College	1864		Acad	300						
2683	Columbus, Ohio	Columbus Circulating Library	1870	Sub.	Soc'l	1,170	150	5,200			200	
2684	Columbus, Ohio	Columbus Turnverein	1867	Free	Soc'l	420	10	250	0	0	50	0
2685	Columbus, Ohio	High School Library	1853	Free	Acad	2,000	50	3,000	0	0		50
2686	Columbus, Ohio	Institution for the Deaf and Dumb	1829		Acad	3,000	100		0			
2687	Columbus, Ohio	Ohio Agricultural and Mechanical College	1873		Sci	1,000						
2688	Columbus, Ohio	Ohio State Library	1817		State	40,000	1,300			2,000	2,000	
2689	Columbus, Ohio	Public Library and Reading Room	1872	Free	Pub	4,111	729		1,200			
2690	Columbus, Ohio	St. Aloysius' Seminary	1871		Acad	3,000	500					
2691	Columbus, Ohio	State Board of Agriculture	1860		Sci	1,456	56		0	0		
2692	Columbus, Ohio	State Penitentiary	1867		A. & R.	3,500				500	500	
2693	Columbus, Ohio	Theological Seminary of the Evangelical Joint Synod of Ohio.	1832		The'l	2,500						
2694	Conneaut, Ohio	School Library			Sch	300						
2695	Dayton, Ohio	Cooper Seminary	1843		Acad	1,300						
2696	Dayton, Ohio	Law Library	1869		Law	1,500						
2697	Dayton, Ohio	National Soldiers' Home, Putnam Library	1868		Soc'l	3,000						
2698	Dayton, Ohio	Thomas Library	1869		Soc'l	5,100						
2699	Dayton, Ohio	Public School Library	1854	Free	Acad	13,000	1,403	45,000		2,000		1,180
2700	Dayton, Ohio	St. Mary's Institute	1864		Acad	500						
2701	Dayton, Ohio	Smith's (William) School	1872		Acad	1,500						
2702	Dayton, Ohio	Union Biblical Seminary	1872		The'l	300			1,000			
2703	Dayton, Ohio	Young Men's Christian Association	1870	Free	Y.M.C.A	300		3,000	0			
2704	Defiance, Ohio	Library Association	1867	Sub.	Soc'l	660	62	450		100	100	
2705	Delaware, Ohio	Ohio Wesleyan Female College	1860		Acad	2,000						
2706	Delaware, Ohio	Sturges Library, Ohio Wesleyan University	1856	Free	Col	10,400	100		0			
2707	Delaware, Ohio	Society Libraries, (3)			Soc'y	3,500						
2708	Eaton, Ohio	Library Association	1860	Sub.	Soc'l	506	0		0	0	0	0
2709	Eaton, Ohio	Society Library		Sub.	Soc'l	300						
2710	Elyria, Ohio	Elyria Library	1870	Sub.	Soc'l	3,000			10,000			
2711	Flat Rock, Ohio	Ebenezer Orphan Institute	1870		A. & R.	500	50		0			
2712	Fremont, Ohio	Birchard Library	1873	Free	Pub	4,205		17,591	50,000	800		
2713	Fremont, Ohio	School Library			Sch	300						
2714	Gambier, Ohio	Harcourt Place Academy	1851		Acad	300						
2715	Gambier, Ohio	Kenyon College	1865	Free	Col	3,659	500		5,000	350	350	
2716	Gambier, Ohio	Nu Pi Kappa Society	1833		Soc'y	4,907	70		0		90	
2717	Gambier, Ohio	Philomathesian Society	1827		Soc'y	5,139	107		0		90	
2718	Gambier, Ohio	Theological Seminary of the Diocese of Ohio	1826		The'l	7,000	100		1,000	70	70	180
2719	Glendale, Ohio	Glendale Female College	1854		Acad	2,560	100		0			
2720	Granville, Ohio	Denison University	1831	Free	Col	9,000	300		0			
2721	Granville, Ohio	Calliopean Society			Soc'y	1,700	30					
2722	Granville, Ohio	Ciceronian Society			Soc'y	300	10					
2723	Granville, Ohio	Franklin Society			Soc'y	2,000	50					

a Books and pamphlets.

TABLE XVI.—*Statistics of public libraries numbering* 300 *volumes and upwards*—Continued.

Number.	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidentals.
2724	Granville, Ohio	Young Ladies' Institute	1832	.....	Acad.	1,200	.....	.....	.....	.....	.....	.....
2725	Hamilton, Ohio	Lane Free Library	1867	Free	Pub.	2,500	0	0	.....	.....	.....	.....
2726	Harrison, Ohio	Society Library	1863	Free	Soc'l	614	50	.....	$0	.....	$192	$0
2727	Hayesville, Ohio	Vermillion Institute	.....	.....	Acad.	300	.....	.....	.....	.....	.....	.....
2728	Hillsboro', Ohio	Highland Institute	1857	.....	Acad.	600	.....	.....	.....	.....	.....	.....
2729	Hillsboro', Ohio	Hillsboro' Female College	1857	.....	Acad.	800	.....	.....	0	.....	.....	.....
2730	Hiram, Ohio	Hiram College	1854	.....	Col.	900	.....	.....	.....	.....	.....	.....
2731	Hiram, Ohio	Delphic Society	1857	.....	Soc'y.	860	50	.....	.....	.....	.....	.....
2732	Hiram, Ohio	Hesperian Society	1859	.....	Soc'y.	600	50	.....	.....	.....	.....	.....
2733	Hopedale, Ohio	Hopedale Normal School	1852	.....	Acad.	1,700	.....	.....	0	.....	.....	.....
2734	Hudson, Ohio	Western Reserve College	1827	.....	Col.	5,000	.....	.....	.....	.....	.....	.....
2735	Hudson, Ohio	Society Libraries, (2)	.....	.....	Soc'y.	5,000	.....	.....	.....	.....	.....	.....
2736	Jefferson, Ohio	Library Association	1847	Sub	Soc'l	638	10	.....	.....	.....	20	0
2737	Near Lancaster, Ohio	State Reform School	1859	.....	A. & R.	2,000	.....	.....	0	.....	.....	.....
2738	Lebanon, Ohio	Mechanics' Institute	1861	Sub	Soc'l	300	.....	.....	0	$170	.....	.....
2739	Lebanon, Ohio	National Normal School	1855	....	Acad.	3,216	200	.....	0	.....	.....	.....
2740	Lee, Ohio	Wells Library	1860	Sub	Soc'l	793	45	1,240	1,000	100	73	27
2741	Lewis Centre, Ohio	State Girls' Industrial Home	1872	.....	A. & R.	400	.....	.....	.....	.....	.....	.....
2742	Maineville, Ohio	Maineville Academy and Training School	1850	.....	Acad.	500	.....	.....	.....	.....	.....	.....
2743	Mansfield, Ohio	Mansfield Lyceum	1872	Sub	Soc'l	3,073	.....	.....	0	.....	231	229
2744	Marietta, Ohio	Marietta College	1835	.....	Col.	15,130	.....	.....	5,500	.....	.....	.....
2745	Marietta, Ohio	Alpha Kappa Society	1839	.....	Soc'y.	5,220	.....	.....	.....	.....	.....	.....
2746	Marietta, Ohio	Psi Gamma Society	1839	.....	Soc'y.	4,550	.....	.....	.....	.....	.....	.....
2747	Marietta, Ohio	Society of Inquiry	1835	.....	Soc'y.	1,000	.....	.....	.....	.....	.....	.....
2748	Marietta, Ohio	Academy Literary Society	1859	.....	Soc'y.	800	.....	.....	.....	.....	.....	.....
2749	Marysville, Ohio	Literary and Library Association	1874	Sub	Soc'l	620	500	2,000	0	1,000	1,000	55
2750	Massillon, Ohio	Good (J. C.) & Co.'s Circulating Library	1874	Sub	Mis.	309	40	1,710	0	150	.....	12
2751	Massillon, Ohio	Public School Library	.....	.....	Acad.	650	.....	.....	.....	.....	.....	.....
2752	Massillon, Ohio	Ryder's (G. L.) Circulating Library	1870	Sub	Mis.	800	.....	.....	.....	.....	.....	.....
2753	Massillon, Ohio	Young Men's Christian Association	1871	Free	Y.M.C.A	300	.....	.....	.....	.....	.....	.....
2754	Medina, Ohio	Medina Library	1860	Free	Pub.	450	75	.....	0	0	0	0
2755	Milan, Ohio	First Presbyterian Society	.....	.....	Soc'l	760	15	.....	.....	.....	.....	.....
2756	Monroeville, Ohio	St. Joseph's Library	.....	.....	Soc'l	400	.....	.....	.....	.....	.....	.....
2757	Morning Sun, Ohio	Morning Sun Academy	1852	.....	Acad.	500	.....	.....	.....	.....	.....	.....

2758	Mt. Union, Ohio	Mt. Union Business College			Acad	715							
2759	Mt. Union, Ohio	Mt. Union College	1846		Col	3,768							
2760	Newark, Ohio	Ladies' Circulating Library	1872	Sub	Soc'l	3:0	100	1,300	0	150	150	0	
2761	New Athens, Ohio	Franklin College, Philosophic Literary Society	1828		Soc'y	1,000							
2762	New Athens, Ohio	Jefferson Literary Society	1829		Soc'y	1,100							
2763	New Concord, Ohio	Muskingum College	1837		Col	600							
2764	New Concord, Ohio	Society Libraries			Soc'y	300							
2765	Norwalk, Ohio	Union School Library			Sch	675							
2766	Norwalk, Ohio	Young Men's Library	1866	Sub	Soc'l	4,300	193						
2767	Oberlin, Ohio	Oberlin College	1834	Sub	Col	7,000	200			700	400		
2768	Oberlin, Ohio	Union Library Association	1857		Soc'y	4,000	500				1,000		
2769	Oberlin, Ohio	Theological Department	1835		The'l	3,000	100						
2770	Orwell, Ohio	Orwell Normal Institute	1865		Acad	300							
2771	Oxford, Ohio	Miami Classical School	1824		Acad	7,000							
2772	Oxford, Ohio	Oxford Female College	1854		Acad	2,000							
2773	Oxford, Ohio	Township School Library			Sch	300							
2774	Oxford, Ohio	Western Female Seminary	1854		Acad	2,000							
2775	Painesville, Ohio	Lake Erie Seminary	1859		Acad	1,400			0				
2776	Painesville, Ohio	Young Men's Christian Association	1867	Sub	Y.M.C.A	800	10		0	0		0	
2777	Piqua, Ohio	High School Library			Sch	400							
2778	Pleasantville, Ohio	Southern Ohio Normal School	1875		Acad	400							
2779	Poland, Ohio	Poland Union Seminary	1862		Acad	400	50		0				
2780	Port Clinton, Ohio	Ottawa County Law Library	1841		Law	510							
2781	Portsmouth, Ohio	Public School Library	1853	Free	Acad	829	0		0	0		50	
2782	Portsmouth, Ohio	Young Men's Christian Association	1869	Free	Y.M.C.A	500	100	0	0	750	100	650	
2783	Ravenna, Ohio	Union High School Library			Sch	300							
2784	St. Mary's, Ohio	Public School Library			Sch	300							
2785	Sandusky, Ohio	Ladies' Library Association	1870	Sub	Soc'l	2,000	250	4,800	0			200	
2786	Sandusky, Ohio	Public School Library			Acad	500							
2787	Savannah, Ohio	Savannah Academy	1858		Acad	1,307			0				
2788	Scio, Ohio	One Study University	1860		Col	800			0	0			
2789	Scio, Ohio	Linnæan Literary Society	1863		Soc'y	500							
2790	Scio, Ohio	Pomonian Society	1860		Soc'y	500							
2791	Sidney, Ohio	Library Association	1869	Sub	Soc'l	1,100		1,600	0			100	
2792	Smithville, Ohio	Smithville High School	1865		Acad	800							
2793	Springboro', Ohio	Library Company			Soc'l	2,000							
2794	Springdale, Ohio	Young Men's Christian Association	1870	Free	Y.M.C.A	300	10						
2795	Springfield, Ohio	Public Library	1872	Free	Pub	3,500	100	3,500		1,500	200	1,300	
2796	Springfield, Ohio	Springfield Female Seminary	1874		Acad	500							
2797	Springfield, Ohio	Wittenberg College	1847		Col	1,000	25						
2798	Springfield, Ohio	Excelsior Society	1845	Free	Soc'y	3,200	40		1,500				
2799	Springfield, Ohio	Philosophian Society	1847		Soc'y	3,000	50						
2800	Steubenville, Ohio	Steubenville Female Seminary	1829		Acad	3,000			0				
2801	Syracuse, Ohio	Carleton College			Acad	800							
2802	Tiffin, Ohio	Heidelberg College	1850		Col	4,000			0	0			
2803	Tiffin, Ohio	Excelsior Literary Society			Soc'y	1,000							
2804	Tiffin, Ohio	Heidelberg Literary Society			Soc'y	500							
2805	Tiffin, Ohio	Heidelberg Theological Seminary	1852		The'l	2,777	61		0	0		0	
2806	Toledo, Ohio	Public Library	1873	Free	Pub	8,320	1,593	63,600		8,700		4,350	
2807	Toledo, Ohio	School (Reference) Library	1849	Free	Acad	1,000	0				0		
2808	Troy, Ohio	Kelly's Circulating Library	1868	Sub	Mis	585					50		
2809	Troy, Ohio	Union School Library		Free	Acad	700	0	500	0				

TABLE XVI.—*Statistics of public libraries numbering 300 volumes and upwards*—Continued.

Number.	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidentals.
2810	Twinsburgh, Ohio	Twinsburgh Institute	1828	....	Acad	800						
2811	Union Village, Ohio	Union Village Library	1805	Free	Soc'l	1,179						
2812	Urbana, Ohio	Library Association	1872	Sub	Soc'l	912		5,104	$220		$150	$230
2813	Urbana, Ohio	Public School Library	....	....	Sch	30						
2814	Urbana, Ohio	Urbana University	1851	....	Col	5,000						
2815	Waterford, Ohio	Westminster Academy	1869	....	Acad	1,200						
2816	Waynesville, Ohio	Public School Library	....	....	Sch	325						
2817	Wellington, Ohio	Library Association	1874	Sub	Soc'l	1,200	200	9,860	2,150	$500	450	200
2818	Westerville, Ohio	Otterbein University	1847	....	Col	950	100		300			
2819	Westerville, Ohio	Society Libraries, (4)	....	....	Soc'y	620	100					
2820	West Farmington, Ohio	Western Reserve Seminary	1855	....	Acad	500						
2821	West Geneva, Ohio	Geneva College	1871	....	Col	400						
2822	Willoughby, Ohio	Willoughby College	1865	....	Col	3,000						
2823	Wilmington, Ohio	Wilmington College	1870	....	Col	550						
2824	Wooster, Ohio	Public School Library	....	....	Sch	300						
2825	Wooster, Ohio	University of Wooster	1870	....	Col	5,000	1,000					
2826	Worthington, Ohio	Ohio Central Normal School	1874	....	Acad	600	12					
2827	Xenia, Ohio	United Presbyterian Theological Seminary	1794	....	Theo'l	5,000						
2828	Near Xenia, Ohio	Wilberforce University	1863	....	Col	3,000			0			
2829	Near Xenia, Ohio	Theological Seminary	1863	....	Theo'l	900	12		0			
2830	Xenia, Ohio	Xenia College Society Libraries	....	....	Soc'y	300						
2831	Xenia, Ohio	Young Men's Christian Association	1868	Sub	Y.M.C.A.	850	200			600	300	300
2832	Yellow Springs, Ohio	Antioch College	1853	....	Col	5,000	100		0	0		
2833	Yellow Springs, Ohio	Adelphian Society	....	....	Soc'y	700						
2834	Zanesville, Ohio	Athenæum	1828	Sub	Soc'l	6,000	125	3,000	0	1,250	150	600
2835	Zanesville, Ohio	High School Library	....	....	Acad	900						
2836	Zanesville, Ohio	Putnam Female Seminary	1845	....	Acad	2,600	100		5,000			
2837	Zanesville, Ohio	Young Men's Christian Association	1870	Free	Y.M.C.A.	400	50	300	0	0		
2838	Albany, Oreg	Albany Collegiate Institute	....	....	Acad	1,250						
2839	Albany, Oreg	Young Ladies' and Gentlemen's Society	....	....	Soc'l	300						
2840	Astoria, Oreg	Pioneer and Historical Society of Oregon	1871	....	Hist'l	600			0			
2841	Corvallis, Oreg	Library Association	1873	Sub	Soc'l	350			0	200	110	87
2842	Forest Grove, Oreg	Pacific University and Tualatin Academy	1853	....	Col	5,500			300	15		
2843	Portland, Oreg	Bishop Scott Grammar and Divinity School	1870	....	Acad	3,500						

2844	Portland, Oreg	Library Association	1864	Sub	Soc'l	7,785	550	15,000	9,215	2,700	845	1,983
2845	Portland, Oreg	St. Helen's Hall	1869	.....	Acad.	400	.....	.....	.....	.....	.....	.....
2846	Salem, Oreg	Oregon Natural History and Library Association	1874	Sub	Soc'l	400	.....	.....	3,000	150	150	.....
2847	Salem, Oreg	State Library	1850	.....	State	5,257	600	.....	.....	750	750	.....
2848	Salem, Oreg	State Prison	.....	.....	A. & R.	600	.....	.....	.....	.....	.....	.....
2849	Salem, Oreg	Willamette University	1844	.....	Col.	2,000	.....	.....	.....	.....	.....	.....
2850	Salem, Oreg	Willamette University, Society Libraries	.....	.....	Soc'y	500	.....	.....	.....	.....	.....	.....
2851	The Dalles, Oreg	Public Library	1874	Sub	Soc'l	500	100	1,500	250	250	175	50
2852	Abington, Pa	Friends' Library	1860	Free	Soc'l	500	10	87	0	.....	0	.....
2853	Allegheny, Pa	Allegheny Observatory	1860	.....	Sci.	475	.....	.....	.....	.....	.....	.....
2854	Allegheny, Pa	Penitentiary, (Western District)	1840	.....	A. & R.	3,000	.....	.....	.....	.....	.....	.....
2855	Allegheny, Pa	Public School Library	1850	Free	Acad.	6,000	800	50,000	0	.....	1,390	1,350
2856	Allegheny, Pa	St. Joseph's Orphan Asylum	1854	.....	A. & R.	353	.....	.....	.....	.....	.....	.....
2857	Allegheny, Pa	Theological Seminary, (United Presbyterian)	1825	.....	Theol.	4,000	.....	.....	1,000	60	100	350
2858	Allegheny, Pa	Western Theological Seminary, (Presbyterian)	1827	.....	Theol.	15,000	.....	.....	5,000	307	.....	.....
2859	Allentown, Pa	Academy of Natural Science, Art, and Literature	1872	Sub	Soc'l	4,500	300	18,200	0	1,800	600	800
2860	Allentown, Pa	Muhlenberg College	1867	.....	Col.	1,200	.....	.....	0	0	.....	.....
2861	Allentown, Pa	Euterpean Society	.....	.....	Soc'y	1,400	75	.....	.....	.....	.....	.....
2862	Allentown, Pa	Sophronian Society	.....	.....	Soc'y	1,000	75	.....	.....	.....	.....	.....
2863	Altoona, Pa	Mechanics' Library and Reading Room Association	1858	Sub	Soc'l	5,000	100	.....	0	400	250	150
2864	Andalusia, Pa	Andalusia Hall	1862	.....	Acad.	700	.....	.....	0	.....	.....	.....
2865	Annville, Pa	Lebanon Valley College	1874	.....	Col.	1,123	600	.....	.....	.....	.....	.....
2866	Ashland, Pa	Library Association	1874	Sub	Soc'l	3,000	60	1,600	0	478	112	242
2867	Attleborough, Pa	Bellevue Ladies' Institute	1862	.....	Acad.	300	.....	.....	.....	.....	.....	.....
2868	Beatty's Post-Office, Pa	St. Xavier's Academy	1847	.....	Acad.	3,000	.....	.....	.....	.....	.....	.....
2869	Beaver, Pa	Beaver College and Musical Institute	1873	.....	Acad.	400	100	.....	0	.....	.....	.....
2870	Bellefonte, Pa	Centre County Law Library	1866	.....	Law	1,050	.....	.....	.....	.....	.....	.....
2871	Bethlehem, Pa	Bishop Thorpe School for Girls	1868	.....	Acad.	300	.....	.....	.....	.....	.....	.....
2872	Bethlehem, Pa	Moravian College and Theological Seminary	1807	.....	Theol.	4,397	140	.....	1,500	100	200	0
2873	Bethlehem, Pa	Moravian Seminary for Young Ladies	1749	.....	Acad.	5,000	75	.....	0	.....	.....	.....
2874	Bethlehem, Pa	Young Men's Christian Association	1867	Sub	Y.M.C.A.	2,000	50	1,500	0	500	100	500
2875	Birmingham, Pa	Mountain Seminary	1857	.....	Acad.	500	.....	.....	0	.....	.....	.....
2876	Blairsville, Pa	Blairsville Ladies' Seminary	1851	.....	Acad.	500	.....	.....	.....	.....	.....	.....
2877	Bloomsburgh, Pa	Columbia County Law Library	1868	.....	Law	400	.....	.....	.....	.....	.....	.....
2878	Bloomsburgh, Pa	State Normal School	1869	.....	Acad.	580	75	.....	0	.....	.....	.....
2879	Boyertown, Pa	Kallyncan Academy	1866	.....	Acad.	1,600	200	.....	.....	.....	.....	.....
2880	Boyertown, Pa	Mt. Pleasant Seminary	1848	.....	Acad.	500	0	.....	0	.....	.....	.....
2881	Bridgewater, Pa	Soldiers' Orphans' Home	1872	.....	A. & R.	300	0	.....	0	.....	.....	.....
2882	Bristol, Pa	William Penn Library	1869	Sub	Soc'l	1,750	0	.....	0	.....	350	300
2883	Butler, Pa	Butler Orphan Home	1867	.....	A. & R.	300	.....	.....	.....	.....	.....	.....
2884	Butler, Pa	Witherspoon Institute	1850	.....	Acad.	400	.....	.....	0	.....	.....	.....
2885	Camp Hill, Pa	Soldiers' Orphans' School	1868	.....	A. & R.	306	.....	.....	.....	.....	.....	.....
2886	Carbondale, Pa	Catholic Young Men's Library Association	1873	Sub	Soc'l	400	70	1,000	400	800	250	150
2887	Carbondale, Pa	Young Men's Library Association	1874	Sub	Soc'l	1,045	150	3,600	0	685	380	160
2888	Carlisle, Pa	Cumberland County Law Library	1869	.....	Law	1,560	.....	.....	.....	.....	.....	.....
2889	Carlisle, Pa	Dickinson College	1783	.....	Col.	7,765	250	.....	0	0	.....	.....
2890	Carlisle, Pa	Belles Lettres Society	.....	Sub	Soc'y	9,771	300	.....	.....	.....	.....	.....
2891	Carlisle, Pa	Union Philosophical Society	.....	Sub	Soc'y	9,967	300	.....	.....	.....	.....	.....
2892	Carlisle, Pa	Hamilton Library and Historical Society	1874	Sub	Soc'l	500	.....	.....	4,000	.....	.....	.....
2893	Chambersburg, Pa	Chambersburg Academy	1868	.....	Acad.	500	75	.....	0	.....	.....	.....
2894	Chambersburg, Pa	Franklin County Law Library	1865	.....	Law	1,500	.....	.....	.....	.....	.....	.....
2895	Chambersburg, Pa	Wilson Female College	1870	.....	Acad.	1,050	200	.....	0	.....	.....	.....

TABLE XVI.—*Statistics of public libraries numbering 300 volumes and upwards*—Continued.

Number.	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidentals.
2896	Chester, Pa	Chester Library	1769	Sub	Soc'l	2,500	30		$0			$50
2897	Chester, Pa	Pennsylvania Military Academy	1862		Col	1,000	150		0			
2898	Chester Springs, Pa	Soldiers' Orphan School	1872		A. & R.	900						
2899	Coatesville, Pa	Library Association	1872	Sub	Soc'l	800	100	1,700		$450	$250	200
2900	Collegeville, Pa	Pennsylvania Female College	1851		Acad	2,000						
2901	Columbia, Pa	Shock Library	1862	Both	Acad	1,600	40	400		170	55	105
2902	Concordville, Pa	Maplewood Institute	1870		Acad	600			0			
2903	Coudersport, Pa	Library and Literary Association	1850	Sub	Soc'l	500	35	275			30	10
2904	Cressona, Pa	Free Reading-Room and Library Association	1861	Free	Soc'l	500						
2905	Danville, Pa	State Hospital for the Insane	1872		A. & R.	415						
2906	Downington, Pa	Chester Valley Academy	1870		Acad	500						
2907	Doylestown, Pa	Library Company	1855	Sub	Soc'l	2,300	200					
2908	Easton, Pa	Lafayette College	1832	Sub	Col	16,000					2,000	
2909	Easton, Pa	Brainerd Society	1834		Soc'y	400						
2910	Easton, Pa	Franklin Society	1831		Soc'y	2,200	50				150	
2911	Easton, Pa	Washington Society	1830	Sub	Soc'y	2,100	50				100	
2912	Easton, Pa	Law Department	1875		Law	400						
2913	Easton, Pa	Library Association	1811	Sub	Soc'l	5,000	147		0			
2914	Ebensburg, Pa	Fireman's Library	1873	Sub	Soc'l	605		28		25		25
2915	Edinboro', Pa	Northwestern State Normal School	1861		Acad	2,200	250		0			
2916	Elder's Ridge, Pa	Elder's Ridge Academy	1853		Acad	600			0	40	40	
2917	Ercildoun, Pa	Seminary for Young Ladies	1861		Acad	500	50		0			
2918	Erie, Pa	City Library, Young Men's Christian Association	1867	Sub	Y.M.C.A	5,650	124	15,000	0	950	275	2,100
2919	Erie, Pa	Erie County Law Library	1866		Law	530						
2920	Erie, Pa	Liedertafel Musical Society			Soc'l	300						
2921	Erie, Pa	Masonic Library	1867	Sub	Soc'l	450	0		0	0	0	0
2922	Erie, Pa	Public School Library			Sch	500						
2923	Erie, Pa	St. Benedict's Academy	1866		Acad	1,200	25		0			
2924	Factoryville, Pa	Keystone Academy	1869		Acad	400			2,500			
2925	Fallsington, Pa	Library Company	1802	Sub	Soc'l	1,612	67		5,000			
2926	Freeland, Pa	Ursinus College Society Libraries	1870		Soc'y	800						
2927	Germantown, (Phila.,) Pa	Clément's (Mme.) French Protestant School	1857		Acad	350	50		0			
2928	Germantown, (Phila.,) Pa	Friends' Free Library and Reading-Room	1869	Free	Pub	7,084	1,500	18,400	12,500	3,300	3,000	2,150
2929	Germantown, (Phila.,) Pa	Germantown Library Company	1869	Sub	Soc'l	2,400		7,800				

2930	Germantown, (Phila.,) Pa.	Orphan Home and Asylum for the Aged	1862	.....	A. & R.	500	.....	.....	0	.....	.....	.....
2931	Germantown, (Phila.,) Pa.	Stevens's (Miss M. E.) Boarding and Day School for Young Ladies.	1867	.....	Acad.	750	.....	.....	.....	.....	.....	.....
2932	Germantown, (Phila.,) Pa.	Young Men's Christian Association	1872	Free	Y.M.C.A	519	10	3,200	0	.....	50	.....
2933	Gettysburg, Pa	Adams County Law Library	1865	.....	Law	475	.....	.....	.....	.....	.....	.....
2934	Gettysburg, Pa	Lutheran Historical Society	1846	.....	Hist'l	359	20	.....	0	20	.....	.....
2935	Gettysburg, Pa	Pennsylvania College	1832	Free	Col	7,200	300	.....	1,500	150	.....	.....
2936	Gettysburg, Pa	Linnæan and German Societies	1844	.....	Soc'y	350	.....	.....	.....	.....	.....	.....
2937	Gettysburg, Pa	Philomathean Society	1832	.....	Soc'y	6,000	200	.....	.....	.....	.....	.....
2938	Gettysburg, Pa	Phrenakosmian Society	1832	.....	Soc'y	6,000	200	.....	.....	.....	.....	.....
2939	Gettysburg, Pa	Theological Seminary, (Lutheran)	1826	.....	The'l	11,000	30	.....	.....	75	75	10
2940	Greenville, Pa	Thiel College	1870	.....	Col	3,000	.....	.....	.....	.....	.....	.....
2941	Greenville, Pa	Society Libraries, (2)	1870	.....	Soc'y	400	.....	.....	.....	.....	.....	.....
2942	Harford, Pa	Soldiers' Orphan School	1865	.....	A. & R.	600	200	.....	0	.....	.....	.....
2943	Harleysville, Pa	Cassel's Library	1835	Sub.	Mis	10,175	100	.....	0	.....	.....	.....
2944	Harrisburgh, Pa	Dauphin County Law Library	1865	.....	Law	2,191	50	.....	0	0	200	0
2945	Harrisburgh, Pa	Harrisburgh Law Library	.....	.....	Law	1,980	.....	.....	.....	.....	.....	.....
2946	Harrisburgh, Pa	State Agricultural Society	1851	.....	Sci	2,000	100	.....	0	100	.....	0
2947	Harrisburgh, Pa	State Library	1816	.....	State	30,500	1,809	.....	.....	3,600	3,600	.....
2948	Harrisburgh, Pa	Young Men's Christian Association	1855	Both	Y.M.C.A	2,100	100	5,000	0	.....	.....	.....
2949	Harrisburgh, Pa	Young People's Association, (Grace M. E. Church)	1874	Sub.	Soc'l	500	100	2,000	0	100	100	0
2950	Hartford, Pa	Soldiers' Orphan School	1865	.....	A. & R.	600	.....	.....	.....	.....	.....	.....
2951	Hatboro', Pa	Union Library	1755	Sub.	Soc'l	7,431	212	.....	2,450	387	.....	.....
2952	Haverford College, Pa	Haverford College	1833	Free	Col	7,000	420	.....	10,000	640	.....	.....
2953	Haverford College, Pa	Athenæum Society	1868	Free	Soc'y	750	50	.....	.....	.....	.....	.....
2954	Haverford College, Pa	Everett Society	1866	Free	Soc'y	1,200	70	.....	.....	.....	.....	.....
2955	Haverford College, Pa	Loganian Society	1835	Free	Soc'y	2,500	75	.....	.....	.....	.....	.....
2956	Hollidaysburg, Pa	Hollidaysburg Female Seminary	1867	.....	Acad.	1,000	100	.....	0	.....	.....	.....
2957	Honesdale, Pa	Franklin Lyceum	1871	Sub.	Soc'l	2,400	125	3,000	0	300	75	225
2958	Honesdale, Pa	Law and Library Association	1869	Free	Law	475	.....	.....	0	.....	.....	0
2959	Hulmesville, Pa	Young Men's Christian Association	1871	.....	Y.M.C.A	400	.....	200	0	.....	.....	0
2960	Johnstown, Pa	Cambria Library Association	1870	Sub.	Soc'l	2,500	100	.....	0	69	130	175
2961	King of Prussia P. O., Pa.	Union Library	1852	Sub.	Soc'l	3,000	.....	.....	.....	.....	.....	.....
2962	Kingston, Pa	Bennett Library of Wyoming Seminary	1844	Sub.	Acad.	500	3	.....	0	.....	.....	.....
2963	Kutztown, Pa	Keystone State Normal School	1866	.....	Acad.	3,000	200	.....	.....	.....	.....	.....
2964	Lancaster, Pa	Athenæum and Historical and Mechanical Society	1860	Sub.	Soc'l	4,000	.....	.....	500	.....	.....	.....
2965	Lancaster, Pa	Franklin and Marshall College	1853	.....	Col	3,500	15	.....	0	.....	.....	.....
2966	Lancaster, Pa	Diagnothian Society	.....	.....	Soc'y	4,000	50	.....	.....	.....	.....	.....
2967	Lancaster, Pa	Gœthean Society	.....	.....	Soc'y	4,000	50	.....	.....	.....	.....	.....
2968	Lancaster, Pa	Lancaster Law Library	1854	Sub.	Law	4,700	140	.....	0	450	.....	.....
2969	Lancaster, Pa	Linnæan Scientific and Historical Society	1862	.....	H. & S	500	20	.....	0	100	50	50
2970	Lancaster, Pa	Mechanics' Library	1828	Sub.	Soc'l	4,000	160	8,320	4,500	436	275	75
2971	Lancaster, Pa	Theological Seminary, (Reformed)	1825	.....	The'l	10,000	37	.....	1,900	100	100	0
2972	Lancaster, Pa	Young Men's Christian Association	1872	Sub.	Y.M.C.A	3,000	.....	6,000	0	.....	*a*200	1,500
2973	Near Latrobe, Pa	St. Vincent's College	1846	.....	Col	13,000	.....	.....	.....	.....	.....	.....
2974	Latrobe, Pa	St. Xavier's Academy	1846	.....	Acad.	3,000	.....	.....	.....	.....	.....	.....
2975	Lewisburg, Pa	University at Lewisburg	1853	.....	Col	5,255	157	.....	0	.....	.....	.....
2976	Lewisburg, Pa	Enepian Society	1850	.....	Soc'y	581	25	.....	.....	.....	.....	.....
2977	Lewisburg, Pa	Theta Alpha Society	1850	.....	Soc'y	590	25	.....	.....	.....	.....	.....
2978	Lewisburg, Pa	University Female Institute	1853	.....	Acad.	1,000	.....	.....	.....	.....	.....	.....
2979	Lewistown, Pa	Apprentices' Literary Society	1841	Free	Soc'l	962	.....	.....	.....	.....	.....	.....

a For periodicals and binding.

TABLE XVI.—*Statistics of public libraries numbering 300 volumes and upwards*—Continued.

Number.	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidentals.
2980	Lowistown, Pa	Library Association	1870	Sub.	Soc'l	1,800	50	2,600	$0	$150	$70	$80
2981	Litiz, Pa	Linden Hall Seminary	1794	.....	Acad	3,100	100	.....	.....	.....	.....	.....
2982	Litiz, Pa	Litiz Academy	1822	.....	Acad	575	50	.....	.....	.....	.....	.....
2983	Lock Haven, Pa	Clinton County Law Library	1866	.....	Law	1,000	.....	.....	.....	.....	.....	.....
2984	Lock Haven, Pa	Library Company	1868	Sub.	Soc'l	1,200	200	3,000	318	550	150	400
2985	Loretto, Pa	St. Francis College	1849	.....	Col	3,000	.....	.....	.....	.....	.....	.....
2986	Lower Merion, Pa	Phila. Theological Seminary of St. Charles Borromeo	1840	.....	Theol	9,500	175	.....	0	300	550	0
2987	McAlisterville, Pa	Soldiers' Orphan School	1864	.....	A. & R.	500	40	.....	.....	.....	.....	.....
2988	Mansfield, Pa	State Normal School	1862	.....	Acad	900	.....	.....	.....	.....	.....	.....
2989	Mauch Chunk, Pa	Carbon County Law Library	1868	.....	Law	304	.....	.....	.....	.....	.....	.....
2990	Mauch Chunk, Pa	Minerva Lyceum	1867	Sub.	Soc'l	1,290	160	2,600	0	.....	200	125
2991	Meadville, Pa	Allegheny College	1820	.....	Col	8,000	.....	.....	0	.....	.....	.....
2992	Meadville, Pa	Allegheny Literary Society	.....	.....	Soc'y	1,000	.....	.....	.....	.....	.....	.....
2993	Meadville, Pa	Ossoli Society	.....	.....	Soc'y	500	.....	.....	.....	.....	.....	.....
2994	Meadville, Pa	Philo-Franklin Society	.....	.....	Soc'y	1,000	18	.....	.....	.....	.....	.....
2995	Meadville, Pa	City Library	1868	Sub.	Soc'l	3,191	300	3,500	0	700	200	500
2996	Meadville, Pa	Meadville Theological School	1845	.....	Theol	2,308	400	.....	1,250	85	85	100
2997	Meadville, Pa	Public High School	1854	Free	Acad	800	35	500	0	50	50	0
2998	Mechanicsburg, Pa	Cumberland Valley Institute	1860	.....	Acad	500	50	.....	0	.....	.....	.....
2999	Mechanicsburg, Pa	Irving Female College	1857	.....	Acad	3,000	.....	.....	.....	.....	.....	.....
3000	Mechanicsburg, Pa	Library and Literary Association	1872	Sub.	Soc'l	1,000	.....	2,100	0	.....	.....	125
3001	Media, Pa	Brooke Hall Female Seminary	1857	.....	Acad	650	50	.....	0	.....	.....	.....
3002	Media, Pa	Delaware County Institute of Science	1833	Sub.	Sci	1,800	143	.....	0	400	.....	.....
3003	Mercersburg, Pa	Mercersburg College	1870	.....	Col	300	50	.....	0	.....	.....	.....
3004	Mercersburg, Pa	Society Libraries, (2)	1866	.....	Soc'y	2,000 2,000	500	.....	.....	.....	.....	.....
3005	Millersville, Pa	Millersville Normal School	1859	.....	Acad	3,000	.....	.....	0	.....	.....	.....
3006	Montrose, Pa	Susquehanna County Law Library	1866	.....	Law	450	.....	.....	.....	.....	.....	.....
3007	Mt. Joy, Pa	Cedar Hill Seminary	1850	Free	Acad	4,500	150	700	.....	.....	100	.....
3008	Mt. Joy, Pa	Union Library	1872	Free	Pub	300	25	.....	.....	.....	.....	.....
3009	Mt. Pleasant, Pa	Western Pennsylvania Classical and Scientific School	1873	.....	Acad	300	.....	.....	0	.....	.....	.....
3010	Muncy, Pa	Public Library	.....	.....	Pub	500	.....	.....	.....	.....	.....	.....
3011	Myerstown, Pa	Palatinate College, Society Libraries	.....	.....	Soc'l	900	.....	.....	.....	.....	.....	.....
3012	Nazareth, Pa	Moravian Historical Society	1857	.....	Hist'l	1,039	23	.....	837	275	.....	.....
3013	Nazareth, Pa	Nazareth Hall	1785	.....	Acad	5,000	55	.....	0	.....	.....	.....

3014	New Brighton, Pa	St. Joseph's Literary Association	1871	Free	Soc'l	500	50	300	0	150	50	6
3015	New Brighton, Pa	Young Men's Library Association	.....	Sub.	Soc'l	1,270	150	850	.....	200	100	100
3016	New Castle, Pa	New Castle College	1872	.....	Col	400	150	.....	.....	.....	.....	.....
3017	New Wilmington, Pa	Westminster College	1862	.....	Col	3,000	.....	.....	.....	.....	.....	.....
3018	New Wilmington, Pa	Adelphic Society	1862	.....	Soc'y	350	.....	.....	.....	.....	.....	.....
3019	New Wilmington, Pa	Philomath Society	1862	.....	Soc'y	350	.....	.....	.....	.....	.....	.....
3020	Norristown, Pa	Library Company	1796	Sub.	Soc'l	5,000	196	.....	.....	.....	.....	.....
3021	Norristown, Pa	Montgomery County Law Library	1869	.....	Law	1,200	.....	.....	.....	.....	.....	.....
3022	Norristown, Pa	Tremount Seminary	1862	.....	Acad	1,040	40	.....	.....	.....	.....	.....
3023	North East, Pa	Irving Literary Society of Lake Shore Seminary	.....	Sub.	Soc'y	300	.....	.....	.....	.....	.....	.....
3024	Oil City, Pa	Library Association	1865	Sub.	Soc'l	1,200	.....	.....	0	.....	.....	500
3025	Oxford, Pa	Lincoln University	1853	.....	Col	3,690	.....	.....	.....	.....	.....	.....
3026	Oxford, Pa	Oxford Library	1868	Sub.	Soc'l	1,047	95	3,000	0	325	120	200
3027	Peach Bottom, Pa	Citizens' Public Library	.....	.....	Soc'l	400	.....	.....	.....	.....	.....	.....
3028	Philadelphia, Pa	Academy of Fine Arts	1806	.....	Sci	340	.....	.....	0	0	.....	.....
3029	Philadelphia, Pa	Academy of Natural Sciences	1812	.....	Sci	30,000	235	.....	30,000	1,800	.....	.....
3030	Philadelphia, Pa	Academy of Notre Dame	1858	Free	Acad	5,000	.....	.....	.....	.....	.....	.....
3031	Philadelphia, Pa	American Philosophical Society	1743	.....	Sci	20,000	400	.....	.....	.....	.....	.....
3032	Philadelphia, Pa	American Sunday-School Union	1824	.....	Tho'l	3,200	.....	.....	.....	.....	.....	.....
3033	Philadelphia, Pa	Apprentices' Library Company	1820	Free	Pub	21,000	1,032	64,523	40,000	6,031	1,239	3,713
3034	Philadelphia, Pa	Athenæum of Philadelphia	1814	Sub	Soc'l	20,000	181	.....	0	.....	.....	.....
3035	Philadelphia, Pa	Baptist Historical Society	1861	.....	Hist'l	9,315	500	.....	500	300	.....	.....
3036	Philadelphia, Pa	Broad Street Academy	1863	.....	Acad	3,500	160	.....	.....	.....	.....	.....
3037	Philadelphia, Pa	Brotherhead Library	1861	Sub.	Mis	35,000	700	.....	.....	.....	.....	.....
3038	Philadelphia, Pa	Bard Orphan Asylum	1862	.....	A. & R.	4,350	.....	.....	.....	.....	.....	.....
3039	Philadelphia, Pa	Byberry Library	1793	Sub	Soc'l	2,250	26	.....	0	.....	.....	.....
3040	Philadelphia, Pa	Carpenters' Company of Philadelphia	1736	Free	Soc'l	3,602	102	.....	0	.....	.....	.....
3041	Philadelphia, Pa	Catholic Philomathean Literary Institute	1865	Sub	Soc'l	600	.....	500	.....	.....	.....	.....
3042	Philadelphia, Pa	Catholic Philopatrian Literary Institute	1850	Sub	Soc'l	2,000	.....	3,700	0	.....	.....	1,000
3043	Philadelphia, Pa	Central High School	1838	Free	Acad	1,000	.....	.....	.....	.....	.....	.....
3044	Philadelphia, Pa	Christ Church Hospital	.....	.....	A. & R.	1,000	.....	.....	.....	.....	.....	.....
3045	Philadelphia, Pa	Christ Church Library	1695	.....	Tho'l	a3,500	.....	.....	.....	.....	.....	.....
3046	Philadelphia, Pa	Christian Hall Library, (Chestnut Hill)	1870	Sub	Soc'l	3,000	169	4,050	0	491	100	700
3047	Philadelphia, Pa	College of Physicians	1789	.....	Med	18,753	1,000	.....	.....	.....	.....	.....
3048	Philadelphia, Pa	Crescent Library	1859	Sub	Soc'l	500	50	.....	.....	.....	.....	.....
3049	Philadelphia, Pa	Educational Home for Boys	1874	.....	A. & R.	600	.....	.....	.....	.....	.....	.....
3050	Philadelphia, Pa	Fifth Ward Grammar School	.....	Free	Acad	2,000	.....	.....	1,666	50	50	.....
3051	Philadelphia, Pa	Four Monthly Meetings of Friends	1742	Free	Soc'l	7,000	.....	.....	.....	.....	.....	.....
3052	Philadelphia, Pa	Franklin Institute	1824	.....	Sci	16,000	1,000	.....	0	0	6,000	.....
3053	Philadelphia, Pa	Friends' Asylum	.....	.....	A. & R.	550	.....	.....	.....	.....	.....	.....
3054	Philadelphia, Pa	Friends' Historical Association	1873	.....	Hist'l	500	.....	.....	0	200	.....	.....
3055	Philadelphia, Pa	George Institute	1872	Sub	Soc'l	1,838	600	12,000	23,500	1,636	722	904
3056	Philadelphia, Pa	German Society of Pennsylvania	1817	.....	Hist'l & soc'l	16,000	400	17,000	0	1,000	700	300
3057	Philadelphia, Pa	Girard College	1848	.....	Acad	5,000	200	.....	0	500	.....	.....
3058	Philadelphia, Pa	Girls' Normal School	1850	Free	Acad	500	25	.....	0	0	100	.....
3059	Philadelphia, Pa	Grand Lodge of Pennsylvania, F. A. A. M	1787	.....	Soc'l	1,500	.....	0	.....	.....	.....	.....
3060	Philadelphia, Pa	Hahnemann Medical College	1867	.....	Med	2,000	.....	.....	0	.....	.....	.....
3061	Philadelphia, Pa	Hermann Literatur Society	1841	Sub	Soc'l	550	150	450	.....	200	200	0
3062	Philadelphia, Pa	High School Observatory	.....	.....	Sci	406	.....	.....	0	500	.....	.....
3063	Philadelphia, Pa	Historical Society of Pennsylvania	1824	.....	Hist'l	16,060	800	.....	50,300	3,400	.....	.....

a Includes pamphlets.

TABLE XVI.—*Statistics of public libraries numbering 300 volumes and upwards*—Continued.

Number.	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidentals.
3064	Philadelphia, Pa	Home for Destitute Colored Children	1860	.....	A. & R..	375	.....	.....	.....	.....	.....	.....
3065	Philadelphia, Pa	Hospital of the Protestant Episcopal Church	1865	Free	A. & R..	2,849	.....	.....	.....	.....	$100	.....
3066	Philadelphia, Pa	House of Refuge, (colored)	1850	.....	A. & R..	1,450	.....	4,000	.....	.....	.....	.....
3067	Philadelphia, Pa	House of Refuge, (white)	1826	.....	A. & R..	950	.....	.....	.....	.....	250	.....
3068	Philadelphia, Pa	Institute for Colored Youth	1837	Free	Acad....	2,959	250	3,000	$0	$0	425	.....
3069	Philadelphia, Pa	Institution for the Blind	1833	Free	Acad....	800	30	.....	0	.....	.....	.....
3070	Philadelphia, Pa	Institution for the Deaf and Dumb	1833	.....	Acad....	5,000	.....	.....	0	.....	.....	.....
3071	Philadelphia, Pa	James Page Library Company	1841	Sub.	Soc'l	600	.....	.....	0	.....	.....	.....
3072	Philadelphia, Pa	Kensington Institute	1853	Free	Soc'l	1,800	.....	.....	.....	.....	.....	.....
3073	Philadelphia, Pa	Keystone Public Grammar School	1831	Free	Acad....	2,217	100	.....	1,666	100	100	$0
3074	Philadelphia, Pa	La Salle College	1868	.....	Col.....	5,000	250	.....	.....	.....	.....	.....
3075	Philadelphia, Pa	Law Association	1802	Sub.	Law	8,500	350	.....	0	5,000	3,000	2,000
3076	Philadelphia, Pa	Library Association of Friends, (Race street)	1835	Free	Soc'l	8,000	300	4,200	0	600	.....	.....
3077	Philadelphia, Pa	Library and Reading-Room Association, (23d ward)	1857	Sub.	Soc'l	2,000	50	1,500	0	250	125	125
3078	Philadelphia, Pa	Library Company of Philadelphia	1731	Sub.	Soc'l	104,000*a*	1,500	.....	*b*3,000	*c*14,500	6,000	6,500
3079	Philadelphia, Pa	Loganian Library	.....	.....	.....	.....	.....	.....	35,000	.....	.....	.....
3080	Philadelphia, Pa	Lincoln Institute	1866	.....	A. & R..	1,200	300	.....	0	.....	.....	.....
3081	Philadelphia, Pa	Locust Street Grammar School	1831	Free	Acad....	3,500	75	.....	1,666	99	99	0
3082	Philadelphia, Pa	Mechanics' Institute of Southwark	1852	Sub.	Soc'l	3,550	200	7,504	1,000	1,400	500	362
3083	Philadelphia, Pa	Mercantile Library	1821	Sub.	Mer....	125,662	17,004	237,341	52,800	46,083	21,387	24,634
3084	Philadelphia, Pa	Moyamensing Literary Institute	1853	Free	Soc'l	4,000	184	.....	.....	.....	.....	.....
3085	Philadelphia, Pa	New Church Book Room and Free Library	1871	Free	Soc'l	400	40	420	0	.....	28	750
3086	Philadelphia, Pa	Northern Dispensary of Philadelphia	1825	.....	Med.....	500	.....	.....	.....	.....	.....	.....
3087	Philadelphia, Pa	Northern Home and Associated Soldiers' Orphans' Institute.	1868	.....	A. & R..	2,400	.....	.....	.....	.....	.....	.....
3088	Philadelphia, Pa	Northern Home for Friendless Children	1875	.....	A. & R..	400	.....	.....	.....	.....	.....	.....
3089	Philadelphia, Pa	Northwestern Grammar School	1831	Free	Acad....	1,579	.....	.....	1,666	100	100	.....
3090	Philadelphia, Pa	Numismatic and Antiquarian Society	1857	.....	Hist'l ...	1,500	.....	.....	.....	.....	.....	.....
3091	Philadelphia, Pa	Penitentiary, Eastern District	1829	.....	A. & R..	8,737	.....	38,798	.....	375	375	.....
3092	Philadelphia, Pa	Pennsylvania Horticultural Society	.....	.....	Sci	800	.....	.....	0	0	.....	.....
3093	Philadelphia, Pa	Pennsylvania Hospital	1763	Sub.	Med	12,500	275	.....	17,000	.....	595	.....
3094	Philadelphia, Pa	Pennsylvania Hospital for the Insane	1841	.....	A. & R..	4,703	.....	.....	.....	.....	.....	.....
3095	Philadelphia, Pa	Philadelphia Almshouse	.....	.....	Med	3,000	.....	.....	.....	.....	.....	.....
3096	Philadelphia, Pa	Philadelphia City Institute	1851	.....	Acad....	4,000	.....	8,316	.....	.....	.....	.....
3097	Philadelphia, Pa	Philadelphia College of Pharmacy	1821	.....	Med.....	2,350	.....	.....	.....	.....	.....	.....

3098	Philadelphia, Pa	Philadelphia County Prison	1844	.....	A. & R	800	.....	.....	.....	.....	.....	.....
3099	Philadelphia, Pa	Philadelphia Divinity School, (Protestant Episcopal)	1865	.....	The'l	6,578	50	.....	3,000	180	180	200
3100	Philadelphia, Pa	Philadelphia Turngemeinde	1849	Free	Soc'l	479	22	500	0	0	30	0
3101	Philadelphia, Pa	Presbyterian Board of Publication	1838	Free	Mis	3,000	.....	0	0	0	.....	0
3102	Philadelphia, Pa	Presbyterian Historical Society	1852	.....	Hist'l	7,000	550	.....	0	.....	.....	.....
3103	Philadelphia, Pa	Roxborough Lyceum	1857	Free	Soc'l	1,700	.....	600	1,000	0	0	0
3104	Philadelphia, Pa	St. Joseph's College	1851	.....	Col	6,000	.....	.....	.....	.....	.....	.....
3105	Philadelphia, Pa	St. Vincent's Seminary	1868	.....	Acad	6,000	.....	.....	.....	.....	.....	.....
3106	Philadelphia, Pa	Select High School	1870	.....	Acad	325	.....	.....	0	0	.....	.....
3107	Philadelphia, Pa	Shakespeare Society	1851	.....	Soc'l	5,000	250	0	0	0	1,000	0
3108	Philadelphia, Pa	Sixth Ward Public School	1831	Free	Acad	820	54	.....	816	49	49	.....
3109	Philadelphia, Pa	Soldiers' Orphans' School	1866	.....	A. & R	2,000	50	3,900	.....	100	100	.....
3110	Philadelphia, Pa	Southwark Library	1831	Sub.	Soc'l	10,015	150	.....	.....	.....	.....	.....
3111	Philadelphia, Pa	Southwestern Grammar School	1831	Free	Acad	2,000	80	.....	.....	99	99	0
3112	Philadelphia, Pa	Spring Garden Institute	1850	Free	Soc'l	5,787	100	7,174	0	.....	100	.....
3113	Philadelphia, Pa	Tabor Mutual Library	1860	.....	Mis	1,400	.....	1,060	.....	.....	.....	.....
3114	Philadelphia, Pa	Teachers' Institute	1867	Sub.	Soc'l	3,183	691	11,690	0	2,129	910	141
3115	Philadelphia, Pa	Theological Seminary, (Evangelical Lutheran)	1864	.....	The'l	3,500	.....	.....	0	0	.....	0
3116	Philadelphia, Pa	United States Mint	1793	.....	Gov't	900	.....	.....	.....	.....	.....	.....
3117	Philadelphia, Pa	Universal Peace Union	1866	.....	Mis	750	.....	1,000	.....	.....	.....	.....
3118	Philadelphia, Pa	University of Pennsylvania	1755	.....	Col	20,000	.....	.....	.....	700	.....	.....
3119	Philadelphia, Pa	Philomathean Society	1813	.....	Soc'y	1,323	.....	.....	.....	.....	100	.....
3120	Philadelphia, Pa	Zelosophic Society	.....	.....	Soc'y	1,000	.....	.....	.....	.....	.....	.....
3121	Philadelphia, Pa	Law Department	.....	.....	Law	250	.....	.....	.....	.....	.....	.....
3122	Philadelphia, Pa	Medical Department	1765	.....	Med	3,000	.....	.....	.....	.....	.....	.....
3123	Philadelphia, Pa	Ury House School	1863	.....	Acad	400	50	.....	.....	.....	.....	.....
3124	Philadelphia, Pa	Wagner Free Institute of Science	1835	.....	Sci	15,000	300	.....	0	0	500	.....
3125	Philadelphia, Pa	West Penn Square Academy	1869	.....	Acad	300	.....	.....	.....	.....	.....	.....
3126	Philadelphia, Pa	West Philadelphia Institute	1853	Sub	Soc'l	4,526	250	11,812	0	1,328	245	829
3127	Philadelphia, Pa	Woman's Hospital	1863	.....	Med	1,460	.....	.....	0	0	.....	.....
3128	Philadelphia, Pa	Young Ladies' Institute	1855	.....	Acad	3,000	.....	.....	.....	.....	.....	.....
3129	Philadelphia, Pa	Young Men's Christian Association	1854	Sub.	Y.M.C.A	5,310	.....	.....	0	.....	.....	.....
3130	Philipsburgh, Pa	Library Association	1870	Sub.	Soc'l	550	100	500	0	100	75	30
3131	Philipsburgh, Pa	Soldiers' Orphan School	1866	.....	A. & R	420	.....	.....	0	.....	.....	.....
3132	Phoenixville, Pa	Catholic Literary Association	1860	Sub.	Soc'l	500	30	2,200	0	200	30	120
3133	Phoenixville, Pa	Young Men's Literary Union	1857	Sub	Soc'l	1,242	200	3,120	.....	.....	325	.....
3134	Pittsburgh, Pa	Allegheny County Law Library	.....	.....	Law	1,000	.....	.....	.....	.....	.....	.....
3135	Pittsburgh, Pa	Bishop Bowman Institute	1868	.....	Acad	1,000	.....	.....	0	.....	.....	.....
3136	Pittsburgh, Pa	Central Turner Association	1871	Free	Soc'l	500	30	150	150	25	25	0
3137	Pittsburgh, Pa	German Library Association	1851	Sub.	Soc'l	4,600	300	10,000	0	1,300	600	700
3138	Pittsburgh, Pa	High School Library	.....	Free	Acad	1,300	.....	.....	.....	.....	.....	.....
3139	Pittsburgh, Pa	Pittsburgh Female College	1855	.....	Acad	500	.....	.....	.....	.....	.....	.....
3140	Pittsburgh, Pa	St. Michael's Theological Seminary	1869	.....	The'l	3,500	150	.....	.....	.....	300	.....
3141	Pittsburgh, Pa	Western University of Pennsylvania	1819	.....	Col	6,000	.....	.....	0	.....	.....	.....
3142	Pittsburgh, Pa	Irving Society	1862	.....	Soc'y	350	.....	.....	.....	.....	.....	.....
3143	Pittsburgh, Pa	Philomathean Society	1864	.....	Soc'y	346	.....	.....	.....	.....	.....	.....
3144	Pittsburgh, Pa	Young Men's Christian Association	1871	.....	Y.M.C.A	1,800	.....	.....	.....	.....	.....	.....
3145	Pittsburgh, Pa	Young Men's Mercantile Library	1847	Sub.	Mer	13,012	369	28,390	3,000	11,450	1,336	6,005
3146	Pittston, Pa	Library Association	1873	Sub.	Soc'l	320	.....	100	500	50	.....	0
3147	Plymouth, Pa	Public Library	.....	.....	Pub	500	.....	.....	.....	.....	.....	.....

a Including Loganian Library. *b* Exclusive of building fund of $110,000. *c* Exclusive of rents amounting to $27,000.

TABLE XVI.—*Statistics of public libraries numbering* 300 *volumes and upwards*—Continued.

Number.	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidentals.
3148	Pottstown, Pa	Circulating Library	1871	Sub.	Mis	750	20			$100	$75	$10
3149	Pottstown, Pa	Cottage Seminary	1850		Acad	550	25		$0			
3150	Pottsville, Pa	Benevolent Associations' Home for Children	1873	Free	A. & R	300			0	0	0	0
3151	Pottsville, Pa	Gowen Post, No. 23, Grand Army of the Republic			Soc'l	430						
3152	Pottsville, Pa	Public School Library	1850	Free	Acad	1,200	75	500	0	300	25	25
3153	Pottsville, Pa	Schuylkill County Law Library	1861		Law	2,000			0	1,000	300	150
3154	Pottsville, Pa	Stockton Library	1860	Sub.	Mis	4,000	14	13,500		374	31	
3155	Quakertown, Pa	Richland Library	1795	Sub.	Soc'l	1,274			0		341	10
3156	Reading, Pa	Berks County Law Library	1843		Law	1,300						
3157	Reading, Pa	High School Library			Acad	500						
3158	Reading, Pa	Reading Library	1819	Sub.	Soc'l	7,000	300	7,200	25,000	1,500	500	750
3159	Reidsburg, Pa	Reid Institute	1867		Acad	700						
3160	Renovo, Pa	Library and Reading-Room Association	1867	Sub.	Soc'l	750						
3161	Renovo, Pa	Seibert's Circulating Library			Mis	304						
3162	St. Mary's, Pa	St. Benedict's Academy			Acad	340						
3163	St. Mary's, Pa	St. Mary's Priory	1854		The'l	2,000			0			0
3164	St. Mary's, Pa	St. Michael's Casino	1871	Sub.	Soc'l	700		4,680	0			
3165	Scranton, Pa	Norton's Circulating Library			Mis	1,000						
3166	Scranton, Pa	Young Men's Christian Association	1869	Sub.	Y.M.C.A	1,500	300		2,500		600	400
3167	Selin's Grove, Pa	Missionary Institute	1858		The'l	2,500	50		0	30	30	0
3168	Selin's Grove, Pa	Snyder County Normal Institute	1872		Acad	500						
3169	Shippensburg, Pa	Cumberland Valley State Normal School	1873		Acad	650						
3170	Somerset, Pa	Somerset County Law Library	1870		Law	325						
3171	South Bethlehem, Pa	Bishopthorpe School for Girls	1870		Acad	300						
3172	South Bethlehem, Pa	Lehigh University	1866		Col	2,000						
3173	South Bethlehem, Pa	Reading-Room and Library Association	1870	Sub.	Soc'l	500		375		120		100
3174	State College P. O., Pa	Pennsylvania State College	1859		Sci	1,800						
3175	State College P. O., Pa	Society Libraries			Soc'y	1,400	50					
3176	Strasburg, Pa	Public School Library			Acad	400						
3177	Stroudsburg, Pa	Brown's Circulating Library	1866	Sub.	Mis	500	100	1,200		150	100	50
3178	Stroudsburg, Pa	Stroudsburg Library		Sub.	Mis	1,000				50	0	0
3179	Susquehanna Depot, Pa	Young Men's Literary Association	1858	Sub.	Soc'l	3,000			0	200		200
3180	Swarthmore, Pa	Swarthmore College	1870		Col	2,000				1,000		
3181	Swarthmore, Pa	Society Libraries, (4)	1875		Soc'y	400	100					
3182	Tamaqua, Pa	Newkirk Library			Soc'l	700						

3183	Tidionte, Pa	Eden Lodge Library	1874	Sub.	Soc'l	320	75	550	0	0	0	0
3184	Titusville, Pa	Hnrd'a Circulating Library	.....	Sub.	Mis	1,100	.....	.....	.....	.....	.....	.....
3185	Towanda, Pa	Susquehanna Collegiate Institute	1854	.....	Acad	300	.....	.....	.....	.....	.....	.....
3186	Trappe, Pa	Washington Hall Collegiate Institute	1856	.....	Acad	1,200	.....	.....	0	.....	.....	.....
3187	Uniontown, Pa	Book Club	1868	Sub.	Soc'l	564	113	1,300	0	158	158	10
3188	Uniontown, Pa	Soldiers' Orphan School	1866	.....	A. & R.	300	.....	.....	0	.....	.....	.....
3189	Upland, Pa	Bucknell Library of Crozer Theological Seminary	1868	.....	The'l	7,500	1,100	.....	.....	.....	250	250
3190	Villanova, Pa	Villanova College, Monastery Library	1842	.....	The'l	5,000	400	.....	0	300	300	0
3191	Villanova, Pa	College or Students' Library	.....	.....	Col	3,000	200	.....	.....	.....	.....	.....
3192	Warren, Pa	Library Association	1871	Sub.	Y.M.C.A	1,935	793	.....	0	.....	.....	.....
3193	Washington, Pa	Washington and Jefferson College	1802	.....	Col	5,000	.....	.....	.....	.....	.....	.....
3194	Washington, Pa	Society Libraries	.....	.....	Soc'y	4,000	.....	.....	.....	.....	.....	.....
3195	Washington, Pa	Washington County Law Library	1871	.....	Law	587	.....	.....	.....	.....	.....	.....
3196	Washington, Pa	Washington Female Seminary	1836	.....	Acad	3,000	.....	.....	.....	.....	.....	.....
3197	Waynesburg, Pa	Public Library	.....	.....	Soc'l	400	.....	.....	.....	.....	.....	.....
3198	Waynesburg, Pa	Waynesburg College	1850	.....	Col	1,000	.....	.....	.....	.....	.....	.....
3199	Waynesburg, Pa	Society Libraries	.....	.....	Soc'y	800	.....	.....	.....	.....	.....	.....
3200	Wellsboro', Pa	Hermaic Society Library	.....	.....	Soc'l	400	.....	.....	.....	.....	.....	.....
3201	West Chester, Pa	Chester County Law and Miscellaneous Library	1862	.....	Law	2,225	.....	.....	.....	.....	.....	.....
3202	West Chester, Pa	State Normal School	1871	.....	Acad	1,400	300	.....	.....	.....	.....	.....
3203	Westtown, Pa	Westtown Boarding School	1799	Free	Acad	3,000	160	.....	0	.....	150	.....
3204	Wilkes-Barre, Pa	Law and Library Association	1850	Sub.	Law	1,300	.....	.....	.....	800	650	150
3205	Wilkes-Barre, Pa	Wyoming Athenæum	1839	Sub.	Soc'l	1,436	57	.....	0	.....	.....	.....
3206	Wilkes-Barre, Pa	Wyoming Historical and Geological Society	1858	.....	Hist'l	a3,000	.....	.....	0	0	.....	.....
3207	Wilkes-Barre, Pa	Young Men's Christian Association	.....	.....	Y.M.C.A	1,700	.....	.....	.....	.....	.....	.....
3208	Williamsport, Pa	Lycoming County Law Library	1870	.....	Law	900	.....	.....	.....	.....	.....	.....
3209	Williamsport, Pa	Williamsport Dickinson Seminary	1847	.....	Acad	2,500	.....	.....	.....	.....	.....	.....
3210	Williamsport, Pa	Young Men's Christian Association	1866	.....	Y.M.C.A	2,000	.....	.....	.....	.....	.....	.....
3211	Womelsdorf, Pa	Bethany Orphans' Home	1863	.....	A. & R.	300	.....	.....	0	.....	.....	.....
3212	Womelsdorf, Pa	Library Association	1871	Sub.	Soc'l	380	0	.....	0	150	60	70
3213	York, Pa	Cassat Library	1874	Free	Acad	1,200	.....	.....	0	.....	.....	.....
3214	York, Pa	United Library Association	1875	Sub.	Soc'l	863	.....	.....	0	200	.....	0
3215	York, Pa	York Collegiate Institute	1874	.....	Acad	1,200	200	.....	0	.....	.....	.....
3216	York, Pa	York County Academy	.....	.....	Acad	500	.....	.....	.....	.....	.....	.....
3217	York, Pa	York County Law Library	1872	.....	Law	800	.....	.....	.....	.....	.....	.....
3218	York, Pa	Young Men's Christian Association	1867	Free	Y.M.C.A	350	.....	.....	0	0	100	0
3219	Ashaway, R. I	Ashaway Library and Reading Room	1871	Sub.	Soc'l	579	100	1,000	800	100	150	75
3220	Barrington, R. I	Nayatt District School Library	1846	Free	Acad	500	.....	1,200	0	0	.....	0
3221	Barrington Centre, R. I	Prince's Hill Family and Day School	1870	.....	Acad	500	.....	.....	0	.....	.....	.....
3222	Bristol, R. I	Young Men's Christian Association	1863	Sub.	Y.M.C.A	2,070	.....	.....	.....	.....	.....	.....
3223	Centredale, R. I	Union Library Association	1869	Free	Pub	675	75	1,200	.....	100	50	50
3224	East Greenwich, R. I	East Greenwich Academy	1802	.....	Acad	2,500	.....	.....	.....	.....	.....	.....
3225	East Greenwich, R. I	Free Library	1869	Free	Pub	3,000	97	.....	.....	.....	.....	.....
3226	East Greenwich, R. I	School Libraries	.....	.....	Sch	600	.....	.....	.....	.....	.....	.....
3227	Exeter, R. I	Manton Library	1845	Sub.	Soc'l	600	.....	.....	.....	.....	.....	.....
3228	Fort Adams, R. I	Post Library	.....	.....	Gar	450	.....	2,740	.....	.....	.....	.....
3229	Foster Centre, R. I	Foster-Manton Library	1857	Sub.	Soc'l	1,220	10	.....	0	.....	.....	.....
3230	Gloucester, R. I	Manton Library	1845	Free	Pub	850	0	.....	0	0	0	0
3231	Hopkinton, R. I	Union Library	.....	.....	Soc'l	700	.....	.....	.....	.....	.....	.....
3232	Jamestown, R. I	Philomenian Library	1842	Free	Pub	702	0	.....	0	0	0	0

a Books and pamphlets.

TABLE XVI.—*Statistics of public libraries numbering 300 volumes and upwards*—Continued.

Number.	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidentals.
3233	Kingston, R. I	Kingston Library	1850	Sub.	Soc'l	938	30		$30			
3234	Lonsdale, R. I	Lonsdale Library	1849	Sub.	Soc'l	2,561			0			
3235	Manville, R. I	Manville Library	1873	Free	Pub.	795	100		0		$50	$0
3236	Newport, R. I	Mechanics' and Manufacturers' Library Association	1791	Sub.	Soc'l	3,000	100	2,000		$200	100	150
3237	Newport, R. I	People's Library	1870	Free	Pub.	14,799	943		11,000	1,500		
3238	Newport, R. I	Redwood Library and Athenæum	a1747	Sub.	Soc'l	20,634	1,003		17,000			
3239	Newport, R. I	Rogers High School	1873		Acad.	400				100		
3240	New Shoreham, R. I	Island Library	1876	Sub.	Soc'l	200			0			
3241	North Scituate, R. I	Aborn Library	1849	Free	Pub.	580			0			0
3242	North Scituate, R. I	Lapham Institute	1862		Acad.	600	25		0			
3243	North Smithfield, R. I	Slatersville Reading-Room and Library	1848	Free	Pub.	1,354	30	2,000	0	50	50	0
3244	Olneyville, R. I	Free Library Association	1875	Free	Pub.	317			0			300
3245	Pawtucket, R. I	Library Association	1852	Sub.	Soc'l	4,333	158					
3246	Peacedale, R. I	Narragansett Library Association	1855	Free	Pub.	1,550	50	1,700	0	100	150	50
3247	Providence, R. I	Allen's Circulating Library	1871	Sub.	Mis.	1,000	100			400		
3248	Providence, R. I	Arnold's Circulating Library	1853	Sub.	Mis.	2,000	150					
3249	Providence, R. I	Association of Mechanics and Manufacturers	1821	Sub.	Soc'l	6,750	15		4,000			
3250	Providence, R. I	Brown University	1768	Sub.	Col.	45,000	1,000		25,000	1,750		
3251	Providence, R. I	Butler Hospital for the Insane	1847		A. & R.	1,693						
3252	Providence, R. I	De Munn's (Mrs. N. W.) Boarding and Day School	1865		Acad.	500			0			
3253	Providence, R. I	English and Classical School	1864		Acad.	1,000	100		0			
3254	Providence, R. I	Franklin Lyceum	1831	Sub.	Soc'l	8,517	300		0			
3255	Providence, R. I	High School Library		Free	Acad.	1,500		0	0	0		
3256	Providence, R. I	New England Yearly Meeting Boarding School of Friends.	1819	Free	Acad.	3,000	120	2,178	0	100	100	0
3257	Providence, R. I	Perrin's Circulating Library	1820	Sub.	Mis.	6,000	760					
3258	Providence, R. I	Providence Athenæum	1836	Sub.	Soc'l	34,492	885	24,911	27,000	5,616	1,460	3,878
3259	Providence, R. I	Providence Reform School	1851		A. & R.	3,030	126		0			
3260	Providence, R. I	Rhode Island Historical Society	1822		Hist'l	6,000			524	464		0
3261	Providence, R. I	Rhode Island Hospital	1868		Med.	2,000						
3262	Providence, R. I	Rhode Island Society for the Encouragement of Domestic Industry.	1820	Free	Soc'l	1,000	100		0		37	
3263	Providence, R. I	Rhode Island State Normal School	1871		Acad.	600	20		0			
3264	Providence, R. I	St. Francis Xavier's Academy	1852	Free	Acad.	300						
3265	Providence, R. I	State Law Library	1868		Law	5,000	500					

3266	Providence, R. I	State Library	1852	.....	State	3,500	.....	.....	.....	200	.....	.....
3267	Providence, R. I	State Prison	1852	.....	A. & R.	987	.....	.....	.....	250	250	.....
3268	Providence, R. I	Union for Christian Work	1868	Free	Soc'l	1,600	100	.....	.....	.....	.....	.....
3269	Providence, R. I	Warner's Polytechnic and Business College	1863	.....	Acad	3,000	.....	.....	.....	.....	.....	.....
3270	Providence, R. I	Young Men's Christian Association	1853	Sub.	Y.M.C.A	4,000	200	.....	0	.....	.....	750
3271	Warren, R. I	Public Reading-Room Association	1871	Free	Pub	2,575	157	8,806	0	740	275	340
3272	Warwick Neck, R. I	Old Warwick Library	.....	Free	Pub	700	0	50	0	.....	0	0
3273	Westerly, R. I	Pawcatuck Library Association	1847	Sub.	Soc'l	3,085	104	.....	0	.....	.....	.....
3274	Woonsocket, R. I	Harris Institute Library	1863	Free	Pub	7,300	490	.....	75,000	.....	.....	.....
3275	Charleston, S. C	Avery Normal Institute	1865	.....	Acad	500	.....	.....	0	.....	.....	.....
3276	Charleston, S. C	Chamber of Commerce	1873	.....	Mis	500	.....	.....	.....	.....	.....	.....
3277	Charleston, S. C	Charleston Library Society	1748	Sub.	Soc'l	15,000	25	.....	0	.....	.....	.....
3278	Charleston, S. C	College of Charleston	1825	.....	Col	8,000	.....	.....	0	.....	.....	.....
3279	Charleston, S. C	Medical Society of South Carolina	1789	.....	Med	1,800	.....	.....	.....	.....	.....	.....
3280	Charleston, S. C	Young Men's Christian Association	1854	.....	Y.M.C.A	800	.....	.....	.....	.....	.....	.....
3281	Columbia, S. C	Benedict Institute	1872	.....	Acad	1,200	.....	.....	0	.....	.....	.....
3282	Columbia, S. C	Columbia Female College	1856	.....	Acad	500	.....	.....	0	.....	.....	.....
3283	Columbia, S. C	Smyth Library, Theological Seminary, (Presbyterian)	1829	.....	The'l	18,884	419	.....	0	0	.....	.....
3284	Columbia, S. C	State Library	1814	.....	State	4,045	391	.....	.....	.....	.....	.....
3285	Columbia, S. C	University of South Carolina	1805	Free	Col	27,000	.....	.....	0	0	.....	.....
3286	Columbia, S. C	Clariosophic Society	1806	.....	Soc'y	1,250	.....	.....	.....	.....	.....	.....
3287	Due West, S. C	Due West Female College	1861	.....	Acad	400	25	.....	.....	.....	.....	.....
3288	Due West, S. C	Erskine College	1839	.....	Col	7,500	200	.....	0	.....	.....	.....
3289	Due West, S. C	Euphemian Society	1839	.....	Soc'y	2,500	.....	.....	.....	.....	.....	.....
3290	Due West, S. C	Philomathean Society	1841	.....	Soc'y	2,500	.....	.....	.....	.....	.....	.....
3291	Georgetown, S. C	Winyaw Indigo Society [a]	1755	.....	Soc'l	2,000	0	.....	0	0	0	0
3292	Greenville, S. C	Library Society	.....	.....	Soc'l	500	.....	.....	.....	.....	.....	.....
3293	Greenville, S. C	Southern Baptist Theological Seminary	1869	.....	The'l	5,000	.....	.....	.....	.....	.....	.....
3294	Limestone Springs, S. C	Limestone Springs Female High School	1874	.....	Acad	700	.....	.....	0	.....	.....	.....
3295	Orangeburg, S. C	Claflin University	1870	.....	Acad	882	200	.....	.....	.....	.....	.....
3296	Spartanburg C. H., S. C	Wofford College	1854	.....	Col	4,000	.....	.....	.....	.....	.....	.....
3297	Spartanburg C. H., S. C	Society Libraries, (2)	1854 1858	---	Soc'y	1,500 1,500	.....	.....	.....	.....	.....	.....
3298	Walhalla, S. C	Newberry College	1858	.....	Col	4,000	.....	.....	.....	.....	.....	.....
3299	Walhalla, S. C	Society Libraries, (2)	.....	.....	Soc'y	500	100	.....	.....	.....	.....	.....
3300	Walterboro', S. C	Philomathean Society	.....	Free	Soc'l	500	75	225	0	0	0	0
3301	Athens, Tenn	East Tennessee Wesleyan University	1867	.....	Col	1,500	.....	.....	.....	.....	.....	.....
3302	Athens, Tenn	Society Library	.....	.....	Soc'y	300	.....	.....	.....	.....	.....	.....
3303	Bristol, Tenn	King College Society Libraries	.....	.....	Soc'y	1,000	.....	.....	.....	.....	.....	.....
3304	Brownsville, Tenn	Brownsville Female College	1850	.....	Acad	300	.....	.....	0	.....	.....	.....
3305	Chattanooga, Tenn	Gledhill & Cady's Library	1873	Sub.	Mis	400	60	.....	.....	125	75	.....
3306	Clarksville, Tenn	South Western Presbyterian University	1875	.....	Col	1,100	.....	.....	0	.....	.....	.....
3307	Clarksville, Tenn	Stewart Society	1872	.....	Soc'y	1,000	.....	.....	.....	.....	.....	.....
3308	Clarksville, Tenn	Washington Irving Society	1871	.....	Soc'y	1,000	.....	.....	.....	.....	.....	.....
3309	Cog Hill, Tenn	Cane Creek Academy	1870	.....	Acad	750	20	.....	0	.....	.....	.....
3310	Columbia, Tenn	Athenæum Library	1852	Sub.	Soc'l	12,000	.....	.....	.....	.....	.....	.....
3311	Columbia, Tenn	Library Association	.....	Sub.	Soc'l	2,100	.....	.....	.....	.....	.....	.....
3312	Culleoka, Tenn	Culleoka Institute	1870	.....	Acad	525	40	.....	0	.....	.....	.....
3313	Culleoka, Tenn	Reading Club	1870	Sub.	Soc'l	500	50	.....	0	50	50	0
3314	Dyersburg, Tenn	Excelsior Library	.....	Free	Pub	300	35	200	.....	.....	75	0

[a] Society established in 1730.

TABLE XVI.—*Statistics of public libraries numbering* 300 *volumes and upwards*—Continued.

Number.	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidentals.
3315	Edgefield, Tenn	Edgefield Lodge, F. A. A. M	1869	Sub.	Soc'l	1,800						
3316	Edgefield, Tenn	Public Library	1868	Sub.	Pub	2,200		5,240		$115	$115	$0
3317	Franklin, Tenn	Tennessee Female College	1857		Acad	800	30					
3318	Franklin College P.O., Tenn.	Hope Institute	1850		Acad	2,000			$0			
3319	Friendsville, Tenn	Friendsville Institute	1855		Acad	300						
3320	Gallatin, Tenn	Neophogen Male and Female College	1873		Col	1,200						
3321	Gallatin, Tenn	Society Libraries, (2)			Soc'y	400						
3322	Greeneville, Tenn	Greeneville and Tusculum College			Col	5,000						
3323	Greeneville, Tenn	Society Libraries, (2)			Soc'y	600						
3324	Greeneville, Tenn	Literary Junto	1874	Free	Soc'l	450	35		200	75	30	10
3325	Greeneville, Tenn	Rhea Academy	1850		Acad	800						
3326	Harrison, Tenn	Harrison High School	1863		Acad	300						
3327	Jackson, Tenn	Memphis Conference Female Institute	1854		Acad	4,000	100		0			
3328	Jackson, Tenn	Southwestern Baptist University	1874		Col	436	400					
3329	Knoxville, Tenn	East Tennessee University	1807		Col	3,039						
3330	Knoxville, Tenn	Philomathesian Society	1837	Free	Soc'y	900	100		0		110	
3331	Knoxville, Tenn	Library and Reading-Room Association	1873	Sub.	Soc'l	1,155			0	300		300
3332	La Grange, Tenn	La Grange Female College	1855		Acad	500						
3333	Lebanon, Tenn	Cumberland University	1842		Col	7,000						
3334	Near Lebanon, Tenn	Greenwood Seminary	1851		Acad	3,000						
3335	McKenzie, Tenn	Bethel College			Col	404						
3336	McKenzie, Tenn	McKenzie Male and Female College	1871		Acad	454	105		0			
3337	McMinnville, Tenn	Cumberland Female College	1855		Acad	400						
3338	Maryville, Tenn	Freedmen's Normal Institute	1872		Acad	800	0		0			
3339	Maryville, Tenn	Maryville College	1819		Col	2,000						
3340	Memphis, Tenn	Christian Brothers' College	1872		Col	1,200						
3341	Memphis, Tenn	Philomathic Literary and Debating Club	1873		Soc'y	700	300					
3342	Memphis, Tenn	Leath Orphan Asylum	1852		A. & R.	600			0			
3343	Memphis, Tenn	Leddin's Business College	1865		Acad	584						
3344	Memphis, Tenn	Le Moyne Normal School	1873		Acad	900						
3345	Memphis, Tenn	Memphis Bar and Law Library Association	1874	Sub.	Law	3,600				4,000	2,500	1,200
3346	Moffat, Tenn	Fairmount	1873		Acad	300						
3347	Mosheim, Tenn	Mosheim Male and Female Institute Society Libraries	1871		Soc'y	400						
3348	Murfreesboro', Tenn	Female Institute			Acad	300			0			
3349	Murfreesboro', Tenn	Union University Society Libraries	1848	Sub.	Col	1,500						

3350	Nashville, Tenn	Central Tennessee College	1870	------	Col	800	75	------	------	------	------	------
3351	Nashville, Tenn	Fisk University	1870	------	Col	1,500	300	------	1,000	70	------	------
3352	Nashville, Tenn	Historical Society of Tennessee	1855	------	Hist'l	1,000	------	------	------	250	------	------
3353	Nashville, Tenn	Library Association	1871	Sub.	Soc'l	6,000	200	------	------	1,500	300	1,200
3354	Nashville, Tenn	Nashville Institute	1869	Free	Acad	1,300	------	------	0	0	------	0
3355	Nashville, Tenn	Regimental Library	1866	------	Gar	480	------	------	------	------	------	------
3356	Nashville, Tenn	State Library	1854	------	State	20,000	1,000	------	------	2,500	------	------
3357	Nashville, Tenn	Tennessee Hospital for the Insane	1852	------	A. & R.	300	------	------	------	------	------	------
3358	Nashville, Tenn	Tennessee School for the Blind	1846	------	Acad	1,038	------	------	0	------	------	------
3359	Nashville, Tenn	University of Nashville	1785	------	Col	5,000	------	------	------	------	------	------
3360	Nashville, Tenn	Society Libraries	------	------	Soc'y	5,000	------	------	------	------	------	------
3361	Nashville, Tenn	Vanderbilt University	1875	------	Col	6,000	------	------	------	------	------	------
3362	Nashville, Tenn	Ward's (W. E.) Seminary for Young Ladies	1869	------	Acad	2,000	------	------	0	------	------	------
3363	Nashville, Tenn	Young Men's Christian Association	1870	Sub.	Y.M.C.A	4,500	200	4,000	0	1,200	300	900
3364	Paris, Tenn	Paris Female Seminary	------	------	Acad	600	0	------	------	------	------	------
3365	Pulaski, Tenn	Pulaski Lyceum	1869	Free	Soc'l	600	------	------	------	350	------	100
3366	Rogersville, Tenn	Rogersville Female College	1852	------	Acad	2,500	0	------	0	------	------	------
3367	Sewanee, Tenn	University of the South	1867	------	Col	6,000	------	------	------	------	------	------
3368	Sewanee, Tenn	Society Libraries, (2)	1873	------	Soc'y	350	------	------	------	------	------	------
3369	Shelbyville, Tenn	Shelbyville Collegiate Institute	1852	------	Acad	2,000	------	------	------	------	------	------
3370	Near Sweetwater, Tenn	Hiwassee College	1849	------	Col	1,480	------	------	0	------	------	------
3371	Winchester, Tenn	Mary Sharp College	1853	------	Acad	1,500	100	------	0	------	------	------
3372	Austin, Tex	German-American Ladies' College	1871	------	Acad	321	------	------	------	------	------	------
3373	Austin, Tex	Library Association	1873	Sub.	Soc'l	700	------	------	0	360	200	480
3374	Austin, Tex	State Library	1846	------	State	6,000	100	------	------	0	------	0
3375	Austin, Tex	Texas Military Institute	1867	------	Col	1,600	50	------	0	0	------	------
3376	Austin, Tex	Calhoun Literary Society	------	------	Soc'y	300	25	------	------	------	------	------
3377	Brownsville, Tex	St. Joseph's College	1866	------	Col	2,000	------	------	------	------	------	------
3378	Chapel Hill, Tex	Chappell Hill Female College	1853	------	Acad	400	------	------	------	------	------	------
3379	Chapel Hill, Tex	Soulé University	------	------	Col	700	------	------	------	------	------	------
3380	Chapel Hill, Tex	Adelphi Society	------	------	Soc'y	300	------	------	------	------	------	------
3381	Dallas, Tex	Library Association	------	------	Soc'l	800	------	------	------	------	------	------
3382	Fort Clark, Tex	Post Library	------	------	Gar	625	------	------	------	------	------	------
3383	Fort Concho, Tex	Post Library	1873	------	Gar	311	------	1,200	------	------	------	------
3384	Fort Davis, Tex	Post and Regimental Library	1867	------	Gar	1,150	------	------	------	------	------	------
3385	Fort Quitman, Tex	Post Library	1870	------	Gar	300	------	------	------	------	------	------
3386	Galveston, Tex	Free Library	1871	Free	Pub	10,000	------	12,479	------	3,000	------	900
3387	Galveston, Tex	University of St. Mary	1855	------	Col	300	------	------	------	------	------	------
3388	Georgetown, Tex	Southwestern University	1844	------	Col	500	------	------	------	------	------	------
3389	Henderson, Tex	Henderson College	1875	------	Col	300	------	------	------	------	------	------
3390	Houston, Tex	City Library	1870	Sub.	Soc'l	1,750	300	------	------	------	------	------
3391	Houston, Tex	Clark Seminary for Young Ladies	1856	------	Acad	300	0	------	0	------	------	------
3392	Houston, Tex	Public Library	1875	------	Y.M.C.A	500	------	------	0	------	------	------
3393	Huntsville, Tex	Austin College	1854	------	Col	2,500	------	------	------	------	------	------
3394	Huntsville, Tex	Society Libraries	------	------	Soc'y	500	------	------	------	------	------	------
3395	Independence, Tex	Baylor University	1851	------	Col	1,300	30	------	0	0	------	------
3396	Marshall, Tex	Wiley University	1875	------	Col	500	250	------	------	------	------	------
3397	Nacogdoches, Tex	Histrionic and Literary Society	------	------	Soc'l	1,750	------	------	------	------	------	------
3398	New Braunfels, Tex	New Braunfels Academy	1858	------	Acad	400	------	------	------	------	------	------
3399	Paris, Tex	Lamar Female Seminary	1866	------	Acad	800	------	------	------	------	------	------
3400	Ringgold Barracks, Tex	Post Library	1865	------	Gar	456	------	------	------	------	------	------
3401	San Antonio, Tex	Alamo Literary Society	1872	Free	Soc'l	1,700	400	------	0	150	------	------

TABLE XVI.—*Statistics of public libraries numbering 300 volumes and upwards*—Continued.

Number.	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidentals.
3402	San Antonio, Tex	St. Mary's Institute	1860	.....	Acad	1,200	.....	.....	.....	.....	.....	.....
3403	San Antonio, Tex	Ursuline Convent	1851	.....	Acad	300	.....	.....	.....	.....	.....	.....
3404	Tehuacana, Tex	Trinity University	1869	.....	Col	2,000	.....	.....	.....	.....	.....	.....
3405	Tehuacana, Tex	Philosophronian Society	1870	.....	Soc'y	900	.....	.....	.....	.....	.....	.....
3406	Tehuacana, Tex	Ratco-Genic Society	1872	.....	Soc'y	600	.....	.....	.....	.....	.....	.....
3407	Tehuacana, Tex	Philomathean Society	1874	.....	Soc'y	400	.....	.....	.....	.....	.....	.....
3408	Tehuacana, Tex	Trinity University, Society Libraries, (3)	1872 1874	.....	Soc'y	561	.....	.....	.....	.....	.....	.....
3409	Tyler, Tex	Bowdon Literary Society	1871	Sub.	Soc'l	11,257	1,387	0	$26,000	.....	.....	.....
3410	Tyler, Tex	Supreme Court	1853	.....	Law	3,000	.....	.....	.....	.....	.....	.....
3411	Victoria, Tex	Nazareth Convent	1866	.....	Acad	600	.....	.....	0	.....	.....	.....
3412	Waco, Tex	Waco University	1861	.....	Col	2,000	.....	.....	.....	.....	.....	.....
3413	Waco, Tex	Society Libraries	.....	.....	Soc'y	350	.....	.....	.....	.....	.....	.....
3414	St. George, Utah	Library Association	1873	Free	Soc'l	200	.....	.....	.....	.....	$100	$0
3415	Salt Lake City, Utah	City Library	1872	Sub.	Soc'l	900	100	5,000	0	.....	250	900
3416	Salt Lake City, Utah	St. Mark's School	1873	.....	Acad	500	50	.....	0	.....	.....	.....
3417	Salt Lake City, Utah	Territorial Library	1852	.....	Ter	6,859	.....	.....	.....	.....	.....	.....
3418	Salt Lake City, Utah	University of Deseret	1874	.....	Col	2,394	94	.....	.....	.....	.....	.....
3419	Barnet, Vt	Ladies' Library	1872	Sub.	Soc'l	500	11	676	0	$25	25	0
3420	Barre, Vt.	Barre Academy	1854	.....	Acad	600	.....	.....	500	.....	.....	.....
3421	Barre, Vt	Goddard Seminary	1871	.....	Acad	690	75	.....	0	.....	.....	.....
3422	Bellow's Falls, Vt.	St. Agnes' Hall	1868	.....	Acad	300	.....	.....	.....	.....	.....	.....
3423	Bennington, Vt	Free Library	1865	Sub.	Soc'l	3,333	.....	9,300	0	.....	487	675
3424	Bennington Centre, Vt	Mt. Anthony Seminary	1860	.....	Acad	300	.....	.....	0	.....	.....	.....
3425	Bradford, Vt	Bradford Academy and High School	1821	.....	Acad	1,200	40	.....	.....	.....	.....	.....
3426	Bradford, Vt	Scientific Association	1857	Sub.	Soc'l	420	20	100	0	.....	.....	0
3427	Brattleboro', Vt	Brattleboro' Library	1845	Sub.	Soc'l	3,000	.....	.....	.....	.....	.....	300
3428	Brattleboro', Vt	Glenwood (Ladies) Seminary	.....	.....	Acad	500	.....	.....	.....	.....	.....	.....
3429	Brattleboro', Vt	Vermont Asylum for the Insane	1834	.....	A. & R.	1,000	.....	.....	.....	.....	.....	.....
3430	Burlington, Vt	Fletcher Free Library	1874	Free	Pub	8,500	.....	.....	10,000	636	636	2,000
3431	Burlington, Vt	Parish Library, First Unitarian Church	1823	Free	Soc'l	1,250	15	550	0	25	25	0
3432	Burlington, Vt	University of Vermont	1800	.....	Col	13,521	300	.....	1,700	102	.....	.....
3433	Burlington, Vt	Society for Religious Inquiry	1830	.....	Soc'y	2,500	.....	.....	.....	.....	.....	.....
3434	Burlington, Vt	Vermont Episcopal Institute	1832	.....	Acad	3,100	25	.....	0	.....	.....	.....
3435	Burlington, Vt	Young Men's Association	1860	Sub.	Soc'l	2,000	.....	.....	.....	2,000	250	550

3436	Castleton, Vt	Castleton Seminary			Acad	400							
3437	Castleton, Vt	State Normal School	1867		Acad	300							
3438	Cavendish, Vt	Fletcher Library	1868	Free	Pub	3,200		7,000	4,000	125	125	125	
3439	Chelsea, Vt	Library Association	1842	Sub.	Soc'l	400	14	625		15	15		
3440	Chester, Vt	Hoyt's Circulating Library			Mis	500							
3441	Derby, Vt	Derby Academy	1852	Free	Acad	700		100	0	0			
3442	Derby, Vt	Orleans County Society Natural Sciences			Sci	300							
3443	Fayetteville, Vt	Library Association			Soc'l	400							
3444	Grafton, Vt	Public Library	1874	Sub.	Soc'l	700		4,500		52	0	0	
3445	Hyde Park, Vt	Agricultural Library	1860	Sub.	Mis	400			0	0		0	
3446	Hyde Park, Vt	Lamoille Central Academy			Acad	500							
3447	Irasburg, Vt	Library Association	1867	Sub.	Soc'l	300	25	400	0	30	30	0	
3448	Johnson, Vt	Johnson Normal School	1867		Acad	500			0				
3449	Lunenburgh, Vt	Cutting's Library	1854	Free	Mis	5,000			0		750		
3450	Manchester, Vt	Burr & Burton Seminary	1833		Acad	1,000							
3451	Manchester, Vt	Burton's Pastoral Library	1853		Mis	450			600				
3452	Middlebury, Vt	Ladies' Library Association	1866	Sub.	Soc'l	1,400	150	2,400	0	250	200	65	
3453	Middlebury, Vt	Middlebury College	1800		Col	12,000							
3454	Middlebury, Vt	Society Libraries			Soc'y	3,500							
3455	Montpelier, Vt	Agricultural Library			Mis	300							
3456	Montpelier, Vt	State Library	1825		State	14,600	700			2,000	500	1,500	
3457	Montpelier, Vt	Vermont Historical Society	1838		Hist'l	5,000			0	300			
3458	Montpelier, Vt	Vermont Methodist Seminary and Female College	1869		Acad	500							
3459	Montpelier, Vt	Washington County Grammar School			Acad	1,100							
3460	Newbury, Vt	Montebello Ladies' Institute	1873		Acad	2,000							
3461	Northfield, Vt	Library Association	1871	Sub.	Soc'l	685	50	1,000		70	65		
3462	Northfield, Vt	Norwich University	1834		Col	3,000							
3463	Northfield, Vt	Society Libraries, (2)			Soc'y	500							
3464	Norwich, Vt	Classical and English Boarding School	1867		Acad	300							
3465	Pittsford, Vt	Maclure Library	1839	Sub.	Soc'l	1,500	0		0				
3466	Post Mills Village, Vt	Peabody Library	1866	Sub.	Soc'l	2,100	100		2,280				
3467	Poultney, Vt	Troy Conference Academy	1836		Acad	1,000			0				
3468	Proctorsville, Vt	Library Society	1858	Free	Soc'l	1,016	35	2,000	0		50	25	
3469	Randolph, Vt	State Normal School	1806		Acad	500			0				
3470	Royalton, Vt	Agricultural Library Association	1863	Sub.	Soc'l	350	0		0	0	0	0	
3471	Rutland, Vt	Rutland High School			Acad	1,800							
3472	St. Albans, Vt	Free Library		Free	Pub	2,500		1,500	1,000				
3473	St. Albans, Vt	Vermont Central Library Association			Soc'l	2,078							
3474	St. Johnsbury, Vt	Academy	1843		Acad	400	20		0				
3475	St. Johnsbury, Vt	Athenæum	1870	Free	Pub	9,200	400						
3476	South Woodstock, Vt	Social Library		Sub.	Soc'l	1,035		520	0			0	
3477	Springfield, Vt	Town Library	1871	Free	Pub	2,000	200	700	2,558	403		125	
3478	Thetford, Vt	Academy and Boarding School	1819		Acad	500							
3479	Wells River, Vt	Library Association	1848	Sub.	Soc'l	420	125		0	125	125	0	
3480	West Randolph, Vt	Ladies' Library Association	1864	Sub.	Soc'l	600	40	700	0	50	50	0	
3481	Windsor, Vt	Athenæum	1847	Sub.	Soc'l	3,050	150	500	0	30		30	
3482	Windsor, Vt	Vermont Penitentiary			A. & R.	600				50	50		
3483	Woodstock, Vt	Green Mountain Perkins Academy	1860		Acad	1,000	25		0				
3484	Abingdon, Va	Martha Washington College	1855		Acad	1,300			0				
3485	Alexandria, Va	Alexandria Library	1794	Sub.	Soc'l	4,271	150						
3486	Alexandria, Va	St. John's Academy	1849		Acad	1,000			0				
3487	Near Alexandria, Va	Theological Seminary, (Protestant Episcopal)	1823		The'l	10,000			10,000	600		100	

TABLE XVI.—*Statistics of public libraries numbering 300 volumes and upwards*—Continued.

Number.	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidentals.
3488	Ashland, Va	Randolph Macon College	1834	.....	Col	a10,000	.....	.....	.....	.....	.....	.....
3489	Bellevue, Va	Bellevue High School	1866	.....	Acad	1,500	.....	.....	.....	.....	.....	.....
3490	Bethel Academy, Va	R. E. Lee Library	1870	Sub.	Soc'l	900	35	500	$800	$250	$75	$185
3491	Blacksburg, Va	Virginia Agricultural and Mechanical College	1872	.....	Sci	600	.....	.....	0	0	300	0
3492	Charlottesville, Va	Albemarle Female Institute	1856	.....	Acad	1,000	100	.....	.....	.....	.....	.....
3493	Charlottesville, Va	Charlottesville Lyceum	.....	.....	Soc'l	800	.....	.....	.....	.....	.....	.....
3494	Emory, Va	Emory and Henry College	1837	.....	Col	4,580	.....	.....	0	.....	.....	.....
3495	Emory, Va	Calliopean and Hermesian Societies	1838	.....	Soc'y	9,000	.....	.....	.....	.....	.....	.....
3496	Fort Monroe, Va	Artillery School, United States Army	1824	.....	Sci	2,500	.....	.....	.....	.....	.....	.....
3497	Fort Monroe, Va	Post Library	1865	.....	Gar	2,000	.....	.....	.....	.....	.....	.....
3498	Hampden Sidney, Va	Hampden Sidney College	1783	.....	Col	2,000	.....	.....	0	0	.....	.....
3499	Hampden Sidney, Va	Philanthropic Society	1807	Free	Soc'y	2,500	35	.....	0	.....	100	0
3500	Hampden Sidney, Va	Union Society	1789	Free	Soc'y	2,600	50	.....	.....	.....	.....	.....
3501	Hampden Sidney, Va	Union Theological Seminary	1825	.....	The'l	10,000	375	.....	5,000	300	650	75
3502	Hampton, Va	Hampton Normal and Agricultural Institute	1870	.....	Acad	1,414	50	.....	0	0	50	0
3503	Hampton, Va	National Military Home, Southern Branch	1871	.....	Soc'l	1,171	.....	.....	.....	.....	100	200
3504	Hanover County, Va	Hanover Academy	1845	.....	Acad	850	25	.....	.....	.....	.....	.....
3505	Harrisonburg, Va	Rockingham Library Association	.....	Sub	Soc'l	375	.....	800	.....	.....	.....	.....
3506	Lexington, Va	Franklin Society and Library Company	1816	Sub.	Soc'l	5,000	50	.....	0	450	200	200
3507	Lexington, Va	State Library, Virginia Military Institute	1839	Free	Col	5,000	250	.....	0	1,000	600	400
3508	Lexington, Va	Virginia Military Institute	1839	.....	Col	5,000	b500	.....	0	500	500	150
3509	Lexington, Va	Washington and Lee University	1796	.....	Col	11,000	b600	.....	.....	300	.....	.....
3510	Lexington, Va	Graham Lee Society	1809	.....	Soc'y	2,500	.....	.....	.....	.....	.....	.....
3511	Lexington, Va	Washington Literary Society	1812	.....	Soc'y	2,500	.....	.....	.....	.....	.....	.....
3512	New Market, Va	Lee Literary Society, (Polytechnic Institute)	1870	Free	Soc'y	850	50	.....	.....	40	25	5
3513	Norfolk, Va	Library Association	1870	Sub.	Soc'l	3,400	335	8,852	0	1,200	700	500
3514	Norfolk, Va	Odd Fellows' Library	1871	Sub.	Soc'l	1,500	150	.....	0	.....	.....	60
3515	Norfolk, Va	Webster Institute	1869	.....	Acad	2,500	.....	.....	.....	.....	.....	.....
3516	Petersburg, Va	Library Association	1853	Sub.	Soc'l	3,519	.....	4,935	.....	.....	.....	.....
3517	Petersburg, Va	Petersburg Female College	1854	.....	Acad	300	.....	.....	.....	.....	.....	.....
3518	Petersburg, Va	Southern Female College	1862	.....	Acad	1,000	.....	.....	0	.....	.....	.....
3519	Rapidan Station, Va	Locust Dale Academy	1856	.....	Acad	1,000	100	.....	0	.....	.....	.....
3520	Richmond, Va	Academy of the Visitation	1866	.....	Acad	1,000	.....	.....	.....	.....	.....	.....
3521	Richmond, Va	Central Public School	1872	Free	Acad	400	100	4,000	0	0	0	0
3522	Richmond, Va	McGill Lyceum	1875	Free	Soc'l	300	125	900	0	0	300	0

3523	Richmond, Va	Medical College of Virginia	1851	.....	Med	1,000	.....	.....	.....	.....	.....	.....
3524	Richmond, Va	Old Dominion Business College	1867	.....	Acad	500	.....	.....	.....	.....	.....	.....
3525	Richmond, Va	Pierce Library, (Richmond Institute)	1872	Free	Acad	2,000	.....	.....	0	35	.....	.....
3526	Richmond, Va	Richmond College	1846	.....	Col	6,000	.....	.....	.....	.....	.....	.....
3527	Richmond, Va	Society Libraries, (2)	.....	.....	Soc'y	{ 1,500 / 1,500 }	{ ..... / ..... }	.....	.....	.....	.....	.....
3528	Richmond, Va	Richmond Female Institute	1852	.....	Acad	600	.....	.....	.....	.....	.....	.....
3529	Richmond, Va	Richmond Normal School	1868	.....	Acad	500	.....	.....	0	.....	.....	.....
3530	Richmond, Va	St. Mary's Sodality	1872	Free	Soc'l	920	65	1,200	.....	50	50	0
3531	Richmond, Va	State Library	1822	.....	State	35,000	1,351	.....	.....	.....	.....	.....
3532	Richmond, Va	Teachers' Library	1870	Free	Mis	400	50	.....	0	0	0	0
3533	Richmond, Va	Virginia Historical Society	1831	.....	Hist'l	8,000	.....	.....	600	750	.....	.....
3534	Richmond, Va	Virginia Penitentiary	1868	.....	A. & R	300	.....	.....	.....	0	.....	.....
3535	Richmond, Va	Young Men's Christian Association	1855	Sub	Y.M.C.A	3,600	200	10,000	0	0	200	800
3536	Salem, Va	Roanoke College	1853	.....	Col	14,000	1,000	.....	.....	60	.....	.....
3537	Salem, Va	Historical Society of Roanoke College	1875	.....	Hist'l	500	.....	.....	.....	100	.....	.....
3538	Salem, Va	Society Libraries	1856	.....	Soc'y	2,500	100	.....	.....	.....	.....	.....
3539	Salem, Va	Theological Seminary, (Lutheran)	1873	.....	Theol	500	.....	.....	.....	.....	.....	.....
3540	Staunton, Va	Augusta Female Seminary	1863	.....	Acad	1,000	.....	.....	0	.....	.....	.....
3541	Staunton, Va	Institution for the Deaf and Dumb and the Blind	1840	.....	Acad	1,600	.....	.....	0	.....	.....	.....
3542	Staunton, Va	Staunton Female Seminary	1870	.....	Acad	300	.....	.....	.....	.....	.....	.....
3543	Staunton, Va	Virginia Female Institute	1845	.....	Acad	2,500	.....	.....	.....	.....	.....	.....
3544	University of Virginia, Va	University of Virginia	1825	Free	Col	40,000	.....	.....	.....	.....	.....	.....
3545	Williamsburg, Va	College of William and Mary	1700	.....	Col	5,000	250	.....	1,000	60	.....	.....
3546	Winchester, Va	Fairfax Hall	1869	.....	Acad	400	.....	.....	.....	.....	.....	.....
3547	Olympia, Wash	Territorial Library	1854	.....	Ter	6,459	.....	.....	.....	.....	.....	.....
3548	Vancouver, Wash	Holy Angels' College	1865	.....	Col	500	.....	.....	.....	.....	.....	.....
3549	Bethany, W. Va	Bethany College	1844	.....	Col	3,500	.....	.....	.....	.....	.....	.....
3550	Bethany, W. Va	Society Libraries, (3)	.....	.....	Soc'y	3,000	.....	.....	.....	.....	.....	.....
3551	Fairmont, W. Va	State Normal School	1870	.....	Acad	300	45	.....	0	.....	.....	.....
3552	Flemington, W. Va	West Virginia	1868	.....	Col	580	.....	.....	.....	.....	.....	.....
3553	Grafton, W. Va	St. Augustine's School	1871	.....	Acad	300	.....	.....	0	.....	.....	.....
3554	Harper's Ferry, W. Va	Storer Normal School	1869	.....	Acad	275	50	.....	400	.....	.....	.....
3555	Huntington, W. Va	Marshall College	1868	.....	Acad	1,000	.....	.....	0	.....	.....	.....
3556	Morgantown, W. Va	Morgantown Female Seminary	1869	.....	Acad	700	0	.....	.....	.....	.....	.....
3557	Morgantown, W. Va	West Virginia University	1867	.....	Col	4,000	.....	.....	.....	180	.....	.....
3558	Moundsville, W. Va	State Prison	.....	.....	A. & R	500	.....	.....	.....	.....	.....	.....
3559	Parkersburg, W. Va	Academy of the Visitation	1865	.....	Acad	600	.....	.....	.....	.....	.....	.....
3560	Parkersburg, W. Va	Young Men's Christian Association	1865	Both	Y.M.C.A	570	50	3,000	300	500	175	100
3561	Romney, W. Va	Institution for the Deaf and Dumb and the Blind	1874	.....	Acad	300	.....	.....	0	.....	.....	.....
3562	Romney, W. Va	Literary Society	.....	.....	Soc'l	1,500	.....	.....	.....	.....	.....	.....
3563	West Liberty, W. Va	State Normal School	1870	.....	Acad	400	5	.....	.....	.....	.....	.....
3564	Wheeling, W. Va	Library Association	1859	Sub	Soc'l	5,000	.....	.....	.....	.....	.....	.....
3565	Near Wheeling, W. Va	Mt. de Chantal Academy	1848	.....	Acad	3,000	.....	.....	.....	.....	.....	.....
3566	Wheeling, W. Va	St. Alphonsus' School	1866	.....	Acad	300	.....	.....	.....	.....	.....	.....
3567	Wheeling, W. Va	St. Joseph's Academy	1865	.....	Acad	400	.....	.....	.....	.....	.....	.....
3568	Wheeling, W. Va	St. Joseph's Cathedral School	1866	.....	Acad	350	.....	.....	0	.....	.....	.....
3569	Wheeling, W. Va	St. Vincent's College, Bishop's Library	1841	.....	Theol	3,000	.....	.....	0	0	.....	0
3570	Wheeling, W. Va	State Library	1862	.....	State	8,000	.....	.....	.....	.....	.....	.....
3571	Wheeling, W. Va	Wheeling Female College	1865	.....	Acad	300	.....	.....	.....	.....	.....	.....

a Includes society libraries.

b Books and pamphlets.

TABLE XVI.—*Statistics of public libraries numbering 300 volumes and upwards*—Concluded.

Number.	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidentals.
3572	Appleton, Wis	Lawrence University	1853	.....	Col	7,000	150	.....	$10,000	$700	.....	.....
3573	Appleton, Wis	Society Libraries, (2)	1850	.....	Soc'y	600	.....	.....	.....	.....	.....	.....
3574	Beaver Dam, Wis	Wayland University Institute	1856	.....	Acad	1,500	.....	.....	.....	.....	.....	.....
3575	Beloit, Wis	Beloit College	1848	.....	Col	8,300	300	.....	15,000	1,200	.....	.....
3576	Beloit, Wis	Society Library	1849	Sub.	Soc'y	1,000	40	.....	.....	.....	.....	.....
3577	Black River Falls, Wis	Black River Falls Library	1870	Free	Pub	500	70	.....	0	275	$125	$125
3578	Delavan, Wis	Institution for the Education of the Deaf and Dumb	.....	.....	Acad	500	.....	.....	.....	.....	.....	.....
3579	Eau Claire, Wis	City Library	1875	Free	Pub	737	.....	.....	.....	2,000	.....	1,000
3580	Fond du Lac, Wis	Neocosmian Library	1874	Sub.	Soc'l	1,200	.....	500	0	.....	.....	.....
3581	Fond du Lac, Wis	Young Men's Association	1863	Sub.	Soc'l	1,200	0	100	0	.....	0	0
3582	Fort Atkinson, Wis	Public Library	.....	.....	Soc'l	340	.....	.....	.....	.....	.....	.....
3583	Fox Lake, Wis	Wisconsin Female College	1860	.....	Acad	800	.....	.....	0	.....	.....	.....
3584	Galesville, Wis	Galesville University	1859	.....	Col	4,500	.....	.....	.....	.....	.....	.....
3585	Geneva, Wis	Lake Geneva Seminary	1869	.....	Acad	450	15	.....	0	.....	.....	.....
3586	Janesville, Wis	Janesville Business College	1866	.....	Acad	350	.....	.....	.....	.....	.....	.....
3587	Janesville, Wis	Young Men's Association	1865	Sub.	Soc'l	1,712	150	.....	0	700	300	206
3588	Jefferson, Wis	Jefferson Liberal Institute	1866	.....	Acad	500	50	.....	.....	.....	.....	.....
3589	Kenosha, Wis	Kemper Hall	1871	.....	Acad	1,300	100	.....	0	.....	.....	.....
3590	La Crosse, Wis	Young Men's Library Association	1868	Sub.	Soc'l	2,438	122	10,400	0	671	245	364
3591	Madison, Wis	Free City Library	1853	Free	Pub	4,000	1,000	.....	.....	.....	700	800
3592	Madison, Wis	Madison Institute	1853	Sub.	Soc'l	3,200	400	.....	0	.....	260	240
3593	Madison, Wis	Office Superintendent Public Instruction	1848	Free	Mis	1,200	75	.....	0	150	150	.....
3594	Madison, Wis	State Agricultural Society	1851	.....	Sci	1,000	.....	.....	0	0	.....	.....
3595	Madison, Wis	State Historical Society	1849	.....	Hist'l	33,347	1,945	.....	4,000	3,500	.....	.....
3596	Madison, Wis	State Library	1839	.....	State	25,000	500	.....	.....	1,700	.....	1,500
3597	Madison, Wis	University of Wisconsin	1849	.....	Col	6,370	540	.....	.....	800	.....	.....
3598	Madison, Wis	Athenæan Society	.....	.....	Soc'y	1,000	.....	.....	.....	.....	.....	.....
3599	Madison, Wis	Hesperian Society	.....	.....	Soc'y	893	.....	.....	.....	.....	.....	.....
3600	Madison, Wis	Law College	1872	.....	Law	300	0	.....	0	0	.....	.....
3601	Manitowoc, Mis	Jones Library	1868	Sub.	Soc'l	1,500	100	.....	0	236	150	100
3602	Mauston, Wis	Village Library	.....	.....	Soc'l	340	.....	.....	.....	.....	.....	.....
3603	Menosha, Wis	High School Library	.....	.....	Acad	300	.....	.....	.....	.....	.....	.....
3604	Mequon River, Wis	District School Libraries	.....	.....	Acad	500	.....	.....	.....	.....	.....	.....
3605	Milton, Wis	Milton College	1870	.....	Col	1,300	40	.....	.....	.....	.....	.....
3606	Milton, Wis	Society Libraries, (3)	1865	.....	Soc'y	700	75	.....	.....	.....	.....	.....

3607	Milwaukee, Wis	German and English Academy	1853	.....	Acad....	650	.....	.....	.....	.....	.....	.....
3608	Milwaukee, Wis	Milwaukee Female College	1854	.....	Acad....	821	.....	.....	0	.....	.....	.....
3609	Milwaukee, Wis	Milwaukee Law Association	1862	Sub.	Law	1,500	150	.....	0	.....	.....	.....
3610	Milwaukee, Wis	Milwaukee Orphan Asylum	1861	.....	A. & R..	300	24	.....	0	.....	.....	.....
3611	Near Milwaukee, Wis	Pio Nono College	1871	.....	Col.....	500	.....	.....	.....	.....	.....	.....
3612	Milwaukee, Wis	St. Mary's Institute	1863	.....	Acad....	1,500	.....	.....	0	.....	.....	.....
3613	Milwaukee, Wis	Soldiers' Home	1867	.....	Soc'l	2,758	.....	.....	.....	.....	.....	.....
3614	Milwaukee, Wis	South Side Library and Literary Association	1867	Sub.	Soc'l	2,500	50	20,000	0	200	150	50
3615	Milwaukee, Wis	Turnverein	1855	Free	Soc'l	1,311	100	1,650	0	0	200	0
3616	Milwaukee, Wis	Young Men's Association	1847	Sub.	Soc'l	15,000	500	.....	0	.....	.....	.....
3617	Nashotah Mission, Wis	Nashotah House	1842	.....	Col.....	6,000	.....	.....	.....	.....	.....	.....
3618	Neenah, Wis	Scandinavian Library Association	1869	Sub.	Soc'l	1,200	160	600	200	250	140	50
3619	Oshkosh, Wis	Library Association	1863	Sub.	Soc'l	200	300	.....	0	685	567	182
3620	Oshkosh, Wis	State Normal School	1872	Sub.	Acad....	448	.....	.....	0	.....	.....	.....
3621	Platteville, Wis	Wisconsin State Normal School	1866	.....	Acad....	4,400	.....	.....	.....	.....	.....	.....
3622	Platteville, Wis	Library Association	.....	.....	Sch	300	.....	.....	.....	.....	.....	.....
3623	Platteville, Wis	Reference Library	.....	.....	Sch	300	.....	.....	.....	.....	.....	.....
3624	Platteville, Wis	Young Men's Association	1868	Sub.	Soc'l	1,108	.....	1,250	0	.....	.....	110
3625	Prairie du Chien, Wis	St. John's College	1872	.....	Col.....	3,000	500	.....	.....	.....	.....	.....
3626	Racine, Wis	Public School Library	1857	Free	Acad....	1,350	.....	.....	0	0	.....	200
3627	Racine, Wis	Racine College	1852	Free	Col.....	1,200	300	700	.....	500	500	250
3628	Racine, Wis	St. Catherine's Academy	1869	.....	Acad....	2,000	.....	.....	.....	.....	.....	.....
3629	Ripon, Wis	Ripon College	1863	.....	Col.....	3,500	300	.....	0	0	.....	.....
3630	Ripon, Wis	Society Libraries, (2)	1868-1870	...	Soc'y....	400	.....	.....	.....	.....	.....	.....
3631	St. Francis, Wis	Seminary of Holy Family	1871	.....	Acad....	600	.....	.....	.....	.....	.....	.....
3632	St. Francis, Wis	Seminary of St. Francis of Sales	1856	.....	Acad....	5,050	.....	.....	.....	.....	.....	.....
3633	Sheboygan, Wis	Congregational Library	1873	Sub.	Soc'l	500	190	1,848	0	125	125	0
3634	Sheboygan Falls, Wis	Library Association	1869	Sub.	Soc'l	330	12	2,000	0	150	25	118
3635	Sinsinawa Mound, Wis	St. Clara Academy	1848	.....	Acad....	1,000	.....	.....	.....	.....	.....	.....
3636	Sparta, Wis	Village Library	.....	Free	Pub.....	500	.....	.....	.....	.....	.....	.....
3637	Watertown, Wis	Northwestern University	1865	.....	Col.....	2,000	100	.....	.....	.....	.....	.....
3638	Waukesha, Wis	Carroll College	1846	.....	Acad....	1,100	100	.....	0	.....	.....	.....
3639	Waukesha, Wis	Industrial School for Boys	1867	.....	A. & R..	1,260	100	.....	.....	.....	.....	.....
3640	Waupaca, Wis	News and Library Association	1863	Sub.	Soc'l	500	37	500	0	100	.....	0
3641	Waupun, Wis	Library Association	1858	Sub.	Soc'l	2,200	137	3,900	0	.....	.....	50
3642	Waupun, Wis	State Prison	1872	.....	A. & R..	451	.....	.....	.....	.....	.....	.....
3643	Wausau, Wis	Pine Knot Library	1870	Sub.	Soc'l	700	75	800	200	200	150	0
3644	Whitewater, Wis	State Normal School	1868	.....	Acad....	400	50	.....	.....	800	.....	.....
3645	Cheyenne, Wyoming	Cheyenne Library	1872	Sub.	Soc'l	600	0	1,040	0	.....	.....	200
3646	Cheyenne, Wyoming	Territorial Library	1871	.....	Ter	3,011	.....	.....	.....	1,150	.....	.....
3647	Laramie, Wyoming	Wyoming Library and Literary Association	1869	Sub.	Soc'l	875	100	950	0	300	250	50

TABLE XVII.—*Statistics of museums of natural history for* 1875;

[NOTE.—× signifies yes;

Number.	Name of museum.	Location.	Curators.	When founded.	Nature of collection in natural history.
	1	2	3	4	5
1	Museum of Wesleyan University.	Middletown, Conn	Rev. Wm. North Rice, Ph. D.	1850	General
2	Herbarium of Prof. Daniel C. Eaton.	New Haven, Conn	Prof. Daniel C. Eaton, M. A.	1856	Botany
3	Museum of Sheffield Scientific School.*	do	Prof. J. G. Brush, A. M.	...	Metallurgy and mineralogy.
4	Yale College Peabody Museum.*	do	Prof. O. C. Marsh, A. M.	....	General
5	Illinois Museum of Natural History.	Normal, Ill	S. A. Forbes	1858	General
6	Indiana State University Museum.	Bloomington, Ind	Richard Owen, M. D., LL. D.	...	Paleontology and mineralogy.
7	Notre Dame Museum	Notre Dame, Ind	John A. Zahm, C. S. C	1848	General
8	Iowa Institute of Science and Arts.	Dubuque, Iowa.	Asa Horr, president.	1869	Miscellaneous
9	Museum of Iowa State University.*	Iowa City, Iowa	Prof. Chas. A. White.	....	Geology and zoölogy
10	Tabor College Museum	Tabor, Iowa	Prof. J. E. Todd, A. M.	1869	General
11	Museums of Amherst College.	Amherst, Mass	Prof. Edward Hitchcock, A. M., M. D., custodian.	1821	General
12	Museum of the Boston Society of Natural History.	Boston, Mass	Alpheus Hyatt, custodian.	1830	General
13	Botanic Garden and Herbarium, Harvard University.	Cambridge, Mass	Charles S. Sargent, A. B., (director of botanic garden,) Sereno Watson, A. M., (curator of herbarium.)	....	Botany
14	Museum of Comparative Zoölogy.*	do	Alexander Agassiz, A. B., S. B.	1859	General
15	Berkshire Athenæum Museum.	Pittsfield, Mass	E. G. Hubbel	1871	Minerals, anatomical specimens, &c.

* From Report of Commissioner of Education for 1874.

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.
6	7	8	9	10	11	12	13	14	15	16	
		$1,700	Salaries and wages.								
		257	Vertebrates								
		22	Anatomical preparations.								
$300	Donations	296	Bottles, &c	3	2 curators of zoölogy and botany, 1 curator of paleontology and mineralogy.	1,500	500	....	×	0	1
2,234	Endowment	61	Alcohol, &c								
		117	Building and repairs.								
		2,534	Total for past year.								
.....	.....	150	Plants	0	.....	.....	.....	....	0	0	2
.....	.....	3,000	.....	.....	.....	.....	.....	....	....	×	3
.....	.....	.....	.....	.....	.....	2,000	....	....	×	×	4
		1,650	Salaries and wages.								
		375	Collections								
		300	Books								
2,600	State appropriation.	125	Bottles, alcohol, &c.	2	Scientific men	.....	.....	....	35	....	5
				1	Laborer						
		125	Building and repairs.								
		2,575	Total for past year.								
.....	.....	100	Salary	1	Scientific man	500	....	....	×	0	6
		200	New cases								
		200	Collections								
200	.....	1,000	Building and repairs.	2	Scientific men	.....	.....	....	....	....	7
				1	Curator						
		2,000	Total for past year.								
.....	Donations and fees.	.....	.....	.....	.....	300	....	....	0	×	8
.....	.....	.....	.....	.....	.....	200	....	....	×	0	9
		150	Collector's expenses.								
.....	.....	185	Total for past year.	.....	.....	200	150	....	40	0	10
.....	.....	.....	.....	4	Professors	1,000	250	20	×	0	11
10,922	Endowments			4	Scientific men, paid.						
2,393	Donations	5,818	Salaries and wages.	1	Laborer, paid						
1,305	Members' fees			4	Women, paid	150,000	2000	50	50	(a)	12
75	Admission fees	1,826	Collections, bottles, labels, &c.	33	Curators, not paid.						
50	Legacy										
14,747	Total for past year.			2	Instructors						
				1	Director of botanic garden.						
1,000	Endowment	1,000	All purposes	1	Curator of herbarium.	.....	.....	....	×	0	13
				3	Gardeners						
				2	Assistants						
49,000	Endowment, appropriations, and donations.	48,500	Collections	6	Curators of departments.	.....	.....	....	×	....	14
0	.....	1,000	Salaries and wages	1	Curator	.....	....	....	0	0	15

a In preparation.

TABLE XVII.—*Statistics of museums of*

Number.	Name of museum.	Location.	Curators.	When founded.	Nature of collection in natural history.
	1	2	3	4	5
16	Museum of the Peabody Academy of Science.	Salem, Mass	F. W. Putnam, (director.)	1867	General
17	Museum of the City Library Association.	Springfield, Mass	Rev. William Rice	1859	General
18	Williams College Natural History Museum.	Williamstown, Mass	Prof. Sanborn Tenney, A. M.	....	Mineralogy, geology botany, and zoölogy.
19	Museum of University of Michigan.	Ann Arbor, Mich	M. W. Harrington, M. A.	1838	General
20	New Hampshire Antiquarian Society.	Contoocook, N. H.		1873	General
21	Museums of Dartmouth College and New Hampshire Agricultural College.	Hanover, N. H.	Prof. C. H. Hitchcock, Ph. D.	1800 1869	Geology, mineralogy, and biology.
22	New York State Museum of Natural History.	Albany, N. Y	James Hall	1843	General
23	Buffalo Society of Natural Sciences.*	Buffalo, N. Y	A. R. Grate	1861	General
24	Museum of Madison University.	Hamilton, N. Y	Rev. W. R. Brooks, D. D.	1860	Geology, zoölogy, and botany.
25	Museum of Natural History in Cornell University.	Ithaca, N. Y		1868	Zoölogy, botany, paleontology, and mineralogy.
26	Museum of School of Mines, (Columbia College.)*	New York, N. Y	Prof. J. S. Newberry, M. D., LL. D.	1866	General
27	Vassar College Museum	Poughkeepsie, N. Y.	Prof. James Orton, A. M.	1861	General
28	Museum of Ohio Wesleyan University.	Delaware, Ohio	Prof. Edward T. Nelson, Ph. D.	1859	General
29	Linnæan Museum of Pennsylvania College.	Gettysburg, Pa	E. S. Breidenbaugh, A. M.	1844	General
30	Academy of Natural Sciences.	Philadelphia, Pa	George W. Tryon, jr.	1812	General
31	The Wagner Free Institute of Science.	Philadelphia, Pa	William Wagner, LL. D., pres't.	1845	General
32	Museum of Brown University.	Providence, R. I	J. W. P. Jenks, A. M.	1871	Miscellaneous
33	Museum of Natural History, College of Charleston.	Charleston, S. C	G. E. Manigault	1851	General

*From Report of Commissioner of Education for 1874.

natural history for 1875, *&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.
6	7	8	9	10	11	12	13	14	15	16	
$9,200	Endowment	$5,600	All purposes	3	Scientific men	40,000	....	....	10	0	16
0	....	500	Building and repairs.	4	....	....	....	....	....	....	17
.....	College funds	0	....	1	Professor of natural history.	500	200	....	100	0	18
.....	University funds	700 120 2,010	Salary of assistant. Plants Total for past year.	2 1 5 1 3	Professors Assistant, paid Assistants, not paid. Laborer Women, (2 volunteers.)	12,500	250	....	×	(a)	19
232	....	....	....	1	Curator	500	....	....	....	....	20
400	Donations	400	All purposes	1	Professor	3,000	500	3	70	....	21
15,375	State appropriation.	9,730 1,367 150 3,125 1,033 15,375	Salary and wages Collections Alcohol, &c Half expenses of hall. All other purposes. Total for past year	5 1 1 1 3	Scientific men Curat'r of botany Curator of palæontology and geology. Janitor and assistant. Women	(80,000)			0	×	22
700 500	Legacies Members' fees	700 410	Salaries and wages. Collections, alcohol, &c.	2 1 1 10	Scientific men Laborer Woman Curators of departments.	16,000	....	....	×	....	23
.....	....	590	All purposes	1	Lecturer on natural history.	.....	....	....	85	0	24
3,995	Endowment and State appropriation.	200 700 2,830 250 3,995	Salaries and wages. Collections Bottles, &c Alcohol, &c Total for past year.	4	Professors	1,500	....	....	0	0	25
600	College funds	600	Collections	0	....	.....	....	....	200	0	26
.....	....	.....	....	1	Curator	.....	....	....	×	....	27
100 75 175	Endowment Sale of specimens. Total for past year.	80 40 50	Collections Charts, &c Cases and fixt'r's	2	Curators	.....	....	....	40	0	28
.....	....	.....	....	3	Curators	.....	....	....	×	(b)	29
1,500 3,500 1,000	Endowment Members' fees. Admission fees	2,500 500	Salaries and wages. Bottles, alcohol, &c.	3 2 2	Scientific men Laborers Women	15,000	....	....	0	....	30
300	Donations	250 3,000	Janitor Building and repairs.	....	....	.....	700	....	×	0	31
200	Donations	200	All purposes	1	Curator	.....	....	....	....	0	32
600	College appropriation.	1,000	Salary of curator	1	Curator	.....	....	....	....	0	33

a Catalogue of ferns.

b In preparation.

TABLE XVII.—*Statistics of museums of*

Number.	Name of museum.	Location.	Curators.	When founded.	Nature of collection in natural history.
	1	2	3	4	5
34	Cutting's Museum	Lunenburgh, Vt	Hiram A. Cutting, A. M., M. D.	1852	Mineralogy, ornithology, and entomology.
35	Cabinet of Middlebury College.*	Middlebury, Vt	Prof. Henry M Seely, A. M., M. D.	....	General
36	Vermont State Cabinet	Montpelier, Vt	Hiram A. Cutting, A. M., M. D.	1854	Natural history of Vermont.
37	Cabinet of University of Wisconsin.	Madison, Wis	Roland Irving, A. M., E. M.	1850	General
38	National Agricultural Museum.*	Washington, D. C	Townsend Glover	1864	Agricultural products, fibres, specimens of natural history, &c.
39	United States Herbarium. (Department of Agriculture.)	Washington, D. C	.....	1869	Botany
40	United States National Museum, Smithsonian Institution.*	Washington, D. C	Prof. Spencer F. Baird.	1846	.....
	ANATOMICAL MUSEUMS.				
41	Medical School of Yale College.*	New Haven, Conn	.....	....	Natural and morbid specimens, casts, models, and plates.
42	Stoughton Museum of New Hampshire Medical College.*	Hanover, N. H	.....	....	Pathological anatomy.
43	Museum of Medical School of South Carolina.*	Charleston, S. C	Prof. J. E. Chazat, M. D.	1832	Pathology and physiology.
44	Army Medical Museum	Washington, D. C	Geo. A. Otis, assistant surgeon, U. S. A.	1863	Anatomy and pathology.

* From Report of Commissioner of Education for 1874.

natural history for 1875, *&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.
6	7	8	9	10	11	12	13	14	15	16	
$150 500 0	Donations .... Total for past year.	$210 25 235	Collections..... Bottles, alcohol, &c. Tot'l for past year	1	Curator.....	500	75	7	10	0	34 35
500 50 550	State appropriation. In specimens.. Total for past year.	250	Collections.....	1	Curator.....	38,000	500	25	0	0	36
.....	.....	100	Minerals.....	2	Curator and assistant curator.	.....	....	....	×	...	37
3,500	Congressional appropriation	3,000	New cases and modelling.	3 1 2	Scientific men... Laborer..... Women.....	50,000	....	....	0	0	38
.....	Congressional appropriation	1,800 1,000	Salary of botanist. Assistant and incidentals.	...	.....	.....	....	....	0	...	39
.....	.....	.....	.....	...	.....	.....	....	....	0	0	40
.....	.....	.....	.....	...	.....	.....	....	....	×	...	41
.....	.....	.....	.....	...	.....	.....	....	....	×	...	42
.....	.....	.....	.....	...	.....	.....	....	....	×	...	43
5,000	Congressional appropriation.	.....	.....	2	Assistant surgeons	(26,858)			0	×	44

TABLE XVII.—*Statistics of museums*

Number.	Names.	ANIMALS.							
		Vertebrates.		Articulates.		Mollusks.		Molluscoids.	
		Species.	Specimens	Species.	Specimens	Species.	Specimens	Species.	Specimens
	1	17	18	19	20	21	22	23	24
1	Museum of Wesleyan University.	1,935	3,955	690	2,040	7,350	90,610	160	1,000
2	Herbarium of Prof. Daniel C. Eaton.	.....	.....	.....	.....	.....	.....	.....	.....
3	Illinois Museum of Natural History.	129	900	266	8,132	37	900	10	562
4	Indiana State University Museum.*a*	.....	.....	.....	.....	.....	.....	.....	.....
5	Notre Dame Museum*	.....	340	.....	456	.....	800	.....	45
6	Tabor College Museum	158	231	345	1,240	718	3,983	96	965
7	Museums of Amherst College	1,152	*b*46	2,300	5,000	5,020	8,030	.....	43
8	Museum of the Boston Society of Natural History.	7,573	16,387	700	3,650	Many.	Many.	43	1,200
9	Gray's Herbarium, Harvard University.	.....	.....	.....	.....	.....	.....	.....	.....
10	Museum of the City Library Association, Springfield, Mass.*c*	722	1,636	521	1,554	1,090	3,000	.....	.....
11	Williams College Natural History Museum.	.....	550	.....	.....	.....	1,500	.....	.....
12	Museum of University of Michigan.*f*	.....	.....	.....	.....	.....	.....	.....	.....
13	Museums of Dartmouth College and New Hampshire Agricultural College.	*170	*340	1,000	.....	*100	*1,200	.....	.....
14	New York State Museum of Natural History.	.....	2,425	348	1,224	*h*1,003	*h*4,066	*i*8,099	*i*80,000
15	Buffalo Society of Natural Sciences.	770	2,612	1,770	6,212	3,054	9,510	10	400
16	Museum of Madison University	1,266	2,569	170	415	315	750	87	360
17	Museum of Natural History in Cornell University.*k*	1,298	4,252	5,074	20,255	1,435	5,527	803	6,169
18	Museum of School of Mines, (Columbia College)*	282	1,462	287	989	2,800	21,500	202	5,154
19	Museum of Ohio Wesleyan University.	250	432	.....	700	279	8,888	.....	.....
20	Linnæan Museum of Pennsylvania College.	.....	.....	.....	.....	.....	.....	.....	.....
21	Academy of Natural Sciences*m*	8,600	30,400	27,500	112,250	20,000	100,000	(*l*)	(*l*)
22	The Wagner Free Institute of Science.	.....	.....	.....	.....	.....	.....	.....	.....
23	Cutting's Museum	150	307	200	1,500	.....	200	.....	.....
24	Cabinet of Middlebury College*	.....	190	.....	665	.....	1,920	.....	.....
25	Vermont State Cabinet	.....	625	.....	800	*60	*300	.....	.....
26	Cabinet of the University of Wisconsin.*	.....	420	135	190	352	2,002	32	45
27	United States Herbarium, (Department of Agriculture.)	.....	.....	.....	.....	.....	.....	.....	.....
28	Army Medical Museum	.....	*o*1,522	.....	.....	.....	.....	.....	.....

* From Report of Commissioner of Education for 1874.

a Comprises the Owen Cabinet and Ward casts, and contains enough of all the species to illustrate the most important genera of all except rare orders.

b These are skeletons.

c With coëlenterates.

d With phanerogams.

e The museum has also 1,770 specimens in the ethnological department.

f Total zoölogical collection, (including deposits,) 25,000 species, 100,000 specimens.

Museums of natural history from

Name.	Location.
Cabinet of Natural History, University of Kansas	Lawrence, Kans.
Museum of Bowdoin College	Brunswick, Me.
Museum of Nashua Historical Society	Nashua, N. H.
Cabinets of the University of Rochester	Rochester, N. Y.
Museum of Wooster University	Wooster, Ohio.

of natural history, &c.—Concluded.

ANIMALS.						PLANTS.				MINERALS.		
Echinoderms.		Cœlenterates.		Protozoans.		Phanerogams.		Cryptogams.				
Species.	Specimens	Species.	Specimens	Species.	Specimens	Species.	Specimens	Species.	Specimens	Species.	Specimens.	
25	26	27	28	29	30	31	32	33	34	35	36	
125	750	141	606	35	125	2,475	6,525	190	540	330	9,150	1
.....	.....	.....	.....	.....	.....	12,000	20,000	4,200	20,000	.....	.....	2
15	800	3	7	2	10	.....	.....	.....	.....	.....	.....	3
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4
.....	35	.....	10	.....	25	.....	8,200	.....	450	325	.....	5
35	262	57	463	22	110	130	235	106	140	125	400	6
200	.....	.....	174	.....	(c)	7,000	.....	.....	1,000	150	34,000	7
400	3,000	145	1,609	.....	.....	21,367	87,545	1,342	4,691	.....	3,000	8
.....	.....	.....	.....	.....	.....	70,000	231,000	(d)	(d)	.....	.....	9
11	50	15	100	.....	10	.....	.....	.....	.....	200	.....	10
.....	50	.....	50	.....	.....	2,000	.....	100	.....	350	.....	11
.....	.....	.....	.....	.....	.....	6,100	28,000	1,300	2,200	260	g3,000	12
.....	10	.....	.....	.....	10	*200	.....	.....	.....	200	6,000	13
.....	344	202	750	15	81	4,824	.....	3,307	.....	.....	2,298	14
12	50	5	25	33	80	6,800	14,200	1,200	3,000	700	5,000	15
25	50	120	170	4	10	2,020	2,600	50	100	150	.....	16
315	1,454	286	1,403	15	102	6,500	10,000	3,850	4,500	381	3,100	17
170	650	200	700	210	280	30,000	75,000	2,500	6,100	1,000	.....	18
.....	800	.....	75	.....	.....	472	472	210	250	.....	.....	19
.....	.....	.....	.....	.....	.....	2,641	2,976	447	486	390	4,300	20
.....	.....	.....	.....	.....	.....	70,000	250,000	(d)	(d)	500	7,500	21
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	n250,000	22
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5,500	23
22	.....	40	.....	4	.....	500	1,500	.....	.....	.....	1,000	24
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5,500	25
35	50	70	250	20	50	1,000	.....	.....	.....	300	700	26
.....	.....	.....	.....	.....	.....	.....	20,000	.....	2,000	.....	.....	27
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	28

g Also 6,000 specimens of rocks and ores.
h These are fossils.
i Recent mollusks and molluscoids.
k The museum contains a collection of shells which cost from $12,000 to $15,000.
l With mollusks.
m The museum contains 65,000 specimens of fossils not enumerated separately.
n Also 250,000 geological specimens.
o Also 1,254 specimens of human anatomy, including 52 skeletons. The surgical collection also includes many anatomical illustrations.

which no information has been received.

Name.	Location.
Museum of the University of Pennsylvania	Philadelphia, Pa.
Anatomical museums.	
Vassar College Anatomical Cabinet	Poughkeepsie, N.Y.
College of Physicians and Surgeons of Syracuse University	Syracuse, N. Y.

TABLE XVIII.—PART 1.—*Statistics of museums of art for* 1875;

Number.	Name of museum.	Location.	By whom owned.
1	Wadsworth Athenæum, Art Gallery	Hartford, Conn	Stockholders
2	The Yale School of the Fine Arts	New Haven, Conn	Corporation of Yale College
3	Art Gallery of the Illinois Industrial University.	Urbana, Ill	Illinois Industrial University.
4	Notre Dame Museum	South Bend, Ind	Congregation of the Holy Cross.
5	Art collections of Louisiana State University.	Baton Rouge, La	State of Louisiana
6	Maryland Historical Society's Museum	Baltimore, Md	Maryland Historical Society
7	Amherst College Art Gallery	Amherst, Mass	Amherst College
8	Boston Athenæum Gallery	Boston, Mass	Proprietors
9	Boston Public Library, department of the Fine Arts.	Boston, Mass	City of Boston
10	Museum of Fine Arts *b*	Boston, Mass	Trustees
11	Gray Collection of Engravings	Cambridge, Mass	Harvard University
12	Essex Institute	Salem, Mass	Essex Institute Corporation
13	Art Gallery, University of Michigan	Ann Arbor, Mich	University of Michigan
14	New Hampshire Antiquarian Society's Museum.	Contoocook, N. H	New Hampshire Antiquarian Society.
15	Museum of Fine Arts, Cornell University.	Ithaca, N. Y	Cornell University
16	Metropolitan Museum of Art *b*	New York, N. Y	Corporation of Metropolitan Museum of Art.
17	National Academy of Design	New York, N. Y	Corporation of Academicians
18	New York Historical Society's Museum and Gallery of Art.	New York, N. Y	New York Historical Society
19	Art Gallery, Vassar College	Poughkeepsie, N. Y	Vassar College
20	Art Museum of Rochester University	Rochester, N. Y	Rochester University
21	Art Museum of Syracuse University	Syracuse, N. Y	Syracuse University
22	Western Reserve and Northern Ohio Historical Society and Museum.	Cleveland, Ohio	Department of Cleveland Library Association.
23	The Pennsylvania Academy of Fine Arts.	Philadelphia, Pa	Stockholders
24	The Historical Society of Pennsylvania	Philadelphia, Pa	Historical Society of Pennsylvania.
25	Museum of the Redwood Library and Athenæum.	Newport, R. I	The Company of the Redwood Library and Athenæum.
26	Park Gallery of Art, University of Vermont.	Burlington, Vt	University of Vermont
27	Corcoran Art Gallery	Washington, D. C	Board of nine trustees

a Exclusive of the art collections, which have cost $33,736.
b In addition to its own the museum exhibits important loan-collections.

From replies to inquiries by the United States Bureau of Education.

When founded.	By whom founded.	Amount of endowment.	Income for past year. Amount.	Income for past year. Source.	Expenditure for past year. Amount.	Expenditure for past year. Object.	Number.
1842	Daniel Wadsworth & others	.....	.....	From visitors, only.	.....	.....	1
1864	Augustus Russell Street...	$88,000	$5,930 5,850 1,400	Endowment . Donations ... All other	$5,760 5,870	Salaries, &c ..... Repairs, &c.....	2
1874	Money raised and expended by President Gregory.	.....	2,500	Donations	2,500	Collections	3
1848	A board of trustees.....	0	.....	.....	100	Collections, &c....	4
1854	Louisiana State University	.....	.....	.....	12	Collections	5
1844	Twenty citizens.....	.....	.....	.....	.....	.....	6
1874	Money raised and expended by Prof. R. H. Mather.	0	12,000	Donations	12,000	Collections and hall.	7
1807	Citizens of Boston	*a*38,440	2,362	Endowment ...	3,402	Collections.....	8
1852	City of Boston	.....	.....	.....	.....	.....	9
1870	City of Boston and corporators.	.....	.....	.....	500	Salaries, &c	10
1856	Francis Colley Gray	19,155	1,355 95	Endowment . All other	846 17	Collections ..... All other.....	11
1848	Essex Historical and Natural History Societies.	0	325	Art exhibition .	275	Art exhibition	12
1855	University of Michigan....	.....	.....	.....	.....	.....	13
1859	The Philomathic Club	0	131 338	Donations ..... All other	100 369	Rent, repairs, &c. Collections	14
1865	Cornell University.....	.....	.....	.....	.....	.....	15
1870	Citizens of New York	245,174	7,500 41,911 17,308	Mun'p'l grant. Subscriptions. All other	2,037 6,063 38,769 19,765	Salaries, &c ..... Rent, repairs, &c. Collections ..... All other.....	16
1826	Artists of New York	50,000	3,000 10,828	Endowment . Donations, &c	13,742	All purposes.....	17
1804	Egbert Benson, John Pintard, and nine others.	.....	.....	Members' dues	.....	.....	18
1864	Matthew Vassar *c*.....	50,000	3,500	Endowment ...	.....	.....	19
1873	Rochester University.....	.....	200	Subscriptions ..	200	Collections	20
1873	Syracuse University.....	.....	3,850	Donations	3,850	Collections	21
1867	Cleveland Library Association.	10,000	800	Endowment ...	800	Current expenses .	22
1805	Seventy-one citizens.....	.....	100,000	Sale of stock...	100,000	Erection of new building.	23
1824	Seven citizens	.....	3,000	Members' dues	.....	.....	24
1730	Citizens of Newport, R. I..	.....	.....	.....	.....	.....	25
1873	University of Vermont	0	750	Subscriptions and donations.	500	Casts and architectural models.	26
1869	W. W. Corcoran	1,000,000	70,000	Endowment ...	.....	Collections	27

c By collection of pictures and art books which cost $20,000. One endowment is "history, art, and cabinet fund."

TABLE XVIII.—PART 1.—*Statistics of museums of art, &c.*—Continued.

Number.	Name of museum.	Chief officer.	Admission.	Number of visitors last year.	Lectures delivered.	
					Number.	Subject.
1	Wadsworth Athenæum, Art Gallery	Calvin Day, president; J. Hammond Trumbull, secretary	Free to stockholders and their families; the public pays an admission fee.			
2	The Yale School of the Fine Arts	Professor John F. Weir, director	Free to the students; the public pays a fee of 25 cts.	6,000	6 12	The arts of design, painting, sculpture, and architecture. History of Italian art.
3	Art Gallery of Illinois Industrial University	John M. Gregory, LL.D., pres't of univ	Unrestricted			Architecture and the history and principles of art.
4	Notre Dame Museum	Professor J. S. Zahm, C. S. C., curator	Unrestricted			
5	Art collections of Louisiana State University	Col. D. F. Boyd, superintendent	Unrestricted		0	
6	Maryland Historical Society's Museum	J. G. Gatchell, assistant librarian	Unrestricted			
7	Amherst College Art Gallery	Professor R. H. Mather, curator	Unrestricted			A course on art
8	Boston Athenæum Gallery	E. N. Perkins, chairman com. on fine arts.	No exhibition this year	3,000		
9	Boston Public Library, department of the Fine Arts.	Justin Winsor, superintendent of library.	Unrestricted			
10	Museum of Fine Arts	Charles C. Perkins, chairman committee on museum.				
11	Gray Collection of Engravings	George H. Palmer, curator	Appointments to visit the collection are made by note to the curator.	100	0	
12	Essex Institute	George M. Whipple, secretary	Unrestricted		12	Art, admission free
13	Art Gallery, University of Michigan	J. B. Angell, LL.D., pres't of university	Unrestricted	5,000	30	Architecture.
14	New Hampshire Antiquarian Society's Museum	Lucy A. Follonsbee, curator	Unrestricted	500	0	
15	Museum of Fine Arts, Cornell University	Andrew D. White, LL.D., pres't of univ	Unrestricted		18	Architecture.
16	Metropolitan Museum of Art	John Taylor Johnston, pres't; W. J. Hoppin, sec.; Thos. Eland, ass't sec.	Free on Mondays; other days 25 cents admission fee.	270,675	0	
17	National Academy of Design	T. Addison Richards, N. A., cor. sec	The public pays an entrance fee of 25 cents.	35,000		Annual course on art subjects, free.
18	New York Historical Society's Museum and Gallery of Art.	George H. Moore, librarian	Free to members and friends; practically free to public.			
19	Art Gallery, Vassar College	John H. Raymond, LL.D., president; Professor Henry Van Ingen, curator.			12	History and theory of architecture, painting, sculpture, and ornamentation
20	Art Museum of Rochester University	M. B. Anderson, LL.D., pres't of univ			25	Art
21	Art Museum of Syracuse University	Professor George F. Comfort, dean of college of fine arts.	Unrestricted		66	History and theory of the fine arts.

22	Western Reserve and Northern Ohio Historical Society and Museum.	Miss C. M. Seymour, librarian	Free	1,729		
23	The Pennsylvania Academy of Fine Arts	John Sartain, secretary of the academy				
24	The Historical Society of Pennsylvania	John Jordan, jr., chairman of library committee; William J. Buck, assistant librarian.	Free to all applicants	4,500	4	History.
25	Museum of the Redwood Library and Athenæum	Benjamin H. Rhoades, librarian	Unrestricted			
26	Park Gallery of Art, University of Vermont	M. H. Buckham, A. M., pres't of univ	Unrestricted	800	25	Fine arts; to students of the university.
27	Corcoran Art Gallery	William MacLeod, curator; F. S. Barbarin, M. D., assistant curator.	Free Tuesday, Thursday, and Saturday; 25 cents admission other days.	75,126	1	The Baptistery Gates of Ghiberti, by Professor Weir, of Yale College.

a 50,383 admitted free. *b* Courses.

TABLE XVIII.—PART 1.—*Statistics of museums of art, &c.*—Continued.

Number.	Name of museum.	Sculpture.											Ceramics, glass, and mosaics.
		Marbles.				Copies in plaster.							
		Statues.		Busts.		Statues.		Busts.		Bronzes.	Terra-cotta.	Relievos, ancient and modern.	
		Antique.	Modern.	Antique.	Modern.	Antique.	Mediæval and modern.	Antique.	Mediæval and modern.				
1	Wadsworth Athenæum, Art Gallery	1	4		6		*a*70		12	3		7	
2	The Yale School of the Fine Arts	1	3	*b*3	4	13		9			1	111	
3	Art Gallery of Illinois Industrial University					47	13	42	43			170	
4	Notre Dame Museum *c*		8		4	2	*d*52		9	6	6	11	29
5	Art collections of Louisiana State University							16	41		14		
6	Maryland Historical Society's Museum				2	5			2			2	
7	Amherst College Art Gallery					50	5	25			2	18	
8	Boston Athenæum Gallery	*b*1	9		24	20	6	35	69			2	1
9	Boston Public Library, department of the Fine Arts		3	1	5				4				
10	Museum of Fine Arts *e*	1	2		1				1	112	*f*600	13	167
11	Gray Collection of Engravings												(*g*)
12	Essex Institute	0	0	0	0	0	0	0	30				
13	Art Gallery, University of Michigan		1		1	(*h*)	(*g*)	(*h*)	(*g*)	3	200	(*g*)	
14	New Hampshire Antiquarian Society's Museum *i*								5	1		4	118
15	Museum of Fine Arts, Cornell University				3	250	25			32			155
16	Metropolitan Museum of Art	*j*1,000	3										*k*12,028
17	National Academy of Design		3		7	60		100					
18	New York Historical Society's Museum and Gallery of Art.		3		7				40	1		2	
19	Art Gallery, Vassar College				1	9	(*g*)	12				8	
20	Art Museum of Rochester University					(*g*)							
21	Art Museum of Syracuse University					1						(*h*)	
22	Western Reserve and Northern Ohio Historical Society and Museum.								2			9	4
23	The Pennsylvania Academy of Fine Arts	3	9		15	39	10	62	48	1		21	
24	The Historical Society of Pennsylvania								12				
25	Museum of the Redwood Library and Athenæum	*b*1	1	*b*5				4	13				
26	Park Gallery of Art, University of Vermont					2						3	0
27	Corcoran Art Gallery		5	1	10	58	18	46		114		123	14

a 41 are the models of all Bartholomew's statues, and 10 of the busts are by the same artist. *b* Copies. *c* The museum also contains 7 carvings in ivory and wood, 6 ancient inscriptions, and 9 tapestries. *d* Originals; 8 of the busts are also originals. *e* The museum contains, also, the entire fittings of a room of the time of Henry VIII; several hundred casts of antique and Renaissance works have been purchased in Europe. *f* Antiquities from Cyprus. *g* A few. *h* Many. *i* The museum contains, also, 6 carvings in wood. *j* Di Cesnola collection. *k* 12,000 are of the Di Cesnola collection.

TABLE XVIII.—PART 1.—*Statistics of museums of art, &c.*—Concluded.

Number.	Name of museum.	Paintings, engravings, &c.					Coins, gems, jewelry, &c.			Miscellaneous.					
		Paintings in oil and water.			Engravings and etchings.	Photographs, lithographs, drawings, &c.	Gold and silver ware, coins and medals.	Gems, cameos, and enamels.	Plaster casts of gems and medallions.	Rare specimens of binding and printing.	Specimens of armor and weapons.	Costumes.	Chinese and Japanese curiosities.	Indian relics.	Egyptian antiquities, &c.
		Old masters.	Copies of old masters.	Modern.											
1	Wadsworth Athenæum, Art Gallery	.....	20	138	12	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
2	The Yale School of the Fine Arts	125	22	67	38	300	.....	.....	.....	.....	.....	.....	.....	.....	.....
3	Art Gallery of Illinois Industrial University	.....	.....	.....	44	600	200	.....	295	.....	.....	.....	.....	.....	.....
4	Notre Dame Museum	.....	11	21	1,546	1,800	403	18	.....	10	20	.....	21	36	.....
5	Art collection of Louisiana State University	.....	.....	19	262	407	200	.....	.....	.....	(*a*)	.....	.....	(*a*)	.....
6	Maryland Historical Society's Museum	.....	5	10	(*b*)	69	202	.....	206	.....	(*a*)	(*a*)	.....	(*a*)	.....
7	Amherst College Art Gallery	.....	1	3	.....	625	.....	.....	.....	.....	.....	.....	.....	.....	.....
8	Boston Athenæum Gallery		(212)		.....	(*a*)	.....	3	1,523	.....	.....	.....	.....	.....	.....
9	Fine-Arts department of the Public Library	.....	.....	5	*c*7,000	(*b*)	.....	.....	.....	(*a*)	.....	.....	(*b*)	.....	.....
10	Museum of Fine Arts	.....	.....	47	81	*d*20	200	3	.....	.....	28	.....	.....	.....	2,000
11	Gray Collection of Engravings	.....	.....	.....	6,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
12	Essex Institute	.....	.....	70	(*a*)	.....	263	.....	(*b*)	.....	(*b*)	.....	(*b*)	.....	(*b*)
13	Art Gallery, University of Michigan	.....	(*b*)	.....	(*a*)	.....	90	.....	1,350	.....	.....	(*b*)	(*a*)	(*a*)	.....
14	New Hampshire Antiquarian Society's Museum	.....	.....	.....	550	107	577	61	.....	(*a*)	42	50	75	160	.....
15	Museum of Fine Arts, Cornell University	.....	6	34	1,226	395	.....	.....	2,900	*e*70	.....	.....	.....	.....	.....
16	Metropolitan Museum of Art	230	.....	47	(*b*)	(*b*) (*f*)	200	.....	.....	.....	.....	.....	.....	.....	.....
17	National Academy of Design	.....	.....	400	500	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
18	New York Historical Society's Museum and Gallery of Art.	219	.....	388	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	*g*1,127
19	Art Gallery, Vassar College	.....	6	500	300	2,000	.....	.....	.....	.....	15	.....	.....	.....	.....
20	Art Museum of Rochester University	.....	.....	10	300	(*a*)	.....	.....	.....	.....	.....	.....	.....	(*a*)	.....
21	Art Museum of Syracuse University	.....	.....	.....	(*h*)	(*h*)	.....	.....	.....	.....	.....	.....	.....	.....	.....
22	Western Reserve and Northern Ohio Historical Society and Museum.	.....	.....	4	121	57	1,063	2	343	6	41	*i*3	36	800	.....
23	The Pennsylvania Academy of Fine Arts	31	2	47	(*a*)	(*a*)	.....	.....	1,886	.....	.....	.....	.....	.....	.....
24	The Historical Society of Pennsylvania	.....	.....	101	(*a*)	(*a*)	(*a*)	.....	.....	(*a*)	4	.....	.....	(*a*)	.....
25	Museum of the Redwood Library and Athenæum	4	39	169	(*a*)	(*a*)	.....	.....	.....	.....	.....	.....	.....	.....	.....
26	Park Gallery of Art, University of Vermont	.....	.....	1	0	*j*40	2	.....	.....	0	0	0	0	0	0
27	Corcoran Art Gallery	.....	.....	118	.....	(*f*)	(*k*)	.....	.....	.....	.....	.....	.....	.....	.....

a Many. *b* A few. *c* Cardinal Tosti's collection. *d* 10 volumes of photographs. *e* Also, 7 illuminated mss. and a large and fine collection of specimens of wood-carving. *g* The Abbott collection; the museum also contains the Lenox collection of Nineveh sculptures, 13 pieces. *h* Several thousand. *i* Also tapestry from Warwick Castle. *j* Also 10 fac-similes of illuminated manuscripts. *f* Photographs of the leading works of art in its possession are taken, to be obtained only at the gallery. *k* Electrotype reproductions of the Hildesheim treasures, 30 pieces; galvano-plastic reproductions of articles in the Kensington museum, 82 pieces.

TABLE XVIII.—PART 2.—*Statistics of institutions affording art instruction, including Bureau of*

Number.	Name.	Location.	By whom owned.	When founded.	By whom founded.
1	School of Design of the San Francisco Art Association.	San Francisco, Cal	The Art Association	1873	The Art Association
2	Yale School of the Fine Arts.	New Haven, Conn.	Corporation of Yale College.	1864	Augustus R. Street
3	Art Schools of Chicago Academy of Design.	Chicago, Ill	Corporation of Academy of Design.	1867	The Academy
4	Illinois Industrial University.	Urbana, Ill	Illinois Industrial University.	1874	The State
5	Maryland Institute Schools of Art and Design.	Baltimore, Md	Maryland Institute	1848	Maryland Institute
6	Art School	Baltimore, Md	Messrs. A. J. H. Way and C. D. Sauerwein.	1874	Messrs. Way & Sauerwein.
7	Boston Art Club	Boston, Mass	The association	1855	21 artists and amateurs
8	Lowell School of Practical Design.	Boston, Mass	Massachusetts Institute of Technology.	1872	Trustee of Lowell Institute.
9	Massachusetts Institute of Technology, department of architecture.	Boston, Mass	Massachusetts Institute of Technology.	1861	William B. Rogers and others.
10	Massachusetts Normal Art School.	Boston, Mass	State	1873	State
11	Worcester County Free Institute of Industrial Science.	Worcester, Mass	Corporation	1865	John Boynton, esq
12	St. Louis Art School	St. Louis, Mo	St. Louis Art Society	1872	Conrad Diehl, artist
13	Manchester Art Association.	Manchester, N. H	Association of 225 members.	1871	W. W. Colburn, H. W. Herrick, and others.
14	Brooklyn Art Association	Brooklyn, N. Y	Stockholders	1861	Stockholders
15	Cornell University, courses in architecture and mechanic arts.	Ithaca, N. Y	Cornell University.	1865	
16	Ladies' Art Association	New York, N. Y	The Association	1870	Mrs. Mary Strongitharm Pope and Mrs. Henry Peters Gray.
17	National Academy of Design.	New York, N. Y	Corporation of Academicians.	1826	Artists of New York
18	The Palette Club	New York, N. Y	The Palette Club	1869	A number of artists
19	Cooper Union Art Schools:				
	1. Woman's Art School	New York, N. Y	Trustees of Cooper Union.	1855	Ladies of New York
	2. The Free School of Art	New York, N. Y	Trustees of Cooper Union.	1857	Peter Cooper
20	College of Fine Arts of Syracuse University.	Syracuse, N. Y	Syracuse University	1872	Syracuse University
21	School of Design of the University of Cincinnati.	Cincinnati, Ohio	City of Cincinnati	1869	City of Cincinnati
22	Toledo University of Arts and Trades.	Toledo, Ohio	Trustees of University	1872	Jessup W. Scott, Susan Scott, and William Raymond.
23	Franklin Institute drawing classes.	Philadelphia, Pa	Franklin Institute	1824	Franklin Institute
24	Art classes of the Pennsylvania Academy of the Fine Arts.	Philadelphia, Pa	Stockholders of the academy.	1806	Seventy-one citizens
25	Philadelphia School of Design for Women.	Philadelphia, Pa	The corporation	1847	Mrs. Sarah Peters
26	Pittsburg School of Design for Women.	Pittsburg, Pa	The corporation	1865	Citizens of Pittsburg

a The State of Maryland gave $3,000 to the institute for educational purposes.

all training in industrial art, for 1875; *from replies to inquiries by the United States Education.*

Purpose of institution.	Amount of endowment.	Income for past year. Amount.	Source.	Expenditure for past year. Amount.	Object.	Number.
Instruction in art		$3,285	Tuition fees	$3,180 1,000 393	Salaries and wages Casts All other	1
To afford instruction in the arts of design.	$88,000	5,850 5,930 1,400	Donations Endowment All other	5,700 5,870 560	Salaries and wages Repairs, additions, &c. Material for instruction	2
The founding and maintenance of schools of art.		9,000 5,000	Donations All other	5,000 5,000	Collections Rents, salaries, &c	3
Practical application of science to art, &c.			Donations	2,500	Material for instruction	4
To teach art, design, &c	10,000	500 600 2,080	For Peabody prizes Endowment Tuition fees *a*	2,672 103 200	Salaries and wages Rents, repairs, &c Material for instruction	5
Instruction in drawing and painting.	0		Tuition fees		Rent, material, &c	6
General advancement of art and promotion of social intercourse among members.	0	11,000	Entrance and annual fees.	9,600	All purposes	7
Training in practical designing for manufactures.			Endowment		Salaries and material	8
Thorough instruction in architecture. *b*						9
Training school for teachers of industrial drawing.		7,500	State appropriation.		Salaries, rent, &c	10
Practical application of science to art, &c.	600,000	25,000	All sources	19,600 1,600 2,000	Salaries and wages Material for instruction Rents, repairs, &c	11
Instruction in drawing and painting.	0	145	Tuition fees	125 10 10	Salaries and wages Rent, repairs, &c Material for instruction	12
To promote knowledge and skill in art.		125 300	Donations All other	300	Material for instruction	13
Encouragement of art and artists.	0	1,000 10,000	Municipal grant All other	1,200 6,000	Salaries and wages Exhibitions, schools, &c	14
Instruction in architecture and mechanics. *b*						15
To advance the interests of women artists and art-students.	0		Annual fees of members.		Rent, material, &c	16
To advance art, by public exhibitions & free art schools.	50,000	13,828	Endowment and exhibitions.	13,742	Exhibitions, schools, &c.	17
The advancement of art, science, and literary culture.	0	7,500	Members' dues		Rent, &c	18
To furnish free instruction in the arts of design to women.			Cooper Union revenues.	6,108	All purposes	19
Advancement of science and art.			Cooper Union revenues.	4,520	Salaries, &c	
To afford instruction in all the fine arts. *b*		3,850	All sources	3,850	All purposes	20
To teach painting, sculpture, and carving, and for improvement in the industrial arts.	59,500	5,510 2,723	Endowment All other	6,549 1,010 673	Salaries and wages Rent, repairs, &c Material for instruction	21
To promote knowledge in the arts and trades, and their related sciences.	250,000	30,000	Donations	6,000	Salaries, &c	22
The promotion of the mechanic arts.		50,000 12,000 10,000 3,000	Exhibitions Donations Members' contributions. All other	4,500 250 200 500	Salaries and wages Rent, repairs, &c Collections Material for instruction	23
To educate students of art		100,000	Sale of stock	100,000	Erection of new building	24
Thorough industrial art education for women.		200 3,000 3,000	Endowment Municipal grant Tuition fees	3,265 100 150	Salaries and wages Rent, repairs, &c Material for instruction	25
Education in art		3,000 1,200	Donations Tuition fees	2,700 900	Salaries and wages Rent, repairs, &c	26

b Full courses occupy four years each.

TABLE XVIII.—PART 2.—*Statistics of institutions*

Number.	Name.	Principal.	Value of building.	No. of studios.	No. of special rooms for study.	Conditions of attendance.	
						Age.	Other.
1	School of Design, San Francisco, Cal.	Samuel Purdy, sec'ry Art Association; Virgil Williams, director.	.....	..	....	14 years.	Satisfactory examination and tuition fees.
2	Yale School of the Fine Arts	Professor John F. Weir, director.	$178,000	7	6	Over 15..	.....
3	Art Schools of Chicago Academy of Design.	Charles Peck, cor. sec.; J. F. Gookins, director.	.....	..	4	.....	Fees, examination, and regular attendance.
4	Illinois Industrial University	J. M. Gregory, LL. D., president of univ'ty.	.....	0	5	.....	Open to all students of the university.
5	Maryland Institute Schools of Art and Design.	Professor D. A. Woodward.	77,000	8	5	.....	Membership in institute and tuition fees.
6	Art School, Baltimore, Md...	A. J. H. Way and C. D. Sauerwein.	.....	4	....	.....	Payment of tuition-fees.
7	Boston Art Club	Charles A. Barry, sec .	.....	..	0	.....	Membership .....
8	Lowell School of Practical Design, Boston, Mass.	Charles Kastner.....	.....	..	....	.....	Proficiency in free-hand drawing, &c.
9	Massachusetts Institute of Technology, department of architecture.	Prof. William R. Ware, S. B.	.....	..	....	16 years.	Satisfactory examination.
10	Massachusetts Normal Art School.	Walter Smith, State art director.	.....	..	....	.....	Proficiency in elementary drawing.
11	Worcester County Free Institute of Industrial Science.	Professor C. O. Thompson.	120,000	0	0	16 years.	Satisfactory examination.
12	St. Louis Art School.....	Conrad Diehl.....	.....	0	1	.....	Payment of tuition.
13	Manchester Art Association.	Joseph B. Sawyer, sec.	.....	..	2	.....	Membership .....
14	Brooklyn Art Association...	Wm. H. Husted, sec ...	125,000	0	....	.....	Desire for improvement.
15	Cornell University, course in architecture and mechanic arts.	A. D. White, LL. D., president of university.	30,000	..	....	.....	Passing examination.
16	Ladies' Art Association, N.Y	Mrs. J. B. Collin, corresponding sec'ry.	.....	..	1	.....	Membership .....
17	National Academy of Design	L. E. Wilmarth, director.	*g*250,000	..	6	.....	Proficiency in elementary drawing.
18	The Palette Club, N. Y.....	Hon. Clark Bell, pres.; Charles N. Miller, corres secretary.	.....	0	1	.....	Membership in the club.
19	Cooper Union Art Schools, N. Y.	Professor J. C. Zachos, curator.	630,000	..	....	.....	.....
	1. Woman's Art School ...	Mrs. Susan N. Carter..	.....	..	7	.....	Responsible reference as to character, &c.
	2. The Free School of Science and Art, (drawing classes.)	F. G. Tisdale, jr., Ph. D., director.	.....	..	....	Over 15..	Letter of recommendation.
20	College of Fine Arts of Syracuse University.	Professor Geo. F. Comfort, dean.	.....	..	....	.....	Satisfactory examination.
21	School of Design of the University of Cincinnati.	Thomas S. Noble.....	.....	..	6	14 years..	Responsible reference.
22	Toledo University of Arts and Trades.	Charles J. Shipley.....	25,000	..	2	.....	Payment of fees...
23	Franklin Institute drawing classes, Philadelphia, Pa.	J. B. Knight, secretary of institute.	50,000	..	3	.....	Payment of fees...
24	Art classes of the Pennsylvania Academy of the Fine Arts, Philadelphia, Pa.	John Sartain, secretary of the academy.	*g*500,000	7	9	.....	Proficiency in elementary art studies.
25	Philadelphia School of Design for Women.	Miss E. Croasdale	25,000	9	....	13 years.	Satisfactory reference, payment of tuition, and daily attendance.
26	Pittsburg School of Design for Women.	Hugh Newell.....	.....	..	....	.....	Payment of tuition fees and regular attendance.

a Evening, weekly, and daily schools.
b Drawing free; wood carving, $10 per term; clay modelling, $5 per term.
c Modelling, painting in oil and water-colors, pastel painting, photography, &c., are also taught in the Day School of Design; cost of tuition from $12 to $80 per annum. About sixty of the pupils reported are in the day school.

affording art-instruction, &c.—Continued.

Branches of instruction.	Annual expense of tuition.	Lectures delivered.		Number.
		Number.	Subject.	
Drawing and painting	$64, $80	2 courses.	Perspective, color, &c	1
Drawing, painting, perspective; theory and history of art.	100	6 12	Arts of design; painting, sculpture, and architecture. History of Italian art	2
Drawing, painting, sculpture, and architecture.	*a*25, 40, 100	3	Sculpture, painting, architecture, and decoration.	3
Drawing, water-colors, wood-carving, clay modelling, architecture, history and principles of art.	(*b*)	2 courses.	History and styles of architecture and principles of art.	4
Industrial drawing in male night-school of design.*c*	3		A course on perspective	5
Thorough courses of elementary study of drawing and painting.	80			6
Life school, free to members	0		Relating to art	7
Practical designing				8
Free-hand, mechanical and architectural drawing with the history, theory, and science of practical architecture.	200		A series on ornament, composition, and the theory of architecture.	9
Industrial drawing, painting, and designing.	*d*0	Several courses.	Architecture and building construction, machine drawing, geometric drawing, perspective.	10
Free-hand and mechanical drawing, coloring, &c.	*e*0			11
Drawing from casts and painting from still-life.	*f*5, 8	0		12
Geometrical and machine drawing; also casts and life studies.		2	"Color as produced by light," and "Dyeing textile fabrics." Free.	13
Sketching and painting	Free.	0		14
Free-hand, mechanical, architectural drawing, &c.	60	18	Architecture	15
Figure-painting and drawing; life class			Essays on drawing, painting, perspective, &c.	16
Antique and life schools, schools of painting, anatomy, and perspective.	Free.		Annual course on art subjects. Free.	17
Drawing from the life	0	Several.		18
				19
Drawing, painting, engraving, and photography.	0	3 courses.	Anatomy, history of art, and perspective.	
Free-hand, mechanical, and architectural drawing, drawing from life and cast, clay modelling, &c.	0			
Architecture, painting, engraving, free-hand drawing, modelling, and photography.	100	6 courses.	Æsthetics, history of fine arts, mythology, archæology, and art literature.	20
Painting, drawing, designing, wood-carving, tile and china painting, enameling, &c.	0	Weekly.	Relating to art. Free.	21
Free-hand, geometrical, and architectural drawing.	9	Weekly.	Mechanic arts	22
Mechanical, architectural, free-hand, and miscellaneous drawing.	10	29	Science and mechanic arts. Free to members.	23
Chiefly the human figure, with composition, chiaroscuro, color, perspective, &c.	Free.		Free lectures on art, anatomy, modelling, perspective, &c.	24
Industrial and fine art	40		Comparative anatomy, history of ornament, architecture, decorative art, color, perspective, &c.	25
All branches of art	30, 50		Ornament, color, anatomy, botany, &c.	26

d Free to citizens of Massachusetts, $50 per annum to others.
e Free to students of Worcester County and to twenty State students; others, $100 per annum.
f Per month.
g With site.

TABLE XVIII.—PART 2.—*Statistics of institutions*

Number.	Name and location.	Number of professors and instructors.	Number of pupils.			Number of volumes in art-library.
			Total.	Male.	Female.	
1	School of Design, San Francisco, Cal	1	60	15	45	200
2	Yale School of the Fine Arts, New Haven, Conn	4	123	97	26	(‡)
3	Art Schools of Chicago Academy of Design, Chicago, Ill	4	127	58	69	.....
4	Illinois Industrial University, Urbana, Ill	4	.....	.....	.....	.....
5	Maryland Institute Schools of Art and Design, Baltimore, Md	12	500	450	50	300
6	Art School, Baltimore, Md	2	20	10	10	.....
7	Boston Art Club, Boston, Mass	.....	.....	.....	.....	(‡)
8	Lowell School of Practical Design, Boston, Mass	.....	25	11	14	.....
9	Massachusetts Institute of Technology, department of architecture	6	28	28	....	(*f*)
10	Massachusetts Normal Art School, Boston, Mass	12	239	84	155	*12
11	Worcester County Free Institute of Industrial Science, Worcester, Mass.	11	99	99	....	(‡)
12	St. Louis Art School, St. Louis, Mo	1	18	4	14	3
13	Manchester Art Association, Manchester, N. H	.....	.....	.....	.....	120
14	Brooklyn Art Association, Brooklyn, N. Y	4	90	40	50	0
15	Cornell University, course in architecture and mechanic arts, Ithaca, N. Y.	8	79	.....	....	2,500
16	Ladies' Art Association, New York, N. Y	.....	.....	0	(‡)	(†)
17	National Academy of Design, New York, N. Y	6	243	142	101	600
18	The Palette Club, New York, N. Y	0	.....	.....	....	100
19	Cooper Union Art Schools, New York, N. Y.:					
	1. Woman's Art School	6	229	0	229	0
	2. The Free School of Art	12	1,529	1,529	....	0
20	College of Fine Arts of Syracuse University, Syracuse, N. Y	10	j23	11	12	(‡)
21	School of Design of University of Cincinnati, Cincinnati, Ohio	6	638	303	335	92
22	Toledo University of Arts and Trades, Toledo, Ohio	1	90	76	14	290
23	Franklin Institute drawing classes, Philadelphia, Pa	4	250	248	2	.....
24	Art classes of the Pennsylvania Academy of the Fine Arts, Philadelphia, Pa.	(*l*)	.....	.....	.....	(‡)
25	Philadelphia School of Design for Women, Philadelphia, Pa	8	158	....	158	113
26	Pittsburg School of Design for Women, Pittsburg, Pa	5	65	(*m*)	65	.....

* Many. † A few. ‡ A number.

a Four sets.

b Sets of lithographic models as used in the École des Beaux-Arts.

c Also 295 medallions, 100 Braun's autotypes of old masters, and a large collection of chromo-lithographs and photographs.

d Four of the casts are of statues. The school has also 35 modern paintings, 2,000 photographs, lithographs, &c., and a set of drawings donated by the life school at Paris.

e These are "informal;" three "formal" exhibitions were given in 1874.

f Number not reported; value of library, about $2,000.

g Also 3 oil paintings and 152 autotypes.

affording art-instruction, &c.—Concluded.

Material provided, number of—						Prizes awarded.		Public exhibition of work of pupils.	
Casts of sculptures.	Other casts.	Models.	Patterns.	Engravings.	Drawings.	Number.	Name.		Number.
160	....	(*a*)	.....	.....	.....	5	2 gold and 3 silver medals for excellence in drawing and painting.	Annual.....	1
70	....	(*b*)	.....	.....	.....	.....	.....	Annual.....	2
.....	.....	.....	.....	.....	.....	.....	.....	Annual and quarterly.	3
145	*c*170	.....	.....	(*)	....	0	.....	Annual.....	4
*d*32	(†)	(*)	(*)	25	(*)	7	Peabody prizes, 3 of $100 each and 4 of $50 each; also, 22 gold medals awarded by institute.	Annual.....	5
(†)	(†)	.....	.....	(*)	(*)	0	.....	Annual.....	6
.....	.....	.....	.....	.....	.....	.....	.....	Monthly *e*	7
.....	.....	.....	.....	.....	.....	.....	.....	2 in 1873–'74.....	8
(*)	(*)	(*)	(*)	(*)	(*)	2	Prizes given by Boston Society of Architects, $50 each.	Annual.....	9
69	....	100	1,000	....	40	....	.....	Annual.....	10
....	(*)	(*)	(*)	(*)	(*)	....	.....	Annual.....	11
....	*g*12	.....	.....	24	....	0	.....	Annual.....	12
....	50	.....	.....	.....	.....	.....	.....	Occasional.....	13
(†)	(†)	(*)	.....	(*)	(*)	0	.....	Semi-annual.....	14
(*)	(*)	(*)	(*)	(*)	(*)	0	.....	End of each term...	15
....	(†)	.....	.....	.....	.....	.....	.....	Occasional.....	16
160	....	.....	.....	500	....	4	Silver and bronze medals	Annual.....	17
.....	.....	.....	.....	.....	.....	0	.....	Monthly and annual.	18
(*)	(*h*)	.....	.....	(*)	(*)	*i*10	For drawings from cast, from still-life, ornamental drawing, and wood engraving.	Annual.....	19
.....	.....	.....	.....	.....	.....	6	For ornamental drawing, mechanical drawing, &c.	Annual.....	
1	(*)	.....	.....	(*)	...	...	.....	Annual.....	20
40	99	.....	.....	751	*k*11	....	Gold and silver medals.....	Annual.....	21
....	50	25	20	497	383	2	One of $50 and one of $15.....	Semi-annual.....	22
.....	.....	(*)	.....	...	500	0	.....	Annual.....	23
256	(*)	.....	.....	(*)	(*)	....	.....	.....	24
70	286	....	(*)	(*)	(*)	(*j*)	For best work in all stages, one gold medal; also, sets of art books.	Annual.....	25
49	(*)	.....	.....	(*)	(*)	8	4 gold and 4 silver medals.....	Annual.....	26

h An extensive collection.
i Eighteen medals were also awarded.
j Thirteen ladies and 43 gentlemen, students in the College of Liberal Arts, also receive instruction in drawing in this college.
k Also 14 oil paintings and 47 autotypes.
l The art-classes are discontinued until the completion of the new academy building.
m Artisan night class of 25 males.

TABLE XIX.—*Statistics of institutions for the deaf and dumb for* 1875; *from replies to inquiries by the United States Bureau of Education.*

NOTE.—× indicates an affirmative answer and also the branches taught.

Number.	Name.	Location.	Year of foundation.	Under what control.	Principal.	Instructors.	
						Total number.	Number of semi-mutes.
	1	2	3	4	5	6	7
1	Alabama Institution for the Deaf and Dumb and the Blind	Talladega, Ala	1860	State	J. H. Johnson, Md	4	0
2	Arkansas Deaf-Mute Institute	Little Rock, Ark	1868	Directors	E. P. Caruthers	4	0
3	Institution for the Deaf and Dumb and the Blind	Oakland, Cal	1860	State	Warring Wilkinson, M. A	4	1
4	American Asylum for the Deaf and Dumb	Hartford, Conn	1817	Directors	Edward C. Stone, M. A	18	2
5	Whipple's Home School for Deaf-Mutes	Mystic River, Conn	1869	Private	Zerah C. Whipple	3	0
6	Georgia Institution for the Deaf and Dumb	Cave Spring, Ga	1846	Trustees	Wesley O. Connor	5	1
7	Chicago Deaf-Mute School	Chicago, Ill	1875	B'd education	P. A. Emery, M. A., D. D	1	----
8	Illinois Institution for the Education of the Deaf and Dumb	Jacksonville, Ill	1839	State	Ph. ip G. Gillett, LL. D	19	1
9	Indiana Institution for the Deaf and Dumb	Indianapolis, Ind	1844	State	Rev. Thomas MacIntire, LL. D	15	3
10	Iowa Institution for the Deaf and Dumb	Council Bluffs, Iowa	1855	State	Rev. Benjamin Talbot, M. A	9	0
11	Kansas State Asylum for the Deaf and Dumb	Olathe, Kans	1866	Trustees	Louis H. Jenkins, M. A	5	0
12	Kentucky Institution for the Education of Deaf-Mutes	Danville, Ky	1823	State	Jno. A. Jacobs	7	2
13	Louisiana Institution for the Education of the Deaf and Dumb	Baton Rouge, La	1855	Trustees	J. A. McWhorter, M. A	4	0
14	Institution for the Colored Blind and Deaf-Mutes *a*	Baltimore, Md	1872	Corporation	F. D. Morrison	----	----
15	Maryland Institution for the Education of the Deaf and Dumb	Frederick, Md	1867	State	Charles W. Ely, M. A	8	1
16	Boston School for Deaf-Mutes	Boston, Mass	1869	School board	Miss Sarah Fuller	7	0
17	Clarke Institution for Deaf-Mutes	Northampton, Mass	1867	Pvt. corporat'n	Miss Harriet B. Rogers	7½	0
18	Institution for the Deaf and Dumb and the Blind*	Flint, Mich	1853	Trustees	Egbert L. Bangs, M. A	10	3
19	Institution for the Education of the Deaf and Dumb and the Blind.	Faribault, Minn	1863	State	J. L. Noyes, A. M	7	4
20	Mississippi Institution for the Deaf and Dumb	Jackson, Miss	1871	Trustees	John L Carter, M. D	4	1
21	Institution for the Deaf and Dumb	Fulton, Mo	1851	State	William D. Kerr, A. M., superintendent	11	1
22	St. Bridget's Institution for the Deaf and Dumb	St. Louis, Mo	1860	R. C. Orph. B'd	----	----	----
23	Nebraska Institution for the Deaf and Dumb	Omaha, Nebr	1869	State	R. H. Kinney, M. A	3	----
24	Class in Articulation in Cayuga Lake Academy	Aurora, N. Y	1871	Private	Charles Kelsey, A. M	2	0
25	Le Conteulx St. Mary's Institution for the Instruction of Deaf-Mutes.	Buffalo, N. Y	1853	Sisters of St. Joseph.	Sister Mary Anne Burke	7	0

26	Institute for Mutes, St Joseph's of the Sacred Heart	Fordham, N. Y	1869	Private	Madame Victorine Boucher	6	-----
27	Institution for the Instruction of the Deaf and Dumb	New York, N. Y	1817	Directors	Isaac L. Peet, LL. D	19	4
28	Institution for the Improved Instruction of Deaf-Mutes	1471 B way, New York, N. Y.	1867	Trustees	David Greenberger	9	0
29	Institution for the Deaf and Dumb and the Blind	Raleigh, N. C	1846	State	John Nichols	7	1
30	Institution for the Education of the Deaf and Dumb	Columbus, Ohio	1827	State	Gilbert O. Fay, M. A	23	2
31	Institution for the Deaf and Dumb	Salem, Oreg	1870	State	Rev. P. S. Knight	3	0
32	Pennsylvania Institution for the Deaf and Dumb	Philadelphia, Pa	1821	Directors	Joshua Foster	17	1
33	Day School for Deaf-Mutes	Pittsburgh, Pa	1869	School board	James H. Logan, A. M	2	1
34	Institution for the Education of the Deaf and Dumb and the Blind.*b*	Spartanburg, S. C	1849	State	Newton F. Walker	-----	-----
35	Tennessee School for the Deaf and Dumb	Knoxville, Tenn	1845	Trustees	J. H. Ijams, A. B	7	1
36	Institution for the Education of the Deaf and Dumb	Austin, Tex	1856	Trustees	J. Van Nostrand, M. A	3	-----
37	Institution for the Education of the Deaf and Dumb and the Blind.	Staunton, Va	1839	State	Charles D. McCoy	7	1
38	West Virginia Institution for the Deaf and Dumb and the Blind.	Romney, W. Va	1870	Regents	John C. Covell	5	1
39	Wisconsin Institute for the Deaf and Dumb	Delavan, Wis	1852	State	W. H. De Motte	9	1
40	Institute for the Education of Mutes	Colorado Springs, Col	1874	Territorial	James P. Ralstin	2	0
41	Columbia Institution for the Deaf and Dumb	Washington, D. C	1857	National	E. M. Gallaudet, Ph. D., LL. D	12	3
42	National Deaf-Mute College*c*	Washington, D. C	1864	National	E. M. Gallaudet, Ph. D., LL. D	-----	-----

*From Report of Commissioner of Education for 1874. *a* For further statistics, see Table XX. *b* Closed since October, 1873; to be re-opened at an early day.
c A department of Columbia Institution; its statistics will be found in Table IX.

TABLE XIX.—*Statistics of institutions for the deaf and dumb for* 1875, *&c.*—Concluded.

NOTE.—× indicates an affirmative answer and also the branches taught.

Number.	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?	Has the institution a chemical laboratory?	Has the institution a philosophical cabinet and apparatus?	Has the institution a museum of natural history?	Library.		Property, income, &c.				
	Total.	Male.	Female.				Articulation.	Common English.	Natural philosophy.	Physiology.	Chemistry.					Number of volumes.	Average annual increase.	Number of acres of land owned by institution.	Value of grounds, buildings, and apparatus.	State appropriation for the past year.	Income for the year from tuition fees.	Expenditure for the year.
	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
1	52	24	28	4	120	2	.....	×	.....	.....	.....	×	0	0	×	*300	.....	17	$40, 000	†$18, 000	$0	†$10, 210
2	69	38	31	3	112	0	×	×	.....	.....	.....	×	0	0	0	55	.....	92	40, 000	a6, 000	0	.....
3	74	48	26	7	139	1	.....	×	.....	.....	.....	×	0	0	0	0	.....	130	†100, 000	†36, 000	900	b59, 424
4	270	163	107	7	2, 056	60	×	×	×	×	.....	0	0	×	0	2, 000	50	2$\frac{3}{4}$	250, 000	(c)	47, 250	65, 948
5	16	9	7	.....	23	0	×	×	.....	.....	.....	×	0	0	0	.....	.....	60	.....	(d)	.....	.....
6	60	37	23	.....	.....	3	.....	×	.....	.....	.....	0	0	0	0	1, 000	.....	12	30, 000	16, 500	0	16, 387
7	25	22	3	.....	25	.....	.....	×	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	.....
8	423	240	183	7	1, 073	10	×	×	×	×	×	×	0	×	×	1, 450	300	46	400, 000	75, 000	.....	70, 000
9	340	203	137	6	1, 096	18	.....	×	×	.....	×	0	×	×	0	3, 025	150	108	650, 000	63, 000	e0	62, 569
10	178	94	84	5	415	4	×	×	.....	×	.....	0	0	×	×	450	.....	90	175, 000	34, 000	.0	34, 000
11	100	50	50	5$\frac{1}{2}$	136	0	.....	×	.....	.....	.....	×	0	0	0	13	.....	176$\frac{1}{2}$	31, 500	13, 400	.....	13, 400
12	108	55	53	4$\frac{1}{2}$	632	10	.....	×	.....	×	.....	×	×	×	×	750	.....	50	175, 000	17, 877	0	21, 444
13	47	28	19	7	250	3	×	×	×	×	.....	0	0	0	0	300	0	10	250, 000	10, 000	0	6, 000
14	.....	.....	.....	.....	16	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
15	105	70	35	3$\frac{1}{2}$	162	2	×	×	×	×	×	0	0	×	×	2, 000	.....	10	225, 000	30, 000	.....	27, 583
16	78	40	38	.....	113	.....	×	×	.....	×	.....	0	0	0	0	.....	.....	.....	.....	.....	.....	.....
17	79	41	38	.....	116	0	×	×	×	×	*f*×	0	×	×	×	470	.....	11	95, 000	11, 030	3, 292	22, 732
18	197	107	90	.....	569	.....	×	×	×	×	.....	0	0	×	0	811	.....	94	375, 315	†51, 872	0	†48, 364
19	110	70	40	4	165	3	×	×	×	.....	.....	0	0	×	×	700	70	54	100, 000	36, 000	0	g29, 500
20	43	21	22	.....	69	.....	×	×	.....	.....	.....	0	0	0	0	.....	.....	6	h50, 000	15, 000	0	11, 000
21	220	.....	.....	6	523	4	×	×	.....	.....	.....	.....	0	×	0	600	.....	50	140, 000	49, 500	.....	43, 699
22	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
23	44	24	20	2	58	.....	.....	×	.....	.....	.....	×	.....	.....	.....	150	.....	20	18, 000	30, 000	.....	7, 000
24	5	4	1	2	11	0	×	×	.....	.....	.....	0	×	×	×	.....	.....	2	.....	0	750	750
25	88	49	39	6	189	.....	×	×	.....	.....	.....	.....	0	0	0	200	.....	1	46, 000	k12, 971	2, 287	18, 214
26	37	0	37	.....	65	0	.....	×	.....	.....	.....	.....	.....	.....	.....	.....	.....	6	37, 500	l1, 668	999	14, 416

27	596	352	244	8	2,511	71	×	×	×	×	*m* ×	×	0	×	×	2,811	200	28	451,500	148,307	1,229	140,640
28	105	53	52	4–5	158	0	×	×	.....	.....	.....	0	0	0	0	368	25	0	*n*10,000	(34,151)		27,010
29	132	74	58	.....	500	.....	.....	×	.....	.....	.....	0	0	0	0	.....	.....	5	*o*75,000	¼45,000	0	¼45,000
30	488	281	207	5	1,512	.....	.....	×	.....	.....	.....	0	×	×	×	3,000	100	10	800,000	83,000	0	79,915
31	27	15	12	.....	37	1	.....	×	.....	.....	.....	0	0	0	0	47	.....	0	.....	.....	0	5,000
32	338	183	155	5	1,566	11	×	×	.....	.....	.....	0	0	×	0	5,000	.....	2	425,000	*p*26,748	34,588	*q*232,157
33	.....	.....	.....	.....	.....	0	×	×	.....	.....	.....	0	0	0	0	0	.....	0	.....	0	.....	1,500
34	.....	.....	.....	7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	157	50,000	.....	.....	.....
35	129	73	56	5	*r*275	0	.....	×	×	.....	.....	×	0	0	0	200	.....	7	125,000	28,500	225	26,600
36	46	26	20	.....	121	3	.....	×	.....	.....	.....	×	0	0	0	.....	.....	5⅞	55,000	10,000	0	10,350
37	100	57	43	6½	431	5	×	*s* ×	.....	.....	.....	0	0	×	0	¼1,600	.....	¼40	¼175,000	¼40,000	¼1,0.5	¼36,087
38	63	39	24	5–6	99	0	.....	×	.....	.....	.....	.....	.....	.....	.....	300	.....	15	¼70,000	¼25,000	.....	¼25,310
39	181	112	69	.....	350	.....	×	×	.....	.....	.....	0	0	0	0	.....	.....	32	100,000	36,000	0	36,000
40	18	10	8	.....	18	0	.....	×	.....	.....	.....	×	0	0	×	40	.....	13	12,000	8,000	0	6,893
41	96	83	13	8	307	22	×	×	×	×	×	×	×	×	0	2,000	.....	100	560,000	*t*77,000	1,925	*u*80,625
42	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

* From the Report of the Commissioner of Education for 1874.
† For both departments.
a For salaries and contingent expenses; $180 are allowed for each pupil in attendance.
b Includes repairs of losses by fire and a temporary building.
c $175 per pupil.
d The State pays $175 annually for each pupil who is a resident of the State.
e $6,314 from shops.
f Also geometry, zoölogy, botany, geology, astronomy, ancient and modern history, rhetoric, political economy, psychology, &c.
g Includes $8,500 for improvements.
h Cost in State warrants at 25 or 30 per cent. discount.
i Also $150 per annum for each pupil.
k $3,971 of this sum were from counties.
l From New York and New Jersey.
m Also rhetoric, algebra, natural history, moral philosophy, Latin, &c.
n Apparatus and furniture.
o Grounds and buildings.
p For six months.
q $167,393 of this amount were for new buildings.
r Since reorganization in 1866.
s Also painting and drawing, and the following trades: cabinet and carpentry, shoe-making, tailoring, type setting, printing and book binding.
t Congressional appropriation.
u $29,000 of this were for building.

TABLE XX.—*Statistics of institutions for the blind for* 1875; *from*

NOTE.—× indicates the

Number.	Name.	Location.	Year of foundation.	Superintendent.	Belonging to State or corporation.
	1	2	3	4	5
1	Alabama Institution for the Deaf and Dumb and the Blind.	Talladega, Ala..	1866	J. H. Johnson, M.D	State .....
2	Arkansas Institution for the Education of the Blind.	Little Rock, Ark	1859	Otis Patten	State .....
3	Institution for the Deaf and Dumb and the Blind.	Oakland, Cal	1860	Warring Wilkinson, M. A.	State .....
4	Georgia Academy for the Blind.....	Macon, Ga	1852	W. D. Williams, M. A.	Corporation
5	Illinois Institution for the Education of the Blind.	Jacksonville, Ill.	1849	F. W. Phillips, M. D	State .....
6	Indiana Institution for the Education of the Blind.	Indianapolis, Ind	1847	W. H. Churchman	State .....
7	Iowa College for the Blind.....	Vinton, Iowa ...	1853	O. Clarke, M A	State .....
8	Kansas State Blind Asylum.....	Wyandotte, Kans	1867	George H. Miller..	State .....
9	Kentucky Asylum for the Education of the Blind.	Louisville, Ky...	1842	B. B. Huntoon.....	State .....
10	Louisiana Institution for the Education of the Blind.	Baton Rouge, La	1871	L. C. Le Sage.....	State .....
11	Institution for the Colored Blind and Deaf-Mutes.	Baltimore, Md ..	1872	F. D. Morrison	Corporation.
12	Maryland Institution for the Instruction of the Blind.	Baltimore, Md...	1853	F. D. Morrison	Corporation
13	Perkins Institution and Massachusetts Asylum for the Blind.	Boston, Mass....	1832	S. G. Howe, M. D †	State and corporation
14	Institution for the Deaf and Dumb and the Blind.*	Flint, Mich	1853	Egbert L. Bangs, M. A.	Trustees....
15	Institution for the Education of the Deaf and Dumb and the Blind.	Faribault, Minn	1866	Prof. James J. Dow, (of Blind department.)	State .....
16	Institution for the Blind*.....	Jackson, Miss...	1852	Dr. W. S. Langley.	State .....
17	Institution for the Education of the Blind*	St. Louis, Mo....	1851	Dr. Jas. McWorkman.	State .....
18	New York State Institution for the Blind	Batavia, N. Y ...	1868	Mrs. A. D. Lord ...	State .....
19	New York Institution for the Blind.....	New York, N. Y.	1831	William B. Wait ..	Corporation
20	Institution for the Deaf and Dumb and the Blind.	Raleigh, N. C....	1851	John Nichols.....	State .....
21	Ohio Institution for the Education of the Blind.	Columbus, Ohio .	1837	George L. Smead, M. A.	State .....
22	Oregon Institute for the Blind	Salem, Oreg.....	1873	Rev. John H. Babcock.	State .....
23	Pennsylvania Institution for the Instruction of the Blind.	Philadelphia, Pa	1833	William Chapin, A. M.	Corporation.
24	Institution for the Education of the Deaf and Dumb and the Blind.	Spartanburg, S.C	1849	Newton F. Walker	State .....
25	Tennessee School for the Blind	Nashville, Tenn.	1844	J. M. Sturtevant ..	Corporation.
26	Texas Institute for the Blind	Austin, Tex.....	1856	Frank Rainey.....	State .....
27	Institution for the Education of the Deaf and Dumb and the Blind.	Staunton, Va ...	1839	Charles D. McCoy.	State .....
28	West Virginia Institution for the Deaf and Dumb and the Blind.	Romney, W. Va	1870	John C. Covell	State .....
29	Wisconsin Institution for the Education of the Blind.	Janesville, Wis..	1850	Mrs. Thomas H. Little.	State .....

* From Report of Commissioner of Education for 1874.
† Deceased.
a See Table XIX.
b 400 volumes are in raised print.
c For both departments.
d 300 volumes are in raised print.

replies to inquiries by the United States Bureau of Education.

employments taught.

Number of instructors and other employés.	Number of blind employés and workmen.	Number of pupils.	Number of pupils admitted since opening.	Employments taught.						Library.		Property, income, &c.					Number.
				Broom-making.	Cane-seating.	Fancy-work.	Mattress-making.	Piano tuning.	Sewing.	Number of volumes.	Average annual increase.	Value of grounds, buildings, and apparatus.	Amount of State or municipal appropriation for the past year.	Receipts from other States and individuals for the past year.	Total receipts for the past year.	Total expenditures for the past year.	
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
2	0	10	40	....	..	..	....	.....	...	40	....	(*a*)	(*a*)	$0	(*a*)	(*a*)	1
13	3	35	107	×	×	×	×	...	×	*b*650	...	$30,000	$7,703	0	$7,941	$2,585	2
3	0	29	84	....	...	...	...	...	...	.....	...	(*a*)	(*a*)	1,574	*c*37,574	(*a*)	3
11	3	54	144	×	×	...	×	....	×	*d*300	40	75,000	13,000	130	13,130	12,601	4
29	10	93	506	×	×	×	....	....	×	961	....	166,000	31,000	1,000	32,000	32,000	5
25	4	103	521	×	×	×	....	×	×	2,500	....	525,000	32,500	0	34,262	34,182	6
28	14	120	317	×	×	×	×	...	×	400	20	500,000	26,000	.....	26,320	25,600	7
11	1	40	.....	×	..	×	×	...	...	.....	...	40,000	9,000	0	9,000	8,988	8
20	6	85	358	×	×	×	×	....	×	800	200	100,000	19,380	180	32,199	18,979	9
6	1	21	63	×	×	...	×	....	...	.....	...	.....	8,000	0	8,000	6,000	10
*c*7	*c*2	*c*30	18	×	...	...	...	...	×	20	...	*c*20,000	*c*10,000	*c*900	*c*10,900	*ce*13,159	11
16	15	51	173	×	×	..	×	×	×	110	10	255,000	22,000	1,800	32,236	25,539	12
43	29	150	839	×	×	×	×	...	×	735	...	354,715	30,000	16,206	68,600	63,960	13
(*a*)	....	26	.....	....	...	...	...	...	×	.....	...	(*a*)	.....	.....	(*a*)	(*a*)	14
4	1	20	32	....	...	×	..	...	...	*f*314	35	25,000	5,000	.....	5,000	5,000	15
6	1	36	.....	×	×	...	×	....	..	180	....	10,000	10,000	0	10,000	.....	16
23	4	110	338	×	...	...	....	...	×	500	....	200,000	21,000	0	21,000	23,500	17
17	24	168	309	×	...	×	...	...	×	40	50	324,500	52,500	.....	61,941	47,872	18
60	10	183	1,172	....	×	×	×	....	×	600	....	*g*357,052	44,263	7,785	83,560	83,498	19
5	2	76	300	×	×	×	×	...	×	.....	....	(*a*)	(*a*)	0	45,000	(*a*)	20
50	4	152	862	×	×	×	×	....	×	10[illegible]	...	500,000	60,785	0	60,785	59,125	21
3	....	6	12	....	...	...	...	....	×	150	....	*h*200	2,000	.....	2,000	2,000	22
63	67	207	885	×	×	×	×	×	×	800	....	201,000	39,000	7,668	85,619	85,401	23
....	....	..	.....	....	....	....	....	...	...	.....	...	(*a*)	.....	.....	.....	.....	24
9	16	52	175	×	....	×	....	....	×	*i*1,038	....	80,000	15,000	0	30,000	31,000	25
10	0	53	.....	×	×	....	×	....	....	150	15	45,000	10,650	.....	10,650	10,643	26
5	3	42	203	×	×	....	×	...	....	(*a*)	....	(*a*)	(*a*)	.....	*c*49,949	*c*47,787	27
3	1	20	29	×	×	...	×	...	...	50	...	(*a*)	(*a*)	.....	.....	(*a*)	28
21	3	82	236	×	×	×	...	...	×	200	....	85,000	83,000	.....	*k*88,745	*k*80,395	29

e $6,046 of this were for building.
f 147 volumes are in raised print.
g Grounds and buildings.
h Apparatus.
i 373 volumes are in raised print.
k $61,000 of this were for a new building.

TABLE XXI.—*Statistics of orphan asylums, soldiers' orphans' homes, infant asylums, miscellaneous charities, and industrial schools for* 1875; *from replies to inquiries by the United States Bureau of Education.*

PART 1.—STATISTICS OF ORPHAN ASYLUMS.

Number.	Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of teachers and officers.	Total number of inmates since foundation.
	1	2	3	4	5	6	7	8
1	Church Home for Orphans*	Mobile, Ala	1864	1864	Sister Harriet	Episcopal	6	.....
2	Orphans' Home of the Synod of Alabama	Tuskegee, Ala	1864	1868	A. R. Holderby	Presbyterian	3	520
3	Sacramento Protestant Orphan Asylum*	Sacramento, Cal	1867	1867	Mrs. A. E. Peckham, (matron)	Non-sect	12	389
4	Ladies' Protection and Relief Society*	San Francisco, Cal	1854	1853	Miss C. A. Harmon, (matron)	Non-sect	4	2,000
5	St. Vincent's Male Orphan Asylum	San Rafael, Cal	...	1854	Rev. James Croke	R. C	6	.....
6	The Good Templars' Home for Orphans*	Vallejo, Cal	1868	1868	Mrs. H. M. Chandler, (matron)	.....	3	201
7	Bridgeport Protestant Orphan Asylum	Bridgeport, Conn	1868	1867	Lydia R. Ward	Protestant	4	104
8	Fitch's Orphans' Home	Darien, Conn	1861	1864	Myra J. Davis	Non-sect	6	108
9	Hartford Orphan Asylum	Hartford, Conn	...	1865	Rev. Thomas S. Potwin	Non-sect	7	.....
10	St. Catherine Orphan Asylum*	Hartford, Conn	1853	....	Sister Rose	R. C	5	.....
11	St. James's Orphan Asylum*	Hartford, Conn	1862	....	Sister Anastasia	R. C	6	1,800
12	New Haven Orphan Asylum	New Haven, Conn	1833	1833	Mrs. L. A. Kingsley	Evangelical	5	1,200
13	St. Mary's Orphan Asylum*	New Haven, Conn	1852	...	.....	R. C	25	3,000
14	Orphans' Home	Decatur, Ga	1870	1871	Rev. Joseph Carr	M. E. South	3	49
15	Female Orphan Asylum	Savannah, Ga	1810	1801	.....	Non-sect	3	360
16	Union Society, or Bethesda Orphan Home	Savannah, Ga	1786	1739	Andrew I. Hughes	Non-sect	4	.....
17	Chicago Protestant Orphan Asylum	Chicago, Ill	1849	1848	Mrs. Harriet C. Bigelow	Non-sect	2	2,240
18	St. Joseph's Male and Female Orphan Asylum	Chicago, Ill	1872	1849	Sister Mary Joseph	R. C	12	.....
19	Uhlich Orphan Asylum	Chicago, Ill	1869	1869	George P. Moog	Evang. Luth	10	97
20	Asylum for Colored Friendless Children	Indianapolis, Ind	1871	1870	Jane Trueblood, (president board of managers.)	Friends	5	204
21	German Protestant Orphan Asylum*	Indianapolis, Ind	....	....	George Reyer	German Prot	3	.....
22	St. Joseph's Orphan Asylum	Rensselaer, Ind	1867	1867	Rev. B. Hartmann and Sister Hortense	R. C	4	.....
23	St. Vincent's Male Orphan Asylum	Vincennes, Ind	...	1850	Sister Eugenia, (superior)	R. C	2	900
24	German and English Asylum for Orphans and Destitute Children.	Andrew, Iowa	1864	1863	John Georg Rembold	Evang. Luth	5	130
25	Kansas Orphan Asylum and Home for Friendless Children*	Leavenworth, Kans	1866	1866	Mrs. Thomas Carney, (president)	Non-sect	.....	125
26	St. Thomas's Orphan Asylum*	Bardstown, Ky	1850	1850	Rev. Nicholas Ryan	R. C	8	568

27	Convent of the Angel Guardian*	Highlands, Ky., (near Newport.)	....	1866	Mother M. of St. Scholastica	R. C	12	.....
28	Baptist Orphans' Home	Louisville, Ky., (First street, corner St. Catherine.)	1870	1869	Miss Mary A. Hollingsworth	Baptist	5	178
29	German Baptist Bethesda	Louisville, Ky	1872	1871	John Fred. Dohrmann	Baptist	8	44
30	Orphanage of the Good Shepherd*	Louisville, Ky	1869	....	Sister Sarah Clayland	Protestant	4	60
31	St. Joseph's Orphan Asylum*	Louisville, Ky	1847	1847	Sister Pacomia	R. C	4	.....
32	La Teche Orphan Home	La Teche, La	1866	1864	L. H. Seelye	M. E	4	330
33	St. Alphonsus' Orphan Asylum	New Orleans, La., (4th and St. Patrick streets.)	....	....	Rev. Mother M. Austin Carroll	R. C	6	.....
34	Home for Jewish Widows and Orphans	New Orleans, La., (Jackson and Chippewa streets.)	1855	1854	L. Shœnberg	Jewish	3	343
35	Female Orphan Asylum of Portland*	Portland, Me	1828	1828	Abby S. Barrett, (secretary)	Protestant	4	282
36	Baltimore Orphan Asylum	Baltimore, Md	1798	1798	Mrs. Baynard	Non-sect	6	.....
37	Hebrew Orphan Asylum*	Baltimore, Md	1872	1873	Rev. Abraham Hofmann	Hebrew	1	36
38	St. Anthony's Asylum*	Baltimore, Md	1860	1854	Sister Mary Rosamunda	R. C	14	1,020
39	St. Mary's Female Orphan Asylum	Baltimore, Md	1818	1818	Sister Aloysia Daly	R. C	13	7,000
40	St. Peter's Asylum for Female Children*	Baltimore, Md., (Madison ave)	1850	1850	Mrs. Ellen Binney	P. E	.....	.....
41	St. Vincent's Male Orphan Asylum	Baltimore, Md., (23 N. Front st.)	1840	1840	Brother James	R. C	4	980
42	Shelter for Orphans of Colored Soldiers and Friendless Colored Children.*	Baltimore, Md	....	1868	Julia Valentine	Non-sect	2	.....
43	The Orphan Asylum of St. Paul's Church*	Baltimore, Md	....	1802	.....	P. E	.....	.....
44	Boston Female Orphan Asylum	Boston, Mass	1803	1800	Alice E. Bartlett	Non-sect	11	1,000
45	House of the Angel Guardian	Boston, Mass	1851	1855	Fr. Justinian	R. C	13	.....
46	St. Vincent's Orphan Asylum	Boston, Mass	1843	1845	Mary Vincent McEntee, (superior)	R. C	13	2,800
47	Seamen's Orphan and Children's Friend Society	Salem, Mass	1841	1839	Mrs. Bradbury	Non-sect	3	409
48	Worcester Children's Friends' Society	Worcester, Mass	1849	1849	Jamerson White, (matron)	Non-sect	2	800
49	Protestant Orphan Asylum	Detroit, Mich	1836	1836	Mrs. Lewis Allen, (first directress)	Protestant	2	1,000
50	St. Anthony's Male Orphan Asylum	Detroit, Mich	1867	1867	Sister Mary Gertrude	R. C	6	293
51	St. Vincent's Female Orphan Asylum	Detroit, Mich	1871	1848	Sister Mary Edmond	R. C	9	2,005
52	D'Evereux Hall	Natchez, Miss	1858	1848	Brother Symphorian	R. C	5	207
53	Orphan Asylum of the Infant Jesus	Hathaway, Mo	....	1867	F. W. Udo	Evang. Luth	5	166
54	Episcopal Orphans' Home	St. Louis, Mo	1845	1843	Mrs. S. J. Fife, (first directress)	P. E	2	1,000
55	German St. Vincent's Orphan Asylum	St. Louis, Mo	1850	1850	Sister Angela	R. C	12	.....
56	Home of the Good Shepherd	St. Louis, Mo	1871	1849	Mother Mary, (superior)	R. C	25	4,589
57	St. Louis Protestant Orphan Asylum	Webster Groves, Mo	....	1834	Miss Anna L. Blood, (secretary)	Protestant	.....	3,000
58	New Hampshire Orphans' Home	Franklin, N. H	1871	1871	Mrs. A. R. Mack	Non-sect	3	126
59	Children's Home*	Jersey City, N. J	1864	1864	Mrs. Mary Lockwood	Protestant	3	181
60	Orphan Asylum*	Newark, N. J	1849	1849	Mrs. Van Vleck	Union Evang	5	474
61	Paterson Orphan Asylum Association for Orphans, Half-Orphans, and Homeless Children.*	Paterson, N. J	1864	1863	Mrs. H. Hennien	Union	3	144
62	St. Mary's Orphan Asylum	South Orange, N. J	....	....	Sisters of Charity	R. C	10	2,000
63	Cayuga Asylum for Destitute Children	Auburn, N. Y	1852	1852	Mrs. Jane C. Rogers	Non-sect	2	.....
64	Davenport Female Orphan Institute	Bath, N. Y	1863	1863	Elias Child	Non-sect	6	84
65	Howard Colored Orphan Asylum Society	Brooklyn, N. Y	1868	1866	Rev. W. F. Johnson	Non-sect	5	94
66	Orphan Asylum of the Church of the Holy Trinity	Brooklyn, E. D., N. Y	1860	1861	M. May	R. C	5	110
67	Orphan Asylum Society of the City of Brooklyn	Brooklyn, N. Y	1835	1832	Mrs. J. B. Hutchinson, (first directress)	Non-sect	.....	2,694
68	Buffalo Orphan Asylum*	Buffalo, N. Y	1835	1836	Mrs. Healy	Non-sect	2	.....
69	Evangelical Lutheran St. John's Orphan Home	Buffalo and Sulphur Spring, N. Y.	1865	1864	Rev. Christian Volz	Evang. Luth	13	126

* From Report of Commissioner of Education for 1874.

TABLE XXI.—PART 1.—*Statistics of orphan asylums*—Continued.

Number.	Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of teachers and officers.	Total number of inmates since foundation.
	1	2	3	4	5	6	7	8
70	Orphan Ward of Church Charity Foundation	Buffalo, N. Y	1859	1859	Mrs. Susan Graham	P. E	3	.....
71	German Roman Catholic Orphan Asylum	Buffalo, N. Y	1874	1874	.....	R. C	5	85
72	St. Vincent's Female Orphan Asylum	Buffalo, N. Y	1849	1848	Sister Robertine	R. C	13	1,251
73	Ontario Orphan Asylum	Canandaigua, N. Y	1863	1865	Mrs. Annie Biegler	Non-sect	5	252
74	St. Mary's Orphan Asylum	Canandaigua, N. Y	1854	1854	Sister Mary Paul	R. C	7	.....
75	Thomas Asylum for Orphan and Destitute Indian Children	Collins, N. Y	1855	1855	B. F. Hall	Non-sect	2	403
76	Orphan House of the Holy Saviour	Cooperstown, N. Y	1870	1871	Susan F. Cooper	P. E	3	42
77	St. Mary's Orphan Asylum and School	Dunkirk, N. Y	1858	1858	Sister M. Anastasia Donovan	R. C	4	168
78	Southern Tier Orphans' Home	Elmira, N. Y	1866	1866	George Beers	Protestant	8	571
79	Hudson Orphan and Relief Association	Hudson, N. Y	1846	1846	Miss Elizabeth Jones	Non-sect	.....	.....
80	Wartburg Orphans' Farm School of the Evangelical Lutheran Church.	Mt. Vernon, N. Y	1869	1866	G. C. Holls	Evang. Luth	4	88
81	Children's Fold, (The)	New York, N. Y	1871	1867	Rev. Edward Cowley, (president)	P. E	2	415
82	Colored Orphan Asylum	New York, N. Y., (143d street and Boulevard.)	1838	1837	Orville K. Hutchinson	Non-sect	7	2,076
83	Hebrew Orphan Asylum	New York, N. Y., (77th street and 3d avenue.)	1852	1822	Jacob Cohen	Hebrew	7	613
84	Leake and Watts Orphan House	New York, N. Y	.....	1843	William H. Guest	Protestant	9	1,230
85	Orphan Asylum Society of the City of New York	New York, N. Y	1807	1806	George E. Dunlap	Protestant	7	2,137
86	Orphans' Home and Asylum of the Protestant Episcopal Church.	New York, N. Y	1859	1851	Jane Inglee, (matron)	P. E	4	905
87	St. Joseph's Orphan Asylum	New York, N. Y., (Avenue A and 86th street.)	1859	1858	Sister Hyacinthe, (superioress)	R. C	7	1,490
88	St. Stephen's Home *	New York, N. Y	0	1868	Sister Francis Xavier	R. C	7	552
89	The Society for the Relief of Half-Orphan and Destitute Children.	New York, N. Y	1837	1833	Mrs. J. M. Campbell, (matron)	Non-sect	6	3,454
90	Poughkeepsie Orphan House and Home for the Friendless	Poughkeepsie, N. Y	1857	....	Mrs. J. M. Farrar, (matron)	.....	.....	777
91	Rochester Orphan Asylum	Rochester, N. Y	1838	1837	Mrs. Lucia Clements, (matron)	Non-sect	6	2,000
92	St. Mary's Orphan Asylum for Boys	Rochester, N. Y	1864	1864	Sister Xavier	R. C	10	656
93	St. Patrick's Orphan Girls' Asylum*	Rochester, N. Y	1845	1841	Sister M. de Pazzie	R. C	7	997
94	Society for the Relief of Destitute Children of Seamen	Staten Island, N. Y	1851	1846	A. M. Drow	Non-sect	9	1,016
95	Onondaga County Orphan Asylum	Syracuse, N. Y	1845	1847	Mrs. H. M. Woods	Non-sect	8	.....

96	St. Joseph's Asylum*	Syracuse, N. Y	1872	1872	Sister Beata McFaul	R. C	8	130
97	St. Vincent de Paul's Orphan Asylum	Syracuse, N. Y	1860	1852	Sister Satiana White	R. C	12	633
98	St. Vincent's Female Orphan Asylum	Troy, N. Y	1863	1848	Sister Sarah Agnes	R. C	8	968
99	Troy Catholic Male Orphan Asylum	Troy, N. Y	1864	1852	Brother Candidus	R. C	7	.....
100	Troy Orphan Asylum	Troy, N. Y	1835	1833	Mrs. Mary A. Greenman, (matron)	Protestant	4	1,071
101	Utica Orphan Asylum	Utica, N. Y	1830	1830	Miss Hinsdale, (matron)	Non-sect	.....	1,275
102	Oxford Orphans' Home	Oxford, N. C	0	1873	John H. Mills	Non-sect	7	294
103	German Methodist Orphan Asylum	Berea, Ohio	1864	1864	Christian G. Lieberherr	Meth. Epis	2	112
104	Cincinnati Orphan Asylum	Cincinnati, (Mt. Auburn,) Ohio	1833	1833	Mrs. A. J. C. Wilson, (matron)	Non-sect	2	16,632
105	German General Protestant Orphan Asylum	Cincinnati, Ohio	1849	1849	Marie Pfaefflin, (matron)	Protestant	8	429
106	Cleveland Protestant Orphan Asylum	Cleveland, Ohio	1853	...	A. H. Shunk	Protestant	4	2,128
107	Orphan Asylum, I. O. B. B	Cleveland, Ohio	1868	1868	Louis Aufrecht	Jewish	6	398
108	Montgomery County Children's Home	Dayton, Ohio	1867	1867	Mrs. Anna Grady, (matron)	Non-sect	7	570
109	Ebenezer Orphan Asylum	Flat Rock, Ohio	1868	1866	Charles Hammer	Evangelical	4	217
110	Washington County Children's Home	Marietta, Ohio	1866	....	S. D. Hart	Non-sect	3	378
111	Oberlin Orphan Home*	Oberlin, Ohio	1873	....	Linus H. Seelye	Meth. Epis	2	10
112	German Evangelical Lutheran Orphans' Asylum	Toledo, Ohio	1860	....	Charles Beckel	Evang. Luth	2	320
113	Protestant Orphans' Home	Toledo, Ohio	....	1867	Miss J. A. McConnell	Non-sect	.....	409
114	McIntire Children's Home	Zanesville, Ohio	1865	1865	Mrs. Ann W. Ely, (matron)	Non-sect	2	160
115	St. Joseph's Asylum*	Allegheny, Pa	1853	1853	Sister Mary Zita	R. C	6	430
116	Orphans' Home of the Evangelical Lutheran Church	Germantown, Pa	1860	1859	Rev. G. F. Gardner	Evang. Luth	6	370
117	Home for Friendless Children of the City and County of Lancaster.*	Lancaster, Pa	1860	1860	Miss Ellen Spence, (matron)	Non-sect	.....	600
118	Emmans Orphan House	Middletown, Pa	1839	1835	William A. Croll	Lutheran	1	100
119	Bethesda Home	Philadelphia, Pa	0	1859	Miss A. W. Clement and Miss A. P. Lawton.	Non-sect	4	550
120	Burd Orphan Asylum of St. Stephen's Church	Philadelphia, Pa	1862	1862	Rev. G. J. Burton, (warden and chaplain.)	Prot. Epis	7	110
121	Church Home for Children, (Angora)*	Philadelphia, Pa	....	1857	Miss Purdy	Prot. Epis	4	.....
122	Foster Home Association*	Philadelphia, Pa	1846	1839	Miss S. H. Davidson	Non-sect	.....	.....
123	Girard College for Orphans	Philadelphia, Pa	0	1848	William H. Allen, (president)	Non-sect	37	1,816
124	Jewish Foster Home and Orphan Asylum	Philadelphia, Pa	1855	1855	Mrs. J. Levy, (matron)	Hebrew	3	.....
125	Northern Home for Friendless Children and Soldiers' Orphan Institute.	Philadelphia, Pa	1854	1854	J. W. Walk and A. Harshberger, M. D	Non-sect	16	.....
126	Philadelphia Orphan Asylum	Philadelphia, Pa	1816	1814	Mrs. Maria Lodor, (matron)	Non-sect	4	1,000
127	St. Joseph's Roman Catholic Orphan Asylum*	Philadelphia, Pa., (1720 Race street.)	1807	1807	Sister Mary Gonzaga	R. C	8	1,789
128	"The Shelter," for colored orphans	Philadelphia, Pa., (44th and Haverford streets.)	1829	1822	Elizabeth Clement, (matron)	Friends	3	.....
129	The Southern Home for Destitute Children*	Philadelphia, Pa., (S.E. corner 12th and Fitzwater streets.)	1857	1849	Miss Phillips, (matron)	Non-sect	4	2,600
130	Union Temporary Home for Children*	Philadelphia, Pa	....	1857	Atherton Blight	Non-sect	3	.....
131	Western Provident Society and Children's Home*	Philadelphia, Pa	1857	1850	Mrs. John Irwin, (president)	Non-sect	6	500
132	St. Paul's Roman Catholic Orphan Asylum	Pittsburgh, Pa	1840	1836	Sisters of Mercy	R. C	6	3,150
133	The Orphans' Home of the Evangelical Lutheran Church'	Rochester, Pa	....	1864	Deaconesses of the church	Evang. Luth	.....	.....
134	Home for Friendless Children*	Wilkes-Barre, Pa	1862	1862	P. H. Fithian	Non-sect	3	.....
135	Bethany Orphans' Home	Womelsdorf, Pa	1865	1863	Rev. D. B. Albright	Reformed	5	300
136	Children's Home	York, Pa	1865	1865	Miss Ellen V. Stewart, (matron)	Non-sect	3	157
137	The Orphans' Farm School	Zelienople, Pa	1857	....	Rev. D. L. Debendarfer	Lutheran	.....	.....
138	Providence Association for the Benefit of Colored Children*	Providence, R. I	1839	1839	Abby Guild	Non-sect	4	350

* From Report of the Commissioner of Education for 1874.

TABLE XXI.—PART 1.—*Statistics of orphan asylums*—Continued.

Number.	Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of teachers and officers.	Total number of inmates since foundation.
	1	2	3	4	5	6	7	8
139	St. Aloysius Orphan Asylum*	Providence, R. I	1836	1835	S. M. Climaces	R. C	12	2,500
140	Thornwell Orphanage	Clinton, S. C	1873	1875	Rev. William P. Jacobs	Presbyterian	2	18
141	State Orphan Asylum	Columbia, S. C	1869	1868	Miss M. A. Gibson	Non-sect	7	212
142	Carolina Orphan Home*	Spartanburg, S. C	1872	1872	R. C. Oliver	Methodist	3	25
143	Church Orphans' Home*	Memphis, Tenn	1870	1868	Sisters of the Order of St. Mary	Episcopal	2	
144	Leath Orphan Asylum	Memphis, Tenn	1852	1852	J. M. Peabody	Protestant		700
145	Protestant Orphan Asylum	Nashville, Tenn	1847	1845	Mrs. Barbara Corbett, (matron)	Protestant		
146	Providence Orphan Asylum	Burlington, Vt	1866	1854	Sister Mary Magdalen	R. C	13	783
147	Jackson Orphan Asylum	Norfolk, Va	1856	1861	Mrs. Mary Smith	Prot. Epis	1	37
148	St. Paul's Church Home	Petersburg, Va	1874	1875	Sister Anna	Episcopal		9
149	St. Mary's Orphan Asylum*	Elm Grove, Wis	1869	1859	Sister M. Salesia	R. C	7	
150	Milwaukee Orphan Asylum	Milwaukee, Wis	1852	1850	Miss Maria P. Mason, (matron)	Non-sect	3	772
151	St. Rose's Orphan Asylum	Milwaukee, Wis	1850	1851	Sister Camilla	R. C	10	1,000
152	St. Æmilianus Orphan Asylum	St. Francis Station, Wis	1850	1846	C. Wapelhorst	R. C	15	
153	National Home for Destitute Colored Women and Children	Washington, D. C	1863	1863	Miss Eliza Heacock, (matron)	Non-sect	4	684
154	Cherokee Orphan Asylum	Locust Grove, Ind. T	1871	1872	Rev. W. A. Duncan	Non-sect	6	162

* From Report of the Commissioner of Education for 1874.

TABLE XXI.—PART 1.—*Statistics of orphan asylums*—Continued.

Number.	Name.	Conditions of admission.		How supported.	Industries taught.	Provision for children who have left the institution.
		Age.	Other conditions.			
	1	9	10	11	12	13
1	Church Home for Orphans*	Under 10		Charity	Housework and sewing	
2	Orphans' Home of the Synod of Alabama.	3-14		Voluntary contributions	Cooking, washing, sewing, knitting, farming, and printing.	
3	Sacramento Protestant Orphan Asylum*	Boys under 10, girls under 12.		State appropriation, donations, subscriptions, &c.		Returned to friends or adopted.
4	Ladies' Protection and Relief Society*	Boys 1 month to 11 years, girls all ages		Legislative appropriations and contributions.	Housework	Placed in homes.
5	St. Vincent's Male Orphan Asylum	6 yrs. or over	Orphanage	Legislative appropriation, donations, &c.	Gardening, farming, waitering, and milking.	Adopted, or sent to trades or to farms.
6	The Good Templars' Home for Orphans*	2-12		Lodge contributions, State aid, and donations.		
7	Bridgeport Protestant Orphan Asylum	3-12	Friendlessness and destitution.	Contributions and subscriptions	Simple household duties	When of age, they receive $50 and clothing.
8	Fitch's Orphans' Home	Over 4 years.	Payment of $2 per week by the town, and clothing.	Endowment, town appropriation, and aid from the seminary.		
9	Hartford Orphan Asylum	3-12			Housekeeping	Indentured in families from 12 to 21 years of age.
10	St. Catherine Orphan Asylum*	3 years		Charity and donations	Housework	Sent to trades or farms, or housework.
11	St. James's Orphan Asylum*	3 years		Charity and donations	Farming, trades, and housework.	
12	New Haven Orphan Asylum	2-10	Poverty and freedom from contagious disease.	Contributions and town appropriations.	Sewing and domestic work	Apprenticed in comfortable homes, on condition of kind treatment, three months' schooling per year, and thorough training, ending with a year's clothing and $20 in money.
13	St. Mary's Orphan Asylum*	3 years		Charity and donations	Housework	
14	Orphans' Home	5-10	Must be destitute orphans.	Contributions and annual subscriptions.	Housework and farming	

*From Report of Commissioner of Education for 1874.

TABLE XXI.—PART 1.—*Statistics of orphan asylums*—Continued.

Number.	Name.	Conditions of admission.		How supported.	Industries taught.	Provision for children who have left the institution.
		Age.	Other conditions.			
	1	9	10	11	12	13
15	Female Orphan Asylum	Under 8 yrs.		Donations and annual subscriptions	Needle-work, housework, washing, &c.	Some are indentured until 18 years of age, to be provided with a suit of clothes and a specified sum of money at the end of their indenture.
16	Union Society, or Bethesda Orphan Home.	5–14		Endowment and private charity	Farming	None.
17	Chicago Protestant Orphan Asylum			Contributions		Placed in good homes.
18	St. Joseph's Male and Female Orphan Asylum.	3–14		Charity		
19	Uhlich Orphan Asylum	Over 18 mos.		Rents of real estate donated by founder.	Housework	Provided with homes, sent to trades, farms, or housework.
20	Asylum for Colored Friendless Children	Under 14		By city and county		Placed in Christian families.
21	German Protestant Orphan Asylum*			Contributions and subscriptions		Provided with homes.
22	St. Joseph's Orphan Asylum	Under 14		Annual collections in the churches.	Farming and sewing	Placed in good homes.
23	St. Vincent's Male Orphan Asylum	2–12		Annual contributions of the congregations of the diocese of Vincennes.		Placed with farmers or in other homes.
24	German and English Asylum for Orphans and Destitute Children.	2–12		Donations	Needle-work of all kinds, knitting, and farming.	
25	Kansas Orphan Asylum and Home for Friendless Children.*	Under 16		Contributions and charitable entertainments.		Placed in good Christian homes.
26	St. Thomas's Orphan Asylum*	Over 2.		Collections in the diocese	Farming	Apprenticed to mechanics and farmers, and some sent to college.
27	Convent of the Angel Guardian*	3–15		Industry and charitable contributions.	Sewing and housework	
28	Baptist Orphans' Home	Boys under 7, girls under 12.	Destitution	Voluntary contributions	Kitchen and laundry work, cutting, fitting, sewing, and needle-work.	Legal adoption in good families or apprenticeship to good trades.
29	German Baptist Bethesda	Over 2.		Voluntary donations		
30	Orphanage of the Good Shepherd*	2–6		Voluntary subscriptions	Printing	
31	St. Joseph's Orphan Asylum*	Under 12.		Donations and subscriptions of members of St. Joseph's Orphan Society.		
32	La Teche Orphan Home	1 yr. or over.		Contributions	Housekeeping and farming	Homes are provided.

33	St. Alphonsus' Orphan Asylum	.....	Must be orphans having a claim on St. Alphonsus' church.	Voluntary contributions	Gardening, sewing, cooking, and laundry-work.	Provided with situations.
34	Home for Jewish Widows and Orphans	None	Jewish parentage	Members' dues, donations, and city appropriations.	Housekeeping and needle-work.	Placed at trades or in families.
35	Female Orphan Asylum of Portland*	1–10	Generally received by bond of surrendry.	Subscriptions, donations, &c	House and needle-work	Adopted or bound out to service.
36	Baltimore Orphan Asylum	2–9	.....	Subscriptions and donations	Sewing and housework	
37	Hebrew Orphan Asylum*	3–11	Full health	Contributions of members, &c	Sewing	None.
38	St. Anthony's Asylum*	1–12	.....	Contributions and collections	Sewing, knitting, and fancy needle-work.	
39	St. Mary's Female Orphan Asylum	3–12	Orphanage and destitution.	Endowments and contributions	Sewing and housework	Transferred to industrial school.
40	St. Peter's Asylum for Female Children*	4–9	.....	Endowment and charity	Sewing and housework	Outfit of clothing and homes or trades provided.
41	St. Vincent's Male Orphan Asylum	5–12	.....	Subscriptions and half-boarders	.....	
42	Shelter for Orphans of Colored Soldiers and Friendless Colored Children.*	2–12	.....	Appropriations and contributions	.....	Homes provided.
43	The Orphan Asylum of St. Paul's Church*	Under 17	.....	Contributions and endowment	Sewing and housework	
44	Boston Female Orphan Asylum	3–10	Destitution	Endowment	Housework, sewing, and knitting.	At the age of eighteen $50 are paid to each.
45	House of the Angel Guardian	7–15	Destitute children of the diocese admitted on recommendation of a clergyman; others on payment of a pension.	Donations, payment for pupils, concerts, and exhibitions.	Baking and tailoring	Adopted into good families.
46	St. Vincent's Orphan Asylum	4–12	.....	Collections in Roman Catholic churches of Boston and donations.	Housework	Good homes are provided.
47	Seamen's Orphan and Children's Friend Society.	3 years	.....	Endowment, yearly assessments, and contributions.	Sewing and housework	
48	Worcester Children's Friends' Society	2–14	.....	Contributions and endowment	.....	Adopted into homes or placed at service.
49	Protestant Orphan Asylum	2–12	.....	Endowment and contributions	.....	
50	St. Anthony's Male Orphan Asylum	5–12	Poverty	Charitable contributions and collections in churches.	.....	Adopted or provided with homes.
51	St. Vincent's Female Orphan Asylum	3–12	.....	Annual fair and contributions	Sewing and housework	Placed in families.
52	D'Evereux Hall	Under 15	.....	Charitable contributions and by industry.	Gardening and farming	Provided with homes.
53	Orphan Asylum of the Infant Jesus	.....	Orphanage and destitution.	Endowment	Farming and housework	They are cared for until 21 years of age.
54	Episcopal Orphans' Home	Under 12	Destitution	Contributions	Sewing and housework	The boys are bound out from 12 to 18 years of age; the girls are placed at service.

* From Report of the Commissioner of Education for 1874.

TABLE XXI.—PART 1.—*Statistics of orphan asylums*—Continued.

Number.	Name.	Conditions of admission.		How supported.	Industries taught.	Provision for children who have left the institution.
		Age.	Other conditions.			
	1	9	10	11	12	13
55	German St. Vincent's Orphan Asylum	1–11		Contributions by Catholic Germans under the charge of St. Vincent's Orphan Society.	Sewing for girls; garden-work for boys.	Apprenticed and contract made, with bond, to pay the apprentice from $150 to $250, and the usual equipment of clothing when of age.
56	Home of the Good Shepherd	Over 2	Destitution or need of reformation.	Labor and contributions	Needle-work, washing, and ironing.	Returned to friends or provided with situations.
57	St. Louis Protestant Orphan Asylum	Boys under 12.	Destitution	Endowment and contributions		Placed in homes until of age or adopted.
58	New Hampshire Orphans' Home	3–14		Contributions	Gardening, sewing, and housework.	Adopted into families or returned to friends.
59	Children's Home *	4–10		Contributions		
60	Orphan Asylum *	2–10		Endowment, appropriations, and contributions.	Sewing, knitting, painting, engraving, stone and wood carving, carpentry, &c.	
61	Paterson Orphan Asylum Association for Orphans, Half Orphans, and Homeless Children *	3–10		Contributions solicited by trustees.	Housework and gardening.	Placed in homes.
62	St. Mary's Orphan Asylum	2–14	Recommendation from their pastor or others.	Collections, donations, &c	Needle-work of all kinds	
63	Cayuga Asylum for Destitute Children	2–12		Appropriations by county and contributions.	Housework, sewing, and gardening.	Provided with homes and paid $100 when of age.
64	Davenport Female Orphan Institute	5–10	Orphanage and soundness of body and mind.	Endowment	Domestic work of all kinds, sewing, cooking, washing, ironing, &c.	They are provided with clothing for six or eight months, and their employers are required to give pledges to pay suitable wages.
65	Howard Colored Orphan Asylum Society	2–10		Voluntary contribution	None	$20 placed in bank each year.
66	Orphan Asylum of the Church of the Holy Trinity.	Over 1 year		Contributions and endowment	Knitting, sewing, &c	
67	Orphan Asylum Society of the City of Brooklyn.	3–12		Contributions and appropriations from board of education.		
68	Buffalo Orphan Asylum*	2–12	Orphanage	Voluntary contributions		

69	Evangelical Lutheran St. John's Orphan Home.	2–12	.....	Appropriations, contributions, and produce of farm.	Housework, sewing, knitting, farming, and mat making.	They have a permanent home in the institution, to which they may return when sick or out of employment.
70	Orphan Ward of Church Charity Foundation.	3–12	.....	Voluntary subscriptions.....	Gardening, housework, and sewing.	No provision.
71	German Roman Catholic Orphan Asylum	.....	Orphanage and destitution.	Charity of Catholics (German) of Buffalo and county.	Sewing, knitting, &c	Placed in good families.
72	St. Vincent's Female Orphan Asylum.....	5–15	.....	Charity	Dress making, plain sewing, and fancy needle work.	Some are adopted; others remain in the institution until able to maintain themselves.
73	Ontario Orphan Asylum	Under 12....	.....	Charity	.....	.....
74	St. Mary's Orphan Asylum.....	3–12	.....	Voluntary contributions	Sewing and housework....	Placed in homes.
75	Thomas Asylum for Orphan and Destitute Indian Children.	Under 16....	Orphanage and destitution.	Indian Bureau and State of New York.	Farming and broom making.	
76	Orphan House of the Holy Saviour.....	3–12	Orphanage or destitution.	Charitable contributions and payment of board.	Sewing, knitting, housework, farming, and gardening.	Provided with good homes.
77	St. Mary's Orphan Asylum and School.....	Over 2	.....	Contributions, board of education, and sewing.	Housework and sewing...	Returned to friends or provided with situations.
78	Southern Tier Orphans' Home	Under 12....	.....	Contributions	.....	Placed in homes or adopted.
79	Hudson Orphan and Relief Association....	Under 12....	.....	Endowment, county appropriations, and contributions.	.....	Usually indentured.
80	Wartburg Orphans' Farm School of the Evangelical Lutheran Church.	6–10	.....	Benevolent contributions.....	Farming, gardening, printing, housework, sewing, knitting, &c.	They may return to the institution when sick or out of employment, on condition of good behavior.
81	Children's Fold, (The)	1–12	Orphanage or destitution.	Donations, subscriptions, and city appropriations.	Housework, cooking, sewing, &c.	Placed in families, at trades, on farms, or in commercial houses.
82	Colored Orphan Asylum	2–10	Must be destitute colored children belonging to the State of New York.	Endowment, city appropriations, contributions, &c.	Gardening, sewing, and housework.	Returned to friends or indentured.
83	Hebrew Orphan Asylum..... ...	3–12	Orphanage	Contributions of members and friends and city appropriations.	Printing and shoemaking..	Boys receive $200 on reaching majority; girls are provided with positions.
84	Leake and Watts Orphan House	3–12	Good health	Endowment.....	.....	Indentured to trades or farming; males to receive $100, females $25 at expiration of service.
85	Orphan Asylum Society of the City of New York.	Under 10....	Must be full orphans..	Public school fund, contributions, and self-support.	None.....	Indentured until 18 years of age.

* From Report of the Commissioner of Education for 1874.

TABLE XXI.—PART 1.—*Statistics of orphan asylums*—Continued.

Number.	Name.	Conditions of admission.		How supported.	Industries taught.	Provision for children who have left the institution.
		Age.	Other conditions.			
	1	9	10	11	12	13
86	Orphans' Home and Asylum of the Protestant Episcopal Church.	3–8	.....	Contributions	Housework and plain sewing.	Placed in good homes.
87	St. Joseph's Orphan Asylum	3–13	Orphanage or destitution.	Endowment, city appropriations, and donations.	Knitting and needle-work	At 14 years of age returned to friends or indentured.
88	St. Stephen's Home *.....	2–12	.....	Contributions	Sewing and housework....	Placed in families, at trades, or in higher schools.
89	The Society for the Relief of Half-Orphan and Destitute Children.	4–10	Must be half-orphans and destitute.	Contributions, and $3 per month from parent or friend, if able to pay.	Sewing	
90	Poughkeepsie Orphan House and Home for the Friendless.	2–12	.....	Contributions and endowment.....	Housework, sewing, basket making, knitting, and cobbling.	Homes are provided by adoption or indenture.
91	Rochester Orphan Asylum.....	Under 12....	Orphanage or destitution.	Board for pauper children from city and county and voluntary contributions.	Sewing and housework....	Adopted or placed at service.
92	St. Mary's Orphan Asylum for Boys.....	3–14	.....	Contributions	Farm work.....	Placed at trades or on farms.
93	St. Patrick's Orphan Girls' Asylum*.....	3–16	.....	Donations and contributions	.....	Adopted or returned to friends.
94	Society for the Relief of Destitute Children of Seamen.	2–10	.....	Contributions and endowment	Sewing, housework, and gardening.	Placed in families or returned to guardians.
95	Onondaga County Orphan Asylum.....	2–12	.....	Endowment and contributions	.....	Homes are found for them.
96	St. Joseph's Asylum*	Under 11....	.....	Contributions	Manual labor for the older boys.	Adopted or returned to friends.
97	St. Vincent de Paul's Orphan Asylum.....	3 years	.....	Contributions and appropriations .	Sewing, knitting, and domestic economy.	Homes and situations provided.
98	St. Vincent's Female Orphan Asylum.....	2–12	.....	Appropriations and contributions.	Housework, dress making, and plain sewing.	Returned to friends or adopted.
99	Troy Catholic Male Orphan Asylum.....	3–12	.....	Appropriations and contributions.	Farming, gardening, shoemaking, and tailoring.	Homes are provided in well recommended private families.
100	Troy Orphan Asylum.....	3–10	.....	Appropriations and contributions.	None.....	Returned to friends, adopted, or indentured in the country.
101	Utica Orphan Asylum.....	2–12	Orphanage	Endowment, donations, county appropriation, &c.	Housework and sewing....	Indentured or adopted.

102	Oxford Orphans' Home	6–12	Poverty	Voluntary contributions	Farming, gardening, sewing, and housework.	Returned to friends, adopted, or placed at trades.
103	German Methodist Orphan Asylum	Boys under 14.		Contributions, produce of farm, and board.	Farming, gardening, sewing, housework, fancy work, &c.	Indentured to trades or farming.
104	Cincinnati Orphan Asylum	None	None except that of necessity.	Endowment, annual subscriptions, and contributions.	Domestic service, sewing, and knitting.	Placed in families with guarantees of good treatment, common school education, and $150 in money, with comfortable clothing, on reaching maturity.
105	German General Protestant Orphan Asylum.	1–14		Yearly dues, endowment, and contributions.	General handwork	Indentured until 18 years of age.
106	Cleveland Protestant Orphan Asylum	Under 10		Endowment and contributions		
107	Orphan Asylum, I. O. B. B	4–12	Jewish parentage	Contributions and endowment	Housework, needlework, and gardening.	
108	Montgomery County Children's Home	Under 16		County taxation		Indentured until 18 years of age, or returned to friends.
109	Ebenezer Orphan Asylum	2–10		Endowment and contributions	Agriculture, housework, and sewing.	At 16 years of age, placed in good families.
110	Washington County Children's Home	Under 16	Destitution	County taxation		Adopted or indentured.
111	Oberlin Orphan Home*	1–3	Must be entirely destitute.	Unsolicited donations		
112	German Evangelical Lutheran Orphans' Asylum.	2 years	Orphanage	Contributions of Orphans' Society, and income from farm.		Placed at trades or in families.
113	Protestant Orphans' Home			Subscriptions and contributions		Adopted or returned to friends.
114	McIntire Children's Home	3–12		Allowance from John McIntire's estate, and contributions.	Sewing, knitting, and housework.	Adopted into families.
115	St. Joseph's Asylum*	Under 14		Contributions	Knitting, sewing, dressmaking, and baking.	
116	Orphans' Home of the Evangelical Lutheran Church.	1 year and over.	Orphanage and destitution.	Endowment and contributions	Caning chairs, mending shoes, sewing, and housework.	Bound out to learn trades.
117	Home for Friendless Children of the City and County of Lancaster.*	Under 12	Must be white children surrendered by parents or committed by the court or mayor of Lancaster.	County and State appropriations, and contributions.	Gardening, sewing, and housework.	Indentured; girls, until 18; boys, until 21 years of age.
118	Emmans Orphan House	5–12	Good health, and to be taught the Lutheran faith.	Endowment	Horticulture and domestic economy.	Provided with homes.
119	Bethesda Home	1–8		Voluntary contributions	Sewing and housework	Placed in good homes.
120	Burd Orphan Asylum of St. Stephen's Church.	4–8	Legitimate birth, fatherless, and baptized in the P. E. Church.	Endowment	Sewing and housework	Outfit of clothing, and $50 in money at 18 years of age.

*From Report of the Commissioner of Education for 1874.

TABLE XXI.—PART 1.—*Statistics of orphan asylums*—Continued.

Number.	Name.	Conditions of admission.		How supported.	Industries taught.	Provision for children who have left the institution.
		Age.	Other conditions.			
	1	9	10	11	12	13
121	Church Home for Children, (Angora) *	2–12		Appropriations, subscriptions, and donations.		
122	Foster Home Association*	3–12		Subscriptions and donations	Sewing, knitting, and housework.	Provided with homes in families.
123	Girard College for Orphans	6–10	Must be poor, white, male orphans, born in Pennsylvania.	Endowment	None	Apprenticed to trades.
124	Jewish Foster Home and Orphan Asylum			Endowment, donations, and subscriptions.	Sewing, knitting, and housekeeping.	Two boys have been indentured.
125	Northern Home for Friendless Children and Soldiers' Orphan Institute.	3–12; 3–16	Good health for first, and soldiers' children for second.	State appropriations, and contributions.	Sewing and housework	Indentured, or taught trades.
126	Philadelphia Orphan Asylum	Boys, 1–6; girls, 1–8.	Orphanage	Endowment and subscriptions	Housework, sewing, knitting, gardening, &c.	
127	St. Joseph's Roman Catholic Orphan Asylum.*	3–7	Orphanage and destitution.	Voluntary contributions	Sewing and housework	Indentured until of age, and then receive two new suits of clothes.
128	"The Shelter," for colored orphans	1½–8	Good physical and mental condition.	Endowment, contributions, &c		Placed in families; girls free at 18; boys, at 19.
129	The Southern Home for Destitute Children*	2 mos.–6 yrs.		Appropriations and contributions		
130	Union Temporary Home for Children*			Subscriptions, donations, and board of children.		
131	Western Provident Society and Children's Home.*	4–12		Contributions	None	Homes as servants.
132	St. Paul's Roman Catholic Orphan Asylum	2–12		Contributions of the English Catholics of the diocese.	Domestic work, hand and machine sewing, knitting, crocheting, &c.	Indentured.
133	The Orphans' Home of the Evangelical Lutheran Church.*			Contributions and donations	Farming, gardening, sewing, and housework.	Homes in families.
134	Home for Friendless Children*	3–12		Voluntary contributions	Gardening and housework.	Homes provided.
135	Bethany Orphans' Home	5–15		Christian benevolence	Housekeeping, sewing, shoemaking, gardening, and farming.	None.
136	Children's Home	Under 12	Must be white, legitimate children, and given to the "Home" by surviving parent, or order of magistrate.	Subscriptions, donations, and State appropriations.	Plain sewing, tailoring, and housework.	Bound until 18 years of age; to receive four months' schooling each year; at 18, receive two good suits of clothing and $25.

137	The Orphans' Farm School	Under 10		Contributions	Gardening and farming	Provided with places to learn trades of their own choosing.
138	Providence Association for the benefit of Colored Children.*	From 3 years		Charity	Sewing and housework	Placed in families.
139	St. Aloysius Orphan Asylum*	3-14		Fairs and contributions	Sewing and housework	Situations in families.
140	Thornwell Orphanage	6-15	Orphanage	Endowment and voluntary contributions.	Printing, farming, housework, sewing, and carpentry.	Homes are provided.
141	State Orphan Asylum			By the State	Sewing and crocheting	Persons taking them contract to clothe and instruct them.
142	Carolina Orphan Home*	10 or under	Orphanage and destitution.	Voluntary contributions	Gardening and printing	
143	Church Orphans' Home*	2 or over	Needing the charity of the church.	Contributions		
144	Leath Orphan Asylum	Under 20		Contributions	Farming and housework	Bound out to be clothed and educated.
145	Protestant Orphan Asylum	Boys under 10.		Contributions and some county appropriation.		
146	Providence Orphan Asylum	2-12	Orphanage and destitution.	Contributions and subscriptions	Housework, hand and machine sewing.	Returned to guardians, or placed in good Catholic families during minority.
147	Jackson Orphan Asylum	4-9		Contributions in Episcopal churches.	Sewing, knitting, and housework.	None.
148	St. Paul's Church Home	Under 18		Contributions	Trained for service	
149	St. Mary's Orphan Asylum*	Under 18	Orphanage	Labor of sisterhood and proceeds of schools.	Sewing, dressmaking, and housework.	Good homes provided.
150	Milwaukee Orphan Asylum	2-12	Orphanage or destitution.	Contributions and State appropriation, (this year.)	Cane seating, sewing, and housework.	Returned to friends or adopted.
151	St. Rose's Orphan Asylum	None	Orphanage and destitution.	Contributions of Catholic congregations.	Housework, sewing, and embroidery.	Placed in good families or at trades.
152	St. Æmilianus Orphan Asylum					
153	National Home for Destitute Colored Women and Children.	3-12		Donations and congressional appropriations.	Sewing and housework	Placed in homes.
154	Cherokee Orphan Asylum	10-14	Must be without either parent.	Endowment	Agricultural and mechanical pursuits.	They are assisted in obtaining employment.

*From Report of the Commissioner of Education for 1873.

TABLE XXI.—PART 1.—*Statistics of orphan asylums*—Continued.

Number.	Name.	Amount of permanent fund.	Income.	Expenditure.	Present inmates.															Library.	
					Sex.		Race.		Parentage.		Orphanage.			Instruction; number taught—						Number of volumes.	Average annual increase.
					Male.	Female.	White.	Colored.	Native.	Foreign.	Orphans.	Half-orphans.	Foundlings.	Reading.	Writing.	Arithmetic.	Drawing.	Music.			
	1	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	
1	Church Home for Orphans*	.....	.....	.....	1	38	39	0	36	2	33	....	....	29	25	25	....	3	.....	.....	
2	Orphans' Home of the Synod of Alabama	$0	a$4,500	a$4,438	80	140	220	0	220	0	....	....	....	200	200	200	0	0	100	.....	
3	Sacramento Protestant Orphan Asylum*	0	6,537	6,624	32	43	75	0	50	25	17	57	1	....	....	....	....	....	300	.....	
4	Ladies' Protection and Relief Society*	8,000	.....	15,000	(170)		169	1	....	....	1	56	1	....	....	....	....	....	500	.....	
5	St. Vincent's Male Orphan Asylum	0	22,000	25,000	280	0	276	4	....	....	115	129	....	200	200	175	....	....	.....	.....	
6	The Good Templars' Home for Orphans*	0	10,000	10,000	39	16	55	0	18	15	8	46	....	46	30	33	..	....	200	.....	
7	Bridgeport Protestant Orphan Asylum	0	2,500	2,500	16	8	24	0	15	9	6	18	0	24	16	19	....	24	.....	.....	
8	Fitch's Orphans' Home	14,000	6,000	6,000	20	40	60	0	1	....	6	11	2	19	10	12	....	....	2,184	25	
9	Hartford Orphan Asylum	100,000	11,000	10,000	40	20	58	2	31	29	9	38	....	53	25	42	0	48	200	.....	
10	St. Catherine Orphan Asylum*	0	500	500	....	33	33	0	11	22	33	0	0	....	....	....	....	....	.....	.....	
11	St. James's Orphan Asylum*	0	500	.....	58	0	58	0	20	38	....	....	....	....	....	....	....	....	.....	.....	
12	New Haven Orphan Asylum	45,000	14,000	14,067	85	41	124	2	35	91	18	56	0	110	100	50	90	110	800	50	
13	St. Mary's Orphan Asylum*	0	500	.....	....	56	56	0	19	37	....	....	....	....	....	....	....	....	.....	.....	
14	Orphans' Home	9,725	2,826	2,776	13	12	25	0	....	....	15	9	1	25	25	25	0	1	200	.....	
15	Female Orphan Asylum	4,789	.....	4,500	0	40	40	0	....	....	20	20	0	....	....	....	....	....	.....	.....	
16	Union Society, or Bethesda Orphan Home	55,000	6,918	6,773	51	0	51	0	46	5	10	41	....	50	44	46	....	....	.....	.....	
17	Chicago Protestant Orphan Asylum	.....	.....	.....	85	55	128	2	25	92	25	....	....	67	40	40	....	....	.....	.....	
18	St. Joseph's Male and Female Orphan Asylum	0	10,000	10,000	100	125	225	0	....	....	125	100	0	130	130	130	0	....	.....	.....	
19	Uhlich Orphan Asylum	.....	.....	.....	18	20	38	0	....	....	10	28	0	23	23	23	12	23	0	.....	
20	Asylum for Colored Friendless Children	.....	3,590	3,284	36	12	0	48	48	0	8	34	3	30	30	15	....	....	.....	.....	
21	German Protestant Orphan Asylum*	.....	.....	.....	7	3	10	0	....	....	....	....	....	10	10	....	....	....	.....	.....	
22	St. Joseph's Orphan Asylum	0	.....	.....	55	45	100	0	....	....	....	....	....	....	....	....	....	....	.....	.....	
23	St. Vincent's Male Orphan Asylum	.....	3,000	3,000	120	0	120	0	10	110	40	80	0	100	100	100	....	20	.....	.....	
24	German and English Asylum for Orphans and Destitute Children	.....	2,350	2,200	12	13	24	1	25	....	16	9	....	20	2	16	....	....	50	.....	
25	Kansas Orphan Asylum and Home for Friendless Children*	0	.....	.....	70	55	125	0	40	85	50	75	5	....	....	....	....	....	.....	.....	
26	St. Thomas's Orphan Asylum*	0	.....	4,000	90	0	90	0	70	20	50	40	0	33	20	33	....	....	40	.....	
27	Convent of the Angel Guardian*	0	.....	.....	....	64	....	....	58	6	18	36	....	53	49	53	0	0	.....	.....	
28	Baptist Orphans' Home	15,000	.....	6,000	16	34	50	0	50	0	18	32	....	31	36	30	....	31	840	30	
29	German Baptist Bethesda	0	.....	1,369	16	8	24	0	22	2	....	....	....	....	....	....	....	....	.....	.....	
30	Orphanage of the Good Shepherd*	.....	4,000	4,000	40	....	40	0	30	10	25	15	....	....	....	....	....	....	200	.....	

31	St. Joseph's Orphan Asylum*	12,000	6,000	5,500	53	32				5	59	61	24	0								
32	La Tecbe Orphan Home				6	2	4	4	6	2	6	2		5	5	5						
33	St. Alphonsus' Orphan Asylum	0			20	37	57	0			28	29	0	50	41	41						
34	Home for Jewish Widows and Orphans	0	11,666	12,342	47	51	98	0	74	24	29	69		50	50	50				200		
35	Female Orphan Asylum of Portland*	8,000	2,575	2,575	0	36	36	0	18	18	7	21	0	23	12	16	0	0				
36	Baltimore Orphan Asylum				62	54																
37	Hebrew Orphan Asylum*	13,500	5,560	7,000	9	14	23	0	23	0	7	16	0	21	21	20	3	0				
38	St. Anthony's Asylum*		9,337	9,260	85	71	156	0	2	104	60	95		110	90	90	90	90	520			
39	St. Mary's Female Orphan Asylum	2,000	12,566	12,566	0	130	130	0	80	50	76	54		120	120	120		110	356			
40	St. Peter's Asylum for Female Children*	3,260	1,323	1,323	0	20	20	0	20	0	6	14					0	0	150			
41	St. Vincent's Male Orphan Asylum	600	6,500	6,300	82	0	82	0	80	2	57	25	0	67	59	59	0	20	408	16		
42	Shelter for Orphans of Colored Soldiers and Friendless Colored Children.*				27	24								51	51	51		51				
43	The Orphan Asylum of St. Paul's Church*					40								40	40	40						
44	Boston Female Orphan Asylum	184,622	14,137	16,382	0	112	112	0	97	15	16	52	1	90	37	81	9	81	500			
45	House of the Angel Guardian	0	27,933	28,519	192	0	192	0			42	46	0	192	172	192	46	46				
46	St. Vincent's Orphan Asylum		11,400	13,700		189	187	2	80	109	115	74		80	80	80						
47	Seamen's Orphan and Children's Friend Society	28,000	3,021	2,946	4	17	21	0	21	0	4		0	14	14	14	14	14	200			
48	Worcester Children's Friends' Society	12,000	4,631	4,046	19	10	29	0	22	7	10	19	0									
49	Protestant Orphan Asylum	9,000	3,000	3,000	15	15	29	1						7	5	6						
50	St. Anthony's Male Orphan Asylum		4,000	5,600	70	0	70	0	18	52	63	7		69	69	50			114			
51	St. Vincent's Female Orphan Asylum				0	79	79	0	29	50	30	49		79	79	79		40	250			
52	D'Evereaux Hall	0	4,500	4,500	51	0	51	0	51	0	36	15		42	38	38			200	12		
53	Orphan Asylum of the Infant Jesus				55	45	100	0	80	20	18	43		58	58	58	58					
54	Episcopal Orphans' Home	20,000	6,000	6,000	34	31	65	0			18			45	45	45						
55	German St. Vincent's Orphan Asylum	0	11,000	9,400	58	71	128	1											0			
56	Home of the Good Shepherd	0		27,500		250	249	1	49	201	124	96		87	87	81		22				
57	St. Louis Protestant Orphan Asylum				38	36	74	0			8	66										
58	New Hampshire Orphans' Home	2,000	3,000	3,600	24	10	33	1	34		14	20		24	15	20			400	100		
59	Children's Home*				35	25	60	0	16		20	29		40	38	25	0	0	225			
60	Orphan Asylum*	8,261	7,940		39	23	62	0	42	20	15			55	29	29			17			
61	Paterson Orphan Asylum Association for Orphans, Half Orphans, and Homless Children.*	5,300	3,670	3,670	26	22	48	0	17	31	7	39	2	36	24	15	0	48	400			
62	St. Mary's Orphan Asylum		14,448	14,448	155	105													1,000			
63	Cayuga Asylum for Destitute Children	5,500	5,352	5,352	45	20	60	5	61	4	8	47	0	50	20	30	5	49	0			
64	Davenport Female Orphan Institute	140,000	10,000	9,000	0	44	44	0	38	6	4	36		26	32	17		44	450	40		
65	Howard Colored Orphan Asylum Society	0	6,728	6,695	33	29	0	62	61	1	15	38		39	20	25	0	0	257	20		
66	Orphan Asylum of the Church of the Holy Trinity	30,000	9,216	8,553	38	25	63	0		63	63			56	56	56						
67	Orphan Asylum Society of the City of Brooklyn	15,000			163	118	281	0	67	214	35	246		250	136	136		281				
68	Buffalo Orphan Asylum*			7,000	42	28	70	0	24	46	7	35	1	30	21	21	30		394			
69	Evangelical Lutheran St. John's Orphan Home		8,514	8,495	49	38	87	0	8	79	42	30	0	64	64	64	64	64	450	40		
70	Orphan Ward of Church Charity Foundation	5,000	11,817	11,817	22	18	40	0	25	15	10	24	0	40	16	21			240	60		
71	German Roman Catholic Orphan Asylum	0	3,000	3,000	45	40	85	0			12	73	0	59	59	59	0	59				
72	St. Vincent's Female Orphan Asylum			10,574	0	121	121	0	21	100	29	92		100	70	70		30				
73	Ontario Orphan Asylum	5,800	4,924	4,787	37	19	49	7	14	42	10	36	10	25	17	17	2					
74	St. Mary's Orphan Asylum	0	2,348	2,308	0	23	23	0	0	23	8	15	0	23	23	23	0	4	300			
75	Thomas Asylum for Orphan and Destitute Indian Children	0	9,500	9,500	48	39			87		13	45		79	58	58	20	79	271	10		
76	Orphan House of the Holy Saviour	0	3,560	3,560	9	22	28	3	31	0	6	20	2	31	12	31	0	31	50	12		
77	St. Mary's Orphan Asylum and School		9,278	8,378	1	17	18	0		18	8	16		13	13	13	10	3	200			
78	Southern Tier Orphans' Home	2,000	17,211	15,431	33	14	40	7	39	8	8	37	2	30	9	9	30	47				

* From Report of Commissioner of Education for 1874.

a Average for eight years.

TABLE XXI.—PART 1.—*Statistics of orphan asylums*—Concluded.

Number.	Name.	Amount of permanent fund.	Income.	Expenditure.	Present inmates.															Library.	
					Sex.		Race.		Parentage.		Orphanage.			Instruction; number taught—						Number of volumes.	Average annual increase.
					Male.	Female.	White.	Colored.	Native.	Foreign.	Orphans.	Half-orphans.	Foundlings.	Reading.	Writing.	Arithmetic.	Drawing.	Music.			
	1	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		31	32
79	Hudson Orphan and Relief Association	$35,500	$6,599	$6,399	33	18	51	0	40	11	9	26	3	(a)	.....	.....	.....	.....	.....	.....	.....
80	Wartburg Orphans' Farm School of the Evangelical Lutheran Church	0	6,703	6,660	39	28	67	0	1	66	53	14	0	67	67	67	67	67		600	45
81	Children's Fold, (The)	.....	6,500	6,500	28	30	58	0	22	36	12	34	.....	.....	.....	.....	.....	.....		100	75
82	Colored Orphan Asylum	130,000	41,095	38,129	176	89	0	265	258	7	84	152	29	234	213	197	.....	234		300	.....
83	Hebrew Orphan Asylum	.....	52,564	45,334	177	93	270	0	3	174	59	210	1	262	262	262	89	20		550	30
84	Leake and Watts Orphan House	.....	.....	.....	95	58	153	0	28	125	153	.....	.....	146	72	133	.....	.....		570	.....
85	Orphan Asylum Society of the City of New York	.....	41,551	41,259	117	68	185	0	.....	.....	95	90	.....	185	185	185	.....	185		.....	.....
86	Orphans' Home and Asylum of the Protestant Episcopal Church	0	13,754	17,207	62	75	137	0	97	40	26	111	0	116	116	116	0	137		.....	.....
87	St. Joseph's Orphan Asylum	17,400	14,495	16,829	101	103	204	0	186	18	78	106	.....	160	160	160	.....	160		.....	.....
88	St. Stephen's Home*	0	6,000	6,000	50	62	110	2	28	84	78	34	0	90	70	80	12	6		100	.....
89	The Society for the Relief of Half-Orphan and Destitute Children	.....	20,000	20,000	108	82	.....	.....	.....	.....	15	175	.....	158	114	114	0	0		546	.....
90	Poughkeepsie Orphan House and Home for the Friendless	38,200	5,901	4,806	35	16	51	0	.....	.....	16	20	1	49	32	25	49	49		.....	.....
91	Rochester Orphan Asylum	7,000	6,948	6,834	58	30	84	4	29	59	12	59	17	77	67	67	.....	.....		650	.....
92	St. Mary's Orphan Asylum for Boys	.....	.....	.....	135	0	.....	.....	125	5	22	13	.....	134	80	80	.....	.....		.....	.....
93	St. Patrick's Orphan Girls' Asylum*	.....	.....	4,487	.....	104	103	1	10	94	21	83	.....	92	64	54	.....	.....		.....	.....
94	Society for the Relief of Destitute Children of Seamen	15,600	.....	10,000	53	42	95	0	22	73	9	51	0	75	60	55	0	95		300	.....
95	Onondaga County Orphan Asylum	.....	11,000	10,000	81	55	133	3	77	56	20	54	.....	120	120	.....	100	120		270	.....
96	St. Joseph's Asylum*	0	16,864	16,864	60	3	63	0	.....	.....	5	52	6	44	40	44	.....	.....		.....	.....
97	St. Vincent de Paul's Orphan Asylum	0	7,196	7,196	0	140	140	0	12	128	32	108	.....	120	120	120	120	120		270	.....
98	St. Vincent's Female Orphan Asylum	0	15,327	15,327	0	135	135	0	50	83	19	114	2	84	65	65	.....	1		.....	.....
99	Troy Catholic Male Orphan Asylum	0	16,919	16,798	168	0	168	0	19	140	21	123	.....	153	107	107	.....	78		300	15
100	Troy Orphan Asylum	33,500	15,485	14,495	53	51	104	0	60	44	17	80	0	96	33	103	0	96		450	60
101	Utica Orphan Asylum	169,384	13,176	11,768	70	31	96	5	36	29	8	78	0	83	33	36	0	0		567	.....
102	Oxford Orphans' Home	0	17,000	17,000	56	49	105	0	103	2	60	41	4	105	105	105	24	105		200	.....
103	German Methodist Orphan Asylum	0	7,000	7,000	34	20	54	0	54	0	25	29	.....	47	47	47	.....	47		300	0
104	Cincinnati Orphan Asylum	207,200	10,500	10,500	58	48	106	0	47	59	12	94	0	70	70	28	70	34		396	0
105	German General Protestant Orphan Asylum	43,046	10,228	7,549	43	51	99	0	10	89	81	18	.....	83	83	74	83	83		546	.....
106	Cleveland Protestant Orphan Asylum	50,000	9,313	9,313	39	40	78	1	44	35	9	64	6	39	19	12	23	.....		1,000	.....
107	Orphan Asylum, I. O. B. B	75,000	37,500	40,500	110	100	210	0	.....	.....	34	176	0	200	165	165	110	200		450	.....
108	Montgomery County Children's Home	10,000	.....	9,000	64	30	94	0	47	47	31	.....	4	20	10	10	.....	.....		.....	.....

109	Ebenezer Orphan Asylum	41,924	11,778	7,009	63	38	101	0	56	45	38	63	0	89	64	65	18	64	500	50
110	Washington County Children's Home	.....	.....	.....	57	49	86	11	93	4	26	45	2	50	24	23	22	97	6	.....
111	Oberlin Orphan Home*	0	.....	2,000	4	2	6	0	5	1	4	1	1	1	1	.....	.....	.....	.....	.....
112	German Evangelical Lutheran Orphans' Asylum	0	2,775	3,275	28	24	52	0	20	32	22	29	1	42	36	28	16	3	80	.....
113	Protestant Orphan's Home	.....	.....	.....	20	16	36	0	.....	.....	6	28	2	(c)	.....	.....	.....	.....	.....	.....
114	McIntire Children's Home	2,000	3,000	3,000	21	9	30	0	29	1	3	12	0	17	17	12	0	30	86	15
115	St. Joseph's Asylum*	.....	6,000	6,000	52	44	96	0	25	71	54	42	0	69	69	69	69	69	300	.....
116	Orphans' Home of the Evangelical Lutheran Church	12,400	7,469	5,896	47	19	66	0	13	53	66	.....	.....	54	50	48	8	60	500	.....
117	Home for Friendless Children of the City and County of Lancaster*	5,000	9,000	9,000	81	32	113	0	93	20	20	93	0	56	56	56	56	113	0	.....
118	Emmans Orphan House	.....	.....	.....	13	7	20	0	19	1	3	17	.....	20	14	19	.....	.....	0	.....
119	Bethesda Home	.....	.....	4,000	10	35	45	0	20	25	15	30	.....	20	20	20	20	20	.....	.....
120	Burd Orphan Asylum of St. Stephen's Church	.....	.....	.....	0	60	60	0	.....	.....	19	41	.....	60	48	48	.....	8	350	.....
121	Church Home for Children, (Angora)*	.....	.....	.....	(83)	.....	.....	.....	.....	.....	.....	.....	.....	83	83	83	.....	.....	.....	.....
122	Foster Home Association*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
123	Girard College for Orphans	(d)	700,000	165,000	550	0	550	0	303	247	.....	.....	0	550	550	550	550	550	5,000	200
124	Jewish Foster Home and Orphan Asylum	13,510	6,462	6,012	19	17	36	0	.....	.....	.....	.....	.....	35	35	35	8	8	.....	.....
125	Northern Home for Friendless Children and Soldiers' Orphan Institute	.....	62,000	61,914	290	118	408	0	.....	.....	75	290	33	408	408	408	408	408	2,400	.....
126	Philadelphia Orphan Asylum	.....	.....	.....	51	49	100	0	.....	.....	.....	.....	0	100	100	100	.....	.....	.....	.....
127	St. Joseph's Roman Catholic Orphan Asylum*	.....	.....	.....	.....	133	133	0	.....	.....	133	.....	.....	133	70	100	.....	.....	.....	.....
128	"The Shelter," for colored orphans	.....	.....	.....	(75)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
129	The Southern Home for Destitute Children*	.....	.....	.....	(99)	.....	.....	.....	.....	.....	.....	.....	.....	99	.....	.....	.....	.....	.....	.....
130	Union Temporary Home for Children*	.....	.....	.....	(55)	.....	.....	.....	.....	.....	.....	.....	.....	55	55	.....	.....	.....	.....	.....
131	Western Provident Society and Children's Home*	2,477	7,503	7,503	40	45	85	0	.....	.....	.....	.....	.....	85	85	85	.....	.....	0	.....
132	St. Paul's Roman Catholic Orphan Asylum	0	13,775	13,224	129	121	250	0	.....	.....	38	162	.....	156	110	148	.....	145	.....	.....
133	The Orphans' Home of the Evangelical Lutheran Church*	.....	.....	.....	.....	40	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
134	Home for Friendless Children*	.....	2,557	2,677	15	13	28	0	26	1	6	19	0	24	8	6	0	.....	270	.....
135	Bethany Orphans' Home	0	7,000	7,000	42	26	68	0	57	11	19	48	1	68	60	60	40	68	300	.....
136	Children's Home	9,600	7,070	6,767	24	28	52	0	44	8	7	39	.....	50	30	44	0	52	100	.....
137	The Orphans' Farm School	.....	.....	.....	45	0	45	0	.....	.....	41	4	.....	45	45	45	45	45	.....	.....
138	Providence Association for the Benefit of Colored Children *	13,434	4,051	3,807	17	24	0	41	41	0	5	18	1	33	13	13	.....	39	.....	.....
139	St. Aloysius Orphan Asylum*	.....	14,000	14,000	98	60	158	0	1	.....	20	138	.....	80	50	50	.....	.....	400	.....
140	Thornwell Orphanage	3,000	1,500	1,200	8	10	18	0	18	0	6	12	.....	17	10	8	4	12	71	.....
141	State Orphan Asylum	0	.....	17,000	41	43	0	84	83	1	21	6	3	63	63	63	0	0	0	0
142	Carolina Orphan Home*	30,000	2,300	2,300	16	3	19	0	19	.....	12	7	.....	16	7	10	.....	19	75	.....
143	Church Orphan's Home*	.....	.....	2,500	17	34	51	0	.....	.....	22	10	0	34	.....	18	.....	.....	200	.....
144	Leath Orphan Asylum	22,000	25,017	20,501	20	25	45	0	41	4	27	14	4	24	26	26	9	.....	600	.....
145	Protestant Orphan Asylum	0	.....	.....	2	14	16	0	.....	.....	4	10	.....	.....	.....	.....	.....	.....	.....	.....
146	Providence Orphan Asylum	1,000	6,376	5,843	37	52	89	0	30	59	7	82	0	60	51	68	0	1	150	0
147	Jackson Orphan Asylum	5,000	.....	.....	4	10	14	0	.....	.....	13	1	0	10	10	6	0	0	50	.....
148	St. Paul's Church Home	1,000	.....	.....	0	9	9	0	.....	.....	1	8	.....	7	5	5	.....	.....	0	0
149	St. Mary's Orphan Asylum*	0	.....	.....	0	45	41	4	22	23	.....	.....	.....	.....	.....	.....	0	0	.....	.....
150	Milwaukee Orphan Asylum	0	800	5,012	52	40	90	2	32	60	10	67	5	79	60	60	.....	92	300	24
151	St. Rose's Orphan Asylum	0	8,899	10,889	0	145	145	0	.....	.....	100	45	0	130	100	130	.....	.....	.....	.....
152	St. Æmilianus Orphan Asylum	.....	.....	7,000	86	0	86	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
153	National Home for Destitute Colored Women and Children	0	10,400	10,400	62	38	0	100	100	0	32	68	0	41	19	34	.....	.....	.....	4
154	Cherokee Orphan Asylum	300,000	23,678	12,000	55	55	....	c110	.....	.....	110	0	0	110	78	60	23	110	0	.....

* From Report of Commissioner of Education for 1874.

a All the children of sufficient age attend the public schools.

b In instrumental music; nearly all are taught to sing.

c Children attend public school.

d Estimated at $10,000,000.

e All Indians.

TABLE XXI.—PART 2.—*Statistics of soldiers' orphans' homes.*

Number.	Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of teachers and officers.	Total number of inmates since foundation.
	1	2	3	4	5	6	7	8
1	Soldiers' Orphans' Home *	Mansfield, Conn	1864	1866	A. H. Coe			147
2	Soldiers' Orphans' Home	Normal, Ill	1866	1866	Mrs. Virginia C. Ohr	Non-sect	7	1,200
3	Soldiers' Orphans' Home	Knightstown, Ind	....	1868	Dr. M. M. Wishard		7	560
4	Soldiers' Orphans' Home	Cedar Falls, Iowa	1865	1865	Henry F. Tucker	Non-sect	25	862
5	Soldiers' Orphans' Home	Davenport, Iowa	1863	1863	S. W. Pierce	Non-sect	21	1,114
6	Soldiers' Orphan Home *	Andersonburg, Pa	1866	1866	M. Molyer	Non-sect	5	168
7	Bridgewater Colored Soldiers' Orphan School	Bristol, Pa	....	1868	James Stitzen	Non-sect	10	239
8	St. Pauls' Orphan Home	Butler, Pa	1868	1867	Rev. Joseph B. Thompson	Ref'd German	4	80
9	White Hall Soldiers' Orphan School	Camp Hill, Pa	....	1866	John Dunn		6	630
10	Soldiers' Orphan School	Chester Springs, Pa	1868	1868	Mrs. E. H. Moore	Non-sect	17	516
11	Dayton Soldiers' Orphan School	Dayton, Pa	1874	1866	Hugh McCandless	Non-sect	13	510
12	Harford Soldiers' Orphan School	Harford, Pa	1865	1865	H. S. Sweet	Non-sect	18	450
13	Soldiers' Orphan School	McAlisterville, Pa	1864	1864	Ira Wentzel	Non-sect	5	680
14	Soldiers' Orphan School	Mansfield, Pa	...	1867	Prof. F. A. Allen	Non-sect	17	439
15	Lincoln Institution	Philadelphia, Pa., 308 S. 11th st.	1866	1866	E. F. Pearson	P. E	6	261
16	Phillipsburgh Soldiers' Orphan School	Phillipsburgh, Pa	1866	1866	Rev. W. G. Taylor, D. D	Non-sect	16	403
17	Soldiers' Orphan School	Uniontown, Pa	1866	1866	Rev. A. H. Waters		7	435

* From Report of the Commissioner of Education for 1874.

TABLE XXI.—PART 2.—*Statistics of soldiers' orphans' homes*—Continued.

Number.	Name.	Conditions of admission.		How supported.	Industries taught.	Provision for children who have left the institution.
		Age.	Other conditions.			
	1	9	10	11	12	13
1	Soldiers' Orphans' Home*		Must be soldiers' orphans	Appropriations and contributions.		
2	Soldiers' Orphans' Home	Under 14	Must be indigent children or orphans of soldiers who served in the Union Army during the war of the rebellion.	State appropriations		Returned to friends or provided with homes.
3	Soldiers' Orphans' Home	Under 14	Must be soldiers' orphans and needing help.	State appropriations	House and farm work	
4	Soldiers' Orphans' Home	7 years	Must be soldiers' orphans and destitute.	State appropriations	Farming, horticulture, sewing, and housework.	Suitable places are procured.
5	Soldiers' Orphans' Home	6–16	Must be needy orphans of Iowa soldiers.	State appropriations	Sewing, housework, gardening, and carpentering.	
6	Soldiers' Orphan Home*		Must be soldiers' orphans	Appropriations and donations.	Sewing and housework	
7	Bridgewater Colored Soldiers' Orphan School.	Over 8	Must be orphans or destitute children of soldiers.	State appropriations	Farming, sewing, and housework.	None.
8	St. Paul's Orphan Home	Soldiers' orphans under 16; church orphans, girls, 3–18; boys, 3–21.		State appropriations and contributions.	Farming, housework, sewing, and knitting.	Efforts are made to provide suitable places.
9	White Hall Soldiers' Orphan School	8–16		State appropriations		
10	Soldiers' Orphan School	Under 16	Must be soldiers' orphans or children of those permanently disabled.	State appropriations	Domestic industries	Returned to guardians.
11	Dayton Soldiers' Orphan School	Under 16	Must be soldiers' orphans	State appropriations	Sewing, baking, housework, farming, and shoemaking.	
12	Harford Soldiers' Orphan School	Under 16		State appropriations	Domestic industries	Homes are provided for them.
13	Soldiers' Orphan School	8–16		State appropriations	Housework, farming, boot, shoe, and broom making.	Some useful employment is found.
14	Soldiers' Orphan School	8–16	Must be orphans of soldiers or sailors.	State appropriations	Farming, gardening, sewing, and housework.	
15	Lincoln Institution	Over 12	Destitution	Endowment, appropriations, and contributions.		

* From Report of the Commissioner of Education for 1874.

TABLE XXI.—PART 2.—*Statistics of soldiers' orphans' homes*—Continued.

Number.	Name.	Conditions of admission.		How supported.	Industries taught.	Provision for children who have left the institution.
		Age.	Other conditions.			
	1	9	10	11	12	13
16	Phillipsburgh Soldiers' Orphan School.	3–16		State appropriations	Farming, gardening, sewing, and housework.	Boys are placed at trades, on farms, or in stores; girls become dressmakers, teachers, clerks, or servants.
17	Soldiers' Orphan School	5–16		State appropriations	Farming and shoemaking.	Provided for by guardians or by members of the Grand Army of the Republic.

TABLE XXI.—PART 2.—*Statistics of soldiers' orphans' homes*—Continued.

Number.	Name.	Amount of permanent fund.	Income.	Expenditure.	Present inmates.															Library.	
					Sex.		Race.		Parentage.		Orphanage.			Instruction; number taught—						Number of volumes.	Average annual increase.
					Male.	Female.	White.	Colored.	Native.	Foreign.	Orphans.	Half orphans.	Foundlings.	Reading.	Writing.	Arithmetic.	Drawing.	Music.			
	1	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		31	32
1	Soldiers' Orphans' Home*																				
2	Soldiers' Orphans' Home	$0	$51,250	$51,250	104	138	242	0			27	215		222	222	200				1,200	250
3	Soldiers' Orphans' Home			35,000	150	100	250	0			125									500	
4	Soldiers' Orphans' Home	0	(a)		93	94	188	1	168	21	28	147	0	189	189	189		12		1,000	150
5	Soldiers' Orphans' Home	0	a2,500		61	41	102	0			17	85	0	102	102	102	102	102		1,300	75
6	Soldiers' Orphan Home*																				
7	Bridgewater Colored Soldiers' Orphan School.				44	39	0	83	83	0	18	65	0	83	72	72	12	83		300	0
8	St. Paul's Orphan Home		5,000	5,500	24	14	38	0	37	1				38	38	38	38	38		300	
9	White Hall Soldiers' Orphan School				151	74	225	0	225	0	225										
10	Soldiers' Orphan School		(b)		105	68	173	0			13	160		165	165	158	100	170		900	
11	Dayton Soldiers' Orphan School		31,000	31,000	112	90	202	0	202	0	33	169	0	202	202	202	50	202		200	100
12	Harford Soldiers' Orphan School		22,000	22,000	92	70	162	0	162	0	12	150	0	162	162	162	162	162		600	200
13	Soldiers' Orphan School		24,000		76	66	142	0	142	0	8	134	0	142	142	142	142	142		500	40
14	Soldiers' Orphan School				112	92	204	0						204	204	204	204	204			
15	Lincoln Institution		28,480	28,480	75	0	75	0			10	65	0	68	68	68	68	7		1,200	300
16	Phillipsburgh Soldiers' Orphan School	(c)	22,500	22,500	84	71	155	0	140	15		140	0	151	151	147	155	155		400	100
17	Soldiers' Orphan School		20,000	20,000	82	58	140	0			120	20		140	120	120		140		300	

*From Report of the Commissioner of Education for 1874.
a $10 per month for each child supported.
b $150 per year for children over ten years of age; $128 for those under ten.
c Value of real estate and furniture, $47,400.

TABLE XXI.—PART 3.—*Statistics of infant asylums.*

Number.	Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of teachers and officers.	Total number of inmates since foundation.
	1	2	3	4	5	6	7	8
1	Chicago Foundling's Home	Chicago, Ill	1872	1871	George E. Shipman, M. D	Non-sectarian	27	1,300
2	Foundlings' Home	Detroit, Mich	1869	1869	Josephine Kingsley, M. D	Non-sectarian	.....	1,000
3	House of Providence	Detroit, Mich	1872	1872	Sister M. Stella	R. C	.....	600
4	Foundling Asylum of the Sisters of Charity	New York, N. Y	1869	1869	Sister Mary Irene	R. C	21	*a*6,675
5	New York Infant Asylum	New York, N.Y., (24 Clinton Place.)	1865	1871	A. H. Gibbons, (corresponding secretary.)	Non-sectarian	3	.....
6	Nursery and Child's Hospital	New York, N. Y., (Fifty-first street, cor. Lexington ave.)	1854	1854	Mrs. Cornelius Du Bois	Non-sectarian	.....	*b*10,720
7	The New York Foundling Asylum Society*	New York, N.Y., (Fifty-eighth street.)	1869	....	Mother M. Regina	R. C	.....	5,000
8	Children's Day Home	Troy, N. Y	1861	1858	Sarah S. McConihe, (president)	Non-sectarian	3	3,016
9	St. Vincent's Home*	Philadelphia, Pa	....	1855	Sister Mary Joseph	R. C	.....	.....
10	Providence Nursery	Providence, R. I	1871	1871	Mrs. Carruthers	Protestant	6	175
11	St. Joseph's Orphan Asylum for Small Female Children	Milwaukee, Wis	1861	1860	Sister Camilla	R. C	4	.....
12	St. Ann's Infant Asylum	Washington, D. C	1863	1860	Sister Agnes	R. C	.....	.....

* From Report of the Commissioner of Education for 1874.

a Also about 1,500 homeless mothers, 115 of whom are now in the institution.

b Also 5,942 women.

TABLE XXI.—PART 3.—*Statistics of infant asylums*—Continued.

Number.	Name.	Conditions of admission.		How supported.	Industries taught.	Provision for children who have left the institution.
		Age.	Other conditions.			
	1	9	10	11	12	13
1	Chicago Foundling's Home	Under 1 month	Desertion	Voluntary contributions		Adopted.
2	Foundlings' Home	Under 2		Contributions		
3	House of Providence	Under 5		Contributions		Adopted or claimed by parents.
4	Foundling Asylum of the Sisters of Charity	Under 2	Must be born within the city limits.	Appropriations and contributions.		None.
5	New York Infant Asylum	Under 2	Desertion or illegitimacy.	Subscriptions, donations, and appropriations.		Restored to friends, adopted, or apprenticed.
6	Nursery and Child's Hospital		Sickness or destitution.	Subscriptions, donations, city appropriations, and proceeds of annual charity ball.		Adopted, or restored to parents, or sent West by Children's Aid Society.
7	The New York Foundling Asylum Society*			Contributions and donations.		
8	Children's Day Home	Under 14	Vagrancy or destitution.	Endowment and contributions.		Placed in situations.
9	St. Vincent's Home*	Under 7		Contributions and appropriations.		Returned to parents or adopted.
10	Providence Nursery	Under 4		Contributions		Adopted or sent to other institutions.
11	St. Joseph's Orphan Asylum for Small Female Children.		Must be homeless orphans.	Contributions and occasional State appropriations.		Sent to good homes.
12	St. Ann's Infant Asylum			Public charity		

* From Report of Commissioner of Education for 1874.

TABLE XXI.—PART 3.—*Statistics of infant asylums*—Concluded.

Number.	Name.	Amount of permanent fund.	Income.	Expenditure.	Present inmates.									Instruction; number taught—					Library.	
					Sex.		Race.		Parentage.		Orphanage.									
					Male.	Female.	White.	Colored.	Native.	Foreign.	Orphans.	Half orphans.	Foundlings.	Reading.	Writing.	Arithmetic.	Drawing.	Music.	Number of volumes.	Aveaage annual increase.
	1	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
1	Chicago Foundling's Home	.....	.....	$4,000	30	28	58	.....	.....	.....	.....	.....	58	.....	.....	.....	.....	.....	.....	.....
2	Foundlings' Home	.....	.....	.....	8	9	17	0	.....	.....	.....	.....	17	.....	.....	.....	.....	.....	.....	.....
3	House of Providence	.....	.....	.....	20	23	45	0	12	33	.....	12	20	.....	.....	.....	.....	.....	.....	.....
4	Foundling Asylum of the Sisters of Charity	$0	.....	1,000,000	760	820	1,528	52	.....	.....	.....	.....	1,580	.....	.....	.....	.....	.....	.....	.....
5	New York Infant Asylum	.....	.....	.....	85	86	.....	.....	59	112	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
6	Nursery and Child's Hospital	.....	.....	.....	154	131	283	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
7	The New York Foundling Asylum Society*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
8	Children's Day Home	15,000	.....	1,990	125	70	181	14	45	150	.....	51	.....	.....	.....	.....	.....	.....	.....	.....
9	St. Vincent's Home*	.....	.....	.....	(307)															
10	Providence Nursery	.....	.....	2,451	21	16	40	0	20	20	0	30	0	.....	.....	.....	.....	.....	.....	.....
11	St. Joseph's Orphan Asylum for Small Female Children.	.....	.....	.....	0	63	63	0	.....	.....	34	29	0	.....	.....	.....	.....	.....	.....	.....
12	St. Ann's Infant Asylum	.....	.....	.....	15	40	53	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

* From Report of Commissioner of Education for 1874.

TABLE XXI.—PART 4.—*Statistics of miscellaneous charities.*

Number.	Name.	Location.	Year of incorporation.	Year of organization.	Suporintendent.	Religious denomination.	Number of teachers and officers.	Total number of inmates since foundation.
	1	2	3	4	5	6	7	8
1	Boarding Home for Young Women	Hartford, Conn	1869	1867	Miss M. M. Woodbury, (matron)	Union	8	200
2	Union for Home Work	Hartford, Conn	1872	1872	Mrs. Sluyter	Union of all	.....	.....
3	Home for the Friendless	New Haven, Conn	1867	1866	Mrs. Jones, (matron)	Non-sect	2	.....
4	Appleton Church Home	Macon, Ga	1868	1870	Rt. Rev. J. W. Beckwith	Episcopal	3	32
5	House of the Good Shepherd	Chicago, Ill	1867	1859	Mother Mary of the Nativity, superior	R. C	32	1,322
6	Home for the Friendless *	Chicago, Ill	1869	1859	Mrs. Joel Grant	Non-sect	10	.....
7	Newsboys' and Bootblacks' Association	Chicago, Ill	1872	1865	Moses Hooke	.....	9	*a* 1,000
8	Old Ladies' Home	New Albany, Ind	....	1872	Miss Mary Baldwin	Non-sect	.....	30
9	Home for the Friendless	Leavenworth, Kans	1869	1868	Mrs. M. B. Smith, (matron)	Non-sect	3	820
10	Old Ladies' Home	Louisville, Ky	1865	1865	Mrs. Mary H. Paris, (matron)	Unitarian	1	28
11	Asylum of the Good Shepherd	New Orleans, La	1859	1859	Sister Mary Rose McCabe	R. C	7	1,520
12	Newsboys' Lodging-House	New Orleans, La., (165 South Franklin st., near Lafayette.)	1868	1868	C. Roos	.....	3	(*b*)
13	Bangor Children's Home	Bangor, Mo	1866	1839	Miss Julia A. Sibley	.....	1	330
14	Boys' Home Association *	Baltimore, Md., (82 Calvert st)	1867	1866	John H. Lynch	Protestant	9	664
15	Home of the Friendless *	Baltimore, Md	....	1856	Mrs. James F. Atkinson	Non-sect	3	.....
16	The Henry Watson Children's Aid Society *	Baltimore, Md	....	1861	William C. Palmer	Non-sect	.....	.....
17	Home for Friendless Children of the Eastern Shore of Maryland.	Easton, Md	1870	1871	Miss Louisa D. Nabb	P. E	1	22
18	Baldwin Place Home for Little Wanderers	Boston, Mass	1865	1865	R G. Toles	Non-sect	8	4,000
19	Boffin's Bower	Boston, Mass	1870	....	Jennie Collins	.....	2	.....
20	Boston Asylum and Farm School for Indigent Boys	Boston, Mass	1835	1832	William A. Morse	Non-sect	4	3,653
21	Boston Fatherless and Widows' Society	Boston, Mass	1837	1817	Mrs. George W. Ware, (president)	Protestant	.....	(*c*)
22	Old Ladies' Home	Haverhill, Mass	1856	1856	Mrs. S. P. Bradley, (president)	Non-sect	.....	.....
23	Home for Friendless Women and Children	Springfield, Mass	1865	1864	Carolino L. Rico, (president)	Non-sect	3	409
24	State Public School for Dependent Children	Coldwater, Mich	1871	1874	Lyman P. Alden	.....	15	265
25	Home of the Friendless, or Old Ladies' Home *	St. Louis, Mo	1853	1853	.....	Non-sect	.....	500
26	Mission Free School	St. Louis, Mo	1853	1853	Miss Mary E. Tucker	Unitarian	2	.....
27	House of Shelter	Albany, N. Y	1869	1868	Mrs. E. H. Jones	Non-sect	2	250
28	House of the Good Shepherd	Brooklyn, N. Y	1868	1868	Sister Mary Loretto	R. C	.....	1,384

a Since October, 1871. *b* An average of 6,500 lodgings per annum. *c* The average number of pensioners assisted annually is 360.

TABLE XXI.—PART 4.—*Statistics of miscellaneous charities*—Continued.

Number.	Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of teachers and officers.	Total number of inmates since foundation.
	1	2	3	4	5	6	7	8
29	Orphanage of the Church Charity Foundation of Long Island.*	Brooklyn, N. Y	1851	1850	Sisters Julia and Elizabeth	P. E	4	309
30	St. Johnland*	Long Island, N. Y	1870	1865	Rev. W. A. Muhlenberg, D. D	P. E	.....	286
31	Children's Aid Society	New York, N. Y., (19 East Fourth street.)	1855	1853	William A. Booth, (president)	Non-sect	96	.....
32	Home for Aged Women of the Church of the Holy Communion.*	New York, N. Y.	.....	.....	Sister Catherine	P. E	.....	.....
33	House and School of Industry*	New York, N. Y., (120 West Sixteenth street.)	.....	1851	Mrs. Doremus	Non-sect	.....	.....
34	Howard Mission*	New York, N. Y.	.....	.....	William D. Clegg	Non-sect	9	.....
35	Industrial Home for Women*	New York, N. Y., (223 East Thirty-first street.)	.....	1869	Miss M. B. Morgan	Non-sect	.....	.....
36	Institution of the American Female Guardian Society	New York, N. Y., (32 East Thirtieth street.)	1849	1834	Miss S. Wilcox, (matron)	Non-sect	45	21,686
37	Ladies' Home Missionary Society, (Five Points Mission)	New York, N. Y	1856	1844	Charles S. Brown	M. E	13	.....
38	Ladies' Home Society*	New York, N. Y	.....	1869	Mrs. D. C. Hays	Baptist	.....	.....
39	New York Juvenile Asylum	New York, N. Y., (176th street and 10th avenue.)	1851	1853	E. M. Carpenter, A. M	Non-sect	45	18,302
40	New York Juvenile Asylum (House of Reception)	New York, N. Y., (61 W. 13th street.)	1851	1853	E. D. Carpenter	Non-sect	13	
41	New York Society for the Relief of the Ruptured and Crippled.	New York, N. Y	1863	1862	James Knight, M. D., (resident physician.)	Non-sect	12	1,838
42	Presbyterian Home for Aged Women*	New York, N. Y	1866	1866	Mrs. Sheafe	Presbyterian	.....	.....
43	St. Barnabas' House	New York, N. Y	.....	1866	Rev. C. T. Woodruff	P. E	6	18,021
44	St. John's Guild	New York, N. Y	1875	1866	Rev. Alvah Wiswall, (master)	Non-sect	10	(a)
45	St. Vincent's Home for Boys*	New York, N. Y., (53 Warren street.)	1870	1870	Rev. J. C. Drumgoole	R. C	7	7,500
46	Shelter for Respectable Girls*	New York, N. Y., (332 6th ave.)	.....	1872	Sister Catherine	P. E	.....	.....
47	Society for the Prevention of Cruelty to Children	New York, N. Y., (860 Broadway.)	1875	1875	E. Fellows Jenkins	Non-sect	.....	.....
48	The Sheltering Arms	New York, N. Y	1864	1864	Miss Sarah S. Richmond	P. E	8	759

49	Church Home*	Rochester, N. Y., (Mt. Hope avenue.)	1869	1868	Miss H. A. Neeley, (matron)	P. E	4	
50	The House of the Good Shepherd*	Stony Point, N. Y.	1870	1866	Rev. E. Gay	P. E	3	167
51	House of the Good Shepherd	Syracuse, N. Y.	1873	1873	Mrs. Mary D. Burnham, (house mother.)	P. E	6	175
52	St. Luke's Home, with hospital department*	Utica, N. Y	1869	1869	Rev. Edwin M. Van Deusen, D. D	P. E	6	60
53	City Infirmary	Cincinnati, Ohio	1851	1851	R. Whitney	Non-sect		
54	The Children's Home	Cincinnati, Ohio	1864	1864	William T. Haydock	Non-sect		1,910
55	Cleveland Children's Aid Society and Home*	Cleveland, Ohio	1857	1857		Non-sect		
56	Working Women's Home	Cleveland, Ohio, (16 Market street.)	1869	1869	Mrs. I. W. Palmiter	Non-sect		350
57	Home for Friendless Women	Toledo, Ohio	1873	1873	Mrs. S. H. Bergen	Non-sect		219
58	Widows' Home	Allegheny, Pa	1866	1866	Mrs. Felix R. Brunot, (president)			
59	Home for the Friendless	Erie, Pa	1872	1871	Mrs. Mary Chalfant, (matron)	Protestant	3	450
60	Bishop Potter Memorial House*	Philadelphia, Pa	....	1867	The Bishop of the Diocese	P. E		37
61	Home of the Good Shepherd	Philadelphia, Pa., (22d and Walnut streets.)	1853	1850	Mother Marie des Anges	R. C	16	1,643
62	Old Ladies' Home of Philadelphia	Philadelphia, Pa	1875	1875	Mrs. Wm. R. Claridge, (president)	Non-sect		34
63	The Home for the Homeless*	Philadelphia, Pa	....	1870	Mrs. Anna F. Lex	P. E		
64	Temporary Home for Destitute Women	Pittsburgh, Pa., (45 Chatham street.)	1868	1868	Miss Smith, (matron)	Non-sect	1	
65	Home for Friendless Women and Children	Scranton, Pa	1873	1871	Mrs. W. W. Winton	Non-sect	1	146
66	Shelter Home	Providence, R. I	1839	1839	Phebe Jackson	Non-sect	4	451
67	Church Home for Destitute Ladies of the Episcopal Church*	Charleston, S. C	....	....	John F. Chaplin	P. E	3	
68	Holy Communion Church Institute	Charleston, S. C	1871	1868	Rev. A. T. Porter, (rector;) John Gadsden, M. A., (principal.)	P. E	8	1,250
69	"Turner Home" for Aged, Infirm, and Indigent Women	Norfolk, Va	1874	1875	R. L. Page, (president)	Episcopal		6
70	Wheeling Hospital and Orphan Asylum*	Wheeling, W. Va	1856	1853	Sister M. Stanislaus	R. C	10	
71	The Cadle Home	Green Bay, Wis	1872	1873	Rev. Martin V. Averill, (vice-pres't)	P. E		132

* From Report of Commissioner of Education for 1874.

a Families assisted, 20,000.

TABLE XXI.—PART 4.—*Statistics of miscellaneous charities*—Continued.

Number.	Name.	Conditions of admission.		How supported.	Industries taught.	Provisions for children who have left the institution.
		Age.	Other conditions.			
	1	9	10	11	12	13
1	Boarding Home for Young Women	15–25	Good character	Self-supporting		
2	Union for Home Work			Subscriptions and donations	Sewing	
3	Home for the Friendless	None		Contributions		
4	Appleton Church Home	2–12		Endowment, contributions, and subscriptions.	Housework and sewing	Good homes are provided.
5	House of the Good Shepherd*	7 or over		Sewing, laundry, bakery, and public alms	Sewing, embroidery, tapestry-work, knitting, washing, ironing, mending, fluting, &c.	Returned to parents or provided with situations.
6	Home for the Friendless*		None	Voluntary charity		Placed in families or in schools.
7	Newsboys' and Bootblacks' Association	Under 18	Good behavior	Voluntary contributions and fees from boys.	Printing, chair making, &c	They are sent to trades or placed on farms.
8	Old Ladies' Home	60 or over	Good character	By W. S. Culbertson		
9	Home for the Friendless		Need of assistance	Contributions	Domestic labor	Adopted or sent to service.
10	Old Ladies' Home	50 years	$100 admission fee, good health, and pleasant disposition.	Annual subscriptions and contributions.		
11	Asylum of the Good Shepherd	No limits		Industry of inmates, appropriations, and contributions.	Sewing, embroidery, spinning, weaving, and laundry work.	Returned to parents or placed in situations.
12	Newsboys' Lodging-House	Under 21	Must be friendless or homeless white boys, who sustain themselves by selling papers and kindred occupations.	Voluntary contributions and payment of 5 cents a night by boys able to pay.		Places are found for the deserving.
13	Bangor Children's Home	Boys, under 8; girls, under 18.		Endowment, donations, and occasional State aid.	Sewing, knitting, and domestic work.	
14	Boys' Home Association*	9–20		Contributions and in part self-supporting.		
15	Home of the Friendless*			Contributions and donations		
16	The Henry Watson Children's Aid Society.*				Dress making, hand and machine sewing.	
17	Home for Friendless Children of the Eastern Shore of Maryland.	3–8	Freedom from contagious disease.	Endowment and contributions	Housework, cooking, washing, and sewing.	

18	Baldwin Place Home for Little Wanderers	None		Voluntary contributions	Housework and sewing	Placed in homes for adoption.
19	Boffin's Bower	None		Voluntary contributions	All branches of mechanic art are taught outside through the agency of the "Bower."	
20	Boston Asylum and Farm School for Indigent Boys.	8–12	Must be healthy	Donations and contributions	Farming	Good homes provided.
21	Boston Fatherless and Widows' Society		Must be widows or fatherless.	Legacies and contributions		
22	Old Ladies' Home	60 years	Must be Americans and have lived in the city 10 years.	Contributions		
23	Home for Friendless Women and Children*	Under 14		Contributinos	Sewing and housework	Placed in homes or at service.
24	State Public School for Dependent Children.	3–16		Appropriation	Sewing, baking, shoemaking, hat braiding, farming, running an engine, &c.	Indentured to good families.
25	Home of the Friendless, or Old Ladies' Home.*		Must be aged, dependent women.	Endowment and contributions		
26	Mission Free School		Poverty and want	Charitable contributions	Housework	Returned to friends or sent to homes.
27	House of Shelter	12–40	Must be fallen women.	Contributions	Laundry and housework and sewing.	Adopted into good families.
28	House of the Good Shepherd		Admitted by order of court, or on any competent authority, or voluntary application.	Proceeds of labor and contributions.	Hand and machine sewing and housework.	Returned to friends or guardians.
29	Orphanage of the Church Charity Foundation of Long Island.*	4–10	Any destitute children may be received, but the children of the church have the preference.	Contributions of the Protestant Episcopal Church in the diocese of Long Island.		Placed in homes.
30	St. Johnland*			Contributions and donations	Type setting and stereotyping.	
31	Children's Aid Society	*a*4–20		State appropriation, board of edution, and subscriptions.	Hand and machine sewing and crocheting.	
32	Home for Aged Women of the Church of the Holy Communion.*			Contributions and donations		
33	House and School of Industry*			Subscriptions and donations		
34	Howard Mission*			Contributions and donations	Hand and machine sewing.	
35	Industrial Home for Women*			Contributions, subscriptions, and donations.		
36	Institution of the American Female Guardian Society.	Boys, 2–10	Must be homeless and friendless.	Charity and State appropriations.	Sewing	Placed in Christian homes for adoption or indenture.
37	Ladies' Home Missionary Society, (Five Points Mission.)		Inability to support themselves.	Voluntary contributions and State aid.	Sewing	Placed in homes.
38	Ladies' Home Society*			Donations and subscriptions		

* From Report of Commissioner of Education for 1874

a In the schools; in lodging-houses, under 18; for homes, under 17.

TABLE XXI.—PART 4.—*Statistics of miscellaneous charities*—Continued.

Number.	Name.	Conditions of admission.		How supported.	Industries taught.	Provisions for children who have left the institution.
		Age.	Other conditions.			
	1	9	10	11	12	13
39	New York Juvenile Asylum	7-14	Truancy and disobedience.	Appropriations by city and board of education.	Shoemaking, tailoring, baking, gardening, sewing, carpentering, and cabinet-making.	150 sent annually to Illinois; rest sent to friends.
40	New York Juvenile Asylum, (House of Reception.)	7-14		County appropriations and contributions.		Returned to parents or placed in Western homes.
41	New York Society for the Relief of the Ruptured and Crippled.	4-14	Admission free to all crippled children residents of the city and unable to pay.	Appropriations, contributions, and amount received from paying patients.	Sewing, embroidery, &c	
42	Presbyterian Home for Aged Women*	65 or over		Donations and subscriptions		
43	St. Barnabas' House		Must be destitute and homeless women or children.	Voluntary contributions	Sewing and housework	Placed in homes or adopted.
44	St. John's Guild		Written endorsement of volunteer visitors, after personal examination.	Voluntary contributions		
45	St. Vincent's Home for Boys*	Under 21	No conditions	Self-supporting, in part, and contributions.	None	
46	Shelter for Respectable Girls*		Need of protection and a home.	Contributions and donations		
47	Society for the Prevention of Cruelty to Children.			Subscriptions and donations		None; judges of courts dispose of children.
48	The Sheltering Arms			Donations and board of children	Housework and sewing	
49	Church Home*	No limits		Subscriptions and donations	Housework	Returned to parents or guardians.
50	The House of the Good Shepherd*	2-10		Voluntary contributions	House and farm work and shoemaking.	Sent to situations or trades.
51	House of the Good Shepherd		Poverty and sickness	Subscriptions and donations		
52	St. Luke's Home, with hospital department.*	No limits		Voluntary contributions and board of inmates.	Sewing	None.
53	City Infirmary		Poverty and disability	By the city		
54	The Children's Home	Under 16	Destitution	Voluntary contributions		Placed in country homes.
55	Cleveland Children's Aid Society and Home.*			City appropriations, subscriptions, and donations.	Sewing, knitting, housework, farming, and gardening.	Provided with homes in families.

56	Working Women's Home	Under 30	Good moral character	Receipts from boarders and the Women's Christian Association.	None	
57	Home for Friendless Women			Contributions	Housework, sewing, &c	Returned to mothers or provided with homes.
58	Widow's Home			Supported by low rents		
59	Home for the Friendless	No limits		Voluntary contributions	Housework	Given for adoption.
60	Bishop Potter Memorial House*			Voluntary contributions		
61	Home of the Good Shepherd	12–60		Needlework and contributions	All kinds of needlework	Returned to parents or sent to service.
62	Old Ladies' Home of Philadelphia	Over 65	Payment of $200 and good character.	Contributions		
63	The Home for the Homeless*			Voluntary contributions		
64	Temporary Home for Destitute Women			Voluntary contributions		
65	Home for Friendless Women and Children	Boys under 12.	Friendlessness	Voluntary contributions	Housework	Indentured to persons approved by the managers.
66	Shelter Home	3 years		Contributions	Housework and sewing	Placed in homes.
67	Church Home for Destitute Ladies of the Episcopal Church.*	No limits		Subscriptions		
68	Holy Communion Church Institute	10 or over		Contributions and board of inmates		
69	"Turner Home" for Aged, Infirm, and Indigent Women.	Over 40		Charitable contributions		
70	Wheeling Hospital and Orphan Asylum*	2–10	Orphanage or desertion by parents.	Charity	Dressmaking and housework.	Provided with situations as servants, tradeswomen, or teachers.
71	The Cadle Home			Charitable contributions	Housework and sewing	Adopted by good families.

*From Report of Commissioner of Education for 1874.

TABLE XXI.—PART 4.—*Statistics of miscellaneous charities*—Concluded.

Number.	Name.	Amount of permanent fund.	Income.	Expenditure.	Present inmates.															Library.	
					Sex.		Race.		Parentage.		Orphanage.			Instruction; number taught—						Number of volumes.	Average annual increase.
					Male.	Female.	White.	Colored.	Native.	Foreign.	Orphans.	Half orphans.	Foundlings.	Reading.	Writing.	Arithmetic.	Drawing.	Music.			
	1	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		31	32
1	Boarding Home for Young Women	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	375	50
2	Union for Home Work	$5,124	$11,425	$5,119	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
3	Home for the Friendless	.....	2,371	2,453	(19)															.....	.....
4	Appleton Church Home	.....	.....	2,179	0	22	22	0	22	0	11	10	1	20	20	20	9	2	100	0	
5	House of the Good Shepherd	0	.....	1,530	0	210	209	1	21	189	.....	.....	.....	87	85	80	0	6	.....	.....	
6	Home for the Friendless*	.....	16,097	15,066	64	179	167	3	87	147	.....	.....	4	70	70	49	10	8	100	.....	
7	Newsboys' and Bootblacks' Association	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	600	200	
8	Old Ladies' Home	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
9	Home for the Friendless	0	3,800	3,503	4	22	26	0	18	8	4	6	.....	16	16	16	.....	.....	.....	.....	20
10	Old Ladies' Home	5,000	1,185	2,243	0	14	14	0	7	7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
11	Asylum of the Good Shepherd	0	12,500	12,530	.....	262	237	25	.....	.....	.....	.....	0	.....	.....	.....	0	0	500	10	
12	Newsboys' Lodging-House	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
13	Bangor Children's Home	42,000	4,000	4,000	10	33	43	.....	31	12	10	30	3	38	25	34	.....	43	200	.....	
14	Boys' Home Association*	0	10,958	10,950	53	0	53	0	28	25	35	12	.....	53	53	53	.....	.....	1,000	.....	
15	Home of the Friendless*	.....	.....	7,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
16	The Henry Watson Children's Aid Society*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
17	Home for Friendless Children of the Eastern Shore of Maryland.	6,000	2,121	1,417	.....	19	19	0	19	0	4	15	0	9	9	9	.....	.....	.....	.....	.....
18	Baldwin Place Home for Little Wanderers.	20,000	25,000	25,000	50	40	89	1	81	9	45	45	0	86	86	86	.....	.....	100	.....	
19	Boffin's Bower	.....	2,500	2,500	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	600	50	
20	Boston Asylum and Farm School for Indigent Boys.	.....	11,000	13,000	99	0	99	0	.....	.....	20	51	.....	99	99	99	.....	99	900	.....	
21	Boston Fatherless and Widows' Society	50,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
22	Old Ladies' Home	10,000	1,209	.....	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
23	Home for Friendless Women and Children*	0	6,515	5,478	15	19	33	1	18	16	.....	33	.....	.....	.....	.....	.....	.....	0	.....	
24	State Public School for Dependent Children	.....	25,00	a150,000	145	33	169	9	107	62	19	91	.....	166	103	135	.....	.....	450	.....	
25	Home of the Friendless, or Old Ladies' Home.*	.....	8,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
26	Mission Free School	.....	.....	3,000	9	4	13	.....	4	9	2	11	0	13	13	.....	.....	.....	.....	.....	.....
27	House of Shelter	.....	.....	3,500	.....	24	24	0	.....	.....	.....	.....	.....	15	15	12	.....	.....	200	.....	
28	House of the Good Shepherd	0	.....	86,573	0	255	255	0	.....	.....	84	93	.....	60	30	40	0	0	1,030	120	
29	Orphanage of the Church Charity Foundation of Long Island.*	.....	.....	3,000	47	22	69	0	.....	.....	.....	46	.....	69	69	69	.....	.....	.....	.....	.....
30	St. Johnland*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

31	Children's Aid Society	.....	230, 604	228, 832	(24, 268)		.....	.....	.....	.....	7, 749	.....	.....	(10, 357)			.....	.....	.....	.....
32	Home for Aged Women of the Church of the Holy Communion.*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
33	House and School of Industry*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
34	Howard Mission*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
35	Industrial Home for Women*	.....	9, 013	9, 050	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
36	Institution of the American Female Guardian Society.	.....	71, 687	62, 948	31	84	115	0	38	77	10	25	.....	.....	.....	.....	.....	.....	1, 000	.....
37	Ladies' Home Missionary Society, (Five Points Mission.)	.....	17, 787	17, 000	31	43	71	0	5	43	.....	2	1	.....	.....	.....	.....	.....	1, 400	100
38	Ladies' Home Society*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
39	New York Juvenile Asylum	0	104, 898	89, 402	540	102	621	21	378	264	79	288	0	642	534	642	642	64	978	25
40	New York Juvenile Asylum, (House of Reception.)	0			89	1	88	2	23	70	10	41	0	90	.....	50	.....	90	.....	.....
41	New York Society for the Relief of the Ruptured and Crippled.	.....	41, 174	41, 174	79	92	171	0	46	125	15	57	.....	.....	.....	.....	.....	.....	300	.....
42	Presbyterian Home for Aged Women*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
43	St. Barnabas' House	0	5, 828	8, 057	0	167	167	0	47	120	.....	.....	.....	35	20	30	.....	.....	.....	.....
44	St. John's Guild	0	42, 764	42, 677	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
45	St. Vincent's Home for Boys*	0	6, 034	15, 209	180	0	175	5	36	144	67	33	0	70	70	70	.....	.....	325	.....
46	Shelter for Respectable Girls*	.....	.....	4, 910	0	439	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
47	Society for the Prevention of Cruelty to Children.	.....	5, 000	5, 000	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
48	The Sheltering Arms	3, 500	26, 450	23, 543	65	69	134	0	48	86	2	87	0	114	114	100	0	120	400	50
49	Church Home*	300	4, 174	3, 973	25	9	34	0	.....	.....	4	27	.....	31	12	28	.....	34	.....	.....
50	The House of the Good Shepherd*	0	8, 606	8, 820	21	22	43	0	18	25	9	2	2	43	43	43	.....	43	560	.....
51	House of the Good Shepherd	.....	.....	.....	4	8	10	2	4	8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
52	St. Luke's Home, with hospital department*	7, 000	5, 000	40, 000	9	24	33	0	31	2	.....	0	.....	.....	.....	.....	.....	.....	500	.....
53	City Infirmary	.....	.....	.....	355	214	543	21	216	359	11	4	.....	12	5	9	6	15	.....	.....
54	The Children's Home	0	8, 000	8, 000	30	20	50	0	36	14	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
55	Cleveland Children's Aid Society and Home*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
56	Working Women's Home	0	9, 412	9, 412	0	50	50	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	300	30
57	Home for Friendless Women	.....	(b)	.....	.....	219	219	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
58	Widow's Home	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
59	Home for the Friendless	0	.....	2, 477	24	28	52	0	49	3	3	15	1	23	.....	20	.....	30	500	.....
60	Bishop Potter Memorial House*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
61	Home of the Good Shepherd	0	.....	.....	0	182	182	0	10	172	20	50	0	.....	.....	.....	.....	.....	.....	.....
62	Old Ladies' Home of Philadelphia	0	.....	.....	0	34	34	0	26	8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
63	The Home for the Homeless*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
64	Temporary Home for Destitute Women	5, 000	.....	1, 636	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
65	Home for Friendless Women and Children.	0	.....	.....	8	9	17	0	4	13	1	5	0	4	4	4	0	0	0	0
66	Shelter Home	.....	.....	.....	20	26	0	46	46	0	7	12	16	33	13	28	1	.....	.....	.....
67	Church Home for Destitute Ladies of the Episcopal Church.*	2, 000	.....	.....	1	22	23	0	17	6	.....	4	.....	12	12	12	12	12	.....	.....
68	Holy Communion Church Institute	24, 000	17, 000	17, 000	203	0	203	0	203	0	(61)		0	203	203	203	0	203	.....	.....
69	"Turner Home" for Aged, Infirm, and Indigent Women.	500	600	400	0	6	6	0	6	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
70	Wheeling Hospital and Orphan Asylum*	0	7, 000	.....	13	63	74	2	10	37	30	16	1	41	41	41	3	3	.....	.....
71	The Cadle Home	.....	1, 639	1, 762	8	13	17	c4	.....	.....	.....	21	0	.....	.....	.....	.....	.....	0	.....

* From Report of the Commissioner of Education for 1874. *a* Includes cost of buildings, land, machinery, and all fixtures. *b* $20,000 for 3 years. *c* Indians.

TABLE XXI.—PART 5.—*Statistics of industrial schools.*

Number.	Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of teachers and officers.	Total number of inmates since foundation.
	1	2	3	4	5	6	7	8
1	Connecticut Training School for Nurses *	New Haven, Conn	.....	1873	Miss Townsend	Non-sect	.....	17
2	Orphan Girls' Home *	Chicago, Ill	1874	1874	Mrs. C. W. Haskins	Non-sect	7	130
3	St. Joseph's Industrial School for Girls *	Baltimore, Md., (corner Carey and Lexington streets.)	1865	1865	Sister Josepha	R. C	8	540
4	St. Mary's Industrial School for Boys	Carroll Post-Office, Md	1866	1866	Brother Alexius	R. C	8	554
5	Industrial School for Girls	Boston, Mass., (Dorchester District.)	1855	1853	Miss Burns	Unitarian	2	.....
6	Detroit Industrial School *	Detroit, Mich	1868	1857	Mrs. C. Van Husan, (cor. sec'y)	Union Evang	2	.....
7	Girls' Industrial Home *	St. Louis, Mo	1855	1854	Mrs. John S. Thomson	Non-sect	10	2,000
8	Brooklyn Industrial School *	Brooklyn, N. Y., (No. 1 Concord street.)	.....	1854	Mrs. Hines	Non-sect	10	.....
9	Children's Aid Society Industrial Schools *	New York, N. Y., (19 East Fourth street.)	1852	1852	J. W. Skinner	Non-sect	77	30,000
10	Five Points House of Industry *	New York, N. Y	1854	1850	William F. Barnard	Non-sect	.....	22,664
11	Industrial Home	New York, N. Y., (110 Lexington avenue.)	0	1869	Mary B. Morgan, (directress)	R. C	.....	1,662
12	Industrial School of St. Augustine's Chapel, Trinity Parish *	New York, N. Y., (262 Bowery)	.....	1870	Arthur C. Kimber	Episcopal	17	.....
13	Industrial School of the Hebrew Orphan Asylum *	New York, N. Y	.....	1869	S. Arnheim, (principal)	Jewish	7	52
14	Rivington Street Newsboys' Home and Industrial School *	New York, N. Y	1855	1853	George Calder	Non-sect	8	18,469
15	St. Joseph's Industrial Home *	New York, N. Y	.....	1869	Sister Mary Agnes	R. C	19	586
16	Training-School for Nurses, Bellevue Hospital *	New York, N. Y	.....	1872	Miss Bowden	Non-sect	5	29
17	Women's Educational and Industrial Society Training School.*	New York, N. Y., (47 East Tenth street.)	.....	1873	Mrs. C. L. Hodges	Non-sect	.....	3,000
18	Boys' Home of Industry *	Rochester, N. Y	1873	1873	Sister M. Gertrude	R. C	6	24
19	Industrial School of Young Ladies' Branch of Woman's Christian Association.*	Cincinnati, Ohio	.....	1870	Mrs. Newcomb and Miss Huff	Protestant	.....	180
20	Industrial School of Immaculate Conception *	West Philadelphia, Pa., (Thirty-ninth and Pine streets.)	1858	.....	Mother Mary Ignatia	R. C	15	800
21	Industrial School *	Charleston, S. C	.....	.....	Mary P. Belling	P. E	8	.....
22	Girls' Industrial Home *	Knoxville, Tenn	0	1873	Mrs. L. S. Richardson, (secretary)	Union Evang	.....	27
23	Industrial Home School *	Georgetown, D. C	1872	1867	Anton Roching	Non-sect	2	365
24	St. Rose's Industrial School	Washington, D. C	1872	1872	Sisters of Charity	R. C	5	40

* From Report of Commissioner of Education for 1874.

TABLE XXI—PART 5.—*Statistics of industrial schools*—Continued.

Number.	Name.	Conditions of admission.		How supported.	Industries taught.	Provision for children who have left the institution.
		Age.	Other conditions.			
	1	9	10	11	12	13
1	Connecticut Training School for Nurses*	14–20	Good health and good moral character.	Contributions and hospital fund.	Nursing the sick	
2	Orphan Girls' Home*	12–16		Contributions	Housework and sewing	Good homes in families.
3	St. Joseph's Industrial School for Girls*	Over 14	Good moral character	By the industry of the inmates.	Dress-making, sewing, embroidery, and fancy work.	Good homes, and employment as dressmakers, seamstresses, or clerks.
4	St. Mary's Industrial School for Boys	Under 16	Must be white boys belonging to the State.	Voluntary contributions, State and city appropriations, and earnings of institution.	Printing, shoemaking, tailoring, baking, gardening, farming, and domestic pursuits.	
5	Industrial School for Girls	6–10		Private subscriptions	Sewing and housework	Guardianship till of age.
6	Detroit Industrial School*		No conditions	Endowment and subscriptions.	Housework	
7	Girls' Industrial Home*	2–12		Collections and occasional festivals or concerts.	Sewing, cutting garments, and housework.	Placed in homes for adoption.
8	Brooklyn Industrial School*	Boys, under 10; girls, under 14.		Contributions	Sewing	
9	Children's Aid Society Industrial Schools*		Poverty and destitution	Charity and school fund	Sewing, dressmaking, and crocheting.	None.
10	Five Points House of Industry*	2½–13		Voluntary contributions	Tailoring, repairing shoes, type setting, and sewing.	Returned to parents or provided with homes.
11	Industrial Home	No limits		Work and donations		Suitable situations are found.
12	Industrial School of St. Augustine's Chapel, Trinity Parish.*		Must attend Sunday school	Appropriations from vestry of Trinity Church.	Sewing	
13	Industrial School of the Hebrew Orphan Asylum.*	14 years	Proficient in elementary education.	Self-supporting	Printing, shoemaking, and instrumental music.	They receive $200 besides their savings, and are fitted to earn their living.
14	Rivington Street Newsboys' Home and Industrial School.*	7–18		Appropriations and contributions.	Sewing and knitting	Permanent homes as servants.
15	St. Joseph's Industrial Home*	Over 3 years		Donations	Washing, sewing, knitting, and housework.	
16	Training School for Nurses, Bellevue Hospital.*	21 years old	Good health and good moral character.	Contributions and hospital funds.	Nursing the sick	
17	Women's Educational and Industrial Society Training School.*			Contributions	Cooking, laundry work, housework, phonography, book-keeping, proof reading, &c.	

* From Report of Commissioner of Education for 1874.

TABLE XXI.—PART 5.—*Statistics of industrial schools*—Continued.

Number.	Name.	Conditions of admission.		How supported.	Industries taught.	Provision for children who have left the institution.
		Age.	Other conditions.			
	1	9	10	11	12	13
18	Boys' Home of Industry *	Under 12		Industry of inmates	Farming, canning fruit, &c	
19	Industrial School of Young Ladies' Branch of Woman's Christian Association.*			Self-supporting in part, and subscriptions.	Sewing	
20	Industrial School of Immaculate Conception.*	5-21	Good moral character	Pension paid for pupils, and work of inmates.	Dress and shirt making, embroidery, knitting, fancy work and housework.	Returned to friends or provided with situations in stores, &c.
21	Industrial School *				Sewing	
22	Girls' Industrial Home*	5-14		Contributions	Housework and sewing	
23	Industrial Home School *	6 years old		Earnings of shop and contributions.	Carpentry, cane seating, sewing, and housework.	Placed in homes.
24	St. Rose's Industrial School	16 years	Orphans from St. Vincent's Asylum are received at 16 years of age.	Proceeds of their sewing	Sewing and housework	

* From Report of Commissioner of Education for 1874.

TABLE XXI.—PART 5.—*Statistics of industrial schools*—Concluded.

Number.	Name.	Amount of permanent fund.	Income.	Expenditure.	Present inmates.									Library.	
					Sex.		Race.		Parentage.		Orphanage.			Instruction; number taught—					Number of volumes.	Average annual increase.
					Male.	Female.	White.	Colored.	Native.	Foreign.	Orphans.	Half orphans.	Foundlings.	Reading.	Writing.	Arithmetic.	Drawing.	Music.		
	1	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
1	Connecticut Training School for Nurses*	.....	.....	.....	.....	9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
2	Orphan Girls' Home*	$0	$1,500	$1,500	0	130	130	0	30	100	100	30	0	.....	.....	130	.....	.....	75	.....
3	St. Joseph's Industrial School for Girls*	.....	.....	.....	0	36	36	0	20	16	30	.....	.....	36	36	36	.....	6	140	.....
4	St. Mary's Industrial School for Boys	0	.....	.....	196	0	196	0	49	147	68	96	.....	196	196	196	35	25	400	40
5	Industrial School for Girls	40,000	2,500	5,500	0	23	21	2	.....	.....	9	9	.....	23	22	22	.....	23	.....	.....
6	Detroit Industrial School*	4,075	5,050	3,910	(130)		126	4	18	50	.....	21	.....	130	68	50	.....	.....	.....	.....
7	Girls' Industrial Home*	0	4,150	4,150	0	75	75	0	22	53	22	44	0	60	50	45	.....	.....	100	.....
8	Brooklyn Industrial School*	.....	.....	1,000	40	56	.....	.....	.....	.....	.....	.....	.....	41	25	30	.....	.....	.....	.....
9	Children's Aid Society Industrial Schools*	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,000	.....
10	Five Points House of Industry*	17,100	33,527	34,326	167	163	.....	12	.....	.....	.....	.....	.....	330	330	232	.....	174	1,000	.....
11	Industrial Home	0	3,701	4,855	0	22	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
12	Industrial School of St. Augustine's Chapel, Trinity Parish.*	.....	.....	.....	1	320	321	0	80	241	10	50	.....	.....	.....	.....	.....	.....	.....	.....
13	Industrial School of the Hebrew Orphan Asylum*	.....	.....	.....	28	0	28	0	24	4	14	14	0	28	28	28	0	6	100	.....
14	Rivington Street Newsboys' Home and Industrial School.*	.....	.....	11,850	225	150	372	3	94	281	130	20	4	375	320	209	35	240	370	.....
15	St. Joseph's Industrial Home*	.....	26,200	26,087	0	198	198	0	.....	.....	60	100	0	190	170	170	.....	25	600	.....
16	Training School for Nurses, Bellevue Hospital*	.....	.....	.....	.....	19	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
17	Women's Educational and Industrial Society Training School.*	.....	.....	.....	.....	3,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
18	Boys' Home of Industry*	.....	.....	.....	21	0	21	0	12	9	21	.....	.....	21	21	21	.....	.....	.....	.....
19	Industrial School of Young Ladies' Branch of Woman's Christian Association.*	.....	.....	6,046	.....	40	40	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
20	Industrial School of Immaculate Conception*	.....	.....	.....	0	90	90	0	20	70	30	40	.....	.....	.....	.....	.....	.....	.....	.....
21	Industrial School*	.....	.....	.....	0	60	60	0	.....	.....	.....	.....	.....	60	60	60	.....	.....	.....	.....
22	Girls' Industrial Home*	400	1,772	1,615	0	13	13	0	12	1	1	10	1	.....	.....	.....	.....	.....	30	.....
23	Industrial Home School*	0	3,598	4,276	14	7	21	0	21	.....	3	18	.....	.....	.....	.....	.....	.....	.....	.....
24	St. Rose's Industrial School	.....	.....	.....	1	34	35	0	.....	.....	29	.....	.....	.....	.....	.....	.....	.....	.....	.....

* From Report of the Commissioner of Education for 1874.

List of orphan asylums, soldiers' orphans' homes, infant asylums, miscellaneous charities, and industrial schools, from which no information has been received.

Name.	Location.
PART 1.—ORPHAN ASYLUMS.	
Male Orphan Asylum and Industrial School	Mobile, Ala.
Protestant Orphan Asylum	Mobile, Ala., (Dauphin Way, west of Broad.)
Roman Catholic Female Orphan Asylum	Mobile, Ala., (corner of Conti and Claiborne streets.)
Roman Catholic Male Orphan Asylum	Mobile, Ala., (La Fayette street, north of Dauphin Way.)
Sheltering Arms	Mobile, Ala.
Cobbs' Orphan Asylum	Montgomery, Ala.
Pacific Hebrew Orphan Asylum and Home Society	San Francisco, Cal.
St. Boniface Orphan Asylum	San Francisco, Cal.
St. Francis Orphan Asylum for Girls	New Haven, Conn.
Female Orphan Asylum	Wilmington, Del.
Methodist Orphan Home	Macon, Ga.
Roman Catholic Orphan Asylum	Macon, Ga.
Episcopal Orphans' Home	Savannah, Ga.
Roman Catholic Orphan Asylum for Girls	Savannah, Ga.
Roman Catholic Orphan Asylum for Boys	Washington, Ga.
Chicago Nursery and Half-Orphan Asylum	Chicago, Ill.
St. Aloysius Orphan Asylum of St. Boniface Church	Quincy, Ill.
Roman Catholic Asylum	Fort Wayne, Ind.
Community of the Poor Handmaids of Jesus Christ	Hesse Cassel, Allen County, Ind.
Protestant Orphan Asylum	Indianapolis, Ind.
St. Ann's Orphan Asylum	Vincennes, Ind.
St. Vincent's Orphan Asylum	Leavenworth, Kans.
German Orphan Asylum	Covington, Ky.
St. John's Orphan Asylum	Covington, Ky.
German Protestant Orphan Asylum	Louisville, Ky.
Louisville Presbyterian Orphan Asylum	Louisville, Ky., (211 5th street, near Walnut.)
Masonic Widows' and Orphans' Home	Louisville, Ky.
Presbyterian Orphan Home	Louisville, Ky., (606 Preston street, near St. Catherine.)
Protestant Episcopal Orphan Asylum	Louisville, Ky.
St. Vincent's Female Orphan Asylum	Louisville, Ky.
Orphans' Home	Baldwin, La.
St. Vincent's Orphan Asylum	Carrollton, La.
Asylum for Colored Female Children	New Orleans, La., (Hospital and Conti streets.)
Beauregard Asylum	New Orleans, La., (Pauline between St. Claude and Rampart streets.)
Mount Carmel	New Orleans, La.
New Orleans Orphan Asylum	New Orleans, La., (Camp and Clio streets.)
Orphans' Home	New Orleans, La., (7th street, between Magazine and Constance streets.)
Protestant Episcopal Children's Home	New Orleans, La., (St. Charles street, 6th district.)
Poydras Asylum	New Orleans, La., (Magazine street, bet. Leontine and Peters avenues.)
St. Joseph's Orphan Asylum	New Orleans, La.
St. Mary's Orphan Asylum	New Orleans, La.
St. Theresa Female Orphan Asylum	New Orleans, La.
Widows' and Orphans' Asylum	New Orleans, La., (St. Claude near Pauline.)
Annapolis Orphan Asylum	Annapolis, Md.
German Orphan Asylum	Baltimore, Md.
St. Francis Orphan Asylum for Colored Children	Baltimore, Md., (corner Chase and Forrest Place.)
The Kelso Home for Orphans of the Methodist Episcopal Church of Baltimore	Baltimore, Md.
State Alms-House (Orphans' Department)	Hampden County, Mass.
Protectory of Mary Immaculate	Lawrence, Mass.
St. Patrick's Orphan Asylum	Lawrence, Mass.
State Alms-House (Orphans' Department)	Plymouth County, Mass.
City Orphan Asylum	Salem, Mass.
Church Home for Orphans and Destitute Children	South Boston, Mass.
Children's Home	Springfield, Mass., (Buckingham street.)
St. Joseph's Orphan Asylum	St. Paul, Minn.
Orphan Asylum	Shakopee, Minn.
St. Mary's Orphan Asylum	Natchez, Minn.
Home of Guardian Angel	St. Louis, Mo.
Methodist Orphans' Home	St. Louis, Mo.
Mulanphy Orphan Asylum for Females	St. Louis, Mo.
Protestant Orphan Asylum, (German)	St. Louis, Mo.
St. Bridget's Half Orphan Asylum	St. Louis, Mo.
St. Joseph's Half Orphan Asylum	St. Louis, Mo.
St. Mary's Female Orphan Asylum	St. Louis, Mo.

List of orphan asylums, soldiers' orphans' homes, &c.—Continued.

Name.	Location.
PART 1.—ORPHAN ASYLUMS—Concluded.	
St. Philomena Orphan Asylum and School	St. Louis, Mo.
State Orphans Home	Carson City, Nev.
St. Vincent's Male Orphan Asylum	Albany, N. Y.
Roman Catholic Asylum for Boys	Brooklyn, N. Y.
St. Joseph's Orphan Asylum	Brooklyn, N. Y.
St. Joseph's Boys' Orphan Asylum	Buffalo, N. Y., (Limestone Hill.)
St. Mary's Orphan Asylum	Clifton, Long Island, N. Y.
St. Joseph's Orphan Asylum	Erie, N. Y.
St. Patrick's Orphan Asylum	Newburgh, N. Y.
Roman Catholic New Orphan Asylum for Girls	New York, N. Y., (Madison avenue and 53d street.)
Roman Catholic Orphan Asylum for Girls	New York, N. Y., (near 5th avenue and 53d street.)
Roman Catholic Orphan Asylum for Boys	New York, N. Y., (5th avenue and 53d street.)
St. Vincent de Paul's Asylum	New York, N. Y.
Sisters of St. Dominick's Orphan Asylum	New York, N. Y.
County Alms-House, (Orphans' Department)	Onondago Hill, N. Y.
St. Joseph's Orphan Asylum, (German)	Rochester, N. Y.
St. Mary's Orphan Asylum	Rondout, N. Y.
St. Mary's Orphan Asylum	Syracuse, N. Y.
German Orphan Asylum	Utica, N. Y.
House of the Good Shepherd	Utica, N. Y.
St. John's Catholic Orphan Asylum for Girls	Utica, N. Y.
St. Vincent's Male Orphan Asylum	Utica, N. Y.
Orphan Asylum	Mars Hill, N. C.
Colored Orphan Asylum	Cincinnati, Ohio.
House of Preservation of Children	Cincinnati, Ohio.
St. Aloysius Orphan Asylum	Cincinnati, Ohio.
German Orphan Asylum	Cleveland, Ohio.
St. Joseph's Orphan Asylum	Cleveland, Ohio.
St. Mary's Female Orphan Asylum	Cleveland, Ohio.
St. Vincent's Male Orphan Asylum	Cleveland, Ohio.
Asylum of Franciscan Sisters	Delphos, Ohio.
Citizens' Hospital and Orphan Asylum	Tiffin, Ohio.
St. Vincent's Orphan Asylum	Toledo, Ohio.
German Catholic Orphan Asylum	Allegheny, Pa.
Protestant Orphan Asylum	Allegheny, Pa.
St. James' Orphan Asylum	Lancaster, Pa.
Home for Destitute Colored Children	Philadelphia, Pa.
St. John's Male Orphan Asylum	Philadelphia, Pa.
St. Vincent's Orphan Asylum	Philadelphia, Pa., (18th and Wood streets.)
Allegheny County Home	Pittsburgh, Pa.
Children's Friends' Society	Providence, R. I.
Boys' Orphan Asylum, (Roman Catholic)	Charleston, S. C., (77 Cannon street.)
Catholic Female Orphan Asylum	Charleston, S. C., (corner of Meeting and Chalmers streets.)
Charleston Orphan Asylum	Charleston, S. C.
Hebrew Orphan Asylum	Charleston, S. C., (Broad street, corner Court-House Square.)
Palmetto Orphan Asylum	Columbia, S. C.
Roman Catholic Orphan Asylum	Memphis, Tenn.
County Asylum, (Orphans' Department)	Nashville, Tenn.
Protestant House of Industry	Nashville, Tenn.
Orphan Asylum	Burlington, Vt.
Methodist Orphan Asylum	Norfolk, Va.
St. Mary's Orphan Asylum	Norfolk, Va.
St. Paul's Orphan Asylum	Norfolk, Va.
Colored Orphan Asylum	Richmond, Va.
St. Joseph's Orphan Asylum	Richmond, Va.
St. Paul's Church Home	Richmond, Va.
Protestant Orphan Asylum	Milwaukee, Wis.
St. Joseph's Orphan Asylum	Milwaukee, Wis.
Taylor Orphan Asylum	Racine, Wis.
Roman Catholic Orphan Asylum	Denver, Colo.
St. Joseph's Male Orphan Asylum	Washington, D. C.
St. Vincent's Female Orphan Asylum	Washington, D. C.
Washington City Orphan Asylum	Washington, D. C.
St. Genoveffa Female Orphan Asylum	Vancouver, Wash.
St. Vincent's Male Orphan Asylum	Vancouver, Wash.
PART 2.—SOLDIERS' ORPHANS' HOMES.	
Union Orphan Asylum	Baltimore, Md.
Soldiers' Orphans' Home	Trenton, N. J.
Union Home and School	New York, N. Y.
Soldiers' and Sailors' Orphans' Home	Xenia, Ohio.
The National Homestead	Gettysburg, Pa.

List of orphan asylums, soldiers' orphans' homes, &c.—Continued.

Name.	Location.
PART 2.—SOLDIERS' ORPHANS' HOMES—Concluded.	
Pressler Orphan Home	Loisville, Pa.
Soldiers' Orphan School	Mercer, Pa.
Soldiers' Orphan School	Mount Joy, Pa.
Educational Home for Boys	Philadelphia, Pa., (corner 49th street and Greenway avenue.)
Soldiers' Orphans' Institute	Philadelphia, Pa., (23d and Brown streets.)
Soldiers' Orphan School	Titusville, Pa.
National Soldiers' and Sailors' Orphans' Home	Washington, D. C.
PART 3.—INFANT ASYLUMS.	
Nursery	Hartford, Conn.
St. Vincent Infant Asylum	New Orleans, La., (corner Magazine and Race streets.)
St. Vincent's Infant Asylum	Baltimore, Md., (corner Townsend and Division streets.)
Massachusetts Infant Asylum	Brookline, Mass.
St. Mary's Asylum for Foundlings and Infants	Buffalo, N. Y.
Nursery of the Church of the Holy Communion	New York, N. Y.
Infants' Nursery and Hospital	Randall's Island, N. Y.
PART 4.—MISCELLANEOUS CHARITIES.	
Sheltering Arms	Mobile, Ala.
Magdalen Asylum	San Francisco, Cal., (Porter's avenue, near 21st street.)
Home of the Friendless	Fair Haven, Conn., (Clinton avenue, corner Pine street.)
Hebrew Widows' and Orphans' Society	Hartford, Conn.
House of Shelter	Hartford, Conn.
Trinity Church Home	New Haven, Conn.
Atlanta Benevolent Association	Atlanta, Ga.
The "Abraham Home"	Savannah, Ga.
St. Vincent's House of Providence	Chicago, Ill.
Home for the Friendless	Indianapolis, Ind.
Asylum and Manual Labor School	Lafayette, Ind.
Asylum of Immaculate Conception	New Orleans, La., (350 Chartres st.)
Home for the Destitute	New Orleans, La., (Magnolia and Lafayette streets.)
Mater Dolorosa	New Orleans, La., (Cambronne and 3d streets, Carrollton.)
Societé Française de Bienfaisance	New Orleans, La., (St. Ann, between Desbigny and Roman streets.)
Home of the Good Shepherd	Baltimore, Md., (corner Mount and Hollis streets.)
The Home	Baltimore, Md., (Albemarle street, near Plowman.)
Home for the Friendless	Detroit, Mich.
House of Shelter	Detroit, Mich.
Lutheran Orphan Asylum and Hospital	Kirkwood, Mo.
Ingleside Home	Buffalo, N. Y.
St. Stephen's Home	Buffalo, N. Y.
Home for Friendless	Newburgh, N. Y.
St. Luke's Home	Newburgh, N. Y.
Girls' Lodging House	New York, N. Y., (27 St. Mark's Place.)
Home for Training Young Girls	New York, N. Y., (41 7th avenue, corner 18th street.)
Newsboys' Lodging House	New York, N. Y., (9 Duane street.)
St. Mary's Free Hospital for Children	New York, N. Y., (407 West 34th st.)
Old Ladies' Home	Poughkeepsie, N. Y.
Children's Home	Rochester, N. Y.
Home for the Friendless	Rochester, N. Y.
St. Joseph's House of Providence	Syracuse, N. Y.
St. James Church Home and School	Wilmington, N. C.
Home of the Friendless	Cincinnati, Ohio.
Union Bethel and Newsboys' Home	Cincinnati, Ohio.
Bethel Home	Cleveland, Ohio.
Cleveland Industrial School	Cleveland, Ohio.
Church Home	Allegheny, Pa.
Pittsburgh and Allegheny Home for the Friendless	Allegheny, Pa.
Home for the Friendless	Harrisburg, Pa.
Aimwell School Association	Philadelphia, Pa.
Pennsylvania Industrial Home for Blind Women	Philadelphia, Pa., (3921 Locust st.)
Church Home	Pittsburgh, Pa.
Home for the Friendless	Pittsburgh, Pa.
Bethel Home for Boys	Memphis, Tenn.
Children's Hospital of the District of Columbia	Washington, D. C.

List of orphan asylums, soldiers' orphans' homes, &c.—Concluded.

Name.	Location.
PART 4.—MISCELLANEOUS CHARITIES—Concluded.	
Church Home of the Epiphany	Washington, D. C.
St. John's Hospital for Children	Washington, D. C.
PART 5.—INDUSTRIAL SCHOOLS.	
Industrial School	San Francisco, Cal.
Industrial Home	Savannah, Ga.
Industrial School	Rockford, Ill.
Industrial School	Sugar Grove, Ill.
St. Alphonsus Industrial School	New Orleans, La.
St. Elizabeth House of Industry	New Orleans, La.
Industrial School and Model Farm, Holy Cross	New Orleans, La., (Refinery and Levee streets, near Convent.)
Industrial Home of the Ladies' Relief Association	Baltimore, Md.
St. Mary's Industrial School for Boys	Boston, Mass.
St. Vincent's Industrial School	Newark, N. J.
St. Vincent's Industrial School	Albany, N. Y.
Industrial School, or St. Paul's Female Orphan Asylum	Brooklyn, N. Y.
Martha Industrial School	Buffalo, N. Y.
St. Mary's Industrial School	Buffalo, N. Y.
Industrial School of the Convent of Mercy	Greenbush, N. Y.
Children's Aid Society Industrial School	New York, N. Y., (rear 120 West 16th street.)
Industrial School	New York, N. Y., (306 4th st., corner avenue C.)
Industrial School	New York, N. Y., (93 Crosby street.)
Industrial School	New York, N. Y., (25th street, corner 8th avenue.)
Industrial School and Boys' Lodging-House	New York, N. Y., (709 East 11th st.)
Industrial School of the Sisters of Mercy	New York, N. Y.
Wilson's Industrial School and Mission	New York, N. Y.
Trinity Church Industrial School	Rondout, N. Y.
St. John's Industrial School	Syracuse, N. Y.
Mary Warren Free Institute	Troy, N. Y.
Industrial Home of the City of Utica	Utica, N. Y.
Industrial School	Cincinnati, Ohio.
Industrial School of Guardian Angels	Cincinnati, Ohio.
Industrial School	Toledo, Ohio, (502 Erie street.)
Home of Industry	Allegheny, Pa.
Industrial Home for Girls	Philadelphia, Pa., (762 South 10th st.)
Protestant House of Industry	Nashville, Tenn.

TABLE XXII.—*Statistics of reform schools for* 1875;

Number.	Name.	Location.	Date of establishment.	Control.
	1	2	3	4
1	Connecticut Industrial School for Girls	Middletown, Conn	1870	Corporate.
2	Connecticut Reform School*	West Meriden, Conn	1854	State
3	St. Mary's Reformatory*	Chicago, Ill	1863	
4	State Reform School	Pontiac, Ill	1871	State
5	Indiana Reformatory Institution for Women and Girls.	Indianapolis, Ind	1873	State
6	House of Refuge	Plainfield, Ind	1868	State
7	Iowa State Reform School	Eldora, Iowa	1868	State
8	State Reform School*	Cape Elizabeth, Me	1852	State
9	House of Refuge	Baltimore, Md	1855	State and municipal
10	The Maryland Industrial School for Girls*	Orange Grove Station, B. & O. R. R., Md.	1866	Directors
11	City of Boston Alms-House School*	Boston, Mass	1856	Municipal
12	House of Reformation for Juvenile Offenders*	Boston, Mass	1827	Municipal
13	Lawrence Industrial School	Lawrence, Mass	1875	Municipal
14	Lowell Reform School	Lowell, Mass	1851	Municipal
15	State Primary School	Monson, Mass	1866	State
16	Plummer Farm School	Salem, Mass	1870	Private
17	State Reform School	Westboro, Mass	1847	State
18	Worcester Truant Reform School*	Worcester, Mass	1863	Municipal
19	Detroit House of Correction*	Detroit, Mich	1861	Municipal
20	Michigan State Reform School	Lansing, Mich	1856	State
21	Minnesota State Reform School	St. Paul, Minn	1868	State
22	House of Refuge	St. Louis, Mo	1854	Municipal
23	New Hampshire State Reform School	Manchester, N. H	1854	State
24	New Jersey State Reform School*	Jamesburgh, N. J	1867	State
25	Truant Home, New Lots	Brooklyn, N. Y	1857	Municipal
26	House of the Good Shepherd	East New York, N. Y., (East Eighty-ninth street, East River.)	1857	Sisters of the Good Shephord.
27	Home for Women*	New York, N. Y., (273 Water street.)	1867	
28	House of Mercy*	New York, N. Y., (Eighty-sixth street.)	1854	Trustees
29	House of Refuge	New York, N. Y	1825	State
30	House of the Holy Family Association for Befriending Children and Young Girls*.	New York, N. Y., (136 Second avenue.)	1870	
31	Industrial School	New York, N. Y., (Hart's Island.)	1868	Municipal
32	The Isaac T. Hopper Home	New York, N. Y., (110 Second avenue.)	1845	Private
33	The Midnight Mission*	New York, N. Y	1867	Trustees
34	New York Catholic Protectory	Westchester, N. Y	1863	
35	House of Refuge	Cincinnati, Ohio	1850	Municipal
36	Home of Refuge and Correction*	Cleveland, Ohio	1870	Municipal
37	The Retreat	Cleveland, Ohio	1869	Private
38	State Reform School	Lancaster, Ohio	1858	State
39	Ohio Girls' Industrial School*	Lewis Centre, Ohio	1869	State
40	House of Refuge*	Toledo, Ohio	1875	Municipal
41	House of Refuge, (colored department)*	Philadelphia, Pa	1850	State
42	The Midnight Mission	Philadelphia, Pa., (919 Locust street.)	1868	Private
43	Sheltering Arms	Wilkensburgh, near Pittsburgh, Pa.	1873	Ladies' Christian Association.
44	Providence Reform School	Providence, R. I	1850	Municipal
45	Vermont Reform School	Vergennes, Vt	1865	State
46	Industrial School for Boys	Waukesha, Wis	1860	State
47	Girls' Reform School*b*	Washington, D. C	1873	United States

* From Report of the Commissioner of Education for 1874.

from replies to inquiries by the United States Bureau of Education.

Superintendent.	Number of teachers or officers.		Conditions of commitment.		
	Male.	Female.	Age.	Other conditions.	Number.
5	6	7	8	9	
Sheldon N. Rockwell	2	10	8–16	Disobedience, truancy, vagrancy, neglect, commission of offences against the laws, &c.	1
Edward Ingham	9	11	10–16	Truancy or crime	2
Brother Cecilian	5	.....	7–20	.....	3
J. D. Scouller, M. D.	(17)		8–16	Trial by jury and conviction of crime, &c.	4
Sarah J. Smith	.....	6	Under 15	Incorrigibility	5
Frank B. Ainsworth	12	8	6–18	Conviction of crime	6
Charles Johnson	10	4	Under 18	Offences against the law, vagrancy, and incorrigibility.	7
Eben Wentworth	2	2	8–16	Any offences punishable by imprisonment in State prison not for life.	8
Charles A. Leas	17	6	7–21	Vagrancy, larceny, vicious conduct	9
John E. Rowe	1	2	Under 18	Vagrancy, incorrigibility, poverty, &c	10
John C. Whiton	(5)		(a)	Poverty	11
John C. Whiton	11	2	7–16	Truancy, larceny, and vagrancy	12
N. Porter Brown	2	2	8–16	Committed for mild offences	13
Lorenzo Phelps	1	.....	6–16	Truancy, larceny, vagrancy, and stubbornness	14
Horace P. Wakefield	(26)		3–16	Petty crime and poverty	15
Charles A. Johnson	2	3	10–16	Committed by parents	16
Allen G. Shepherd	23	20	7–17	.....	17
John Farwell	.....	1	7–16	Truancy	18
M. V. Borgman	28	9	.....	.....	19
Frank M. Howe	6	6	10–16	Offences amenable to law	20
Rev. J. G. Rihelkloffer, D. D.	2	4	Under 16	Commitment by courts	21
John D. Shaffer	15	6	3–16	Being abandoned, guilty of crime, or misdemeanor, or incorrigible.	22
John C. Ray	4	8	8–17	.....	23
James H. Eastman	8	4	8–16	Crime against the State	24
Charles Demerest	1	1	5–14	Insubordination and truancy	25
Mother Mary of St. Magdalen Clover.	.....	72	14 or over	Desire for reformation, or being in danger through disorderly conduct and associations.	26
Rev. W. W. Boole	.....	.....	.....	.....	27
Sister Mary	1	9	Over 12	Must be fallen women	28
Israel C. Jones	31	24	16 or under.	Must be juvenile delinquents	29
Mrs. Mary C. D. Starr, president.	(4)		From 12	Must be depraved or fallen, or in danger from surroundings and associates.	30
Laurence Dunphy, (warden.)	11	2	10–21	.....	31
Miss Alice K. Pearson	.....	3	12–40	Voluntary application	32
Miss E. Black	2	2	.....	.....	33
Brother Teliow and Sister M. Helena.	(10) 47	22	7–14	Truancy, vagrancy, and petty crimes	34
H. A. Monfort	5	6	6–18	Commitment by police court or justice of the peace	35
W. D. Patterson	.....	.....	8–20	.....	36
Mrs. E. P. Lord, (matron.)	.....	2	.....	.....	37
G. E. Howe	12	3	6–18	.....	38
John Nichols, M. D	3	16	7–16	Crime, vagrancy, viciousness, or being in circumstances of want, exposure, abandonment, &c.	39
Worth E. Howe	.....	.....	8–16	Petty crimes, incorrigibility, or commitment by parents or guardians.	40
J. Hood Daverty	3	6	8–16	.....	41
Rev. S. E. Appleton, (president.)	.....	1	Under 30	.....	42
Hessy R. Miller, (matron.)	.....	1	.....	.....	43
James M. Talcott	9	7	Under 18	.....	44
William G. Fairbank	4	6	10–16	Committed by parent or guardian	45
A. D. Hendrickson	16	14	10–16	Commitment by court, vagrancy, incorrigibility	46
.....	.....	.....	No limits	Vagrancy, vice, crime, desertion, prostitution, sentence by court, &c.	47

a Within minority.

b Not yet re-opened; waiting for buildings.

TABLE XXII.—*Statistics of reform*

NOTE.— × indicates the studies

Number.	Name.	Number committed during the year.	Number discharged during the year.	Present inmates.					
				Sex.		Race.		Nativity.	
				Male.	Female.	White.	Colored.	Native.	Foreign.
	1	10	11	12	13	14	15	16	17
1	Connecticut Industrial School for Girls	47	39	.....	98	85	13	93	5
2	Connecticut Reform School*	194	190	300	.....	284	16	120	30
3	St. Mary's Reformatory*	.....	.....	100	.....	100	.....	.....	.....
4	State Reform School	147	117	147	0	.....	.....	124	23
5	Indiana Reformatory Institution for Women and Girls.	52	17	0	134	125	9	125	5
6	House of Refuge	153	103	328	.....	301	27	315	13
7	Iowa State Reform School	.....	.....	135	30	.....	.....	82	55
8	State Reform School*	47	27	142	.....	138	4	42	5
9	House of Refuge	96	142	255	0	255	0	250	5
10	The Maryland Industrial School for Girls*	27	15	.....	31	31	0	.....	.....
11	City of Boston Alms-House School*	.....	.....	81	27	108	0	.....	.....
12	House of Reformation for Juvenile Offenders*	229	208	284	20	294	10	237	67
13	Lawrence Industrial School	13	7	26	0	25	1	21	5
14	Lowell Reform School	52	51	36	1	37	.....	30	7
15	State Primary School	.....	.....	364	173	493	44	.....	.....
16	Plummer Farm School	13	12	31	0	29	2	28	3
17	State Reform School	178	141	353	0	341	12	286	67
18	Worcester Truant Reform School*	11	8	15	.....	15	.....	10	5
19	Detroit House of Correction*	2,314	2,335	408	102	.....	.....	.....	.....
20	Michigan State Reform School	85	108	220	0	197	23	187	33
21	Minnesota State Reform School	28	25	104	6	107	3	.....	.....
22	House of Refuge	218	161	186	53	219	20	203	15
23	New Hampshire State Reform School	20	9	85	25	110	0	25	85
24	New Jersey State Reform School*	138	114	184	.....	.....	.....	.....	.....
25	Truant Home, New Lots	137	131	96	0	95	1	a121	a16
26	House of the Good Shepherd	373	516	0	440	437	3	352	88
27	Home for Women*	.....	.....	.....	.....	.....	.....	.....	.....
28	House of Mercy*	73	56	.....	79	79	.....	67	12
29	House of Refuge	638	651	1,305	226	1,426	105	539	99
30	House of the Holy Family Association for Befriending Children and Young Girls.*	.....	.....	.....	100	.....	.....	.....	.....
31	Industrial School	264	262	18	1	17	2	16	3
32	The Isaac T. Hopper Home	377	237	.....	50	a374	a3	a57	a242
33	The Midnight Mission*	160	171	.....	21	.....	.....	.....	.....
34	New York Catholic Protectory	941	839	1,341	603	1,940	4	680	1,264
35	House of Refuge	212	203	200	40	214	26	185	55
36	Home of Refuge and Correction*	95	71	82	1	.....	.....	.....	.....
37	The Retreat	38	22	0	31	30	1	.....	.....
38	State Reform School	214	209	478	.....	455	23	469	9
39	Ohio Girls' Industrial School*	39	23	0	160	149	11	159	1
40	House of Refuge*	.....	.....	.....	.....	.....	.....	.....	.....
41	House of Refuge, (colored department)*	70	60	107	45	0	152	151	1
42	The Midnight Mission	.....	.....	0	13	13	0	.....	.....
43	Sheltering Arms	26	12	5	8	13	0	.....	.....
44	Providence Reform School	128	133	179	41	188	32	202	18
45	Vermont Reform School	.....	.....	104	.....	.....	.....	.....	.....
46	Industrial School for Boys	103	101	412	0	403	9	332	80
47	Girls' Reform School	.....	.....	.....	.....	.....	.....	.....	.....

* From Report of Commissioner of Education for 1874.

schools for 1875, *&c.*—Continued.

and industries taught.

Present inmates.								Studies.													
Both parents dead.	Parents illiterate.	Illiterate when committed.		Number could read only when committed.	Number could read and write when committed.	Number taught to read.	Number taught to write.	Reading, writing, and spelling.	Arithmetic.	Algebra.	Book-keeping.	Geometry.	Geography.	Grammar.	History.	Philosophy.	Botany.	Physiology.	Drawing.	Music, vocal.	Number.
		Native parentage.	Foreign birth parentage.																		
18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	
26	....	21	26	30	21	All	....	×	×	....	....	....	×	×	×	....	....	....	....	....	1
27	....	3	35	140	118	140	130	×	×	×	....	....	....	....	....	×	×	....	....	....	2
23	....	.....	.....	.....	.....	.....	.....	×	×	....	....	....	....	....	....	....	....	....	....	×	3
26	....	.....	.....	.....	61	All	All	×	×	....	....	....	×	×	×	....	....	....	....	....	4
54	....	124	41	61	59	48	80	×	×	....	....	....	×	×	×	....	....	....	....	....	5
87	29	.....	.....	289	109	....	....	×	×	....	....	....	×	×	....	....	....	....	....	....	6
17	....	.....	.....	.....	.....	....	....	×	×	....	....	....	×	×	....	....	....	....	....	....	7
....	....	1	.....	20	44	1	....	×	×	....	....	....	×	×	×	....	....	....	....	....	8
7	....	35	0	57	163	35	81	×	×	....	....	..	×	×	....	....	....	....	....	×	9
13	....	4	8	6	9	9	6	×	×	....	....	....	×	....	....	....	....	....	....	×	10
22	....	.....	.....	.....	.....	.....	.....	×	×	....	....	....	....	....	....	....	....	....	×	×	11
24	77	14	29	60	182	26	60	×	×	×	....	....	×	×	....	....	....	....	×	....	12
2	8	4	.....	12	13	4	8	×	×	....	....	....	×	×	....	....	....	....	×	....	13
7	....	.....	.....	21	26	5	8	×	×	....	....	....	×	×	×	....	....	....	....	....	14
....	....	.....	.....	.....	.....	.....	.....	×	×	....	....	....	....	....	....	....	....	....	....	×	15
7	0	0	0	1	8	0	9	×	×	....	....	....	×	×	....	....	....	....	....	....	16
....	....	*a*1	*a*5	*a*42	*a*117	*a*7	*a*34	×	×	×	....	×	×	×	....	....	....	....	....	....	17
0	7	0	0	2	12	0	3	×	×	....	....	....	×	×	....	....	....	....	....	....	18
....	....	.....	.....	261	.....	200	....	×	×	....	....	....	....	×	....	....	....	....	....	....	19
13	12	3	1	13	.....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	20
15	....	(36)		120	.....	....	....	×	×	....	....	....	×	×	×	....	....	....	....	....	21
30	129	20	34	100	49	198	58	×	×	....	....	....	×	×	....	....	....	....	....	....	22
21	90	40	.....	44	52	....	60	×	×	....	×	....	×	....	....	....	....	....	....	....	23
....	....	.....	.....	.....	.....	....	....	×	×	....	....	....	×	....	....	....	....	....	....	....	24
14	....	12	18	65	36	29	90	×	×	....	....	....	....	....	....	....	....	....	....	....	25
87	....	.....	.....	.....	.....	.....	.....	....	....	....	....	....	....	....	....	....	....	....	....	....	26
....	....	.....	.....	.....	.....	.....	.....	....	....	....	....	....	....	....	....	....	....	....	....	....	27
11	....	.....	.....	.....	.....	6	6	....	....	....	....	....	....	....	....	....	....	....	....	....	28
59	....	(402)		147	193	....	....	×	×	....	....	....	×	×	×	....	....	....	....	....	29
....	....	.....	.....	.....	.....	....	....	×	×	....	....	....	....	....	....	....	....	....	....	×	30
4	....	4	1	5	9	5	7	....	....	....	....	....	....	....	....	....	....	....	....	....	31
*a*33	*a*7	*a*3	*a*52	*a*74	*a*168	....	....		×	....	....	....	....	....	....	....	....	....	....	....	32
....	....	.....	.....	.....	.....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	33
558	....	164	86	575	470	130	195	×	×	×	×	×	....	×	×	....	....	....	....	....	34
20	....	21	12	35	144	61	40	×	×	....	....	....	×	×	×	....	....	....	....	....	35
....	....	.....	.....	18	49	....	....	×	×	....	....	....	×	×	....	....	....	....	....	....	36
....	....	.....	.....	.....	.....	....	....	×	×	....	....	....	....	....	....	....	....	....	....	....	37
42	....	.....	.....	.....	.....	.....	.....	×	×	×	....	....	×	×	×	×	....	....	....	....	38
7	....	32	1	59	68	33	59	×	×	×	....	....	×	×	×	×	....	....	....	....	39
....	....	.....	.....	.....	.....	.....	.....	....	....	....	....	....	....	....	....	....	....	....	....	....	40
....	....	35	.....	21	14	61	59	×	×	....	....	....	×	....	×	....	....	....	....	....	41
....	....	.....	.....	.....	.....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	42
8	....	.....	.....	1	12	....	....	×	×	....	....	....	....	....	....	....	....	....	....	....	43
28	....	29	2	46	51	31	40	×	×	....	×	....	×	×	×	....	....	....	....	×	44
....	....	.....	.....	.....	.....	.....	.....	×	×	....	....	....	×	....	....	....	....	....	....	....	45
33	....	10	6	46	255	12	34	×	×	×	....	....	×	×	×	....	....	×	....	....	46
....	....	.....	.....	.....	.....	.....	.....	....	....	....	....	....	....	....	....	....	....	....	....	....	47

a Number of those committed during the past year.

TABLE XXII.—*Statistics of reform*

NOTE.— × Indicates the studies

Number.	Industries.																				
	Baking.	Blacksmithing.	Brick making.	Broom making.	Brush making.	Cane seating.	Carpentry.	Chair making.	Cigar making.	Dairy work.	Dressmaking.	Farming.	Fruit canning.	Gardening.	Glove making.	Housework.	Knitting.	Laundry work.	Masonry.	Paper-box making.	Printing.	Sewing.
	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
1										×				×		×		×		×		×
2	×					×						×										
3																						
4						×						×										
5											×					×		×				
6						×						×		×							×	
7												×										
8			×			×						×										
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														×			×				×	×
36					×	×														×		
37																×						×
38		×			×		×															
39											×											
40																						
41																				×		
42	×										×											×
43																×						
44						×								×		×	×	×				×
45						×						×				×						
46	×			×		×	×					×		×		×	×	×	×			
47																						

schools for 1875, *&c.*—Concluded.

and industries taught.

Industries.										Number committed since establishment.	Percentage of discharged known to be orderly, &c.	Library.		Average annual cost of each inmate.	Average annual earnings of each inmate.	Annual cost of institution.	Total annual earnings of institution.	Number.
Shirt making.	Shoe making.	Shoe mending.	Stereotyping.	Stone cutting.	Straw braiding.	Tailoring.	Tinning.	Wheelwrighting.	Wire work.			Number of volumes.	Average annual increase.					
61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	
....	....	....	....	....	....	....	....	....	....	216	.78	1,300	300	$152 27	$21 05	$14,461	$2,000	1
....	×	....	....	....	....	×	....	....	....	2,279	.75	1,500	.....	145 98	46 80	43,795	14,040	2
....	×	....	....	....	....	×	....	....	....	1,500	.....	50	.....	.....	.....	10,000	.....	3
....	....	....	....	....	....	....	....	....	....	407	.....	100	.....	146 20	.....	29,240	.....	4
....	....	..	....	....	....	....	....	....	..	165	.75	225	65	200 00	.....	18,000	.....	5
....	....	×	....	....	....	×	....	....	....	733	.75	500	.....	150 00	.....	65,000	.....	6
....	....	....	....	....	....	....	....	....	....	421	.....	400	.....	120 00	.....	.....	.....	7
....	×	....	....	....	....	....	....	....	....	1,429	.60	1,400	.....	172 00	28 00	24,100	4,000	8
....	×	....	....	....	....	×	....	....	....	2,303	.70	1,800	.....	166 00	46 20	45,000	10,395	9
....	....	....	....	....	....	....	....	....	....	119	.....	300	.....	150 00	.....	3,716	.....	10
....	....	....	....	....	....	....	....	....	....	.....	.....	400	.....	.....	.....	.....	.....	11
....	....	....	....	....	....	....	....	....	....	4,514	.....	700	.....	.....	.....	.....	.....	12
....	....	....	....	....	....	....	....	....	....	34	.....	500	.....	.....	50 00	5,000	1,500	13
....	....	....	....	....	....	....	....	....	....	1,148	.....	525	30	92 56	.....	2,869	.....	14
....	....	....	....	....	....	....	....	....	....	2,779	.....	600	.....	.....	.....	44,000	.....	15
....	....	....	....	....	....	....	....	....	....	68	.....	600	100	290 00	60 00	6,000	1,860	16
....	....	....	....	....	....	×	....	....	....	4,512	.70	2,368	.....	154 61	30 74	53,913	19,535	17
....	....	....	....	....	....	....	....	....	....	180	.50	120	.....	106 21	2 47	1,593	37	18
....	....	....	....	....	....	....	....	....	....	15,187	.....	1,061	.....	.....	.....	.....	.....	19
....	×	....	....	....	....	....	....	....	....	1,612	.....	2,040	.....	.....	.....	.....	.....	20
....	×	....	....	....	....	....	×	....	....	281	.....	850	.....	.....	.....	27,000	.....	21
....	×	....	....	....	....	....	....	....	....	3,412	.75	300	.....	115 00	30 00	25,000	6,500	22
....	×	....	....	....	....	....	....	....	....	800	.50	400	50	150 00	35 00	20,000	3,500	23
....	....	....	....	....	....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	24
....	....	....	....	....	....	....	....	....	....	2,369	.25	250	.....	76 93	0	20,000	0	25
....	....	....	....	....	....	....	....	....	....	4,698	.....	50	.....	.....	.....	80,428	25,636	26
....	....	....	....	....	....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	5,000	27
....	....	....	....	....	....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	28
....	....	....	....	....	....	....	....	....	×	16,430	.75	4,086	215	138 20	27 45	118,581	32,511	29
....	....	....	....	....	....	....	....	....	....	1,000	.....	200	.....	.....	.....	10,255	.....	30
....	....	....	....	....	....	....	....	....	....	4,512	.....	.....	.....	.....	.....	.....	.....	31
....	....	....	....	....	....	....	....	....	....	7,000	.....	540	.....	.....	.....	.....	.....	32
....	....	....	....	....	....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	9,197	33
×	×	....	....	....	....	×	....	×	....	9,725	.....	2,410	400	131 80	14 93	250,690	28,406	34
....	×	....	....	....	....	....	....	....	....	3,647	.66	1,000	165	180 00	33 96	40,000	7,200	35
....	×	....	....	....	....	....	....	....	....	.....	.....	.....	.....	148 23	.....	.....	.....	36
....	....	....	....	....	....	....	....	....	....	313	.50	.....	20	.....	.....	4,000	.....	37
....	×	....	....	....	....	×	....	....	....	2,234	.80	2,000	.....	120 00	.....	58,135	5,000	38
....	....	....	....	....	×	....	....	....	....	247	.60	500	.....	138 48	0	18,000	0	39
....	....	....	....	....	....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	40
....	×	....	....	....	....	....	....	....	....	2,291	.65	1,500	.....	161 93	41 00	21,995	5,544	41
....	....	....	....	....	....	....	....	....	....	546	.....	.....	.....	.....	.....	4,000	.....	42
....	....	....	....	....	....	....	....	....	....	.....	.....	200	10	.....	0	.....	0	43
....	....	....	....	....	....	×	....	....	....	2,312	.....	3,030	126	139 41	33 83	35,379	7,478	44
....	....	....	....	....	....	....	....	....	....	.....	.....	70	.....	.....	.....	.....	.....	45
....	×	....	....	×	....	×	....	....	....	1,205	.75	1,260	100	146 15	.....	45,156	.....	46
....	....	....	....	....	....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	47

List of reform schools from which no information has been received.

Name.	Location.
Catholic Male Orphan Asylum and Reformatory	Chicago, Ill.
Home of the Good Shepherd	Indianapolis, Ind.
Iowa Reform School, (girls' department,)	Eldora, Iowa.
House of Refuge	Louisville, Ky.
Boys' House of Refuge	New Orleans, La.
Girls' House of Refuge	New Orleans, (Annunciation and Calliope streets,) La.
St. Alphonsus House of Mercy	New Orleans, (St. Andrew and Magazine streets,) La.
House of Reformation and Instruction for Colored Children	Bowie, Md.
Cambridge Truant Reform School	Cambridge, Mass.
State Industrial School for Girls	Lancaster, Mass.
St. Louis Protectorate for Boys	St. Louis, Mo.
Catholic Reformatory for Boys	Buffalo, N. Y.
Institution of Mercy	New York, (33 East Houston street,) N. Y.
Nautical School Ship Mercury	New York, N. Y.
Western House of Refuge	Rochester, N. Y.
Protectory for Boys	Cincinnati, Ohio.
House of Correction	Toledo, Ohio.
House of Refuge, (white)	Philadelphia, Pa.
Pennsylvania Reform School	Pittsburgh, Pa.
House of Correction	Charleston, (southwest corner Calhoun and Phillips streets,) S. C.
Reform School of the District of Columbia	Near Washington, D. C.

TABLE XXIII.—*Statistics of schools and asylums for feeble-minded children for* 1875; *from replies to inquiries by the United States Bureau of Education.*

NOTE.—× indicates the branches taught.

Number.	Name.	Location.	Date of establishment.	Superintendent.	Number of instructors and other employés.	Number of inmates.			Branches taught.								No. dismissed or improved since opening.	Income.	Expenditure.
						Male.	Female.	Total.	Object lessons.	Reading.	Writing.	Arithmetic.	Geography.	Grammar.	Drawing.	Singing.			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1	Connecticut School for Imbeciles	Lakeville, Conn.	1858	Henry M. Knight, M. D.	12	47	38	85	...	×	×	×	×	....	×	....	...	.....	.....
2	Illinois Asylum for Feeble-minded Children	Jacksonville, Ill.	1865	C. T. Wilbur, M. A., M. D.	26	79	47	126	×	×	×	×	×	....	×	×	170	$24,000	$24,500
3	Kentucky Institution for Feeble-minded Children.	Frankfort, Ky.	1860	E. H. Black, M. D	9	56	56	112	....	×	×	×	×	×	....	....	a69	22,500	22,500
4	Private Institution for the Education of Feeble-minded Youth.	Barre, Mass	1848	George Brown, M. D	50	59	21	80	×	×	×	×	×	....	....	×	a208	.....	38,564
5	Massachusetts School for Idiotic and Feeble-minded Youth.	Boston, Mass.	1847	S. G. Howe, M. D., *b*	27	72	52	124	....	×	×	×	×	....	×	×	428	27,289	31,071
6	Hillside School for Backward and Peculiar Children.	Fayville, Mass.	1870	Mesdames Knight & Green.	7	7	1	8	...	....	....	....	....	....	×	×	c9	.....	.....
7	New York Asylum for Idiots	Syracuse, N. Y.	1851	Hervey B. Wilbur, M. D.	52	121	89	210	×	×	×	×	...	....	....	....	450	45,911	45,507
8	Ohio State Asylum for Idiots	Columbus, Ohio.	1857	G. A. Doren, M. D	74	242	160	402	....	×	×	....	....	....	....	....	301	65,850	65,169
9	Pennsylvania Training School for Feeble-minded Children.	Media, Pa.	1853	Isaac N. Kerlin, M. D.	60	133	92	225	...	×	×	...	....	....	....	×	d372	56,464	57,537

a All improved. *b* Deceased. *c* Seven improved. *d* Since 1864; 247 of these were improved and 49 self-supporting.

TABLE XXIV.—*Statistics of educational benefactions for* 1875; *from*

Recipient of benefaction.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES AND COLLEGES.			
Southern University	Greensboro', Ala	Citizens of Greensboro'	Greensboro', Ala
University of Alabama	Tuscaloosa, Ala	Various persons	
St. John's College of Arkansas	Little Rock, Ark	Grand Lodge of Masons of Arkansas.	
Atlanta University	Atlanta, Ga	Various persons, through the American Missionary Association.	
Mercer University	Macon, Ga	James Gray	Jones County, Ga
Emory College	Oxford, Ga	Various persons	
Abingdon College	Abingdon, Ill		
Hedding College	Abingdon, Ill	G. W. Foote	Olena, Ill
Illinois Wesleyan University	Bloomington, Ill	Hugh Mehary	Indiana
Rock River University	Dixon, Ill	Rev. M. McK. Tooke, D. D., and L. P. Tooke, M. P. L.; Rev. O. G. May, A. M., and Eliza B. May.	
Swedish-American Ansgari College.	Knoxville, Ill	Hon. James Knox	
McKendree College	Lebanon, Ill	Mrs. E. M. Riggin, (deceased.)	Lebanon, Ill
Lincoln University	Lincoln, Ill		
Monmouth College	Monmouth, Ill	Various persons	Illinois, Indiana, Iowa, and Ohio.
Northwestern College	Naperville, Ill		
Shurtleff College	Upper Alton, Ill	D. B. Gale	St. Louis, Mo
Westfield College	Westfield, Ill	Various persons	
Wheaton College	Wheaton, Ill	Various persons	
Concordia College	Fort Wayne, Ind		
Franklin College	Franklin, Ind		
Indiana Asbury University	Greencastle, Ind	Various persons	
Smithson College	Logansport, Ind	Dr. J. M. Converse	Union City, Ind
Union Christian College	Merom, Ind	Ira W. Allen, LL. D., and others.	
Norwegian Luther College	Decorah, Iowa	Congregations of the Norwegian Lutheran Synod.	
University of Des Moines	Des Moines, Iowa	Various persons	Iowa
Parsons College	Fairfield, Iowa	Citizens of Fairfield Executors of Lewis B. Parsons.	Fairfield, Iowa Fairfield, Iowa
Upper Iowa University	Fayette, Iowa		
Humboldt College	Humboldt, Iowa	Mrs. Anna Richmond Miss Caroline Richmond	Providence, R. I Providence, R. I
Simpson Centenary College	Indianola, Iowa	Various persons	
Cornell College	Mt. Vernon, Iowa		Iowa
Penn College	Oskaloosa, Iowa	Various persons	
Tabor College	Tabor, Iowa		
Western College	Western, Iowa		
Baker University	Baldwin City, Kans		
University of Kansas	Lawrence, Kans	Various persons	
Berea College	Berea, Ky		
Centre College	Danville, Ky	Mrs. M. A. Wilson Adam Hanna Various persons	Shelbyville, Ky Shelbyville, Ky
Georgetown College	Georgetown, Ky	E. Byers	Garrard County, Ky.

replies to inquiries by the United States Bureau of Education.

Benefactions.							Remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
$2,500	$2,500	.....	.....	.....	.....	.....	
.....	.....	.....	.....	.....	.....	a$197	For library; relics have also been received for the cabinet.
5,000	5,000	.....	.....	.....	.....	.....	On condition of free tuition of sons of needy Masons.
2,713	2,713	.....	.....	.....	.....	.....	
25,000	.....	.....	.....	.....	$25,000	.....	Students from Jones County have precedence; the interest only to be used.
5,000	.....	$5,000	.....	.....	.....	.....	
3,000	3,000	.....	.....	.....	.....	.....	For endowment of Bible chair, on condition that $10,000 be raised.
10,000	10,000	.....	.....	.....	.....	.....	To be available as soon as an equal amount is secured.
15,000	10,000	.....	$5,000	.....	.....	.....	To endow president's chair and woman's professorship.
40,000	40,000	.....	.....	.....	.....	.....	To found the university; on condition that the benefactors direct its management.
20,000	.....	12,950	.....	.....	.....	.....	
		7,050	.....	.....	.....	.....	
13,250	13,250	.....	.....	.....	.....	.....	
25,965	.....	.....	.....	.....	.....	.....	
45,000	(45,000)		.....	.....	.....	.....	
35,000	.....	.....	.....	.....	.....	.....	
5,000	5,000	.....	.....	.....	.....	.....	
15,285	15,285	.....	.....	.....	.....	.....	For endowment of centenary chair and general purposes.
1,000	.....	.....	.....	.....	.....	.....	
200	200	.....	.....	.....	.....	.....	
30,000	30,000	.....	.....	.....	.....	.....	
5,000	.....	5,000	.....	.....	.....	.....	To finish recitation rooms in new hall.
9,400	9,400	.....	.....	.....	.....	.....	To liquidate debt; $7,000 on condition that the Universalists of the State raise $15,000 more.
500	300	.....	.....	.....	100	100	
25,000	25,000	.....	.....	.....	.....	.....	
15,000	15,000	.....	.....	.....	.....	.....	
	.....	27,000	.....	.....	.....	.....	To establish a Presbyterian college.
67,000	40,000	.....	.....	.....	.....	.....	$4,000 in cash, the rest in land; to be invested and income used for support of college.
500	500	.....	.....	.....	.....	.....	
7,000	2,000	.....	.....	.....	.....	.....	Unconditional gift.
	5,000	.....	.....	.....	.....	.....	
20,000	20,000	.....	.....	.....	.....	.....	
12,000	.....	12,000	.....	.....	.....	.....	For new chapel.
10,000	.....	10,000	.....	.....	.....	.....	Subscriptions for building.
2,300	2,300	.....	.....	.....	.....	.....	$500 cash; note, $300; the rest in land.
9,659	.....	.....	.....	.....	.....	.....	
3,200	.....	.....	.....	.....	.....	.....	
.....	.....	.....	.....	.....	.....	.....	Books, minerals, fossils, birds, insects, &c., for library and cabinet.
11,000	.....	.....	.....	.....	.....	.....	
	4,000	.....	.....	.....	.....	.....	
4,600	500	.....	.....	.....	.....	.....	To endow the vice-president's chair.
	100	.....	.....	.....	.....	.....	
5,000	5,000	.....	.....	.....	.....	.....	

a Volumes.

TABLE XXIV.—*Statistics of educational*

Recipient of benefaction.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &c.—Continued.			
Central University	Richmond, Ky	Various persons	
Centenary College of Louisiana	Jackson, La		
Leland University	New Orleans, La	American Baptist Home Missionary Society. Holbrook, Chamberlain, and others.	Brooklyn, N. Y
Bowdoin College	Brunswick, Me	Various persons	
Bates College	Lewiston, Me	Benjamin E. Bates Free Will Baptist Educational Society. George G. Fogg, LL. D John D. Philbrick, LL. D Hon. Jas. G. Blaine, LL. D	Boston, Mass Boston, Mass Augusta, Me
Colby University	Waterville, Me	Gardner Colby Mrs. Eliza Marshall	Newton Centre, Mass Alfred, Me
Amherst College	Amherst, Mass	Jas. S. Seymour	Albany, N. Y
Boston University	Boston, Mass	Estate of Dr. Harriot K. Hunt.	
Harvard University	Cambridge, Mass	Executors of Hon. Charles Sumner's will. ....do Widow and daughter of the late Hon. William Whiting. Anonymous Anonymous, through Prof. Gray. Administratrix of the late Prof. Jeffries Wyman. William S. Sullivant, (deceased.) Samuel W. and Mary W. Swett. Boston Society for Medical Improvement. Estate of Harriet J. G. Denny, (deceased.) Estate of I. Tucker Agassiz Memorial Committee. President Walker, (deceased.) Dr. Morrill Wyman Trustees of Massachusetts Society for Promoting Agriculture. George Wales C. McBurney, jr J. W. McBurney Rev. E. R. Willson Executors of Miss Sarah Lee.	 Cambridge, Mass Columbus, Ohio Boston, Mass Salem, Mass Cambridge, Mass New York, N. Y Chelsea, Mass Salem, Mass
Adrian College	Adrian, Mich	Various persons	
Hillsdale College	Hillsdale, Mich	Prof. C. P. Griffin Hon. Daniel Dunakin Hon. Z. Chandler	New York, N. Y Homer, N. Y Detroit, Mich
Hope College	Holland City, Mich	Board of Education of Reformed Church, and various persons.	

benefactions for 1875, *&c.*—Continued.

Benefactions.							Remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
$1,195	.....	.....	.....	.....	.....	$1,195	For library and apparatus fund; many books have also been received.
2,324	.....	.....	.....	.....	.....	.....	
9,125	($3,900)	.....	.....	.....	.....	.....	For completing building, supporting teachers, and aiding indigent students.
	(5,225)	.....	.....	.....	.....	.....	
54,800	$25,540	.....	$21,260	$8,000	.....	.....	General subscriptions in stocks and bonds.
187,000	100,000	.....	.....	.....	.....	.....	Pledged on condition $100,000 more be raised.
	25,000	.....	.....	.....	.....	.....	Pledged to meet condition of Mr. Bates's subscription.
	5,000	.....	.....	.....	.....	.....	
	1,000	.....	.....	.....	.....	.....	
	1,000	.....	.....	.....	.....	.....	
	55,000	.....	.....	.....	.....	.....	
1,500	.....	.....	.....	.....	.....	500	
	1,000	.....	.....	.....	.....	.....	
5,000	.....	.....	.....	5,000	.....	.....	
1,000	.....	.....	.....	.....	$1000	.....	To purchase books for the use of indigent female students.
	.....	.....	.....	.....	.....	29,005	The income to be devoted to the purchase of books relating to politics and the fine arts.
	.....	.....	.....	.....	.....	.....	Valuable collection of books for the library.
	.....	.....	.....	.....	.....	500	
	.....	.....	.....	5,000	.....	.....	In place of his bequest of a like sum.
	.....	$1,000	.....	.....	.....	.....	For the botanic garden.
	.....	.....	.....	.....	.....	1,000	For herbarium.
	.....	.....	.....	.....	.....	.....	Casts of anatomical statues.
	.....	.....	.....	.....	.....	.....	Bryological collections and books; also sketches and drawings.
	.....	.....	.....	.....	.....	.....	The estate, No. 31 Brimmer street, for the benefit of the medical department.
	.....	.....	.....	.....	.....	.....	Valuable collection of anatomical and pathological specimens.
168,997	.....	.....	.....	.....	.....	5,000	For the library.
	.....	.....	.....	.....	.....	3,000	To be called the Ichabod Tucker fund.
	.....	.....	.....	.....	.....	2,000	
	.....	.....	.....	.....	.....	102,617	To be held in trusts.
	.....	.....	.....	.....	.....	15,000	For library; preference to be given to works in intellectual and moral sciences.
	.....	.....	.....	.....	.....	.....	A collection of medical diagrams.
	.....	3,000	500	.....	.....	.....	For botanic garden and the chemical laboratory of the Bussey Institution, and $500 for Professor Farlow's researches at the latter.
	.....	.....	.....	.....	.....	200	For library.
	100	.....	.....	.....	.....	.....	For fire relief fund.
	125	.....	.....	.....	.....	.....	
	750	.....	.....	.....	.....	.....	For the college and the divinity school.
	200	.....	.....	.....	.....	.....	For the divinity school.
10,000	10,000	.....	.....	.....	.....	.....	
5,000	.....	2,000	.....	.....	.....	.....	
	2,000	.....	.....	.....	.....	.....	
	.....	1,000	.....	.....	.....	.....	
4,000	4,000	.....	.....	.....	.....	.....	

TABLE XXIV.—*Statistics of educational*

Recipient of benefaction.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &c.—Continued.			
Olivet College	Olivet, Mich	Various persons	
University of Minnesota	Minneapolis, Minn	Citizens	Minneapolis, Minn.
Carleton College	Northfield, Minn	William Carleton	Charlestown, Mass.
		Rev. E. M. Williams	E. Minneapolis, Minn
		Many Eastern friends	
		Various persons	
		Charles Boswell	W. Hartford, Conn.
		H. N. Brinsmade, D. D	Newark, N. J
Shaw University	Holly Springs, Miss	Rev. S. P. Shaw	Bucyrus, Ohio
Pritchett School Institute	Glasgow, Mo	Miss Berenice Morrison	
Lincoln College	Greenwood, Mo		
Thayer College	Kidder, Mo	College and Educational Society.	
		Various persons	
Washington University	St. Louis, Mo	William H. Smith	Alton, Ill
		Wayman Crow	St. Louis, Mo
		George Partridge	St. Louis, Mo
Dartmouth College	Hanover, N. H	Hon. Tappan Wentworth	Lowell, Mass
		Hon. Joel Parker	Cambridge, Mass
St. Benedict's College	Newark, N. J	Messrs. C. & J. Nugent	Newark, N. J
		John C. Johnson, A. M	New York, N. Y
		Rev. P. Dauffenbach	Winfield, N. Y
		J. J. O'Connor	Newark, N. J
College of New Jersey	Princeton, N. J	John C. Green	
		Robert Van Arsdale	
		Jno. Schenck	
St. Stephen's College	Annandale, N. Y	Various persons	
St. Francis College	Brooklyn, N. Y	Various persons	
St. Lawrence University	Canton, N. Y	Various persons	
Hobart College	Geneva, N. Y	Horatio Seymour, (deceased.)	Buffalo, N. Y.
		Various persons	
Madison University	Hamilton, N. Y	James B. Colgate	New York, N. Y.
		Various persons	
Ingham University	Le Roy, N. Y	Mrs. J. A. Frothingham	Brooklyn, N. Y
Vassar College	Poughkeepsie, N. Y	Estate of J. P. Giraud, (deceased.)	Poughkeepsie, N. Y.
		Mrs. Fuller	New York, N. Y.
Syracuse University	Syracuse, N. Y	Philo Remington	Ilion, N. Y
University of North Carolina	Chapel Hill, N. C	Various persons	North Carolina
North Carolina College	Mt. Pleasant, N. C	Various persons	
Trinity College	Trinity, N. C		
Wake Forest College	Wake Forest, N. C	Various persons	Northern States
University of Cincinnati	Cincinnati, Ohio	Estate of S. J. M. Browne	
Ohio Wesleyan University	Delaware, Ohio	Various persons	Ohio
Denison University	Granville, Ohio	John B. Trevor	Yonkers, N. Y.
One Study University	Scio, Ohio	Many citizens	
Wittenberg College	Springfield, Ohio	Rev. Mr. Wolf	
Urbana University	Urbana, Ohio	C. H. Allen	Glendale, Ohio
		Mrs. J. M. Wentz	Newburgh, N. Y.
		F. C. Lowthorp	Trenton, N. J
		William McGeorge, jr	Philadelphia, Pa
		J. S. Britton	Marshalltown, Iowa.
		Other persons	

benefactions for 1875, *&c.*—Continued.

Benefactions.							Remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
$5,742	$5,742						
900						$900	For purchase of Ward's collection of "casts of celebrated fossils."
	1,000						
	1,000						
	3,875						
12,167			$292				
					$3,000		To be used when his donations and the interest shall amount to $10,000.
	3,000						Interest only to be paid during life of himself or wife.
7,000			7,000				For chair of natural science.
100,000	50,000	$50,000					For endowment of academic department and of observatory.
500	500						
2,000	500						For current expenses and apparatus.
	1,500						
	25,000						For lecture fund.
60,000	25,000						For promotion of study of physical science.
		10,000					For new building for girls' department.
	300,000						The income alone to be used, and not till the principal reaches $500,000.
412,500						33,333⅓	To found and endow a law department; and
		33,333⅓	33,333⅓			12,500	$12,500 for the general library fund.
							An air pump.
							A plate electrical machine.
							A powerful Groove's battery.
							A solar microscope.
	100,000						For department of civil engineering.
103,400					3,000		
					400		
8,000	8,000						To pay professors' salaries.
4,000	4,000						
928	928						
	10,000						
10,800							
	800						
	70,000						To pay faculty on condition that $20,000 are
82,000							raised for library fund.
						12,000	For library.
5,000		5,000					For art college building.
850						850	To complete cabinet of North American birds.
							1,000 minerals and 1,500 shells, with cases.
75,000	75,000						To pay all debts, on condition that no further debt be contracted.
4,000	4,000						
550	550						
9,000							
10,000	10,000						Pledged in bonds, not all paid yet.
5,435	5,435						
33,000			33,000				To endow professorships; $20,000 of this on condition that $10,000 more be secured within Central Ohio conference.
1,000	1,000						To pay debts.
4,000	4,000						
3,000					3,000		To aid students for the ministry.
	(1,000)						
	(1,000)						
7,000	(500)						
	(500)						
	(1,000)						
	(3,000)						

TABLE XXIV.—*Statistics of educational*

Recipient of benefaction.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &c.—Continued.			
Christliche Bildungs-Anstalt der Mennoniten.	Wadsworth, Ohio	Mennonites and Mennonite communities.	
Geneva College	West Geneva, Ohio	Hugh Parks and others	
University of Wooster	Wooster, Ohio	W. D. Johnson Various persons	Clifton, Ohio
Antioch College	Yellow Springs, Ohio.	Mrs. Sarah L. King	Taunton, Mass
Pacific University	Forest Grove, Oreg		
McMinnville College	McMinnville, Oreg	A. W. Kenney Two others	Salem, Oreg Oregon
Philomath College	Philomath, Oreg		
Muhlenberg College	Allentown, Pa		Allentown and Reading, Pa.
Lebanon Valley College	Annville, Pa	Various persons	
Lafayette College	Easton, Pa		
Pennsylvania College	Gettysburg, Pa	Charles A. Morris John Eyerman	York, Pa Easton, Pa
Thiel College	Greenville, Pa	Edward Rahm	Pittsburgh, Pa
Mercersburg College	Mercersburg, Pa	Several persons	
University of Pennsylvania	Philadelphia, Pa	J. O. Williamson Estate of Reese W. Flower, (deceased.)	
Western University of Pennsylvania.	Pittsburgh, Pa	William Thaw Isaac Watson William Trew Henry Lloyd Other persons	Pittsburgh, Pa
Lehigh University	South Bethlehem, Pa.	Col. Robert Klotz Hon. Asa Packer Various persons	Mauch Chunk, Pa
Swarthmore College	Swarthmore, Pa	D. F. Wharton I. V. Williamson	Philadelphia, Pa
Villanova College	Villanova, Pa	Mrs. Carney	Bryn Mawr, Pa
Waynesburg College	Waynesburg, Pa		
Brown University	Providence, R. I	Governor Padelford Mrs. Bartlett Various persons	
Erskine College	Due West, S. C	Mrs. Ann L. Wallace	Kentucky
Newberry College	Walhalla, S. C	Various persons	
South Western Presbyterian University.	Clarksville, Tenn	Prof. W. M. Stewart M. McKowen, (deceased).	Clarksville, Tenn Jackson, La
Southwestern Baptist Univers'y	Jackson, Tenn	Various persons	Tennessee
Christian Brothers' College	Memphis, Tenn	Citizens	Memphis, Tenn
Southwestern University	Georgetown, Tex	Hon. J. D. Giddings	Brenham, Tex
Baylor University	Independence, Tex	J. W. Baylor and J. W. Lawrence.	
University of Vermont	Burlington, Vt	Various persons	
Middlebury College	Middlebury, Vt	Joseph Battell	Brooklyn, N. Y
Norwich University	Northfield, Vt		
Hampden Sidney College	Hampden Sidney, Va.	Rev. P. H. Harrison and Messrs. Weeks and Baldwin.	Baltimore, Md
Washington and Lee University	Lexington, Va	Dr. Wm. N. Mercer, (deceased.) W. W. Corcoran	New Orleans, La Washington, D. C

a From —— Glover, for competitive scholarship.

benefactions for 1875, *&c.*—Continued.

Benefactions.							Remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
$245	$245	.....	.....	.....	.....	.....	
5,000	5,000	.....	.....	.....	.....	.....	
31,000	25,000	.....	.....	.....	.....	.....	
	6,000	.....	.....	.....	.....	.....	
20,000	20,000	.....	.....	.....	.....	.....	
1,200	.....	.....	.....	.....	.....	.....	
275	200	.....	.....	.....	.....	.....	For president's salary.
	75	.....	.....	.....	.....	.....	
1,700	.....	.....	.....	.....	.....	.....	
2,300	2,300	.....	.....	.....	.....	.....	
10,000	10,000	.....	.....	.....	.....	.....	$3,000 for endowment, balance for general purposes.
9,000	.....	.....	.....	.....	.....	.....	
23,000	20,000	.....	.....	.....	.....	.....	For payment of debt.
	3,000	.....	.....	.....	.....	.....	For endowment.
.....	.....	.....	.....	.....	.....	.....	1,332 volumes for library.
2,000	.....	.....	.....	.....	.....	.....	
250,000	75,000	.....	.....	.....	.....	.....	In land, at present unproductive.
	.....	$175,000	.....	.....	.....	.....	For the erection and maintenance of an astronomical observatory. (Bequest in land.)
	$108,000	.....	.....	.....	.....	.....	
	10,000	.....	.....	.....	.....	.....	
218,300	10,000	.....	.....	.....	.....	.....	
	10,000	.....	.....	.....	.....	.....	
	70,300	.....	.....	.....	.....	$10,000	For library.
.....	.....	.....	.....	.....	.....	.....	More than 300 relics and curiosities for museum.
4,000	.....	.....	.....	.....	.....	4,000	In valuable books for the library, ordered from Europe.
.....	.....	.....	.....	.....	.....	.....	Fossils, minerals, ores, zinc plate, &c., for museums and scientific departments, also books for geological and general library.
35,000	5,000	.....	.....	.....	.....	.....	
	30,000	.....	.....	.....	.....	.....	For educational fund.
500	500	.....	.....	.....	.....	.....	
25,000	.....	25,000	.....	.....	.....	.....	For new building.
	2,000	.....	.....	.....	.....	.....	For dormitory.
15,445	.....	.....	.....	$4,000	.....	.....	For competitive scholarship.
	4,185	.....	.....	*a*5,000	...	*b*260	
15,000	15,000	.....	.....	.....	.....	.....	6 per cent. interest to be paid to donor during her life: at her death, to be an unconditional gift.
.....	.....	.....	.....	.....	.....	*c*240	For library.
10,000	.....	.....	.....	.....	.....	5,000	For library "in kind."
	.....	.....	.....	.....	.....	5,000	For library.
17,500	17,500	.....	.....	.....	.....	.....	"Centennial Dollar Roll."
900	900	.....	.....	.....	.....	.....	To assist in paying for property.
3,000	3,000	.....	.....	.....	.....	.....	In land.
2,000	2,000	.....	.....	.....	.....	.....	To endow presidency.
.....	.....	.....	.....	.....	.....	.....	Donations to art gallery and library.
10,000	10,000	.....	.....	.....	.....	.....	
5,000	.....	.....	.....	.....	.....	.....	
1,000	1,000	.....	.....	.....	.....	.....	
6,000	.....	.....	.....	.....	.....	6,000	1,000 books and 8 portraits in oil.
	.....	.....	.....	.....	.....		One oil painting.

b For museum. *c* Volumes.

TABLE XXIV.—*Statistics of educational*

Recipient of benefaction.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &c.—Concluded.			
Richmond College	Richmond, Va.	Charles K. Francis and others.	
Roanoke College	Salem, Va	Various persons	
University of Virginia	University of Virginia, Va.	Various persons	
Bethany College	Bethany, W. Va	Various persons	
Lawrence University	Appleton, Wis		
Beloit College	Beloit, Wis	Mrs. M. P. Squier	Geneva, N. Y
Racine College	Racine, Wis		
Ripon College	Ripon, Wis		
Northwestern University	Watertown, Wis		
Howard University	Washington, D. C		
SCHOOLS OF SCIENCE, (*mining, engineering, agriculture, &c.*)			
Maine State College of Agriculture and Mechanic Arts.	Orono, Me	Hon. Abner Coburn	
Maryland Agricultural College	College Station, Md	Dr. Mercer, (deceased)	New Orleans, La
Massachusetts Institute of Technology.	Boston, Mass	Several persons	
Stevens Institute of Technology	Hoboken, N. J	Various persons	
Sibley College of Mechanic Arts, (Cornell University.)	Ithaca, N. Y	Hon. Hiram Sibley	Rochester, N. Y
Toledo University of Arts and Trades.	Toledo, Ohio	Citizens	Toledo, Ohio
Towne Scientific School of the University of Pennsylvania	Philadelphia, Pa	John H. Towne, (deceased) Asa Whitney, (deceased)	Philadelphia, Pa
Wagner Free Institute of Science.	Philadelphia, Pa		Philadelphia, Pa
Hampton Normal and Agricultural Institute.	Hampton, Va	Various persons	
Virginia Military Institute	Lexington, Va	Dr. W. N. Mercer	New Orleans, La
Territorial School of Mines	Golden, Colo		
SCHOOLS OF THEOLOGY.			
Baptist Union Theological Seminary.	Chicago, Ill		
Chicago Theological Seminary	Chicago, Ill		
Presbyterian Theological Seminary of the Northwest.	Chicago, Ill	G. H. Williams. C. B. Nelson, C. H. McCormick, and others.	Fort Wayne, Ind. Chicago, Ill
German Presbyterian Theological School.	Dubuque, Iowa	P. Walter	Sherrill's Mount, Iowa
Bangor Theological Seminary	Bangor, Me	Various persons	
Centenary Biblical Institute	Baltimore, Md	Missionary Society of M. E. Church.	
Theological department of Hope College.	Holland City, Mich	Several persons	
Seabury Divinity School	Faribault, Minn	Mrs. Horatio Seymour A lady	Buffalo, N. Y. Philadelphia, Pa
Bishop Green Associate Mission and Training School.	Dry Grove, Miss	Rev. James Saul, D. D. Mrs Porter and various others.	Philadelphia, Pa Niagara Falls, N. Y.
German Theological School of Newark.	Bloomfield, N. J	Churches and individuals	
Theological Seminary of the Reformed Church.	New Brunswick, N. J.	Gardner A. Sage	New York, N. Y.

benefactions for 1875, *&c.*—Continued.

Benefactions.							Remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
.....	.....	.....	.....	.....	.....	.....	Books for the library.
$6,500	.....	.....	.....	.....	.....	.....	
.....	.....	.....	.....	.....	.....	.....	Books for the library and donations to the collections of the schools of chemistry.
15,000	$15,000	.....	.....	.....	.....	.....	
500	.....	.....	.....	.....	.....	.....	
2,000	.....	.....	$2,000	.....	.....	.....	To be added to the endowment of the "Squier professorship."
12,000	.....	$12,000	.....	.....	.....	.....	
3,600	3,600	.....	.....	.....	.....	.....	
10,000	.....	.....	.....	.....	.....	.....	
4,700	1,700	.....	.....	.....	$3,000	.....	
500	.....	.....	.....	.....	.....	$500	For library.
1,000	.....	.....	.....	.....	.....	.....	Also a portrait of Charles Carroll of Carrollton.
1,000	.....	1,000	.....	.....	.....	.....	For a dining room, kitchen, &c., in the drill hall and gymnasium.
.....	.....	.....	.....	.....	.....	.....	Machines, models, drawings, ores, books, &c.
30,000	30,000	.....	.....	.....	.....	.....	
2,000	2,000	.....	.....	.....	.....	.....	To start a School of Design.
.....	.....	.....	.....	.....	.....	.....	The residue of his estate, which may amount to $1,000,000, is to be used exclusively for salaries of professors in the scientific school.
50,000	.....	.....	50,000	.....	.....	.....	For "Whitney Professorship of Dynamical Engineering."
300	.....	.....	.....	.....	.....	.....	Value of gifts of various kinds.
62,012	14,764	31,789	.....	$11390	4,069	.....	
.....	.....	.....	.....	.....	.....	a1,000	For library.
300	.....	.....	.....	.....	.....	300	To increase library and collections.
75,000	.....	.....	.....	.....	.....	.....	
5,000	1,000	.....	3,000	1,000	.....	.....	
17,500	.....	17,500	.....	.....	.....	.....	For chapel and library.
2,000	.....	.....	.....	.....	.....	.....	
4,000	.....	.....	.....	.....	.....	.....	To endow professorships, to increase the library, and to aid needy students.
5,000	5,000	.....	.....	.....	.....	.....	To provide for the education of colored preachers.
1,000	.....	.....	1,000	.....	.....	.....	To endow a professorship.
5,000	.....	2,000 3,000	.....	.....	.....	.....	To build an oratory.
3,000	.....	.....	.....	.....	200 200	.....	For the free education of students for the ministry and of orphans of clergymen.
3,300	3,300	.....	.....	.....	2,600	.....	For theological education of young Germans.
50,000	.....	50,000	.....	.....	.....	.....	Library building.

a Volumes.

TABLE XXIV.—*Statistics of educational*

Recipient of benefaction.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
SCHOOLS OF THEOLOGY—Concl.			
Theological Seminary of the Presbyterian Church.	Princeton, N. J	R. L. and A. Stuart; John C. Green and others	New York, N. Y.
Auburn Theological Seminary.	Auburn, N. Y.	Various persons	
Theological department of St. Lawrence University.	Canton, N. Y.	Abner Chapman	S. Onondaga, N. Y.
Hamilton Theological Seminary.	Hamilton, N. Y	Morgan L. Smith	New Jersey
		Mrs. W. H. Randall	New York
		Mrs. M. Stewart	New York
		Other persons	
Newburgh Theological Seminary.	Newburgh, N. Y	Various persons	
Union Theological Seminary	New York, N. Y	F. Marquand	
		M. O. Roberts	
Theological department, Shaw University.	Raleigh, N. C	Various persons	
Mt. St. Mary's Provincial Seminary.	Cincinnati, Ohio	Various persons	
St. Mary's Theological Seminary	Cleveland, Ohio	Congregations of the diocese.	
Union Biblical Seminary	Dayton, Ohio	Rev. John Kemp	Dayton, Ohio
Department of Theology in Oberlin College.	Oberlin, Ohio	Various persons	
United Presbyterian Theological Seminary.	Xenia, Ohio	Martha Caldwell	
Western Theological Seminary.	Allegheny City, Pa		
Moravian College and Theological Seminary.	Bethlehem, Pa	Moravian churches	
Meadville Theological School	Meadville, Pa		
St. Michael's Seminary	Pittsburgh, Pa	Roman Catholics of the Diocese of Pittsburgh.	
Missionary Institute	Selinsgrove, Pa	Henry Straub	Danville, Pa
Theological department of Central Tennessee College.	Nashville, Tenn	Freedmen's Aid Society of the M. E. Church and various persons.	
Protestant Episcopal Theological Seminary.	Fairfax County, Va		
Union Theological Seminary.	Hampden Sidney, Va.	T. M. Nivens	New York
		Wilson	Rockbridge Co., Va
Theological Seminary of the Evangelical Lutheran Church.	Salem, Va		Martinsburg, W. Va
Theological department, Howard University.	Washington, D. C.	American Missionary Association.	New York
SCHOOLS OF LAW.			
Union College of Law	Chicago, Ill	Judge Henry Booth and many other lawyers.	Chicago, Ill
Department of Law, Indiana University.	Bloomington, Ind	William Jones	Logansport, Ind.
SCHOOLS OF MEDICINE.			
Bennett College of Eclectic Medicine and Surgery.	Chicago, Ill		
College of Physicians and Surgeons.	Indianapolis, Ind		
Boston University School of Medicine.	Boston, Mass	Various persons	Boston, Mass
Massachusetts College of Pharmacy.	Boston, Mass	Several persons	New York, Boston, and Philadelphia.
College of Pharmacy of the City of New York.	New York, N. Y		
Eclectic Medical College of the City of New York.	New York N. Y	Benj. Brandeth, M. D., and Geo. H. Brandeth.	
		E. B. Foot, M. D.	

benefactions for 1875, *&c.*—Continued.

Benefactions.							Remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
$45,000	.....	$45,000	.....	.....	.....	.....	In part for scholarships and library.
8,500	$5,500	.....	.....	$3,000	.....	.....	
740	740	.....	.....	.....	.....	.....	
20,477	17,477	.....	.....	3,000	.....	.....	M. L. Smith gave $1,500; Mrs. Randall and Mrs. Stewart, $1,000 each.
700	700	.....	.....	.....	.....	.....	
26,000	.....	25,000	.....	.....	.....	.....	For improvement and repairs of buildings and organ.
	.....	1,000	.....	.....	.....	.....	
5,000	.....	.....	.....	.....	.....	.....	
6,000	6,000	.....	.....	.....	.....	.....	
6,000	6,000	.....	.....	.....	.....	.....	
10,000	.....	.....	.....	.....	.....	.....	
18,000	.....	($18,000)	.....	.....	.....	.....	For "Council Hall" and for professorship.
3,000	3,000	.....	.....	.....	.....	.....	
53,000	53,000	.....	.....	.....	.....	.....	
2,940	2,940	.....	.....	.....	.....	.....	
2,112	.....	.....	.....	.....	.....	.....	
7,500	7,500	.....	.....	.....	.....	.....	
250	250	.....	.....	.....	.....	.....	
1,037	.....	.....	.....	.....	$1,037	.....	
10,000	.....	.....	.....	.....	.....	.....	
3,000	3,000	.....	.....	.....	.....	.....	
2,500	.....	.....	.....	.....	.....	.....	
1,800	.....	.....	$1,800	.....	.....	.....	For salary of one professor.
.....	.....	.....	.....	.....	.....	.....	Services as lecturers are given.
.....	.....	.....	.....	.....	.....	.....	Sixty volumes of old English reports.
1,000	.....	.....	.....	.....	.....	$1,000	For museum.
1,000	.....	.....	.....	.....	.....	.....	
2,000	.....	.....	.....	.....	.....	2,000	For library, museum, &c.
1,000	.....	.....	.....	.....	.....	1,000	Value of specimens to illustrate lectures.
74	.....	.....	.....	.....	.....	.....	Also specimens for collections.
6,500	.....	6,000	.....	.....	.....	.....	Dr. A. Lewis and Dr. H. G. Van Lillienschold also made gifts of land.
	.....	500	.....	.....	.....	.....	

TABLE XXIV.—*Statistics of educational*

Recipient of benefaction.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
SCHOOLS OF MEDICINE—Concl.			
Columbus Medical College	Columbus, Ohio	J. W. Deshler	
Starling Medical College	Columbus, Ohio		Columbus, Ohio
Jefferson Medical College	Philadelphia, Pa		
Woman's Medical College of Pennsylvania.	Philadelphia, Pa	Executors of will of Mary D. Brown. Various persons	Philadelphia, Pa Philadelphia, Pa
Texas Medical College and Hospital.	Galveston, Tex	Prof. G. Torguson	Clifton, Tex
INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF WOMEN.			
Florence Synodical Female College.	Florence, Ala	Ex-Gov. R. M. Patton	
Bethel Female College	Cuthbert, Ga	Rev. Thomas Muse and Bethel Baptist Assoc'n.	Georgia
La Grange Female College	La Grange, Ga	Mrs. M. Lane W. L. Witham Various persons	Acworth, Ga La Grange, Ga
Almira College	Greenville, Ill		
Ferry Hall, Lake Forest University.	Lake Forest, Ill		
Female College of Indiana	Greencastle, Ind	Various persons	
Logan Female College	Russellville, Ky	Various persons	
Stanford Female College	Stanford, Ky	Citizens	Stanford, Ky
Maine Wesleyan Seminary and Female College.	Kent's Hill, Me	S. R. Bearce, (deceased) Luther Sampson Hon. William Deering Hon. R. B. Dunn	Lewiston, Me Kent's Hill, Me Chicago, Ill Waterville, Me
Wheaton Female Seminary	Norton, Mass	Mrs. L. M. Wheaton	
Mt. Holyoke Female Seminary	South Hadley, Mass.		
Michigan Female Seminary	Kalamazoo, Mich	Various persons	
Stephens College	Columbia, Mo	James L. Stephens	Columbia, Mo
Adams Female Seminary	Derry, N. H	Mrs. Philip Nowell	
Packer Collegiate Institute	Brooklyn, N. Y		
Jane Grey School	Mt. Morris, N. Y	Hon. M. Chance and Mrs. M. J. Holmes.	
Ohio Wesleyan Female College	Delaware, Ohio		
Hillsboro' Female College	Hillsboro', Ohio	E. B. Townsend, (deceased)	Milford, Ohio
Lake Erie Female Seminary	Painesville, Ohio	Hon. R. Hitchcock Jared Murray Rev. H. C. Hayden, (and others.)	Painesville, Ohio Concord, Ohio Cleveland, Ohio
Due West Female College	Due West, S. C	Mrs. Ann L Wallace	Kirksville, Ky
Chappell Hill Female College	Chapel Hill, Tex	Capt. Thomas Smith	Chapel Hill, Tex
Milwaukee College for Ladies	Milwaukee, Wis	Mrs. Rogers and Hon. Hiram Barber.	
PREPARATORY SCHOOLS.			
Connecticut Literary Institution.	Suffield, Conn		
Woodstock Academy	Woodstock, Conn	"A Friend"	New York, N. Y
Phillips Academy	Andover, Mass	A sister of Dr. S. H. Taylor, (and others.)	
Chauncy Hall School	Boston, Mass		

a Value of Dr. Taylor's

benefactions for 1875, *&c.*—Continued.

Benefactions.							Remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
$1,000	$1,000						
250						$250	
50,000		$50,000					Private contributions to erect hospital; the State gave $100,000 for same object.
9,371		3,000 6,371					
200		200					For apparatus.
25				$25			Gold medal for deportment and scholarship.
20,000	20,000						
5,000		5,000					To have rooms dedicated to friends.
9,500	9,500						
50,000	50,000						Subscription to general fund of Lake Forest University.
5,000							
2,700		2,700					For building.
2,000		2,000					
50,000		24,000 10,000					For normal department.
	10,000						
	15,000						
150							
15,000							
6,000	6,000						Subscribed to pay indebtedness
20,000	20,000						For permanent endowment.
1,000		1,000					For repairs of buildings.
3,500							Includes amount received from the regents of the University of the State of New York.
262						262	Cabinet of shells and eight books.
3,000							
10,000			$10,000				To pay a professor, part of whose duty it shall be to teach domestic economy; (bequest not yet accepted.)
3,100		500			$2,500	100	For addition to seminary building. For books for library.
900	900						
750		750					To repair and improve president's house.
1,000	500	500					$500 for a telescope.
28,000		28,000					To pay debt on new building for ladies.
500	500						Not to be used till it amounts to $1,000.
1,077				105		*a*972	
							Eare photographs.

classical library.

TABLE XXIV.—*Statistics of educational*

Recipient of benefaction.		Benefactor.	
ame.	Location.	Name.	Residence.
1	2	3	4
PREPARATORY SCHOOLS—Concl.			
Williston Seminary	Easthampt'n, Mass	Mrs. S. Williston	Easthampton, Mass.
Warren Academy	Woburn, Mass	Hon. John Cummings	Woburn, Mass
Phillips Exeter Academy	Exeter, N. H	Woodbridge Odlin	Exeter, N. H
New London Literary and Scientific Institution.	New London, N. H	Mrs. Jas. B. Colgate	New York, N. Y
		John S. Brown	Fisherville, N. H
Peddie Institute	Hightstown, N. J	Various persons	
		Mrs. T. B. Peddie	
Cazenovia Seminary	Cazenovia, N. Y	James Collanan and others	Des Moines, Iowa
Cook Academy	Havana, N. Y	Mrs. Kelley	Elmira, N. Y
		Thirteen persons	
Park Institute	Rye, N. Y	Trustees and teachers of institute.	Rye, N. Y
Chambersburg Academy	Chambersburg, Pa	Dr. S. E. Duffield and Hon. M. Speer.	
York Collegiate Institute	York, Pa	Samuel Small	York, Pa
Lapham Institute	North Scituate, R.I	William Windsor	Granville, R. I
Claflin University	Orangeburg, S. C	Hon. William Claflin	Boston, Mass
		Mrs. Lee Claflin	Hopkinton, Mass
		W. F. Claflin	Hopkinton, Mass
		Freedman's Aid Society, M. E. Church.	
		Other sources	
INSTITUTIONS FOR SECONDARY INSTRUCTION.			
Schools for boys.			
Wilmington Conference Academy.	Dover, Del	Various persons	Delaware and Maryland.
Talmage School	Milledgeville, Ga		
Lake Forest Academy	Lake Forest, Ill	Hon. C. B. Farwell and A. Benedict.	Lake Forest, Ill
St. Matthew's School	Monroe, La	Rev. L. Enaud	Monroe, La
		Young Catholic Friends' Society.	
Boys' School of St. Paul's Parish	Baltimore, Md		
Kearsarge School for Boys	North Conway, N. H.	Pott, Young & Co	New York, N, Y
Biddle Memorial Institute	Charlotte, N. C	Gifts through the committee on missions to the freedmen.	
Spencer Academy	Caddo Station, Ind. Ter.	Mission fund, Presbyterian Church.	
Schools for girls.			
St. Margaret's School for Girls	Waterbury, Conn		
St. Mary's School	Knoxville, Ill	Hon. James Knox	Knoxville, Ill
Locquet-Leroy Institute	New Orleans, La	J. B Cundiff	
St. Catharine's Hall	Augusta, Me	James H. McMillen	Portland, Me
		Misses Bridge	Augusta, Me
		Other persons	
Mt. Hermon Female Seminary	Clinton, Miss	Elisha Hathaway	Bristol, R. I
		Anne Walworth	Cleveland, Ohio
		Other persons	
St. Mary's School for Girls	Albany, N. Y		
Howland School	Union Springs, N.Y	Various persons	
The Bishop Bowman Institute	Pittsburgh, Pa		
Kemper Hall	Kenosha, Wis.	Mrs. Peter Hubbell, (deceased.) and others.	Charlestown, Mass
Wolfe Hall	Denver, Colo	Miss Catherine Wolfe	New York, N. Y
Park Seminary	Washington, D. C	Smithsonian Institution	Washington, D. C

benefactions for 1875, *&c.*—Continued.

Benefactions.							Remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
$50,000		$50,000					For building.
1,000	$1,000						
20,000			$20000				To maintain an instructor in English.
35,000	35,000						For endowment, on condition that $30,000 more be raised.
							A fine microscope.
76,100	76,000						A general subscription to pay indebtedness.
	100						For instruments for meteorological observations.
70,000	(70,000)						Pledges of cash in five years.
2,423	1,000						
	1,533						
3,000	3,000						
50						$50	Books for library.
10,000					$10,000		To aid students for the ministry.
1,500	1,500						
2,025	500						
	350						
	50						
	1,000						
	125						
10,000		10,000					
1,000		1,000					For repairs.
500		500					For gymnasium
300					200		
					100		
2,500					2,500		From parochial charities.
50						50	Prayer and other books to aid church work.
5,000	4,000	1,000					
2,000							
1,000							
1,100		1,100					To fence the grounds.
60							For penmanship for 2½ months.
1,000	500						For payment of debt.
	300						
	200						
2,000		418					To pay for property.
		100					
		1,482					
100							
1,250	1,250						
7,900		2,000		$5,000		900	
7,000		7,000					For chapel and furniture for it and library.
1,000	1,000						
							Mineralogical collection.

TABLE XXIV.—*Statistics of educational*

Recipient of benefaction.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
INSTITUTIONS FOR SECONDARY INSTRUCTION—Continued.			
St. Paul's School	WallaWalla, Wash.	Residents of town and Eastern friends.	
Schools for boys and girls.			
Andrews Institute	Near Collinsville, Ala.	J. W. Wesson	Collinsville, Ala.
Searcy Male and Female Seminary.	Searcy, Ark.		
Napa Collegiate Institute	Napa City, Cal.	Various persons	
Durham Academy	Durham, Conn	S. S. Scranton	Durham, Conn
Cookman Institute	Jacksonville, Fla	Various persons	
Masonic Academy	Milton, Fla	Various persons	
Clark University	Atlanta, Ga	Various persons	
Gordon Institute	Barnesville, Ga		
German Evangelical Lutheran School.	Addison, Ill.		
Battle Ground Collegiate Institute.	Battle Ground, Ind	George W. Rice	
Birmingham Academy and Boarding School.	Birmingham, Iowa	Friends	Birmingham, Iowa
Amity College	College Springs, Iowa.	Prof. Osborn	Oxford, Ohio
Lenox Collegiate Institute	Hopkinton, Iowa	Citizens	Hopkinton and vicinity, Iowa.
Hebrew Educational Institute	New Orleans, La	The Hebrew Educational Society.	
Putnam Free and Brown High School.	Newburyp't, Mass	A Society of Natural History.	Newburyport, Mass.
Wesleyan Academy	Wilbraham, Mass.	David Smith, (deceased) Various persons	Springfield, Mass
St. Louis School	St. Paul, Minn	Catholics of the congregation.	St. Paul Minn.
Lincoln Institute	Jefferson City, Mo	Avery estate Miss Caroline Richmond. Society for Propagating the Gospel.	Pitts, Mo Providence, R. I.
Marionville Collegiate Institute	Marionville, Mo		
Van Rensselaer Academy	Rensselaer, Mo.	W. J. Ogden	
Proctor Academy	Andover, N. H	W. Dickinson, (deceased). Other persons	East Andover, N. H
Penacook Normal Academy	Fisherville, N. H.	John S. Brown and C. H. Amsden.	Fisherville, N. H.
Francestown Academy	Francestown, N. H		
Kingston Academy	Kingston, N. H	Samuel Mason	Boston, Mass.
New Ipswich Appleton Acad	New Ipswich, N. H	Isaac Spalding	Nashua, N. H
Coe's Northwood Academy	Northwood, N. H.	E S. Coe	Bangor, Me
Blair Presbyterial Academy	Blairstown, N. J.	Hon. John P. Blair John P. Smith, (deceased)	Blairstown, N. J Bloomsburg, N. J
South Jersey Institute	Bridgeton, N. J		
St. Stephen's School	Millburn, N. J	E. G. Kenwick	
Newton Collegiate Institute	Newton, N. J	J. L. Swayze and others	Newton, N. J
Union Academy	Shiloh, N. J	Various persons	Shiloh, N. J
Attica Union School and Collegiate Institute.	Attica, N. Y	Hon. R. S. Stevens	Hannibal, Mo
Cayuga Lake Academy	Aurora, N. Y	Hon. E. B. Morgan	Aurora, N. Y.
Genesee Valley Seminary	Belfast, N. Y	James P. Roundsville	Oramel, N. Y.
Adelphi Academy	Brooklyn, N. Y	Trustees of academy	
Candor Free Academy	Candor, N. Y		
Canisteo Academy	Canisteo, N. Y		

benefactions for 1875, *&c.*—Continued.

Benefactions.							Remarks,
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
$2,400	$400	$2,000	.....	.....	.....	.....	
300	.....	300	.....	.....	.....	.....	
680	.....	680	.....	.....	.....	.....	
12,000	12,000	.....	.....	.....	.....	.....	To liquidate mortgage.
250	200	.....	.....	.....	.....	$50	
500	.....	.....	.....	.....	$500	.....	
.....	.....	.....	.....	.....	.....	a1,000	For library.
2,000	2,000	.....	.....	.....	.....	.....	
6,000	.....	6,000	.....	.....	.....	.....	
334	.....	.....	.....	.....	.....	.....	
500	.....	500	.....	.....	.....	.....	For improvements.
400	.....	400	.....	.....	.....	.....	To aid principal in purchase of property.
.....	.....	.....	.....	.....	.....	.....	A technical cabinet.
4,000	.....	4,000	.....	.....	.....	.....	For new building.
1,000	1,000	.....	.....	.....	.....	.....	
.....	.....	.....	.....	.....	.....	.....	Ornithological cabinet of nearly 200 mounted specimens; also other specimens for cabinet.
1,175	1,000	.....	.....	.....	.....	175	
900	900	.....	.....	.....	.....	.....	
1,625	1,000	.....	.....	.....	.....	.....	
	500	.....	.....	.....	.....	.....	
	125	.....	.....	.....	.....	.....	
250	.....	250	.....	.....	.....	.....	
80	80	.....	.....	.....	.....	.....	
600	500	.....	.....	.....	.....	.....	
	100	.....	.....	.....	.....	.....	
800	.....	800	.....	.....	.....	.....	For apparatus, &c.
500	.....	.....	.....	.....	.....	.....	
10	.....	10	.....	.....	.....	.....	For charts.
5,000	.....	.....	.....	.....	.....	.....	
300	300	.....	.....	.....	.....	.....	
18,500	12,000	6,000	.....	.....	.....	.....	For additional endowment, improvement of buildings, &c.
	.....	500	.....	.....	.....	.....	
25,000	25,000	.....	.....	.....	.....	.....	Pledged for endowment.
1,061	1,061	.....	.....	.....	.....	.....	
1,100	.....	1,100	.....	.....	.....	.....	To enlarge buildings.
1,500	1,500	.....	.....	.....	.....	.....	To pay indebtedness.
1,100	.....	1,100	.....	.....	.....	.....	To enlarge school building.
500	500	.....	.....	.....	.....	.....	For principal's salary.
100	.....	.....	.....	.....	.....	.....	
570	.....	570	.....	.....	.....	.....	For apparatus and books.
200	.....	.....	.....	.....	.....	200	For library and apparatus.
1,500	.....	.....	.....	.....	.....	.....	

a Volumes.

TABLE XXIV.—*Statistics of educational*

Recipient of benefaction.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
INSTITUTIONS FOR SECONDARY INSTRUCTION—Continued.			
Chappaqua Mountain Institute	Chappaqua, N. Y.	Elwood Burdsall	Port Chester, N. Y.
Clinton Liberal Institute	Clinton, N. Y	Various persons	
Fergusonville Academy	Fergusonville, N. Y	Various persons	Fergusonville and New York City.
Greenville Academy	Greenville, N. Y	Ten persons	Greenville, N. Y
Hartwick Seminary	Hartwick Seminary, N. Y.		
Hudson Academy	Hudson, N. Y		Columbia County, N. Y.
Pike Seminary	Pike, N. Y	Citizens	Pike, N. Y
Pompey Academy	Pompey, N. Y		
Saugerties Institute	Saugerties, N. Y	Citizens	Saugerties, N. Y
Southold Academy	Southold, N. Y	Henry Huntting	Southold, N. Y
Middlebury Academy	Wyoming, N. Y	Various persons	
Germantown Institute	Germantown, Ohio	Rev. K. Koeberlin	Greenville, Ohio
Poland Union Seminary	Poland, Ohio		
Savannah Male and Female Academy.	Savannah, Ohio	{ Citizens { Presbytery of Wooster	Savannah, Ohio Ohio
Witherspoon Institute	Butler, Pa	Residents of town and vicinity.	Pennsylvania
Doylestown English and Classical Seminary.	Doylestown, Pa	Aaron Fries	Philadelphia, Pa
Reid Institute	Reidsburgh, Pa.	{ Rev. C. H. Prescott { Samuel Frampton	Reynoldsville, Pa Clarion, Pa.
Stewardstown English and Classical Institute.	Stewartstown, Pa		
Brownsville Graded High School	Brownsville, Tenn		
Enon Seminary	Butler, Tenn	Joshua Perkins	Butler, Tenn
McMinn Grange High School	Mouse Creek, Tenn		
Holston Seminary	New Market, Tenn	J. B. Sibley and others	Washington, D. C
Barnes Institute	Galveston, Tex	American Missionary Association.	
River Side Institute	Lisbon, Tex	W. B. Miller and others	
Goddard Seminary	Barre, Vt		
Brattleboro' Academy	Brattleboro', Vt		
Troy Conference Academy	Poultney, Vt		Saratoga, N. Y
St. Johnsbury Academy	St. Johnsbury, Vt	Thaddeus Fairbanks	St. Johnsbury, Vt.
Elroy Seminary	Elroy, Wis		
Jefferson Liberal Institute	Jefferson, Wis		
English and Classical School	Santa Fé, N. Mex	Ladies' Home and Foreign Missionary Society of the Presbyterian Church.	New York, N. Y
St. John's School	Logan City, Utah		
School of the Good Shepherd	Ogden, Utah		
St. Mark's School	Salt Lake City, Utah.	Various churches and persons.	
Salt Lake Collegiate Institute	Salt Lake City, Utah.	Eastern States and Salt Lake City.	
INSTITUTIONS FOR THE DEAF AND DUMB.			
Institution for the Deaf and Dumb and the Blind.	Oakland, Cal	Mr. Biedeman	San Francisco, Cal
American Asylum for the Deaf and Dumb.	Hartford, Conn	James Seymour, (deceased)	Auburn, N. Y.
Institution for the Instruction of the Deaf and Dumb.	New York, N. Y	Thomas C. Chardavoyne	
Institution for the Improved Instruction of Deaf Mutes.	New York, N. Y	Members of the Association for the Improved Instruction of Deaf Mutes.	

benefactions for 1875, *&c.*—Continued.

Benefactions.							Remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
$2,100							
25,000		$25,000					For new building.
150		150					For cabinet organ and calendar clock.
352	$352						
						a200	For library.
560		560					For improvement of buildings.
1,500		1,000				$500	For repairs, books, &c.
395		395					For repairs.
4,000	4,000						To pay a debt.
150	150						
4,000		4,000					For repairs.
							A library; value unknown.
4,000	4,000						
5,000			$2,000				
			3,000				
12,000							
300		300					For a reading room.
15,000	(15,000)						For building and endowment.
20		20					
1,500							
750	750						
8,000	(8,000)						To establish the school.
2,500	2,500						Eight hundred and ten acres of land and lot of school furniture.
200	200						
1,100	1,100						To fit up primary department.
4,000	4,000						To pay old debts.
75							
3,000					$3,000		To aid young men preparing for the ministry.
3,000	3,000						
3,000		3,000					To aid in building.
1,200							
500	500						
1,000				1,000			For annual scholarships.
900				900			For scholarships.
4,471				4,471			For annual scholarships
300	250					50	For tuition and library.
1,000	1,000						
5,000							
5,000	5,000						
3,140							

a Volumes.

TABLE XXIV.—*Statistics of educational*

Recipient of benefaction		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
INSTITUTIONS FOR THE DEAF AND DUMB—Concluded.			
Pennsylvania Institution for the Deaf and Dumb.	Philadelphia, Pa		
MISCELLANEOUS.			
Town of Vaiden	Mississippi	Dr. C. M. Vaiden	Vaiden, Miss

benefactions for 1875, *&c.*—Concluded.

Benefactions.							Remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
$10, 829	.....	.....	.....	.....	.....	.....	
9, 000	$9, 000	.....	.....	.....	.....	.....	Dr. Vaiden gave the "Vaiden Male and Female Institute" to the town on condition that a good school be kept up.

TABLE XXV.—*Publications, educational, historical, &c, for* 1875; *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.
1	2	3	4	5	6
		ART.			
Lee and Shepard	Boston, Mass	Fret-Sawing and Wood-Carving. For amateurs, by George A. Sawyer. Illustrated.	Square 16mo	63	$1 50
James R. Osgood & Co	do	Mediæval Foliage and Colored Decoration, by James K. Collins, F. R. I. B. A.	4to		15 00
Do	do	Origin and Antiquity of Engraving, by W. S. Baker	4to		5 00
Do	do	Discourses on Architecture. Translated from the French of Viollet-le-Duc, with notes by Henry Van Brunt. Illustrated.	8vo		8 00
Do	do	Raphael Engravings. New edition	4to		10 00
Do	do	Famous Painters and Paintings, by Mrs. J. H. Shedd. Illustrated	8vo	332	5 00
Do	do	Toschi's Engravings. New edition	4to		10 00
Do	do	Landseer's Works with Essay on his Life and Works	4to		10 00
L. Prang & Co	do	Modern Art Education, by Prof. Joseph Langl. Translated, with notes, by S. R. Koehler.	8vo	1, 161	75
Roberts Brothers	do	Our Sketching Club. Letters and Studies on Landscape Art, by R. St. John Tyrwhitt.	8vo		2 50
D. Appleton & Co	New York, N. Y	Spain: Art Remains and Art Realities; Painters, Priests, and Princes, by H. Willis Baxley, M. D. 2 vols.	12mo		5 00
Do	do	Krüsi's Drawing, Advanced, Perspective, and Shading Series; five books and Manual.			
A. J. Bicknell & Co	do	Guillaume's Interior Architecture	Folio		3 00
Do	do	Manual of Architecture	4to	133	5 00
J. W. Bouton	do	Examples of Modern Etchings, with notes, by Philip Gilbert Hamerton	Sm. folio		10 00
E. P. Dutton & Co	do	Church Decoration. A practical manual of appropriate ornamentation. Illustrated.	16mo		1 75
Henry Holt & Co	do	Lectures on Art, by H. Taine. Translated by John Durand	12mo	540	2 50
Hurd & Houghton	do	A Glimpse at the Art of Japan, by James Jackson Jarves	Crown 8vo		2 50
Ivison, Blakeman, Taylor & Co	do	White's Progressive Art Studies, by George G. White. Elementary series	48 cards		
James Miller	do	Drawing for Young Children	Square 12mo		1 25
Do	do	Artistic Pottery and Porcelain, New and Old, by F. S. Stallknecht	16mo		75
Orange Judd Company	do	Progressive American Architecture, by G. B. Croff	Royal 4to	97 plates	10 00
D. Van Nostrand	do	Ceramic Art; a Report on Pottery, Porcelain, Tiles, Terra-Cotta, Brick, &c., by William P. Blake.	8vo	146	2 00
T. Whittaker	do	Expression in Church Architecture, by the Rev. C. C. Tiffany	16mo	25	20
John Wiley & Son	do	Frondes Agrestes, or Readings in Modern Painters, by John Ruskin	12mo		1 00
H. T. Williams	do	Ornamental Designs for Fret-Work, Fancy Carving and Home Decorations	4to	24 plates	60
Gebbie & Barrie	Philadelphia, Pa	Art Treasures of England, by J. Vernon Whitaker. (In 30 parts.)	16mo		Per part, 50
J. B. Lippincott & Co	do	Contemporary Art	Imperial 4to		15 00

		BIOGRAPHY.			
Edwin A. Wilson & Co	Springfield, Ill	Abraham Lincoln; his Life, Public Services, Death and Funeral, by John Carroll Power. Illustrated.	Sq. cr. 8vo	352	2 50
J. H. Earle	Boston, Mass	Charles Sumner. Memoir and Eulogies. Edited by William M. Cornell, LL. D. Illustrated.	12mo	336	1 50
Estes & Lauriat	do	Lives of the Lord Chancellors and Keepers of the Great Seal of England, by Lord Campbell. New edition. Edited by John Mallory. Vols. 9 and 10.	8vo	500, vi, 570	Per vol, 3 50
D. Lathrop & Co	do	Life of Amos Lawrence, by W. R. Lawrence. New edition. Illustrated	Large 16mo		1 50
Do	do	Life of Daniel Webster, by J. Banvard, D. D. New edition. Illustrated	16mo		1 50
Do	do	Life of Benjamin Franklin, by Rev. J. Chaplin. Illustrated	16mo		1 50
James R. Osgood & Co	do	Dictionary of American Biography, by Francis S. Drake. New edition, revised.	Large 8vo	1019	6 00
J. Munsell	Albany, N. Y	American Biographical Notes, by Franklin B. Hough	8vo	450	5 00
Do	do	Memoir of Commodore David Porter, U. S. N., by Admiral D. D. Porter	8vo	400	6 00
D. Appleton & Co	New York, N. Y	The Life of His Royal Highness the Prince Consort, by Theodore Martin. Vol. 1.	2mo		2 00
Do	do	Memoirs of General William T. Sherman. 2 vols	Small 8vo	Each 400	5 50
Do	do	English Men of Science; their Nature and Nurture, by Francis Galton, F.R.S	12mo	xiii, 206	1 00
Robert Carter & Bros	do	Autobiography of Thomas Guthrie, D. D., and Memoir by his sons. (In 2 vols.) Vol. 2.	12mo	x, 494	2 00
James Cockcroft & Co	do	Lives of the Lord Chancellors and Keepers of the Great Seal of England, by Lord Campbell. New edition. Edited by J. A. Mallory. Vol. 8. Illustrated.	8vo	523	3 50
A. Denham & Co	do	The Bibble Memoirs	16mo	28	25
Dodd and Mead	do	Life of George Washington, by J. S. C. Abbott. Illustrated	12mo		1 50
Harper & Bros	do	Life of Jonathan Swift, by John Forster. Vol. 1. 1667–1711	8vo	487	2 50
Hurd & Houghton	do	Familiar Letters of John Adams and his Wife, with Memoir of Mrs. Adams, by Charles Francis Adams.	Crown 8vo		2 00
Literary and Art Publishing Co	do	The Private Life of a King, by John Banvard	12mo	672	2 50
G. P. Putnam's Sons	do	English Statesmen, by T. W. Higginson. Vol. 1	16mo		1 50
Do	do	English Radical Leaders, by R. J. Hinton	16mo		1 50
Scribner, Armstrong & Co	do	Bric-à-Brac Series. Vol. 6. Personal Reminiscences of Thomas Moore and William Jerdan.	Square 12mo		1 50
Do	do	Bric-à-Brac Series, No. —. Personal Reminiscences by Cornelia Knight and Thomas Raikes.	Square 12mo	xvi, 339	1 50
Do	do	Bric-à-Brac Series. Personal Reminiscences, by O'Keefe, Kelly, and Taylor	Square 12mo	352	1 50
Do	do	Bric-à-Brac Series. Personal Recollections of Lamb, Hazlitt, and others	12mo		1 50
Do	do	Bric-à-Brac Series, Vol. X. Personal Reminiscences, by Constable and Gillies.	12mo	336	1 50
Wilson, Hinkle & Co	do	Pestalozzi: His Life, Work, and Influence, by Hermann Krüsi, A. M	8vo	248	2 25
Gebbie & Barrie	Philadelphia, Pa	William Sharp, Engraver. His Life, and Catalogue of his Works, by W. S. Baker.	12mo		2 00
J. B. Lippincott & Co	do	Memoirs of John Quincy Adams, edited by Hon. Charles Francis Adams. Vols. 4, 5, 6, and 7.	8vo		Per vol., 5 00
Porter & Coates	do	Life of George Washington, by Aaron Bancroft. Illustrated	12mo		1 50
		EDUCATION.			
Bureau of Education	Washington, D. C	Circulars of Information, No. 1, 1875. Proceedings of the Department of Superintendence of the National Educational Association, at Washington, D. C., January, 1875. No. 2, 1875. Education in Japan.	8vo	114, 64	

TABLE XXV.—*Publications, educational, historical, &c., for* 1875, *&c.*— Continued.

Name of publisher.	Place of publication.	Name of book and of author.	Size of book.	Number of pages.	Retail price per copy.
1	2	3	4	5	6
		EDUCATION — Concluded.			
Bureau of Education	Washington, D. C.	Circulars of Information, No. 3, 1875: An Account of the Systems of Public Instruction in Belgium, Russia, Turkey, Servia, and Egypt.	8vo	108	
Do	do	Circulars of Information, No. 4, 1875. Waste of Labor in the Work of Education, by P. A. Chadbourne, LL. D.	8vo	16	
Do	do	Circulars of Information, No. 6, 1875. Statements relating to Reformatory, Charitable, and Industrial Schools for the Young.	8vo	208	
Do	do	Circulars of Information, No. 7, 1875. Constitutional Provisions in regard to Education in the several States of the American Union.	8vo	130	
Do	do	Report of the Commissioner of Education for 1874		clii, 935	
George Sherwood & Co	Chicago, Ill.	Model Second Reader, by J. Russell Webb. Illustrated	12mo	192	$0 55
Day, Egbert & Fidlar	Davenport, Iowa	Teacher's Manual for Language-Lessons, by P. W. Sudlow and W. E. Crosby	Square 16mo	84	35
Do	do	First Lessons in Language and Composition; Language Lessons, by P. W. Sudlow and W. E. Crosby. Revised edition.	Square 16mo	84	35
Ginn Brothers	Boston, Mass	High School Music Reader	8vo	300	1 50
Lee & Shepard	do	The Reading Club and Handy Speaker, edited by George M. Baker.. No. 2	16mo	106	50
		No. 3	16mo	108	50
D. Lothrop & Co	do	Easy Reading for Little Folks. Illustrated	16mo		40
Do	do	Illustrated Primer	16mo		40
Roberts Brothers	do	How to Write Clearly, by Rev. E. A. Abbott, M. A.	16mo	78	60
Thompson, Brown & Co	do	The American Union Speaker, by John D. Philbrick, LL. D. New edition, revised.	Crown 8vo	xxv 536	2 00
A. Williams & Co	do	Boston University Year Book. Vol. 2, 1875	8vo	115	50
Central Publishing Co	St. Louis, Mo	First Lessons in Physiology, for use in Common Schools, by C. L. Hotze	12mo	192	1 00
J. B. Parker	Hanover, N. H	Relations of Education to Public Questions, by Hon. James W. Patterson, an address delivered before the Phi Beta Kappa Society at Dartmouth College, June 23, 1875.	12mo	23	25
D. Appleton & Co	New York, N. Y	What and How to Read: A guide to recent English literature, by G. A. F. Van Rhyn.	16mo	xxx, 221	75
A. S. Barnes & Co	do	Reasonable Elocution: A text-book for schools, colleges, &c., by F. T. Graham	12mo	211	1 25
Do	do	Cole's Self-Reporting Class-Book for the use of Schools, by J. R. Cole	Oblong 8vo		Paper, 50
Do	do	Easy Lessons in Language, by S. W. Clark, A. M.	16mo	96	35
Do	do	Map-Drawing made easy, by James Monteith	4to		15
Do	do	Independent First Reader, by J. M. Watson	12mo	80	25
Do	do	Test Speller for the use of teachers' institutes and other spelling classes, by C. T. Pooler, A. M.	12mo	79	30
Do	do	The Teacher's Handbook, by William F. Phelps, M. A.	12mo	335	1 50
Do	do	Independent Primary Reader	12mo	80	25
Catholic Publishing Society	do	The Illustrated Fifth Reader	12mo	430	1 25
Do	do	The Illustrated Sixth Reader and Speaker, by Rev. J. L. Spalding, S. T. L.	12mo	477	1 50
Do	do	The Young Ladies' Illustrated Reader	12mo	428	1 25

H. W. Ellsworth & Co	do	Ellsworth Tracing Copy-Books, by H. W. Ellsworth. Nos. B and C	5¾ by 7	24	Each, 15
J. B. Ford & Co	do	Educational Reminiscences and Suggestions, by Catherine E. Beecher	18mo	vi, 276	1 00
Ivison, Blakeman, Taylor & Co.	do	Theory of Spencerian Penmanship. Illustrated	Crown 8vo	58	40
G. P. Putnam's Sons	do	On Teaching; Its Ends and Means, by Henry Calderwood, LL. D., F. R. S. E.	16mo	ix, 114	1 25
Do	do	The Best Reading. Hints on the Selection of Books, the Formation of Libraries, Courses of Reading, &c. Revised and enlarged.	12mo	345	1 50
Do	do	Lempriere's Classical Dictionary. New edition	32mo	xx, 739	1 50
J. W. Schermerhorn & Co	do	American Educational Cyclopædia. Vol. I	8vo	292	1 50
Do	do	Elements of English Grammar, by S. W. Whitney, A. M	18mo	160	45
Scribner, Armstrong & Co	do	Fifth Reader, by E. A. Sheldon	12mo	432	1 50
Sheldon & Co	do	Choice Specimens of American Literature, by Prof. Benjamin N. Martin, D. D. Second edition, enlarged.	12mo	xviii, 518	1 50
E. Steiger	do	The German Language as a Regular Branch of Public Instruction	12mo	38	Free.
Taintor Bros	do	First Steps in English Grammar, by A. N. Fellows	12mo	64	25
Robert Clarke & Co	Cincinnati, Ohio	American State Universities, by Andrew Ten Brook	8vo	viii, 410	3 50
Wilson, Hinkle & Co	do	Graded School Readers and Primary Speller, by Thomas W. Harvey, A. M.:			
		First Reader. Illustrated	16mo		20
		Second Reader. Illustrated	16mo		45
		Third Reader. Illustrated	16mo		60
		Fourth Reader. Illustrated	12mo		90
		Fifth Reader. Illustrated	12mo		1 15
		Primary Speller	16mo		30
Wilson, Hinkle & Co	Cincinnati, Ohio	First Lessons in the English Language, by Thomas W. Harvey, A. M	16mo	80	30
Do	do	Manual of English Rhetoric, by A. D. Hepburn	12mo	280	1 25
Do	do	Chapters on School Supervision, by William H. Payne, A. M	12mo	216	
J. W. Danghaday & Co	Philadelphia, Pa	The Elocutionist's Annual, No. 3, edited by Prof. J. W. Shoemaker, A. M	12mo		75
Eldredge & Co	do	Christian Ethics: A Text-Book for Schools and Colleges, by D. S. Gregory, D. D.	12mo	346	1 50
W. S. Fortescue & Co	do	Companion to Music Charts, by A. Perrot	Obl. 12mo	xvii, 144	75
Lindsay & Blakiston	do	How to Teach Chemistry, by Edward Frankland, D. C. L., F. R. S. Edited by George Chaloner, F. C. S.	12mo	viii, 83	1 25
J. B. Lippincott & Co	do	A Brief Treatise on Punctuation, by Prof. Joseph A. Turner, M. A	16mo	67	75
Presbyterian Board of Publication.	do	Preparing to Teach, by John Hall, D. D., E. P. Humphrey, D. D., LL. D., William H. Green, D. D., LL. D., F. L. Patton, and J. B. Tyler.	12mo	408	1 75
Do	do	How to Teach the Little Folks, by J. B. Tyler, Mrs. G. R. Alden, Faith Latimer, and Mrs. George Partridge.	18mo	72	30
		GEOGRAPHY AND TRAVELS.			
D. Lothrop & Co	Boston, Mass	African Adventure and Adventurers, edited by Rev. G. T. Day, D. D	16mo		1 50
Baker, Pratt & Co	New York, N. Y	Four Thousand Miles of African Travel, by Alvan S. Southworth	8vo		3 50
Harper & Bros	do	The Straits of Malacca, Indo-China, and China, by J. Thomson, F. R. G. S. Illustrated.	8vo	546	4 00
Do	do	The Last Journals of Dr. Livingstone in Central Africa. Illustrated	8vo	541	5 00
Do	do	The Thrones and Palaces of Babylon and Nineveh, from Sea to Sea, by John P. Newman, D. D. Illustrated.	8vo	455	5 00
Ivison, Blakeman, Taylor & Co.	do	Complete Course in Geography, by William Swinton	4to	136	1 80
Do	do	Elementary Course in Geography, by William Swinton	8vo	128	1 20
Nelson & Phillips	do	Arctic Heroes; Facts and Incidents of Arctic Explorations, by Rev. Z. A. Mudge.	16mo	304	1 25
G. P. Putnam's Sons	do	Travels in Portugal, by John Latouche	8vo	554	3 50
Do	do	The Library Atlas, by James Boyce, LL. D., William F. Collier, LL. D., and Leonard Schmitz, LL. D.	Small 4to		14 00

TABLE XXV.—*Publications, educational, historical, &c., for* 1875, *&c.*—Continued.

Name of publisher.	Place of publication.	Name of book and of author.	Size of book.	Number of pages.	Retail price per copy.
1	2	3	4	5	6
		GEOGRAPHY AND TRAVELS—Concluded.			
G. P. Putnam's Sons	New York, N. Y	The Abode of Snow; Observations on a Tour from Chinese Thibet to the Indian Caucasus, through the Upper Valley of the Himalaya, by Andrew Wilson.	Square 8vo	380	$2 25
Do	do	Handbook of Scripture Geography, by Charles Thompson	16mo	128	75
Do	do	Notes of Travel in Southwestern Africa, by C. J. Anderson	8vo		2 25
Scribner, Armstrong & Co	do	Assyrian Discoveries, by George Smith, of the British Museum. Illustrated.	8vo	xvi, 461	4 00
Do	do	India and its Native Princes. Translated from the French of Louis Rousselet. Illustrated.	Royal 4to	579	25 00
Scribner, Welford & Armstrong	do	Troy and its Remains, by Dr. Henry Schliemann. Edited by Philip Smith, B.A	Royal 8vo		12 50
E. Steiger	do	Manual for the Use of Terrestial and Celestial Globes, by Joseph Schedler	12mo	36	25
Robert Clarke & Co	Cincinnati, Ohio	Journey in Honduras and Jottings by the Way, by R. G. Huston, C. E	8vo	39	50
Eldredge & Bro	Philadelphia, Pa	Elements of Physical Geography, by W. J. Houston, A. M	4to	160	1 75
J. B. Lippincott & Co	do	The Amazon and Madeira Rivers, by Franz Keller. Illustrated	4to		5 00
		HISTORY.			
S. C. Griggs & Co	Chicago, Ill	Norse Mythology; or, the Religion of Our Forefathers, by R. B. Anderson, A. M	12mo	473	2 50
J. Murphy & Co	Baltimore, Md	Lingard's History of England, abridged, with a continuation, by James Burke, A. B. Third revised and enlarged edition.	8vo	688	3 00, 3 50
Lee & Shepard	Boston, Mass	Young Folks' History of the United States, by T. W. Higginson. Illustrated.	16mo	370	1 50
Do	do	The Battle of Bunker Hill, by William W. Wheildon	8vo	56	50
Little, Brown & Co	do	Life and Times of Joseph Warren, by Richard Frothingham	8vo		3 50
Lockwood, Brooks & Co	do	History of the Battle of Bunker's Hill, by George E. Ellis	8vo	69	35
D. Lothrop & Co	do	Pioneers of Maryland, by Joseph Banvard, D. D	16mo		1 25
Do	do	History of the Jewish Nation, edited by S. F. Smith, D. D	8vo		1 25
Do	do	Soldiers and Patriots of the Revolution, by Joseph Banvard, D. D. Illustrated.	16mo		1 25
Roberts Brothers	do	Paragraph History of the United States, by Rev. Edward Abbott	Square 18mo		50
A. Williams & Co	do	Account of the Battle of Bunker Hill, compiled by David Pulsifer. New edition.	18mo	75	50
H. O. Houghton & Co	Cambridge, Mass	History of our Country, by Abby Sage Richardson. Illustrated	8vo	xxii, 600	4 25
M. R. Dennis & Co	Newark, N. J	East Jersey under the Proprietary Governments, by W. A. Whitehead	8vo		4 00
Adams, Victor & Co	New York, N. Y	Memoirs of George IV, by Robert Huish	Crown 8vo	500	1 25
D. Appleton & Co	do	The Greville Memoirs Complete. A Journal of the Reigns of King George IV and King William IV, by the late Charles C. F. Greville, esq. Edited by Henry Reeves.	12mo		4 00
Do	do	History of the Conflict between Science and Religion, by John W. Draper, M. D., LL. D.	12mo		1 75
Do	do	Native Races of the Pacific States, by Hubert H. Bancroft. Vol. 2. Civilized Nations.	8vo	x, 805	5 50

Do	do	Native Races of the Pacific States, by H. H. Bancroft. Vols. 3 and 4	8vo		Each, 5	50
Do	do	Primers of History. Greek History, by C. A. Fyffe	Small 12mo			50
Do	do	Primers of History. History of Rome, by Rev. M. Creighton, M. A	Small 12mo			50
Do	do	Life of the Greeks and Romans, by E. Guhl and W. Koner. Translated by F. Heuffer. Illustrated.	8vo	620	6	00
Do	do	Illustrated School History of the World, by John D. Quackenbos, A. M., M. D				
Do	do	A General History of Rome, by Charles Merivale, D. D	12mo	742	2	50
Do	do	The Eighteenth Century, by Paul Lacroix. Illustrated	Imperial 8vo		15	00
Do	do	History of Civilization in England, by H. T. Buckle. New edition. 2 vols.	8vo		Per vol., 2	00
A. S. Barnes & Co	do	Barnes' One-Term History. A Brief History of France	12mo	299	1	50
J. W. Bouton	do	Fu-Sang; or, The Discovery of America by Chinese Buddhist Priests in the Fifth Century, by Charles G. Leland.	12mo	xix, 212	1	75
Robert Carter & Bros	do	History of the Reformation, by J. H. Merle D'Aubigné, D. D. Translated by William L. B. Cates. Vol. 6.	12mo	xx, 526	2	00
James Cockcroft & Co	do	History of Trial by Jury, by William Forsyth, M. A	8vo	388	3	50
Dodd & Mead	do	American Pioneers and Patriots. Vol. 9. Columbus. By J. S. C. Abbott	12mo		1	50
Harper & Bros	do	A Short History of the English People, by J. R. Green, M. A	8vo	823	1	75
Do	do	The Early Kings of Norway, by Thomas Carlyle	12mo	257	1	50
Henry Holt & Co	do	Lectures on the Early History of Institutions, by Sir Henry Sumner Maine.	8vo		3	00
Do	do	Africa; The History of Exploration and Adventure, by C. H. Jones	8vo	x, 496	5	00
Johnson, Wilson & Co	do	Our Country; A Household History, by Benson Lossing, LL. D. Illustrated. (In 48 parts.) Parts 1–4.	Each 4to	32		25
Albert Mason	do	History of Switzerland, by Heinrich Zschokke. New edition	12mo	405	1	75
Do	do	Historical Collections of Louisiana and Florida, by Col. B. F. French	8vo		4	00
James Miller	do	The Four Georges, by Samuel M. Schmucker, LL. D. New edition	12mo	xii, 454	1	75
F. B. Patterson	do	Old Streets of New York under the Dutch. Read before the New York Historical Society, June 2, 1874, by James W. Gerard.	8vo	52	1	00
Do	do	The Old Stadt Huys of New Amsterdam. Read before the New York Historical Society June 15, 1875, by James W. Gerard.	8vo	59		50
Pott, Young & Co	do	History of the Christian Church, by James C. Robertson, M. A. New and revised edition. (In 8 vols.) Vols 5 and 6.	Crown 8vo	{ xii, 440 / xii, 478 }	Per vol., 2	25
Do	do	The same. Volume 8	Crown 8vo	xiv, 488	2	25
Scribner, Armstrong & Co	do	The French Revolution and First Empire, (Epochs of History,) by William O'Connor Morris.	16mo		1	00
Do	do	History of English Literature and Language, by George L. Craik, LL. D. New edition. 2 vols.	8vo		5	00
Do	do	Edward III, by Rev. W. Warburton, M. A. Edited by Edward E. Morris, M. A.	16mo	266	1	00
Do	do	Ancient History from the Monuments, Assyria, by George Smith	12mo		1	00
Do	do	Ancient History from the Monuments, Egypt, by S. Birch, LL. D	12mo	202	1	00
Do	do	Ancient History from the Monuments, Persia, by William Vaux, A. M	12mo		1	00
Sheldon & Co	do	Outline History of the United States, for schools, by Benjamin J. Lossing, LL. D.	16mo	399	1	25
R. Worthington & Co	do	History of Palestine and the Holy Land, by John Tillotson, M. A. Illustrated	8vo	xvi, 428, 41	3	00
	do	History of the American Missionary Association; its Churches and Educational Institutions among the Freedmen, Indians, and Chinese. Illustrated.	8vo	72	Free.	
Jones Bros. & Co	Cincinnati, Ohio	History of the United States, by John C. Ridpath, A. M. Illustrated	8vo	479	1	75
Wilson, Hinkle & Co	do	History of England, for the use of Schools, by M. E. Thalheimer	12mo	287	1	50
J. B. Butler & Co	Philadelphia, Pa	Pictorial History of the United States, by John A. Stewart	12mo	xxxviii, 300	1	50
J. H. Coates & Co	do	History of the Civil War in America, by the Comte de Paris. Translated by Louis F. Tasistro. Edited by Henry Coppée, LL. D. Vol. 1.	8vo	640	3	50

TABLE XXV.—*Publications, educational, historical, &c., for* 1875, *&c.*—Continued.

Name of publisher.	Place of publication.	Name of book and of author.	Size of book.	Number of pages.	Retail price per copy.
1	2	3	4	5	6
		HISTORY—Concluded.			
J. B. Lippincott & Co	Philadelphia, Pa	History of the Reign of Charles V, by William Robertson, D. D., with an Account of the Emperor's Life after his Abdication, by William H. Prescott. New edition. 3 vols.	12mo, vol. 1. 12mo, vol. 2. 12mo, vol. 3.	xviii, 544 viii, 549	$2 25 2 25 2 25
Do	do	History of the United States, for intermediate schools, by Joseph T. Derry. Illustrated.	12mo		1 50
Do	do	History of the Roman Empire, by Arthur M. Curtois, M. A	16mo	xlv, 279	1 50
Do	do	The Celt, the Roman, and the Saxon; A History of the Early Inhabitants of Britain, by Thomas Wright, M. A., F. S. A. Third edition, revised.	Crown 8vo		4 00
Porter & Coates	do	Life and Campaigns of Napoleon Bonaparte, by M. A. Arnault and C. L. F. Panckouke. Illustrated.	12mo		1 50
Smith, English & Co	do	Text Book of Church History, by Dr. John H. Kurtz. Revised and corrected.	12mo	1004	3 00
		LAW.			
Sumner, Whitney & Co	San Francisco, Cal	Cotenancy and Partition, by A. C. Freeman	8vo	713	7 50
E. B. Myers	Chicago, Ill	American Law of Elections, by George W. McCrary	8vo	500	5 00
Little, Brown & Co	Boston, Mass	Treatise on the power to sell land for non-payment of taxes. Fourth edition, revised and enlarged.	8vo		7 50
Do	do	Law of Private Corporations Aggregate, by Joseph K. Angell and Samuel Ames. Tenth edition, revised, corrected, and enlarged, by John Lothrop.	8vo	866	7 50
Do	do	Principles of Conveyancing, by Henry C. Deane	8vo	494	5 00
Do	do	Leading Cases on the Law of Torts, by M. M. Bigelow	8vo		6 00
William Gould & Son	Albany, N. Y	Probate Practice, by Robert H. McClellan	8vo	650	6 50
Do	do	Practice at Law, in Equity, and in Special Proceedings in the Courts of Record of New York, by William Wait. Vol. 5.	8vo		7 50
John D. Parsons, jr	do	The Law of Nuisances, by H. G. Wood	8vo		7 50
Do	do	New Law Dictionary for the Use of Students, by Archibald Brown	8vo		4 00
Baker, Voorhis & Co	New York, N. Y	Law of Guaranties and of Principal and Surety, by H. A. A. De Colyar, with Notes and Appendix, by James A. Morgan.	8vo	vi, 534	6 50
Do	do	The Law of Trespasses, by Thomas W. Waterman. In 2 vols.	Vol. 1. Vol. 2.	8vo 8vo	xxxvi, 699 xxxix, 713	7 00 7 50
Banks & Bros	do	On Warrants and Attachments, by Sidney J. Cowen, esq	8vo	750	7 50
Do	do	On Contracts, by C. G. Addison, esq	8vo	oxi, 1229	10 00
Do	do	Equity Jurisprudence, by John Willard, LL. D. Revised, corrected, and enlarged, by Platt Potter, LL. D.	8vo	xliv, 1077	7 50
James Cockcroft & Co	do	The Law of Contracts, by C. G. Addison. Third American edition, by James A. Morgan. Vol. 1.	8vo	xxxv, 771	7 50
Do	do	The Law of Literature, by James A. Morgan, M. A. (In 2 vols.) Vol. 1	8vo	xviii, 513	7 50

Do	....do	The Law of Literature, by James A. Morgan, M. A. Vol. 2	8vo	xvii, 817	7 50
Do	....do	The Law of Executions, by Henry M. Herman	8vo	cxxi, 768	7 50
Diossy & Co	....do	Law and Practice as to References, by Murray Hoffman	8vo	xxxv, 438	5 00
Dodd & Mead	....do	The Relations of Civil Law to Church Polity, by Hon. William Strong, LL. D	16mo	141	1 25
Henry Holt & Co	....do	Ancient Law, by Sir Henry Sumner Maine	8vo	lxix, 400	3 00
Do	....do	Lectures on Jurisprudence. The Philosophy of Positivo Law, by the lato John Austin. Abridged for the use of students, by Robert Campbell.	Large 12mo		3 00
Hurd & Houghton	....do	A Treatise on the Law of Sale of Personal Property, by J. P. Benjamin, esq., Q. C. Edited by Hon. J. C. Perkins. First American edition.	8vo		7 50
Do	....do	Introduction to Constitutional Law of the United States, by J. N. Pomeroy, LL. D.	8vo	550	5 00
Kay & Brother	Philadelphia, Pa	The Law of Homicide, by Francis Wharton, LL. D. Second and revised odition.	8vo	794	7 50
Moss & Co	....do	Manual of Parliamentary Law, by Albert G. Mackey, M. D	Crown 8vo		2 00
Rees Welch	....do	Analysis of Kent's Commentaries, by Fred. S. Dickson	Square 8vo	428	5 00
		LOGIC AND METAPHYSICS.			
Murphy & Co	Baltimore, Md	Elements of Philosophy, Comprising Logic and General Principles of Metaphysics, by Rev. W. H. Hill, S. J. Third edition, revised.	16mo		1 50
Dodd & Mead	New York, N. Y	Metaphysics; or, The Science of Perception, by John Miller	8vo	402	4 00
Porter & Coates	Philadelphia, Pa	Elementary Philosophy, being the Science of Reasoning and the Art of Correct Reasoning, by James M. Willcox, Ph. D.	12mo	158	75
		MATHEMATICS.			
Smithsonian Institution	Washington, D. C	On the General Integrals of Planetary Motion, by Simon Newcomb	4to	vii, 31	
S. C. Griggs & Co	Chicago, Ill	Differential and Integral Calculus, by C. P. Buckingham	12mo	343	2 00
D. Appleton & Co	Now York, N. Y	Astronomy, by J. Norman Lockyer, F. R. S. (Science Primers)			50
Do	....do	Astronomy, by J. Rambosson. Translated by C. B. Pitman	8vo	385	6 00
A. S. Barnes & Co	....do	First Lessons in Numbers, by William G. Peck, LL. D	18mo	108	25
Do	....do	Manual of Algebra, by William G. Peck, LL. D	12mo	331	1 60
Do	....do	Manual of Algebra, by Prof. W. G. Peck	12mo	330	1 50
Do	....do	Key to the Appendix of Davies' Legendre	12mo	70	1 00
Ivison, Blakeman, Taylor & Co	....do	Algebraic Problems	16mo	192	1 25
Do	....do	Arithmetical Problems	16mo	284	1 00
Do	....do	Complete Algebra, (Robinson's Shorter Course,) by Joseph Ficklin, Ph. D	16mo	426	2 00
Do	....do	First Book in Arithmetic, by D. W. Fish, M. A	16mo	168	50
Do	....do	The Complete Arithmetic, by D. W. Fish, M. A	16mo	508	1 40
Scribner, Armstrong & Co	....do	New Intermediate Arithmetic, by S. A. Felter, A. M., and S. A. Farrand, A. M	16mo	258	80
Sheldon & Co	....do	Primary Arithmetic and Teachers' Manual, by Prof. Edward Olney	16mo	vii, 150	25
Do	....do	Elements of Arithmetic for Intermediate, Grammar, and Common Schools, by Prof. Edward Olney.	16mo	viii, 314	85
University Publishing Company	....do	Elements of Geometry, Part 2. Geometry in Space, by Charles S. Venable, LL. D.	8vo		1 00
D. Van Nostrand	....do	(Science Series No. 19.) Graphic Method of Solving Certain Algebraic Equations, by Prof. George L. Voss.	18mo		50
Do	....do	New Method of Obtaining the Differentials of Functions, by J. M. Rice and W. W. Johnson. New edition, revised.	12mo		50
Wilson, Hinkle & Co	Cincinnati, Ohio	Elements of the Infinitesimal Calculus, by James G. Clark, A. M	12mo	441	2 25

TABLE XXV.—*Publications, educational, historical, &c., for* 1875, *&c.*—Continued.

Name of publisher.	Place of publication.	Name of book and of author.	Size of book.	Number of pages.	Retail price per copy.
1	2	3	4	5	6
		MATHEMATICS—Concluded.			
Wilson, Hinkle & Co	Cincinnati, Ohio	Plane and Spherical Trigonometry and Mensuration, by A. Schuyler, LL. D.	12mo	187, 82	$1 50
Eldredge & Bro	Philadelphia, Pa	Practical Book-Keeping, by Prof. John Groesbeck. College edition	8vo	256	2 00
		MECHANICS.			
D. Appleton & Co	New York, N. Y	The Science of Music; or, the Physical Basis of Musical Harmony, by Sedley Taylor, M. A.	12mo	169	1 00
J. B. Ford & Co	do	American Mechanical Dictionary, by Edward H. Knight, C. and M. E. Illustrated. (In 3 vols.) Vols. 1 and 2.	Royal 8vo	Each, 832	Per vol., 7 00
The Railroad Gazette	do	Catechism of the Locomotive, by M. N. Forney, Mech. E. Illustrated	12mo	xvi, 609	2 50
D. Van Nostrand	do	Graphical Method for the Analysis of Bridge Trusses; extended to continuous girders and draw spans, by Charles E. Greene, A. M. Illustrated.	8vo	79	2 00
Do	do	(Science Series, No. 15.) Skew Arches, by E. W. Hyde, C. E. With diagrams.	18mo	104	50
Do	do	Richards' Steam-Engine Indicator. Third edition revised and enlarged	8vo	258	3 50
Do	do	The Mechanic's Friend. Edited by William A. Axon, M. R. S. L. Illustrated.	12mo	339	1 50
Do	do	The Mechanical Engineer, his Preparation, and his Work, by Prof. R. H. Thurston, A. M., C. E.	8vo		50
John Wiley & Son	do	Resistance of Materials and Preservation of Timber, by De Volson Wood. Second edition.	8vo	313	3 00
J. B. Lippincott & Co	Philadelphia, Pa	Notes on Building Construction. Part 1. Illustrated	8vo	219	3 50
Porter & Coates	do	Elements of Mechanics, by John W. Nystrom, C. E	8vo		4 00
		MEDICINE.			
Bureau of Education	Washington, D. C	Contributions to the Annals of Medical Progress and Medical Education in the United States before and during the War of Independence, by Jos. M. Toner, M. D.	8vo	118	
James Campbell	Boston, Mass	Lecture on Physiology, by Prof. Kiiss. Edited by Matthias Duval, M. D. Illustrated.	12mo	520	2 50
William F. Gill & Co	do	Longevity: The Means of Prolonging Life after Middle Age, by John Gardner, M. D.	12mo	191	1 50
A. Williams & Co	do	Household Medicine: A Familiar Description of Diseases, by John Gardner, M. D.	8vo	500	3 50
D. Appleton & Co	New York, N. Y	Compendium of Children's Diseases, by Dr. Johann Steiner. Translated from the German by Lawson Tait.	8vo		3 50
Do	do	The Histology and Histo-Chemistry of Man, by Heinrich Frey. Translated from the German by Arthur E. J. Parker. Illustrated.	8vo	683	5 00

Do	do	Health—A Hand-Book for Households and Schools, by Edward Smith, M. D., F. R. S.	12mo	196	1 00
Do	do	Paralysis from Brain Disease in its Common Forms, by H. C. Bastian, M. D.	12mo	340	1 75
Do	do	Clinical Lectures and Essays, by Sir James Paget, Bart., F. R. S., D. C. L.	8vo		5 00
Do	do	Text-Book of Human Physiology, by Austin Flint, jr., M. D. Illustrated	8vo	978	6 00
Boericke & Tafel	do	Encyclopædia of Pure Materia Medica. Edited by T. F. Allen, A. M., M. D. { vol. 1 / vol. 2	8vo 8vo	xvi, 622 640	6 00 6 00
Do	do	The Homœopathic Domestic Medicine, by Joseph Laurie, M. D. Edited by R. J. McClatchey, M. D. Sixth American edition.	8vo	xi, 1144	5 00
Do	do	Analytical Therapeutics, by C. Hering. Vol. 1	8vo	352	4 00
Dodd & Mead	do	Common Sense in the Management of the Stomach, by George O. Drewry, M. D.	16mo	xvi, 138	1 00
E. P. Dutton & Co	do	Health Hints to Women, by Mme. Wilhelmine Schott	24mo	63	75
Hurd & Houghton	do	How to Live Long; or, Health Maxims, Physical, Mental, and Moral, by W. W. Hall, M. D.			
McDivitt, Campbell & Co	do	The Neurolic Origin of Disease and the Action of Remedies on the Nervous System, by F. D. Leute, M. D.	8vo	32	25
G. P. Putnam's Sons	do	American Clinical Lectures. Edited by E. C. Seguin, M. D. Vol. 1, No. 1, On Diseases of the Hip-Joint, by Lewis A. Sayre, M. D.	8vo	24	40
Do	do	American Clinical Lectures. Edited by E. C. Seguin, M. D. Vol. 1, No. 2, Acute Rheumatism in Infancy and Childhood, by A. Jacobi, M. D.	8vo		40
Do	do	American Clinical Lectures. Edited by E. C. Seguin, M. D. Vol. 1, No. 3, Pneumo-Thorax, by Austin Flint, sr., M. D.	8vo		40
Do	do	American Clinical Lectures. Vol. 1, No. 4, Rest in the Treatment of Nervous Disease, by S. Weir Mitchell, M. D.	8vo		30
Do	do	American Clinical Lectures. Vol. 1, No. 5, Treatment of Sciatica, by Prof. W. H. Thomson.	8vo	40	40
Do	do	American Clinical Lectures. Vol. 1, No. 6, Otitis, by Prof. C. R. Agnew, M. D.	8vo		30
Do	do	American Clinical Lectures. Vol. 1, No. 7, Capillary Bronchitis of Adults, by Prof. Calvin Ellis.	8vo		40
Do	do	American Clinical Lectures. Gleet and Urethral Stricture, by F. N. Otis	8vo	65	30
Do	do	Improvement of Health, by James Knight, M. D	12mo	406	1 75
Charles P. Somerby	do	Health Fragments; or, Steps towards a True Life. Illustrated. By George H. Everett, M. D., and Susan Everett, M. D. Second edition.	8vo	610	2 00
S. R. Wells & Co	do	Popular Physiology, by R. T. Trall, M. D	12mo		1 25
William Wood & Co	do	Functional Derangements of the Liver, by Charles Murchison, M. D., LL. D.	12mo	xvi, 182	1 75
Do	do	Dental Pathology and Surgery, by S. James Salter, M. D., F. R. S	8vo	xx, 399	4 50
H. C. Lea	Philadelphia, Pa	Diseases of the Stomach, by Wilson Fox, M. D	8vo	280	2 00
Do	do	Lectures on Syphilis, by Henry Lee	8vo		2 25
Do	do	Phthisis, by Austin Flint, jr., M. D	8vo	446	3 50
Lindsay & Blakiston	do	A Practical Treatise on Eczema, by Dr. McCall Anderson. Third edition. Illustrated.	8vo	208	2 75
Do	do	On Winter Cough, Catarrh, Bronchitis, Emphysema, Asthma, by Horace Dobell, M. D. Third and enlarged edition, with colored plates.	8vo	292	3 50
Do	do	Manual of Pathological Anatomy, by C. H. Jones, M. B., F. R. S., and E. H. Sieveking, M. D., F. R. C. P. Second edition, edited by Jos. F. Payne, M. B.	Crown 8vo	871	6 00
Do	do	Treatise on Diseases of the Eye, by Haynes Walton, F. R. C. P. Third edition. Illustrated.	8vo	1174	9 00
Do	do	Manual of Comparative Anatomy and Physiology, by S. M. Bradley, F. R. C. S. Third edition.	8vo	x, 276	2 50
Do	do	A Medical Vocabulary, by R. G. Mayne, M. D., LL. D. Fourth edition. Revised and enlarged.	12mo	vi, 459	2 50

TABLE XXV.—*Publications, educational, historical, &c., for* 1875, *&c.*—Continued.

Name of publisher.	Place of publication.	Name of book and of author.	Size of book.	Number of pages.	Retail price per copy.
1	2	3	4	5	6
		MEDICINE—Concluded.			
Lindsay & Blakiston	Philadelphia, Pa.	Functions and Disorders of the Reproductive Organs, by William Acton, M. R. C. S. Fourth American edition.	8vo	xlii, 348	3 00
Do	do	Lectures on Bright's Disease, by D. C. Black, M. D. Illustrated	8vo	146	$2 00
Do	do	Minor Surgery and Bandaging, by Christopher Heath, F. R. C. S. Fifth edition. Revised.	12mo	366	2 25
Do	do	Diseases of the Heart and of the Aorta, by Thomas Hayden, F. C. P. I. Illustrated. In two volumes.	8vo	1232	8 00
Do	do	Value of Phosphorus as a Remedy for Loss of Nerve Power, Neuralgia, &c., by E. A. Kirby, M. D. Second edition.	12mo	63	50
Do	do	Medicinal Plants, by Robert Bentley, F. L. S., and Henry Trimen, F. L. S. Parts 1, 2, and 3.	Small 4to		Each, 2 00
Do	do	Materia Medica, for the Use of Students, by John B. Biddle, M. D. Seventh edition. Revised and enlarged.	8vo	454	4 00
Do	do	Atlas of Skin Diseases, by Tilbury Fox, M. D. Parts 1, 2, and 3	4to		Each, 2 00
Do	do	Illustrations of Clinical Surgery, by Jonathan Hutchinson, F. R. C. S. Part 1. Folio.			2 50
Do	do	On Addison's Disease. The Croonian Lectures for 1875, by E. H. Greenhow, M. D.	8vo	212	3 50
Do	do	Lectures on Nursing, by William Robert Smith	12mo	228	2 25
Do	do	The Student's Guide to Human Osteology, by W. W. Wagstaffe, F. R. C. S.	12mo	349	3 50
Do	do	Outlines of Practical Histology, by William Rutherford, M. D	12mo	72	1 25
J. B. Lippincott & Co	do	Pulmonary Tuberculosis, by A. P. Dutcher, M. D. Illustrated	Crown 8vo		3 00
Do	do	Disease of the Nervous System, by Jerome K. Bandny, M. D.	8vo		4 00
		NATURAL SCIENCES.			
Estes & Lauriat	Boston, Mass.	The Glacial Epoch of our Globe, by Alexander Braun	12mo	40	25
Do	do	Insects of the Field, by A. S. Packard, jr. Illustrated	12mo	32	25
Do	do	Insects of our Forests, by A. S. Packard, jr. Illustrated	12mo	31	25
Do	do	The Sun and the Earth, by Prof. Balfour Stewart, F. R. S.; and Force Electrically Exhibited, by J. W. Phelps. Illustrated.	12mo	32	25
Do	do	Ice Age in Great Britain, by Prof. Geike	12mo	32	25
Little, Brown & Co	do	North American Birds. Land Birds. Volume 3	Small 4to		10 00
Central Publishing Company	St. Louis, Mo.	First Lessons in Physics, by C. L. Hotze. New edition. Revised	16mo	174	90
D. Appleton & Co	New York, N. Y.	The Natural History of Man, by Prof. A. de Quatrefages. Translated from the French by Eliza A. Youmans. (Popular Science Library.)	12mo		1 00
Do	do	Fungi, their Nature and Uses, by M. C. Cooke, M. A. Edited by Rev. M. J. Berkeley, M. A. (International Science Series.)	12mo		1 50
Do	do	The Chemistry of Light and Photography, by Dr. Hermann Vogel			2 00

Do	do	Boys and Girls in Biology; or, Simple Studies of the Lower Forms of Life, by Sarah H. Stevenson. Illustrated.	12mo	186		1 50
Do	do	The Aerial World: A Popular Account of the Phenomena and Life of the Atmosphere, by G. Hartwig, M. D., Ph. D.	8vo	xviii, 556		6 00
Do	do	Insectivorous Plants, by Charles Darwin, F. R. S.	12mo	462		2 00
Do	do	First Book of Zoölogy, by Prof. Edward S. Morse, Ph. D.	12mo	188		1 25
Do	do	First Book of Physiology, by Prof. W. J. Youmans, M. D.				
Do	do	Youmans's Class-Book of Chemistry	12mo			1 75
Do	do	Descent of Man and Selection in Relation to Sex, by Charles Darwin, M. A. New edition. Revised and enlarged.	12mo	xvi, 688		3 00
Do	do	Climate and Time in their Geological Relations, by James Croll	12mo	577		2 50
Do	do	Our Place Among Infinities, by R. A. Proctor	12mo			1 75
Robert Carter & Bros	do	Testimony of the Rocks, by Hugh Miller. New edition	12mo	502		1 50
Harper & Bros	do	Annual Record of Science and Industry for 1874, edited by Spencer F. Baird	12mo	cciv, 665		2 00
The Industrial Publishing Company.	do	Practical Hints on the Selection and Use of the Microscope, for Beginners, by John Phin.	12mo	131		75
Ivison, Blakeman, Taylor & Co	do	The Geological Story Briefly Told, by Prof. James D. Dana, LL. D. Illustrated.	12mo	xi, 263		1 50
Munn & Co	do	Science Record for 1875, edited by Alfred E. Beach	12mo	597		2 50
G. P. Putnam's Sons	do	Elements of Magnetism and Electricity, illustrated, by John Angell. (Elementary Science Series.)	16mo	172		75
Do	do	Principles of Metal Mining, by J. H. Collins, F. G. S. Illustrated. (Elementary Science Series.)	16mo	149		75
Do	do	Manual of Metallurgy, by Prof. W. H. Greenwood. Part second. Illustrated. (Advanced Science series.)	12mo			1 50
Scribner, Armstrong & Co	do	Elements of Zoölogy: A Text-Book, by Sanborn Tenney, A. M. Illustrated	12mo	503		2 50
D. Van Nostrand	do	Outlines of Proximate Organic Analysis, by A. B. Prescott, M. D.	12mo			1 75
Do	do	Treatise on the Gases met with in Coal Mines, by J. J. Atkinson. (Science Series No. 13.)	18mo	53		50
Do	do	New Method of Graphical Statics, by A. J. Du Bois, C. E., Ph. D. Illustrated	8vo	79		2 00
John Wiley & Son	do	Manual of Determinative Mineralogy and Blowpipe Analysis, by Prof. George J. Brush.	8vo	105		3 50
Do	do	Appendix to Dana's Descriptive Mineralogy, by E. S. Dana	8vo			
Do	do	Text-Book of Mineralogy, by J. D. and E. S. Dana	8vo			
Do	do	Preserving Qualitative Chemical Analysis, by Prof. S. W. Johnson. New revised edition.				
Do	do	The Resistance of Materials, by Prof. D. Volson Wood. New revised edition	8vo			
Do	do	Manual of Qualitative Chemical Analysis, by Dr. C. R. Fresenius. Translated and edited by Prof. S. W. Johnson.	8vo	438		4 50
Claxton, Remsen & Haffelfinger	Philadelphia, Pa	Practical Guide to the Determination of Minerals by the Blowpipe, by Dr. C. W. C. Fuchs. Translated and edited by T. W. Danby, M. A., F. G. S.	Crown 8vo	88		2 50
Lindsay & Blakiston	do	The Microscope and its Revelations, by William B. Carpenter, M. D., LL. D. Fifth edition. Illustrated.	F. cap 8vo	848		5 50
J. B. Lippincott & Co	do	The Recent Origin of Man, by James C. Southall. Illustrated	8vo			6 00
Do	do	Science Byways, by R. A. Proctor	Crown 8vo	422		4 00
Porter and Coates	do	Storms: Their Nature, Classification, and Laws, by William Blasius	12mo			2 50
		PHILOLOGY AND TRANSLATIONS.				
S. C. Griggs & Co	Chicago, Ill	Demosthenes on the Crown, by Martin L. D'Ooge, Ph. D.	12mo	275		1 75
John Allyn	Boston, Mass	The Latin Subjunctive, by R. F. Pennell	16mo	iv, 52		30
Ginn Bros	do	A Method of Instruction in Latin, by J. H. Allen and J. B. Greenough	16mo	247		1 25

TABLE XXV.—*Publications, educational, historical, &c., for* 1875, *&c.*—Continued.

Name of publisher.	Place of publication.	Name of book and of author.	Size of book.	Number of pages.	Retail price per copy.
1	2	3	4	5	6
		PHILOLOGY AND TRANSLATIONS—Concluded.			
Ginn Bros	Boston, Mass	Selections from the Poems of Ovid. Edited by J. H. and W. F. Allen and J. B. Greenough.	12mo	292	$1 50
Do	do	Introduction to Anglo-Saxon, by Stephen H. Carpenter	12mo	218	1 25
Do	do	Latin Composition, by J. H. and W. F. Allen and J. B. Greenough	12mo	125	1 25
Do	do	Preparatory Latin Course, Nos. 1 and 2, by J. H. and W. F. Allen and J. B. Greenough.	12mo	580, 524	Per vol., 2 50
Do	do	Select Orations of Lysias. Edited by James M. Whiton, Ph. D	12mo	659	2 50
Lee & Shepard	do	Entretiens sur la grammaire, par Lambert Sauveur	12mo	335	2 00
James R. Osgood & Co	do	Aristophanes' Apology, including a transcript from Enripides, by Robert Browning.	12mo	324	2 00
Do	do	The Odyssey of Homer. Translated into English verse, by William Cullen Bryant.	12mo	528	4 00
Roberts Bros	do	The Æneids of Virgil. Translated into English verse by William Morris	Crown 8vo		3 50
Schoenhof & Moeller	do	Petites causeries à l'usage des commençants, by L. Sauveur, Ph. D., LL. D	12mo	178	1 50
M. R. Dennis & Co	Newark, N. J	New and Concise Method of Reciting Latin Verbs, by Martin Bähler, A. M	12mo	23	25
Martin Taylor	Buffalo, N. Y	Rudiments of German Etymology, by Henry Klein, A. M	12mo	93	60
American News Company	New York, N. Y	Recenil francais pratique, by Prof. Edelb Jaurenaud	18mo	105	1 00
D. Appleton & Co	do	The Life and Growth of Language: An Outline of Linguistic Science, by William D. Whitney.	12mo	vii, 326	1 50
Clark & Maynard	do	Child s First Book in French, by Prof. Jean Gustav Keetels. Illustrated	12mo	143	1 00
Harper & Bros	do	The Satires of A. Persius Flaccus. Edited by Basil L. Gildersleeve, Ph. D., LL. D.	12mo	231	1 25
Do	do	Select Dialogues from Plato, by Henry Cary, A. M	12mo	551	1 50
Henry Holt & Co	do	Otto's First Book in German. Edited by Prof. E. S. Joynes	16mo		40
Do	do	Otto's Introductory German Reader. Edited by Prof. E. S. Joynes	12mo	vii, 268	1 25
Ivison, Blakeman, Taylor & Co	do	Practical Course with the Spanish Language, by H. M. Monsanto, A. M., and Louis A. Langnellier, LL. D.	16mo	400	1 75
Do	do	Easy Lessons in German, by W. H. and E. K. Woodbury	16mo	237	1 25
Nelson & Phillips	do	Outline Lessons in Hebrew, by Rev. S. M. Vail, D. D	12mo	28	50
L. W. Schmidt	do	First German Book, by Prof. Charles A. Schlegel. In 2 parts	16mo		Each, 50
E. Steiger	do	Ahn's Third German Book, by P. Henn	12mo	iv, 131	45
Do	do	Key to Ahn's Third German Book, by Dr. P. Henn	12mo	34	25
Do	do	Ahn's First French Reader, by Dr. P. Henn	12mo	96	60
Do	do	Key to Ahn's First French Reader, by Dr. P. Henn	12mo	56	30
University Publishing Company.	do	Latin Primer, introductory to Gildersleeve's Latin Series, by B. L. Gildersleeve, Ph. D., LL. D.	12mo	192	90
Do	do	Latin Reader, by B. L. Gildersleeve, Ph. D., LL. D	12mo	190	1 00
Wilson, Hinkle & Co	Cincinnati, Ohio	Key to Duffet's French Method	12mo	99	75

Eldredge & Bro	Philadelphia, Pa	Tacitus: Germania, Agricola, and Dialogus de Oratoribus, with notes by Prof. G. Stuart.	16mo	236	1 25
Do	do	Smith's Guide to French Conversation, revised and abridged by Prof. F. A. Brégy.	16mo	160	60
J. B. Lippincott	do	German Grammar, by Prof. J. A. Schmitz, A. M., and H. J. Schmitz	12mo		1 50
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Jansen, McClurg & Co	Chicago, Ill	Primer of Political Economy, by A. B. Mason and J. J. Lalor	12mo	67	75
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Henry C. Baird	Philadelphia, Pa	A New Monetary System, by Edward Kellogg. Edited by Mary K. Putnam. Fifth edition.	12mo	374	1 00
J. B. Lippincott & Co	do	Principia; or, Basis of Social Science, by R. J. Wright			3 50
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W. F. Draper	Andover, Mass	Commentary on Psalms, by James G. Murphy, LL. D	8vo	ix, 694	4 00
Congregational Sunday School Publishing Society.	Boston, Mass	Future Punishment, by Prof. Samuel C. Bartlett, D. D	16mo	68	50
Roberts Bros	do	An Inquiry into the Reality of Divine Revelation. 2 vols	8vo		8 00
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Do	do	Conditions of Success in Preaching Without Notes, by Rev. R. S. Storrs, D. D.	12mo		1 25
Do	do	The Jewish Tabernacle; its History and Significance. By Rev. E. Atwater. Illustrated.	8vo		4 00
E. P. Dutton & Co	do	Introduction to the Study of the Gospels, with notes, by B. F. Westcott, D. D	8vo	476	2 00
Harper & Bros	do	Dictionary of Religious Knowledge. Edited by Rev. Lyman Abbott, assisted by Rev. T. J. Conant, D. D.	8vo	xv, 1074	6 00
Nelson & Phillips	do	Binney's Theological Compend, improved, by Rev. Amos Binney and Rev. Daniel Steele, D. D.	12mo	195	90
Do	do	Commentary on the Old Testament, vol. 4, by Rev. Milton S. Terry, A. M	12mo	534	2 50
Do	do	Whedon's Commentary on the New Testament. Vol. 4	12mo	461	1 75

TABLE XXV.—*Publications, educational, historical, &c., for* 1875, *&c.*—Concluded.

Name of publisher.	Place of publication.	Name of book and of author.	Size of book.	Number of pages.	Retail price per copy.
1	2	3	4	5	6
		THEOLOGY AND RELIGION—Concluded.			
G. P. Putnam's Sons	New York, N. Y	Religion as Affected by Modern Materialism, by James Martineau, LL. D. Introduction by Rev. H. W. Bellows, D. D.	16mo	68	$0 75
Do	do	Philosophy of Trinitarian Doctrine, by Rev. A. G. Pease	16mo	183	1 50
A. D. F. Randolph & Co	do	The Philosophy of Natural Theology, by Rev. William Jackson, M. A., F. S. A	Sm. 8vo	xviii, 398	3 00
Reformed Church Board of Publication.	do	Prayer and its Relation to Modern Thought and Criticism, by I. S. Heartley, D. D.	12mo	257	1 50
Scribner, Armstrong & Co	do	Systematic Theology, by Charles Hodge, D. D., LL. D. New and cheap edition. 3 vols.	8vo		10 50
Do	do	Speaker's Commentary, vol. 5, Isaiah, Jeremiah, and Lamentations. By W. Kay, D. D., and R. Payne Smith, D. D.	Royal 8vo		5 00
Chase & Hall	Cincinnati, Ohio	New Testament Commentary, vol. 9, Hebrews. By Robert Milligan	Crown 8vo	396	2 50
Pratt & Brattle	Oberlin, Ohio	Needed Phases of Christianity, by James H. Fairchild, D. D	12mo	29	25
J. B. Lippincott & Co	Philadelphia, Pa	The Apocalypse Revealed, from the Latin of Emanuel Swedenborg. 2 vols.	12mo		2 75
Lutheran Publishing Society	do	Justification by Faith; or, The Lutheran Doctrine of the Inner Life. By S. W. Harkey, D. D.	16mo	230	1 25
William Rutter & Co	do	Inquiry into the Usage of Baptizo, and the Nature of Christic and Patristic Baptism, by James W. Dale, D. D.	8vo	630	5 00

TABLE XXVI.—*Improvements in school furniture, apparatus, ventilation, &c., patented in the United States for the year ended June 30, 1875.*

Name of patentee.	Residence.	No. of patent.	Title of patents.
1	2	3	4
Pitkin, A. P	Hartford, Conn	164, 983	Heating and ventilating public buildings.
Andrews, H	New Haven, Conn	158, 452	Parallel ruler.
Andrews, H. L	Chicago, Ill	164, 248	School desk and seat.
Cogger, W. B	Chicago, Ill	164, 268	Hinge for seat arms of school desks.
Jackson, D	Chicago, Ill	164, 173	Blackboard rubber.
Presbrey, G. H	Sterling, Ill	162, 099	Hinge joint for school desks.
Lichtenberg, J	Fort Wayne, Ind	159, 335	Map exhibitor.
Gilchrist, F. M	Greenfield, Ind	158, 271	School desks.
Fry, H. R	Marion, Ind	164, 160	School desk.
Grant, G. H	Richmond, Ind	164, 547	Blackboard eraser.
Walker, J. B	Louisville, Ky	154, 357	Blackboard rubber.
Knight, J. A	Auburn, Me	157, 996	Map drawer and exhibitor
Barbarick, J. H	Casco, Me	161, 732	Slate frame.
Bushfield, S. B	Baltimore, Md	*a*6, 221	Slate frame.
Haskell, W. O	Boston, Mass	157, 326	School desks.
Peabody, W. B. O	Boston, Mass	161, 982	Drawing board.
Ross, J. L	Boston, Mass	153, 619	School and lawn seats.
Soper, P. O	Boston, Mass	151, 928	Parallel rule.
Choate, G. W	Newton Centre, Mass	161, 862	Slate pencil sharpener.
Kelsey, O	Worcester, Mass	163, 320	Heating and ventilating apparatus for buildings.
Shields, C. J	Adrian, Mich	158, 444	Slate frames.
Baldwin, F. S	St. Louis, Mo	159, 244	Calculating machine.
Moore, C. C	Elizabeth, N. J	156, 491	Pencil holder for slate frame.
Birmeli, D	Greenville, N. J	163, 912	Letter and picture block.
Weissenborn, E	Hoboken, N. J	153, 408	Eraser.
Miller, W. A	Paterson, N. J	164, 019	Slate frame.
Taylor, D. C	Brooklyn, N. Y	156, 959	Alphabet boards and block.
Baade, W. F., and Sangster, A. W.	Buffalo, N. Y	156, 868	Alphabet case.
Baade, W. F., and Sangster, A. W.	Buffalo, N. Y	157, 113	Alphabet case.
Couch, S. W	Cold Spring, N. Y	159, 800	Window ventilator.
Lawrence, J. M	New York, N. Y	157, 690	Adding machine.
Poznanski, J	New York, N. Y	163, 886	Slate pencil attachment.
Holland, J	Cincinnati, Ohio	159, 513	Pen and pencil case.
Jones, G. E	Cincinnati, Ohio	155, 449	Geographical map.
Brinkerhoff, A. W	Sandusky, Ohio	*a*6, 200	Inkstand.
Cramer, F	Toledo, Ohio	152, 726	Device for teaching music.
Holman, C. J	Toledo, Ohio	153, 826	Adding machine.
Baldwin, F. S	Philadelphia, Pa	153, 522	Adding machine.
Barker, G. R	Philadelphia, Pa	155, 406	Building ventilator.
Blair, J. B	Philadelphia, Pa	*a*6, 510	Pencil rubber eraser.
Chinn, R. H	Washington, D. C	155, 606	Pen.
Wagner, G	Washington, D. C	160, 066	Window ventilator.
Daguin, E	Paris, France	157, 584	Drawing pen.

a Reissue.

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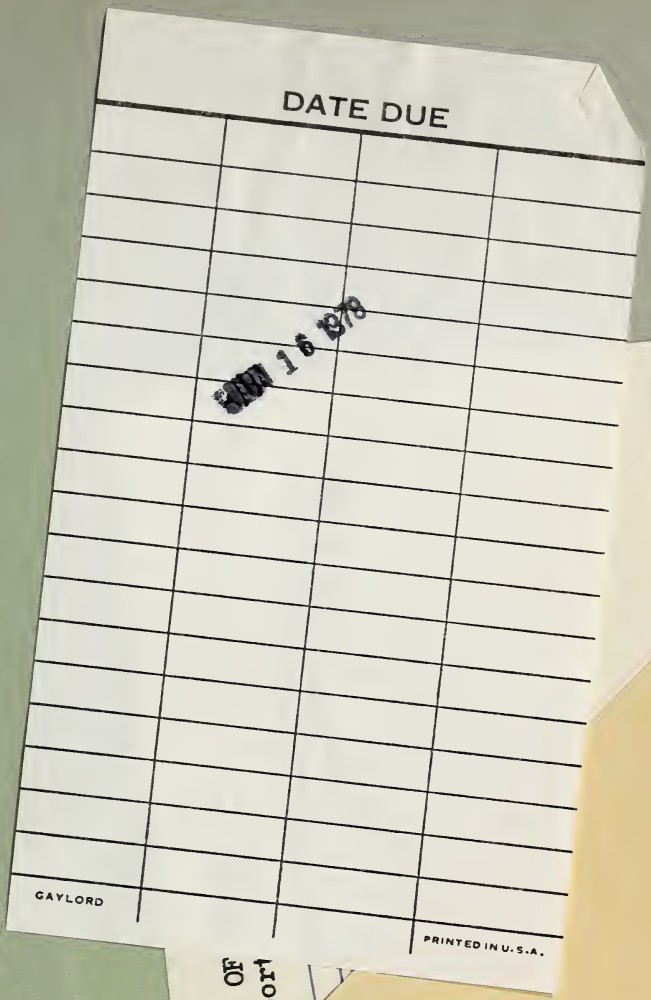
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